EXHIBIT 4.4
Sample Lesson Plan—Portable Fire Extinguisher

LESSON PLAN

Course or program title: Employee Fire & Life Safety

Lesson title: Portable Fire Extinguishers

Length of lesson: 2 hours 30 minutes

Method of delivery: Lecture & Demonstration

Instruction level: Basic

Audience: Widget Inc. Employees

STUDENT LEARNING OBJECTIVES

1. Identify NFPA 10, Standard for Portable Fire Extinguishers
2. Identify stored pressure & nonstored pressure extinguishers
3. List the following types of agents used in extinguishers:
   - Dry chemical
   - Pressurized water
   - Carbon dioxide (CO₂)
   - Dry powder
   - Foam
4. List two examples of Class A, B, C, and D fires
5. Explain when to use a Class K extinguisher
6. List the information contained on an extinguisher label
7. Explain the P.A.S.S. method of using a fire extinguisher
8. Demonstrate the ability to extinguish a trashcan fire, using a portable extinguisher
9. Explain the extinguisher location and spacing rules in NFPA 10

MATERIALS NEEDED

- NFPA 10, Standard for Portable Fire Extinguishers—one for each student
- Lesson plan—teaching note pages
- Overhead projector with screen of appropriate size for room
- Flip chart
- Handout: Fire Extinguisher Chart
- Video player
- Video: Fire Extinguishers: Fight or Flight
- 30-gal trashcan and newspaper to burn
- Operational pressurized water extinguishers—enough for class to use
- Display samples of fire extinguishers: dry chemical, pressurized water, CO₂, dry powder, foam
- Paper and pencils

(continued)
**Introduction**

Fire extinguishers can be valuable tools in first aid fire fighting in any facility. However, the proper use of an extinguisher is of the utmost importance so that the person using it does not become a victim of the fire. It is important to know the types and limitations of extinguishers, so the proper choices are made in their use and application.

**Presentation**

Follow the lesson plan on the following pages. Refer students to the pertinent points in NFPA 10, *Standard for Portable Fire Extinguishers*, as you progress through the lesson plan, covering the objectives.

**Application**

After adequately covering the points in the plan, move the students to the area designated as the burn area, and demonstrate extinguisher use on a small fire.

**Evaluation**

As time permits, conduct an informal evaluation by asking the students to demonstrate the use of an extinguisher, without live fire, on the training ground. Ask questions covering the material either at this time, or after returning to the classroom, or at both times.

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**NOTES & VISUAL AIDS**

**Body of the Lesson** (1 hour)

| I. Opening slide identifies NFPA 10, *Standard for Portable Fire Extinguishers* | OHT #1 |
| II. Four classes of fire as listed in NFPA 10 |
| A. Class A—ordinary combustibles (e.g., paper, wood, cotton) | OHT #2 |
| B. Class B—combustible and flammable liquids |
| C. Class C—charged electrical equipment (energized electrical equipment) |
| D. Class D—combustible metals (e.g., sodium, titanium, magnesium—most metals that end in “ium”) |
| III. Types of extinguishers |
| A. Stored pressure (pressurized water, carbon dioxide) | OHT #3 |
| B. Nonstored pressure (cartridge-operated dry chemical) |
EVALUATION

Summary Checklist for Measuring Learner Knowledge of Fire Extinguishers

1. Can learner identify appropriate NFPA standard regarding fire extinguishers?
   (Learner should identify NFPA 10, and pick it out of a group of other standards.)

2. Given a fire scenario, have the learner identify the class of extinguisher that should be used to extinguish the fire.
   (Learner should be able to match classes of fire to appropriate extinguisher. For example, given a paper fire, learner should pick out pressurized water extinguisher; given an electrical fire, learner should pick out carbon dioxide or dry chemical extinguisher; given a magnesium chip fire, learner should pick out the bucket of clean sand or the “Metl-X” extinguisher.)

3. Given a number of extinguishers, have learner separate stored pressure types from nonstored pressure extinguishers.

4. Given a number of extinguishers, have learner identify obsolete extinguishers.
   (Learner should pick out inverting, brass-colored soda acid extinguisher.)

5. Simulating a fire condition, have learner explain and demonstrate the P.A.S.S. system of using an extinguisher.
   (Learner should Pull the pin, Aim at the base of the fire, Squeeze the extinguisher lever, and Sweep the extinguisher back and forth across the base of the fire.)

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EXHIBIT 4.4 (continued)

Portable Fire Extinguishers

NFPA 10, Standard for Portable Fire Extinguishers

OHT #1

Portable Fire Extinguishers

Classes of Fires

Class A – ordinary combustibles (e.g., paper, wood, cotton)
Class B – flammable and combustible liquids
Class C – charged electrical equipment (energized switchgear)
Class D – combustible metals (e.g., sodium, titanium, magnesium)

OHT #2

Portable Fire Extinguishers

Types of Extinguishers

- Stored pressure (pressurized water, carbon dioxide)
- Nonstored pressure (cartridge-operated dry chemical)

OHT #3

Portable Fire Extinguishers

Agents Typically Used

- Dry chemical
- Pressurized water
- Carbon dioxide
- Dry powder
- Foam

OHT #4

Portable Fire Extinguishers

Label Information

- Listing information
- Extinguisher rating

OHT #5