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Date: December 9, 2019

To: State Board of Fire Service

From: Chris Fowler, Deputy State Fire Marshal III, Supervisor

SUBJECT/AGENDA ACTION ITEM:

Fire Fighter 1 & Fire Fighter 2 (2019) Certification & Curriculum Implementation Plan

Recommended Actions:

Motion

Background Information:

The Fire Fighter 1 (FF1) and Fire Fighter 2 (FF2) (2019) curriculum and certification has been developed from national professional standards and meets the needs of the California Fire Service for training content and delivery for entry level personnel. Agencies hosting FF1 and FF2 courses should follow NFPA 1402, Standard on Facilities for Fire Training and Associated Props. NFPA 1402 provides guidance for the planning of fire service training centers, focusing on the main components necessary to accomplish general fire fighter training effectively, efficiently, and safely.

Certification Testing: In response to Blueprint 2020, certification exams will be expanding to FF2. All candidates seeking Fire Fighter 1 (2019) and Fire Fighter 2 (2019) certification will be required to complete the required psychomotor and cognitive certification exams. Candidates seeking Fire Fighter 2 certification who do not want to complete the FF2 certification exams, should seek the FF2 (2013) certification prior to its retirement.

Analysis/Summary of Issue:

- 1) The FF1 (2019) Curriculum and FF2 (2019) Curriculum will be the new standard recognized by SFT. SFT certification testing procedures will continue to fully satisfy IFSAC and Pro Board requirements and meets the needs of the California Fire Service for content and delivery.
- 2) The FF1 (2019) and FF2 (2019) curriculum and certification requirements will be phased in for the California Fire Service Training and Education System. New

Certification Training Standards (CTS) along with four (4) Course Plans have been developed based on current National Fire Protection Association (NFPA) Professional Qualification Standards (NFPA 1001, 1051, and 1072). Reference the Implementation Plan Overview for a detailed description of the four (4) Course Plans.

- 3) The Confined Space Rescue Awareness must be delivered by an approved registered SFT instructor to confirm the mandates of California Law (Cal-OSHA CCR Title 8, Article 108 §5157).
- 4) Fire Fighter Survival may be delivered by either an approved Fire Fighter Instructor or approved SFT Registered Instructor based on AHJ preferences. Reference the Implementation Plan for a detailed description of the delivery options.
- 5) FF1 (2019) will meet Haz Mat FRO/FRA and two of the mission specific trainings (NFPA 1072 Sections 6.1 and 6.6). This is the same as FF1 (2013).
 - a. FF1 2013 had skill sheets for Technical Decontamination. This was also selectable as a random skill for the state skills exam. The CTS and course plan did not have specific training linking back to the skill.
 - b. FF1 2019 is removing the skill from the state skills exam. SFT will make the skill sheet to be used as an optional reference/training, for agencies wanting to train to it.
- 6) The inclusion of IS 200 and IS 800 was determined by the cadre to create stronger alignment with the CAL OES CICCIS Qualifications (2018 Guide) for Firefighter Type 2 (FFT2) and Firefighter Type 1 (FFT1). All FEMA courses would be required before the student participates in FF1A-Structural, Module 2. These courses are the minimum standard for state employment and required by most local government agencies.
- 7) The FF1 (2019) Task Book completion has been adjusted to the FF2 (2019) certification. This single Fire Fighter task book will include all job performance requirements (JPRs) for FF1 (2019) and FF2 (2019).
- 8) A FF1 Training Record will be required to be completed by AHJs, which will provide a complete and thorough record of JPRs or Skills being delivered by the AHJ. Copies of the FF1 Training Records must be provided to the candidate for their personal file. The FF1 Training Record shall be maintained in accordance with the SFT Procedures Manual.
- 9) The FF1 (2019) experience requirement has been adjusted to the FF2 (2019) certification. This adjustment allows for more employment opportunities and supports the firefighter as s/he completes the six months full-time or one year part-time/volunteer requirement for certification.
- 10) Instructor requirements for new FF1 and FF2 (2019) curriculum continue to be approved instructors as defined in the SFT Procedures Manual (January 2019) Section 6.6.
- 11) Fire agencies or educational delivery programs desiring to implement the FF1 (2019) and FF2 (2019) curriculum need to review the new FF1 (2019) and FF2 (2019) curriculum and certification requirements to be sure that all agency training needs are being met. After review, Fire Agencies and educational delivery programs should

update their job specifications, recruitment documentation, and any associated course materials to reflect these new courses and certification requirements.

12) The proposed Transition Period, Timelines and Course Phase Out have been updated based on stakeholder feedback and will be further detailed in the Implementation Plan.

Fire Fighter 1 and Fire Fighter 2 (2019) Course Curriculum

Testing hours are not reflected in this table.

Fire Fighter 1A	Structure	312	Hours
Fire Fighter 1B	Hazardous Materials/WMD	24	Hours
Fire Fighter 1C	Wildland	56	Hours
CSRA	Confined-Space Rescue Awareness	8	Hours
Fire Fighter 2A	Structure	48	Hours

Note: Time is crucial for the success of candidates and can only be estimated for the application phase that is associated with sets and reps to adult learners. AHJs can exceed the minimum standards identified in the SFT curriculum.



FIRE FIGHTER 1 & FIRE FIGHTER 2 (2019) Certification & Curriculum Implementation Plan

Issued: November 2019

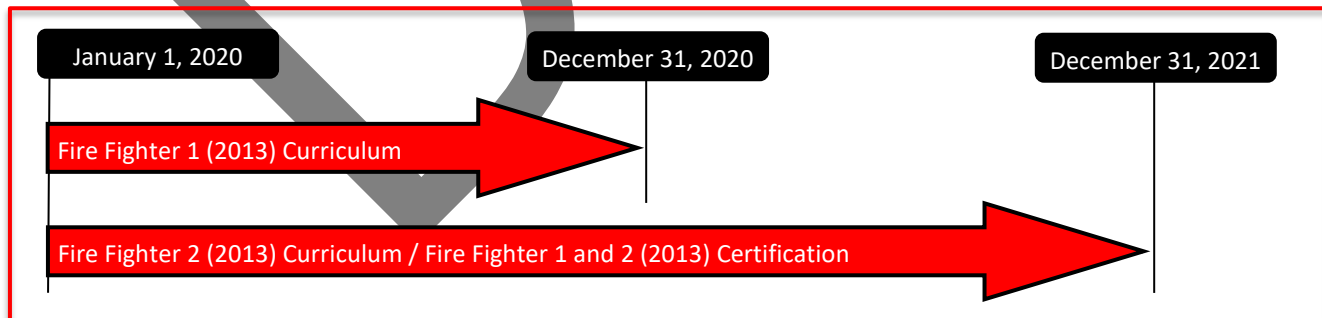
OVERVIEW

This document is intended to provide information for all State Fire Training (SFT) stakeholders on the new Fire Fighter 1 (2019) and Fire Fighter 2 (2019) curriculum and certification requirements. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

The Fire Fighter 1 (2019) and Fire Fighter 2 (2019) curriculum and certification requirements will be phased in for the California Fire Service Training and Education System. New Certification Training Standards (CTS) along with four (4) Course Plans have been developed based on current National Fire Protection Association (NFPA) Standards which includes NFPA 1001, Fire Fighter Professional Qualifications (2019); NFPA 1051, Wildland Fire Fighter Professional Qualifications (2016); NFPA 1072, Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017). In addition, the mandates of California Law (Cal-OSHA CCR Title 8, Article 108 §5157) were incorporated in to the course curriculum. The CTS and Course Plans will be available on the SFT website.

FIRE FIGHTER 1 (2013) AND FIRE FIGHTER 2 (2013) RETIREMENT

SFT recognizes that many candidates are vested in the Fire Fighter 1 (2013) and Fire Fighter 2 (2013) Certification track and, therefore, the existing Fire Fighter 1 (2013) and Fire Fighter 2 (2013) curriculum and certification requirements will be available for those candidates during the transition period. Candidates entering the certification system should enroll in the new Fire Fighter 1 (2019) and Fire Fighter 2 (2019) courses and comply with the new Fire Fighter (2019) certification requirements.



Fire Fighter 1 (2013) Curriculum Retirement December 31, 2020

Effective January 1, 2021, Fire Fighter 1 (2013) curriculum will be retired from the SFT course catalog and no longer available.



FIRE FIGHTER 1 & FIRE FIGHTER 2 (2019) Certification & Curriculum Implementation Plan

Fire Fighter 1 (2013) Certification Retirement December 31, 2021
Effective January 1, 2022, Fire Fighter 1 (2013) certification will no longer be supported by SFT and will be retired. Candidates who do not apply before this date, will need to seek the Fire Fighter 1 (2019) certification.

Fire Fighter 1 (2013) Task Book and Experience Changes..... Available January 1, 2020
SFT is bringing the Fire Fighter 1 (2013) certification requirements in alignment with the Fire Fighter 1 (2019). This will allow candidates who are enrolled in a Fire Fighter 1 academy to become eligible for certification upon graduation.

- Fire Fighter 1 (2013) Task Book will no longer be required for Fire Fighter 1 (2013) Certification. A completed Fire Fighter 1 (2013) Task Book will be required to be on file with SFT for candidates to apply for Fire Fighter 2 (2013) certification.
 - Candidates applying for Fire Fighter 2 (2013) certification who have already submitted a Fire Fighter 1 Task Book for certification, will not have to resubmit their Fire Fighter 1 Task Book. They will only be required to submit a completed Fire Fighter 2 Task book.
 - Candidates who applied for Fire Fighter 1 (2013) certification, and did not submit a Task Book to SFT, will be required to submit a Fire Fighter 1 (2013) Task Book and Fire Fighter 2 (2013) Task Book.
- The in-service experience requirement associated with Fire Fighter 1 (2013) certification is now deferred to Fire Fighter 2 (2013). Fire Fighter 2 experience requires either on year full-time or two years part-time/volunteer work employment

Fire Fighter 2 (2013) Curriculum Retirement December 31, 2021
Effective January 1, 2022, Fire Fighter 2 (2013) curriculum will be retired from the SFT course catalog and no longer available.

Fire Fighter 2 (2013) Certification Retirement December 31, 2021
Effective January 1, 2022, Fire Fighter 2 (2013) certification will no longer be supported by SFT and will be retired. Candidates who do not apply before this date, will need to seek the Fire Fighter (2019) certification, which requires the Fire Fighter 2 Certification Exams (psychomotor and cognitive).

Fire Fighter 2 Pro Board / IFSAC Upgrade Available January 1, 2020
The Fire Fighter 2 upgrade program is intended for California certified Fire Fighters who have received Fire Fighter 2 certification under previous editions and are now looking to upgrade their state certification to Pro Board/IFSAC certification. Candidates will be required to complete the Fire Fighter 2 (2019) Certification Exams (psychomotor and cognitive).



FIRE FIGHTER 1 & FIRE FIGHTER 2 (2019) Certification & Curriculum Implementation Plan

FIRE FIGHTER 1 (2019) AND FIRE FIGHTER 2 (2019) IMPLEMENTATION

Fire Fighter 1 (2019) and Fire Fighter 2 (2019)..... Effective January 1, 2020

New Certification Training Standard (CTS) and Course Plans has been developed based on current National Fire Protection Association (NFPA) Standards which includes NFPA 1001: Fire Fighter Professional Qualifications (2019), NFPA 1051: Wildland Fire Fighter Professional Qualifications (2016), and NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017). The CTS and Course Plans will be available on the SFT website.

Fire Fighter 1 and 2 (2019) Curriculum..... Available January 1, 2020

Fire Fighter 1A	Structure	(264 hours)
Fire Fighter 1B	Hazardous Materials/WMD	(24 hours)
Fire Fighter 1C	Wildland	(56 hours)
CSRA	Confined-Space Rescue Awareness	(8 hours)
Fire Fighter 2A	Structure	(48 hours)

Note: These hours identify the instructor-student contact hours (cognitive domain) and do not include the practice-drill hours (psychomotor). Testing hours are not included in this table. It is important to consider that safe and efficient skill delivery by fire fighter candidates can only be mastered with extensive practice (sets & reps) in the academy.

Course Prerequisite..... Effective January 1, 2020

Public Safety First-Aid and BLS Healthcare Provider/AED CPR (minimum) as defined by California Health and Safety Code, Section 1797.182 is a prerequisite since Fire Fighter I (2013). This will be required to be verified by the host agency.

Course Corequisites Effective January 1, 2020

Course corequisites are now identified in the respective course plans.

Certification Exam:

All candidates seeking Fire Fighter 1 (2019) and Fire Fighter 2 (2019) certification will be required to complete the applicable State Certification Exams (psychomotor and cognitive). Candidates seeking Fire Fighter 2 certification who do not want to complete the Fire Fighter 2 State Certification Exams, should seek the Fire Fighter 2 (2013) certification prior to its retirement.



FIRE FIGHTER 1 & FIRE FIGHTER 2 (2019) Certification & Curriculum Implementation Plan

Fire Fighter Task Books:

Fire Fighter 1 (2019) will not have a Task Book required for certification. The Fire Fighter 2 (2019) certification task book incorporates the job performance requirements (JPRs) for Fire Fighter 1 (2019) and Fire Fighter 2 (2019).

A Fire Fighter 1 Training Record will be required to be completed by AHJs in order to provide a complete and thorough record of JPRs or skills being delivered by the AHJ. Copies of the Fire Fighter 1 Training Records must be provided to the candidate for their personal file. The Fire Fighter 1 Training Record shall be maintained in accordance with the SFT Procedures Manual.

Experience Requirement:

Fire Fighter 1 (2019) certification does not have an experience requirement. The Fire Fighter 2 (2019) certification experience requirement is now requires either on six months full-time or one years part-time/volunteer work employment

INSTRUCTOR REQUIREMENTS

Instructors for Fire Fighter 1 (2019) and Fire Fighter 2 (2019) courses must meet the SFT requirements for Fire Fighter Instructor (State Fire Training Procedures Manual, January 2019, Section 6.6). Instructors must have appropriate education and practical experience relating to the specific course content. In addition, the following apply:

Confined Space Rescue Awareness Course:

The Confined Space Rescue Awareness must be delivered as an SFT registered course. The course must be delivered by an approved Registered SFT Primary Instructor for Confined Space Rescue Awareness. This is to meet California Law (Cal-OSHA CCR Title 8, Article 108 §5157).

Fire Fighter Survival Course:

The Fire Fighter Survival Course can be delivered as an SFT registered course utilizing an approved Registered SFT Primary Instructor for Fire Fighter Survival. Registered courses will have FSTEP course completion diplomas issued to students. Alternatively, the course can be delivered as an unregistered course utilizing an SFT Fire Fighter Instructor. These courses will not be issued FSTEP course completion diplomas. Students will not be eligible for course equivalency or instructor equivalency.

POTENTIAL AGENCY IMPACTS

Fire agencies or educational delivery programs desiring to implement the Fire Fighter 1 (2019) and Fire Fighter 2 (2019) curriculum need to review the new Fire Fighter 1 (2019) and Fire Fighter 2 (2019) curriculum and certification requirements to be sure that all agency training needs are being met. After review, Fire Agencies and educational delivery programs should update their job specifications, recruitment documentation, and any associated course materials to reflect these new courses and certification requirements.

Fire Fighter 1

(NFPA Fire Fighter I, HazMat/WMD FRA and FRO, and
Wildland Fire Fighter 1)

Certification Training Standards Guide (2019)

Published **Month Year**



California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Fire Fighter 1

Certification Training Standards Guide (2019)

Publication Date: Month Year

This CTS guide utilizes the following NFPA standards to provide the qualifications for State Fire Training's Fire Fighter 1 (2019) certification:

- NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
- NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2016)
- NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017)

State Fire Training coordinated the development of this CTS guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this CTS guide for adoption by the Office of the State Fire Marshal (OSFM).

Cover photo courtesy of Craig Allyn Rose Photography.

Published by State Fire Training.

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Acknowledgements

State Fire Training appreciates the hard work and accomplishments of those who build the solid foundation on which this program continues to grow. State Fire Training gratefully acknowledges the following individuals and organizations for their diligent efforts and contributions that made the development and publication of this document possible.

CAL FIRE

- Thom Porter, Director
- Mike Richwine, Acting State Fire Marshal
- Andrew Henning, Chief of State Fire Training
- Ron Coleman, Chair, Statewide Training and Education Advisory Committee (STEAC)

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- Andrew Murtagh, Lieutenant, San Francisco Fire Department; Adjunct Faculty, Fire Technology Program, College of San Mateo
- Michael Massone, Fire Captain, San Diego Federal Fire; Vice President, California Professional Fire Fighters; Representative, California Joint Apprenticeship Committee
- German Sierra, Fire Fighter/Paramedic (ret.), Oakland Fire Department; Faculty – Program Coordinator, Las Positas College; Representative, California Fire Technology Directors' Association (CFTDA)
- Shawn Tukua, Captain, Los Angeles Fire Department; State Fire Training Coordinator; Area 15 Director, CalChiefs Training Officers
- Rob Wheatley, Division Chief, Director of Fire Training, CAL FIRE Training Center

How to Read a CTS Guide

Overview

A certification training standard (CTS) guide lists the requisite knowledge, skills, and job performance requirements an individual must complete in order to become certified in a specific job function.

It also documents and justifies the OSFM-approved revisions to the certification's NFPA standard, and identifies where each certification training standard is taught (course plan), tested (skill sheets), and validated (task book).

Individuals aspiring to meet State Fire Training's certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own agency or jurisdiction.

Format

Each certification training standard is comprised of eight sections.

Section Heading

Training standards are grouped by section headings that describe a general category. For example, the Fire Fighter 1 CTS guide includes the following section headings: NFPA Requirements, Fire Department Communications, Fireground Operations, and Preparedness and Maintenance.

Training Standard Title

The training standard title provides a general description of the performance requirement contained within the individual standard.

Authority

The CTS guide references each individual standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each fire service function within California's certification system meets or exceeds NFPA standards.

When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information in *italics*.

Job Performance Requirements

This segment includes a written statement that describes a specific job-related task, the items an individual needs to complete the task, and measurable or observable outcomes.

Requisite Knowledge

This segment lists the knowledge that an individual must acquire in order to accomplish the job performance requirement.

Requisite Skills

This segment lists the skills that an individual must acquire in order to accomplish the job performance requirement.

Content Modification

This table documents and justifies any revisions to the NFPA standard that the development or validation cadres make during the development of a CTS guide.

Cross Reference

This table documents where each training standard is taught (course plan), tested (skill sheets), and validated (task book).

Draft

Fire Fighter 1 - Structure

Section 1: Structure Fire Fighter Duties

1-1: Role of the Fire Fighter 1

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.1.1, 4.1.2

Job Performance Requirement

There is no job performance requirement identified for this training standard.

Requisite Knowledge

1. *Describe* the organization of the fire department
2. *Describe* the role of the Fire Fighter 1 in the organization
3. *Describe* the mission of fire service
4. *Describe* the fire department's standard operating procedures (SOPs) and rules and regulations as they apply to the Fire Fighter 1
5. *Describe* the value of fire and life safety initiatives in support of the fire department mission and to reduce fire fighter line-of-duty injuries and fatalities
6. *Identify* the role of other agencies as they relate to the fire department
7. *Identify* the signs and symptoms of behavioral and emotional distress
8. *Identify* aspects of the fire departments' member assistance program
9. *Describe* the importance of physical fitness and a healthy lifestyle to the performance of the duties of a fire fighter
10. *Define* the critical aspects of NFPA 1500

Requisite Skills

1. Don personal protective clothing, doff personal protective clothing, perform field reduction of contaminants, and prepare for reuse
2. Hoist tools and equipment using ropes and the correct knot
3. Locate information in departmental documents and standards or code materials

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 1-3: Fire Fighter 1 Roles and Responsibilities <ul style="list-style-type: none"> • RK 1, 2, 3, 4, 5, 6 and RS 3 Fire Fighter 1A, Topic 2-2: Health and Safety Awareness <ul style="list-style-type: none"> • RK 9, 10 Fire Fighter 1A, Topic 2-3: Behavioral Health and Cancer Awareness <ul style="list-style-type: none"> • RK 7, 8 Fire Fighter 1A, Topic 2-4: Personal Protective Ensemble <ul style="list-style-type: none"> • RS 1 Fire Fighter 1A, Topic 4-1: Utilizing Ropes and Knots <ul style="list-style-type: none"> • RS 2 	Cognitive only – no testable skills	Cognitive only – no testable skills

Draft

1-2: Inspecting and Maintaining Personal Protective Equipment

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Inspect and maintain structural personal protective equipment (PPE), given PPE, so that PPE is inspected, maintained, and returned to a ready state.

Requisite Knowledge

1. Identify the components of structural PPE
2. Explain the importance of standards for structural PPE
3. Describe how improper usage or maintenance can compromise PPE effectiveness
4. Describe proper method for inspecting, cleaning, and maintaining structural PPE
5. Identify when to remove PPE from service
6. Describe how to remove PPE from service

Requisite Skills

1. Inspect structural PPE
2. Clean structural PPE
3. Maintain structural PPE

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1001 does not include a designated JPR for inspecting and maintaining PPE but it is a Cal/OSHA requirement: 8 CCR § 3401(b)(4).

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 2-4: Structural Personal Protective Ensemble	1-7: Doff, Inspect, and Prepare Structural PPE for Reuse	(CTS 1-2)

1-3: Inspecting and Maintaining Self-Contained Breathing Apparatus

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Inspect and maintain self-contained breathing apparatus (SCBA), given SCBA, so that SCBA is inspected, maintained, and returned to a ready state.

Requisite Knowledge

1. Identify the components of SCBA
2. Explain the importance of standards for SCBA
3. Describe how improper fit, usage, or maintenance can compromise SCBA effectiveness
4. Identify the proper method for inspecting, cleaning, and maintaining SCBA
5. Identify when to remove SCBA from service
6. Describe how to remove SCBA from service

Requisite Skills

1. Inspect SCBA
2. Clean SCBA
3. Maintain SCBA

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1001 does not include a designated JPR for inspecting and maintaining SCBA but it is a Cal/OSHA requirement: 8 CCR § 5144(k).

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 2-5: Self-Contained Breathing Apparatus	1-3: Inspect SCBA	(CTS 1-3)

1-4: Donning Structural Personal Protective Equipment

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Don structural personal protective equipment (PPE), given PPE, so the PPE is donned in 60 seconds or less and all elements of the PPE ensemble are worn in accordance with manufacturer guidelines.

Requisite Knowledge

1. Describe the protection provided by structural PPE
2. Describe the limitations of structural PPE
3. Identify manufacturer guidelines for correct PPE use

Requisite Skills

1. Don PPE

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1001 does not include a designated JPR for donning PPE. OSFM uses 60 seconds as the industry standard.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 2-4: Structural Personal Protective Ensemble	1-4: Don Structural PPE	(CTS 1-4)

1-5: Donning Self-Contained Breathing Apparatus

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Don self-contained breathing apparatus (SCBA), given SCBA, so that the SCBA is donned in 60 seconds or less and all elements of the SCBA are worn and operated in accordance with manufacturer guidelines.

Requisite Knowledge

1. Identify conditions that require respiratory protection
2. Describe the protection provided by SCBA
3. Describe the uses and limitations of SCBA
4. Describe potential long-term consequences of exposure to products of combustion
5. Identify manufacturer guidelines for correct SCBA use
6. Describe operational inspection procedures for SCBA

Requisite Skills

7. Don SCBA
8. Perform operational inspection of SCBA

Content Modification

Block	Modification	Justification
CTS	Added a certification standard.	NFPA 1001 does not include a designated JPR for donning SCBA. OSFM uses 60 seconds as the industry standard.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 2-5: Self-Contained Breathing Apparatus	1-5: Don SCBA	(CTS 1-5)

1-6: Doffing Self-Contained Breathing Apparatus

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Doff self-contained breathing apparatus (SCBA), given SCBA, so that SCBA is removed in accordance with manufacturer guidelines and returned to a ready state.

Requisite Knowledge

1. Identify when it is safe to doff respiratory protection
2. Identify manufacturer guidelines for doffing SCBA
3. Identify AHJ policies and procedures for doffing SCBA

Requisite Skills

1. Doff SCBA
2. Return SCBA to a ready state

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1001 does not include a designated JPR for doffing SCBA but it is a California requirement: 8 CCR § 5144(k).

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 2-5: Self-Contained Breathing Apparatus	1-6: Doff SCBA	(CTS 1-6)

1-7: Doffing Personal Protective Equipment

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Doff structural personal protective equipment (PPE), given PPE, so that PPE is removed in accordance with manufacturer guidelines and returned to a ready state.

Requisite Knowledge

1. Identify when it is safe to doff PPE
2. Identify manufacturer guidelines for doffing PPE
3. Identify AHJ policies and procedures for doffing PPE

Requisite Skills

1. Doff PPE
2. Return PPE to a ready state

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1001 does not include a designated JPR for doffing PPE.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 2-4: Structural Personal Protective Ensemble	1-7: Doff, Inspect, and Prepare Structural PPE for Reuse	(CTS 1-7)

1-8: Doffing Self-Contained Breathing Apparatus and Personal Protective Equipment for Gross Decontamination

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Doff self-contained breathing apparatus (SCBA) and structural personal protective equipment (PPE), given SCBA and PPE, so that SCBA and PPE are removed to reduce contaminant exposure; SCBA and PPE undergo gross decontamination and are tagged and transported; and fire fighter conducts physical decontamination as soon as possible, in order to reduce exposure to field contaminants.

Requisite Knowledge

1. Identify the purpose and benefits of gross decontamination
2. Identify parts of the body most susceptible to contaminate exposure
3. Identify common routes of exposure
4. Describe how to conduct onsite gross decontamination
5. Describe how to doff SCBA and PPE to reduce exposure to field contaminants
6. Describe how to tag and transport contaminated SCBA and PPE
7. Identify personal decontamination processes

Requisite Skills

1. Don and doff SCBA and PPE

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1001 does not include a designated JPR for PPE gross decontamination. Added to incorporate IAFF Cancer Awareness and Prevention Initiative to increase awareness and promote cultural change.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 2-7: Doffing SCBA and PPE for Gross Decontamination	1-8: Doff SCBA and PPE for Gross Decontamination	(CTS 1-8)

1-9: Identifying Confined Spaces

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Identify a permit-required and non-permit-required confined space, given an incident and a confined space, so that hazards associated with confined spaces are identified, equipment is secured, and incident management operations and communications are followed, in accordance with state regulations and industry standards.

Requisite Knowledge

1. *Identify regulations and standards applicable to confined space incidents*
2. *Describe the history and dangers of confined space incidents*
3. *Describe how to identify a confined space*
4. *Describe how to identify a permit-required confined space*
5. *Describe how to recognize hazards*
6. *Describe how to isolate hazards and minimize risks*
7. *Describe how to recognize the need for and manage support resources*
8. *Describe how to ensure that resource application fits the operational requirements*
9. *Describe how to recognize the need for technical rescue resources*
10. *Describe how to search areas immediately adjacent to the space*
11. *Describe how to establish victim communication*
12. *Describe how to determine a victim survivability profile*
13. *Describe how to evaluate a non-entry rescue*
14. *Describe how to perform a non-entry rescue*
15. *Describe the positions and components of a permit-required confined space entry*
16. *Describe Cal/OSHA confined space operational positions and responsibilities*

Requisite Skills

1. None required

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	California state law (8 CCR § 5157-5158) not captured by NFPA 1001.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
CSRA: Confined-Space Rescue Awareness (2018)	Covered in CSRA training materials	(CTS 1-9)

The training for this standard can be met through the completion of State Fire Training's Confined Space Rescue Awareness course.

Draft

1-10: Operating within the Incident Command System

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Operate within the Incident Command System (ICS), given an incident and an incident action plan, so that organizational elements are recognized, positions and responsibilities are identified, facility needs are met, and the incident is managed, in accordance with state and federal regulations.

Requisite Knowledge

1. Explain the principles and basic structure of the Incident Command System (ICS)
2. Describe the NIMS management characteristics that are the foundation of the ICS
3. Describe the ICS functional areas and the roles of the Incident Commander and Command Staff
4. Describe the General Staff roles within ICS
5. Identify how NIMS management characteristics apply to ICS for a variety of roles and discipline areas

Requisite Skills

1. None required

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	This California state law is not captured by NFPA 1001: 19 CCR § 2403. See also: Homeland Security Presidential Directive, HSPD-5, Section 502, of the Homeland Security Act, 6 U.S.C. §§ 101 et. seq.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 2-1: Operating within the Incident Command System	Covered in other training modules	(CTS 2-1)

The training for this standard can be met through the completion of FEMA's IS-100: Introduction to the Incident Command System and IS-700: An Introduction to the National Incident Management System.

1-11: Fire Fighter Physical Health and Safety

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Identify common fire fighter health and safety issues, given an assignment, in order to avoid or mitigate common accidents and injuries, maintain a healthy and physically fit lifestyle, and conduct life safety initiatives in the line of duty.

Requisite Knowledge

1. *List common types of accidents and injuries and identify their causes*
2. *Describe how physical fitness and a healthy lifestyle correspond to fire fighter performance*
3. *Define critical aspects of NFPA 1500: Standard on Fire Department Occupational Safety and Health Program (current edition)*
4. *Describe how fire and life safety initiatives support a fire department's mission to reduce fire fighter line-of-duty injuries and deaths*

Requisite Skills

1. None required

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	Application of this behavior reduces fire fighter injury, illness, and fatalities.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 2-2: Health and Safety Awareness	Cognitive only – no testable skills	(CTS 1-11)

1-12: Fire Fighter Behavioral Health and Safety

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Text

Requisite Knowledge

1. Text
2. Text
3. Text

Requisite Skills

1. Text
2. Text
3. Text

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	Text

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Short Title, Topic #-#: Topic Title • Block #, #, and #	#-#: Skill Sheet Title	(CTS #-#)

Section 2: Fire Department Communications

2-1: Initiating the Response to a Reported Emergency

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.2.1
2. Office of the State Fire Marshal

Job Performance Requirement

Initiate the response to a reported emergency, given the report of an emergency, fire department SOPs, and communications equipment, so that all necessary information is obtained, communications equipment is operated correctly, and the information is relayed promptly and accurately to the dispatch center.

Requisite Knowledge

1. *Explain* the procedures for reporting an emergency
2. *Identify* departmental SOPs for taking and receiving alarms, radio codes, or procedures
3. *List* information needs of dispatch center
4. Identify different types of fire department communications equipment

Requisite Skills

1. Operate fire department communications equipment
2. Relay information
3. Record information

Content Modification

Block	Modification	Justification
RK 4	Added knowledge component.	The JPR requires the candidate to have equipment and use it correctly, but doesn't include any knowledge of it.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 3-2: Initiating a Response to a Reported Emergency	2-1: Initiate a Response to an Emergency	(CTS 2-1)

2-2: Receiving a Telephone Call

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.2.2
3. Office of the State Fire Marshal

Job Performance Requirement

Receive a telephone call, given a fire department phone, so that procedures for answering the phone are used and the caller's information is relayed.

Requisite Knowledge

1. *Describe* fire department procedures for answering non-emergency telephone calls

Requisite Skills

1. Operate fire station telephone and intercom equipment

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 3-1: Receiving a Non-emergency Telephone Call	2-2: Receive a Telephone Call	(CTS 2-2)

2-3: Transmitting and Receiving Messages via Radio

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.2.3
4. Office of the State Fire Marshal

Job Performance Requirement

Transmit and receive messages via the fire department radio, given a fire department radio and *standard* operating procedures, so that the information is accurate, complete, clear, and relayed within the time established by the AHJ.

Requisite Knowledge

1. *Describe* departmental radio procedures and etiquette for routine *radio* traffic, emergency *radio* traffic, and emergency *radio* evacuation signals
2. Identify types and operations of fire department radios

Requisite Skills

1. Operate radio equipment
2. *Identify the differences* between routine and emergency *radio* traffic

Content Modification

Block	Modification	Justification
JPR	Added "standard".	Added for consistency with other instances within NFPA 1001.
RK 1	Added "radio" three times.	Added to clarify that this only covers the radio aspects of these items.
RK 2	Added knowledge component.	The JPR requires the candidate to have a radio and use it correctly, but doesn't include any knowledge of types and use.
RS 2	Changed "discriminate" to "identify the difference". Added "radio".	SFT uses neutral language whenever possible without changing content or context. Added "radio" to clarify that this only covers the radio aspect of emergency traffic.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 3-3: Transmitting and Receiving Messages Via Radio	2-3: Operate a Fire Department Radio	(CTS 2-3)

2-4: Activating an Emergency Call of Assistance

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.2.4

Job Performance Requirement

Activate an emergency call for assistance, given vision-obscured conditions, PPE, and department SOPs, so that the fire fighter can be located and rescued.

Requisite Knowledge

1. *Describe different* personnel accountability systems
2. *Describe* emergency communication procedures
3. *Describe* emergency evacuation methods

Requisite Skills

1. Initiate an emergency call for assistance in accordance with the AHJ's procedures
2. Use other methods of emergency calls for assistance

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 6-1: Structural Fire Fighter Survival	3-5: Activate an Emergency Call and Exit a Hazardous Area	(CTS 2-4)

Section 3: Fire Ground Operations

3-1: Using Self-contained Breathing Apparatus During Emergency Operations

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.1
5. Office of the State Fire Marshal

Job Performance Requirement

Use self-contained breathing apparatus (SCBA) during emergency operations, given SCBA and other PPE, so that the SCBA is correctly donned, the SCBA is correctly worn, controlled breathing techniques are used, emergency procedures are enacted if the SCBA fails, all low-air warnings are recognized, respiratory protection is not intentionally compromised, and hazardous areas are exited prior to air depletion.

Requisite Knowledge

1. *Identify* conditions that require respiratory protection
2. *Describe* the uses and limitations of SCBA
3. *Identify* the components of SCBA
4. *Describe different* donning procedures
5. *Describe different* breathing techniques
6. Describe how to monitor and manage air consumption
7. *Describe* indications for and emergency procedures used with SCBA
8. *Identify* physical requirements of the SCBA wearer

Requisite Skills

1. Demonstrate different controlled breathing techniques
2. Replace SCBA air cylinders
3. Use SCBA to exit through restricted passages
4. Monitor and manage air consumption
5. Initiate and complete emergency procedures in the event of SCBA failure or air depletion
6. Complete donning procedures

Content Modification

Block	Modification	Justification
RK 6	Added knowledge component.	Added to comply with NFPA 1404.
RS 4	Added skills component.	Added to comply with NFPA 1404.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 2-5: Self-Contained Breathing Apparatus <ul style="list-style-type: none">• RK 1, 2, 3, 4 and RS 6 Fire Fighter 1A, Topic 2-6: Using SCBA During Emergency Operations <ul style="list-style-type: none">• RK 5, 6, 7, 8 and RS 1, 2, 3, 4, 5	3-1a: Replace an SCBA Air Cylinder 3-1b: Use SCBA During Emergency Operations	(CTS 3-1)

Draft

3-2: Responding on an Apparatus to an Emergency Scene

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.2

Job Performance Requirement

Respond on apparatus to an emergency scene, given *an apparatus*, personal protective clothing and other necessary PPE, so that the apparatus is correctly mounted and dismounted, seat belts are used while the vehicle is in motion, and other personal protective equipment is correctly used.

Requisite Knowledge

1. *Describe* mounting and dismounting procedures for riding fire apparatus
2. *Identify* hazards and ways to avoid hazards associated with riding apparatus
3. *Describe* prohibited practices
4. *Identify different* types of department PPE and *their* means for usage

Requisite Skills

1. Use each piece of provided safety equipment

Content Modification

Block	Modification	Justification
JPR	Added "an apparatus".	Not included in the given but required to complete the task.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 2-8: Responding on an Apparatus to an Emergency Scene	3-2: Respond to an Emergency Scene on an Apparatus	(CTS 3-2)

3-3: Establishing and Operating in Work Areas at Emergency Scenes

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.3

Job Performance Requirement

Establish and operate in work areas at emergency scenes, given *an apparatus, personal protective equipment, traffic and scene control devices, structure fire and roadway emergency scenes, traffic hazards and downed electrical wires, photovoltaic power systems, battery storage systems, an assignment, and SOPs*, so that procedures are followed, protective equipment is worn, protected work areas are established as directed using traffic and scene control devices, and the fire fighter performs assigned tasks only in established, protected work areas.

Requisite Knowledge

1. *Identify* potential hazards involved in operating on emergency scenes including vehicle traffic, utilities, and environmental conditions
2. *Describe* proper procedures for *mounting and* dismounting apparatus in traffic
3. *Describe* procedures for safe operation at emergency scenes
4. *Identify* the protective equipment available for members' safety on emergency scenes and work zone designations

Requisite Skills

1. Use personal protective clothing
2. Deploy traffic and scene control devices
3. Dismount apparatus
4. Operate in the protected work areas as directed

Content Modification

Block	Modification	Justification
JPR	Added "an apparatus".	Not included in the given but required to complete the task.
JPR	Added "personal".	Added for consistency with other references to PPE.
RK 2	Added "mounting and".	Added for consistency with other standards. Mounting is equally as important as dismounting.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 2-9: Establishing and Operating in Work Areas at Emergency Scenes	3-3: Operate at an Emergency Scene	(CTS 3-3)

3-4: Forcing Entry into a Structure

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.4

Job Performance Requirement

Force entry into a structure, given PPE, tools, *a prop or structure with doors, walls, and windows*, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry.

Requisite Knowledge

1. *Describe* basic construction of typical doors, windows, and walls within the department's community or service area
2. *Describe types and uses of hand and power tools used for forcible entry*
3. *Describe* the operation of doors, windows, and locks
4. *Identify* the dangers associated with forcing entry through doors, windows, and walls

Requisite Skills

1. Transport and operate hand and power tools
2. Force entry through doors, windows, and walls using assorted methods and tools

Content Modification

Block	Modification	Justification
JPR	Added "a prop or structure with doors, walls, and windows"	Required to complete the JPR but not included in the given.
RK 2	Added knowledge component.	Not included in NFPA 1001 but required to complete RS 1.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 5-1: Building Construction <ul style="list-style-type: none"> • RK 1 Fire Fighter 1A, Topic 5-10: Forcing Entry into a Structure <ul style="list-style-type: none"> • RK 1, 2, 3, 4 and RS 1, 2 	3-4: Force Entry into a Structure	(CTS 3-4)

3-5: Exiting a Hazardous Area

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.5

Job Performance Requirement

Exit a hazardous area as a team, given vision-obscured conditions *and PPE*, so that a safe haven is found before exhausting the air supply, others are not endangered, and the team integrity is maintained.

Requisite Knowledge

1. *Describe* personnel accountability systems
2. *Describe* communication procedures
3. *Describe* emergency evacuation methods
1. *Define* what constitutes a safe haven
4. *Identify* elements that create or indicate a hazard
5. *Identify* emergency procedures for loss of air supply

Requisite Skills

1. Operate as a team member in vision-obscured conditions
2. Locate and follow a guide line
3. Conserve air supply
4. Evaluate areas for hazards
5. Identify a safe haven

Content Modification

Block	Modification	Justification
JPR	Added "and PPE".	Not included in NFPA 1001 but required for fire fighter survival.
RS 2	Changed "guideline" to "guide line".	Changed to clarify meaning. NFPA 1001 used the wrong word.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 6-1: Structural Fire Fighter Survival	3-5: Activate an Emergency Call and Exit a Hazardous Area	(CTS 3-5)

3-6: Setting Up, Mounting, Ascending, Dismounting, and Descending Ground Ladders

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.6
2. Office of the State Fire Marshal

Job Performance Requirement

Set up, mount, ascend, dismount, and descend ground ladders, given single and extension ladders, an assignment, *PPE*, and team members if needed, so that hazards are assessed, the ladder is stable, the angle is correct for climbing, extension ladders are extended to the necessary height with the fly locked, the top is placed against a reliable structural component, and the assignment is accomplished.

Requisite Knowledge

1. *Identify the uses of ground ladders*
2. *Identify the types, parts, and construction features of a ground ladder*
3. *Identify types of lifts, carries, and raises*
4. *Describe how to secure ground ladders*
5. *Describe how to operate from ground ladders*
6. *Describe hazards associated with setting up ladders*
7. *Define what constitutes a stable foundation for ladder placement*
8. *Identify different angles for various tasks*
9. *Describe climbing techniques*
10. *Describe safety limits to the degree of angulation*
11. *Describe what constitutes a reliable structural component for top placement*

Requisite Skills

1. *Lift and carry ladders*
2. *Raise and move ladders*
3. *Extend ladders*
4. *Lock flies*
5. *Secure ground ladders*
6. *Determine that a wall and roof will support the ladder*
7. *Judge extension ladder height requirements*
8. *Place the ladder to avoid obvious hazards*
9. *Mount, ascend, dismount, and descend the ladder*
10. *Demonstrate proper climbing techniques*
11. *Operate from ground ladders*

Content Modification

Block	Modification	Justification
JPR	Added "PPE".	Not included in NFPA 1001 but required for fire fighter survival.
RK 1	Added knowledge component.	Not included in NFPA 1001 but needed for proper ladder use.
RK 2	Added to a knowledge component	Not included in NFPA 1001 but needed for proper ladder use.
RK 3	Added knowledge component.	Not included in NFPA 1001 but needed for proper ladder use.
RK 4	Added knowledge component.	Not included in NFPA 1001 but needed for proper ladder use.
RK 5	Added knowledge component.	Not included in NFPA 1001 but needed for proper ladder use.
RS 1	Added "Lift and".	Changed to match RK 3.
RS 2	Added "and move".	Not included in NFPA 1001 but needed for proper ladder use.
RS 5	Added skills component.	Added to correspond with RK 4.
RS 10	Added skills component.	This is a CalOSHA requirement.
RS 11	Added skills component.	Added to correspond with RK 6.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 5-8: Cleaning, Inspecting, and Maintaining Fire Service Ladders <ul style="list-style-type: none"> • RK 1, 2 Fire Fighter 1A, Topic 5-9: Ground Ladder Operations <ul style="list-style-type: none"> • RK 3, 4, 5, 6, 7, 8, 9, 10, 11 • RS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 	3-6: Lift, Carry, and Raise a Ground Ladder	(CTS 3-6)

3-7: Attacking a Passenger Vehicle Fire

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.7
2. Office of the State Fire Marshal

Job Performance Requirement

Attack a passenger vehicle fire operating as a member of a team, given personal protective equipment (PPE), *self-contained breathing apparatus (SCBA)*, an attack line (*1½ inch or larger*), hand tools, and *a passenger vehicle or prop*, so that hazards are avoided, leaking flammable liquids are identified and controlled, protection from flash fires is maintained, all vehicle compartments are overhauled, and the fire is extinguished.

Requisite Knowledge

1. *Describe* principles of fire streams as they relate to fighting automobile fires
2. *Identify* precautions to be followed when advancing hose lines toward an automobile
3. *List* observable results that a fire stream has been properly applied
4. Identifying alternative fuels and the hazards associated with them
5. *Describe* dangerous conditions created during an automobile fire
6. *Describe* common types of accidents or injuries related to fighting automobile fires and how to avoid them
7. *Describe* how to access locked passenger, trunk, and engine compartments
8. Identify methods for overhauling an automobile

Requisite Skills

1. Identify automobile fuel types
2. Assess and control fuel leaks
3. Open, close, and adjust the flow and pattern on nozzles
4. Apply water for maximum effectiveness while maintaining flash fire protection
5. Advance 1½ in. (38 mm) or larger diameter attack lines
6. Expose hidden fires by opening all automobile compartments

Content Modification

Block	Modification	Justification
JPR	Added “self-contained breathing apparatus (SCBA)”.	CalOSHA requirement for IDLH environments.
JPR	Added “(1½ inch or larger)”.	Specified by RS 5.
JPR	Added “a passenger vehicle or prop”.	Not included in the given but required to complete the JPR.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 7-2: Attacking a Passenger Vehicle Fire	3-7: Attack a Passenger Vehicle Fire	(CTS 3-7)

Draft

3-8: Extinguishing Fires in Exterior Class A Materials

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.8
2. Office of the State Fire Marshal

Job Performance Requirement

Extinguish fires in exterior Class A materials, given fires in stacked or piled *materials*, small unattached structures, or storage containers that can be fought from the exterior, attack lines, hand tools and master stream devices, *PPE*, and an assignment, so that exposures are protected, the spread of fire is stopped, collapse hazards are avoided, water application is effective, the fire is extinguished, and signs of the origin area(s) and arson are preserved.

Requisite Knowledge

1. *Describe* types of attack lines and water streams appropriate for attacking stacked, piled materials, and outdoor fires
2. *Identify* dangers — such as collapse — associated with stacked and piled materials
3. *Describe* various extinguishing agents and their effect on different material configurations
4. *Identify* tools and methods to use in breaking up various types of materials
5. *Describe* difficulties related to complete extinguishment of stacked and piled materials
6. *Identify* water application methods for exposure protection and fire extinguishment
7. *Describe* dangers such as exposure to toxic or hazardous materials associated with storage building and container fires
8. *Identify* obvious signs of origin and cause
7. *List* techniques for the preservation of fire cause evidence

Requisite Skills

1. Recognize inherent hazards related to the material's configuration
2. Operate handlines or master streams
3. Break up material using hand tools and water streams
4. Operate hoselines and other water application devices
5. Evaluate and modify water application for maximum penetration
6. Search for and expose hidden fires
7. Assess patterns for origin determination
8. Evaluate for complete extinguishment

Content Modification

Block	Modification	Justification
JPR	Added "PPE".	Not included in NFPA 1001 but required for fire fighter survival.
JPR	Added "materials" and commas.	As originally written "stacked or piled" modified "unattached structure or storage container". Revised to clarify meaning.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 7-1: Extinguishing Fires in Exterior Class A Materials	3-8a: Operate a Portable Master Stream 3-8b: Extinguish an Exterior Fire	(CTS 3-8)

Draft

3-9: Conducting a Search and Rescue in a Structure

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.9
2. Office of the State Fire Marshal

Job Performance Requirement

Conduct a search and rescue in a structure operating as a member of a team, given an assignment, obscured vision conditions, personal protective equipment (PPE), *self-contained breathing apparatus (SCBA)*, a flashlight, forcible entry tools, hose lines or *guide lines*, a *thermal imaging device*, and ladders when necessary, so that ladders are correctly placed when used, all assigned areas are searched, all victims are located and removed, team integrity is maintained, and team members' safety — including respiratory protection — is not compromised.

Requisite Knowledge

1. *Describe how to use forcible entry tools during rescue operations*
2. *Describe how to use thermal imaging devices and other search tools*
3. *Describe how to use ladder operations for rescue*
4. Identify the psychological effects of operating in obscured conditions and ways to manage them
5. *Describe methods to determine if an area is tenable*
6. *Describe primary and secondary search techniques*
7. *Identify team members' roles and goals*
8. *Describe methods and indicators used to locate victims*
9. *Describe victim removal methods (including various carries)*
10. *Identify considerations related to respiratory protection*

Requisite Skills

1. Use SCBA to exit through restricted passages
2. Set up and use different types of ladders for various types of rescue operations
3. Rescue a fire fighter with functioning respiratory protection
4. Rescue a fire fighter whose respiratory protection is not functioning
5. Rescue a person who has no respiratory protection
6. Assess areas to determine tenability

Content Modification

Block	Modification	Justification
JPR	Added “self-contained breathing apparatus (SCBA)”.	Required for RK 1 but not included in the given.
JPR	Added “or guide lines”.	This is an additional option for orientation.
JPR	Added “a thermal imaging device”.	This is a recognized industry standard not included in NFPA 1001.
RK 2	Added knowledge component.	This is a recognized industry standard not included in NFPA 1001.
RK 8	Revised without changing intent.	Revised for clarification.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 5-11: Conducting a Search and Rescue Operation in a Structure	3-9a: Search for and Rescue a Victim with no Respiratory Protection 3-9b: Rescue a Fire Fighter 3-9c: Use a Ladder for Rescue	(CTS 3-9)

Draft

3-10: Attacking an Interior Structure Fire

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.10
2. Office of the State Fire Marshal

Job Performance Requirement

Attack an interior structure fire operating as a member of a team, given an attack line (*1½ inch or larger*), *pumping apparatus, established water supply*, ladders when needed, personal protective equipment, *self-contained breathing apparatus (SCBA)*, tools, and an assignment, so that team integrity is maintained, the attack line is deployed for advancement, ladders are correctly placed when used, access is gained into the fire area, effective water application practices are used, the fire is approached correctly, attack techniques facilitate suppression given the level of the fire, hidden fires are located and controlled, the correct body posture is maintained, hazards are recognized and managed, and the fire is brought under control.

Requisite Knowledge

1. *Identify types, designs, and uses of fire hoses*
2. *Identify fittings, tools, and appliances*
3. *Describe common building materials and construction types*
4. *Identify the principles of fire streams*
5. *Describe types, design, operation, nozzle pressure effects, and flow capabilities of nozzles*
6. *Identify precautions to be followed when advancing hoselines to a fire*
7. *Describe observable results that a fire stream has been properly applied*
8. *Identify dangerous building conditions created by fire*
9. *Identify principles of exposure protection*
10. *Describe potential long-term consequences of exposure to products of combustion*
11. *List physical states of matter in which fuels are found*
12. *List common types of accidents or injuries and their causes*
13. *Describe how to apply each size and type of attack line*
14. *Define the role of the backup team in fire attack situations*
15. *Describe attack and control techniques for grade level and above and below grade level fires*
16. *Identify methods for locating and exposing hidden fires*

Requisite Skills

1. Prevent water hammers when shutting down nozzles
2. Open, close, and adjust nozzle flow and patterns
3. Apply water using direct, indirect, and combination attacks
4. Advance charged and uncharged 1½ in. (38 mm) diameter or larger hose lines up ladders and up and down interior and exterior stairways
5. Extend hose lines
6. Replace burst hose sections

7. Operate charged hose lines of 1½ in. (38 mm) diameter or larger while secured to a ground ladder
8. Couple and uncouple various *hose line* connections
9. Carry hose
10. Attack fires at grade level and above and below grade levels
11. Locate and suppress interior wall and subfloor fires

Content Modification

Block	Modification	Justification
JPR	Added “(1½ inch or larger)”.	Specified by RS 4, and RS 7.
JPR	Added “pumping apparatus, established water supply”.	You cannot do live fire training evolutions without a water supply.
JPR	Added “self-contained breathing apparatus (SCBA)”.	Required for IDLH environments.
RK 1	Added knowledge component.	Not included in NFPA 1001 but needed for proper hose use.
RK 2	Added knowledge component.	Not included in NFPA 1001 but needed for proper hose use.
RK 3	Added knowledge component.	Not included in NFPA 1001 but needed for proper hose selection and attack.
RK 16	Added “methods for locating”.	Not included in NFPA 1001 but this is a two-step process.
RS 8	Changed “handline” to “hose line”.	Not all hose lines are handlines.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 2-5: Self-Contained Breathing Apparatus <ul style="list-style-type: none"> • RK 10 Fire Fighter 1A, Topic 5-1: Building Construction <ul style="list-style-type: none"> • RK 3, 8 Fire Fighter 1A, Topic 5-2: Fire Behavior <ul style="list-style-type: none"> • RK 11 Fire Fighter 1A, Topic 5-5: Cleaning, Inspecting, and Returning Fire Hose to Service <ul style="list-style-type: none"> • RK 1, 2, 5, 13 Fire Fighter 1A, Topic 5-6: Deploy and Connect Fire Hose <ul style="list-style-type: none"> • RK 4, 6, 7 and RS 1, 2, 5, 6, 8, 9 Fire Fighter 1A, Topic 5-12: Attacking an Interior Structure Fire	3-10a: Operate a Charged Attack Hoseline from a Ground Ladder 3-10b: Attack a Live Interior Structure Fire 3-10c: Attack a Simulated Interior Structure Fire 3-10d: Extend a Hoseline 3-10e: Load, Deploy, and Advance an Attack Line 3-10f: Load Supply Hose	(CTS 3-10)

Fire Fighter 1 - Structure
Section 3: Fire Ground Operations

<ul style="list-style-type: none">• RK 6, 7, 9, 12, 14, 15, 16 and RS 3, 4, 7, 10, 11		
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The training for this standard can be met through the completion of State Fire Training’s Fire Control 3: Structural Fire Fighting (2018) course.

Draft

3-11: Performing Horizontal Ventilation on a Structure

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.11

Job Performance Requirement

Perform horizontal ventilation on a structure operating as part of a team, given an assignment, PPE, ventilation tools, equipment, and ladders, so that the ventilation openings are free of obstructions, tools are used as designed, ladders are correctly placed, ventilation devices are correctly placed, and the structure is cleared of smoke.

Requisite Knowledge

1. *Describe* the principles, advantages, limitations, and effects of horizontal, mechanical, and hydraulic ventilation
2. *Describe* safety considerations when venting a structure
3. *Describe* fire behavior in a structure
4. *List* the products of combustion found in a structure fire
5. *Identify* the signs, causes, effects, and prevention of backdrafts
6. *Describe* the relationship of oxygen concentration to life safety and fire growth

Requisite Skills

1. Transport and operate ventilation tools and equipment and ladders
2. Use safe procedures for breaking window and door glass and removing obstructions

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 5-13: Horizontal Ventilation Operations <ul style="list-style-type: none"> • RK 1, 2 and RS 1, 2, 3 Fire Fighter 1A, Topic 5-2: Fire Behavior <ul style="list-style-type: none"> • RK 3, 4, 5, 6 	3-11: Perform Horizontal Ventilation	(CTS 3-11)

3-12: Performing Vertical Ventilation on a Structure

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.12
2. Office of the State Fire Marshal

Job Performance Requirement

Perform vertical ventilation on a structure as part of a team, given an assignment, PPE, ground and roof ladders, and tools, so that ladders are positioned for ventilation, a specified opening is created, all ventilation barriers are removed, structural integrity is not compromised, products of combustion are released from the structure, and the team retreats from the area when ventilation is accomplished.

Requisite Knowledge

1. *Describe vertical (top-side) ventilation*
2. *Describe methods of heat transfer*
3. *Describe the principles of thermal layering within a structure on fire*
4. *List the techniques and safety precautions for venting flat roofs, pitched roofs, and basements*
5. *Describe basic indicators of potential collapse or roof failure*
6. *Identify the effects of construction type and elapsed time under fire conditions on structural integrity*
7. *Describe the advantages and disadvantages of vertical and trench/strip ventilation*

Requisite Skills

1. Transport and operate ventilation tools and equipment
2. Hoist ventilation tools to a roof
3. Cut roofing and flooring materials to vent flat roofs, pitched roofs, and basements
4. Sound a roof for integrity
5. Clear an opening with hand tools
6. Select, carry, deploy, and secure ground ladders for ventilation activities
7. Deploy roof ladders on pitched roofs while secured to a ground ladder
8. Carry ventilation-related tools and equipment while ascending and descending ladders

Content Modification

Block	Modification	Justification
RK 1	Added knowledge component.	Needed a basic level introduction to the topic. Mirrors foundational information in the Horizontal Ventilation JPR.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 5-1: Building Construction <ul style="list-style-type: none">• RK 6 Fire Fighter 1A: Topic 5-2: Fire Behavior <ul style="list-style-type: none">• RK 2-3 Fire Fighter 1A, Topic 5-14: Vertical Ventilation Operations <ul style="list-style-type: none">• RK 1, 4-7 and RS 1-8	3-12: Perform Vertical Ventilation	(CTS 3-12)

Draft

3-13: Overhauling a Fire Scene

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.13
2. Office of the State Fire Marshal

Job Performance Requirement

Overhaul a fire scene, given PPE, an attack line, hand tools, a flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

Requisite Knowledge

1. *Describe the purpose of and methods for overhaul*
2. *Describe types of fire attack lines and water application devices most effective for overhaul*
3. *Describe water application methods for extinguishment that limit water damage*
4. *Identify types of tools and methods used to expose hidden fire*
5. *Describe dangers associated with overhaul*
6. *Describe obvious signs of area of origin or signs of arson*
7. *Identify reasons for protection of fire scene*

Requisite Skills

1. Deploy and operate an attack line *for overhaul*
2. Remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity
3. Apply water for maximum effectiveness
4. Expose and extinguish hidden fires in walls, ceilings, and subfloor spaces
5. Recognize and preserve obvious signs of area of origin and arson
6. Separate, remove, and relocate charred material to a safe location while protecting the area of origin for cause determination
7. Evaluate for complete extinguishment

Content Modification

Block	Modification	Justification
RK 1	Added a knowledge component.	Foundational knowledge not included in NFPA.
RS 1	Added "for overhaul".	Adding "for overhaul" dictates hose line selection.
RS 6	Added skills component.	This is a skill from NFPA 1001 paragraph 4.3.14. It aligns more closely with the JPR for paragraph 4.3.13.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 5-16: Overhauling a Fire Scene	3-13a: Overhaul a Fire Scene 3-13b: Remove Charred Materials	(CTS 3-13)

Draft

3-14: Conserving Property

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.14
2. Office of the State Fire Marshal

Job Performance Requirement

Conserve property as a member of a team, given salvage tools and equipment, *PPE*, and an assignment, so that the building and its contents are protected from further damage.

