



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

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Date: April 14, 2023

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

From: Caryn Petty, Deputy State Fire Marshal III (Specialist), CAL FIRE

SUBJECT/AGENDA ACTION ITEM:

Fire Fighter Survival (2023) Curriculum Update

Recommended Actions:

Motion to Approve

Background Information:

This is the second reading of the curriculum, with no stakeholder requests for edits following the January 2023 STEAC meeting.

Update to State Fire Training's Fire Fighter Survival (2010) curriculum and correlation with International Association of Fire Fighters' Fire Ground Survival program. This curriculum allows students to recognize and engage in skills necessary to minimize errors on the fire ground and reduce fire fighter injuries and fatalities using timely and relevant information and techniques.

Analysis/Summary of Issue:

Course Plan

- Prerequisites
 - Added IAFF's online Fire Ground Survival Awareness course
 - Must be completed within 90 days of SFT course start date
- Maximum class size changed from 40 to 50
- SFT's updated course maintains reciprocity with IAFF's Fire Ground Survival Operations course

Instructor and Student Guide

- SFT did not update and will no longer support the Fire Fighter Instructor and Student Guide (June 2010).

Instructor Task Book (Instructor Requirements)

Existing Registered Instructors

SFT will authorize existing Fire Fighter Survival Registered Instructors in good standing to teach the Fire Fighter Survival (2023) course after they complete the following:

- Fire Ground Survival Awareness (IAFF – online course)
- Fire Fighter Survival Instructor Update webform (SFT)

Existing Instructors who do not complete these requirements on or by June 30, 2024, will be required to re-apply under the new instructor requirements.

Instructor Candidates with an Open Task Book

Candidates currently working on Fire Fighter Survival (2010) Instructor Registration must complete and submit all requirements to SFT postmarked on or by December 31, 2023, or they will be required to re-apply under the new instructor requirements.

New Registered Instructors

To become a Registered Instructor for this curriculum, a candidate must:

- Be an OSFM Registered Instructor
- Complete the following coursework:
 - Fire Fighter Survival course (SFT)
 - Fire Ground Survival Awareness online course (IAFF)
- Complete the Fire Fighter Survival (2023) Instructor Task Book
- Have two years' full-time or four years' part-time/volunteer suppression and rescue experience within a recognized fire agency in California
- Provide a letter signed by their Fire Chief or authorized designee that verifies qualification to deliver Fire Fighter Survival (2023) training
- Submit an SFT Instructor Registration Application and pay the registration fee

Student Training Record

- Created a Training Record for students to use as verification of skills practiced and completed during the course.



FIRE FIGHTER SURVIVAL (2023) Implementation Plan

Issued: XXXX 2023

OVERVIEW

This document is intended to provide information for all State Fire Training (SFT) stakeholders on the revised Fire Fighter Survival (2023) curriculum and instructor requirements. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

The Fire Fighter Survival (2023) curriculum and instructor requirements will be phased in for the Fire Service Training and Education Program (FSTEP). SFT developed a course plan, activities, skill sheets, instructor task book, and student training record. The course plan and associated course materials are now available on the SFT website.

IMPLEMENTATION

SFT recognizes that many candidates are vested in the current Fire Fighter Survival instructor development track. The existing Fire Fighter Survival (2010) curriculum will be available for those candidates during the transition period. Candidates entering the SFT system should enroll in the new Fire Fighter Survival (2023) course and comply with the new Fire Fighting and Rescue Instructor requirements.

New Curriculum	Hours
Fire Fighter Survival	16 hours

New Fire Fighter Survival (2023) Curriculum.....June 1, 2023

Retirement of Fire Fighter Survival (2011) Curriculum December 31, 2023

Effective December 31, 2023, SFT will retire the FSTEP Fire Fighter Survival (2010) curricula from the SFT course catalog and it will no longer be available.

INSTRUCTOR REQUIREMENTS

Instructor Registration..... Available June 1, 2023

Instructors for the Fire Fighter Survival (2023) course must meet the SFT requirements for Registered Instructor. Instructors must have appropriate education and practical experience relating to the specific course content.

Existing Registered Instructors

SFT will authorize existing Fire Fighter Survival Registered Instructors in good standing to teach the Fire Fighter Survival (2023) course after they complete the following:

- Fire Ground Survival Awareness (IAFF – online course)
- Fire Fighter Survival Instructor Update webform (SFT)

Existing Instructors who do not complete these requirements by June 30, 2024, will be required to re-apply under the new instructor requirements.

Instructor Candidates with an Open Task Book

Candidates currently working on Fire Fighter Survival (2010) Instructor Registration must complete and submit all requirements to SFT postmarked on or by December 31, 2023, or they will be required to re-apply under the new instructor 2023 requirements.

New Instructor Registration

To become a Registered Instructor for this curriculum, a candidate must:

- Be an OSFM Registered Instructor
- Complete the following coursework:
 - Fire Fighter Survival course (SFT)
 - Fire Ground Survival Awareness (IAFF – online course)
- Complete the Fire Fighter Survival (2023) Instructor Task Book
- Have two years' full-time or four years' part-time/volunteer suppression and rescue experience within a recognized fire agency in California
- Provide a letter signed by their Fire Chief or authorized designee that verifies qualification to deliver Fire Fighter Survival (2023) training
- Submit an SFT Instructor Registration Application and pay the registration fee

POTENTIAL AGENCY IMPACTS

Fire agencies desiring to use the Fire Fighter Survival curriculum as a requirement for their recruitment/promotion activities need to review the Fire Fighter Survival (2023) curriculum requirements to ensure all agency training needs are being met. After review, fire agencies should update their job specifications and recruitment documentation to reflect the new course requirements.

Accredited Regional Training Programs (ARTP), Accredited Local Academies (ALA), community colleges, and all other local delivery venues should review the curriculum and seek approval from their curriculum committee/program sponsor, as appropriate. ARTPs should review the new Fire Fighter Survival (2023) curriculum and discuss potential impacts with their advisory committees.



Fire Fighter Survival (2023)

Course Plan

Course Details

- Description:** This hands-on course provides the knowledge and skills needed to minimize errors on the fire ground and reduce fire fighter injuries and fatalities including calling Mayday; SCBA and air management; and navigation, disentanglement, wall breach, anchoring, window hang, ladder escape, and above and below grade survival techniques.
- Designed For:** All fire service suppression and rescue personnel
- Prerequisites:** Fire Ground Survival Awareness (IAFF – online / Must be completed within 90 days of SFT course start date.)
- Standard:** Attend and participate in all course sections
Successful completion of all skills identified on the Training Record
- Hours:** 16 hours
(5.25 lecture / 10.75 application)
- Max Class Size:** 50
- Instructor Level:** SFT Registered Fire Fighter Survival Instructor
- Instructor/Student Ratio:** 1:50 (lecture)
1:10 (application/skills proficiency)
- Restrictions:** This course requires a site with adequate space, materials, equipment, and training props to deliver the training according to the course outline. See Facilities, Equipment, and Personnel under Required Resources.
All instructors counted toward student ratios, including application components, must be SFT Registered Fire Fighter Survival Instructors.
- SFT Designation:** FSTEP

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Required Resources

Instructor Resources

To teach this course, instructors need:

- PPE – complete structural ensemble
- SCBA – complete ensemble with an additional cylinder
- General knowledge of Project Mayday (www.projectmayday.net)
- *Fire Ground Survival* student manual
 - IAFF, current edition
 - <https://www.iaff.org/fire-ground-survival/>
 - Available after course registration
- A site-specific training action plan

Online Instructor Resources

The following instructor resources are available online at

<https://osfm.fire.ca.gov/divisions/state-fire-training/fstep-curriculum/>:

- Topic 2-2: [Effects of Hormonal or Fear Induced Heart Rate Increase](#)
- Topic 2-3: Mayday Case Studies
- Topic 3-3: Physiological Effects of Smoke Inhalation
- Topic 4-1: [U.S. Firefighter Disorientation Study \(2003 – Mora\)](#)
- Activity 2-3: Calling Mayday
- Activity 3-1a: Inspecting, Donning, and Using SCBA
- Activity 3-1b: Troubleshooting SCBA Problems
- Activity 3-1c: Buddy Breathing
- Activity 8-1: Mayday Case Studies
- Drill Ground Activity 1: Call Mayday
- Drill Ground Activity 2: Troubleshoot SCBA Problems
- Drill Ground Activity 3: Partially Remove SCBA
- Drill Ground Activity 4: Fully Remove SCBA
- Drill Ground Activity 5: Convert SCBA for Rescue
- Drill Ground Activity 6: Air Management
- Drill Ground Activity 7: Use SBCA in a Rescue Environment
- Drill Ground Activity 8: Navigation
- Drill Ground Activity 9: Disentanglement
- Drill Ground Activity 10: Wall Breach – Backwards Swim
- Drill Ground Activity 11: Wall Breach – Head First
- Drill Ground Activity 12: Anchor and Bail Out
- Drill Ground Activity 13: Window Hang
- Drill Ground Activity 14: Ladder Escape – Hook Two / Slide to Four

- Drill Ground Activity 15: Ladder Escape – Head First

Student Resources

To participate in this course, students need:

- PPE – complete structural ensemble
- SCBA – complete ensemble with an additional cylinder
 - Academy host provides for academy students
 - Non-academy students provide their own

Facilities, Equipment, and Personnel

Facilities

The following facilities are required to deliver this course:

- Standard learning environment or facility, which may include:
 - Enough tables and chairs to seat participants and instructors
 - Writing board or paper easel chart
 - Markers, erasers
 - Amplification devices
 - Projector and screen
 - Laptop or tablet with presentation or other viewing software
 - Electrical cords
 - Internet access with appropriate broadband capabilities (recommended)
- A training site with the facilities, structures, work areas, materials, props, tools, and equipment of adequate size, type, and quantity to fully and safely support the cognitive and psychomotor training required to deliver the curriculum

Equipment

Student safety is of paramount importance when conducting the type of hands-on training associated with this course.

- The equipment listed below is the minimum for the delivery of this course.
- The student is responsible for providing all PPE and ensuring that all PPE meets AHJ and site requirements.
- For all tools and equipment, ensure that you have the power source, operating supplies (blades, fuel, etc.), cleaning supplies, and appropriate PPE.

The following equipment is required to deliver this course:

Equipment
Training Equipment
600 feet of initial attack 1 ¾" or 1 ½" hoseline
SCBA cylinder refill capabilities
Decontamination supplies for SCBA low pressure regulators and mask/facepiece

Radios with at least two channels/frequencies that can be used dedicated for training exercises
24-foot extension ladders
Rope to secure ladders in position for upper floor egress skills
NFPA 2500 approved belay equipment for upper floor egress skills
Flashlights
Hand tools
Extension cords
Any other items listed in the Drill Ground Activity pages
Personal Protective Clothing and Equipment
Structural firefighting ensemble <ul style="list-style-type: none"> • Must meet the requirements contained in NFPA 1500, Standard on Fire Department Occupational Safety, Health and Wellness Program and include: helmet, coat, trousers, boots, hood, and gloves.
Personal equipment normally carried by jurisdiction’s fire fighters (i.e., flashlight, wire cutters, axe, etc.)
Medical and Logistical Facilities and Equipment
Area out of direct sunlight that can be used for rehabilitation, with cooling and warming capability.
Medical kit <ul style="list-style-type: none"> • As a minimum, kit must contain essentials needed to provide basic life support care including airways, dressings, and a variety of first aid equipment
Radios for instructors with two dedicated frequencies/channels <ul style="list-style-type: none"> • One frequency/channel used by students in performing radio communications skills required during simulated MAYDAYs • One frequency/channel used by instructors to communicate with medical personnel if a fire fighter is injured
Hydration stations with water and ice in sanitary conditions
Restrooms

Training Props

The following training props are required to deliver this course:

- Training structure (building, tower, or equivalent props capable of supporting learning objectives)
 - Three or more floors with windows on each floor where ladders can be positioned.
 - Three or more rooms no less than 10 feet x 10 feet
 - Rooms should have movable furnishings to relocate from room to room.
 - Rooms should be able to be darkened.
 - Anchoring points must be available on each floor for securing belay systems.
 - Two or more entrances /exits to structure.

- Electrical sources must be available.
-
- Training ground
 - Flat surface around training structure to accommodate ground ladder placement.
 - Large area where multiple skills can occur without interfering with each other.
 - An area of 100 feet x 100 feet or more is recommended.
 - Three smaller areas of less than 100 feet x 100 feet are allowable.
 - At least one working hydrant.

The course provider or agency assumes all responsibility, liability, and maintenance for the engineering design, strength, stability, and adequacy of all props, including anchor points and tie offs. The provider or agency further assumes all responsibility, liability, and maintenance for all tools, equipment, and supplies used at the site for the delivery of a Fire Fighter Survival class. This includes, but is not limited to, ladders, ropes, hardware, and software.

Personnel

The following personnel are required to deliver this course:

- Any instructor counted toward student ratios, including application components, must be an SFT Registered Fire Fighter Survival Instructor.
- SFT strongly recommends the use of Skills Coaches as supplemental support to assist with application and skills proficiency practice.
- The use of Skills Coaches as supplemental support does not fulfill the 1:10 instructor/student ratio requirement.

