



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

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Date: January 10, 2025

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

From: Chris Fowler, Division Chief

SUBJECT/AGENDA ACTION ITEM:

Fire Fighter 1A and 2A (Structural) 2024 Curriculum Update

Recommended Actions:

First read of the Fire Fighter 1A and 2A (Structural) 2024 Curriculum Update

Background Information:

SFT has updated the Fire Fighter 1A and 2A (Structural) 2024 Curriculum in alignment with National Fire Protection Association (NFPA) 1010: Standard on Professional Qualifications for Firefighters (2024 edition). SFT has updated the Certification Training Standards (CTS), Certification Task Book, Skill Sheets, Training Record, two (2) Course Plans, various guides, and application forms.

SFT confirms that the FF1B: Hazardous Materials/WMD (2022) and FF1C: Wildland (2022) modules have not been modified during this update.

Analysis/Summary of Issue:

SFT will release the Fire Fighter 1 & 2 (2024) curriculum on July 1, 2025.

Effective July 1, 2026, SFT will retire the Fire Fighter 1 & 2 (2019) Exam and remove the curriculum from the SFT course catalog. Candidates eligible for a retake will still have up to one year from the original exam attempt.

Effective July 1, 2027, SFT will retire the Fire Fighter 1 & 2 (2019) retake exam and the Fire Fighter Certification Task Book.

Effective July 1, 2027, SFT will retire Fire Fighter 1 & 2 (2019) Certification and no longer issue certification from this edition. Applications for Fire Fighter 2 (2019) must be submitted postmarked on or before June 30, 2027. Applicants who do not qualify or apply before this date shall utilize the 2024 edition of the certification.

CTS Guides

SFT updated the 2019 Fire Fighter 1 and Fire Fighter 2 CTS Guides to the current template and to document how training standards align with NFPA 1010 (2025).

Fire Fighter 1

Numerous sections have been modified with clarifying language, which explain when and how a candidate is to perform and use equipment correctly. Reference the CTS Guide for detailed content.

Fire Fighter 2

Seven sections have been modified with clarifying language, which explain when and how a candidate is to perform and use equipment correctly. Reference the CTS Guide for detailed content.

- Updated content to 1-1: Identifying NFPA Requirements to reflect incident command system terms.
- Updated content to 3-1: Extinguishing an Ignitable Liquid Fire to include alternatives, as many California counties are unable to use foam during training exercises.
- Modified content to 3-3: Coordinating an Interior Attack Line to remove indicators of structural instability.
- Modified content to 3-4: Protecting Evidence of Fire Cause and Origin to include structural PPE, which was omitted by NFPA but is required for the JPR.
- Modified content to 4-1: Extricating a Victim Entrapped in a Motor Vehicle to include structural PPE, which was omitted by NFPA but is required for the JPR.
- Updated content to 5-1: Performing a Fire Safety Survey in an Occupied Structure to reference California Fire Code (CFC) or local ordinances.
- Updated content to 5-5: Performing an Annual Service Test on Fire Hose to provide more options for testing.

Course Plan Fire Fighter 1A

- Updated to current template
- Increased course time from 264 hours to 266 hours to accommodate new content
 - Topic 1-3: Fire Fighter 1 Roles and Responsibilities added time to include awareness training on Diversity, Equity, and Inclusion.
 - Topic 2-10: Establishing and Operating in Work Areas at Emergency Scenes added time to Special Hazards to include awareness and safe operations when working around Electrical Storage Systems.
 - Edited course plan topics to correlate with the editorial changes from the CTS Guide.

Fire Fighter 1 Skill Sheets

- Updated numbering sequence
- Added new NFPA JPR requirement

- 3-9: Operate a Thermal Imager (TI)

Course Plan 2A

- Updated to current template
- No change to course total course time (48 hours).
- No change to JPRs
- Edited course plan topics to correlate with the editorial changes from the CTS Guide.

Fire Fighter 2 Skill Sheets

- No change

Certification Task Book

- Updated to current template
- Updated JPR language to align with NFPA 1010 (2024)
 - Language revisions to the text do not impact job performance requirement (JPR) intent
- Added new JPR requirement:
 - *Operate a thermal imager (TI), given a TI, SOPs, PPE, and an assignment, so that victims are located in conditions of obscured visibility, hot spots are identified in a structure, overhaul is completed, and the liquid level in a container is determined.* (NFPA 1010: 7.3.3) (CTS 3-9)

The student resources have been updated to the current textbook editions in Fire Fighter 1A and 2A course plans.

- *Fundamentals of Fire Fighter Skills and Hazardous Materials Response* (Jones and Bartlett Learning, 4th edition, ISBN: 978-1-284-15133-6,
- 5th edition, ISBN: 978-1-284-28305-1, whichever is more current) or *Essentials of Fire Fighting* (IFSTA, 7th edition, ISBN: 978-087939657-2). The course textbook will be selected by the instructor.

Instructor Requirements

Instructors for Fire Fighter 1 (2024) and Fire Fighter 2 (2024) curricula shall meet the SFT requirements for Fire Fighter Instructor (State Fire Training Procedures Manual, current edition).

SFT does not register Fire Fighter Instructors. Instructors shall have the appropriate certification, education, and suppression experience related to the specific course content. Each agency Fire Chief or Fire Technology Director shall ensure that individuals teaching in the Fire Fighter program meet the instructor qualifications.



FIRE FIGHTER 1 and FIRE FIGHTER 2 (2024) Implementation Plan

Issued: Month ##, ####

OVERVIEW

This document intends to provide information for all State Fire Training (SFT) stakeholders on the updated Fire Fighter 1 (2024) and Fire Fighter 2 (2024) curriculum and certification requirements, as well as the retirement of Fire Fighter 1 (2019) and Fire Fighter 2 (2019) edition. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

Fire Fighter 1 (2024) and Fire Fighter 2 (2024) curriculum and certification requirements were phased into the California Fire Service Training and Education System (CFSTES). SFT updated the Certification Training Standards (CTS), Certification Task Book, Skill Sheets, Training Record, various guides, and application forms, along with two (2) Course Plans, all based on California Professional Qualifications and the National Fire Protection Association (NFPA) standard, NFPA 1010: Standard on Professional Qualifications for Firefighters (2024 edition)

FIRE FIGHTER 1 (2024) AND FIRE FIGHTER 2 (2024) IMPLEMENTATION

Fire Fighter 1 and Fire Fighter 2 (2024 Available July 1, 2025

SFT will release the Fire Fighter 1 & 2 (2024) curriculum on July 1, 2025. Candidates entering the SFT system should enroll in the 2024 Fire Fighter courses and comply with the most current Fire Fighter requirements.

New Curriculum	Hours
FF1A: Structure (2024)	265.5* hours
FF2A: Structure (2024)	48* hours

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

HazMat and Wildland Modules:

SFT confirms that the FF1B: Hazardous Materials/WMD (2022) and FF1C: Wildland (2022) modules have not been modified during this update.

Certification Exam:

All applicants seeking Fire Fighter 1 (2024) and Fire Fighter 2 (2024) Certification(s) are required to complete the applicable Certification Exams. A notable change with this edition of the Certification Exam is the implementation of a single publisher test bank for the cognitive exam. Previously SFT provided one test bank correlated to both textbooks (International Fire Service

Training Association and Jones and Bartlett). The 2024 edition of the cognitive exam allows the Registered Lead Evaluator to select either an IFSTA-only or Jones & Bartlett-only test bank during exam scheduling. All students in the same event must use the same test bank. All Fire Fighter 1 and 2 (2024) cognitive exam modules are delivered through the SFT User Portal. SFT has redesigned and published a new Certification Exam Scheduling Request form to accommodate new form fields. These new form fields allow testing sites to indicate which test bank to assign. Download the new scheduling form from the Fire Fighter (2024) web page.

NEW Digital Exam Results Submission and Invoicing:

The Fire Fighter 1 & 2 (2024) Certification Exam utilizes a new process for returning exam results and generating and paying certification exam invoices. The Registered Lead Evaluator enters skill exam results directly into the system via the SFT User Portal, and the user portal generates the invoice electronically once the submission has been approved. Billing parties may also pay electronically via credit card (with a 2.99% fee) or TeleCheck (at no cost). There is also still an option to mail in a physical check. This process will reduce the time from submission to invoice generation for the Certification Exam. Fire Fighter 1 & 2 (2019) Certification Exams will not utilize this new Digital Exam Results Submission and Invoicing process.

Certification Exam Retakes:

The Certification Exam retake policy has been updated from three skill reattempts to two skill reattempts, and cognitive exams will remain the same with two reattempts. Additionally, Candidates who fail to complete the certification exam (cognitive or skills) within the academy or thirty (30) days before the initial exam date will be required to undergo remedial education before reapplying for subsequent SFT Certification Exams.

FF1ABC Exam Module and Transcript Update

The Fire Fighter 1 (2024) Certification Exam is now scheduled as a single module and listed in the SFT User Portal as “FF1ABC-Fire Fighter 1 Certification Exam”. The 2019 Fire Fighter 1 Certification Exam edition was listed as three modules (and six modules for the 2013 edition), making confirming exam completion difficult. Scheduling the exam as a single module consolidates the training history on an individual’s SFT User Portal. It also allows SFT to enable the digital exam results and invoicing functionality. Exam candidates who complete the Fire Fighter 1 (2024) certification exam will see only one event for the Fire Fighter 1 Certification Exam, aligning with how the Fire Fighter 2 Certification Exam is displayed.

Additionally, the FF1ABC Exam Transcript includes the results of all exams (cognitive and skills) for each module (i.e., FF1A, FF1B, and FF1C) within the certification exam and all exam attempts for that event. Merging all modules into a single transcript dramatically reduces the documents necessary to determine exam eligibility or proof of exam completion. The exam transcript is available for download from the SFT User Portal for any registered exam candidate at any time.

Certification Task Book:

The Fire Fighter Certification Task Book (2024) incorporates the job performance requirements (JPRs) for Fire Fighter 1 (2024) and Fire Fighter 2 (2024) and is required for Fire Fighter 2 (2024) certification. The Fire Fighter Certification Task Book can be self-initiated during the academic

training of Fire Fighter 1 (2024). The Fire Fighter 2 (2019) certification experience requirement requires six months of full-time or one year of part-time/volunteer employment.

Fire Fighter 2 Application and Exam Fee Update:

The Fire Fighter 2 Certification Exam registration fee is \$75, and the Fire Fighter 2 Certification fee is \$75. To streamline the Fire Fighter 2 (2024) application process and mirror Fire Fighter 1, SFT merged Fire Fighter 2 fees (\$75 + \$75) into a single \$150 fee and will collect this fee during exam registration. This change allows SFT to retire the Fire Fighter 2 Application Form and replace it with a digital web form where applicants upload their Fire Fighter Task Book within the SFT User Portal, eliminating the need to mail in a physical payment or application. This change is reflected on the new Scheduling Request Form for Certification Exams.

FF1 (2024) Certification Issuance:

SFT will issue IFSAC and Pro Board accredited Certifications to all eligible applicants for Fire Fighter 1 (2024) and Fire Fighter 2 (2024) Certification(s). The IFSAC and Pro Board seals are included in the cost of Certification.

Fire Fighter 1 (2024) California Academy applicants will now receive only three (3) certificates, each bearing IFSAC and Pro Board seals. Under previous editions, applicants were issued these three certificates and a combined California Fire Fighter 1 certificate (Structure, HazMat FRA/FRO, & Wildland FF 1) without IFSAC/Pro Board seals. This combined certificate will be issued to Reciprocity (out-of-state) applicants only. This change aligns with the Fire Fighter 2 certificate issuance process and will continue to be the policy for future levels of national accreditation.

IFSAC/Pro Board Upgrade

The upgrade process is designed for applicants with a California Office of the State Fire Marshal Fire Fighter 1 or 2 certification(s) seeking accredited certification from IFSAC and Pro Board. All applicants shall complete the required certification exams. Fire Fighter 1 Upgrade applicants should refer to the upgrade application for details. Fire Fighter 2 Upgrade applicants no longer need to apply to SFT and receive an exam authorization before the exam registration. Instead, inquire directly with the Fire Fighter 2 accredited testing site for details regarding registration.

IFSAC/Pro Board Reciprocity

The reciprocity process is designed for out-of-state applicants with a Fire Fighter 1 or 2 accredited certification(s) from IFSAC and/or Pro Board and seeking California Fire Fighter 1 and/or 2 Certification. Refer to the upgrade or reciprocity applications for details.

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

SFT recognizes that applicants may be vested in Fire Fighter 1 (2019) and Fire Fighter 2 (2019); therefore, the existing curriculum and certification will be available during the transition period. New Fire Fighter 1 academic training participants should utilize the Fire Fighter 1 (2024) and Fire Fighter 2 (2024) editions.

Fire Fighter (2024) Released July 1, 2025	Fire Fighter (2019) Curriculum & Exam Retire July 1, 2026	Fire Fighter (2019) Retake Exam, Task Book, and Certification Retire July 1, 2027

Fire Fighter 1 & 2 (2019) Curriculum & Exam Retirement July 1, 2026
Effective July 1, 2026, SFT will retire the Fire Fighter 1 & 2 (2019) Exam and remove the curriculum from the SFT course catalog. Candidates eligible for a retake will still have up to one year from the original exam attempt.

Fire Fighter (2019) Retake Exam and Certification Task Book Retirement July 1, 2027
Effective July 1, 2027, SFT will retire the Fire Fighter 1 & 2 (2019) retake exam and the Fire Fighter Certification Task Book.

Fire Fighter 1 & 2 (2019) Certification Retirement July 1, 2027
Effective July 1, 2027, SFT will retire Fire Fighter 1 & 2 (2019) Certification and no longer issue certification from this edition. Applications for Fire Fighter 2 (2019) must be submitted postmarked on or before June 30, 2027. Applicants who do not qualify or apply before this date shall utilize the 2024 edition of the certification.

INSTRUCTOR REQUIREMENTS

Instructors for Fire Fighter 1 (2024) and Fire Fighter 2 (2024) curricula shall meet the SFT requirements for Fire Fighter Instructor (State Fire Training Procedures Manual). SFT does not register Fire Fighter Instructors. However, Instructors shall have the appropriate certification, education, and suppression experience related to the specific course content. Each fire agency's Fire Chief or academic institution's Fire Technology Director shall ensure that individuals teaching in the Fire Fighter program meet the instructor qualifications.

POTENTIAL AGENCY IMPACTS

Agencies or educational delivery programs desiring to use the Fire Fighter 1 (2024) and Fire Fighter 2 (2024) curriculum as a requirement for their recruitment/promotion activities need to review the curriculum requirements to be sure that all agency training needs are met. After review, fire agencies should update their job specifications, recruitment, and any associated course materials to reflect these updated courses and certification requirements.

A Fire Fighter Training Record shall be required to be completed by the agency to provide a complete record of JPRs. A copy of the Fire Fighter Training Record shall be provided to the applicant. The agency shall maintain the Fire Fighter Training Record per the SFT Procedures Manual.

Accredited Regional Training Programs (ARTP), Accredited Local Academies (ALA), community colleges, and all other local delivery venues must review the curriculum and seek approval from their curriculum committee/program sponsor, as appropriate. ARTPs should review the new Fire Fighter 1 (2024) and Fire Fighter 2 (2024) curricula and discuss potential impacts with their advisory committees.

Fire Fighter 1

(NFPA 1010: Fire Fighter I)

Certification Training Standards Guide (2024)



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

Fire Fighter 1

Certification Training Standards Guide (2024)

Publication Date: Month Year

This CTS guide utilizes the following NFPA standards to provide the qualifications for State Fire Training's Fire Fighter 1 (2024) curriculum:

- NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
- NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standards for Responders (2022)
- NFPA 1140: Standard for Wildland Fire Protection (2022)

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

Cover photo courtesy of Jeff Baumunk, Chief/Public Safety Director, El Camino College; Adjunct Faculty, Rio Hondo College.

Published by State Fire Training.

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- Chris Fowler, Chief of State Fire Training
- Mike Richwine, Chair, Statewide Training and Education Advisory Committee (STEAC); State Fire Marshal (Retired), CAL FIRE/Office of the State Fire Marshal

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How to Read a CTS Guide

Overview

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

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

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

Format

Each curriculum training standard is comprised of eight sections.

Section Heading

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

Training Standard Title

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

Authority

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

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

Job Performance Requirements

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

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

Structure

Section 1: Structure Fire Fighter Duties

1-1: Role of the Fire Fighter 1

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.1.1, 6.1.2

Job Performance Requirement

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

Requisite Knowledge

1. Describe the organization of the fire department
2. Describe the role of the Fire Fighter 1 in the organization and the community
3. Describe the mission of fire service
4. Describe the fire department's standard operating procedures (SOPs; if applicable) and rules and regulations as they apply to the Fire Fighter 1
5. Describe the value of fire and life safety initiatives in support of the fire department mission and to reduce fire fighter line-of-duty injuries and fatalities
6. Identify the role of other agencies as they relate to the fire department
7. Identify the signs and symptoms of behavioral and emotional distress
8. Identify aspects of the fire departments' member assistance program
9. Describe the importance of physical fitness and a healthy lifestyle to the performance of the duties of a fire fighter
10. Define the critical aspects of NFPA 1550: Standard for Emergency Responder Health and Safety (which includes NFPA 1500)

Requisite Skills

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

Content Modification

Block	Modification	Justification
RK2	Added "and the community".	Fire fighters must clearly know their role in the community.
RK4	Added "; if applicable".	Not every fire service has an SOP.

Fire Fighter 1 - Structure

Section 1: Structure Fire Fighter Duties

RK10	Changed "1500" to "1550: Standard for Emergency Responder Health and Safety (which includes NFPA 1500)".	A revised NFPA standard came out between the publication of NFPA 1010 and the 2024 cadre.
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Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 1-3 (RK1, RK2, RK3, RK4, RK5, RK6, RS3)• Topic 2-2 (RK9, RK10)• Topic 2-3 (RK7, RK8)• Topic 2-4 (RS1)• Topic 4-1 (RS2)	N/A	N/A

The training for this RK7 and RK8 of this standard can be met through the completion of State Fire Training's Behavioral Health and Cancer Awareness 1A (2020) course.

1-2: Inspecting and Maintaining Structural Personal Protective Equipment

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1010 does not include a designated JPR for inspecting and maintaining PPE, but it is a Cal/OSHA requirement: Title 8 CCR § 3401(b)(4).

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 2-5	1-7: Doff, Inspect, and Prepare Structural PPE for Reuse (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 1

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

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1010 does not include a designated JPR for inspecting and maintaining SCBA, but it is a Cal/OSHA requirement: Title 8 CCR § 5144(k).

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 2-6	1-3: Inspect SCBA (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 2

1-4: Donning Structural Personal Protective Equipment

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Don PPE

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1010 does not include a designated JPR for donning PPE. OSFM requires 60 seconds, an industry standard.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 2-4	1-4: Don Structural PPE (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 3

1-5: Donning Self-Contained Breathing Apparatus

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Don SCBA
2. Perform operational inspection of SCBA

Content Modification

Block	Modification	Justification
CTS	Added a certification standard.	NFPA 1010 does not include a designated JPR for donning SCBA. OSFM requires 60 seconds, an industry standard.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 2-6	1-5: Don SCBA (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 4

1-6: Doffing Self-Contained Breathing Apparatus

Authority

- Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1010 does not include a designated JPR for doffing SCBA, but it is a California requirement: 8 CCR § 5144(k).

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 2-6	1-6: Doff SCBA (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 5

1-7: Doffing Structural Personal Protective Equipment

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1010 does not include a designated JPR for doffing PPE for doffing PPE, but it is a required on-the-job skill.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 2-5	1-7: Doff, Inspect, and Prepare Structural PPE for Reuse (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 6

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

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Don and doff SCBA and PPE

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1010 does not include a designated JPR for PPE gross decontamination. Added to incorporate IAFF Cancer Awareness and Prevention Initiative to increase awareness and promote cultural change.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 2-8	1-8: Doff SCBA and PPE for Gross Decontamination (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 7

1-9: Identifying Confined Spaces

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. None required

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1010 does not include a designated JPR for identifying confined spaces, but it is California state law (8 CCR § 5156-5158).

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
CSRA: Confined Space Rescue: Awareness (2021)	Covered in CSRA training materials	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none"><li data-bbox="1029 363 1149 388">• JPR 8

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

1-10: Operating within Command Systems

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Operate within command systems, given an incident and an incident action plan, so that organizational elements are recognized, positions and responsibilities are identified, facility needs are met, and the incident is managed, in accordance with state and federal regulations.

Requisite Knowledge

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

Requisite Skills

1. None required

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	NFPA 1010 does not capture California law: Title 19 CCR § 2403. See also: Homeland Security Presidential Directive, HSPD-5, Section 502, of the Homeland Security Act, 6 U.S.C. §§ 101 et. seq.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 2-1	Covered in other training modules	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 9

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

1-11: Fire Fighter Physical Health and Safety

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

1. List common types of accidents and injuries and identify their causes
2. Describe how physical fitness and a healthy lifestyle correspond to fire fighter performance
3. Define critical aspects of NFPA 1550: Standard for Emergency Responder Health and Safety
4. Describe how fire and life safety initiatives support a fire department's mission to reduce fire fighter line-of-duty injuries and deaths

Requisite Skills

1. None required

Content Modification

Block	Modification	Justification
CTS	Added a certification training standard.	Application of this behavior reduces fire fighter injury, illness, and fatalities, but is not covered by NFPA.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 2-2	N/A	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 10

1-12: Behavioral Health

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 2-3	N/A	N/A

The training for this standard can be met through the completion of State Fire Training's Behavioral Health and Cancer Awareness 1A (2020) course.

1-13: Cancer Awareness

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 2-4	N/A	N/A

The training for this standard can be met through the completion of State Fire Training's Behavioral Health and Cancer Awareness 1A (2020) course.

Section 2: Communications

2-1: Initiating the Response to a Reported Emergency

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.2.1
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added "(if applicable)".	Not every fire service has an SOP.
RK4	Added knowledge component.	The JPR requires the candidate to have equipment and use it correctly but doesn't include any knowledge of it.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 3-1	2-1: Initiate a Response to an Emergency (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 11

2-2: Transmitting and Receiving Communications

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.2.2
2. NFPA 1930: Standard on Fire and Emergency Service Use of Thermal Imagers, Two-Way Portable RF Voice Communication Devices, Ground Ladders, and Fire House, and Fire Hose Appliances
3. Office of the State Fire Marshal

Job Performance Requirement

Transmit and receive communications using fire department equipment and technology, given equipment and technology and standard operating procedures (if applicable), so that the information is accurate, complete, clear, and relayed within the time established by the AHJ.

Requisite Knowledge

1. Describe departmental communications procedures and etiquette for routine traffic, emergency traffic, and emergency evacuation signals
2. Identify types and operations of fire department communications equipment and technology

Requisite Skills

1. Operate communications equipment and technology
2. Identify the differences between routine and emergency traffic

Content Modification

Block	Modification	Justification
JPR	Added “standard”.	Added for consistency with other instances within NFPA 1010.
JPR	Added “(if applicable)”.	Not every fire service has an SOP.
RK2	Added knowledge component.	The JPR requires the candidate to use communications equipment and technology but doesn’t include any knowledge of types and use.
RS2	Changed “discriminate” to “identify the differences”.	SFT uses neutral language whenever possible without changing content or context.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 3-2	2-2: Operate a Fire Department Radio (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 12

2-3: Activating an Emergency Call for Assistance

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.2.3

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added "(if applicable)".	Not every fire service has an SOP.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Firefighter 1A <ul style="list-style-type: none">• Topic 3-3	2-3: Operate a Fire Department Radio 3-5: Activate an Emergency Call and Exit a Hazardous Area (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 13

Section 3: Fireground Operations

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

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.1
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
RK6	Added knowledge component.	Added to comply with NFPA 1404, which is becoming a part of NFPA 1400.
RS1	Revised without changing intent.	Revised for clarification.
RS4	Added skills component.	Added to comply with NFPA 1404, which is becoming a part of NFPA 1400.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
<p>Fire Fighter 1A: Structure (2024)</p> <ul style="list-style-type: none">• Topic 2-5 (RK1, RK2, RK3, RK4)• Topic 2-6 (RS2)• Topic 2-7 (RK5, RK6, RK7, RK8, RS,1, RS3, RS4, RS5)	<p>3-1a: Replace an SCBA Air Cylinder (2024)</p> <p>3-1b: Use SCBA During Emergency Operations (2024)</p>	<p>Fire Fighter 1 and 2 (2024) Certification Task Book</p> <ul style="list-style-type: none">• JPR 14

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

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.2

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Use each piece of provided safety equipment

Content Modification

Block	Modification	Justification
JPR	Added "an".	Added to correct grammar.
JPR	Added "an apparatus".	Not included in the given but required to complete the task.
RK4	Added "different".	Fire fighters may go on so many different types of incidents in a shift, each requiring different PPE, that it is imperative they are instructed in the different types of PPE.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 2-9	3-2: Respond to an Emergency Scene on an Apparatus (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 15

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

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.3

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added "an apparatus".	Not included in the given but required to complete the task.
JPR	Added "personal".	Added for consistency with other references to PPE.
JPR	Added "or other special hazards".	Changing technologies continue to create new and emerging hazards on emergency scenes.
JPR	Added "(if applicable)".	Not every fire service has an SOP.
RK2	Added "mounting and".	Added for consistency with other standards. Mounting is equally as important as dismounting.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 2-10	3-3: Operate at an Emergency Scene (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 16

3-4: Forcing Entry into a Structure

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.4
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added "a prop or structure with doors, walls, and windows"	Required to complete the JPR but not included in the given.
RK2	Added knowledge component.	Not included in NFPA 1010 but required to complete RS1.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 5-1 (RK1)• Topic 5-10 (RK1, RK2, RK3, RK4, RS1, RS2)	3-4: Force Entry into a Structure (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 17

3-5: Exiting a Hazardous Area

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.5

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added "and PPE".	Not included in NFPA 1010 but required for fire fighter survival.
RS2	Changed "guideline" to "guide line".	Changed to clarify meaning. NFPA 1010 used the wrong word.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 6-1	3-5: Activate an Emergency Call and Exit a Hazardous Area (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 18

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

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.6
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added "PPE".	Not included in NFPA 1010 but required for fire fighter survival.
RK1	Added knowledge component.	Not included in NFPA 1010 but needed for proper ladder use.
RK2	Added to a knowledge component	Not included in NFPA 1010 but needed for proper ladder use.
RK3	Added knowledge component.	Not included in NFPA 1010 but needed for proper ladder use.
RK4	Added knowledge component.	Not included in NFPA 1010 but needed for proper ladder use.
RK5	Added knowledge component.	Not included in NFPA 1010 but needed for proper ladder use.
RS1	Added "Lift and".	Changed to match RK3.
RS2	Added "and move".	Not included in NFPA 1010 but needed for proper ladder use.
RS5	Added skills component.	Added to correspond with RK4.
RS10	Added skills component.	This is a Cal/OSHA requirement Title 8 CCR § 3276.
RS11	Added skills component.	Added to correspond with RK6.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none"> • Topic 5-8 (RK1, RK2) • Topic 5-9 (RK3, RK4, RK5, RK6, RK7, RK8, RK9, RK10, RK11, RS1, RS2, RS3, RS4, RS5, RS6, RS7, RS8, RS9, RS10, RS11) 	3-6: Lift, Carry, Raise, and Ascend a Ground Ladder (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none"> • JPR 19

3-7: Attacking a Passenger Vehicle Fire

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.7
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added “self-contained breathing apparatus (SCBA)”.	Cal/OSHA requirement Title 8 CCR § 5144 for IDLH environments.
JPR	Added “(1½ inch or larger)”.	Specified by RS5.
JPR	Added “a passenger vehicle or prop”.	Not included in the given but required to complete the JPR.

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JPR	Added “including alternative power source vehicles”.	This is becoming a major trend in fireground operations. NFPA offers a stand-alone course on alternative fuel vehicles.
RK4	Added “automobile fuel types, including” and “and power sources”.	NFPA requires skill around automobile fuel types but not the knowledge. Also, changing technologies continue to create new and emerging hazards on emergency scenes.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none"> • Topic 7-2 	3-7: Attack a Passenger Vehicle Fire (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none"> • JPR 20

3-8: Extinguishing Fires in Exterior Class A Materials

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.8

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added “structural personal protective equipment (PPE)”	Not included in NFPA 1010 but required for fire fighter survival.
JPR	Added “self-contained breathing apparatus (SCBA)”	Not included in NFPA 1010 but required for fire fighter survival

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 7-1	3-8a: Operate a Portable Master Stream (2024) 3-8b: Combat a Ground Cover, Debris, or Exterior Fire (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 21

3-9: Operating a Thermal Imager (TI)

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 7.3.3

Job Performance Requirement

Operate a thermal imager (TI), given a TI, SOPs (if applicable), PPE, and an assignment, so that victims are located in conditions of obscured visibility, hot spots are identified in a structure, overhaul is completed, and the liquid level in a container is determined.

Requisite Knowledge

1. Describe TI operation procedures and limitations of TI

Requisite Skills

1. Demonstrate the use of a TI
2. Accurately interpret TI data to victims, fire, hot spots, and liquid levels in containers

Content Modification

Block	Modification	Justification
CTS	Moved from FF2.	The thermal imager camera has become a core tool even for entry-level fire fighters.
JPR	Added "(if applicable)".	Not every fire service has an SOP.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 5-11	3-9: Operate a Thermal Imager (TI) (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 22

3-10: Conducting a Search and Rescue in a Structure

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.9
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added "self-contained breathing apparatus (SCBA)".	Required for RK1 but not included in the given.
JPR	Added "or guide lines".	This is an additional option for orientation.
JPR	Added "a thermal imager".	This is a recognized industry standard not included in NFPA 1010.

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RK2	Added knowledge component.	This is a recognized industry standard not included in NFPA 1010.
RK8	Revised without changing intent.	Revised for clarification.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none"> • Topic 5-12 	3-10a: Search for and Rescue a Victim with No Respiratory Protection (2024) 3-10b: Rescue a Fire Fighter (2024) 3-10c: Use a Ladder for Rescue (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none"> • JPR 23

3-11: Attacking an Interior Structure Fire

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.10
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

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

Content Modification

Block	Modification	Justification
JPR	Added “(1½ inch or larger)”.	Specified by RS4 and RS7.
JPR	Added “pumping apparatus, established water supply”.	You cannot do live fire training evolutions without a water supply.
JPR	Added “self-contained breathing apparatus (SCBA)”.	Required for IDLH environments.
RK1	Added knowledge component.	Not included in NFPA 1010 but needed for proper hose use.
RK2	Added knowledge component.	Not included in NFPA 1010 but needed for proper hose use.
RK3	Added knowledge component.	Not included in NFPA 1010 but needed for proper hose selection and attack.
RK16	Added “methods for locating”.	Not included in NFPA 1010 but this is a two-step process.
RS8	Changed “handline” to “hose line”.	Not all hose lines are handlines.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none"> • Topic 2-5 (RK10) • Topic 5-1 (RK3, RK8) • Topic 5-2 (RK11) • Topic 5-5 (RK1, RK2, RK5, RK13) • Topic 5-6 (RK4, RK6, RK7, RS1, RS2, RS5, RS6, RS8, RS9) • Topic 5-13 (RK6, RK7, RK9, RK12, RK14, RK15, RK16, RS3, RS4, RS7, RS10, RS11) 	3-11a: Attack a Live Interior Structure Fire (2024) 3-11b: Attack a Simulated Interior Structure Fire (2024) 3-11c: Extend a Hose Line (2024) 3-11d: Load, Deploy, and Advance an Attack Line (2024) 3-11e: Load Supply Hose (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none"> • JPR 24

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

3-12: Performing Horizontal Ventilation on a Structure

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.11

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 5-2 (RK3, RK4, RK5, RK6)• Topic 5-14 (RK1, RK2, RS1, RS2, RS3)	3-12: Perform Horizontal Ventilation on a Structure (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 25

3-13: Performing Vertical Ventilation on a Structure

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.12
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
RK1	Added knowledge component.	Needed a basic-level introduction to the topic. Mirrors foundational information in the Horizontal Ventilation JPR.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 5-1 (RK6)• Topic 5-2 (RK2, RK3)• Topic 5-15 (RK1, RK4, RK5, RK6, RK7, RS1, RS2, RS3, RS4, RS5, RS6, RS7, RS8)	3-13: Perform Vertical Ventilation on a Structure (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 26

3-14: Overhauling a Fire Scene

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.13
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added “a thermal imager”.	This is a primary tool of overhaul.
RK1	Added a knowledge component.	Foundational knowledge not included in NFPA.
RS1	Added “for overhaul”.	Adding “for overhaul” dictates hose line selection.
RS6	Added skills component.	This is a skill from NFPA 1010 paragraph 6.3.14. It aligns more closely with the JPR for paragraph 6.3.13.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 5-17	3-14a: Overhaul a Fire Scene (2024) 3-14b: Remove Charred Materials (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 27

3-15: Conserving Property

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.14

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added "PPE".	Not included in NFPA 1010 but required for fire fighter safety.
RS	Removed "Separate, remove, and relocate charred material to a safe location while protecting the area of origin for cause determination".	This skill aligns more closely with the JPR for NFPA 1010 paragraph 6.3.14. It was relocated to Topic 3-14: Overhauling a Fire Scene.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 5-16	3-15a: Control Water Flow from a Sprinkler System (2024) 3-15b: Remove Water from the Interior of a Structure (2024) 3-15c: Salvage a Room and Its Contents (2024) 3-15d: Cover Building Openings (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 28

3-16: Connecting an Engine to a Water Supply

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.15
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Changed “a pumper” to “an engine”.	This is the term that California fire fighters use.
JPR	Added “an apparatus”	Required to complete the JPR but not listed as a given.
JPR	Added “and PPE”.	Not included in NFPA 1010 but required for fire fighter safety.
RK1	Added a knowledge component.	NFPA 1010 assumes that the candidate is using a pressurized hydrant, but there are other types of water supply.
RS4	Changed “hydrant-to-pumper” to “hydrant-to-engine”.	This is the term that California fire fighters use.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 5-4 (RK1, RK2, RK3, RK4, RK5)• Topic 5-6 (RS1, RS2, RS3, RS4, RS5, RS6)	3-16a: Deploy Portable Tank and Prepare for Drafting Operations (2024) 3-16b: Hose Lay (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 29

3-17: Extinguishing Incipient Class A, Class B, and Class C Fires

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.16

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added "and PPE".	Not included in NFPA 1010 but required for fire fighter safety.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 5-2 (RK1)• Topic 5-3 (RK2, RK3, RS1, RS2, RS3, RS4)	3-17: Select, Carry, and Operate a Portable Fire Extinguisher (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 30

3-18: Operating Emergency Scene Lighting

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.17

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
RK1	Added "for portable electrical equipment".	This was added to narrow the scope of discussion.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 4-3	3-18: Light a Scene (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 31

3-19: Turning Off Building Utilities

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.18

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added "PPE".	Not included in NFPA 1010 but required for fire fighter safety.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 5-7	3-19: Turn Off Building Utilities (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 32

3-20: Combatting a Ground Cover Fire

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.19

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Replaced “protective clothing” with “personal protective equipment (PPE)”.	Protective clothing isn’t comprehensive enough to meet JPR requirements.
JPR	Replaced “SCBA” with “self-contained breathing apparatus (SCBA)”.	Clarity on SCBA.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 7-3	3-8b: Combat a Ground Cover, Debris, or Exterior Fire (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 33

3-21: Tying Knots Appropriate for Hoisting Tools

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.20
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added "webbing".	Not included in NFPA 1010 but is commonly used for this task.
RK1	Added knowledge component.	Not included in NFPA 1010 but it's a basic knowledge component required to complete the JPR.
RS1	Added skill component.	Not included in NFPA 1010 but required to complete the JPR.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 4-1	3-20a: Tie Knots (2024) 3-20b: Hoist Tools Aloft (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 34

3-22: Operating Hand and Power Tools

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 4-2	3-21: Operate Hand and Power Tools (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 35

