

Primary Instructor Trainee Task Book

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FIRE FIGHTER SURVIVAL



Primary Instructor Trainee Task Book

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The Fire Fighter Survival Primary Instructor Trainee Task Book lists every performance requirement (task) in a format that allows the trainee to be evaluated against written guidelines.

Two different Fire Fighter Survival Primary Instructors (Evaluators) must be included in the evaluation process. It is essential that a trainee's performance be critically evaluated and accurately recorded by each evaluator during the trainee's delivery at one or more Fire Fighter Survival classes.

After the Primary Instructor Trainee has demonstrated competency in each area and the task book is complete, he or she may apply to become a registered Fire Fighter Survival Primary Instructor with State Fire Training once any remaining instructor requirements have been met.

QUALIFICATIONS

Primary Instructor Trainee

- Successfully completed a SFT Fire Fighter Survival class.
- Attended and passed the Level 1 Instructor courses through SFT [one (1) of the following four (4) options]:
 - Training Instructor 1A, 1B, and 1C.
 - Fire Instructor 1A and 1B (available option through June 30, 2011).
 - Fire Instructor 1A, Training Instructor 1A and 1C (available option through June 30, 2011).
 - Fire Instructor 1B, Training Instructor 1B and 1C (available option through June 30, 2011).
- Rank and occupational experience.
 - Held the rank of fire fighter and have a minimum of five (5) years suppression/rescue experience within a California fire department.

Evaluator

- Be a registered Fire Fighter Survival Primary Instructor in good standing with State Fire Training.

RESPONSIBILITIES

Primary Instructor Trainee

- Review and understand all site requirements, equipment standards, and the material in the Fire Fighter Survival Manual.
- Review and understand the process for completing a Primary Instructor Trainee Task Book.
- Ensure the Primary Instructor Trainee Task Book is accurately recorded and maintained.
- Satisfactorily completed the task book within two (2) years of beginning the task book process.
- Satisfy all requirements and become registered within one (1) year of completing the task book.
- Retain a completed copy of his or her Primary Instructor Trainee Task Book in their personal and/or career records.



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Evaluator

- Be qualified and proficient.
- Explain to the Primary Instructor Trainee the purpose of and process for completing the task book.
- Explain to the Primary Instructor Trainee his or her responsibilities.
- Meet with the Primary Instructor Trainee and determine past experiences, current qualifications, and desired objectives/goals.
- Confirm with the Primary Instructor Trainee, prior to his or her performance, which tasks will be evaluated.
- Accurately evaluate each task being performed by the Primary Instructor Trainee.
- Document each task completed by the trainee on the Primary Instructor Trainee Task Book.
 - Performance shall be documented by the evaluator directly on the task book.
 - SFT's assigned class code.
 - Date performance occurred.
 - Evaluator's initials.
- Document your final evaluation of the Primary Instructor Trainee on the Evaluation Summary page.

INSTRUCTIONS FOR COMPLETING THE TASK BOOK

The Fire Fighter Survival Primary Instructor Trainee Task Book allows the Evaluator to record a Primary Instructor Trainee's performance for delivering all aspects of a Fire Fighter Survival class. These evaluations are made by observing the Primary Instructor Trainee's administrative skills, presentation abilities, and manipulative performance techniques.

Task Book Headings

Primary Instructor Trainee:	Enter the trainee's name.
Tasks:	Lists every component required of a Primary Instructor in the Fire Fighter Survival Manual.
Grade:	Area to record the Primary Instructor Trainee's performance.
Date Observed:	The Evaluator enters the date the Primary Instructor Trainee was assessed.
Evaluator's Initials:	The Evaluator enters his or her initials.



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TASKS	Evaluator #1			Evaluator #2		
	Date	Grade	Initials	Date	Grade	Initials
ADMINISTRATION						
1. Describe all site requirements						
2. Describe and safely use all required equipment						
3. Coordinate all required documents with SFT						
4. Describe the student registration process for SFT						
STAFF ASSIGNMENTS						
1. Make staff assignments based on the needs of the class						
QUALIFYING THE PROPS						
1. Perform site walk around						
2. Ensure proper setup of all stations						
3. Condition of the props						
FIRE FIGHTER SURVIVAL COGNITIVE TRAINING						
<i>Topic 1: Orientation and Administration</i>						
1. Course objectives						
2. Student evaluations						
3. Safety/injury reporting						
4. Developed calendar of events for this class						
<i>Topic 2: Developing a Survival Attitude</i>						
5. Safety and survival, creating the culture						
6. Attitude						
7. Government involvement to reduce fire fighter injuries/fatalities						
8. Focusing our attitudes towards fire fighter survival						
<i>Topic 3: Preventing the Fire Fighter Emergency</i>						
9. NIOSH Case Study: Arizona (F2001-13)						
10. Size-up						
11. Your situation						
12. Building construction						
13. Training						
<i>Topic 4: The Fire Fighter Emergency</i>						
14. Sacramento Fire Department Green Sheet: Burn Injuries						
15. The term "Mayday"						
16. The fire fighter emergency						
<i>Topic 5: SCBA Emergencies</i>						
17. SCBA training						
18. Air consumption for survival						
19. Consumption rate testing						
20. SCBA emergencies						



