

**62. Law, Public Safety, Corrections, and Security Cluster - Firefighting Careers (4 hours)**

**Purpose/Abstract:** To introduce students to firefighting careers and their different responsibilities.

**NCCCS Adult Education Standards:** R.3.2.7, W.3.2.6, M.2.2.1

**Learning Objective:**  
*By the end of the session, students will be able to:*

- Recognize the different responsibilities of firefighters, including fire prevention, emergency medical services, hazardous material response, search and rescue, and disaster assistance.
- Explain the importance of firefighters' roles in controlling and extinguishing fires, responding to emergencies, and providing assistance to ensure the safety of people, property, and the environment.
- Apply basic math operations to solve problems related to firefighting scenarios.

<b>Soft Skills</b>	communication, teamwork	<b>Resources</b>	<a href="#">Firefighters Career Video</a> <a href="#">33-2011.00 - Firefighters</a> <a href="#">33-1021.00 - First-Line Supervisors of Firefighting and Prevention Workers</a> <a href="#">Converting metric units of length (video)   Khan Academy</a>
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**Additional Materials**

- Art supplies (glue, glitter, markers, paint, etc.)
- Pencils, paper, and scissors
- Computers for student use

<b>Icons</b>	 <b>Activity</b>	 <b>Check-In</b>	 <b>Review</b>
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**PREPARATION**

- Watch [Firefighters Career Video](#) and be prepared to introduce the careers.
- Ensure all students have access to [Converting metric units of length \(video\) | Khan Academy](#).
- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.
- Familiarize yourself with [O\\*NET](#)
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.

**INTRODUCTION (30 min)**

Welcome students to the class!

Play this short video summarizing firefighting careers: [Firefighters Career Video](#). Afterward, ask each student to share one thing they found interesting about the video or one thing they already know about firefighting careers.



Use the video as a transition to introduce the lesson by sharing and explaining each objective. Highlight that communication and teamwork are important soft skills for those in firefighting careers.

### VOCABULARY, READING & WRITING (45 min)

Project the following passage and have students take turns to read out sections.

#### Communication and Teamwork in Firefighting

In firefighting, teamwork and communication are **crucial**. Firefighters rely on these skills to keep people safe.

##### Communication Matters:

Imagine a firefighter in a burning building. Smoke fills the air, making it hard to see. Radios help them talk to each other. They share where they are, what they find, and what they need. For instance, one might say, "I'm on the second floor, and I found someone." Another might respond, "I'm coming with a stretcher."

##### Teamwork Saves the Day:

Firefighters work together as a team. Each has a specific job. They depend on each other:

Search and Rescue: Some find people in trouble. They check rooms and tell others if they find someone.

Hose and Water: Others use hoses to put out fires. One holds the hose, while another aims it.

Safety and Support: Some ensure everyone is safe.

##### Examples in Action:

Here's an example: In a tall building fire, one team fights the fire, while another rescues people. They use radios to **coordinate**. For instance, "We're on the 5th floor, and the fire is spreading." They work together to keep people safe and put out the fire.

In firefighting, teamwork and communication save lives. They're like the keys to being heroes. So, next time you see firefighters in action, remember how they talk and work together to keep us safe.

After reading, have students take five minutes to think about other examples in which firefighters might use communication and teamwork. Ask them to write down at least two other examples. Have them read it out to a partner.

Introduce a few key vocabulary words related to firefighting, such as "fire prevention," "emergency medical services," "hazardous material response", "search and rescue", and "disaster assistance." Place these words on a word wall or board. Explain what each means with examples.

 REFLECTION (15 minutes)

✓ Have a few students read out their examples. Ask a few volunteers to form sentences using the key words you introduced them to.

Emphasize why communication and teamwork are very important skills for firefighters.

**MATHEMATICS (45 min)**

Review unit conversions.

Project these problems on the board and allow time for students to solve the problems in their notebooks. Use this time to support lower level learners with detailed steps on how to approach measurements and unit conversion problems. Encourage students to refer to the conversion chart from the previous lessons.