3-23: Operating an Air-Monitoring Instrument

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.3.21

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
RK1	Removed “knowledge of”	This content is already in the knowledge section; we don’t need knowledge of knowledge.
RK3	Split one knowledge component into two.	Clarifying a poorly written knowledge component.
RK4	Split one knowledge component into two.	Clarifying a poorly written knowledge component.
RS3	Added a knowledge component.	NFPA does not cover the step-by-step process.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 4-4	3-22: Operate an Air-Monitoring Instrument (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 36

Section 4: Preparedness and Maintenance

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

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.5.1
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
RK4	Added knowledge component.	Added to support the JPR.
RS1	Added "to maintain".	Added to clarify the purpose for tool selection.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none"> • Topic 2-5 (RK1, RK2, RK3, RK4, RS1, RS2, RS3, as it pertains to SCBA) • Topic 4-1 (RK1, RK2, RK3, RK4, RS1, RS2, RS3, as it pertains to rope) • Topic 4-2 (RK1, RK2, RK3, RK4, RS1, RS2, RS3, as it pertains to tools) • Topic 5-9 (RK1, RK2, RK3, RK4, RS 1, RS2, RS3, as it pertains to ladders) • Topic 5-16 (RK1, RK2, RK3, RK4, RS1, RS2, RS3, as it pertains to horizontal ventilation equipment) • Topic 5-17 (RK1, RK2, RK3, RK4, RS1, RS2, RS3, as it pertains to vertical ventilation equipment) • Topic 5-18 (RK1, RK2, RK3, RK4, RS1, RS2, RS3, as it pertains to salvage equipment) 	4-1: Clean and Check Equipment (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none"> • JPR 37

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

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 6.5.2
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1A: Structure (2024) <ul style="list-style-type: none">• Topic 5-5 (RK1, RK2, RK3, RS1, RS2, RS3, RS4)• Topic 5-6 (RS5, RS6)	4-2a: Replace a Burst Section of Hose (2024) 4-2b: Build Hose Rolls (2024) 4-2c: Clean and Maintain Hose and Mark Defective Hose (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 38

Hazardous Materials/WMD

Section 5: Awareness

5-1: Description of Duties (Awareness)

Authority

1. NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
 - Paragraph 5.1.3

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. None specified

Content Modification

Block	Modification	Justification
RK3	Added "(if applicable)".	Not every fire service has an SOP.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B: Hazardous Materials/WMD (2022) <ul style="list-style-type: none">• Topic 2-1	N/A	N/A

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

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B: Hazardous Materials/WMD (2022) <ul style="list-style-type: none"> • Topic 2-2 	5-2a: Recognize, Identify, and Isolate Hazardous Materials/WMD (2022) 5-2b: Identify Markings (2022)	(CTS 5-2)

5-3: Isolating the Hazard Area and Denying Entry

Authority

1. NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
 - Paragraph 5.3.1
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

1. Describe how to use the ERG, SDS, shipping papers and emergency response information, or other approved reference sources to identify initial isolation and protective action distances, identify initial emergency actions (fire, spill, or leak and first aid), identify initial PPE, and identify recommended protective actions
2. Describe the difference between the isolation distances on the orange-bordered guidebook pages and the protective action distances on the green-bordered ERG pages
3. Describe the difference(s) between small and large spills as found in the Table of Initial Isolation and Protective Action Distances in the ERG or equivalent documents
4. Describe policies and procedures for isolating the hazard area and denying entry
5. Identify the purpose of and methods for isolating the hazard area and denying entry

Requisite Skills

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

Content Modification

Block	Modification	Justification
RS4	Added “or”.	Accidental NFPA omission. Without it, RS 4 contradicts the JPR requirement.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B: Hazardous Materials/WMD (2022)	5-2a: Recognize, Identify, and Isolate Hazardous Materials/WMD (2022)	(CTS 5-3)

Fire Fighter 1 – Hazardous Materials/WMD
Section 5: Awareness

• Topic 2-3		
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5-4: Initiating Required Notifications

Authority

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

Job Performance Requirement

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

Requisite Knowledge

1. Identify policies and procedures for notification, reporting, and communications

Requisite Skills

1. Communicate in accordance with policies and procedures

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B: Hazardous Materials/WMD (2022) <ul style="list-style-type: none">• Topic 2-4	5-4: Initiate Required Notifications (2022)	(CTS 5-4)

Section 6: Operations

6-1: Description of Duties (Operations)

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. None specified

Content Modification

Block	Modification	Justification
RK2	Added "(if applicable)".	Not every fire service has an SOP.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B: Hazardous Materials/WMD (2022) <ul style="list-style-type: none">• Topic 3-1	N/A	N/A

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

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Identify container types, materials, location and physical state (form) of release, and surrounding conditions at a hazardous materials/WMD incident
2. Collect hazard and response information
3. Communicate with pipeline operators or carrier representatives
4. Describe the likely behavior of the hazardous materials or WMD and its container
5. Describe the likely outcomes associated with the identified behavior and surrounding conditions

Content Modification

Block	Modification	Justification
RK5	Added “and location”.	The documents should always be available; the real knowledge is in knowing where they are located.
RS2	Removed “ing”.	Removed to for consistency with verb tenses of other NFPA standards.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B: Hazardous Materials/WMD (2022) • Topic 3-2	6-2: Identify the Scope of a Hazardous Materials/WMD Incident (2022)	(CTS 6-2)

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

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B: Hazardous Materials/WMD (2022) <ul style="list-style-type: none">• Topic 3-2: RK7• Topic 3-4: RK13, RK14, RK15, RK16• Topic 3-5: RK1, RK2, RK3, RK4, RK5, RK6, RK8, RK9, RK10, RK11, RK12, RS1, RS2, RS3	6-3: Identify Action Options for a Hazardous Materials/WMD Incident (2022)	(CTS 6-3)

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

Authority

1. NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
 - Paragraph 7.4.1
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

1. Describe scene control procedures, including control zones and the criteria for determining the locations of the control zones
2. Describe protective actions, including evacuation and sheltering-in-place
3. Describe procedures for ensuring coordinated communications between responders and to the public
4. List evidence recognition and preservation procedures
5. Identify hazardous materials/WMD incident command roles and responsibilities within the incident command system (ICS)
6. Identify the purpose, importance, benefits, and organization of incident command at hazardous materials/WMD incidents
7. Describe policies and procedures for implementing incident command at hazardous materials/WMD incidents
8. Describe duties and responsibilities of the Incident Safety Officer
9. Describe items to be considered in a safety briefing per 6.4.1(5)
10. Describe duties and responsibilities of the hazardous materials branch or group
11. Describe the capabilities, limitations, inspection, donning, working in, going through decontamination while wearing, and doffing of approved PPE
12. Describe how to recognize signs and symptoms of thermal stress
13. Identify safety precautions when working at hazardous materials/WMD incidents
14. Describe purpose, advantages, and limitations of emergency decontamination
15. Identify the need for emergency decontamination in the field based on the task(s) performed and contamination received, including sources and hazards of carcinogens at incident scenes
16. Describe emergency decontamination procedures for personnel, tools, equipment, and PPE

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

Requisite Skills

1. Establish and maintain scene control
2. Recognize and preserve evidence
3. Inspect, don, work in, go through decontamination while wearing, and doff approved PPE
4. Isolate contaminated tools, equipment, and PPE
5. Conduct emergency decontamination of contaminated personnel, tools, equipment, and PPE in the field
6. Clean, disinfect, and inspect approved tools, equipment, and PPE

Content Modification

Block	Modification	Justification
RK5	Changed “Describe incident command organization” to “Identify hazardous materials/WMD incident command roles and responsibilities within the incident command system (ICS)”.	Expanded to identify that there are roles and responsibilities specific to HazMat/WMD within the ICS.
RK14	Removed “ing” from “cleaning, disinfecting, and inspecting”.	Removed for consistency with other RK language.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B: Hazardous Materials/WMD (2022) <ul style="list-style-type: none"> • Topic 3-3: RK11, RK17 • Topic 3-4: RK14, RK16 • Topic 3-6: RK1, RK2, RK3, RK4, RK5, RK6, RK7, RK8, RK9, RK10, RK12, RK13, RK15, RS1, RS2, RS3, RS4, RS5, RS6 	6-4: Perform Assigned Tasks at a Hazardous Materials/WMD Incident (2022)	(CTS 6-4)

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

Authority

1. NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
 - Paragraph 7.5.1

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B: Hazardous Materials/WMD (2022) <ul style="list-style-type: none">• Topic 3-4	6-5: Perform Emergency Decontamination (2022)	(CTS 6-5)

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

Authority

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

Job Performance Requirement

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

Requisite Knowledge

1. List components of progress reports
2. Describe policies and procedures for evaluating and reporting progress
3. Describe methods for immediate notification of Incident Commander and other response personnel regarding critical emergency conditions at an incident
4. Describe how to use approved communication tools and equipment
5. Identify facts and circumstances indicating improving, static, or deteriorating conditions based on the objectives of the assigned tasks intended to accomplish the incident objectives
6. Describe how to compare actual behavior of the material and the container to the predicted circumstances under which it would be prudent to withdraw from a hazardous materials/WMD incident

Requisite Skills

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

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B: Hazardous Materials/WMD (2022)	6-8: Evaluate and Report Progress for a Hazardous Materials/WMD Incident (2022)	(CTS 6-6)

Fire Fighter 1 – Hazardous Materials/WMD
Section 6: Operations

• Topic 3-8		
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Section 7: Operations – Mission Specific

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

Authority

1. NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
 - Paragraph 9.2.1

Job Performance Requirement

Select, don, work in, and doff approved PPE at a hazardous materials/WMD incident, given a hazardous materials/WMD incident; a mission-specific assignment in an IAP that requires use of PPE; the scope of the problem; strategies and tactics for the incident; access to a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures (if applicable); approved PPE; and policies and procedures, so that under the guidance of a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures (if applicable), approved PPE is selected, inspected, donned, worked in, decontaminated, and doffed; exposures and personnel are protected; safety procedures are followed; hazards are avoided or minimized; PPE is maintained and stored consistent with AHJ policies and procedures and NFPA 1891; and all reports and documentation pertaining to PPE use are completed.

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added "(if applicable)".	Not every fire service has an SOP.
RK2	Added "(if applicable)".	Not every fire service has an SOP.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B: Hazardous Materials/WMD (2022) <ul style="list-style-type: none">• Topic 3-3: RK1, RK2, RK3, RK5, RK6, RK7, RS1, RS2, RS3, RS4• Topic 3-5: RK4	7-1: Don, Work In, and Doff Chemical Protective Clothing (2022)	(CTS 7-1)

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

Authority

1. NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders (2022)
 - Paragraph 9.6.1
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

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

Content Modification

Block	Modification	Justification
JPR	Added “(if applicable)”.	Not every fire service has an SOP.
RK2	Added “(if applicable)”.	Not every fire service has an SOP.
RK4	Added “for product control”.	Added to narrow the scope of discussion of policies and procedures.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1B: Hazardous Materials/WMD (2022) <ul style="list-style-type: none"> • Topic 3-3: RK1 • Topic 3-7: RK2, RK3, RK4, RK5, RK6, RK7, RK8, RK9, RK10, RS1, RS2, RS3, RS4, RS5 	7-2: Perform Product Control (2022)	(CTS 7-2)

Wildland Fire Fighter 1

Section 8: Wildland Fire Fighter Duties

8-1: Role of the Wildland Fire Fighter

Authority

1. NFPA 1140: Standard for Wildland Fire Protection (2022)
 - Paragraph 4.2.1, 4.2.2
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

1. Describe fireline safety and use and limitations of personal protective equipment
2. Describe the use, limitations, inspection, and care of a fire shelter
3. Describe AHJ policy on fire shelter use
4. Describe basic wildland fire behavior
5. Identify fire suppression techniques
6. Identify basic wildland fire tactics
7. Describe the fire fighter’s role within the AHJ incident management system
8. Describe AHJ required first aid
9. Describe how to use NFES 1077, Incident Response Pocket Guide (IRPG)

Requisite Skills

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

Content Modification

Block	Modification	Justification
RK2	Added knowledge component.	Added to call attention to a unique element of PPE that isn’t physically worn.
RS1	Added “use”.	NFPA did not provide a verb.
RS3	Added skills component.	Not covered by NFPA 1051 but critical for wildland fire fighter survival.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C: Wildland (2022) <ul style="list-style-type: none">• Topic 1-3: RK4, RK5, RK6, RK7, RK8, RK9• Topic 2-1: RK4• Topic 2-3: RS1• Topic 2-4: RK1, RS2• Topic 2-5: RK2, RK3, RS3• Topic 3-2: RK5, RK6• Topic 3-4: RK4	N/A	N/A

8-2: Donning Wildland Personal Protective Equipment

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Don PPE

Content Modification

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

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C: Wildland (2022) <ul style="list-style-type: none">• Topic 2-4	8-2: Don Wildland Personal Protective Equipment	(CTS 8-2)

8-3: Deploying a Fire Shelter

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Deploy a fire shelter within 30 seconds

Content Modification

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

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C: Wildland (2022) <ul style="list-style-type: none">• Topic 2-5	8-3: Deploy a Fire Shelter	(CTS 8-3)

8-4: Doffing Wildland Personal Protective Equipment

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C: Wildland (2022) <ul style="list-style-type: none">• Topic 2-4	8-4: Doff Wildland Personal Protective Equipment	(CTS 8-4)

Section 9: Preparedness

9-1: Maintaining Assigned Personal Protective Equipment

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. None specified

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C: Wildland (2022) <ul style="list-style-type: none">• Topic 2-4	9-1: Maintain Assigned Personal Protective Equipment	(CTS 9-1)

9-2: Maintaining Assigned Suppression Hand Tools and Equipment

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C: Wildland (2022) <ul style="list-style-type: none">• Topic 2-6	9-2: Maintain Hand Tools and Equipment	(CTS 9-2)

9-3: Maintaining Personal Gear Kit

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. None specified

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C: Wildland (2022) <ul style="list-style-type: none">• Topic 2-7	N/A	N/A

Section 10: Suppression

10-1: Assembling and Preparing for Response

Authority

1. NFPA 1140: Standard for Wildland Fire Protection (2022)
 - Paragraph 4.6.2
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. None specified

Content Modification

Block	Modification	Justification
RK1	Changed “requirements” to “required for response”.	Clarification. The student isn’t identifying the requirements of the equipment, they are identifying what equipment is required based on what the incident requires.
RK2	Removed “(weight considerations)”.	Weight is not the only special transportation consideration.
RK3	Added “response guidelines”.	Narrowing the scope of “agency safety” to pertain to the JPR.
RK4	Changed “transportation” to “response”.	Transportation implies the type of vehicle in which the responders are traveling to the incident, not the response level. Revised for clarification.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C: Wildland (2022)	10-1: Assemble and Prepare for Response	(CTS 10-1)

• Topic 3-1		
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10-2: Recognizing Hazards and Unsafe Situations

Authority

1. NFPA 1140: Standard for Wildland Fire Protection (2022)
 - Paragraph 4.6.3
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added “or simulated scenario”.	Allows option to complete testing outside of a live wildland fire.
RK2	Added “basic wildland”.	Added to narrow the scope of “fire behavior”.
RK3	Added “basic wildland”.	Added to narrow the scope of “suppression methods”.
RK4	Added knowledge component.	Added to align with NWCG S-130 fire fighter training.
RK5	Added knowledge component.	Added to align with NWCG S-130 fire fighter training.
RK6	Added knowledge component.	Added to align with NWCG S-130 fire fighter training.
RK7	Added knowledge component.	Not covered by NFPA 1051 but it is an IRPG industry standard.

Fire Fighter 1 – Wildland
Section 10: Suppression

RK8	Added knowledge component.	Not covered by NFPA 1051 but it is an IRPG industry standard.
RK9	Added knowledge component.	NFPA does include human factors.
RS1	Added skills component.	Added to align with NWCG S-130 fire fighter training

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C: Wildland (2022) <ul style="list-style-type: none"> • Topic 2-1: RK2 • Topic 2-2: RK1, RK4, RK5, RK6, RK7, RK8, RS1 • Topic 2-3: RK9 • Topic 3-2: RK3 	10-2a: Use Incident Response Pocket Guide 10-2b: Assume Safety Position for Retardant Drop	(CTS 10-2)

10-3: Constructing a Fireline

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added “or simulated scenario”.	Allows option to complete testing outside of a live wildland fire.
RK1	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RK2	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RK3	Changed the word order.	Revised to simplify and clarify language.
RK4	Added knowledge component.	Not covered by NFPA 1051 but it is an IRPG industry standard.
RK5	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.

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RK6	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RK7	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RK8	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RK9	Added knowledge component.	Statewide operational activities require more detail than provided by NFPA.
RS1, RS2, RS3	Revised to put verb first.	Consistency with all other RS text.
RS 3	Added “extinguishing”.	Added to clarify agent type.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C: Wildland (2022) <ul style="list-style-type: none"> Topic 3-2 	10-3a: Assemble, Use, and Maintain a Back Pump 10-3b: Perform a Progressive Hose Lay (Hose) 10-3b: Perform a Progressive Hose Lay (Nozzle) 10-3c: Construct a Fireline Using Hand Tools 10-3d: Perform Mobile Pumping	(CTS 10-3)

10-4: Securing the Fireline

Authority

1. NFPA 1140: Standard for Wildland Fire Protection (2022)
 - Paragraph 4.6.5
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Use basic ignition devices only under direct supervision

Content Modification

Block	Modification	Justification
JPR	Added “or simulated scenario”.	Allows option to complete testing outside of a live wildland fire.
JPR	Adjusted language.	NFPA standard for JPR was unclear and abatement is not always possible.
RK3	Added a knowledge component.	Not included in NFPA 1051 but required by Cal OES. All type III engines must carry a drip torch.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C: Wildland (2022) <ul style="list-style-type: none">• Topic 3-3	10-4a: Ignite and Extinguish Road Flares and Fuses 10-4b: Assemble, Ignite, Extinguish, and Disassemble a Drip Torch	(CTS 10-4)

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

Authority

1. NFPA 1140: Standard for Wildland Fire Protection (2022)
 - Paragraph 4.6.6
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Use methods to protect improvements

Content Modification

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

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C: Wildland (2022) <ul style="list-style-type: none"> • Topic 3-4 	10-5: Prep and Defend a Structure	(CTS 10-5)

10-6: Mopping Up a Fire Area

Authority

1. NFPA 1140: Standard for Wildland Fire Protection (2022)
 - Paragraph 4.6.7
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

1. Describe mop up principles, techniques, and standards

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C: Wildland (2022) <ul style="list-style-type: none">• Topic 3-5	10-6: Perform Mop Up Operations	(CTS 10-6)

10-7: Patrolling the Fire Area

Authority

1. NFPA 1140: Standard for Wildland Fire Protection (2022)
 - Paragraph 4.6.8
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

1. Describe patrol principles, techniques, and standards

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Added “or simulated scenario”.	Allows option to complete testing outside of a live wildland fire.
RS1	Added “to patrolling fire areas”.	Revised to narrow scope of requisite knowledge application.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 1C: Wildland (2022) <ul style="list-style-type: none">• Topic 3-6	10-7: Patrol the Fire Area	(CTS 10-7)

Revisions

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

August 2020

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

NFPA:

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

Impact

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

Documents Changed

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

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

August 2020

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

May 2022

Documents Changed

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

February 2023

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

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

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

Fire Fighter 1 Certification Training Standards Guide (2019)

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

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

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

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

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



Structure (2024)

Course Plan

Course Details

Certification: Fire Fighter 1

CTS Guide: Fire Fighter Certification Training Standards Guide (2024)

Description: This course provides the skills and knowledge needed for the entry-level fire fighter to perform structural suppression activities. Key learning concepts include: fire fighter safety; communications; cleaning, maintaining, and utilizing equipment and tools; building construction and fire behavior; water supply; ladder operations; forcing entry into a structure; conducting search and rescue operations; attacking an interior structure fire; horizontal and vertical ventilation; property conservation; fire scene overhaul; fire fighter survival; and fire suppression with Class A materials, vehicles, and ground cover.

Designed For: Entry-level fire fighters

Prerequisites: Prerequisites must be completed prior to enrollment in this course.

- Public Safety First Aid or higher qualification (See *State Fire Training Procedures Manual* (May 2020) section 7.12.1.3 for requirements.)
- CPR healthcare provider certification or equivalent (See *State Fire Training Procedures Manual* (May 2020) section 7.12.1.3 for requirements.)

Corequisites: Students must complete the FEMA independent study courses IS-100, IS-200, IS-700, and IS-800 (current version) prior to the teaching of Topic 2-1: Operating within Command Systems.

Standard: Complete all activities, skills, and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours (Total): 264 hours

(83.25 lecture / 180.75 application / AHJ determines practice and assessment times)

Maximum Class Size: 50

Instructor Level: Fire Fighter Instructor (See *State Fire Training Procedures Manual* (May 2020) section 6.6 for requirements.)*

Fire Fighter 1A

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

Restrictions: None

SFT Designation: CFSTES

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

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Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fundamentals of Fire Fighter Skills and Hazardous Materials Response* (Jones and Bartlett Learning, 4th edition, ISBN: 978-1-284-15133-6, or 5th edition, ISBN: 978-1-284-28305-1, whichever is more current)
- **or**
- *Essentials of Fire Fighting* (IFSTA, 7th edition, ISBN: 978-087939657-2)
- IS-100: Introduction to the Incident Command System, ICS 100 (instructor guide, current edition) (<https://training.fema.gov>)
- IS-200: Basic Incident Command System for Initial Response, ICS-200 (instructor guide, current edition) (<https://training.fema.gov>)
- IS-700: An Introduction to the National Incident Management System (instructor guide, current edition) (<https://training.fema.gov>)
- IS-800: National Response Framework, an Introduction (instructor guide, current edition) (<https://training.fema.gov>)
- NFPA 1010: Standard on Professional Qualifications for Firefighters (current edition)
- NFPA 1403: Standard on Live Fire Training Evolutions (current edition, NFPA 1403 is scheduled to become part of NFPA 1400: Standard on Fire Service Training)
- NFPA 1404: Standard for Fire Service Respiratory Protection Training (current edition, NFPA 1404 is scheduled to become part of NFPA 1400: Standard on Fire Service Training)
- NFPA 1550: Standard for Emergency Responder Health and Safety (current edition)
- NFPA 1851: Standard on Selection, Care, and Maintenance of Protective Ensembles for Structural Fire Fighting and Proximity Fire Fighting (current edition, NFPA 1851 is scheduled to become part of NFPA 1850: Standard on Protective Ensembles for Structural Proximity Firefighting and Self-Contained Breathing Apparatus (SCBA))
- NFPA 1971: Standard on Protective Ensembles for Structural Fire Fighting and Proximity Fire Fighting (current edition, NFPA 1971 is scheduled to become part of NFPA 1970: Standard on Protective Ensembles for Structural and Proximity Firefighting, Work Apparel and Open-Circuit Self-Contained Breathing Apparatus (SCBA) for Emergency Services, and Personal Alert Safety Systems (PASS))
- NFPA 1981: Standard on Self-Contained Breathing Apparatus (SCBA) for Emergency Services (current edition, NFPA 1981 is scheduled to become part of NFPA 1970: Standard on Protective Ensembles for Structural and Proximity Firefighting, Work Apparel and Open-Circuit Self-Contained Breathing Apparatus (SCBA) for Emergency Services, and Personal Alert Safety Systems (PASS))
- Full structural PPE and SCBA that meets AHJ requirements
 - PPE and SCBA used during live burns must be compliant with NFPA 1971 (current edition, NPFA 1971 is scheduled to become part of NFPA 1970)

Online Instructor Resources

The following instructor resources are available online at <https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>

- Fire Fighter 1 Skill Sheets
 - 1-3: Inspect SCBA
 - 1-4: Don Structural PPE
 - 1-5: Don SCBA
 - 1-6: Doff SCBA
 - 1-7: Doff, Inspect, and Prepare Structural PPE for Reuse
 - 1-8: Doff SCBA and PPE for Gross Decontamination
 - 2-1: Initiate a Response to an Emergency
 - 2-2: Operate a Fire Agency Radio
 - 3-1a: Replace an SCBA Air Cylinder
 - 3-1b: Use SCBA During Emergency Operations
 - 3-2: Respond to an Emergency Scene on an Apparatus
 - 3-3: Operate at an Emergency Scene
 - 3-4: Force Entry into a Structure
 - 3-5: Activate an Emergency Call and Exit a Hazardous Area
 - 3-6: Lift, Carry, Raise, and Ascend a Ground Ladder
 - 3-7: Attack a Passenger Vehicle Fire
 - 3-8a: Operate a Portable Master Stream
 - 3-8b: Combat a Ground Cover Debris or Exterior Fire
 - 3-9: Operate a Thermal Imager (TI)
 - 3-10a: Search for and Rescue a Victim with no Respiratory Protection
 - 3-10b: Rescue a Fire Fighter
 - 3-10c: Use a Ladder for Rescue
 - 3-11a: Attack a Live Interior Structure Fire
 - 3-11b: Attack a Simulated Interior Structure Fire
 - 3-11c: Extend a Hose Line
 - 3-11d: Load, Deploy, and Advance an Attack Line
 - 3-11e: Load Supply Hose
 - 3-12: Perform Horizontal Ventilation on a Structure
 - 3-13: Perform Vertical Ventilation on a Structure
 - 3-14a: Overhaul a Fire Scene
 - 3-14b - Remove Charred Materials
 - 3-15a: Control Water Flow from a Sprinkler System
 - 3-15b: Remove Water from the Interior of a Structure
 - 3-15c: Salvage a Room and its Contents
 - 3-15d: Cover Building Openings
 - 3-16a: Deploy Portable Tank and Prepare for Drafting Operations
 - 3-16b: Forward Hose Lay
 - 3-17: Select, Carry, and Operate a Portable Fire Extinguisher
 - 3-18: Light a Scene

- 3-19: Turn Off Building Utilities
- 3-19: Combat a Ground Cover, Debris, or Exterior Fire
- 3-21a: Tie Knots
- 3-21b: Hoist Tools Aloft
- 3-22: Operate Hand and Power Tools
- 3-23: Operate an Air-Monitoring Instrument
- 4-1: Clean and Check Equipment
- 4-2a: Replace a Burst Section of Hose
- 4-2b: Build Hose Rolls
- 4-2c: Clean and Maintain Hose and Mark Defective Hose
- Unit 2: Stress and Resilience Resources:
 - Everyone Goes Home: <https://www.everyonegoeshome.com>
 - Trauma Screening Questionnaire: https://ovc.ojp.gov/sites/g/files/xyckuh226/files/media/document/os_trauma_screening-508.pdf
 - Firefighter Behavioral Health Alliance: <http://www.ffbha.org>
 - FRCE Behavioral Health Awareness Training Instructor's Manual
- Unit 3: Cancer Awareness Resources:
 - IAFC Lavender Ribbon Report Best Practices for Preventing Firefighter Cancer: https://www.iafc.org/docs/default-source/1vcos/vcoslavendarribbonreport.pdf?sfvrsn=13f88b0d_8
 - Firefighter Cancer Support Network: <https://firefightercancersupport.org>
 - Fire Fighter Cancer Cohort Study: <https://www.ffccs.org>
 - FRCE Fire Service Cancer Awareness Training Instructor's Manual
 - Healthy In, Healthy Out: <https://www.wscff.org/health-wellness/healthy-in-healthy-out/>

Student Resources

To participate in this course, students need:

- *Fundamentals of Fire Fighter Skills and Hazardous Materials Response* (Jones and Bartlett Learning, 4th edition, ISBN: 978-1-284-15133-6, or 5th edition, ISBN: 978-1-284-28305-1, whichever is more current)
or
Essentials of Fire Fighting (IFSTA, 7th edition, ISBN: 978-087939657-2)
Course textbook selected by instructor
- Full structural personal protective equipment that meets AHJ requirements
 - PPE and SCBA used during live burns must be compliant with NFPA 1971 (current edition, NPFA 1971 is scheduled to become part of NFPA 1970)

Facilities, Equipment, and Personnel

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

- **Appliances and tools:** 1 ½-inch fog nozzle, 2 ½ - 1 1/8-inch straight tip nozzle, wildland nozzles and appliances, cap, double female fittings, double male fittings, hose clamps, hose jacket, hose roller, hose strap, rope, or chain, nozzle selection as determined by AHJ, plug, master stream device, traffic and scene control devices, reducer or increaser (fittings), Siamese, spanner wrenches, and gated wye
- **Extinguishers and supplies:** Dry chemical extinguisher, (ordinary base or multi-purpose) 20 pounds, CO₂ extinguisher, pump tank water extinguisher, Class A fuel for live burns, Class B fuel for live burns, and metal pan – minimum 16 square feet
- **Hose:** 1-, 1 ½- or 1 ¾-inch fire hose (300-foot minimum), 2 ½- or 3-inch fire hose (500-foot minimum), large diameter hose (LDH) (300-foot minimum), handline with fog nozzle, hard suction (intake) hose and strainer, hose and nozzles capable of flowing a minimum of 95 GPM, and soft suction hose
- **Hand tools:** Bolt cutters, crowbar/pry bar, flat head axe, Halligan tool, hand saw, hydrant wrench, K-tool, pick-head axe, pike pole (8 feet), sledgehammer, flashlight, and wildland hand tools and equipment
- **Ladders:** 10-foot folding ladder, 14-foot roof ladder, 24-foot extension ladder, 35-foot extension ladder, and two straight ladders
- **Power tools:** Electric and gasoline powered fan, chain saw, gasoline powered circular saw, and a generator
- **Protective equipment/clothing:** Full set of protective clothing for structural fire fighting for each trainee, including bunker pants, bunker coat, bunker boots, gloves, helmet, hood, and face piece, self-contained breathing apparatus with charged air cylinder, (one extra fully charged air cylinder), personal alert safety system (P.A.S.S.), safety harness, manufacturer approved cleaning agent (for SCBA), manufacturer approved cleaning equipment (for SCBA), and manufacturer approved sanitizing agent (for SCBA)
- **Rope:** ½-inch rope, safety line, webbing, various lengths and diameters of utility rope, various lengths and diameters of synthetic rope, and various lengths of 1-person or 2-person life safety rope
- **Salvage equipment/materials:** Brooms, buckets, tubs, mops, objects to cover, salvage covers, squeegees, sprinkler stop, and water vacuums
- **Simulation equipment/materials:** Burn building as recommended in NFPA 1403: Standard on Live Fire Training (current edition, NFPA 1403 is scheduled to become part of NFPA 1400: Standard on Fire Service Training), wood roof prop, smoke-generating equipment, training tower, minimum of two stories in height, gas, water, and electric service cut-off, vehicle fire prop, and a simulated breaching/restricted passageway prop
- **Other supplies/equipment needed:** Fire hydrant, pitot tube and gauge, portable radio, thermal imaging device, atmospheric monitor, standard above ground fall protection, minimum of two apparatuses equipped with pump and two separate water supplies, fuel and supplies for power equipment, cleaning supplies and equipment, portable lighting equipment, two portable tanks with water transfer equipment and appliances

Fire Fighter 1A

* See NFPA 1403 (current edition, NFPA 1403 is scheduled to become part of NFPA 1400: Standard on Fire Service Training) for additional facilities, equipment, and personnel requirements needed for NFPA 1403-compliant live fire training evolutions.

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.5	0.0	
Topic 1-2: Fire Fighter 1 and 2 Certification Process	0.5	0.0	
Topic 1-3: Fire Fighter 1 Roles and Responsibilities	4.0	0.0	
Unit 1 Totals	5.0	0.0	5.0
Unit 2: Fire Fighter Safety			
Topic 2-1: Operating within Command Systems	4.0	4.0	
Topic 2-2: Health and Safety Awareness	2.0	0.0	
Topic 2-3: Stress and Resilience	3.25	0.75	
Topic 2-4: Cancer Awareness	3.0	1.0	
Topic 2-5: Structural Personal Protective Ensemble	2.0	3.0	
Topic 2-6: Self-Contained Breathing Apparatus	3.0	8.0	
Topic 2-7: Using SCBA During Emergency Operations	1.0	1.0	
Topic 2-8: Doffing SCBA and PPE for Gross Decontamination	0.5	1.0	
Topic 2-9: Responding on an Apparatus to an Emergency Scene	0.5	0.5	
Topic 2-10: Establishing and Operating in Work Areas at Emergency Scenes	1.0	1.0	
Unit 2 Totals	20.25	20.25	40.5
Unit 3: Communications			
Topic 3-1: Initiating a Response to a Reported Emergency	0.5	0.0	
Topic 3-2: Transmitting and Receiving Communications	0.5	0.5	
Topic 3-3: Activating an Emergency Call of Assistance	0.5	0.0	
Unit 3 Totals	1.5	0.5	2.0
Unit 4: Fire Tools and Equipment			
Topic 4-1: Tying Knots Appropriate for Hoisting Tools	2.0	4.0	
Topic 4-2: Utilizing Hand and Power Tools	2.0	2.0	
Topic 4-3: Operating Emergency Scene Lighting	1.0	0.5	
Topic 4-4: Operating an Air-Monitoring Instrument	1.0	0.0	
Unit 4 Totals	6.0	6.5	12.5
Unit 5: Structural Fire Suppression			
Topic 5-1: Building Construction	3.0	1.0	
Topic 5-2: Fire Behavior	4.0	0.0	
Topic 5-3: Extinguishing Fire with Fire Extinguishers	1.0	2.0	
Topic 5-4: Water Supply Systems	2.0	6.0	
Topic 5-5: Cleaning, Inspecting, and Returning Fire Hose to Service	2.0	2.0	

Fire Fighter 1A

Segment	Lecture	Application	Unit Total
Topic 5-6: Deploy and Connect Fire Hose	4.0	36.0	
Topic 5-7: Utility Control at Emergencies	1.5	0.5	
Topic 5-8: Cleaning, Inspecting, and Maintaining Fire Service Ladders	2.0	2.0	
Topic 5-9: Ground Ladder Operations	4.0	35.0	
Topic 5-10: Forcing Entry into a Structure	2.0	6.0	
Topic 5-11: Operating a Thermal Imager (TI)	0.5	0.5	
Topic 5-12: Conducting a Search and Rescue Operation in a Structure	2.0	12.0	
Topic 5-13: Attacking an Interior Structure Fire	4.0	8.0	
Topic 5-14: Horizontal Ventilation Operations	1.5	4.0	
Topic 5-15: Vertical Ventilation Operations	4.0	12.0	
Topic 5-16: Conserving Property	2.0	4.0	
Topic 5-17: Overhauling a Fire Scene	2.0	2.0	
Unit 5 Totals	41.5	133.5	175.0
Unit 6: Fire Fighter Survival			
Topic 6-1: Structural Fire Fighter Survival	4.0	12.0	
Unit 6 Totals	4.0	12.0	16.0
Unit 7: Suppression of Fires Outside of a Structure			
Topic 7-1: Extinguishing Fires in Exterior Class A Materials	2.0	4.0	
Topic 7-2: Attacking a Passenger Vehicle Fire	3.0	5.0	
Topic 7-3: Combatting a Ground Cover Fire	0.5	0.0	
Unit 7 Totals	5.5	9.0	14.5
Summative Assessment			
Determined by AHJ or educational institution	TBD	TBD	TBD
Skills Practice (Lab / Sets and Reps)			
Determined by AHJ or educational institution	TBD	TBD	TBD
Course Totals	83.75	181.75	265.5

Time Table Key

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

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

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

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

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

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

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

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Fighter certification track
 - Fire Fighter 1
 - Fire Fighter 2
2. Identify the prerequisites for certification
 - Fire Fighter 1
 - Public Safety First Aid or higher qualification (See *State Fire Training Procedures Manual* (May 2020) section 7.12.1.3 for requirements.)
 - CPR healthcare provider certification or equivalent (See *State Fire Training Procedures Manual* (May 2020) section 7.12.1.3 for requirements.)
 - Confined Space Rescue Awareness (FSTEP)
 - Fire Fighter 2
 - State Fire Training's Fire Fighter 1 – Structure training or an established equivalent
 - Public Safety First Aid or higher qualification (See *State Fire Training Procedures Manual* (May 2020) section 7.12.1.3 for requirements.)
 - CPR healthcare provider certification or equivalent (See *State Fire Training Procedures Manual* (May 2020) section 7.12.1.3 for requirements.)
3. Identify the course work required for certification
 - Fire Fighter 1
 - Fire Fighter 1A: Structure
 - Fire Fighter 1B: Hazardous Materials/WMD
 - Fire Fighter 1C: Wildland
 - Fire Fighter 2
 - Fire Fighter 2A: Structure
4. Identify the exams required for certification
 - Fire Fighter 1
 - Fire Fighter 1A: Structure
 - Fire Fighter 1B: Hazardous Materials/WMD
 - Fire Fighter 1C: Wildland
 - Fire Fighter 2
 - Fire Fighter 2A: Structure
5. Identify the task book requirements for certification
 - Fire Fighter 2
6. Identify the experience requirements for certification
 - Fire Fighter 2
7. Identify the position requirements for certification
 - Fire Fighter 2

Fire Fighter 1A

8. Describe the certification task book process
9. Describe the certification examination process

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. When teaching Fire Fighter 1A, 1B, and 1C in a consecutive format, it is not necessary to repeat this topic for each course. At a minimum, cover it once on the first day of the first course.
2. Use the *SFT Procedures Manual* (May 2020) 7.12.1 Fire Fighter 1 (2024) and 7.12.3 Fire Fighter 2 (2024) content for ELOs 2 through 7.
3. Use a copy of the Fire Fighter 2 Certification Task Book to walk students through the task book process and expectations for ELO 8.
4. Use the *SFT Procedures Manual* (May 2020) (Chapter 11: Fire Fighter Certification Exams) content for ELO 9.