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.25	0.0	
Topic 1-2: Course Safety Requirements	0.25	0.0	
Unit 1 Totals	0.50	0.0	0.50
Unit 2: Mayday Mindset			
Topic 2-1: Identifying Common Causes of Mayday Situations	0.25	0.0	
Topic 2-2: Understanding Physiological Responses to Stress	0.25	0.0	
Topic 2-3: Calling Mayday	0.25	0.25	
Unit 2 Totals	0.75	0.25	1.0
Unit 3: SCBA and Air Management			
Topic 3-1: Mitigating SCBA Problems	0.5	1.0	
Topic 3-2: Changing SCBA Profiles	0.25	1.5	
Topic 3-3: Air Management Techniques	0.25	1.5	
Unit 3 Totals	1.0	4.0	5.0
Unit 4: Navigation and Disentanglement			
Topic 4-1: Navigation Techniques	0.25	1.0	
Topic 4-2: Disentanglement Techniques	0.25	1.0	
Unit 4 Totals	0.5	2.0	2.5
Unit 5: Wall Breach and Anchoring			
Topic 5-1: Wall Breach Techniques	0.5	1.0	
Topic 5-2: Anchoring and Bailout Techniques	0.25	0.5	
Unit 5 Totals	0.75	1.5	2.25
Unit 6: Window Hang and Ladder Escape			
Topic 6-1: Window Hang Techniques	0.25	0.5	
Topic 6-2: Hook Two/Slide to Four Ladder Escape Technique	0.25	0.5	
Topic 6-3: Head-First Ladder Escape Technique	0.25	0.5	
Unit 6 Totals	0.75	1.5	2.25
Unit 7: Above and Below Grade Survival			
Topic 7-1: Above and Below Grade Survival Techniques	0.5	0.0	
Unit 7 Totals	0.5	0.0	0.5
Unit 8: Mayday Case Studies			
Topic 8-1: Mayday Case Studies	0.5	1.0	
Unit 8 Totals	0.5	1.5	2.0
Formative Assessments			
Determined by AHJ or educational institution	0.0	0.0	0.0

Segment	Lecture	Application	Unit Total
Summative Assessment			
Determined by AHJ or educational institution	0.0	0.0	0.0
Course Totals	5.25	10.75	16.0

Time Table Key

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

Recommended Teaching Plan

Day 1	Time
Topic 1-1: Orientation and Administration Topic 1-2: Course Safety Requirements	0.5
Topic 2-1: Identifying Common Causes of Mayday Situations (0.25) Topic 2-2: Understanding Physiological Responses to Stress (0.25) Topic 2-3: Calling Mayday (0.25) <ul style="list-style-type: none"> • Micro Group (0.25) <ul style="list-style-type: none"> ○ Activity 2-3: Calling Mayday 	1.0
Topic 3-1: Mitigating SCBA Problems (0.5) <ul style="list-style-type: none"> • Micro Group (0.5) <ul style="list-style-type: none"> ○ Activity 3-1a: Inspecting, Donning, and Using SCBA ○ Activity 3-1b: Troubleshooting SCBA Problems ○ Activity 3-1c: Buddy Breathing 	1.0
Complete 1 of 4 Skill Stations <ul style="list-style-type: none"> • Changing SCBA Profiles (Topic 3-2) <ul style="list-style-type: none"> ○ Drill Ground Activity 2: Troubleshoot SCBA Problems ○ Drill Ground Activity 3: Partially Remove SCBA ○ Drill Ground Activity 4: Fully Remove SCBA ○ Drill Ground Activity 5: Convert SCBA for Rescue • Air Management Techniques (Topic 3-3) <ul style="list-style-type: none"> ○ Drill Ground Activity 6: Air Management • Navigation Techniques (Topic 4-1) <ul style="list-style-type: none"> ○ Drill Ground Activity 8: Navigation • Disentanglement Techniques (Topic 4-2) <ul style="list-style-type: none"> ○ Drill Ground Activity 9: Disentanglement 	1.25
Lunch Break	TBD
Complete 1 of 4 Skill Stations (see above)	1.25
Complete 1 of 4 Skill Stations (see above)	1.25
Complete 1 of 4 Skill Stations (see above)	1.25
Wrap Up <ul style="list-style-type: none"> • Clean up and debrief • Q&A • Assign case study assignment <ul style="list-style-type: none"> ○ Activity 8-1: Mayday Case Studies 	0.5

Day 2	Time
Introduction <ul style="list-style-type: none"> • Review/assess Day 1 (10 minutes) • Q&A (5 minutes) • Injury report (5 minutes) • Topic 8-1 presentations (10 min/group) 	1.0
Complete 1 of 4 Skill Stations <ul style="list-style-type: none"> • Wall Breach (Topic 5-1) <ul style="list-style-type: none"> ○ Drill Ground Activity 10: Wall Breach – Backwards Swim ○ Drill Ground Activity 11: Wall Breach – Head First • Window Hang / Anchor and Bail Out (Topic 5-2) (Topic 6-1) <ul style="list-style-type: none"> ○ Drill Ground Activity 13: Window Hang ○ Drill Ground Activity 12: Anchor and Bail Out • Ladder Escape (Topic 6-2) (Topic 6-3) <ul style="list-style-type: none"> ○ Drill Ground Activity 14: Ladder Escape – Hook Two/Slide to Four ○ Drill Ground Activity 15: Ladder Escape – Head First • SCBA in a Rescue Environment <ul style="list-style-type: none"> ○ Drill Ground Activity 1: Call Mayday ○ Drill Ground Activity 7: Use SCBA in a Rescue Environment 	1.5
Complete 1 of 4 Skill Stations (see above)	1.5
Lunch Break	TBD
Complete 1 of 4 Skill Stations (see above)	1.5
Complete 1 of 4 Skill Stations (see above)	1.5
Topic 7-1: Above and Below Grade Survival	0.5
Wrap Up <ul style="list-style-type: none"> • Clean up and debrief • Q&A 	0.5

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
 - Required student resources
 - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Have students complete all required registration forms.

Topic 1-2: Course Safety Requirements

Terminal Learning Objective

At the end of this topic a student, given course safety requirements, AHJ policies and procedures, and NFPA standards, will be able to participate in the OSFM Fire Fighter Survival course so that all skills and training evolutions are carried out in accordance with AHJ policies and procedures.

Enabling Learning Objectives

1. Identify risks and hazards associated with fire fighter survival training
2. Identify AHJ training safety policies and procedures
3. Identify appropriate PPE and SCBA for participation
4. Identify preventative measures to mitigate hazards and injuries
 - Arrive well rested
 - Inform instructor(s) of pre-existing injuries or conditions
 - Maintain situational awareness
 - Stay hydrated
5. Identify process for reporting injury or illness

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. Familiarize yourself with the agency, academy, or training site safety plan. If there isn't one, develop a safety plan applicable to the skills presented in the course.

Unit 2: Mayday Mindset

Topic 2-1: Identifying Common Causes of Mayday Situations

Terminal Learning Objective

At the end of this topic a student, given Mayday case studies, will be able to identify common causes of Mayday situations so that Mayday situations, injuries, and line of duty deaths are reduced in accordance with AHJ policies and procedures and best practices.

Enabling Learning Objectives

1. Define the term “Mayday”
 - Any life-threatening situation that cannot be resolved within 30 seconds
2. Identify common Mayday situations
3. Identify most common causes of Mayday situations
 - Complacency
 - Communication
 - Crew continuity
4. Identify most common causes of fire fighter fatalities
 - Improper risk assessment
 - Lack of Incident Command
 - Lack of accountability
 - Inadequate communications
 - Lack of SOPs or failure to follow

Discussion Questions

1. What are some common causes of fire fighter emergencies and deaths?
2. Why do you think these emergencies and deaths continue to happen?

Application

1. Determined by instructor

Instructor Notes

1. Use this topic to set the tone for the day.
2. Address any general questions related to the prerequisite IAFF Fireground Survival course.
3. ELO 2: Reference www.projectmayday.net for Mayday case studies.
4. ELO 4: Based on the NIOSH 5 Lessons Learned from LODD.

Topic 2-2: Understanding Physiological Responses to Stress

Terminal Learning Objective

At the end of this topic a student, given techniques and guidelines to operate in a hostile or emergency environment, will be able to effectively respond to stress so that Mayday situations, injuries, and line of duty deaths are reduced in accordance with AHJ policies and procedures and best practices.

Enabling Learning Objectives

1. Describe the nervous system's sympathetic (fight or flight) response to stress
 - Elevated blood pressure
 - Elevated heart rate
 - Increased respiratory rate
 - GI tract dump
 - Blood shunting (acidosis)
 - Loss of dexterity
 - Audible exclusion
 - Tunnel vision
2. Describe how the brain responds to stress
 - Shutdown of prefrontal cortex and critical thought process
 - Revert to mid-brain, primal survival thinking
 - Must rely on repetitive training and muscle memory
3. Describe environmental pathology
 - VUCA-T2
 - Volatile
 - Uncertain
 - Complex
 - Ambiguous
 - Threat-containing
 - Time-constraining
 - No control over environment, must function within it
 - Must rely on training to survive within current environment
 - Checklists might fail
 - Linear thinking might fail
 - Learn to exploit environment and use it for survival
4. Describe how to operate within a hostile or emergency environment
 - Muscle memory
 - Need 60-100 reps of non-stressful repetitive movements to fully engrain for cognitive recall
 - Develop an initial response mechanism (mental checklist) to start survival process through repetitive motion
 - GRAB-LIVES
 - Gauge – check air gauge
 - Radio – call for assistance

- Air – activate pass
- Breathing – conserve air
- Low – stay low to avoid toxic air and heat
- Illuminate – shine flashlight
- Volume – make noise
- Exit – find an exit
- Shield airway – protect airway
- Tactical (BOA) breathing
 - Breathe
 - Slow, deliberate, under control
 - Organize
 - What is the environment?
 - What is the problem?
 - What tools and resources are available?
 - Act
 - Take action
 - May need to act without all needed information based on:
 - Changing conditions
 - Environmental conditions
 - Instinct
- 5. Describe the components of a PACE survival plan
 - Primary plan
 - Alternative plan
 - Contingency plan
 - Emergency plan

Discussion Questions

1. Have you been in a situation where you experienced a fight or flight response?
2. How did you work through that response?
3. When might you need to act, even if you don't have all needed information?

Application

1. Given a sample fire fighter survival event, have students develop of a quick PACE plan.

Instructor Notes

1. Impress on students that there isn't enough time in the course to master this material. These skills need to be practiced and refreshed throughout their career.
2. ELO 2: Use the "Effects of Hormonal or Fear Induced Heart Rate Increase" documents as a reference.
3. ELO 4: The point is not to remember acronyms; the point is to run routines so often they become muscle memory and habit.

Topic 2-3: Calling Mayday

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures, equipment, and best practices, will know when and how to declare a Mayday in accordance with AHJ policies and procedures and best practices.

Enabling Learning Objectives

1. Identify Mayday situations
 - Separated from hoseline
 - Low air
 - Trapped/entangled
 - Injured
 - Unknown exit location
 - Rapidly changing fire conditions
 - Loss of communications
 - Loss of water
 - Falling through roof or floor
 - Missing crew member
2. Identify factors that can delay calling Mayday
 - Pride
 - Denial
 - Loss of situational awareness
 - Fear of ridicule
 - Lack of procedural knowledge (how to)
3. Identify when to call an immediate Mayday
 - Imminent danger
 - When the situation cannot be resolved within 30 seconds
 - Situational – based on environment, location, tools, air, etc.
4. Identify when to call Mayday
 - Self-rescue (rapid assessment)
 - BOA (breathe, organize, act)
 - Can you resolve the issue on your own within 30 seconds?
 - Crew assistance
 - Can someone help resolve the issue within 30 seconds?
 - Request help from those near by
 - Attempt correction action if possible
 - Calling a Mayday for those who may not be able to
 - Call Mayday
5. Describe how to use radio equipment to call Mayday
 - Radio placement
 - Where to place
 - Why placement matters

- Radio use
 - PTT – push to talk
 - EAB – emergency activation button
 - Volume selection
 - Channel selection
 - Terminology
 - Mayday traffic
 - Emergency traffic
 - Priority traffic
 - FIRESCOPE definitions vs. agency practice
 - Procedure
 - Locate radio
 - Depress buttons
 - Call Mayday
 - Repeat three times “MAYDAY! MAYDAY! MAYDAY!”
 - Relay information
 - If not acknowledged, repeat
 - If not acknowledged again, change channels
6. Describe information to relay during a Mayday call
- Who, What, Where, Air
 - LUNAR – location, unit, name, assignment, resources needed
 - NUCAN – name, unit, conditions, actions, needs
7. Describe survival actions to take after calling Mayday
- Perform self-survival skills
 - GRAB-LIVES
 - Stay calm
 - Never give up
8. Identify external actions triggered by a Mayday call
- Radio control and discipline initiated
 - Fireground operations and incident priorities continue
 - Crews working in proximity notified
 - Resources reassigned to that location
 - Rapid Intervention Crew (RIC) activated
 - Additional units activated
 - Rescue or removal
 - Incident strategy and priorities re-evaluated
9. Demonstrate calling Mayday

Discussion Questions

1. What are some Mayday situations?
2. What factors contribute to an “immediate” Mayday call?
3. What information do you need to relay during a Mayday call?
4. What are some different ways to describe your location?
5. What should you do after you call Mayday?

Application

1. Activity 2-3: Calling Mayday
 - Divide students into groups (10 max) to practice during lecture portion
2. Drill Ground Activity 1: Call Mayday
 - Complete during skill station rotations
 - Can be included in any skill station rotation

Instructor Notes

1. Use the “Mayday Case Studies” document or www.projectmayday.net as a reference.
2. ELO 5: Use Berkeley Way case study (linked in “Mayday Case Studies”) pages 93-97 as example.

Unit 3: SCBAs and Air Management

Topic 3-1: Mitigating SCBA Problems

Terminal Learning Objective

At the end of this topic a student, given an SCBA, manufacturer specifications, AHJ policies and procedures, and best practices, will be able to mitigate SCBA problems so that SCBA is donned and worn correctly, controlled breathing techniques are used, emergency procedures are enacted if SCBA fails, all low air warnings are recognized, and respiratory protection is not intentionally compromised, and SCBA problems are identified and resolved in accordance with manufacturer specifications, AHJ policies and procedures, and best practices.

Enabling Learning Objectives

1. Identify the importance of SCBA checks
 - Verifies operability
 - Increases personal safety
 - Reinforces crew continuity
 - Decreases likelihood of SCBA emergencies
 - Increases survivability profile
2. Identify common SCBA problems that occur on the fireground
 - Cracked, broken, or damaged mask
 - Air from regulator discharging uncontrollably
 - Ripped or severed hose
 - Decreased air flow / air supply interruption
 - Audible leak from hose connection at cylinder connection
 - Low-pressure alarm activation
 - Out of air
 - Broken or damaged harness
3. Describe how to identify the source of an SCBA problem
 - Check cylinder
 - Turn on or gate down?
 - Properly connected?
 - Check mask
 - MMR attached?
 - Bypass valve open or closed?
 - Properly sealed?
 - Cracks or bubbles?
 - Check hoses and connections
 - Damaged?
 - Disconnected?
 - Check remote gauge
 - Air volume?

- Check harness
 - Loose?
 - Broken?
 - Donned correctly?
- 4. Describe what to do when an SCBA problem cannot be resolved
 - Remain calm
 - Buddy breathe (if needed)
 - Exit environment (if possible)
 - Call Mayday
 - Initiate self-survival procedures
- 5. Demonstrate SCBA proficiency
 - Daily check
 - Donning
 - Use
- 6. Demonstrate troubleshooting SCBA problems
- 7. Demonstrate buddy-breathing techniques

Discussion Questions

1. What does SCBA stand for?
2. What are you looking for during a “morning check”?
3. What types of SCBA problems can occur on the fireground?
4. What are some basic SCBA troubleshooting procedures?