Requisite Knowledge

1. *Describe* the purpose of property conservation and its value to the public
2. *Describe* methods used to protect property
3. *List* types of and uses for salvage covers
4. *Describe* operations at properties protected with automatic sprinklers
5. *Describe* how to stop the flow of water from an automatic sprinkler head
6. *Identify* the main control valve on an automatic sprinkler system
7. *Describe* forcible entry issues related to salvage
8. *Describe* procedures for protecting possible areas of origin and potential evidence

Requisite Skills

1. Cluster furniture
2. Deploy covering materials
3. Roll and fold salvage covers for reuse
4. Construct water chutes and catch-alls
5. Remove water
6. Cover building openings, including doors, windows, floor openings, and roof openings
7. Stop the flow of water from a sprinkler with sprinkler wedges or stoppers
8. Operate a main control valve on an automatic sprinkler system

Content Modification

Block	Modification	Justification
JPR	Added "PPE".	Not included in NFPA 1001 but required for fire fighter safety.
RS	Removed "Separate, remove, and relocate charred material to a safe location while protecting the area of origin for cause determination".	This skill aligns more closely with the JPR for NFPA 1001 paragraph 43.13. It was relocated to 3-13: Overhauling a Fire Scene.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 5-15: Conserving Property	3-14a: Control Water Flow from a Sprinkler System 3-14b: Remove Water from the Interior of a Structure 3-14c: Salvage a Room and its Contents 3-15d: Cover Building Openings	(CTS 3-14)

Draft

3-15: Connecting a Fire Department Pumper to a Water Supply

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.15
2. Office of the State Fire Marshal

Job Performance Requirement

Connect a fire department pumper to a water supply as a member of a team, given supply or intake hose, hose tools, a fire hydrant or static water source, *an apparatus*, and *PPE*, so that connections are tight and water flow is unobstructed.

Requisite Knowledge

1. *Describe types and components of municipal and rural water systems*
2. *Describe loading and off-loading procedures for mobile water supply apparatus*
3. *Describe fire hydrant operation*
4. *Identify suitable static water supply sources*
5. *Describe procedures and protocol for connecting to various water sources*

Requisite Skills

1. Hand lay a supply hose
2. Connect and place hard suction hose for drafting operations
3. Deploy portable water tanks as well as the equipment necessary to transfer water between and draft from them
4. Make hydrant-to-pumper hose connections for forward and reverse lays
5. Connect supply hose to a hydrant
6. Fully open and close the hydrant

Content Modification

Block	Modification	Justification
JPR	Added "and PPE".	Not included in NFPA 1001 but required for fire fighter safety.
JPR	Added "an apparatus"	Required to complete the JPR but not listed as a given.
RK 1	Added a knowledge component.	NFPA 1001 assumes that the candidate is using a pressurized hydrant but there are other types of water supply.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 5-4: Water Supply Systems <ul style="list-style-type: none">• RK 1, 2, 3, 4, 5 Fire Fighter 1A, Topic 5-6: Deploy and Connect Fire Hose <ul style="list-style-type: none">• RS 1, 2, 3, 4, 5, 6	3-15a: Deploy Portable Tank and Prepare for Drafting Operations 3-15b: Forward Hose Lay	(CTS 3-15)

Draft

3-16: Extinguishing Incipient Class A, Class B, and Class C Fires

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.16
2. Office of the State Fire Marshal

Job Performance Requirement

Extinguish incipient Class A, Class B, and Class C fires, given a selection of portable fire extinguishers *and PPE*, so that the correct extinguisher is chosen, the fire is completely extinguished, and correct extinguisher-handling techniques are followed.

Requisite Knowledge

1. *Describe* the classifications of fire
2. *Identify* the types of, rating systems for, and risks associated with each class of fire
3. *Describe* operating methods and limitations of portable extinguishers

Requisite Skills

1. Operate portable fire extinguishers
2. Approach fire with portable fire extinguishers
3. Select an appropriate extinguisher based on the size and type of fire
4. Safely carry portable fire extinguishers

Content Modification

Block	Modification	Justification
JPR	Added " <i>and PPE</i> ".	Not included in NFPA 1001 but required for fire fighter safety.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 5-2: Fire Behavior <ul style="list-style-type: none">• RK 1 Fire Fighter 1A, Topic 5-3: Extinguishing Fire with Fire Extinguishers <ul style="list-style-type: none">• RK 2, 3 and RS 1, 2, 3, 4	3-16: Select, Carry, and Operate a Portable Fire Extinguisher	(CTS 3-16)

3-17: Operating Emergency Scene Lighting

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.17
2. Office of the State Fire Marshal

Job Performance Requirement

Operate emergency scene lighting, given fire service lighting equipment, a power supply, and an assignment, so that emergency scene lighting equipment is operated within the manufacturer's listed safety precautions.

Requisite Knowledge

1. *Describe* safety principles and practices *for portable electrical equipment*
2. *Identify* power supply capacity and limitations
3. *Describe* light deployment methods

Requisite Skills

1. Operate department power supply and lighting equipment
2. Deploy cords and connectors
3. Reset ground-fault interrupter (GFI) devices
4. Locate lights for best effect

Content Modification

Block	Modification	Justification
RK 1	Added "for portable electrical equipment".	This was added to narrow the scope of discussion.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 4-3: Operating Emergency Scene Lighting	3-17: Light a Scene	(CTS 3-17)

3-18: Turning Off Building Utilities

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.18
2. Office of the State Fire Marshal

Job Performance Requirement

Turn off building utilities, given tools, *PPE*, and an assignment, so that the assignment is safely completed.

Requisite Knowledge

1. *Describe* properties, principles, and safety concerns for *electrical*, gas, and water systems
2. *Identify* utility disconnect methods and associated dangers
3. *Describe how to* use required safety equipment

Requisite Skills

1. Identify utility control devices
2. Operate control valves or switches
3. Assess for related hazards

Content Modification

Block	Modification	Justification
JPR	Added "PPE".	Not included in NFPA 1001 but required for fire fighter safety.
RK 1	Replaced "electricity" with "electrical".	"Electrical" is the proper use of "electricity" as an adjective.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 5-7: Utility Control at Emergencies	3-18: Turn Off Building Utilities	(CTS 3-18)

3-19: Combatting a Ground Cover Fire

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.19
2. Office of the State Fire Marshal

Job Performance Requirement

Combat a ground cover fire operating as a member of a team, given *personal protective equipment (PPE)*, SCBA (if needed), hose lines, extinguishers or hand tools, and an assignment, so that threats to property are reported, threats to personal safety are recognized, retreat is quickly accomplished when warranted, and the assignment is completed.

Requisite Knowledge

1. *Describe* types of ground cover fires
2. *Describe* parts of ground cover fires
3. *Describe* methods to contain or suppress
4. *Describe* safety principles and practices

Requisite Skills

1. Determine exposure threats based on fire spread potential
2. Protect exposures
3. Construct a fire line or extinguish with hand tools,
4. Maintain integrity of established fire lines
5. Suppress ground cover fires using water

Content Modification

Block	Modification	Justification
JPR	Replaced “protective clothing” with “personal protective equipment (PPE)”.	Protective clothing isn’t comprehensive enough to meet JPR requirements.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 7-3: Combatting a Ground Cover Fire	3-19: Combat a Ground Cover Fire	(CTS 3-19)

3-20: Tying Knots Appropriate for Hoisting Tools

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.20
2. Office of the State Fire Marshal

Job Performance Requirement

Tie a knot appropriate for hoisting tools, given PPE, tools, ropes, *webbing*, and an assignment, so that the knots used are appropriate for hoisting tools securely and as directed.

Requisite Knowledge

1. *Identify rope types and usage*
2. *Identify knot types and usage*
3. *Describe the difference between life safety and utility rope*
4. *Identify reasons for placing rope out of service*
5. *Identify types of knots to use for given tools, ropes, or situations*
6. *Describe hoisting methods for tools and equipment*
7. *Describe how to use rope to support response activities*

Requisite Skills

1. Tie knots specific to hoisting different types of tools
2. Hoist tools using specific knots based on the type of tool

Content Modification

Block	Modification	Justification
JPR	Added "webbing".	Not included in NFPA 1001 but is commonly used for this task.
RK 1	Added knowledge component.	Not included in NFPA 1001 but it's a basic knowledge component required to complete the JPR.
RS 1	Added skill component.	Not included in NFPA 1001 but required to complete the JPR.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 4-1: Utilizing Ropes and Knots	3-20a: Tie Knots 3-20b: Hoist Tools Aloft	(CTS 3-20)

3-21: Operating Hand and Power Tools

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Operate hand and power tools, given hand and power tools and an assignment, so that tools are properly operated, maintained, and transported in accordance with manufacturer specifications and AHJ policies and procedures.

Requisite Knowledge

1. Describe types of hand and power tools
2. Describe uses of hand and power tools

Requisite Skills

1. Transport hand and power tools
2. Operate hand and power tools
3. Maintain hand and power tools

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	Many NFPA paragraphs require knowledge and skills regarding hand tools. Created one standard to cover foundational knowledge.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 4-2: Utilizing Hand and Power Tools	3-21: Operate Hand and Power Tools	(CTS 3-21)

3-22: Operating an Air-Monitoring Instrument

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.3.21

Job Performance Requirement

Operate an air-monitoring instrument, given an air monitor and an assignment or task, so that the device is operated and the fire fighter recognizes the high- or low-level alarms of the air monitor and takes action to mitigate the hazard.

Requisite Knowledge

1. *Identify* the various uses for an air monitor
2. *Describe* basic operation of an air monitor
3. Describe air monitoring procedures
4. *Identify how to recognize* high- or low-level alarms of the air monitor
4. *Describe* emergency actions to be taken upon the activation of the high- or low-level alarms of the air monitor

Requisite Skills

1. Operate the air monitor
2. Recognize the alarms
3. React to the alarms of the air monitor

Content Modification

Block	Modification	Justification
RS 3	Added a knowledge component.	NFPA does not cover the step-by-step process.
RK 1	Removed "knowledge of"	This content is already in the knowledge section; we don't need knowledge of knowledge.
RK 3	Split one knowledge component into two.	Clarifying a poorly written knowledge component.
RK 4	Split one knowledge component into two.	Clarifying a poorly written knowledge component.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 4-4: Operating an Air-Monitoring Instrument	3-22: Operate an Air-Monitoring Instrument	(CTS 3-22)

Section 4: Preparedness and Maintenance

4-1: Cleaning and Checking Ladders, Ventilation Equipment, SCBA, Ropes, Salvage Equipment, and Hand Tools

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 4.5.1
2. Office of the State Fire Marshal

Job Performance Requirement

Clean and check ladders, ventilation equipment, SCBA, ropes, salvage equipment, and hand tools, given cleaning tools, cleaning supplies, and an assignment, so that equipment is clean and maintained according to manufacturer's or departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.

Requisite Knowledge

1. *Describe* types of cleaning methods for various tools and equipment
2. *Describe* the correct use of cleaning solvents
3. *Identify* manufacturer or departmental guidelines for cleaning equipment and tools
4. *Identify manufacturer or departmental guidelines for removing tools and equipment from service*

Requisite Skills

1. Select correct tools *to maintain* various parts and pieces of equipment
2. Follow guidelines
3. Complete recording and reporting procedures

Content Modification

Block	Modification	Justification
RK 4	Added knowledge component.	Added to support the JPR.
RS 1	Added "to maintain".	Added to clarify the purpose for tool selection.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
<p>Fire Fighter 1A, Topic 2-5: Self-Contained Breathing Apparatus</p> <ul style="list-style-type: none"> • RK 1, 2, 3, 4 and RS 1, 2, 3 (as it pertains to SCBA) <p>Fire Fighter 1A, Topic 4-1: Utilizing Ropes and Knots</p> <ul style="list-style-type: none"> • RK 1, 2, 3, 4 and RS 1, 2, 3 (as it pertains to rope) <p>Fire Fighter 1A, Topic 4-2: Utilizing Hand and Power Tools</p> <ul style="list-style-type: none"> • RK 1, 2, 3, 4 and RS 1, 2, 3 (as it pertains to tools) <p>Fire Fighter 1A, Topic 5-9: Cleaning, Inspecting, and Maintaining Fire Service Ladders</p> <ul style="list-style-type: none"> • RK 1, 2, 3, 4 and RS 1, 2, 3 (as it pertains to ladders) <p>Fire Fighter 1A, Topic 5-15: Horizontal Ventilation Operations</p> <ul style="list-style-type: none"> • RK 1, 2, 3, 4 and RS 1, 2, 3 (as it pertains to horizontal ventilation equipment) <p>Fire Fighter 1A, Topic 5-16: Vertical Ventilation Operations</p> <ul style="list-style-type: none"> • RK 1, 2, 3, 4 and RS 1, 2, 3 (as it pertains to vertical ventilation equipment) <p>Fire Fighter 1A, Topic 5-17: Conserving Property</p> <ul style="list-style-type: none"> • RK 1, 2, 3, 4 and RS 1, 2, 3 (as it pertains to salvage equipment) 	<p>4-1: Clean and Check Equipment</p>	<p>(CTS 4-1)</p>

4-2: Cleaning, Inspecting, and Returning Fire Hose to Service

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 5.4.2
2. Office of the State Fire Marshal

Job Performance Requirement

Clean, inspect, and return fire hose to service, given washing equipment, water, detergent, tools, and replacement gaskets, so that damage is noted and corrected, the hose is clean, and the equipment is placed in a ready state for service.

Requisite Knowledge

1. Describe departmental procedures for *inspecting a hose according to manufacturer guidelines*, noting a defective hose, and removing it from service
2. Describe *cleaning and maintenance* methods
3. Describe *types of hose rolls and loads*

Requisite Skills

1. Clean different types of hose
2. Operate hose washing and drying equipment
3. Mark defective hose
4. Replace coupling gaskets
5. Roll hose
6. Reload hose

Content Modification

Block	Modification	Justification
RK 1	Added “inspecting a hose according to manufacturer guidelines”.	This strengthens the knowledge component with a standard.
RK 2	Added “and maintenance”.	There are steps beyond cleaning required before returning hose to a ready state.
RK 3	Added “types of”.	Added for clarification.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A, Topic 5-5: Cleaning, Inspecting, and Returning Fire Hose to Service <ul style="list-style-type: none"> • RK 1, 2, 3 and RS 1, 2, 3, 4 Fire Fighter 1A, Topic 5-6: Deploy and Connect Fire Hose <ul style="list-style-type: none"> • RS 5, 6 	4-2a: Replace a Burst Section of Hose 4-2b: Build Hose Rolls 4-2c: Clean and Maintain Hose and Mark Defective Hose	(CTS 4-2)

Hazardous Materials/WMD

Section 5: Awareness

5-1: Description of Duties (Awareness)

Authority

1. NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017)
 - Paragraph 4.1.3

Job Performance Requirement

There is no job performance requirement identified for this training standard.

Requisite Knowledge

1. *Identify the* role of awareness personnel at a hazardous materials/WMD incident
2. *Identify the* location and contents of the AHJ emergency response plan
3. *Describe* standard operating procedures for awareness personnel

Requisite Skills

1. None specified

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B, Topic 2-1: Description of Duties (Awareness)	Cognitive only – no testable skills	Cognitive only – no testable skills

5-2: Recognizing and Identifying Hazardous Materials/WMD and Associated Hazards

Authority

1. NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017)
 - Paragraph 4.2.1

Job Performance Requirement

Recognize and identify the hazardous materials/WMD and hazards involved in a hazardous materials/WMD incident, given a hazardous materials/WMD incident and approved reference sources, so that the presence of hazardous materials/WMD is recognized and the materials and their hazards are identified.

Requisite Knowledge

1. *Describe how to recognize* hazardous materials and WMD
2. *List* basic hazards associated with classes and divisions
3. *Identify* indicators to the presence of hazardous materials including container shapes, NFPA 704 markings, globally harmonized system (GHS) markings, placards, labels, pipeline markings, other transportation markings, shipping papers with emergency response information, and other indicators
4. *Describe how to access* information from the *Emergency Response Guidebook* (ERG) (current edition) using name of the material, UN/NA identification number, placard applied, or container identification charts
5. *List* types of hazard information available from the ERG, safety data sheets (SDS), shipping papers with emergency response information, and other approved reference sources

Requisite Skills

1. Recognize indicators to the presence of hazardous materials/WMD
2. Identify hazardous materials/WMD by name, UN/NA identification number, placard applied, or container identification charts
3. Use the ERG, SDS, shipping papers with emergency response information, and other approved reference sources to identify hazardous materials/WMD and their potential fire, explosion, and health hazards

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B, Topic 2-2: Recognizing and Identifying Hazardous Materials/WMD and Associated Hazards	5-2a: Recognize, Identify, and Isolate Hazardous Materials/WMD 5-2b: Identify Markings	(CTS 5-2)

Draft

5-3: Isolating the Hazard Area and Denying Entry

Authority

1. NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017)
 - Paragraph 4.3.1
2. Office of the State Fire Marshal

Job Performance Requirement

Isolate the hazard area and deny entry at a hazardous materials/WMD incident, given a hazardous materials/WMD incident, policies and procedures, and approved reference sources, so that the hazard area is isolated and secured, personal safety procedures are followed, hazards are avoided or minimized, and additional people are not exposed to further harm.

Requisite Knowledge

1. *Describe how to* use the ERG, SDS, shipping papers with emergency response information, and other approved reference sources to identify precautions to be taken to protect responders and the public
2. *Describe* policies and procedures for isolating the hazard area and denying entry
3. *Identify* the purpose of and methods for isolating the hazard area and denying entry

Requisite Skills

1. Recognize precautions for protecting responders and the public
2. Identifying isolation areas
3. Denying entry
4. Avoiding *or* minimizing hazards

Content Modification

Block	Modification	Justification
RS 4	Added "or".	Accidental NFPA omission. Without it, RS 4 contradicts the JPR requirement.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B, Topic 2-3: Isolating the Hazard Area and Denying Entry	5-2a: Recognize, Identify, and Isolate Hazardous Materials/WMD	(CTS 5-3)

5-4: Initiating Required Notifications

Authority

1. NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017)
 - Paragraph 4.4.1

Job Performance Requirement

Initiate required notifications at a hazardous materials/WMD incident, given a hazardous materials/WMD incident, policies and procedures, and approved communications equipment, so that the notification process is initiated and the necessary information is communicated.

Requisite Knowledge

1. *Identify* policies and procedures for notification, reporting, and communications
2. *List* types of approved communications equipment
3. *Describe how to operate* equipment

Requisite Skills

1. Operate approved communications equipment
2. Communicate in accordance with policies and procedures

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B, Topic 2-4: Initiating Required Notifications	5-4: Initiate Required Notifications	(CTS 5-4)

Section 6: Operations

6-1: Description of Duties (Operations)

Authority

1. NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017)
 - Paragraph 5.1.5

Job Performance Requirement

There is no job performance requirement identified for this training standard.

Requisite Knowledge

1. *Identify the* role of operations level responders at a hazardous materials/WMD incident
2. *Identify the* location and contents of AHJ emergency response plan and standard operating procedures for operations level responders, including those response operations for hazardous materials/WMD incidents

Requisite Skills

1. None specified

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B, Topic 3-1: Description of Duties (Operations)	Cognitive only – no testable skills	Cognitive only – no testable skills

6-2: Identifying the Scope of a Hazardous Materials/WMD Incident

Authority

1. NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017)
 - Paragraph 5.2.1

Job Performance Requirement

Identify the scope of the problem at a hazardous materials/WMD incident, given a hazardous materials/WMD incident, an assignment, policies and procedures, and approved reference sources, so that container types, materials, location of any release, and surrounding conditions are identified, hazard information is collected, the potential behavior of a material and its container is identified, and the potential hazards, harm, and outcomes associated with that behavior are identified.

Requisite Knowledge

1. *Define* hazard classes and divisions
2. *Identify* types of containers
3. *Identify* container identification markings, including piping and pipeline markings and contacting information
4. *Identify* types of information to be collected during the hazardous materials/WMD incident survey
5. *Identify the availability and location* of shipping papers in transportation and of safety data sheets (SDS) at facilities
6. *Describe* types of hazard information available from and how to contact CHEMTREC, CANUTEC, and SETIQ, governmental authorities, and manufacturers, shippers, and carriers
7. *Describe* how to communicate with carrier representatives to reduce impact of a release
8. *Identify* basic physical and chemical properties, including boiling point, chemical reactivity, corrosivity (pH), flammable (explosive) range [LFL (LEL) and UFL (UEL)], flash point, ignition (autoignition) temperature, particle size, persistence, physical state (solid, liquid, gas), radiation (ionizing and nonionizing), specific gravity, toxic products of combustion, vapor density, vapor pressure, and water solubility
9. *Identify* the behavior of a material and its container based on the material's physical and chemical properties and the hazards associated with the identified behavior
10. *List* examples of potential criminal and terrorist targets
11. *Identify* indicators of possible criminal or terrorist activity for each of the following: chemical agents, biological agents, radiological agents, illicit laboratories (i.e., clandestine laboratories, weapons labs, ricin labs), and explosives
12. *Describe* additional hazards associated with terrorist or criminal activities, such as secondary devices
13. *Determine* the likely harm and outcomes associated with the identified behavior and the surrounding conditions

Requisite Skills

1. Identify container types, materials, location of release, and surrounding conditions at a hazardous materials/WMD incident
2. Collect hazard information
3. Communicate with pipeline operators or carrier representatives
4. Describe the likely behavior of the hazardous materials or WMD and its container
5. Describe the potential hazards, harm, and outcomes associated with that behavior and the surrounding conditions

Content Modification

Block	Modification	Justification
RK 5	Added “and location”.	The documents should always be available; the real knowledge is in knowing where they are located.
RS 2	Removed “ing”.	Removed to for consistency with verb tenses of other NFPA standards.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B, Topic 3-2: Identifying the Scope of a Hazardous Materials/WMD Incident	6-2: Identify the Scope of a Hazardous Materials/WMD Incident	(CTS 6-2)

6-3: Identifying Action Options for a Hazardous Materials/WMD Incident

Authority

1. NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017)
 - Paragraph 5.3.1

Job Performance Requirement

Identify the action options for a hazardous materials/WMD incident, given a hazardous materials/WMD incident, an assignment, policies and procedures, approved reference sources, and the scope of the problem, so that response objectives, action options, safety precautions, suitability of approved personal protective equipment (PPE) available, and emergency decontamination needs are identified.

Requisite Knowledge

1. *Identify* policies and procedures for hazardous materials/WMD incident operations
2. *List the* basic components of an incident action plan (IAP)
3. *Describe* modes of operation (offensive, defensive, and nonintervention)
4. *Describe* types of response objectives
5. *Describe* types of action options
6. *Identify* types of response information available from the Emergency Response Guidebook (ERG), safety data sheets (SDS), shipping papers with emergency response information, and other resources
7. *Identify* types of information available from and how to contact CHEMTREC, CANUTEC, and SETIQ, governmental authorities, and manufacturers, shippers, and carriers (highway, rail, water, air, pipeline)
8. *Describe* safety procedures
9. *Describe* risk analysis concepts
10. *Identify the* purpose, advantages, limitations, and uses of approved PPE to determine if PPE is suitable for the incident conditions
11. *Explain the* difference between exposure and contamination
12. *Identify* contamination types, including sources and hazards of carcinogens at incident scenes
13. *List* routes of exposure
14. *Describe* types of decontamination (emergency, mass, and technical)
15. *Describe the* purpose, advantages, and limitations of emergency decontamination
16. *Describe* procedures, tools, and equipment for performing emergency decontamination

Requisite Skills

1. Identify response objectives and action options based on the scope of the problem and available resources
2. Identify whether approved PPE is suitable for the incident conditions
3. Identify emergency decontamination needs based on the scope of the problem

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B, Topic 3-2: Identifying the Scope of a Hazardous Materials/WMD Incident <ul style="list-style-type: none"> • RK 7 Fire Fighter 1B, Topic 3-4: Performing Emergency Decontamination at a Hazardous Materials/WMD Incident <ul style="list-style-type: none"> • RK 14, 15, 16 Fire Fighter 1B, Topic 3-5: Identifying Action Options for a Hazardous Materials/WMD Incident <ul style="list-style-type: none"> • RK 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12 and RS 1, 2, 3 	6-3: Identify Action Options for a Hazardous Materials/WMD Incident	(CTS 6-3)

Draft

6-4: Performing Assigned Tasks at a Hazardous Materials/WMD Incident

Authority

1. NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017)
 - Paragraph 5.4.1
2. Office of the State Fire Marshal

Job Performance Requirement

Perform assigned tasks at a hazardous materials/WMD incident, given a hazardous materials/WMD incident; an assignment with limited potential of contact with hazardous materials/WMD, policies and procedures, the scope of the problem, approved tools, equipment, and PPE, so that protective actions and scene control are established and maintained, on-scene incident command is described, evidence is preserved, approved PPE is selected and used in the proper manner; exposures and personnel are protected; safety procedures are followed; hazards are avoided or minimized; assignments are completed; and gross decontamination of personnel, tools, equipment, and PPE is conducted in the field.

Requisite Knowledge

1. *Describe* scene control procedures
2. *Describe* procedures for protective actions, including evacuation and sheltering-in-place
3. *Describe* procedures for ensuring coordinated communications between responders and to the public
4. *List* evidence recognition and preservation procedures
5. Identify hazardous materials/WMD incident command roles and responsibilities within the incident command system (ICS)
6. *Identify the* purpose, importance, benefits, and organization of incident command at hazardous materials/WMD incidents
7. *Describe* policies and procedures for implementing incident command at hazardous materials/WMD incidents
8. *Describe the* capabilities, limitations, inspection, donning, working in, going through decontamination while wearing, doffing approved PPE
9. *Describe how to recognize* signs and symptoms of thermal stress
10. *Identify* safety precautions when working at hazardous materials/WMD incidents
11. *Describe* purpose, advantages, and limitations of gross decontamination
12. *Identify* the need for gross decontamination in the field based on the task(s) performed and contamination received, including sources and hazards of carcinogens at incident scenes
13. *Describe* gross decontamination procedures for personnel, tools, equipment, and PPE
14. *Describe how to* clean, disinfect, and inspect tools, equipment, and PPE

Requisite Skills

1. Establish and maintaining scene control
2. Recognize and preserve evidence

3. Inspect, don, work in, go through decontamination while wearing, and doff approved PPE
4. Isolate contaminated tools, equipment, and PPE
5. Conduct gross decontamination of contaminated personnel, tools, equipment, and PPE in the field
6. Clean, disinfect, and inspect approved tools, equipment, and PPE

Content Modification

Block	Modification	Justification
RK 5	Changed “Describe incident command organization” to “Identify hazardous materials/WMD incident command roles and responsibilities within the incident command system (ICS)”.	Expanded to identify that there are roles and responsibilities specific to HazMat/WMD within the ICS.
RK 14	Removed “ing” from “cleaning, disinfecting, and inspecting”.	Removed for consistency with other RK language.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B, Topic 3-3: Selecting, Donning, Working In, and Doffing Approved PPE at a Hazardous Materials/WMD Incident <ul style="list-style-type: none"> • RK 8, 14 Fire Fighter 1B, Topic 3-4: Performing Decontamination at a Hazardous Materials/WMD Incident <ul style="list-style-type: none"> • RK 11, 13 Fire Fighter 1B, Topic 3-6: Performing Assigned Tasks at a Hazardous Materials/WMD Incident <ul style="list-style-type: none"> • RK 1, 2, 3, 4, 5, 6, 7, 9, 10, 12 and RS 1, 2, 3, 4, 5, 6 	6-4: Perform Assigned Tasks at a Hazardous Materials/WMD Incident	(CTS 6-4)

6-5: Performing Emergency Decontamination at a Hazardous Materials/ WMD Incident

Authority

1. NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017)
 - Paragraph 5.5.1

Job Performance Requirement

Perform emergency decontamination at a hazardous materials/WMD incident, given a hazardous materials/WMD incident that requires emergency decontamination; an assignment; scope of the problem; policies and procedures; and approved tools, equipment, and PPE for emergency decontamination, so that emergency decontamination needs are identified, approved PPE is selected and used, exposures and personnel are protected, safety procedures are followed, hazards are avoided or minimized, emergency decontamination is set up and implemented, and victims and responders are decontaminated.

Requisite Knowledge

1. *Define* contamination, cross contamination, and exposure
2. *Describe* contamination types
3. *List* routes of exposure
4. *Identify* types of decontamination (emergency, mass, and technical)
5. *Describe the* purpose, advantages, and limitations of emergency decontamination
6. *Describe* policies and procedures for performing emergency decontamination
7. *Identify* approved tools and equipment for emergency decontamination
8. *Describe* hazard avoidance for emergency decontamination

Requisite Skills

1. Select an emergency decontamination method
2. Set up emergency decontamination in a safe area
3. Use PPE in the proper manner
4. Implement emergency decontamination
5. Prevent spread of contamination
6. Avoid hazards during emergency decontamination

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B, Topic 3-4: Performing Emergency Decontamination at a Hazardous Materials/WMD Incident	6-5: Perform Emergency Decontamination	(CTS 6-5)

Draft

6-6: Evaluating and Reporting Progress for a Hazardous Materials/WMD Incident

Authority

1. NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017)
 - Paragraph 5.6.1

Job Performance Requirement

Evaluate and report the progress of the assigned tasks for a hazardous materials/WMD incident, given a hazardous materials/WMD incident, an assignment, policies and procedures, status of assigned tasks, and approved communication tools and equipment, so that the effectiveness of the assigned tasks is evaluated and communicated to the supervisor, who can adjust the IAP as needed.

Requisite Knowledge

1. *List* components of progress reports
2. *Describe* policies and procedures for evaluating and reporting progress
3. *Describe how to* use approved communication tools and equipment
4. *Identify* signs indicating improving, static, or deteriorating conditions based on the objectives of the action plan
5. *Describe how to recognize* circumstances under which it would be prudent to withdraw from a hazardous materials/ WMD incident

Requisite Skills

1. Determine incident status
2. Determining whether the response objectives are being accomplished
3. Use approved communications tools and equipment
4. Communicate the status of assigned tasks

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B, Topic 3-8: Evaluating and Reporting Progress for a Hazardous Materials/WMD Incident	6-8: Evaluate and Report Progress for a Hazardous Materials/WMD Incident	(CTS 6-6)

Section 7: Operations – Mission Specific

7-1: Selecting, Donning, Working In, and Doffing Approved PPE at a Hazardous Materials/WMD Incident

Authority

1. NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017)
 - Paragraph 6.2.1

Job Performance Requirement

Select, don, work in, and doff approved PPE at a hazardous materials/WMD incident, given a hazardous materials/WMD incident; a mission-specific assignment in an IAP that requires use of PPE; the scope of the problem; response objectives and options for the incident; access to a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures; approved PPE; and policies and procedures, so that under the guidance of a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures, approved PPE is selected, inspected, donned, worked in, decontaminated, and doffed; exposures and personnel are protected; safety procedures are followed; hazards are avoided or minimized; and all reports and documentation pertaining to PPE use are completed.

Requisite Knowledge

1. *Describe* policies and procedures for PPE selection and use
2. *Describe the* importance of working under the guidance of a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures when selecting and using PPE
3. *Identify* the capabilities and limitations of and specialized donning, doffing, and usage procedures for approved PPE
4. *List* components of an incident action plan (IAP)
5. *Describe* procedures for decontamination, inspection, maintenance, and storage of approved PPE
6. *Describe the* process for being decontaminated while wearing PPE
7. *Describe* procedures for reporting and documenting the use of PPE

Requisite Skills

1. Select PPE for the assignment
2. Inspect, maintain, store, don, work in, and doff PPE
3. Go through decontamination (emergency and technical) while wearing the PPE
4. Report and document the use of PPE

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B, Topic 3-3: Selecting, Donning, Working In and Doffing Approved PPE at a Hazardous Materials/WMD Incident <ul style="list-style-type: none"> • RK 1, 2, 3, 5, 6, 7 and RS 1, 2, 3, 4 Fire Fighter 1B, Topic 3-5: Identifying Action Options for a Hazardous Materials/WMD Incident <ul style="list-style-type: none"> • RK 4 	7-1: Don, Work In, and Doff Chemical Protective Clothing	(CTS 7-1)

Draft

7-2: Performing Product Control Techniques at a Hazardous Materials/WMD Incident

Authority

1. NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017)
 - Paragraph 6.6.1
2. Office of the State Fire Marshal

Job Performance Requirement

Perform product control techniques with a limited risk of personal exposure at a hazardous materials/WMD incident, given a hazardous materials/WMD incident with release of product; an assignment in an IAP; scope of the problem; policies and procedures; approved tools, equipment, control agents, and PPE; and access to a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures, so that under the guidance of a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures, approved PPE is selected and used; exposures and personnel are protected; safety procedures are followed; hazards are avoided or minimized; a product control technique is selected and implemented; the product is controlled; victims, personnel, tools, and equipment are decontaminated; and product control operations are reported and documented.

Requisite Knowledge

1. *Describe* types of PPE and the hazards for which they are used
2. *Describe the* importance of working under the guidance of a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures
3. Define of control, confinement, containment, and extinguishment
4. Describe policies and procedures for product control
5. *Identify* product control methods for controlling a release with limited risk of personal exposure
6. *Describe* safety precautions associated with each product control method
7. *Identify the* location and *describe how to* operation of remote/emergency shutoff devices in cargo tanks and intermodal tanks in transportation and containers at facilities, that contain flammable liquids and flammable gases
8. *List* characteristics and applicability of approved product control agents
9. *Describe how to* use approved tools and equipment
10. *Identify* requirements for reporting and documenting product control operations

Requisite Skills

1. Select and use PPE
2. Select and perform product control techniques to confine/contain the release with limited risk of personal exposure

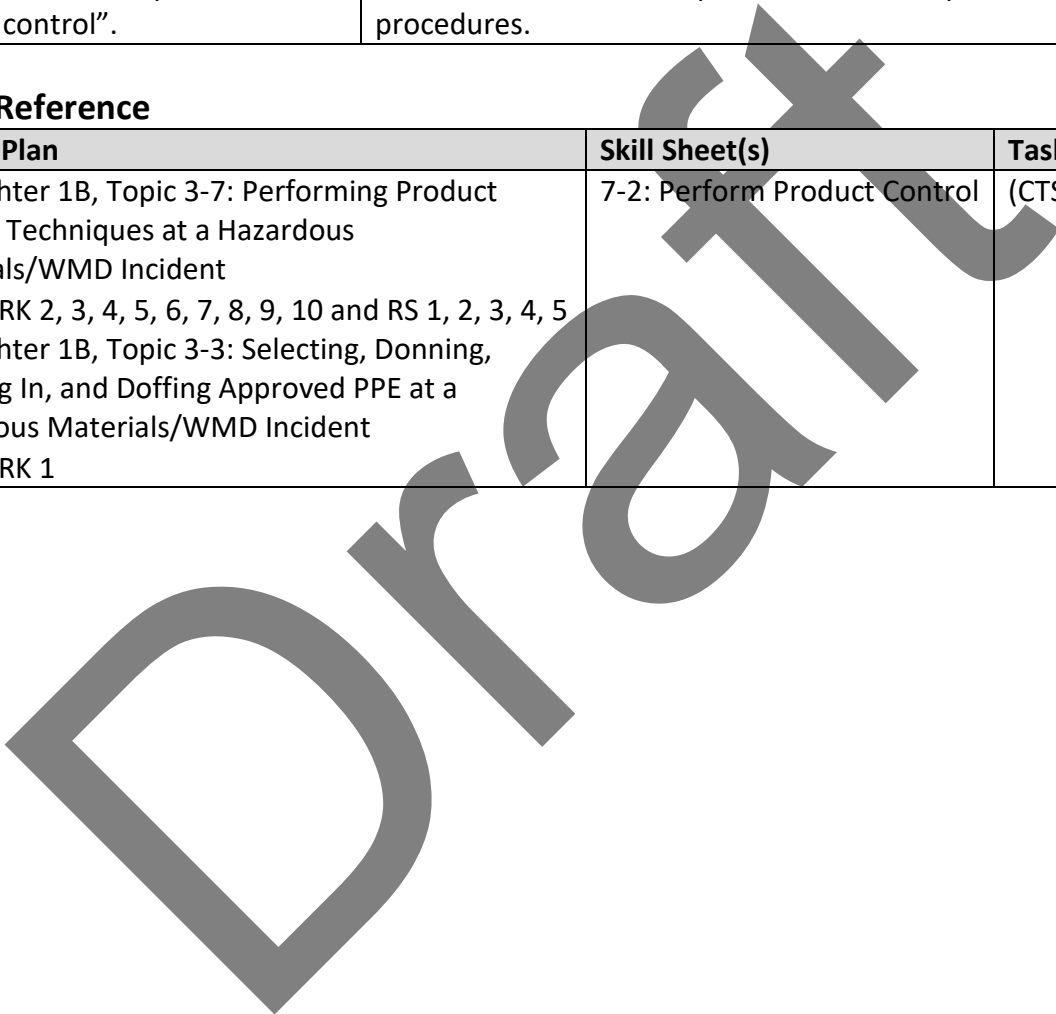
3. Use approved control agents and equipment on a release involving hazardous materials/WMD
4. Use remote control valves and emergency shutoff devices on cargo tanks and intermodal tanks in transportation and containers at fixed facilities
5. Perform product control techniques

Content Modification

Block	Modification	Justification
RK 4	Added “for product control”.	Added to narrow the scope of discussion of policies and procedures.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B, Topic 3-7: Performing Product Control Techniques at a Hazardous Materials/WMD Incident <ul style="list-style-type: none"> • RK 2, 3, 4, 5, 6, 7, 8, 9, 10 and RS 1, 2, 3, 4, 5 Fire Fighter 1B, Topic 3-3: Selecting, Donning, Working In, and Doffing Approved PPE at a Hazardous Materials/WMD Incident <ul style="list-style-type: none"> • RK 1 	7-2: Perform Product Control	(CTS 7-2)



Wildland Fire Fighter 1

Section 8: Wildland Fire Fighter Duties

8-1: Role of the Wildland Fire Fighter

Authority

1. NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2016)
 - Paragraph 4.1.1, 4.1.2
2. Office of the State Fire Marshal

Job Performance Requirement

There is no job performance requirement identified for this training standard.

Requisite Knowledge

1. *Describe* fireline safety, use, and limitations of personal protective equipment
2. *Describe* the use, limitations, inspection, and care of a fire shelter
3. *Describe* agency policy on fire shelter use
4. *Describe* basic wildland fire behavior
5. *Identify* fire suppression techniques
6. *Identify* basic wildland fire tactics
7. *Describe* the fire fighter’s role within the local incident management system
8. Describe first aid as referenced in NFES 1077 (Incident Response Pocket Guide (IRPG)) and NFES 2943 (Wildland Fire Incident Management Field Guide)

Requisite Skills

1. Use basic verbal communication
2. Use required personal protective equipment
3. Deploy a fire shelter

Content Modification

Block	Modification	Justification
RK 2	Added knowledge component.	Added to call attention to a unique element of PPE that isn’t physically worn.
RK 8	Added “(Incident Response Pocket Guide (IRPG))” and “(Wildland Fire Incident Management Field Guide)”.	These are proper titles for the referenced documents. People may not know how to reference them by code numbers.
RS 3	Added skills component.	Not covered by NFPA 1051 but critical for wildland fire fighter survival.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C, Topic 1-3: Wildland Fire Fighter Roles and Responsibilities <ul style="list-style-type: none"> • RK 4, 5, 6, 7, 8 Fire Fighter 1C, Topic 2-1: Wildland Fire Behavior <ul style="list-style-type: none"> • RK 4 Fire Fighter 1C, Topic 2-3: Human Factors on the Fireline <ul style="list-style-type: none"> • RS 1 Fire Fighter 1C, Topic 2-4: Donning, Doffing, and Maintaining Wildland Personal Protective Equipment <ul style="list-style-type: none"> • RK 1 and RS 2 Fire Fighter 1C, Topic 2-5: Deploying a Fire Shelter <ul style="list-style-type: none"> • RK 2, 3 and RK 3 Fire Fighter 1C, Topic 3-2: Constructing a Fireline <ul style="list-style-type: none"> • RK 5, 6 Fire Fighter 1C, Topic 3-4: Reducing the Threat of Fire Exposure to Improved Properties (WUI) <ul style="list-style-type: none"> • RK 4 	Cognitive only – no testable skills	Cognitive only – no testable skills

Draft

8-2: Donning Wildland Personal Protective Equipment

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Don wildland personal protective equipment (PPE), given PPE, so the PPE is donned in 60 seconds or less and all elements of the PPE ensemble are worn in accordance with manufacturer guidelines.

Requisite Knowledge

1. Identify the components of wildland PPE
2. Explain the importance of standards for wildland PPE
3. Describe the protection provided by wildland PPE
4. Describe the limitations of wildland PPE
5. Identify manufacturer guidelines for correct PPE use

Requisite Skills

1. Don PPE

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1051 does not include a designated JPR for donning wildland PPE. OSFM uses 60 seconds as the industry standard.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C, Topic 2-4: Donning, Doffing, and Maintaining Wildland Personal Protective Equipment	8-2: Don Wildland Personal Protective Equipment	(CTS 8-2)

8-3: Deploying a Fire Shelter

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Deploy a fire shelter, given PPE, a hand tool, a live or simulated incident, and a fire shelter, so that the fire shelter is deployed within 30 seconds and used in accordance with manufacturer and AHJ procedures.

Requisite Knowledge

1. Describe the protection provided by and limitations of fire shelters
2. Describe how to inspect and evaluate a fire shelter
3. Describe how to select and prepare a shelter deployment site
4. Identify items to take into and leave outside a fire shelter
5. Describe methods for deploying a fire shelter
6. Identify when to deploy and exit a fire shelter during an incident

Requisite Skills

1. Deploy a fire shelter within 30 seconds

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1051 does not include a designated JPR for deploying a fire shelter. OSFM uses 30 seconds as the industry standard.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C, Topic 2-5: Deploying a Fire Shelter	8-3: Deploy a Fire Shelter	(CTS 8-3)

8-4: Doffing Wildland Personal Protective Equipment

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Doff wildland personal protective equipment (PPE), given PPE, so that PPE is removed in accordance with manufacturer guidelines and returned to a ready state.

Requisite Knowledge

1. Identify when it is safe to doff PPE
2. Identify AHJ policies and procedures for doffing PPE

Requisite Skills

1. Doff PPE
2. Return PPE to a ready state

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1051 does not include a designed JPR for doffing PPE.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C, Topic 2-4: Donning, Doffing, and Maintaining Wildland Personal Protective Equipment	8-4: Doff Wildland Personal Protective Equipment	(CTS 8-4)

Section 9: Preparedness

9-1: Maintaining Assigned Personal Protective Equipment

Authority

1. NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2016)
 - Paragraph 4.3.2

Job Performance Requirement

Maintain assigned personal protective equipment, given the standard equipment issue, so that the equipment is serviceable and available for use on the fireline and defects are recognized and reported to the supervisor.

Requisite Knowledge

1. *Describe how to* maintain personal protective equipment, including inspection, the recognition of unserviceable items, and proper cleaning procedures

Requisite Skills

1. None specified

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C, Topic 2-4: Donning, Doffing, and Maintaining Wildland Personal Protective Equipment	9-1: Maintain Assigned Personal Protective Equipment	(CTS 9-1)

9-2: Maintaining Assigned Suppression Hand Tools and Equipment

Authority

1. NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2016)
 - Paragraph 4.3.3

Job Performance Requirement

Maintain assigned suppression hand tools and equipment, given tools and equipment and agency maintenance specifications, so that assigned equipment is maintained and serviceable and defects are recognized and reported to the supervisor.

Requisite Knowledge

1. *Describe how to* inspect tools and assigned suppression equipment
2. *Describe how to* recognize unserviceable items
3. *Describe* required maintenance techniques

Requisite Skills

1. Sharpen assigned suppression equipment
2. Maintenance techniques for assigned suppression equipment
3. Use required maintenance equipment

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C, Topic 2-6: Maintaining Assigned Suppression Hand Tools and Equipment	9-2: Maintain Hand Tools and Equipment	(CTS 9-2)

Section 10: Suppression

10-1: Assembling and Preparing for Response

Authority

1. NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2016)
 - Paragraph 4.5.2
2. Office of the State Fire Marshal

Job Performance Requirement

Assemble and prepare for response, given an assembly location, an assignment, incident location, mode of transportation, and time requirements, so that arrival at the incident with the required personnel and equipment meets agency guidelines.

Requisite Knowledge

1. *Identify* equipment required for response
2. *Describe* agency time standards and special transportation considerations
3. *Describe* agency safety response guidelines
4. *Describe* operational procedures for various *response* modes

Requisite Skills

1. None specified

Content Modification

Block	Modification	Justification
RK 1	Changed “requirements” to “required for response”.	Clarification. The student isn’t identifying the requirements of the equipment, they are identifying what equipment is required based on what the incident requires.
RK 2	Removed “(weight considerations)”.	Weight is not the only special transportation consideration.
RK 3	Added “response guidelines”.	Narrowing the scope of “agency safety” to pertain to the JPR.
RK 4	Changed “transportation” to “response”.	Transportation implies the type of vehicle in which the responders are traveling to the incident, not the response level. Revised for clarification.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C, Topic 3-1: Assembling and Preparing for Response	10-1: Assemble and Prepare for Response	(CTS 10-1)

10-2: Recognizing Hazards and Unsafe Situations

Authority

1. NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2016)
 - Paragraph 4.5.3
2. Office of the State Fire Marshal

Job Performance Requirement

Recognize hazards and unsafe situations, given a wildland or wildland/urban interface fire *or simulated scenario* and the standard safety policies and procedures of the agency, so that the hazard(s) and unsafe condition(s) are communicated to the supervisor and appropriate action is taken.

Requisite Knowledge

1. *Describe* basic wildland fire safety
2. *Describe* basic wildland fire behavior
3. *Identify* basic wildland suppression methods
4. *Describe* the Standard Fire Fighting Orders
5. *Describe* the Situations that Shout “Watch Out”
6. *Describe* the principles of LCES (Lookouts, Communications, Escape Routes, Safety Zones)
7. *Describe* downhill checklist guideline
8. *Describe* Common Denominators of Fire Behavior on Tragedy Fires
9. *Describe* human factors that impact wildland fire suppression

Requisite Skills

1. Demonstrate knowledge of the Standard Fire Orders, the Situations that Shout “Watch Out”, and LCES

Content Modification

Block	Modification	Justification
JPR	Added “or simulated scenario”.	Allows option to complete testing outside of a live wildland fire.
RK 2	Added “basic wildland”.	Added to narrow the scope of “fire behavior”.
RK 3	Added “basic wildland”.	Added to narrow the scope of “suppression methods”.
RK 4	Added knowledge component.	Added to align with NWCG S-130 fire fighter training.
RK 5	Added knowledge component.	Added to align with NWCG S-130 fire fighter training.
RK 6	Added knowledge component.	Added to align with NWCG S-130 fire fighter training.
RK 7	Added knowledge component.	Not covered by NFPA 1051 but it is an IRPG industry standard.

Fire Fighter 1 – Wildland
Section 10: Suppression

RK 8	Added knowledge component.	Not covered by NFPA 1051 but it is an IRPG industry standard.
RK 9	Added knowledge component.	NFPA does include human factors.
RS 1	Added skills component.	Added to align with NWCG S-130 fire fighter training

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C, Topic 2-1: Wildland Fire Behavior <ul style="list-style-type: none"> • RK 2 Fire Fighter 1C, Topic 2-2: Recognizing Hazards and Unsafe Situations <ul style="list-style-type: none"> • RK 1, 4, 5, 6, 7, 8 and RS 1 Fire Fighter 1C, Topic 2-3: Human Factors on the Fireline <ul style="list-style-type: none"> • RK 9 Fire Fighter 1C, Topic 3-2: Constructing a Fireline <ul style="list-style-type: none"> • RK 3 	10-2a: Use Incident Response Pocket Guide 10-3b: Assume Safety Position for Retardant Drop	(CTS 10-2)

Draft

10-3: Constructing a Fireline

Authority

1. NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2016)
 - Paragraph 4.5.4
2. Office of the State Fire Marshal

Job Performance Requirement

Construct a fireline, given a wildland fire *or simulated scenario*, agency line construction standards, suppression tools, water or other suppression agents, and equipment, so that the fireline conforms to the construction standard.

Requisite Knowledge

1. *Describe basic wildland suppression strategy*
2. *Identify basic wildland suppression tactics*
3. *Describe fireline construction principles, techniques, and standards*
4. *Describe safety considerations related to fireline construction*
5. *Describe how to construct a handline*
6. *Describe how to perform mobile attack*
7. *Describe how to perform a simple hose lay*
8. *Describe how to perform a progressive hose lay*
9. *Describe how to retrieve hose*

Requisite Skills

1. Use hand tools correctly
2. Apply fire streams
3. Apply *extinguishing* agents

Content Modification

Block	Modification	Justification
JPR	Added “or simulated scenario”.	Allows option to complete testing outside of a live wildland fire.
RK 1	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RK 2	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RK 3	Changed the word order.	Revised to simplify and clarify language.
RK 4	Added knowledge component.	Not covered by NFPA 1051 but it is an IRPG industry standard.
RK 5	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RK 6	Added knowledge	Statewide operational activities require more detail than

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	component.	provided by NFPA.
RK 7	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RK 8	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RK 9	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RS 1-3	Revised to put verb first.	Consistency with all other RS text.
RS 3	Added “extinguishing”.	Added to clarify agent type.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C, Topic 3-2: Constructing a Fireline	10-3a: Assemble, Use, and Maintain a Back Pump 10-3b: Perform a Progressive Hose Lay (Hose) 10-3b: Perform a Progressive Hose Lay (Nozzle) 10-3c: Construct a Fireline Using Hand Tools 10-3d: Perform Mobile Pumping	(CTS 10-3)

10-4: Securing the Fireline

Authority

1. NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2016)
 - Paragraph 4.5.5
2. Office of the State Fire Marshal

Job Performance Requirement

Secure the fireline, given a wildland fire *or simulated scenario*, suppression tools, water or other suppression agents, and equipment, so that *fireline* burning materials and unburned fuels *are physically separated*.

Requisite Knowledge

1. Describe line improvement techniques
2. Identify safety considerations
3. Describe how to use basic ignition devices

Requisite Skills

1. Use of basic ignition devices only under direct supervision

Content Modification

Block	Modification	Justification
JPR	Added “or simulated scenario”.	Allows option to complete testing outside of a live wildland fire.
JPR	Adjusted language.	NFPA standard for JPR was unclear and abatement is not always possible.
RK 3	Added a knowledge component.	Not included in NFPA 1051 but required by Cal OES. All type III engines must carry a drip torch.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C, Topic 3-3: Securing a Fireline	10-4a: Ignite and Extinguish Road Flares and Fusees 10-4b: Assemble, Ignite, Extinguish, and Disassemble a Drip Torch	(CTS 10-4)

10-5: Reducing the Threat of Fire Exposure to Improved Properties

Authority

1. NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2016)
 - Paragraph 4.5.6
2. Office of the State Fire Marshal

Job Performance Requirement

Describe the methods to reduce the threat of fire exposure to improved properties, given a wildland/urban interface fire *or simulated scenario*, suppression tools, and equipment, so that improvements are protected.

Requisite Knowledge

1. Describe wildland fire behavior within the wildland/urban interface
2. Describe wildland fuel removal for structure defense preparation
3. *Describe* structure *defense* methods
4. Identify equipment and personnel capabilities within the wildland/urban interface
5. Identify the difference between a safety zone and a temporary refuge area (TRA)

Requisite Skills

1. Apply requisite knowledge to *defend* structures

Content Modification

Block	Modification	Justification
JPR	Added “or simulated scenario”.	Allows option to complete testing outside of a live wildland fire.
RK 1	Added “within the wildland/urban interface”.	Expanding wildland fire behavior (covered in CTS 10-2) to include wildland/urban interface.
RK 2	Added “for structure defense preparation”.	Added to clarify the purpose and location of removal.
RK 3	Replaced “protection” with “defense”.	“Defend” is California terminology.
RK 4	Added “within the wildland/urban interface”.	Expanding wildland fire behavior (covered in CTS 10-2) to include wildland/urban interface.
RK 5	Added knowledge component.	NFPA does not adequately address safety.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C, Topic 3-4: Reducing the Threat of Fire Exposure to Improved Properties (WUI)	10-5: Prep and Defend a Structure	(CTS 10-5)

10-6: Mopping Up a Fire Area

Authority

1. NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2016)
 - Paragraph 4.5.7
2. Office of the State Fire Marshal

Job Performance Requirement

Mop up fire area, given a wildland fire *or simulated scenario*, suppression tools, and water or other suppression agents and equipment, so that burning fuels that threaten escape are located and extinguished.

Requisite Knowledge

1. *Describe* mop up principles, techniques, and standards

Requisite Skills

1. Use basic tools and techniques to perform mop-up operations

Content Modification

Block	Modification	Justification
JPR	Added “or simulated scenario”.	Allows option to complete testing outside of a live wildland fire.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C, Topic 3-5: Mopping Up in a Fire Area	10-6: Perform Mop Up Operations	(CTS 10-6)

10-7: Patrolling the Fire Area

Authority

1. NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2016)
 - Paragraph 4.5.8
2. Office of the State Fire Marshal

Job Performance Requirement

Patrol the fire area, given a wildland fire *or simulated scenario*, suppression tools, and equipment, so that control of the fire area is maintained.

Requisite Knowledge

1. *Describe* patrol principles, techniques, and standards

Requisite Skills

1. Apply requisite knowledge *to patrolling fire areas*

Content Modification

Block	Modification	Justification
JPR	Added “or simulated scenario”.	Allows option to complete testing outside of a live wildland fire.
RS 1	Changed “Application of” to “Apply” and added “to patrolling fire areas”.	Revised to narrow scope of requisite knowledge application.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C, Topic 3-6: Patrolling the Fire Area	10-7: Patrol the Fire Area	(CTS 10-7)

Fire Fighter 2

(NFPA Fire Fighter II)

Certification Training Standards Guide (2019)

Published **Month Year**



California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Fire Fighter 2

Certification Training Standards Guide (2019)

Publication Date: Month Year

This CTS guide utilizes the following NFPA standards to provide the qualifications for State Fire Training's Fire Fighter 1 (2019) certification:

- NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)

State Fire Training coordinated the development of this CTS guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this CTS guide for adoption by the Office of the State Fire Marshal (OSFM).

Cover photo courtesy of Craig Allyn Rose Photography.

Published by State Fire Training.

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Acknowledgements

State Fire Training appreciates the hard work and accomplishments of those who build the solid foundation on which this program continues to grow. State Fire Training gratefully acknowledges the following individuals and organizations for their diligent efforts and contributions that made the development and publication of this document possible.

CAL FIRE

- Thom Porter, Director
- Mike Richwine, Acting State Fire Marshal
- Andrew Henning, Chief of State Fire Training
- Ron Coleman, Chair, Statewide Training and Education Advisory Committee (STEAC)

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- Andrew Murtagh, Lieutenant, San Francisco Fire Department; Adjunct Faculty, Fire Technology Program, College of San Mateo
- Michael Massone, Fire Captain, San Diego Federal Fire; Vice President, California Professional Fire Fighters; Representative, California Joint Apprenticeship Committee
- German Sierra, Fire Fighter/Paramedic (ret.), Oakland Fire Department; Faculty – Program Coordinator, Las Positas College; Representative, California Fire Technology Directors' Association (CFTDA)
- Shawn Tukua, Captain, Los Angeles Fire Department; State Fire Training Coordinator; Area 15 Director, CalChiefs Training Officers
- Rob Wheatley, Division Chief, Director of Fire Training, CAL FIRE Training Center

How to Read a CTS Guide

Overview

A certification training standard (CTS) guide lists the requisite knowledge, skills, and job performance requirements an individual must complete in order to become certified in a specific job function.

It also documents and justifies the OSFM-approved revisions to the certification's NFPA standard, and identifies where each certification training standard is taught (course plan), tested (skill sheets), and validated (task book).

Individuals aspiring to meet State Fire Training's certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own agency or jurisdiction.

Format

Each certification training standard is comprised of eight sections.

Section Heading

Training standards are grouped by section headings that describe a general category. For example, the Fire Fighter 1 CTS guide includes the following section headings: NFPA Requirements, Fire Department Communications, Fireground Operations, and Preparedness and Maintenance.

Training Standard Title

The training standard title provides a general description of the performance requirement contained within the individual standard.

Authority

The CTS guide references each individual standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each fire service function within California's certification system meets or exceeds NFPA standards.

When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information in *italics*.

Job Performance Requirements

This segment includes a written statement that describes a specific job-related task, the items an individual needs to complete the task, and measurable or observable outcomes.

Requisite Knowledge

This segment lists the knowledge that an individual must acquire in order to accomplish the job performance requirement.

Requisite Skills

This segment lists the skills that an individual must acquire in order to accomplish the job performance requirement.

Content Modification

This table documents and justifies any revisions to the NFPA standard that the development or validation cadres make during the development of a CTS guide.

Cross Reference

This table documents where each training standard is taught (course plan), tested (skill sheets), and validated (task book).

Draft

Section 1: NFPA Requirements

1-1: Identifying NFPA Requirements

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 5.1, 5.1.1, 5.1.2
2. Office of the State Fire Marshal

Job Performance Requirement

There is no job performance requirement identified for this training standard.

Requisite Knowledge

1. *Describe the* responsibilities of the Fire Fighter II in assuming and transferring command within an incident *command* system
2. *Describe how to* perform assigned duties in conformance with applicable NFPA *standards* and other safety regulations and AHJ procedures
3. *Identify the* role of a Fire Fighter II within the organization

Requisite Skills

1. Determine the need for command
2. Organize and coordinate an incident *command* system until command is transferred
3. Function within an assigned role in an incident management system

Content Modification

Block	Modification	Justification
RK 1	Changed "management" to "command".	California uses "command" and not "management".
RK 2	Added "standards".	Added for language consistency. NFPA is the organization but was being used to reference a document.
RS 2	Changed "management" to "command".	California uses "command" and not "management".

