



**DEPARTMENT OF FORESTRY AND FIRE PROTECTION  
OFFICE OF THE STATE FIRE MARSHAL  
STATE FIRE TRAINING**

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**Date:** March 24, 2023

**To:** Statewide Training and Education Advisory Committee  
State Board of Fire Services

**From:** Chris Fowler, Deputy State Fire Marshal III, Supervisor, CAL FIRE

**SUBJECT/AGENDA ACTION ITEM:**  
Update to Fire Fighter 1 and 2 (2019) Curriculum

**Recommended Actions:**  
Motion to Approve - Consent

**Background Information:**  
SFT updated the FF1B (2017) curriculum to align with NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022) and FF1C (2020) to align with NFPA 1140: Standard for Wildland Fire Protection (2022). This curriculum was developed to ensure an effective and coordinated response to hazardous materials/WMD and wildland incidents. The skills sheets for FF1A (2019) and FF2A (2019) have been updated for IFSAC/Pro Board compliance and there has been no change to the existing FF1A and FF2A course content.

**Analysis/Summary of Issue:**

**Retirement of FF1B (2017) and FF1C (2020) Curriculum..... June 30, 2023**  
Effective June 30, 2023, SFT will retire FF1B: Hazardous Materials/WMD (2017) and FF1C: Wildland (2020). On July 1, 2023, SFT will remove the curriculum from the SFT course catalog, and it will no longer be available.

Candidates who have not completed FF1B (2017) or FF1C (2020) must complete the module(s) before or on June 30, 2024, or they will be required to complete the new (2022) course modules.

The February 2023 changes reflect updates to align with the following standards:

- NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standards for Responders (2022)
- NFPA 1140: Standard for Wildland Fire Protection (2022)

Neither NFPA standard added or removed job performance requirements. All changes were linguistic.

The following documents are impacted:

Fire Fighter 1 Certification Training Standards Guide (2019)

- Replaced all references to NFPA 1072 with NFPA 470
- Replaced all references to NFPA 1051 with NFPA 1140
- Updated language in the following standards:
  - 5-1: Description of Duties (Awareness)
  - 5-2: Recognizing and Identifying Hazardous Materials/WMD and Associated Hazards
  - 5-3: Isolating the Hazard Area and Denying Entry
  - 5-4: Initiating Required Notifications
  - 6-2: Identifying the Scope of a Hazardous Materials/WMD Incident
  - 6-3: Identifying Tactics for a Hazardous Materials/WMD Incidents
  - 6-4: Performing Assigned Tasks at a Hazardous Materials/WMD Incident
  - 6-6: Evaluating and Reporting Progress for a Hazardous Materials/WMD Incident
  - 7-1: Selecting, Donning, Working In, and Doffing Approved PPE at a Hazardous Materials/WMD Incident
  - 7-2: Performing Product Control Techniques at a Hazardous Materials/WMD Incident
  - 8-1: Role of the Wildland Fire Fighter
  - 10-2: Recognizing Hazards and Unsafe Situations
  - 10-4: Securing the Fireline

Fire Fighter 1B: Hazardous Materials/WMD (2017) course plan

- Cover – Course title updated to: Fire Fighter 1B: Hazardous Materials/WMD (2022) to reflect new NFPA edition
- Footer – Updated to: Revised **Month** 2023
- Topic 2-1: Description of Duties (Awareness)
  - Added “level”
- Topic 2-2: Recognizing and Identifying Hazardous Materials/WMD and Associated Hazards
  - Added five ELOs
  - Updated seven ELOs
- Topic 2-3: Isolating the Hazard Area and Denying Entry
  - Added two ELOs

- Updated one ELO
- Topic 2-4: Initiating Required Notifications
  - Removed three ELOs
  - Removed one Instructor Note
- Topic 3-2: Identifying the Scope of a Hazardous Materials/WMD Incident
  - Minor update to JPR
  - Added two ELOs
  - Updated six ELOs
  - Removed two ELOs
- Topic 3-3: Selecting, Donning, Working In, and Doffing Approved PPE at a Hazardous Materials/WMD Incident
  - Minor update to JPR
  - Updated one ELO
- Topic 3-4: Performing Emergency Decontamination at a Hazardous Materials/WMD Incident
  - Added one ELO
  - Updated one ELO
- Topic 3-5: Identifying Tactics for a Hazardous Materials/WMD Incident
  - Updated title
  - Minor update to JPR
  - Added one ELO
  - Updated five ELOs
- Topic 3-6: Performing Assigned Tasks at a Hazardous Materials/WMD Incident
  - Minor update to JPR
  - Added three ELOs
  - Updated four ELOs
- Topic 3-7: Performing Product Control Techniques at a Hazardous Materials/WMD Incident
  - Updated one ELO
- Topic 3-8: Evaluating and Reporting Progress for a Hazardous Materials/WMD Incident
  - Minor update to JPR
  - Added one ELO
  - Updated three ELOs

Fire Fighter 1C: Wildland (2020) course plan

- Cover – Course title updated to: Fire Fighter 1C: Wildland (2022) to reflect new NFPA edition
- Footer – Updated to: Revised **Month** 2023
- Instructor Resources – NFPA title and number updated to: NFPA 1140: Standard for Wildland Fire Protection (current edition)

Fire Fighter 1 and 2 (2019) Training Record

- Updated the title of Skill Sheet 6-3 in the Fire Fighter 1B: Hazardous Materials/WMD segment of the Training Record
- There is no impact the Fire Fighter 1C: Wildland segment of the Training Record

Fire Fighter 1A: Structure Skill Sheets

- Skill Sheet 3-3 – Minor language update
- Skill Sheet 3-5 – Minor language update
- Skill Sheet 3-7 – Minor language update
- Skill Sheet 3-19 – Minor language update

Fire Fighter 1B: HazMat FRA/FRO Skill Sheets

- Update NFPA title number and paragraph number on all skill sheets
- Skill Sheet 6-3 – Minor language update
- Skill Sheet 6-4 – Minor language update
- Skill Sheet 6-6 – Minor language update
- Skill Sheet 7-2 – Minor language update

Fire Fighter 1C: Wildland Skill Sheets

- Update NFPA title number and paragraph number on all skill sheets

Fire Fighter 2A: Structure Skill Sheets

- Skill Sheet 1-1 – Minor language update
- Skill Sheet 2-1 – Minor language update
- Skill Sheet 2-2 – Minor language update
- Skill Sheet 3-2 – Minor language update
- Skill Sheet 3-3 – Minor language update
- Skill Sheet 3-4 – Minor language update
- Skill Sheet 4-2 – Minor language update
- Skill Sheet 5-1 – Minor language update
- Skill Sheet 5-2 – Minor language update
- Skill Sheet 5-3 – Minor language update

Fire Fighter Certification Task Book (2019)

- Replaced all references to NFPA 1072 with NFPA 470
- Replaced all references to NFPA 1051 with NFPA 1140
- Fire Fighter 1: Hazardous Materials/WMD section
  - Updated all NFPA paragraph numbers
  - JPR 1 – Minor language update
  - JPR 4 – Minor language update
  - JPR 5 – Minor language update
  - JPR 6 – Minor language update
  - JPR 8 – Minor language update
  - JPR 9 – Minor language update
- Fire Fighter 1: Wildland sections
  - Updated all NFPA paragraph numbers
  - JPR 10 - Minor language update

**Instructor Registration.....July 1, 2023**

Instructors for the Fire Fighter curriculum must meet the SFT requirements for Registered Instructor. Instructors must have appropriate education and practical experience relating to the specific course content.

**Existing Fire Fighter Instructors**

SFT will authorize existing Fire Fighter 1 and 2 Instructors to teach the updated curriculum.

**New Fire Academy Instructor Qualifications**

To qualify as a Fire Fighter Instructor for this curriculum, a candidate:

- Has met one (1) of the following instructor requirements
  - Certified SFT Fire and Emergency Services Instructor 1; or
  - Certified SFT Instructor 1 ; or
  - Certified SFT Training Instructor I ; or
  - Certified SFT Fire Instructor I ; or
  - SFT Historically Recognized Fire Fighter 1 & 2 Academy Instructor
- Successful completion of Ethical Leadership for Instructors, or equivalent
- Possession Fire Fighter 1 and/or 2 Certification
- Held the rank of Fire Fighter performing suppression duties within a recognized fire agency in California for a minimum of three (3) years



# Fire Fighter (2019) Update Implementation Plan

Issued: **Month**, 2023

## OVERVIEW

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

SFT updated the Hazardous Materials/WMD and Wildland modules of the Fire Fighter 1 (2019) curriculum to align with the new NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022) and NFPA 1140: Standard for Wildland Fire Protection (2022) standards. SFT updated the CTS guide, Fire Fighter 1B and 1C course plans, training record, certification task book, and 1B and 1C skill sheets. The skills sheets for FF1A (2019) and FF2A (2019) have been updated for IFSAC/Pro Board compliance and there has been no change to the existing FF1A and FF2A courses.

## IMPLEMENTATION

Candidates entering the SFT system should enroll in the new Fire Fighter 1B and 1C modules and comply with the new Fire Fighter requirements. There are no course content changes to Fire Fighter 1A and 2A.

New Curriculum	Hours
Fire Fighter 1B: Hazardous Materials/WMD (2022)	24 hours
Fire Fighter 1C: Wildland (2022)	56 hours

**Fire Fighter 1 and 2 (2022) Curriculum.....July 1, 2023**

**Retirement of FF1B (2017) and FF1C (2020) Curriculum ..... June 30, 2023**

Effective June 30, 2023, SFT will retire FF1B: Hazardous Materials/WMD (2017) and FF1C: Wildland (2020). On July 1, 2023, SFT will remove the curriculum from the SFT course catalog, and it will no longer be available.

Candidates who have not completed FF1B (2017) or FF1C (2020) must complete the module(s) before or on June 30, 2024, or they will be required to complete the new (2022) course modules.

## INSTRUCTOR REQUIREMENTS

**Instructor Qualification.....July 1, 2023**

Instructors for the Fire Fighter curriculum must meet the SFT requirements for Fire Fighter Instructor. Instructors must have appropriate education and practical experience relating to the specific course content.

### **Existing Fire Fighter Instructors**

SFT will authorize existing Fire Fighter 1 and 2 (2019) Instructors to teach the updated curriculum.

### **New Fire Academy Instructor Qualifications**

To qualify as a Fire Fighter Instructor for this curriculum, a candidate:

- Has met one (1) of the following instructor requirements
  - Certified SFT Fire and Emergency Services Instructor 1; or
  - Certified SFT Instructor 1 ; or
  - Certified SFT Training Instructor I ; or
  - Certified SFT Fire Instructor I ; or
  - SFT Historically Recognized Fire Fighter 1 & 2 Academy Instructor
- Successful completion of Ethical Leadership for Instructors, or equivalent
- Possession Fire Fighter 1 and/or 2 Certification
- Held the rank of Fire Fighter performing suppression duties within a recognized fire agency in California for a minimum of three (3) years

### **POTENTIAL AGENCY IMPACTS**

Fire agencies desiring to use the FF1B (2022) and FF1C (2022) curriculum as a requirement for their recruitment/promotion activities need to review the FF1B (2022) and FF1C (2022) curriculum requirements to be sure that all agency training needs are met. After review, fire agencies should update their job specifications and recruitment documentation to reflect these new courses and certification requirements.