Application

1. Activity 3-1a: Inspecting, Donning, and Using SCBA
 - Divide students into groups (10 max) to practice during lecture portion
2. Activity 3-1b: Troubleshooting SCBA Problems
 - Divide students into groups (10 max) to practice during lecture portion
3. Activity 3-1c: Buddy Breathing
 - Divide students into groups (10 max) to practice during lecture portion
4. Drill Ground Activity 2: Troubleshoot SCBA Problems
 - Complete during skill station rotations

Instructor Notes

1. None

Topic 3-2: Changing SCBA Profiles

Terminal Learning Objective

At the end of this topic a student, given a scenario, an SCBA, AHJ policies and procedures, and best practices, will be able to change their SCBA profile to escape an untenable atmosphere so that SCBA is doffed (as applicable), adjusted or relocated, and re-donned in a manner that does not compromise respiratory protection in accordance with manufacturer specifications, AHJ policies and procedures, and best practices.

Enabling Learning Objectives

1. Identify when to change an SCBA profile
 - When current profile is too large to fit through space available
 - Wall breaches
 - Entanglements
 - Collapse
 - Obstacles (furniture, doors, etc.)
2. Describe how to change from a standard profile to a low or reduced profile (partial removal)
 - Always keep mask on
 - Undo chest strap (if applicable)
 - Loosen and remove shoulder strap opposite regulator
 - Loosen waist strap (if needed)
 - Grip shoulder strap and regulator hose to protect regulator and mask
 - Raise regulator arm to elevated elbow (chicken wing) position
 - Shift harness assembly so cylinder is almost parallel with body (touching arm)
 - Proceed through space or obstacle
 - Re-orient SCBA to normal position
 - Adjust and don
 - Tighten shoulder, chest, and waist straps
3. Describe how to change from a standard profile to zero or no profile (full removal)
 - Always keep mask on
 - Undo chest strap (if applicable)
 - Loosen both shoulder straps
 - Loosen waist strap (if needed)
 - Grip shoulder strap and regulator hose to protect regulator and mask
 - Unbuckle waist strap
 - Remove non-regulator shoulder strap
 - Rotate cylinder to front and remove regulator shoulder strap
 - Never release regulator strap grip
 - Push SCBA ahead of body through space or obstacle
 - Re-orient SCBA to normal position (regulator strap first)
 - Adjust and don
 - Tighten shoulder, chest, and waist straps

4. Describe how to convert SCBA for rescue
 - Always keep mask on
 - Undo chest strap (if applicable)
 - Loosen shoulder straps
 - Loosen waist strap
 - Unbuckle waist strap
 - Re-buckle waist strap between legs
 - Tighten shoulder straps
 - Tighten waist strap
5. Identify risks and hazards associated with changing SCBA profiles
 - Dislodging mask
 - Wrapping low-pressure regulator around arm
 - Dropping SCBA
 - Loss of contact with SCBA
6. Demonstrate the low or reduced profile (partial removal) technique
7. Demonstrate the zero or no profile (full removal) technique

Discussion Questions

1. Under what circumstances will you change your SCBA profile?
2. What risks are associated with changing your SCBA profile?

Application

1. Drill Ground Activity 3: Partially Remove SCBA
 - Complete during skill station rotations
2. Drill Ground Activity 4: Fully Remove SCBA
 - Complete during skill station rotations
3. Drill Ground Activity 5: Convert SCBA for Rescue
 - Complete during skill station rotations

Instructor Notes

1. Practice changing SCBA profiles outside of the training props to develop muscle memory before having students complete the steps during an evolution.

Topic 3-3: Air Management Techniques

Terminal Learning Objective

At the end of this topic a student, given a scenario, an SCBA, and AHJ policies and procedures, and best practices, will be able to manage air consumption on the fireground in accordance with manufacturer specifications, AHJ policies and procedures, and best practices.

Enabling Learning Objectives

1. Describe the importance of air management
 - It saves lives
 - It is vital to functioning efficiently on the fireground
 - Air is a finite resource that determines capacity and operation time
2. Identify the key components of NFPA 1404 (current edition) as they relate to fire fighter survival
 - Training requirements
 - Fit testing requirements
 - Rule of Air Management
 - Know how much air is in SCBA and manage that air to leave the IDLH environment BEFORE low air warning alarm sounds
 - Exit the IDLH atmosphere before consumption of reserve air begins
 - Low-air alarm is notification that individual is consuming reserve air
 - Activation of the reserve-air alarm is an immediate action item for the individual and the team
3. Describe components of smoke
 - Hydrogen cyanide (asphyxiant)
 - Carbon monoxide (asphyxiant)
4. Describe physiological impact of breathing smoke
5. Describe physiological impact of wearing SCBA
 - Compresses the diaphragm
 - Increases accessory muscle use for breathing
 - Limits oxygen exchange increasing carbon dioxide retention
 - Increases heart rate due to increased effort to breath
6. Identify air consumption rates
 - 45-minute cylinder = 1,800 liters of air
 - Average fire fighter respiratory rate = 100 liters per minute
7. Identify air conservation strategies
 - AHJ best practices in accordance with NFPA 1404
 - Rule of thirds
 - 1/3 for entry and operations
 - 1/3 for exit
 - 1/3 for emergency egress

- “Breathing” component of GRABLIVES
 - Conserve air
 - Control breathing
- 8. Identify factors that impact air consumption rates
 - Physical fitness
 - Stress/emotional stability
 - Sleep deprivation
 - Respiratory rate
 - Workload
 - Body position
 - Environment
 - Travel distance
 - Time in IDLH
- 9. Demonstrate air management techniques

Discussion Questions

1. What are the benefits of good air management?
2. What factors impact air consumptions rates?
3. What strategies can you employ to control your air consumption rate?

Application

1. Drill Ground Activity 6: Air Management
 - Complete during skill station rotations
2. Drill Ground Activity 7: Use SCBA in a Rescue Environment
 - Complete during skill station rotations

Instructor Notes

1. ELO 2: Use NFPA 1404 (current edition) as a reference.
2. ELO 4: See “Physiological Effects of Smoke Inhalation” document.
3. ELO 7: The Rule of Thirds is just one example. Teach to AHJ guidelines and equipment.
4. Recommend referencing the Seattle, WA (2000 – [Sunset Hotel Incident](#) – Yob) near miss incident.
5. Recommend using [Air Management for the Fire Service](#) (Gagliano, Phillips, Jose, & Bernocco – Fire Engineering® Books & Videos) as a supplementary reference.
6. The Air Management and Navigation stations are good candidates for combining depending on space, time, and resources.
7. See Skill Station 3-3: Air Management for recommended skill station set up.

Unit 4: Navigation and Disentanglement

Topic 4-1: Navigation Techniques

Terminal Learning Objective

At the end of this topic a student, given a scenario, PPE, a radio, hoseline, tools, AHJ policies and procedures, and best practices, will be able to navigate through an interior environment so that orientation is re-established using hoseline, tools, or other methods in accordance with AHJ policies and procedures, and best practices.

Enabling Learning Objectives

1. Describe the importance of situational awareness
 - Assist with processing necessary information for recognition-primed decision making and early identification of problems
 - Identify resource needs (where, what, when, resource deployment, and current fireground operations)
 - Increase fire fighter and crew safety
 - Prevent/reduce Mayday situations
2. Identify factors that lead to disorientation on the fire ground
 - Lack of situational awareness
 - Lack on continual size up
 - Lack of visibility
 - Lack of orientation/interior mapping
 - Lack of communication
 - Task saturation
 - Overwhelm
 - Tunnel vision
 - Building construction
 - Building contents
 - Changing fire conditions
 - Flow path
 - Inexperience
 - Fatigue/stress
 - Physical fitness
3. Identify key components of exterior size up (360)
 - Building footprint (window size, doors, access and egress)
 - Building construction
 - Building contents
 - Building occupancy type
 - Smoke conditions (volume, velocity, density, color)
 - Fire location and impact on the building
 - Resources already in operation (hoselines, ladders, size, location, radio traffic)

4. Identify key components of interior size up
 - Interior footprint and layout
 - Contents (floor type and fire load)
 - Location of fire
 - Smoke conditions
 - Access and egress
5. Identify when and how to call Mayday when disoriented
 - Recognize disorientation
 - BOA (breathe, organize, act)
 - Call Mayday
 - Perform self-survival skills
 - GRAB-LIVES
 - Initiate navigation procedures
6. Describe how to communicate location
 - By hose
 - Diameter
 - Color
 - Location
 - By landmark
 - Windows
 - Doors
 - Elevation
 - Side of structure (Alpha, Bravo, Charlie, Delta)
 - By environment
 - What can you see?
 - What can you hear?
 - What can you feel?
7. Describe proactive steps fire fighters can take to reduce disorientation
 - Know PPE components, features, and limitations
 - Carry tools and equipment in same locations every time
 - Always maintain situational awareness
 - Practice skills regularly (muscle memory)
 - Combat complacency
 - Maintain physical and mental fitness
8. Describe body positioning and movement techniques for reorientation
 - Body positioning
 - Benefits of sliding position vs. crawling
 - Upright sliding position
 - Sit back on rear leg
 - Front leg with foot flat on floor and knee bent
 - Torso upright with center of gravity on rear leg
 - One hand on ground to stabilize body
 - One hand sweeping high on wall to locate windows and doors

- Movement
 - Move front foot forward while rear leg slides behind
 - Maintain chest in upright position
 - Drop leading shoulder and scan below neutral plane to maintain situational awareness
 - Every slide should cover approximately three feet
 - Sweep hand high on wall while sliding
- 9. Describe how to use hoseline for reorientation
 - Locate hoseline
 - Feel with both hands while facing hose
 - Search hoseline until locating coupling
 - Feel for coupling with outstretched arms
 - Lift hose and slam on floor to listen for coupling contact
 - Travel toward sound maintaining contact with hose
 - Find male coupling (lugs are larger and run entire length)
 - “Smooth, Bump, Bump, to the Pump”
 - “Long Lugs Lead Out”
 - Follow hoseline to exit structure
 - Hook one foot to the hose (to maintain contact)
 - Extend body and arm to locate a wall
 - Utilize sweep technique to identify egress points
- 10. Describe how to use tools for reorientation
 - Base tool selection on exterior size up
 - Single-level structures
 - Halligan
 - Triangle technique
 - Motorcycle grip
 - Basement or raised foundation
 - Halligan
 - Upright (Adz towards floor)
 - Sounding technique
 - Motorcycle grip
 - Elevated operations
 - Combination of triangle and sounding technique

Discussion Questions

1. What factors can lead to disorientation on the fireground?
2. How does body positioning improve situational awareness?
3. What are some ways to communicate location?
4. How can continual size up help minimize disorientation?

Application

1. Drill Ground Activity 8: Navigation

Instructor Notes

1. ELO 3 and 4: Recommend using the following supplementary materials for reference:

- [*The Art of Reading Smoke*](#) (Dodson – Fire Engineering® Books & Videos)
 - [*The Art of Reading Buildings*](#) (Mittendorph & Dodson – Fire Engineering® Books & Videos)
2. Recommend using the following case studies (in “Mayday Case Studies” document) and reports for this topic:
- Indianapolis, IN, (1992 – Athletic Club Fire)
 - Ashville, NC (2011 – Medical Building – Bowen)
 - Bryan, TX (2013 – Assembly Hall – Pickard and Wallace)
 - San Antonio, TX (2017 – Strip Mall – Deem)
 - Topic 4-1: [“U.S. Fire Fighter Disorientation Study”](#) (2003 – Mora)

Topic 4-2: Disentanglement Techniques

Terminal Learning Objective

At the end of this topic a student, given a scenario, PPE, radio, cutting tools, hand tools, a hoseline, AHJ policies and procedures, and best practices, will be able to transition through an entanglement so that respiratory protection is not intentionally compromised, and entanglement is transitioned in accordance with AHJ policies and procedures, and best practices.

Enabling Learning Objectives

1. Describe the importance of disentanglement
 - It saves lives
2. Identify types of entanglements
 - HVAC ducting
 - Wires
 - Telecommunications
 - Electrical
 - Drop ceiling grid
3. Identify entanglement points on SCBA, PPE, and equipment
 - SCBA
 - Cylinder
 - Cylinder strap
 - First stage regulator
 - PPE
 - Helmet
 - Mask
 - Coat
 - Equipment
 - Radio
 - Equipment
 - Hand tools
4. Identify tools used for disentanglement
 - Wire cutters
 - Spring-loaded cutters
 - “Lineman” cutters
5. Identify tool placement for access during entanglement
6. Identify when and how to call Mayday in entanglement situations
 - BOA (breathe, organize, act)
 - Can you disentangle in about 30 seconds?
 - Call Mayday
 - Perform self-survival skills
 - GRAB-LIVES
 - Initiate disentanglement procedures

7. Describe disentanglement options

- Defensible space sweep
 - Sweep outstretched arm to create largest possible opening
 - Move safely through opening
- Swim
 - Get as low to the ground as possible
 - Roll SCBA cylinder toward ground away from hazard (puts you on your side)
 - Sweep outstretched arm to create largest possible opening
 - Place gloved hand over helmet “eagle” (if possible)
 - Lead with head and arms
 - Avoid temptation to raise onto elbows (increases your profile)
 - Propel body forward until hand resting on helmet encounters obstacles then repeat sweep
 - Free body and equipment from snags
 - Recognize resistance
 - Stop forward progress to release tension
 - Reach for entanglement
 - Adjust to work equipment free from snag
 - Continue through entanglement
- Use a hand tool
 - Tool functions as extension of hand or arm during sweep and swim techniques
 - Advantages and disadvantages in different environments
- Use a hose line
 - Likely already in place prior to entanglement
 - Position hoseline above and follow underneath to exit or safety
- SCBA removal (full removal while laying down)
 - Undo chest strap (if applicable) and waist strap
 - Remove shoulder strap opposite regulator
 - Grip shoulder strap and regulator hose to protect regulator and mask
 - Turn body toward regulator shoulder strap and face SCBA while removing arm from shoulder strap
 - Always maintain grip on shoulder strap with regulator hose
 - Holding harness and cylinder to chest, sweep with free hand to create largest possible opening
 - Propel body forward through opening
 - Re-orient SCBA to normal position (air supply strap first)
 - Adjust and don
 - Tighten shoulder, chest (if applicable), and waist straps
- Cutting
 - Locate, isolate, cut
 - Cutting in front vs. cutting behind
 - Ensure protection on of SCBA and communications equipment

8. Demonstrate disentanglement techniques

- Sweep
- Swim
- SCBA removal
- Cut

Discussion Questions

1. What components on the fireground can cause entanglement?
2. What components on a fire fighter can cause entanglement?