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A, Topic 1-3: Fire Fighter 2 Roles and Responsibilities	1-1: Organize an Incident Management System	N/A

Section 2: Fire Department Communications

2-1: Completing a Basic Incident Report

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 5.2.1

Job Performance Requirement

Complete a basic incident report, given the report forms, guidelines, and information, so that all pertinent information is recorded, the information is accurate, and the report is complete.

Requisite Knowledge

1. *Identify* content requirements for basic incident reports
2. *Identify* the purpose and usefulness of accurate reports
3. *Identify* the consequences of inaccurate reports
4. *Describe* how to obtain necessary information
5. *Identify* required coding procedures

Requisite Skills

1. Determine necessary codes
2. Proof reports
3. Operate fire department computers or other equipment necessary to complete reports

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A, Topic 2-1: Completing a Basic Incident Report	2-1: Complete a Basic Incident Report	(CTS 2-1)

2-2: Communicating the Need for Team Assistance

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 5.2.2

Job Performance Requirement

Communicate the need for team assistance, given fire department communications equipment, SOPs, and a team, so that the supervisor is consistently informed of team needs, departmental SOPs are followed, and the assignment is accomplished safely.

Requisite Knowledge

1. *Describe* SOPs for alarm assignments
2. *Describe* fire department radio communication procedures

Requisite Skills

1. Operate fire department communications equipment

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A, Topic 2-2: Communicating the Need for Team Assistance	2-2: Communicate the Need for Team Assistance	(CTS 2-2)

Section 3: Fireground Operations

3-1: Extinguishing an Ignitable Liquid Fire

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 5.3.1
2. Office of the State Fire Marshal

Job Performance Requirement

Extinguish an ignitable liquid fire, operating as a member of a team, given an assignment, an attack line, PPE, a foam proportioning device, a nozzle, foam concentrates (*or suitable substitute*), and a water supply, so that the correct type of foam concentrate is selected for the given fuel and conditions, a properly proportioned foam stream is applied to the surface of the fuel to create and maintain a foam blanket, fire is extinguished, reignition is prevented, team protection is maintained with a foam stream, and the hazard is faced until retreat to safe haven is reached.

Requisite Knowledge

1. *Describe* methods by which foam prevents or controls a hazard
2. *List* principles by which foam is generated
3. *Identify* causes for poor foam generation and corrective measures
4. *Describe the* difference between hydrocarbon and polar solvent fuels and the concentrates that work on each
5. *Identify* the characteristics, uses, and limitations of fire-fighting foams
6. *Describe the* advantages and disadvantages of using fog nozzles versus foam nozzles for foam application
7. *Describe* foam stream application techniques
8. *List* hazards associated with foam usage
9. *Describe* methods to reduce or avoid hazards

Requisite Skills

1. Prepare a foam concentrate supply for use
2. Assemble foam stream components
3. Master various foam application techniques
4. Approach and retreat from spills as part of a coordinated team.

Content Modification

Block	Modification	Justification
JPR	Added “(or suitable substitute)”.	Each California county has different rules dictated by CalEPA. Many counties are unable to use foam during training exercises.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A, Topic 3-1: Extinguishing an Ignitable Liquid Fire	3-1: Extinguish an Ignitable Liquid Fire	(CTS 3-1)

Draft

3-2: Controlling a Flammable Gas Cylinder Fire

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 5.3.3

Job Performance Requirement

Control a flammable gas cylinder fire, operating as a member of a team, given an assignment, a cylinder outside of a structure, an attack line, PPE, and tools, so that crew integrity is maintained, contents are identified, safe havens are identified prior to advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat.

Requisite Knowledge

1. *Identify* characteristics of pressurized flammable gases
2. *List* elements of a gas cylinder
3. *Describe* effects of heat and pressure on closed cylinders
4. *Describe* boiling liquid expanding vapor explosion (BLEVE) signs and effects
5. *Describe* methods for identifying contents
6. *Describe* how to identify safe havens before approaching flammable gas cylinder fires
7. *Describe* water stream usage and demands for pressurized cylinder fires
8. *Describe* what to do if the fire is prematurely extinguished
9. *Identify* valve types and their operation
10. *Describe* alternative actions related to various hazards and when to retreat

Requisite Skills

1. Execute effective advances and retreats
2. Apply various techniques for water application
3. Assess cylinder integrity and changing cylinder conditions
4. Operate control valves
5. Choose effective procedures when conditions change

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A, Topic 3-2: Controlling a Flammable Gas Cylinder Fire	3-2: Control a Flammable Gas Cylinder Fire	(CTS 3-2)

3-3: Coordinating an Interior Attack Line

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 5.3.2
2. Office of the State Fire Marshal

Job Performance Requirement

Coordinate an interior attack line for a team’s accomplishment of an assignment in a structure fire, given attack lines, personnel, PPE, and tools, so that crew integrity is established; attack techniques are selected for the given level of the fire (e.g., attic, grade level, upper levels, or basement); attack techniques are communicated to the attack teams; constant team coordination is maintained; fire growth and development is continuously evaluated; search, rescue, and ventilation requirements are communicated or managed; hazards are reported to the attack teams; and incident command is apprised of changing conditions.

Requisite Knowledge

1. *Describe how to* select the nozzle and hose for fire attack, given different fire situations
2. *Describe how to* select adapters and appliances to be used for specific fireground situations
3. *Identify* dangerous building conditions created by fire and fire suppression activities
4. *Describe* indicators of building collapse
5. *Describe* the effects of fire and fire suppression activities on wood, masonry (brick, block, stone), cast iron, steel, reinforced concrete, gypsum wallboard, glass, and plaster on lath
6. *Describe coordinated* search and rescue and ventilation procedures
7. *List* indicators of structural instability
8. *Describe* suppression approaches and practices for various types of structural fires
9. *Describe* the association between specific tools and special forcible entry needs

Requisite Skills

1. Assemble a team
2. Choose attack techniques for various levels of a fire (e.g., attic, grade level, upper levels, or basement)
3. Evaluate and forecast a fire’s growth and development
4. Select tools for forcible entry
5. Incorporate search and rescue procedures and ventilation procedures in the completion of the attack team efforts
6. Determine developing hazardous building or fire conditions

Content Modification

Block	Modification	Justification
RK 6	Added “coordinated”.	Added to clarify the relationship between very different activities.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A, Topic 3-3: Coordinating an Interior Attack Line	3-3: Coordinate an Interior Fire Attack Line	(CTS 3-3)

Draft

3-4: Protecting Evidence of Fire Cause and Origin

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 5.3.4
2. Office of the State Fire Marshal

Job Performance Requirement

Protect evidence of fire cause and origin, given a flashlight, *PPE*, and overhaul tools, so that the evidence is noted and protected from further disturbance until investigators can arrive on the scene.

Requisite Knowledge

1. *Identify* methods to assess origin and cause
2. *List* types of evidence
3. *Describe* means to protect various types of evidence
4. *Identify* the role and relationship of Fire Fighter IIs, criminal investigators, and insurance investigators in fire investigations
5. *Describe* the effects and problems associated with removing property or evidence from the scene

Requisite Skills

1. Locate the fire's origin area
2. Recognize possible causes
3. Protect the evidence

Content Modification

Block	Modification	Justification
JPR	Added "PPE".	Omitted by NFPA but required for JPR.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A, Topic 3-4: Protecting Evidence of Fire Cause and Origin	3-4: Protect Evidence of Fire Cause and Origin	(CTS 3-4)

Section 4: Rescue Operations

4-1: Extricating a Victim Entrapped in a Motor Vehicle

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 5.4.1
2. Office of the State Fire Marshal

Job Performance Requirement

Extricate a victim entrapped in a motor vehicle as part of a team, given stabilization and extrication tools, *a vehicle*, and *PPE*, so that the vehicle is stabilized, the victim is disentangled without further injury, and hazards are managed.

Requisite Knowledge

1. *Describe* the fire department’s role at a vehicle accident
2. *Describe* points of strength and weakness in auto body construction
3. *Describe* the dangers associated with vehicle components and systems
4. *Describe* the uses and limitations of hand and power extrication equipment
5. *Describe* safety procedures when using various types of extrication equipment

Requisite Skills

1. Operate hand and power tools used for forcible entry and rescue as designed
2. Use cribbing and shoring material
3. Use stabilization tools and equipment
4. Choose and apply appropriate techniques for moving or removing vehicle roofs, doors, *seats*, windshields, windows, steering wheels or columns, and the dashboard

Content Modification

Block	Modification	Justification
JPR	Added “a vehicle, and PPE”.	Omitted by NFPA but required to complete JPR.
RS 4	Added “seats”.	Seats may also need to be removed to extricate a victim.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A, Topic 4-1: Extricating a Victim Trapped in a Motor Vehicle	4-1: Extricate a Victim Entrapped in a Vehicle Fire	(CTS 4-1)

4-2: Assisting Rescue Operation Teams

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 5.4.2

Job Performance Requirement

Assist rescue operation teams, given standard operating procedures, necessary rescue equipment, and an assignment, so that procedures are followed, rescue items are recognized and retrieved in the time as prescribed by the AHJ, and the assignment is completed.

Requisite Knowledge

1. *Describes* the fire fighter's role at a technical rescue operation
2. *Identify* hazards associated with technical rescue operations
3. *Describe* types and uses for rescue tools
4. *Identify* rescue practices and goals

Requisite Skills

1. Identify and retrieve various types of rescue tools
2. Establish public barriers
3. Assist rescue teams as a member of the team when assigned

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A, Topic 4-2: Assisting Rescue Operation Teams	4-2: Assist a Rescue Operations Team	(CTS 4-2)

Section 5: Fire and Life Safety Initiatives, Preparedness, and Maintenance

5-1: Performing a Fire Safety Survey in an Occupied Structure

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 5.5.1

Job Performance Requirement

Perform a fire safety survey in an occupied structure, given survey forms and procedures, so that fire and life safety hazards are identified, recommendations for their correction are made to the occupant, and unresolved issues are referred to the proper authority.

Requisite Knowledge

1. *Describe* organizational policy and procedures
2. *List* common causes of fire and their prevention
3. *Describe* the importance of a fire safety survey and public fire education programs to fire department public relations and the community
4. *Identify* referral procedures

Requisite Skills

1. Complete forms
2. Recognize hazards
3. Match findings to preapproved recommendations
4. Effectively communicate findings to occupants or referrals

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A, Topic 5-1: Performing a Fire and Life Safety Survey in an Occupied Structure	5-1: Perform a Fire Safety Survey in an Occupied Structure	(CTS 5-1)

5-2: Presenting Fire Safety Information to Station Visitors or Small Groups

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 5.5.2

Job Performance Requirement

Present fire safety information to station visitors or small groups, given prepared materials, so that all information is presented, the information is accurate, and questions are answered or referred.

Requisite Knowledge

1. *Describe* parts of informational materials and how to use them
2. *Identify* basic presentation skills
3. *Describe* departmental standard operating procedures for giving fire station tours

Requisite Skills

1. Document presentations
2. Use prepared materials

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A, Topic 5-2: Presenting Fire Safety Information to Station Visitors or Small Groups	5-2: Present Fire Safety Information	(CTS 5-2)

5-3: Preparing a Preincident Survey

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 5.5.3

Job Performance Requirement

Prepare a preincident survey, given forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.

Requisite Knowledge

1. *Identify* sources of water supply for fire protection
2. *Describe* the fundamentals of fire suppression and detection systems
3. *Identify* common symbols used in diagramming construction features, utilities, hazards, and fire protection systems
4. *Describe* departmental requirements for a preincident survey and form completion
5. *Identify* the importance of accurate diagrams

Requisite Skills

1. Identify the components of fire suppression and detection systems
2. Sketch the site, buildings, and special features
3. Detect hazards and special considerations to include in the preincident sketch
4. Complete all related departmental forms

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A, Topic 5-3: Preparing a Preincident Survey	5-3: Prepare a Preincident Survey	(CTS 5-3)

5-4: Maintaining Power Plants, Power Tools, and Lighting Equipment

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 5.5.4

Job Performance Requirement

Maintain power plants, power tools, and lighting equipment, given tools and manufacturers' instructions, so that equipment is clean and maintained according to manufacturer and departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.

Requisite Knowledge

1. *Identify* types of cleaning methods
2. *Describe* correct use of cleaning solvents
3. *Describe* manufacturer and departmental guidelines for maintaining equipment and its documentation
4. *Identify* problem-reporting practices

Requisite Skills

1. Select correct tools
2. Follow guidelines
3. Complete recording and reporting procedures
4. Operate power plants, power tools, and lighting equipment

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A, Topic 5-4: Maintaining Power Plants, Power Tools, and Lighting Equipment	5-4: Maintain Power Plants, Tools, and Equipment	(CTS 5-4)

5-5: Performing an Annual Service Test on Fire Hose

Authority

1. NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
 - Paragraph 5.5.5

Job Performance Requirement

Perform an annual service test on fire hose, given an apparatus or hose testing device, a marking device, pressure gauges, a timer, record sheets, and related equipment, so that procedures are followed, the condition of the hose is evaluated, any damaged hose is removed from service, and the results are recorded.

Requisite Knowledge

1. Describe procedures for safely conducting hose service testing
2. Identify indicators that dictate any hose be removed from service
3. Describe recording procedures for hose test results

Requisite Skills

1. Operate hose testing equipment and nozzles
2. Record results

Content Modification

Block	Modification	Justification
JPR	Changed “a pump” to “an apparatus or hose testing device”.	This is the generic term used in the field and provides more options for testing.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A, Topic 5-5: Performing an Annual Service Test on a Fire Hose	5-5: Perform an Annual Service Test on a Fire Hose	(CTS 5-5)



Structure (2019)

Course Plan

Course Details

Certification:	Fire Fighter 1
CTS Guide:	Fire Fighter Certification Training Standards Guide (2019)
Description:	This course provides the skills and knowledge needed for the entry-level fire fighter to perform structural suppression activities. Key learning concepts include: fire fighter safety; communications; cleaning, maintaining, and utilizing equipment and tools; building construction and fire behavior; water supply; ladder operations; forcing entry into a structure; conducting search and rescue operations; attacking an interior structure fire; horizontal and vertical ventilation; property conservation; fire scene overhaul; fire fighter survival; and fire suppression with Class A materials, vehicles, and ground cover.
Designed For:	Entry level fire fighters
Prerequisites:	Prerequisites must be completed prior to enrollment in this course. <ul style="list-style-type: none">• Public Safety First Aid or higher qualification (See <i>SFT Procedures Manual</i> (January 2019) section 7.12.3 for requirements.)• CPR healthcare provider certification or equivalent (See <i>SFT Procedures Manual</i> (January 2019) section 7.12.3 for requirements.)
Corequisites:	Students must complete the FEMA independent study courses IS-100, IS-200, IS-700, and IS-800 prior to the teaching of Topic 2-1: Operating within the Incident Command System.
Standard:	Complete all activities, skills, and formative tests. Complete all summative tests with a minimum score of 80%.
Hours (Total):	260 hours (75 lecture / 185 application / AHJ determines practice and assessment times)
Maximum Class Size:	50
Instructor Level:	Fire Fighter Instructor (See <i>SFT Procedures Manual</i> (January 2019) section 6.6 for requirements.)*

Instructor/Student Ratio: 1:50 (Lecture) / 1:10 (Application)*

Restrictions: None

SFT Designation: CFSTES

* If any portion of this course curriculum is taught using another course plan, the instructor level and ratio of that course plan supersedes this requirement.

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Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fundamentals of Fire Fighter Skills and Hazardous Materials Response* (Jones and Bartlett Learning, 4th edition, ISBN: 978-1-284-15133-6)
- **or**
- *Essentials of Fire Fighting* (IFSTA, 7th edition, ISBN: 978-087939657-2)
- IS-100: An Introduction to the Incident Command System (instructor guide, current edition) (<https://training.fema.gov>)
- IS-200: ICS for Single Resources and Initial Action Incidents (instructor guide, current edition) (<https://training.fema.gov>)
- IS-700: An Introduction to the National Incident Management System (instructor guide, current edition) (<https://training.fema.gov>)
- IS-800: National Response Framework, an Introduction (instructor guide, current edition) (<https://training.fema.gov>)
- NFPA 1001: Standard for Fire Fighter Professional Qualifications (current edition)
- NFPA 1403: Standard on Live Fire Training Evolutions (current edition)
- NFPA 1404: Standard for Fire Service Respiratory Protection Training (current edition)
- NFPA 1500: Standard on Fire Department Occupational Safety and Health Program (current edition)
- NFPA 1851: Standard on Selection, Care, and Maintenance of Protective Ensembles for Structural Fire Fighting and Proximity Fire Fighting (current edition)
- NFPA 1971: Standard on Protective Ensembles for Structural Fire Fighting and Proximity Fire Fighting (current edition)
- NFPA 1981: Standard on Self-Contained Breathing Apparatus (SCBA) for Emergency Services (current edition)
- Full structural PPE and SCBA that meets AHJ requirements
 - PPE and SCBA used during live burns must be compliant with NFPA 1971 (current edition)

Online Instructor Resources

The following instructor resources are available online at

<http://osfm.fire.ca.gov/training/firefighter1>

- Fire Fighter 1 Skill Sheets
 - 1-3: Inspect SCBA
 - 1-4: Don Structural PPE
 - 1-5: Don SCBA
 - 1-6: Doff SCBA
 - 1-7: Doff, Inspect, and Prepare Structural PPE for Reuse
 - 1-8: Doff SCBA and PPE for Gross Decontamination
 - 2-1: Initiate a Response to an Emergency
 - 2-2: Receive a Telephone Call
 - 2-3: Operate a Fire Department Radio
 - 3-1a: Replace an SCBA Air Cylinder
 - 3-1b: Use SCBA During Emergency Operations
 - 3-2: Respond to an Emergency Scene on an Apparatus
 - 3-3: Operate at an Emergency Scene
 - 3-4: Force Entry into a Structure
 - 3-5: Activate an Emergency Call and Exit a Hazardous Area
 - 3-6: Lift, Carry, and Raise a Ground Ladder
 - 3-7: Attack a Passenger Vehicle Fire
 - 3-8a: Operate a Portable Master Stream
 - 3-8b: Extinguish an Exterior Fire
 - 3-9a: Search for and Rescue a Victim with no Respiratory Protection
 - 3-9b: Rescue a Fire Fighter
 - 3-9c: Use a Ladder for Rescue
 - 3-10a: Operate a Charged Attack Hoseline from a Ground Ladder
 - 3-10b: Attack a Live Interior Structure Fire
 - 3-10c: Attack a Simulated Interior Structure Fire
 - 3-10d: Extend a Hoseline
 - 3-10e: Load, Deploy, and Advance an Attack Line
 - 3-10f: Load Supply Hose
 - 3-11: Perform Horizontal Ventilation
 - 3-12: Perform Vertical Ventilation
 - 3-13a: Overhaul a Fire Scene
 - 3-13b - Remove Charred Materials
 - 3-14a: Control Water Flow from a Sprinkler System
 - 3-14b: Remove Water from the Interior of a Structure
 - 3-14c: Salvage a Room and its Contents
 - 3-14d: Cover Building Openings
 - 3-15a: Deploy Portable Tank and Prepare for Drafting Operations
 - 3-15b: Forward Hose Lay

- 3-16: Select, Carry, and Operate a Portable Fire Extinguisher
- 3-17: Light a Scene
- 3-18: Turn Off Building Utilities
- 3-19: Combat a Ground Cover Fire
- 3-20a: Tie Knots
- 3-20b: Hoist Tools Aloft
- 3-21: Operate Hand and Power Tools
- 3-22: Operate an Air-Monitoring Instrument
- 4-1: Clean and Check Equipment
- 4-2a: Replace a Burst Section of Hose
- 4-2b: Build Hose Rolls
- 4-2c: Clean and Maintain Hose and Mark Defective Hose

Student Resources

To participate in this course, students need:

- *Fundamentals of Fire Fighter Skills and Hazardous Materials Response* (Jones and Bartlett Learning, 4th edition, ISBN: 978-1-284-15133-6)
or
Essentials of Fire Fighting (IFSTA, 7th edition, ISBN: 978-087939657-2)
- Full structural personal protective equipment that meets AHJ requirements
 - PPE and SCBA used during live burns must be compliant with NFPA 1971 (current edition)

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel* are required to deliver this course:

- **Appliances and tools:** 1 ½-inch fog nozzle, 2 ½ - 1 1/8-inch straight tip nozzle, wildland nozzles and appliances, cap, double female fittings, double male fittings, hose clamps, hose jacket, hose roller, hose strap, rope, or chain, nozzle selection as determined by AHJ, plug, master stream device, traffic and scene control devices, reducer or increaser (fittings), Siamese, spanner wrenches, and gated wye
- **Extinguishers and supplies:** Dry chemical extinguisher, (ordinary base or multi-purpose) 20 pounds, CO₂ extinguisher, pump tank water extinguisher, Class A fuel for live burns, Class B fuel for live burns, and metal pan – minimum 16 square feet
- **Hose:** 1-, 1 ½- or 1 ¾-inch fire hose (300-foot minimum), 2 ½- or 3-inch fire hose (500-foot minimum), large diameter hose (LDH) (300-foot minimum), handline with fog nozzle, hard suction (intake) hose and strainer, hose and nozzles capable of flowing a minimum of 95 GPM, and soft suction hose
- **Hand tools:** Bolt cutters, crowbar/pry bar, flat head axe, halligan tool, hand saw, hydrant wrench, K-tool, pick-head axe, pike pole (8 feet), sledgehammer, flashlight, and wildland hand tools and equipment

- **Ladders:** 10-foot folding ladder, 14-foot roof ladder, 24-foot extension ladder, 35-foot extension ladder, and two straight ladders
- **Power tools:** Electric and gasoline powered fan, chain saw, gasoline powered circular saw, and a generator
- **Protective equipment/clothing:** Full set of protective clothing for structural fire fighting for each trainee, including bunker pants, bunker coat, bunker boots, gloves, helmet, hood, and face piece, self-contained breathing apparatus with charged air cylinder, (one extra fully charged air cylinder), personal alert safety system (P.A.S.S.), safety harness, manufacturer approved cleaning agent (for SCBA), manufacturer approved cleaning equipment (for SCBA), and manufacturer approved sanitizing agent (for SCBA)
- **Rope:** ½-inch rope, safety line, webbing, various lengths and diameters of utility rope, various lengths and diameters of synthetic rope, and various lengths of 1-person or 2-person life safety rope
- **Salvage equipment/materials:** Brooms, buckets, tubs, mops, objects to cover, salvage covers, squeegees, sprinkler stop, and water vacuums
- **Simulation equipment/materials:** Burn building as recommended in NFPA 1403: Standard on Live Fire Training (current edition), wood roof prop, smoke-generating equipment, training tower, minimum of two stories in height, gas, water, and electric service cut-off, vehicle fire prop, and a simulated breaching/restricted passageway prop
- **Other supplies/equipment needed:** Fire hydrant, pitot tube and gauge, portable radio, thermal imaging device, atmospheric monitor, standard above ground fall protection, minimum of two apparatuses equipped with pump and two separate water supplies, fuel and supplies for power equipment, cleaning supplies and equipment, portable lighting equipment, two portable tanks with water transfer equipment and appliances

* See NFPA 1403 (2018 or current edition) for additional facilities, equipment, and personnel requirements needed for NFPA 1403-compliant live fire training evolutions.

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.5	0.0	
Topic 1-2: Fire Fighter 1 and 2 Certification Process	0.5	0.0	
Topic 1-3: Fire Fighter 1 Roles and Responsibilities	1.0	0.0	
Unit 1 Totals	2.0	0.0	2.0
Unit 2: Fire Fighter Safety			
Topic 2-1: Operating within the Incident Command System	2.0	2.0	
Topic 2-2: Health and Safety Awareness	2.0	0.0	
Topic 2-3: Behavioral Health and Cancer Awareness	4.5	3.5	
Topic 2-4: Structural Personal Protective Ensemble	2.0	3.0	
Topic 2-5: Self-Contained Breathing Apparatus	3.0	8.0	
Topic 2-6: Using SCBA During Emergency Operations	0.5	1.0	
Topic 2-7: Doffing SCBA and PPE for Gross Decontamination	0.5	1.0	
Topic 2-8: Responding on an Apparatus to an Emergency Scene	0.5	0.5	
Topic 2-9: Establishing and Operating in Work Areas at Emergency Scenes	0.5	0.5	
Unit 2 Totals	15.5	19.5	35.0
Unit 3: Communications			
Topic 3-1: Receiving a Non-Emergency Telephone Call	0.25	0.0	
Topic 3-2: Initiating a Response to a Reported Emergency	0.75	0.0	
Topic 3-3: Transmitting and Receiving Messages Via Radio	0.5	0.5	
Unit 3 Totals	1.5	0.5	2.0
Unit 4: Fire Tools and Equipment			
Topic 4-1: Utilizing Ropes and Knots	2.0	4.0	
Topic 4-2: Utilizing Hand and Power Tools	2.0	2.0	
Topic 4-3: Operating Emergency Scene Lighting	1.0	0.5	
Topic 4-4: Operating an Air-Monitoring Instrument	0.5	0.0	
Unit 4 Totals	5.5	6.5	12.0
Unit 5: Structural Fire Suppression			
Topic 5-1: Building Construction	3.0	1.0	
Topic 5-2: Fire Behavior	4.0	0.0	
Topic 5-3: Extinguishing Fire with Fire Extinguishers	1.0	2.0	
Topic 5-4: Water Supply Systems	2.0	6.0	
Topic 5-5: Cleaning, Inspecting, and Returning Fire Hose to Service	2.0	2.0	
Topic 5-6: Deploy and Connect Fire Hose	4.0	38.0	

Segment	Lecture	Application	Unit Total
Topic 5-7: Utility Control at Emergencies	1.5	0.5	
Topic 5-8: Cleaning, Inspecting, and Maintaining Fire Service Ladders	2.0	2.0	
Topic 5-9: Ground Ladder Operations	4.0	38.0	
Topic 5-10: Forcing Entry into a Structure	2.0	6.0	
Topic 5-11: Conducting a Search and Rescue Operation in a Structure	2.0	12.0	
Topic 5-12: Attacking an Interior Structure Fire	4.0	8.0	
Topic 5-13: Horizontal Ventilation Operations	1.5	4.0	
Topic 5-14: Vertical Ventilation Operations	4.0	12.0	
Topic 5-15: Conserving Property	2.0	4.0	
Topic 5-16: Overhauling a Fire Scene	2.0	2.0	
Unit 5 Totals	41.0	137.5	178.5
Unit 6: Fire Fighter Survival			
Topic 6-1: Structural Fire Fighter Survival	4.0	12.0	
Unit 6 Totals	4.0	12.0	16.0
Unit 7: Suppression of Fires Outside of a Structure			
Topic 7-1: Extinguishing Fires in Exterior Class A Materials	2.0	4.0	
Topic 7-2: Attacking a Passenger Vehicle Fire	3.0	5.0	
Topic 7-3: Combatting a Ground Cover Fire	0.5	0.0	
Unit 7 Totals	5.5	9.0	14.5
Summative Assessment			
Determined by AHJ or educational institution	TBD	TBD	TBD
Skills Practice (Lab / Sets and Reps)			
Determined by AHJ or educational institution	TBD	TBD	TBD
Course Totals	95.0	213.0	308.0

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor’s responsibility to add this time based on the course delivery schedule.

4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.

The following is a breakdown of what a program might look like if there were fewer students. These estimates may need to be adjusted based on student abilities.

- 40 – 50 Students = 260 hours
 - 30 – 40 Students = 180 hours
 - 20 – 30 Students = 120 hours
 - 1 – 20 Students = 60 hours
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

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Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
 - Restroom locations
 - Food locations
 - Smoking locations
 - Emergency procedures
2. Identify classroom requirements
 - Start and end times
 - Breaks
 - Electronic device policies
 - Special needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities and skills exercises
 - Required student resources
 - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. When teaching Fire Fighter 1A, 1B, and 1C in a consecutive format, it is not necessary to repeat this topic for each course. At a minimum, cover it once on the first day of the first course.

Topic 1-2: Fire Fighter 1 and 2 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire Fighter 1 and 2 certification and be able to describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Fighter certification track
 - Fire Fighter 1
 - Fire Fighter 2
2. Identify the prerequisites for certification
 - Fire Fighter 1
 - Fire Fighter 2
3. Identify the course work required for certification
 - Fire Fighter 1
 - Fire Fighter 2
4. Identify the exams required for certification
 - Fire Fighter 1
 - Fire Fighter 2
5. Identify the task book requirements for certification
 - Fire Fighter 1
 - Fire Fighter 2
6. Identify the experience requirements for certification
 - Fire Fighter 1
 - Fire Fighter 2
7. Identify the position requirements for certification
 - Fire Fighter 1
 - Fire Fighter 2
8. Describe the certification task book process
9. Describe the certification examination process

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. When teaching Fire Fighter 1A, 1B, and 1C in a consecutive format, it is not necessary to repeat this topic for each course. At a minimum, cover it once on the first day of the first course.
2. Use the *SFT Procedures Manual (2019)* 7.12.1 Fire Fighter 1 (2019) and 7.12.3 Fire Fighter 2 (2019) content for ELOs 2 through 7.
3. Use a copy of the Fire Fighter 2 Certification Task Book to walk students through the task book process and expectations for ELO 8.

4. Use the *SFT Procedures Manual (2019)* (Chapter 11: Fire Fighter Certification Exams) content for ELO 9.

Topic 1-3: Fire Fighter 1 Roles and Responsibilities

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures, will be able to define the role of Fire Fighter 1 in the fire department, identify the mission of the fire service, and follow standard operating procedures and rules and regulations of the fire department.

Enabling Learning Objectives

1. Describe the organization of the fire department
2. Define the role of Fire Fighter 1 in the organization
3. Describe the mission of the fire service
4. Describe fire department standard operating procedures
5. Describe fire department rules and regulations as they apply to the Fire Fighter 1
 - Equal Employment Opportunity
 - Harassment
 - Diversity
 - Illness and injury prevention
 - Firefighter Bill of Rights
6. Describe the value of fire and life safety initiatives in support of the fire department mission and to reduce fire fighter line-of-duty injuries and fatalities
 - 16 Firefighter Life Safety Initiatives (National Fallen Firefighters Foundation)
7. Identify the role of other agencies as they relate to the fire department
8. Locate information in departmental documents and standard or code materials

Discussion Questions

1. How would you define the role of a fire fighter in today's fire service?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: 1-1

Skill Sheet: None

Unit 2: Fire Fighter Safety

Topic 2-1: Operating within the Incident Command System

Terminal Learning Objective

At the end of this topic a student, given an incident and an incident action plan, will be able to operate within the Incident Command System (ICS) so that organizational elements are recognized, positions and responsibilities are identified, facility needs are met, and the incident is managed, in accordance with state and federal regulations.

Enabling Learning Objectives

1. Explain the principles and basic structure of the Incident Command System (ICS)
2. Describe the National Incident Management System (NIMS) management characteristics that are the foundation of the ICS
3. Describe the ICS functional areas and the roles of the Incident Commander and Command Staff
4. Describe the General Staff roles within ICS
5. Identify how NIMS management characteristics apply to ICS for a variety of roles and discipline areas

Discussion Questions

1. What are the five major sections of the ICS?
2. What are the benefits of the ICS?
3. Which incidents can the ICS be applied to?
4. What is the presidential directive that established NIMS?
5. What are the differences between groups and divisions (i.e. roof division and ventilation group)?

Application

1. Given a simulated incident, have students assign roles and work through the incident while operating within the Incident Command System.

Instructor Notes

1. Confirm that the students have completed FEMA co-requisites: IS-100, IS-200, IS-700, and IS-800 prior to teaching this topic.
2. The content in this topic can be fulfilled through completion of State Fire Training's ICS-200 (FSTEP) course or an established equivalency.

CTS Guide Reference: 1-10

Skill Sheet: None

Topic 2-2: Health and Safety Awareness

Terminal Learning Objective

At the end of this topic a student, given an assignment, will be able to identify common fire fighter health and safety issues in order to avoid or mitigate accidents and injuries, maintain a healthy and physically fit lifestyle, and conduct life safety initiatives in the line of duty.

Enabling Learning Objectives

1. List common types of accidents and injuries and identify their causes
 - On duty (station life)
 - Responding to an incident
 - At an incident
 - Training
 - Off duty (personal life)
2. Describe how physical fitness and a healthy lifestyle correspond to fire fighter performance
3. Define the critical aspects of NFPA 1500: Standard on Fire Department Occupational Safety and Health Program (current edition)
4. Describe how fire and life safety initiatives support a fire department's mission to reduce fire fighter line-of-duty injuries and deaths

Discussion Questions

1. What components of a healthy lifestyle pertain to the job of a fire fighter?
2. What proactive steps can a fire fighter take to prevent common accidents and injuries?
3. What does it mean to be "fit for duty"?
4. How do off-duty activities impact on-duty performance?

Application

1. Determined by instructor

Instructor Notes

1. Recommend that students utilize a book like *Firefighter Functional Fitness* (Dan Kerrigan and Jim Moss) to develop a personal fitness plan.

CTS Guide Reference: 1-11

Skill Sheet: None

Topic 2-3: Behavioral Health and Cancer Awareness

Terminal Learning Objective

At the end of this topic a student, given xxx, will be able to xxx.

Enabling Learning Objectives

1. Text

Discussion Questions

1. Text
2. Text
3. Text

Application

1. Text

Instructor Notes

1. Text

CTS Guide Reference: 1-12

Skill Sheet: None

Topic 2-4: Structural Personal Protective Ensemble

Terminal Learning Objective

At the end of this topic a student, given a structural personal protective ensemble (PPE), will be able to inspect and maintain, and don and doff a structural personal protective ensemble so that PPE is donned within 60 seconds, all elements of the ensemble are worn and removed according to manufacturer guidelines, and PPE is inspected, maintained, and returned to a ready state.

Enabling Learning Objectives

1. Explain the importance of standards for structural personal protective ensemble
1. Identify the components of structural PPE
2. Describe the protection provided by structural PPE
3. Describe the limitations of structural PPE
4. Identify manufacturer guidelines for correct PPE use
5. Identify when and how to doff PPE
 - When it is safe
 - Manufacturer guidelines
 - AHJ policies and procedures
6. Describe how improper usage or maintenance can compromise PPE effectiveness
7. Describe proper method for inspecting, cleaning, and maintaining structural PPE
8. Identify when and describe how to remove PPE from service
9. Don structural PPE
10. Doff structural PPE
11. Return PPE to a ready state
12. Inspect structural PPE
13. Clean structural PPE
14. Maintain structural PPE

Discussion Questions

1. What are the different components of structural PPE?
2. What are the safety features of structural PPE?
3. Why is it important to know your PPE equipment?
4. What are the limitations of structural PPE?
5. What are the benefits of inspecting, cleaning, and maintaining structural PPE?

Application

1. Given structural PPE, have students practice donning, doffing, inspecting, cleaning, maintaining, and returning PPE to a ready state.

Instructor Notes

1. Use NFPA 1851: Standard on Selection, Care, and Maintenance of Protective Ensembles for Structural Fire Fighting and Proximity Fire Fighting (current edition) as a resource for this topic.
2. Students must have access to full PPE for application and practice.

CTS Guide Reference: 1-2, 1-4, 1-7

Skill Sheet:

- 1-4: Don Structural PPE
- 1-7: Doff, Inspect, and Prepare Structural PPE for Resuse

Topic 2-5: Self-Contained Breathing Apparatus

Terminal Learning Objective

At the end of this topic a student, given self-contained breathing apparatus (SCBA) and structural personal protective ensemble (PPE), will be able to don SCBA within 60 seconds or less; wear, operate, and doff SCBA in accordance with manufacturer guidelines; and inspect, maintain, and return SCBA to a ready state in a non-emergency setting.

Enabling Learning Objectives

1. Define "IDLH"
2. Identify conditions requiring respiratory protection
 - NFPA 1500: Standard on Fire Department Occupational Safety, Health, and Wellness Program (current edition)
 - Code of Federal Regulations 29, 1910.134
 - California Code of Regulations Title 8, 5144K
3. Explain the importance of standards for SCBA
4. Describe the protection provided by, uses of, and limitations of SCBA
5. Describe potential long-term consequences of exposure to products of combustion
6. Identify the components of SCBA
 - NFPA 1852: Standard on Selection, Care, and Maintenance of Open-Circuit Self-Contained Breathing Apparatus (SCBA) (current edition)
7. Describe operational inspection procedures for SCBA
8. Describe different donning procedures
 - Coat
 - Over the head
 - Seat mounted
9. Identify manufacturer guidelines for correct SCBA use
10. Describe how improper fit, usage, or maintenance can compromise SCBA effectiveness
11. Identify when to doff respiratory protection
 - Outside IDLH
 - Dependent on contaminate exposure levels
12. Identify how to doff respiratory protection
 - Manufacturer guidelines
 - AHJ policies and procedures
13. Identify proper methods for inspecting, cleaning, and maintaining SCBA
14. Identify when and describe how to remove SCBA from service
 - NFPA 1852
15. Perform operational inspection for a self-contained breathing apparatus
16. Don SCBA using the following methods:

- Coat
- Over-the-head
- Seat mounted

17. Doff SCBA

18. Return SCBA to a ready state

19. Inspect, clean, and maintain SCBA

Discussion Questions

1. What are the major components of SCBA and their functions?
2. What conditions require respiratory protection?
3. What are the limitations of SCBA?

Application

1. Given structural PPE and SCBA, have students practice donning, doffing, inspecting, cleaning, maintaining, and returning SCBA to a ready state.

Instructor Notes

1. Use NFPA 1500: Standard on Fire Department Occupational Safety, Health, and Wellness Program (current edition) as a resource for this topic.
2. Students must have access to full PPE and SCBA for application and practice.

CTS Guide Reference: 1-3, 1-5, 1-6

Skill Sheet:

- 1-3: Inspect SCBA
- 1-5: Don SCBA
- 1-6 - Doff SCBA

Topic 2-6: Using SCBA During Emergency Operations

Terminal Learning Objective

At the end of this topic a student, given a self-contained breathing apparatus (SCBA) and other personal protective equipment (PPE), will be able to use an SCBA during emergency operations so that SCBA is donned within 60 seconds and worn correctly, controlled breathing techniques are used, emergency procedures are enacted if the SCBA fails, all low-air warnings are recognized, respiratory protection is not intentionally compromised, and hazardous areas are exited prior to air depletion.

Enabling Learning Objectives

1. Describe different breathing techniques
2. Describe how to monitor and manage air consumption
3. Describe emergency indicators and emergency procedures for SCBA
4. Identify physical requirements of the SCBA wearer
5. Identify and troubleshoot problems associated with SCBA use
 - Human error or behavior
 - Equipment damage or failure
6. Demonstrate controlled breathing techniques
7. Replace SCBA air cylinders
8. Use an SCBA to exit through restricted passages

9. Monitor and manage air consumption
10. Initiate and complete emergency procedures in the event of SCBA failure or air depletion

Discussion Questions

1. What are some possible human errors associated with SCBA use?
2. What are some possible equipment failures associated with SCBA use?

Application

1. Given PPE and SCBA have students don PPE and SCBA and troubleshoot different SCBA emergency or failure scenarios initiated by the instructor.

Instructor Notes

1. Reference NFPA 1404: Standard for Fire Service Respiratory Protection Training (current edition) and NFPA 1981: Standard on Self-Contained Breathing Apparatus (SCBA) for Emergency Services (current edition) for current SCBA air-management standards.
2. This topic is intended to be an overview. The content and application will be covered again in context in Topic 6-1: Structural Fire Fighter Survival.

CTS Guide Reference: 3-1

Skill Sheet:

- 3-1a: Replace an SCBA Air Cylinder
- 3-1b: Use SCBA During Emergency Operations

Topic 2-7: Doffing SCBA and PPE for Gross Decontamination

Terminal Learning Objective

At the end of this topic a student, given self-contained breathing apparatus (SCBA) and structural personal protective equipment (PPE), will be able to doff SCBA and PPE so that SCBA and PPE are removed to reduce contaminant exposure; SCBA and PPE undergo gross decontamination and are tagged and transported; and fire fighter conducts physical decontamination as soon as possible, in order to reduce exposure to field contaminants.

Enabling Learning Objectives

1. Identify the purpose and benefits of gross decontamination
 - Reduce contaminant exposure
 - Promote best/safe practices
 - Cancer prevention
2. Identify parts of the body most susceptible to contaminate exposure
3. Identify common routes of exposure
 - Inhalation
 - Ingestion
 - Absorption
 - Penetration/injection
4. Describe how to conduct on-site gross decontamination
5. Describe how to doff SCBA and PPE to reduce exposure to field contaminants
6. Describe how to tag and transport contaminated SCBA and PPE
7. Identify personal decontamination processes
8. Don and doff SCBA and PPE

Discussion Questions

1. What are the benefits of gross decontamination?
2. What parts of the body are most susceptible to contaminate exposure?
3. What are the common routes of exposure?

Application

1. Determined by instructor

Instructor Notes

1. Recommend referencing:
 - Fire Smoke Coalition (<https://firesmoke.org>)
 - IAFF Cancer Prevention and Awareness Resource (<http://client.prod.iaff.org/#contentid=40435>)
2. Reference exposure-tracking systems like PER and encourage students to participate:
 - Personal Exposure Reporting (PER) (<https://www.peronline.org/>)
3. Recommend bringing in guest speakers from professional associations to discuss prevention or cancer survivors to discuss personal impact.
4. This topic is intended to be an overview. The content and application will be covered again in context in Topic 6-1: Structural Fire Fighter Survival.

CTS Guide Reference: 1-8

Skill Sheet: 1-8: Doff SCBA and PPE for Gross Decontamination

Topic 2-8: Responding on an Apparatus to an Emergency Scene

Terminal Learning Objective

At the end of this topic a student, given personal protective clothing, other necessary personal protective equipment (PPE), and an apparatus, will be able to respond on an apparatus to an emergency scene, correctly mount and dismount the apparatus, use seat belts while the vehicle is in motion, and correctly use other personal protective equipment.

Enabling Learning Objectives

1. Describe mounting and dismounting procedures for riding an apparatus
2. Identify hazards and ways to avoid hazards associated with riding an apparatus
3. Describe prohibited practices
4. Identify different types of department PPE and their use(s)
 - Hearing protection
 - Seat belts
 - Safety gates
5. Use each piece of provided safety equipment

Discussion Questions

1. What safety equipment is used when riding on an apparatus?
2. What is the importance of using safety equipment to protect against hearing and vision loss?
3. What are some outcomes when safety equipment is not used?
4. How do personnel riding in an apparatus contribute to situational awareness?

Application

1. Given an apparatus, have students practice correct mounting and dismounting techniques.

Instructor Notes

1. None

CTS Guide Reference: 3-2

Skill Sheet: 3-2: Respond to an Emergency Scene on an Apparatus

Topic 2-9: Establishing and Operating in Work Areas at Emergency Scenes

Terminal Learning Objective

At the end of this topic a student, given personal protective equipment (PPE), traffic and scene control devices, structure fire and roadway emergency scenes, traffic hazards, downed electrical wires, photovoltaic power systems, battery storage systems, an assignment, standard operating procedures, and an apparatus, will be able to establish and operate in work areas at emergency scenes, follow procedures, wear protective equipment, establish protected work areas as directed using traffic and scene control devices, and perform assigned tasks in established protected work areas.

Enabling Learning Objectives

1. Describe proper procedures for mounting and dismounting an apparatus in traffic
2. Identify potential hazards involved in operating on emergency scenes
 - Vehicle traffic
 - Utilities
 - Environmental conditions
3. Describe procedures for safe operation at emergency scenes
4. Identify the PPE available for members' safety on emergency scenes and work zone designations
5. Describe how to work with electrical hazards at an emergency scene
 - Identify hazard
 - Communicate to Incident Command
 - Establish physical barrier for protection
6. Use PPE
7. Deploy traffic and scene control devices
8. Dismount an apparatus
9. Operate in protected work areas as directed

Discussion Questions

1. What are some potential hazards to fire fighters while operating at an emergency incident?
 - How can fire fighters limit exposure and injury?
 - What methods are used to communicate hazards?
2. What hazards are associated with mounting and dismounting a fire apparatus in traffic?
3. What different types of personal protective equipment do fire fighters use on the scene of an emergency?

- What are their uses?

Application

1. Given a simulated incident, have students work in small groups to develop an emergency scene work zone.

Instructor Notes

1. FIRECOPE ICS 910 (Firefighter Incident Safety and Accountability Guidelines) is the industry standard for this topic.

CTS Guide Reference: 3-3

Skill Sheet: 3-3: Operate at an Emergency Scene

Draft

Unit 3: Communications

Topic 3-1: Receiving a Non-Emergency Telephone Call

Terminal Learning Objective

At the end of this topic a student, given a fire department phone, will be able to receive a non-emergency telephone call using correct procedures for answering the phone and relaying information.

Enabling Learning Objectives

1. Describe fire department procedures for answering non-emergency phone calls
2. Operate fire station telephone and intercom equipment
3. Identify documentation requirements

Discussion Questions

1. What are different types of fire station telephone and intercom equipment?
2. What are some proper ways of answering a business phone at the fire station?
3. What is the minimum information that someone should record?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: 2-2

Skill Sheet: 2-2: Receive a Telephone Call

Topic 3-2: Initiating a Response to a Reported Emergency

Terminal Learning Objective

At the end of this topic a student, given the report of an emergency, fire department standard operating procedures (SOPs), and communications equipment, will be able to initiate the response to a reported emergency, obtain all necessary information, correctly operate all communications equipment, and promptly and accurately relay information to the dispatch center.

Enabling Learning Objectives

1. Explain the procedures for reporting an emergency
2. Identify department SOPs for taking and receiving:
 - Alarms
 - Radio codes
 - Procedures
 - Clear text for communications
3. List information needs of dispatch center
 - Incident type
 - Caller name
 - Phone number
 - Incident location or description

- Other notifications (911, police, etc.)
- 4. Identify different types of fire department communications equipment
- 5. Operate fire department communications equipment
- 6. Relay information
- 7. Record information

Discussion Questions

1. How do you differentiate between emergency and non-emergency calls?
2. What information is needed to dispatch a call?
 - Why is it needed?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: 2-1

Skill Sheet: 2-1: Initiate a Response to an Emergency

Topic 3-3: Transmitting and Receiving Messages Via Radio

Terminal Learning Objective

At the end of this topic a student, given a fire department radio and fire department standard operating procedures (SOPs), will be able to transmit and receive messages via the fire department radio and relay accurate, clear information within the time established by the AHJ.

Enabling Learning Objectives

1. Identify components of a fire department radio
2. Describe fire department procedures and etiquette for:
 - Routine radio traffic
 - Emergency radio traffic
 - Emergency radio evacuation signals
3. Identify basic types of fire department radios
 - Department radios
 - Mutual aid systems
 - Specialty use systems (transit, airport, law enforcement, marine, etc.)
4. Identify operations of fire department radios
5. Describe how to activate radio emergency distress button/signal
6. Operate fire department radios and equipment
7. Identify the difference between routine and emergency radio traffic

Discussion Questions

1. What are the different components of a fire department radio?
2. What are the proper procedures and etiquette for:
 - Routine radio traffic?
 - Emergency radio traffic?
 - Specialty use systems?

3. What are emergency evacuation signals and when are they used?

Application

1. Given simulated situations, have students identify the proper channel for communication on a fire department radio.

Instructor Notes

1. None

CTS Guide Reference: 2-3

Skill Sheet: 2-3: Operate a Fire Department Radio

Draft

Unit 4: Fire Tools and Equipment

Topic 4-1: Utilizing Ropes and Knots

Terminal Learning Objective

At the end of this topic a student, given personal protective equipment (PPE), tools, ropes, webbing, and an assignment, will be able to tie a knot appropriate for hoisting tools securely and as directed.

Enabling Learning Objectives

1. Identify rope terminology
 - Standing
 - Running
 - Working
2. Identify rope types, differences, and uses
 - Life safety
 - Utility
 - Escape
 - Search
 - Water rescue throw line
 - Static vs. dynamic
3. Describe how to use rope(s) to support response activities
4. Identify guidelines for cleaning, inspecting, and maintaining rope
 - Manufacturer guidelines
 - AHJ guidelines
 - Documentation and reporting requirements
5. Describe methods for cleaning ropes
 - Equipment/tools to use
 - Solvents or solutions to use
6. Identify when and how to remove rope from service
 - Manufacturer guidelines
 - AHJ guidelines
 - Documentation and reporting requirements
7. Describe types of knots to use for different ropes and webbing
8. Describe types of knots to use for different situations
9. Identify knot types and uses
 - Overhand
 - Half hitch
 - Clove hitch
 - Beckett bend
 - Bowline
 - Figure 8
 - Figure 8 on a bight

- Figure 8 follow through
 - Water
 - Handcuff
10. Describe hoisting methods for tools and equipment
 11. Identify types of knots used to hoist tools
 - Axe
 - Pike pole
 - Chainsaw (or other power saw)
 - Ground ladder
 - Charged hose line
 - Uncharged hose line
 12. Tie knots
 13. Hoist tools using specific knots based on the type of tool

Discussion Questions

1. What are the three parts of a rope?
2. What are three situations when ropes are applicable for use on the fire ground?
3. What is the difference between static and dynamic rope?
 - Which is preferred in the fire service?
4. What knots are commonly used in the fire service?

Application

1. Given different types of ropes and tools, have students:
 - Inspect and clean ropes
 - Identify ropes that should be removed from service
 - Tie knots appropriate for hoisting tools
 - Use ropes for life safety, search, or escape activities

Instructor Notes

1. None

CTS Guide Reference: 3-20

Skill Sheet:

- 3-20a: Tie Knots
- 3-20b: Hoist Tools Aloft

Topic 4-2: Utilizing Hand and Power Tools

Terminal Learning Objective

At the end of this topic a student, given various hand and power tools, will be able to safely transport, operate, and maintain them in accordance with manufacturer specifications and AHJ policies and procedures.

Enabling Learning Objectives

1. Identify basic construction tools and equipment (hammers, saws, pliers, etc.)
2. Identify basic mechanic tools and equipment (screwdrivers, wrenches, socket sets, etc.)
3. Describe types and uses of hand tools

- Prying
 - Striking
 - Pushing/pulling
 - Cutting
4. Describe types and uses of power tools
 - Gas
 - Battery
 - Electric
 - Pneumatic
 - Hydraulic
 5. Identify safety considerations for storing and transporting hand and power tools
 6. Identify guidelines for cleaning, inspecting, and maintaining hand and power tools
 - Manufacturer guidelines
 - AHJ guidelines
 - Documentation and reporting requirements
 7. Describe methods for cleaning hand and power tools
 - Equipment/tools to use
 - Solvents or solutions to use
 8. Identify when and how to remove hand and power tools from service
 - Manufacturer guidelines
 - AHJ guidelines
 - Documentation and reporting requirements
 9. Transport, operate, and maintain hand and power tools

Discussion Questions

1. How are two-stroke and four-stroke engines different?
 - How is each identified?
2. What are the advantages of different power sources?
 - What are the disadvantages?
3. What are some examples of hand tools?
 - How would you use them?

Application

1. Given various tools contained within an apparatus, have students identify each tool and its potential uses.

Instructor Notes

1. None

CTS Guide Reference: 3-21

Skill Sheet: 3-21: Operate Hand and Power Tools

Topic 4-3: Operating Emergency Scene Lighting

Terminal Learning Objective

At the end of this topic a student, given fire service electrical equipment, a power supply, and an assignment, will be able to operate emergency scene lighting, illuminating designated areas of the emergency scene, within the manufacturer's listed safety precautions.

Enabling Learning Objectives

1. Describe safety principles and practices for portable electrical equipment
2. Identify power supply capacity and limitations
3. Describe light deployment methods
4. Operate department power supply and lighting equipment
5. Deploy cords and connectors
6. Reset ground-fault interrupter (GFI) devices
7. Locate lights for best effect

Discussion Questions

1. What is the purpose of portable lighting at an emergency scene?
2. What are some limitations of portable lighting?
3. What are some safety concerns when using portable lighting at an emergency scene?

Application

1. Given lighting equipment, a power supply, and an assignment, have students practice operating emergency scene lighting.

Instructor Notes

1. None

CTS Guide Reference: 3-17

Skill Sheet: 3-17: Light a Scene

Topic 4-4: Operating an Air-Monitoring Instrument

Terminal Learning Objective

At the end of this topic a student, given an air monitor and an assignment or task, will be able to operate an air-monitoring instrument so that the device is operated and the fire fighter recognizes the high- or low-level alarms of the air monitor and takes action to mitigate the hazard.

Enabling Learning Objectives

1. Identify the various uses for an air monitor
2. Describe basic operation of an air monitor
3. Describe air monitoring procedures
4. Identify how to recognize high- or low-level alarms of the air monitor
5. Describe emergency actions to be taken upon the activation of the high- or low-level alarms of the air monitor
6. Operate the air monitor
7. Recognize the alarms
8. React to the alarms of the air monitor

Discussion Questions

1. When monitoring and recording atmosphere, which reading should be noted first, second and third?
2. What are the benefits of air monitoring?
3. What are the procedures of air monitoring?

Application

1. Determined by instructor

Instructor Notes

1. Recommend teaching this in combination with the SFT Confined-Space Rescue Awareness course.

CTS Guide Reference: 3-22

Skill Sheet: 3-22: Operate an Air-Monitoring Instrument

Draft

Unit 5: Structural Fire Suppression

Topic 5-1: Building Construction

Terminal Learning Objective

At the end of this topic a student, given personal protective equipment, tools, ladders (when needed), and an assignment, will be able to describe common building materials and construction types, and identify dangerous building conditions created by fire.

Enabling Learning Objectives

1. Describe common construction types
2. Describe basic construction of typical doors, windows, walls, floors, and roofs within the department's community or service area
3. Describe common building materials
4. Identify the effects of each construction type and elapsed time under fire conditions on structural integrity
5. Identify dangerous building conditions created by fire

Discussion Questions

1. Why is it important for fire fighters to understand building construction?
2. What are some indicators of potential building collapse?
3. How do legacy (conventional) and modern (lightweight) construction perform differently under fire conditions?

Application

1. Given a building under construction, have students complete a walk through, identifying different components of building construction.
2. Given examples of building sections, have students identify different structural components.

Instructor Notes

1. The foundational cognitive information in this topic will be applied in Topics 5-8 (Forcing Entry into a Structure), 5-11 (Horizontal Ventilation Operations), and 5-12 (Vertical Ventilation Operations).

CTS Guide Reference: 3-4, 3-10, 3-12

Skill Sheet: None

Topic 5-2: Fire Behavior

Terminal Learning Objective

At the end of this topic a student, given a fire within a structure, will be able to identify and mitigate dangerous fire behavior conditions while ensuring fire fighter safety.

Enabling Learning Objectives

1. List physical states of matter in which fuels are found
2. Describe the stages of fire
3. Describe the classifications of fire
4. Describe the methods of heat transfer

5. Describe the relationship of oxygen concentration to life safety and fire growth
6. Describe fire behavior in a structure
 - Energy efficient buildings
 - High rise structures
 - Below-grade structures
 - Wind-driven environments
7. Describe the principles of thermal layering within a structure fire
8. List the products of combustion found in a structure fire
9. Identify the signs, causes, effects, and prevention of backdraft/smoke explosion
10. Identify the signs, causes, effects, and prevention of flashover

Discussion Questions

1. What are the components of the fire tetrahedron?
2. What are the stages of fire growth?
 - What are some indicators of each stage?
3. What are signs of flashover, backdraft, and smoke explosion?
4. How do building contents contribute to fire development?
5. How does wind affect fire in a structure?

Application

1. Determined by instructor

Instructor Notes

1. Recommend using videos or burn boxes/dollhouses to demonstrate aspects of fire behavior.

CTS Guide Reference: 3-10, 3-11, 3-12, 3-17

Skill Sheet: None

Topic 5-3: Extinguishing Fire with Fire Extinguishers

Terminal Learning Objective

At the end of this topic a student, given a selection of portable fire extinguishers and personal protective equipment (PPE), will be able to extinguish incipient Class A, Class B, and Class C fires so that the correct extinguisher is chosen, correct handling techniques are followed, and the fire is completely extinguished.

Enabling Learning Objectives

1. Identify types of fire extinguishers
2. Identify rating systems for different types of fire extinguishers
3. Identify risks associated with different types of fire extinguishers
4. Describe the operating methods and limitations of portable extinguishers
 - Stored water pressure (Class A)
 - Dry chemical (Class B)
 - CO₂ (Class C)
 - Combination
5. Select an appropriate extinguisher based on the size and type of fire
6. Safely carry portable fire extinguishers

7. Approach fire with portable fire extinguishers
8. Operate portable fire extinguishers

Discussion Questions

1. Why does the fire service use different types of fire extinguishers?
2. What does "P.A.S.S." stand for?
3. What does the rating "2A/10BC" represent?

