Date: April 10, 2020

To: Statewide Training and Education Advisory Committee

From: Andrew Henning, Chief of State Fire Training

SUBJECT/AGENDA ACTION ITEM:
Fire Fighter 1 (2019) – Fire Fighter 1C: Wildland Update

Recommended Actions:
Approval of the updates to the Fire Fighter 1 (2019) training standards and certification requirements.

Background Information:
The National Fire Protection Association (NFPA) released the 2020 edition of NFPA 1051: Standard Wildland Firefighting Personnel Professional Qualifications in September 2019. SFT uses NFPA 1051 as a bases for our Fire Fighter 1, Company Officer, and Chief Fire Officer training standards and certification requirements. SFT’s goal is to update training standards and certification requirements within two years of publication.

Analysis/Summary of Issue:
An administrative review has been conducted to see the changes between the 2016 edition and the 2020 edition of NFPA 1051 for the Wildland Fire Fighter 1 level. After the review was completed, there were no substantial changes to Fire Fighter 1 (2019) (hours or cost for course delivery) to the training standards. The staff review determined the following changes listed below.

NFPA:
- Replaced the word “agency” with “AHJ”
- Paragraph 4.1.1
  - Added “AHJ required” to “first aid” in requisite knowledge

“The Department of Forestry and Fire Protection serves and safeguards the people and protects the property and resources of California.”
• Removed “and NFES 2943, Wildland Fire Incident Management Field Guide” in requisite knowledge

• Paragraph 4.3.4
  o Added a new job performance requirement on maintaining a personal gear kit.

• Paragraph 4.5.4
  o Replaced “correctly” with “properly” in requisite skills

• Paragraph 4.5.8
  o Replaced the word “control” with “containment” in JPR
  o 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
  o Most of the Topic 2-7 material was already covered in Topic 3-1: Assembling and Preparing for Response.
  o Moved the Application activity from 3-1 to 2-7
  o Adjusted time between 3-1 and 2-7
  o No addition to the certification task book and no skill sheet
  o No changes to time or cost for course delivery and/or testing

Documents Updated

• 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

Fire Fighter Instructors and agencies delivering the Fire Fighter 1C: Wildland course shall use the revised curriculum beginning July 1, 2020.
Fire Fighter 1
(NFPA Fire Fighter I, HazMat/WMD FRA and FRO, and Wildland Fire Fighter 1)

Fire Fighter 1


Published: January 2020
Revised: Month 2020

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

- NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2020)

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

Cover photo courtesy of Craig Allyn Rose Photography.

Published by State Fire Training.
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Acknowledgements

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- John Binaski, Chair, Statewide Training and Education Advisory Committee; Chief, Clovis Fire Department (STEAC)

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

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- Garrett Huff, Battalion Chief, Santa Barbara County Fire Department; Secretary, South Division, CalChiefs Training Officers
- Donavan Lacy, Battalion Chief, Anderson Fire Protection District; Director of Fire Technology/EMS, Shasta Community College; Area 2 Director, CalChiefs Training Officers
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- Rob Wheatley, Division Chief, Director of Fire Training, CAL FIRE Training Center
Month 2020 Revision

Revised to align Wildland Fire Fighter 1 content with release of NFPA 1051 (2020).

- Allison L. Shaw, Editor, California State University, Sacramento
How to Read a CTS Guide

Overview

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

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

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

Format

Each certification training standard is comprised of eight sections.