Topic 1-3: Fire Fighter 1 Roles and Responsibilities

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe the organization of the fire department
2. Define the role of Fire Fighter 1 in the organization and the community
3. Describe the characteristics of a fire service professional
 - Ethics
 - Traits
 - Values
 - Codes of conduct
 - Legal considerations
 - Social media
 - Visual and audio recording devices
 - Constitutional rights
 - First Amendment auditor
4. Describe the mission of the fire service
5. Describe fire agency standard operating procedures (if applicable)
6. Describe fire agency rules and regulations as they apply to the Fire Fighter 1
 - Equal Employment Opportunity
 - Diversity, Equity, and Inclusion (DEI)
 - Implicit bias
 - Harassment
 - Illness and injury prevention
 - Firefighter Bill of Rights
7. Describe the value of fire and life safety initiatives in support of the fire agency mission and to reduce fire fighter line-of-duty injuries and fatalities
 - 16 Firefighter Life Safety Initiatives (National Fallen Firefighters Foundation)
8. Identify the role of other agencies as they relate to the fire department
9. Locate information in departmental documents and standard or code materials

Discussion Questions

1. How would you define the role of a fire fighter in today's fire service?
2. What values are important to you as a fire fighter?
3. What are the challenges of implicit bias in public service?

Application

1. Determined by instructor

Instructor Notes

1. None

Fire Fighter 1A

CTS Guide Reference: 1-1

Skill Sheet: None

Unit 2: Fire Fighter Safety

Topic 2-1: Operating within Command Systems

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe recognized command systems.
 - Incident Command System (ICS)
 - National Incident Management System (NIMS)
 - Standardized Emergency Management System (SEMS)
2. Explain the principles and basic structure of the Incident Command System (ICS)
3. Describe the National Incident Management System (NIMS) characteristics that are the foundation of the ICS
4. Describe the ICS functional areas and the roles of the Incident Commander and Command Staff
5. Describe the General Staff roles within ICS
6. Identify how NIMS management characteristics apply to ICS for a variety of roles and discipline areas
7. Identify how FIRESCOPE characteristics apply to ICS for a variety of roles and discipline areas
8. Describe FIRESCOPE's roll in the California ICS system

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: 1-10

Topic 2-2: Health and Safety Awareness

Terminal Learning Objective

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

Enabling Learning Objectives

1. List common types of accidents and injuries and identify their causes
 - On duty (station life)
 - Responding to an incident
 - At an incident
 - Training
 - Off duty (personal life)
2. Describe how physical fitness and a healthy lifestyle correspond to fire fighter performance
3. Define the critical aspects of NFPA 1550: Standard for Emergency Responder Health and Safety
4. Describe how fire and life safety initiatives support a fire department's mission to reduce fire fighter line-of-duty injuries and deaths

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. Recommend that students utilize a book like *Firefighter Functional Fitness* (Dan Kerrigan and Jim Moss) to develop a personal fitness plan.
2. The content in this topic can be fulfilled through completion of Behavioral Health and Cancer Awareness 1A FSTEP course or an established equivalency.

CTS Guide Reference: 1-1, 1-11

Skill Sheet: None

Topic 2-3: Stress and Resilience

Terminal Learning Objective

At the end of this topic a student, given an assignment in the fire service, will be able to identify and describe common sources and impacts of stress and demonstrate practices that contribute to resilience.

Enabling Learning Objectives

1. Define types of stress
2. Describe signs and symptoms of and reactions to stress
3. List common stressors found in various situations and environments:
 - On-duty/workplace/station life
 - Relationships with peers/coworkers
 - Relationships with supervisors
 - Relationships with the community
 - Environmental stressors
 - Off-duty/family and personal life
 - Transitioning to home life
 - Responding to incidents
 - Extended deployments or shift assignments
 - Long-term injuries
 - Training
4. Describe physiological and emotional impacts of stress
 - Acute versus cumulative
 - Stress and the brain
 - Parasympathetic versus sympathetic (fight or flight)
 - Adrenal fatigue
 - Mood and cognitive impacts
5. Describe behaviors associated with unmanaged stress
 - Anger and irritability
 - Sleep problems
 - Depression
 - Marital and family issues
 - Substance abuse
 - Addictions
 - Thoughts of suicide
 - Other forms of self-harm or risky behavior
6. Demonstrate the self-assessment process
7. Describe the role of nutrition, sleep, exercise, relaxation techniques, and rest in mediating and mitigating stress
8. Demonstrate relaxation techniques
9. Describe healthy and unhealthy coping mechanisms
10. Identify potential consequences of unhealthy coping mechanisms
11. Describe the role of communication in coping with stress

- Personal life
 - Professional life
12. Describe resources available in the AHJ, such as:
- Peer support
 - Preventive tools
 - Employee assistance programs
 - Chaplains
13. Describe external resources, such as:
- Community and faith-based groups
 - Health care system
 - Culturally competent clinicians
 - Hotlines and crisis resources

Discussion Questions

1. How do high-frequency calls without resolution impact job satisfaction?
2. If a front-line responder responds to three calls to one patient in one day, what stressors will they be exposed to?
3. What are some techniques for transitioning between work and home life?
4. What is hypervigilance, and how does it manifest at work and home?
5. What are the current statistics regarding fire service suicide?
6. What is the difference between acute stress and cumulative stress?
7. What is your personal relationship with substance use, including drugs and alcohol?
8. What are some stressors you will encounter in fire service training and/or the academy? What are some coping skills for these?
9. How is a personal support system a part of resilience?
10. What internal and external resources are available in your AHJ and how do you access them?
11. What would you do if a peer showed signs and symptoms of stress?

Application/Activities

1. The instructor must create an activity directing the students to perform a self-assessment.
2. The instructor should create an activity directing students to use their self-assessments and come up with specific strategies for dealing with stressors.

Instructor Notes

1. Refer to the Healing Our Own, Firefighter Behavioral Health Alliance, National Fallen Firefighter Foundation, Florida Firefighter Safety and Health Collaborative, National Volunteer Firefighter Council, and Firestrong websites.
2. Refer to the Healing Our Own, Firefighter Behavioral Health Alliance, National Fallen Firefighter Foundation, Florida Firefighter Safety and Health Collaborative, National Volunteer Firefighter Council, and Firestrong websites. Provide statistics on issues like suicide and PTSD among first responders.
3. Provide case studies (in-person speakers, videos, etc.) and have students perform a stress inventory to demonstrate assessment skills.

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4. Use discussion question 3 as a place of reflection or as a written exercise. Students may experience discomfort, but this is an important part of a wellness reflection.
5. Present information on evidence-based relaxation techniques, possibly including yoga, breathing exercises, and mindfulness exercises. Consider bringing in someone to lead the class in relaxation techniques, such as a yoga instructor or someone familiar with breathing exercises.
6. Culturally competent providers and clinicians can help provide the information in this topic, such as peer counselors, psychologists with experience in fire and front-line-responder culture, or chaplains.
7. The content in this topic can be fulfilled through completion of Behavioral Health and Cancer Awareness 1A FSTEP course or an established equivalency.

CTS Guide Reference: 1-1, 1-12

Skill Sheet: None

Topic 2-4: Cancer Awareness

Terminal Learning Objective

At the end of this topic a student, given an assignment in the fire service, will be able to describe the types, prevalence of, and common causes of cancer in the fire service; describe exposure to carcinogenic chemicals; and demonstrate best practices to minimize exposure and risk.

Enabling Learning Objectives

1. Describe cancer prevalence in the fire service
 - Types/locations
 - Statistics
2. Define “carcinogenic agent”
 - Occupational
 - Activities
 - Chemicals
3. List risk factors specific to the fire service
 - Exposure to carcinogenic chemicals
 - Sleep disruption
 - Shift work
 - UV radiation
4. List risk or protective factors specific to lifestyle or personal life, including but not limited to:
 - Tobacco
 - Alcohol
 - Stress
 - Diet
 - Exercise
 - Infectious agents
 - Age
 - Metabolic syndrome
 - Overweight
 - Mental health
 - Genetic history
 - Hormones
5. List sources of exposure
 - Fires and products of combustion
 - Hazardous materials
 - Environmental
 - Cross-contamination
6. List common states of carcinogenic chemicals
 - Gases
 - Particulates
7. List common categories of carcinogenic chemicals

- Polycyclic aromatic hydrocarbon (PAHs)
 - Volatile organic compounds (VOCs)
8. List routes of exposure
 - Absorption
 - Inhalation
 - Ingestion
 - Injection or penetration
 9. List common sources of exposure found in various situations and environments
 - Fire suppression
 - Overhaul, mop-up, and post-incident activities
 - PPE
 - Equipment
 - Apparatus
 - Station
 - Home
 10. Identify unmodifiable factors
 - Infectious agents
 - Genetic history
 - Hormones
 - Age
 11. Identify modifiable factors
 - Exposures
 - Sleep
 - Tobacco
 - Alcohol
 - Diet
 - Exercise
 - Metabolic syndrome
 - Overweight obesity
 - UV radiation
 12. Define exclusion (hot) zones, contamination reduction (warm) zones, and support (cold) zones on a fireground
 13. Identify and demonstrate best practices for minimizing contaminant exposure and risk during fire suppression, overhaul, mop-up, and post-incident activities
 - Wearing full PPE with SCBA until no longer exposed to carcinogenic chemicals
 - At wildland fires, wearing full PPE with respiratory protection until no longer exposed to carcinogenic chemicals
 - Gross decontamination procedures in the warm zone prior to rehabilitation
 - Appropriate placement and cleaning procedures for rehabilitation
 - Establish rehabilitation in the cold zone
 - Establish rehabilitation away from smoke (uphill, upwind)
 - Establish rehabilitation away from any sources of exhaust

- Ensure clean hands, mouth, and face prior to eating or drinking
 - Only enter rehabilitation area after gross decontamination and removal of contaminated gear
 - Storage of contaminated gear in isolation bags for transfer
14. Identify and demonstrate best practices for PPE that minimize contaminant exposure and risk
- Proper fit
 - Best practice is two complete sets of everything
 - Helmet, hood, coat and liner, gloves, pants and liner, suspenders, boots, radio straps, hose/truck belts, web gear, goggles, respiratory protection, wildland coat and pants
 - Wearing PPE
 - Ensure it is clean before you put it on
 - Best practices for hood exchange
 - Transfer of PPE and equipment between job sites
 - Gross decontamination
 - Performed in warm zone
 - Person being decontaminated needs to wear SCBA and remain on supplied air for duration of decontamination process
 - Person decontaminating needs to wear SCBA, remain on supplied air, and wear turnouts or splash protection for duration of decontamination process
 - While handling contaminated PPE, use EMS gloves
 - Dry, wet, or combination method
 - Wipe and wash your face, neck, armpits, torso, groin, and hands
 - Isolate contaminated turnouts
 - Wash turnouts
 - Air out turnouts at least 25 minutes outdoors before washing
 - Launder turnouts at approved location
 - Wash out or dispose of the isolation method
 - Commercial dishwasher for helmet and SCBA, boots, and gloves
 - Extractor washer for turnouts
 - Turnout dryer
 - While washing turnouts, need to wear EMS gloves and respirator and protective clothing, and have a negative pressure environment
15. Identify and demonstrate best practices for equipment that minimize contaminant exposure and risk
- Dangers of equipment off-gassing and cross-contaminating after exposure
 - Completing gross decontamination
 - Having a designated decontamination station
 - PPE for all decontamination practices
 - Cleaning products designed for purpose
 - Apparatus
 - Clean cab concept and treating contaminants as biohazards

- Turning off apparatus and other vehicles to minimize exhaust
16. Identify and demonstrate best practices that minimize contaminant exposure and risk at the station
- Avoid cross-contamination at all costs
 - Identify hot, warm, and cold zones in fire stations
 - Treat living quarters as cold zones
 - PPE must never enter cold zones
 - Keep all doors at zone interfaces shut
 - Wash hands, face, and neck before entering cold zone
 - Identify possible warm zones in fire stations (areas of interface between hot and cold)
 - Shower within an hour of exposure (cold and then hot water)
 - Infrared saunas as chemical decontamination units (CDUs)
 - PPE storage in the warm zone
 - Wash all garments and undergarments worn beneath PPE separately at the station
 - Identify hot zones
 - Treat apparatus floor as a hot zone because of vehicle exhaust
 - The following must not be located in hot zone
 - Ice machines
 - Workout equipment
 - PPE storage must be situated to prevent exhaust carcinogen contamination
 - Off-duty storage
 - Response-ready storage
 - Use of exhaust systems
 - Tool maintenance and checks performed outdoors, wearing PPE, to prevent exposure
 - Tool decontamination performed in a negative pressure environment and while wearing PPE to prevent carcinogen exposure
 - Perform apparatus pre-trips outside of apparatus floor
17. Identify and demonstrate best practices that minimize contaminant exposure and risk at home
- Avoid cross-contamination at all costs, including with PPE
 - Don't wash work items at home
 - PPE including wildland
 - Uniforms
 - Personal items used during work hours
 - Garments or undergarments worn beneath PPE
 - Keep all work items in a sealed bag in vehicle and avoid direct sunlight and heat
 - Shower prior to leaving the station
18. Document all exposures, injuries, and illnesses within AHJ reporting system

Discussion Questions

1. How does tobacco use affect your ability to claim workers compensation for cancer?
2. How are behavioral health, lifestyle, your occupation, and cancer risk related?

3. How do factors such as race and gender impact occupational cancer risk?
4. What are some types of carcinogenic agents other than chemical carcinogens?
5. What are some sources of exposure after a fire is extinguished?
6. How does duration of exposure relate to absorption of carcinogenic chemicals?
7. How might a fire fighter ingest carcinogenic chemicals?
8. What are some exposure risks for members not engaged in the IDLH environment?
9. What are best practices for hood types, wearing, and exchange?
10. Under what circumstances is it best to do dry decontamination or wet decontamination?
11. What are the benefits of washing versus wiping during body decontamination?
12. Why is it important to use a new wipe for each part of your body? What can you use to wipe off contaminants?
13. Why is it critical to complete an exposure report for all exposures, injuries, and illnesses on all incidents?

Application/Activities

1. Create an activity directing students to demonstrate the above ELOs.

Instructor Notes

1. Consider having students perform a risk self-assessment.
2. Refer to Tucson best practices document and Washington state's Healthy In, Healthy Out document and video.
3. This topic is interrelated with those pertaining to behavioral health and stress reduction. Some of the wellness behaviors will overlap.
4. NFPA 1550: Standard for Emergency Responder Health and Safety, Topic 16.7 addresses exposure reports.
5. Refer to and share the NIOSH photo showing the limits of PPE in preventing exposure.
6. The content in this topic can be fulfilled through completion of Behavioral Health and Cancer Awareness 1A FSTEP course or an established equivalency.

CTS Guide Reference: 1-13

Topic 2-5: Structural Personal Protective Ensemble

Terminal Learning Objective

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

Enabling Learning Objectives

1. Explain the importance of standards for structural personal protective ensemble
2. Identify components of structural PPE
3. Describe protection provided by structural PPE
4. Describe limitations of structural PPE
5. Identify manufacturer guidelines for correct PPE use
6. Identify when and how to doff PPE
 - When it is safe
 - Fire/smoke exposure
 - Carcinogenic chemical exposure
 - When to emergency doff/remove PPE
 - Self
 - Others
 - Manufacturer guidelines
 - AHJ policies and procedures
7. Describe how improper usage or maintenance can compromise PPE effectiveness
8. Describe proper methods for inspecting, cleaning, and maintaining structural PPE
9. Identify when and describe how to remove PPE from service
10. Don structural PPE
11. Doff structural PPE
12. Doff structural PPE in an emergency
 - Demonstrate how to rapidly remove your own PPE
 - Demonstrate how to rapidly remove an unresponsive fire fighter's PPE in an organized fashion
13. Return PPE to a ready state
14. Inspect structural PPE
15. Clean structural PPE
16. Maintain structural PPE

Discussion Questions

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

Application

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

Instructor Notes

1. Use NFPA 1850: Standard on Protective Ensembles for Structural and Proximity Firefighting and Self-Contained Breathing Apparatus (SCBA) (current edition) as a resource for this topic.
2. Students must have access to full PPE for application and practice.

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

Skill Sheet:

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

Topic 2-6: Self-Contained Breathing Apparatus

Terminal Learning Objective

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

Enabling Learning Objectives

1. Define “Immediately Dangerous to Life and Health” (IDLH)
2. Identify conditions requiring respiratory protection
 - NFPA 1550: Standard for Emergency Responder Health and Safety Program (current edition)
 - Code of Federal Regulations 29, 1910.134
 - California Code of Regulations Title 8, 5144K
3. Explain the importance of standards for SCBA
4. Describe protection provided by, uses of, and limitations of SCBA
5. Describe potential long-term consequences of exposure to products of combustion
6. Identify the components of SCBA
 - NFPA 1852: Standard on Selection, Care, and Maintenance of Open-Circuit Self-Contained Breathing Apparatus (SCBA) (current edition, NFPA 1852 is becoming a part of NFPA 1850: Standard on Protective Ensembles for Structural and Proximity Firefighting and Self-Contained Breathing Apparatus (SCBA))
7. Describe operational inspection procedures for SCBA
8. Describe different donning procedures
 - Coat
 - Over the head
 - Seat mounted
9. Identify manufacturer guidelines for correct SCBA use
10. Describe how improper fit, usage, or maintenance can compromise SCBA effectiveness
11. Identify when to doff respiratory protection
 - Outside IDLH
 - Dependent on contaminate exposure levels
12. Identify how to doff respiratory protection
 - Manufacturer guidelines
 - AHJ policies and procedures
13. Identify proper methods for inspecting, cleaning, and maintaining SCBA
14. Identify when and describe how to remove SCBA from service
 - NFPA 1852 (current edition, NFPA 1852 is becoming NFPA 1850)
15. Perform operational inspection for a self-contained breathing apparatus
16. Don SCBA using the following methods:
 - Coat
 - Over-the-head
 - Seat mounted
17. Doff SCBA

18. Return SCBA to a ready state
19. Inspect, clean, and maintain SCBA

Discussion Questions

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

Application

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

Instructor Notes

1. Use NFPA 1550: Standard for Emergency Responder Health and Safety Program (current edition).
2. Reinforce carcinogen exposure and cancer risk reduction practices during this topic.
3. Students must have access to full PPE and SCBA for application and practice.

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

Skill Sheet:

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

Topic 2-7: Using SCBA During Emergency Operations

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. Reference NFPA 1400: Standard on Fire Service Training and NFPA 1970: Standard on Protective Ensembles for Structural and Proximity Fire Fighting, Work Apparel, and Open Circuit Self-Contained Breathing Apparatus (SCBA) for Emergency Services, and Personal Alert Safety Systems (PASS) for current SCBA air-management standards.
2. This topic is intended to be an overview. The content and application will be covered again in context in Topic 6-1: Structural Fire Fighter Survival.

CTS Guide Reference: 3-1

Skill Sheet:

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

Topic 2-8: Doffing SCBA and PPE for Gross Decontamination

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

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

CTS Guide Reference: 1-8

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

Topic 2-9: Responding on an Apparatus to an Emergency Scene

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

1. What safety equipment is used when riding on an apparatus?
2. What is the importance of using safety equipment to protect against hearing and vision loss?
3. What are some outcomes when safety equipment is not used?
4. How do personnel riding in an apparatus contribute to situational awareness?
5. What methods can be used to reduce biological or carcinogenic exposure inside an apparatus?

Application

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

Instructor Notes

1. California fire fighters respond daily to many different types of incidents that require different PPE, such as technical rescue, emergency medical service, structural fire, wildland fire, water rescue, etc. Stress this in class.

CTS Guide Reference: 3-2

Skill Sheet: 3-2: Respond to an Emergency Scene on an Apparatus (2024)

Topic 2-10: Establishing and Operating in Work Areas at Emergency Scenes

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe proper procedures for mounting and dismounting an apparatus in traffic
2. Identify potential hazards involved in operating on emergency scenes
 - Vehicle traffic
 - Utilities
 - Environmental conditions
 - Special hazards
 - Lithium ion batteries
 - Compressed Natural Gas (CNG)
 - Photovoltaic (PV) systems
 - Energy storage systems
 - Combustible metals
 - Hydrogen cells
 - Autonomous vehicles
 - New and emerging hazards
3. Describe procedures for safe operation at emergency scenes
4. Identify PPE available for members' safety on emergency scenes and work zone designations
5. Describe how to work with electrical hazards at an emergency scene
 - Identify hazard
 - Communicate to Incident Command
 - Establish physical barriers for protection
6. Use PPE
7. Deploy traffic and scene control devices
8. Dismount an apparatus
9. Operate in protected work areas as directed

Discussion Questions

1. What are some potential hazards to fire fighters while operating at an emergency incident?
 - How can fire fighters limit exposure and injury?
 - What methods are used to communicate hazards?
2. What hazards are associated with mounting and dismounting a fire apparatus in traffic?

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3. What different types of personal protective equipment do fire fighters use on the scene of an emergency?
 - What are their uses?

Application

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

Instructor Notes

1. Reference Firefighter Incident Safety and Accountability Guidelines ICS 910 (FIRECOPE).

CTS Guide Reference: 3-3

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

Unit 3: Communications

Topic 3-1: Initiating a Response to a Reported Emergency

Terminal Learning Objective

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

Enabling Learning Objectives

1. Explain procedures for reporting an emergency
2. Identify agencySOPs (if applicable) for taking and receiving:
 - Alarms
 - Radio codes
 - Procedures
 - Clear text for communications
3. List information needs of the dispatch center:
 - Incident type
 - Caller name
 - Phone number
 - Incident location or description
 - Other notifications (911, police, etc.)
4. Identify different types of fire agencycommunications equipment
5. Operate fire agencycommunications equipment and technology
6. Relay information
7. Record information

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: 2-1

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

Topic 3-2: Transmitting and Receiving Communications

Terminal Learning Objective

At the end of this topic a student, given equipment and technology and standard operating procedures (if applicable), will be able to transmit and receive communications using fire agency equipment and technology so that the information is accurate, clear, and relayed within the time established by the AHJ.

Enabling Learning Objectives

1. Identify components of agency communications equipment and technology
2. Identify the difference between routine and emergency traffic
3. Describe agency communications procedures and etiquette for:
 - Routine traffic
 - Emergency traffic
 - Emergency evacuation signals
4. Identify basic types of agency communications equipment and technology
 - Agency radios
 - Mobile
 - Portable
 - Mobile data terminal
 - Mobile devices
 - Pagers
 - Tablets
 - Applications
 - Mutual aid systems
 - Specialty use systems (transit, airport, law enforcement, marine, etc.)
 - New and emerging technologies
5. Identify operations of communications equipment and technology
6. Describe how to activate radio emergency distress button/signal
7. Operate fire agency communications equipment and technology

Discussion Questions

1. What are the different components of a fire agency radio?
2. What are the proper procedures and etiquette for:
 - Routine traffic?
 - Emergency traffic?
 - Specialty use systems?
3. What are emergency evacuation signals and when are they used?

Application

1. Given simulated situations, have students identify the proper channel for communication on fire agency equipment and technology.

Instructor Notes

1. None

CTS Guide Reference: 2-2

Skill Sheet: 2-2: Operate a Fire Agency Radio

Topic 3-3: Activating an Emergency Call of Assistance

Terminal Learning Objective

At the end of this topic a student, given vision-obscured conditions, PPE, and agencySOPs (if applicable), will activate an emergency call for assistance so that the fire fighter can be located and rescued.

Enabling Learning Objectives

1. Describe personnel accountability systems
2. Describe emergency communication procedures
3. Describe emergency evacuation methods
4. Initiate an emergency call for assistance in accordance with the AHJ's procedures
5. Use other methods of emergency calls for assistance

Discussion Questions

1. How would you activate an emergency call in accordance with your AHJ?
2. What are alternative methods for making the emergency call?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: 2-3

Skill Sheet:

- 2-3: Operate a Fire AgencyRadio
- 3-5: Activate an Emergency Call and Exit a Hazardous Area

Unit 4: Fire Tools and Equipment

Topic 4-1: Tying Knots Appropriate for Hoisting Tools

Terminal Learning Objective

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

Enabling Learning Objectives

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

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

Discussion Questions

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

Application

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

Instructor Notes

1. None

CTS Guide Reference: 3-21

Skill Sheet:

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

Topic 4-2: Utilizing Hand and Power Tools

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify basic construction tools and equipment (hammers, saws, pliers, etc.)
2. Identify basic mechanic tools and equipment (screwdrivers, wrenches, socket sets, etc.)
3. Describe types and uses of hand tools
 - Prying
 - Striking
 - Pushing/pulling
 - Cutting
4. Describe types and uses of power tools
 - Gas
 - Battery
 - Electric
 - Pneumatic
 - Hydraulic
5. Identify safety considerations for storing and transporting hand and power tools
6. Identify guidelines for cleaning, inspecting, and maintaining hand and power tools
 - Manufacturer guidelines
 - AHJ guidelines
 - Documentation and reporting requirements
7. Describe methods for cleaning hand and power tools
 - Equipment/tools to use
 - Solvents or solutions to use
8. Identify when and how to remove hand and power tools from service
 - Manufacturer guidelines
 - AHJ guidelines
 - Documentation and reporting requirements
9. Transport, operate, and maintain hand and power tools

Discussion Questions

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

Application

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

Instructor Notes

1. Spend time on new and emerging technologies.

CTS Guide Reference: 3-22

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

Topic 4-3: Operating Emergency Scene Lighting

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. None

CTS Guide Reference: 3-18

Skill Sheet: 3-18: Light a Scene

Topic 4-4: Operating an Air-Monitoring Instrument

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

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

CTS Guide Reference: 3-23

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

Unit 5: Structural Fire Suppression

Topic 5-1: Building Construction

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. The foundational cognitive information in this topic will be applied in Topics 5-10 (Forcing Entry into a Structure), 5-14 (Horizontal Ventilation Operations), and 5-15 (Vertical Ventilation Operations).

CTS Guide Reference: 3-4, 3-11, 3-13

Skill Sheet: None

Topic 5-2: Fire Behavior

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe physical states of matter in which fuels are found
2. Define terminology associated with fire chemistry
3. Describe the differences between energy and temperature
4. Describe the concept of power and energy
5. Describe flashpoint, fire point, ignition, and vaporization
6. List the products of combustion found in a structure fire
7. Identify methods of heat transfer
8. Describe the impact of oxygen concentration on life safety and fire growth
9. Identify the components of the fire triangle and fire tetrahedron
10. Describe the classifications of fire
11. Describe the relationship of oxygen concentration to life safety and fire growth
12. Describe fire behavior in a structure
13. Describe the stages of fire
14. Describe the principles of thermal layering within a structure fire
15. Identify the signs, causes, effects, and prevention of hostile fire events
 - Backdraft
 - Smoke explosion
 - Flashover
16. Describe the modern time temperature curve
17. Describe the composition of smoke
18. Describe the attributes of smoke
19. Identify concepts associated with water as an extinguishing agent
20. Describe how water and steam impact the fire tetrahedron
21. Describe signs of effective gas cooling
22. Describe signs of effective surface cooling
23. Describe gas expansion and contraction

Discussion Questions

1. What are the components of the fire tetrahedron?
2. What are signs of flashover, backdraft, and smoke explosion?
3. How does wind affect fire in a structure?
4. How does a vent-limited fire growth curve differ from a traditional/legacy fire growth curve?
5. How would you reduce the heat release rate for each phase of fire within the time temperature curve?

Application

1. Determined by instructor

Instructor Notes

1. For further information, see State Fire Training Fire Control 3 Course Plan (FSTEP) (current edition)
2. Include the following videos in your teaching:
 - [What Is Fire Pyrolysis \(Fire Training\) \(https://www.youtube.com/watch?v=vAyISv2IUo\)](https://www.youtube.com/watch?v=vAyISv2IUo)
 - Christmas Tree Fire Safety (National Institute of Standards and Technology) (<https://www.youtube.com/watch?v=lwBiZtfjioU>)
 - The Woosh Box (State Fire Training) (<https://vimeo.com/271589541> password: SFT)
 - New vs Old Room Fire Final UL (National Institute of Standards and Technology) (<https://www.youtube.com/watch?v=aDNPhq5ggoE&index=34&list=WL>)
 - Art of Reading Smoke Vol 1 Sample (FireEngineering Books) (https://www.youtube.com/watch?v=W8gJosK_BxY)

CTS Guide Reference: 3-11, 3-12, 3-13, 3-18

Skill Sheet: None

Topic 5-3: Extinguishing Fire with Fire Extinguishers

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. NFPA 1010 (2024) covers Class A, B, and C extinguishers. Cover additional types (D and K) if appropriate to the AHJ.

CTS Guide Reference: 3-17

Skill Sheet: 3-17: Select, Carry, and Operate a Portable Fire Extinguisher

Topic 5-4: Water Supply Systems

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. ELO 6: Some AHJs have appliances that connect hose to water supplies. Note this if it's appropriate to the AHJ.
2. For all water supplies, only flush the system until the water runs clear.

CTS Guide Reference: 3-16

Skill Sheet:

- 3-16a - Deploy Portable Tank and Prepare for Drafting Operations
- 3-16b - Hose Lay

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

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe fire hoses
 - Types
 - Design
 - Uses
 - Attack line
 - Supply line
2. Describe departmental procedures for inspecting a hose according to manufacturer guidelines, noting any defects, and removing it from service
3. Describe nozzles
 - Types
 - Design
 - Operation
 - Pressure effects
 - Flow capabilities
4. Identify fittings, tools, and appliances
5. Describe how to apply each size and type of attack line
6. Describe cleaning and maintenance methods
 - Hose
 - Nozzles
 - Appliances
7. Describe types of hose rolls
 - Single roll
 - Donut roll
 - Twin donut roll
 - Self-locking twin donut roll
8. Describe types of hose loads
 - Flat load
 - Minute-man load
 - Triple fold
 - Accordion
 - Horseshoe
 - Hose bundles (AHJ specific)
9. Clean different types of hose
10. Operate hose washing and drying equipment
11. Replace coupling gaskets

12. Mark defective hose

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: 3-11, 4-2

Skill Sheet:

- 4-2a: Replace a Burst Section of Hose
- 4-2b: Build Hose Rolls
- 4-2c: Clean and Maintain Hose and Mark Defective Hose

Topic 5-6: Deploy and Connect Fire Hose

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the principles of fire streams
2. Describe types of supply line hose deployments (carries and drags)
3. Describe types of attack line hose deployments (carries and drags)
 - Minute-man load
 - Triple fold
 - Pre-connected flat load
 - Working line drag method
 - Shoulder load method
 - Hose bundle (AHJ specific)
 - Wyed lines
4. Identify precautions to follow when advancing hose lines to objective
5. Open, close, and adjust nozzle flow and patterns
6. Describe observable results that a fire stream is properly applied
7. Prevent water hammer when shutting down nozzles
8. Couple and uncouple various hose line connections
9. Roll hose
10. Carry hose
11. Reload hose
12. Replace burst hose sections
13. Hand lay a supply hose
14. Connect and place hard suction hose for drafting operations
15. Deploy portable water tanks and the equipment necessary to transfer between and draft from them
16. Make hydrant-to-engine hose connections for forward and reverse lays
17. Connect a supply hose to a hydrant
18. Fully open hydrant when hose is connected
19. Fully close hydrant when operation ends

Discussion Questions

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

Application

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

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- Connect and operate nozzles and appliances
- Flow water

Instructor Notes

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

CTS Guide Reference: 3-11, 3-16, 4-2

Skill Sheet:

- 3-11c: Extend a Hose Line
- 3-11d: Load, Deploy, and Advance an Attack Line
- 3-11e: Load Supply Hose
- 3-16a: Deploy Portable Tank and Prepare for Drafting Operations
- 3-16b: Hose Lay
- 4-2a: Replace a Burst Section of Hose
- 4-2b: Build Hose Rolls

Topic 5-7: Utility Control at Emergencies

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: 3-19

Skill Sheet: 3-19: Turn Off Building Utilities

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

Terminal Learning Objective

At the end of this topic a student, given single and/or extension ladders, personal protective equipment (PPE), and cleaning equipment and supplies, will be able to clean and inspect fire service ladders so that ladders are cleaned, inspected, maintained, and ready for or removed from service.

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. None

CTS Guide Reference: 3-6

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

Topic 5-9: Ground Ladder Operations

Terminal Learning Objective

At the end of this topic a student, given single and/or extension ladders, an assignment, team members (if needed), and personal protective equipment (PPE), will be able to set up, mount, ascend, dismount, and descend ground ladders, so that hazards are assessed, ground ladders are stable and their angles are correct for climbing, extension ladders are extended to the necessary height with the fly locked, the top of the ladder is placed against a reliable structural component, and the assignment is accomplished.

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: 3-6

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

Topic 5-10: Forcing Entry into a Structure

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: 3-4

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

Topic 5-11: Operating a Thermal Imager (TI)

Terminal Learning Objective

At the end of this topic a student, given a thermal imager (TI), SOPs (if applicable), PPE, and an assignment, will be able to operate a TI so that victims are located in conditions of obscured visibility, hot spots are identified in a structure, overhaul is completed, and the liquid level of the container is determined.

Enabling Learning Objectives

1. Describe the uses of a TI
2. Describe the preventative maintenance of a TI
3. Describe TI operation procedures
4. Describe TI limitations
5. Demonstrate the use of a TI
6. Interpret TI data to victims, fire, hot spots, and liquid levels in containers area

Application

1. Given a thermal imager (TI), SOPs (if applicable), PPE, and an assignment, have students complete a task looking for specific items with the TI.

Instructor Notes

1. None.

CTS Guide Reference: 3-9

Skill Sheet: 3-9: Operate a Thermal Imager (TI)

Topic 5-12: Conducting a Search and Rescue Operation in a Structure

Terminal Learning Objective

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

Enabling Learning Objectives

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

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

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: 3-10

Skill Sheet:

- 3-10a - Search for and Rescue a Victim with No Respiratory Protection
- 3-10b - Rescue a Fire Fighter
- 3-10c - Use a Ladder for Rescue

Topic 5-13: Attacking an Interior Structure Fire

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify precautions to be followed when advancing hose lines to a fire
2. Identify principles of exposure protection
 - Exterior
 - Interior
3. Describe attack and control techniques for below, at, and above grade level fires
4. Describe impacts of flow path while performing interior fire attack
5. Demonstrate techniques for controlling flow path
6. Identify methods for locating and exposing hidden fires
7. List common types of accidents or injuries and their causes
8. Apply water using direct, indirect, and combination attacks
9. Describe observable results that a fire stream is properly applied
10. Advance charged and uncharged hand lines of 1½-inch diameter or larger up ladders and up and down interior and exterior stairways
11. Operate charged hand lines of 1½-inch diameter or larger while secured to a ground ladder
12. Demonstrate how to attack fires:
 - Below grade
 - At grade
 - Above grade
13. Locate and suppress interior wall and subfloor fires
14. Define the role of the backup team in fire attack situations
15. Identify visual indicators to make an informed decision about fire location
16. Define terminology associated with flow path and air track
17. Describe how to control flow path and air track management
18. Describe the impact of venting a vent-limited fire
19. Describe how to control flow path and manage air track
20. Describe the importance of extinguishing exterior fires before entry
21. Describe how to improve interior condition through cooling from a less involved area
22. Identify factors that may contraindicate an exterior attack
23. Describe hose management techniques
24. Describe how to assess risk at the entry point to determine go/no-go status

Discussion Questions

1. What is the difference between a second attack line and a backup line?
2. What hazards are associated with below grade fires?
3. What are the consequences of uncoordinated ventilation?
4. What does “cooling from a safe location” mean?
5. How does water application (stream pattern and technique) impact fire conditions?