Application

1. Given PPE and fire extinguishers, have students practice fire extinguisher procedures, applications, and techniques.

Instructor Notes

1. NFPA 1001 (2019) covers Class A, B, and C extinguishers. Cover additional types (D and K) if appropriate to the AHJ.

CTS Guide Reference: 3-16

Skill Sheet: 3-16: Select, Carry, and Operate a Portable Fire Extinguisher

Topic 5-4: Water Supply Systems

Terminal Learning Objective

At the end of this topic a student, given supply or intake hose, hose tools, a fire hydrant, portable water tank, or static water source, an apparatus, and personal protective equipment, will be able to connect a fire department engine to a water supply as a member of a team, ensuring tight connections and an unobstructed water flow.

Enabling Learning Objectives

1. Describe types of water supply systems
 - Pump
 - Gravity
 - Combination
2. Describe components of municipal and rural water systems
3. Describe loading and off-loading procedures for a mobile water supply apparatus
4. Describe fire hydrant operations
5. Identify suitable static water supply sources
6. Describe procedures and protocols for connecting to various water sources
 - Hand lay a supply hose
 - Connect and place hard suction hose for drafting operations
 - Deploy portable water tanks and the equipment necessary to transfer between and draft from them
 - Make hydrant-to-pumper hose connects for forward and reverse lays
 - Connect supply hose to a hydrant
 - Fully open hydrant when hose is connected
 - Fully close hydrant when operation ends

Discussion Questions

1. What types of water sources are available to fire departments?
2. What are the components of a water supply system?

Application

1. Given a water supply, an apparatus, hoses, hydrants, and tools, have students connect supply hose to hydrant or water sources and provide an unobstructed water flow.

Instructor Notes

1. ELO 10: Some AHJs have appliances that connect hose to water supplies. Note this if it's appropriate to the AHJ.
2. For all water supplies, only flush the system until the water runs clear.

CTS Guide Reference: 3-15

Skill Sheet:

- 3-15a - Deploy Portable Tank and Prepare for Drafting Operations
- 3-15b - Forward Hose Lay

Topic 5-5: Cleaning, Inspecting, and Returning Fire Hose to Service

Terminal Learning Objective

At the end of this topic a student, given washing equipment, water, detergent, tools, and replacement gaskets, will be able to clean, inspect, and return fire hose to service so that damage is noted and corrected, the hose is clean, and the equipment is placed in a ready state for service.

Enabling Learning Objectives

1. Describe fire hoses
 - Types
 - Design
 - Uses
 - Attack line
 - Supply line
2. Describe departmental procedures for inspecting a hose according to manufacturer guidelines, noting any defects, and removing it from service
3. Describe nozzles
 - Types
 - Design
 - Operation
 - Pressure effects
 - Flow capabilities
4. Identify fittings, tools, and appliances
5. Describe how to apply each size and type of attack line
6. Describe cleaning and maintenance methods
 - Hose
 - Nozzles
 - Appliances
7. Describe types of hose rolls
 - Single roll
 - Donut roll

- Twin donut roll
 - Self-locking twin donut roll
8. Describe types of hose loads
 - Flat load
 - Minute-man load
 - Triple fold
 - Accordion
 - Horse shoe
 - Hose bundles (AHJ specific)
 9. Clean different types of hose
 10. Operate hose washing and drying equipment
 11. Replace coupling gaskets
 12. Mark defective hose

Discussion Questions

1. What different types of hose does a fire department use?
2. How are attack lines and supply lines different?
3. Why is it important to clean, inspect, load, roll, and store fire hose?

Application

1. Given PPE and hoses, have students practice different hose roles
2. Given PPE and cleaning supplies and equipment, have students inspect, clean, and store hoses

Instructor Notes

1. ELO 8: Teach the hose loads most applicable to the AHJ

CTS Guide Reference: 3-10, 4-2

Skill Sheet:

- 4-2a: Replace a Burst Section of Hose
- 4-2b: Build Hose Rolls

Topic 5-6: Deploy and Connect Fire Hose

Terminal Learning Objective

At the end of this topic a student, given a water supply, tools and equipment, hose, nozzles, appliances, personal protective equipment (PPE), and an apparatus, will be able to place hose into service on an assigned apparatus so that nozzles and appliances are connected in accordance with manufacturer specification and attack lines are placed into position.

Enabling Learning Objectives

1. Identify the principles of fire streams
2. Describe types of supply line hose deployments (carries and drags)
3. Describe types of attack line hose deployments (carries and drags)
 - Minute-man load
 - Triple fold
 - Pre-connected flat load
 - Working line drag method

- Shoulder load method
 - Hose bundle (AHJ specific)
 - Wyed lines
4. Identify precautions to be followed when advancing hose lines to the objective
 5. Open, close, and adjust nozzle flow and patterns
 6. Describe observable results that a fire stream has been properly applied
 7. Prevent water hammer when shutting down nozzles
 8. Couple and uncouple various hose line connections
 - Coupling hose – One fire fighter foot tilt method
 - Coupling hose – Two fire fighters
 - Uncoupling hose knee press
 - Uncoupling hose – Two fire fighter stiff-arm
 9. Roll hose
 10. Carry hose
 11. Reload hose
 12. Replace burst hose sections
 13. Hand lay a supply hose
 14. Connect and place hard suction hose for drafting operations
 15. Deploy portable water tanks and the equipment necessary to transfer between and draft from them
 16. Make hydrant-to-engine hose connections for forward and reverse lays
 17. Connect a supply hose to a hydrant
 18. Fully open hydrant when hose is connected
 19. Fully close hydrant when operation ends

Discussion Questions

1. What are the pros and cons associated with different hose deployments?
2. What factors determine nozzle selection?
3. What is water hammer?

Application

1. Given a water supply, tools and equipment, hose, nozzles, appliances, personal protective equipment (PPE), and an apparatus, have students:
 - Deploy and load attack lines
 - Deploy and load supply lines
 - Connect and operate nozzles and appliances
 - Flow water

Instructor Notes

1. ELOs 13-19 are covered in Topic 5-4 from a cognitive perspective. In this topic they should be approached as a psychomotor objective.

CTS Guide Reference: 3-10, 3-15, 4-2

Skill Sheet:

- 3-10d: Extend a Hose Line
- 3-10e: Load, Deploy, and Advance an Attack Line

- 3-10f: Load Supply Hose
- 3-15a: Deploy Portable Tank and Prepare for Drafting Operations
- 3-15b: Forward Hose Lay
- 4-2a: Replace a Burst Section of Hose
- 4-2b: Build Hose Rolls - (6.11.19)

Topic 5-7: Utility Control at Emergencies

Terminal Learning Objective

At the end of this topic a student, given tools and personal protective equipment (PPE), will be able to turn off building utilities in order to safely complete an assignment.

Enabling Learning Objectives

1. Describe properties and principles of and safety concerns for electrical systems
 - Primary electrical service
 - Secondary electrical service
 - Alternative energy services
2. Describe properties and principles of and safety concerns for gas systems
3. Describe properties and principles of and safety concerns for water systems
4. Identify utility disconnect methods
5. Identify dangers associated with different utility disconnect methods
6. Describe how to use required safety equipment
7. Identify utility control devices
8. Operate control valves or switches
9. Assess for related hazards

Discussion Questions

1. What types of utility systems might a fire fighter encounter at a structure fire?
2. What hazards do electrical, gas, and water systems present during a structure fire?
3. What safety precautions should a fire fighter take when securing electrical systems at a structure fire?

Application

1. Given a geographic area, have students identify gas, propane, electrical, and photovoltaic utilities and determine control techniques for different structures.

Instructor Notes

1. State Fire Training has an FSTEP course called Fire Operations for Photovoltaic Emergencies (2010). Consider using the content for reference materials.

CTS Guide Reference: 3-18

Skill Sheet: 3-18: Turn Off Building Utilities

Topic 5-8: Cleaning, Inspecting, and Maintaining Fire Service Ladders

Terminal Learning Objective

At the end of this topic a student, given single and/or extension ladders, personal protective equipment (PPE), and cleaning equipment and supplies, will be able to clean and inspect fire

service ladders so that ladders are cleaned, inspected, maintained, and ready for or removed from service.

Enabling Learning Objectives

1. Identify types of fire service ladders
 - Ground
 - Aerial
2. Describe ladders
 - Types
 - Parts
 - Construction features
3. Identify the uses of ladders
4. Identify guidelines for cleaning, inspecting, and maintaining ladders
 - Manufacturer guidelines
 - AHJ guidelines
 - Documentation and reporting requirements
5. Describe methods for cleaning ladders
 - Equipment/tools to use
 - Solvents or solutions to use
6. Identify when and how to remove ladders from service
 - Manufacturer guidelines
 - AHJ guidelines
 - Documentation and reporting requirements

Discussion Questions

1. What are some of the general uses of ground ladders?
2. What type of damage or defects would cause a fire fighter to remove a ladder from service?

Application

1. Given single and/or extension ladders, personal protective equipment (PPE), and cleaning equipment and supplies, have students clean, inspect, and maintain ladders.
2. Given damaged or defective ladders (or images), have students identify the damaged or defective portions.

Instructor Notes

1. None

CTS Guide Reference: 3-6

Skill Sheet: 3-6: Lift, Carry, and Raise a Ground Ladder

Topic 5-9: Ground Ladder Operations

Terminal Learning Objective

At the end of this topic a student, given single and/or extension ladders, an assignment, team members (if needed), and personal protective equipment (PPE), will be able to set up, mount, ascend, dismount, and descend ground ladders, so that hazards are assessed, ground ladders are stable and their angles are correct for climbing, extension ladders are

extended to the necessary height with the fly locked, the top of the ladder is placed against a reliable structural component, and the assignment is accomplished.

Enabling Learning Objectives

1. Identify types of lifts and carries
 - High shoulder – Single/two fire fighter
 - Low shoulder – Single/two/three fire fighter
 - Flat shoulder method – Three/four fire fighter
 - Suitcase or arm's length carry – Single/two fire fighter
2. Identify types of raises
 - Flat raise (single/two/three/four fire fighter)
 - Beam raise (single/two/three fire fighter)
 - AHJ-specific raises
3. Describe methods used to secure ground ladders
4. Describe safety limits to the degree of angulation
5. Identify different angles for various tasks
 - Access
 - Search
 - Ventilation
6. Describe the hazards associated with setting up ladders
7. Define what constitutes a stable foundation for ladder placement
8. Describe what constitutes a reliable structural component for top placement
9. Describe proper climbing techniques
10. Describe how to operate from ground ladders
 - Belts
 - Leg locks
 - AHJ-specific techniques
11. Determine that a wall and roof will support the ladder
12. Judge extension ladder height requirements
13. Lift and carry ladders
14. Move and place ladder to avoid obvious hazards
15. Raise and extend ladders and lock flies
16. Secure ground ladders
17. Demonstrate proper climbing techniques
18. Operate from ground ladders
19. Demonstrate leg lock method
20. Mount, ascend, dismount, and descend ladders

Discussion Questions

1. How would you place a ladder for:
 - Access?
 - Rescue?
 - Ventilation?
2. What are the pros and cons of different ladder raises?

Application

1. Given single and/or extension ladders, sample scenarios, team members (if needed), and personal protective equipment (PPE), have students work in groups to mount, ascend, dismount, and descend ground ladders to meet different incident objectives.

Instructor Notes

1. ELO 3: Can be “fly in” or “fly out” based on the AHJ requirements.

CTS Guide Reference: 3-6

Skill Sheet: 3-6: Lift, Carry, and Raise a Ground Ladder

Topic 5-10: Forcing Entry into a Structure

Terminal Learning Objective

At the end of this topic a student, given personal protective equipment (PPE), tools, an assignment, and a prop or structure with doors, windows, and walls, will be able to force entry into a structure so that tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry.

Enabling Learning Objectives

1. Describe basic construction of typical doors, windows, and walls within the department’s community or service area
 - Residential
 - Commercial
2. Describe types and uses of hand and power tools used in forcible entry
3. Describe operation of doors, windows, and locks
4. Identify the dangers associated with forcing entry through doors, windows, and walls
5. Transport and operate hand and power tools used in forcible entry
6. Force entry through doors, locks, windows, and walls using assorted methods and tools

Discussion Questions

1. How would you size up a door for forcible entry purposes?
2. What are indicators of an inward versus an outward swinging door?
3. What tools would you use to force entry through:
 - A residential door?
 - A roll-up door at a commercial structure?
4. What are some safety considerations during forcible entry operations?

Application

1. Given personal protective equipment (PPE), tools, an assignment, and a prop or structure with doors, windows, and walls, have students practice forcible entry techniques.

Instructor Notes

1. Recommend discussing the need for forcible exit in survival scenarios.

CTS Guide Reference: 3-4

Skill Sheet: 3-4: Force Entry into a Structure

Topic 5-11: Conducting a Search and Rescue Operation in a Structure

Terminal Learning Objective

At the end of this topic a student, given an assignment, obscured vision conditions, personal protective equipment (PPE), self-contained breathing apparatus (SCBA), a flashlight, forcible entry tools, hose lines or guide lines, a thermal imaging device, and ladders (when necessary), will be able to conduct a search and rescue operation in a structure so that ladders are correctly placed when used, all assigned areas are searched, all victims are located and removed, team integrity is maintained, and team members' safety, including respiratory protection, is not compromised.

Enabling Learning Objectives

1. Define primary and secondary search techniques
 - Team-based
 - Orientator method
 - VEIS (vent, enter, isolate, search)
 - Point-to-point with TIC/TID
2. Describe how to use tools, and equipment for search and rescue operations
 - Thermal imaging devices
 - Hand tools
 - Lights
 - Ladders
 - Search rope
 - Hose line
3. Identify team members' roles and goals in search and rescue operations within a structure
4. Identify considerations related to respiratory protection
5. Describe methods to determine if an area is tenable
6. Describe methods and indicators used to locate victims
7. Identify psychological effects of operating in obscured conditions and ways to manage them
8. Describe victim removal methods (including various lifts, carries, and drags)
9. Assess areas to determine tenability
10. Demonstrate a primary and secondary search
11. Demonstrate victim removal methods
12. Set up and use different types of ladders for various types of rescue operations
 - Balcony
 - Fire escape
 - Roof
 - Window
13. Remove the victim down a ladder
 - Conscious
 - Unconscious

14. Rescue a fire fighter with functioning respiratory protection
15. Rescue a fire fighter whose respiratory protection is not functioning
16. Rescue a person who has no respiratory protection
17. Use SCBA to exit through restricted passages

Discussion Questions

1. When conducting a search in a residential structure, which areas should be searched first, second, third, etc.?
2. What tools and equipment will make room/area searches more efficient?
3. What is the difference between a primary search and a secondary search?

Application

1. Given an assignment, obscured vision conditions, personal protective equipment (PPE), self-contained breathing apparatus (SCBA), a flashlight, forcible entry tools, hose lines or guide lines, a thermal imaging device, and ladders (when necessary), have students practice search and rescue operations.

Instructor Notes

2. Make sure to cover proper lifting techniques for victim removal.

CTS Guide Reference: 3-9

Skill Sheet:

- 3-9a - Search for and Rescue a Victim with no Respiratory Protection
- 3-9b - Rescue a Fire Fighter
- 3-9c - Use a Ladder for Rescue

Topic 5-12: Attacking an Interior Structure Fire

Terminal Learning Objective

At the end of this topic a student, given personal protective equipment (PPE), an attack line (1¹/₂-inch or larger), pumping apparatus, established water supply, ladders (when needed), self-contained breathing apparatus (SCBA), tools, and an assignment, will be able to attack an interior structure fire operating as a member of a team so that team integrity is maintained, the attack line is deployed for advancement, ladders are correctly placed when used, access into the fire area is gained, effective water application practices are used, the fire is correctly approached, attack techniques facilitate suppression given the level of the fire, hidden fires are located and controlled, correct body posture is maintained, hazards are recognized and managed, and the fire is brought under control.

Enabling Learning Objectives

1. Identify precautions to be followed when advancing hose lines to a fire
2. Identify principles of exposure protection
 - Exterior
 - Interior
3. Describe attack and control techniques for below, at, and above grade level *fires*
4. Identify methods for locating and exposing hidden fires
5. List common types of accidents or injuries and their causes
6. Apply water using direct, indirect, and combination attacks

7. Describe observable results that a fire stream has been properly applied
8. Advance charged and uncharged hand lines of 1½-inch diameter or larger up ladders and up and down interior and exterior stairways
9. Operate charged hand lines of 1½-inch diameter or larger while secured to a ground ladder
10. Demonstrate how to attack fires below grade, at grade, and above grade
11. Locate and suppress interior wall and subfloor fires
12. Define the role of the backup team in fire attack situations

Discussion Questions

1. What are critical fireground factors to consider prior to and during fire suppression operations?
2. What is the difference between a second line and a backup line?
3. What are indicators of a below grade fire?
4. What hazards are associated with below grade fires?

Application

1. Determined by instructor

Instructor Notes

1. There are two ways to deliver the live fire training included in Topic 5-10:
 - Option 1: Use one of State Fire Training's three Fire Control courses: Fire Control 3A: Structural Fire Fighting in Acquired Structures (2009), Fire Control 3B: Structural Fire Fighting in Live-Fire Simulators (2009), or Course Title (year).
 - May use simulated live fire training evolutions during Fire Fighter 1 – Structure certification exam testing.
 - Option 2: Use the TLO and ELOs listed in Topic 5-10
 - Must use live fire training evolutions compliant with NFPA 1403 (current edition) during Fire Fighter 1 – Structure certification exam testing.
 - Skills Evaluator for certification exam must be a registered Fire Control 3 primary instructor.
2. Students are required to know how to attack and control below grade, at grade, and above grade fires (ELO 2) but only have to apply that knowledge to one of those three options (ELO 9) during a live fire evolution.
3. Any training or practice for this topic that involves live fire requires PPE compliant with NFPA 1971 (current edition) and SCBA compliant with NFPA 1981 (current edition).

CTS Guide Reference: 3-10

Skill Sheet:

- 3-10a: Operate a Charged Attack Hoseline from a Ground Ladder
- 3-10b: Attack a Live Interior Structure Fire
- 3-10c: Attack a Simulated Interior Structure Fire
- 3-10d: Extend a Hoseline
- 3-10e: Load, Deploy, and Advance an Attack Line
- 3-10f: Load Supply Hose

Topic 5-13: Horizontal Ventilation Operations

Terminal Learning Objective

At the end of this topic a student, given an assignment, personal protective equipment (PPE), ventilation tools, equipment, and ladders, will be able to perform horizontal ventilation on a structure operating as part of a team so that ventilation openings are free of obstructions, tools are used as designed, ladders and ventilation devices are placed correctly, and the structure is cleared of smoke.

Enabling Learning Objectives

1. Describe horizontal ventilation
 - Principles
 - Methods
 - Natural
 - Mechanical
 - Hydraulic
 - Techniques
 - Positive pressure
 - Negative pressure
 - Advantages
 - Limitations
 - Effects
2. Describe how to ventilate a structure using different ventilation methods
3. Describe safety considerations when venting a structure
4. Describe the importance of communication and coordination between fire attack and ventilation teams
5. Identify guidelines for cleaning, inspecting, and maintaining horizontal ventilation tools
 - Manufacturer guidelines
 - AHJ guidelines
 - Documentation and reporting requirements
6. Describe methods for cleaning horizontal ventilation tools
 - Equipment/tools to use
 - Solvents or solutions to use
7. Identify when and how to remove horizontal ventilation tools from service
 - Manufacturer guidelines
 - AHJ guidelines
 - Documentation and reporting requirements
8. Transport and operate ventilation tools and equipment and ladders
9. Use safe procedures for breaking window and door glass and removing obstructions
10. Horizontally ventilate a structure

Discussion Questions

1. What situations call for horizontal ventilation?
2. What are different ways to complete horizontal ventilation?
3. What are some safety considerations when using horizontal ventilation?

4. What are the ramifications of opening windows and doors without coordinating with attack crews?

Application

1. Given an assignment, personal protective equipment (PPE), ventilation tools, equipment, and ladders, have students practice horizontal ventilation techniques.

Instructor Notes

1. Recommend using case studies or videos of effective and ineffective horizontal ventilation.

CTS Guide Reference: 3-11

Skill Sheet: 3-11: Perform Horizontal Ventilation

Topic 5-14: Vertical Ventilation Operations

Terminal Learning Objective

At the end of this topic a student, given an assignment, personal protective equipment (PPE), ground and roof ladders, and ventilation tools, will be able to perform vertical ventilation on a structure as part of a team so that position ladders are positioned for ventilation, a specified opening is created, all ventilation barriers are removed, structural integrity is not compromised, products of combustion are released from the structure, and the team retreats from the area when ventilation is accomplished.

Enabling Learning Objectives

1. Describe vertical (top-side) ventilation
 - Principles
 - Tactics
 - Offensive (exhaust opening/hot or heat hole)
 - Defensive (trench/strip)
 - Advantages
 - Limitations
 - Effects
2. Describe how to ventilate a structure using different ventilation methods
 - Cut hole
 - Communicate with crew
 - Remove or tilt decking material
 - Plunge through interior ceiling using hand tools
 - Evaluate effectiveness
3. List the techniques and safety precautions for venting flat roofs, pitched roofs, and basements
4. Identify the effects of construction type and elapsed time under fire conditions on structural integrity
5. Describe basic indicators of potential collapse or roof failure
6. Describe the importance of communication and coordination between fire attack and ventilation teams
7. Identify guidelines for cleaning, inspecting, and maintaining vertical ventilation tools

- Manufacturer guidelines
 - AHJ guidelines
 - Documentation and reporting requirements
8. Describe methods for cleaning vertical ventilation tools
 - Equipment/tools to use
 - Solvents or solutions to use
 9. Identify when and how to remove vertical ventilation tools from service
 - Manufacturer guidelines
 - AHJ guidelines
 - Documentation and reporting requirements
 10. Transport and operate ventilation tools and equipment and ladders
 11. Select, carry, deploy, and secure ground ladders for ventilation activities
 12. Deploy roof ladders on pitched roofs while secured to a ground ladder for vertical ventilation
 13. Carry ventilation-related tools and equipment while ascending and descending ladders
 14. Hoist ventilation tools to a roof
 15. Sound the surface for integrity
 16. Cut roofing or flooring materials to vent flat roofs, pitched roofs, or basements
 17. Clear an opening with hand tools
 18. Retreat from the area when ventilation is accomplished

Discussion Questions

1. When is vertical ventilation performed versus horizontal ventilation?
2. What safety factors should be considered when performing vertical/top-side ventilation?
3. What types of cuts can be performed to achieve vertical ventilation?
4. What are some indicators that a roof is not safe for operations?

Application

1. Given an assignment, personal protective equipment (PPE), ventilation tools, equipment, and ladders, have students practice vertical ventilation techniques.

Instructor Notes

1. Recommend using case studies or videos of effective and ineffective vertical ventilation.

CTS Guide Reference: 3-12

Skill Sheet: 3-12: Perform Vertical Ventilation

Topic 5-15: Conserving Property

Terminal Learning Objective

At the end of this topic a student, given an assignment, salvage tools and equipment, and personal protective equipment (PPE), will be able to conserve property as a member of that team so that the building and its contents are protected from further damage.

Enabling Learning Objectives

1. Describe the purpose of property conservation and its value to the public
2. Identify salvage tools and equipment
 - Salvage tarps

- Water evacuation pumps
 - Squeegees
 - Brooms
 - Shovels
 - Hose
 - Board-up equipment
3. Identify guidelines for cleaning, inspecting, and maintaining salvage tools and equipment
 - Manufacturer guidelines
 - AHJ guidelines
 - Documentation and reporting requirements
 4. Describe methods for cleaning salvage tools and equipment
 - Equipment/tools to use
 - Solvents or solutions to use
 5. Identify when and how to remove salvage tools and equipment from service
 - Manufacturer guidelines
 - AHJ guidelines
 - Documentation and reporting requirements
 6. Describe methods used to protect property
 7. List types of and uses for salvage covers
 8. Describe operations at properties protected with automatic sprinklers
 9. Describe how to stop the flow of water from an automatic sprinkler head
 10. Identify the main control valve on an automatic sprinkler system
 11. Describe procedures for protecting possible areas of origin and potential evidence
 12. Describe forcible entry issues related to salvage
 13. Cluster furniture
 14. Deploy covering materials
 15. Roll and fold salvage covers for reuse
 16. Construct water chutes and catch-alls
 17. Remove water
 18. Cover building openings, including doors, windows, floor openings, and roof openings
 19. Stop the flow of water from a sprinkler with sprinkler wedges or stoppers
 20. Operate a main control valve on an automatic sprinkler system

Discussion Questions

1. Why is property conservation important?
2. When does property conservation take place?
3. What are some effective ways to conserve property?
4. What is the difference between primary and secondary damage?

Application

1. Given the contents of a room and tarps, have students practice arranging contents and throwing tarps to protect against water and smoke damage.

2. Given tools and salvage equipment, have students practice removing water from inside a structure.
3. Given tools and salvage equipment, have students practice stopping or diverting water from a sprinkler system.
4. Given a prop, materials, and tools, have students practice boarding up openings.

Instructor Notes

1. None

CTS Guide Reference: 3-14

Skill Sheet:

- 3-14a: Control Water Flow from a Sprinkler System
- 3-14b: Remove Water from the Interior of a Structure
- 3-14c: Salvage a Room and its Contents
- 3-14d: Cover Building Openings

Topic 5-16: Overhauling a Fire Scene

Terminal Learning Objective

At the end of this topic a student, given personal protective equipment (PPE), an attack line, hand tools, a flashlight, and an assignment, will be able to overhaul a fire scene so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

Enabling Learning Objectives

1. Describe the purposes and methods of overhaul
2. Describe the types of fire attack lines and water application devices most effective for overhaul
3. Describe water application methods for extinguishment that limit water damage
4. Identify types of tools and methods used to expose hidden fire
 - Senses
 - Hand and power tools
 - Thermal imaging devices
5. Describe hazard mitigation associated with overhaul
 - Atmosphere quality
 - Air monitoring
 - Respiratory protection
 - Structural integrity
 - Hidden fires
 - Fire fighter complacency
 - Construction damage (nails, insulation, etc.)
6. Identify reasons for protecting a fire scene
7. Describe obvious signs of arson, area of origin, or cause
8. List techniques for the preservation of fire cause evidence
9. Deploy and operate an attack line for overhaul
10. Apply water for maximum effectiveness

11. Expose and extinguish hidden fires in walls, ceilings, and subfloor spaces
12. Remove floor, ceiling, and wall components to expose void spaces without compromising structural integrity
13. Recognize and preserve obvious signs of arson, area of origin, and cause
14. Separate, remove, and relocate charred material to a safe location while protecting the area of origin for cause determination
15. Evaluate for complete extinguishment

Discussion Questions

1. What safety factors should be considered when performing overhaul operations?
2. What tools and equipment are used to perform overhaul operations?
3. What are ways to preserve an area for a proper fire investigation prior to and during overhaul operations?

Application

1. Given personal protective equipment (PPE), an attack line, hand tools, a flashlight, and an assignment, have students practice overhaul activities.

Instructor Notes

1. None

CTS Guide Reference: 3-13

Skill Sheet:

- 3-13a - Overhaul a Fire Scene
- 3-13b - Remove Charred Materials

Unit 6: Fire Fighter Survival

Topic 6-1: Structural Fire Fighter Survival

Terminal Learning Objective

At the end of this topic a student, given vision-obscured conditions, personal protective equipment (PPE), and departmental standard operating procedures (SOPs), will be able to activate an emergency call for assistance so that a fire fighter can be located and rescued, and exit a hazardous area as a team so that a safe haven is found before exhausting the air supply, others are not endangered, and team integrity is maintained.

Enabling Learning Objectives

1. Describe recommendations for developing a fire fighter survival attitude
 - Need to develop a fire fighter survival attitude
 - Changes needed to reduce the potential for serious injury and death
 - Studies performed to increase fire fighter situational awareness and enhance fireground knowledge
 - Empower and enhance fire fighter training to handle their own emergencies
 - Define what constitutes a safe haven
2. Describe how to recognize and evaluate a potentially hazardous situation
 - Key elements of conducting a thorough size-up
 - Importance of a concise size-up
 - Proper procedures for pre-incident planning
3. Describe how to prevent, recognize, call, and deal with a fire fighter emergency
 - Prevent a fire fighter emergency incident
 - Situations that create or may create a fire fighter emergency
 - Proper procedures for calling a fire fighter emergency
 - L.U.N.A.R. (location, unit, name, assignment, resources)
 - N.U.C.A.N. (name, unit, conditions, actions, needs)
4. Describe how to resolve obstacles and SCBA emergencies faced during a fire fighter survival emergency
 - Determine air consumption rates
 - Perform emergency check procedures
 - Demonstrate techniques utilized by fire fighters when running out of air
 - Demonstrate techniques utilized for escaping from restrictive areas
5. Demonstrate how to overcome a variety of obstacles and SCBA emergencies faced during a fire fighter survival emergency.
 - Read couplings techniques
 - Escape an entanglement emergency using the swim/sweep and SCBA removal methods
 - Escape an emergency using the hose slide
 - Escape an emergency using the emergency ladder escape hook-two/slide-to-four method

- Call “Mayday”
- Change SCBA profile using the non-removal, low or reduced profile (partial-removal), and zero or no profile (full-removal) methods
- Escape an emergency using the window hang
- Escape an emergency using the wall breach
- Perform an SCBA emergency procedure check

Discussion Questions

1. What are best practices for enhancing fire fighter safety and survival during fire suppression activities?
2. What are common factors that place fire fighters in need of rescue assistance in hazardous conditions?
3. What should a fire fighter do when trapped, disoriented, or out of direct contact with the crew?
4. What do “L.U.N.A.R.” and “N.U.C.A.N.” stand for?

Application

1. Given a simulated hazardous atmosphere in which their vision is obscured leading to disorientation, have students make an emergency call and then exit the simulated hazardous atmosphere to a safe haven and exit the building/area before their air supply is exhausted.

Instructor Notes

1. The content in this topic can be fulfilled through completion of State Fire Training’s Fire Fighter Survival (FSTEP) course or IAFF’s Fire Ground Survival program.

CTS Guide Reference: 2-4, 3-5

Skill Sheet: 3-5: Activate an Emergency Call and Exit a Hazardous Area

Unit 7: Suppression of Fires Outside of a Structure

Topic 7-1: Extinguishing Fires in Exterior Class A Materials

Terminal Learning Objective

At the end of this topic a student, given attack lines, hand tools, master stream devices, an assignment, personal protective equipment (PPE), and fires in stacked or piled materials, small unattached structures, or storage containers that can be fought from the exterior, will be able to extinguish fires in exterior Class A materials so that exposures are protected, the spread of fire is stopped, collapse hazards are avoided, water application is effective, the fire is extinguished, signs of the origin area(s) and arson are preserved.

Enabling Learning Objectives

1. Describe types of exterior fires
2. Describe the types of attack lines and water streams appropriate for attacking stacked or piled materials and outdoor fires
3. Identify water application methods for exposure protection and fire extinguishment
4. Describe hazards associated with stacked and piled materials
 - Contents
 - Configuration
 - Proximity to adjacent structures
5. Describe hazards associated with storage building and container fires
 - Toxic or hazardous materials
6. Describe various extinguishing agents and their effect on different material configurations
7. Identify tools and methods used in breaking up various types of materials
8. Describe the difficulties related to complete extinguishment of stacked and piled materials
9. Identify obvious signs of origin and cause
10. List techniques for the preservation of fire cause evidence
11. Operate hose lines and other water application devices
12. Operate handlines or master streams
 - One fire fighter method (operating a large hand line)
 - Two fire fighter method (operating a large hand line)
 - Master stream
 - Fixed
 - Portable
13. Break up material using hand tools and water streams
14. Evaluate and modify water application for maximum penetration
15. Search for and expose hidden fires
16. Assess patterns for origin determination
17. Evaluate for extension
18. Evaluate for complete extinguishment

Discussion Questions

1. What life hazards might fire fighters encounter during:
 - Exterior fires?
 - Outbuildings and dumpster fires?
2. What steps can be taken to ensure fire fighter safety?

Application

1. Given a scenario or location, have students list possible materials found in exterior and outbuilding fires and design a fire attack plan.

Instructor Notes

1. None

CTS Guide Reference: 3-8

Skill Sheet:

- 3-8a - Operate a Portable Master Stream
- 3-8b - Extinguish an Exterior Fire

Topic 7-2: Attacking a Passenger Vehicle Fire

Terminal Learning Objective

At the end of this topic a student, given personal protective equipment (PPE), self-contained breathing apparatus (SCBA), an attack line (1½-inch or larger), hand tools, and a passenger vehicle or prop, will be able to attack a passenger vehicle fire operating as a member of a team so that hazards are avoided, leaking flammable liquids are identified and controlled, protection from flash fires is maintained, all vehicle compartments are overhauled, and the fire is extinguished.

Enabling Learning Objectives

1. Describe hazardous conditions created during a passenger vehicle fire
2. Identify passenger vehicle fuel types
3. Identify alternative fuels and their associated hazards
4. Identify precautions to be followed when advancing hose lines toward a passenger vehicle
5. Describe principles of fire streams as they relate to fighting passenger vehicle fires
6. List observable results that a fire stream has been properly applied
7. Describe common types of accidents or injuries related to fighting passenger vehicle fires and how to avoid them
8. Describe how to access locked passenger, trunk, and engine compartments
9. Identify methods for overhauling a passenger vehicle
10. Assess and control fuel leaks
11. Open, close, and adjust the flow and pattern on nozzles
12. Advance 1½-inch or larger diameter attack lines on a passenger vehicle fire
13. Apply water for maximum effectiveness while maintaining flash fire protection
14. Expose hidden fires by opening all passenger vehicle compartments

Discussion Questions

1. What safety concerns are associated with passenger vehicle fires?

2. What personal protective equipment should a fire fighter wear while fighting passenger vehicle fires?
3. What hazards do hybrid and alternative fuel passenger vehicle fires present?

Application

1. Given PPE, SCBA, an attack line (1½-inch or larger), hand tools, and a passenger vehicle or prop, have students practice:
 - Avoiding or mitigating hazards
 - Identifying and controlling flammable liquids
 - Extinguishing fire
 - Overhauling vehicle compartments

Instructor Notes

1. NFPA has an Alternative Fuel Vehicles Safety Training Program that can be used to support this topic (<https://catalog.nfpa.org/Alternative-Fuel-Vehicles-Training-Program-for-Emergency-Responders-Online-Training-P15552.aspx>).

CTS Guide Reference: 3-7

Skill Sheet: 3-7: Attack a Passenger Vehicle Fire

Topic 7-3: Combatting a Ground Cover Fire

Terminal Learning Objective

At the end of this topic a student, given personal protective equipment (PPE), SCBA (if needed), hose lines, extinguishers or hand tools, and an assignment, will be able to combat a ground cover fire operating as a member of a team so that threats to property are reported, threats to personal safety are recognized, retreat is quickly accomplished when warranted and the assignment is completed.

Enabling Learning Objectives

1. Describe types of ground cover fires
2. Describe parts of ground cover fires
3. Describe methods to contain or suppress
4. Describe safety principles and practices
5. Determine exposure threats based on fire spread potential
6. Protect exposures
7. Construct a fire line or extinguish with hand tools
8. Maintain integrity of established fire lines
9. Suppress ground cover fires using water

Discussion Questions

1. What constitutes a ground fire?

Application

1. Determined by instructor

Instructor Notes

1. This topic does not address wildland fires. It includes bark, grass, freeway easements, playground cover, etc.

CTS Guide Reference: 3-19

Skill Sheet: None

Draft

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to delivery the course.

Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master in order to complete the TLO.

Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

Draft



Hazardous Materials/WMD (2017) Course Plan

Course Details

Certification:	Fire Fighter 1
CTS Guide:	Fire Fighter Certification Training Standards Guide (Month Year)
Description:	This course provides the awareness skills and knowledge needed for the entry-level fire fighter to recognize and identify hazardous materials and weapons of mass destruction (WMD), isolate hazards and deny entry, and initiate required notification. At the operations level, this course provides the skills and knowledge needed to identify incident scope; select, use, and inspect PPE; perform emergency decontamination; perform assigned tasks at a hazardous materials/WMD incident including product control techniques; and evaluate and report incident progress.
Designed For:	Entry level fire fighters
Prerequisites:	None
Corequisites:	None
Standard:	Complete all activities, skills, and formative tests. Complete all summative tests with a minimum score of 80%.
Hours (Total):	24.0 hours (15.5 hours lecture / 5.5 hours application / AHJ determines practice and assessment times)
Maximum Class Size:	50
Instructor Level:	Fire Fighter Instructor (See <i>SFT Procedures Manual</i> (January 2019) section 6.6 for requirements.)*
Instructor/Student Ratio:	1:50 (Lecture) / 1:50 (Application)
Restrictions:	None
SFT Designation:	CFSTES

* If any portion of this course curriculum is taught using another course plan, the instructor level and ratio of that course plan supersedes this requirement.

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Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fundamentals of Fire Fighter Skills and Hazardous Materials Response* (Jones and Bartlett Learning, 4th edition, ISBN: 978-1-284-15133-6)
or
Essentials of Fire Fighting (IFSTA, 7th edition, ISBN: 978-087939657-2)
- *Emergency Response Guidebook* ([U.S. Department of Transportation](http://www.fhwa.dot.gov/ohp/erg/), current edition)
 - This is also available in App format (ERG 2016)
- Full PPE and SCBA that meets AHJ requirements

Online Instructor Resources

The following instructor resources are available online at

<http://osfm.fire.ca.gov/training/firefighter1>

- Hazardous Materials WMD Skill Sheets
 - 5-2a: Recognize, Identify, and Isolate Hazardous Materials WMD
 - 5-2b: Identify Markings
 - 6-5: Perform Emergency Decontamination
 - 7-1: Don, Work In, and Doff Chemical Protective Clothing
 - 7-2: Perform Product Control

Student Resources

To participate in this course, students need:

- *Fundamentals of Fire Fighter Skills and Hazardous Materials Response* (Jones and Bartlett Learning, 4th edition, ISBN: 978-1-284-15133-6)
or
Essentials of Fire Fighting (IFSTA, 7th edition, ISBN: 978-087939657-2)
- Full PPE and SCBA that meets AHJ requirements

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

- Emergency Response Guidebook
- Samples of: placard, UN number, shipping papers or Safety Data Sheet (SDS)
- Descriptions and pictures of a hazardous materials/WMD incident involving containers that have released a chemical
 - Safety Data Sheet of chemical
- PPE and SCBA
- Decontamination equipment

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.5	0.0	
Topic 1-2: Fire Fighter 1 Certification Process	0.5	0.0	
Unit 1 Totals	1.0	0.0	1.0
Unit 2: Hazardous Materials/WMD Awareness			
Topic 2-1: Description of Duties (Awareness)	1.0	0.0	
Topic 2-2: Recognizing and Identifying Hazardous Materials/WMD and Associated Hazards	2.0	1.0	
Topic 2-3: Isolating the Hazard Area and Denying Entry	0.5	1.0	
Topic 2-4: Initiating Required Notifications	0.5	1.0	
Unit 2 Totals	4.0	3.0	7.0
Unit 3: Hazardous Materials/WMD Operations			
Topic 3-1: Description of Duties (Operations)	1.5	0.5	
Topic 3-2: Identifying the Scope of a Hazardous Materials/WMD Incident	1.5	0.5	
Topic 3-3: Selecting, Donning, Working In, and Doffing Approved PPE at a Hazardous Materials/WMD Incident	1.0	0.5	
Topic 3-4: Performing Emergency Decontamination at a Hazardous Materials/WMD Incident	1.0	1.0	
Topic 3-5: Identifying Action Options for a Hazardous Materials/WMD Incident	3.0	0.0	
Topic 3-6: Performing Assigned Tasks at a Hazardous Materials/WMD Incident	0.5	1.0	
Topic 3-7: Performing Product Control Techniques at a Hazardous Materials/WMD Incident	1.0	1.5	
Topic 3-8: Evaluating and Reporting Progress for a Hazardous Materials/WMD Incident	1.0	0.5	
Unit 3 Totals	10.5	5.5	16.0
Summative Assessment			
Determined by AHJ or educational institution	TBD	TBD	TBD
Skills Practice (Lab / Sets and Reps)			
Determined by AHJ or educational institution	TBD	TBD	TBD
Course Totals	15.5	8.5	24.0

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

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Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
 - Restroom locations
 - Food locations
 - Smoking locations
 - Emergency procedures
2. Identify classroom requirements
 - Start and end times
 - Breaks
 - Electronic device policies
 - Special needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities and skills exercises
 - Required student resources
 - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. When teaching Fire Fighter 1A, 1B, and 1C in a consecutive format, it is not necessary to repeat this topic for each course. At a minimum, cover it once on the first day of the first course.

Topic 1-2: Fire Fighter 1 and 2 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire Fighter 1 and 2 certification and be able to describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Fighter certification track
 - Fire Fighter 1
 - Fire Fighter 2
2. Identify the prerequisites for certification
 - Fire Fighter 1
 - Fire Fighter 2
3. Identify the course work required for certification
 - Fire Fighter 1
 - Fire Fighter 2
4. Identify the exams required for certification
 - Fire Fighter 1
 - Fire Fighter 2
5. Identify the task book requirements for certification
 - Fire Fighter 1
 - Fire Fighter 2
6. Identify the experience requirements for certification
 - Fire Fighter 1
 - Fire Fighter 2
7. Identify the position requirements for certification
 - Fire Fighter 1
 - Fire Fighter 2
8. Describe the certification task book process
9. Describe the certification examination process

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. When teaching Fire Fighter 1A, 1B, and 1C in a consecutive format, it is not necessary to repeat this topic for each course. At a minimum, cover it once on the first day of the first course.
2. Use the *SFT Procedures Manual (2019)* 7.12.1 Fire Fighter 1 (2019) and 7.12.3 Fire Fighter 2 (2019) content for ELOs 2 through 7.
3. Use a copy of the Fire Fighter 2 Certification Task Book to walk students through the task book process and expectations for ELO 8.

4. Use the *SFT Procedures Manual (2019)* (Chapter 11: Fire Fighter Certification Exams) content for ELO 9.

Draft

Unit 2: Hazardous Materials/WMD Awareness

Topic 2-1: Description of Duties (Awareness)

Terminal Learning Objective

At the end of this topic a student will be able to identify the awareness roles and responsibilities of a Fire Fighter who encounters an emergency involving hazardous materials/weapons of mass destruction (WMD).

Enabling Learning Objectives

1. Identify the role of awareness personnel at a hazardous materials/WMD incident per CCR Title 8, §5192(q)(6)(A), First Responder, Awareness Level (FRA):
 - First responders at the awareness level are individuals who are likely to witness or discover a hazardous substance release and who have been trained to initiate an emergency response sequence by notifying the proper authorities of the release. They would take no further action beyond notifying the authorities of the release. First responders at the awareness level shall have sufficient training or have had sufficient experience to objectively demonstrate competency in the following areas:
 - An understanding of what hazardous substances are and the risks associated with them in an incident
 - An understanding of the potential outcomes associated with an emergency created when hazardous substances are present
 - The ability to recognize the presence of hazardous substances in an emergency
 - The ability to identify the hazardous substances, if possible
 - An understanding of the role of the first responder awareness individual in the employer's emergency response plan (including site security and control), and the U.S. Department of Transportation's Emergency Response Guidebook
 - The ability to realize the need for additional resources, and to make appropriate notifications to the communication center
2. Identify the location and contents of the AHJ emergency response plan
3. Describe standard operating procedures for awareness personnel

Discussion Questions

1. How do you recognize a hazardous material?
2. Where would you locate information on the event?
3. What clues indicate the presence of hazardous materials?
4. What clues indicate the presence of weapons of mass destruction?
5. What actions should you take to protect yourself (awareness level)?
6. What primary notifications should you make?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Reference: 5-1

Skill Sheet: None

Topic 2-2: Recognizing and Identifying Hazardous Materials/WMD and Associated Hazards

Terminal Learning Objective

At the end of this topic a student, given a hazardous materials/WMD incident and approved reference sources, will be able to recognize and identify the hazardous materials/WMD and hazards involved in a hazardous materials/WMD incident so that the presence of hazardous materials/WMD is recognized and the materials and their hazards are identified.

Enabling Learning Objectives

1. Describe how to recognize hazardous materials and WMD
2. List basic hazards associated with classes and divisions
3. Identify indicators to the presence of hazardous materials including:
 - Container shapes
 - NFPA 704 markings
 - Globally harmonized system (GHS) markings
 - Placards
 - Labels
 - Pipeline markings
 - Other transportation markings
 - Shipping papers with emergency response information
 - Other indicators
4. Describe how to access information from the *Emergency Response Guidebook* (ERG) (current edition) using name of the material, UN/NA identification number, placard applied, or container identification charts
5. List types of hazard information available from:
 - The ERG
 - Safety data sheets (SDS)
 - Shipping papers with emergency response information
 - Other approved reference sources
6. Recognize indicators to the presence of hazardous materials/WMD
7. Identify hazardous materials/WMD by name, UN/NA identification number, placard applied, or container identification charts
 - Department of Transportation placarding and labeling system
8. Use the ERG, SDS, shipping papers with emergency response information, and other approved reference sources to identify hazardous materials/WMD and their potential fire, explosion, and health hazards

Discussion Questions

1. How does the GHS marking system assist responders with identifying hazards present?
2. What are the four types of hazard information found on a NFPA 704 marking system?

3. What is the difference between NFPA marking system and a UN/NA placard?

Application

1. Given a scenario and an ERG, have students work in small groups to identify potential hazards, fire and health considerations, public safety needs, protective clothing requirements, evacuation considerations, and emergency response options including fire, spill or leak, and first aid.
 - Use both daytime and nighttime scenarios.

Instructor Notes

1. Bring the ERG (and have students download the App version) and samples of safety data sheets (SDS), shipping papers with emergency response information, and other approved reference sources to show students including any additional AHJ-specific sources or references.

CTS Reference: 5-2

Skill Sheet:

- 5-2a: Recognize, Identify, and Isolate Hazardous Materials/WMD
- 5-2b: Identify Markings

Topic 2-3: Isolating the Hazard Area and Denying Entry

Terminal Learning Objective

At the end of this topic a student, given a hazardous materials/WMD incident, policies and procedures, and approved reference sources, will be able to isolate the hazard area and deny entry at a hazardous materials/WMD incident so that the hazard area is isolated and secured, personal safety procedures are followed, hazards are avoided and/or minimized, and additional people are not exposed to further harm.

Enabling Learning Objectives

1. Describe how to use the ERG, SDS, shipping papers with emergency response information, and other approved reference sources to identify precautions to be taken to protect responders and the public
2. Describe policies and procedures for isolating the hazard area and denying entry
3. Identify the purpose of and methods for isolating the hazard area and denying entry
 - Evacuation
 - In-place protection/sheltering in place
4. Recognize precautions for protecting responders and the public
5. Identify isolation areas
6. Deny entry
7. Avoid or minimize hazards

Discussion Questions

1. What is the difference between scene isolation and protective actions for threatened areas?
2. What are the limitations of the different references used by hazardous materials responders (ERG, SDS, shipping papers)?

Application

1. Given a simulated scenario and references have students establish isolation for protecting responders and the public and identify how they would deny entry.

Instructor Notes

1. ELO 1: Include any additional AHJ-specific sources or references.

CTS Reference: 5-3

Skill Sheet: 5-2a: Recognize, Identify, and Isolate Hazardous Materials/WMD

Topic 2-4: Initiating Required Notifications

Terminal Learning Objective

At the end of this topic a student, given a hazardous materials/WMD incident, policies and procedures, and approved communications equipment, will be able to initiate required notifications at a hazardous materials/WMD incident so that the notification process is initiated and the necessary information is communicated.

Enabling Learning Objectives

1. Identify policies and procedures for notification, reporting, and communications
 - Local 911
 - Administrating agency (CUPA - local)
 - State Warning Center (state)
 - National Response Center (federal)
2. Identify six general information items needed for mandatory notifications
 - Name/agency of person reporting
 - Location of hazardous materials released
 - Hazardous materials involved
 - Nature of problem (e.g. fire, spill)
 - Quantity released
 - Potential hazards
3. List types of approved communications equipment
 - Standard communications equipment including cell phones versus intrinsically safe equipment or devices
4. Describe how to operate equipment
5. Operate approved communications equipment
6. Communicate in accordance with policies and procedures

Discussion Questions

1. What is CUPA?
2. What is the procedure to reporting and notifying other organizations?
3. Who is responsible for making the mandatory notifications?

Application

1. Given a scenario and communications equipment, have students identify which equipment to use and whom to call for technical or logistical assistance based on AHJ target hazards. Use both daytime and nighttime scenarios.

Instructor Notes

1. Bring industry standard communication equipment for hazardous material incidents.
2. Utilize local agencies for equipment demonstrations.
3. Provide a sample checklist for notifications.
4. Consider visiting local hazardous materials response team.

CTS Reference: 5-4

Skill Sheet: 5-4: Initiate Required Notifications

Draft

Unit 3: Hazardous Materials/WMD Operations

Topic 3-1: Description of Duties (Operations)

Terminal Learning Objective

At the end of this topic a student will be able to identify the operations roles and responsibilities of a Fire Fighter who responds to an emergency involving hazardous materials/weapons of mass destruction (WMD).

Enabling Learning Objectives

1. Identify the role of operations level responders at a hazardous materials/WMD incident per CCR Title 8, §5192(q)(6)(B), First Responder, Operations Level (FRO):
 - First responders at the operations level are individuals who respond to releases or potential releases of hazardous substances as part of the initial response to the site for the purpose of protecting nearby persons, property, or the environment from the effects of the release. They are trained to respond in a defensive fashion without actually trying to stop the release. Their function is to contain the release from a safe distance, keep it from spreading, and prevent exposures. First responders at the operational level shall have received at least eight hours of training or have had sufficient experience to objectively demonstrate competency in the following areas in addition to those listed for the awareness level; and the employer shall so certify:
 - Knowledge of the basic hazard and risk assessment techniques
 - Know how to select and use proper PPE provided to the first responder operational level
 - An understanding of basic hazardous materials terms
 - Know how to perform basic control, containment, and/or confinement operations and rescue injured or contaminated persons within the capabilities of the resources and PPE available with their unit
 - Know how to implement basic equipment, victim, and rescue personnel decontamination procedures
 - Understand the relevant standard operating procedures and termination procedures
2. Identify the location and contents of AHJ emergency response plan and standard operating procedures for operations level responders, including those response operations for hazardous materials/WMD incidents

Discussion Questions

1. What are the responsibilities of a fire fighter responding to a hazardous materials incident?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Reference: 6-1

Skill Sheet: None

Topic 3-2: Identifying the Scope of a Hazardous Materials/WMD Incident

Terminal Learning Objective

At the end of this topic a student, given a hazardous materials/WMD incident, an assignment, policies and procedures, and approved reference sources, will be able to identify the scope of the problem at a hazardous materials/WMD incident so that container types, materials, location of any release, and surrounding conditions are identified; hazard information is collected; the potential behavior of a material and its container is identified; and the potential hazards, harm, and outcomes associated with that behavior are identified.

Enabling Learning Objectives

1. Define hazard classes and divisions
2. Identify types of containers
3. Identify container identification markings, including piping and pipeline markings and contacting information
4. Identify types of information to collect during the hazardous materials/WMD incident survey
5. Identify the availability and location of transportation shipping papers and safety data sheets (SDS) at facilities
6. Describe types of hazard information available from and how to contact:
 - CHEMTREC, CANUTEC, and SETIQ
 - Government authorities
 - Manufacturers
 - Shippers
 - Carriers
7. Describe how to communicate with carrier representatives to reduce impact of a release
8. Identify basic physical and chemical properties, including:
 - Boiling point
 - Chemical reactivity
 - Corrosivity (pH)
 - Flammable (explosive) range [LFL (LEL) and UFL (UEL)]
 - Flash point
 - Ignition (autoignition) temperature
 - Particle size
 - Persistence
 - Physical state (solid, liquid, gas)
 - Radiation (ionizing and nonionizing)
 - Specific gravity
 - Toxic products of combustion

- Vapor density
 - Vapor pressure
 - Water solubility
9. Identify the behavior and hazards of a material and its container based on the material's physical and chemical properties and the surrounding conditions
 - BLEVE (boiling liquid expanding liquid explosion)
 - Leaks
 - Punctures
 - Container failure
 10. List examples of potential criminal and terrorist targets
 11. Identify indicators of possible criminal or terrorist activity for each of the following:
 - Chemical agents
 - Biological agents
 - Radiological agents
 - Illicit laboratories (i.e., clandestine laboratories, weapons labs, ricin labs)
 - Explosives
 12. Describe additional hazards associated with terrorist or criminal activities, such as secondary devices
 13. Determine the likely harm and outcomes associated with the identified behavior and the surrounding conditions
 14. Collect hazard information
 15. Communicate with pipeline operators or carrier representatives

Discussion Questions

1. What types of containers are used to hold hazardous materials/WMD?
 - Typical characteristics?
 - Typical commodities within AHJ?
2. What information do you need to provide to operators or carrier representatives?
3. What differentiates a hazardous material incident from a WMD incident?
4. What target hazards within your jurisdiction might be potential points of interest for WMD?

Application

1. Given the description of a container and its contents, have students discuss the behavior of the material and its associated container, predict behavior based on the material's physical and chemical properties, and identify potential outcomes.
2. Given a local area target hazard, have students identify potential locations for a secondary device at a suspected WMD incident.

Instructor Notes

1. None

CTS Reference: 6-2

Skill Sheet: 6-2: Identify the Scope of a Hazardous Materials/WMD Incident

Topic 3-3: Selecting, Donning, Working In, and Doffing Approved PPE at a Hazardous Materials/WMD Incident

Terminal Learning Objective

At the end of this topic a student, given a hazardous materials/WMD incident; a mission-specific assignment in an IAP that requires use of PPE; the scope of the problem; response objectives and options for the incident; access to a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures; approved PPE; and policies and procedures, will be able to select, don, work in, and doff approved PPE at a hazardous materials/WMD incident so that under the guidance of a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures, approved PPE is selected, inspected, donned, worked in, decontaminated, and doffed; exposures and personnel are protected; safety procedures are followed; hazards are avoided or minimized; and all reports and documentation pertaining to PPE use are completed.

Enabling Learning Objectives

1. Describe types of PPE and the hazards for which they are used
2. Describe policies and procedures for PPE selection and use
3. Describe the importance of working under the guidance of a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures when selecting and using PPE
4. Identify the capabilities and limitations of and specialized donning, doffing, and usage procedures for approved PPE
5. Describe procedures for approved PPE
 - Decontamination
 - Inspection
 - Maintenance
 - Storage
6. Describe procedures for reporting and documenting the use of PPE
7. Describe how to clean, disinfect, and inspect tools, equipment, and PPE
8. Select PPE for the assignment
9. Inspect, maintain, store, don, work in, and doff PPE
10. Go through decontamination (emergency and technical) while wearing the PPE
11. Report and document the use of PPE

Discussion Questions

1. What are the limitations of structural PPE when working with:
 - A biological agent?
 - A chemical agent?
 - A WMD agent?
2. What is the difference between emergency decontamination and technical decontamination?

Application

1. Given a hazardous materials scenario, have students select the proper PPE for the incident, don PPE, go through technical decontamination, doff PPE, and then inspect and prepare PPE to return to service.

Instructor Notes

1. None

CTS Reference: 7-1

Skill Sheet: 7-1: Don, Work In, and Doff Chemical Protective Clothing

Topic 3-4: Performing Emergency Decontamination at a Hazardous Materials/WMD Incident

Terminal Learning Objective

At the end of this topic a student, given a hazardous materials/WMD incident that requires emergency decontamination, an assignment, the scope of the problem, policies and procedures, and approved tools, equipment, and PPE for emergency decontamination, will be able to perform emergency decontamination at a hazardous materials/WMD incident so that emergency decontamination needs are identified, approved PPE is selected and used, exposures and personnel are protected, safety procedures are followed, hazards are avoided or minimized, emergency decontamination is set up and implemented, and victims and responders are decontaminated.

Enabling Learning Objectives

1. Define contamination, cross contamination, and exposure
2. Describe contamination types
3. List routes of exposure
4. Identify types of decontamination
 - Emergency
 - Mass (including modesty concerns)
 - Technical
5. Describe the purpose, advantages, and limitations of emergency decontamination
6. Describe policies and procedures for performing emergency decontamination
 - Personnel
 - Tools
 - Equipment
 - PPE
7. Identify approved tools and equipment for emergency decontamination
8. Describe hazard avoidance for emergency decontamination
9. Select an emergency decontamination method
10. Set up emergency decontamination in a safe area
11. Use PPE in the proper manner
12. Implement emergency decontamination
13. Prevent spread of contamination
14. Avoid hazards during emergency decontamination

Discussion Questions

1. What is the difference between exposure and contamination for individuals involved in a hazardous material incident?
2. How can modesty concerns be addressed during a mass decontamination operation?
3. In which situations would a fire fighter perform emergency decontamination rather than technical decontamination?
4. How does skin protection and respiratory protection differ with each level of chemical protective clothing?

Application

1. Given a hazardous materials incident scenario that requires emergency decontamination, have students select an emergency decontamination method, set up a decontamination safe area, and go through the emergency decontamination process while wearing proper PPE.

Instructor Notes

1. None

CTS Reference: 6-5

Skill Sheet: 6-5: Perform Emergency Decontamination

Topic 3-5: Identifying Action Options for a Hazardous Materials/WMD Incident

Terminal Learning Objective

At the end of this topic a student, given a hazardous materials/WMD incident, an assignment, policies and procedures, approved reference sources, and the scope of the problem, will be able to identify the action options for a hazardous materials/WMD incident, so that response objectives, action options, safety precautions, suitability of approved personal protective equipment (PPE) available, and emergency decontamination needs are identified.