Application

1. Drill Ground Activity 9: Disentanglement
 - Complete during skill station rotations

Instructor Notes

1. Recommend using the following case studies (in “Mayday Case Studies” document) and reports for this topic: Memphis, TN (1994 – Regis Towers LODD)
2. ELO 3: Have an associate dress in full PPE and talk through from head to toe, pointing out areas that often get stuck.

Unit 5: Wall Breach and Anchoring

Topic 5-1: Wall Breach Techniques

Terminal Learning Objective

At the end of this topic a student, given a scenario, PPE, radio, hand tools, AHJ policies and procedures, and best practices, will be able to breach a wall so that respiratory protection is not compromised, and wall is breached in accordance with AHJ policies and procedures and best practices.

Enabling Learning Objectives

1. Describe the importance of wall breaching
2. Identify wall construction materials
 - Shiplap
 - Drywall
 - Tongue and groove
 - Brick
 - Lathe and plaster
 - Sheer walls
3. Identify potential obstacles or hazards contained in walls
 - Electrical (wires and outlets)
 - Plumbing
 - Insulation
 - Studs
4. Identify when and how to call Mayday
 - BOA (breathe, organize, act)
 - Call Mayday
 - Perform self-survival skills
 - GRAB-LIVES
 - Initiate wall breach procedures
5. Describe how to breach a wall
 - Locate the area to breach
 - Close door (if possible) to buy additional time
 - Identify material to breach
 - Send a tool through material first
 - Check for obstacles
 - Evaluate area and environment
 - Make the breach (opening)
 - Ensure opening is large enough to exit quickly
 - May need to knock stud at sole plate for wider opening
 - Sound floor on opposite side of opening
 - Leave tool on opposite side to pick up after traveling through

- Travel through opening
 - Reduce SCBA profile if necessary
 - May need to clear obstacles (furniture, etc.)
 - Use legs to conserve energy and air
- 6. Describe how to travel through a breach using the backwards swim technique
 - Sound floor on opposite side of opening
 - Sit with back and SCBA in the opening
 - Position feet in front
 - Lift buttocks off ground (clear baseboard if needed)
 - Shift cylinder to right side of opening
 - Rotate left arm over left shoulder and through opening
 - Lean back as arm passes through
 - Rotate hips and body
 - Repeat action with right arm to “swim” through opening
- 7. Describe how to travel through a breach using the head-first technique
 - Sound floor on opposite side of opening
 - Kneel centered facing opening
 - Place shoulders on either side of breach
 - Rotate onto one hand and forearm, raising opposite arm to reduce SCBA profile
 - Reach raised arm through opening
 - Crawl forward, rotating body to follow through
- 8. Demonstrate traveling through a breach using the backwards swim technique
- 9. Demonstrate traveling through a breach using the head-first technique

Discussion Questions

1. When might you need to breach a wall?
2. How does wall material impact breaching operations?
3. What types of obstacles or hazards are contained within walls?

Application

1. Drill Ground Activity 10: Wall Breach – Backwards Swim
 - Complete during skill station rotations
2. Drill Ground Activity 11: Wall Breach – Head First
 - Complete during skills station rotations

Instructor Notes

1. None

Topic 5-2: Anchoring and Bailout Techniques

Terminal Learning Objective

At the end of this topic a student, given a scenario, PPE, tools, objects used to anchor and descend, AHJ policies and procedures, and best practices, will be able to anchor and descend from an elevated exit in an IDLH environment so that respiratory protection is not compromised, a secure anchor is established, and descent occurs in a controlled and safe manner in accordance with AHJ policies and procedures and best practices.

Enabling Learning Objectives

1. Describe the importance of descending from an elevated exit
 - Increase chance of survival
 - Escape when you can't go back the way you came
2. Identify when and how to call Mayday
 - BOA (breathe, organize, act)
 - Call Mayday
 - Perform self-survival skills
 - GRAB-LIVES
 - Initiate anchoring and bailout procedures
3. Identify equipment needed to descend from an elevated exit
 - Rope
 - Aramid/Kevlar – should be in all bailout kits
 - Nylon – not ideal
 - Low melting point
 - Easily cut
 - Always have edge protection
 - Aluminum carabiners
 - Locking HMS carabiners are best
 - Wide, pear shape for knot passing
 - Easy to manipulate in gloves
 - Increase friction for slower descent speeds
 - Webbing
 - All fire fighters should carry at least 22' of 1" webbing for fireground operations
 - Should be open (not looped)
 - Can use for bailouts when tied together
 - Can use for Class III harness packaging
4. Describe how anchors work
 - Bends in rope substantially reduce weight on anchor
 - Single 90-degree bend takes 70% of weight off anchor
 - A 200-lb firefighter using their legs to push out from a building creates a fulcrum and can put 400 lbs. on the anchor
 - Keep low to promote bends in rope or webbing

5. Describe how to use commercial or pre-rigged anchors
 - Come with proprietary hook/anchor
 - End user must train on specifics
 - Follow manufacturer specifications
 - Follow AHJ policies and procedures
6. Describe how to use fire fighter tools as anchors
 - Types of tools
 - Hooks, bars, axes
 - End user must know how to attach or secure each
 - Clove hitch
 - Girth hitch
 - Tool across window
 - Attach rope or webbing to tool so it is balanced when weighted
 - Brace tool in a corner so that each end of tool is braced against window frame
 - If tool has a pick style end, bury in wall to add stability
 - Use body to weight system and climb out exit point (soft start)
 - Ensure that tool never moves and is fully weighted before committing full body weight to rope or webbing
 - Tool in drywall next to window
 - Breach wall next to window frame creating hole large enough to fit main body of tool vertically
 - Attach rope to tool head and ensure it is secure
 - Slide tool body into breach hole
 - Bury tool into wall as much as possible keeping head and rope anchor visible
 - Use body to weight system and climb out exit point (soft start)
 - Ensure tool never moves and is fully weighted before committing full body weight to rope or webbing
 - Tool in header above window
 - Use tool to sound structural members above window frame
 - Breach wall and sink tool head so it rests on top of structural member
 - Attach rope or webbing to tool
 - Use body to weight system and climb out exit point (soft start)
 - Ensure tool never moves and is fully weighted before committing full body weight to rope or webbing
 - Stud wrap
 - Breach wall
 - Wrap rope or webbing around studs to create an anchor point
 - Use body to weight system and climb out exit point (soft start)
 - Ensure tool never moves and is fully weighted before committing full body weight to rope or webbing

7. Describe how to use improvised anchors
 - Use what is available in the environment
 - Objects in room
 - Furniture
 - Wall breach to access structural member
 - Door frame
 - People
 - Furniture
 - Attach with hitch or carabiner
 - Wall breach to access structural member
 - Window frame
 - Above
 - Beside
 - Wall
 - Find structural members
 - Door frame
 - Brace knot or carabiner in hinge gap between frame and door
 - Keep low by bottom hinge
 - Close door
 - People (human anchor)
 - Using a body to perform as anchor
 - Position fire fighter below window on back with legs bracing wall and sill
 - Clip carabiner to anchor fire fighter
8. Identify knots used in descending from an elevated exit
 - Overhand knot – used for webbing bailouts
 - Ensure webbing is not looped
 - Take two ends of webbing (if extending the bailout) and hold them together
 - Take an arm's length (at least) of slack
 - Tie an overhand knot with both ends of webbing
 - Munter hitch – lots of ways to tie
 - Clove hitch technique
 - Carabiner clip-in technique
 - Direct tie in techniques (various)
 - Carabiner spine wrap – used for webbing bailouts
 - Facing anchored webbing, use dominant hand to open carabiner gate
 - Clip onto webbing and roll wrist three times to wrap webbing around carabiner
 - With each roll, ensure carabiner is clipping on to webbing
 - Roll + clip, roll + clip, roll + clip
 - Massage webbing on spine to ensure down range side is slack
 - Anchor side should be at top of carabiner and will tighten when weighted

9. Describe how to bail out using webbing
 - Use at least two pieces of webbing tied together with an overhand knot
 - Anchor one end (to literally anything)
 - Perform carabiner wrap in portion of webbing closest to exit
 - Clip wrapped carabiner to harness
 - Always keep hand on brake (downhill/loose side of webbing)
 - Resolve knots as needed
 - Brake hand should feel a knot coming
 - Don't stop
 - Slow down and let knot reach carabiner
 - Let knot pass through carabiner
 - Transitioning to second piece of webbing (connect to first via overhand knot)
 - Keep brake hand engaged
 - Use non-brake hand to feed tails of overhand knot through carabiner
 - Reach around to backside of carabiner and give tails a solid tug to pull knot through carabiner
 - Resume descent
10. Describe how to bail out using rope
 - Anchor one end of rope
 - Move to exit portal
 - Using an HMS carabiner, reach out of portal and grab some rope slack
 - Clip carabiner to rope using Munter hitch
11. Describe how to bail out using a personal escape system
 - Follow manufacturer specifications
 - Follow AHJ policies and procedures
12. Describe how to exit and descend
 - Soft start when loading system ("sniff the sill")
 - Keep hand on rope as it passes over sill too keep fingers from getting pinched underneath
 - Put head out of window near side
 - Stay low and roll out of exit on stomach
 - Use brake hand to reach out along exterior to help clear legs and SCBA
 - Keep body against building using knees to navigate obstacles
 - Do not "L out" and become a fulcrum on the anchor
 - Do not kick out or jump on the way down
 - Exit in a slow and controlled manner (live to fight another day!)
 - Do not straighten the rope or webbing – substantially increases weight on anchor
13. Demonstrate overhand knot
14. Demonstrate Munter hitch
15. Demonstrate carabiner spine wrap
16. Demonstrate anchoring (based on prop)
17. Demonstrate bail out (one of the three options)

Discussion Questions

1. Why is it important to not “L” out while descending on a rope?
2. Why is aramid rope preferred over nylon?
3. If you use webbing for a bailout procedure, what is the preferred method of descent?

Application

1. Drill Ground Activity 12: Anchor and Bail Out
 - Complete during skill station rotations

Instructor Notes

1. ELO 7: There are lots of ways to tie a Munter hitch. Teach several techniques and let students use one most comfortable for them.
2. ELO 12-14: Have students demonstrate for an instructor outside of a training evolution.

Unit 6: Window Hang and Ladder Escape

Topic 6-1: Window Hang Techniques

Terminal Learning Objective

At the end of this topic a student, given a scenario, PPE, tools, AHJ policies and procedures, and best practices, will be able to seek refuge by hanging out a window so that respiratory protection is not compromised until help arrives in accordance with AHJ policies and procedures and best practices.

Enabling Learning Objectives

1. Describe the importance of a window hang maneuver
 - A means of seeking refuge when no other options (egress, ladder escape, etc.) exist
2. Identify when and how to call Mayday
 - BOA (breathe, organize, act)
 - Call Mayday
 - Perform self-survival skills
 - GRAB-LIVES
 - Locate window
 - Initiate window hang procedures
3. Describe how to execute an individual window hang
 - Locate and travel to window
 - Close door to room to buy additional time if possible
 - Stay low to avoid heat and smoke
 - Clear window frame of glass, sash, screen, curtains, blinds
 - Start at top and force out
 - Allows maximum removal of fire gasses and heat
 - Minimizes falling glass
 - Remove any glass or debris on sill to reduce injury
 - Get on hands and knees
 - Position one shoulder against the wall below the window
 - Lift body only enough to exit window
 - Lead with arm, then head, then leg
 - Roll body over the sill, keeping as low as possible
 - Use interior arm and leg to grip sill for support
 - Final hang position is achieved when inside arm and leg are used to hook windowsill to keep most of body outside window and away from heat
 - Radio an update of your situation
 - Remain in window until rescued or conditions become untenable
4. Identify where to position ladder to rescue a fire fighter hanging in a window
 - Position top of ladder to fire fighter's center mass (core)
5. Identify how to transition from a window hang to a ladder
 - Grip ladder with exterior arm
 - Lock elbow (to create pivot arm)

- Rotate into ladder slide position leading with exterior leg
 - Slide down ladder
6. Describe how to execute a two-person (side by side) window hang
- One person calls Mayday while the other person clears window
 - Follow individual procedure
 - Final hang position is achieved when individuals are situated cylinder to cylinder, facing away from each other
 - Radio an update of your situation
 - Remain in window until rescued or conditions become untenable
7. Identify considerations associated with a two-person (stacked) window hang
- Window size
 - Fire fighter sizes
 - Remaining air
 - Injuries
 - SCBA removal
 - Partial removal – mask on (rest on floor in room, hang from arm)
 - Full removal – regulator off (breathing exterior air)
8. Describe how to drop from a window if conditions become untenable
- Ensure interior arm is still locked inside window
 - Raise exterior arm and grip windowsill
 - Rotate interior leg over sill and let it hang
 - Slide interior arm out of window and grip windowsill
 - Maintain upright hanging position until help arrives, or conditions become untenable
 - Drop to the ground while keeping knees bent
 - Roll upon impact if possible

Discussion Questions

1. When would you use a window hang escape?
2. How many people can hang from one window?
3. How would you divide duties during a two-person window hang escape?
4. What is the best way to clear a window?
5. Where do you position a ladder to rescue someone hanging from a window?

Application

1. Drill Ground Activity 13: Window Hang
 - Complete during skill station rotations

Instructor Notes

1. Students are required to do a one-person window hang to complete the course. Add a two-person hang if time, resources, and safety requirements permit.

Topic 6-2: Hook Two / Slide to Four Ladder Escape Technique

Terminal Learning Objective

At the end of this topic a student, given a scenario, PPE, a ladder, AHJ policies and procedures, and best practices, will be able to escape from an elevated area using a ladder and the hook two / slide to four technique to exit a structure without compromising air protection in accordance with AHJ policies and procedures and best practices.

Enabling Learning Objectives

1. Identify when to use a ladder escape
 - Above ground level
 - Cut off from primary means of egress
 - Base ladder escape technique on size of window and fire fighter
2. Identify when and how to call Mayday
 - BOA (breathe, organize, act)
 - Call Mayday
 - Perform self-survival skills
 - GRAB-LIVES
 - Locate window
 - Initiate ladder escape procedures
3. Describe how to execute a hook two / slide to four ladder escape
 - Locate window
 - Close door to room (if possible) to buy additional time
 - Travel to window
 - Stay low to avoid heat and smoke
 - Clear window frame of glass, sash, screen, curtains, blinds
 - Starting at the top and force out
 - Allows maximum removal of fire gasses and heat
 - Minimizes falling glass
 - Remove any glass or debris on sill to reduce injury
 - Locate ladder
 - Lean over windowsill
 - Stay as low as possible
 - Feel for ladder with gloved hand
 - Place both hands on beams
 - Make a fist with one hand
 - Place back of fist over rung 1 and hook under rung 2
 - Secure inside of elbow around rung 2 (maintain fist)
 - Slide opposite arm down beam to rung 4
 - Slide hang across rung 4 to opposite beam and grasp rung 4
 - Prepare to transition weight from rung 2 to rung 4
 - Bend knees
 - Tuck feet

- Using elbow (rung 2) and gripped hand (rung 4) as pivot points, rotate body over windowsill
 - Descend ladder quickly
 - Clear bottom of ladder quickly to allow additional fire fighters to escape
4. Identify risks and hazards associated with hook two / slide to four ladder escapes
 - Improper hand/arm placement or grip
 - Significant injury
 - Falls
 - Too much momentum
 - Overshoot ladder
 - Move ladder
 5. Demonstrate a hook two / slide to four ladder escape

Discussion Questions

1. When should you use a hook two / slide to four ladder escape?
2. What risks are associated with ladder escapes?
3. How many points of contact are needed for hook two / slide to four ladder escapes?