Application

1. Determined by instructor

Instructor Notes

1. There are two ways to deliver the live fire training included in Topic 5-11:
 - Option 1: Provide a registered Fire Control 3: Structural Fire Fighting (2018) course
 - May use simulated live fire training evolutions during Fire Fighter 1 – Structure certification exam testing.
 - Option 2: Use the TLO and ELOs listed in Topic 5-11
 - Must use live fire training evolutions compliant with NFPA 1403 (current edition, NFPA 1403 is scheduled to become part of NFPA 1400: Standard on Fire Service Training) during Fire Fighter 1 – Structure certification exam testing.
 - Skills Evaluator for certification exam must be a registered Fire Control 3 primary instructor.
2. Any training or practice for this topic that involves live fire requires PPE compliant with NFPA 1971 (current edition) and SCBA compliant with NFPA 1981 (current edition) (Both NFPA 1971 and NFPA 1981 are scheduled to become part of NFPA 1970: Standard on Protective Ensembles for Structural and Proximity Firefighting, Work Apparel and Open-Circuit Self-Contained Breathing Apparatus (SCBA) for Emergency Services, and Personal Alert Safety Systems (PASS)).
3. Include the following videos in your teaching:
 - [Principles of Modern Fire Attack \(ISFSI YouTube\)](https://www.youtube.com/watch?v=ATuCxWj6AW8&list=PLLLoaO4uEI11OsyF7SY7WEZjAorZhraQs&index=3)
(<https://www.youtube.com/watch?v=ATuCxWj6AW8&list=PLLLoaO4uEI11OsyF7SY7WEZjAorZhraQs&index=3>)

CTS Guide Reference: 3-11

Skill Sheet:

- 3-11a: Attack a Live Interior Structure Fire
- 3-11b: Attack a Simulated Interior Structure Fire
- 3-11c: Extend a Hoseline
- 3-11d: Load, Deploy, and Advance an Attack Line
- 3-11e: Load Supply Hose

Topic 5-14: Horizontal Ventilation Operations

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Fire Fighter 1A

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

Application

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

Instructor Notes

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

CTS Guide Reference: 3-12

Skill Sheet: 3-12: Perform Horizontal Ventilation on a Structure

Topic 5-15: Vertical Ventilation Operations

Terminal Learning Objective

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

Enabling Learning Objectives

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

10. Transport and operate ventilation tools and equipment and ladders
11. Select, carry, deploy, and secure ground ladders for ventilation activities
12. Deploy roof ladders on pitched roofs while secured to a ground ladder for vertical ventilation
13. Carry ventilation-related tools and equipment while ascending and descending ladders
14. Hoist ventilation tools to a roof
15. Sound the surface for integrity
16. Cut roofing or flooring materials to vent flat roofs, pitched roofs, or basements
17. Clear an opening with hand tools
18. Retreat from the area when ventilation is accomplished

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: 3-13

Skill Sheet: 3-13: Perform Vertical Ventilation on a Structure

Topic 5-16: Conserving Property

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Given the contents of a room and tarps, have students practice arranging contents and throwing tarps to protect against water and smoke damage.
2. Given tools and salvage equipment, have students practice removing water from inside a structure.
3. Given tools and salvage equipment, have students practice stopping or diverting water from a sprinkler system.
4. Given a prop, materials, and tools, have students practice boarding up openings.

Instructor Notes

1. None

CTS Guide Reference: 3-15

Skill Sheet:

- 3-15a: Control Water Flow from a Sprinkler System
- 3-15b: Remove Water from the Interior of a Structure
- 3-15c: Salvage a Room and its Contents
- 3-15d: Cover Building Openings

Topic 5-17: Overhauling a Fire Scene

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe purposes and methods of overhaul
2. Describe types of fire attack lines and water application devices most effective for overhaul
3. Describe water application methods for extinguishment that limit water damage
4. Identify types of tools and methods used to expose hidden fire
 - Senses
 - Hand and power tools
 - Thermal imagers
5. Describe hazard mitigation associated with overhaul
 - Atmosphere quality
 - Air monitoring
 - Respiratory protection
 - Structural integrity
 - Hidden fires
 - Fire fighter complacency
 - Construction damage (nails, insulation, etc.)
6. Identify reasons for protecting a fire scene
7. Describe obvious signs of arson, area of origin, or cause
8. List techniques for preserving fire cause evidence
9. Deploy and operate an attack line for overhaul
10. Apply water for maximum effectiveness
11. Expose and extinguish hidden fires in walls, ceilings, and subfloor spaces
12. Remove floor, ceiling, and wall components to expose void spaces without compromising structural integrity
13. Recognize and preserve obvious signs of arson, area of origin, and cause
14. Separate, remove, and relocate charred material to a safe location while protecting area of origin for cause determination
15. Evaluate for complete extinguishment

Discussion Questions

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

Application

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

Instructor Notes

1. None

CTS Guide Reference: 3-14

Skill Sheet:

- 3-14a - Overhaul a Fire Scene
- 3-14b - Remove Charred Materials

Unit 6: Fire Fighter Survival

Topic 6-1: Structural Fire Fighter Survival

Terminal Learning Objective

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

Enabling Learning Objectives

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

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- Escape an emergency using emergency ladder escape hook-two/slide-to-four method or head-first ladder escape technique
- Call “Mayday”
- Change SCBA profile using the non-removal, low or reduced profile (partial-removal), and zero or no profile (full-removal) methods
- Escape an emergency using window hang
- Escape an emergency using wall breach
- Perform an SCBA emergency procedure check

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: 2-4, 3-5

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

Unit 7: Suppression of Fires Outside of a Structure

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

1. What life hazards might fire fighters encounter during:

Fire Fighter 1A

- Exterior fires?
 - Outbuildings and dumpster fires?
2. What steps can you take to ensure fire fighter safety?

Application

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

Instructor Notes

1. None

CTS Guide Reference: 3-8

Skill Sheet:

- 3-8a: Operate a Portable Master Stream
- 3-8b: Combat a Ground Cover, Debris, or Exterior Fire

Topic 7-2: Attacking a Passenger Vehicle Fire

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. NFPA Alternative Fuel Vehicles Training can be used to support this topic.
2. FIRESCOPE Lithium-Ion Battery Awareness Training is also useful (https://www.youtube.com/watch?v=JSj8_TVVWbk).

CTS Guide Reference: 3-7

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

Topic 7-3: Combatting a Ground Cover Fire

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe types of ground cover fires
2. Describe parts of ground cover fires
3. Describe methods to contain or suppress
4. Describe safety principles and practices
5. Determine exposure threats based on fire spread potential
6. Describe the types of hazards associated with encampment fires
7. Describe resources available to displaced fire victims, per AHJ
8. Protect exposures
9. Construct a fire line or extinguish with hand tools
10. Maintain integrity of established fire lines
11. Suppress ground cover fires using water

Discussion Questions

1. What constitutes a ground fire?
2. What are some of the hazards associated with encampment fires?

Application

1. Determined by instructor

Instructor Notes

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

CTS Guide Reference: 3-20

Skill Sheet: 3-8b: Combat a Ground Cover, Debris, or Exterior Fire

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 plans 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.

Skill Sheet

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



1-3: Inspect SCBA

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
Standard: Office of the State Fire Marshal / CTS Guide: 1-3 / Course Plan: Fire Fighter 1A, Topic 2-6
Testing Criteria: Random / Methodology Type: Process, Psychomotor
Performance Outcome: This test worked, noting any wear and or damage, ensure cylinder pressure is within department standards or replaced, check low air alarm for activation, open bypass valve to ensure operation, check pass device for operations, and place the unit back into service.
Candidate Directions: You will inspect and prepare the SCBA for reuse and demonstrate and verbalize all checks. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Prepares SCBA for inspection		
3. Verifies air cylinder pressure and replaces cylinder if less than 90% of rated capacity		
4. Identifies all SCBA components are present: harness assembly, cylinder, face piece, and PASS device		
5. Inspects all SCBA components for damage; if any damage is found, reports to evaluator		
6. Opens cylinder valve slowly; verifies operation of low air pressure alarm; if low air alarm does not activate, repeats steps or places unit out of service		
7. Compares cylinder gauge to regulator gauge to ensure they are within 100 psi of each other or per manufactures recommendations or AHJ		
8. Verifies all hose connections, rapid intervention crew/company universal air connections (RIC UAC), and verifies they are tight and free from leaks		
9. Verifies bypass operation		
10. Verifies condition of face piece for cracks and missing/broken straps, and ensures cleanliness		
11. Dons face piece and checks for proper seal		
12. Inspects regulator for damage and checks regulator operation by connecting to face piece and breathing		
13. Checks all gauges and/or indicators (i.e. heads-up display) are providing similar pressure readings		



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14. Verifies operation of PASS device (If PASS device is an integrated part of SCBA unit, check is performed in accordance with manufacturers' instructions.)		
15. Closes cylinder valve and drains all air from system (manufacturers' instructions) (Low air alarm activates when regulator gauge reads 25% or 33%.)		
16. Prepares SCBA for reuse		

Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



1-4: Don Structural PPE

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
Standard: Office of the State Fire Marshal / CTS Guide: 1-4 / Course Plan: Fire Fighter 1A, Topic 2-5
Testing Criteria: Required / Methodology Type: Psychomotor
Performance Outcome: Don personal protective clothing in 60 seconds ensuring all elements of the ensemble are worn according to manufacturer guidelines.
Candidate Directions: You will don personal protective clothing within 60 seconds. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Dons pants and boots with all fasteners secured and suspenders in place		
2. Dons hood		
3. Dons coat with storm flap closed and collar up and secured		
4. Dons helmet and secures with chinstrap		
5. Dons gloves with no skin exposed		
6. Completes within 60 seconds <ul style="list-style-type: none"> • Time: _____ 		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



1-5: Don SCBA

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
Standard: Office of the State Fire Marshal / CTS Guide: 1-5 / Course Plan: Fire Fighter 1A, Topic 2-6
Testing Criteria: Required / Methodology Type: Psychomotor
Performance Outcome: Don SCBA verifying activation and operation of the unit within 60 seconds.
Candidate Directions: You will demonstrate donning an SCBA within 60 seconds. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Verifies that SCBA is ready for service and confirms amount of air in cylinder is above minimum acceptable level		
2. Opens SCBA cylinder valve fully, checking gauge for operation, and verbally verifies air cylinder		
3. Dons SCBA backpack assembly using over-the-head or coat method		
4. Verifies activation and operation of PASS device		
5. Dons face piece		
6. Verifies face piece seal and operation of exhalation valve		
7. Connects face piece to air supply/regulator and verifies function by breathing		
8. Has all personal protective clothing correctly in place with no dermal exposure		
9. Completes all elements within 60 seconds <ul style="list-style-type: none"> • Time: _____ 		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



1-6: Doff SCBA

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
Standard: Office of the State Fire Marshal / CTS Guide: 1-6 / Course Plan: Fire Fighter 1A, Topic 2-6
Testing Criteria: Required / Methodology Type: Psychomotor
Performance Outcome: Doff the SCBA and prepare it for reuse.
Candidate Directions: You will doff your SCBA and prepare it for reuse. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Removes face piece and SCBA		
2. Closes cylinder valve completely		
3. Bleeds air from system		
4. Shuts off PASS device		
5. Checks air cylinder pressure and replaces cylinder if less than 90% of rated capacity		
6. Returns all straps, valves, and components, preparing SCBA for reuse		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



1-7: Doff, Inspect, and Prepare Structural PPE for Reuse

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
Standard: Office of the State Fire Marshal / CTS Guide: 1-2 and 1-7 / Course Plan: Fire Fighter 1A, Topic 2-5
Testing Criteria: Required / Methodology Type: Process, Psychomotor
Performance Outcome: Doff and inspect PPE, preparing all parts for reuse.
Candidate Directions: You will doff your PPE, disassemble, inspect, and prepare all parts for reuse, verbalizing all elements of the inspection process. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Removes and disassembles protective clothing		
2. Inspects all elements of PPE for damage and cleaning needs <ul style="list-style-type: none"> • Helmet • Turnout coat and pants • Hood • Boots • Gloves 		
3. Describes AHJ cleaning, decontamination, and exposure reporting policies and procedures		
4. Describes the process and procedure for the removal of damaged equipment from service		
5. Places clothing in a ready state		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



1-8: Doff SCBA and PPE for Gross Decontamination

Candidate Information
Candidate Name and SFT ID#:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
Standard: Office of the State Fire Marshal / CTS Guide: 1-8 / Course Plan: Fire Fighter 1A, Topic 2-8
Testing Criteria: Random / Methodology Type: Process, Psychomotor
Performance Outcome: Doff SCBA and structural PPE in a manner that reduces contaminant exposure.
Candidate Directions: Doff SCBA with contaminated PPE. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand these instructions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Applies water to flush surface contaminants from PPE		
2. Sets aside all tools and equipment in bucket or carry-all for contaminated tools and equipment		
3. Removes SCBA pack from back while remaining on air (face piece remains on with air on)		
4. Removes helmet		
5. Removes turnout coat and gloves		
6. Removes turnout pants		
7. Steps out of boots		
8. Removes SCBA face piece, shutting off air and PASS alarm		
9. Verbalizes, "Shower and follow all AHJ hygiene and exposure reporting guidelines"		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



2-1: Initiate a Response to an Emergency

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.2.1 / CTS Guide: 2-1 / Course Plan: Fire Fighter 1A, Topic 3-1
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Operate fire department communications equipment and record obtained information, relaying it promptly and accurately to the dispatch center.
Candidate Directions: You will initiate a response to a simulated emergency and relay all of the correct information to the dispatch center. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Writes down proper address and appropriate nature of emergency upon receiving a simulated emergency		
3. Contacts dispatch promptly by radio, indicating receipt of alarm and providing all appropriate information		
4. Makes notifications that emergency response has been initiated per AHJ		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



2-2: Operate a Fire Department Radio

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.2.2 / CTS Guide: 2-2 / Course Plan: Fire Fighter 1A, Topic 3-2
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: The candidate, while operating on a simulated fire ground, shall be able to transmit and receive messages via a fire department radio while operating on a simulated fire ground so that the information is promptly relayed and is accurate, complete, and clear.
Candidate Directions: You will transmit the provided message over the fire department mobile or portable radio. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Verifies the radio is on and tuned to assigned/appropriate frequency/channel		
3. Uses department's operating procedures and/or codes		
4. Determines air is clear before transmitting (routine traffic only)		
5. Announces emergency traffic, even if interrupting other traffic, if necessary (emergency traffic only)		
6. Speaks calmly, clearly, distinctly, at a medium speed		
7. Transmits message using clear text that is brief, accurate, and to the point		
8. Identifies person or unit being called		
9. Identifies person of unit transmitting		
10. Acknowledges and responds appropriately to received messages		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-1a: Replace an SCBA Air Cylinder

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.1 / CTS Guide: 3-1 / Course Plan: Fire Fighter 1A, Topic 2-7
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Replace SCBA air cylinder using the one-person method and two-person method.
Candidate Directions: You will demonstrate proper air cylinder replacement using both the one-person and two-person methods. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
One-Person Method		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Doffs SCBA and places on a firm surface		
3. Closes cylinder valve and drains air from system		
4. Disconnects cylinder		
5. Unlocks cylinder strap and removes cylinder from backpack assembly		
6. Verifies replacement cylinder is at 90-100% of rated capacity		
7. Places new cylinder into backpack assembly and locks cylinder strap		
8. Connects replacement cylinder		
9. Slowly and fully opens cylinder valve fully and slowly; listens for an audible alarm and leaks as system pressurizes		
10. Determines if connections need to be tightened or if valves, donning switch, etc., need to be adjusted		
11. Reports audible leaks related to malfunctions to evaluator and removes from service (if applicable)		
12. Checks pressure reading on remote gauge and/or indicators and reports reading (Reading should be within manufacturer's guidelines of pressure indicated.)		



Two-Person Method		
13. Positions cylinder for ease of access by having wearer kneel down or bend forward		
14. Closes cylinder valve and drains air from system		
15. Disconnects cylinder		
16. Unlocks cylinder strap and removes cylinder from backpack assembly		
17. Verifies replacement cylinder is at 90-100% of rated capacity		
18. Places new cylinder into backpack assembly and locks cylinder strap		
19. Connects replacement cylinder		
20. Slowly and fully opens cylinder valve fully and slowly; listens for an audible alarm and leaks as system pressurizes		
21. Checks pressure reading on remote gauge and/or indicators and reports reading (Reading should be within manufacturer's guidelines of pressure indicated. If not, notifies evaluator and removes SCBA from service.)		

Evaluation Results
The candidate must complete all steps (100%) to receive a passing score.
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



3-1b: Use SCBA During Emergency Operations

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.1 / CTS Guide: 3-1 / Course Plan: Fire Fighter 1A, Topic 2-7
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Use controlled breathing techniques while operating in a simulated hazardous environment, with the SCBA correctly donned and worn, so that emergency procedures are enacted if the SCBA fails, all low-air warnings are recognized, respiratory protection is not intentionally compromised, and hazardous areas are exited prior to air depletion in the event of SCBA failure.
Candidate Directions: You will demonstrate controlled breathing techniques and emergency procedures in the event of SCBA failure or air depletion. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
Controlled Breathing Techniques		
2. Demonstrates controlled breathing when instructed (e.g., inhale through the nose, exhale through the mouth, and control the rate of breathing)		
3. Demonstrates skip breathing when instructed (e.g., take a regular breath and hold it, take another breath, exhale, and repeat)		
Air Depletion		
1. Carries out emergency procedures when out of air with no air resupply available: <ul style="list-style-type: none"> • Activates PASS device • Establishes filter breathing while staying as low as possible • Notifies company officer • Exits hazardous area rapidly 		
2. Carries out emergency procedures when out of air with emergency breathing safety system available (buddy breathing): <ul style="list-style-type: none"> • Attaches emergency breathing safety system hose to SCBA unit in need of assistance • Notifies company officer • Exits hazardous area prior to air depletion 		
3. Carries out emergency procedures when out of air with full cylinder available: <ul style="list-style-type: none"> • Doffs SCBA backpack assembly • Closes cylinder valve and releases pressure 		



<ul style="list-style-type: none"> • Disconnects from cylinder • Removes depleted cylinder • Replaces with cylinder containing air • Connects cylinder • Turns cylinder on and checks regulator pressure • Dons SCBA backpack assembly 		
SCBA Failure		
<p>1. Carries out emergency procedures when air is not flowing into the face piece:</p> <ul style="list-style-type: none"> • Verifies that cylinder is fully open • Closes mainline, if present • Verifies regulator and opens bypass slowly • Closes bypass after each breath • Verifies that low pressure line between regulator and pressure reducer is intact • Notifies company officer • Exits hazardous area rapidly 		
<p>2. Carries out emergency procedures when face piece is not longer intact:</p> <ul style="list-style-type: none"> • Breathes directly from low pressure hose or regulator • Makes a tight seal around hose or regulator with mouth • Breathes in through mouth and exhales through nose • Notifies company officer • Exits hazardous area rapidly 		

Evaluation Results	
The candidate must complete all steps (100%) to receive a passing score.	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Print Evaluator Name:	
Comments:	



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

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / First Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.2 / CTS Guide: 3-2 / Course Plan: Fire Fighter 1A, Topic 2-9
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Mount the apparatus and correctly use the seat belts and other personal protective equipment provided while apparatus is in motion, then dismount the apparatus after it has come to a complete stop.
Candidate Directions: You will don the appropriate PPE and mount the apparatus for response to an emergency scene and then dismount for instruction on the scene. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Mounts apparatus correctly		
3. Fastens seat belt		
4. Wears other provided personal protective equipment (hearing protection, etc.)		
5. Stays seated while apparatus is in motion		
6. Dismounts apparatus once vehicle has come to a complete stop		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-3: Operate at an Emergency Scene

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.3 / CTS Guide: 3-3 / Course Plan: Fire Fighter 1A, Topic 2-10
Testing Criteria: Random / Methodology Type: Process, Psychomotor
Performance Outcome: Use personal protective equipment, deploy traffic and scene control devices, dismount the apparatus, and safely operate in the protected work areas during a fireground simulation/scenario.
Candidate Directions: You will dismount the fire apparatus and remove the appropriate traffic or scene control devices from apparatus compartments, establish safe work areas based on type of simulated incident and AHJ guidelines, and follow all safety procedures. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Variables (circle one)
Scenarios: <ul style="list-style-type: none"> • Structure fire scene • Roadway emergency scene with traffic hazards • Downed electrical lines • Other: _____

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Surveys emergency scene for hazards		
3. Identifies potential for injury based on identified hazards		
4. Verbalizes plan for hazard mitigation		
5. Dismounts apparatus properly with correct PPE (based on incident type) in place		
6. Establishes a safe work area using apparatus, traffic control devices, and other equipment per AHJ		
7. Verbalizes how to treat and isolate identified incident		
8. Verbalizes dynamic nature of scene safety and identifies other potential hazards		
9. Describes measures taken to ensure continued scene safety <ul style="list-style-type: none"> • Situational awareness • Ongoing size-up • Communications 		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-4: Force Entry into a Structure

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2025), JPR 6.3.4 / CTS Guide: 3-4 / Course Plan: Fire Fighter 1A, Topic 5-10
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Force entry into a structure or prop, ensuring that tools are used as designed, the barrier is removed, and the opening is in a safe condition, ready for entry within 5 minutes.
Candidate Directions: You will safely gain entry into a building through the assigned opening utilizing the proper method and tools. The evolution will begin when I say, "Start." The evolution will end when you have returned all equipment to a ready state and say, "Done." Do you understand the directions?

Variables (circle one)
Entry point: <ul style="list-style-type: none"> • Entry door inward or outward swinging (prop or structure) • Window (prop or structure) • Wall (prop or structure)

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Completes size-up		
3. Selects and uses appropriate tools		
4. Forces entry through the assigned door, window, or wall		
5. Removes all barriers and ensures opening is in safe condition		
6. Uses appropriate entry methods <ul style="list-style-type: none"> • Time: _____ 		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



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

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.2.3, 6.3.5 / CTS Guide: 2-3, 3-5 / Course Plan: Fire Fighter 1A, Topic 3-3, 6-1
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Communicate the situation by radio, exit the hazardous area to a safe haven, and exit the building before the exhausting the air supply for the given scenario.
Candidate Directions: You will communicate with me as your team member, make an emergency call, and exit the simulated hazardous and vision-obscured atmosphere in which you are disoriented to a safe haven. Then you will exit the building before exhausting your air supply. The evolution will begin when I say, "Start." The evolution will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Remains calm, considers actions, and controls breathing to conserve air supply		
3. Communicates and coordinates egress plan with team member		
4. Makes an emergency call by radio advising immediate supervisor of the team's situation per AHJ procedures including information such as location, unit, name, air remaining, and resources needed		
5. Uses one alternative method for making an emergency call for assistance		
6. Remains low to ground		
7. Activates PASS device		
8. Attempts to retrace route and finds a safe haven		
9. (a) If hose line is found, determines direction to exit and follows hose line out (b) If guide line is located, determines direction to exit and follows guide line out		
10. Manipulates SCBA to exit a restricted passageway		
11. Maintains team integrity		
12. Locates exit and retreats from building before exhausting air supply		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



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

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.6 / CTS Guide: 3-6 / Course Plan: Fire Fighter 1A, Topic 5-9
Testing Criteria: Required / Methodology Type: Psychomotor
Performance Outcome: Lift, carry to designated area (20 to 50 ft. from starting point), raise a 20-to-24-ft. straight or extension ladder for the assigned task within 4 minutes, and return the ladder safely to the designated area.
Candidate Directions: You will lift, carry, and raise a 20-to-24-ft. straight or extension ladder using [insert method] carry single firefighter method for the purpose of [insert task], and return the ladder safely to the designated area. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Variables (circle one)
Carry Methods: High shoulder / Low shoulder
Tasks: Ventilation / Rescue / Entry into a window / Roof access

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Lifts and carries ladder utilizing selected single firefighter method with proper verbal commands		
3. Visually checks work area for hazards and states if area is safe or contains hazards		
4. Spots and raises ladder upright		
5. Extends ladder and secures fly (if applicable)		
6. Lowers ladder against stable wall or surface		
7. Ties off halyard (if applicable)		
8. Adjusts ladder for proper climbing angle and ensures four points of contact		
9. Positions ladder correctly for identified task (time stops)		
10. Mount, ascend, descend, and dismount the ladder with proper footing		
11. Lowers ladder and safely returns it to designated site or apparatus		
12. Performs steps at a fire ground pace		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-7: Attack a Passenger Vehicle Fire

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.7 / CTS Guide: 3-7 / Course Plan: Fire Fighter 1A, Topic 7-2
Testing Criteria: Random / Methodology Type: Process, Psychomotor
Performance Outcome: Attack a passenger vehicle fire (or vehicle fire prop) ensuring hazards are avoided, leaking flammable liquids are identified and controlled, protection from flash fires is maintained, all vehicle compartments are over-hauled, and the fire is extinguished.
Candidate Directions: You will select and deploy an appropriate line for attacking a passenger vehicle fire. You will attack and completely extinguish the fire in a safe manner. The evolution will begin when I say, "Start." The evolution will end when the fire is completely extinguished, the line is shut down, the nozzle bled, and you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
1. Identifies if the vehicle is an alternative fuel vehicle <ul style="list-style-type: none"> • Marking/identification (badges) • Labels (voltage, warning) • Instruments (operating systems) • Components (colored cables) 		
2. Deploys the appropriate attack line (1.5 in. or larger)		
3. Calls for the line to be charged		
4. Bleeds air from line and sets nozzle pattern		
5. Attacks fire from upwind and uphill (if applicable)		
6. Protects exposures (if present)		
7. Approaches vehicle from the side or a 45-degree angle (never in front of bumpers)		
8. Adjusts nozzle pattern as conditions change		
9. Extinguishes ground and under-vehicle fires		
10. Exposes all hidden fire and opens all vehicle compartments using proper techniques and tools		
11. Overhauls fire scene and preserves origin and cause indicators		
12. Assesses and controls fuel leaks		
13. Calls for line to be shut down and bleeds nozzle		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-8a: Operate a Portable Master Stream

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), 6.3.8 / CTS Guide: 3-8 / Course Plan: Fire Fighter 1A, Topic 7-1
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Operate as a member of a team to properly deploy and operate a portable master stream device.
Candidate Directions: You will select and deploy an appropriate line for attacking a live or simulated fire. You will attack and completely extinguish the fire in a safe manner. Loss of control of the master stream device will cause the pump operator shut the pump down and shall constitute an automatic failure. The evolution will begin when I say, "Start." The evolution will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Assembles necessary tools, hose, and appliances for set-up		
3. Places master stream device (monitor and base) in position with assistance		
4. Positions master stream device on a solid, level surface		
5. Secures device according to manufacturer guidelines		
6. Deploys hose lines and attaches to device		
7. Ensures all connections are tight		
8. Sets nozzle to desired elevation and adjusts nozzle pattern (if applicable)		
9. Directs pump operator to charge device supply line		
10. Demonstrates securing device position according to manufacturer specifications		
11. Demonstrates directing stream		
12. Signals pump operator to shut down water supply to device		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-8b: Combat a Ground Cover, Debris, or Exterior Fire

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.8, 6.3.19 / CTS Guide: 3-8 and 3-20 / Course Plan: Fire Fighter 1A, Topic 7-1 and 7-3
Testing Criteria: Random / Methodology Type: Process, Psychomotor
Performance Outcome: Recognize hazards inherent to materials and their arrangement and combat and extinguish a ground cover, debris, or exterior fire, operating as a member of a team.
Candidate Directions: You will attack and extinguish a ground cover, debris, or exterior fire. The evolution will begin when I say, "Start." The evolution will end when you say, "Done." Do you understand the directions?

Variables (circle one or more)
Fire Type: Ground Cover / Debris / Exterior

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Describes hazards inherent to type and arrangement of burning materials <ul style="list-style-type: none"> • Fire spread and extension • Combustion • Reignition • Conflagration 		
3. Selects and deploys appropriate size hose line		
4. Approaches and attacks fire safely		
5. Bleeds hose line and adjusts nozzle pattern for maximum effectiveness		
6. Protects exposures (verbalizes if not present)		
7. Breaks up burning materials using hand tools and water streams		
8. Searches for and exposes hidden fires		
9. Checks fire area exposures		
10. Extinguishes fire completely		
11. Overhauls fire scene, protecting and preserving signs of cause and origin		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-9: Operate a Thermal Imager (TI)

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 7.3.3 / CTS Guide: 3-9 / Course Plan: Fire Fighter 1A, Topic 5-11
Testing Criteria: Random / Methodology Type: Process, Psychomotor
Performance Outcome: Operate a thermal imager (TI) so that victims are located in conditions of obscured visibility, hot spots are identified in a structure, overhaul is completed, and the liquid level in a container is determined.
Candidate Directions: You will operate a TI. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Variables (circle one)
Victim / Fire / Hot spots / Liquid level in container

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Performs visual inspection of the device to ensure it is in a ready state		
3. Operates thermal imager per manufacture recommendations (start, operate, and shut down) when applicable		
4. Describes safety considerations or hazards associated with tool		
5. Verbalizes location of the specific variable using thermal imager and communicates findings to Company Officer		
6. Describes proper maintenance procedures in accordance with manufacturer recommendations and AHJ requirements		
7. Describes procedures for removing malfunctioning or damaged device from service		



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Office of State Fire Marshal, State Fire Training
Fire Fighter 1

Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-10a: Search for and Rescue a Victim with No Respiratory Protection

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.9 / CTS Guide: 3-10 / Course Plan: Fire Fighter 1A, Topic 5-12
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Conduct a primary search inside of a structure as part of a team of at least one other fire fighter.
Candidate Directions: You and a designated team member (who is not being evaluated) shall enter a perceived IDLH atmosphere and conduct a search and rescue for a victim(s). The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Confirms orders with Officer to conduct a primary search as a team		
3. Sizes up structure to be searched (hazards present, construction type and features, potential escape routes and fire/smoke conditions)		
4. Searches the structure using established search pattern		
5. Locates a simulated victim or mannequin who has no respiratory protection and makes appropriate notification		
6. Removes simulated victim or mannequin using best method based on scenario		
7. Communicates effectively with team member(s)		
8. Exits building when search is complete		
9. Reports on conditions and completion of search to Company Officer		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-10b: Rescue a Fire Fighter

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.9 / CTS Guide: 3-10 / Course Plan: Fire Fighter 1A, Topic 5-12
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Conduct a primary search inside of a structure as part of a team of at least one other fire fighter.
Candidate Directions: You and a designated team member will enter a perceived IDLH atmosphere and conduct a search and rescue for a fire fighter. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Obtains information from mayday activation		
3. Confirms order with Officer to conduct search for downed fire fighter		
4. Sizes up structure to be searched (hazards present, construction type and features, potential escape routes and fire/smoke conditions)		
5. Searches structure using established search pattern and information regarding last known location or assignment of downed fire fighter		
6. Locates downed fire fighter		
7. Assesses downed fire fighter and uses appropriate (partial or full) SCBA conversion		
8. Communicates with Company Officer/IC that downed fire fighter is found		
9. Exits structure with downed fire fighter using appropriate rescue techniques		
10. Reports completion of search to Company Officer		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-10c: Use a Ladder for Rescue

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.9 / CTS Guide: 3-10 / Course Plan: Fire Fighter 1A, Topic 5-12
Testing Criteria: Random / Methodology Type: Process, Psychomotor
Performance Outcome: Rescue a victim from an above grade area down a ladder.
Candidate Directions: You will be assigned as part of a team to rescue a simulated victim or mannequin from above grade down a ground ladder. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Confirms orders from Company Officer		
3. Position and secures ladder (Search fire fighter not being tested enters structure and assists.)		
4. Climbs ladder (fire fighter performing rescue)		
5. Receives simulated victim or mannequin from search fire fighter inside structure		
6. Positions victim or mannequin for carrying based on conscious vs. unconscious state		
7. Descends ladder with simulated victim or mannequin		
8. Communicates task completion with Company Officer		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-11a: Attack a Live Interior Structure Fire

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.10 / CTS Guide: 3-11 / Course Plan: Fire Fighter 1A, Topic 5-13
Testing Criteria: Required / Methodology Type: Psychomotor
Performance Outcome: Attack an interior structure fire at, above, or below grade level, maintain team integrity, deploy the attack line for advancement, correctly place ladders when used, gain access into the fire area, effectively apply water, correctly approach the fire using attack techniques that facilitate suppression given the level of the fire, locate and control hidden fires, maintain the correct body posture, recognize and manage hazards, and bring the fire under control, operating as a member of a team within 8 minutes.
Candidate Directions: Operating as a team, you will attack an interior structure fire [insert variable] grade level. The evolution will begin when I say, "Start." The evolution will end when you say, "Done." Do you understand the directions?