Enabling Learning Objectives

1. Identify policies and procedures for hazardous materials/WMD incident operations
2. List the basic components of an incident action plan (IAP)
 - Response objectives
 - Action options
 - Safety precautions
 - Suitable personal protective equipment (PPE) based on advantages and limitations of each option
 - Emergency decontamination needs
3. Describe modes of operation
 - Offensive
 - Defensive
 - Nonintervention
4. Describe types of response objectives
5. Describe types of action options
6. Identify types of response information available from:

- The *Emergency Response Guidebook* (ERG)
 - Safety data sheets (SDS)
 - Shipping papers with emergency response information
 - Other resources
7. Describe safety procedures
 8. Describe risk analysis concepts
 9. Identify the purpose, advantages, limitations, and uses of approved PPE to determine if PPE is suitable for the incident conditions
 10. Explain the difference between exposure and contamination
 11. Identify contamination types including sources and hazards of carcinogens at incident scenes
 12. List routes of exposure
 13. Identify response objectives and action options based on the scope of the problem and available resources
 14. Identify emergency decontamination needs based on the scope of the problem

Discussion Questions

1. What information from the identification and hazard assessment process needs to be included into the incident action plan?
2. What is a nonintervention mode? Why would you consider this mode?
3. How does risk analysis influence response objectives and safety procedures?
4. What considerations determine structural PPE use at incidents involving hazardous materials?

Application

1. Given a hazardous materials or WMD scenario, have students work in groups to identify response objectives and action options based on the incident's scope and the available resources.

Instructor Notes

1. None

CTS Reference: 6-3

Skill Sheet: 6-3: Identify Action Options for a Hazardous Materials/WMD Incident

Topic 3-6: Performing Assigned Tasks at a Hazardous Materials/WMD Incident

Terminal Learning Objective

At the end of this topic a student, given a hazardous materials/WMD incident, an assignment with limited potential of contact with hazardous materials/WMD, policies and procedures, the scope of the problem, approved tools, equipment, and PPE, will be able to perform assigned tasks at a hazardous materials/WMD incident so that protective actions and scene control are established and maintained, on-scene incident command is described, evidence is preserved, approved PPE is selected and used in the proper manner, exposures and personnel are protected, safety procedures are followed, hazards are avoided or minimized, assignments are completed, and gross decontamination of personnel, tools, equipment, and PPE is conducted in the field.

Enabling Learning Objectives

1. Describe scene control procedures
2. Explain the differences between these control zones:
 - Exclusion zone (hot zone)
 - Contamination reduction zone (warm zone)
 - Support zone (cold zone)
3. Describe procedures for protective actions, including evacuation and sheltering-in-place
4. Describe procedures for ensuring coordinated communications between responders and to the public
5. List evidence recognition and preservation procedures
6. Identify incident command system factors at hazardous materials/WMD incidents
 - Purpose
 - Importance
 - Benefits
 - Organization
 - Roles
 - Responsibilities
 - Policies and procedures for implementation
7. Describe how to recognize signs and symptoms of thermal stress
8. Identify safety precautions when working at hazardous materials/WMD incidents
9. Identify the need for gross decontamination in the field based on the task(s) performed and contamination received, including sources and hazards of carcinogens at incident scenes
10. Establish and maintaining scene control
11. Recognize and preserve evidence
12. Inspect, don, work in, go through decontamination while wearing, and doff approved PPE
13. Isolate contaminated tools, equipment, and PPE
14. Conduct gross decontamination of contaminated personnel, tools, equipment, and PPE in the field
15. Clean, disinfect, and inspect approved tools, equipment, and PPE

Discussion Questions

1. What activities take place with the following zones?
 - Exclusion zone (hot zone)
 - Contamination reduction zone (warm zone)
 - Support zone (cold zone)
2. What are some indicators that a WMD was involved at a hazardous materials incident?
3. What safety precautions should a fire fighter take when working at hazardous materials/WMD incidents?

Application

1. Given a hazardous materials/WMD scenario, have students work in groups to identify and set up control zones, determine protective actions, coordinate communications between responders and with outside entities, and recognize and preserve evidence (if applicable).

Instructor Notes

1. ELOs 12 through 15 are included here because they are assigned tasks at a hazardous materials/WMD incident, but the actual training and application for these ELOs should be completed in Topic 3-3 and Topic 3-4.

CTS Reference: 6-4

Skill Sheet: 6-4: Perform Assigned Tasks at a Hazardous Materials/WMD Incident

Topic 3-7: Performing Product Control Techniques at a Hazardous Materials/WMD Incident

Terminal Learning Objective

At the end of this topic a student, given a hazardous materials/WMD incident with release of product; an assignment in an IAP; scope of the problem; policies and procedures; approved tools, equipment, control agents, and PPE; and access to a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures, will be able to perform product control techniques with a limited risk of personal exposure at a hazardous materials/WMD incident so that under the guidance of a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures, approved PPE is selected and used; exposures and personnel are protected; safety procedures are followed; hazards are avoided or minimized; a product control technique is selected and implemented; the product is controlled; victims, personnel, tools, and equipment are decontaminated; and product control operations are reported and documented.

Enabling Learning Objectives

1. Describe the importance of working under the guidance of a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures
2. Define offensive control, confinement, containment, and extinguishment techniques
 - Plug and patch
 - Absorb/adsorb
 - Transfer
 - Containerize
 - Stop
3. Define defensive control, confinement, containment, and extinguishment techniques
 - Dike
 - Dam
 - Divert
 - Disperse

- Dilute
 - Cover
 - Foam
4. Define nonintervention control, confinement, containment, and extinguishment techniques
 - Isolate and deny entry
 - Retention area
 5. Describe policies and procedures for product control
 6. Identify product control methods for controlling a release with limited risk of personal exposure
 7. Describe safety precautions associated with each product control method
 8. Identify the location and describe how to operate remote/emergency shutoff devices in cargo tanks and intermodal tanks in transportation and containers at facilities that contain flammable liquids and flammable gases
 9. List characteristics and applicability of approved product control agents
 10. Describe how to use approved tools and equipment
 11. Identify requirements for reporting and documenting product control operations
 12. Select and use PPE
 13. Select and perform product control techniques to confine/contain the release with limited risk of personal exposure
 14. Use approved control agents and equipment on a release involving hazardous materials/WMD
 15. Use remote control valves and emergency shutoff devices on cargo tanks and intermodal tanks in transportation and containers at fixed facilities
 16. Perform product control techniques

Discussion Questions

1. What control techniques can a fire fighter use at a hazardous materials/WMD incident?
2. What is the difference between offensive actions and defensive actions?

Application

1. Given a hazardous materials/WMD scenario, have students select and perform offensive product control techniques to confine/contain the release with limited risk of personal exposure.
2. Given a hazardous materials/WMD scenario, have students select and perform defensive product control techniques to confine/contain the release with limited risk of personal exposure.

Instructor Notes

1. Design the application scenarios so that students are exposed to hazards that require offensive and defensive control techniques.

CTS Reference: 7-2

Skill Sheet: 7-2: Perform Product Control

Topic 3-8: Evaluating and Reporting Progress for a Hazardous Materials/WMD Incident

Terminal Learning Objective

At the end of this topic a student, given a hazardous materials/WMD incident, an assignment, policies and procedures, status of assigned tasks, and approved communication tools and equipment, will be able to evaluate and report the progress of the assigned tasks for a hazardous materials/WMD incident so that the effectiveness of the assigned tasks is evaluated and communicated to the supervisor, who can adjust the IAP as needed.

Enabling Learning Objectives

1. List components of progress reports
 - Conditions
 - Actions
 - Needs
2. Describe policies and procedures for evaluating and reporting progress
3. Describe how to use approved communication tools and equipment
4. Identify signs indicating improving, static, or deteriorating conditions based on IAP objectives
5. Describe how to recognize circumstances under which it would be prudent to withdraw from a hazardous materials/ WMD incident
6. Determine incident status
7. Determine whether the response objectives are being accomplished
8. Use approved communications tools and equipment
9. Communicate the status of assigned tasks

Discussion Questions

1. When should a fire fighter send a progress report during a hazardous materials/WMD incident?
2. What information should a fire fighter include in a progress report?
3. What are the challenges of using communication equipment while wearing chemical protective clothing?

Application

1. Given a hazardous materials/WMD scenario and timeline, have students identify when they would send a progress update and what the information that communication would include.

Instructor Notes

1. None

CTS Reference: 6-6

Skill Sheet: 6-6: Evaluate and Report Progress for a Hazardous Materials/WMD Incident

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to delivery the course.

Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master in order to complete the TLO.

Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

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Wildland (2016)

Course Plan

Course Details

Certification:	Fire Fighter 1
CTS Guide:	Fire Fighter Certification Training Standards Guide (Month Year)
Description:	This course provides the skills and knowledge needed for the entry-level fire fighter to recognize hazards and unsafe situations; don, doff, and maintain wildland personal protective equipment; deploy a fire shelter; maintain suppression hand tools and equipment; assemble and prepare for response; construct and secure a fireline; reduce the threat of fire exposure to improved properties; and mop up and patrol a fire area when working with wildland fires.
Designed For:	Entry level fire fighters
Prerequisites:	Fire Fighter 1A – Structure (2019) (SFT course or equivalent) <ul style="list-style-type: none">• If a student takes Fire Fighter 1C – Wildland (2016) as a stand-alone course
Corequisites:	Fire Fighter 1A – Structure (2019) (SFT course or equivalent) <ul style="list-style-type: none">• If a student takes Fire Fighter 1C – Wildland within an academy program
Standard:	Complete all activities, skills, and formative tests. Complete all summative tests with a minimum score of 80%.
Hours (Total):	56 hours (30 lecture / 26 application / AHJ determines practice and assessment times)
Maximum Class Size:	50
Instructor Level:	Fire Fighter Instructor (See <i>SFT Procedures Manual</i> (January 2019) section 6.6 for requirements.)*
Instructor/Student Ratio:	1:50 (Lecture) / 1:10 (Application)*
Restrictions:	None
SFT Designation:	CFSTES

* If any portion of this course curriculum is taught using another course plan, the instructor level and ratio of that course plan supersedes this requirement.

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Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fundamentals of Fire Fighter Skills and Hazardous Materials Response* (Jones and Bartlett Learning, 4th edition, ISBN: 978-1-284-15133-6)
- **or**
- *Essentials of Fire Fighting* (IFSTA, 7th edition, ISBN: 978-087939657-2)
- *Firefighter's Handbook On Wildland Firefighting: Strategy, Tactics and Safety* (Fire Protection Publications, Oklahoma State University, 4th edition, ISBN: 978-087939676-3)
- [The New Generation Fire Shelter](#) (NWCG, March 2003 edition)
- [Incident Response Pocket Guide](#) (NWCG, current edition)
- NFPA 1051: Wildland Firefighting Personnel Professional Qualifications (current edition)
- Full wildland PPE that meets AHJ requirements

Online Instructor Resources

The following instructor resources are available online at

<http://osfm.fire.ca.gov/training/firefighter1>

- Wildland Skill Sheets
 - 8-2: Don Wildland Personal Protective Equipment
 - 8-3: Deploy a Fire Shelter
 - 8-4: Doff Wildland Personal Protective Equipment
 - 9-1: Maintain Assigned Personal Protective Equipment
 - 9-2: Maintain Hand Tools and Equipment
 - 10-1: Assemble and Prepare for Response
 - 10-2a: Use Incident Response Pocket Guide
 - 10-2b: Assume Safety Position for Retardant Drop
 - 10-3a: Assemble, Use, and Maintain a Back Pump
 - 10-3b: Perform a Progressive Hose Lay (Hose)
 - 10-3b: Perform a Progressive Hose Lay (Nozzle)
 - 10-3c: Construct a Fireline Using Hand Tools
 - 10-3d: Perform Mobile Pumping
 - 10-4a: Ignite and Extinguish Road Flares and Fusees
 - 10-4b: Assemble, Ignite, Extinguish, and Disassemble a Drip Torch
 - 10-5: Prep and Defend a Structure
 - 10-6: Perform Mop Up Operations
 - 10-7: Patrol the Fire Area

Student Resources

To participate in this course, students need:

- *Fundamentals of Fire Fighter Skills and Hazardous Materials Response* (Jones and Bartlett Learning, 4th edition, ISBN: 978-1-284-151336)
- **or**
- *Essentials of Fire Fighting* (IFSTA, 7th edition, ISBN: 978-087939657-2)
- *Firefighter's Handbook On Wildland Firefighting: Strategy, Tactics and Safety* (Fire Protection Publications, Oklahoma State University, 4th edition, ISBN: 978-087939676-3)
- *Incident Response Pocket Guide* (NWCG, current edition)
- Full wildland PPE that meets AHJ requirements

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

- **Appliances and tools:** 1½-inch fog nozzles, 1-inch fog nozzles, 1½-inch bales, 1-inch bales, 1½-inch smooth bore tips, 1-inch smooth bore tips, forestry tees, double female fittings, double male fittings, hose clamps, hose roller, nozzle selection determined by AHJ, reducer or increaser (fittings), spanner wrenches, gated wye, rubber mallet
- **Hose:** 1-inch fire hose and 1 ½-inch fire hose (1,000-foot minimum), 2½-inch or 3-inch fire hose (500-foot minimum), handline with fog nozzle, hard suction (intake) hose and strainer, soft suction hose
- **Hand tools:** hydrant wrench, drip torches, back pumps, shovel (short handle, round point), Pulaski, McLeod, brush hook, single bit axe, double bit axe, wire broom, rhino tools, combi tool, flagging
- **Power tools:** Chain saw, pole saw, portable pump
- **Protective equipment/clothing:** Gloves, helmet, wildland shroud, goggles, hearing protection, wildland PPE, practice fire shelter, fire shelter, wildland web gear with water system(s)
- **Other supplies/equipment needed:** Fire hydrant, portable radio, minimum of two apparatuses equipped with pump and two separate water supplies, fuel and supplies for power equipment, cleaning supplies and equipment, two portable tanks with water transfer equipment and appliances, traffic and scene control devices

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.5	0.0	
Topic 1-2: Fire Fighter 1 Certification Process	0.5	0.0	
Topic 1-3: Wildland Fire Fighter Roles and Responsibilities	0.5	0.0	
Unit 1 Totals	1.5	0.0	1.5
Unit 2: Preparation			
Topic 2-1: Wildland Fire Behavior	7.5	0.5	
Topic 2-2: Recognizing Hazards and Unsafe Situations	4.0	2.0	
Topic 2-3: Human Factors on the Fireline	4.0	0.0	
Topic 2-4: Donning, Doffing, and Maintaining Wildland Personal Protective Equipment	0.5	1.5	
Topic 2-5: Deploying a Fire Shelter	0.5	1.5	
Topic 2-6: Maintaining Assigned Suppression Hand Tools and Equipment	1.5	1.75	
Unit 2 Totals	18.0	7.25	25.25
Unit 3: Suppression			
Topic 3-1: Assembling and Preparing for Response	0.5	0.25	
Topic 3-2: Constructing a Fireline	4.0	16.0	
Topic 3-3: Securing a Fireline	2.0	1.0	
Topic 3-4: Reducing the Threat of Fire Exposure to Improved Properties (WUI)	3.0	1.0	
Topic 3-5: Mopping Up in a Fire Area	0.5	0.5	
Topic 3-6: Patrolling the Fire Area	0.5	0.0	
Unit 3 Totals	10.5	18.75	29.25
Summative Assessment			
Determined by AHJ or educational institution	TBD	TBD	TBD
Skills Practice (Lab / Sets and Reps)			
Determined by AHJ or educational institution	TBD	TBD	TBD
Course Totals	30.0	26.0	56.0

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.

2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

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Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
 - Restroom locations
 - Food locations
 - Smoking locations
 - Emergency procedures
2. Identify classroom requirements
 - Start and end times
 - Breaks
 - Electronic device policies
 - Special needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities and skills exercises
 - Required student resources
 - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. When teaching Fire Fighter 1A, 1B, and 1C in a consecutive format, it is not necessary to repeat this topic for each course. At a minimum, cover it once on the first day of the first course.

Topic 1-2: Fire Fighter 1 and 2 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire Fighter 1 and 2 certification and be able to describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Fighter certification track
 - Fire Fighter 1
 - Fire Fighter 2
2. Identify the prerequisites for certification
 - Fire Fighter 1
 - Fire Fighter 2
3. Identify the course work required for certification
 - Fire Fighter 1
 - Fire Fighter 2
4. Identify the exams required for certification
 - Fire Fighter 1
 - Fire Fighter 2
5. Identify the task book requirements for certification
 - Fire Fighter 1
 - Fire Fighter 2
6. Identify the experience requirements for certification
 - Fire Fighter 1
 - Fire Fighter 2
7. Identify the position requirements for certification
 - Fire Fighter 1
 - Fire Fighter 2
8. Describe the certification task book process
9. Describe the certification examination process

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. When teaching Fire Fighter 1A, 1B, and 1C in a consecutive format, it is not necessary to repeat this topic for each course. At a minimum, cover it once on the first day of the first course.
2. Use the *SFT Procedures Manual (2019)* 7.12.1 Fire Fighter 1 (2019) and 7.12.3 Fire Fighter 2 (2019) content for ELOs 2 through 7.
3. Use a copy of the Fire Fighter 2 Certification Task Book to walk students through the task book process and expectations for ELO 8.

4. Use the *SFT Procedures Manual (2019)* (Chapter 11: Fire Fighter Certification Exams) content for ELO 9.

Topic 1-3: Wildland Fire Fighter Roles and Responsibilities

Terminal Learning Objective

At the end of this topic a student will be able to describe the role of the wildland fire fighter as identified by NFPA 1051: Wildland Firefighting Personnel Professional Qualifications (current edition) and the Office of the State Fire Marshal.

Enabling Learning Objectives

1. Describe types of wildland fires
 - Wildland Urban Interface (intermix)
 - Forest
 - Desert
 - Grass
 - Brush
 - Timber
2. Describe the fire fighter's role within the local incident management system
3. Describe basic safety roles and responsibilities of the wildland fire fighter
 - Fireline safety, use, and limitations of personal protective equipment (PPE)
 - Use, limitations, inspection, and care of a fire shelter
 - First aid as referenced in NFES 1077 (*Incident Response Pocket Guide (IRPG)*)
4. Describe basic wildland fire behavior
5. Identify wildland fire suppression techniques and tactics

Discussion Questions

1. How do wildland fires differ from structure fires?

Application

1. Determined by instructor

Instructor Notes:

1. This topic is an introduction to everything covered in units 2 and 3. Cover this material at a very high level.

CTS Guide Reference: 8-1

Skill Sheet: None

Unit 2: Preparation

Topic 2-1: Wildland Fire Behavior

Terminal Learning Objective

At the end of this topic a student, given a wildland or wildland/urban interface fire and the standard safety policies and procedures of the AHJ, will be able to describe basic wildland fire behavior.

Enabling Learning Objectives

1. Describe basic wildland fire behavior
2. Identify the three sides of the fire triangle
3. Identify environmental factors that affect the start and spread of wildland fire
 - Weather
 - Fuel
 - Topography
4. Describe contributing factors that indicate potential for increased fire behavior that may compromise safety

Discussion Questions

1. What sources can you use to gather weather data?
2. How does weather influence fire behavior?
3. How does fuel influence fire behavior?
4. How does topography influence fire behavior?

Application

1. Given a scenario that includes weather, fuel, and topography, have students work in small groups to predict potential fire behavior and present their findings to the class.

Instructor Notes:

1. Recommend using NWCG S-190 course curriculum for additional content.

CTS Guide Reference: 10-2

Skill Sheet:

- 10-2a: Use Incident Response Pocket Guide
- 10-2b: Assume Safety Position for Retardant Drop

Topic 2-2: Recognizing Hazards and Unsafe Situations

Terminal Learning Objective

At the end of this topic a student, given a wildland or wildland/urban interface fire and the standard safety policies and procedures of the AHJ, will be able to recognize hazards and unsafe situations, communicate hazard(s) and unsafe condition(s) to a supervisor, and take appropriate action.

Enabling Learning Objectives

1. Describe basic wildland fire safety
 - 10 Standard Fire Orders
 - 18 Watch-out Situations

- LCES
 - Common Denominators of Fire Behavior on Tragedy Fires
 - Downhill line construction
 - Avoiding fire entrapment
 - Using a vehicle or a structure as refuge
2. Describe hazards associated with working around aircraft
 3. Describe hazards associated with working around heavy equipment
 4. Assume safe position for an air tanker drop
 5. Use fireline flagging
 6. Use the *Incident Response Pocket Guide (IRPG)*

Discussion Questions

1. How do LCES, the 10 Standard Fire Orders, and the 18 Watch-out Situations relate to one another?
 - How are they connected?
 - How are they different?
2. What are some of the Common Denominators of Fire Behavior on Tragedy?
 - How are these common denominators related to fire behavior?

Application

1. Given several fatal fire incidents, have students work in small groups to identify violations of the 10 Standard Fire Orders and 18 Watch-out Situations and report their findings to the class.

Instructor Notes:

1. Recommend using portions of NWCG S-131 course curriculum for additional content.

CTS Guide Reference: 10-2

Skill Sheet:

- 10-2a: Use Incident Response Pocket Guide
- 10-2b: Assume Safety Position for Retardant Drop

Topic 2-3: Human Factors on the Fireline

Terminal Learning Objective

At the end of this topic a student, given a wildland or wildland/urban interface fire and the standard safety policies and procedures of the AHJ, will be able to identify and communicate human performance factors to the appropriate personnel.

Enabling Learning Objectives

1. Identify human performance factors in high-risk work environments
 - Attitude
 - Physical conditioning
 - Training levels
 - Experience
 - Fatigue
 - Local knowledge

- Crew dynamics
 - Chain of command
 - Span of control
 - Effective communication
2. Describe basic verbal communications
 3. Identify common barriers to good listening
 - Perceived opinions
 - Distractions
 - Filtering information
 - Not listening
 - Attitude
 4. Identify basic communication responsibilities
 - Briefings
 - Debriefing
 - Warnings
 - Acknowledge messages
 - Ask questions

Discussion Questions

1. How do human factors impact fireline safety?
2. How do human factors impact crew cohesion?

Application

1. Determined by instructor

Instructor Notes:

1. Recommend using portions of NWCG L-180 course curriculum for additional content.

CTS Guide Reference: 10-2

Skill Sheet:

- 10-2a: Use Incident Response Pocket Guide
- 10-2b: Assume Safety Position for Retardant Drop

Topic 2-4: Donning, Doffing, and Maintaining Wildland Personal Protective Equipment

Terminal Learning Objective

At the end of this topic a student, given wildland personal protective equipment including web gear with shelter, will be able to don, doff, and maintain PPE so that PPE is donned in 60 seconds or less, all elements of the PPE ensemble are worn and doffed in accordance with manufacturer guidelines and returned to a ready state, PPE ensemble is serviceable and available for use on the fireline, and defects are recognized and reported to the supervisor.

Enabling Learning Objectives

1. Identify the components of wildland PPE
2. Explain the importance of standards for wildland PPE

3. Describe the protection provided by and limitations of wildland PPE
4. Describe fireline safety and use of PPE
5. Identify manufacturer guidelines for correct PPE use
6. Identify when it is safe to doff wildland PPE
7. Identify AHJ policies and procedures for doffing wildland PPE
8. Describe how to inspect wildland PPE
9. Describe how to recognize when PPE should be removed from service
10. Describe proper cleaning procedures for wildland PPE
11. Describe how to maintain wildland PPE
12. Describe AHJ policy on fire shelter use
13. Don wildland PPE
14. Doff wildland PPE
15. Return PPE to a ready state

Discussion Questions

1. How is wildland PPE different from structural PPE?
2. Why is it important to always wear PPE, including the fire shelter?

Application

1. Given a recent wildland incident scenario, have students identify how improper PPE use contributed to injury or fatality.
2. Given wildland PPE have students practice donning and doffing PPE. Working in pairs, have students determine if each person's PPE is correctly worn per manufacturer standards.

Instructor Note:

1. Green sheets and scenarios are available at www.wildfirelessons.net.

CTS Guide Reference: 8-2, 8-4, 9-1

Skill Sheet:

- 8-2: Don Wildland Personal Protective Equipment
- 8-4: Doff Wildland Personal Protective Equipment
- 9-1: Maintain Assigned Wildland Personal Protective Equipment

Topic 2-5: Deploying a Fire Shelter

Terminal Learning Objective

At the end of this topic a student, given PPE, a hand tool, a live or simulated incident, and a fire shelter, will be able to deploy a fire shelter so that the fire shelter is deployed within 30 seconds and used in accordance with manufacturer and AHJ procedures.

Enabling Learning Objectives

1. Describe the protection provided by and limitations of fire shelters
2. Describe how to inspect and evaluate a fire shelter
3. Describe how to select and prepare a shelter deployment site
4. Describe AHJ policy of fire shelter use
5. Identify items to take into and leave outside a fire shelter
 - Take in

- Water
- Radio
- Leave out
 - Combustibles (fuel, fuses, etc.)
 - Hand tool
- 6. Describe methods for deploying a fire shelter
 - Standing-to-sitting method
 - Standing drop-down method
 - Lying down method
- 7. Identify when to deploy and exit a fire shelter during an incident
- 8. Deploy a fire shelter within 30 seconds

Discussion Questions

1. Why is it important to know and select the correct size fire shelter?
2. What factors should be considered when selecting a deployment site?
3. Why is it important to regularly inspect a fire shelter?
4. When should you exit a fire shelter?

Application

1. Given a recent fire entrapment or shelter deployment, have students identify how the fire shelter worked to prevent more serious injuries or fatalities.
2. Given wildland PPE, a hand tool, and a practice fire shelter, have students practice deploying the fire shelter using different deployment methods.

Instructor Notes

1. Recommend showing online NWCG video: New Generation Fire Shelter.

CTS Guide Reference: 8-3

Skill Sheet: 8-3: Deploy a Fire Shelter

Topic 2-6: Maintaining Assigned Suppression Hand Tools and Equipment

Terminal Learning Objective

At the end of this topic a student, given tools, equipment, and AHJ maintenance specifications, will be able to recognize defects and report them to a supervisor and maintain assigned suppression hand tools and equipment so that assigned equipment is serviceable.

Enabling Learning Objectives

1. Identify wildland fire fighting tools and equipment
 - Fuses
 - Drip torches
 - Back pumps
 - Round point shovel
 - Pulaski
 - Mcleod
 - Brush hook
 - Single and double bit axe

- Wire broom
 - Rhino tool
 - Combi tool
 - Power equipment
 - Chain saw
 - Pump
 - Pole saw
 - Fireline flagging
2. Describe how to use wildland fire fighting tools and equipment
 3. Describe how to inspect tools and equipment
 4. Describe how to maintain and care for tools and equipment
 5. Describe how to recognize when tools and equipment should be removed from service
 6. Perform required maintenance techniques
 7. Sharpen assigned suppression equipment
 8. Perform other maintenance techniques for assigned suppression equipment
 9. Use required maintenance equipment

Discussion Questions

1. Why is it important to properly maintain wildland tools and equipment?
2. What are some common tools used to cut line?
3. What are some common tools used to scrape fire line?

Application

1. Given wildland tools/equipment that have been removed from service, have students inspect the tools/equipment to identify the deficiencies and safety concerns, and share their findings with the class.

CTS Guide Reference: 9-2

Skill Sheet: 9-2: Maintain Hand Tools and Equipment

Unit 3: Suppression

Topic 3-1: Assembling and Preparing for Response

Terminal Learning Objective

At the end of this topic a student, given an assembly location, an assignment, an incident location, a mode of transportation, and time requirements, will be able to assemble and prepare for response so that arrival at the incident with the required personnel and equipment meets AHJ guidelines.

Enabling Learning Objectives

1. Identify personnel and equipment requirements for response
 - Based on ICS type and capability
2. Identify AHJ time standards
3. Identify special transportation considerations
4. Describe operational procedures for various response modes
5. Describe AHJ safety response guidelines

Discussion Questions

1. What personnel and equipment are required for wildland incident response?
2. What steps should a fire fighter complete at the fire station before responding to a wildland incident?

Application

1. Have students create a list of items to carry in their personal out-of-county bag.

CTS Guide Reference: 10-1

Skill Sheet: 10-1: Assemble and Prepare for Response

Topic 3-2: Constructing a Fireline

Terminal Learning Objective

At the end of this topic a student, given a wildland or wildland/urban interface fire, AHJ line construction standards, suppression tools, water or other suppression agents, and equipment, will be able to construct a fireline that conforms to the AHJ's construction standard.

Enabling Learning Objectives

1. Describe basic wildland suppression strategy
 - Direct
 - Indirect
 - Combination
2. Identify basic wildland suppression tactics
 - Hose lays
 - Mobile attack
 - Hand line
 - Dozer line
 - Retardant line

3. Describe the principles, techniques, and standards of fireline construction
 - Hose lays
 - Mobile attack
 - Hand line
 - Dozer line
4. Describe how to construct a handline
 - Build a control line using the bump up or one lick method
 - Build a cup or trench while constructing handline
 - Procedures for passing hand tools
 - Tool line up and spacing
5. Describe how to perform mobile attack
6. Describe how to perform a simple hose lay
 - No appliances
7. Describe how to perform a progressive hose lay
 - With appliances
 - Two-person method
8. Describe how to retrieve hose
 - Single-section drain and carry
 - Figure 8 drain and carry
 - Other AHJ-specific methods
9. Use wildland tools correctly
 - Fusees
 - Drip torches
 - Back pumps
 - Round point shovel
 - Pulaski
 - Mcleod
 - Brush hook
 - Single and double bit axe
 - Wire broom
 - Rhino tool
 - Combi tool
 - Power equipment
 - Chain saw
 - Pump
 - Pole saw
10. Construct a handline
11. Perform mobile attack
12. Perform a simple hose lay
13. Perform progressive hose lay
14. Retrieve hose
15. Apply fire streams

16. Apply extinguishing agents

Discussion Questions

1. How does a simple hose lay differ from a progressive hose lay?
2. How wide should a fireline be?
3. What safety concerns should be considered:
 - When building a fireline?
 - For downhill line construction?
 - When working near heavy equipment?
 - When working with aircraft?

Application

1. Given an assignment, PPE, an apparatus or pressurized water supply with ability to do mobile pumping, hand tools, wildland hose and packs, nozzles, and appliances, have students practice constructing a handline, performing mobile attack, performing a simple and progressive hose lays, and retrieving hose.

CTS Guide Reference: 10-2, 10-3

Skill Sheet:

- 10-2a: Use Incident Response Pocket Guide
- 10-2b: Assume Safety Position for Retardant Drop
- 10-3a: Assemble, Use, and Maintain a Back Pump
- 10-3b: Perform a Progressive Hose Lay (Hose)
- 10-3b: Perform a Progressive Hose Lay (Nozzle)
- 10-3c: Construct a Fireline Using Hand Tools
- 10-3d: Perform Mobile Pumping

Topic 3-3: Securing a Fireline

Terminal Learning Objective

At the end of this topic a student, given a wildland fire or simulated event, suppression tools, water or other suppression agents, and equipment, will be able to secure the fireline so that fireline burning materials and unburned fuels are physically separated.

Enabling Learning Objectives

1. Describe fireline improvement techniques
 - Wet lines
 - Handline
 - Dozer lines
 - Retardant lines
 - Natural fuel breaks
 - Manmade fuel breaks
2. Describe safety considerations
3. Describe how to use basic ignition devices
 - Only under direct supervision
 - Ignite and extinguish fuses

- Assemble and use a drip torch
4. Use basic ignition devices

Discussion Questions

1. How does a finished fireline differ from an initial fireline?
2. What is anchor point? What is it used for?
3. What ignition devices can be used to burn out a fireline?
4. What factors must be considered before initiating burn out?

Application

1. Given PPE and ignition devices, have students practice using ignition devices.

CTS Guide Reference: 10-4

Skill Sheet:

- 10-4a: Ignite and Extinguish Road Flares and Fusees
- 10-4b: Assemble, Ignite, Extinguish, and Disassemble a Drip Torch

Topic 3-4: Reducing the Threat of Fire Exposure to Improved Properties (WUI)

Terminal Learning Objective

At the end of this topic a student, given a wildland or wildland/urban interface fire, suppression tools, and equipment, will be able to describe methods to reduce the threat of fire exposure to improved properties in order to protect them.

Enabling Learning Objectives

1. Describe wildland fire behavior within the wildland/urban interface
2. Describe how to reduce fuel for structure defense
3. Identify structure defense tactical actions
 - Check and go
 - Prep and go
 - Prep and defend
 - Fire front following
 - Bump and run
 - Anchor and hold
 - Tactical patrol
4. Identify structure triage categories
 - Non-threatened
 - Threatened defensible
 - Threatened non-defensible
5. Identify the difference between a safety zone and a temporary refuge area (TRA)
6. Identify equipment and personnel capabilities within the wildland/urban interface
7. Prepare a structure for structure defense
8. Conduct structure defense within the wildland/urban interface

Discussion Questions

1. How does a fire fighter determine which tactical action to pursue?
2. When is it acceptable to leave a structure threatened by a wildland fire?
3. How is a temporary refuge area (TRA) different from a safety zone?

Application

1. Given a wildland/urban interface incident or simulated scenario and fire behavior factors, have students assess the structures, determine a triage category for each structure, and identify appropriate tactics to protect them.
2. Given a simulated scenario and an ICS 231 wildland placard, have students to fill out an ICS 231 wildland placard.

Instructor Notes:

1. Recommend using the FIRESCOPE Wildland Urban Interface (WUI) Structure Defense document for additional content.
2. Recommend using the CAL FIRE Wildland Urban Interface Operations Handbook for additional content.

CTS Guide Reference: 10-5

Skill Sheet: 10-5: Prep and Defend a Structure

Topic 3-5: Mopping Up in a Fire Area

Terminal Learning Objective

At the end of this topic a student, given a wildland fire or simulated scenario, suppression tools, water or other suppression agents, and equipment, will be able to mop up a fire area so that burning fuels that threaten escape are located and extinguished.

Enabling Learning Objectives

1. Describe principles, techniques, and standards for mop up
 - Dry mop up
 - Wet mop up
2. Use basic tools to perform mop-up operations
3. Use basic techniques to perform mop-up operations
4. Identify hazards associated with mop-up operations
 - Human hazards
 - Environmental hazards
5. Assemble and operate a back pump

Discussion Questions

1. What are some critical elements of mop-up operations?
2. How will different fuels influence mop-up operations?
3. What are some human factors hazards associated with mop-up operations?

Application

1. Given a wildland fire or simulated scenario, suppression tools, water or other suppression agents, and equipment, have students practice mopping up a fire area.

Instructor Notes:

1. None

CTS Guide Reference: 10-6

Skill Sheet: 10-5: Perform Mop Up Operations

Topic 3-6: Patrolling the Fire Area

Terminal Learning Objective

At the end of this topic a student, given a wildland fire or simulated scenario, suppression tools, and equipment, will be able to patrol and maintain control of the fire area.

Enabling Learning Objectives

1. Describe the principles, techniques, and standards of patrol

Discussion Questions

1. What should a fire fighter look for during patrol operations?
2. What is the importance of conducting patrol operations?

Application

1. Determined by instructor

Instructor Notes:

1. None

CTS Guide Reference: 10-7

Skill Sheet: 10-7: Patrol the Fire Area

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How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to delivery the course.

Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master in order to complete the TLO.

Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

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Structure (2019)

Course Plan

Course Details

Certification:	Fire Fighter 2
CTS Guide:	Fire Fighter 2 Certification Training Standards Guide (Month Year)
Description:	This course provides the skills and knowledge needed for the fire fighter to take on increased leadership roles and responsibilities pertaining to fire department communications, fireground operations, rescue operations, and fire and life safety initiatives, preparedness, and maintenance.
Designed For:	Fire fighters
Prerequisites:	Prerequisites must be completed prior to enrollment in this course. <ul style="list-style-type: none">• State Fire Training's Fire Fighter 1 – Structure training or an established equivalent• Public Safety First Aid or higher qualification (<i>See SFT Procedures Manual</i> (January 2019) section 7.12.3 for requirements.)• CPR healthcare provider certification or equivalent (<i>See SFT Procedures Manual</i> (January 2019) section 7.12.3 for requirements.)
Corequisites:	None
Standard:	Complete all activities, skills, and formative tests. Complete all summative tests with a minimum score of 80%.
Hours (Total):	48 hours (20 lecture / 28 application / AHJ determines practice and assessment times)
Maximum Class Size:	50
Instructor Level:	Fire Fighter Instructor (<i>See SFT Procedures Manual</i> (January 2019) section 6.6 for requirements.)*
Instructor/Student Ratio:	1:50 (Lecture) / 1:10 (Application)*
Restrictions:	None
SFT Designation:	CFSTES

* If any portion of this course curriculum is taught using another course plan, the instructor level and ratio of that course plan supersedes this requirement.

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Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fundamentals of Fire Fighter Skills and Hazardous Materials Response* (Jones and Bartlett Learning, 4th edition, ISBN: 978-1-284-15133-6)
or
Essentials of Fire Fighting (IFSTA, 7th edition, ISBN: 978-087939657-2)
- NFPA 704: Standard System for the Identification of the Hazards of Materials for Emergency Response (current edition)
- NFPA 901: Standard Classifications for Incident Reporting and Fire Protection Data (current edition)
- NFPA 1001: Standard for Fire Fighter Professional Qualifications (current edition)
- NFPA 1962: Standard for the Care, Use, Inspection, Service Testing, and Replacement of Fire Hose, Couplings, Nozzles, and Fire Hose Appliances (current edition)
- NFPA 1971: Standard on Protective Ensembles for Structural Fire Fighting and Proximity Fire Fighting (current edition)
- Full structural PPE and SCBA that meets AHJ requirements
 - PPE and SCBA used during live burns must be compliant with NFPA 1971 (current edition)

Online Instructor Resources

The following instructor resources are available online at

<http://osfm.fire.ca.gov/training/firefighter2>:

- Fire Fighter 2 Skill Sheets
 - 1-1: Organize an Incident Management System
 - 2-1: Complete a Basic Incident Report
 - 2-2: Communicate the Need for Team Assistance
 - 3-1: Extinguish an Ignitable Liquid Fire
 - 3-2: Control a Flammable Gas Cylinder Fire
 - 3-3: Coordinate an Interior Fire Attack Line
 - 3-4: Protect Evidence of Fire Cause and Origin
 - 4-1: Extricate a Victim Entrapped in a Motor Vehicle
 - 4-2: Assist a Rescue Operations Team
 - 5-1: Perform a Fire Safety Survey in an Occupied Structure
 - 5-2: Present Fire Safety Information
 - 5-3: Prepare a Preincident Survey
 - 5-4: Maintain Power Plants, Tools, and Equipment
 - 5-5: Perform an Annual Service Test on a Fire Hose

Student Resources

To participate in this course, students need:

- *Fundamentals of Fire Fighter Skills and Hazardous Materials Response* (Jones and Bartlett Learning, 4th edition, ISBN: 978-1-284-15133-6)
or
Essentials of Fire Fighting (IFSTA, 7th edition, ISBN: 978-087939657-2)
- Full structural PPE and SCBA that meets AHJ requirements
 - PPE and SCBA used during live burns must be compliant with NFPA 1971 (current edition)

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel* are required to deliver this course:

- **Appliances and tools:** 1 ½-inch fog nozzle, 2 ½ - 1 1/8-inch straight tip nozzle, wildland nozzles and appliances, cap, double female fittings, double male fittings, hose clamps, hose jacket, hose roller, hose strap, rope, or chain, nozzle selection as determined by AHJ, plug, master stream device, traffic and scene control devices, reducer or increaser (fittings), Siamese, spanner wrenches, and gated wye
- **Extinguishers and supplies:** Dry chemical extinguisher, (ordinary base or multi-purpose) 20 pounds, CO₂ extinguisher, pump tank water extinguisher, Class A fuel for live burns, Class B fuel for live burns, and metal pan – minimum 16 square feet
- **Hose:** 1-, 1 ½- or 1 ¾-inch fire hose (300-foot minimum), 2 ½- or 3-inch fire hose (500-foot minimum), large diameter hose (LDH) (300-foot minimum), handline with fog nozzle, hard suction (intake) hose and strainer, hose and nozzles capable of flowing a minimum of 95 GPM, and soft suction hose
- **Hand tools:** Bolt cutters, crowbar/pry bar, flat head axe, halligan tool, hand saw, hydrant wrench, K-tool, pick-head axe, pike pole (8 feet), sledgehammer, flashlight, and wildland hand tools and equipment
- **Ladders:** 10-foot folding ladder, 14-foot roof ladder, 24-foot extension ladder, 35-foot extension ladder, and two straight ladders
- **Power tools:** Electric and gasoline powered fan, chain saw, gasoline powered circular saw, and a generator
- **Protective equipment/clothing:** Full set of protective clothing for structural fire fighting for each trainee, including bunker pants, bunker coat, bunker boots, gloves, helmet, hood, and face piece, self-contained breathing apparatus with charged air cylinder, (one extra fully charged air cylinder), personal alert safety system (P.A.S.S.), safety harness, manufacturer approved cleaning agent (for SCBA), manufacturer approved cleaning equipment (for SCBA), and manufacturer approved sanitizing agent (for SCBA)
- **Rope:** ½-inch rope, safety line, webbing, various lengths and diameters of utility rope, various lengths and diameters of synthetic rope, and various lengths of 1-person or 2-person life safety rope

- **Salvage equipment/materials:** Brooms, buckets, tubs, mops, objects to cover, salvage covers, squeegees, sprinkler stop, and water vacuums
- **Simulation equipment/materials:** Burn building as recommended in NFPA 1403: Standard on Live Fire Training (current edition), wood roof prop, smoke-generating equipment, training tower, minimum of two stories in height, gas, water, and electric service cut-off, vehicle fire prop, and a simulated breaching/restricted passageway prop
- **Other supplies/equipment needed:** Fire hydrant, pitot tube and gauge, portable radio, thermal imaging device, atmospheric monitor, standard above ground fall protection, minimum of two apparatuses equipped with pump and two separate water supplies, fuel and supplies for power equipment, cleaning supplies and equipment, portable lighting equipment, two portable tanks with water transfer equipment and appliances

* See NFPA 1403 (2018 or current edition) for additional facilities, equipment, and personnel requirements needed for NFPA 1403-compliant live fire training evolutions.

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Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.5	0.0	
Topic 1-2: Fire Fighter 2 Certification Process	0.5	0.0	
Topic 1-3: Fire Fighter 2 Roles and Responsibilities	1	0.0	
Unit 1 Totals	2.0	0.0	2.0
Unit 2: Fire Department Communications			
Topic 2-1: Completing a Basic Incident Report	1.0	0.5	
Topic 2-2: Communicating the Need for Team Assistance	0.5	0.5	
Unit 2 Totals	1.5	1.0	2.5
Unit 3: Fireground Operations			
Topic 3-1: Extinguishing an Ignitable Liquid Fire	2.0	4.0	
Topic 3-2: Controlling a Flammable Gas Cylinder Fire	2.0	4.0	
Topic 3-3: Coordinating an Interior Attack Line	2.0	6.5	
Topic 3-4: Protecting Evidence of Fire Cause and Origin	1.5	0.5	
Unit 3 Totals	7.5	15.0	22.5
Unit 4: Rescue Operations			
Topic 4-1: Extricating a Victim Entrapped in a Motor Vehicle	2.0	6.0	
Topic 4-2: Assisting Rescue Operation Teams	2.0	0.0	
Unit 4 Totals	4.0	6.0	10.0
Unit 5: Fire and Life Safety			
Topic 5-1: Performing a Fire Safety Survey in an Occupied Structure	1.0	1.0	
Topic 5-2: Presenting Fire Safety Information to Station Visitors or Small Groups	1.0	1.0	
Topic 5-3: Preparing a Preincident Survey	1.0	2.0	
Topic 5-4: Maintaining Power Plants, Power Tools, and Lighting Equipment	1.0	1.0	
Topic 5-5: Performing an Annual Service Test on Fire Hose	1.0	1.0	
Unit 5 Totals	5.0	6.0	11.0
Summative Assessment			
Determined by AHJ or educational institution	TBD	TBD	TBD
Skills Practice (Lab / Sets and Reps)			
Determined by AHJ or educational institution	TBD	TBD	TBD
Course Totals	20.0	28.0	48.0

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
 - Restroom locations
 - Food locations
 - Smoking locations
 - Emergency procedures
2. Identify classroom requirements
 - Start and end times
 - Breaks
 - Electronic device policies
 - Special needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities and skills exercises
 - Required student resources
 - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: None

Skill Sheet: None

Topic 1-2: Fire Fighter 2 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire Fighter 2 certification and be able to describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Fighter certification track
 - Fire Fighter 1
 - Fire Fighter 2
2. Identify the prerequisites for Fire Fighter 2 certification
3. Identify the course work required for Fire Fighter 2 certification
4. Identify the certification exams required for Fire Fighter 2 certification
5. Identify the task book requirements for Fire Fighter 2 certification
6. Identify the experience requirements for Fire Fighter 2 certification
7. Identify the position requirements for Fire Fighter 2 certification
8. Describe the certification task book process
9. Describe the certification examination process

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. Use the *SFT Procedures Manual (2019)* (7.12.2 Fire Fighter 2) content for ELOs 2 through 7.
2. Use a copy of the Fire Fighter 2 Certification Task Book to walk students through the task book process and expectations for ELO 8.
3. Use the *SFT Procedures Manual (2019)* (Chapter 11: Fire Fighter Certification Exams) content for ELO 9.

CTS Guide Reference: None

Skill Sheet: None

Topic 1-3: Fire Fighter 2 Roles and Responsibilities

Terminal Learning Objective

At the end of this topic a student will be able to describe the role of the Fire Fighter 2 as identified by NFPA 1001: Standard for Fire Fighter Professional Qualifications (current edition) and the Office of the State Fire Marshal.

Enabling Learning Objectives

1. Describe the responsibilities of the Fire Fighter 2 in assuming and transferring command within an incident command system (ICS)
2. Describe how to perform assigned duties in conformance with applicable NFPA standards, other safety regulations, and AHJ procedures
3. Identify the role of a Fire Fighter 2 within the organization
4. Determine the need for command
5. Organize and coordinate an incident command system until command is transferred
6. Function within an assigned role in an incident management system

Discussion Questions

1. How do the roles and responsibilities of a Fire Fighter 2 differ from those of a Fire Fighter 1?

Application

1. Determined by instructor

Instructor Notes:

1. None

CTS Guide Reference: 1-1

Skill Sheet: 1-1: Organize an Incident Management System

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Unit 2: Fire Department Communications

Topic 2-1: Completing a Basic Incident Report

Terminal Learning Objective

At the end of this topic a student, given report forms, guidelines, and information, will be able to complete a basic incident report so that all pertinent information is recorded, the information is accurate, and the report is complete.

Enabling Learning Objectives

1. Identify content requirements for basic incident reports
 - Program reporting systems
 - Software must be compliant with National Fire Incident Reporting System (NFIRS) or NFPA 901: Standard Classifications for Incident Reporting and Fire Protection Data (current edition)
 - California Fire Incident Reporting System (CalFIRS), Firehouse, Image Trend, etc.
 - Other electronic collection programs
 - Information collected
 - Incident type
 - Incident origin and growth
 - Fire department intervention
 - Personnel and parties involved
 - Writing style
 - Clear and concise language
 - Proper grammar and spelling
 - Appropriate use of abbreviations/acronyms
 - Legible handwriting (if not electronic)
 - Proof reading
2. Identify the purpose and usefulness of accurate reports
 - Data, statistics, and trends
 - Fire activity analysis
 - Community risk reduction
 - Insurance claims
 - Liability reduction
3. Identify consequences of inaccurate reports
 - False data analysis
 - Possible legal consequences
4. Describe how to obtain necessary information
 - Personal observation
 - Interviews
5. Identify required coding procedures
6. Determine necessary codes
7. Proof reports

8. Demonstrate fire department computers or other equipment necessary to complete reports

Discussion Questions

1. What is National Fire Incident Reporting System (NFIRS)?
2. Why are fire reports important the AHJ? Why are they important to the public?
3. What are the potential consequences or incomplete or inaccurate reports?

Application

1. Given an event scenario and an AHJ report form or template, have students prepare and code a basic incident report.

Instructor Notes:

1. ELO 1: See U.S. Fire Administration course [National Fire Incident Reporting System 5.0 Self-Study \(Q0494\)](#) as a recommended resource.
2. Provide students with sample AHJ reports as examples.

CTS Guide Reference: 2-1

Skill Sheet: 2-1: Complete a Basic Incident Report

Topic 2-2: Communicating the Need for Team Assistance

Terminal Learning Objective

At the end of this topic a student, given fire department communications equipment, SOPs, and a team, will be able to communicate the need for team assistance so that the supervisor is consistently informed of team needs, departmental SOPs are followed, and the assignment is accomplished safely.

Enabling Learning Objectives

1. Describe standard operating procedures (SOPs) for alarm assignments
 - Alarm assignments are a predetermined allocation of resources specific to AHJs
 - SOPs are predetermined operations to mitigate incident objectives depending on nature and complexity
 - Emergency scene operations rely on consistent SOPs and methods
 - Risk assessment may influence incident goals and priorities
2. Describe fire department radio communication procedures
3. Demonstrate proper operation of fire department communications equipment

Discussion Questions

1. What methods of communication do personnel use on an emergency scene?
2. What is the importance of radio discipline?

Application

1. Given simulated situations, have students identify the proper channel for communication on a fire department radio.

Instructor Notes:

1. Describe interoperability of radios and equipment between different fire agencies.

CTS Guide Reference: 2-2

Skill Sheet: 2-2: Communicate the Need for Team Assistance

Unit 3: Fireground Operations

Topic 3-1: Extinguishing an Ignitable Liquid Fire

Terminal Learning Objective

At the end of this topic a student, given an assignment, an attack line, PPE, a foam proportioning device, a nozzle, foam concentrates (or suitable substitute), and a water supply, will be able to extinguish an ignitable liquid fire, operating as a member of a team, so that the correct type of foam concentrate is selected for the given fuel and conditions, a properly proportioned foam stream is applied to the surface of the fuel to create and maintain a foam blanket, fire is extinguished, reignition is prevented, team protection is maintained with a foam stream, and the hazard is faced until retreat to safe haven is reached.

Enabling Learning Objectives

1. Describe how foam prevents or controls a hazard
 - Separating
 - Cooling
 - Smothering
2. List principles by which foam is generated
 - Foam proportioner
 - Aeration
3. Identify causes of and corrective measures for poor foam generation
 - Incorrect ratios of water, concentrate, and air
4. Describe the difference between hydrocarbon and polar solvent fuels and the concentrates that work on each
 - Hydrocarbon fuels
 - Petroleum based
 - Combustible or flammable
 - Float on water
 - Polar solvent fuels
 - Flammable liquids
 - Mix readily with water
 - Class B foam is utilized for both
5. Identify the characteristics, uses, and limitations of fire-fighting foams
 - Class A
 - Class B
6. Describe the advantages and disadvantages of using fog nozzles versus foam nozzles for foam application
 - Fog nozzle
 - Advantage: Produces low expansion short lasting foam, widely available on most apparatus
 - Disadvantage: May not create the same quality of foam as foam nozzles

- Foam nozzle
 - Advantage: Most effective for generation of low, medium, or high expansion foam
 - Disadvantage: Not as versatile as a fog nozzle and generally does not have the same reach
- 7. Describe foam stream application techniques
 - Rain down
 - Roll in/on
 - Bounce off/Bank down
- 8. List hazards associated with foam usage
 - Can degrade PPE
 - Most are mildly corrosive
 - Environmental impacts
 - Health impacts
- 9. Describe methods to reduce or avoid hazards
 - Maintain foam blanket to reduce risk of reignition
 - Avoid standing in pools of fuel or run-off water
- 10. Prepare a foam concentrate (or suitable substitute) for use
- 11. Assemble foam stream components
- 12. Master various foam application techniques
- 13. Approach and retreat from spills as part of a coordinated team.

Discussion Questions

1. What types of foam are used during fire fighting operations?
2. What are some limitations of foam use?
3. What are some hazards of foam use?

Application

1. Given an assignment, an attack line, PPE, a foam proportioning device, a nozzle, foam concentrates (or suitable substitute), and a water supply, have students extinguish a simulated or ignitable liquid fire as a member of a team.

Instructor Notes:

1. The content in this topic can be fulfilled through completion of State Fire Training's Fire Control 4: Controlling Ignitable Liquids and Gases (FSTEP) course.
2. If unable to demonstrate foam application due to cost or environmental restrictions:
 - Use digital sources to review foam application.
 - Demonstrate using dish soap, bucket, and eductor.

CTS Guide Reference: 3-1

Skill Sheet: 3-1: Extinguish an Ignitable Liquid Fire

Topic 3-2: Controlling a Flammable Gas Cylinder Fire

Terminal Learning Objective

At the end of this topic a student, given an assignment, a cylinder outside of a structure, an attack line, PPE, and tools, will be able to control a flammable gas cylinder fire, operating as

a member of a team, so that crew integrity is maintained, contents are identified, safe havens are identified prior to advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat.

Enabling Learning Objectives

1. Identify characteristics of pressurized flammable gases
2. List elements of a gas cylinder
3. Describe effects of heat and pressure on closed cylinders
4. Describe boiling liquid expanding vapor explosion (BLEVE) signs and effects
5. Describe methods for identifying contents
6. Describe how to identify safe havens before approaching flammable gas cylinder fires
7. Describe water stream usage and demands for pressurized cylinder fires
8. Describe what to do if the fire is prematurely extinguished
9. Identify valve types and their operation
10. Describe alternative actions related to various hazards and when to retreat
11. Execute effective advances and retreats
12. Apply various techniques for water application
13. Assess cylinder integrity and changing cylinder conditions
14. Operate control valves
15. Choose effective procedures when conditions change

Discussion Questions

1. What happens to a gas cylinder when exposed to fire conditions?
2. What safety precautions should be taken in anticipation of a BLEVE?
3. Why is it a problem if a venting tank fire is extinguished prematurely?

Application

1. Given a cylinder outside of a structure, an attack line, PPE, and tools, have students control a simulated flammable gas cylinder fire as a member of a team.

Instructor Notes

1. The content in this topic can be fulfilled through completion of State Fire Training's Fire Control 4: Controlling Ignitable Liquids and Gases (FSTEP) course.

CTS Guide Reference: 3-2

Skill Sheet: 3-2: Control a Flammable Gas Cylinder Fire

Topic 3-3: Coordinating an Interior Attack Line

Terminal Learning Objective

At the end of this topic a student, given attack lines, personnel, PPE, and tools, will be able to coordinate an interior attack line for a team's accomplishment of an assignment in a structure fire so that crew integrity is established; attack techniques are selected for the given level of the fire (e.g., attic, grade level, upper levels, or basement); attack techniques are communicated to the attack teams; constant team coordination is maintained; fire growth and development is continuously evaluated; search, rescue, and ventilation

requirements are communicated or managed; hazards are reported to the attack teams; and incident command is apprised of changing conditions.

Enabling Learning Objectives

1. Describe how to select the nozzle and hose for fire attack
2. Describe how to select adapters and appliances to be used for specific fireground situations
3. Identify dangerous building conditions created by fire and fire suppression activities
 - Collapse
 - Increased water weight
 - Building construction
 - Improper ventilation
 - Flow path
 - Flashover
 - Rapid fire development
 - Smoke (volume, velocity, density, and color)
4. Describe indicators of building collapse
5. List indicators of structural instability
6. Describe the effects of fire and fire suppression activities on wood, masonry (brick, block, stone), cast iron, steel, reinforced concrete, gypsum wallboard, glass, and plaster on lath
7. Describe coordinated search and rescue and ventilation procedures
8. Describe suppression approaches and practices for various types of structural fires
 - Offensive vs. defensive
 - Traditional vs. transitional
 - Direct vs. indirect
9. Describe the association between specific tools and special forcible entry needs
10. Assemble a team
11. Choose attack techniques for various levels of a fire (e.g., attic, grade level, upper levels, or basement)
12. Evaluate and forecast a fire's growth and development
13. Select tools for forcible entry
14. Incorporate search and rescue procedures and ventilation procedures in the completion of the attack team efforts
15. Determine developing hazardous building or fire conditions

Discussion Questions

1. What are some considerations for line selection and placement?
2. Why is reading smoke essential for fire fighter safety?
3. What are some indicators of a below grade or basement fire?

Application

1. Given a simulated scenario, attack lines, personnel, PPE, and tools, have students work in teams to coordinate an interior attack line.

Instructor Notes

1. None

CTS Guide Reference: 3-3

Skill Sheet: 3-3: Coordinate an Interior Fire Attack Line

Topic 3-4: Protecting Evidence of Fire Cause and Origin

Terminal Learning Objective

At the end of this topic a student, given a flashlight, *PPE*, and overhaul tools, will be able to protect evidence of fire cause and origin so that the evidence is noted and protected from further disturbance until investigators can arrive on the scene.

