

National Fire Protection Association (NFPA) 1035 Fire and Life Safety Educator Level 1 Certification Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

This is a sample study guide. To access the full version with hundreds of questions,

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Don't worry about getting everything right, your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations, and take breaks to retain information better.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning.

7. Use Other Tools

Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly — adapt the tips above to fit your pace and learning style. You've got this!

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Questions

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- 1. What should be included in an effective fire and life safety education program evaluation?**
 - A. Only audience feedback**
 - B. A review by external experts**
 - C. Assessment of materials and methods**
 - D. Alumni performance reviews**

- 2. When composing a news release, one should:**
 - A. Express opinions**
 - B. Give off the record statements**
 - C. Editorialize**
 - D. Include the location of the incident**

- 3. What is the primary goal of the discussion method in instruction?**
 - A. To give students a break from regular lectures**
 - B. To deliver new information or skills**
 - C. To challenge learners to think and stimulate participation**
 - D. To determine group leaders**

- 4. Which option is not considered a local media resource?**
 - A. Newspaper**
 - B. Professional journal**
 - C. Television**
 - D. Radio**

- 5. What is one crucial reason to focus on older adults in fire and life safety education?**
 - A. They have a high risk of fire and burns**
 - B. They usually take care of younger children**
 - C. They are responsible for numerous false alarms**
 - D. They often influence fire department budget votes**

6. Which assignment is a critical task for the public fire educator that impacts future planning, budgeting, and evaluation?

- A. Record keeping**
- B. Code development**
- C. Program modification**
- D. Establishing responsibility**

7. A student is given an opportunity to practice what has been learned during the _____ step in a lesson plan.

- A. Preparation**
- B. Presentation**
- C. Application**
- D. Evaluation**

8. What is the significance of feedback in fire safety lessons?

- A. It identifies knowledge gaps**
- B. It discourages incorrect responses**
- C. It serves as a completion checklist**
- D. It solely evaluates the instructor**

9. A multipurpose dry chemical extinguisher will extinguish _____ fires.

- A. Class A and B**
- B. Class B and C**
- C. Class A and C**
- D. Class A, B, and C**

10. What are the 3 domains of learning?

- A. Auditory, Affective, Alert**
- B. Cognitive, Psychomotor, Affective**
- C. Visual, Tactile, Cognitive**
- D. Cognitive, Psychomotor, Social**

Answers

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1. C
2. D
3. C
4. B
5. A
6. A
7. C
8. A
9. D
10. B

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Explanations

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1. What should be included in an effective fire and life safety education program evaluation?

- A. Only audience feedback**
- B. A review by external experts**
- C. Assessment of materials and methods**
- D. Alumni performance reviews**

An effective fire and life safety education program evaluation should include an assessment of materials and methods because this component directly measures the quality and effectiveness of the educational content being delivered. Evaluating the materials ensures that they are relevant, up-to-date, and based on sound fire safety principles. It also involves examining the methods used for delivery to determine if they successfully engage participants and facilitate understanding of the key concepts. This assessment helps identify strengths in the program as well as areas that may need improvement, which is vital for enhancing overall effectiveness. By focusing on the quality of the materials and the instructional strategies, educators can ensure that the program meets the needs of the participants and ultimately achieves its goal of increasing fire and life safety awareness. The other options, while they may contribute to a comprehensive evaluation in different contexts, do not directly address the foundational elements of a successful educational program. Audience feedback is valuable but is often subjective and may not provide a complete picture without the assessment of the actual educational content. Similarly, while a review by external experts can add merit, it is not as focused on the direct evaluation of materials and methods, which are essential for ensuring program effectiveness. Alumni performance reviews could provide some insights into long-term impacts, but they do not evaluate the immediate instructional strategies

2. When composing a news release, one should:

- A. Express opinions**
- B. Give off the record statements**
- C. Editorialize**
- D. Include the location of the incident**

Including the location of the incident in a news release is essential for several reasons. It provides context for the information being shared and helps the audience understand the relevance of the incident. The location allows for a clearer picture of the incident, including its geographical significance and the potential impact on the community. This detail also aids reporters in creating a more comprehensive news story, as they can incorporate local context and explore community concerns related to the incident. In contrast, expressing opinions or editorializing would detract from the factual nature of a news release, as it is meant to present information clearly and objectively. Additionally, off-the-record statements can create confusion and may lead to miscommunication, as they imply a lack of accountability for what is being shared. Overall, focusing on factual details, such as the location, enhances the effectiveness and credibility of the news release.