Variables (circle one)
Fire Level: At grade / Above grade / Below grade

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Confirms orders with Company Officer to deploy attack line and enter structure for extinguishment purposes		
3. Places ladders correctly (if applicable)		
4. Conducts visual size-up of scene to identify hazards		
5. Deploys attack, places nozzle and 50 feet of working hose line near entry point		
6. Requests charging of line		
7. Goes on air		
8. Checks nozzle pressure and pattern and entry door		
9. Verbalizes pre-entry hazard assessment		
10. Gains access and advances charged line into the structure		
11. Maintains body posture appropriate for conditions		
12. Locates fire		
13. Operates charged line when fire or heavy black smoke is found; opens and closes		



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nozzle slowly to prevent water hammer		
14. Suppresses interior fire		
15. Verbalizes checking for fire extension (interior wall, subfloor)		
16. Communicates with Company Officer that fire has been extinguished		
17. Exits structure with team member(s) and reports to Company Officer • Time: _____		

Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-11b: Attack a Simulated Interior Structure Fire

Candidate Information
Candidate Name and SFT ID Number:
Circle On): First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.10 / CTS Guide: 3-11 / Course Plan: Fire Fighter 1A, Topic 5-13
Testing Criteria: Required / Methodology Type: Psychomotor
Performance Outcome: Attack an interior structure fire at, above, or below grade level, maintain team integrity, deploy the attack line for advancement, correctly place ladders when used, gain access into the fire area, effectively apply water, correctly approach the fire using attack techniques that facilitate suppression given the level of the fire, locate and control hidden fires, maintain the correct body posture, recognize and manage hazards, and bring the fire under control, operating as a member of a team within 8 minutes.
Candidate Directions: Operating as a team, you will attack an interior structure fire [insert variable] grade level. The evolution will begin when I say, "Start." The evolution will end when you say, "Done." Do you understand the directions?
Variables (circle one)
Fire at: At grade / Above grade / Below grade

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Confirms order with Company Officer to deploy attack line and enter structure for extinguishment purposes		
3. Places ladders correctly (if applicable)		
4. Conducts visual size-up of scene to identify hazards		
5. Deploys attack, places nozzle and 50 feet of working hose line near entry point		
6. Requests charging of line		
7. Goes on air		
8. Checks nozzle pressure and pattern and entry door		
9. Verbalizes pre-entry hazard assessment		
10. Gains access and advances charged line into structure		
11. Maintains body posture appropriate for conditions		
12. Locates fire		
13. Operates charged line to suppress fire, uses effective water application practices, and opens and closes nozzle slowly to prevent water hammer		



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14. Communicates with Company Officer that fire has been extinguished		
15. Verbalizes checking for fire extension (interior wall, subfloor)		
16. Exits structure with team member(s) and reports to Company Officer • Time: _____		

Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-11c: Extend a Hose Line

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.10 / CTS Guide: 3-11 / Course Plan: Fire Fighter 1A, Topic 5-7
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Extend a hose line using a hose clamp or shut-off appliance and place hose line back into operation.
Candidate Directions: You will extend a hose line using a hose clamp or shut-off appliance and place it back into operation. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Stops flow of water from a charged hose line using a clamp or shut-off appliance		
3. Removes nozzle or tip		
4. Attaches additional hose line to end of hose section or shut-off appliance		
5. Attaches nozzle to new section of hose		
6. Extends hose out to designated location, ensuring nozzle is closed		
7. Releases clamp or opens shut-off appliance slowly and correctly to prevent water hammer		
8. Places hose line back in operation		



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Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-11d: Load, Deploy, and Advance an Attack Line

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.10 / CTS Guide: 3-11 / Course Plan: Fire Fighter 1A, Topic 5-6 and 5-13
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Working as a team, load a pre-connected attack line and layer hose to ensure the hose deploys efficiently.
Candidate Directions: You will load a [insert hose load] and deploy the hose to the designated point of attack. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Variables (circle one)
Hose Load: Flat load / Minuteman load

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
Load		
2. Begins laying hose into bed		
3. Continues laying hose into bed until loading is complete		
4. Connects nozzle to male coupling		
5. Finishes and secures hose load		



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Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-11e: Load Supply Hose

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.10 / CTS Guide: 3-11 / Course Plan: Fire Fighter 1A, Topic 5-6 and 5-13
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Load a minimum of 100 feet of supply line into a hose bed ensuring there is no damage to the couplings or hose, set hose bed up for forward or reverse lay, and layer the hose to ensure hose bed deploys efficiently.
Candidate Directions: You will load supply hose using the [insert hose load type] hose load, setting the bed up for a [insert direction] lay. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Variables (circle one)
Hose load type: Flat / Accordion
Hose lay direction: Forward / Reverse

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Inspects hose and hose couplings for damage		
3. Places first coupling on hose bed, setting hose bed up for a forward or reverse lay		
4. Lays hose onto bed based on chosen method		
5. Layers hose repeating until all hose is loaded ensuring no couplings flip when laid		
6. Finishes layering and secures supply hose in hose bed		



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Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-12: Perform Horizontal Ventilation on a Structure

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: First Attempt / Second Attempt / Third Attempt	
General Information	
NFPA Standard: 1010 (2024), JPR 6.3.11 / CTS Guide: 3-12 / Course Plan: Fire Fighter 1A, Topic 5-14	
Testing Criteria: Random / Methodology Type: Psychomotor	
Performance Outcome: Operating as a member of a team, horizontally ventilate a structure, ensuring that the ventilation openings are free from obstructions, tools are used as designed, ladders are correctly placed, ventilation devices are correctly placed, and the structure is cleared of smoke.	
Candidate Directions: You will operate as part of a team to clear the building of smoke by performing horizontal ventilation and ensuring that all ventilation barriers are removed, structural integrity is not compromised, products of combustion are released from the structure, and the team retreats from the area when ventilation is accomplished. The evolution will begin when I say, "Start." The evolution will end when you say, "Done." Do you understand the directions?	
Variables (circle one or more)	
Ventilation method	
<ul style="list-style-type: none"> • Natural: Break window or door glass for ventilation • Positive pressure • Negative pressure • Hydraulic 	

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
Applies to All		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Transports and operates ventilation tools and equipment and ladders safely		
3. Verifies smoke is venting through intended opening		
4. Clears smoke from structure		
Natural		
1. Places ladder appropriately and safely (if applicable)		
2. Chooses proper tool for breaking window or door glass for ventilation and carries tool safely		
3. Assumes correct position for breaking glass		
4. Uses safe procedures for breaking window and door glass and removing obstructions from building opening		
5. Breaks glass and removes any remaining obstructions from opening		



Positive Pressure		
1. Places fan properly in front of adequate entry point		
2. Ensures exit point is no larger than entrance opening, or in accordance with fan manufacturer's recommendation		
3. Opens entry point (block if necessary), starts fan, and ensures that cone of air covers entire opening		
Negative Pressure		
1. Removes objects that might be drawn into fan (curtains, drapes, etc.)		
2. Places fan properly in exhaust opening by hanging from window or door casing, door edge (with door blocked open), or from leaning ladder over opening		
3. Creates an entrance opening, preferably on upwind side of building		
4. Starts fan and prevents churning by covering the area around fan with salvage covers or material		
Hydraulic		
1. Removes objects that might be drawn into opening (curtains, drapes, etc.)		
2. Adjusts fog pattern to cover 85-90% of opening		
3. Places nozzle at least two feet back from opening		

Evaluation Results
The candidate must complete all steps (100%) to receive a passing score.
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



3-13: Perform Vertical Ventilation on a Structure

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.12 / CTS Guide: 3-13 / Course Plan: Fire Fighter 1A, Topic 5-15
Testing Criteria: Random / Methodology Type: Process, Psychomotor
Performance Outcome: Perform vertical ventilation on a structure as part of a team.
Candidate Directions: You will operate as part of a team to clear the building of smoke by performing vertical ventilation and ensuring that all ventilation barriers are removed, structural integrity is not compromised, products of combustion are released from the structure, and the team retreats from the area when ventilation is accomplished. The evolution will begin when I say, "Start." The evolution will end when you say, "Done." Do you understand the directions?
Variables (circle one or more)
Roof type: Pitched roof / Flat roof / Basement

Performance Measures (check appropriate box)	Pass	Fail
The candidate must complete all steps (100%) to receive a passing score.		
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Collects and organizes necessary equipment and tools		
3. Ensures power tools start and operate correctly		
4. Locates position for opening at highest point (if applicable) on roof above fire		
5. Places ladder to roof properly and safely		
6. Carries roof ladder correctly while ascending ground ladder and places in position on roof (if applicable), making sure it is upwind from intended ventilation area		
7. Hoists or carries tools to roof utilizing teamwork		
8. Sounds roof with hand tool and locates roof joists and rafters so that opening won't compromise structural integrity		
9. Removes built up material (if present)		
10. Makes an opening of at least 4' x 4' in size		
11. Removes appropriate roof material from opening		
12. Coordinates with interior crews and pushes ceiling through, ensuring that opening is clear of all obstructions		
13. Exits roof immediately after performing ventilation		



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Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-14a: Overhaul a Fire Scene

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.13 / CTS Guide: 3-14 / Course Plan: Fire Fighter 1A, Topic 5-17
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Properly perform overhaul at the scene of a simulated or live structure fire so that hidden fires are discovered and extinguished with any evidence of arson or points of origin are preserved.
Candidate Directions: You will overhaul a fire scene. The evolution will begin when I say, "Start." The evolution will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Selects proper equipment (irons, etc.) and extinguishing source for overhaul		
3. Performs a safety size-up of the work area while preserving evidence and point of origin		
4. Deploys and operates an attack line		
5. Removes building materials to expose void spaces while maintaining structural integrity		
6. Applies water for maximum effectiveness		
7. Exposes and completely extinguishes hidden fires in walls, ceilings, and subfloor spaces		



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Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-14b: Remove Charred Materials

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: First Attempt / Second Attempt / Third Attempt	
General Information	
NFPA Standard: 1010 (2024), JPR 6.3.13, 6.3.14 / CTS Guide: 3-14 / Course Plan: Fire Fighter 1A, Topic 5-17	
Testing Criteria: Random / Methodology Type: Process, Psychomotor	
Performance Outcome: Remove charred materials from a simulated fire room while preserving any potential origin and cause indicators.	
Candidate Directions: You will remove charred materials in a safe manner while protecting and preserving any potential origin and cause indicators. The evolution will begin when I say, "Start." The evolution will end when you say, "Done." Do you understand the directions?	

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Performs a safety size-up of the work area while preserving evidence		
3. Confirms which items to remove with Company Officer or Fire Investigator		
4. Extinguishes charred materials prior to moving		
5. Removes charred materials using provided equipment and tools		
6. Verifies egress is not blocked by charred materials or debris		



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Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-15a: Control Water Flow from a Sprinkler System

Candidate Information	
Candidate Name and ID Number:	
Circle One: First Attempt / Second Attempt / Third Attempt	
General Information	
NFPA Standard: 1010 (2024), 6.3.14 / CTS Guide: 3-15 / Course Plan: Fire Fighter 1A, Topic 5-16	
Testing Criteria: Random / Methodology Type: Psychomotor	
Performance Outcome: Control the flow of water from a sprinkler system using sprinkler wedges/stops and by operating main sprinkler system control valves.	
Candidate Directions: You will control the flow of water from a sprinkler system using the equipment provided. Once you have used the provided sprinkler control equipment, you will shut the main control valve to secure the sprinkler system. The evolution will begin when I say, "Start." The evolution will end when you have returned all equipment to a ready state and say, "Done." Do you understand the directions?	
Variables (circle one)	
Sprinkler control equipment:	
<ul style="list-style-type: none"> Sprinkler wedges / Sprinkler stop 	

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Secures sprinkler control tools and equipment		
3. Places sprinkler control equipment to stop water flow (see variable)		
4. Identifies main sprinkler control valve		
5. Closes main control valve slowly		
6. Ensures water flow has stopped		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-15b: Remove Water from the Interior of a Structure

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2020), JPR 6.3.14 / CTS Guide: 3-15 / Course Plan: Fire Fighter 1A, Topic 5-16
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Remove water from the interior of a structure using salvage covers, tools, and equipment.
Candidate Directions: You will demonstrate the ability to remove water from the interior of a structure using the tools and equipment provided. The evolution will begin when I say, "Start." The evolution will end when you have returned all equipment to a ready state and say, "Done." Do you understand the directions?
Variables (circle one)
Water removal method:
<ul style="list-style-type: none"> • Water chute • Catch all (with backpack water vacuum, portable pump, etc.)

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Performs a safety size-up of the work area		
3. Constructs a water chute or catch all (see variable)		
4. Places water chute or catch all in correct position to capture water		
5. Places all equipment in a ready state		
6. Refolds salvage cover		



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Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-15c: Salvage a Room and Its Contents

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: First Attempt / Second Attempt / Third Attempt	
General Information	
NFPA Standard: 1010 (2024), JPR 6.3.14 / CTS Guide: 3-15 / Course Plan: Fire Fighter 1A, Topic 5-16	
Testing Criteria: Random / Methodology Type: Psychomotor	
Performance Outcome: Perform salvage operations to protect the building and contents from further damage.	
Candidate Directions: You will demonstrate the ability to perform salvage operations. You may move furniture as necessary to complete this objective. The evolution will begin when I say, "Start." The evolution will end when you have returned all equipment to a ready state and say, "Done." Do you understand the directions?	
Variables (circle one)	
Salvage Cover Methods: one fire fighter roll method / one fire fighter shoulder toss method	

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Performs size-up of room to be salvaged to ensure safe working area		
3. Clusters furniture and raises it off floor (if possible)		
4. States that he/she would remove pictures/art from walls and place with clustered furniture		
5. Covers clustered items with salvage cover (see variable)		
6. States "Salvage operations complete"		
7. Refolds salvage cover		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-15d: Cover Building Openings

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.14 / CTS Guide: 3-15 / Course Plan: Fire Fighter 1A, Topic 5-16
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Place appropriate materials to cover building openings.
Candidate Directions: You will cover the building openings. You may ask for assistance in carrying or moving heavy or awkward materials. The evolution will begin when I say, "Start." The evolution will end when you say, "Done." Do you understand the directions?
Variables (circle one or more)
Openings: <ul style="list-style-type: none">• Doors• Window• Floor• Roof

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Conducts a safety size-up of the work area		
3. Determines amount of materials needed		
4. Covers openings completely		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-16a: Deploy Portable Tank and Prepare for Drafting Operations

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt
General Information
NFPA Standard: 1001 (2019), JPR 4.3.15 / CTS Guide: 3-15 / Course Plan: Fire Fighter 1A, Topic 5-4
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Deploy a portable tank properly connect a hard suction hose to an engine and place it into a static water source to furnish water to a engine by drafting while operating at a simulated fire scene.
Candidate Directions: You will deploy a portable water tank and prepare for drafting operation as a member of a team. You have been provided with a pump operator. You are responsible for all other procedures. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Deploys portable water tank with assistance		
3. Inspects gaskets on hard suction hose for dirt, gravel, or defects		
4. Connects strainer to hose		
5. Fastens rope to strainer or hard suction hose		
6. Connects hard suction hose to apparatus		
7. Uses appropriate tools to ensure an airtight connection (spanner wrench, etc.)		
8. Places hose and strainer into water source		
9. Signal pump operator to start drafting procedure		



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Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-16b: Hose Lay

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: First Attempt / Second Attempt / Third Attempt	
General Information	
NFPA Standard: 1010 (2024), JPR 6.3.15 / CTS Guide: 3-16 / Course Plan: Fire Fighter 1A, Topic 5-4	
Testing Criteria: Required / Methodology Type: Psychomotor	
Performance Outcome: Perform a hose lay as a member of a team, make hydrant connection ensuring they are tight and water flow is unobstructed within 4 minutes.	
Candidate Directions: You will perform a hose lay as a member of a team with a minimum of 100 feet of supply hose laid. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?	
Variables (circle one)	
<ul style="list-style-type: none"> • Forward Hose Lay OR Reverse Hose Lay 	

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
Forward Hose Lay		
1. Removes supply hose from apparatus		
2. Secures supply hose to hydrant		
3. Directs apparatus to "Lay line"		
4. Flushes hydrant in accordance with AHJ		
5. Connects supply hose to proper discharge on hydrant		
6. Opens hydrant fully upon call for water		
7. Removes kinks from charged hose line		
8. Closes hydrant fully at end of operation		
Reverse Hose Lay		
1. Removes supply hose from apparatus		
2. Deploy hose line from supply apparatus to hydrant/water source		
3. Flushes hydrant in accordance with AHJ		
4. Connects supply hose to proper discharge on hydrant		
5. Opens hydrant fully upon call for water		
6. Removes kinks from charged hose line		



7. Closes hydrant fully at end of operation		
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Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-17: Select, Carry, and Operate a Portable Fire Extinguisher

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.16 / CTS Guide: 3-17 / Course Plan: Fire Fighter 1A, Topic 5-3
Testing Criteria: Random / Methodology Type: Process, Psychomotor
Performance Outcome: Select the correct fire extinguisher, extinguish a class A, B, or C fire, and ensure that correct extinguisher handling techniques are followed.
Candidate Directions: You will select the correct fire extinguisher for a Class A, B, or C fire, approach, extinguish, and withdraw from the area after the fire is extinguished. Only one extinguisher may be used. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?
Variables(circle one)
Class of fire:
<ul style="list-style-type: none"> • Class A • Class B • Class C

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Identifies class of fire correctly		
3. Selects an appropriate extinguisher based on size and type of fire		
4. Activates extinguisher properly (pulls pin or punctures cartridge)		
5. Tests extinguisher operation with brief discharge prior to approaching fire		
6. Carries fire extinguisher safely and approaches fire from upwind		
7. Approaches to an effective distance for discharge		
<ul style="list-style-type: none"> • Within 8 feet (CO₂) • Within 20 feet (dry chemical) • Within 30 feet (water) 		
8. Discharges extinguishing agent on base of fire and sweeps over fire area		
9. Advances on remaining burning material while continuing to extinguish hot spots		
10. Extinguishes fire and check for remaining hot spots		
11. Verifies item is de-energized (Class C only)		



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Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-18: Light a Scene

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.17 / CTS Guide: 3-18 / Course Plan: Fire Fighter 1A, Topic 4-3
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Light the scene on a simulated fire ground and ensure the equipment is operated within manufacturer’s safety precautions.
Candidate Directions: You will use the provided equipment, materials, and power supply to light a simulated emergency scene. The test will begin when I say, “Start.” The test will end when you say, “Done.” Do you understand the directions?
Variables (circle one)
<ul style="list-style-type: none"> • Battery • Cord and generator

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
Battery		
1. Wears and uses appropriate PPE at all times during evaluation		
2. Select proper battery		
3. Ensure battery is charged		
4. Install battery		
5. Turn on light		
6. Organizes lights to sufficiently light area		
7. Shuts down equipment when directed		
Cord and Generator		
1. Wears and uses appropriate PPE at all times during evaluation		
2. Places power plant in a remote and well-vented location		
3. Identify ground fault interrupter devices (if applicable)		
4. Starts power plant		
5. Plugs cords into power unit or junction box and provides light		
6. Arranges power cords to minimize trip hazards		
7. Organizes lights to sufficiently light area		
8. Shuts down equipment when directed		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-19: Turn Off Building Utilities

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 4.3.18 / CTS Guide: 3-19 / Course Plan: Fire Fighter 1A, Topic 5-7
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Turn off building utilities to safely complete an assignment.
Candidate Directions: You will turn off building utilities. The evolution will begin when I say, "Start." The evolution will end when you have returned all equipment to a ready state and say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Identifies hazards present and controls/avoids		
3. Confirms order to turn off utilities with Officer		
4. Locates and shuts off main electrical breaker		
5. Locates and shuts off natural gas meter and or LPG/CNG storage tank		
6. Locates and shuts off water meter		
7. Assess for additional alternative energy power sources (solar, storage, etc.)		
8. Reports task completion to Officer		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-20a: Tie Knots

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.20 / CTS Guide: 3-21 / Course Plan: Fire Fighter 1A, Topic 4-1
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Tie knots used in the fire service within the 10-minute time limit.
Candidate Directions: You will tie six knots selected by the evaluator. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation in accordance with AHJ		
2. Tie a half hitch		
3. Tie an overhand knot		
4. Tie a clove hitch		
5. Tie a figure eight stopper		
6. Tie a figure eight on a bight		
7. Tie a figure eight bend		
8. Tie a figure eight follow through		
9. Tie a bowline		
10. Tie a water knot (webbing)		
11. Tie a Beckett/sheet bend knot		



Department of Forestry and Fire Protection
Office of State Fire Marshal, State Fire Training
Fire Fighter 1

Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-20b: Hoist Tools Aloft

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.20 / CTS Guide: 3-21 / Course Plan: Fire Fighter 1A, Topic 4-1
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Tie an approved knot and hoist or have hoisted a tool or piece of equipment to a designated height while operating on a simulated fire ground within 2 minutes.
Candidate Directions: You will hoist a tool or piece of equipment selected by the evaluator. You will tie a knot appropriate for the selected tool or equipment and hoist or have it hoisted to the designated floor. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Variables (select one)
Tools and equipment: <ul style="list-style-type: none"> • Axe (must be hoisted head down) • Pike pole or long-handled tool (must be hoisted head up) • Chain saw / circular saw • Hose line (charged or dry) • Ground ladder

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Ties a secure, appropriate knot(s) for tool or equipment selected		
3. Hoists or has hoisted tool and/or piece of equipment to designated height		
4. Maintains control of object being hoisted to prevent it from swinging out of control while hoisting (tag line required except when hoisting hose line)		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-21: Operate Hand and Power Tools

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
Standard: Office of the State Fire Marshal / CTS Guide: 3-23 / Course Plan: Fire Fighter 1A, Topic 4-2
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Operate hand and power tools so that tools are properly operated, maintained, and transported in accordance with manufacturer specifications and AHJ policies and procedures within 10 minutes.
Candidate Directions: You will demonstrate a daily checkout of one fire fighting hand tool and one power tool, describe their general use, and confirm their operational readiness. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?
Variables (circle tools used in testing)

Hand tools:

- Bolt cutters
- Crowbar/Pry bar
- Flat head axe
- Halligan tool
- Hand saw
- Hydrant wrench
- K-tool
- Pick-head axe

- Pike pole (8 feet)
- Sledgehammer
- Flashlight
- Wildland hand tools and equipment

Power tools:

- Electric and gasoline powered fan
- Chain saw
- Gasoline powered circular saw
- Generator

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Identifies tool		
3. Performs visual inspection		
4. Confirms operational readiness		
5. Describes safety considerations or hazards associated with tool		
6. Operates tool per manufacture recommendations (start, operate, and shut down) if applicable		
7. Describes procedures for removing unsafe, malfunctioning, or damaged tools from service		



Department of Forestry and Fire Protection
Office of State Fire Marshal, State Fire Training
Fire Fighter 1

Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-22: Operate an Air-Monitoring Instrument

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.3.21 / CTS Guide: 3-23 / Course Plan: Fire Fighter 1A, Topic 4-4
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Operate an air-monitoring instrument while recognizing high- or low-level air monitor alarms.
Candidate Directions: You will operate an air-monitoring instrument. The evolution will begin when I say, "Start." The evolution will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Identifies type of response		
3. Isolates area and denies entry		
4. Evacuates non-essential persons		
5. Issues notifications to request appropriate resources		
6. Turns monitor on and enters area (if conditions allow)		
7. Describes gases detected by monitor		
8. Describes fire fighter response in the event of an alarm activation <ul style="list-style-type: none"> • Evacuate area, make appropriate notifications, etc. 		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



4-1: Clean and Check Equipment

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.5.1 / CTS Guide: 4-1
Course Plan: Fire Fighter 1A, Topic 2-6, 4-1, 4-2, 5-9, 5-16, 5-17, and 5-18
Testing Criteria: Random / Methodology Type: Psychomotor, Product
Performance Outcome: Properly clean and check the piece of equipment and complete the proper recording and reporting procedures.
Candidate Directions: You will clean and check [insert equipment] and complete the proper AHJ recording and reporting documentation. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Variables (circle one)
Tools and Equipment Groups: Ladders / Ventilation equipment / SCBA / Ropes / Salvage equipment / Hand tools

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
Tool selected:		
1. Wears and uses appropriate PPE at all times during evaluation		
2. Selects correct tools to clean and check various parts and pieces of equipment		
3. Follows guidelines per AHJ documents (SOPs) or manufacturer recommendations		
4. Completes proper recording and reporting procedures on AHJ form(s)		
5. Performs skill in safe and proficient manner		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



4-2a: Replace a Burst Section of Hose

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: First Attempt / Second Attempt / Third Attempt	
General Information	
NFPA Standard: 1010 (2024), JPR 6.3.10, 6.5.2 / CTS Guide: 4-2 / Course Plan: Fire Fighter 1A, Topic 5-5	
Testing Criteria: Random / Methodology Type: Psychomotor	
Performance Outcome: Replace a burst or damaged hose section to ensure the hose is clamped, the burst section is removed, a new section is placed in its spot, the hose clamp is removed, and the hose line is ready for operation.	
Candidate Directions: You will replace a simulated burst section of hose. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?	

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Places hose clamp at least five feet behind the female coupling of damaged hose length		
3. Applies hose clamp correctly		
4. Directs team member to drain, or drains, hose at nozzle		
5. Removes damaged hose section		
6. Replaces damaged hose section of hose with new hose		
7. Closes nozzle		
8. Releases the clamp slowly and correctly to prevent water hammer		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



4-2b: Build Hose Rolls

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.5.2 / CTS Guide: 4-2 / Course Plan: Fire Fighter 1A, Topic 5-5
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Roll one section of hose using an identified hose roll method selected by the skill evaluator.
Candidate Directions: You will roll one section of hose using one of the following hose rolls: single roll, donut roll, twin donut roll, out-of-service roll. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Variables (circle one)
Hose roll types: Single roll / Donut roll / Twin donut roll / Out of service roll

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Lays hose out straight and flat on a clean surface		
3. Rolls hose (begin at male coupling if using the single roll method)		
4. Continues rolling, keeping edges aligned		
5. Lays completed roll on ground		
6. Packs any protruding coils down into roll with foot		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



4-2c: Clean and Maintain Hose and Mark Defective Hose

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 6.5.2 / CTS Guide: 4-2 / Course Plan: Fire Fighter 1A, Topic 5-5
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Clean, inspect, and return to service hose to service so that damage is noted and corrected, the hose is clean, and the equipment is placed in a ready state for service
Candidate Directions: You will be clean and inspect a section of hose, given a scenario, and return it to service. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Cleans hose (coupling swivels, male threads, and length of hose)		
3. Rinses hose thoroughly with clean water		
4. Inspects hose for any remaining grease, oil stains, frays, snags, or worn areas		
5. Inspects coupling gaskets and replaces (if necessary)		
6. Marks damaged areas, if found, places out of service and notifies Company Officer		
7. Rolls and stores in service section(s) in accordance with AHJ policy or manufacturer recommendations		



Department of Forestry and Fire Protection
Office of State Fire Marshal, State Fire Training
Fire Fighter 1

Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:

Fire Fighter 2

(NFPA 1010: Firefighter II)

Certification Training Standards Guide (2024)



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

Fire Fighter 2

Certification Training Standards Guide (2024)

Publication Date: Month Year

This CTS guide utilizes the following NFPA standards to provide the qualifications for State Fire Training's Fire Fighter 2 (2024) curriculum:

- NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)

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

Cover photo courtesy of David Baldwin, Battalion Chief (Retired), Sacramento Fire Department; Adjunct Faculty, Sierra College; Adjunct Faculty, American River College.

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How to Read a CTS Guide

Overview

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

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

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

Format

Each curriculum training standard is comprised of eight sections.

Section Heading

Training standards are grouped by section headings that describe a general category. For example, the Fire Fighter 2 CTS guide includes the following section headings: NFPA Requirements, Communications, Fireground Operations, and Preparedness and Maintenance.

Training Standard Title

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

Authority

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

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

Job Performance Requirements

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

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

Section 1: NFPA Requirements

1-1: Identifying NFPA Requirements

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 7.1, 7.1.1, 7.1.2
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
RK1	Changed "management" to "command".	California uses "command" and not "management".
RK2	Added "standards".	Added for language consistency. NFPA is the organization but was being used to reference a document.
RS2	Changed "management" to "command".	California uses "command" and not "management".

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A: Structure (2024) <ul style="list-style-type: none">• Topic 1-3	1-1: Organize an Incident Management System (2024)	N/A

Section 2: Communications

2-1: Completing a Basic Incident Report

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 7.2.1

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A: Structure (2024) <ul style="list-style-type: none">• Topic 2-1	2-1: Complete a Basic Incident Report (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 1

2-2: Communicating the Need for Team Assistance

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 7.2.2

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Operate fire department communications equipment

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A: Structure (2024) <ul style="list-style-type: none">• Topic 2-2	2-2: Communicate the Need for Team Assistance (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 2

Section 3: Fireground Operations

3-1: Extinguishing an Ignitable Liquid Fire

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 7.3.1
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A: Structure (2024) <ul style="list-style-type: none">• Topic 3-1	3-1: Extinguish an Ignitable Liquid Fire (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 3

The training for this standard can be met through the completion of State Fire Training’s Fire Control 4A: Ignitable Liquids and Gases Awareness/Operations (2022).

3-2: Controlling a Flammable Gas Cylinder Fire

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 7.3.4

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A: Structure (2024) <ul style="list-style-type: none">• Topic 3-2	3-2: Control a Flammable Gas Cylinder Fire (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 4

3-3: Coordinating an Interior Attack Line

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 7.3.2
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
RK4	Changed “of” to “before a”.	At this level of training, it is important to focus on indicators of an impending collapse.
RK6	Added “coordinated”.	Added to clarify the relationship between very different activities.

Fire Fighter 2 – Structure
Section 3: Fireground Operations

RK	Deleted “List indicators of structural instability”	Recognizing indicators of structural instability is too advanced a skill for Fire Fighter 2.
----	---	--

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A: Structure (2024) <ul style="list-style-type: none">• Topic 3-3	3-3: Coordinate an Interior Fire Attack Line (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 5

3-4: Protecting Evidence of Fire Cause and Origin

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 7.3.5

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A: Structure (2024) <ul style="list-style-type: none">• Topic 3-4	3-4: Protect Evidence of Fire Cause and Origin (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 6

Section 4: Rescue Operations

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

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 7.4.1

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A: Structure (2024) <ul style="list-style-type: none">• Topic 4-1	4-1: Extricate a Victim Entrapped in a Vehicle Fire (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 7

The training for this standard can be met through the completion of State Fire Training’s Common Passenger Vehicle Rescue Technician course.

4-2: Assisting Rescue Operation Teams

Authority

1. NFPA 11010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 7.4.2

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A: Structure (2024) <ul style="list-style-type: none">• Topic 4-2	4-2: Assist a Rescue Operations Team (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none">• JPR 8

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

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

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 7.5.1

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Complete forms
2. Recognize hazards
3. Match findings to California Fire Code (CFC) or local ordinances
4. Effectively communicate findings to responsible party or fire code official

Content Modification

Block	Modification	Justification
RS3	Changed “preapproved recommendations” to “California Fire Code (CFC) or local ordinances”.	It is important to be as specific as possible in this guidance.
RS4	Changed “occupants or referrals” to “responsible party or fire code official”.	This revision is inclusive of all occupancy types.

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A: Structure (2024) <ul style="list-style-type: none"> • Topic 5-1 	5-1: Perform a Fire Safety Survey in an Occupied Structure (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none"> • JPR 9

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

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 7.5.2

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Document presentations
2. Use prepared materials

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A: Structure (2024) <ul style="list-style-type: none"> • Topic 5-2 	5-2: Present Fire Safety Information (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none"> • JPR 10

5-3: Preparing a Preincident Survey

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 7.5.3

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A: Structure (2024) <ul style="list-style-type: none"> • Topic 5-3 	5-3: Prepare a Preincident Survey (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none"> • JPR 11

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

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 7.5.4

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A: Structure (2024) <ul style="list-style-type: none"> • Topic 5-4 	5-4: Maintain Power Plants, Tools, and Equipment (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none"> • JPR 12

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

Authority

1. NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
 - Paragraph 7.5.5

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheet(s)	Task Book
Fire Fighter 2A: Structure (2024) <ul style="list-style-type: none"> • Topic 5-5 	5-5: Perform an Annual Service Test on a Fire Hose (2024)	Fire Fighter 1 and 2 (2024) Certification Task Book <ul style="list-style-type: none"> • JPR 13



Structure (2024)

Course Plan

Course Details

Certification:	Fire Fighter 2
CTS Guide:	Fire Fighter 2 Certification Training Standards Guide (2024)
Description:	This course provides the skills and knowledge needed for the fire fighter to take on increased leadership roles and responsibilities pertaining to fire department communications, fireground operations, rescue operations, and fire and life safety initiatives, preparedness, and maintenance.
Designed For:	Fire Fighter 1
Prerequisites:	Prerequisites must be completed prior to enrollment in this course. <ul style="list-style-type: none">• State Fire Training's Fire Fighter 1 – Structure training or an established equivalent• Public Safety First Aid or higher qualification (See <i>State Fire Training Procedures Manual</i> (May 2020) section 7.12.1.3 for requirements.)• CPR healthcare provider certification or equivalent (See <i>State Fire Training Procedures Manual</i> (May 2020) section 7.12.1.3 for requirements.)
Corequisites:	None
Standard:	Complete all activities, skills, and formative tests. Complete all summative tests with a minimum score of 80%.
Hours (Total):	48 hours (20 lecture / 28 application / AHJ determines practice and assessment times)
Maximum Class Size:	50
Instructor Level:	Fire Fighter Instructor (See <i>State Fire Training Procedures Manual</i> (May 2020) section 6.6 for requirements.)*
Instructor/Student Ratio:	1:50 (Lecture) / 1:10 (Application)*
Restrictions:	None
SFT Designation:	CFSTES

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

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Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fundamentals of Fire Fighter Skills and Hazardous Materials Response* (Jones and Bartlett Learning, 4th edition, ISBN: 978-1-284-15133-6, or 5th edition, ISBN: 978-1-284-28305-1, whichever is more current)
- **or**
- *Essentials of Fire Fighting* (IFSTA, 7th edition, ISBN: 978-087939657-2)
- NFPA 704: Standard System for the Identification of the Hazards of Materials for Emergency Response (current edition)
- NFPA 901: Standard Classifications for Fire and Emergency Services Incident Reporting (current edition)
- NFPA 1010: Standard on Professional Qualifications for Firefighters (current edition)
- NFPA 1962: Standard for the Care, Use, Inspection, Service Testing, and Replacement of Fire Hose, Couplings, Nozzles, and Fire Hose Appliances (current edition, NFPA 1962 is scheduled to become part of NFPA 1930: Standard on Fire and Emergency Service Use of Thermal Imagers, Two-Way Portable RF Voice Communication Devices, Ground Ladders, and Fire Hose, and Fire Hose Appliances)
- NFPA 1971: Standard on Protective Ensembles for Structural Fire Fighting and Proximity Fire Fighting (current edition, NFPA 1971 is scheduled to become part of NFPA 1970: Standard on Protective Ensembles for Structural and Proximity Firefighting, Work Apparel and Open-Circuit Self-Contained Breathing Apparatus (SCBA) for Emergency Services, and Personal Alert Safety Systems (PASS))
- Full structural PPE and SCBA that meets AHJ requirements
 - PPE and SCBA used during live burns must be compliant with NFPA 1971 (current edition, NFPA 1971 is scheduled to become part of NFPA 1970)

Online Instructor Resources

The following instructor resources are available online at online at

<https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>

- Fire Fighter 2 Skill Sheets
 - 1-1: Organize an Incident Management System
 - 2-1: Complete a Basic Incident Report
 - 2-2: Communicate the Need for Team Assistance
 - 3-1: Extinguish an Ignitable Liquid Fire
 - 3-2: Control a Flammable Gas Cylinder Fire
 - 3-3: Coordinate an Interior Fire Attack Line
 - 3-4: Protect Evidence of Fire Cause and Origin
 - 4-1: Extricate a Victim Entrapped in a Motor Vehicle
 - 4-2: Assist a Rescue Operations Team

- 5-1: Perform a Fire Safety Survey in an Occupied Structure
- 5-2: Present Fire Safety Information
- 5-3: Prepare a Pre-incident Survey
- 5-4: Maintain Power Plants, Tools, and Equipment
- 5-5: Perform an Annual Service Test on a Fire Hose

Student Resources

To participate in this course, students need:

- *Fundamentals of Fire Fighter Skills and Hazardous Materials Response* (Jones and Bartlett Learning, 4th edition, ISBN: 978-1-284-15133-6, or 5th edition, ISBN: 978-1-284-28305-1, whichever is more current)
or
Essentials of Fire Fighting (IFSTA, 7th edition, ISBN: 978-087939657-2)
Course textbook selected by instructor
- Full structural PPE and SCBA that meets AHJ requirements
 - PPE and SCBA used during live burns must be compliant with NFPA 1971 (current edition, NFPA 1971 is scheduled to become part of NFPA 1970)

Facilities, Equipment, and Personnel

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

- **Appliances and tools:** 1 ½-inch fog nozzle, 2 ½ - 1 1/8-inch straight tip nozzle, wildland nozzles and appliances, cap, double female fittings, double male fittings, hose clamps, hose jacket, hose roller, hose strap, rope, or chain, nozzle selection as determined by AHJ, plug, master stream device, traffic and scene control devices, reducer or increaser (fittings), Siamese, spanner wrenches, and gated wye
- **Extinguishers and supplies:** Dry chemical extinguisher, (ordinary base or multi-purpose) 20 pounds, CO₂ extinguisher, pump tank water extinguisher, Class A fuel for live burns, Class B fuel for live burns, and metal pan – minimum 16 square feet
- **Hose:** 1-, 1 ½- or 1 ¾-inch fire hose (300-foot minimum), 2 ½- or 3-inch fire hose (500-foot minimum), large diameter hose (LDH) (300-foot minimum), handline with fog nozzle, hard suction (intake) hose and strainer, hose and nozzles capable of flowing a minimum of 95 GPM, and soft suction hose
- **Hand tools:** Bolt cutters, crowbar/pry bar, flat head axe, Halligan tool, hand saw, hydrant wrench, K-tool, pick-head axe, pike pole (8 feet), sledgehammer, flashlight, and wildland hand tools and equipment
- **Ladders:** 10-foot folding ladder, 14-foot roof ladder, 24-foot extension ladder, 35-foot extension ladder, and two straight ladders
- **Power tools:** Electric and gasoline powered fan, chain saw, gasoline powered circular saw, and a generator
- **Protective equipment/clothing:** Full set of protective clothing for structural fire fighting for each trainee, including bunker pants, bunker coat, bunker boots, gloves, helmet,

hood, and face piece, self-contained breathing apparatus with charged air cylinder, (one extra fully charged air cylinder), personal alert safety system (P.A.S.S.), safety harness, manufacturer approved cleaning agent (for SCBA), manufacturer approved cleaning equipment (for SCBA), and manufacturer approved sanitizing agent (for SCBA)

- **Rope:** ½-inch rope, safety line, webbing, various lengths and diameters of utility rope, various lengths and diameters of synthetic rope, and various lengths of 1-person or 2-person life safety rope
- **Salvage equipment/materials:** Brooms, buckets, tubs, mops, objects to cover, salvage covers, squeegees, sprinkler stop, and water vacuums
- **Simulation equipment/materials:** Burn building as recommended in NFPA 1403: Standard on Live Fire Training (current edition), wood roof prop, smoke-generating equipment, training tower, minimum of two stories in height, gas, water, and electric service cut-off, vehicle fire prop, and a simulated breaching/restricted passageway prop
- **Other supplies/equipment needed:** Fire hydrant, pitot tube and gauge, portable radio, thermal imaging device, atmospheric monitor, standard above ground fall protection, minimum of two apparatuses equipped with pump and two separate water supplies, fuel and supplies for power equipment, cleaning supplies and equipment, portable lighting equipment, two portable tanks with water transfer equipment and appliances

* See NFPA 1403 (current edition, NFPA 1403 is scheduled to become part of NFPA 1400: Standard on Fire Service Training) for additional facilities, equipment, and personnel requirements needed for NFPA 1403-compliant live fire training evolutions.