Accredited Regional Training Programs (ARTP), Accredited Local Academies (ALA), community colleges, and all other local delivery venues need to review the curriculum and seek approval from their curriculum committee / program sponsor, as appropriate. ARTPs should review the new FF1B (2022) and FF1C (2022) curriculum and discuss potential impacts with their advisory committees.

# Fire Fighter 1

(NFPA 1001: Fire Fighter 1)

(NFPA 470: HazMat/WMD Awareness and Operations)

(NFPA 1140: Wildland Firefighter 1)

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## Certification Training Standards Guide (2019)



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

# Fire Fighter 1

## Certification Training Standards Guide (2019)

**Published:** January 2020

**Revised:** December 2020

**Revised:** April 2023

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 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
- NFPA 1140: Standard for Wildland Fire Protection (2022)

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.

## Table of Contents

Acknowledgements.....	1
How to Read a CTS Guide .....	3
Fire Fighter 1 - Structure.....	5
Section 1: Structure Fire Fighter Duties.....	5
1-1: Role of the Fire Fighter 1 .....	5
1-2: Inspecting and Maintaining Personal Protective Equipment.....	7
1-3: Inspecting and Maintaining Self-Contained Breathing Apparatus.....	8
1-4: Donning Structural Personal Protective Equipment .....	9
1-5: Donning Self-Contained Breathing Apparatus .....	10
1-6: Doffing Self-Contained Breathing Apparatus .....	11
1-7: Doffing Personal Protective Equipment .....	12
1-8: Doffing Self-Contained Breathing Apparatus and Personal Protective Equipment for Gross Decontamination .....	13
1-9: Identifying Confined Spaces .....	14
1-10: Operating within the Incident Command System .....	16
1-11: Fire Fighter Physical Health and Safety .....	17
1-12: Behavioral Health .....	18
1-13: Cancer Awareness .....	19
Section 2: Fire Department Communications .....	21
2-1: Initiating the Response to a Reported Emergency.....	21
2-2: Receiving a Telephone Call .....	22
2-3: Transmitting and Receiving Messages via Radio.....	23
2-4: Activating an Emergency Call of Assistance .....	24
Section 3: Fire Ground Operations .....	25
3-1: Using Self-contained Breathing Apparatus During Emergency Operations.....	25
3-2: Responding on an Apparatus to an Emergency Scene.....	27
3-3: Establishing and Operating in Work Areas at Emergency Scenes.....	28
3-4: Forcing Entry into a Structure.....	29
3-5: Exiting a Hazardous Area .....	30
3-6: Setting Up, Mounting, Ascending, Dismounting, and Descending Ground Ladders.....	31
3-7: Attacking a Passenger Vehicle Fire .....	33
3-8: Extinguishing Fires in Exterior Class A Materials .....	35
3-9: Conducting a Search and Rescue in a Structure .....	37
3-10: Attacking an Interior Structure Fire.....	39
3-11: Performing Horizontal Ventilation on a Structure .....	41
3-12: Performing Vertical Ventilation on a Structure.....	42
3-13: Overhauling a Fire Scene .....	44
3-14: Conserving Property .....	46
3-15: Connecting a Fire Department Pumper to a Water Supply .....	48
3-16: Extinguishing Incipient Class A, Class B, and Class C Fires.....	50

## Table of Contents

---

3-17: Operating Emergency Scene Lighting.....	51
3-18: Turning Off Building Utilities .....	52
3-19: Combatting a Ground Cover Fire.....	53
3-20: Tying Knots Appropriate for Hoisting Tools .....	54
3-21: Operating Hand and Power Tools.....	55
3-22: Operating an Air-Monitoring Instrument .....	56
Section 4: Preparedness and Maintenance .....	57
4-1: Cleaning and Checking Ladders, Ventilation Equipment, SCBA, Ropes, Salvage Equipment, and Hand Tools.....	57
4-2: Cleaning, Inspecting, and Returning Fire Hose to Service.....	59
Hazardous Materials/WMD .....	60
Section 5: Awareness .....	60
5-1: Description of Duties (Awareness) .....	60
5-2: Recognizing and Identifying Hazardous Materials/WMD and Associated Hazards .....	61
5-3: Isolating the Hazard Area and Denying Entry.....	63
5-4: Initiating Required Notifications .....	64
Section 6: Operations.....	65
6-1: Description of Duties (Operations).....	65
6-2: Identifying the Scope of a Hazardous Materials/WMD Incident .....	66
6-3: Identifying Tactics for a Hazardous Materials/WMD Incident .....	68
6-4: Performing Assigned Tasks at a Hazardous Materials/WMD Incident .....	70
6-5: Performing Emergency Decontamination at a Hazardous Materials/ WMD Incident..	72
6-6: Evaluating and Reporting Progress for a Hazardous Materials/WMD Incident.....	74
Section 7: Operations – Mission Specific.....	75
7-1: Selecting, Donning, Working In, and Doffing Approved PPE at a Hazardous Materials/WMD Incident .....	75
7-2: Performing Product Control Techniques at a Hazardous Materials/WMD Incident ....	77
Wildland Fire Fighter 1.....	79
Section 8: Wildland Fire Fighter Duties .....	79
8-1: Role of the Wildland Fire Fighter.....	79
8-2: Donning Wildland Personal Protective Equipment.....	81
8-3: Deploying a Fire Shelter.....	82
8-4: Doffing Wildland Personal Protective Equipment.....	83
Section 9: Preparedness .....	84
9-1: Maintaining Assigned Personal Protective Equipment .....	84
9-2: Maintaining Assigned Suppression Hand Tools and Equipment.....	85
9-3: Maintaining Personal Gear Kit.....	86
Section 10: Suppression.....	87
10-1: Assembling and Preparing for Response.....	87
10-2: Recognizing Hazards and Unsafe Situations.....	89
10-3: Constructing a Fireline.....	91
10-4: Securing the Fireline .....	93
10-5: Reducing the Threat of Fire Exposure to Improved Properties .....	94

## Table of Contents

---

10-6: Mopping Up a Fire Area.....	95
10-7: Patrolling the Fire Area.....	96
Revisions .....	97

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### CAL FIRE

- Joe Tyler, Director
- Daniel Berlant, Acting State Fire Marshal
- Andrew Henning, Assistant Deputy Director: Fire and Life Safety, State Fire Training, Code Development and Analysis
- John Binaski, Chair, Statewide Training and Education Advisory Committee (STEAC); Chief, Clovis Fire Department

### Cadre – 2019 Development Cadre

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- Allison L. Shaw, Editor, California State University, Sacramento

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- Garrett Huff, Battalion Chief, Santa Barbara County Fire Department; Secretary, South Division, CalChiefs Training Officers
- Donovan Lacy, Battalion Chief, Anderson Fire Protection District; Director of Fire Technology/EMS, Shasta Community College; Area 2 Director, CalChiefs Training Officers
- 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

## **April 2023 Revision**

Revised to align Wildland Fire Fighter 1 content with the release of NFPA 1140 (2022) and Hazardous Materials/WMD content with the release of NFPA 470 (2022).

- Allison L. Shaw, Editor, California State University, Sacramento

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## 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 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 to accomplish the job performance requirement.

**Requisite Skills**

This segment lists the skills that an individual must acquire 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).

# 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 <ul style="list-style-type: none"><li>• Topic 1-3: RK1, RK2, RK3, RK4, RK5, RK6, RS3</li><li>• Topic 2-2: RK9, RK10</li><li>• Topic 2-3: RK7, RK8</li><li>• Topic 2-4: RS1</li><li>• Topic 4-1: RS2</li></ul>	Cognitive only – no testable skills	Cognitive only – no testable skills

## 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 <ul style="list-style-type: none"><li>• Topic 2-4</li></ul>	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 <ul style="list-style-type: none"><li>• Topic 2-5</li></ul>	1-3: Inspect SCBA	(CTS 1-3)

## 1-4: Donning Structural Personal Protective Equipment

### Authority

- 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

- Describe the protection provided by structural PPE
- Describe the limitations of structural PPE
- 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 <ul style="list-style-type: none"><li>• Topic 2-4</li></ul>	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

1. *Don SCBA*
2. *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 <ul style="list-style-type: none"><li>• Topic 2-5</li></ul>	1-5: Don SCBA	(CTS 1-5)

## 1-6: Doffing Self-Contained Breathing Apparatus

### Authority

- 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 <ul style="list-style-type: none"><li>• Topic 2-5</li></ul>	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 <ul style="list-style-type: none"><li>• Topic 2-4</li></ul>	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	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)

Fire Fighter 1 - Structure  
Section 1: Structure Fire Fighter Duties

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

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## 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 <ul style="list-style-type: none"><li>• Topic 2-1</li></ul>	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 <ul style="list-style-type: none"><li>• Topic 2-2</li></ul>	Cognitive only – no testable skills	(CTS 1-11)

## 1-12: Behavioral Health

### Authority

1. Office of the State Fire Marshal

### Job Performance Requirement

*Describe common sources and impacts of stress and demonstrate practices that contribute to resilience, given an assignment in the fire service, in accordance with current research and best practices.*

### Requisite Knowledge

1. Define types of stress
2. Describe signs and symptoms of stress
3. Describe reactions to stress
4. Identify common stressors found in various situations and environments
5. Describe physiological and emotional impacts of stress
6. Describe behaviors associated with unmanaged stress
7. Describe the role of nutrition, sleep, exercise, relaxation techniques, and rest in mediating and mitigating stress
8. Describe healthy and unhealthy coping mechanisms
9. Identify potential consequences of unhealthy coping mechanisms
10. Describe the role of communication in coping with stress
11. Describe behavioral health resources available through an AHJ
12. Describe behavioral health resources available outside of the fire service

### Requisite Skills

1. Demonstrate the self-assessment process
2. Demonstrate relaxation techniques

### Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	Added to address critical health and safety concerns facing the fire service not covered by NFPA standards.

### Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A <ul style="list-style-type: none"> <li>• Topic 2-3</li> </ul>	Cognitive only – no testable skills	Cognitive only – no testable skills

## **1-13: Cancer Awareness**

### **Authority**

1. Office of the State Fire Marshal

### **Job Performance Requirement**

*Demonstrate best practices to minimize cancer exposure and risk, given an assignment in the fire service so that the types, prevalence of, and common causes of cancer in the fire service are described, exposure to carcinogenic chemicals is described, and cancer exposure and risk are mitigated in accordance with current research and best practices.*

### **Requisite Knowledge**

1. Describe cancer prevalence in the fire service
2. Define "carcinogenic agent"
3. Identify risk factors specific to the fire service
4. Identify risk or protective factors specific to lifestyle
5. Identify exposure sources
6. Identify common states of carcinogenic chemicals
7. Identify common categories of carcinogenic chemicals
8. Identify exposure routes
9. Identify common activities, objects, and locations associated with exposure
10. Identify modifiable and unmodifiable risk factors
11. Define "exclusion (hot) zones," "contamination reduction (warm) zones," and "support (cold) zones"
12. Identify best practices that minimize contaminant exposure and risk during fire suppression, overhaul, mop-up, and post-incident activities
13. Identify best practices for PPE that minimize contaminant exposure and risk
14. Identify best practices for equipment that minimize contaminant exposure and risk
15. Identify best practices that minimize contaminant exposure and risk at the station
16. Identify best practices that minimize contaminant exposure and risk at home

### **Requisite Skills**

1. Demonstrate best practices that minimize contaminant exposure and risk during fire suppression, overhaul, mop-up, and post-incident activities
2. Demonstrate best practices for PPE that minimize contaminant exposure and risk
3. Demonstrate best practices for equipment that minimize contaminant exposure and risk
4. Demonstrate best practices that minimize contaminant exposure and risk at the station
5. Demonstrate best practices that minimize contaminant exposure and risk at home
6. Document all exposures, injuries, and illnesses within AHJ reporting system

### Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	Added to address critical health and safety concerns facing the fire service not covered by NFPA standards.

### Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A <ul style="list-style-type: none"><li>• Topic 2-4</li></ul>	Cognitive only – no testable skills	Cognitive only – no testable skills

## 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
RK4	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 <ul style="list-style-type: none"><li>• Topic 3-2</li></ul>	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

### 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 <ul style="list-style-type: none"><li>• Topic 3-1</li></ul>	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
2. 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.
RK1	Added "radio" three times.	Added to clarify that this only covers the radio aspects of these items.
RK2	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.
RS2	Changed "discriminate" to "identify the differences". 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 <ul style="list-style-type: none"><li>• Topic 3-3</li></ul>	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 <ul style="list-style-type: none"><li>• Topic 6-1</li></ul>	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
2. 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
RK6	Added knowledge component.	Added to comply with NFPA 1404.
RS4	Added skills component.	Added to comply with NFPA 1404.

**Cross Reference**

<b>Course Plan</b>	<b>Skill Sheet(s)</b>	<b>Task Book</b>
Fire Fighter 1A <ul style="list-style-type: none"><li>• Topic 2-5: RK1, RK2, RK3, RK4, RS6</li><li>• Topic 2-6: RK5, RK6, RK7, RK8, RS1, RS2, RS3, RS4, RS5</li></ul>	3-1a: Replace an SCBA Air Cylinder 3-1b: Use SCBA During Emergency Operations	(CTS 3-1)

### 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 <ul style="list-style-type: none"><li>• Topic 2-8</li></ul>	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.
RK2	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 <ul style="list-style-type: none"><li>• Topic 2-9</li></ul>	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.
RK2	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 <ul style="list-style-type: none"><li>• Topic 5-1: RK1</li><li>• Topic 5-10: RK1, RK2, RK3, RK4 , RS1, RS2</li></ul>	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
4. *Define* what constitutes a safe haven
5. *Identify* elements that create or indicate a hazard
6. *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 <ul style="list-style-type: none"><li>• Topic 6-1</li></ul>	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.
RK1	Added knowledge component.	Not included in NFPA 1001 but needed for proper ladder use.
RK2	Added to a knowledge component	Not included in NFPA 1001 but needed for proper ladder use.
RK3	Added knowledge component.	Not included in NFPA 1001 but needed for proper ladder use.
RK4	Added knowledge component.	Not included in NFPA 1001 but needed for proper ladder use.
RK5	Added knowledge component.	Not included in NFPA 1001 but needed for proper ladder use.
RS1	Added "Lift and".	Changed to match RK3.
RS2	Added "and move".	Not included in NFPA 1001 but needed for proper ladder use.
RS5	Added skills component.	Added to correspond with RK4.
RS10	Added skills component.	This is a CalOSHA requirement.
RS11	Added skills component.	Added to correspond with RK6.

### Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A <ul style="list-style-type: none"> <li>• Topic 5-8: RK1, RK2</li> <li>• Topic 5-9: RK3, RK4, RK5, RK6, RK7, RK8, RK9, RK10, RK11, RS1, RS2, RS3, RS4, RS5, RS6, RS7, RS8, RS9, RS10, RS11</li> </ul>	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. *Identify 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**

<b>Course Plan</b>	<b>Skill Sheet(s)</b>	<b>Task Book</b>
Fire Fighter 1A <ul style="list-style-type: none"><li>• Topic 7-2</li></ul>	3-7: Attack a Passenger Vehicle Fire	(CTS 3-7)

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### 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
9. *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 <ul style="list-style-type: none"><li>• Topic 7-1</li></ul>	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 RK1 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.
RK2	Added knowledge component.	This is a recognized industry standard not included in NFPA 1001.
RK8	Revised without changing intent.	Revised for clarification.

**Cross Reference**

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A <ul style="list-style-type: none"> <li>• Topic 5-11</li> </ul>	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)

### **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

Fire Fighter 1 - Structure  
Section 3: Fire Ground Operations

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.
RK1	Added knowledge component.	Not included in NFPA 1001 but needed for proper hose use.
RK2	Added knowledge component.	Not included in NFPA 1001 but needed for proper hose use.
RK3	Added knowledge component.	Not included in NFPA 1001 but needed for proper hose selection and attack.
RK16	Added “methods for locating”.	Not included in NFPA 1001 but this is a two-step process.
RS8	Changed “handline” to “hose line”.	Not all hose lines are handlines.

**Cross Reference**

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A <ul style="list-style-type: none"> <li>• Topic 2-5: RK10</li> <li>• Topic 5-1: RK3, RK8</li> <li>• Topic 5-2: RK11</li> <li>• Topic 5-5: RK1, RK2, RK5, RK13</li> <li>• Topic 5-6: RK4, RK6, RK7, RS1, RS2, RS5, RS6, RS8, RS9</li> <li>• Topic 5-12: RK6, RK7, RK9, RK12, RK14, RK15, RK16, RS3, RS4, RS7, RS10, RS11</li> </ul>	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)

The training for this standard can be met through the completion of State Fire Training’s Fire Control 3: Structural Fire Fighting (2018) course.

### 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 <ul style="list-style-type: none"><li>• Topic 5-2: RK3, RK4, RK5, RK6</li><li>• Topic 5-13: RK1, RK2, RS1, RS2, RS3</li></ul>	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
RK1	Added knowledge component.	Needed a basic level introduction to the topic. Mirrors foundational information in the Horizontal Ventilation JPR.

**Cross Reference**

<b>Course Plan</b>	<b>Skill Sheet(s)</b>	<b>Task Book</b>
Fire Fighter 1A <ul style="list-style-type: none"><li>• Topic 5-1: RK6</li><li>• Topic 5-2: RK2, RK3</li><li>• Topic 5-14: RK1, RK4, RK5, RK6, RK7, RS1, RS2, RS3, RS4, RS5, RS6, RS7, RS8</li></ul>	3-12: Perform Vertical Ventilation	(CTS 3-12)

### 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
RK1	Added a knowledge component.	Foundational knowledge not included in NFPA.
RS1	Added “for overhaul”.	Adding “for overhaul” dictates hose line selection.
RS6	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 <ul style="list-style-type: none"><li>• Topic 5-16</li></ul>	3-13a: Overhaul a Fire Scene 3-13b: Remove Charred Materials	(CTS 3-13)

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### 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 <ul style="list-style-type: none"><li>• Topic 5-15</li></ul>	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)

### 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.
RK1	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**

<b>Course Plan</b>	<b>Skill Sheet(s)</b>	<b>Task Book</b>
Fire Fighter 1A <ul style="list-style-type: none"><li>• Topic 5-4: RK1, RK2, RK3, RK4, RK5</li><li>• Topic 5-6: RS1, RS2, RS3, RS4, RS5, RS6</li></ul>	3-15a: Deploy Portable Tank and Prepare for Drafting Operations 3-15b: Hose Lay	(CTS 3-15)

### 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 <ul style="list-style-type: none"><li>• Topic 5-2: RK1</li><li>• Topic 5-3: RK2, RK3, RS1, RS2, RS3, RS4</li></ul>	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
RK1	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 <ul style="list-style-type: none"><li>• Topic 4-3</li></ul>	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.
RK1	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 <ul style="list-style-type: none"><li>• Topic 5-7</li></ul>	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 <ul style="list-style-type: none"><li>• Topic 7-3</li></ul>	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.
RK1	Added knowledge component.	Not included in NFPA 1001 but it's a basic knowledge component required to complete the JPR.
RS1	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 <ul style="list-style-type: none"><li>• Topic 4-1</li></ul>	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 <ul style="list-style-type: none"><li>• Topic 4-2</li></ul>	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
5. *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
RK1	Removed “knowledge of”	This content is already in the knowledge section; we don’t need knowledge of knowledge.
RK3	Split one knowledge component into two.	Clarifying a poorly written knowledge component.
RK4	Split one knowledge component into two.	Clarifying a poorly written knowledge component.
RS3	Added a knowledge component.	NFPA does not cover the step-by-step process.

### Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A <ul style="list-style-type: none"><li>• Topic 4-4</li></ul>	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
RK4	Added knowledge component.	Added to support the JPR.
RS1	Added "to maintain".	Added to clarify the purpose for tool selection.

**Cross Reference**

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A <ul style="list-style-type: none"> <li>• Topic 2-5: RK1, RK2, RK3, RK4, RS1, RS2, RS3 (as it pertains to SCBA)</li> <li>• Topic 4-1: RK1, RK2, RK3, RK4, RS1, RS2, RS3 (as it pertains to rope)</li> <li>• Topic 4-2: RK1, RK2, RK3, RK4, RS1, RS2, RS3 (as it pertains to tools)</li> <li>• Topic 5-9: RK1, RK2, RK3, RK4, RS 1, RS2, RS3 (as it pertains to ladders)</li> <li>• Topic 5-15: RK1, RK2, RK3, RK4, RS1, RS2, RS3 (as it pertains to horizontal ventilation equipment)</li> <li>• Topic 5-16: RK1, RK2, RK3, RK4, RS1, RS2, RS3 (as it pertains to vertical ventilation equipment)</li> <li>• Topic 5-17: RK1, RK2, RK3, RK4, RS1, RS2, RS3 (as it pertains to salvage equipment)</li> </ul>	4-1: Clean and Check Equipment	(CTS 4-1)

## 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
RK1	Added “inspecting a hose according to manufacturer guidelines”.	This strengthens the knowledge component with a standard.
RK2	Added “and maintenance”.	There are steps beyond cleaning required before returning hose to a ready state.
RK3	Added “types of”.	Added for clarification.

### Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A <ul style="list-style-type: none"> <li>• Topic 5-5: RK1, RK2, RK3, RS1, RS2, RS3, RS4</li> <li>• Topic 5-6: RS5, RS6</li> </ul>	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 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
  - Paragraph 5.1.3

##### Job Performance Requirement

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

##### Requisite Knowledge

1. *Identify* the role of awareness level 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 level personnel

##### Requisite Skills

1. None specified

##### Content Modification

Block	Modification	Justification

##### Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B <ul style="list-style-type: none"><li>• Topic 2-1</li></ul>	Cognitive only – no testable skills	Cognitive only – no testable skills

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

### Authority

1. NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
  - Paragraph 5.2.1

### 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 and associated harm are identified.

### Requisite Knowledge

1. *Describe how to recognize* hazardous materials (dangerous goods internationally) and WMD
2. *Describe* the differences between hazardous materials/WMD incidents and other emergencies
3. *Define* hazard classes and divisions of hazardous materials/WMD
4. *Describe* ways in which hazard classes and divisions are harmful to people, the environment, animals, and property
5. *Identify* general routes of entry for human exposure to hazardous materials/WMD
6. *Identify* sights, sounds, and odors that might indicate the presence of hazardous materials
7. *Identify the* limitations of using senses to determine the presence of hazardous materials/WMD
8. *Identify* indicators to the presence of hazardous materials including container shapes included in the ERG, NFPA 704 markings, globally harmonized system (GHS) markings, placards, labels, pipeline markings, other transportation markings [including UN/NA identification number marks, marine pollutant mark, elevated temperature (HOT) mark, commodity marking, and inhalation mark], shipping papers and emergency response information and the person responsible for the shipping papers in each mode of transportation (air, highway, rail, and water), where shipping papers are found during emergencies and nonemergency situations in each mode of transportation, and other indicators (including military hazardous materials/WMD markings, special hazard communication markings, and special container markings)
9. *Describe how to* access response information from the *Emergency Response Guidebook* (ERG) (current edition) using the alphabetical index of chemical names, numerical index of identification numbers, table of markings, labels, and placards, or container identification charts
10. *List* types of hazard information available from the ERG, safety data sheets (SDS), shipping papers and emergency response information, and sources for obtaining the names of hazardous materials/WMD at a facility

**Requisite Skills**

1. Recognize indicators to the presence of hazardous materials/WMD
2. Identify hazardous materials/WMD by name, UN/NA identification number, marking/label/placard applied, or container shapes identified in the ERG
3. Use the ERG, SDS, manufacturer/shipping/carrier documents (including shipping papers and emergency response information) and other approved reference sources to identify hazardous materials/WMD and their primary hazards

**Content Modification**

Block	Modification	Justification

**Cross Reference**

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B <ul style="list-style-type: none"> <li>• Topic 2-2</li> </ul>	5-2a: Recognize, Identify, and Isolate Hazardous Materials/WMD 5-2b: Identify Markings	(CTS 5-2)

### 5-3: Isolating the Hazard Area and Denying Entry

#### Authority

1. NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
  - Paragraph 5.3.1
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 and emergency response information, or other approved reference sources to identify initial isolation and protective action distances, identify initial emergency actions (fire, spill, or leak and first aid), identify initial PPE, and identify recommended protective actions
2. *Describe* the difference between the isolation distances on the orange-bordered guidebook pages and the protective action distances on the green-bordered ERG pages
3. *Describe* the difference(s) between small and large spills as found in the Table of Initial Isolation and Protective Action Distances in the ERG or equivalent documents
4. Describe policies and procedures for isolating the hazard area and denying entry
5. 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
RS4	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 <ul style="list-style-type: none"> <li>• Topic 2-3</li> </ul>	5-2a: Recognize, Identify, and Isolate Hazardous Materials/WMD	(CTS 5-3)

## 5-4: Initiating Required Notifications

### Authority

1. NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
  - Paragraph 5.4.1

### 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

2. *Identify* policies and procedures for notification, reporting, and communications

### Requisite Skills

3. Communicate in accordance with policies and procedures

### Content Modification

Block	Modification	Justification

### Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B <ul style="list-style-type: none"><li>• Topic 2-4</li></ul>	5-4: Initiate Required Notifications	(CTS 5-4)

## Section 6: Operations

### 6-1: Description of Duties (Operations)

#### Authority

1. NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
  - Paragraph 7.1.4

#### 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 <ul style="list-style-type: none"><li>• Topic 3-1</li></ul>	Cognitive only – no testable skills	Cognitive only – no testable skills

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

### Authority

1. NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
  - Paragraph 7.2.1

### 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 and physical state (form) of release, and surrounding conditions are identified, hazard and response 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. *Identify* types of information to be collected during the hazardous materials/WMD incident survey, including types of containers and the physical state of their likely contents, materials involved, general location and physical state (form) of release, and surrounding conditions in accordance with 6.2.1.4
2. *Identify* container identification markings, including transportation vehicles and facility storage tanks, pesticide labels, radioactive material labels, piping and pipeline markings and contacting information
3. *Identify the availability and location* of shipping papers in transportation and of safety data sheets (SDS) at facilities
4. *Describe* types of hazard and response information available from and how to contact CHEMTREC, CANUTEC, and SETIQ, governmental authorities, and manufacturers, shippers, and carriers (highway, rail, water, air, pipeline)
5. *Describe* how to communicate with subject matter experts including carrier and manufacturer representatives to reduce impact of a release
6. *Identify* basic physical and chemical properties, in accordance with 6.2.3(1) and 6.2.3(2)
7. *Identify* the behavior of a material and its container based on the material's physical and chemical properties and identify hazards associated with that behavior
8. *List* examples of potential criminal and terrorist targets
9. *Identify* indicators of possible criminal or terrorist activity for each of the following: chemical agents, biological agents, radiological agents, illicit laboratories and explosives
10. *Describe* additional hazards associated with terrorist or criminal activities, such as secondary devices and threats
11. Determine the likely harm and outcomes associated with the identified behavior and the surrounding conditions

**Requisite Skills**

1. Identify container types, materials, location and physical state (form) of release, and surrounding conditions at a hazardous materials/WMD incident
2. Collect hazard and response 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 likely outcomes associated with the identified behavior and surrounding conditions

**Content Modification**

Block	Modification	Justification
RK5	Added “and location”.	The documents should always be available; the real knowledge is in knowing where they are located.
RS2	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 <ul style="list-style-type: none"> <li>• Topic 3-2</li> </ul>	6-2: Identify the Scope of a Hazardous Materials/WMD Incident	(CTS 6-2)

### 6-3: Identifying Tactics for a Hazardous Materials/WMD Incident

#### Authority

1. NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
  - Paragraph 7.3.1

#### Job Performance Requirement

Identify the tactics 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 information is collected; strategies, tactics, safety precautions, suitability of approved personal protective equipment (PPE) available, and emergency decontamination needs are identified; and an action plan is developed.

#### 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 strategies
5. *Describe* types of tactics
6. *Identify* types of response information available from the Emergency Response Guidebook (ERG), safety data sheets (SDS), shipping papers and emergency response information, and other resources
7. *Identify* types of assistance provided by, procedure for contacting, and information to be provided to CHEMTREC, CANUTEC, and SETIQ, governmental authorities, and manufacturers, shippers, and carriers (highway, rail, water, air, pipeline)
8. *Describe* safety procedures
9. *Describe* actions necessary when incident involves potential criminal or terrorist activities
10. *Describe* risk analysis concepts
11. *Identify the* purpose, advantages, limitations, and required physical capabilities of personnel working in PPE
12. *Identify the* uses of approved PPE to determine if PPE is suitable for the incident conditions
13. *Explain the* difference between the terms included in 10.2.3.1(b)
14. *Identify* contamination types, including sources and hazards of carcinogens at incident scenes
15. *Describe* types of decontamination (emergency, mass, and technical)
16. *Describe the* purpose, advantages, and limitations of emergency decontamination
17. *Describe* procedures, tools, and equipment for performing emergency decontamination

#### Requisite Skills

1. Identify strategies and tactics 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 <ul style="list-style-type: none"><li>• Topic 3-2: RK7</li><li>• Topic 3-4: RK13, RK14, RK15, RK16</li><li>• Topic 3-5: RK1, RK2, RK3, RK4, RK5, RK6, RK8, RK9, RK10, RK11, RK12, RS1, RS2, RS3</li></ul>	6-3: Identify Action Options for a Hazardous Materials/WMD Incident	(CTS 6-3)

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

### Authority

1. NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
  - Paragraph 7.4.1
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 initiated, 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 emergency decontamination is conducted in the field.

### Requisite Knowledge

1. *Describe* scene control procedures, including control zones and the criteria for determining the locations of the control zones
2. *Describe* 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* duties and responsibilities of the Incident Safety Officer
9. *Describe* items to be considered in a safety briefing per 6.4.1(5)
10. *Describe* duties and responsibilities of the hazardous materials branch or group
11. *Describe* the capabilities, limitations, inspection, donning, working in, going through decontamination while wearing, and doffing of approved PPE
12. *Describe how to recognize* signs and symptoms of thermal stress
13. *Identify* safety precautions when working at hazardous materials/WMD incidents
14. *Describe* purpose, advantages, and limitations of emergency decontamination
15. *Identify* the need for emergency decontamination in the field based on the task(s) performed and contamination received, including sources and hazards of carcinogens at incident scenes
16. *Describe* emergency decontamination procedures for personnel, tools, equipment, and PPE

17. Describe how to clean, disinfect, and inspect tools, equipment, and PPE

**Requisite Skills**

1. Establish and maintain 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 emergency 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
RK5	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.
RK14	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 <ul style="list-style-type: none"> <li>• Topic 3-3: RK11, RK17</li> <li>• Topic 3-4: RK14, RK16</li> <li>• Topic 3-6: RK1, RK2, RK3, RK4, RK5, RK6, RK7, RK8, RK9, RK10, RK12, RK13, RK15, RS1, RS2, RS3, RS4, RS5, RS6</li> </ul>	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 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
  - Paragraph 7.5.1

### 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**

<b>Course Plan</b>	<b>Skill Sheet(s)</b>	<b>Task Book</b>
Fire Fighter 1B <ul style="list-style-type: none"><li>• Topic 3-4</li></ul>	6-5: Perform Emergency Decontamination	(CTS 6-5)

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

### Authority

1. NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
  - Paragraph 7.6.1

### Job Performance Requirement

Evaluate and report the progress of an assigned task for a hazardous materials/WMD incident, given a hazardous materials/WMD incident, an assignment, policies and procedures, status of implemented strategies and tactics, and approved communication tools and equipment, so that the effectiveness of the assigned task is evaluated and communicated to the Incident Commander or designee so that the IAP can be adjusted as needed.