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TASKS	Evaluator #1			Evaluator #2		
	Date	Grade	Initials	Date	Grade	Initials
21. Alternative means of obtaining additional air						
22. SCBA confidence course						
Topic 6: Fire Fighter Survival Skills						
23. Student's eligibility to participate						
24. Safety briefing						
25. Medical briefing						
26. Personal protective equipment, tools, and equipment						
27. SCBA component						
28. Site preparation						
29. What's in your pockets?						
Glossary						
30. Describe the terms included in the glossary						
NIOSH Alert – Truss System Failures						
31. Describe the content of the article						
FALL PROTECTION						
1. Ensure all equipment meets NFPA 1983: Standard on Life Safety Rope and Equipment for Emergency Services (2006)						
2. Ensure anchors are capable of supporting at least 5,000 pounds per student attached or must be designed, installed, and used as part of a complete fall arrest system that maintains a safety factor of at least two (CCR, Title 8, Section 1670)						
3. Ensure properly setup of fall protection as described in the Fire Fighter Survival manual (Topic 6)						
ENTANGLEMENT PROP						
1. Ensure proper setup as described in the Fire Fighter Survival manual						
2. Ensure appropriate instructor access to student if assistance is required						
CONFIDENCE COURSE						
1. Ensure proper setup as described in the Fire Fighter Survival manual						
2. Ensure appropriate instructor access to student if assistance is required						
PROFILE PROP						
1. Ensure proper setup as described in the Fire Fighter Survival manual						
2. Ensure appropriate instructor access to student if assistance is required						
WALL BREACH STATION						
1. Ensure appropriate wall breach area (prop or acquired structure) available to support all students						



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TASKS	Evaluator #1			Evaluator #2		
	Date	Grade	Initials	Date	Grade	Initials
SKILL #1: SCBA Emergency Procedure Check						
1. Review Topic 5: SCBA Emergencies with the students						
2. Ensure each student has SCBA						
<i>Demonstrating the Exercise (Student or Adjunct Instructor)</i>						
3. Determine if there is a need; is there a problem?						
4. Check for problems						
5. Check the bypass or purge valve						
6. Simultaneous check the main cylinder valve and ensure it is fully open						
7. Check the air pressure						
8. Check the low-pressure line from the mask to the second stage regulator/pressure reducer for escaping air						
9. Check that the high-pressure line is securely connected to cylinder						
10. Correct any problems when you find them during the emergency procedures check						
11. If you can't correct a problem, leave the area at once with assistance						
<i>Conducting the Exercise</i>						
12. Evaluate each student appropriately						
13. Critique the exercise with the students						
14. Discuss any key points that did not occur during the exercise						
<i>After the Exercise</i>						
15. Critique the exercise with the Primary Instructor						
SKILL #2: Calling "Mayday"						
1. Confirm materials needed						
2. Prepare site (can be combined with another skill or evolution)						
3. Ensure students are wearing full PPE						
4. Secure tactical frequency for the exercise if available						
<i>Demonstrating the Exercise (Student or Adjunct Instructor)</i>						
5. Locate the portable radio						
6. Press "Push To Talk"						
7. Call the "Mayday"						
▪ The instructor will acknowledge the transmission						
8. Transmit your LUNAR						
9. State your personal procedures to assist in a successful recovery						
▪ Activating the PASS device						
▪ Monitoring and controlling your air						
▪ Turning on your flashlight; making some noise						
▪ Looking for exits (windows, doors, light from the outside)						
▪ Staying calm; staying low						