1. A fire hose is 10 feet long. If you have two hoses, how long are they together? Express your answer in feet.
2. Firefighters need to fill a bucket with water. They estimate that it's about 30 centimeters deep. How many inches deep is the bucket? (1 inch = 2.54 centimeters)
3. A fire hydrant is 2 meters tall. How many centimeters tall is it? (1 meter = 100 centimeters)
4. A fire truck is 25 feet long. How many meters is it? (1 foot = 0.3048 meters)
5. Firefighter A's hose is 8 feet long, and Firefighter B's hose is 3 meters long. Whose hose is longer, and by how much? Express the difference in feet.
6. Firefighters need a ladder to reach a window. They estimate it needs to be about 15 feet long. How many meters is this approximately? (Round to the nearest meter.)
7. A firefighter's height is 180 centimeters. How many inches tall is the firefighter? (1 inch = 2.54 centimeters)
8. Firefighter C's hose is 12 feet long, and Firefighter D's hose is 5 meters long. Whose hose is longer, and by how much? Express the difference in meters.

 REFLECTION (10 minutes)

✓ Review the answers with the class and clarify any doubts.

Lower Level	Higher Level
Work independently with students.	Assign exercises in this unit <a href="#">Converting metric units of length (video)   Khan Academy</a> for extra practice.

**GROUP WORK (75 min)**

Tell students they will work in small groups to learn more about firefighting careers.



Divide the class into small groups of 3-4 students each. Ensure that each group has access to [33-2011.00 - Firefighters](#) and [33-1021.00 - First-Line Supervisors of Firefighting and Prevention Workers](#).

Instruct each group to read through the job descriptions for both roles carefully. They should pay attention to responsibilities, tasks, and skills. Allow 15 minutes for this.

Have each group identify and list the responsibilities, tasks, or skills that are similar between the two roles. Encourage them to discuss and come to a consensus.

Next, instruct groups to identify and list the differences between the two roles in terms of skills, qualifications, and responsibilities. Encourage them to focus on distinct aspects.

Have each group choose one important responsibility from either the Firefighter or First-Line Supervisor role that they find interesting or challenging. Instruct each group to plan a short role-play scenario based on the chosen responsibility. They should decide who will play which role and what dialogue or actions are involved.

 REFLECTION (15 minutes)

✓ Each group will present their findings to the class. Ask them to share both the similarities and differences they found. This will promote a group discussion and exchange of ideas. Have a few volunteer groups perform their role-play for the class. After each role-play, allow the class to ask questions or provide feedback.

**INDEPENDENT WORK TIME (30 min)**

Provide students a chance to practice the math skills for this lesson using the Khan Academy link or to work independently on their writing. Share

For independent work, have learners write a short thank-you letter or note to firefighters, expressing appreciation for their work. Encourage them to use compound sentences and incorporate vocabulary words. Remind students to use their prior knowledge of capitalization and formatting letters.

**Lower Level**

Provide support individually for writing with sentence starters and for Math by encouraging them to watch the lesson videos before attempting the practice.

**Higher Level**

Challenge students to attempt the next lesson and exercises in this unit.

**WRAP-UP & REFLECTION (15 min)**

Ask students to share one thing that made an impact on them about firefighting careers. Have a few students share whether they would like to train for these roles and provide reasons for their answers.

Distribute exit slips to students.  
Ask for a few volunteers to share their reflections.  
Collect and review the answers.

## Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned \_\_\_\_\_.

Is one of the careers discussed today of interest to you? Why or why not?

I liked / did not like \_\_\_\_\_ career because \_\_\_\_\_

\_\_\_\_\_

Is there anything you still need help understanding?

What's one question you have?

Circle the emoji that shows how you feel about your mastery of content in this lesson.



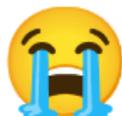
Happy



Smart



Confused



Sad



Angry