Enabling Learning Objectives

1. Identify methods to assess fire origin and cause
2. List types of evidence
3. Describe means to protect various types of evidence
4. Identify the role and relationship a Fire Fighter 2 during fire investigations with:
 - Criminal investigators
 - Insurance investigators
5. Describe the effects and problems associated with removing property or evidence from the scene
6. Locate the fire's origin area
7. Recognize possible causes
8. Protect the evidence

Discussion Questions

1. What is the difference between fire cause and fire origin?
2. Why is it important to determine the area of origin prior to initiating overhaul operations?
3. What are some ways to protect potential evidence?

Application

1. Given a simulated scenario, video, or photographs, have students determine the fire's area of origin and possible causes and describe how they would protect potential evidence.

Instructor Notes

1. None

CTS Guide Reference: 3-4

Skill Sheet: 3-4: Protect Evidence of Fire Cause and Origin

Unit 4: Rescue Operations

Topic 4-1: Extricating a Victim Entrapped in a Motor Vehicle

Terminal Learning Objective

At the end of this topic a student, given stabilization and extrication tools, *a vehicle, and PPE*, will be able to extricate a victim entrapped in a motor vehicle as part of a team so that the vehicle is stabilized, the victim is disentangled without further injury, and hazards are managed.

Enabling Learning Objectives

1. Describe the fire department's role at a vehicle accident
2. Describe points of strength and weakness in auto body construction
3. Describe dangers associated with vehicle components and systems
4. Describe the uses and limitations of hand and power extrication equipment
5. Describe safety procedures when using various types of extrication equipment
 - Hazards and dangers associated with emergency scene requiring extrication
 - Basic fire protection with charged hose line and/or fire extinguisher
6. Operate hand and power tools used for forcible entry and rescue as designed
7. Use cribbing and shoring material
8. Use stabilization tools and equipment
9. Choose and apply appropriate techniques for moving or removing vehicle roofs, doors, seats, windshields, windows, steering wheels or columns, and the dashboard

Discussion Questions

1. What safety concerns are associated with alternative fuel vehicle extrication?
2. What safety precautions should a fire fighter take when working on modern vehicles?
3. What level of personal protective equipment should a fire fighter use during vehicle extrication?

Application

1. Given a stimulated scenario, stabilization and extrication tools, a vehicle or prop, and PPE, have students work in teams to extricate a victim entrapped in a motor vehicle.

Instructor Notes

1. The content in this topic can be fulfilled through completion of State Fire Training's Auto Extrication (FSTEP) course.

CTS Guide Reference: 4-1

Skill Sheet: 4-1: Extricate a Victim Entrapped in a Motor Vehicle

Topic 4-2: Assisting Rescue Operation Teams

Terminal Learning Objective

At the end of this topic a student, given standard operating procedures, necessary rescue equipment, and an assignment, will be able to assist rescue operation teams so that procedures are followed, rescue items are recognized and retrieved in the time as prescribed by the AHJ, and the assignment is completed.

Enabling Learning Objectives

1. Identify types of rescue operations
 - Structural collapse
 - Trench collapse
 - Cave and/or tunnel emergencies
 - Confined space emergencies
 - Water and/or ice emergencies
 - Elevator emergencies
 - Escalator emergencies
 - Energized electrical line emergencies
 - Industrial accidents
 - Wilderness search and rescue
2. Describe the fire fighter's role at technical rescue operations
3. Identify hazards associated with technical rescue operations
4. Describe types and uses of rescue tools
5. Identify rescue practices and goals
6. Identify and retrieve various types of rescue tools
7. Establish public barriers
8. Assist rescue teams as a member of the team when assigned

Discussion Questions

1. What level of personal protective equipment is appropriate for a [choose one type] rescue?
2. What hazards are associated with a [choose one type] rescue?
3. Why is operational discipline important during technical rescue incidents?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: 4-2

Skill Sheet: 4-2: Assist a Rescue Operations Team

Unit 5: Fire and Life Safety

Topic 5-1: Performing a Fire Safety Survey in an Occupied Structure

Terminal Learning Objective

At the end of this topic a student, given survey forms and procedures, will be able to perform a fire safety survey in an occupied structure so that fire and life safety hazards are identified, recommendations for their correction are made to the occupant, and unresolved issues are referred to the proper authority.

Enabling Learning Objectives

1. Describe AHJ policy and procedures
2. List common causes of fire and their prevention
3. Describe the importance of a fire safety survey and public fire education programs to fire department public relations and the community
4. Identify referral procedures utilized by the AHJ
5. Complete forms
6. Recognize hazards
7. Match findings to preapproved recommendations
8. Effectively communicate findings to occupants or referrals

Discussion Questions

1. What is it important to conduct fire safety surveys at occupied structures?
2. What are some essential items to inspect during fire safety surveys?
3. What are common causes of fire in occupied structures?

Application

1. Given a survey form or checklist and a location, have students demonstrate the proper method to perform a fire safety survey and communicate results to the occupant or referral entity.

Instructor Notes

1. None

CTS Guide Reference: 5-1

Skill Sheet: 5-1: Perform a Fire Safety Survey in an Occupied Structure

Topic 5-2: Presenting Fire Safety Information to Station Visitors or Small Groups

Terminal Learning Objective

At the end of this topic a student, given prepared materials, will be able to present fire safety information to station visitors or small groups so that all information is presented, the information is accurate, and questions are answered or referred.

Enabling Learning Objectives

1. Describe parts of informational materials and how to use them
 - Example programs include:
 - Stop, drop, and roll when clothes are on fire
 - Crawl low under smoke

- Plan and practice a home escape plan with two ways out of each room (especially sleeping rooms), a meeting place, and how to call the fire department (from the neighbor's house)
 - Alert others to an emergency
 - Call the fire department
 - Test and maintain residential smoke alarms according to manufacturer's instructions
2. Identify basic presentation skills
 - Select materials and activities appropriate to age and audience
 - Learning level
 - Physical capabilities
 - Three step delivery
 - Introduce what you are going to tell them
 - Tell them the information
 - Summarize what you told them
 - Consistent messaging
 3. Describe departmental standard operating procedures for giving fire station tours
 4. Describe how to complete a "public contact report"
 - Information for public outreach program analytics
 - Replacement/restock of educational materials
 5. Document presentations
 6. Use prepared materials

Discussion Questions

1. What types of presentations might a fire fighter deliver?
2. Why is it important to give age appropriate presentations?
3. Why is it important to deliver a consistent message?

Application

1. Given AHJ talking points and an identified audience, have students work in groups to create and deliver a five-minutes presentation with peer review and feedback.

Instructor Notes:

1. Recommended resources for additional student learning:
 - NFPA: "Learn Not to Burn" Preschool Program
(<https://www.nfpa.org/Public-Education/Resources/Education-Programs/Learn-not-to-burn/Learn-Not-to-Burn-Preschool-Program>)
 - FEMA: Fire Prevention and Public Education
(<https://www.usfa.fema.gov/prevention/>)

CTS Guide Reference: 5-2

Skill Sheet: 5-2: Present Fire Safety Information

Topic 5-3: Preparing a Preincident Survey

Terminal Learning Objective

At the end of this topic a student, given forms, necessary tools, and an assignment, will be able to prepare a preincident survey so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.

Enabling Learning Objectives

1. Describe AHJ requirements for a preincident survey and documentation
2. Describe how fire involvement impacts strategy and tactics
 - 25% vs. 50% vs. 75% vs. 100% involvement
3. Identify water supply sources for fire protection
4. Identify basic components of fire suppression and detection systems
 - Identify general system locations
5. Identify common symbols used to diagram:
 - Construction features
 - Utilities
 - Hazards
 - Fire protection systems
 - NFPA 704 placarding program
6. Identify the importance of accurate diagrams
7. Sketch the site, buildings, and special features
8. Detect hazards and special considerations to include in the preincident sketch
9. Complete all related AHJ documentation

Discussion Questions

1. What are the essential components of a preincident plan?
2. When should you update a preincident plan?

Application

1. Given a location and level of fire involvement, have students work in small groups to prepare a preincident survey that records tactical and strategic options.

Instructor Notes:

1. Recommended resources for additional student learning:
 - Frequently Asked Questions on NFPA 704 (pdf)
(www.nfpa.org/Assets/files/AboutTheCodes/704/704_FAQs.pdf)

CTS Guide Reference: 5-3

Skill Sheet: 5-3: Prepare a Preincident Survey

Topic 5-4: Maintaining Power Plants, Power Tools, and Lighting Equipment

Terminal Learning Objective

At the end of this topic a student, given tools and manufacturers' instructions, will be able to maintain power plants, power tools, and lighting equipment so that equipment is clean and maintained according to manufacturer and departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.

Enabling Learning Objectives

1. Identify types of cleaning methods
2. Describe correct use of cleaning solvents
3. Describe manufacturer and AHJ guidelines for maintaining equipment and its documentation
4. Identify problem-reporting practices
5. Select correct tools
6. Follow guidelines
7. Complete recording and reporting procedures
8. Operate power plants, power tools, and lighting equipment

Discussion Questions

1. What types of cleaning methods are used for power plants, power tools, and lighting equipment?
2. What is the process for removing tools or equipment from service within your AHJ?

Application

1. Given tools, cleaning materials, and manufacturers specifications, have students clean and maintain designated tools.

Instructor Notes:

1. Bring referenced tools and equipment for display and demonstration.

CTS Guide Reference: 5-4

Skill Sheet: 5-4: Maintain Power Plants, Tools, and Equipment

Topic 5-5: Performing an Annual Service Test on Fire Hose

Terminal Learning Objective

At the end of this topic a student, given an apparatus or a hose testing device, a marking device, pressure gauges, a timer, record sheets, and related equipment, will be able to perform an annual service test on fire hose, so that procedures are followed, the condition of the hose is evaluated, any damaged hose is removed from service, and the results are recorded.

Enabling Learning Objectives

1. Describe procedures for safely conducting hose service testing
 - Use host testing equipment or tools that regulate water flow in case of equipment or hose failure
 - Keep area clear of personnel during test
 - Use proper helmets and PPE
 - Operate testing equipment using manufacturer guidelines
 - Maintain focus and avoid complacency
 - Comply with NFPA 1962
2. Identify indicators that dictate when hose should be removed from service
3. Describe AHJ procedures for documenting hose test results
4. Operate hose testing equipment and nozzles
5. Record results

Discussion Questions

1. What is the proper PPE for hose testing?
2. How often is hose testing conducted?
3. What equipment is used in conjunction with hose testing?
4. What type of injuries might occur during hose testing? How can they be prevented?

Application

1. Given an apparatus or hose testing device, hose, related equipment, and PPE, have students set up a hose service test, describe how they would execute the test and mark the hose, and identify the indicators they would look for to determine whether or not the hose should be removed from service.

Instructor Notes

1. None

CTS Guide Reference: 5-5

Skill Sheet: 5-5: Perform an Annual Service Test on a Fire Hose

Draft

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to delivery the course.

Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master in order to complete the TLO.

Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

Draft



Fire Fighter 1A and 2A (2019) Recommended Teaching Order

State Fire Training recommends the following teaching order when integrating the Fire Fighter 1A: Structure and Fire Fighter 2A: Structure course plans into a combined delivery method.

Unit 1: Introduction

- Topic 1-1: Orientation and Administration (FF1A)
- Topic 1-2: Fire Fighter 1 and 2 Certification Process (FF1A)
- Topic 1-3: Fire Fighter 1 Roles and Responsibilities (FF1A)
- Topic 1-3: Fire Fighter 2 Roles and Responsibilities (FF2A)

Unit 2: Fire Fighter Safety

- Topic 2-1: Operating within the Incident Command System (FF1A)
- Topic 2-2: Health and Safety Awareness (FF1A)
- Topic 2-3: Behavioral Health and Cancer Awareness (FF1A)
- Topic 2-4: Structural Personal Protective Ensemble (FF1A)
- Topic 2-5: Self-Contained Breathing Apparatus (FF1A)
- Topic 2-6: Using SCBA During Emergency Operations (FF1A)
- Topic 2-7: Doffing SCBA and PPE for Gross Decontamination (FF1A)
- Topic 2-8: Responding on an Apparatus to an Emergency Scene (FF1A)
- Topic 2-9: Establishing and Operating in Work Areas at an Emergency Scene (FF1A)

Unit 3: Communications

- Topic 3-1: Receiving a Non-Emergency Telephone Call (FF1A)
- Topic 3-2: Initiating a Response to a Reported Emergency (FF1A)
- Topic 3-3: Transmitting and Receiving Messages Via Radio (FF1A)
- Topic 2-1: Completing a Basic Incident Report (FF2A)
- Topic 2-2: Communicating the Need for Team Assistance (FF2A)

Unit 4: Fire Tools and Equipment

- Topic 4-1: Utilizing Ropes and Knots (FF1A)
- Topic 4-2: Utilizing Hand and Power Tools (FF1A)
- Topic 4-3: Operating Emergency Scene Lighting (FF1A)
- Topic 4-4: Operating an Air-Monitoring Instrument (FF1A)
- Topic 5-4: Maintaining Power Plants, Power Tools, and Lighting Equipment (FF2A)

Unit 5: Structural Fire Suppression

- Topic 5-1: Building Construction (FF1A)
- Topic 5-2: Fire Behavior (FF1A)
- Topic 5-3: Extinguishing Fire with Fire Extinguishers (FF1A)
- Topic 5-4: Water Supply Systems (FF1A)
- Topic 5-5: Cleaning, Inspecting, and Returning Fire Hose to Service (FF1A)
- Topic 5-5: Performing an Annual Service Test on a Fire Hose (FF2A)
- Topic 5-7: Deploy and Connect Fire Hose (FF1A)
- Topic 5-8: Utility Control at Emergencies (FF1A)
- Topic 5-9: Cleaning, Inspecting, and Maintaining Fire Service Ladders (FF1A)
- Topic 5-10: Ground Ladder Operations (FF1A)
- Topic 5-11: Forcing Entry into a Structure (FF1A)
- Topic 5-12: Conducting a Search and Rescue Operation in a Structure (FF1A)
- Topic 5-13: Attacking an Interior Structure Fire (FF1A)
- Topic 3-3: Coordinating an Interior Attack Line
- Topic 5-15: Horizontal Ventilation Operations (FF1A)
- Topic 5-16: Vertical Ventilation Operations (FF1A)
- Topic 5-17: Conserving Property (FF1A)
- Topic 5-18: Overhauling a Fire Scene (FF1A)
- Topic 3-4: Protecting Evidence of Fire Cause and Origin (FF2A)

Unit 6: Fire Fighter Survival

- Topic 6-1: Structural Fire Fighter Survival (FF1A)

Unit 7: Suppression of Fires Outside of a Structure

- Topic 7-1: Extinguishing Fires in Exterior Class A Materials (FF1A)
- Topic 7-2: Attacking a Passenger Vehicle Fire (FF1A)
- Topic 7-3: Combatting a Ground Cover Fire (FF1A)
- Topic 3-1: Extinguishing an Ignitable Liquid Fire (FF2A)
- Topic 3-2: Controlling a Flammable Gas Cylinder Fire (FF2A)

Unit 8: Rescue Operations

- Topic 4-1: Extricating a Victim Entrapped in a Motor Vehicle (FF2A)
- Topic 4-2: Assisting Rescue Operation Teams (FF2A)

Unit 9: Fire and Life Safety

- Topic 5-1: Performing a Fire Safety Survey in an Occupied Structure (FF2A)
- Topic 5-2: Presenting Fire Safety Information to Station Visitors or Small Groups (FF2A)
- Topic 5-3: Preparing a Preincident Survey (FF2A)



Fire Fighter 1 and 2 (2019) Training Record

Fire Fighter 1A: Structure

	Skill Sheet Title	Evaluator Initials	Completion Date
1.	1-3: Inspect SCBA		
2.	1-4: Don Structural PPE		
3.	1-5: Don SCBA		
4.	1-6: Doff SCBA		
5.	1-7: Doff, Inspect, and Prepare Structural PPE for Reuse		
6.	1-8: Doff SCBA and PPE for Gross Decontamination		
7.	2-1: Initiate a Response to an Emergency		
8.	2-2: Receive a Telephone Call		
9.	2-3: Operate a Fire Department Radio		
10.	3-1a: Replace an SCBA Air Cylinder		
11.	3-1b: Use SCBA During Emergency Operations		
12.	3-2: Respond to an Emergency Scene on an Apparatus		
13.	3-3: Operate at an Emergency Scene		
14.	3-4: Force Entry into a Structure		
15.	3-5: Activate an Emergency Call and Exit a Hazardous Area		
16.	3-6: Lift, Carry, and Raise a Ground Ladder		
17.	3-7: Attack a Passenger Vehicle Fire		
18.	3-8a: Operate a Portable Master Stream		
19.	3-8b: Extinguish an Exterior Fire		
20.	3-9a: Search for and Rescue a Victim with no Respiratory Protection		
21.	3-9b: Rescue a Fire Fighter		
22.	3-9c: Use a Ladder for Rescue		

23.	3-10a: Operate a Charged Attack Hoseline from a Ground Ladder		
24.	3-10b: Attack a Live Interior Structure Fire		
25.	3-10c: Attack a Simulated Interior Structure Fire		
26.	3-10d: Extend a Hoseline		
27.	3-10e: Load, Deploy, and Advance an Attack Line		
28.	3-10f: Load Supply Hose		
29.	3-11: Perform Horizontal Ventilation		
30.	3-12: Perform Vertical Ventilation		
31.	3-13a: Overhaul a Fire Scene		
32.	3-13b: Remove Charred Materials		
33.	3-14a: Control Water Flow from a Sprinkler System		
34.	3-14b: Remove Water from the Interior of a Structure		
35.	3-14c: Salvage a Room and its Contents		
36.	3-14d: Cover Building Openings		
37.	3-15a: Deploy Portable Tank and Prepare for Drafting Operations		
38.	3-15b: Forward Hose Lay		
39.	3-16: Select, Carry, and Operate a Portable Fire Extinguisher		
40.	3-17: Light a Scene		
41.	3-18: Turn Off Building Utilities		
42.	3-19: Combat a Ground Fire		
43.	3-20a: Tie Knots		
44.	3-20b: Hoist Tools Aloft		
45.	3-21: Operate Hand and Power Tools		
46.	3-22: Operate an Air-Monitoring Instrument		
47.	4-1: Clean and Check Equipment		
48.	4-2a: Replace a Burst Section of Hose		
49.	4-2b: Build Hose Rolls		
50.	4-2c: Clean and Maintain Hose and Mark Defective Hose		

Fire Fighter 1B: Hazardous Materials/WMD

	Skill Sheet Title	Evaluator Initials	Completion Date
51.	5-2a: Recognize, Identify, and Isolate Hazardous Materials/WMD		
52.	5-2b: Identify Markings		
53.	5-4: Initiate Required Notifications		
54.	6-2: Identify the Scope of a Hazardous Materials/WMD Incident		
55.	6-3: Identify Action Options for a Hazardous Materials/WMD Incident		
56.	6-4: Perform Assigned Tasks at a Hazardous Materials/WMD Incident		
57.	6-5: Perform Emergency Decontamination		
58.	6-6: Evaluate and Report Progress for a Hazardous Materials/WMD Incident		
59.	7-1: Don, Work In, and Doff Chemical Protective Clothing		
60.	7-2: Perform Product Control		

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Fire Fighter 1C: Wildland

	Skill Sheet Title	Evaluator Initials	Completion Date
61.	8-2: Don Wildland Personal Protective Equipment		
62.	8-3: Deploy a Fire Shelter		
63.	8-4: Doff Wildland Personal Protective Equipment		
64.	9-1: Maintain Assigned Personal Protective Equipment		
65.	9-2: Maintain Hand Tools and Equipment		
66.	10-1: Assemble and Prepare for Response		
67.	10-2a: Use Incident Response Pocket Guide		
68.	10-2b: Assume Safety Position for Retardant Drop		
69.	10-3a: Assemble, Use, and Maintain a Back Pump		
70.	10-3b: Perform a Progressive Hose Lay (Hose)		
71.	10-3b: Perform a Progressive Hose Lay (Nozzle)		
72.	10-3c: Construct a Fireline Using Hand Tools		
73.	10-3d: Perform Mobile Pumping		
74.	10-4a: Ignite and Extinguish Road Flares and Fusees		
75.	10-4b: Assemble, Ignite, Extinguish, and Disassemble a Drip Torch		
76.	10-5: Prep and Defend a Structure		
77.	10-6: Perform Mop Up Operations		
78.	10-7: Patrol the Fire Area		

Fire Fighter 2A: Structure

	Skill Sheet Title	Evaluator Initials	Completion Date
79.	1-1: Organize an Incident Management System		
80.	2-1: Complete a Basic Incident Report		
81.	2-2: Communicate the Need for Team Assistance		
82.	3-1: Extinguish an Ignitable Liquid Fire		
83.	3-2: Control a Flammable Gas Cylinder Fire		
84.	3-3: Coordinate an Interior Fire Attack Line		
85.	3-4: Protect Evidence of Fire Cause and Origin		
86.	4-1: Extricate a Victim Entrapped in a Motor Vehicle		
87.	4-2: Assist a Rescue Operations Team		
88.	5-1: Perform a Fire Safety Survey in an Occupied Structure		
89.	5-2: Present Fire Safety Information		
90.	5-3: Prepare a Preincident Survey		
91.	5-4: Maintain Power Plants, Tools, and Equipment		
92.	5-5: Perform an Annual Service Test on a Fire Hose		



1-3: Inspect SCBA

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
Standard: Office of the State Fire Marshal / CTS Guide: 1-3 / Course Plan: Fire Fighter 1A, Topic 2-5
Performance Outcome: Inspect SCBA, noting any wear and or damage, ensure cylinder pressure is within department standards or replaced, check low air alarm for activation, open bypass value to ensure operation, check pass device for operations, and place the unit back into service.
Candidate Directions: You will inspect and prepare the SCBA for reuse and demonstrate and verbalize all checks. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Prepares SCBA for inspection		
3. Checks air cylinder pressure and replaces cylinder if less than 90% of rated capacity		
4. Identifies all SCBA components are present: harness assembly, cylinder, face piece, and PASS device		
5. Inspects all SCBA components for damage; if any damage is found, reports to evaluator		
6. Opens cylinder valve slowly; verifies operation of low air pressure alarm; if low air alarm does not activate, repeats steps or places unit out of service		
7. Compares cylinder gauge to regulator gauge to ensure they are within 100 psi of each other or per manufactures recommendations or AHJ		
8. Checks all hose connections, rapid intervention crew/company universal air connections (RIC UAC), and verifies they are tight and free from leaks		
9. Checks bypass operation		
10. Checks condition of face piece for cracks and missing/broken straps, and ensures cleanliness		
11. Dons face piece and checks for proper seal		
12. Inspects regulator for damage and checks regulator operation by connecting to face piece and breathing		
13. Checks all gauges and/or indicators (i.e. heads-up display) are providing similar pressure readings		
14. Checks operation of PASS device (If PASS device is an integrated part of SCBA unit, check is performed in accordance with manufacturers' instructions.)		



15. Closes cylinder valve and drains all air from system (manufacturers' instructions) (Low air alarm activates when regulator gauge reads 25% or 33%.)		
16. Prepares SCBA for reuse		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	

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1-4: Don Structural PPE

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
Standard: Office of the State Fire Marshal / CTS Guide: 1-4 / Course Plan: Fire Fighter 1A, Topic 2-4	
Performance Outcome: Don personal protective clothing in 60 seconds ensuring all elements of the ensemble are worn according to manufacturer guidelines.	
Candidate Directions: You will don personal protective clothing within 60 seconds. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Dons pants and boots with all fasteners secured and suspenders in place		
2. Dons hood, covering ears, head, and neck		
3. Dons coat with storm flap closed and collar up and secured		
4. Dons helmet and secures with chinstrap		
5. Dons gloves with no skin exposed		
6. Completes within 60 seconds <ul style="list-style-type: none">• 1st time: _____• 2nd time: _____		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



1-5: Don SCBA

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
Standard: Office of the State Fire Marshal / CTS Guide: 1-5 / Course Plan: Fire Fighter 1A, Topic 2-5	
Performance Outcome: Don SCBA verifying activation and operation of the unit within 60 seconds.	
Candidate Directions: You will demonstrate donning an SCBA within 60 seconds. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Verifies that SCBA is ready for services and confirms amount of air in cylinder is above minimum acceptable level		
2. Opens SCBA cylinder valve fully, checking gauge for operation, and verbally verifies air cylinder		
3. Dons SCBA backpack assembly using over-the-head or coat method		
4. Verifies activation and operation of PASS device		
5. Dons face piece		
6. Checks face piece seal and operation of exhalation valve		
7. Connects face piece to air supply/regulator and checks function by taking several normal breaths		
8. Has all personal protective clothing correctly in place		
9. Completes all elements within 60 seconds <ul style="list-style-type: none"> • 1st time: _____ • 2nd time: _____ 		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



1-6: Doff SCBA

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
Standard: Office of the State Fire Marshal / CTS Guide: 1-6 / Course Plan: Fire Fighter 1A, Topic 2-5
Performance Outcome: Doff the SCBA and prepare it for reuse.
Candidate Directions: You will doff your SCBA and prepare it for reuse. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Removes SCBA		
2. Closes cylinder valve completely		
3. Bleeds air from high and low pressure hosts		
4. Shuts off PASS device		
5. Checks air cylinder pressure and replaces cylinder if less than 90% of rated capacity		
6. Returns all straps, valves, and components, preparing SCBA for reuse		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



1-7: Doff, Inspect, and Prepare Structural PPE for Reuse

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
Standard: Office of the State Fire Marshal / CTS Guide: 1-2 and 1-7 / Course Plan: Fire Fighter 1A, Topic 2-4	
Performance Outcome: Doff and inspect PPE, preparing all parts for reuse.	
Candidate Directions: You will doff your PPE, and inspect and prepare all parts for reuse, verbalizing all elements of the inspection process. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Removes protective clothing		
2. Inspects all elements of PPE for damage and cleaning needs <ul style="list-style-type: none">• Helmet• Turnout coat and pants• Hood• Boots• Gloves		
3. Describes AHJ cleaning and decontamination policies and procedures		
4. Cleans equipment as needed		
5. Removes damaged equipment from service and reports to Officer (if applicable)		
6. Places clothing in a ready state		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



1-8: Doff SCBA and PPE for Gross Decontamination

Candidate Information	
Candidate Name and SFT ID#:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
Standard: Office of the State Fire Marshal / CTS Guide: 1.8 / Course Plan: Fire Fighter 1A, Topic 2-7	
Performance Outcome: Doff SCBA and structural PPE in a manner that reduces contaminant exposure.	
Candidate Directions: Doff SCBA with contaminated PPE. The test will begin when I say, "start." The test will end when you say, "done." Do you understand these instructions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Applies water to flush surface contaminants from PPE		
2. Sets aside all tools and equipment in bucket or carry-all for contaminated tools and equipment		
3. Removes SCBA pack from back while remaining on air (face piece remains on with air on)		
4. Removes helmet		
5. Removes turnout coat and gloves		
6. Removes turnout pants		
7. Steps out of boots		
8. Removes SCBA face piece, shutting off air and pass alarm		
9. Verbalizes, "Shower and follow all AHJ hygiene guidelines"		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



2-1: Initiating a Response to an Emergency

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.2.1 / CTS Guide: 2-1 / Course Plan: Fire Fighter 1A, Topic 3-2	
Performance Outcome: Operate fire department communications equipment and record obtained information, relaying it promptly and accurately to the dispatch center.	
Candidate Directions: You will initiate a response to a simulated emergency and relay all of the correct information to the dispatch center. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Writes down proper address and appropriate nature of emergency upon receiving a simulated emergency		
3. Promptly contacts dispatch by radio indicating receipt of alarm and provides all appropriate information		
4. Notifies dispatch that emergency response has been initiated		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



2-2: Receive a Telephone Call

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.2.2 / CTS Guide: 2-2 / Course Plan: Fire Fighter 1A, Topic 3-1	
Performance Outcome: Operate a fire station telephone using departmental procedures and relaying all information gathered from the caller.	
Candidate Directions: You will answer the phone and retrieve information using standard operating procedures, hang up the phone, and relay the caller's information to the appropriate individual or record keeping log. The evolution will begin when I say, "start." The evolution will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Answers the call promptly		
2. Identifies self and department to caller		
3. Takes message recording date, time, caller, call-back number, message, and person taking call		
4. Ends call courteously and in a timely manner		
5. Transfers call to appropriate person or hangs up after caller hangs up		
6. Delivers message promptly to appropriate person or documents message in appropriate record-keeping log		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



2-3: Operate a Fire Department Radio

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 4.2.3 / CTS Guide: 2-3 / Course Plan: Fire Fighter 1A, Topic 3-3
Performance Outcome: The candidate, while operating on a simulated fire ground, shall be able to transmit and receive messages via a fire department radio while operating on a simulated fire ground so that the information is promptly relayed and is accurate, complete, and clear.
Candidate Directions: You will transmit the provided message over the fire department mobile or portable radio. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Determines the radio is on and tuned to assigned/appropriate frequency/channel		
3. Uses department's operating procedures and/or codes		
4. Determines air is clear before transmitting (routine traffic only)		
5. Announces emergency traffic, even if interrupting other traffic, if necessary (emergency traffic only)		
6. Holds microphone within 1-2 inches of mouth (or SCBA speaking device)		
7. Speaks calmly, clearly, distinctly, at a medium speed		
8. Transmits message using clear text that is brief, accurate, and to the point		
9. Identifies person or unit being called		
10. Identifies person of unit transmitting		
11. Acknowledges and responds appropriately to received messages		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



3-1a: Replace an SCBA Air Cylinder

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.1 / CTS Guide: 3-1 / Course Plan: Fire Fighter 1A, Topic 2-6	
Performance Outcome: Replace SCBA air cylinder using the one-person method and two-person method.	
Candidate Directions: You will demonstrate proper air cylinder replacement using both the one-person and two-person methods. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
One-Person Method		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Places SCBA unit on a firm surface		
3. Closes cylinder valve and drains air from system		
4. Disconnects high-pressure regulator from cylinder		
5. Unlocks cylinder strap and removes cylinder from backpack assembly		
6. Verifies replacement cylinder is at 90-100% of rated capacity		
7. Places new cylinder into backpack assembly and locks cylinder strap		
8. Connects high-pressure hose to cylinder and hand tightens		
9. Slowly and fully Opens cylinder valve fully and slowly; listens for an audible alarm and leaks as system pressurizes		
10. Determines if connections need to be tightened or if valves, donning switch, etc., need to be adjusted		
11. Reports audible leaks related to malfunctions to evaluator and removes from service (if applicable)		
12. Checks pressure reading on remote gauge and/or indicators and reports reading (Reading should be within manufacturer's guidelines of pressure indicated.)		



Two-Person Method		
13. Disconnects regulator from face piece or disconnects low-pressure hose from regulator		
14. Positions cylinder for ease of access by having wearer kneel down or bend forward		
15. Closes cylinder valve and drains air from system		
16. Disconnect high-pressure regulator from cylinder		
17. Unlocks cylinder strap and removes cylinder from backpack assembly		
18. Verifies replacement cylinder is at 90-100% of rated capacity		
19. Places new cylinder into backpack assembly and locks cylinder strap		
20. Connects high-pressure hose to cylinder and hand tightens		
21. Slowly and fully Opens cylinder valve fully and slowly; listens for an audible alarm and leaks as system pressurizes		
22. Reconnects regulator at face piece or reconnects low-pressure hose at regulator		
23. Checks pressure reading on remote gauge and/or indicators and reports reading (Reading should be within manufacturer's guidelines of pressure indicated. If not, notifies evaluator and removes SCBA from service.)		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



3-1b: Use SCBA During Emergency Operations

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 4.3.1 / CTS Guide: 3-1 / Course Plan: Fire Fighter 1A, Topic 2-6
Performance Outcome: Use controlled breathing techniques while operating in a simulated hazardous environment, with the SCBA correctly donned and worn, so that emergency procedures are enacted if the SCBA fails, all low-air warnings are recognized, respiratory protection is not intentionally compromised, and hazardous areas are exited prior to air depletion in the event of SCBA failure.
Candidate Directions: You will demonstrate controlled breathing techniques and emergency procedures in the event of SCBA failure or air depletion. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
Controlled Breathing Techniques		
2. Demonstrates controlled breathing when instructed (e.g., inhale through the nose, exhale through the mouth, and control the rate of breathing)		
3. Demonstrates skip breathing when instructed (e.g., take a regular breath and hold it, take another breath, exhale, and repeat)		
SCBA Failure		
4. Carries out emergency procedures when air is not flowing into the face piece: <ul style="list-style-type: none"> • Checks that cylinder is fully open • Closes mainline, if present • Checks regulator and opens bypass slowly • Closes bypass after each breath • Checks that low pressure line between regulator and pressure reducer is intact • Notifies company officer • Exits hazardous area rapidly 		
5. Carries out emergency procedures when face piece is not longer intact: <ul style="list-style-type: none"> • Breathes directly from low pressure hose or regulator • Makes a tight seal around hose or regulator with mouth • Breathes in through mouth and exhales through nose • Notifies company officer • Exits hazardous area rapidly 		



Air Depletion		
6. Carries out emergency procedures when out of air with no air resupply available: <ul style="list-style-type: none">• Activates pass device• Establishes filter breathing while staying as low as possible• Notifies company officer• Exits hazardous area rapidly		
7. Carries out emergency procedures when out of air with emergency breathing safety system available (buddy breathing): <ul style="list-style-type: none">• Attaches emergency breathing safety system hose to SCBA unit in need of assistance• Notifies company officer• Exits hazardous area prior to air depletion		
8. Carries out emergency procedures when out of air with full cylinder available: <ul style="list-style-type: none">• Doffs SCBA backpack assembly• Closes cylinder valve and releases pressure• Disconnects hose from cylinder• Removes depleted cylinder• Replaces with cylinder containing air• Connects hose to cylinder• Turns cylinder and checks regulator pressure• Redons SCBA backpack assembly		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



3-2: Respond to an Emergency Scene on an Apparatus

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.2 / CTS Guide: 3-2 / Course Plan: Fire Fighter 1A, Topic 2-8	
Performance Outcome: Mount the apparatus and correctly use the seat belts and other personal protective equipment provided while apparatus is in motion, then dismount the apparatus after it has come to a complete stop.	
Candidate Directions: You will don the appropriate PPE and mount the apparatus for response to an emergency scene and then dismount for instruction on the scene. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Mounts apparatus correctly		
3. Dons seat belt		
4. Dons other provide personal protective equipment (hearing protection, etc.)		
5. Stays seated while apparatus is in motion		
6. Dismounts apparatus once vehicle has come to a complete stop		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



3-3: Operate at an Emergency Scene

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 4.3.3 / CTS Guide: 3-3 / Course Plan: Fire Fighter 1A, Topic 2-9
Performance Outcome: Use personal protective equipment, deploy traffic and scene control devices, dismount the apparatus, and safely operate in the protected work areas.
Candidate Directions: You will dismount the fire apparatus and remove the appropriate traffic or scene control devices from apparatus compartments, establish safe work areas based on type of simulated incident and AHJ guidelines, and follow all safety procedures. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Variables (circle one)
Scenarios: <ul style="list-style-type: none"> • Structure fire scene • Roadway emergency scene with traffic hazards • Downed electrical lines • Other: _____

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Surveys emergency scene for hazards		
3. Identifies potential for injury based on identified hazards		
4. Verbalize plan for hazard mitigation		
5. Dismounts apparatus properly with correct PPE (based on incident type) in place		
6. Establishes a safe work area using apparatus, traffic control devices, and other equipment per AHJ		
7. Verbalizes how to treat and isolate identified incident		
8. Verbalizes dynamic nature of scene safety and identifies other potential hazards		
9. Describes measures taken to ensure continued scene safety		



Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

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3-4: Force Entry into a Structure

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.4 / CTS Guide: 3-4 / Course Plan: Fire Fighter 1A, Topic 5-10	
Performance Outcome: Force entry into a structure or prop, ensuring that tools are used as designed, the barrier is removed, and the opening is in a safe condition, ready for entry.	
Candidate Directions: You will safely gain entry into a building through the assigned opening utilizing the proper method and tools. The evolution will begin when I say, "start." The evolution will end when you have returned all equipment to a ready state and say, "done." Do you understand the directions?	

Variables (circle one)
Entry point: <ul style="list-style-type: none"> • Entry door inward or outward swinging (prop or structure) • Window (prop or structure) • Wall (prop or structure)

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Forces entry through the assigned door, window, or wall		
3. Removes all barriers and ensures opening is in safe condition		
4. Selects and uses appropriate tools		
5. Uses appropriate entry methods		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



3-5: Activate an Emergency Call and Exit a Hazardous Area

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 4.3.5 / CTS Guide: 3-5 / Course Plan: Fire Fighter 1A, Topic 6-1
Performance Outcome: Communicate the situation by radio, exit the hazardous area to a safe haven, and exit the building before the exhausting the air supply.
Candidate Directions: You will communicate with me as your team member, make an emergency call, and exit the simulated hazardous and vision-obscured atmosphere in which you are disoriented to a safe haven. Then you will exit the building before exhausting your air supply. The evolution will begin when I say, "start." The evolution will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Remains calm, considers actions, and controls breathing to conserve air supply		
3. Communicates and coordinates egress plan with team member		
4. Makes an emergency call by radio advising immediate supervisor of the team's situation per AHJ procedures including information such as location, unit, name, air remaining, and resources needed		
5. Uses one alternative method for making an emergency call for assistance		
6. Remains on hands and knees		
7. Activates PASS device		
8. Attempts to retrace route and finds a safe haven		
9. (a) If hose line is found, determines direction to exit and follows hose line out (b) If guideline is located, determines direction to exit and follows guideline out		
10. Manipulates SCBA to exit a restricted passageway		
11. Maintains team integrity		
12. Locates exit and retreats from building before exhausting air supply		



Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

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3-6: Lift, Carry, and Raise a Ground Ladder

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 4.3.6 / CTS Guide: 3-6 / Course Plan: Fire Fighter 1A, Topic 5-9
Performance Outcome: Lift, carry and raise a 20' to 24' straight or extension ladder for the assigned task and return the ladder safely to the designated area.
Candidate Directions: You will lift carry, and raise a 20' to 24' straight or extension ladder using [insert method] carry single firefighter method for the purpose of [insert task], and return the ladder safely to the designated area. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Variables(circle one)
Carry Methods: high shoulder / low shoulder
Tasks: ventilation / rescue / entry into a window / working with a hoseline without entry / roof access

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Selects proper length ladder for designated task		
3. Lifts and carries ladder utilizing selected single firefighter method with proper verbal commands		
4. Visually checks work area for hazards and states if area is safe or contains hazards		
5. Spots and raises ladder upright		
6. Extends ladder and secures fly (if applicable)		
7. Lowers ladder against stable wall or surface		
8. Ties off halyard (if applicable)		
9. Adjusts ladder for proper climbing angle and ensures four points of contact		
10. Positions ladder correctly for identified task		
11. Lowers ladder and safely returns it to designated site or apparatus		
12. Performs steps at a fire ground pace		



Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

DRAFT



3-7: Attack a Passenger Vehicle Fire

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 4.3.7 / CTS Guide: 3-7 / Course Plan: Fire Fighter 1A, Topic 7-2
Performance Outcome: Attack a passenger vehicle fire (or vehicle fire prop) ensuring hazards are avoided, leaking flammable liquids are identified and controlled, protection from flash fires is maintained, all vehicle compartments are over-hauled, and the fire is extinguished.
Candidate Directions: You will select and deploy an appropriate line for attacking a passenger vehicle fire. You will attack and completely extinguish the fire in a safe manner. The evolution will begin when I say, "start." The evolution will end when the fire is completely extinguished, the line is shut down, the nozzle bled, and you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Deploys the appropriate attack line (1.5" or larger)		
3. Calls for the line to be charged		
4. Bleeds air from line and sets nozzle pattern		
5. Identifies if the vehicle is an alternative fuel vehicle		
6. Attacks fire from upwind and uphill (if applicable)		
7. Protects exposures (if present)		
8. Approaches vehicle from the side or a 45-degree angle (never in front of bumpers)		
9. Adjusts nozzle pattern for protection as needed		
10. Extinguishes ground and under-vehicle fires		
11. Exposes all hidden fire and opens all vehicle compartments using proper techniques and tools		
12. Overhauls fire scene and preserves origin and cause indicators		
13. Calls for line to be shut down and bleeds nozzle		



Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

DRAFT



3-8: Operate a Portable Master Stream

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), 4.3.8 / CTS Guide: 3-8 / Course Plan: Fire Fighter 1A, Topic 7-1
Performance Outcome: Operate as a member of a team to properly deploy and operate a portable master stream device.
Candidate Directions: You will select and deploy an appropriate line for attacking a live or simulated fire. You will attack and completely extinguish the fire in a safe manner. Loss of control of the master stream device will cause the pump operator shut the pump down and shall constitute an automatic failure. The evolution will begin when I say, "start." The evolution will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Assembles necessary tools, hose, and appliances for set-up		
3. Places master stream device (monitor and base) in position with assistance		
4. Positions master stream device on a solid, level surface		
5. Secures device according to manufacturer guidelines		
6. Deploys hose lines and attaches to device		
7. Ensures all connections are tight		
8. Sets nozzle to desired elevation and adjusts nozzle pattern (if applicable)		
9. Directs pump operator to charge device supply line		
10. Demonstrates setting all device position locks		
11. Demonstrates directing stream		
12. Signals pump operator to shut down water supply to device		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



3-9a: Search for and Rescue a Victim with no Respiratory Protection

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.9 / CTS Guide: 3-9 / Course Plan: Fire Fighter 1A, Topic 5-11	
Performance Outcome: Conduct a primary search inside of a structure as part of a team of at least one other firefighter.	
Candidate Directions: You and a designated team member (who is not being evaluated) shall enter a perceived IDLH atmosphere and conduct a search and rescue for a victim(s). The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Confirms order with Officer to conduct a primary search as a team		
3. Sizes up structure to be searched (hazards present, construction type and features, potential escape routes and fire/smoke conditions)		
4. Searches the structure using established search pattern		
5. Locates a simulated victim or mannequin who has no respiratory protection		
6. Removes simulated victim or mannequin using best method based on scenario		
7. Communicates effectively with team member(s)		
8. Exits building when search is complete		
9. Reports completion of search to Company Officer		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



3-9b: Rescue a Fire Fighter

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.9 / CTS Guide: 3-9 / Course Plan: Fire Fighter 1A, Topic 5-11	
Performance Outcome: Conduct a primary search inside of a structure as part of a team of at least one other firefighter.	
Candidate Directions: You and a designated team member will enter a perceived IDLH atmosphere and conduct a search and rescue for a fire fighter. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Obtains information from mayday activation		
3. Confirms order with Officer to conduct search for downed fire fighter		
4. Sizes up structure to be searched (hazards present, construction type and features, potential escape routes and fire/smoke conditions)		
5. Searches structure using established search pattern and information regarding last known location or assignment of downed fire fighter		
6. Locates downed fire fighter		
7. Assesses victim and uses appropriate (partial or full) SCBA conversion		
8. Communicates with Company Officer/IC that downed fire fighter is found		
9. Exits structure with downed fire fighter using appropriate rescue techniques		
10. Reports completion of search to Company Officer		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



3-9c: Use a Ladder for Rescue

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.9 / CTS Guide: 3-9 / Course Plan: Fire Fighter 1A, Topic 5-12	
Performance Outcome: Rescue a victim from an above grade area down a ladder.	
Candidate Directions: You will be assigned as part of a team to rescue a simulated victim or mannequin from above grade down a ground ladder. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Confirms order from Company Officer		
3. Positions ladder and secures ladder (Search Fire Fighter not being tested enters structure and assists.)		
4. Climbs ladder (Fire Fighter performing rescue)		
5. Receives simulated victim or mannequin from search Fire Fighter inside structure		
6. Positions victim or mannequin for carrying based on conscious vs. unconscious state		
7. Descends ladder with simulated victim or mannequin		
8. Communicates task completion with Company Officer		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



3-10a: Operate a Charged Attack Hose Line from a Ground Ladder

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.10 / CTS Guide: 3-10 / Course Plan: Fire Fighter 1A, Topic 5-9 and 5-12	
Performance Outcome: Operate an attack hose line from a ground ladder.	
Candidate Directions: You will work with a team member to secure yourself and an attack hose to an in-place ground ladder and operate the hose into the opening. The evolution will begin when I say, "start." The evolution will end when you have returned all equipment to a ready state and say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Climbs ladder with uncharged attack hose line and positions on ladder to operate nozzle into opening		
3. Locks into the ladder using log lock method or safety harness		
4. Places nozzle through ladder rung, extending the hose at least one foot in front of his/her body		
5. Ties off attack hose with approved method		
6. Calls for water		
7. Secures hose slack		
8. Operates nozzle, opening and closing slowly to prevent water hammer (Nozzle can be operated between or outside of ladder rungs.)		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



3-10b: Attack a Live Interior Structure Fire

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 4.3.10 / CTS Guide: 3-10 / Course Plan: Fire Fighter 1A, Topic 5-12
Performance Outcome: Attack an interior structure fire at, above, or below grade level, maintain team integrity, deploy the attack line for advancement, correctly place ladders when used, gain access into the fire area, effectively apply water, correctly approach the fire using attack techniques that facilitate suppression given the level of the fire, locate and control hidden fires, maintain the correct body posture, recognize and manage hazards, and bring the fire under control, operating as a member of a team.
Candidate Directions: Operating as a team, you will attack an interior structure fire [insert variable] grade level. The evolution will begin when I say, "start." The evolution will end when you say, "done." Do you understand the directions?

Variables (circle one)
Fire Level: at grade / above grade / below grade

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Confirms order with Company Officer to deploy attack line and enter structure for extinguishment purposes		
3. Places ladders correctly (if applicable)		
4. Conducts visual size-up of scene to identify hazards		
5. Deploys attack, places nozzle and 50 feet of working hose line near entry point		
6. Requests charging of line		
7. Goes on air		
8. Checks nozzle pressure and pattern and entry door		
9. Gains access and advances charged line into the structure		
10. Locates fire		
11. Operates charged line when fire or heavy black smoke is found; opens and closes nozzle slowly to prevent water hammer		
12. Suppresses interior fire		
13. Checks for extension		
14. Communicates with Company Officer that fire has been extinguished		
15. Exits structure with team member(s) and reports to Company Officer		



Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

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3-10c: Attack a Simulated Interior Structure Fire

Candidate Information
Candidate Name and SFT ID Number:
Circle On): Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 4.3.10 / CTS Guide: 3-10 / Course Plan: Fire Fighter 1A, Topic 5-12
Performance Outcome: Attack an interior structure fire at, above, or below grade level, maintain team integrity, deploy the attack line for advancement, correctly place ladders when used, gain access into the fire area, effectively apply water, correctly approach the fire using attack techniques that facilitate suppression given the level of the fire, locate and control hidden fires, maintain the correct body posture, recognize and manage hazards, and bring the fire under control, operating as a member of a team.
Candidate Directions: Operating as a team, you will attack an interior structure fire [insert variable] grade level. The evolution will begin when I say, "start." The evolution will end when you say, "done." Do you understand the directions?

Variables (circle one)
Fire at: at grade / above grade / below grade

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Confirms order with Company Officer to deploy attack line and enter structure for extinguishment purposes		
3. Places ladders correctly (if applicable)		
4. Conducts visual size-up of scene to identify hazards		
5. Deploys attack, places nozzle and 50 feet of working hose line near entry point		
6. Requests charging of line		
7. Goes on air		
8. Checks nozzle pressure and pattern and entry door		
9. Gains access and advances charged line into structure.		
10. Maintains body posture appropriate for conditions.		
11. Locates fire.		
12. Operates charged line to suppress fire, uses effective water application practices, prevents water hammer		
13. Communicates with Company Officer that fire has been extinguished		
14. Checks for fire extension		
15. Exits structure with team member(s) and reports to Company Officer		



Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

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3-10d: Extend a Hoseline

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.10 / CTS Guide: 3-10 / Course Plan: Fire Fighter 1A, Topic 5-7	
Performance Outcome: Extend a hoseline using a hose clamp or shut-off appliance and place hoseline back in to operation.	
Candidate Directions: You will extend a hoseline using a hose clamp or shut-off appliance and place it back into operation. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Stops flow of water from a charged hose line using a clamp or shut-off appliance		
3. Removes nozzle or tip		
4. Attaches additional hoseline to end of hose section or shut-off appliance		
5. Attaches nozzle to new section of hose		
6. Extends hose out to designated location, ensuring nozzle is closed		
7. Releases clamp or opens shut-off appliance slowly and correctly to prevent water hammer		
8. Places hoseline back in operation		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



3-10e: Load, Deploy, and Advance an Attack Line

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.10 / CTS Guide: 3-10 / Course Plan: Fire Fighter 1A, Topic 5-6 and 5-12	
Performance Outcome: Load and then advance a pre-connected attack line to a designated mark while operating on a simulated fire ground.	
Candidate Directions: You will load a [insert hoseload] and deploy the hose to the designated point of attack. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Variables (circle one)	
Hose Load: flat load / minuteman load	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
Load		
2. Begins laying hose into bed		
3. Continues laying hose into bed until loading is complete		
4. Connects nozzle to male coupling		
5. Finishes and secures hose load		
Deploy and Advance		
6. Grasps nozzle and hose and places in appropriate position on body		
7. Faces direction of travel		
8. Walks away from apparatus		
9. Removes all hose from bed		
10. Advances nozzle to point of attack		
11. Conducts visual scene size up to identify hazards		
12. Places nozzle and 50 feet of working hose near entry point		
13. Flakes out hose prior to calling for line to be charged		



Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

DRAFT



3-10f: Load Supply Hose

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 4.3.10 / CTS Guide: 3-10 / Course Plan: Fire Fighter 1A, Topic 5-6 and 5-12
Performance Outcome: Load a minimum of 150 feet of supply line into a hose bed ensuring there is no damage to the couplings or hose, set hose bed up for forward or reverse lay, and layer the hose to ensure hose bed deploys efficiently.
Candidate Directions: You will load supply hose using the [insert hose load type] hose load, setting the bed up for a [insert direction] lay. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Variables (circle one)
Hose load type: flat / accordion / horseshoe
Hose lay direction: forward / reverse

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Inspects hose and hose couplings for damage		
3. Places first coupling on hose bed, setting hose bed up for a forward or reverse lay		
4. Lays hose onto bed based on chosen method		
5. Layers hose repeating until all hose is loaded ensuring no couplings flip when laid		
6. Finishes layering and secures supply hose in hose bed		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

3-11: Perform Horizontal Ventilation on a Structure

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 4.3.11 / CTS Guide: 3-11 / Course Plan: Fire Fighter 1A, Topic 5-13
Performance Outcome: Operating as a member of a team, horizontally ventilate a structure, ensuring that the ventilation openings are free from obstructions, tools are used as designed, ladders are correctly placed, ventilation devices are correctly placed, and the structure is cleared of smoke.
Candidate Directions: You will operate as part of a team to clear the building of smoke by performing horizontal ventilation and ensuring that all ventilation barriers are removed, structural integrity is not compromised, products of combustion are released from the structure, and the team retreats from the area when ventilation is accomplished. The evolution will begin when I say, "start." The evolution will end when you say, "done." Do you understand the directions?

Variables (circle one or more)
Ventilation method <ul style="list-style-type: none"> • Natural: Break window or door glass for ventilation • Positive pressure • Negative pressure • Hydraulic

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
Natural		
1. Places ladder appropriately and safely (if applicable)		
2. Chooses proper tool for breaking window or door glass for ventilation and carries tool safely		
3. Assumes correct position for breaking glass		
4. Uses safe procedures for breaking window and door glass and removing obstructions from building opening		
5. Breaks glass and removes any remaining obstructions from opening		

Positive Pressure		
1. Places fan properly in front of adequate entry point		
2. Ensures exit point is no larger than entrance opening, or in accordance with fan manufacturer's recommendation		
3. Opens entry point (block if necessary), starts fan, and ensures that cone of air covers entire opening		
Negative Pressure		
1. Removes objects that might be drawn into fan (curtains, drapes, etc.)		
2. Places fan properly in exhaust opening by hanging from window or door casing, door edge (with door blocked open), or from leaning ladder over opening		
3. Creates an entrance opening, preferably on upwind side of building		
4. Starts fan and prevents churning by covering the area around fan with salvage covers or material		
Hydraulic		
1. Removes objects that might be drawn into opening (curtains, drapes, etc.)		
2. Adjusts fog pattern to cover 85-90% of opening		
3. Places nozzle at least two feet back from opening		
Applies to All		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Transports and operates ventilation tools and equipment and ladders safely		
3. Clears smoke from structure		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

3-12: Perform Vertical Ventilation on a Structure

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 4.3.12 / CTS Guide: 3-12 / Course Plan: Fire Fighter 1A, Topic 5-14
Performance Outcome: Perform vertical ventilation on a structure as part of a team.
Candidate Directions: You will operate as part of a team to clear the building of smoke by performing vertical ventilation and ensuring that all ventilation barriers are removed, structural integrity is not compromised, products of combustion are released from the structure, and the team retreats from the area when ventilation is accomplished. The evolution will begin when I say, "start." The evolution will end when you say, "done." Do you understand the directions?

Variables (circle one or more)
Roof type: pitched roof / flat roof

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Collects and organizes necessary equipment and tools		
3. Ensures power tools start and operate correctly		
4. Locates position for opening at highest point (if applicable) on roof above fire		
5. Places ladder to roof properly and safely		
6. Carries roof ladder correctly while ascending ground ladder and places in position on roof (if applicable), making sure it is upwind from intended ventilation area		
7. Hoists or carries tools to roof utilizing teamwork		
8. Sounds roof with hand tool and locates roof joists and rafters so that opening won't compromise structural integrity		
9. Removes built up material (if present)		
10. Makes an opening of at least 4' x 4' in size		
11. Removes appropriate roof material from opening		
12. Coordinates with interior crews and pushes ceiling through, ensuring that opening is clear of all obstructions		
13. Exits roof immediately after performing ventilation		

Evaluation Results	
Overall Evaluation:	Pass / Fail (circle one)
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	

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3-13a: Overhaul a Fire Scene

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.13 / CTS Guide: 3-13 / Course Plan: Fire Fighter 1A, Topic 5-16	
Performance Outcome: Properly perform overhaul at the scene of a simulated or live structure fire so that hidden fires are discovered and extinguished with any evidence of arson or points of origin are preserved.	
Candidate Directions: You will overhaul a fire scene. The evolution will begin when I say, "start." The evolution will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Selects proper equipment and extinguishing source for overhaul		
3. Deploys and operates an attack line		
4. Removes building materials to expose void spaces while maintaining structural integrity		
5. Applies water for maximum effectiveness		
6. Exposes and extinguishes hidden fires in walls, ceilings, and subfloor spaces		
7. Preserves evidence of arson and points of origin		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



3-13b: Remove Charred Materials

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 4.3.13 / CTS Guide: 3-13 / Course Plan: Fire Fighter 1A, Topic 5-16
Performance Outcome: Remove charred materials from a simulated fire room while preserving any potential origin and cause indicators.
Candidate Directions: You will remove charred materials in a safe manner while protecting and preserving any potential origin and cause indicators. The evolution will begin when I say, "start." The evolution will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Performs a safety size-up of the work area		
3. Confirms which items to remove with Company Officer or Fire Investigator		
4. Extinguishes charred materials prior to moving		
5. Removes charred materials using provided equipment and tools		
6. Ensures an escape route is in place when removing charred materials (materials should not be between the candidate and the exit)		
7. States, "Protect any potential origin or cause indicators and notify the Company Officer / Fire investigator"		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



3-14a: Control Water Flow from a Sprinkler System

Candidate Information	
Candidate Name and ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), 4.3.14 / CTS Guide: 3-14 / Course Plan: Fire Fighter 1A, Topic 5-15	
Performance Outcome: Control the flow of water from a sprinkler system using sprinkler wedges/stops and by operating main sprinkler system control valves.	
Candidate Directions: You will control the flow of water from a sprinkler system using the equipment provided. Once you have used the provided sprinkler control equipment, you will shut the main control valve to secure the sprinkler system. The evolution will begin when I say, "start." The evolution will end when you have returned all equipment to a ready state and say, "done." Do you understand the directions?	

Variables (circle one)
Sprinkler control equipment: sprinkler wedges / sprinkler stop

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Secures proper sprinkler control tools and equipment		
3. Places sprinkler control equipment to stop water flow (see variable)		
4. Identifies main sprinkler control valve		
5. Closes main control valve slowly		
6. Ensures water flow has stopped		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



3-14b: Remove Water from the Interior of a Structure

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.14 / CTS Guide: 3-14 / Course Plan: Fire Fighter 1A, Topic 5-15	
Performance Outcome: Remove water from the interior of a structure using salvage covers, tools, and equipment.	
Candidate Directions: You will demonstrate the ability to remove water from the interior of a structure using the tools and equipment provided. The evolution will begin when I say, "start." The evolution will end when you have returned all equipment to a ready state and say, "done." Do you understand the directions?	

Variables (circle one)
Water removal method: water chute / catch all (with backpack water vacuum, portable pump, etc.)

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Performs a safety size-up of the work area		
3. Constructs a water chute or catch all (see variable)		
4. Places water chute or catch all in correct position to capture water		
5. Places all equipment in a ready state		
6. Refolds salvage cover		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

3-14c: Salvage a Room and its Contents

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 4.3.14 / CTS Guide: 3-14 / Course Plan: Fire Fighter 1A, Topic 5-15
Performance Outcome: Perform salvage operations to protect the building and contents from further damage.
Candidate Directions: You will demonstrate the ability to perform salvage operations. You may move furniture as necessary to complete this objective. The evolution will begin when I say, "start." The evolution will end when you have returned all equipment to a ready state and say, "done." Do you understand the directions?