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.5	0.0	
Topic 1-2: Fire Fighter 2 Certification Process	0.5	0.0	
Topic 1-3: Fire Fighter 2 Roles and Responsibilities	1	0.0	
Unit 1 Totals	2.0	0.0	2.0
Unit 2: Fire Department Communications			
Topic 2-1: Completing a Basic Incident Report	1.0	0.5	
Topic 2-2: Communicating the Need for Team Assistance	0.5	0.5	
Unit 2 Totals	1.5	1.0	2.5
Unit 3: Fireground Operations			
Topic 3-1: Extinguishing an Ignitable Liquid Fire	2.0	4.0	
Topic 3-2: Controlling a Flammable Gas Cylinder Fire	2.0	4.0	
Topic 3-3: Coordinating an Interior Attack Line	2.0	6.5	
Topic 3-4: Protecting Evidence of Fire Cause and Origin	1.5	0.5	
Unit 3 Totals	7.5	15.0	22.5
Unit 4: Rescue Operations			
Topic 4-1: Extricating a Victim Entrapped in a Motor Vehicle	2.0	6.0	
Topic 4-2: Assisting Rescue Operation Teams	2.0	0.0	
Unit 4 Totals	4.0	6.0	10.0
Unit 5: Fire and Life Safety			
Topic 5-1: Performing a Fire Safety Survey in an Occupied Structure	1.0	1.0	
Topic 5-2: Presenting Fire Safety Information to Station Visitors or Small Groups	1.0	1.0	
Topic 5-3: Preparing a Pre-incident Survey	1.0	2.0	
Topic 5-4: Maintaining Power Plants, Power Tools, and Lighting Equipment	1.0	1.0	
Topic 5-5: Performing an Annual Service Test on Fire Hose	1.0	1.0	
Unit 5 Totals	5.0	6.0	11.0
Summative Assessment			
Determined by AHJ or educational institution	TBD	TBD	TBD
Skills Practice (Lab / Sets and Reps)			
Determined by AHJ or educational institution	TBD	TBD	TBD
Course Totals	20.0	28.0	48.0

Time Table Key

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

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: None

Skill Sheet: None

Topic 1-2: Fire Fighter 2 Certification Process

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Fighter certification track
 - Fire Fighter 1
 - Fire Fighter 2
2. Identify the prerequisites for Fire Fighter 2 certification
 - California OSFM Fire Fighter 1 Certification
3. Identify the course work required for Fire Fighter 2 certification
 - Fire Fighter 2 course work
4. Identify the certification exams required for Fire Fighter 2 certification
 - Fire Fighter 2 Certification Exam
5. Identify the task book requirements for Fire Fighter 2 certification
 - Fire Fighter 1 and 2 Certification Task Book
6. Identify the experience requirements for Fire Fighter 2 certification
 - No changes
7. Identify the position requirements for Fire Fighter 2 certification
 - No changes
8. Describe the certification task book process
9. Describe the certification examination process

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. Use the *SFT Procedures Manual (2019)* (7.12.2 Fire Fighter 2) content for ELOs 2 through 7.
2. Use a copy of the Fire Fighter 2 Certification Task Book to walk students through the task book process and expectations for ELO 8.
3. Use the *SFT Procedures Manual (2019)* (Chapter 11: Fire Fighter Certification Exams) content for ELO 9.

CTS Guide Reference: None

Skill Sheet: None

Topic 1-3: Fire Fighter 2 Roles and Responsibilities

Terminal Learning Objective

At the end of this topic a student will be able to describe the role of the Fire Fighter 2 as identified by NFPA 1010: Standard on Professional Qualifications for Firefighters (current edition) and the Office of the State Fire Marshal.

Enabling Learning Objectives

1. Describe the responsibilities of the Fire Fighter 2 in assuming and transferring command within an incident command system (ICS)
2. Describe how to perform assigned duties in conformance with applicable NFPA standards, other safety regulations, and AHJ procedures
3. Identify the role of a Fire Fighter 2 within the organization
4. Determine the need for command
5. Organize and coordinate an incident command system until command is transferred
6. Function within an assigned role in an incident management system

Discussion Questions

1. How do the roles and responsibilities of a Fire Fighter 2 differ from those of a Fire Fighter 1?

Application

1. Determined by instructor

Instructor Notes:

1. None

CTS Guide Reference: 1-1

Skill Sheet: 1-1: Organize an Incident Management System

Unit 2: Fire Department Communications

Topic 2-1: Completing a Basic Incident Report

Terminal Learning Objective

At the end of this topic a student, given report forms, guidelines, and information, will be able to complete a basic incident report so that all pertinent information is recorded, the information is accurate, and the report is complete.

Enabling Learning Objectives

1. Identify content requirements for basic incident reports
 - Program reporting systems
 - Software must be compliant with National Fire Incident Reporting System (NFIRS) / National Emergency Response Information System (NERIS) or NFPA 901: Standard Classifications for Fire and Emergency Services Incident Reporting (current edition)
 - California Fire Incident Reporting System (CalFIRS)
 - Other electronic collection programs
 - Information collected
 - Incident type
 - Incident origin and growth
 - Fire department intervention
 - Personnel and parties involved
 - Writing style
 - Clear and concise language
 - Proper grammar and spelling
 - Appropriate use of abbreviations/acronyms
 - Legible handwriting (if not electronic)
 - Proofreading
2. Identify purpose and usefulness of accurate reports
 - Data, statistics, and trends
 - Fire activity analysis
 - Community risk reduction
 - Insurance claims
 - Liability reduction
3. Identify consequences of inaccurate reports
 - False data analysis
 - Possible legal consequences
4. Describe how to obtain necessary information
 - Personal observation
 - Interviews
5. Identify required coding procedures
6. Determine necessary codes
7. Proof reports

8. Demonstrate fire department computers or other equipment necessary to complete reports

Discussion Questions

1. What is the National Fire Incident Reporting System (NFIRS)?
2. Why are fire reports important to the AHJ? Why are they important to the public?
3. What are the potential consequences of incomplete or inaccurate reports?

Application

1. Given an event scenario and an AHJ report form or template, have students prepare and code a basic incident report.

Instructor Notes:

1. ELO 1: See U.S. Fire Administration course [National Fire Incident Reporting System 5.0 Self-Study \(Q0494\)](#) as a recommended resource.
2. Provide students with sample AHJ reports as examples.

CTS Guide Reference: 2-1

Skill Sheet: 2-1: Complete a Basic Incident Report

Topic 2-2: Communicating the Need for Team Assistance

Terminal Learning Objective

At the end of this topic a student, given fire department communications equipment, SOPs, and a team, will be able to communicate the need for team assistance so that the supervisor is consistently informed of team needs, departmental SOPs are followed, and the assignment is accomplished safely.

Enabling Learning Objectives

1. Describe standard operating procedures (SOPs) for alarm assignments
 - Alarm assignments are a predetermined allocation of resources specific to AHJs
 - SOPs are predetermined operations to mitigate incident objectives depending on nature and complexity
 - Emergency scene operations rely on consistent SOPs and methods
 - Risk assessment may influence incident goals and priorities
2. Describe fire department radio communication procedures
3. Demonstrate proper operation of fire department communications equipment

Discussion Questions

1. What methods of communication do personnel use on an emergency scene?
2. What is the importance of radio discipline?

Application

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

Instructor Notes:

1. Describe interoperability of radios and equipment between different fire agencies.

CTS Guide Reference: 2-2

Skill Sheet: 2-2: Communicate the Need for Team Assistance

Unit 3: Fireground Operations

Topic 3-1: Extinguishing an Ignitable Liquid Fire

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe how foam prevents or controls a hazard
 - Separating
 - Cooling
 - Smothering
2. List principles by which foam is generated
 - Foam proportioner
 - Aeration
3. Identify causes of and corrective measures for poor foam generation
 - Incorrect ratios of water, concentrate, and air
4. Describe difference between hydrocarbon and polar solvent fuels and concentrates that work on each
 - Hydrocarbon fuels
 - Petroleum based
 - Combustible or flammable
 - Float on water
 - Polar solvent fuels
 - Flammable liquids
 - Mix readily with water
 - Class B foam is utilized for both
5. Identify characteristics, uses, and limitations of fire-fighting foams
 - Class A
 - Class B
6. Describe advantages and disadvantages of using fog nozzles versus foam nozzles for foam application
 - Fog nozzle
 - Advantage: Produces low expansion short lasting foam, widely available on most apparatus
 - Disadvantage: May not create same quality of foam as foam nozzles

- Foam nozzle
 - Advantage: Most effective for generation of low, medium, or high expansion foam
 - Disadvantage: Not as versatile as a fog nozzle and generally does not have the same reach
- 7. Describe foam stream application techniques
 - Rain down
 - Roll in/on
 - Bounce off/Bank down
- 8. List hazards associated with foam usage
 - Can degrade PPE
 - Most are mildly corrosive
 - Environmental impacts
 - Health impacts
- 9. Describe methods to reduce or avoid hazards
 - Maintain foam blanket to reduce risk of reignition
 - Avoid standing in pools of fuel or run-off water
- 10. Prepare a foam concentrate (or suitable substitute) for use
- 11. Assemble foam stream components
- 12. Master various foam application techniques
- 13. Approach and retreat from spills as part of a coordinated team.

Discussion Questions

1. What types of foam are used during fire fighting operations?
1. What are some limitations of foam use?
2. What are some hazards of foam use?

Application

1. Given an assignment, an attack line, PPE, a foam proportioning device, a nozzle, foam concentrates (or suitable substitute), and a water supply, have students extinguish a simulated or ignitable liquid fire as a member of a team.

Instructor Notes:

1. The content in this topic can be fulfilled through completion of State Fire Training's Fire Control 4: Controlling Ignitable Liquids and Gases (FSTEP) course.
2. If unable to demonstrate foam application due to cost or environmental restrictions:
 - Use digital sources to review foam application.
 - Demonstrate using dish soap, bucket, and eductor.

CTS Guide Reference: 3-1

Skill Sheet: 3-1: Extinguish an Ignitable Liquid Fire

Topic 3-2: Controlling a Flammable Gas Cylinder Fire

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify characteristics of pressurized flammable gases
2. List elements of a gas cylinder
3. Describe effects of heat and pressure on closed cylinders
4. Describe boiling liquid expanding vapor explosion (BLEVE) signs and effects
5. Describe methods for identifying contents
6. Describe how to identify safe havens before approaching flammable gas cylinder fires
7. Describe water stream usage and demands for pressurized cylinder fires
8. Describe what to do if the fire is prematurely extinguished
9. Identify valve types and their operation
10. Describe alternative actions related to various hazards and when to retreat
11. Execute effective advances and retreats
12. Apply various techniques for water application
13. Assess cylinder integrity and changing cylinder conditions
14. Operate control valves
15. Choose effective procedures when conditions change

Discussion Questions

1. What happens to a gas cylinder when exposed to fire conditions?
2. What safety precautions should be taken in anticipation of a BLEVE?
3. Why is it a problem if a venting tank fire is extinguished prematurely?

Application

1. Given a cylinder outside of a structure, an attack line, PPE, and tools, have students control a simulated flammable gas cylinder fire as a member of a team.

Instructor Notes

1. The content in this topic can be fulfilled through completion of State Fire Training's Fire Control 4: Controlling Ignitable Liquids and Gases (FSTEP) course.

CTS Guide Reference: 3-2

Skill Sheet: 3-2: Control a Flammable Gas Cylinder Fire

Topic 3-3: Coordinating an Interior Attack Line

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe how to select nozzle and hose for fire attack
2. Describe how to select adapters and appliances to be used for specific fireground situations
3. Identify dangerous building conditions created by fire and fire suppression activities
 - Collapse
 - Increased water weight
 - Building construction
 - Improper ventilation
 - Flow path
 - Flashover
 - Rapid fire development
 - Smoke (volume, velocity, density, and color)
4. Describe indicators before a building collapse
5. Describe effects of fire and fire suppression activities on wood, masonry (brick, block, stone), cast iron, steel, reinforced concrete, gypsum wallboard, glass, and plaster on lath
6. Describe coordinated search and rescue and ventilation procedures
7. Describe suppression approaches and practices for various types of structural fires
 - Offensive vs. defensive
 - Traditional vs. transitional
 - Direct vs. indirect
8. Describe the tools required for forcible entry
9. Describe the association between specific tools and special forcible entry needs
10. Assemble a team
11. Choose attack techniques for various levels of a fire (e.g., attic, grade level, upper levels, or basement)
12. Evaluate and forecast a fire's growth and development
13. Select tools for forcible entry
14. Incorporate search and rescue procedures and ventilation procedures in completion of attack team efforts
15. Determine developing hazardous building or fire conditions

Discussion Questions

1. What are some considerations for line selection and placement?
2. Why is reading smoke essential for fire fighter safety?
3. What are some indicators of a below grade or basement fire?

Application

1. Given a simulated scenario, attack lines, personnel, PPE, and tools, have students work in teams to coordinate an interior attack line.

Instructor Notes

1. None

CTS Guide Reference: 3-3

Skill Sheet: 3-3: Coordinate an Interior Fire Attack Line

Topic 3-4: Protecting Evidence of Fire Cause and Origin

Terminal Learning Objective

At the end of this topic a student, given a flashlight, structural PPE, and overhaul tools, will be able to protect evidence of fire cause and origin so that the evidence is noted and protected from further disturbance until investigators can arrive on the scene.

Enabling Learning Objectives

1. Identify methods to assess fire origin and cause
2. List types of evidence
3. Describe means to protect various types of evidence
4. Identify the role and relationship a Fire Fighter 2 during fire investigations with:
 - Criminal investigators
 - Insurance investigators
5. Describe effects and problems associated with removing property or evidence from the scene
6. Locate fire's origin area
7. Recognize possible causes
8. Protect the evidence

Discussion Questions

1. What is the difference between fire cause and fire origin?
2. Why is it important to determine the area of origin prior to initiating overhaul operations?
3. What are some ways to protect potential evidence?

Application

1. Given a simulated scenario, video, or photographs, have students determine the fire's area of origin and possible causes and describe how they would protect potential evidence.

Instructor Notes

1. None

CTS Guide Reference: 3-4

Skill Sheet: 3-4: Protect Evidence of Fire Cause and Origin

Unit 4: Rescue Operations

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

Terminal Learning Objective

At the end of this topic a student, given stabilization and extrication tools, a vehicle, and PPE, will be able to extricate a victim entrapped in a motor vehicle as part of a team so that the vehicle is stabilized, the victim is disentangled without further injury, and hazards are managed.

Enabling Learning Objectives

1. Describe fire department's role at a vehicle accident
2. Describe points of strength and weakness in auto body construction
3. Describe dangers associated with vehicle components and systems
4. Describe uses and limitations of hand and power extrication equipment
5. Describe safety procedures when using various types of extrication equipment
 - Hazards and dangers associated with emergency scene requiring extrication
 - Basic fire protection with charged hose line and/or fire extinguisher
6. Operate hand and power tools used for forcible entry and rescue as designed
7. Use cribbing and shoring material
8. Use stabilization tools and equipment
9. Choose and apply appropriate techniques for moving or removing vehicle roofs, doors, seats, windshields, windows, steering wheels or columns, and the dashboard

Discussion Questions

1. What safety concerns are associated with alternative fuel vehicle extrication?
2. What safety precautions should a fire fighter take when working on modern vehicles?
3. What level of personal protective equipment should a fire fighter use during vehicle extrication?

Application

1. Given a simulated scenario, stabilization and extrication tools, a vehicle or prop, and PPE, have students work in teams to extricate a victim entrapped in a motor vehicle.

Instructor Notes

1. The content in this topic can be fulfilled through completion of State Fire Training's Common Passenger Vehicle Rescue Technician course.
2. If you completed the Common Passenger Vehicle Rescue Technician course, you may do a simulation on exam day.

CTS Guide Reference: 4-1

Skill Sheet: 4-1: Extricate a Victim Entrapped in a Motor Vehicle

Topic 4-2: Assisting Rescue Operation Teams

Terminal Learning Objective

At the end of this topic a student, given standard operating procedures, necessary rescue equipment, and an assignment, will be able to assist rescue operation teams so that procedures are followed, rescue items are recognized and retrieved in the time as prescribed by the AHJ, and the assignment is completed.

Enabling Learning Objectives

1. Identify types of rescue operations
 - Structural collapse
 - Trench collapse
 - Cave and/or tunnel emergencies
 - Confined space emergencies
 - Water and/or ice emergencies
 - Elevator emergencies
 - Escalator emergencies
 - Energized electrical line emergencies
 - Industrial accidents
 - Wilderness search and rescue
 - Violent incident response
 - Active shooter
 - Intentional mass casualty incidents
2. Describe fire fighter's role at technical rescue operations
3. Identify hazards associated with technical rescue operations
4. Describe types and uses of rescue tools
5. Identify rescue practices and goals
6. Identify and retrieve various types of rescue tools
7. Establish public barriers
8. Assist rescue teams as a member of the team when assigned

Discussion Questions

1. What level of personal protective equipment is appropriate for a [choose one type] rescue?
2. What hazards are associated with a [choose one type] rescue?
3. Why is operational discipline important during technical rescue incidents?

Application

1. Determined by instructor

Instructor Notes

1. Reference the FIREScope ICS 701: Unified Response to Violence Incidents (current edition).

CTS Guide Reference: 4-2

Skill Sheet: 4-2: Assist a Rescue Operations Team

Unit 5: Fire and Life Safety

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

Terminal Learning Objective

At the end of this topic a student, given survey forms and procedures, will be able to perform a fire safety survey in an occupied structure so that fire and life safety hazards are identified, recommendations for their correction are made to the occupant, and unresolved issues are referred to the proper authority.

Enabling Learning Objectives

1. Describe AHJ policy and procedures
2. List common causes of fire and how to prevent them
3. Describe the importance of a fire safety survey and public fire education programs to fire department public relations and the community
4. Identify referral procedures utilized by the AHJ
5. Complete fire and life safety survey forms
6. Recognize potential life safety hazards
7. Match findings to California Fire Code (CFC) or local ordinances
8. Effectively communicate findings to responsible party or fire code official

Discussion Questions

1. Why is it important to conduct fire safety surveys at occupied structures?
2. What are some essential items to inspect during a fire safety survey?
3. What are common causes of fire in occupied structures?

Application

1. Given a survey form or checklist and a location, have students demonstrate the proper method to perform a fire safety survey and communicate results to the responsible party or fire code official.

Instructor Notes

1. None

CTS Guide Reference: 5-1

Skill Sheet: 5-1: Perform a Fire Safety Survey in an Occupied Structure

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

Terminal Learning Objective

At the end of this topic a student, given prepared materials, will be able to present fire safety information to station visitors or small groups so that all information is presented, the information is accurate, and questions are answered or referred.

Enabling Learning Objectives

1. Describe parts of informational materials and how to use them
 - Example programs include:
 - Stop, drop, and roll when clothes are on fire
 - Crawl low under smoke
 - Plan and practice a home escape plan with two ways out of each room (especially sleeping rooms), a meeting place, and how to call the fire department (from the neighbor's house)
 - Alert others to an emergency
 - Call the fire department
 - Test and maintain residential smoke alarms according to manufacturer's instructions
2. Identify basic presentation skills
 - Select materials and activities appropriate to age and audience
 - Learning level
 - Physical capabilities
 - Three step delivery
 - Introduce what you are going to tell them
 - Tell them the information
 - Summarize what you told them
 - Consistent messaging
3. Describe departmental standard operating procedures for giving fire station tours
4. Describe how to complete a "public contact report"
5. Information for public outreach program analytics
6. Replacement/restock of educational materials
7. Document presentations
8. Use prepared materials

Discussion Questions

1. What types of presentations might a fire fighter deliver?
2. Why is it important to give age-appropriate presentations?
3. Why is it important to deliver a consistent message?

Application

1. Given AHJ talking points and an identified audience, have students work in groups to create and deliver a five-minutes presentation with peer review and feedback.

Instructor Notes:

1. Recommended resources for additional student learning:
 - NFPA: Learn Not to Burn Preschool Program

<https://sparkyschoolhouse.org/resource/learn-not-to-burn/#:~:text=NFFPA%20created%20the%20Learn%20Not,preschoolers%20how%20to%20stay%20safe!>

- FEMA: Fire Prevention and Community Risk Reduction
<https://www.usfa.fema.gov/prevention/>

CTS Guide Reference: 5-2

Skill Sheet: 5-2: Present Fire Safety Information

Topic 5-3: Preparing a Pre-incident Survey

Terminal Learning Objective

At the end of this topic a student, given forms, necessary tools, and an assignment, will be able to prepare a pre-incident survey so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.

Enabling Learning Objectives

1. Describe AHJ requirements for a pre-incident survey and documentation
2. Describe how fire involvement impacts strategy and tactics
 - Offensive
 - Defensive
 - Transitional
 - Survivability
 - Risk Assessment
3. Identify water supply sources for fire protection
4. Identify basic components of fire suppression and detection systems
 - Fire alarm control panel (FACP)
 - Fire Command Center
5. Identify general system locations per AHJ policy
6. Identify common symbols used to diagram:
 - Construction features
 - Utilities
 - Hazards
 - Fire protection systems
 - NFPA 704 placarding program
7. Identify importance of accurate diagrams
8. Sketch site, buildings, and special features
9. Detect hazards and special considerations to include in pre-incident sketch
10. Complete all related AHJ documentation

Discussion Questions

1. What are the essential components of a pre-incident plan?
2. When should you update a pre-incident plan?

Application

1. Given a location and level of fire involvement, have students work in small groups to prepare a pre-incident survey that records tactical and strategic options.

Instructor Notes:

1. Recommended resources for additional student learning:
 - Frequently Asked Questions on NFPA 704 (pdf)
<https://www.nfpa.org/codes-and-standards/nfpa-704-standard-development/704>

CTS Guide Reference: 5-3

Skill Sheet: 5-3: Prepare a Preincident Survey

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

Terminal Learning Objective

At the end of this topic a student, given tools and manufacturers' instructions, will be able to maintain power plants, power tools, and lighting equipment so that equipment is clean and maintained according to manufacturer and departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.

Enabling Learning Objectives

1. Identify types of cleaning methods
2. Describe correct use of cleaning solvents
3. Describe manufacturer and AHJ guidelines for maintaining equipment and its documentation
4. Identify problem-reporting practices
5. Select correct tools
6. Follow guidelines
7. Complete recording and reporting procedures
8. Operate power plants, power tools, and lighting equipment

Discussion Questions

1. What types of cleaning methods are used for power plants, power tools, and lighting equipment?
2. What is the process for removing tools or equipment from service within your AHJ?

Application

1. Given tools, cleaning materials, and manufacturers specifications, have students clean and maintain designated tools.

Instructor Notes:

1. Bring referenced tools and equipment for display and demonstration.

CTS Guide Reference: 5-4

Skill Sheet: 5-4: Maintain Power Plants, Tools, and Equipment

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

Terminal Learning Objective

At the end of this topic a student, given an apparatus or a hose testing device, a marking device, pressure gauges, a timer, record sheets, and related equipment, will be able to perform an annual service test on fire hose, so that procedures are followed, the condition of the hose is evaluated, any damaged hose is removed from service, and the results are recorded.

Enabling Learning Objectives

1. Describe procedures for safely conducting hose service testing
 - Use hose testing equipment or tools that regulate water flow in case of equipment or hose failure
 - Keep area clear of personnel during test
 - Use proper helmets and PPE
 - Operate testing equipment using manufacturer guidelines
 - Maintain focus and avoid complacency
 - Comply with NFPA 1962
2. Identify indicators that dictate when hose should be removed from service
3. Describe AHJ procedures for documenting hose test results
4. Operate hose testing equipment and nozzles
5. Record results

Discussion Questions

1. What is the proper PPE for hose testing?
3. How often is hose testing conducted?
4. What equipment is used in conjunction with hose testing?
5. What type of injuries might occur during hose testing? How can they be prevented?

Application

1. Given an apparatus or hose testing device, hose, related equipment, and PPE, have students set up a hose service test, describe how they would execute the test and mark the hose, and identify the indicators they would look for to determine whether or not the hose should be removed from service.

Instructor Notes

1. None

CTS Guide Reference: 5-5

Skill Sheet: 5-5: Perform an Annual Service Test on a Fire Hose

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 plans 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.

Skill Sheet

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



1-1: Organize an Incident Management System

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 7.1, 7.1.1, 7.1.2 / CTS Guide: 1-1 / Course Plan: Fire Fighter 2A, Topic 1-3
Testing Criteria: Required / Methodology Type: Process, Psychomotor
Performance Outcome: Using the provided photograph/video/given scenario, determine the need for command, and organize and coordinate activities using the incident management system until command is transferred.
Candidate Directions: You will determine the need for command, organize and coordinate the incident management system, function in a role within the incident command system, and then transfer command. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Determines need for command <ul style="list-style-type: none"> • Complete size-up and risk assessment 		
2. Implements incident management system (IMS) <ul style="list-style-type: none"> • Incident identification • Prioritize incident objectives • Initiate appropriate response • Request additional resources • Describe implementation of planned tactics/strategies 		
3. Coordinates incident until transfer of command occurs <ul style="list-style-type: none"> • Describe incident evaluation processes based on tactics/strategies 		
4. Transfers command to an incoming incident commander <ul style="list-style-type: none"> • Hazard and risk identification • Actions taken/initiated • Incoming resources 		
5. Assumes an IMS role by briefly describing duties for one the following: (circle one) <ul style="list-style-type: none"> • Safety Officer <ul style="list-style-type: none"> ○ Monitors incident operations and advises the Incident Commander (IC) or Unified Command on all matters relating to operational safety • Public Information Officer <ul style="list-style-type: none"> ○ Responsible for internal and external communication, and may be assigned to community outreach, media relations, social media, or information center operations 		



<ul style="list-style-type: none">• Division or Group Supervisor<ul style="list-style-type: none">○ Implements assigned portion of the Incident Action Plan (IAP) and is responsible for all operations conducted in the division/group• Section Chief<ul style="list-style-type: none">○ Manages tactical incident activities to achieve incident objectives and oversees Incident Action Plan (IAP) implementation• Liaison Officer<ul style="list-style-type: none">○ Conduit of information and assistance between incident personnel and organizations that are assisting or cooperating with the response		
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Evaluation Results	
The candidate must complete all steps (100%) to receive a passing score.	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Evaluator Signature / Date:	
Print Evaluator Name:	
Comments:	



2-1: Complete a Basic Incident Report

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 7.2.1 / CTS Guide: 2-1 / Course Plan: Fire Fighter 2A, Topic 2-1
Testing Criteria: Random / Methodology Type: Process, Psychomotor, Product
Performance Outcome: Complete a basic incident report (as required by the AHJ) so that all pertinent information is recorded, the information is accurate, and the report is complete.
Candidate Directions: You will complete an incident report using the provided incident information. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Determines data management/NFIRS codes needed to complete report (choose appropriate method based on AHJ requirements) <ul style="list-style-type: none"> • FDID • Incident Number • Incident Type (code) 		
2. Uses AHJ standard tools and equipment (<i>i.e. computer or hand written report</i>) for completing incident reports		
3. Completes all applicable alarm information sections		
4. Records all pertinent information and completes all applicable narrative sections		
5. Proofreads report for accuracy and completeness		
6. Routes, files, and/or forwards report in accordance with AHJ criteria <ul style="list-style-type: none"> • Describes AHJ procedures 		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



2-2: Communicate the Need for Team Assistance

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 7.2.2 / CTS Guide: 2-2 / Course Plan: Fire Fighter 2A, Topic 2-2
Testing Criteria: Random / Methodology Type: Process, Psychomotor
Performance Outcome: Communicate the need for team assistance while consistently informing the supervisor of team needs and following departmental standard operating procedures based on the scenario provided.
Candidate Directions: You will communicate the need for team assistance based on a given scenario. The evolution will begin when I say, "Start." The evolution will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Evaluates given scenario to identifies team needs <ul style="list-style-type: none"> • Complete size-up • Identify incident type/kind • Request additional resources 		
3. Uses portable radio (if applicable) to communicate conditions, actions, and needs to team members and supervisor		
4. Monitors situation continuously and updates as needed to ensure safe completion of assignment <ul style="list-style-type: none"> • Conduct ongoing size-up and provide change of conditions report(s) to supervisor 		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-1: Extinguish an Ignitable Liquid Fire

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 7.3.1 / CTS Guide: 3-1 / Course Plan: Fire Fighter 2A, Topic 3-1
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Extinguish an ignitable liquid fire, operating as a member of a team, so that correct type of foam concentrate is selected for given fuel and conditions, a properly proportioned foam stream is applied to surface of fuel to create and maintain a foam blanket, fire is extinguished, reignition is prevented, team protection is maintained with a foam stream, and hazard is faced until retreat to safe haven is reached.
Evaluator Note: If the student possesses the (Insert FC3, FC4A, Auto Ex) FSTEP course completion, then this may be simulated. If the student does not possess the (Insert FC3, FC4A, Auto Ex) FSTEP course completion, this skill must be fully completed without simulation.
Candidate Directions: You will extinguish an ignitable liquid fire as a member of a team. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Variables (circle one)
Foam Application Technique: Roll-On Method / Bank-Down Method / Rain-Down Method

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Selects appropriate foam concentrate and prepares foam concentrate for given fuel and conditions (based on manufacturer specifications)		
3. Sets up apparatus and assembles foam stream components		
4. Charges hose line and safely approaches fire or fuel, as part of a team, using the specified technique		
5. Applies properly proportioned foam to fuel or fire surface to create and maintain a foam blanket		
6. Extinguishes fire and prevents reignition		
7. Maintains team protection with foam stream		
8. Faces hazard until team completely retreats to safe haven		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-2: Control a Flammable Gas Cylinder Fire

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 7.3.4 / CTS Guide: 3-2 / Course Plan: Fire Fighter 2A, Topic 3-2
Testing Criteria: Random / Methodology Type: Process, Psychomotor
Performance Outcome: Control a flammable gas cylinder fire, operating as a member of a team, so that crew integrity is maintained, contents are identified, safe havens are identified prior to advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat.
Evaluator Note: If the student possesses the (Insert FC3, FC4A, Auto Ex) FSTEP course completion, then this may be simulated. If the student does not possess the (Insert FC3, FC4A, Auto Ex) FSTEP course completion, this skill must be fully completed without simulation.
Candidate Directions: You will control a simulated flammable gas cylinder fire as a member of a team. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Identifies container contents and safe havens prior to advancing <ul style="list-style-type: none"> • Using labels/placards, as applicable 		
3. Advances toward fire in a smooth, controlled, and safe approach while maintaining team integrity		
4. Operates nozzle as directed and adjusts patterns for the following techniques: <ul style="list-style-type: none"> • Straight stream for reach and initial cooling • Narrow fog stream to cool cylinder • Wide fog stream to shield personnel from flames and push flames away from control valves 		
5. Cites common indicators used to assess cylinder integrity and monitor for changing conditions <ul style="list-style-type: none"> • Rust • Dents • Gouges • Cuts • Container compromise 		
6. Selects appropriate procedures for when changes in conditions occur <ul style="list-style-type: none"> • Hose stream 		



• Approach/Retreat		
7. Advances and positions fire streams in a manner that provides safe access for personnel to operate control valves		
8. Applies fire stream without extinguishing flames unless leaking gas has been stopped		
9. Operates control valves to stop gas flow		
10. Retreats in a smooth and controlled manner, while facing hazard, until entire team reaches a safe haven		

Evaluation Results
The candidate must complete all steps (100%) to receive a passing score.
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



3-3: Coordinate an Interior Fire Attack Line

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 7.3.2 / CTS Guide: 3-3 / Course Plan: Fire Fighter 2A, Topic 3-3
Testing Criteria: Required / Methodology Type: Process, Psychomotor
Performance Outcome: Coordinate an interior attack line for a team’s accomplishment of an assignment in a structure fire* so that crew integrity is established; attack techniques are selected for the given level of the fire (e.g., attic, grade level, upper levels, or basement); attack techniques are communicated to the attack teams; constant team coordination is maintained; fire growth and development is continuously evaluated using appropriate tools and techniques; search, rescue, and ventilation requirements are communicated or managed; hazards are reported to the attack teams; and incident command is apprised of changing conditions. *This skill sheet may be completed with a simulated structure fire if the candidate has already completed the registered Fire Control 3 (FSTEP) course prior to testing this skill. Please indicate fire type below.
Candidate Directions: You will coordinate an interior attack line for a team’s accomplishment of an assignment in a structure fire. The test will begin when I say, “Start.” The test will end when you say, “D one.” Do you understand the directions?