3. What is the primary goal of the discussion method in instruction?

- A. To give students a break from regular lectures
- B. To deliver new information or skills
- C. To challenge learners to think and stimulate participation**
- D. To determine group leaders

The primary goal of the discussion method in instruction is to challenge learners to think critically and stimulate their active participation. This approach encourages students to engage with the material more deeply by sharing their thoughts, experiences, and insights, fostering a sense of collaboration and exploration of ideas. By facilitating discussions, educators can create an environment that promotes higher-order thinking and allows for diverse perspectives to be heard, which ultimately enriches the learning experience. While providing a break from traditional lectures or delivering new information can be elements of various teaching methods, they do not encapsulate the essence of the discussion method. Instead, the focus of this pedagogical approach is on creating a dialogue where students actively construct knowledge together and learn from one another.

4. Which option is not considered a local media resource?

- A. Newspaper
- B. Professional journal**
- C. Television
- D. Radio

The option identified as the correct answer, which is a professional journal, is not considered a local media resource because professional journals are typically aimed at a specialized audience and are often published on a national or international level. They focus on scholarly articles, research findings, and industry developments, catering primarily to professionals within a specific field. In contrast, local media resources, such as newspapers, television, and radio, primarily serve a community or local audience. They provide news and information that directly pertain to local events, issues, and interests. Newspapers cover local stories, television stations may focus on local broadcasts and weather, and radio stations often feature community-based programming. Understanding the distinction between local media resources and professional journals is essential for a fire and life safety educator, as local media can play a crucial role in community outreach and public education initiatives. Engaging with local media can help disseminate fire safety messages and reach a broader audience effectively.

5. What is one crucial reason to focus on older adults in fire and life safety education?

- A. They have a high risk of fire and burns**
- B. They usually take care of younger children**
- C. They are responsible for numerous false alarms**
- D. They often influence fire department budget votes**

Focusing on older adults in fire and life safety education is crucial primarily because this demographic faces a higher risk of fire and burns. As people age, they may experience physical and cognitive declines that affect their ability to respond quickly to fire hazards. Mobility issues can hinder their escape from hazardous environments, and cognitive impairments might impact their ability to understand warning signs or follow safety protocols. This makes them more vulnerable to the impacts of fire, leading to a greater likelihood of injuries or fatalities in fire incidents. Therefore, tailored education programs that address the specific needs and challenges faced by older adults can significantly enhance their safety and preparedness in case of a fire emergency. While other options may present relevant points, they do not capture the immediate and critical safety needs that make older adults a focal point for fire and life safety education.

6. Which assignment is a critical task for the public fire educator that impacts future planning, budgeting, and evaluation?

- A. Record keeping**
- B. Code development**
- C. Program modification**
- D. Establishing responsibility**

The assignment that plays a critical role in influencing future planning, budgeting, and evaluation is primarily centered around record keeping. This task involves systematically documenting activities, events, participant demographics, feedback from programs, and outcomes achieved. Accurate record keeping allows public fire educators to assess the effectiveness of their programs over time. For instance, by analyzing attendance records and participant evaluations, educators can identify trends in community engagement and areas that require improvement. This information is essential for making informed decisions regarding future program planning and resource allocation. It also aids in justifying budget requests, as documented success and areas for enhancement provide a compelling case to stakeholders for continued or increased funding. In contrast, while code development, program modification, and establishing responsibility are important tasks within the framework of fire safety education, they do not directly provide the foundational data necessary for evaluating past programs and strategizing for the future. Code development pertains more to the regulatory aspects of fire safety, program modification involves changes made after evaluations rather than initial assessments, and establishing responsibility focuses on delineating roles and expectations rather than tracking performance and impacts. Thus, record keeping is the backbone of effective public fire education, directly influencing strategic planning and decision-making.

