

The Six Ts of Fire Service Learning

COURSE EXAMINATION

- 1) The Six Ts were developed to assist firefighters to:
a. Change the way training can prepare firefighters for the worst
b. Learning a mnemonic device to prioritize fireground operations
c. Provide an order of the disciplinary process
d. Learn the process of administrative decision making
- 2) Which of the Six Ts comprises how you will learn most of your job duties?
a. Testing
b. Teaching
c. Tradition
d. Training
- 3) The *Training* component of the Six Ts affects firefighters the most at emergency incidents
a. True
b. False
- 4) What is one way to provide real training in the author's "Training in the Streets" program to a fire department?
a. Review internet videos with entire crew
b. Contact local businesses and real estate agents to find buildings for training
c. Schedule training time at a regional training center or technical college training tower
d. None of the above
- 5) Fire service testing processes often only reinforce the training fallacy of "Train as if your life depends on it."
a. True
b. False
- 6) Based upon the realities and requirements set forth in promotional testing processes, how should tactics and strategy be taught?
a. Separately for a test and real world application
b. Principles of both are synonymous and should be taught the same
c. Tactics and strategy should never be taught for test purposes only
d. None of the above
- 7) According to Edgar Dale's Cone of Experience, people generally remember how much of what they read?
a. 50%
b. 40%
c. 10%
d. 20%
- 8) According to Edgar Dale's Cone of Experience, people generally remember how much of what they hear?
a. 10%
b. 90%
c. 15%
d. 20%
- 9) According to Edgar Dale's Cone of Experience, people generally remember how much of what they say and write?
a. 70%
b. 80%
c. 10%
d. 30%
- 10) According to Edgar Dale's Cone of Experience, which of the following are methods of getting students to demonstrate, apply and practice a particular skill set or knowledge?
a. View images
b. Watch videos
c. Watch a demonstration
d. All of the above
- 11) What drives most of the learning for firefighters?
a. Discipline
b. Motivation
c. Salary
d. Promotional opportunities
- 12) Learning is broken down into which one of the following domains?
a. Cognitive learning
b. Psychomotor skills
c. Affective learning
d. All of the above
- 13) Which of the following domains comes from training classes, reading and formal discussions?
a. Cognitive learning
b. Psychomotor skills
c. Affective learning
d. None of the above
- 14) Which domain refers to taking knowledge and applying it to a movement or manipulative skill?
a. Cognitive learning
b. Psychomotor skills
c. Affective learning
d. None of the above
- 15) A probationary firefighter is more motivated to learn when:
a. Practicing
b. Reading
c. Teaching
d. Watching videos
- 16) What "T" refers to how we react to events and conditions through rituals, beliefs or passed-on behavior within a society?
a. Teaching
b. Training
c. Triumph
d. Tradition
- 17) During emergency incidents, firefighters make rapid decisions using a model called Recognition Primed Decision Making
a. True
b. False
- 18) What is critical to molding your "slide carousel" to choose the right tactics?
a. After action reviews
b. Experience
c. Department standard operating guidelines
d. None of the above
- 19) Incident reviews should be must be candid and be designed to find problems, but they also should not be critical or place blame.
a. True
b. False
- 20) Many times, a departmental tragedy has reached which learning domain?
a. Cognitive learning
b. Psychomotor skills
c. Affective learning
d. None of the above