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TASKS	Evaluator #1			Evaluator #2		
	Date	Grade	Initials	Date	Grade	Initials
Conducting the Exercise						
10. Evaluate each student appropriately						
11. Rotate students so everyone completes the skill						
12. Critique the exercise with the students						
13. Discuss any key points that did not occur during the exercise						
After the Exercise						
14. Critique the exercise with the Primary Instructor						
15. Release tactical frequency if utilized						
SKILL #3: Reading Couplings						
1. Confirm materials needed						
2. Prepare site (can be combined with another skill or evolution)						
3. Assign personnel to appropriate positions						
4. Ensure students are wearing full PPE						
Demonstrating the Exercise (Student or Adjunct Instructor)						
5. Locate the hoseline						
6. Using your hands, search the hoseline until a coupling is located						
7. Find the male coupling						
▪ Lugs on the male coupling are larger and run the entire length						
8. Follow the hoseline attached to the male coupling until you safely exit the structure						
Conducting the Exercise						
9. Evaluate each student appropriately						
10. Rotate students so everyone completes the skill						
11. Critique the exercise with the students						
12. Discuss any key points that did not occur during the exercise						
After the Exercise						
13. Critique the exercise with the Primary Instructor						
SKILL #4: Window Hang						
1. Confirm materials needed						
2. Prepare site						
3. Construct an appropriate anchor in accordance with fall protection system requirements						
4. Assign personnel/students to appropriate fall protection positions						
5. Review the fall protection system with all personnel/students						
6. Ensure each student is wearing full PPE						
7. Ensure each student is wearing a full-body harness attached to a safety line in accordance to the fall protection system requirements						
8. Perform a final safety check prior to demonstrating the skill						



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TASKS	Evaluator #1			Evaluator #2		
	Date	Grade	Initials	Date	Grade	Initials
<i>Demonstrating the Exercise (Student or Adjunct Instructor)</i>						
9. Locate the window						
▪ Closing the door to the room to buy additional time if possible						
10. Travel to the window						
▪ Staying low due to heat and smoke						
11. Clear the window frame of glass and screen if needed						
▪ Starting at the top to remove fire gasses and heat						
▪ Removing any glass on landing on the sill to avoid any injury						
12. While on hands and knees, position yourself with one shoulder against the wall below the window						
13. Rise only enough to exit window						
▪ Leading with your arm						
▪ Then your head						
▪ Then your leg						
▪ Rolling over the sill						
▪ Leaving other arm and leg inside on the sill for support						
14. Remain in this position until the fire is extinguished, a ladder is raised, or other rescue efforts can reach you						
<i>Conducting the Exercise</i>						
15. Evaluate each student appropriately						
16. Rotate students so everyone completes the skill						
17. Critique the exercise with the students						
18. Discuss any key points that did not occur during the exercise						
<i>After the Exercise</i>						
19. Critique the exercise with the Primary Instructor						
SKILL #5: Hose Slide						
1. Confirm materials needed						
2. Prepare site						
3. Construct an appropriate anchor in accordance with fall protection system requirements						
4. Assign personnel/students to appropriate fall protection positions						
5. Review the fall protection system with all personnel/students						
6. Ensure each student is wearing full PPE						
7. Ensure each student is wearing a full-body harness attached to a safety line in accordance to the fall protection system requirements						
8. Perform a final safety check prior to demonstrating the skill						



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TASKS	Evaluator #1			Evaluator #2		
	Date	Grade	Initials	Date	Grade	Initials
<i>Demonstrating the Exercise (Student or Adjunct Instructor)</i>						
9. Locate the window						
▪ Closing the door to the room to buy additional time if possible						
10. Travel to the window						
▪ Staying low due to heat and smoke						
11. Clear the window frame of glass and screen if needed						
▪ Starting at the top to remove fire gasses and heat						
▪ Removing any glass on landing on the sill to avoid any injury						
12. Push the nozzle and hoseline out the window						
▪ Removing all slack						
13. Once the hoseline is out the window, proceed onto the window sill						
▪ Staying low						
▪ Placing one arm and one leg out the window						
▪ Rotating body so both arms are in the room and both legs are outside the window						
▪ Balancing on your abdominal area						
14. Position yourself on the hoseline						
▪ Grabbing hoseline above the sill with one hand and below the sill with the other hand						
▪ Wrapping legs around the hoseline						
▪ Securing the hoseline between your knees and feet						
15. Travel down hoseline to a safe location						
▪ Always maintaining four points of contact						
▪ Feet, knees, both hands						
<i>Conducting the Exercise</i>						
16. Evaluate each student appropriately						
17. Rotate students so everyone completes the skill						
18. Critique the exercise with the students						
19. Discuss any key points that did not occur during the exercise						
<i>After the Exercise</i>						
20. Critique the exercise with the Primary Instructor						
SKILL #6: Ladder Escape – Hook-two/Slide-to-four Method						
1. Confirm materials needed						
2. Prepare site						
3. Construct an appropriate anchor in accordance with fall protection system requirements						
4. Consider adding and securing a parallel ladder for an instructor						
5. Assign personnel/students to appropriate fall protection positions						