7. A student is given an opportunity to practice what has been learned during the _____ step in a lesson plan.

- A. Preparation**
- B. Presentation**
- C. Application**
- D. Evaluation**

The opportunity for a student to practice what has been learned occurs during the Application step in a lesson plan. This phase is essential for reinforcing the concepts and skills taught earlier in the lesson. During this step, students engage in hands-on activities or discussions that allow them to apply the knowledge in a practical context, solidifying their understanding and helping to retain the information. The Application step is designed to bridge the gap between theoretical knowledge and practical skills, enabling students to demonstrate their comprehension and capability to use what they have learned. This active involvement fosters confidence and encourages deeper learning, which is a crucial aspect of effective education in fire and life safety.

8. What is the significance of feedback in fire safety lessons?

- A. It identifies knowledge gaps**
- B. It discourages incorrect responses**
- C. It serves as a completion checklist**
- D. It solely evaluates the instructor**

Feedback plays a crucial role in fire safety lessons because it identifies knowledge gaps among learners. By providing specific feedback, instructors can highlight areas where learners may not fully understand concepts related to fire and life safety. This process encourages learners to address these gaps, enhancing their comprehension and ensuring that they possess the essential knowledge required to act effectively in fire safety situations. Moreover, when learners receive constructive feedback, they are better equipped to internalize the information presented, which is vital for their success in real-world applications. Understanding the strengths and weaknesses in their knowledge allows learners to focus their study efforts where they are needed most, leading to a more competent, confident understanding of fire safety protocols and procedures. In contrast, other options do not capture the primary function of feedback in educational settings. While discouraging incorrect responses, serving as a checklist, or evaluating an instructor may have some role in the learning process, they do not encapsulate the core importance of feedback in identifying and addressing knowledge gaps directly related to fire safety education.

9. A multipurpose dry chemical extinguisher will extinguish fires.

- A. Class A and B**
- B. Class B and C**
- C. Class A and C**
- D. Class A, B, and C**

A multipurpose dry chemical extinguisher is specifically designed to extinguish fires of multiple classifications, which include Class A, B, and C fires. Class A fires involve ordinary combustibles such as wood, paper, and cloth. Class B fires are related to flammable liquids like gasoline, oil, and greases. Class C fires encompass electrical equipment and wiring. The effectiveness of multipurpose dry chemical agents is due to their ability to interrupt the chemical reaction of fire, as well as to cool burning materials in the case of Class A fires. For Class B fires, they create a barrier between the fuel and the oxygen, while for Class C fires, they can safely extinguish electrical flames as they do not conduct electricity. This versatility makes the multipurpose dry chemical extinguisher a valuable tool in fire safety, allowing it to be used in various environments where different types of fires might occur. Hence, it is capable of tackling all three classes of fires—A, B, and C.

10. What are the 3 domains of learning?

- A. Auditory, Affective, Alert**
- B. Cognitive, Psychomotor, Affective**
- C. Visual, Tactile, Cognitive**
- D. Cognitive, Psychomotor, Social**

The correct response identifies the three domains of learning as cognitive, psychomotor, and affective, which are foundational concepts in educational theory. The cognitive domain involves mental processes related to knowledge acquisition, comprehension, application, analysis, synthesis, and evaluation. This domain is essential for understanding and processing information, which is vital for effective learning and retention in both theoretical and practical contexts. The psychomotor domain pertains to physical skills and the ability to perform tasks. This includes coordination, dexterity, and the application of knowledge through physical activity. In fire and life safety education, for example, this could relate to the practice of using fire extinguishers or conducting fire drills, where hands-on practice reinforces learning. Lastly, the affective domain deals with emotions, attitudes, and values. It encompasses learning that influences how learners feel, their motivation, and their approach to the material. In fire and life safety education, fostering emotional responses to safety issues can significantly impact individuals' behaviors and commitment to safety practices, thereby enhancing overall safety awareness. A comprehensive understanding of these three domains allows educators to create a balanced and effective learning environment that addresses various aspects of human learning, supporting the development of knowledge, skills, and attitudes essential for effective fire and life safety education

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://nfpa1035-firesafetyeducatorlevel1.examzify.com>

We wish you the very best on your exam journey. You've got this!

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