Application

1. Drill Ground Activity 14: Ladder Escape – Hook Two / Slide to Four
 - Complete during skill station rotations

Instructor Notes

1. None

Topic 6-3: Head-First Ladder Escape Technique

Terminal Learning Objective

At the end of this topic a student, given a scenario, PPE, a ladder, AHJ policies and procedures, and best practices, will be able to escape from an elevated area using a ladder and the head-first technique to exit a structure without compromising air protection in accordance with AHJ policies and procedures and best practices.

Enabling Learning Objectives

1. Identify when to use a ladder escape
 - Above ground level
 - Cut off from primary means of egress
 - Base ladder escape technique on size of window and fire fighter
2. Identify when and how to call Mayday
 - BOA (breathe, organize, act)
 - Call Mayday
 - Perform self-survival skills
 - GRAB-LIVES
 - Initiate ladder escape procedures
3. Describe how execute a head-first ladder escape
 - Locate window
 - Close door to room (if possible) to buy additional time
 - Travel to window
 - Stay low to avoid heat and smoke
 - Clear window frame of glass, sash, screen, curtains, blinds
 - Starting at the top and force out
 - Allows maximum removal of fire gasses and heat
 - Minimizes falling glass
 - Remove any glass or debris on sill to reduce injury
 - Locate ladder
 - Lean over windowsill
 - Stay as low as possible
 - Feel for ladder with gloved hand
 - Grab ladder rungs with both hands
 - Do not wrap thumbs around rungs
 - Pull body head first over windowsill
 - Maintain low profile
 - Pivot out of window on midsection
 - Avoid snagging tools and equipment
 - Use hands to reach out and grab next rung
 - Descend using hand-over-hand technique
 - As feet exit window, hook toes onto windowsill to control transition onto ladder
 - Use toes of boots to control speed by hooking feet on each rung while descending

- At the bottom, roll off ladder by extending one arm underneath last rung to position body on side
- Clear bottom of ladder quickly to allow additional fire fighters to escape
- 4. Identify risks and hazards associated with head-first ladder escapes
 - Improper grip or hand/foot placement
 - Significant injury
 - Falls
 - Too much momentum
 - Overshoot ladder
 - Move ladder
- 5. Demonstrate a head-first ladder escape

Discussion Questions

1. When should you use a head-first ladder escape?
2. What risks are associated with ladder escapes?
3. How many points of contact are needed for a head-first escape?
4. Why should you not use your thumbs during a head-first escape?

Application

1. Drill Ground Activity 15: Ladder Escape – Head First
 - Complete during skill station rotations

Instructor Notes

1. None

Unit 7: Above and Below Grade Survival

Topic 7-1: Above and Below Grade Survival Techniques

Terminal Learning Objective

At the end of this topic a student, given a scenario, PPE, tools, AHJ policies and procedures, and best practices, will be able to assess above and below grade Mayday situations and determine best case survival techniques in accordance with AHJ policies and procedures and best practices.

Enabling Learning Objectives

1. Identify above and below grade Mayday situations
 - Falling into basements (20%)
 - Falling through roof (15%)
2. Identify how avoid falls through floors
 - Proper size up (360)
 - Is there a basement?
 - Is the fire in the basement?
 - Proper sounding
 - Situational awareness
 - Reading smoke
 - Burn time
3. Identify buildings with potential basements or lower levels
 - Homes
 - Commercial buildings with below-grade storage
 - Apartment buildings
4. Describe survival techniques for below-grade falls
 - Call Mayday
 - BOA (breathe, organize, act)
 - Look for walls, stairs, windows
 - Find safe refuge
 - Never give up
5. Identify how avoid falls through roofs
 - Proper size up (360)
 - Know roof
 - Materials
 - Construction
 - Inspection cut locations
 - Proper sounding
 - Situational awareness
 - Reading smoke
 - Burn time
 - Prior burn history

6. Identify how roof materials impact operations and rescue
 - Metal
 - Shingle
 - Asphalt
 - Tile
 - Concrete
 - Solar
7. Identify how roof construction impacts operations and rescue
 - Conventional vs. light weight
 - Residential vs. commercial
8. Describe survival techniques for roof falls
 - Call Mayday
 - Usually by someone who witnesses, not downed fire fighter
 - BOA (breathe, organize, act)
 - Crew
 - Downed fire fighter
 - Weight displacement
 - Tools
 - Equipment
 - Ladders

Discussion Questions

1. Why is a 360 size up so important to potential fire fighter survivability?
2. When performing a roof assessment, what are some considerations regarding different roof types and construction?
3. If a fire fighter falls through a roof or basement, what are some immediate considerations for self-survival?

Application

1. Determined by instructor

Instructor Notes

1. ELO 1: Statistics are from 2022. Use most current data during course delivery.
2. There are no drill ground activities associated with this topic. Talk through it, but students are not required to demonstrate.

Unit 8: Mayday Case Studies

Topic 8-1: Mayday Case Studies

Terminal Learning Objective

At the end of this topic a student, given a fire fighter survival topic and NIOSH Fire Fighter Fatality Report or Near Miss Report, will be able to identify factors that contribute to specific Mayday situations and recommend solutions or mitigations to avoid similar events in accordance with AHJ policies and procedures and best practices.

Enabling Learning Objectives

1. Identify factors that contribute to injuries, Mayday situations, and line of duty deaths
2. Identify solutions or mitigations to avoid injuries, Mayday situations, and life of duty deaths

Discussion Questions

1. Determined by instructor

Application

1. Activity 8-1: Mayday Case Studies
 - Divide students into groups (10 max) to evaluate and research (homework) and present their findings (8-10 minutes) to the class.

Instructor Notes

1. Introduce case study assignment on Day 1. Provide each student with access (print or digital) to their assigned case study. Student groups will present their findings on Day 2.

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State Fire Training appreciates the hard work and accomplishments of those who built the solid foundation on which this program continues to grow.

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- Bryan Howell, Firefighter/Training Specialist, Oceanside Fire Department
- Andrew Ruiz, Captain II, Los Angeles Fire Department

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 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.

Fire Fighter Survival

Instructor Task Book (2023)



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

Overview

Authority

Published: Month Year

Published by: State Fire Training, PO Box 944246, Sacramento, CA 94244-2460

Cover photo courtesy of Anderson Rescue Solutions.

Purpose

The State Fire Training instructor task book is a performance-based document. It lists the minimum requirements a candidate must meet to teach a specific State Fire Training course or course series.

Assumptions

Except for Fire Fighter and Emergency Vehicle Technician (EVT) certifications, a candidate may begin the task book initiation process upon completion of all required education components (courses).

Each job performance requirement (JPR) shall be evaluated after the candidate initiates the task book.

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 for each.

It is the candidate's responsibility to routinely check the State Fire Training website for updates to an initiated task book. All State Fire Training issued updates to an initiated task book are required for task book completion.

A candidate must complete a task book within three years of its initiation date. Otherwise, a candidate must initiate a new task book using the curriculum's current published version

Roles and Responsibilities

Candidate

The candidate is the individual pursuing instructor registration.

Initiation

The candidate shall:

1. Complete the Initiation Requirements section.
 - Please print.
2. Complete a block on the Signature Verification page with a handwritten signature.

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 the Completion Requirements section.
3. Sign and date the Candidate verification section on the Review and Approval page with a handwritten signature.
4. Obtain their fire chief's handwritten (not stamped) signature on the Fire Chief verification section on the Review and Approval page.
5. Create and retain a physical or high-resolution digital copy of the completed 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).

A qualified evaluator is a Registered Instructor of Fire Fighter Survival, designated by the candidate's fire chief (or authorized designee). For instructor task books that do not require fire chief initiation, academy instructors serve as or designate evaluators.

An instructor 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 instructor task book requirements and responsibilities.
3. Verify the candidate's successful completion of one or more job performance requirements through observation.
 - Do not evaluate any job performance requirement (JPR) until after the candidate initiates the task book.
 - Sign all appropriate lines in the instructor task book with a handwritten signature or approved digital signature (e.g., DocuSign or Adobe Sign; a scanned copy of a signature is not acceptable) to record demonstrated performance of tasks.

Fire Chief

The fire chief is the individual who initiates (when applicable) and then reviews and confirms the completion of a candidate's instructor task book.

A fire chief may identify an authorized designee already on file with State Fire Training to fulfill any task book responsibilities assigned to the fire chief. (See *State Fire Training Procedures Manual*, 4.2.2: Authorized Signatories)

Initiation

The fire chief shall:

1. Review and understand the candidate's instructor task book requirements and responsibilities.
2. Complete a block on the Signature Verification page with a handwritten signature.
3. Designate qualified evaluators.

Completion

The fire chief shall:

1. Confirm that the candidate has obtained the appropriate signatures to verify successful completion of each job performance requirement.
 - Ensure that all job performance requirements were evaluated after the initiation date.
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 items to the address below:

1. A copy of the completed task book (candidate may retain the original)
2. All supporting documentation
3. Payment

State Fire Training
Attn: Instructor Registration
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 career 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 instructor task book is one step in the instructor registration process. Please refer to the *State Fire Training Procedures Manual* for the complete list of qualifications required to teach SCS1: Operations.

Initiation Requirements

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

Candidate Information

Name: _____

SFT ID Number: _____

Fire Agency: _____

Initiation Date: _____

Prerequisites

The candidate meets one of the following prerequisites.

1. OSFM Instructor 1, Training Instructor I, or Fire Instructor I certification
2. OSFM Registered Instructor

Include documentation to verify prerequisite requirements when you submit your instructor task book unless verification is already documented in your SFT User Portal.

Education

That candidate has completed the following courses.

1. Fire Fighter Survival (SFT)
2. Fire Ground Survival Awareness (IAFF – online course)

Include documentation to verify education requirements when you submit your instructor task book unless verification is already documented in your SFT User Portal.

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 instructor task book using the signature recorded below.

Please print except for the Signature line where a handwritten signature is required.
Add additional signature pages as needed.

Name: _____
Job Title: _____
Organization: _____
Signature: _____

Name: _____
Job Title: _____
Organization: _____
Signature: _____

Name: _____
Job Title: _____
Organization: _____
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Job Title: _____
Organization: _____
Signature: _____

Job Performance Requirements

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.

When California requirements exceed or require revision to the NFPA standard, the corresponding Office of the State Fire Marshal approved (OSFM) additions or revisions appear in italics.

All JPRs must be completed within a California fire agency or State Fire Training Accredited Regional Training Programs (ARTP).

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

Each task must be performed twice.

- The two instances must occur during two different courses.
- The same evaluator cannot sign off on the same task twice.
- In the tables, E1 represents the candidate's first evaluation and E2 represents their second evaluation.

Examples of correct and incorrect evaluation:

Correct: Task completed during two separate courses and evaluated by two separate individuals.

1. Assemble a comprehensive burn plan ("burn book") that contains all documentation necessary to conduct a live fire training evolution in accordance with NFPA standards and the policies and procedures of State Fire Training (SFT) and the authority having jurisdiction (AHJ).	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Describe purpose of a live fire burn plan	AAA123	2/8/18	JAS	BBB123	5/15/18	CWJ
b. Identify components of a live fire burn plan ("burn book")	AAA123	2/8/18	JAS	BBB123	5/15/18	CWJ
c. Identify records-retention requirements for burn plans	AAA123	2/8/18	JAS	BBB123	5/15/18	CWJ

Incorrect: Task completed twice during one course but evaluated by two separate individuals.

1. Assemble a comprehensive burn plan (“burn book”) that contains all documentation necessary to conduct a live fire training evolution in accordance with NFPA standards and the policies and procedures of State Fire Training (SFT) and the authority having jurisdiction (AHJ).	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Describe purpose of a live fire burn plan	AAA123	2/8/18	JAS	AAA123	2/8/18	CWJ
b. Identify components of a live fire burn plan (“burn book”)	AAA123	2/8/18	JAS	AAA123	2/8/18	CWJ
c. Identify records-retention requirements for burn plans	AAA123	2/8/18	JAS	AAA123	2/8/18	CWJ

Incorrect: Task completed during two separate courses but evaluated by the same individual.