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TASKS	Evaluator #1			Evaluator #2		
	Date	Grade	Initials	Date	Grade	Initials
6. Review the fall protection system with all personnel/students						
7. Ensure each student is wearing full PPE						
8. Ensure each student is wearing a full-body harness attached to a safety line in accordance to the fall protection system requirements						
9. Perform a final safety check prior to demonstrating the skill						
<i>Demonstrating the Exercise (Student or Adjunct Instructor)</i>						
10. Locate the window						
▪ Closing the door to the room to buy additional time if possible						
11. Travel to the window						
▪ Staying low due to heat and smoke						
12. Clear the window frame of glass and screen if needed						
▪ Starting at the top to remove fire gasses and heat						
▪ Removing any glass on landing on the sill to avoid any injury						
13. Locate the ladder						
▪ Leaning over the window sill						
▪ Staying as low as possible						
▪ Feeling for the ladder						
14. Place both hands on the beams						
15. Slide one hand along the beam to the fourth rung, while hooking the other hand under the second rung						
16. Grasp the fourth rung						
17. Prepare to transition your weight from the second rung down to the fourth rung						
18. Secure the second rung with the inside left elbow as a pivot point						
19. Rotate the body clockwise						
20. Slide right thigh down the right beam while rotating on left arm						
▪ Keeping your head down and knees bent						
21. When rotation is complete, slide lower legs to the outer beams						
22. Slide down the ladder to the ground						
23. When you reach the bottom of the ladder, get out of the way						
<i>Conducting the Exercise</i>						
24. Evaluate each student appropriately						
25. Rotate students so everyone completes the skill						
26. Critique the exercise with the students						
27. Discuss any key points that did not occur during the exercise						
<i>After the Exercise</i>						
28. Critique the exercise with the Primary Instructor						



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TASKS	Evaluator #1			Evaluator #2		
	Date	Grade	Initials	Date	Grade	Initials
SKILL #7: Entanglement Emergencies – Swim or Sweep Method						
1. Confirm materials needed						
2. Prepare site						
3. Use appropriate entanglement props						
4. Ensure each student is wearing full PPE						
5. Perform a final safety check prior to demonstrating the skill						
<i>Demonstrating the Exercise (Student or Adjunct Instructor)</i>						
6. Identify the entanglement						
7. Identify your desired route						
▪ Sweeping with outstretched arms to identify the largest possible opening that can be created						
8. Swim or sweep through the opening						
▪ Arms and head first						
▪ Maintaining the opening the entire way through						
▪ Avoiding the temptation to raise onto your elbows						
9. Rotate shoulders, SCBA, and waist through the largest portion of the opening						
10. Free yourself if a snag occurs						
▪ Recognizing the resistance						
▪ Stopping forward progress to release the tension						
▪ Reaching for the entanglement						
▪ Adjusting to work the snag free from your equipment						
▪ Continuing through the entanglement						
<i>Conducting the Exercise</i>						
11. Evaluate each student appropriately						
12. Rotate students so everyone completes the skill						
13. Critique the exercise with the students						
14. Discuss any key points that did not occur during the exercise						
<i>After the Exercise</i>						
15. Critique the exercise with the Primary Instructor						
SKILL #8: Entanglement Emergencies – SCBA Removal Method						
1. Confirm materials needed						
2. Prepare site						
3. Use appropriate entanglement props						
4. Assign personnel to appropriate positions						
5. Ensure each student is wearing full PPE						
6. Perform a final safety check prior to demonstrating the skill						