Variables (circle one)
Attack Scenario: below grade (basement/cellar) / at grade fire / above grade fire (second story or above) / attic fire
Fire Type: live fire / simulated structure fire

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Assembles a team for fire attack		
3. Conducts size up and communicates action plan to team		
4. Selects appropriate tools and equipment for forcible entry in accordance with AHJ		
5. Evaluates fire conditions upon entry and forecasts anticipated fire spread and development		
6. Requests coordinated ventilation based on fire conditions		
7. Requests search and rescue activities based on fire conditions and given information		
8. Identifies developing and/or potential hazardous building or fire conditions and communicates to incident commander and team		



<ul style="list-style-type: none">• Smoke conditions• Fire conditions• Thermal layering• Ventilation profile• Structure compromise		
9. Extinguishes fire correctly using appropriate application techniques based on fire conditions		
10. Maintains personal safety of all team members		

Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



3-4: Protect Evidence of Fire Cause and Origin

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1001 (2019), JPR 7.3.5 / CTS Guide: 3-4 / Course Plan: Fire Control 2A, Topic 2-4
Testing Criteria: Random / Methodology Type: Process, Psychomotor
Performance Outcome: Given a scenario, protect evidence of fire cause and origin so that the evidence is noted and protected from further disturbance until investigators can arrive on the scene.
Candidate Directions: You will demonstrate proper methods of noting and protecting evidence of fire cause and origin. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Identifies indicators commonly used to locate a fire's point of origin <ul style="list-style-type: none"> • Occupancy type • Material(s) involved • Extent of fire damage • Burn pattern 		
3. Identifies indicators commonly used to identify possible sources of fire cause (burn patterns, heavy charring, etc.)		
4. Identifies possible signs of arson (trailers, accelerants, incendiary devices, potential area(s) of origin, etc.)		
5. Notes and protects evidence from being improperly handled or destroyed during salvage and overhaul operations <ul style="list-style-type: none"> • Flag items with cones or markers • Maintain chain of custody • Document/record observations 		
6. Preserves evidence by securing immediate area <ul style="list-style-type: none"> • Isolate area using flagging/barricade tape and limit personnel • Leave evidence undisturbed 		
7. Demonstrates securing the scene in accordance with AHJ procedures until investigators arrive		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



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

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 7.4.1 / CTS Guide: 4-1 / Course Plan: Fire Fighter 2A, Topic 4-1
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Demonstrate how to extricate a victim entrapped in a motor vehicle as part of a team, so that the vehicle is stabilized, the victim is disentangled without further injury, and hazards are managed.
Evaluator Note: If the student possesses the (Insert FC3, FC4A, Auto Ex) FSTEP course completion, then this may be simulated. If the student does not possess the (Insert FC3, FC4A, Auto Ex) FSTEP course completion, this skill must be fully completed without simulation.
Candidate Directions: You will demonstrate the proper methods for extricating a victim entrapped in a motor vehicle as part of a team. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Describes how to size up situation to: <ul style="list-style-type: none"> • Identifies and manages hazards • Determines required stabilization • Selects appropriate extrication techniques 		
3. Demonstrates how to stabilize vehicle using cribbing and/or shoring material, as necessary		
4. Demonstrates a minimum two (2) different techniques for moving or removing: <ul style="list-style-type: none"> • Vehicle doors • Vehicle windshields and window • Vehicle steering wheels and/or columns • Vehicle dashboards • Vehicle roof 		
5. Demonstrates how to operate hand and power extrication tools		
6. Demonstrates how to perform extrication techniques and disentangle victim without causing further injury		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



4-2: Assist a Rescue Operations Team

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 7.4.2 / CTS Guide: 4-2 / Course Plan: Fire Fighter 2A, Topic 4-2
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Assist rescue operation teams so that procedures are followed, rescue items are recognized and retrieved in the time prescribed by the AHJ, and the assignment is completed. Candidate to be provided photo/video for scenario use.
Candidate Directions: You will assist rescue operations at the following type of incident [insert incident variable]." The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Variables (circle one)
Rescue Scenario: <ul style="list-style-type: none"> • Energized electrical line • Structural collapse • Trench collapse • Cave and/or tunnel emergencies (utility manholes included) • Water and/or ice emergency • Elevator emergency / Escalator emergency • Industrial accident • Wilderness search and rescue

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Identifies and retrieves tools and equipment commonly used to perform rescue (based on selected Rescue Scenario and AHJ policy)		
3. Establishes public barriers to isolate bystanders from rescue scene <ul style="list-style-type: none"> • Isolates area using flagging/barricade tape and deny entry 		
4. Assists rescue teams by completing assigned tasks		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



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

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 7.5.1 / CTS Guide: 5-1 / Course Plan: Fire Fighter 2A, Topic 5-1
Testing Criteria: Random / Methodology Type: Process, Psychomotor, Product
Performance Outcome: Perform a fire safety survey in an occupied structure so that fire and life safety hazards are identified, recommendations for their correction are made to the occupant, and unresolved issues are referred to the proper authority while using a survey form provided by the AHJ.
Candidate Directions: You will demonstrate the proper method to perform a fire safety survey in an occupied structure. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Makes proper introduction to responsible party and explains purpose of fire safety survey <ul style="list-style-type: none"> • Name • Agency • Purpose of survey 		
2. Checks for common fire hazards (electrical, cooking, storage, or flammable materials, etc.)		
3. Verifies function and operation of smoke detector(s) and/or carbon monoxide detector(s)		
4. Reviews exit drill procedures with responsible party		
5. Assesses heating system, wall heaters, portable heaters, fireplaces, and water heaters for proper clearance from combustible material		
6. Assesses for obvious structural hazards (chimney, disrepair, etc.)		
7. Assesses for combustible waste hazards (trash, sawdust, paper, etc.)		
8. Explains findings to responsible party, communicates unresolved issues, and provides referrals as necessary		
9. Completes all required forms and files in accordance with AHJ standard operating procedures		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



5-2: Present Fire Safety Information

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 7.5.2 / CTS Guide: 5-2 / Course Plan: Fire Fighter 2A, Topic 5-2
Testing Criteria: Random / Methodology Type: Process, Psychomotor
Performance Outcome: Present fire safety information to station visitors or small groups so that all information is presented, the information is accurate, and questions are answered or referred.
Candidate Directions: You will present accurate fire safety information to station visitors or a small group. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Organizes and prepares materials, as needed, to ensure it is complete and accurate <ul style="list-style-type: none"> • Audience appropriate (age, population, etc.) • Current and relevant materials 		
2. Clearly states topic and objective(s) to group		
3. Teaches lesson to accomplish objective(s)		
4. Uses appropriate supplies and equipment for lesson		
5. Describes and uses appropriate presentation techniques for target age of audience		
6. Answers or refers questions to appropriate personnel		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



5-3: Prepare a Preincident Survey

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 7.5.3 / CTS Guide: 5-3 / Course Plan: Fire Fighter 2A, Topic 5-3
Testing Criteria: Random / Methodology Type: Process, Psychomotor, Product
Performance Outcome: Prepare a preincident survey so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.
Candidate Directions: You will prepare a preincident survey that records required occupancy information. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Notifies building responsible party and schedules field survey		
2. Identifies fire suppression and detection system components to include in survey, if applicable, based on occupancy type <ul style="list-style-type: none"> • Smoke detectors • Carbon monoxide (CO) detectors • Fire alarm system • Sprinkler system • Access and egress • Extinguishers 		
3. Sketches site, buildings, and applicable special features		
4. Identifies applicable hazards to include in preincident drawings		
5. Identifies applicable special considerations to include in preincident diagrams		
6. Completes all required departmental forms and final diagrams to include required occupancy information in accordance with AHJ requirements		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



5-4: Maintain Power Plants, Tools, and Equipment

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 7.5.4 / CTS Guide: 5-4 / Course Plan: Fire Fighter 2A, Topic 5-4
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Maintain power plants, power tools, and lighting equipment so that equipment is clean and maintained according to manufacturer and departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.
Candidate Directions: You will maintain a [powered item], keeping item clean and maintained to manufacturer and departmental guidelines. The test will begin when I say, "start." The test will end when you say, "done." Do you understand the directions?

Variables (circle one)
Power Item:
<ul style="list-style-type: none"> • Power plant (hydraulic pump, portable pump, etc.) • Power tool (chain saw, rotary saw, etc.) • Lighting equipment (generator, cord reel, etc.)

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation		
2. Inspects item to ensure it is in a ready state		
3. Selects correct tools to maintain item		
4. Starts and properly operates item		
5. Follows manufacturer and departmental guidelines for maintaining item		
6. Completes all applicable maintenance documents and records		
7. Reports any out-of-service equipment in accordance with local policy and procedure		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



5-5: Perform an Annual Service Test on a Fire Hose

Candidate Information
Candidate Name and SFT ID Number:
Circle One: First Attempt / Second Attempt / Third Attempt
General Information
NFPA Standard: 1010 (2024), JPR 7.5.5 / CTS Guide: 5-5 / Course Plan: Fire Fighter 2A, Topic 5-5
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: Perform an annual service test on fire hose so that procedures are followed, the condition of the hose is evaluated, any damaged hose is removed from service, and the results are recorded.
Candidate Directions: You will demonstrate the ability to perform an annual service test on fire hose. The test will begin when I say, "Start." The test will end when you say, "Done." Do you understand the directions?

Performance Measures (checkmark = complete / X = incomplete)	Pass	Fail
1. Wears and uses appropriate PPE at all times during evaluation		
2. Marks hose directly behind coupling, inspects gasket condition, and visually inspects hose for damage		
3. Assembles hose lines and connects to discharge port with a restricted flow		
4. Fills hose with water and bleeds air from all lines		
5. Assesses couplings for leaks and tightens couplings as needed		
6. Operates hose testing equipment so that all hose lines are pressurized in accordance with NFPA		
7. Maintains test pressure and assesses for leaks or weeping		
8. Reduces hose pressure, bleeds lines, and inspects each hose for any slipped couplings		
9. Completes all applicable recording and reporting procedures according to AHJ policy and procedure		
10. Reports any damaged or out-of-service hose in accordance with AHJ policy and procedure and removes from service		



Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:

Fire Fighter 1 and 2

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

Certification Task Book (2024)



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

Overview

Authority

This certification task book includes the certification training standards set forth in the Fire Fighter 1 and Fire Fighter 2 Certification Training Standards Guides (2024) which is based on:

- NFPA 1010: Standard on Professional Qualifications for Firefighters (2024)
- NFPA 470: Hazardous Materials/Weapons of Mass Destruction (WMD) Standards for Responders (2022)
- NFPA 1140: Standard for Wildland Fire Protection (2022)

Published: **Month Year**

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

Cover photo courtesy of Jeff Baumunk, Chief/Public Safety Director, El Camino College; Adjunct Faculty, Rio Hondo College.

Purpose

The State Fire Training certification task book is a performance-based document that identifies the minimum requirements necessary to perform the duties of that certification. Completion of a certification task book verifies that the candidate has the required experience, holds the required position, and has demonstrated the job performance requirements to obtain that certification.

Assumptions

State Fire Training holds the opinion that a Fire Fighter 1 or Fire Fighter 2 certification candidate may initiate a task book and obtain verification signatures for job performance requirements (JPR) demonstrated during training. A fire chief retains the option to require a candidate to repeat any JPR completed and signed off on during training and to document that performance with a second signature in the candidate's task book.

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

An evaluator may verify satisfactory execution of a job performance requirement (JPR) through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

State Fire Training task books do not count towards the NWCG task book limit. There is no limit

to the number of State Fire Training task books a candidate may pursue at one time if the candidate meets the initiation requirements of each.

The candidate must routinely check the State Fire Training website for updates to an initiated task book. Any State Fire Training issued update or addendum is required for task book completion.

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

Roles and Responsibilities

Candidate

The candidate is the individual pursuing certification.

Initiation

The candidate shall:

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

Completion

The candidate shall:

1. Complete all Job **Performance Requirements**.
 - Ensure an evaluator initials, signs, and dates each task to verify completion.
2. Complete all **Completion Requirements**.
3. Sign and date the candidate verification statement under **Review and Approval** with a handwritten signature.
4. Obtain their fire chief's handwritten (not stamped) signature on the fire chief verification section.
5. Create and retain a physical or high-resolution digital copy of the 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).

An evaluator may verify satisfactory execution through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

A qualified evaluator is designated by the candidate's fire chief* and holds an equivalent or higher-level certification. If no such evaluator is present, the fire chief shall designate an individual with more experience than the candidate and a demonstrated ability to execute the job performance requirements.

A task book evaluator may be, but is not required to be, a registered skills evaluator who oversees a State Fire Training certification exam.

A certification task book may have more than one evaluator.

All evaluators shall:

1. Complete a block on the **Signature Verification** page with a handwritten signature.
2. Review and understand the candidate's certification task book requirements and responsibilities.
3. Verify the candidate's successful completion of one or more job performance requirements through observation or review.
 - Sign all appropriate lines in the certification task book with a handwritten signature or approved digital signature (e.g., DocuSign or Adobe Sign) to record demonstrated performance of tasks.

* For certification task books that do not require fire chief initiation, academy instructors serve as or designate evaluators.

Fire Chief

The fire chief is the individual who reviews and confirms the completion of a candidate's certification task book.

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

Completion

The fire chief shall:

1. Confirm that the candidate has obtained the appropriate signatures to verify successful completion of each job performance requirement.
 - Ensure that all **Job Performance Requirements** were evaluated after the initiation date.
2. Confirm that the candidate meets the **Completion Requirements**.
3. Sign and date the Fire Chief verification statement under **Review and Approval** with a handwritten signature.

- If signing as an authorized designee, verify that your signature is on file with State Fire Training.

Submission and Review

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

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

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

State Fire Training

Attn: Cashier

PO Box 997446

Sacramento, CA 95899-7446

State Fire Training reviews all submitted task books.

- If the task book is complete, State Fire Training will authorize the task book and retain a digital copy of the authorized task book in the candidate's State Fire Training file.
- If the task book is incomplete, State Fire Training will return the task book with a notification indicating what needs to be completed prior to resubmission.

Completion of this certification task book is one step in the certification process. Please refer to the *State Fire Training Procedures Manual* for the complete list of qualifications required for certification.

Initiation Requirements

Candidate Information

Name: _____

SFT ID Number: _____

Fire Agency: _____

Initiation Date _____

Initiation Requirements

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

Prerequisites

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

Education

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

Position

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

Fire Chief Approval

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

Signature Verification

The following individuals have the authority to verify portions of this certification task book using the signature recorded below.

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

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

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

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

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

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

Job Performance Requirements

The candidate must complete each job performance requirement (JPR) in accordance with the standards of the authority having jurisdiction (AHJ) or the National Fire Protection Association (NFPA), whichever is more restrictive.

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

For JPRs that are not part of a candidate's regular work assignment or are a rare event, the evaluator may develop a scenario or interview that supports the required task and evaluate the candidate to the stated standard.

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

Fire Fighter 1A: Structure

Structure Fire Fighter Duties

1. *Inspect and maintain structural personal protective equipment (PPE), given PPE, so that PPE is inspected, maintained, and returned to a ready state. (OSFM) (CTS 1-2)*

Evaluator Signature: _____ Date Verified: _____

2. *Inspect and maintain self-contained breathing apparatus (SCBA), given SCBA, so that SCBA is inspected, maintained, and returned to a ready state. (OSFM) (CTS 1-3)*

Evaluator Signature: _____ Date Verified: _____

3. *Don structural personal protective equipment (PPE), given PPE, so the PPE is donned in 60 seconds or less and all elements of the PPE ensemble are worn in accordance with manufacturer guidelines. (OSFM) (CTS 1-4)*

Evaluator Signature: _____ Date Verified: _____

4. *Don self-contained breathing apparatus (SCBA), given SCBA, so that the SCBA is donned in 60 seconds or less and all elements of the SCBA are worn and operated in accordance with manufacturer guidelines. (OSFM) (CTS 1-5)*

Evaluator Signature: _____ Date Verified: _____

5. *Doff self-contained breathing apparatus (SCBA), given SCBA, so that SCBA is removed in accordance with manufacturer guidelines and returned to a ready state. (OSFM) (CTS 1-6)*

Evaluator Signature: _____ Date Verified: _____

6. *Doff structural personal protective equipment (PPE), given PPE, so that PPE is removed in accordance with manufacturer guidelines and returned to a ready state. (OSFM) (CTS 1-7)*

Evaluator Signature: _____ Date Verified: _____

7. *Doff self-contained breathing apparatus (SCBA) and structural personal protective equipment (PPE), given SCBA and PPE, so that SCBA and PPE are removed to reduce contaminant exposure; SCBA and PPE undergo gross decontamination and are tagged and transported; and fire fighter conducts physical decontamination as soon as possible, in order to reduce exposure to field contaminants. (OSFM) (CTS 1-8)*

Evaluator Signature: _____ Date Verified: _____

8. *Identify a permit-required and non-permit-required confined space, given an incident and a confined space, so that hazards associated with confined spaces are identified, equipment is secured, and incident management operations and communications are followed, in accordance with state regulations and industry standards. (OSFM) (CTS 1-9)*

Evaluator Signature: _____ Date Verified: _____

9. *Operate within command systems, given an incident and an incident action plan, so that organizational elements are recognized, positions and responsibilities are identified, facility needs are met, and the incident is managed, in accordance with state and federal regulations. (OSFM) (CTS 1-10)*

Evaluator Signature: _____ Date Verified: _____

10. *Identify common fire fighter health and safety issues, given an assignment, in order to avoid or mitigate common accidents and injuries, maintain a healthy and physically fit lifestyle, and conduct life safety initiatives in the line of duty. (OSFM) (CTS 1-11)*

Evaluator Signature: _____ Date Verified: _____

Fire Department Communications

11. *Initiate the response to a reported emergency, given the report of an emergency, fire department SOPs, and communications equipment and technology, so that all necessary information is obtained, communications equipment and technology are operated correctly, and the information is relayed promptly and accurately to the dispatch center. (NFPA 1010: 6.2.1) (CTS 2-1)*

Evaluator Signature: _____ Date Verified: _____

12. *Transmit and receive communications using fire department equipment and technology, given equipment and technology and standard operating procedures, so that the information is accurate, complete, clear, and relayed within the time established by the AHJ. (NFPA 1010: 6.2.2) (CTS 2-2)*

Evaluator Signature: _____ Date Verified: _____

13. *Activate an emergency call for assistance, given vision-obscured conditions, PPE, and department SOPs, so that the fire fighter can be located and rescued. (NFPA 1010: 6.2.3) (CTS 2-3)*

Evaluator Signature: _____ Date Verified: _____

Fireground Operations

14. *Use self-contained breathing apparatus (SCBA) during emergency operations, given SCBA and other PPE, so that the SCBA is correctly donned, the SCBA is correctly worn, controlled breathing techniques are used, emergency procedures are enacted if the SCBA fails, all low-air warnings are recognized, respiratory protection is not intentionally compromised, and hazardous areas are exited prior to air depletion. (NFPA 1010: 6.3.1) (CTS 3-1)*

Evaluator Signature: _____ Date Verified: _____

15. *Respond on an apparatus to an emergency scene, given an apparatus, personal protective clothing and other necessary PPE, so that the apparatus is correctly mounted and dismounted, seat belts are used while the vehicle is in motion, and other PPE is correctly used. (NFPA 1010: 6.3.2) (CTS 3-2)*

Evaluator Signature: _____ Date Verified: _____

16. *Establish and operate in work areas at emergency scenes, given an apparatus, personal protective equipment, traffic and scene control devices, structure fire and roadway emergency scenes, traffic hazards and downed electrical wires, photovoltaic power systems, battery storage systems or other special hazards, an assignment, and SOPs, so that procedures are followed, protective equipment is worn, protected work areas are*

established as directed using traffic and scene control devices, and the fire fighter performs assigned tasks only in established, protected work areas. (NFPA 1010: 6.3.3) (CTS 3-3)

Evaluator Signature: _____ Date Verified: _____

17. *Force entry into a structure, given PPE, tools, a prop or structure with doors, walls, and windows, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (NFPA 1010: 6.3.4) (CTS 3-4)*

Evaluator Signature: _____ Date Verified: _____

18. *Exit a hazardous area as a team, given vision-obscured conditions and PPE, so that a safe haven is found before exhausting the air supply, others are not endangered, and the team integrity is maintained. (NFPA 1010: 6.3.5) (CTS 3-5)*

Evaluator Signature: _____ Date Verified: _____

19. *Set up, mount, ascend, dismount, and descend ground ladders, given single and extension ladders, an assignment, PPE, and team members if needed, so that hazards are assessed, the ladder is stable, the angle is correct for climbing, extension ladders are extended to the necessary height with the fly locked, the top is placed against a reliable structural component, and the assignment is accomplished. (NFPA 1010: 6.3.6) (CTS 3-6)*

Evaluator Signature: _____ Date Verified: _____

20. *Attack a passenger vehicle fire operating as a member of a team, given personal protective equipment (PPE), self-contained breathing apparatus (SCBA), an attack line (1½ inch or larger), hand tools, and a passenger vehicle or prop, so that hazards including alternative power source vehicles are avoided, leaking flammable liquids are identified and controlled, protection from flash fires is maintained, all vehicle compartments are overhauled, and the fire is extinguished. (NFPA 1010: 6.3.7) (CTS 3-7)*

Evaluator Signature: _____ Date Verified: _____

21. *Extinguish fires in exterior Class A materials, given fires in stacked or piled materials, small unattached structures, and storage containers that can be fought from the exterior, attack lines, hand tools and master stream devices, structural personal protective equipment (PPE), self-contained breathing apparatus (SCBA), and an assignment, so that exposures are protected, the spread of fire is stopped, collapse hazards are avoided, water application is effective, the fire is extinguished, and signs of the origin area(s) and arson are preserved. (NFPA 1010: 6.3.8) (CTS 3-8)*

Evaluator Signature: _____ Date Verified: _____

22. *Operate a thermal imager (TI), given a TI, SOPs, PPE, and an assignment, so that victims are located in conditions of obscured visibility, hot spots are identified in a structure, overhaul is completed, and the liquid level in a container is determined. (NFPA 1010: 7.3.3) (CTS 3-9)*

Evaluator Signature: _____ Date Verified: _____

23. *Conduct a search and rescue in a structure operating as a member of a team, given an assignment, obscured vision conditions, personal protective equipment (PPE), self-contained breathing apparatus (SCBA), a flashlight, forcible entry tools, hose lines or guide lines, a thermal imager, and ladders when necessary, so that ladders are correctly placed when used, all assigned areas are searched, all victims are located and removed, team integrity is maintained, and team members' safety — including respiratory protection — is not compromised. (NFPA 1010: 6.3.9) (CTS 3-10)*

Evaluator Signature: _____ Date Verified: _____

24. *Attack an interior structure fire operating as a member of a team, given an attack line (1½ inch or larger), pumping apparatus, established water supply, ladders when needed, personal protective equipment, self-contained breathing apparatus (SCBA), tools, and an assignment, so that team integrity is maintained, the attack line is deployed for advancement, ladders are correctly placed when used, access is gained into the fire area, effective water application practices are used, the fire is approached correctly, attack techniques facilitate suppression given the level of the fire, hidden fires are located and controlled, the correct body posture is maintained, hazards are recognized and managed, and the fire is brought under control. (NFPA 1010: 6.3.10) (CTS 3-11)*

Evaluator Signature: _____ Date Verified: _____

25. *Perform horizontal ventilation on a structure operating as part of a team, given an assignment, PPE, ventilation tools, equipment, and ladders, so that the ventilation openings are free of obstructions, tools are used as designed, ladders are correctly placed, ventilation devices are correctly placed, and the structure is cleared of smoke. (NFPA 1010: 6.3.11) (CTS 3-12)*

Evaluator Signature: _____ Date Verified: _____

26. *Perform vertical ventilation on a structure as part of a team, given an assignment, PPE, ground and roof ladders, and tools, so that ladders are positioned for ventilation, a specified opening is created, all ventilation barriers are removed, structural integrity is not compromised, products of combustion are released from the structure, and the team retreats from the area when ventilation is accomplished. (NFPA 1010: 6.3.12) (CTS 3-13)*

Evaluator Signature: _____ Date Verified: _____

27. *Overhaul a fire scene, given PPE, an attack line, hand tools, a flashlight, a thermal imager, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished. (NFPA 1010: 6.3.13) (CTS 3-14)*

Evaluator Signature: _____ Date Verified: _____

28. *Conserve property as a member of a team, given salvage tools and equipment, PPE, and an assignment, so that the building and its contents are protected from further damage. (NFPA 1010: 6.3.14) (CTS 3-15)*

Evaluator Signature: _____ Date Verified: _____

29. *Connect an engine to a water supply as a member of a team, given supply or intake hose, hose tools, a fire hydrant or static water source, an apparatus, and PPE, so that connections are tight and water flow is unobstructed. (NFPA 1010: 6.3.15) (CTS 3-16)*

Evaluator Signature: _____ Date Verified: _____

30. *Extinguish incipient Class A, Class B, and Class C fires, given a selection of portable fire extinguishers and PPE, so that the correct extinguisher is chosen, the fire is completely extinguished, and correct extinguisher-handling techniques are followed. (NFPA 1010: 6.3.16) (CTS 3-17)*

Evaluator Signature: _____ Date Verified: _____

31. *Operate emergency scene lighting, given fire service lighting equipment, a power supply, and an assignment, so that emergency scene lighting equipment is operated within the manufacturer's listed safety precautions. (NFPA 1010: 6.3.17) (CTS 3-18)*

Evaluator Signature: _____ Date Verified: _____

32. *Turn off building utilities, given tools, PPE, and an assignment, so that the assignment is safely completed. (NFPA 1010: 6.3.18) (CTS 3-19)*

Evaluator Signature: _____ Date Verified: _____

33. *Combat a ground cover fire operating as a member of a team, given personal protective equipment (PPE), self-contained breathing apparatus (SCBA) (if needed), hose lines, extinguishers or hand tools, and an assignment, so that threats to property are reported, threats to personal safety are recognized, retreat is quickly accomplished when warranted, and the assignment is completed. (NFPA 1010: 6.3.19) (CTS 3-20)*

Evaluator Signature: _____ Date Verified: _____

34. *Tie a knot appropriate for hoisting tools, given PPE, tools, ropes, webbing, and an assignment, so that the knots used are appropriate for hoisting tools securely and as directed. (NFPA 1010: 6.3.20) (CTS 3-21)*

Evaluator Signature: _____ Date Verified: _____

35. *Operate hand and power tools, given hand and power tools and an assignment, so that tools are properly operated, maintained, and transported in accordance with manufacturer specifications and AHJ policies and procedures. (OSFM) (CTS 3-22)*

Evaluator Signature: _____ Date Verified: _____

36. *Operate an air-monitoring instrument, given an air monitor and an assignment or task, so that the device is operated and the fire fighter recognizes the high- or low-level alarms of the air monitor and takes action to mitigate the hazard. (NFPA 1010: 6.3.21) (CTS 3-23)*

Evaluator Signature: _____ Date Verified: _____

Preparedness and Maintenance

37. *Clean and check ladders, ventilation equipment, SCBA, ropes, salvage equipment, and hand tools, given cleaning tools, cleaning supplies, and an assignment, so that equipment is clean and maintained according to manufacturer's or departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise. (NFPA 1010: 6.5.1) (CTS 4-1)*

Evaluator Signature: _____ Date Verified: _____

38. *Clean, inspect, and return fire hose to service, given washing equipment, water, detergent, tools, and replacement gaskets, so that damage is noted and corrected, the hose is clean, and the equipment is placed in a ready state for service. (NFPA 1010: 6.5.2) (CTS 4-2)*

Evaluator Signature: _____ Date Verified: _____

Fire Fighter 1B: Hazardous Materials/WMD

Awareness

1. *Recognize and identify the hazardous materials/WMD and hazards involved in a hazardous materials/WMD incident, given a hazardous materials/WMD incident and approved reference sources, so that the presence of hazardous materials/WMD is recognized and the materials and their hazards are identified. (NFPA 1072: 4.2.1) (CTS 5-2)*

Evaluator Signature: _____ Date Verified: _____

2. *Isolate the hazard area and deny entry at a hazardous materials/WMD incident, given a hazardous materials/WMD incident, policies and procedures, and approved reference sources, so that the hazard area is isolated and secured, personal safety procedures are followed, hazards are avoided or minimized, and additional people are not exposed to further harm. (NFPA 1072: 4.3.1) (CTS 5-3)*

Evaluator Signature: _____ Date Verified: _____

3. *Initiate required notifications at a hazardous materials/WMD incident, given a hazardous materials/WMD incident, policies and procedures, and approved communications equipment, so that the notification process is initiated and the necessary information is communicated. (NFPA 1072: 4.4.1) (CTS 5-4)*

Evaluator Signature: _____ Date Verified: _____

Operations

4. *Identify the scope of the problem at a hazardous materials/WMD incident, given a hazardous materials/WMD incident, an assignment, policies and procedures, and approved reference sources, so that container types, materials, location of any release, and surrounding conditions are identified, hazard information is collected, the potential behavior of a material and its container is identified, and the potential hazards, harm, and outcomes associated with that behavior are identified. (NFPA 1072: 5.2.1) (CTS 6-2)*

Evaluator Signature: _____ Date Verified: _____

5. *Identify the action options for a hazardous materials/WMD incident, given a hazardous materials/WMD incident, an assignment, policies and procedures, approved reference sources, and the scope of the problem, so that response objectives, action options, safety precautions, suitability of approved personal protective equipment (PPE) available, and emergency decontamination needs are identified. (NFPA 1072: 5.3.1) (CTS 6-3)*

Evaluator Signature: _____ Date Verified: _____

6. *Perform assigned tasks at a hazardous materials/WMD incident, given a hazardous materials/WMD incident; an assignment with limited potential of contact with hazardous materials/WMD, policies and procedures, the scope of the problem, approved tools, equipment, and PPE, so that protective actions and scene control are established and maintained, on-scene incident command is described, evidence is preserved, approved PPE is selected and used in the proper manner; exposures and personnel are protected; safety procedures are followed; hazards are avoided or minimized; assignments are completed; and gross decontamination of personnel, tools, equipment, and PPE is conducted in the field. (NFPA 1072: 5.4.1) (CTS 6-4)*

Evaluator Signature: _____ Date Verified: _____

7. *Perform emergency decontamination at a hazardous materials/WMD incident, given a hazardous materials/WMD incident that requires emergency decontamination; an assignment; scope of the problem; policies and procedures; and approved tools, equipment, and PPE for emergency decontamination, so that emergency decontamination needs are identified, approved PPE is selected and used, exposures and personnel are protected, safety procedures are followed, hazards are avoided or minimized, emergency decontamination is set up and implemented, and victims and responders are decontaminated. (NFPA 1072: 5.5.1) (CTS 6-5)*

Evaluator Signature: _____ Date Verified: _____

8. *Evaluate and report the progress of the assigned tasks for a hazardous materials/WMD incident, given a hazardous materials/WMD incident, an assignment, policies and procedures, status of assigned tasks, and approved communication tools and equipment, so that the effectiveness of the assigned tasks is evaluated and communicated to the supervisor, who can adjust the IAP as needed. (NFPA 1072: 5.6.1) (CTS 6-6)*

Evaluator Signature: _____ Date Verified: _____

Operations – Mission Specific

9. *Select, don, work in, and doff approved PPE at a hazardous materials/WMD incident, given a hazardous materials/WMD incident; a mission-specific assignment in an IAP that requires use of PPE; the scope of the problem; response objectives and options for the incident; access to a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures; approved PPE; and policies and procedures, so that under the guidance of a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures, approved PPE is selected, inspected, donned, worked in, decontaminated, and doffed; exposures and personnel are protected; safety procedures are followed; hazards are avoided or minimized; and all reports and documentation pertaining to PPE use are completed. (NFPA 1072: 6.2.1) (CTS 7-1)*

Evaluator Signature: _____ Date Verified: _____

10. *Perform product control techniques with a limited risk of personal exposure at a hazardous materials/WMD incident, given a hazardous materials/WMD incident with release of product; an assignment in an IAP; scope of the problem; policies and procedures; approved tools, equipment, control agents, and PPE; and access to a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures, so that under the guidance of a hazardous materials technician, an allied professional, an emergency response plan, or standard operating procedures, approved PPE is selected and used; exposures and personnel are protected; safety procedures are followed; hazards are avoided or minimized; a product control technique is selected and implemented; the product is controlled; victims, personnel, tools, and equipment are decontaminated; and product control operations are reported and documented. (NFPA 1072: 6.3.1) (CTS 7-2)*

Evaluator Signature: _____ Date Verified: _____

Fire Fighter 1C: Wildland

Role of the Wildland Fire Fighter

1. *Don wildland personal protective equipment (PPE), given PPE, so the PPE is donned in 60 seconds or less and all elements of the PPE ensemble are worn in accordance with manufacturer guidelines. (OSFM) (CTS 8-2)*

Evaluator Signature: _____ Date Verified: _____

2. *Deploy a fire shelter, given PPE, a hand tool, a live or simulated incident, and a fire shelter, so that the fire shelter is deployed within 30 seconds and used in accordance with manufacturer and AHJ procedures. (OSFM) (CTS 8-3)*

Evaluator Signature: _____ Date Verified: _____

3. *Doff wildland personal protective equipment (PPE), given PPE, so that PPE is removed in accordance with manufacturer guidelines and returned to a ready state. (OSFM) (CTS 8-4)*

Evaluator Signature: _____ Date Verified: _____

Preparedness

4. *Maintain assigned personal protective equipment, given the standard equipment issue, so that the equipment is serviceable and available for use on the fireline and defects are recognized and reported to the supervisor. (NFPA 1051: 4.3.2) (CTS 9-1)*

Evaluator Signature: _____ Date Verified: _____

5. *Maintain assigned suppression hand tools and equipment, given tools and equipment and agency maintenance specifications, so that assigned equipment is maintained and serviceable and defects are recognized and reported to the supervisor. (NFPA 1051: 4.3.3) (CTS 9-2)*

Evaluator Signature: _____ Date Verified: _____

Suppression

6. *Assemble and prepare for response, given an assembly location, an assignment, incident location, mode of transportation, and time requirements, so that arrival at the incident with the required personnel and equipment meets agency guidelines. (NFPA 1051: 4.5.2) (CTS 10-1)*

Evaluator Signature: _____ Date Verified: _____

7. *Recognize hazards and unsafe situations, given a wildland or wildland/urban interface fire or simulated scenario and the standard safety policies and procedures of the agency, so that the hazard(s) and unsafe condition(s) are communicated to the supervisor and appropriate action is taken. (NFPA 1051: 4.5.3) (CTS 10-2)*

Evaluator Signature: _____ Date Verified: _____

8. *Construct a fireline, given a wildland fire or simulated scenario, agency line construction standards, suppression tools, water or other suppression agents, and equipment, so that the fireline conforms to the construction standard. (NFPA 1051: 4.5.4) (CTS 10-3)*

Evaluator Signature: _____ Date Verified: _____

9. *Secure the fireline, given a wildland fire or simulated scenario, suppression tools, water or other suppression agents, and equipment, so that fireline burning materials and unburned fuels are physically separated. (NFPA 1051: 4.5.5) (CTS 10-4)*

Evaluator Signature: _____ Date Verified: _____

10. *Describe the methods to reduce the threat of fire exposure to improved properties, given a wildland/urban interface fire or simulated scenario, suppression tools, and equipment, so that improvements are protected. (NFPA 1051: 4.5.6) (CTS 10-5)*

Evaluator Signature: _____ Date Verified: _____

11. *Mop up fire area, given a wildland fire or simulated scenario, suppression tools, and water or other suppression agents and equipment, so that burning fuels that threaten escape are located and extinguished. (NFPA 1051: 4.5.7) (CTS 10-6)*

Evaluator Signature: _____ Date Verified: _____

12. *Patrol the fire area, given a wildland fire or simulated scenario, suppression tools, and equipment, so that control of the fire area is maintained. (NFPA 1051: 4.5.8) (CTS 10-7)*

Evaluator Signature: _____ Date Verified: _____

Fire Fighter 2A: Structure

Communications

1. *Complete a basic incident report, given the report forms, guidelines, and information, so that all pertinent information is recorded, the information is accurate, and the report is complete. (NFPA 1010: 7.2.1) (CTS 2-1)*

Evaluator Signature: _____ Date Verified: _____

2. *Communicate the need for team assistance, given fire department communications equipment, SOPs, and a team, so that the supervisor is consistently informed of team needs, departmental SOPs are followed, and the assignment is accomplished safely. (NFPA 1010: 7.2.2) (CTS 2-2)*

Evaluator Signature: _____ Date Verified: _____

Fireground Operations

3. *Extinguish an ignitable liquid fire, operating as a member of a team, given an assignment, an attack line, PPE, a foam proportioning device, a nozzle, foam concentrates (or suitable substitute), and a water supply, so that the correct type of foam concentrate is selected for the given fuel and conditions, a properly proportioned foam stream is applied to the surface of the fuel to create and maintain a foam blanket, fire is extinguished, reignition is prevented, team protection is maintained with a foam stream, and the hazard is faced until retreat to safe haven is reached. (NFPA 1010: 7.3.1) (CTS 3-1)*

Evaluator Signature: _____ Date Verified: _____

4. *Control a flammable gas cylinder fire, operating as a member of a team, given an assignment, a cylinder outside of a structure, an attack line, PPE, and tools, so that crew integrity is maintained, contents are identified, safe havens are identified prior to advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat. (NFPA 1010: 7.3.3) (CTS 3-2)*

Evaluator Signature: _____ Date Verified: _____

5. *Coordinate an interior attack line for a team's accomplishment of an assignment in a structure fire, given attack lines, personnel, PPE, and tools, so that crew integrity is established; attack techniques are selected for the given level of the fire (e.g., attic, grade level, upper levels, or basement); attack techniques are communicated to the attack teams; constant team coordination is maintained; fire growth and development is continuously evaluated; search, rescue, and ventilation requirements are communicated or managed; hazards are reported to the attack teams; and incident command is apprised of changing conditions. (NFPA 1010: 7.3.2) (CTS 3-3)*

Evaluator Signature: _____ Date Verified: _____

6. *Protect evidence of fire cause and origin, given a flashlight, structural PPE, and overhaul tools, so that the evidence is noted and protected from further disturbance until investigators can arrive on the scene. (NFPA 1010: 7.3.4) (CTS 3-4)*

Evaluator Signature: _____ Date Verified: _____

Rescue Operations

7. *Extricate a victim entrapped in a motor vehicle as part of a team, given stabilization and extrication tools, a vehicle, and PPE, so that the vehicle is stabilized, the victim is disentangled without further injury, and hazards are managed. (NFPA 1010: 7.4.1) (CTS 4-1)*

Evaluator Signature: _____ Date Verified: _____

8. *Assist rescue operation teams, given standard operating procedures, necessary rescue equipment, and an assignment, so that procedures are followed, rescue items are recognized and retrieved in the time as prescribed by the AHJ, and the assignment is completed. (NFPA 1010: 7.4.2) (CTS 4-2)*

Evaluator Signature: _____ Date Verified: _____

Fire and Life Safety Initiatives, Preparedness, and Maintenance

9. *Perform a fire safety survey in an occupied structure, given survey forms and procedures, so that fire and life safety hazards are identified, recommendations for their correction are made to the occupant, and unresolved issues are referred to the proper authority. (NFPA 1010: 7.5.1) (CTS 5-1)*

Evaluator Signature: _____ Date Verified: _____

10. *Present fire safety information to station visitors or small groups, given prepared materials, so that all information is presented, the information is accurate, and questions are answered or referred. (NFPA 1010: 7.5.2) (CTS 5-2)*

Evaluator Signature: _____ Date Verified: _____

11. *Prepare a preincident survey, given forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared. (NFPA 1010: 7.5.3) (CTS 5-3)*

Evaluator Signature: _____ Date Verified: _____

12. *Maintain power plants, power tools, and lighting equipment, given tools and manufacturers' instructions, so that equipment is clean and maintained according to manufacturer and departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise. (NFPA 1010: 7.5.4) (CTS 5-4)*

Evaluator Signature: _____ Date Verified: _____

13. *Perform an annual service test on fire hose, given an apparatus or hose testing device, a marking device, pressure gauges, a timer, record sheets, and related equipment, so that procedures are followed, the condition of the hose is evaluated, any damaged hose is removed from service, and the results are recorded. (NFPA 1010: 7.5.5) (CTS 5-5)*

Evaluator Signature: _____ Date Verified: _____

Completion Requirements

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

Experience

The candidate meets one of the following experience requirements.