1. Assemble a comprehensive burn plan (“burn book”) that contains all documentation necessary to conduct a live fire training evolution in accordance with NFPA standards and the policies and procedures of State Fire Training (SFT) and the authority having jurisdiction (AHJ).	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Describe purpose of a live fire burn plan	AAA123	2/8/18	JAS	BBB123	5/15/18	JAS
b. Identify components of a live fire burn plan (“burn book”)	AAA123	2/8/18	JAS	BBB123	5/15/18	JAS
c. Identify records-retention requirements for burn plans	AAA123	2/8/18	JAS	BBB123	5/15/18	JAS

Fire Fighter Survival Instructor

Course Administration and Orientation

1. Complete course administration activities.	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Complete and submit course scheduling request						
b. Order student textbooks (if applicable)						
c. Confirm facilities for classroom and drill ground instruction						
d. Complete instructor assignments						
e. Complete class rosters						
f. Confirm facilities set up and safety						
g. Confirm prop set up and safety						
h. Confirm equipment (based on number of students)						
i. Organize skill stations (location, equipment, timing, complexity)						
2. Identify facility and classroom requirements and course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements. (Topic 1-1)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Identify facility requirements						
b. Identify classroom requirements						
c. Review course syllabus						

3. Identify course safety requirements. (Topic 1-2)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Identify risks and hazards associated with fire fighter survival training						
b. Identify AHJ training safety policies and procedures						
c. Identify NFPA 1006: Standard for Technical Rescue Personnel, NFPA 1402: Standard on Facilities for Fire Training and Associated Props, and NFPA 1983: Standard on Life Safety Rope and Equipment for Emergency Services						
d. Identify OSHA requirement 3270.1 – Use of Rope Access Equipment (subsection J)						
e. Identify appropriate PPE and SCBA for participation						
f. Identify preventative measures to mitigate hazards and injuries						
g. Identify process for reporting injury or illness						

Mayday Mindset

4. Identify common causes of Mayday situations. (Topic 2-1)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Define the term “Mayday”						
b. Identify common Mayday situations						
c. Identify most common causes of Mayday situations						
d. Identify most common causes of fire fighter fatalities						

5. Understand physiological responses to stress. (Topic 2-2)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Describe the nervous system’s sympathetic (fight or flight) response to stress						
b. Describe how the brain responds to stress						
c. Describe environmental pathology						
d. Describe how to operate within a hostile or emergency environment						
e. Describe the components of a PACE survival plan						
6. Declare a Mayday. (Topic 2-3)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Identify Mayday situations						
b. Identify factors that can delay calling Mayday						
c. Identify when to call an immediate Mayday						
d. Identify when to call Mayday						
e. Describe how to use radio equipment to call Mayday						
f. Describe information to relay during a Mayday call						
g. Describe survival actions to take after calling Mayday						
h. Identify external actions triggered by a Mayday call						
i. Demonstrate calling Mayday						

SCBAs and Air Management

7. Mitigate SCBA problems. (Topic 3-1)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Identify the importance of SCBA checks						
b. Identify common SCBA problems that occur on the fireground						
c. Describe how to identify the source of an SCBA problem						
d. Describe what to do when an SCBA problem cannot be resolved						
e. Demonstrate SCBA proficiency						
f. Demonstrate troubleshooting SBCA problems						
g. Demonstrate buddy-breathing techniques						
8. Change SCBA profiles. (Topic 3-2)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Identify when to change an SCBA profile						
b. Describe how to change from a standard profile to a low or reduced profile (partial removal)						
c. Describe how to change from a standard profile to zero or no profile (full removal)						
d. Describe how to prepare SCBA for rescue						
e. Identify risks and hazards associated with changing SCBA profiles						
f. Demonstrate the low or reduced profile (partial removal) method						

g. Demonstrate the zero or no profile (full removal) method						
9. Manage air consumption. (Topic 3-3)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Describe the importance of air management						
b. Identify the key components of NFPA 1404 (current edition) as they relate to fire fighter survival						
c. Describe components of smoke						
d. Describe physiological impact of breathing smoke						
e. Describe physiological impact of wearing SCBA						
f. Identify air consumption rates						
g. Identify air conservation strategies						
h. Identify factors that impact air consumption rates						
i. Demonstrate air management techniques						

Navigation and Disentanglement

10. Navigate through an interior environment. (Topic 4-1)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Describe the importance of situational awareness						
b. Identify factors that lead to disorientation on the fire ground						
c. Identify key components of exterior size up (360)						
d. Identify key components of interior size up						

e. Identify when and how to call Mayday when disoriented						
f. Describe how to communicate location						
g. Describe proactive steps fire fighters can take to reduce disorientation						
h. Describe body positioning and movement techniques for reorientation						
i. Describe how to use hoseline for reorientation						
j. Describe how to use tools for reorientation						
11. Transition through an entanglement. (Topic 4-2)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Describe the importance of disentanglement						
b. Identify types of entanglements						
c. Identify entanglement points on SCBA, PPE, and equipment						
d. Identify tools used for disentanglement						
e. Identify tool placement for access during entanglement						
f. Identify when and how to call Mayday in entanglement situations						
g. Describe disentanglement options <ul style="list-style-type: none"> • Sweep • Swim • Use a hand tool • Use a hose line • SCBA removal (full removal while laying down) 						
h. Demonstrate disentanglement techniques <ul style="list-style-type: none"> • Sweep 						

<ul style="list-style-type: none"> • Swim • SCBA removal (full removal while laying down) • Cut 						
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Wall Breach and Anchoring

12. Breach a wall. (Topic 5-1)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Describe the importance of wall breaching						
b. Identify wall construction materials						
c. Identify potential obstacles or hazards contained in walls						
d. Identify when and how to call Mayday						
e. Describe how to breach a wall						
f. Describe how to travel through a breach using the backwards swim method						
g. Describe how to travel through a breach using the headfirst method						
h. Demonstrate traveling through a breach using the backwards swim method						
i. Demonstrate traveling through a breach using the headfirst method						

13. Anchor and descend from an elevated exit. (Topic 5-2)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Describe the importance of descending from an elevated exit						
b. Identify when and how to call Mayday						
c. Identify equipment needed to descend from an elevated exit						
d. Describe how anchors work						
e. Describe how to use commercial or pre-rigged anchors						
f. Describe how to use fire fighter tools as anchors						
g. Describe how to use improvised anchors						
h. Identify knots used in descending from an elevated exit <ul style="list-style-type: none"> • Overhand knot • Munter hitch • Carabiner spine wrap 						
i. Describe how to bail out using webbing						
j. Describe how to bail out using rope						
k. Describe how to bail out using a personal escape system						
l. Describe how to exit and descend						
m. Demonstrate tying an overhand knot						
n. Demonstrate tying a Munter hitch						
o. Demonstrate tying a carabiner spine wrap						
p. Demonstrate anchoring (based on prop)						
q. Demonstrate bail out using webbing						

r. Demonstrate bail out using rope						
s. Demonstrate bail out using a personal escape system						

Window Hang and Ladder Escape

14. Seek refuge by hanging out a window. (Topic 6-1)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Describe the importance of a window hang maneuver						
b. Identify when and how to call Mayday						
c. Describe how to execute an individual window hang						
d. Identify where to position ladder to rescue a fire fighter hanging in a window						
e. Identify how to transition from a window hang to a ladder						
f. Describe how to execute a two-person (side by side) window hang						
g. Identify considerations associated with a two-person (stacked) window hang						
h. Describe how to drop from a window if conditions become untenable						
15. Escape from an elevated area using a ladder and the hook two / slide 4 technique. (Topic 6-2)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Identify when to use a ladder escape						
b. Identify when and how to call Mayday						
c. Describe how to execute a hook 2/slide 4 ladder escape						

d. Identify risks and hazards associated with hook 2/slide 4 ladder escapes						
e. Demonstrate a hook 2/slide 4 ladder escape						
16. Escape from an elevated area using a ladder and the headfirst technique. (Topic 6-3)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Describe how execute a headfirst ladder escape						
b. Identify risks and hazards associated with headfirst ladder escapes						
c. Demonstrate a headfirst ladder escape						

Above and Below Ground Survival

17. Assess above and below grade Mayday situations and determine best case survival techniques. (Topic 7-1)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Identify above and below grade Mayday situations						
b. Identify how avoid falls through floors						
c. Identify buildings with potential basements or lower levels						
d. Describe survival techniques for below-grade falls						
e. Identify how avoid falls through roofs						
f. Identify how roof materials impact operations and rescue						
g. Identify how roof construction impacts operations and rescue						
h. Describe survival techniques for roof falls						

Mayday Case Studies

18. Identify factors that contribute to specific Mayday situations and recommend solutions or mitigations to avoid similar events. (Topic 8-1)	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Identify factors that contribute to injuries, Mayday situations, and line of duty deaths						
b. Identify solutions or mitigations to avoid injuries, Mayday situations, and life of duty deaths						

Application

19. Set up, demonstrate, and oversee activities and skills stations.	Course Code (E1)	Date (E1)	Initials (E1)	Course Code (E2)	Date (E2)	Initials (E2)
a. Activity 2-3: Calling Mayday						
b. Activity 3-1a: Inspecting, Donning, and Using SCBA						
c. Activity 3-1b: Troubleshooting SCBA Problems						
d. Activity 3-1c: Buddy Breathing						
e. Activity 8-1: Mayday Case Studies						
f. Drill Ground Activity 1: Call Mayday						
g. Drill Ground Activity 2: Troubleshoot SCBA Problems						
h. Drill Ground Activity 3: Partially Remove SCBA						
i. Drill Ground Activity 4: Fully Remove SCBA						
j. Drill Ground Activity 5: Convert SCBA for Rescue						

k. Drill Ground Activity 6: Air Management						
l. Drill Ground Activity 7: Use SBCA in a Rescue Environment						
m. Drill Ground Activity 8: Navigation						
n. Drill Ground Activity 9: Disentanglement						
o. Drill Ground Activity 10: Wall Breach – Backwards Swim						
p. Drill Ground Activity 11: Wall Breach – Headfirst						
q. Drill Ground Activity 12: Anchor and Bail Out						
r. Drill Ground Activity 13: Window Hang						
s. Drill Ground Activity 14: Ladder Escape – Hook Two / Slide to Four						
t. Drill Ground Activity 15: Ladder Escape – Head First						

Completion Requirements

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

Experience

The candidate meets the following experience requirements.

1. Have two years' full-time or four years' part-time/volunteer suppression/rescue experience within a recognized fire agency in California

Position

State Fire Training confirms that there are no position requirements for instructor registration.

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

A candidate must complete a task book within three years of its initiation date. Otherwise, a candidate must initiate a new task book using the certification's current published version.

Initiation Date (see Initiation Date under Initiation Requirements): _____

Review and Approval

Candidate

Candidate (please print): _____

I, the undersigned, am the person applying to teach Fire Fighter Survival. 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: _____ Date: _____

Fire Chief

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's qualifications to teach Fire Fighter Survival. 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: _____ Date: _____



Fire Fighter Survival (2023) Training Record

Name: _____

SFT ID Number: _____

Skill		Course Plan Topic	Evaluator Initials
1.	Identify common causes of Mayday situations	2-1	
2.	Develop a PACE plan to effectively respond to stress	2-2	
3.	Know when and how to declare a Mayday	2-3	
4.	Inspect, don, and use SCBA	3-1	
5.	Troubleshoot SCBA problems	3-1	
6.	Demonstrate buddy breathing techniques	3-1	
7.	Change SCBA profile by partially removing SCBA	3-2	
8.	Change SCBA profile by fully removing SCBA	3-2	
9.	Remove SCBA for rescue	3-2	
10.	Demonstrate air management techniques	3-3	
11.	Navigate a room using hoseline, tools, and body positioning	4-1	
12.	Disentangle using the sweep method	4-2	
13.	Disentangle using the swim method	4-2	
14.	Disentangle using the cutting method	4-2	
15.	Disentangle using the SCBA removal method	4-2	
16.	Create an opening to breach a wall	5-1	
17.	Exit through a wall breach using the backward swim method	5-1	
18.	Exit through a wall breach using the headfirst method	5-1	
19.	Anchor and bail out of a structure or training prop	5-2	
20.	Execute a window hang to prepare for rescue	6-1	
21.	Execute a ladder escape using the "Hook 2 / Slide 4" method	6-2	
22.	Execute a ladder escape using the "Headfirst" method	6-3	

23.	Assess above and below grade Mayday situations and determine best case survival techniques	7-1	
24.	Identify factors that contribute to specific Mayday situations and recommend solutions or mitigations to avoid similar events	8-1	

A candidate has successfully completed the skill when they perform it to the corresponding Terminal Learning Objective standard found in State Fire Training's Fire Fighter Survival (2023) course.

SFT Course ID:

Course Delivery Date:

Instructor of Record:

Instructor SFT ID Number:

Draft



Fire Fighter Survival (2023) Interim Procedures

Issued: Month 2023

Procedure Changes

Edition: May 2022 edition of the State Fire Training Procedures Manual

Effective Date: Month, ##, 2023 (anticipated)

Section Changes: Modify and update the following sections:

- 6.11.11: Fire Fighting and Rescue Instructor
- 9.1.2: Approved Reciprocal Courses
- 9.2.2: Approved Equivalent Courses

Justification: Following approval by the State Board of Fire Services (SBFS), the new Fire Fighter Survival (2023) will go into effect on June 1, 2023. The new curriculum provides directive for Instructor qualifications and reciprocity with IAFF curriculum.

SFT Contact: SFT Staff assigned to Instructor Registration.

Note: Using the May 2022 edition of the State Fire Training Procedures Manual:

- Update Section 6.11.11.
- Update Section 9.1.2
- Update Section 9.1.3.

6.11.11: FIRE FIGHTING AND RESCUE INSTRUCTOR

6.11.11.1: Eligible Courses

Table 6.11.11.1: Fire Fighting and Rescue Instructor Eligible Courses

CFSTES Courses	FSTEP Courses
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Aircraft Rescue and Firefighting Awareness • Confined Space Rescue Awareness • Fire Fighter Rescue and Rapid Intervention Crew (RIC) Operations • Fire Fighter Survival • Incident Safety Awareness for Hired Vendors • Low Angle Rope Rescue Operational (LARRO) • Open Water Rescuer – Basic • Open Water Rescue Boat Operator – Small Vessel • Open Water Rescue Boat Operator – Large Vessel • Personal Watercraft Operations • Rapid Intervention Crew (RIC) Operations • Rescue Boat Operations • River and Flood Water Rescue • River/Flood Rescue Technician • River and Flood Rescue Boat Technician (2019) • Trench Rescue • Vehicle Extrication

6.11.11.2: General Qualifications

- A. A Registered Primary Instructor for a Fire Service Training and Education Program (FSTEP) Fire Fighting and Rescue course shall meet the following the qualifications required of all State Fire Training (SFT) Registered Primary Instructors.
1. See **6.2.1: Qualifications**.

6.11.11.3: Course Work

- A. Attending and passing SFT's Confined Space Rescue Technician course meets the requirement for attending and passing Confined Space Rescue Awareness.
- B. Registered Low Angle Rope Rescue Operational Instructors must have attended and passed ICS-200: Basic ICS.

- C. Attending and passing SFT’s Auto Extrication (1996) course meets the requirement for attending and passing Vehicle Extrication.
- D. Incident Safety Awareness for Hired Vendors instructors must have attended and passed Incident Safety Awareness for Hired Vendors (2018); Introduction to Incident Command System (ICS-100); Firefighter Training (S-130); Introduction to Wildland Fire Behavior (S-190); Intermediate Wildland Fire Behavior (S-290); Human Factors in the Wildland Fire Service (L-180); ICS for Single Resources and Initial Action Incidents (IS-200.B); and National Incident Management System - An Introduction (NIIMS 700.A).

6.11.11.4: Teaching Experience

- A. It is recommended that a new instructor for SFT’s Incident Safety Awareness for Hired Vendors co-teach with a primary instructor during their first course presentation.

6.11.11.5: Professional Experience

- A. A Registered Primary Instructor for an FSTEP Fire Fighting and Rescue course shall meet the professional experience qualifications listed below.
1. Performing in an “acting” capacity does not qualify.