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TASKS	Evaluator #1			Evaluator #2		
	Date	Grade	Initials	Date	Grade	Initials
<i>Demonstrating the Exercise (Student or Adjunct Instructor)</i>						
7. Identify the entanglement						
8. Loosen harness straps						
9. Fully extend all straps						
10. Detach waist strap						
11. Remove the shoulder strap opposite of the air supply hose						
12. Remove the shoulder strap that contains the air supply hose						
▪ Maintaining control of the air supply						
▪ Without dislodging the SCBA mask						
13. Turn into the air pack and identify entanglement						
▪ Turning into the air pack as opposed to moving the air pack around to the user reduces further entanglement						
14. Feel or sweep over the air pack						
15. Remove entanglements away from the harness, cylinder, valves						
▪ Moving to a location that will prevent further entanglement when the pack is redonned						
16. Redon the air pack						
17. Adjust and gather equipment						
18. Continue toward the exit or safe area						
<i>Conducting the Exercise</i>						
19. Evaluate each student appropriately						
20. Rotate students so everyone completes the skill						
21. Critique the exercise with the students						
22. Discuss any key points that did not occur during the exercise						
<i>After the Exercise</i>						
23. Critique the exercise with the Primary Instructor						
SKILL #9: Wall Breach						
1. Confirm materials needed						
2. Prepare site						
3. Use appropriate props						
4. Assign personnel to appropriate positions						
5. Ensure each student is wearing full PPE						
6. Perform a final safety check prior to demonstrating the skill						
<i>Demonstrating the Exercise (Student or Adjunct Instructor)</i>						
7. Locate the area to breach						
▪ Closing the door to the room to buy additional time, if possible						
8. Identify the material to be breached						
9. Send a tool through the material first						



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TASKS	Evaluator #1			Evaluator #2		
	Date	Grade	Initials	Date	Grade	Initials
▪ Ensuring there are no obstacles						
▪ Checking the area to be entered is safe						
10. Make the breach						
▪ Ensuring the opening is large enough to exit through quickly						
11. Exit the area						
▪ Using a reduced profile if necessary						
<i>Conducting the Exercise</i>						
12. Evaluate each student appropriately						
13. Rotate students so everyone completes the skill						
14. Critique the exercise with the students						
15. Discuss any key points that did not occur during the exercise						
<i>After the Exercise</i>						
16. Critique the exercise with the Primary Instructor						
SKILL #10: Changing Your SCBA Profile (Nonremoval)						
1. Confirm materials needed						
2. Prepare site						
3. Use appropriate profile props						
4. Assign personnel to appropriate positions						
5. Ensure each student is wearing full PPE						
6. Perform a final safety check prior to demonstrating the skill						
<i>Demonstrating the Exercise (Student or Adjunct Instructor)</i>						
7. Identify the opening to be used for escape						
▪ Determining the size and shape						
▪ Noting the largest portion as the most desirable for the SCBA						
8. Lie prone						
▪ Stomach flat on the ground						
▪ Head toward the opening						
9. Stretch your arms toward your head						
▪ Loosening your shoulder straps if necessary, <i>but not removing</i>						
▪ Attempting to touch your ears with your upper arms						
10. Manipulate yourself into and through the opening						
▪ Arms and head into and through the opening first						
▪ Rotating your shoulders, SCBA, and waist as necessary						
▪ Avoiding the temptation to raise onto your elbows						
11. When you are through the opening, get out of the way						
12. Adjust and gather your equipment						
13. Move on						



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	Date	Grade	Initials	Date	Grade	Initials
Conducting the Exercise						
14. Evaluate each student appropriately						
15. Rotate students so everyone completes the skill						
16. Critique the exercise with the students						
17. Discuss any key points that did not occur during the exercise						
After the Exercise						
18. Critique the exercise with the Primary Instructor						
SKILL #11: Change To Low/Reduced SCBA Profile (Partial Removal)						
1. Confirm materials needed						
2. Prepare site						
3. Use appropriate profile props						
4. Assign personnel to appropriate positions						
5. Ensure each student is wearing full PPE						
6. Perform a final safety check prior to demonstrating the skill						
Demonstrating the Exercise (Student or Adjunct Instructor)						
7. Identify the opening to be used for escape						
▪ Determining the size and shape						
▪ Noting the largest portion as the most desirable for the SCBA						
8. Loosen your waist strap, but do not remove						
9. Loosen both shoulder straps						
10. Remove the shoulder strap opposite the air supply hose						
▪ Maintaining control of the shoulder strap						
▪ Without dislodging the SCBA face piece						
11. Sling the SCBA under your arm						
▪ Sliding it under the arm that the air supply hose travels over						
▪ Positioning the top of the SCBA in your armpit						
▪ Allowing the SCBA to rest along the side of your body						
▪ Reaching down to hold the SCBA at the bottom or stem						
12. Outstretch your arm						
13. Lie flat on your side						
▪ Attempting to touch your upper arm to your ear						
▪ Avoiding temptation to rest on your elbow						
14. Manipulate into and through the opening						
▪ Outstretched arm, head, and upper body first						
▪ Rotating your shoulders through the largest opening						
▪ Keeping your hand on the SCBA bottom or stem						
15. When you are through the opening, get out of the way						