- Have a minimum of six months' full-time paid experience in a recognized fire agency in California as a Fire Fighter performing suppression duties
- Have a minimum of one year's volunteer or part-time paid experience in a recognized fire agency in California as a Fire Fighter performing suppression duties
- Have a combination of full-time paid and volunteer or part-time paid experience equal to six months' full-time paid experience in a recognized fire agency in California as a Fire Fighter performing suppression duties (volunteer or part-time paid to full-time paid ratio is 2:1 – for example, two months' volunteer or part-time paid = one month full-time paid)
- Have a minimum of one year's internship experience in a recognized fire agency in California as a Fire Fighter performing suppression duties (one year = three semesters or four quarters of an academic calendar)

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

Position

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

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

Updates

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

Number of enclosed updates: _____

Completion Timeframe

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

Initiation Date (see date listed under **Initiation Requirements**): _____

Review and Approval

Candidate

Candidate (please print): _____

I, the undersigned, am the person applying for Fire Fighter 2 certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein is true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documents may be cause for rejection or revocation.

Signature and Date: _____

Fire Chief

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's qualifications for Fire Fighter 2 certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documents may be cause for rejection.

Signature and Date: _____



Fire Fighter (2024) Interim Procedures

Issued: January 2025

Procedure Changes

Edition: May 2020 edition of the *State Fire Training Procedures Manual* and the California Code of Regulations, Title 19, Division 1, Chapter 13.

Effective Date: July 1, 2025 (proposed)

Section Changes: Modify and update the following sections:
CCR, Title 19

- 1990.01. Training Standards.
- 1990.12(b)(e). State Fire Training Fees.

SFT Procedures Manual

- 5.1.11: ACCREDITED ACADEMY INVOICING
- 7.12: SUPPRESSION
- 11: CERTIFICATION EXAMS

Justification: Following approval by the State Board of Fire Services (SBFS), the revised Fire Fighter (2024) curriculum will go into effect on July 1, 2025. This Interim Procedure is for the implementation of the Fire Fighter 1 and 2 (2024) curriculum and certification.

SFT Contact: SFT Staff assigned to the specific certification.

Note: All new text appears in underline. All deleted text appears in ~~strikeout~~.

1990.01. Training Standards.

(a) The Office of the State Fire Marshal shall establish levels of certification based on the development of Certification Training Standards (CTS) Index for fire service professional qualifications based on National Standards and developed for specific job functions within the California Fire Service and Training Education System. The CTS Indexes are incorporated by reference as amended by the OSFM and includes the course plans, activities, certification exam requirements, skill sheets, certification task books, applications, and instructor documents that are required for certification, course delivery, certification exam delivery, and instructor registration. The following Certification Training Standards Indexes are incorporated by reference as a baseline for performance in each career classification:

1. Chief Fire Officer (2017)
2. Community Risk Educator (2014)
3. Community Risk Officer (2014)
4. Community Risk Specialist (2014)
5. Company Officer (2014)
6. Executive Chief Fire Officer (2014)
7. Emergency Vehicle Technician I (2020)
8. Emergency Vehicle Technician II (2020)
9. Emergency Vehicle Technician III (2020)
10. Fire Apparatus Driver/Operator Aerial Apparatus (2015)
11. Fire Apparatus Driver/Operator Pumping Apparatus (2015)
12. Fire Apparatus Driver/Operator Tilled Apparatus (2015)
13. Fire Apparatus Driver/Operator Water Tender (2015)
14. Fire Apparatus Driver/Operator Wildland Fire Apparatus (2015)
- ~~15. Fire Fighter I (2013)~~
- ~~16. Fire Fighter II (2014)~~
17. Fire Fighter 1 (2019)
18. Fire Fighter 1 (2024)
19. Fire Fighter 2 (2019)
20. Fire Fighter 2 (2024)
21. Fire Inspector 1 (2019)
20. Fire Inspector 2 (2019)
21. Fire Marshal (2018)

- 22. Instructor 1 (2014)
- 23. Instructor 2 (2014)
- 24. Instructor 3 (2014)
- 25. Plan Examiner (2015)
- 26. State-Certified Prescribed-Fire Burn Boss (2020)

1990.12. State Fire Training Fees.

State Fire Training shall establish and collect fees necessary to support the California Fire Service Training and Education Program. The following fees have been approved and adopted by the Office of the State Fire Marshal as recommended by the Statewide Training and Education Advisory Committee:

(b) Certification and Renewal Fees

Burn Boss	\$100.00
Burn Boss Recertification	\$100.00
Chief Fire Officer	\$150.00
Community Risk Educator	\$100.00
Community Risk Officer	\$100.00
Community Risk Specialist	\$100.00
Company Officer	\$100.00
Emergency Vehicle Technician 1	\$100.00
Emergency Vehicle Technician 2	\$100.00
Emergency Vehicle Technician 3	\$100.00
Emergency Vehicle Technician Recertification	\$100.00
Executive Chief Fire Officer	\$150.00
Fire Apparatus Driver/Operator Aerial Apparatus	\$100.00
Fire Apparatus Driver/Operator Pump Apparatus	\$100.00
Fire Apparatus Driver/Operator Tillered Apparatus	\$100.00
Fire Apparatus Driver/Operator Water Tender Apparatus	\$100.00
Fire Apparatus Driver/Operator Wildland Apparatus	\$100.00
Fire Fighter 2 Certification (2019)	\$75.00
Fire Inspector 1	\$100.00
Fire Inspector 2	\$100.00
Fire Investigator	\$100.00
Fire Marshal	\$150.00
Hazardous Materials Technician	\$100.00
Hazardous Materials Specialist	\$100.00
Instructor 1	\$100.00
Instructor 2	\$100.00

Instructor 3	\$100.00
Plan Examiner	\$100.00
Wildland Fire Fighter 2	\$75.00

(e) Accredited Academy Fees

ALA/ARTP Initial Accreditation	\$4,000.00
ALA/ARTP Reaccreditation	\$3,000.00
Evaluator/Exam Proctor Registration	\$50.00
Fire Fighter 1 (2019 or 2024) Exam Registration and Certification	\$150.00
Fire Fighter 2 (2019) Exam Registration and Certification	\$75.00
Fire Fighter 2 (2024) Exam Registration and Certification	\$150.00
Wildland Fire Fighter 2 Exam Registration	\$75.00
Custom Skill Sheets (per five (5) skill sheets)	\$100.00

5: COURSE DELIVERY

5.1: COURSE DELIVERY

5.1.11 ACCREDITED ACADEMY INVOICING

5.1.11.2: Returning A Course or Certification Exam

- A. ALAs and ARTPs participating in the Invoicing Program must return the course and/or Certification Exam materials through the SFT User Portal using their ALA or ARTP Admin Account.
- B. Courses and Certification Exam results will be processed in the order they are received, and students will be issued course completion diplomas and/or certifications prior to payment of course fees.
- C. Courses and Certification Exam results not submitted through the ALA or ARTP Admin Account will not be processed using the Invoicing Program.

5.1.11.3: Invoicing

- A. An invoice will be sent to the name and address listed in the "Bill To" section of the Course Request or Certification Exam form(s).
- B. The invoice is due and payable within thirty (30) days upon receipt.
- C. The invoiced agency shall submit one payment made payable to CAL FIRE that references the Invoice number and/or Course Approval or Certification Exam number.

5.1.11.4: Delinquent Invoices

- A. If the payment is not received within thirty (30) days of the invoice date, a delinquent notice will be sent to the ALA or ARTP.
- B. If the invoice remains unpaid, a second notice sixty (60) days after the invoice date reminding the Registered Instructor, Registered Lead Evaluator, and/or host agency of their obligation.
- C. If the invoice remains unpaid, a second and final notice will be sent ninety (90) days after the invoice date reminding the ALA or ARTP of their obligation.

- a. SFT shall temporarily suspend hosting privileges and SFT Certification Exam delivery; refuse to approve future courses; and withhold shipment of any previously approved course or exam materials and documents until the ARTP or ALA pays the invoice.

7: PROFESSIONAL CERTIFICATION: CALIFORNIA FIRE SERVICE TRAINING AND EDUCATION SYSTEM (CFSTES)

7.12: SUPPRESSION

7.12.1: FIRE FIGHTER 1 (2019 or 2024)

7.12.1.1: Overview

- A. Fire Fighter 1 includes instruction on how to perform essential and advanced fireground tasks with minimal supervision; use, inspect, and maintain firefighting and rescue equipment; and perform basic rescue operations and fire prevention and investigation tasks.
- B. Fire Fighter 1 (2019 2024) certification will replace Fire Fighter 1 (2013~~9~~), which will retire on December 31, 2021-July 1, 2026.
- C. ~~As of December 31, 2020, candidates pursuing Fire Fighter I (2013) certification should utilize the Fire Fighter 1 (2019) curriculum.~~

7.12.1.2: History

- A. Established
 - February 2013
- B. Revised
 - July 2025
 - The Fire Fighter 1 (2024) curriculum and certification was updated to align with NFPA 1010: Standard for Fire Fighter Professional Qualifications (2024 edition), NFPA 470: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2022 edition), and NFPA 1140: Standard for Wildland Firefighting Personnel Professional Qualifications (2022 edition).
 - January 2020
 - The Fire Fighter 1 (2019) curriculum and certification was updated to align with NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019 edition), NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017

edition), and NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2020 edition).

7.12.1.3: Prerequisites

A. Not applicable

7.12.1.4: Education

A. Fire Fighter 1A: Structure

1. This training is verified on the Fire Fighter 1 Training Record (or an equivalent agency form).
2. This record must be kept on file in the applicant's agency and should not be submitted to State Fire Training (SFT).

B. Fire Fighter 1B: Hazardous Materials

1. This training is verified on the Fire Fighter 1 Training Record (or an equivalent agency form).
2. This record must be kept on file in the applicant's agency and should not be submitted to State Fire Training (SFT).

C. Fire Fighter 1C: Wildland

1. This training is verified on the Fire Fighter 1 Training Record (or an equivalent agency form).
2. This record must be kept on file in the applicant's agency and should not be submitted to State Fire Training (SFT).

D. Confined Space Rescue Awareness **(SFT or IAFF)**

7.12.1.5: Certification Exam

A. Cognitive Exam Module(s)

1. Fire Fighter 1A: Structure
2. Fire Fighter 1B: Hazardous Materials Awareness
3. Fire Fighter 1B: Hazardous Materials Operations
4. Fire Fighter 1C: Wildland

B. Skills Exam Module(s)

1. Fire Fighter 1A: Structure
2. Fire Fighter 1B: Hazardous Materials
3. Fire Fighter 1C: Wildland

7.12.1.6: Certification Task Book

A. Not applicable

7.12.1.7: Experience

A. Not applicable

7.12.1.8: Position

A. Not applicable

7.12.1.9: Application

A. Certification is issued upon completion of all Certification Exams

7.12.1.10: Maintenance

A. Not applicable

7.12.1.11: Recertification

A. Not applicable

7.12.1.12: Upgrade

A. Fire Fighter 1 upgrade is available for a candidate who is certified with SFT as a Fire Fighter 1 and is seeking IFSAC/Pro Board Certification.

B. The candidate shall successfully complete the following education requirements:

1. Confined Space Rescue Awareness (SFT or IAFF)
2. Certified Fire Fighter 1 (2013)
3. IS-100, IS-200, IS-700, and IS-800 (SFT, CAL FIRE, FEMA, NWCG)

C. The candidate must meet the Certification Exam requirements in **7.12.1.5: Certification Exam**

D. See **7.2.3: Application**

E. SFT shall review applications as they are received.

1. See **7.2.3.2: State Fire Training Review**

7.12.1.13: Reciprocity

A. Fire Fighter 1 Reciprocity is available for a candidate who has an accredited certification from

IFSAC and/or Pro Board in at least two (2) of the following:

1. NFPA 1001 / **NFPA 1010**: Fire Fighter 1
2. NFPA **470** / **NFPA 472** / NFPA 1072: Awareness and Core Operations level
3. NFPA 1051 / **1140**: Wildland Fire Fighter 1

- B. All IFSAC/Pro Board accredited certifications must have been issued within ten (10) years from date of application.
 - 1. This ~~is~~ **does** not apply to certification issued by the Department of Defense.
- C. The candidate must meet the Certification Exam requirements in **7.12.1.5: Certification Exam** for the certification levels not met in 7.12.1.13(A).
- D. The candidate shall successfully complete the following education requirements:
 - 1. Confined Space Rescue Awareness (SFT or IAFF)
 - 2. IS-100, IS-200, IS-700, and IS-800 (SFT, CAL FIRE, FEMA, NWCG)
- E. See **7.2.3: Application Process**
- F. SFT shall review applications as they are received.
 - 1. See **7.2.3.2: State Fire Training Review**

7.12.2: FIRE FIGHTER 2 (2019 or 2024)

7.12.2.1: Overview

- A. Fire Fighter 2 includes instruction on fire fighter safety; hoses, nozzles, and appliances; rescue; fire control; fire protection systems; and fire prevention and investigation.
- B. Fire Fighter 2 (~~2019~~ **2024**) certification **will** replace Fire Fighter 2 (2013~~9~~), which **will** retire on ~~December 31, 2021~~ **July 1, 2026**.
- ~~C. As of December 31, 2020, candidates pursuing Fire Fighter 1 (2013) certification should utilize the Fire Fighter 1 (2019) curriculum.~~

7.12.2.2: History

- A. Established
 - February 2013
- B. Revised
 - **July 2025**
 - **The Fire Fighter 1 (2024) curriculum and certification was updated to align with NFPA 1010: Standard for Fire Fighter Professional Qualifications (2024 edition), NFPA 470: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2022 edition), and NFPA 1140: Standard for Wildland Firefighting Personnel Professional Qualifications (2022 edition).**

- January 2020
 - The Fire Fighter 2 (2019) curriculum and certification was updated to align with NFPA 1001: Standard for Fire Fighter Professional Qualifications (2019 edition). Additionally, the certification exam was added as a new requirement, in alignment with Blueprint 2020.

7.12.2.3: Prerequisites

- A. Office of the State Fire Marshal (OSFM) certified Fire Fighter 1

7.12.2.4: Education

- A. Fire Fighter 2A: Structure
 - 1. This training is verified on the Fire Fighter 2 Training Record (or an equivalent agency form).
 - 2. This record must be kept on file in the applicant's agency and should not be submitted to SFT.

7.12.2.5: Certification Exam

- A. Cognitive Exam Module(s)
 - 1. Fire Fighter 2A: Structure
- B. ~~Psychomotor~~ Skills Exam Module(s)
 - 1. Fire Fighter 2A: Structure

7.12.2.6: Certification Task Book

- A. Fire Fighter ~~2 (2019)~~ Certification Task Book shall be completed in correlation with the version of curriculum and Certification Exam completed by the candidate.

7.12.2.7: Experience

- A. Fire Service (one of the following three 3 options)
 - 1. Have a minimum of six (6) month's full-time paid experience in a recognized fire agency in California as a Fire Fighter performing suppression duties
 - 2. Have a minimum of one (1) years' volunteer or part-time paid experience in a recognized fire agency in California as a Fire Fighter performing suppression duties
 - 3. Have a combination of full-time paid and volunteer or part-time paid experience equal to six (6) month's full-time paid experience in a recognized fire agency in California as a Fire Fighter performing suppression duties
 - a. Volunteer or part-time paid to full-time paid ratio is 2:1 (for example, two (2) months' volunteer or part-time paid = one (1) month full-time paid)
 - 4. A Fire Fighter academy does not count toward experience.

7.12.2.8: Position

- A. Appointed to the rank of Fire Fighter

7.12.2.9: Application

- A. See **7.2.43: Application Process**.

7.12.2.10: Maintenance

- A. Not applicable

7.12.2.11: Recertification

- A. Not applicable

7.12.2.12: Upgrade

- A. Fire Fighter 2 upgrade is available for a candidate who is certified with SFT as a Fire Fighter 2 and is seeking IFSAC/Pro Board Certification.
- B. The candidate must meet the Certification Exam requirements in **7.12.2.5: Certification Exam**
- C. See **7.2.3: Application** Certification is issued upon completion of all Certification Exams
- D. ~~SFT shall review applications as they are received.~~
 - 1. ~~See **7.2.3.2: State Fire Training Review**~~

7.12.2.13: Reciprocity

- A. Fire Fighter 2 Reciprocity is available for a candidate who has an accredited certification from IFSAC/Pro Board in NFPA **1001 1010**: Fire Fighter 2 that has been issued within ten (10) years from date of application.
 - 1. This does not apply to certification issued by the Department of Defense.
- B. The candidate must meet prerequisite requirements in **7.12.2.3: Prerequisites**.
 - 1. **Note:** an accredited Fire Fighter 1 Certification from IFSAC/Pro Board does not meet this requirement.
- C. The candidate must meet the Certification Task Book requirements in **7.12.2.6 Certification Task Book**.

- D. The candidate must meet the experience requirements in **7.12.2.7 Experience**.
- E. The candidate must meet the position requirements in **7.12.2.8 Position**.
- F. See **7.2.3: Application Process**
- G. SFT shall review applications as they are received.
 - 1. See **7.2.3.2: State Fire Training Review**

11: CERTIFICATION EXAMS

11.3: CANDIDATE TYPES AND ELIGIBILITY

11.3.1: ACCREDITED ACADEMY (NON-CERTIFIED – ARTP/ALA) (ACCREDITED ACADEMY)

11.3.1.1: Eligibility and Application Process

- A. A “Non-certified - ARTP/ALA” candidate:
 - 1. Does not have an SFT or IFSAC/Pro Board Certification
 - 2. Completed their academic training at the ARTP or ALA administering the SFT Certification Exam(s)
- B. Candidates who complete their academic training through the Accredited Regional Training Program (ARTP) or Accredited Local Academy (ALA) administering the State Fire Training (SFT) Certification Exams are automatically eligible for the Exam.
- C. Accredited Academy candidates are required to complete all exam modules.

~~D. See 11.4.1.1: Eligibility and Application Process for eligibility and application requirements.~~

11.3.2: ALTERNATE DELIVERY (NON-CERTIFIED – NON-ARTP/ALA) (ALTERNATE DELIVERY)

11.3.2.1: Eligibility

- A. A “Non-certified – Non-ARTP/ALA” candidate:
 - 1. Does not have an SFT or IFSAC/Pro Board Certification
 - 2. Did not complete their academic training at the ARTP or ALA administering the SFT Certification Exam(s)
 - 3. Completed their academic training at the ARTP or ALA administering the SFT Certification Exam(s) and are not enrolled in the current semester/academy.
- B. Candidates must present a completed and signed Training Record, course prerequisite(s), and Alternate Candidate Waiver Justification at registration to verify that they have met all prerequisite skills required by the Office of the State Fire Marshal (OSFM) and all applicable National Fire Protection Association (NFPA) professional qualification standards.
- C. Alternate Delivery candidates are required to complete all exam modules.

11.3.2.2: Application Process

~~A. See 11.4.2.1: Eligibility and 11.4.2.2: Application Process for eligibility and application requirements.~~

- A. Candidates must take the Training Record and course prerequisite(s) to the testing ARTP/ALA for review and approval.
- B. Registered Lead Evaluator shall verify candidate documentation and applicability for Certification Exam participation.

11.3.3: UPGRADE (SFT-CERTIFIED-~~UPGRADE~~)

11.3.3.1: Eligibility

- A. A "SFT-certified" candidate has an SFT certification and is eligible to upgrade to IFSAC/Pro Board Certification.
- B. If State Fire Training (SFT) updated its certification requirements after a candidate received their SFT Certification, the candidate may be required to complete an exam on portions of the updated standard for which they are requesting IFSAC and Pro Board Certification.
- C. Candidates must demonstrate to SFT that they have met all requisite knowledge and skill objectives required by the Office of the State Fire Marshal (OSFM) and all applicable National Fire Protection Association (NFPA) professional qualification standards.

~~B. SFT will consider eligibility for certifications issued within the past 10 years.~~

~~C. See 11.4.3.1: Eligibility and 11.4.3.2: Application Process for eligibility and application requirements.~~

11.3.3.2: Application Process

- A. To apply for a Certification Upgrade, a candidate must submit the most current Certification Upgrade Application (~~See 12.14: Fire Fighter Certification Upgrade Application.~~) and all supporting documentation to SFT.
 - 1. Mail to: State Fire Training, Attn: Upgrade Application, P.O. Box 944246, Sacramento, CA 94244-2460
 - 2. SFT does not give priority processing to applications submitted in-person.
- B. Candidates who are required to take the Exam must submit their documentation at least six (6) weeks before their proposed exam date.
- C. SFT conducts an application review.

1. If the candidate meets the eligibility requirements, SFT issues an exam authorization form.
 2. If the candidate does not meet the eligibility requirements, SFT issues a denial and a checklist for resubmission.
- D. Candidates take their exam authorization and a current SFT User Portal Training History Report to an open enrollment ARTP or ALA to schedule and complete the SFT Certification Exam(s).
- E. To complete the certification Upgrade application process, see Chapter 7: California Fire Service Training and Education System (CFSTES) for information regarding specific certifications.

11.3.4: RECIPROCITY (IFSAC/PRO BOARD-CERTIFIED (RECIPROCITY))

11.3.4.1: Eligibility

- A. An “IFSAC/Pro Board-certified” candidate has IFSAC/Pro Board Certification(s) and seeks SFT Certification reciprocity.
- B. Candidates must demonstrate to State Fire Training (SFT) that they have met all requisite knowledge and skill objectives required by the Office of the State Fire Marshal (OSFM) and all applicable National Fire Protection Association (NFPA) professional qualification standards.
- C. SFT will only consider active and/or valid certificates issued by IFSAC and/or Pro Board accredited entities.
- D. Reciprocity candidates are required to complete any exam modules they have not already obtained.
- E. Candidates who have a certificate, issued within ten (10) years of date of reciprocity application, are not required to take SFT’s certification exam for the module they are seeking reciprocity for.
1. ~~SFT does not accept lapsed or expired certificates.~~
 2. Department of Defense (DoD) personnel are exempt from the 10-year limit.
- F. Candidates who have a certificate, issued more than ten (10) years of date of reciprocity application or certificates that are expired or lapsed, are required to take SFT’s certification exam for the module they are seeking reciprocity for.
- ~~G. See **11.4.4.1: Eligibility** and **11.4.4.2: Application Process** for eligibility and application requirements.~~

11.3.4.2: Application Process

- A. To apply for certification reciprocity, a candidate must submit the appropriate Certification Reciprocity Application (See 12.15: Fire Fighter Certification Reciprocity Application) and all supporting documentation to SFT.
 - 1. Mail to: State Fire Training, Attn: Reciprocity Application, P.O. Box 944246, Sacramento, CA 94244-2460
 - 2. SFT does not give priority processing to applications submitted in-person.
- B. Candidates who are required to take the Certification Exam must submit their documentation at least six (6) weeks before their proposed exam date.
- C. SFT conducts an application review.
 - 1. If the candidate meets the eligibility requirements and are required to take a Certification Exam, SFT issues an exam authorization form.
 - 2. If the candidate does not meet the eligibility requirements, SFT issues a denial and a checklist for resubmission.
- D. Candidates take their exam authorization and a current SFT User Portal Training History Report to an open enrollment ARTP or ALA to schedule and complete the SFT Certification Exam(s).
- E. To complete the certification Reciprocity application process, see 7.12.1.9: Application (Fire Fighter 1) and 7.12.2.9: Application (Fire Fighter 2).

11.3.3.2: Application Process

- F. To apply for a Certification Upgrade, a candidate must submit the most current Certification Upgrade Application (See 12.14: Fire Fighter Certification Upgrade Application) and all supporting documentation to SFT.
 - 3. Mail to: State Fire Training, Attn: Upgrade Application, P.O. Box 944246, Sacramento, CA 94244-2460
 - 4. SFT does not give priority processing to applications submitted in-person.

11.4: CERTIFICATION EXAM ADMINISTRATION

11.4.7: INVOICING

- A. Candidates shall submit the Certification Exam fees to the ARTP or ALA.
- B. After a Registered Lead Evaluator submits the Certification Exam results rosters to SFT, SFT the California Department of Forestry and Fire Protection (CAL FIRE), Accounting Department shall invoice the ARTP or ALA for the number of candidates who participated in

the SFT Certification Exam and any retake exams.

11.4.9: RECORD KEEPING

- A. The ARTP or ALA and SFT shall keep all documents and files relating to a candidate's evaluation and examination process in a secure, locked location, including:
 - 1. Exam roster
 - 2. Exam results
 - 3. Skills Exam Summary sheets
 - 4. Incident Action Plan

11.5: SKILLS EXAM

11.5.2: SKILL SELECTION

- A. State Fire Training will randomly select the skills to be included in an approved Skills Exam.
- B. State Fire Training will send a Psychomotor Skills Exam Assigned Skills Summary Sheet to the Registered Lead Evaluator by email at the time of approval for the Certification Exam.
 - 1. These skills shall remain secured and confidential under the Registered Lead Evaluator(s) supervision until a minimum of three (3) weeks before the start of the scheduled Skills Exam module.

11.5.3: PROCTORING SKILLS EXAMS

11.5.3.2: Exam Security

- A. The Registered Lead Evaluator shall be directly responsible for ensuring the security and safety of all candidates during all Skills Exams.
- B. The Registered Lead Evaluator shall ensure that candidates are properly staged and that no materials or documents other than those issued for the exam are in the staging area.
- C. The Registered Lead Evaluator shall ensure that all waiting candidates are staged in an area from which active skills evaluation may not be viewed.
- D. A monitor shall be stationed in the staging area to ensure that candidates do not discuss any component of the exam or access exam-related materials or documents.

E. In the event of a suspected breach in exam security, the Registered Lead Evaluator shall have the authority to confiscate the alleged violator's exam materials or documents and terminate their exam.

F. The Registered Lead Evaluator shall ensure that all candidates complete the randomly selected skills on the same day. If a randomly selected skill is not completed by all candidates on the first day of testing, then the candidates who completed it will be required to complete a different randomly selected skill.

1. The Registered Lead Evaluator shall contact SFT immediately to obtain new randomly selected skill.

11.5.3.3: Exam Documents

A. The ARTP or ALA will generate the following candidate paperwork:

1. Exam sign-in sheet
2. Exam roster (two copies)
3. Individually numbered candidate tracking cards (optional)
4. SFT or college identification stickers or numbered tags (optional)

11.5.4: RETAKING A SKILLS EXAM

11.5.4.1: Delivery Model

A. A candidate who fails a skill will be provided the opportunity to reattempt the failed skill up to two (2) times within one (1) year of the first attempt the confines of the attended academy or within thirty (30) days of the first attempt, whichever occurs first.

1. Candidates who do not complete the skill exam with in the confines of the attended academy or within thirty (30) days of the initial exam date, one (1) year or the initial exam date will be required to seek remedial education before reapplying for additional SFT Certification Exams (See **11.7: Skills and Cognitive Remediation**).

B. Following remediation, when a retake attempt is completed during a different exam event or at a new testing site, the candidate shall enroll as a retake/Remediation candidate and provide the Exam host with verification of retake eligibility by printing a Course Transcript Report from their SFT User Portal.

1. The Exam host shall verify retake eligibility by confirming that the candidate has not had more than two (2) reattempts within one (1) year of the initial exam date.

11.5.4.2: Failed First Attempt (Retake 1)

- A. The Registered Skills Evaluator will advise the Registered Lead Evaluator that a student has failed a skills station.
- B. The Registered Lead Evaluator will evaluate the reason for the candidate's failure and determine if a retake is authorized.
 - 1. If a reattempt cannot be authorized, the candidate will be escorted from the exam site.
 - 2. If a reattempt can be authorized, the candidate will report to staging, continue with the Exam, and report for a reattempt per the instructions of the Registered Lead Evaluator.
- C. The Registered Lead Evaluator will ensure that a Registered Skills Evaluator different from the one who originally failed the candidate evaluates the retake attempt.
- D. The new Registered Skills Evaluator will:
 - 1. Administer the reattempt of the failed skill(s).
 - 2. Document the reattempt on a new skill sheet by selecting Retake 1 from the Candidate Information.
 - 3. Document the testing results on a new Certification Exam Skill Summary
 - 4. Sign and forward all documents to the registered Lead Evaluator.
- E. The ARTP or ALA will conduct same-day skills attempts for candidates who meet SFT criteria.
- F. The ARTP or ALA shall provide all applicable attempts for candidates enrolled in the academy in alignment with SFT procedures.

11.5.4.3: Second Attempt (Retake 2) Procedures

- A. The Registered Skills Evaluator will advise the Registered Lead Evaluator that a student has failed a skills station.
- B. The Registered Lead Evaluator will evaluate the reason for the candidate's failure and determine if a reattempt is authorized.
 - 1. If a reattempt cannot be authorized, the candidate will be escorted from the exam site.
 - 2. If a reattempt can be authorized, the candidate will report to staging, continue with the Exam, and report for a reattempt per the instructions of the Registered Lead Evaluator.
- C. The Registered Lead Evaluator will ensure that a Registered Skills Evaluator different from the one who originally failed the candidates evaluates the retake attempt.

D. The new Registered Skills Evaluator will:

1. Administer the reattempt of the failed skill(s)
2. Document the reattempt on a new ~~psychomotor~~ skill sheet by selecting Retake 1 from the Candidate Information
3. Document the results on a new Certification Exam Skill Summary
4. Sign and forward all documents to the Registered Lead Evaluator.

E. The ARTP or ALA may conduct same-day skills reattempts for candidates who meet SFT criteria.

G. The ARTP or ALA shall provide all applicable attempts for candidates enrolled in the academy in alignment with SFT procedures.

11.6: COGNITIVE EXAM

11.6.1: PROCTORING COGNITIVE EXAMS

11.6.1.4: Exam Scoring

- A. All incorrect and blank answers are deducted from the total available points to calculate a candidate's raw score. That raw score is then rounded to nearest whole number to establish final grade level.
- B. All cognitive exams administered by SFT require a 70% grade level for minimum passing score.
 1. If a cognitive exam has multiple modules, the candidate must score 70% or higher on each individual module.
- C. Any candidate receiving less than 70% and meets the retake requirements will be allowed to apply for a retake within for up to one (1) year after the original exam date. the confines of the attended academy or within thirty (30) days of the first attempt, whichever occurs first.
 1. Candidates who do not successfully complete the exam within the confines of the attended academy or within thirty (30) days of the initial exam date, one (1) year or the initial exam date will be required to seek remedial education before reapplying for additional SFT certification exams (See 11.8: and Cognitive 11.7: Remediation).

11.6.1.6: Assistance and Accommodations

- A. SFT makes every effort to support and accommodate candidates with official documented assistance needs during the exam process.

11.6.3: RETAKING A COGNITIVE EXAM

- A. A candidate who does not pass the cognitive exam (a score less than 70%) will be allowed to retake the exam up to two (2) times within the confines of the attended academy or within thirty (30) days of the first attempt, whichever occurs first. ~~one (1) year of the first attempt.~~
1. Candidates who do not successfully complete the exam within the confines of the attended academy or within thirty (30) days of the initial exam date, ~~one (1) year of the initial exam date~~ will be required to seek remedial education before reapplying for additional SFT certification exams (See ~~11.8: and Cognitive 11.7: Remediation.~~).
 2. An ARTP or ALA may request an extension if the ARTP or ALA can demonstrate that the timeframe for completion is not practicable.
 1. The Registered Lead Evaluator shall make this request to State Fire Training in writing.
 2. The request shall include the rationale as to why the completion timeframe for candidate reattempt is not practicable.
 3. In the event an extension is granted, State Fire Training shall issue a one-time variance extension to the Registered Lead Evaluator.
- B. The Registered Lead Evaluator shall review the candidate's Training History Report to ensure:
1. The candidate has not had more than two (2) reattempts for the module for which they are seeking participation.
 2. All reattempts shall take place within the confines of the attended academy or within thirty (30) days of the initial exam date ~~one (1) year of the initial attempt.~~
 3. Only ALAs may provide for fewer retake attempts given the candidate's affiliated employment.



Fire Fighter 1 and 2 (2024) Training Record

Fire Fighter 1A: Structure

Name: _____

SFT ID Number: _____

Training Agency: _____

	Skill Sheet Title	Instructor Initials	Completion Date
1.	1-3: Inspect SCBA		
2.	1-4: Don Structural PPE		
3.	1-5: Don SCBA		
4.	1-6: Doff SCBA		
5.	1-7: Doff, Inspect, and Prepare Structural PPE for Reuse		
6.	1-8: Doff SCBA and PPE for Gross Decontamination		
7.	2-1: Initiate a Response to an Emergency		
8.	2-2: Operate a Fire Department Radio		
9.	3-1a: Replace an SCBA Air Cylinder		
10.	3-1b: Use SCBA During Emergency Operations		
11.	3-2: Respond to an Emergency Scene on an Apparatus		
12.	3-3: Operate at an Emergency Scene		
13.	3-4: Force Entry into a Structure		
14.	3-5: Activate an Emergency Call and Exit a Hazardous Area		
15.	3-6: Lift, Carry, Raise, and Ascend a Ground Ladder		
16.	3-7: Attack a Passenger Vehicle Fire		
17.	3-8a: Operate a Portable Master Stream		
18.	3-8b: Combat a Ground Cover Debris or Exterior Fire		
19.	3-9: Operate a Thermal Imager		
20.	3-10a: Search for and Rescue a Victim with No Respiratory Protection		

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

Fire Fighter 1B: Hazardous Materials/WMD

Name: _____

SFT ID Number: _____

Training Agency: _____

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

Fire Fighter 1C: Wildland

Name: _____

SFT ID Number: _____

Training Agency: _____

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

Fire Fighter 2A: Structure

Name: _____

SFT ID Number: _____

Training Agency: _____

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