Table 6.11.11.5: Fire Fighting and Rescue Instructor Professional Experience

FSTEP Course	Experience
<ul style="list-style-type: none"> • Aircraft Rescue and Firefighting Awareness 	<ul style="list-style-type: none"> • Held the rank of Fire Fighter and/or performed rescue duties within a recognized fire agency in California for a minimum of three (3) years; or worked in a volunteer position or paid call firefighter with a Recognized Fire Agency in California for a minimum of five (5) years. • Have a minimum of three years’ experience within a recognized fire agency in California in the field of aircraft rescue and fire fighting
<ul style="list-style-type: none"> • Confined Space Rescue Awareness • Low Angle Rope Rescue Operational 	<ul style="list-style-type: none"> • Held the rank of Fire Fighter and/or performed rescue duties within a recognized fire agency in California for a minimum of two (2) years
<ul style="list-style-type: none"> • Low Angle Rope Rescue Operational • Open Water Rescuer - Basic • Personal Watercraft Operations • Rescue Boat Operations • River and Flood Water Rescue 	<ul style="list-style-type: none"> • Held the rank of Fire Fighter and/or performing suppression/rescue duties within a recognized fire agency in California for a minimum of two (2) years

FSTEP Course	Experience
<ul style="list-style-type: none"> Trench Rescue 	
<ul style="list-style-type: none"> Incident Safety Awareness for Hired Vendors 	<p>Letter verifying the following experience:</p> <ul style="list-style-type: none"> Minimum of five (5) years' full-time paid experience in a federal, state, local, or provincial fire agency and holds the rank of Company Officer Has responded as a Single Resource or Overhead assignment which has gone through a check-in, briefing, and demobilization (completed a Shift Ticket) process on a campaign fire Has working knowledge, skills, and abilities performing within Incident Command Has been assigned to an incident within the last five (5) years (Red Card currency)
<ul style="list-style-type: none"> Fire Fighter Rescue and Rapid Intervention Crew (RIC) Operations Fire Fighter Survival 	<ul style="list-style-type: none"> Have two (2) five (5) years' full-time or four (4) years' part-time/volunteer suppression and /rescue experience, of which two (2) years must be while holding the rank of Fire Fighter performing suppression/rescue duties within a recognized fire agency in California
<ul style="list-style-type: none"> Open Water Rescue Boat Operator – Small Vessel Open Water Rescue Boat Operator – Large Vessel River and Flood Rescue Boat Technician 	<ul style="list-style-type: none"> Held the rank of Fire Fighter and/or performed rescue duties within a recognized fire agency in California for a minimum of three (3) years; or worked in a volunteer position or paid call Fire Fighter with a Recognized Fire Agency in California for a minimum of five (5) years. Specific expertise in Technical Rescue as it relates to Open Water Search and Rescue Boat Operations and Seamanship. Expertise must be relative to the size of the vessel and power configuration and qualify based on the scope required for the curriculum chosen to facilitate.
<ul style="list-style-type: none"> River and Flood Rescue Technician 	<ul style="list-style-type: none"> Held the rank of Fire Fighter and/or performed rescue duties within a recognized fire agency in California for a minimum of two (2) years; or worked in a volunteer position or paid call Fire Fighter with a Recognized Fire Agency in California for a minimum of four (4) years.
<ul style="list-style-type: none"> Vehicle Extrication 	<ul style="list-style-type: none"> Have three (3) year's suppression/rescue experience performing suppression/rescue duties within a recognized fire agency in

FSTEP Course	Experience
	California

6.11.11.6: Task Book

A. Fire Fighter Survival

1. An Instructor applicant for Fire Fighter Survival shall complete the appropriate instructor trainee task book.
2. A candidate must complete the task book within three years of its initiation date. Otherwise, a candidate must initiate a new task book using the curriculum's current published version. A Registered Fire Fighter Survival Primary Instructor must sign off on the applicant's task book within two (2) years of its initiation.

B. Low Angle Rope Rescue Operational

1. An Instructor applicant for Low Angle Rope Rescue Operational (LARRO) shall complete the appropriate instructor trainee task book.
2. A Registered LARRO Primary Instructor must sign off on the applicant's task book within two (2) years of its initiation.

C. Fire Fighter Rescue and Rapid Intervention Crew (RIC) Operations

1. An Instructor applicant for Fire Fighter Rescue and Rapid Intervention Crew (RIC) Operations shall complete the appropriate instructor trainee task book.
2. A candidate must complete the task book within three years of its initiation date. Otherwise, a candidate must initiate a new task book using the curriculum's current published version. A Registered Rapid Intervention Crew Operations Primary Instructor must sign off on the applicant's task book within two (2) years of its initiation.

9.1.2: Approved Reciprocal Courses

- A. State Fire Training (SFT) recognizes courses or NFPA Professional Qualifications offered by other agencies and institutions as equivalent or reciprocal to similar courses offered through SFT.
- B. In **Table 9.1.2: Approved Reciprocal Courses**, SFT has identified the following reciprocal courses.
- C. See **Acronym Glossary** for a complete list of provider acronyms.

Table 9.1.2: Approved Reciprocal Courses

SFT Course	Approved Reciprocal Course	Provider	Effective Dates
Chief Fire Officer 3A	Executive Development (R123); or Interpersonal Dynamics in Fire Service Organizations (R332)	NFA (10-day course)	
Chief Fire Officer 3B	Executive Leadership (R125)	NFA (10-day course)	
Chief Fire Officer 3C	Fire Services Financial Management (R333)	NFA (10-day course)	
Chief Fire Officer 3D	Command and Control of Fire Department Operations at Multi-Alarm Incidents (R297)	NFA (6-day course)	
Community Risk Educator	Changing American Families at Risk (R0358); or Application of Community Risk Reduction (R0385)	NFA (6-day course)	
Company Officer 2A: Human Resource Management	Leadership in Supervision (R0645)	NFA (6-day course)	
Company Officer 2A: Human Resource Management	Company Officer Academy 2017	CAL FIRE	Beginning 1/2017
Company Officer 2A: Human Resource Management	Leadership in Supervision (R0645)* <u> </u>	NFA (6-day course)	
Company Officer 2B	Leadership in Supervision (R0645)* <u> </u>	NFA (6-day course)	

SFT Course	Approved Reciprocal Course	Provider	Effective Dates
Company Officer 2D: All-Risk Command Operations	Command and Control of Incident Operations (R0312)	NFA (6-day course)	
Company Officer 2D: All-Risk Command Operations	Company Officer Academy 2017	CAL FIRE	Beginning 1/2017
Company Officer 2E: Wildland Incident Operations	Company Officer Academy 2017	CAL FIRE	Beginning 1/2017
Executive Chief Fire Officer 4D	Executive Analysis of Fire Service Operations in Emergency Management (R0306); or Command and Control of Fire Department Operations at Natural and Manmade Disasters (R0308)	NFA (10-day course)	
Fire Apparatus Driver/Operator 1A: Driver/Operator	Company Officer Academy 2017	CAL FIRE	Beginning 1/2017
Fire Apparatus Driver/Operator 1B: Pumping Apparatus Operations	Company Officer Academy 2017	CAL FIRE	Beginning 1/2017
Fire Fighter Survival	Fire Ground Survival Operations*	IAFF	9/13
Fire Investigation 1A	Fire/Arson Investigation (R0811)	NFA (6-day course)	
Fire Investigation 1B	Fire/Arson Investigation (R0206) or Fire Investigation Essentials (R0772)	NFA (10-day course)	
Fire Investigation 1C	Interviewing-Interrogation Techniques and Courtroom Testimony (R0208 or R0790)	NFA (10-day course)	
Fire Inspector 1A	Fire Inspection I (R390)	NFA (6-day course)	
Fire Inspector 1B	Fire Prevention Specialist II (R391)	NFA (6-day course)	
Fire Inspector 2A	Fire Inspection Principles (R220)	NFA (6-day course)	

SFT Course	Approved Reciprocal Course	Provider	Effective Dates
Instructor 3	Training Program Management (R0445)	NFA (6-day course)	
Plan Examiner 1A	Fire Life Safety (R0393)	NFA (6-day course)	
Wildland Fire Apparatus Operations	Company Officer Academy 2017	CAL FIRE	Beginning 1/2017

~~** SFT shall accept the IAFF certificate containing the following language to meet the prerequisite requirements for an FSTEP Rapid Intervention Crew (RIC) Operations course: "Completed the requirements for CAL FIRE, Office of the State Fire Marshal, State Fire Training, Fire Fighter Survival course completion equivalency."~~

Δ* Leadership in Supervision (R0645) can be used as equivalent to Company Officer 2A or 2B, but not for both.

9.2.2: APPROVED EQUIVALENT COURSES

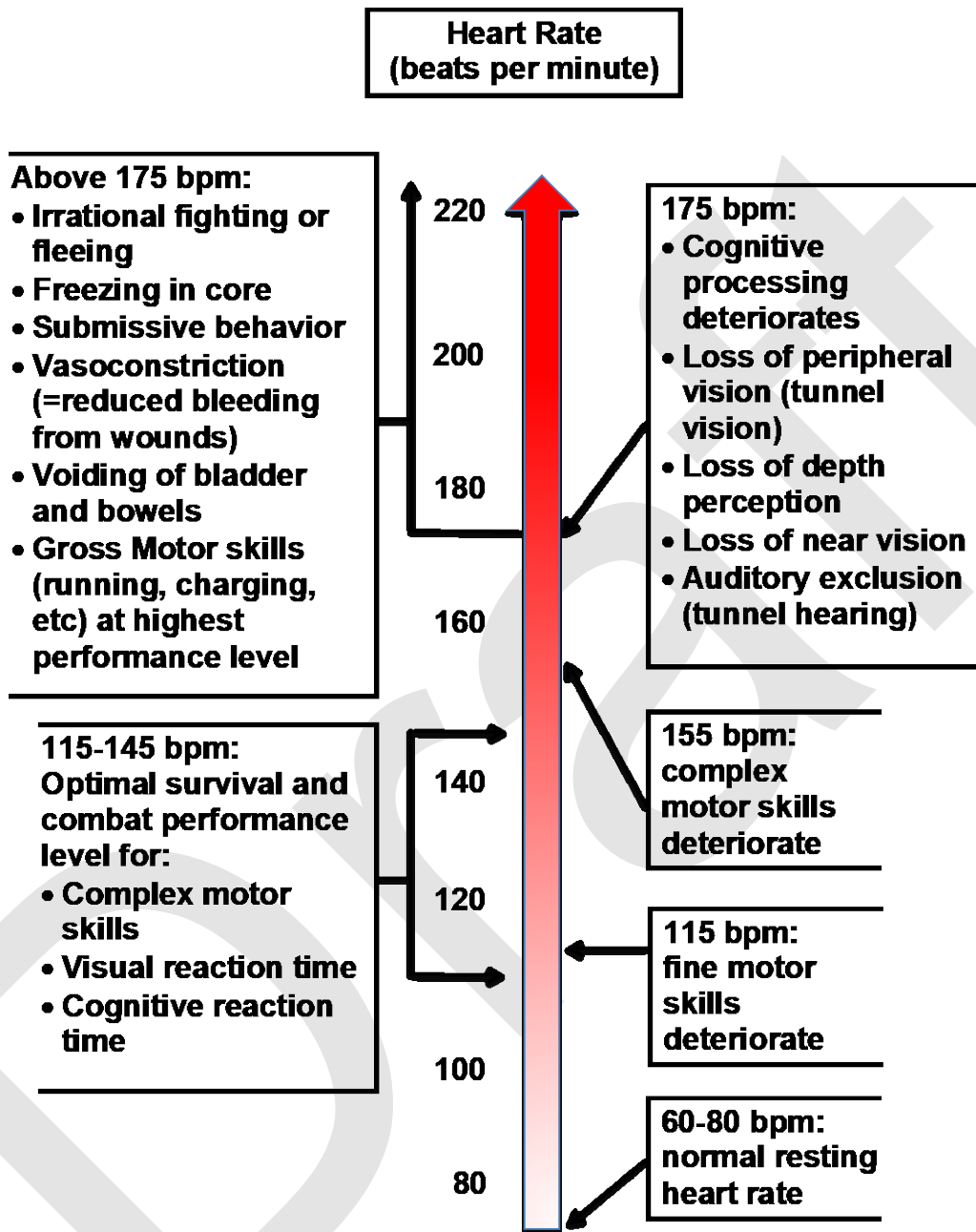
- A. In **Table 9.2.2: Approved Equivalent Courses** SFT has identified the following equivalent courses.
- B. See **Acronym Glossary** for a complete list of provider acronyms.

Table 9.2.2: Approved Equivalent Courses

SFT Course	Approved Equivalent	Provider	Effective Dates
Confined Space Rescue Awareness	Confined Space Operations for First Responders	IAFF	
Fire Fighter Survival	Fire Ground Survival Operations*	IAFF	9/13
Hazardous Materials 1A	Hazardous Materials 1B	CSTI	
Hazardous Materials 1B	Hazardous Materials 1C	CSTI	
Hazardous Materials 1C	Hazardous Materials 1D	CSTI	
Hazardous Materials 1D	Hazardous Materials 1F	CSTI	
Hazardous Materials 1F	Hazardous Materials 1G	CSTI	
Hazardous Materials 1G	Hazardous Materials First Responder Awareness Level	CSTI	
Hazardous Materials First Responder Awareness	Hazardous Materials First Responder Operational Level	Governor’s Office of Emergency Services (CalEMA/CalOES), California Specialized Training Institute; or California Department of Forestry and Fire Protection (CDF/CAL FIRE); or State Fire Training (SFT), or IAFF	
Hazardous Materials First Responder Operational	Hazardous Materials First Responder Operational, Decontamination	CAL FIRE; or CSTI; or IAFF; or OER (certificate must state “with California Supplements”); or equivalent	
Hazardous Materials First Responder Operational, Decontamination	ICS 100 through 400	CSTI; or equivalent	

SFT Course	Approved Equivalent	Provider	Effective Dates
ICS 100 through 400	ICS 100 through 400	Cal EMA/Cal OES; or CAL FIRE; or FEMA; or FIREScope; or NFA; or NWCG	

* SFT shall accept the IAFF certificate containing the following language to meet the prerequisite requirements for an FSTEP Rapid Intervention Crew (RIC) Operations course: "Completed the requirements for CAL FIRE, Office of the State Fire Marshal, State Fire Training, Fire Fighter Survival course completion equivalency."