Variables (circle one)
Salvage Cover Methods: one fire fighter roll method / one fire fighter shoulder toss method

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Performs size-up of room to be salvaged to ensure safe working area		
3. Clusters furniture and raises it off floor (if possible)		
4. States that he/she would remove pictures/art from walls and place with clustered furniture		
5. Covers clustered items with salvage cover (see variable)		
6. States "Salvage operations complete"		
7. Refolds salvage cover		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



3-14d: Cover Building Openings

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.14 / CTS Guide: 3-14 / Course Plan: Fire Fighter 1A, Topic 5-15	
Performance Outcome: Place appropriate materials to cover building openings.	
Candidate Directions: You will cover the building openings. You may ask for assistance in carrying or moving heavy or awkward materials. The evolution will begin when I say, "start." The evolution will end when you say, "done." Do you understand the directions?	

Variables (circle one or more)
Openings: doors / window / floor / roof

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Conducts a safety size-up of the work area		
3. Extinguishes all materials completely		
4. Determines amount of materials needed		
5. Covers openings completely		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



3-15a: Deploy Portable Tank and Prepare for Drafting Operations

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.15 / CTS Guide: 3-15 / Course Plan: Fire Fighter 1A, Topic 5-4	
Performance Outcome: Deploy a portable tank properly connect a hard suction hose to an engine and place it into a static water source to furnish water to a pumper by drafting while operating at a simulated fire scene.	
Candidate Directions: You will deploy a portable water tank and prepare for drafting operation as a member of a team. You have been provided with a pump operator. You are responsible for all other procedures. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Deploys portable water tank		
3. Checks gaskets on hard suction hose for dirt, gravel, or defects		
4. Connects strainer to hose		
5. Fastens rope to strainer or hard suction hose		
6. Connects hard suction hose to apparatus		
7. Uses appropriate tools to ensure an air tight connection		
8. Places hose and strainer into water source		
9. Signal pump operator starts drafting procedure		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



3-15b: Forward Hose Lay

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.15 / CTS Guide: 3-15 / Course Plan: Fire Fighter 1A, Topic 5-6	
Performance Outcome: Perform a forward hose lay as a member of a team, make hydrant connection ensuring they are tight and water flow is unobstructed.	
Candidate Directions: You will perform a forward hose lay as a member of a team with a minimum of 100 feet of supply hose laid. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Removes supply hose from apparatus		
3. Secures supply hose to hydrant		
4. Directs apparatus to "Lay line"		
5. Flushes hydrant		
6. Connects supply hose to proper discharge on hydrant		
7. Opens hydrant fully upon call for water		
8. Removes kinks from charged hoseline		
9. Closes hydrant fully at end of operation		
10. Place all equipment, hydrant, and engine back into service		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



3-16: Select, Carry, and Operate a Portable Fire Extinguisher

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 4.3.16 / CTS Guide: 3-16 / Course Plan: Fire Fighter 1A, Topic 5-3
Performance Outcome: Select the correct fire extinguisher, extinguish a class A, B, or C fire, and ensure that correct extinguisher handling techniques are followed.
Candidate Directions: You will select the correct fire extinguisher for a Class A, B, or C fire, approach, extinguish, and withdraw from the area after the fire is extinguished. Only one extinguisher may be used. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Variables(circle one)
Class of fire: Class A / Class B / Class C

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Identifies class of fire correctly		
3. Selects an appropriate extinguisher based on size and type of fire		
4. Activates extinguisher properly (pulls pin or punctures cartridge)		
5. Tests extinguisher operation with brief discharge prior to approaching fire		
6. Carries fire extinguisher safely and approaches fire from upwind		
7. Approaches to an effective distance for discharge <ul style="list-style-type: none"> • Within 8 feet (CO₂) • Within 20 feet (dry chemical) • Within 30 feet (water) 		
8. Discharges extinguishing agent on base of fire and sweeps over fire area		
9. Advances on remaining burning material while continuing to extinguish hot spots		
10. Extinguishes fire and check for remaining hot spots		
11. Verifies item is de-energized (Class C only)		



Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

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3-17: Light a Scene

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.17 / CTS Guide: 3-17 / Course Plan: Fire Fighter 1A, Topic 4-3	
Performance Outcome: Light the scene on a simulated fire ground and ensure the equipment is operated within manufacturer's safety precautions.	
Candidate Directions: You will use the provided equipment, materials, and power supply to light a simulated emergency scene. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Lifts equipment using proper lifting techniques		
3. Locates power plant in a remote and well-vented location		
4. Arranges power cords to minimize trip hazards		
5. Organizes lights to sufficiently light area		
6. Resets ground fault interrupter devices		
7. Starts power plant		
8. Plugs cords into power unit or junction box and provides light		
9. Shuts down equipment when told to do so		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



3-18: Turn Off Building Utilities

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.18 / CTS Guide: 3-18 / Course Plan: Fire Fighter 1A, Topic 5-7	
Performance Outcome: Turn off building utilities to safely complete an assignment.	
Candidate Directions: You will turn off building utilities. The evolution will begin when I say, "start." The evolution will end when you have returned all equipment to a ready state and say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Confirms order to turn off utilities with Officer		
3. Locates and shuts off main electrical breaker		
4. Locates and shuts off natural gas meter and or LPG/CNG storage tank		
5. Locates and shuts off water meter		
6. Reports task completion to Officer		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



3-19: Combat a Ground Cover, Debris, or Exterior Fire

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 1 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 3.2.19 and 4.3.8 / CTS Guide: 3-18 and 3-19 / Course Plan: Fire Fighter 1A, Topic 7-1 and 7-3
Performance Outcome: Recognize hazards inherent to materials and their arrangement and combat and extinguish a ground cover, debris, or exterior fire, operating as a member of a team.
Candidate Directions: You will attack and extinguish a ground cover, debris, or exterior fire. The evolution will begin when I say, "start." The evolution will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Describes hazards inherent to type and arrangement of burning materials		
3. Selects and deploys appropriate size hoseline		
4. Approaches and attacks fire safely		
5. Bleeds hoseline and adjusts nozzle pattern for maximum effectiveness		
6. Protects exposures (verbalizes if not present)		
7. Breaks up burning materials using hand tools and water streams		
8. Searches for and exposes hidden fires		
9. Checks fire area exposures		
10. Extinguishes fire completely		
11. Overhauls fire scene, protecting and preserving signs of cause and origin		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



3-20a: Tie Knots

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.20 / CTS Guide: 3-20 / Course Plan: Fire Fighter 1A, Topic 4-1	
Performance Outcome: Tie knots used in the fire service.	
Candidate Directions: You will tie six knots selected by the evaluator. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Tie a half hitch knot		
3. Tie an overhand knot		
4. Tie a clove hitch knot		
5. Tie a figure eight stopper		
6. Tie a figure eight on a bight		
7. Tie a figure eight bend		
8. Tie a figure eight follow through		
9. Tie a bowline		
10. Tie a water knot (webbing)		
11. Tie a Beckett/sheet bend knot		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



3-20b: Hoist Tools Aloft

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 4.3.20 / CTS Guide: 3-20 / Course Plan: Fire Fighter 1A, Topic 4-1
Performance Outcome: Tie an approved knot and hoist or have hoisted a tool or piece of equipment to a designated height while operating on a simulated fire ground.
Candidate Directions: You will select three tools or pieces of equipment to be hoisted, tie a knot appropriate for the selected tool or equipment, and hoist or have it hoisted to the designated floor. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Variables (select three)
Tools and equipment: <ul style="list-style-type: none"> • Axe (must be hoisted head down) • Pike pole or long-handled tool (must be hoisted head up) • Chain saw / circular saw • Hoseline (charged or dry) • Ground ladder

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Selects tools or equipment		
3. Ties a secure, appropriate knot(s) for tool or equipment selected		
4. Hoists or has hoisted tool and/or piece of equipment to designated height		
5. Maintains control of object being hoisted to prevent it from swinging out of control while hoisting (tag line required except when hoisting hoseline)		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



3-21: Operate Hand and Power Tools

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
Standard: Office of the State Fire Marshal / CTS Guide: 3-22 / Course Plan: Fire Fighter 1A, Topic 4-2
Performance Outcome: Operate hand and power tools so that tools are properly operated, maintained, and transported in accordance with manufacturer specifications and AHJ policies and procedures.
Candidate Directions: You will demonstrate a daily checkout of two fire fighting hand tools and one power tool, describe their general use, and confirm their operational readiness. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Variables (circle tools used in testing)
Hand tools: Bolt cutters, crowbar/pry bar, flat head axe, halligan tool, hand saw, hydrant wrench, K-tool, pick-head axe, pike pole (8 feet), sledgehammer, flashlight, and wildland hand tools and equipment
Power tools: Electric and gasoline powered fan, chain saw, gasoline powered circular saw, and a generator

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Identifies tool		
3. Performs visual inspection		
4. Confirms operational readiness		
5. Describes safety considerations or hazards associated with tool		
6. Operates tool per manufacture recommendations (start, operate, and shut down) if applicable		
7. Describes procedures for removing unsafe, malfunctioning, or damaged tools from service		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



3-22: Operate an Air-Monitoring Instrument

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.3.21 / CTS Guide: 3-21 / Course Plan: Fire Fighter 1A, Topic 4-4	
Performance Outcome: Operate an air-monitoring instrument while recognizing high- or low-level air monitor alarms.	
Candidate Directions: You will operate an air-monitoring instrument. The evolution will begin when I say, "start." The evolution will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Identifies type of response		
3. Isolates area and denies entry		
4. Evacuates non-essential persons		
5. Issues notifications to request appropriate resources		
6. Turns monitor on and enters area (if conditions allow)		
7. Describes gases detected by monitor		
8. Describes fire fighter response in the event of an alarm activation <ul style="list-style-type: none">• Evacuate area, make appropriate notifications, etc.		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



4-1: Clean and Check Equipment

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.5.1 / CTS Guide: 4-1	
Course Plan: Fire Fighter 1A, Topic 2-5, 4-1, 4-2, 5-9, 5-15, 5-16, and 5-17	
Performance Outcome: Properly clean and check the piece of equipment and complete the proper recording and reporting procedures.	
Candidate Directions: You will clean and check [insert equipment] and complete the proper AHJ recording and reporting documentation. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Variables (circle one)	
Tools and Equipment Groups: ladders / ventilation equipment / SCBA / ropes / salvage equipment / hand tools	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
Tool selected:		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Selects correct tools to clean and check various parts and pieces of equipment		
3. Follows guidelines per AHJ documents (SOPs) or manufacturer recommendations		
4. Completes proper recording and reporting procedures on AHJ form(s)		
5. Performs skill in safe and proficient manner		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



4-2a: Replace a Burst Section of Hose

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.5.2 / CTS Guide: 4-2 / Course Plan: Fire Fighter 1A, Topic 5-5	
Performance Outcome: Replace a burst or damaged hose section to ensure the hose is clamped, the burst section is removed, a new section is placed in its spot, the hose clamp is removed, and the hose line is ready for operation.	
Candidate Directions: You will replace a simulated burst section of hose. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Places hose clamp at least five feet behind the female coupling of damaged hose length		
3. Applies hose clamp correctly		
4. Directs team member to drain, or drains, hose at nozzle		
5. Removes damaged hose section		
6. Replaces damaged hose section of hose with new hose		
7. Closes nozzle		
8. Releases the clamp slowly and correctly to prevent water hammer		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	

4-2b: Build Hose Rolls

Candidate Information			
Candidate Name and SFT ID Number:			
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt			
General Information			
NFPA Standard: 1001 (2019), JPR 4.5.2 / CTS Guide: 4-2 / Course Plan: Fire Fighter 1A, Topic 5-5			
Performance Outcome: Roll one section of hose using an identified hose roll method selected by the skill evaluator.			
Candidate Directions: You will roll one section of hose using one of the following hose rolls: single role, donut role, twin donut roll, out-of-service roll. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?			
Variables (circle one)			
Hose roll types: single roll / donut roll / twin donut roll / out of service roll			
Performance Measures (check appropriate box)		Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.			
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation			
2. Lays hose out straight and flat on a clean surface			
3. Rolls hose (begin at male coupling if using the single roll method)			
4. Continues rolling, keeping edges aligned			
5. Lays completed roll on ground			
6. Packs any protruding coils down into roll with foot			
Evaluation Results			
Overall Evaluation: Pass / Fail (circle one)			
Student Signature / Date:			
Evaluator Signature / Date:			
Comments:			



4-2c: Clean and Maintain Hose and Mark Defective Hose

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 4.5.2 / CTS Guide: 4-2 / Course Plan: Fire Fighter 1A, Topic 5-5	
Performance Outcome: Clean, inspect, and return to service hose to service so that damage is noted and corrected, the hose is clean, and the equipment is placed in a ready state for service	
Candidate Directions: You will be clean and inspect a section of hose, given a scenario, and return it to service. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Cleans hose (coupling swivels, male threads, and length of hose)		
3. Rinses hose thoroughly with clean water		
4. Inspects hose for any remaining grease, oil stains, frays, snags, or worn areas		
5. Inspects coupling gaskets and replaces (if necessary)		
6. Marks damaged areas, if found, places out of service and notifies Company Officer		
7. Rolls and stores in service section(s) in accordance with AHJ policy or manufacturer recommendations		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



5-2a: Recognize, Identify, and Isolate Hazardous Materials/WMD

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1072 (2017), JPR 4.2.1 / CTS Guide: 5-2 / Course Plan: Fire Fighter 1B, Topic 2-2 and 2-3
Performance Outcome: Identify hazardous materials and verbalize the potential hazards, appropriate personal protective equipment, isolation distances, and appropriate emergency response actions for the identified hazard and scenario.
Candidate Directions: You will demonstrate use of the Emergency Response Guidebook based on the given scenario. You will verbalize the hazardous material; its potential hazard(s); and appropriate PPE, isolation distances, and emergency response actions. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Identifies hazardous material/WMD using a placard, UN number, shipping papers, or MSDS		
3. Looks up hazardous material/WMD name in appropriate section of Emergency Response Guidebook (ERG) <ul style="list-style-type: none"> • Yellow section to obtain information based on chemical ID number • Blue section to obtain information based on alphabetical chemical name 		
4. Notes highlighted entries and verbally identifies it as a toxic inhalation hazard (TIH)		
5. Determines correct emergency action guide to use for identified hazardous material/WMD <ul style="list-style-type: none"> • Table of Placards • Rail Car Identification Chart • Road Trailer Identification Chart • UN Number • Name of the Hazardous Material/WMD 		
6. Identifies potential fire and explosion and/or health hazards for identified hazardous material/WMD		
7. Identifies isolation distance and protective actions required for identified hazardous material/WMD <ul style="list-style-type: none"> • Green section for TIH isolation distances when not involved in a fire • Orange guide page for all other isolation distances 		
8. Identifies appropriate emergency response actions and PPE for identified hazardous material/WMD found on orange guide pages based on given scenario		



Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

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5-2b: Identify Markings for Container Size, Product, and Site Identification

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1072 (2017), JPR 4.2.1 / CTS Guide: 5-2 / Course Plan: Fire Fighter 1B, Topic 2-2	
Performance Outcome: Identify the proper container size, the product contained within, and specific site identification numbers.	
Candidate Directions: You will recognize and identify hazardous materials/WMD and associated hazards. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Identifies container sizes correctly		
3. Identifies products contained within containers and their associated hazards		
4. Identify site-specific identification or labeling numbers		
5. States associated hazards and indicators related to WMD incidents <ul style="list-style-type: none">• Secondary devices• SLUDGEM (salivation, lacrimation, urination, defecation, gastrointestinal, emesis, miosis)• Victims in concentrated area or wide area• Points of interest		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



5-4: Initiate Required Notifications

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1072 (2017), JPR 4.4.1 / CTS Guide: 5-4 / Course Plan: Fire Fighter 1B, Topic 2-4	
Performance Outcome: Initiate required notifications at a hazardous materials/WMD incident using approved communications equipment and communicate necessary information in accordance with AHJ policies and procedures.	
Candidate Directions: You use approved communications equipment to initiate required notifications at a hazardous materials/WMD incident and communicate necessary information in accordance with SHJ policies and procedures. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Evaluates incident to determine scope and severity and to advise incoming resources for approach to incident		
3. Operates approved communication equipment correctly in accordance with policies and procedures		
4. Communicates notification information to incoming resources, communications center, and relieving command		
5. Establish zones for civilians involved, separated or removed from potential contamination		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



6-2: Identify the Scope of a Hazardous Materials/WMD Incident

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1072 (2017), JPR 5.2.1 / CTS Guide: 6-2 / Course Plan: Fire Fighter 1B, Topic 3-2
Performance Outcome: Identify the scope of the problem at a hazardous materials/WMD incident so that container types, materials, location of any release, and surrounding conditions are identified, hazard information is collected, the potential behavior of a material and its container is identified, and the potential hazards, harm, and outcomes associated with that behavior are identified
Candidate Directions: You will identify the scope of the problem at a hazardous materials/WMD incident, identifying container types, materials, location of release, surrounding conditions, hazard information, potential behavior of container and materials, and outcomes associated with that behavior. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Evaluates hazardous materials/WMD incident		
3. Identifies container type and materials		
4. Identifies location of release		
5. Identifies surrounding conditions		
6. Identifies potential behavior of material and its container		
7. Communicates with pipeline operators or carrier representatives		
8. Identifies potential hazards, harm, and outcomes associated with potential behavior		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



6-3: Identify Action Options for a Hazardous Materials/WMD Incident

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1072 (2017), JPR 5.3.1 / CTS Guide: 6-3 / Course Plan: Fire Fighter 1B, Topic 3-2, 3-4, 3-5	
Performance Outcome: Identify the action options for a hazardous materials/WMD incident including response objectives, safety precautions, suitability of approved personal protective equipment (PPE) available, and emergency decontamination needs.	
Candidate Directions: You will identify action options for hazardous materials/WMD incident. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Evaluates hazardous materials/WMD incident		
3. Identifies response objectives		
4. Identifies action options		
5. Identifies safety precautions		
6. Identifies suitability of approved PPE available		
7. Identifies emergency decontamination needs		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



6-4: Perform Assigned Tasks at a Hazardous Materials/WMD Incident

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1072 (2017), JPR 5.4.1 / CTS Guide: 6-4 / Course Plan: Fire Fighter 1B, Topic 3-3, 3-4, 3-6	
Performance Outcome: Perform assigned tasks at a hazardous materials/WMD incident.	
Candidate Directions: You will perform assigned tasks at a hazardous materials/WMD incident. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Establishes and maintains protective actions and scene control		
3. Describes on-scene incident command		
4. Recognizes and preserves evidence		
5. Protects exposures and personnel		
6. Follows safety procedures		
7. Avoids or mitigates hazards		
8. Completes any additional tasks or assignments		
9. Conducts gross decontamination of personnel, tools, equipment, and PPE in the field		
10. Describes cleaning, disinfecting, and inspecting approved tools, equipment, and PPE		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



6-5: Perform Emergency Decontamination

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1072 (2017), JPR 5.5.1 / CTS Guide: 6-5 / Course Plan: Fire Fighter 1B, Topic 3-4
Performance Outcome: Perform emergency decontamination using appropriate PPE based on the hazard, protect from further exposures, avoid hazards, identify contaminated items and/or equipment for subsequent control, and decontaminate the fire fighter or victim(s).
Candidate Directions: You will perform emergency decontamination of a contaminated fire fighter or victims at a simulated hazardous materials/WMD incident The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Identifies contaminated fire fighter or victim(s)		
3. Removes contaminated fire fighter from exclusion zone using appropriate PPE		
4. Makes an effort to contain runoff by directing victims out of hazard zone and into suitable decontamination location		
5. Flushes contaminated fire fighter with water (This element can be simulated.)		
6. Directs contaminated fire fighter to remove SCBA backpack assembly if worn		
7. Directs contaminated fire fighter to remove clothing: <ul style="list-style-type: none"> • Gloves and coat, pants and boots, helmet and hood, SCBA mask 		
8. Flushes second time after fire fighter has removed contaminated clothing		
9. Moves contaminated fire fighter or victim(s) to clean environment and/or ambulance		
10. Communicates contaminant information to ambulance and/or hospital personnel		
11. Avoids hazards during emergency decontamination		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



6-6: Evaluate and Report Progress for a Hazardous Materials/WMD Incident

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1072 (2017), JPR 5.6.1 / CTS Guide: 6-6 / Course Plan: Fire Fighter 1B, Topic 3-8	
Performance Outcome: Evaluate and report the progress of the assigned tasks for a hazardous materials/WMD incident.	
Candidate Directions: You will evaluate and report the progress of the assigned tasks for a hazardous materials/WMD incident. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Determines incident status		
3. Determines whether the response objectives are being accomplished		
4. Receives update on assigned tasks		
5. Evaluates status of assigned tasks		
6. Communicates status to supervisor with approved communications tools and equipment		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



7-1: Don, Work In, and Doff Chemical Protective Clothing

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1072 (2017), JPR 6.2.1 / CTS Guide: 7-1 / Course Plan: Fire Fighter 1B, Topic 3-3	
Performance Outcome: Select and don the appropriate level of PPE provided by the AHJ, demonstrate working within the level of the PPE selected, doff the PPE, and complete the required AHJ-identified forms.	
Candidate Directions: You will don one of the selected protective equipment in accordance with the AHJ. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Describes at least three safety procedures for personnel wearing chemical protective equipment		
3. Describes at least three emergency procedures for personnel wearing chemical protective equipment		
4. Correctly inspects chemical protective equipment provided by AHJ <ul style="list-style-type: none"> • Level A • Level B • Level C 		
5. Correctly dons chemical protective equipment provided by AHJ <ul style="list-style-type: none"> • Level A • Level B • Level C 		
6. Works in chemical protective equipment and goes through decontamination (emergency and technical) while wearing PPE		
7. Doffs chemical protective equipment after evaluator states, "Decontamination has been completed." Reports and documents use of the PPE.		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	

7-2: Perform Product Control

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1072 (2017), JPR 6.6.1 / CTS Guide: 7-2 / Course Plan: Fire Fighter 1B, Topic 3-7	
Performance Outcome: Perform control techniques, making a safe approach, avoiding contact with the material during control actions, and ensuring no further spread of the material.	
Candidate Directions: You will perform control technique based on the provided hazardous materials or WMD scenario while minimizing or avoiding hazards. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Variables (circle one)		
Containment Actions: <ul style="list-style-type: none"> • Absorption/adsorption • Damming • Diking 	<ul style="list-style-type: none"> • Dilution • Diversion • Retention 	<ul style="list-style-type: none"> • Remote valve shut-off • Vapor dispersion • Vapor suppression

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Absorption/Adsorption <ul style="list-style-type: none"> • Avoids contact with hazardous materials • Ensures drains are not contaminated • Ensure the hazardous material is absorbed by the absorbent 		
3. Damming <ul style="list-style-type: none"> • Avoids contact with hazardous materials • Ensures dam is not breached 		
4. Diking <ul style="list-style-type: none"> • Avoids contact with hazardous materials • Forms a "V" or "circle" dike • Ensures hazardous material does not enter drains or manholes 		
5. Dilution <ul style="list-style-type: none"> • Avoids contact with hazardous materials • Ensures hazardous material is water soluble • Does not overflow retention pond 		

6. Diversion <ul style="list-style-type: none"> • Avoids contact with hazardous materials • Ensures hazardous material is diverted away from waterways and drains • Makes sure hazardous material does not breach diversion 		
7. Retention <ul style="list-style-type: none"> • Avoids contact with hazardous materials • Ensures product flow does not exceed retention area 		
8. Vapor Dispersion <ul style="list-style-type: none"> • Avoids contact with hazardous materials • Eliminates ignition sources (if applicable) • Uses water spray or fans to control dispersion • Moves vapors away from threatened area 		
9. Vapor Suppression <ul style="list-style-type: none"> • Approaches from upwind and uphill • Uses correct foam application technique <ul style="list-style-type: none"> ○ Roll on method ○ Band down method ○ Rain down method • Ensures foam blanket is maintained to continue vapor suppression 		
10. Remote Valve Shut-Off <ul style="list-style-type: none"> • Avoids contact with hazardous material • Eliminates ignition sources (if applicable) • Manipulates valve to control/shut off product flow 		
11. States need for decontamination of victims, personnel, tools, and equipment		
12. States need for documentation and reporting of product control operations		

Evaluation Results

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Comments:

8-2: Don Wildland Personal Protective Equipment

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
Standard: Office of the State Fire Marshal / CTS Guide: 8-2 / Course Plan: Fire Fighter 1C, Topic 2-4
Performance Outcome: Properly don wildland personal protective equipment within 60 seconds while completing all task steps.
Candidate Directions: You will don wildland personal protective equipment within 60 seconds. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Puts on pants until fully extended		
2. Connects pant fasteners (waist, zipper, and leg cuffs)		
3. Puts on shirt (must be outside of pants)		
4. Zips up shirt (must be fully clothed)		
5. Puts on web gear with fire shelter, two one-quart canteens, and/or hydro bladder with water (outside of shirt, over shoulders, no twists)		
6. Connects web belt fastener (at waist in front, adjust fit if necessary) <ul style="list-style-type: none"> • Positions based on AHJ (side or back of wearer, rapidly accessible) 		
7. Puts on helmet and secures chin strap		
8. Positions helmet shroud (outside of shirt collar, covering neck and face)		
9. Connects shroud fastener (fully closed)		
10. Puts on goggles (covering eyes, over outside of shroud)		
11. Puts on gloves (wristlet fully extended, wristlet under cuff of sleeves)		
12. Connects shirt sleeve cuff fasteners (over glove wristlets)		
Time:		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



8-3: Deploy a Fire Shelter

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
Standard: Office of the State Fire Marshal / CTS Guide: 8-3 / Course Plan: Fire Fighter 1C, Topic 2-5
Performance Outcome: Deploy a fire shelter within 30 seconds.
Candidate Directions: You will deploy a fire shelter while wearing full wildland PPE using the [insert method] method within 30 seconds. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Variables (circle one)
Shelter deployment methods: Standing-to-sitting / Standing drop-down / Lying down

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Selects deployment area and states: <ul style="list-style-type: none"> • "Away from rolling material, chimneys, draws, and steep terrain" • "Largest available clearing" • "Lightest fuel loading" • "Possible burned over area" 		
3. Clears deployment area and states: <ul style="list-style-type: none"> • "Utilize existing clearing, down to minimum 4' x 8' if time permits" • "Mineral soil" • "As large as time permits" • "Fire out if conditions warrant" • "Digging toe holds on slopes of 75% or more" 		
4. States: "Place all flammable materials 30' away from deployment area"		
5. Sets hand tool aside (Time starts when candidate releases hand tool.)		
6. Opens fire shelter carrying case		
7. Pulls shelter from case using pull strap		
8. Lies down on back or side (Lying down method only, otherwise not applicable)		
9. Opens plastic protective case		
10. Removes shelter from plastic protective case		
11. Unfolds accordion folds (extends to full length, staying close to ground to protect airway, without releasing shelter)		



12. Unfolds tri-folds (extends to full length, staying close to ground to protect airway, without releasing shelter)		
Lying Down Method		
13. Opens and enters shelter (sides, ends, and peak fully extended; without releasing shelter; hands in upper corners of shelter; feet in lower corners securing shelter)		
14. Rolls over onto stomach (maintains a minimum of three anchor points; rotates shelter and body until feet are toward fire (if necessary); maintains control of shelter)		
15. Anchors shelter (maintains maximum airspace in shelter; anchors flaps with arms and legs; full fire shelter flap seal and perimeter-to-ground contact)		
Time:		
Standing-to-Sitting Method		
16. Lays shelter on ground with opening facing up		
17. Steps into the shelter (without releasing shelter; feet anchoring end of shelter nearest oncoming fire)		
18. Sits down inside shelter (ensures body faces opening, extends body fully inside shelter)		
19. Rolls over onto stomach (maintains a minimum of three anchor points; rotates shelter and body until feet are toward fire (if necessary); maintains control of shelter)		
20. Anchors shelter (maintains maximum airspace in shelter; anchors flaps with arms and legs; full fire shelter flap seal and perimeter-to-ground contact)		
Time:		
Standing Drop-Down Method		
21. Steps in through opening (without releasing shelter)		
22. Turns to face out of opening (facing away from oncoming fire; feet anchoring lower end)		
23. Crouches down low enough to put head and upper body into opening (ensures entire body is inside shelter)		
24. Drops to ground (drop first to knees, then lies flat on stomach; faces away from oncoming fire; feet anchor lower end; pushes shelter out one hand at a time to maximize air space in shelter)		
25. Anchors shelter (maintains maximum airspace in shelter; anchors flaps with arms and legs; full fire shelter flap seal and perimeter-to-ground contact)		
Time:		



Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

DRAFT



8-4: Doff Wildland Personal Protective Equipment

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
Standard: Office of the State Fire Marshal / CTS Guide: 8-4 / Course Plan: Fire Fighter 1C, Topic 2-4
Performance Outcome: Doff wildland personal protective equipment (PPE) in accordance with manufacturer guidelines.
Candidate Directions: You will doff wildland personal protective equipment (PPE) in accordance with manufacturer guidelines. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Disconnects shirt sleeve cuff fasteners		
3. Removes gloves		
4. Removes goggles from face and places on helmet		
5. Disconnects shroud fastener		
6. Removes helmet		
7. Disconnects web belt fasteners and removes web belt		
8. Unzips and removes shirt		
9. Disconnects pants fasteners and removes pants		



10. Unfolds tri-folds (extends to full length, staying close to ground to protect airway, without releasing shelter)		
Lying Down Method		
11. Opens and enters shelter (sides, ends, and peak fully extended; without releasing shelter; hands in upper corners of shelter; feet in lower corners securing shelter)		
12. Rolls over onto stomach (maintains a minimum of three anchor points; rotates shelter and body until feet are toward fire (if necessary); maintains control of shelter)		
13. Anchors shelter (maintains maximum airspace in shelter; anchors flaps with arms and legs; full fire shelter flap seal and perimeter-to-ground contact)		
Time:		
Standing-to-Sitting Method		
14. Lays shelter on ground with opening facing up		
15. Steps into the shelter (without releasing shelter; feet anchoring end of shelter nearest oncoming fire)		
16. Sits down inside shelter (ensures body faces opening, extends body fully inside shelter)		
17. Rolls over onto stomach (maintains a minimum of three anchor points; rotates shelter and body until feet are toward fire (if necessary); maintains control of shelter)		
18. Anchors shelter (maintains maximum airspace in shelter; anchors flaps with arms and legs; full fire shelter flap seal and perimeter-to-ground contact)		
Time:		
Standing Drop-Down Method		
19. Steps in through opening (without releasing shelter)		
20. Turns to face out of opening (facing away from oncoming fire; feet anchoring lower end)		
21. Crouches down low enough to put head and upper body into opening (ensures entire body is inside shelter)		
22. Drops to ground (drop first to knees, then lies flat on stomach; faces away from oncoming fire; feet anchor lower end; pushes shelter out one hand at a time to maximize air space in shelter)		
23. Anchors shelter (maintains maximum airspace in shelter; anchors flaps with arms and legs; full fire shelter flap seal and perimeter-to-ground contact)		
Time:		



Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

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9.1 Maintain Assigned Personal Protective Equipment

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 2 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1051 (2016), JPR 4.3.2 / CTS Guide: 9-1 / Course Plan: Fire Fighter 1C, Topic 2-6	
Performance Outcome: Clean, inspect, replace (if applicable), and place personal protective equipment (PPE) in a ready state or report otherwise.	
Candidate Directions: You will inspect, clean or replace, and place PPE in a ready state, reporting any defects to a supervisor. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Variables (circle one)
Personal Protective Equipment: Nomex pants / Nomex jacket / wildland gloves / helmet and eye protection / fire shelter / shroud / web gear and water source

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Inspects and describes at least five items to ensure PPE is in safe working condition		
2. Describes appropriate cleaning procedures per manufacturer's recommendations for at least two items		
3. Inspects PPE and verbalizes findings of any holes, tears, gas and oil stains, etc.		
4. Describes importance of "Second Layer" of protective clothing		
5. Reports PPE considered unserviceable to supervisor		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



9-2: Maintain Hand Tools and Equipment

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1051 (2016), JPR 4.3.3 / CTS Guide: 9-2 / Course Plan: Fire Fighter 1C, Topic 2-6
Performance Outcome: Clean, check, sharpen (if applicable), and place equipment in a ready state or report otherwise.
Candidate Directions: You will inspect, clean, and sharpen a tool and place in a ready state, reporting any defects to a supervisor. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Variables (circle one)
Tools and Equipment: brush hook / shovel / single or double bit ax / Pulaski / McLeod rhino tool / combi tool / wire broom

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Inspects and describes selected item to ensure tool is in safe working condition		
3. Reports any tools considered unserviceable to supervisor		
4. Uses file handle and guard		
5. Secures tools for sharpening		
6. Maintains clearance around work area		
7. Uses flat palm against file		
8. Sharpens tool per agency or manufacturer guidelines		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



10-1: Assemble and Prepare for Response

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1051 (2016), JPR 4.5.2 / CTS Guide: 10-1 / Course Plan: Fire Fighter 1C, Topic 3-1
Performance Outcome: Assemble and prepare for response so that arrival at the incident with the required personnel and equipment meets agency guidelines.
Candidate Directions: You will identify the required equipment needed and the weight limitations for said equipment when you are dispatched to an out-of-county assignment. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Verbally identifies what essential items should be carried in an out-of-county bag to operate on the ground for up to 14 days		
2. Inspects PPE for serviceability		
3. Ensures equipment meets agency guidelines and weight limitations		

Basic Needs: Essential

- Undergarments (underwear and socks)
- 100% cotton t-shirts (as designated by agency)
- Work uniform pants and shirts
- Personal hygiene kit (soap, shampoo, toothbrush, toothpaste, lip balm, foot powder, shaving kit, aspirin, medications, etc.)
- Towel and washcloth
- Watch
- Small notebook, pen/pencil
- Tent, sleeping bag, and pillow (if agency does not provide a room for days off)

Basic Needs: Suggested

- Snacks or energy bars
- Inclement weather gear
- Bandanas
- Spare eyeglasses or repair kit
- Inspect repellent
- Small flashlight
- Hand sanitizer
- Shower shoes
- Off duty clothes
- Sewing kit



Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

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10-2a: Use Incident Response Pocket Guide

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1051 (2016), JPR 4.5.3 / CTS Guide: 10-2 / Course Plan: Fire Fighter 1C, Topic 2-2	
Performance Outcome: Describe and demonstrate how to use the Incident Response Pocket Guide (IRPG).	
Candidate Directions: You will use the IRPG to locate and describe the standard safety policies and procedures for wildland fires. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Locates and describes LCES		
3. Locates and describes briefing checklist		
4. Locates and describes standard firefighting orders		
5. Locates and describes watch out situations		
6. Locates and describes common denominators on tragedy fires		
7. Locates and describes downhill checklist		
8. Locates and describes wildland challenges and hazards		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	

10-2b: Assume Safety Position for Retardant Drop

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1051 (2016), JPR 4.5.3 / CTS Guide: 10-2 / Course Plan: Fire Fighter 1C, Topic 2-2
Performance Outcome: Demonstrate the safety position for an air tanker retardant drop, while wearing wildland protective gear, within 30 seconds.
Candidate Directions: You will properly assume the position for an air tanker drop within 30 seconds, while wearing full wildland PPE. The test will begin when I say, "air tanker approaching." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. States, "I would attempt to leave the target area if possible."		
3. Shouts, "Airdrop."		
4. Selects an area free of hazards		
5. Checks all wildland safety equipment to assure it is worn properly		
6. Lays flat on the ground, face down with head toward direction of the approaching air tanker		
7. Holds helmet on tightly		
8. Holds hand tool firmly to one side with the sharp edge away from body		
9. Remains in safety position with feet spread and toes extended outward until instructed to get up		
10. Time:		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



10-3a: Assemble, Use, and Maintain a Back Pump

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1051 (2016), JPR 4.5.4 / CTS Guide: 10-3 / Course Plan: Fire Fighter 1C, Topic 3-2
Performance Outcome: Create a 100-foot simulated fireline using a back pump. Demonstrate donning and priming back pump, creating fireline, clearing and replacing a clogged nozzle, and refilling back pump.
Candidate Directions: You will use a back pump to make a fireline, clear and replace a clogged nozzle, and refill the back pump. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Dons back pump using coat method		
3. Places arms through shoulder straps		
4. Positions back pump onto back without losing control		
5. Accesses and removes trombone keeping nozzle elevated		
6. Tests back pump to ensure it is primed and operable prior to reaching fireline		
7. Approaches burn side of simulated fireline with nozzle elevated and begins to apply a continuous wet line from an anchor point		
8. Makes a continuous 100-foot wet line on simulated fireline by overlapping succeeding sprays of water (Finger should be placed over tip to create a 12" wide spray pattern.)		
9. Removes finger from tip on evaluator's command and uses straight stream to cool a simulated hot spot		
10. Simulates and verbalizes steps to clear a clogged nozzle		
11. Simulates and verbalizes steps to replace a clogged nozzle		
12. Returns back pump to engine and refills unit at back pump refill station		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



10-3b: Perform a Progressive Hose Lay (Hose)

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1051 (2016), JPR 4.5.4 / CTS Guide: 10-3 / Course Plan: Fire Fighter 1C, Topic 3-2
Performance Outcome: Make a 500-foot progressive two-person hose lay. Each candidate will complete the hose portion within four minutes and the nozzle position within four minutes for a total drill time of eight minutes.
Candidate Directions: Working with a partner you will start from inside the cab while wearing full wildland PPE with web gear and shelter and make a two-person 500-foot progressive hose lay from a clearly marked anchor point while applying a continuous wet line. At the midpoint of the examination you will switch positions with your partner. You will have four minutes to complete the hose portion and four minutes to complete the nozzle portion for a total testing time of eight minutes. When you are finished with the timed portion of the test, you will return the hose, brass, and clamp to the starting point. Running is never permitted. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Retrieves hose clamp and two hose tees from engine's brass compartment (or they may be mounted on hose rolls)		
3. Dons hose packs on back		
Time Starts for Remaining Performance Measures		
4. Removes hose from hose pack (takes hose from nozzle candidate's hose pack)		
5. Deploys hose completely (shouts "hose," does not drop coupling, does not deploy hose into burn)		
6. Clamps charged hose lay with hose clamp (at least 18 inches from nozzle, without pinching hose or fingers, verbalizes "clamp" loudly)		
7. Hands male coupling of uncharged hose to nozzle candidate and receives male coupling from charged hose		
8. Attaches female coupling of clamped/charged hose to complete hose connection		
9. Releases hose clamp slowly		
10. States pre-designated command ("Water coming")		
11. Removes hose from hose pack (takes hose from nozzle candidate's hose pack)		
12. Deploys hose completely (shouts "hose," does not drop coupling, does not deploy hose into burn)		
13. Clamps charged hose lay with hose clamp (at least 18 inches from nozzle, without		



pinching hose or fingers, verbalizes "clamp" loudly)		
14. Hands male coupling of uncharged hose to nozzle candidate and receives male coupling from charged hose		
15. Attaches in-line hose tee to male end of clamped/charged hose (does not drop on ground, ensures in-line tee is closed) or may already be in-line if pre-attached in hose roll		
16. Attaches female coupling to male coupling of tee to complete hose connection		
17. Releases hose clamp slowly		
18. States pre-designated command ("Water coming")		
Time Stops:		
Candidate switches roles (see 10-3b: Perform a Progressive Hose Lay (Nozzle) skill sheet)		
Hose Candidate and Nozzle Candidate		
19. Breaks down hose (disconnects all couplings) <ul style="list-style-type: none"> • Engine operator shall disconnect from discharge 		
20. Returns all used hose to spot "X" designated at beginning of exam <ul style="list-style-type: none"> • Carries used hose using shoulder carry or butterfly (figure 8) method • Does not drag coupling 		
21. Returns nozzles with bale shut off, hose clamps, hose tees, and hose packs to spot "X" designated at beginning of exam (without dropping equipment)		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



10-3b: Perform a Progressive Hose Lay (Nozzle)

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1051 (2016), JPR 4.5.4 / CTS Guide: 10-3 / Course Plan: Fire Fighter 1C, Topic 3-2
Performance Outcome: Make a 500-foot progressive two-person hose lay. Each candidate will complete the hose portion within four minutes and the nozzle position within four minutes for a total drill time of eight minutes.
Candidate Directions: Working with a partner you will start from inside the cab while wearing full wildland PPE with web gear and shelter and make a two-person 500-foot progressive hose lay from a clearly marked anchor point while applying a continuous wet line. At the midpoint of the examination you will switch positions with your partner. You will have four minutes to complete the hose portion and four minutes to complete the nozzle portion for a total testing time of eight minutes. When you are finished with the timed portion of the test, you will return the hose, brass, and clamp to the starting point. Running is never permitted. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Deploys starter hose roll completely (shouts "hose", does not drop coupling, does not deploy hose into burn)		
3. Hands female coupling of starter roll to engine operator to connect to discharge		
4. Retrieves 1½-foot nozzle with shut off bale and hose clamp from engine's brass compartment		
5. Attaches nozzle with bale shut off to hose (starter roll) male coupling assuring bale is fully closed		
6. Sets down nozzle		
7. Dons hose packs on back		
8. Picks up nozzle and instructs engine operator to charge line <ul style="list-style-type: none"> • Does not advance line 		
9. Opens nozzle/bale fully and slowly bleeds air from line		
10. Adjusts nozzle pattern (straight stream to fog, leaves on medium fog)		
11. Establishes an anchor point and advances hose line <ul style="list-style-type: none"> • Makes continuous wet line • Uses alternating straight stream to medium fog knocking down simulated fire in advance of hose lay • Holds hose on either hip or over shoulder • Stops advancing hose lay when 10 feet of slack is left, verbalized by hose 		



candidate		
<ul style="list-style-type: none"> Knocks down simulated fire ahead of hose lay end with straight stream 		
12. Closes nozzle/bale fully and slowly		
Time Starts for Remaining Performance Measures		
13. Opens nozzle/bale slowly to relieve water pressure		
14. Removes nozzle/bale		
15. Hands male coupling to hose candidate and receives male coupling from uncharged hose		
16. Attaches nozzle/bale shut off to hose male coupling		
17. Confirms bale shut off is fully closed		
18. States pre-designated command (example "Ready for water")		
19. Opens nozzle/bale slowly to bleed air and to test nozzle pattern (straight stream to fog, leave on medium fog, does not advanced hose until fully charged)		
20. Resumes advancing hose line <ul style="list-style-type: none"> Makes continuous wet line Uses alternating straight stream to medium fog knocking down simulated fire in advance of hose lay Holds hose on either hip or over shoulder Stops advancing hose lay when 10 feet of slack is left, verbalized by hose candidate Knocks down simulated fire ahead of hose lay end with straight stream 		
21. Closes nozzle/bale fully and slowly		
22. Opens nozzle/bale slowly to relieve water pressure		
23. Removes nozzle/bale		
24. Hands male coupling to hose candidate and receives male coupling from uncharged hose		
25. Attaches nozzle/bale shut off to hose male coupling		
26. Confirms bale shut off is fully closed		
27. States pre-designated command (example "Ready for water")		
28. Opens nozzle/bale slowly to bleed air and to test nozzle pattern (straight stream to fog, leave on medium fog, does not advanced hose until fully charged)		
29. Resumes advancing hose line <ul style="list-style-type: none"> Makes continuous wet line Uses alternating straight stream to medium fog knocking down simulated fire in advance of hose lay Holds hose on either hip or over shoulder Stops advancing hose lay when 10 feet of slack is left, verbalized by hose candidate Knocks down simulated fire ahead of hose lay end with straight stream 		
30. Closes nozzle/bale fully and slowly		
Time Stops:		



Candidate switches roles (see 10-3b: Perform a Progressive Hose Lay (Hose) skill sheet)

Hose Candidate and Nozzle Candidate 1

31. Breaks down hose (disconnects all couplings)

- Engine operator shall disconnect from discharge

32. Returns all used hose to spot "X" designated at beginning of exam

- Carries used hose using shoulder carry or butterfly (figure 8) method
- Does not drag coupling

33. Returns nozzles with bale shut off, hose clamps, hose tees, and hose packs to spot "X" designated at beginning of exam (without dropping equipment)

Evaluation Results

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Comments:



10-3c: Construct a Fireline Using Hand Tools

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1051 (2016), JPR 4.5.4 / CTS Guide: 10-3 / Course Plan: Fire Fighter 1C, Topic 3-2	
Performance Outcome: Construct a handline so that the fireline conforms to the construction standards.	
Candidate Directions: You will perform as a team member in a group of no more than 10 to construct a handline using hand tools to AHJ standards. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Discusses the following aspects based on fire simulation <ul style="list-style-type: none"> • Fireline location • Fireline construction methods • Fireline standards • Safety concerns 		
3. Selects proper tools for given fuel types		
4. Demonstrates proper hook line order		
5. Demonstrates proper space when walking and working, (10-15 feet apart)		
6. Constructs line extending to mineral soil		
7. Demonstrates proper intra-crew communications (bump, take more, take less, hazards)		
8. Demonstrates the one lick, bump up, and leap frog techniques		
9. Demonstrates hot spotting, scratch line, and finished line		
10. Demonstrates trenching or construction of a downhill berm		
11. Demonstrates safe use of hand tools		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

10-3d: Perform Mobile Pumping

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1051 (2016), JPR 4.5.4 / CTS Guide: 10-3 / Course Plan: Fire Fighter 1C, Topic 3-2
Performance Outcome: Mobile attack for a distance of 100 feet and cool down a hot spot under simulated fire conditions using an over the hip hose drag and over the shoulder method.
Candidate Directions: You will mobile pump for 100 feet. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Selects and extends proper attack line		
3. Attaches attack line to proper discharge (if not pre-connected)		
4. Selects proper nozzle with shut-off and attaches hand tight to attack line		
5. Opens engine discharge valve to charge hoseline		
6. Opens nozzle to check water pattern, water pressure, and complete elimination of air prior to reaching fire		
7. Utilizes an over-the-hip or over-the-shoulder hose drag method		
8. Begins mobile attack from selected anchor point		
9. Works parallel to fire's edge in simulated burn making a continuous wet line		
10. Adjusts nozzle to straight stream to cool flare-up/hotspot on fire's edge (upon command)		
11. Adjusts nozzle pattern back to narrow fog and completes a continuous wet line along 100 feet of fire's edge		
12. Avoids injury/damage to engine, crew, and equipment along 100 foot wet line		
13. Returns all equipment to proper storage on engine		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



10-4a: Ignite and Extinguish Road Flares and Fusees

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1051 (2016), JPR 4.5.5 / CTS Guide: 10-4 / Course Plan: Fire Fighter 1C, Topic 3-3
Performance Outcome: Ignite and extinguish a flare or fusee ensuring the device is safely ignited carried and used and then extinguished.
Candidate Directions: You will ignite and extinguish a road flare or fusee. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
Igniting		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Grasps flare or fusee near base with back to wind		
3. Removes flare/fusee cap to expose igniter by twisting off in either direction		
4. Removes striker cap to expose striker		
5. Positions igniter and striker together with arms fully extended and looks away from flare/fusee		
6. Moves flare/fusee away from body while rubbing striker forcefully across igniter surface (repeats steps 5 and 6 until flare/fusee ignites)		
Extinguishing		
7. Points lit end toward ground while holding flare/fusee at arm's length from body		
8. Taps flare/fusee's lit end onto bare ground (repeats step 8 until flare/fusee is extinguished)		
9. Disposes of used flare/fusee properly		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

10-4b: Assemble, Ignite, Extinguish, and Disassemble a Drip Torch

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 2 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1051 (2016), JPR 4.5.5 / CTS Guide: 10-4 / Course Plan: Fire Fighter 1C, Topic 3-3
Performance Outcome: Assemble a drip torch ensuring the gasket is in place and intact, fuel spout is facing in the correct position and the air vent is open; ignite the torch using ignition source; extinguish the drip torch ensuring the wick has cooled down; and disassemble and place back into service ensuring the tank is full.
Candidate Directions: You will assemble, ignite, extinguish, and disassemble a drip torch. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
Assemble and Ignite		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Shakes torch to mix fuel		
3. Places torch in a clear area and loosens and removes lock ring		
4. Loosens and removes fuel flow plug, inspects "O" ring, and places it hand tight on blind threaded retainer		
5. Removes fuel spout, checks fuel level in the tank, and checks gasket on spout		
6. Turns spout assembly over and sets it atop drip torch with wick pointed away from tank handle		
7. Slips lock ring over spout, threaded side down, and tightens lock ring in place		
8. Opens air vent $\frac{3}{4}$ of the way		
9. Pours small amount of fuel on ground and lights it with match or fusee		
10. Lights drip torch wick by inverting torch above flaming fuel		
Extinguish and Disassemble		
11. Blows out wick and allows it to cool		
12. Removes lock ring and places it on clean surface		
13. Refills tank to $\frac{3}{4}$ full		
14. Inserts spout assembly wick into tank		
15. Replaces lock ring and hand tightens it		
16. Removes fuel flow plug from retainer and places it to block fuel flow to spout		
17. Closes air vent		

Evaluation Results	
Overall Evaluation:	Pass / Fail (circle one)
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	

DRAFT

10-5: Prep and Defend a Structure

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1051 (2016), JPR 4.5.6 / CTS Guide: 10-5 / Course Plan: Fire Fighter 1C, Topic 3-4
Performance Outcome: Describe methods to reduce the threat of fire exposure to improved properties given a wildland or urban interface fire so that improvements are protected.
Candidate Directions: You will demonstrate your ability to accurately assess, categorize, and defend a structure in the wildland. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Explains importance of LCES and Situational Awareness		
3. Identifies structural triage category for affected structure		
4. Applies S-FACTS to affected structure		
5. Identifies and explains fuel removal options		
6. Describes essential tasks to undertake when protecting structures <ul style="list-style-type: none"> • Ladder to roof • Clean roof of combustibles • Clear around structure, woodpiles, furniture, etc. • Cover vents • Shut off fuel tanks • Close all windows and doors 		
7. Describes hoseline placement, line construction, and use of fire to protect structure		
8. Describes effective use of tools and equipment to protect structure		
9. Describes characteristics of and differences between a safety zone and a temporary refuge area		

Evaluation Results	
Overall Evaluation:	Pass / Fail (circle one)
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	

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10-6: Perform Mop Up Operations

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1051 (2016), JPR 4.5.7 / CTS Guide: 10-6 / Course Plan: Fire Fighter 1C, Topic 3-5	
Performance Outcome: Correctly mop up a wildland fire.	
Candidate Directions: You will mop up a simulated wildland fire using wet or dry mop up techniques. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Variables (circle one)	
Mop Up: wet / dry	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
Dry Mop Up		
2. Locates and identifies burning material		
3. Utilizes hand tools for chopping, scraping, and separating burning material		
4. Mixes burning material with soil		
5. Rearranges fuels adjacent to control line to facilitate holding the fire		
6. Rearranges fuels so threat of escape is mitigated or extinguished		
Wet Mop Up		
7. Locates and identifies burning material		
8. Applies water appropriately		
9. Uses straight steam to penetrate ground fuels		
10. Rearranges fuels so threat of escape is mitigated or extinguished		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	

10-7: Patrol the Fire Area

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1051 (2016), JPR 4.5.8 / CTS Guide: 10-7 / Course Plan: Fire Fighter 1C, Topic 3-6
Performance Outcome: Correctly patrol a wildland fire.
Candidate Directions: You will patrol the area of simulated wildland fire so that burning fuels that threaten escape are located and extinguished. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Determines number of resources needed		
3. Determines area to cover		
4. Determines depth of line to cover		
5. Grids to maintain control of fire area		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



1-1: Organize an Incident Management System

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 5.1, 5.1.1, 5.1.2 / CTS Guide: 1-1 / Course Plan: Fire Fighter 2A, Topic 1-3
Performance Outcome: Determine the need for command, and organize and coordinate activities using the incident management system until command is transferred.
Candidate Directions: You will determine the need for command, organize and coordinate the incident management system, function in a role within the incident command system, and then transfer command. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Determines need for command		
2. Implements incident management system (IMS)		
3. Coordinates incident until transfer of command occurs		
4. Transfers command to an incoming incident commander		
5. Assumes an IMS role by briefly describing duties for one the following: (circle one) <ul style="list-style-type: none"> • Division or Group Supervisor • Operations Section Chief • Incident Safety Officer • Public Information Officer • Liaison Officer 		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



2-1: Complete a Basic Incident Report

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 5.2.1 / CTS Guide: 2-1 / Course Plan: Fire Fighter 2A, Topic 2-1	
Performance Outcome: Complete a basic incident report so that all pertinent information is recorded, the information is accurate, and the report is complete.	
Candidate Directions: You will complete an incident report using the provided incident information. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Determines data management/NFIRS codes needed to complete report		
2. Uses AHJ standard tools and equipment (<i>i.e. computer or hand written report</i>) for completing incident reports		
3. Completes all applicable alarm information sections		
4. Records all pertinent information and completes all applicable narrative sections		
5. Proofreads report for accuracy and completeness		
6. Routes, files, and/or forwards report in accordance with AHJ criteria		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



2-2: Communicate the Need for Team Assistance

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 5.2.2 / CTS Guide: 12-2 / Course Plan: Fire Fighter 1A, Topic 3-5	
Performance Outcome: Communicate the need for team assistance while consistently informing the supervisor of team needs and following departmental standard operating procedures.	
Candidate Directions: You will communicate the need for team assistance based on a given scenario. The evolution will begin when I say, "start." The evolution will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Evaluates given scenario to identifies team needs		
3. Uses portable radio (if applicable) to communicate conditions, actions, and needs to team members and supervisor		
4. Monitors situation continuously and updates as needed to ensure safe completion of assignment		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



3-1: Extinguish an Ignitable Liquid Fire

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 5.3.1 / CTS Guide: 3-1 / Course Plan: Fire Fighter 2A, Topic 3-1	
Performance Outcome: Extinguish an ignitable liquid fire, operating as a member of a team, so that correct type of foam concentrate is selected for given fuel and conditions, a properly proportioned foam stream is applied to surface of fuel to create and maintain a foam blanket, fire is extinguished, reignition is prevented, team protection is maintained with a foam stream, and hazard is faced until retreat to safe haven is reached.	
Candidate Directions: You will extinguish a simulated or ignitable liquid fire as a member of a team. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Variables (circle one)	
Foam Application Technique: Roll-On Method / Bank-Down Method / Rain-Down Method	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Selects appropriate foam concentrate and prepares foam concentrate for given fuel and conditions		
3. Sets up apparatus and assembles foam stream components		
4. Charges hoseline and safely approaches fire or fuel, as part of a team, using the specified technique		
5. Applies properly proportioned foam to fuel or fire surface to create and maintain a foam blanket		
6. Extinguishes fire and prevents reignition		
7. Maintains team protection with foam stream		
8. Faces hazard until team completely retreats to safe haven		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



3-2: Control a Flammable Gas Cylinder Fire

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 5.3.3 / CTS Guide: 3-2 / Course Plan: Fire Fighter 2A, Topic 3-2
Performance Outcome: Control a flammable gas cylinder fire, operating as a member of a team, so that crew integrity is maintained, contents are identified, safe havens are identified prior to advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat.
Candidate Directions: You will control a simulated flammable gas cylinder fire as a member of a team. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Identifies container contents and safe havens prior to advancing		
3. Advances toward fire so that a smooth, controlled, and safe approach is made and team integrity maintained		
4. Operates nozzle as directed and adjusts patterns for the following techniques: <ul style="list-style-type: none"> • Straight stream for reach and initial cooling • Narrow fog stream to cool cylinder • Wide fog stream to shield personnel from flames and push flames away from control valves 		
5. Cites common indicators used to assess cylinder integrity and monitor for changing conditions		
6. Selects appropriate procedures for when changes in conditions occur		
7. Advances and positions fire streams in a manner that provides safe access for personnel to operate control valves		
8. Applies fire stream without extinguishing flames unless leaking gas has been stopped		
9. Operates control valves to stop gas flow		
10. Retreats in a smooth and controlled manner, while facing hazard, until entire team reaches a safe haven		



Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

Draft



3-3: Coordinate an Interior Fire Attack Line

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 5.3.2 / CTS Guide: 3-3 / Course Plan: Fire Fighter 2A, Topic 3-3
Performance Outcome: Coordinate an interior attack line for a team's accomplishment of an assignment in a structure fire* so that crew integrity is established; attack techniques are selected for the given level of the fire (e.g., attic, grade level, upper levels, or basement); attack techniques are communicated to the attack teams; constant team coordination is maintained; fire growth and development is continuously evaluated; search, rescue, and ventilation requirements are communicated or managed; hazards are reported to the attack teams; and incident command is apprised of changing conditions. *This skill sheet may be completed with a simulated structure fire if the candidate has already completed live fire training prior to testing this skill. Please indicate fire type below.
Candidate Directions: You will coordinate an interior attack line for a team's accomplishment of an assignment in a structure fire. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Variables (circle one)
Attack Scenario: below grade (basement/cellar) / at grade fire / above grade fire (second story or above) / attic fire
Fire Type: live fire / simulated structure fire

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Assembles a team for fire attack		
3. Conducts size up and communicates action plan to team		
4. Selects appropriate tools and equipment for forcible entry		
5. Evaluates fire conditions upon entry and forecasts anticipated fire spread and development		
6. Requests coordinated ventilation based on fire conditions		
7. Requests search and rescue activities based on fire conditions and given information		
8. Identifies developing and/or potential hazardous building or fire conditions and communicates to incident commander and team		
9. Extinguishes fire correctly using appropriate application techniques based on fire conditions		
10. Maintains personal safety of all team members		



Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

Draft



3-4: Protect Evidence of Fire Cause and Origin

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 5.3.4 / CTS Guide: 3-4 / Course Plan: Fire Control 2A, Topic 2-4	
Performance Outcome: Protect evidence of fire cause and origin so that the evidence is noted and protected from further disturbance until investigators can arrive on the scene.	
Candidate Directions: You will demonstrate proper methods of noting and protecting evidence of fire cause and origin. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Identifies indicators commonly used to locate a fire's point of origin		
3. Recognizes indicators commonly used to identify possible sources of fire cause (burn patterns, heavy charring, etc.)		
4. Recognizes possible signs of arson (trailers, accelerants, incendiary devices, etc.)		
5. Notes and protects evidence from being improperly handled or destroyed during salvage and overhaul operations		
6. Preserves evidence by securing immediate area		
7. Secures scene in accordance with AHJ procedures until investigators arrive		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



4-1: Extract a Victim Entrapped in a Motor Vehicle

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 5.4.1 / CTS Guide: 4-1 / Course Plan: Fire Fighter 2A, Topic 4-1
Performance Outcome: Describe how to extricate a victim entrapped in a motor vehicle as part of a team, so that the vehicle is stabilized, the victim is disentangled without further injury, and hazards are managed.
Candidate Directions: You will describe the proper methods for extricating a victim entrapped in a motor vehicle as part of a team. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Describes a minimum two (2) different techniques for moving or removing: <ul style="list-style-type: none"> • Vehicle roof • Vehicle doors • Vehicle windshields and window • Vehicle steering wheels and/or columns • Vehicle dashboards 		
3. Describes how to size up situation to: <ul style="list-style-type: none"> • Identify and manage hazards • Determine required stabilization • Select appropriate extrication techniques 		
4. Describes how to stabilize vehicle using cribbing and/or shoring material		
5. Describes how to operate hand and power extrication tools		
6. Describes how to perform extrication techniques and disentangle victim without causing further injury		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



4-2: Assist a Rescue Operations Team

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 5.4.2 / CTS Guide: 4-2 / Course Plan: Fire Fighter 2A, Topic 4-2
Performance Outcome: Assist rescue operation teams so that procedures are followed, rescue items are recognized and retrieved in the time prescribed by the AHJ, and the assignment is completed.
Candidate Directions: You will assist rescue operations at the following type of incident [insert incident variable].” The test will begin when I say, “start.” The test will end when you say, “done.” Do you understand the directions?