### Requisite Knowledge

1. *List* components of progress reports
2. *Describe* policies and procedures for evaluating and reporting progress
3. *Describe* methods for immediate notification of Incident Commander and other response personnel regarding critical emergency conditions at an incident
4. *Describe how to* use approved communication tools and equipment
5. *Identify* facts and circumstances indicating improving, static, or deteriorating conditions based on the objectives of the assigned tasks intended to accomplish the incident objectives
6. *Describe how to* compare actual behavior of the material and the container to the predicted 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 strategies 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 <ul style="list-style-type: none"> <li>• Topic 3-8</li> </ul>	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 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
  - Paragraph 9.2.1

#### 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; strategies and tactics 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; PPE is maintained and stored consistent with AHJ policies and procedures and NFPA 1891; 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 purpose, 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 <ul style="list-style-type: none"><li>• Topic 3-3: RK1, RK2, RK3, RK5, RK6, RK7, RS1, RS2, RS3, RS4</li><li>• Topic 3-5: RK4</li></ul>	7-1: Don, Work In, and Doff Chemical Protective Clothing	(CTS 7-1)

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

### **Authority**

1. NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
  - Paragraph 9.6.1
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* 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 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
RK4	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 <ul style="list-style-type: none"> <li>• Topic 3-3: RK1</li> <li>• Topic 3-7: RK2, RK3, RK4, RK5, RK6, RK7, RK8, RK9, RK10, RS1, RS2, RS3, RS4, RS5</li> </ul>	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 1140: Standard for Wildland Fire Protection (2022)
  - Paragraph 4.2.1, 4.2.2
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 and use and limitations of personal protective equipment
2. *Describe the use, limitations, inspection, and care of a fire shelter*
3. *Describe* AHJ 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 firefighter’s role within the AHJ incident management system
8. *Describe* AHJ required first aid
9. *Describe how to use* NFES 1077, Incident Response Pocket Guide (IRPG)

#### Requisite Skills

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

#### Content Modification

Block	Modification	Justification
RK2	Added knowledge component.	Added to call attention to a unique element of PPE that isn’t physically worn.
RS1	Added “use”.	NFPA did not provide a verb.
RS3	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 <ul style="list-style-type: none"><li>• Topic 1-3: RK4, RK5, RK6, RK7, RK8, RK9</li><li>• Topic 2-1: RK4</li><li>• Topic 2-3: RS1</li><li>• Topic 2-4: RK1, RS2</li><li>• Topic 2-5: RK2, RK3, RS3</li><li>• Topic 3-2: RK5, RK6</li><li>• Topic 3-4: RK4</li></ul>	Cognitive only – no testable skills	Cognitive only – no testable skills

## 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 <ul style="list-style-type: none"><li>• Topic 2-4</li></ul>	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 <ul style="list-style-type: none"><li>• Topic 2-5</li></ul>	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 <ul style="list-style-type: none"><li>• Topic 2-4</li></ul>	8-4: Doff Wildland Personal Protective Equipment	(CTS 8-4)

## Section 9: Preparedness

### 9-1: Maintaining Assigned Personal Protective Equipment

#### Authority

1. NFPA 1140: Standard for Wildland Fire Protection (2022)
  - Paragraph 4.4.2

#### 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 <ul style="list-style-type: none"><li>• Topic 2-4</li></ul>	9-1: Maintain Assigned Personal Protective Equipment	(CTS 9-1)

## 9-2: Maintaining Assigned Suppression Hand Tools and Equipment

### Authority

1. NFPA 1140: Standard for Wildland Fire Protection (2022)
  - Paragraph 4.4.3

### Job Performance Requirement

Maintain assigned suppression hand tools and equipment, given tools and equipment and AHJ 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 <ul style="list-style-type: none"><li>• Topic 2-6</li></ul>	9-2: Maintain Hand Tools and Equipment	(CTS 9-2)

### 9-3: Maintaining Personal Gear Kit

#### Authority

1. NFPA 1140: Standard for Wildland Fire Protection (2022)
  - Paragraph 4.4.4

#### Job Performance Requirement

Maintain personal gear kit, given a deployment and AHJ policies, so that mobilization response readiness meets AHJ requirements.

#### Requisite Knowledge

1. *Describe* contents of a personal gear kit
2. *Identify* type and duration of the incident
3. *Describe* AHJ requirements

#### Requisite Skills

1. None specified

#### Content Modification

Block	Modification	Justification

#### Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C <ul style="list-style-type: none"><li>• Topic 2-7</li></ul>	Cognitive only – no testable skills	Cognitive only – no testable skills

## Section 10: Suppression

### 10-1: Assembling and Preparing for Response

#### Authority

1. NFPA 1140: Standard for Wildland Fire Protection (2022)
  - Paragraph 4.6.2
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 AHJ guidelines.

#### Requisite Knowledge

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

#### Requisite Skills

1. None specified

#### Content Modification

Block	Modification	Justification
RK1	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.
RK2	Removed “(weight considerations)”.	Weight is not the only special transportation consideration.
RK3	Added “response guidelines”.	Narrowing the scope of “agency safety” to pertain to the JPR.
RK4	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 <ul style="list-style-type: none"><li>• Topic 3-1</li></ul>	10-1: Assemble and Prepare for Response	(CTS 10-1)

Draft

## 10-2: Recognizing Hazards and Unsafe Situations

### Authority

1. NFPA 1140: Standard for Wildland Fire Protection (2022)
  - Paragraph 4.6.3
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 AHJ, 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.
RK2	Added “basic wildland”.	Added to narrow the scope of “fire behavior”.
RK3	Added “basic wildland”.	Added to narrow the scope of “suppression methods”.
RK4	Added knowledge component.	Added to align with NWCG S-130 fire fighter training.
RK5	Added knowledge component.	Added to align with NWCG S-130 fire fighter training.
RK6	Added knowledge component.	Added to align with NWCG S-130 fire fighter training.
RK7	Added knowledge component.	Not covered by NFPA 1051 but it is an IRPG industry standard.

Fire Fighter 1 – Wildland  
Section 10: Suppression

RK8	Added knowledge component.	Not covered by NFPA 1051 but it is an IRPG industry standard.
RK9	Added knowledge component.	NFPA does include human factors.
RS1	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 <ul style="list-style-type: none"> <li>• Topic 2-1: RK2</li> <li>• Topic 2-2: RK1, RK4, RK5, RK6, RK7, RK8, RS1</li> <li>• Topic 2-3: RK9</li> <li>• Topic 3-2: RK3</li> </ul>	10-2a: Use Incident Response Pocket Guide 10-2b: Assume Safety Position for Retardant Drop	(CTS 10-2)

### 10-3: Constructing a Fireline

#### Authority

1. NFPA 1140: Standard for Wildland Fire Protection (2022)
  - Paragraph 4.6.4
2. Office of the State Fire Marshal

#### Job Performance Requirement

Construct a fireline, given a wildland fire *or simulated scenario*, AHJ 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 properly
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.
RK1	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RK2	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RK3	Changed the word order.	Revised to simplify and clarify language.
RK4	Added knowledge component.	Not covered by NFPA 1051 but it is an IRPG industry standard.
RK5	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.

Fire Fighter 1 – Wildland  
Section 10: Suppression

RK6	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RK7	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RK8	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RK9	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RS1, RS2, RS3	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 <ul style="list-style-type: none"> <li>Topic 3-2</li> </ul>	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 1140: Standard for Wildland Fire Protection (2022)
  - Paragraph 4.6.5
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 located and *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 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.
RK3	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 <ul style="list-style-type: none"><li>• Topic 3-3</li></ul>	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 1140: Standard for Wildland Fire Protection (2022)
  - Paragraph 4.6.6
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. Use methods to protect improvements

### Content Modification

Block	Modification	Justification
JPR	Added “or simulated scenario”.	Allows option to complete testing outside of a live wildland fire.
RK1	Added “within the wildland/urban interface”.	Expanding wildland fire behavior (covered in CTS 10-2) to include wildland/urban interface.
RK2	Added “for structure defense preparation”.	Added to clarify the purpose and location of removal.
RK3	Replaced “protection” with “defense”.	“Defend” is California terminology.
RK4	Added “within the wildland/urban interface”.	Expanding wildland fire behavior (covered in CTS 10-2) to include wildland/urban interface.
RK5	Added knowledge component.	NFPA does not adequately address safety.

### Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C <ul style="list-style-type: none"> <li>• Topic 3-4</li> </ul>	10-5: Prep and Defend a Structure	(CTS 10-5)

## 10-6: Mopping Up a Fire Area

### Authority

1. NFPA 1140: Standard for Wildland Fire Protection (2022)
  - Paragraph 4.6.7
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 <ul style="list-style-type: none"><li>• Topic 3-5</li></ul>	10-6: Perform Mop Up Operations	(CTS 10-6)

## 10-7: Patrolling the Fire Area

### Authority

1. NFPA 1140: Standard for Wildland Fire Protection (2022)
  - Paragraph 4.6.8
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 containment of the fire area is maintained.

### Requisite Knowledge

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

### Requisite Skills

1. Observe, identify, and take action on potential threats *when patrolling fire areas*

### Content Modification

Block	Modification	Justification
JPR	Added “or simulated scenario”.	Allows option to complete testing outside of a live wildland fire.
RS1	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 <ul style="list-style-type: none"><li>• Topic 3-6</li></ul>	10-7: Patrol the Fire Area	(CTS 10-7)

## Revisions

This page documents changes made to the CTS guide since its initiation publication.

### August 2020

The August 2020 changes reflect updates based on the 2020 edition of NFPA 1051 Standard for Wildland Firefighting Personnel Professional Qualifications. The staff review determined the following minor changes.

#### NFPA:

- All instances
  - Replaced the word “agency” with “AHJ”
- Paragraph 4.1.1
  - Added “AHJ required” to “first aid” in requisite knowledge
  - Removed “and NFES 2943, Wildland Fire Incident Management Field Guide” in requisite knowledge
- Paragraph 4.3.4
  - Added a new job performance requirement
- Paragraph 4.5.4
  - Replaced “correctly” with “properly” in requisite skills
- Paragraph 4.5.8
  - Replaced the word “control” with “containment” in JPR
  - Replaced “Apply requisite knowledge” with “Observe, identify, and take action on potential threats” in requisite skills

#### Impact

- Made all editorial changes
- Added the new JPR to the CTS guide as standard 9-3: Maintaining a Personal Gear Kit
- Added the new JPR to the Fire Fighter 1C: Wildland Fire Fighter course plan as Topic 2-7: Maintaining Personal Gear Kit
  - Most of the Topic 2-7 material was already covered in Topic 3-1: Assembling and Preparing for Response.
  - Moved the Application activity from 3-1 to 2-7
  - Adjusted time between 3-1 and 2-7
  - No addition to the certification task book and no skill sheet
  - No changes to time or cost for course delivery and/or testing

#### Documents Changed

- Fire Fighter 1 Certification Training Standards Guide (2019)
- Fire Fighter 1C: Wildland Fire Fighter Course Plan

- All Wildland skill sheets (9-1 through 9-2 and 10-1 through 10-7) to reflect NFPA edition number and editorial changes

## August 2020

The December 2020 change added *Wildland Fire Fighter: Principles and Practice* (Jones and Bartlett Learning, 2nd edition, ISBN: 978-1-284-04211-5) textbook as an alternate option to *Wildland Fire Fighter: Principles and Practice* (Fire Protection Publications, Oklahoma State University, 4th edition, ISBN: 978-087939676-3) for Fire Fighter 1C: Wildland.

## May 2022

Documents Changed

- Fire Fighter 1A: Skill Sheet 3-15 Hose Lay.

## February 2023

The February 2023 changes reflect updates to align with the following standards:

- NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standards for Responders (2022)
- NFPA 1140: Standard for Wildland Fire Protection (2022)

Neither NFPA standard added or removed job performance requirements. All changes were linguistic.