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TASKS	Evaluator #1			Evaluator #2		
	Date	Grade	Initials	Date	Grade	Initials
16. Redon the air pack						
17. Adjust and gather your equipment						
18. Move on						
Conducting the Exercise						
19. Evaluate each student appropriately						
20. Rotate students so everyone completes the skill						
21. Critique the exercise with the students						
22. Discuss any key points that did not occur during the exercise						
After the Exercise						
23. Critique the exercise with the Primary Instructor						
SKILL #12: Changing To a Zero or No SCBA Profile (Full Removal)						
1. Confirm materials needed						
2. Prepare site						
3. Use appropriate profile props						
4. Assign personnel to appropriate positions						
5. Ensure each student is wearing full PPE						
6. Perform a final safety check prior to demonstrating the skill						
Demonstrating the Exercise (Student or Adjunct Instructor)						
7. Identify the opening to be used for escape						
▪ Determining the size and shape						
▪ Largest portion of opening as the most desirable for the SCBA						
8. Loosen and remove the waist strap						
9. Loosen both shoulder straps						
10. Remove both shoulder straps						
▪ Strap opposite the air supply hose first						
▪ Maintaining control of the shoulder straps						
▪ Without dislodging your face piece						
11. Remove SCBA						
▪ Maintaining constant contact with the pack						
▪ Allowing the SCBA to be just ahead of your body						
▪ Without dislodging your face piece						
12. Move into and through the opening						
▪ Lying flat						
▪ Starting with outstretched arm, head, and upper body						
▪ Manipulating the shoulders through the opening						
▪ Maintaining constant contact with the SCBA						
13. When you are through the opening, get out of the way						



FIRE FIGHTER SURVIVAL



Primary Instructor Trainee Task Book

PRIMARY INSTRUCTOR TRAINEE: _____

PERFORMANCE STANDARD: All tasks must be demonstrated by the Primary Instructor Trainee and evaluated by a Fire Fighter Survival Primary Instructor. Tasks graded "P" must be functional and safe according to the Fire Fighter Survival manual.

GRADE: "P" - Successfully met the performance standard. "F" - Did not meet the performance standard.

TASKS	Evaluator #1			Evaluator #2		
	Date	Grade	Initials	Date	Grade	Initials
14. Redon the SCBA						
15. Adjust and gather your equipment						
16. Move on						
Conducting the Exercise						
17. Evaluate each student appropriately						
18. Rotate students so everyone completes the skill						
19. Critique the exercise with the students						
20. Discuss any key points that did not occur during the exercise						
After the Exercise						
21. Critique the exercise with the Primary Instructor						
EVOLUTION #1: SCBA Confidence Course						
1. Prepare site						
2. Use appropriate confidence course prop						
3. Review Topic 2: Developing a Survival Attitude with the students						
4. Assign personnel to appropriate positions						
5. Perform a final safety check prior to demonstrating the skill						
6. Ensure each student is wearing full PPE						
7. Review the safety considerations with the students						
8. Show the students the starting and ending points of the course						
Conducting the Exercise						
9. Evaluate each student appropriately						
10. Rotate students so everyone completes the skill						
11. Critique the exercise with the students						
12. Discuss any key points that did not occur during the exercise						
After the Exercise						
13. Critique the exercise with the Primary Instructor						
EVOLUTION #2: SCBA Awareness						
1. Confirm materials needed						
2. Prepare site						
3. Use appropriate training structure						
4. Review Topic 4: The Fire Fighter Emergency						
5. Assign personnel to appropriate positions						
6. Perform a final safety check prior to demonstrating the skill						
7. Ensure each student is wearing PPE, but without a SCBA						
8. Review the safety considerations with the students						
Conducting the Exercise						
9. Evaluate each student appropriately						



FIRE FIGHTER SURVIVAL



Primary Instructor Trainee Task Book

PRIMARY INSTRUCTOR TRAINEE:

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GRADE: "P" - Successfully met the performance standard. "F" - Did not meet the performance standard.

TASKS	Evaluator #1			Evaluator #2		
	Date	Grade	Initials	Date	Grade	Initials
10. Rotate students so everyone completes the skill						
11. Critique the exercise with the students						
12. Discuss any key points that did not occur during the exercise						
<i>After the Exercise</i>						
13. Critique the exercise with the Primary Instructor						