Variables (circle one)
Rescue Scenario: <ul style="list-style-type: none"> • Structural collapse • Trench collapse • Cave and/or tunnel emergencies (utility manholes included) • Water and/or ice emergency • Elevator emergency / Escalator emergency • Energized electrical line • Industrial accident • Wilderness search and rescue

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Identifies and retrieves tools and equipment commonly used to perform rescue		
3. Establishes public barriers to isolate bystanders from rescue scene		
4. Assists rescue teams by completing assigned tasks		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



5-1: Perform a Fire Safety Survey in an Occupied Structure

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 5.5.1 / CTS Guide: 5-1 / Course Plan: Fire Fighter 2A, Topic 5-1
Performance Outcome: Perform a fire safety survey in an occupied structure so that fire and life safety hazards are identified, recommendations for their correction are made to the occupant, and unresolved issues are referred to the proper authority.
Candidate Directions: You will demonstrate the proper method to perform a fire safety survey in an occupied structure. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Makes proper introduction to occupant and explains purpose of fire safety survey		
2. Checks for common fire hazards (electrical, cooking, storage or flammable, etc.)		
3. Checks function and operation of smoke detector(s) and carbon monoxide detector(s)		
4. Reviews exit drill procedures with occupant		
5. Checks heating system, wall heaters, portable heaters, fireplaces, and water heaters for proper clearance from combustible material		
6. Checks for obvious structural hazards (chimney, disrepair, etc.)		
7. Checks for combustible waste hazards (trash, sawdust, paper, etc.)		
8. Explains findings to occupant, communicates unresolved issues, and provides referrals as necessary		
9. Completes all related survey forms and files in accordance with AHJ standard operating procedures		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



5-2: Present Fire Safety Information

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 5.5.2 / CTS Guide: 5-2 / Course Plan: Fire Fighter 2A, Topic 5-2	
Performance Outcome: Present fire safety information to station visitors or small groups so that all information is presented, the information is accurate, and questions are answered or referred.	
Candidate Directions: You will present accurate fire safety information to station visitors or a small group. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Organizes and prepares needed materials ahead of presentation to ensure it is complete and accurate		
2. Clearly states topic and objective(s) to group		
3. Teaches lesson to accomplish objective(s)		
4. Uses appropriate supplies and equipment for lesson		
5. Uses appropriate presentation techniques for target age of audience		
6. Answers or refers questions to appropriate personnel		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



5-3: Prepare a Preincident Survey

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt	
General Information	
NFPA Standard: 1001 (2019), JPR 5.5.3 / CTS Guide: 5-3 / Course Plan: Fire Fighter 2A, Topic 5-3	
Performance Outcome: Prepare a preincident survey so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.	
Candidate Directions: You will prepare a preincident survey that records required occupancy information. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?	

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Notifies building occupant and schedules field survey		
2. Identifies fire suppression and detection system components to include in survey		
3. Sketches site, buildings, and applicable special features		
4. Detects applicable hazards to include in preincident drawings		
5. Detects applicable special considerations to include in preincident diagrams		
6. Completes all related departmental forms and final diagrams to include required occupancy information		
7. Routes, files, and/or forwards report in accordance with AHJ requirements		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Comments:	



5-4: Maintain Power Plants, Tools, and Equipment

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 5.5.4 / CTS Guide: 5-4 / Course Plan: Fire Fighter 2A, Topic 5-4
Performance Outcome: Maintain power plants, power tools, and lighting equipment so that equipment is clean and maintained according to manufacturer and departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.
Candidate Directions: You will maintain a _____, keeping item clean and maintained to manufacturer and departmental guidelines. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Variables (circle one)
Power Item:
<ul style="list-style-type: none"> • Power plant (hydraulic pump, portable pump, etc.) • Power tool (chain saw, rotary saw, etc.) • Lighting equipment (generator, cord reel, etc.)

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Inspects item to ensure it is in a ready state		
3. Selects correct tools to maintain item		
4. Starts and properly operates item		
5. Follows manufacturer and departmental guidelines for maintaining item		
6. Completes all applicable maintenance documents and records		
7. Reports any out-of-service equipment in accordance with local policy and procedure		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:



5-5: Perform an Annual Service Test on a Fire Hose

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 5.5.5 / CTS Guide: 5-5 / Course Plan: Fire Fighter 2A, Topic 5-5
Performance Outcome: Perform an annual service test on fire hose so that procedures are followed, the condition of the hose is evaluated, any damaged hose is removed from service, and the results are recorded.
Candidate Directions: You will demonstrate the ability to perform an annual service test on fire hose. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Marks hose directly behind coupling, inspects gasket condition, and visually inspects hose for damage		
3. Assembles hose lines to a maximum length of 300 feet and connects to discharge port with a restricted flow		
4. Fills hose with water and bleeds air from all lines		
5. Checks couplings for leaks and tightens couplings as needed		
6. Operates hose testing equipment so that all hose lines are pressurized in accordance with NFPA 1962		
7. Maintains test pressure for five minutes and watches for leaks or weeping		
8. Reduces hose pressure, bleeds lines, and inspects each hose for any slipped couplings		
9. Completes all applicable recording and reporting procedures according to AHJ policy and procedure		
10. Reports any damaged or out-of-service hose in accordance with AHJ policy and procedure and removes from service		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Comments:

Fire Fighter

(NFPA Fire Fighter I and II, HazMat/WMD FRA and FRO,
and Wildland Fire Fighter I)

Certification Task Book (2019)

Published **Month Year**



California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Overview

Authority

This certification task book includes the certification training standards set forth in the Fire Fighter 1 Certification Training Standards Guide (2019) and the Fire Fighter 2 Certification Training Standards Guide (2019), which is based on:

- NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019)
- NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2016)
- NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017)

Published by: State Fire Training, 2251 Harvard Street, Suite 400, Sacramento, CA 95815
(916) 568-3800.

Cover photo courtesy of Craig Allyn Rose Photography.

Purpose

The State Fire Training certification task book is a performance-based document that identifies the minimum requirements necessary to perform the duties of that certification. Completion of a certification task book verifies that the candidate has the required experience, holds the required position, and has demonstrated the job performance requirements to obtain that certification.

Assumptions

With the exception of the Fire Fighter 1 and 2 certifications, a candidate may begin the task book process upon completion of all required education components (courses).

State Fire Training holds the opinion that a Fire Fighter 1 or Fire Fighter 2 certification candidate may initiate a task book and obtain verification signatures for job performance requirements (JPR) demonstrated during training. A fire chief retains the option to require a candidate to repeat any JPR completed and signed off on during training and to document that performance with a second signature in the candidate's task book.

Each job performance requirement (JPR) shall be evaluated after the candidate's fire chief initiates the task book.

An evaluator may verify satisfactory execution of a job performance requirement (JPR) through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

State Fire Training task books do not count towards the NWCG task book limit. There is no limit to the number of State Fire Training task books a candidate may pursue at one time if the candidate meets the initiation requirements of each.

It is the candidate's responsibility to routinely check the State Fire Training website for updates and addendums to an initiated task book. Any State Fire Training issued update or addendum is required for task book completion.

A candidate must complete a task book within five years its initiation date.

Draft

Roles and Responsibilities

Candidate

The candidate is the individual pursuing certification.

Initiation

The candidate shall:

1. Complete all **Initiation Requirements**.
 - Please print or type.
2. Obtain his or her fire chief's signature as approval to open the task book.
 - A candidate may not obtain evaluation signatures prior to the fire chief's initiation approval date.

Completion

The candidate shall:

1. Complete all **Job Performance Requirements**.
 - Ensure that an evaluator initials, signs, and dates each task to verify completion.
2. Complete all **Experience Requirements**.
3. Complete all **Position Requirements**.
4. Complete all requirements added through SFT updates or addendums (if applicable).
5. Sign and date the candidate verification statement under **Review and Approval** with an original wet-ink signature.
6. Obtain his or fire chief's original wet-ink signature on the fire chief verification section.
7. Create and retain a physical or scanned digital copy of the complete task book.

Submission

The candidate shall:

1. Submit a copy (physical or digital) of the completed task book and any supporting documentation to State Fire Training.
 - See **Submission and Review** below.

A candidate should not submit a task book until he or she has completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

Evaluator

An evaluator is any individual who verifies that the candidate can satisfactorily execute a job performance requirement (JPR).

An evaluator may verify satisfactory execution through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

A qualified evaluator is designated by the candidate's fire chief and holds an equivalent or higher-level certification. If no such evaluator is present, the fire chief shall designate an individual with more experience than the candidate and a demonstrated ability to execute the job performance requirements.

A task book evaluator may be, but is not required to be, a registered skills evaluator who oversees a State Fire Training certification exam.

A certification task book may have more than one evaluator.

All evaluators shall:

1. Complete a block on the **Signature Verification** page with an original wet-ink signature.
2. Review and understand the candidate's certification task book requirements and responsibilities.
3. Verify the candidate's successful completion of one or more job performance requirements through observation or review.
 - Do not evaluate any job performance requirement (JPR) until after the candidate's fire chief initiates the task book.
 - Sign all appropriate lines in the certification task book with an original wet-ink signature or approved digital signature (e.g. Docusign or Adobe Sign) to record demonstrated performance of tasks.

Fire Chief

The fire chief is the individual who initiates and then reviews and confirms the completion of a candidate's certification task book.

A fire chief may identify an authorized designee already on file with State Fire Training to fulfill any task book responsibilities assigned to the fire chief. (See *State Fire Training Procedures Manual*, 4.2.2: Authorized Signatories.)

Initiation

The fire chief shall:

1. Review and understand the candidate's certification task book requirements and responsibilities.
2. Verify that the candidate has met all **Initiation Requirements** prior to initiating the candidate's task book.

3. Open the candidate's task book by signing the **Fire Chief Approval** verification statement with a wet-ink signature.
4. Designate qualified evaluators.

Completion

The fire chief shall:

1. Confirm that the candidate has obtained the appropriate signatures to verify successful completion of each job performance requirement.
 - Ensure that all **Job Performance Requirements** were evaluated after the initiation date.
 - Ensure that the task book completion date is within five years of its initiation date.
 - Ensure that the task book includes all SFT updates or addendums.
2. Confirm that the candidate meets the **Experience and Position Requirements**.
3. Sign and date the Fire Chief verification statement under **Review and Approval** with an original wet-ink signature.
 - If signing as an authorized designee, verify that your signature is on file with State Fire Training.

Submission and Review

A candidate should not submit a task book until he or she has completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

Submit a copy of the completed task book and any supporting documentation to State Fire Training.

Office of the State Fire Marshal
State Fire Training
Attn: Certification
2251 Harvard Street, Suite 400
Sacramento, CA 95815

State Fire Training reviews all submitted task books.

- If the task book is complete, State Fire Training will authorize the task book and retain a digital copy of the authorized task book in the candidate's State Fire Training file.
- If the task book is incomplete, State Fire Training will return the task book with a notification indicating what needs to be completed prior to resubmission.

Completion of this certification task book is one step in the certification process. Please refer to the *State Fire Training Procedures Manual* for the complete list of qualifications required for certification.

Initiation Requirements

Candidate Information

Name: _____

SFT ID Number: _____

Fire Agency: _____

Initiation Requirements

The following requirements must be completed prior to initiating this task book.

Prerequisites

- Office of the State Fire Marshal (OSFM) certified Fire Fighter I

Education

State Fire Training confirms that there are no education requirements for initiating this certification task book.

Position

- Appointed to a position performing suppression duties in a recognized fire agency in California

The candidate's Fire Chief is responsible for verifying that the candidate fulfills the roles and responsibilities of this position.

Fire Chief Approval

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's task book initiation requirements and to initiate State Fire Training task books. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements to open the task book documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documents may be cause for rejection.

Signature and Date: _____

Draft

Signature Verification

The following individuals have the authority to verify portions of this certification task book using the signature recorded below.

Please print except for the Signature line where a wet-ink signature is required. Please add additional signature pages as needed.

Name: _____
Job Title: _____
Organization: _____
Signature: _____

Name: _____
Job Title: _____
Organization: _____
Signature: _____

Name: _____
Job Title: _____
Organization: _____
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Organization: _____
Signature: _____

Name: _____
Job Title: _____
Organization: _____
Signature: _____

Name: _____
Job Title: _____
Organization: _____
Signature: _____

Job Performance Requirements

The candidate must complete each job performance requirement (JPR) in accordance with the standards of the authority having jurisdiction (AHJ) or the National Fire Protection Association (NFPA), whichever is more restrictive.

All job performance requirements (JPR) must be completed within a California fire agency or Accredited Regional Training Program (ARTP).

For job performance requirements (JPR) that are not part of a candidate's regular work assignment or are a rare event, the evaluator may develop a scenario or interview that supports the required task and evaluate the candidate to the stated standard.

Each job performance requirement (JPR) shall be evaluated after the candidate's fire chief initiates the task book.

Fire Fighter 1: Structure

Structure Fire Fighter Duties

1. *Inspect and maintain structural personal protective equipment (PPE), given PPE, so that PPE is inspected, maintained, and returned to a ready state. (OSFM) (CTS 1-2)*

Evaluator Signature: _____ Date Verified: _____

2. *Inspect and maintain self-contained breathing apparatus (SCBA), given SCBA, so that SCBA is inspected, maintained, and returned to a ready state. (OSFM) (CTS 1-3)*

Evaluator Signature: _____ Date Verified: _____

3. *Don structural personal protective equipment (PPE), given PPE, so the PPE is donned in 60 seconds or less and all elements of the PPE ensemble are worn in accordance with manufacturer guidelines. (OSFM) (CTS 1-4)*

Evaluator Signature: _____ Date Verified: _____

4. *Don self-contained breathing apparatus (SCBA), given SCBA, so that the SCBA is donned in 60 seconds or less and all elements of the SCBA are worn and operated in accordance with manufacturer guidelines. (OSFM) (CTS 1-5)*

Evaluator Signature: _____ Date Verified: _____

5. *Doff self-contained breathing apparatus (SCBA), given SCBA, so that SCBA is removed in accordance with manufacturer guidelines and returned to a ready state. (OSFM) (CTS 1-6)*

Evaluator Signature: _____ Date Verified: _____

6. *Doff structural personal protective equipment (PPE), given PPE, so that PPE is removed in accordance with manufacturer guidelines and returned to a ready state. (OSFM) (CTS 1-7)*

Evaluator Signature: _____ Date Verified: _____

7. *Doff self-contained breathing apparatus (SCBA) and structural personal protective equipment (PPE), given SCBA and PPE, so that SCBA and PPE are removed to reduce contaminant exposure; SCBA and PPE undergo gross decontamination and are tagged and transported; and fire fighter conducts physical decontamination as soon as possible, in order to reduce exposure to field contaminants. (OSFM) (CTS 1-8)*

Evaluator Signature: _____ Date Verified: _____

8. *Identify a permit-required and non-permit-required confined space, given an incident and a confined space, so that hazards associated with confined spaces are identified, equipment is secured, and incident management operations and communications are followed, in accordance with state regulations and industry standards. (OSFM) (CTS 1-9)*

Evaluator Signature: _____ Date Verified: _____

9. *Operate within the Incident Command System (ICS), given an incident and an incident action plan, so that organizational elements are recognized, positions and responsibilities are identified, facility needs are met, and the incident is managed, in accordance with state and federal regulations. (OSFM) (CTS 1-10)*

Evaluator Signature: _____ Date Verified: _____

10. *Identify common fire fighter health and safety issues, given an assignment, in order to avoid or mitigate common accidents and injuries, maintain a healthy and physically fit lifestyle, and conduct life safety initiatives in the line of duty. (OSFM) (CTS 1-11)*

Evaluator Signature: _____ Date Verified: _____

11. **Hold space** (OSFM) (CTS #-#)

Evaluator Signature: _____ Date Verified: _____

Fire Department Communications

12. Initiate the response to a reported emergency, given the report of an emergency, fire department SOPs, and communications equipment, so that all necessary information is obtained, communications equipment is operated correctly, and the information is relayed promptly and accurately to the dispatch center. (NFPA 1001: 4.2.1) (CTS 2-1)

Evaluator Signature: _____ Date Verified: _____

13. Receive a telephone call, given a fire department phone, so that procedures for answering the phone are used and the caller's information is relayed. (NFPA 1001: 4.2.2) (CTS 2-2)

Evaluator Signature: _____ Date Verified: _____

14. Transmit and receive messages via the fire department radio, given a fire department radio and *standard* operating procedures, so that the information is accurate, complete, clear, and relayed within the time established by the AHJ. (NFPA 1001: 4.2.3) (CTS 2-3)

Evaluator Signature: _____ Date Verified: _____

15. Activate an emergency call for assistance, given vision-obscured conditions, PPE, and department SOPs, so that the fire fighter can be located and rescued. (NFPA 1001: 4.2.4) (CTS 2-4)

Evaluator Signature: _____ Date Verified: _____

Fire Ground Operations

16. Use self-contained breathing apparatus (SCBA) during emergency operations, given SCBA and other PPE, so that the SCBA is correctly donned, the SCBA is correctly worn, controlled breathing techniques are used, emergency procedures are enacted if the SCBA fails, all low-air warnings are recognized, respiratory protection is not intentionally compromised, and hazardous areas are exited prior to air depletion. (NFPA 1001: 4.3.1) (CTS 3-1)

Evaluator Signature: _____ Date Verified: _____

17. Respond on apparatus to an emergency scene, given *an apparatus*, personal protective clothing and other necessary PPE, so that the apparatus is correctly mounted and dismounted, seat belts are used while the vehicle is in motion, and other personal protective equipment is correctly used. (NFPA 1001: 4.3.2) (CTS 3-2)

Evaluator Signature: _____ Date Verified: _____

18. Establish and operate in work areas at emergency scenes, given *an apparatus, personal protective equipment, traffic and scene control devices, structure fire and roadway emergency scenes, traffic hazards and downed electrical wires, photovoltaic power systems, battery storage systems, an assignment, and SOPs*, so that procedures are followed, protective equipment is worn, protected work areas are established as directed using traffic and scene control devices, and the fire fighter performs assigned tasks only in established, protected work areas. (NFPA 1001: 4.3.3) (CTS 3-3)

Evaluator Signature: _____ Date Verified: _____

19. Force entry into a structure, given PPE, tools, *a prop or structure with doors, walls, and windows*, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (NFPA 1001: 4.3.4) (CTS 3-4)

Evaluator Signature: _____ Date Verified: _____

20. Exit a hazardous area as a team, given vision-obscured conditions *and PPE*, so that a safe haven is found before exhausting the air supply, others are not endangered, and the team integrity is maintained. (NFPA 1001: 4.3.5) (CTS 3-5)

Evaluator Signature: _____ Date Verified: _____

21. Set up, mount, ascend, dismount, and descend ground ladders, given single and extension ladders, an assignment, *PPE*, and team members if needed, so that hazards are assessed, the ladder is stable, the angle is correct for climbing, extension ladders are extended to the necessary height with the fly locked, the top is placed against a reliable structural component, and the assignment is accomplished. (NFPA 1001: 4.3.6) (CTS 3-6)

Evaluator Signature: _____ Date Verified: _____

22. Attack a passenger vehicle fire operating as a member of a team, given personal protective equipment (PPE), *self-contained breathing apparatus (SCBA)*, an attack line (*1½ inch or larger*), hand tools, and *a passenger vehicle or prop*, so that hazards are avoided, leaking flammable liquids are identified and controlled, protection from flash fires is maintained, all vehicle compartments are overhauled, and the fire is extinguished. (NFPA 1001: 4.3.7) (CTS 3-7)

Evaluator Signature: _____ Date Verified: _____

23. Extinguish fires in exterior Class A materials, given fires in stacked or piled *materials*, small unattached structures, or storage containers that can be fought from the exterior, attack lines, hand tools and master stream devices, *PPE*, and an assignment, so that exposures are protected, the spread of fire is stopped, collapse hazards are avoided, water application is effective, the fire is extinguished, and signs of the origin area(s) and arson are preserved. (NFPA 1001: 4.3.8) (CTS 3-8)

Evaluator Signature: _____ Date Verified: _____

24. Conduct a search and rescue in a structure operating as a member of a team, given an assignment, obscured vision conditions, personal protective equipment (PPE), *self-contained breathing apparatus (SCBA)*, a flashlight, forcible entry tools, hose lines *or guide lines*, a *thermal imaging device*, and ladders when necessary, so that ladders are correctly placed when used, all assigned areas are searched, all victims are located and removed, team integrity is maintained, and team members' safety — including respiratory protection — is not compromised. (NFPA 1001: 4.3.9) (CTS 3-9)

Evaluator Signature: _____ Date Verified: _____

25. Attack an interior structure fire operating as a member of a team, given an attack line (*1½ inch or larger*), *pumping apparatus*, *established water supply*, ladders when needed, personal protective equipment, *self-contained breathing apparatus (SCBA)*, tools, and an assignment, so that team integrity is maintained, the attack line is deployed for advancement, ladders are correctly placed when used, access is gained into the fire area, effective water application practices are used, the fire is approached correctly, attack techniques facilitate suppression given the level of the fire, hidden fires are located and controlled, the correct body posture is maintained, hazards are recognized and managed, and the fire is brought under control. (NFPA 1001: 4.3.10) (CTS 3-10)

Evaluator Signature: _____ Date Verified: _____

26. Perform horizontal ventilation on a structure operating as part of a team, given an assignment, PPE, ventilation tools, equipment, and ladders, so that the ventilation openings are free of obstructions, tools are used as designed, ladders are correctly placed, ventilation devices are correctly placed, and the structure is cleared of smoke. (NFPA 1001: 4.3.11) (CTS 3-11)

Evaluator Signature: _____ Date Verified: _____

27. Perform vertical ventilation on a structure as part of a team, given an assignment, PPE, ground and roof ladders, and tools, so that ladders are positioned for ventilation, a specified opening is created, all ventilation barriers are removed, structural integrity is not compromised, products of combustion are released from the structure, and the team retreats from the area when ventilation is accomplished. (NFPA 1001: 4.3.12) (CTS 3-12)

Evaluator Signature: _____ Date Verified: _____

28. Overhaul a fire scene, given PPE, an attack line, hand tools, a flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished. (NFPA 1001: 4.3.13) (CTS 3-13)

Evaluator Signature: _____ Date Verified: _____

29. Conserve property as a member of a team, given salvage tools and equipment, *PPE*, and an assignment, so that the building and its contents are protected from further damage. (NFPA 1001: 4.3.14) (CTS 3-14)

Evaluator Signature: _____ Date Verified: _____

30. Connect a fire department pumper to a water supply as a member of a team, given supply or intake hose, hose tools, a fire hydrant or static water source, *an apparatus, and PPE*, so that connections are tight and water flow is unobstructed. (NFPA 1001: 4.3.15) (CTS 3-15)

Evaluator Signature: _____ Date Verified: _____

31. Extinguish incipient Class A, Class B, and Class C fires, given a selection of portable fire extinguishers *and PPE*, so that the correct extinguisher is chosen, the fire is completely extinguished, and correct extinguisher-handling techniques are followed. (NFPA 1001: 4.3.16) (CTS 3-16)

Evaluator Signature: _____ Date Verified: _____

32. Operate emergency scene lighting, given fire service lighting equipment, a power supply, and an assignment, so that emergency scene lighting equipment is operated within the manufacturer's listed safety precautions. (NFPA 1001: 4.3.17) (CTS 3-17)

Evaluator Signature: _____ Date Verified: _____

33. Turn off building utilities, given tools, *PPE*, and an assignment, so that the assignment is safely completed. (NFPA 1001: 4.3.18) (CTS 3-18)

Evaluator Signature: _____ Date Verified: _____

34. Combat a ground cover fire operating as a member of a team, given *personal protective equipment (PPE)*, SCBA (if needed), hose lines, extinguishers or hand tools, and an assignment, so that threats to property are reported, threats to personal safety are recognized, retreat is quickly accomplished when warranted, and the assignment is completed. (NFPA 1001: 4.3.19) (CTS 3-19)

Evaluator Signature: _____ Date Verified: _____

35. Tie a knot appropriate for hoisting tools, given *PPE*, tools, ropes, *webbing*, and an assignment, so that the knots used are appropriate for hoisting tools securely and as directed. (NFPA 1001: 4.3.20) (CTS 3-20)

Evaluator Signature: _____ Date Verified: _____

36. *Operate hand and power tools, given hand and power tools and an assignment, so that tools are properly operated, maintained, and transported in accordance with manufacturer specifications and AHJ policies and procedures. (OSFM) (CTS 3-21)*

Evaluator Signature: _____ Date Verified: _____

37. Operate an air-monitoring instrument, given an air monitor and an assignment or task, so that the device is operated and the fire fighter recognizes the high- or low-level alarms of the air monitor and takes action to mitigate the hazard. (NFPA 1001: 4.3.21) (CTS 3-22)

Evaluator Signature: _____ Date Verified: _____

Preparedness and Maintenance

38. Clean and check ladders, ventilation equipment, SCBA, ropes, salvage equipment, and hand tools, given cleaning tools, cleaning supplies, and an assignment, so that equipment is clean and maintained according to manufacturer's or departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise. (NFPA 1001: 4.5.1) (CTS 4-1)

Evaluator Signature: _____ Date Verified: _____

39. Clean, inspect, and return fire hose to service, given washing equipment, water, detergent, tools, and replacement gaskets, so that damage is noted and corrected, the hose is clean, and the equipment is placed in a ready state for service. (NFPA 1001: 4.5.2) (CTS 4-2)

Evaluator Signature: _____ Date Verified: _____

Fire Fighter 1: Hazardous Materials/WMD

Awareness

1. Recognize and identify the hazardous materials/WMD and hazards involved in a hazardous materials/WMD incident, given a hazardous materials/WMD incident and approved reference sources, so that the presence of hazardous materials/WMD is recognized and the materials and their hazards are identified. (NFPA 1072: 4.2.1) (CTS 5-2)

Evaluator Signature: _____ Date Verified: _____

2. Isolate the hazard area and deny entry at a hazardous materials/WMD incident, given a hazardous materials/WMD incident, policies and procedures, and approved reference sources, so that the hazard area is isolated and secured, personal safety procedures are followed, hazards are avoided or minimized, and additional people are not exposed to further harm. (NFPA 1072: 4.3.1) (CTS 5-3)

Evaluator Signature: _____ Date Verified: _____

3. Initiate required notifications at a hazardous materials/WMD incident, given a hazardous materials/WMD incident, policies and procedures, and approved communications equipment, so that the notification process is initiated and the necessary information is communicated. (NFPA 1072: 4.4.1) (CTS 5-4)

Evaluator Signature: _____ Date Verified: _____

Operations

4. Identify the scope of the problem at a hazardous materials/WMD incident, given a hazardous materials/WMD incident, an assignment, policies and procedures, and approved reference sources, so that container types, materials, location of any release, and surrounding conditions are identified, hazard information is collected, the potential behavior of a material and its container is identified, and the potential hazards, harm, and outcomes associated with that behavior are identified. (NFPA 1072: 5.2.1) (CTS 6-2)

Evaluator Signature: _____ Date Verified: _____

5. Identify the action options for a hazardous materials/WMD incident, given a hazardous materials/WMD incident, an assignment, policies and procedures, approved reference sources, and the scope of the problem, so that response objectives, action options, safety precautions, suitability of approved personal protective equipment (PPE) available, and emergency decontamination needs are identified. (NFPA 1072: 5.3.1) (CTS 6-3)

Evaluator Signature: _____ Date Verified: _____

6. Perform assigned tasks at a hazardous materials/WMD incident, given a hazardous materials/WMD incident; an assignment with limited potential of contact with hazardous materials/WMD, policies and procedures, the scope of the problem, approved tools, equipment, and PPE, so that protective actions and scene control are established and maintained, on-scene incident command is described, evidence is preserved, approved PPE is selected and used in the proper manner; exposures and personnel are protected; safety procedures are followed; hazards are avoided or minimized; assignments are completed; and gross decontamination of personnel, tools, equipment, and PPE is conducted in the field. (NFPA 1072: 5.4.1) (CTS 6-4)

Evaluator Signature: _____ Date Verified: _____

7. Perform emergency decontamination at a hazardous materials/WMD incident, given a hazardous materials/WMD incident that requires emergency decontamination; an assignment; scope of the problem; policies and procedures; and approved tools, equipment, and PPE for emergency decontamination, so that emergency decontamination needs are identified, approved PPE is selected and used, exposures and personnel are protected, safety procedures are followed, hazards are avoided or minimized, emergency decontamination is set up and implemented, and victims and responders are decontaminated. (NFPA 1072: 5.5.1) (CTS 6-5)

Evaluator Signature: _____ Date Verified: _____

8. Evaluate and report the progress of the assigned tasks for a hazardous materials/WMD incident, given a hazardous materials/WMD incident, an assignment, policies and procedures, status of assigned tasks, and approved communication tools and equipment, so that the effectiveness of the assigned tasks is evaluated and communicated to the supervisor, who can adjust the IAP as needed. (NFPA 1072: 5.6.1) (CTS 6-6)

Evaluator Signature: _____ Date Verified: _____

Operations – Mission Specific

9. Select, don, work in, and doff approved PPE at a hazardous materials/WMD incident, given a hazardous materials/WMD incident; a mission-specific assignment in an IAP that requires use of PPE; the scope of the problem; response objectives and options for the incident; access to a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures; approved PPE; and policies and procedures, so that under the guidance of a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures, approved PPE is selected, inspected, donned, worked in, decontaminated, and doffed; exposures and personnel are protected; safety procedures are followed; hazards are avoided or minimized; and all reports and documentation pertaining to PPE use are completed. (NFPA 1072: 6.2.1) (CTS 7-1)

Evaluator Signature: _____ Date Verified: _____

10. Perform product control techniques with a limited risk of personal exposure at a hazardous materials/WMD incident, given a hazardous materials/WMD incident with release of product; an assignment in an IAP; scope of the problem; policies and procedures; approved tools, equipment, control agents, and PPE; and access to a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures, so that under the guidance of a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures, approved PPE is selected and used; exposures and personnel are protected; safety procedures are followed; hazards are avoided or minimized; a product control technique is selected and implemented; the product is controlled; victims, personnel, tools, and equipment are decontaminated; and product control operations are reported and documented. (NFPA 1072: 6.3.1) (CTS 7-2)

Evaluator Signature: _____ Date Verified: _____

Draft

Fire Fighter 1: Wildland

Role of the Wildland Fire Fighter

1. *Don wildland personal protective equipment (PPE), given PPE, so the PPE is donned in 60 seconds or less and all elements of the PPE ensemble are worn in accordance with manufacturer guidelines. (OSFM) (CTS 8-2)*

Evaluator Signature: _____ Date Verified: _____

2. *Deploy a fire shelter, given PPE, a hand tool, a live or simulated incident, and a fire shelter, so that the fire shelter is deployed within 30 seconds and used in accordance with manufacturer and AHJ procedures. (OSFM) (CTS 8-3)*

Evaluator Signature: _____ Date Verified: _____

3. *Doff wildland personal protective equipment (PPE), given PPE, so that PPE is removed in accordance with manufacturer guidelines and returned to a ready state. (OSFM) (CTS 8-4)*

Evaluator Signature: _____ Date Verified: _____

Preparedness

4. *Maintain assigned personal protective equipment, given the standard equipment issue, so that the equipment is serviceable and available for use on the fireline and defects are recognized and reported to the supervisor. (NFPA 1051: 4.3.2) (CTS 9-1)*

Evaluator Signature: _____ Date Verified: _____

5. *Maintain assigned suppression hand tools and equipment, given tools and equipment and agency maintenance specifications, so that assigned equipment is maintained and serviceable and defects are recognized and reported to the supervisor. (NFPA 1051: 4.3.3) (CTS 9-2)*

Evaluator Signature: _____ Date Verified: _____

Suppression

6. *Assemble and prepare for response, given an assembly location, an assignment, incident location, mode of transportation, and time requirements, so that arrival at the incident with the required personnel and equipment meets agency guidelines. (NFPA 1051: 4.5.2) (CTS 10-1)*

Evaluator Signature: _____ Date Verified: _____

7. Recognize hazards and unsafe situations, given a wildland or wildland/urban interface fire *or simulated scenario* and the standard safety policies and procedures of the agency, so that the hazard(s) and unsafe condition(s) are communicated to the supervisor and appropriate action is taken. (NFPA 1051: 4.5.3) (CTS 10-2)

Evaluator Signature: _____ Date Verified: _____

8. Construct a fireline, given a wildland fire *or simulated scenario*, agency line construction standards, suppression tools, water or other suppression agents, and equipment, so that the fireline conforms to the construction standard. (NFPA 1051: 4.5.4) (CTS 10-3)

Evaluator Signature: _____ Date Verified: _____

9. Secure the fireline, given a wildland fire *or simulated scenario*, suppression tools, water or other suppression agents, and equipment, so that *fireline* burning materials and unburned fuels *are physically separated*. (NFPA 1051: 4.5.5) (CTS 10-4)

Evaluator Signature: _____ Date Verified: _____

10. Describe the methods to reduce the threat of fire exposure to improved properties, given a wildland/urban interface fire *or simulated scenario*, suppression tools, and equipment, so that improvements are protected. (NFPA 1051: 4.5.6) (CTS 10-5)

Evaluator Signature: _____ Date Verified: _____

11. Mop up fire area, given a wildland fire *or simulated scenario*, suppression tools, and water or other suppression agents and equipment, so that burning fuels that threaten escape are located and extinguished. (NFPA 1051: 4.5.7) (CTS 10-6)

Evaluator Signature: _____ Date Verified: _____

12. Patrol the fire area, given a wildland fire *or simulated scenario*, suppression tools, and equipment, so that control of the fire area is maintained. (NFPA 1051: 4.5.8) (CTS 10-7)

Evaluator Signature: _____ Date Verified: _____

Fire Fighter 2: Structure

Fire Department Communications

1. Complete a basic incident report, given the report forms, guidelines, and information, so that all pertinent information is recorded, the information is accurate, and the report is complete. (NFPA 1001: 5.2.1) (CTS 2-1)

Evaluator Signature: _____ Date Verified: _____

2. Communicate the need for team assistance, given fire department communications equipment, SOPs, and a team, so that the supervisor is consistently informed of team needs, departmental SOPs are followed, and the assignment is accomplished safely. (NFPA 1001: 5.2.2) (CTS 2-2)

Evaluator Signature: _____ Date Verified: _____

Fireground Operations

3. Extinguish an ignitable liquid fire, operating as a member of a team, given an assignment, an attack line, PPE, a foam proportioning device, a nozzle, foam concentrates (*or suitable substitute*), and a water supply, so that the correct type of foam concentrate is selected for the given fuel and conditions, a properly proportioned foam stream is applied to the surface of the fuel to create and maintain a foam blanket, fire is extinguished, reignition is prevented, team protection is maintained with a foam stream, and the hazard is faced until retreat to safe haven is reached. (NFPA 1001: 5.3.1) (CTS 3-1)

Evaluator Signature: _____ Date Verified: _____

4. Control a flammable gas cylinder fire, operating as a member of a team, given an assignment, a cylinder outside of a structure, an attack line, PPE, and tools, so that crew integrity is maintained, contents are identified, safe havens are identified prior to advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat. (NFPA 1001: 5.3.3) (CTS 3-2)

Evaluator Signature: _____ Date Verified: _____

5. Coordinate an interior attack line for a team's accomplishment of an assignment in a structure fire, given attack lines, personnel, PPE, and tools, so that crew integrity is established; attack techniques are selected for the given level of the fire (e.g., attic, grade level, upper levels, or basement); attack techniques are communicated to the attack teams; constant team coordination is maintained; fire growth and development is

continuously evaluated; search, rescue, and ventilation requirements are communicated or managed; hazards are reported to the attack teams; and incident command is apprised of changing conditions. (NFPA 1001: 5.3.2) (CTS 3-3)

Evaluator Signature: _____ Date Verified: _____

6. Protect evidence of fire cause and origin, given a flashlight, *PPE*, and overhaul tools, so that the evidence is noted and protected from further disturbance until investigators can arrive on the scene. (NFPA 1001: 5.3.4) (CTS 3-4)

Evaluator Signature: _____ Date Verified: _____

Rescue Operations

7. Extricate a victim entrapped in a motor vehicle as part of a team, given stabilization and extrication tools, *a vehicle, and PPE*, so that the vehicle is stabilized, the victim is disentangled without further injury, and hazards are managed. (NFPA 1001: 5.4.1) (CTS 4-1)

Evaluator Signature: _____ Date Verified: _____

8. Assist rescue operation teams, given standard operating procedures, necessary rescue equipment, and an assignment, so that procedures are followed, rescue items are recognized and retrieved in the time as prescribed by the AHJ, and the assignment is completed. (NFPA 1001: 5.4.2) (CTS 4-2)

Evaluator Signature: _____ Date Verified: _____

Fire and Life Safety Initiatives, Preparedness, and Maintenance

9. Perform a fire safety survey in an occupied structure, given survey forms and procedures, so that fire and life safety hazards are identified, recommendations for their correction are made to the occupant, and unresolved issues are referred to the proper authority. (NFPA 1001: 5.5.1) (CTS 5-1)

Evaluator Signature: _____ Date Verified: _____

10. Present fire safety information to station visitors or small groups, given prepared materials, so that all information is presented, the information is accurate, and questions are answered or referred. (NFPA 1001: 5.5.2) (CTS 5-2)

Evaluator Signature: _____ Date Verified: _____

11. Prepare a preincident survey, given forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared. (NFPA 1001: 5.5.3) (CTS 5-3)

Evaluator Signature: _____ Date Verified: _____

12. Maintain power plants, power tools, and lighting equipment, given tools and manufacturers' instructions, so that equipment is clean and maintained according to manufacturer and departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise. (NFPA 1001: 5.5.4) (CTS 5-4)

Evaluator Signature: _____ Date Verified: _____

13. Perform an annual service test on fire hose, given *an apparatus or hose testing device*, a marking device, pressure gauges, a timer, record sheets, and related equipment, so that procedures are followed, the condition of the hose is evaluated, any damaged hose is removed from service, and the results are recorded. (NFPA 1001: 5.5.5) (CTS 5-5)

Evaluator Signature: _____ Date Verified: _____

Draft

Experience and Position Requirements

Experience

The candidate meets one of the following experience requirements.

- Have a minimum of six months’ full-time paid experience in a recognized fire agency in California as a Fire Fighter performing suppression duties
- Have a minimum of one year’s volunteer or part-time paid experience in a recognized fire agency in California as a Fire Fighter performing suppression duties
- Have a combination of full-time paid and volunteer or part-time paid experience equal to six months’ full-time paid experience in a recognized fire agency in California as a Fire Fighter performing suppression duties (volunteer or part-time paid to full-time paid ratio is 2:1 – for example, two months’ volunteer or part-time paid = one month full-time paid)
- Have a minimum of one year’s internship experience in a recognized fire agency in California as a Fire Fighter performing suppression duties (one year = three semesters or four quarters of an academic calendar)

Agency	Experience	Start Date	End Date

Position

The candidate meets the position qualifications for this level of certification.

- Appointed to a position performing suppression duties in a recognized fire agency in California

The position requirement is met when the applicant fulfills the role of the specific duties as defined by the Fire Chief.

Review and Approval

Candidate

Candidate (please print): _____

I, the undersigned, am the person applying for Fire Fighter certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein is true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documents may be cause for rejection or revocation.

Signature and Date: _____

Fire Chief

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's qualifications for Fire Fighter certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documents may be cause for rejection.

Signature and Date: _____



FIRE FIGHTER 1 AND FIRE FIGHTER 2 (2019) Interim Procedures

Issued: December 2019

Procedure Changes

- Edition:** January 2019 edition of the State Fire Training Procedures Manual
Effective Date: January 1, 2020
Section Change: Updated section 7.12: Suppression
Justification: This Interim Procedure is for the implementation of the Fire Fighter 1 (2019) and Fire Fighter 2 (2019) curriculum and certification.
SFT Contact: [Contact SFT Staff](#) assigned to the specific certification.
Note: *All new text appears in underline. All deleted text appears in ~~strikeout~~*

7.12: SUPPRESSION

7.12.3: FIRE FIGHTER 1 (2019)

7.12.3.1: Overview

- A. Fire Fighter 1 includes instruction on how to perform essential and advanced fireground tasks with minimal supervision; use, inspect, and maintain fire fighting and rescue equipment; and perform basic rescue operations and fire prevention and investigation tasks.
- B. Fire Fighter 1 (2019) certification replaces Fire Fighter I (2013), scheduled to retire on December 31, 2021.
- C. Candidates pursuing Fire Fighter I (2013) certification under that certification's requirements must complete all requirements and submit all application materials and fees by December 31, 2021.
- D. As of December 31, 2020, candidates pursuing Fire Fighter I (2013) certification should utilize the Fire Fighter 1 (2019) curriculum.

7.11.3.2: History

- A. Established
 - February 2013
- B. Revised
 - January 2020



FIRE FIGHTER 1 AND FIRE FIGHTER 2 (2019) Interim Procedures

- The Fire Fighter 1 curriculum and certification was updated to align with NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019 edition), NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017 edition), and NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2016 edition).

7.12.3.3: Prerequisites

- A. Not applicable

7.12.3.4: Education

- A. Fire Fighter 1A: Structure
 - 1. This training is verified on the Fire Fighter 1 Training Record (or an equivalent agency form).
 - 2. This record must be kept on file in the applicant's agency and should not be submitted to State Fire Training (SFT).
- B. Fire Fighter 1B: Hazardous Materials
 - 1. This training is verified on the Fire Fighter 1 Training Record (or an equivalent agency form).
 - 2. This record must be kept on file in the applicant's agency and should not be submitted to State Fire Training (SFT).
- C. Fire Fighter 1C: Wildland
 - 1. This training is verified on the Fire Fighter 1 Training Record (or an equivalent agency form).
 - 2. This record must be kept on file in the applicant's agency and should not be submitted to State Fire Training (SFT).
- D. Confined Space Rescue Awareness
- E. Introduction to the Incident Command System (ICS-100)
- F. Basic Incident Command System for Initial Response (ICS-200)
- G. National Incident Management System, An Introduction (IS-700)
- H. National Response Framework, an Introduction (IS-800)

7.12.3.5: Certification Exam

- A. Cognitive Exam Module(s)
 - 1. NFPA 1001: Fire Fighter 1 (SFT Fire Fighter 1A: Structure)



FIRE FIGHTER 1 AND FIRE FIGHTER 2 (2019) Interim Procedures

2. NFPA 1072: Awareness and Core Operations level: with Product Control and Personal Protective Equipment Mission Specific Competencies (SFT Fire Fighter 1B: Hazardous Materials)
 3. NFPA 1051: Wildland Fire Fighter 1 (SFT Fire Fighter 1C: Wildland)
- A. Psychomotor Skills Exam Module(s)
1. NFPA 1001: Fire Fighter 1 (SFT Fire Fighter 1A: Structure)
 2. NFPA 1072: Awareness and Core Operations level: with Product Control and Personal Protective Equipment Mission Specific Competencies (SFT Fire Fighter 1B: Hazardous Materials)
 3. NFPA 1051: Wildland Fire Fighter 1 (SFT Fire Fighter 1C: Wildland)

7.12.3.6: Certification Task Book

- A. Not applicable.

7.12.3.7: Experience

- A. Not applicable

7.12.3.8: Position

- A. Not applicable

7.12.3.9: Application

- A. See 7.2.3: Application Process.

7.12.3.10: Maintenance

- A. Not applicable

7.12.3.11: Recertification

- A. Not applicable

7.12.3.12: Upgrade

- A. Fire Fighter 1 upgrade is available for a candidate who is certified with SFT as a Fire Fighter 1 and is seeking IFSAC/Pro Board certification.



FIRE FIGHTER 1 AND FIRE FIGHTER 2 (2019) Interim Procedures

- B. The candidate shall successfully complete the following education requirements:
 - 1. Confined Space Rescue Awareness
 - 2. Fire Fighter Survival or certified as a Fire Fighter 1 (2013)
 - 3. Introduction to the Incident Command System (ICS-100)
 - 4. Basic Incident Command System for Initial Response (ICS-200)
 - 5. National Incident Management System, An Introduction (IS-700.B)
 - 6. National Response Framework, an Introduction (IS-800.C)
- C. The candidate must meet the Certification Exam requirements in 7.12.3.5: Certification Exam
- D. See 7.2.3: Application.
- E. SFT shall review applications as they are received.
 - 1. See 7.2.3.2: State Fire Training Review.

7.12.3.13: Reciprocity

- A. Fire Fighter 1 reciprocity is available for a candidate who has an accredited certification from IFSAC/Pro Board in at least one of the following:
 - 1. NFPA 1001: Fire Fighter 1
 - 2. NFPA 472 / NFPA 1072: Awareness and Core Operations level
 - 3. NFPA 1051: Wildland Fire Fighter 1
- B. The candidate must meet the Certification Exam requirements in 7.12.3.5: Certification Exam for the certification levels not met in 7.12.3.13 (A).
- C. See 7.2.3: Application Process.
- D. SFT shall review applications as they are received.
 - 2. See 7.2.3.2: State Fire Training Review.

7.12.4: FIRE FIGHTER 2 (2019)

7.12.4.1: Overview

- A. Fire Fighter 2 (2019) includes instruction on fire fighter safety; hoses, nozzles, and appliances; rescue; fire control; fire protection systems; and fire prevention and investigation.



FIRE FIGHTER 1 AND FIRE FIGHTER 2 (2019) Interim Procedures

- B. Fire Fighter 2 (2019) certification replaces Fire Fighter II, scheduled to retire on December 31, 2021.
- C. Candidates pursuing Fire Fighter II (2013) certification under that certification's requirements must complete all requirements and submit all application materials and fees by December 31, 2021.
- D. As of December 31, 2020, candidates pursuing Fire Fighter II (2013) certification should utilize the Fire Fighter 2 (2019) curriculum.

7.12.4.2: History

- A. Established
 - February 2013
- B. Revised
 - The Fire Fighter 2 curriculum and certification was updated to align with NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019 edition), NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017 edition), and NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2016 edition). Additionally, the certification exam was added as a new requirement, in alignment with Blueprint 2020.

7.12.4.3: Prerequisites

- A. Office of the State Fire Marshal (OSFM) certified Fire Fighter I

7.12.4.4: Education

- A. Fire Fighter 2A: Structure
 1. This training is verified on the Fire Fighter 2 Training Record (or an equivalent agency form).
 2. This record must be kept on file in the applicant's agency and should not be submitted to SFT.

7.12.4.5: Certification Exam

- A. Cognitive Exam Module(s)
 1. NFPA 1001: Fire Fighter 2 (SFT Fire Fighter 2A: Structure)



FIRE FIGHTER 1 AND FIRE FIGHTER 2 (2019) Interim Procedures

- B. Psychomotor Skills Exam Module(s)
 - 1. NFPA 1001: Fire Fighter 2 (SFT Fire Fighter 2A: Structure)

7.12.4.6: Certification Task Book

- A. Fire Fighter Certification Task Book

7.12.4.7: Experience

- A. Fire Service (one of the following three options)
 - 1. Have a minimum of six month's full-time paid experience in a recognized fire agency in California as a Fire Fighter performing suppression duties
 - 2. Have a minimum of one years' volunteer or part-time paid experience in a recognized fire agency in California as a Fire Fighter performing suppression duties
 - 3. Have a combination of full-time paid and volunteer or part-time paid experience equal to six month's full-time paid experience in a recognized fire agency in California as a Fire Fighter performing suppression duties
 - i. Volunteer or part-time paid to full-time paid ratio is 2:1 (for example, two months' volunteer or part-time paid = one month full-time paid)
- B. A Fire Fighter academy does not count towards experience.

7.12.4.8: Position

- A. Appointed to the rank of Fire Fighter

7.12.4.9: Application

- A. See 7.2.4: Application Process.

7.12.4.10: Maintenance

- A. Not applicable

7.12.4.11: Recertification

- A. Not applicable



FIRE FIGHTER 1 AND FIRE FIGHTER 2 (2019) Interim Procedures

7.12.4.12: Upgrade

- A. Fire Fighter 2 upgrade is available for a candidate who is certified with SFT as a Fire Fighter 2 and is seeking IFSAC/Pro Board certification.
- B. The candidate must meet the Certification Exam requirements in **7.12.4.5: Certification Exam**
- C. See **7.2.3: Application**.
- D. SFT shall review applications as they are received.
 1. See **7.2.3.2: State Fire Training Review**.

7.12.4.13: Reciprocity

- A. Fire Fighter 2 reciprocity is available for a candidate who has an accredited certification from IFSAC/Pro Board in NFPA 1001: Fire Fighter 2.
- B. The candidate must meet prerequisite requirements in **7.12.4.3: Prerequisites**.
 - **Note** an accredited Fire Fighter 2 certification from IFSAC/Pro Board does not meet this requirement.
- C. The candidate must meet the task book requirements in **7.12.4.6 Certification Task Book**.
- D. The candidate must meet the experience requirements in **7.12.4.7 Experience**.
- E. The candidate must be the position requirements in **7.12.4.8 Position**.
- F. See **7.2.3: Application Process**.
- G. SFT shall review applications as they are received.
 1. See **7.2.3.2: State Fire Training Review**.



FIRE FIGHTER (2019) Cognitive Exam Script

Overview

This document contains instructions to aid the Exam Proctor in properly and consistently informing candidates of what to expect during the administration of a cognitive SFT certification exam.

The Exam Proctor will read this script aloud to all registered candidates participating in a cognitive SFT certification exam.

Please fill in the blanks with the appropriate information.

Pre Exam Script

My name is [Exam Proctor name]. On behalf of State Fire Training and [host ARTP or ALA] I would like to welcome you. I will be proctoring your [level of exam].

Examples – Level of Cognitive Exam

- *Fire Fighter 1 Cognitive Certification Examination*
- *Fire Fighter 2 Cognitive Certification Examination*

This exam time limit is [time] and has [number] questions.

Exam Question Numbers

- *Fire Fighter 1= 2 Hours / 100 Questions*
- *Fire Fighter 2= 1 Hour / 50 Questions*
- *Wildland Fire Fighter = 30 Minutes / 25 Questions*
- *Haz Mat FRO = 30 Minutes / 25 Question*

Any question you answer incorrectly, or do not answer, will be deducted from your final score.

You must achieve a minimum of 70% score to pass the exam.

If you fail the exam, you will have an opportunity to retake that component at a later date.

No talking will be allowed once the exam begins. No food or drink is allowed in the exam room.

I will notify you when there are 15 minutes remaining.

If you need clarification on a question, please raise your hand and wait for assistance.

If you need to use the restroom, raise your hand and wait for assistance. You are not allowed to leave the building during the exam period.



FIRE FIGHTER (2019) Cognitive Exam Script

When you complete the exam, raise your hand and wait for assistance. A proctor must assist you with logging off the computer. After the proctor dismisses you, you must leave the room and the area surrounding the room.

No handheld devices, smart phones, tablets, heads-up digital displays, smart watches, recording or electronic devices of any kind are allowed in the exam area.

You may only utilize the paper and pencil provided during the exam and they must be returned to me before you leave the room.

You may not navigate away from the exam webpage or open any other browsers or apps during the exam. State Fire Training classifies this behavior as cheating. You must maintain a quiet environment during the exam. State Fire Training classifies any candidate talking to another candidate after the exam begins as cheating behavior. Any candidate found cheating during the administration of an SFT certification exam shall not be permitted to complete the exam and shall be required to retake the entire certification track.

Are there any questions?

- (Evaluator promptly answers questions and repeats until there are no remaining questions.)

If there are no further questions, the exam will start when I say, “begin.”



FIRE FIGHTER (2019) Psychomotor Exam Script

Overview

This document contains instructions to aid the registered Lead Evaluator in properly and consistently greeting candidates and informing them of to expect during the administration a skills exam.

The registered Lead Evaluator will read this script aloud to all registered candidates while they wait in the staging area.

Please fill in the blanks with the appropriate information.

Pre Exam Script

My name is [*registered Lead Evaluator name*]. On behalf of State Fire Training and [*host ARTP or ALA*] I would like to welcome you. Today we will be evaluating your performance on the following skills [*skill sheet number and title of each skill*].

Example – Skill Sheet Number and Title

- *Skill Sheet 2-2.1, Don, Doff and Prepare Structural Personal Protective Equipment for Reuse*

You will be required to successfully complete each skill without error. If you do not complete each skill in accordance with the published State Fire Training skill sheet, or if you commit a safety error while performing a skill, you will receive a failing score.

After you complete each skill, the registered Skills Evaluator will ask you to review and sign the skill sheet on which he or she has recorded your score.

If you fail any skill in your first attempt, the registered Lead Evaluator will review your skill sheet to determine if you are eligible to receive a second attempt to successfully complete the skill prior to the end of this skills exam session.

After you complete each skill, you will remain at the skill station until you are escorted back to the staging area.

Are there any questions?

- (Evaluator promptly answers questions and repeats until there are no remaining questions.)

If there are no further questions, then we will begin the exam.



FIRE FIGHTER (2019) Psychomotor Post Exam Script

Overview

This document contains instructions to aid the registered Skills Evaluator in properly and consistently informing a candidate of his or her score for a single skills station or scenario.

The registered Skills Evaluator will read the appropriate statement to each candidate individually after he or she completes the skills exam or scenario.

Post Exam Script: Passing Score

Congratulations! You have achieved a passing score on this skill station. Please review and sign your skill sheet.

- (Evaluator shows candidate the skill sheet and indicates where he or she should sign.)

Please wait here until you are escorted back to the staging area.

Post Exam Script: Failing Score

Unfortunately, you have not achieved a passing score on this skill station. Please wait here while I contact the registered Lead Evaluator to discuss your performance.

- (Evaluator summons the registered Lead Evaluator who reviews the candidates' skill sheet, determines if a re-attempt is appropriate and notifies the candidate of his or her decision.)



FIRE FIGHTER (2019) Psychomotor Station Pre Exam Script

Overview

This document contains instructions to aid the registered Skills Evaluator in properly and consistently greeting candidate and informing them of what to expect during the administration of an evaluation at a single skills station or scenario.

The registered Skills Evaluator will read this script aloud to all candidates after they report to the skill station from the staging area.

Please fill in the blanks with the appropriate information.

Pre Exam Script

My name is [*registered Skills Evaluator name*]. I will be evaluating your performance on [*skill sheet number and title*].

Example – Skill Sheet Number and Title

- Skill Sheet 2-2.1, Don, Doff and Prepare Structural Personal Protective Equipment for Reuse

I will now read the “Candidate Directive” directly from the skill sheet.

- (Evaluator reads the candidate directive directly from the skill sheet.)

Are there any questions?

- (Evaluator promptly answers questions.)

Are you prepared to begin?

If there are no further questions, the exam will start when I say, “begin.” If this is a timed skill, the time will also start when I say, “begin.”