Fire Fighter 1 Certification Training Standards Guide (2019)

- Replaced all references to NFPA 1072 with NFPA 470
- Replaced all references to NFPA 1051 with NFPA 1140
- Updated language in the following standards:
  - 5-1: Description of Duties (Awareness)
  - 5-2: Recognizing and Identifying Hazardous Materials/WMD and Associated Hazards
  - 5-3: Isolating the Hazard Area and Denying Entry
  - 5-4: Initiating Required Notifications
  - 6-2: Identifying the Scope of a Hazardous Materials/WMD Incident
  - 6-3: Identifying Tactics for a Hazardous Materials/WMD Incidents
  - 6-4: Performing Assigned Tasks at a Hazardous Materials/WMD Incident
  - 6-6: Evaluating and Reporting Progress for a Hazardous Materials/WMD Incident
  - 7-1: Selecting, Donning, Working In, and Doffing Approved PPE at a Hazardous Materials/WMD Incident
  - 7-2: Performing Product Control Techniques at a Hazardous Materials/WMD Incident
  - 8-1: Role of the Wildland Fire Fighter

- 10-2: Recognizing Hazards and Unsafe Situations
- 10-4: Securing the Fireline

Fire Fighter 1B: Hazardous Materials/WMD (2017) course plan

- Cover – Course title updated to: Fire Fighter 1B: Hazardous Materials/WMD (2022) to reflect new NFPA edition
- Footer – Updated to: Revised April 2023
- Topic 2-1: Description of Duties (Awareness)
  - Added “level”
- Topic 2-2: Recognizing and Identifying Hazardous Materials/WMD and Associated Hazards
  - Added five ELOs
  - Updated seven ELOs
- Topic 2-3: Isolating the Hazard Area and Denying Entry
  - Added two ELOs
  - Updated one ELO
- Topic 2-4: Initiating Required Notifications
  - Removed three ELOs
  - Removed one Instructor Note
- Topic 3-2: Identifying the Scope of a Hazardous Materials/WMD Incident
  - Minor update to JPR
  - Added two ELOs
  - Updated six ELOs
  - Removed two ELOs
- Topic 3-3: Selecting, Donning, Working In, and Doffing Approved PPE at a Hazardous Materials/WMD Incident
  - Minor update to JPR
  - Updated one ELO
- Topic 3-4: Performing Emergency Decontamination at a Hazardous Materials/WMD Incident
  - Added one ELO
  - Updated one ELO
- Topic 3-5: Identifying Tactics for a Hazardous Materials/WMD Incident
  - Updated title
  - Minor update to JPR
  - Added one ELO
  - Updated five ELOs
- Topic 3-6: Performing Assigned Tasks at a Hazardous Materials/WMD Incident
  - Minor update to JPR
  - Added three ELOs
  - Updated four ELOs
- Topic 3-7: Performing Product Control Techniques at a Hazardous Materials/WMD Incident

- Updated one ELO
- Topic 3-8: Evaluating and Reporting Progress for a Hazardous Materials/WMD Incident
  - Minor update to JPR
  - Added one ELO
  - Updated three ELOs
- Fire Fighter 1C: Wildland (2020) course plan
  - Cover – Course title updated to: Fire Fighter 1C: Wildland (2022) to reflect new NFPA edition
  - Footer – Updated to: Revised April 2023
  - Instructor Resources – NFPA title and number updated to: NFPA 1140: Standard for Wildland Fire Protection (current edition)
- Fire Fighter 1 and 2 (2019) Training Record
  - Updated the title of Skill Sheet 6-3 in the Fire Fighter 1B: Hazardous Materials/WMD segment of the Training Record
  - There is no impact the Fire Fighter 1C: Wildland segment of the Training Record
- Fire Fighter 1B: HazMat Skill Sheets
  - Update NFPA title number and paragraph number on all skill sheets
  - Skill Sheet 6-3 – Minor language update
  - Skill Sheet 6-4 – Minor language update
  - Skill Sheet 6-6 – Minor language update
  - Skill Sheet 7-2 – Minor language update
- Fire Fighter 1C: Wildland Skill Sheets
  - Update NFPA title number and paragraph number on all skill sheets
- Fire Fighter Certification Task Book (2019)
  - Replaced all references to NFPA 1072 with NFPA 470
  - Replaced all references to NFPA 1051 with NFPA 1140
  - Fire Fighter 1: Hazardous Materials/WMD section
    - Updated all NFPA paragraph numbers
    - JPR 1 – Minor language update
    - JPR 4 – Minor language update
    - JPR 5 – Minor language update
    - JPR 6 – Minor language update
    - JPR 8 – Minor language update
    - JPR 9 – Minor language update
  - Fire Fighter 1: Wildland sections
    - Updated all NFPA paragraph numbers
    - JPR 10 - Minor language update



# Hazardous Materials/WMD (2022)

## Course Plan

### Course Details

**Certification:** Fire Fighter 1

**CTS Guide:** Fire Fighter Certification Training Standards Guide (2019)

**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 / 8.5 hours application / AHJ determines practice and assessment times)

**Maximum Class Size:** 50

**Instructor Level:** Fire Fighter Instructor (See *SFT Procedures Manual* (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.

## Table of Contents

Required Resources.....	3
Instructor Resources.....	3
Online Instructor Resources .....	3
Student Resources.....	3
Facilities, Equipment, and Personnel .....	3
Time Table .....	5
Time Table Key.....	6
Unit 1: Introduction .....	7
Topic 1-1: Orientation and Administration .....	7
Topic 1-2: Fire Fighter 1 and 2 Certification Process.....	8
Unit 2: Hazardous Materials/WMD Awareness .....	9
Topic 2-1: Description of Duties (Awareness) .....	9
Topic 2-2: Recognizing and Identifying Hazardous Materials/WMD and Associated Hazards .....	11
Topic 2-3: Isolating the Hazard Area and Denying Entry.....	13
Topic 2-4: Initiating Required Notifications.....	14
Unit 3: Hazardous Materials/WMD Operations.....	15
Topic 3-1: Description of Duties (Operations).....	15
Topic 3-2: Identifying the Scope of a Hazardous Materials/WMD Incident.....	17
Topic 3-3: Selecting, Donning, Working In, and Doffing Approved PPE at a Hazardous Materials/WMD Incident.....	20
Topic 3-4: Performing Emergency Decontamination at a Hazardous Materials/WMD Incident .....	22
Topic 3-5: Identifying Tactics for a Hazardous Materials/WMD Incident .....	24
Topic 3-6: Performing Assigned Tasks at a Hazardous Materials/WMD Incident.....	26
Topic 3-7: Performing Product Control Techniques at a Hazardous Materials/WMD Incident.....	28
Topic 3-8: Evaluating and Reporting Progress for a Hazardous Materials/WMD Incident .....	30
How to Read a Course Plan.....	31

## Required Resources

### Instructor Resources

To teach this course, instructors need:

- *Fundamentals of Fire Fighter Skills and Hazardous Materials Response* (Jones and Bartlett Learning, 4<sup>th</sup> edition, ISBN: 978-1-284-15133-6)  
or
- *Essentials of Fire Fighting* (IFSTA, 7<sup>th</sup> edition, ISBN: 978-087939657-2)
- *Emergency Response Guidebook* ([U.S. Department of Transportation](https://www.transportation.gov/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

<https://osfm.fire.ca.gov/divisions/state-fire-training/cfstes-professional-certification/fire-fighter-1-2019/>

- Hazardous Materials WMD Skill Sheets
  - 5-2a: Recognize, Identify, and Isolate Hazardous Materials WMD
  - 5-2b: Identify Markings
  - 5-4: Initiate Required Notifications
  - 6-2: Identify the Scope of a Hazardous Materials/WMD Incident
  - 6-3: Identify Tactics for a Hazardous Materials/WMD Incident
  - 6-4: Perform Assigned Tasks at a Hazardous Materials/WMD Incident
  - 6-5: Perform Emergency Decontamination
  - 6-6: Evaluate and Report Progress for a Hazardous Materials/WMD Incident
  - 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, 4<sup>th</sup> edition, ISBN: 978-1-284-15133-6)  
or
- *Essentials of Fire Fighting* (IFSTA, 7<sup>th</sup> 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

Draft

**Time Table**

Segment	Lecture	Application	Unit Total
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration	0.5	0.0	
Topic 1-2: Fire Fighter 1 Certification Process	0.5	0.0	
<b>Unit 1 Totals</b>	<b>1.0</b>	<b>0.0</b>	<b>1.0</b>
<b>Unit 2: Hazardous Materials/WMD Awareness</b>			
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	
<b>Unit 2 Totals</b>	<b>4.0</b>	<b>3.0</b>	<b>7.0</b>
<b>Unit 3: Hazardous Materials/WMD Operations</b>			
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 Tactics 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	
<b>Unit 3 Totals</b>	<b>10.5</b>	<b>5.5</b>	<b>16.0</b>
<b>Summative Assessment</b>			
Determined by AHJ or educational institution	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<b>Skills Practice (Lab / Sets and Reps)</b>			
Determined by AHJ or educational institution	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<b>Course Totals</b>	<b>15.5</b>	<b>8.5</b>	<b>24.0</b>

### 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. 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.

## 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 level 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 level 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

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## 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 and associated harm are identified.

### Enabling Learning Objectives

1. Describe how to recognize hazardous materials (dangerous goods internationally) and WMD
2. Describe the differences between hazardous materials/WMD incidents and other emergencies
3. Define hazard classes and divisions of hazardous materials/WMD
4. Describe how hazard classes and divisions are harmful to
  - People
  - Environment
  - Animals
  - Property
5. Identify general routes of entry for human exposure to hazardous materials/WMD
6. Identify sights, sounds, and odors that might indicate the presence of hazardous materials
7. Identify the limitations of using senses to determine the presence of hazardous materials/WMD
8. Identify indicators to the presence of hazardous materials including:
  - Container shapes included in the ERG
  - NFPA 704 markings
  - Globally harmonized system (GHS) markings
  - Placards
  - Labels
  - Pipeline markings
  - Other transportation markings including
    - UN/NA identification number marks
    - Marine pollutant mark
    - Elevated temperature (HOT) mark
    - Commodity marking
    - Inhalation mark
  - Shipping papers and emergency response information
  - Person responsible for the shipping papers in each mode of transportation (air, highway, rail, and water), where shipping papers are found during emergencies and nonemergency situations in each mode of transportation
  - Other indicators

- Military hazardous materials/WMD markings
  - Special hazard communication markings
  - Special container markings
9. Describe how to access response information from the *Emergency Response Guidebook* (ERG) (current edition) using the alphabetical index of chemical names, numerical index of identification numbers, table of markings, labels, and placards, or container identification charts
  10. List types of hazard information available from:
    - The ERG
    - Safety data sheets (SDS)
    - Shipping papers and emergency response information
    - Sources for obtaining the names of hazardous materials/WMD at a facility
  11. Recognize indicators to the presence of hazardous materials/WMD
  12. Identify hazardous materials/WMD by name, UN/NA identification number, marking/label/placard applied, or container shapes identified in the ERG
    - Department of Transportation placarding and labeling system
  13. Use the ERG, SDS, manufacturer/shipping/carrier documents (including shipping papers and emergency response information) and other approved reference sources to identify hazardous materials/WMD and their primary 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 and emergency response information, or other approved reference sources to identify:
  - Initial isolation and protective action distances
  - Initial emergency actions (fire, spill, or leak and first aid)
  - PPE
  - Recommended protective actions
2. Describe the difference between the isolation distances on the orange-bordered guidebook pages and the protective action distances on the green-bordered ERG pages
3. Describe the difference(s) between small and large spills as found in the Table of Initial Isolation and Protective Action Distances in the ERG or equivalent documents
4. Describe policies and procedures for isolating the hazard area and denying entry
5. Identify the purpose of and methods for isolating the hazard area and denying entry
  - Evacuation
  - In-place protection/sheltering in place
6. Recognize precautions for protecting responders and the public
7. Identify isolation areas
8. Deny entry
9. 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. 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. Utilize local agencies for equipment demonstrations.
2. Provide a sample checklist for notifications.
3. Consider visiting local hazardous materials response team.