Effects of hormonal induced heart rate increase

Source: Psychological Effect of Combat
Dave Grossman and Bruce Siddle
Academic Press, 2000

Mayday Case Studies

Separated from Hoseline

Bryan, TX (2013 – Assembly Hall – Pickard and Wallace)

- <https://www.cdc.gov/niosh/fire/pdfs/face201304.pdf>
- <https://www.cdc.gov/niosh/fire/reports/face201304.html>
- <https://www.youtube.com/watch?v=CCvFiBC20UY&t=29s>

New Haven, CT (2021)

- <https://www.firefighternation.com/video/new-haven-lodd-press-conference/>

Low Air

Houston Fire Department (15:54)

- <https://www.youtube.com/watch?v=dXYT88DB1do&t=954s>

Phoenix, AZ (2001 – Tarver)

- <https://www.cdc.gov/niosh/fire/pdfs/face200113.pdf>

Hartford, CT (2010)

- <https://www.cdc.gov/niosh/fire/pdfs/face201018.pdf>

Ashville, NC (2011)

- <https://www.cdc.gov/niosh/fire/pdfs/face201118.pdf>

Trapped/Entangled

Memphis, TN (1994 – Regis Towers LODD)

- <https://www.youtube.com/watch?v=CAHCO-1SAfc>
- <https://www.cdc.gov/niosh/hhe/reports/pdfs/1994-0244-2431.pdf>

Hollywood Hills, CA (2011 – Allen)

- <https://www.cdc.gov/niosh/fire/pdfs/face201105.pdf>

Cincinnati, OH (2015 – Gordon)

- <https://www.cdc.gov/niosh/fire/pdfs/face201506.pdf>

Providence, RI (2018)

- <https://www.youtube.com/watch?v=itRRwFOIkzA>

Injured/Medical

Brooklyn, NY (2005 – Scalfani)

- <https://www.cdc.gov/niosh/fire/pdfs/face200504.pdf>

Unknown Location of Exit

Worcester, MA (1999)

- <https://www.cdc.gov/niosh/fire/pdfs/face9947.pdf>

Charleston, SC (2007 – Sofa Super Store Fire)

- <https://www.cdc.gov/niosh/fire/pdfs/face200718.pdf>

San Antonio, TX (2017 – Strip Mall – Deem)

- <https://www.cdc.gov/niosh/fire/reports/face201714.html>

Rapid Change in Fire Conditions

Indianapolis, IN, (1992 – Athletic Club Fire)

- <https://www.usfa.fema.gov/downloads/pdf/publications/tr-063.pdf>
- <https://www.pbs.org/video/wfyi-local-productions-first-last-out/> (37:41)

Los Angeles, CA (1998 – Dupee)

- https://www.youtube.com/watch?v=9mgC3_MKMXg&t=1271s

Cincinnati, OH (2003 – Armstrong)

- <https://www.cdc.gov/niosh/fire/pdfs/face200312.pdf>

Homewood, IL (2010 – Carey)

- <https://www.cdc.gov/niosh/fire/pdfs/face201010.pdf>

San Francisco, CA (2011 – Berkley Way)

- <https://sf-fire.org/files/FileCenter/Documents/2694-Safety%20Investigation%20-%20133%20Berkeley%20Way%20-%20read%20only%20%20version.pdf>

Loss of Communications

Ashville, NC (2011 – Medical Building – Bowen)

- <https://www.cdc.gov/niosh/fire/pdfs/face201118.pdf>
- <https://www.youtube.com/watch?v=8v1CVtBQZaM&t=52s>
- <https://vimeo.com/101231318>

Porterville, CA (2020 – Figueroa & Jones)

- <https://cms9files.revize.com/PortervilleCA/departments/Fire/PFD-SART-Report.pdf>

Loss of Water

New York City, NY (2005 – Black Sunday)

- <https://www.cdc.gov/niosh/fire/pdfs/face200503.pdf>
- <https://www.youtube.com/watch?v=EvxtBC2gQ1g>

Boston, MA (2014 – Beacon Street)

- <https://www.cdc.gov/niosh/fire/pdfs/face201409.pdf>

Fall Through Roof/Floor

Los Angeles, CA (2007 – Caldwell)

- <https://vimeo.com/6521632> (39:18)

Fresno, CA (2015 – SART)

- <https://northnettraining.net/wp-content/uploads/2019/02/Fresno-Courtland-.pdf>

Clarksville, MD (2018 – Flynn)

- [https://d3at0mnwuyeh75.cloudfront.net/content/dam/ffn/download/HC%20Flynn%20LODD%20Final%20\(Declassified\).pdf](https://d3at0mnwuyeh75.cloudfront.net/content/dam/ffn/download/HC%20Flynn%20LODD%20Final%20(Declassified).pdf)

Los Angeles, CA (2018 – Espinoza)

- <https://www.everyonegoeshome.com/2020/10/13/nathan-espinoza-story/>

DRAFT

Physiological Effects of Smoke Inhalation

Carboxyhemoglobin Level (%Hgb)	Signs and Symptoms
<5%	None
5-10%	May exacerbate angina in patients with heart disease
10-20%	Mild headache Breathlessness on exertion
20-30%	Throbbing headache Irritability Mental changes Fatigue
30-40%	Severe headache Weakness Nausea Dizziness Visual problems Confusion
40-50%	Increased confusion Hallucinations Severe ataxia Rapid breathing
50-60%	Syncope or coma with convulsions Tachycardia with weak pulse
60-70%	Deep coma Incontinence of urine and feces
70-80%	Profound coma Depressed respiration Absent reflexes
>80%	Rapid death from respiratory arrest

Calling Mayday

Format: Groups of up to 10 students (instructor guided)

Time Frame: 15 minutes

Description

This instructor-guided activity provides students with an opportunity to practice initiating a Mayday call.

Materials

- Full turn out PPE

Instructions

Demonstrate the following actions and have students mirror and then practice:

1. Identify the need to call Mayday.
2. Initiate the Mayday.
3. Locate radio or mic.
4. Depress Push to Talk (PTT) button.
5. Depress Emergency Activation Button (EAB) if unable to access radio/mic or verbalize Mayday.
6. State "MAYDAY! MAYDAY! MAYDAY!".
7. Pause for acknowledgement of the Mayday.
8. If no response, repeat "MAYDAY! MAYDAY! MAYDAY!".
9. Pause for acknowledgement of the Mayday.
10. If no response, consider transmitting a Mayday call using dispatch frequency.
11. Transmit "Who, What, Where, Air" information.
 - Who am I?
 - What is the emergency?
 - Where am I?
 - How much air do I have left?
12. Once critical information has been acknowledged, activate PASS device.
13. Initiate self-survival skills

Inspecting, Donning, and Using SCBA

Format: Groups of up to 10 students (instructor guided)

Time Frame: 10 minutes

Description

This instructor-guided activity provides students with an opportunity to practice visually inspecting, donning, and using SCBA.

Materials

- Full turn out PPE and SCBA

Instructions

Demonstrate the following actions and have students mirror and then practice:

1. Visually inspect SCBA.
 - Ensure all components and parts are intact and damage free.
 - Check all straps for fraying or other damage.
 - Ensure straps are fully extended.
 - Ensure all buckles are in good condition.
 - Check cylinder hydro date and psi.
 - Must be 4000 psi or higher to be considered in service
 - Check face piece for cracked lens or frayed straps.
 - Ensure nose cup is present.
 - Ensure second stage regulator docking device is in good condition.
 - Clear tabs and latch channel.
 - Ensure bypass is closed and air saver switch is reset.
 - Open cylinder valve.
 - Listen for the audible alarm indicating PASS device is armed.
 - Compare cylinder psi to remote gauge.
 - Must be within approximately 100 psi of each other.
 - Keep SCBA still for 20 seconds.
 - PASS device should begin to pre-alarm.
 - Shake SCBA to reset PASS device.
 - Keep SCBA still for 30 seconds.
 - At 20 seconds, PASS device should pre-alarm.
 - At 30 seconds, PASS device should go into full alarm.
 - Shake SCBA and verify that PASS device full alarm does not reset with movement.
 - Reset PASS device using the (yellow) reset button on the remote gauge assembly.
 - Manually activate PASS device using (orange) button on the remote gauge assembly.
 - Reset PASS device using the (yellow) reset button.

2. Don and use SCBA.

- Don face piece and check seal.
 - Clearly announce, "Good seal".
- Connect second stage to mask.
 - Verify that it locks in.
- Take a breath in.
 - Verify that "First Breath On" function works.
- Open bypass to verify that it works.
 - Close bypass.
- Compare HUD display with remote pressure gauge to verify they are in sync.
- Hold breath.
 - Disconnect the second stage pigtail.
 - Connect the second stage pigtail to the EBS hose.
 - Verify that EBS and all connections are working.
 - Breathe.
- Hold breath.
 - Disconnect the EBS.
 - Reconnect the second stage pigtail to its hose.
- Close cylinder valve.
- SLOWLY breathe remaining pressure out of the system while comparing the HUD and remote pressure gauge drop together.
- Ensure low-air audible alarm activates between 25%-20% (1125-900 psi) of cylinder pressure.
- Bleed all pressure out of the system.
- Reset air saver switch.
- Reset PASS device.
- Stow EBS hose and make SCBA and face piece ready for immediate use.

Key Talking Points

- When failure occurs in a hostile environment, if you are familiar with your SCBA unit you will be able to remain calm and provide a remedy to the situation while exiting the area.
- The most important rule to remember in the case of a malfunction or air depletion is to never remove the SCBA face piece. The face piece itself will afford you some protection to the face, eyes, and respiratory area while leaving the hazard area.

Troubleshooting SCBA Problems

Format: Groups of up to 10 students (instructor guided)

Time Frame: 10 minutes

Description

This instructor-guided activity provides students with an opportunity to identify common SCBA problems that occur on the fire ground.

Materials

- Full turn out PPE and SCBA

Instructions

Using SCBA equipment, describe common SCBA problems that occur on the fire ground and discuss how to respond:

1. Cracked, Broken, or Damaged Lens
 - Get as low as possible.
 - Cover the damaged area with a gloved hand to filter out particulate matter.
 - Call Mayday.
 - Initiate fire fighter emergency procedures.
 - Search for an exit.
2. Air Discharging Uncontrollably from Regulator
 - If the problem is an open bypass valve:
 - Close valve.
 - Continue operations.
 - If the problem is catastrophic failure:
 - Immediately attempt to control the leakage with a gloved hand.
 - Call Mayday.
 - Initiate fire fighter emergency procedures.
 - Review emergency air conservation methods based on AHJ guidelines, manufacturer specifications, and best practices.
 - Search for an exit.
3. Ripped or Severed Hose
 - Immediately cover or hold together the affected hose with a gloved hand.
 - Call Mayday.
 - Initiate fire fighter emergency procedures.
 - Review emergency air conservation methods based on AHJ guidelines, manufacturer specifications, and best practices.
 - Search for an exit.

4. Decreased Air Flow / Air Supply Interruption

- Get as low as possible.
- Keep mask on with regulator attached.
- Begin an emergency assessment.
 - Check cylinder
 - Is it fully on/open?
 - Is there air in the cylinder?
 - Is regulator attached correctly?
 - Check mask
 - Is MMR attached correctly?
 - Is bypass valve open or closed?
 - Is mask properly sealed?
 - Check hoses and connections
 - Are they damaged?
 - Are they disconnected?
 - Check remote gauge
 - Is there air in the cylinder?
- If no air, call Mayday.
- Initiate fire fighter emergency procedures.
- Search for an exit.

5. Audible Leak from Hose Connection at the Cylinder Connection

- Assess leak severity.
- If you can solve it:
 - Attempt to resolve.
 - Review methods based on AHJ guidelines, manufacturer specifications, and best practices.
- If you can't solve it:
 - Call Mayday.
 - Initiate fire fighter emergency procedures.
 - Get as low as possible to avoid unnecessary exposure to superheated gases.
 - Search for an exit.

6. Low-pressure Alarm Activation (Unanticipated)

- Begin an emergency assessment.
 - Check cylinder
 - Is it fully on/open?
 - Is there air in the cylinder?
 - Is regulator attached correctly?
 - Check mask
 - Is MMR attached correctly?
 - Is bypass valve open or closed?

- Is mask properly sealed?
- Check hoses and connections
 - Are they damaged?
 - Are they disconnected?
- Check remote gauge
 - Is there air in the cylinder?
- If you cannot find and resolve the issue, call Mayday.
- Initiate fire fighter emergency procedures.
- Get as low as possible to avoid unnecessary exposure to superheated gases.
- Search for an exit.

7. Out of Air

- Call Mayday.
- Initiate fire fighter emergency procedures.
- Search for an exit or safe refuge area.
- Keep mask on.
 - Use regulator (for as long as possible).
 - If regulator is disconnected, place a gloved hand over mask opening or low-pressure hose to deflect debris.

8. Broken or damaged harness

- Readjust if possible.
- Maintain contact with air supply.
- Search for an exit or safe refuge area.

Buddy Breathing

Format: Groups of up to 10 students (instructor guided)

Time Frame: 10 minutes

Description

This instructor-guided activity provides students with an opportunity to practice buddy breathing techniques with a partner.

Materials

- Full turn out PPE and SCBA

Instructions

Using SCBA equipment, work with a partner to practice the following techniques:

1. Scenario 1
 - Select a partner.
 - Both partners don assigned SCBA (without PPE) and gloves.
 - With mask on, breathe air from the SCBA.
 - Practice cycling through different connection points for buddy breathing.
 - Determined by AHJ guidelines, manufacturer specifications, and best practices.
 - Each partner should perform each possible buddy breathing option.
2. Scenario 2
 - Keep the same partner as Scenario 1.
 - Both partners don assigned SCBA (without PPE) and gloves.
 - With face mask properly in place, and SCBA cylinder on, the instructor identifies one partner in each pair to be low air.
 - The partner with air will deploy both buddy breathers and make the connection.
 - To the best of your ability, do not remove face mask during this activity.

Mayday Case Studies

Format: Groups of up to 10 students

Time Frame: 1 hour (preparation / homework) / 10 minutes (presentation / in class)

Description

This activity provides students with an opportunity to identify factors that contribute to specific Mayday situations and recommend solutions or mitigations to avoid similar events.

Materials

- Mayday case studies (see Online Resources)
- Presentation software
- Audiovisual equipment
- References/sources
 - Websites: [NIOSH](#), [UL](#), [Near Miss](#), [NIST](#), [Close Calls](#)
 - Google and YouTube
 - Manufacturer specifications
 - AHJ policies and procedures

Instructions

1. Using a Mayday case study, work with your group to identify:
 - Incident background (brief overview)
 - Incident priorities and progressions
 - Incident successes
 - Incident challenges
 - Contributing factors to Mayday
 - Relationship to your AHJ policies and procedures
 - Relationship to Fire Fighter Survival curriculum
2. Prepare an eight-minute presentation to share with the class.
 - Each team member should present at least once.