**CTS Reference:** 5-4

**Skill Sheet:** 5-4: Initiate Required Notifications

## 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

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## 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 and physical state (form) of release, and surrounding conditions are identified; hazard and response 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

2. Identify types of information to be collected during the hazardous materials/WMD incident survey, including:
  - Types of containers and the physical state of their likely contents
  - Materials involved
  - General location and physical state (form) of release
  - Surrounding conditions in accordance with NFPA 470 paragraph 6.2.1.4
3. Identify container identification markings, including:
  - Transportation vehicles and facility storage tanks
  - Pesticide labels
  - Radioactive material labels
  - Piping and pipeline markings
  - Contacting information
4. Identify the availability and location of transportation shipping papers and safety data sheets (SDS) at facilities
5. Describe types of hazard and response information available from and how to contact:
  - CHEMTREC, CANUTEC, and SETIQ
  - Government authorities
  - Manufacturers
  - Shippers
  - Carriers (highway, rail, water, air, pipeline)
6. Describe how to communicate with subject matter experts including carrier and manufacturer representatives to reduce impact of a release
7. 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
8. 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
  9. List examples of potential criminal and terrorist targets
  10. Identify indicators of possible criminal or terrorist activity for each of the following:
    - Chemical agents
    - Biological agents
    - Radiological agents
    - Illicit laboratories)
    - Explosives
  11. Describe additional hazards associated with terrorist or criminal activities, such as secondary devices and threats
  12. Determine the likely harm and outcomes associated with the identified behavior and the surrounding conditions
  13. Collect hazard and response information
  14. Communicate with pipeline operators or carrier representatives
  15. Describe the likely behavior of the hazardous materials or WMD and its container
  16. Describe the likely outcomes associated with the identified behavior and surrounding conditions

### 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

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### 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; strategies and tactics 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; PPE is maintained and stored consistent with AHJ policies and procedures and NFPA 1891; 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 purpose, 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. Explain the difference between exposure and contamination
3. Describe contamination types
  - Emergency
  - Mass
  - Technical
4. List routes of exposure
5. Identify types of decontamination
  - Emergency
  - Mass (including modesty concerns)
  - Technical
6. Describe the purpose, advantages, and limitations of emergency decontamination
7. Describe policies and procedures for performing emergency decontamination
  - Personnel
  - Tools
  - Equipment
  - PPE
8. Identify approved tools and equipment for emergency decontamination
9. Describe hazard avoidance for emergency decontamination
10. Select an emergency decontamination method
11. Set up emergency decontamination in a safe area
12. Use PPE in the proper manner
13. Implement emergency decontamination
14. Prevent spread of contamination
15. 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 Tactics 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 tactics for a hazardous materials/WMD incident, so that response information is collected; strategies, tactics, safety precautions, suitability of approved personal protective equipment (PPE) available, and emergency decontamination needs are identified; and an action plan is developed.

### 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 strategies
5. Describe types of tactics
6. Identify types of response information available from:
  - The *Emergency Response Guidebook* (ERG)
  - Safety data sheets (SDS)
  - Shipping papers and emergency response information
  - Other resources
7. Describe safety procedures
8. Describe actions necessary when incidents involve potential criminal or terrorist activities
9. Describe risk analysis concepts
10. Identify the purpose, advantages, limitations, and required physical capabilities of personnel working in PPE
11. Identify the uses of approved PPE to determine if PPE is suitable for the incident conditions
12. Explain the difference between exposure and contamination
13. Identify contamination types including sources and hazards of carcinogens at incident scenes
14. List routes of exposure
15. Identify strategies and tactics based on the scope of the problem and available resources
16. 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 Tactics 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 initiated, 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 emergency decontamination is conducted in the field.

### Enabling Learning Objectives

1. Describe scene control procedures, including control zones and the criteria for determining the location of the control zones
2. Explain the differences between these control zones:
  - Exclusion zone (hot zone)
  - Contamination reduction zone (warm zone)
  - Support zone (cold zone)
3. Describe 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 duties and responsibilities of an Incident Safety Officer
8. Describe items to be considered in a safety briefing per NFPA 470 paragraph 6.4.1(5)
  - Hazardous material incidents
  - Hazardous materials/WMD incidents involving criminal activities
9. Describe duties and responsibilities of the hazardous materials branch or group
10. Describe how to recognize signs and symptoms of thermal stress
11. Identify safety precautions when working at hazardous materials/WMD incidents
12. Identify the need for emergency decontamination in the field based on the task(s) performed and contamination received, including sources and hazards of carcinogens at incident scenes
13. Establish and maintaining scene control
14. Recognize and preserve evidence

## Fire Fighter 1B

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15. Inspect, don, work in, go through decontamination while wearing, and doff approved PPE
16. Isolate contaminated tools, equipment, and PPE
17. Conduct emergency decontamination of contaminated personnel, tools, equipment, and PPE in the field
18. 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 of 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 implemented strategies and tactics, and approved communication tools and equipment, will be able to evaluate and report the progress of assigned tasks for a hazardous materials/WMD incident so that the effectiveness of the assigned task is evaluated and communicated to the Incident Commander or designee so that the IAP can be adjusted 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 methods to immediately notify Incident Commander and other response personnel regarding critical emergency conditions at an incident
4. Describe how to use approved communication tools and equipment
5. Identify facts and circumstances indicating improving, static, or deteriorating conditions based on the objectives of the assigned tasks intended to accomplish the incident objectives
6. Describe how to compare actual behavior of the material and the container to the predicted circumstances under which it would be prudent to withdraw from a hazardous materials/ WMD incident
7. Determine incident status
8. Determine whether the strategies are being accomplished
9. Use approved communications tools and equipment
10. 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.



# Wildland (2022)

## 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 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)

- If a student takes Fire Fighter 1C – Wildland (2016) as a stand-alone course

**Corequisites:** Fire Fighter 1A – Structure (2019) (SFT course or equivalent)

- 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 *SFT Procedures Manual* (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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## Table of Contents

Required Resources.....	4
Instructor Resources .....	4
Online Instructor Resources.....	4
Student Resources .....	5
Facilities, Equipment, and Personnel .....	5
Time Table .....	6
Time Table Key .....	7
Unit 1: Introduction .....	8
Topic 1-1: Orientation and Administration .....	8
Topic 1-2: Fire Fighter 1 and 2 Certification Process.....	9
Topic 1-3: Wildland Fire Fighter Roles and Responsibilities .....	10
Unit 2: Preparation.....	11
Topic 2-1: Wildland Fire Behavior .....	11
Topic 2-2: Recognizing Hazards and Unsafe Situations.....	12
Topic 2-3: Human Factors on the Fireline .....	13
Topic 2-4: Donning, Doffing, and Maintaining Wildland Personal Protective Equipment.....	14
Topic 2-5: Deploying a Fire Shelter .....	15
Topic 2-6: Maintaining Assigned Suppression Hand Tools and Equipment .....	16
Topic 2-7: Maintaining Personal Gear Kit.....	17
Unit 3: Suppression .....	18
Topic 3-1: Assembling and Preparing for Response.....	18
Topic 3-2: Constructing a Fireline.....	19
Topic 3-3: Securing a Fireline .....	21
Topic 3-4: Reducing the Threat of Fire Exposure to Improved Properties (WUI) .....	22
Topic 3-5: Mopping Up in a Fire Area.....	23
Topic 3-6: Patrolling the Fire Area.....	24
How to Read a Course Plan.....	25

## Required Resources

### Instructor Resources

To teach this course, instructors need:

- *Firefighter's Handbook On Wildland Firefighting: Strategy, Tactics and Safety* (Fire Protection Publications, Oklahoma State University, 4th edition, ISBN: 978-087939676-3)  
or  
*Wildland Fire Fighter: Principles and Practice, Revised* (Jones and Bartlett Learning, 2<sup>nd</sup> edition, ISBN: 978-1-284-280869)
- [\*The New Generation Fire Shelter\*](#) (NWCG, March 2003 edition)
- [\*Incident Response Pocket Guide\*](#) (NWCG, current edition)
- NFPA 1140: Standard for Wildland Fire Protection (current edition)
- Full wildland PPE that meets AHJ requirements

### Online Instructor Resources

The following instructor resources are available online at

<https://osfm.fire.ca.gov/divisions/state-fire-training/cfstes-professional-certification/fire-fighter-1-2019/>

- 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, 4<sup>th</sup> edition, ISBN: 978-1-284-151336)  
**or**  
*Essentials of Fire Fighting* (IFSTA, 7<sup>th</sup> edition, ISBN: 978-087939657-2)
- *Firefighter's Handbook On Wildland Firefighting: Strategy, Tactics and Safety* (Fire Protection Publications, Oklahoma State University, 4<sup>th</sup> edition, ISBN: 978-087939676-3)  
**or**  
*Wildland Fire Fighter: Principles and Practice* (Jones and Bartlett Learning, 2<sup>nd</sup> edition, ISBN: 978-1-284-04211-5)
- *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
<b>Unit 1: Introduction</b>			
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	
<b>Unit 1 Totals</b>	<b>1.5</b>	<b>0.0</b>	<b>1.5</b>
<b>Unit 2: Preparation</b>			
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	
Topic 2-7: Maintaining Personal Gear Kit	0.25	0.25	
<b>Unit 2 Totals</b>	<b>18.25</b>	<b>7.50</b>	<b>25.75</b>
<b>Unit 3: Suppression</b>			
Topic 3-1: Assembling and Preparing for Response	0.25	0.0	
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	
<b>Unit 3 Totals</b>	<b>10.25</b>	<b>18.50</b>	<b>28.75</b>
<b>Summative Assessment</b>			
Determined by AHJ or educational institution	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<b>Skills Practice (Lab / Sets and Reps)</b>			
Determined by AHJ or educational institution	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<b>Course Totals</b>	<b>30.0</b>	<b>26.0</b>	<b>56.0</b>

### 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. 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 AHJ 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
  - AHJ required 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:

3. Green sheets and scenarios are available at [www.wildfirelessons.net](http://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 on fire shelter use
5. Identify items to take into and leave outside a fire shelter
  - Take in
    - Water
    - Radio
  - Leave out
    - Combustibles (fuel, fusees, 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
  - 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
  - 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

## Topic 2-7: Maintaining Personal Gear Kit

### Terminal Learning Objective

At the end of this topic a student, given a deployment and AHJ policies, will be able to maintain a personal gear kit so that mobilization response readiness meets AHJ requirements.

### Enabling Learning Objectives

1. Describe contents of a personal gear kit
2. Identify type and duration of incident
3. Describe AHJ requirements

### Discussion Questions

1. What items should be packed in an out-of-county bag? Does your AHJ require any specific items?
2. How long should you be prepared to be deployed?
3. What is your AHJ response time expectation?

### Application

1. Given different incidents types and durations, have students create a list of what they would pack in a personal gear kit and share their findings with the class.

**CTS Guide Reference:** 9-3

**Skill Sheet:** None

## 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. Determined by instructor

**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 properly
  - 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 fusees
  - 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 containment of the fire area.

### Enabling Learning Objectives

1. Describe the principles, techniques, and standards of patrol
2. Observe, identify, and take action on potential threats when patrolling fire areas

### 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

## 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 deliver 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.

# Fire Fighter

(NFPA 1001: Fire Fighter I and II)

(NFPA 470: HazMat/WMD Awareness and Operations)

(NFPA 1140: Wildland Firefighter I)

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## Certification Task Book (2019)



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 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
- NFPA 1140: Standard for Wildland Fire Protection (2022)

Published: January 2020

Revised: **Month** 2023

Published by: State Fire Training, 715 P Street, Sacramento, CA 95814

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

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 JPR shall be evaluated after the candidate initiates the task book.

An evaluator may verify satisfactory execution of a 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 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. Otherwise, a candidate must initiate a new task book using the certification's current published version.

## Roles and Responsibilities

### Candidate

The candidate is the individual pursuing certification.

#### Initiation

The candidate shall:

1. Complete all **Initiation Requirements**.
  - Please print or type.

#### 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 **Completion Requirements**.
3. Sign and date the candidate verification statement under **Review and Approval** with a handwritten signature.
4. Obtain their chief's handwritten (not stamped) signature on the fire chief verification section.
5. Create and retain a physical or high-resolution 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 they have 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 academy and holds an equivalent or higher-level certification. If no such evaluator is present, the fire academy 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 a handwritten 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.
  - Sign all appropriate lines in the certification task book with a handwritten 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 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.)

## 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.
2. Confirm that the candidate meets the **Completion Requirements**.
3. Sign and date the Fire Chief verification statement under **Review and Approval** with a handwritten 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 they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

To submit a completed task book, please send the following to the address below:

- A copy of the completed task book (candidate may retain the original)
- All supporting documentation
- Payment

State Fire Training

Attn: Cashier

PO Box 944246

Sacramento, CA 94244-2460

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 Date \_\_\_\_\_

### Initiation Requirements

The following requirements must be completed prior to initiating this task book.

#### Prerequisites

State Fire Training confirms that there are no prerequisites for initiating this certification task book.

#### Education

State Fire Training confirms that there are no education requirements for initiating this certification task book.

#### Position

State Fire Training confirms that there are no position requirements for initiating this certification task book.

### Fire Chief Approval

State Fire Training confirms that a Fire Chief's approval is not required to initiate this task book.

## 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 handwritten signature is required. Please add additional signature pages as needed.

**Name:** \_\_\_\_\_  
Job Title: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Signature: \_\_\_\_\_

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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 JPRs must be completed within a California fire agency or Accredited Regional Training Program (ARTP).

For JPRs 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 JPR shall be evaluated after the candidate 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: \_\_\_\_\_

## Fire Department Communications

11. 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: \_\_\_\_\_

12. 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: \_\_\_\_\_

13. 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: \_\_\_\_\_

14. 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

15. 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: \_\_\_\_\_

16. 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: \_\_\_\_\_

17. 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: \_\_\_\_\_

18. 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: \_\_\_\_\_

19. 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: \_\_\_\_\_

20. 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: \_\_\_\_\_

21. 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: \_\_\_\_\_

22. 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: \_\_\_\_\_

23. 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: \_\_\_\_\_

24. 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: \_\_\_\_\_

25. 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: \_\_\_\_\_

26. 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: \_\_\_\_\_

27. 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: \_\_\_\_\_

28. 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: \_\_\_\_\_

29. 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: \_\_\_\_\_

30. 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: \_\_\_\_\_

31. 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: \_\_\_\_\_

32. 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: \_\_\_\_\_

33. 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: \_\_\_\_\_

34. 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: \_\_\_\_\_

35. *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: \_\_\_\_\_

36. 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**

37. 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: \_\_\_\_\_

38. 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 and associated harm are identified. (NFPA 470: 5.2.1) (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 470: 5.3.1) (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 470: 5.4.1) (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 and physical state (form) of release, and surrounding conditions are identified, hazard and response 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 470: 7.2.1) (CTS 6-2)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

5. Identify the tactics 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 information is collected; strategies, tactics, safety precautions, suitability of approved personal protective equipment (PPE) available, and emergency decontamination needs are identified; and an action plan is developed. (NFPA 470: 7.3.1) (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 initiated, 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 emergency decontamination is conducted in the field. (NFPA 470: 7.4.1) (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 470: 7.5.1) (CTS 6-5)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

8. Evaluate and report the progress of an assigned task for a hazardous materials/WMD incident, given a hazardous materials/WMD incident, an assignment, policies and procedures, status of implemented strategies and tactics, and approved communication tools and equipment, so that the effectiveness of the assigned tasks is evaluated and communicated to the Incident Commander or designee so that the IAP can be adjusted as needed. (NFPA 470: 7.6.1) (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; strategies and tactics 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; PPE is maintained and stored consistent with AHJ policies and procedures and NFPA 1891; and all reports and documentation pertaining to PPE use are completed. (NFPA 470: 9.2.1) (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 470: 9.6.1) (CTS 7-2)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

## 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 1140: 4.4.2) (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 1140: 4.4.3) (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 1140: 4.6.2) (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 1140: 4.6.3) (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 1140: 4.6.4) (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 located and *physically separated*. (NFPA 1140: 4.6.5) (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 1140: 4.6.6) (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 1140: 4.6.7) (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 1140: 4.6.8) (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: \_\_\_\_\_

## Completion Requirements

The following requirements must be completed prior to submitting this task book.

### 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 Type (ex. Full-Time, Part-Time, or Vol)	Start Date	End Date

### Position

The candidate meets the position qualifications for this level of certification. The position requirement is met when the applicant fulfills the role of the specific duties as defined by the Fire Chief.

- Appointed to a position performing suppression duties in a recognized fire agency in California

## Updates

The candidate has completed and enclosed all updates to this certification task book released by State Fire Training since its initial publication.

Number of enclosed updates: \_\_\_\_\_

## Completion Timeframe

The candidate has completed all requirements documented in this certification task book within five years of its initiation date.

Initiation Date (see date listed under **Initiation Requirements**): \_\_\_\_\_

## Review and Approval

### Candidate

Candidate (please print): \_\_\_\_\_

I, the undersigned, am the person applying for Fire Fighter 2 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 2 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 2 (2019) Training Record

## Fire Fighter 1A: Structure

Name: \_\_\_\_\_

SFT ID Number: \_\_\_\_\_

	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, Raise, and Ascend a Ground Ladder		
17.	3-7: Attack a Passenger Vehicle Fire		
18.	3-8: Operate a Portable Master Stream		
19.	3-9a: Search for and Rescue a Victim with No Respiratory Protection		
20.	3-9b: Rescue a Fire Fighter		
21.	3-9c: Use a Ladder for Rescue		

22.	3-10a: Operate a Charged Attack Hoseline from a Ground Ladder		
23.	3-10b: Attack a Live Interior Structure Fire		
24.	3-10c: Attack a Simulated Interior Structure Fire		
25.	3-10d: Extend a Hoseline		
26.	3-10e: Load, Deploy, and Advance an Attack Line		
27.	3-10f: Load Supply Hose		
28.	3-11: Perform Horizontal Ventilation		
29.	3-12: Perform Vertical Ventilation		
30.	3-13a: Overhaul a Fire Scene		
31.	3-13b: Remove Charred Materials		
32.	3-14a: Control Water Flow from a Sprinkler System		
33.	3-14b: Remove Water from the Interior of a Structure		
34.	3-14c: Salvage a Room and its Contents		
35.	3-14d: Cover Building Openings		
36.	3-15a: Deploy Portable Tank and Prepare for Drafting Operations		
37.	3-15b: Hose Lay		
38.	3-16: Select, Carry, and Operate a Portable Fire Extinguisher		
39.	3-17: Light a Scene		
40.	3-18: Turn Off Building Utilities		
41.	3-19: Combat a Ground Cover Debris, or Exterior Fire		
42.	3-20a: Tie Knots		
43.	3-20b: Hoist Tools Aloft		
44.	3-21: Operate Hand and Power Tools		
45.	3-22: Operate an Air-Monitoring Instrument		
46.	4-1: Clean and Check Equipment		
47.	4-2a: Replace a Burst Section of Hose		
48.	4-2b: Build Hose Rolls		
49.	4-2c: Clean and Maintain Hose and Mark Defective Hose		

**Fire Fighter 1B: Hazardous Materials/WMD**

Name: \_\_\_\_\_

SFT ID Number: \_\_\_\_\_

	Skill Sheet Title	Evaluator Initials	Completion Date
50.	5-2a: Recognize, Identify, and Isolate Hazardous Materials/WMD		
51.	5-2b: Identify Markings		
52.	5-4: Initiate Required Notifications		
53.	6-2: Identify the Scope of a Hazardous Materials/WMD Incident		
54.	6-3: Identify Tactics for a Hazardous Materials/WMD Incident		
55.	6-4: Perform Assigned Tasks at a Hazardous Materials/WMD Incident		
56.	6-5: Perform Emergency Decontamination		
57.	6-6: Evaluate and Report Progress for a Hazardous Materials/WMD Incident		
58.	7-1: Don, Work In, and Doff Chemical Protective Clothing		
59.	7-2: Perform Product Control		

**Fire Fighter 1C: Wildland**

Name: \_\_\_\_\_

SFT ID Number: \_\_\_\_\_

	Skill Sheet Title	Evaluator Initials	Completion Date
60.	8-2: Don Wildland Personal Protective Equipment		
61.	8-3: Deploy a Fire Shelter		
62.	8-4: Doff Wildland Personal Protective Equipment		
63.	9-1: Maintain Assigned Personal Protective Equipment		
64.	9-2: Maintain Hand Tools and Equipment		
65.	10-1: Assemble and Prepare for Response		
66.	10-2a: Use Incident Response Pocket Guide		
67.	10-2b: Assume Safety Position for Retardant Drop		
68.	10-3a: Assemble, Use, and Maintain a Back Pump		
69.	10-3b: Perform a Progressive Hose Lay (Hose)		
70.	10-3b: Perform a Progressive Hose Lay (Nozzle)		
71.	10-3c: Construct a Fireline Using Hand Tools		
72.	10-3d: Perform Mobile Pumping		
73.	10-4a: Ignite and Extinguish Road Flares and Fusees		
74.	10-4b: Assemble, Ignite, Extinguish, and Disassemble a Drip Torch		
75.	10-5: Prep and Defend a Structure		
76.	10-6: Perform Mop Up Operations		
77.	10-7: Patrol the Fire Area		

**Fire Fighter 2A: Structure**

Name: \_\_\_\_\_

SFT ID Number: \_\_\_\_\_

	Skill Sheet Title	Evaluator Initials	Completion Date
78.	1-1: Organize an Incident Management System		
79.	2-1: Complete a Basic Incident Report		
80.	2-2: Communicate the Need for Team Assistance		
81.	3-1: Extinguish an Ignitable Liquid Fire		
82.	3-2: Control a Flammable Gas Cylinder Fire		
83.	3-3: Coordinate an Interior Fire Attack Line		
84.	3-4: Protect Evidence of Fire Cause and Origin		
85.	4-1: Extricate a Victim Entrapped in a Motor Vehicle		
86.	4-2: Assist a Rescue Operations Team		
87.	5-1: Perform a Fire Safety Survey in an Occupied Structure		
88.	5-2: Present Fire Safety Information		
89.	5-3: Prepare a Preincident Survey		
90.	5-4: Maintain Power Plants, Tools, and Equipment		
91.	5-5: Perform an Annual Service Test on a Fire Hose		