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

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

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

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

Job Performance Requirements
This segment includes a written statement that describes a specific job-related task, the items an individual needs to complete the task, and measurable or observable outcomes.
How to Read a CTS Guide

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

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

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

Cross Reference
This table documents where each training standard is taught (course plan), tested (skill sheets), and validated (task book).
1-1: Role of the Fire Fighter 1

Authority
- Paragraph 4.1.1, 4.1.2

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

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

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

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Revised Month 2020
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  • RK 1, 2, 3, 4, 5, 6 and RS 3 | Cognitive only – no testable skills | Cognitive only – no testable skills |
| Fire Fighter 1A, Topic 2-2: Health and Safety Awareness  
  • RK 9, 10 | | |
| Fire Fighter 1A, Topic 2-3: Behavioral Health and Cancer Awareness  
  • RK 7, 8 | | |
| Fire Fighter 1A, Topic 2-4: Personal Protective Ensemble  
  • RS 1 | | |
| Fire Fighter 1A, Topic 4-1: Utilizing Ropes and Knots  
  • RS 2 | | |
1-2: Inspecting and Maintaining Personal Protective Equipment

Authority
1. Office of the State Fire Marshal

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

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

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

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<td>NFPA 1001 does not include a designated JPR for inspecting and maintaining PPE but it is a Cal/OSHA requirement: 8 CCR § 3401(b)(4).</td>
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1-3: Inspecting and Maintaining Self-Contained Breathing Apparatus

Authority
1. Office of the State Fire Marshal

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

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

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

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<td>NFPA 1001 does not include a designated JPR for inspecting and maintaining SCBA but it is a Cal/OSHA requirement: 8 CCR § 5144(k).</td>
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1-4: Donning Structural Personal Protective Equipment

Authority
1. Office of the State Fire Marshal

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

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

Requisite Skills
1. Don PPE

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1-5: Donning Self-Contained Breathing Apparatus

**Authority**
1. Office of the State Fire Marshal

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

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

**Requisite Skills**
1. Don SCBA
2. Perform operational inspection of SCBA

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1-6: Doffing Self-Contained Breathing Apparatus

Authority
1. Office of the State Fire Marshal

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

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

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

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1-7: Doffing Personal Protective Equipment

Authority
1. Office of the State Fire Marshal

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

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

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

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

Authority
1. Office of the State Fire Marshal

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

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

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<td>NFPA 1001 does not include a designated JPR for PPE gross decontamination. Added to incorporate IAFF Cancer Awareness and Prevention Initiative to increase awareness and promote cultural change.</td>
</tr>
</tbody>
</table>

Cross Reference

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<tr>
<td>Fire Fighter 1A, Topic 2-7: Doffing SCBA and PPE for Gross Decontamination</td>
<td>1-8: Doff SCBA and PPE for Gross Decontamination</td>
<td>(CTS 1-8)</td>
</tr>
</tbody>
</table>
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

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<td>California state law (8 CCR § 5157-5158) not captured by NFPA 1001.</td>
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<tr>
<td>CSRA: Confined-Space Rescue Awareness (2018)</td>
<td>Covered in CSRA training materials</td>
<td>(CTS 1-9)</td>
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</table>
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 the Incident Command System

Authority
1. Office of the State Fire Marshal

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

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

Requisite Skills
1. None required

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<td>Fire Fighter 1A, Topic 2-1: Operating within the Incident Command System</td>
<td>Covered in other training modules</td>
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</table>

The training for this standard can be met through the completion of FEMA’s IS-100: Introduction to the Incident Command System and IS-700: An Introduction to the National Incident Management System.
1-11: Fire Fighter Physical Health and Safety

Authority
1. Office of the State Fire Marshal

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

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

Requisite Skills
1. None required

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<td>CTS</td>
<td>Added a certification training standard.</td>
<td>Application of this behavior reduces fire fighter injury, illness, and fatalities.</td>
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<td>Fire Fighter 1A, Topic 2-2: Health and Safety Awareness</td>
<td>Cognitive only – no testable skills</td>
<td>(CTS 1-11)</td>
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</table>
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
Define types of stress
Describe signs and symptoms of stress
Describe reactions to stress
Identify common stressors found in various situations and environments
Describe physiological and emotional impacts of stress
Describe behaviors associated with unmanaged stress
Describe the role of nutrition, sleep, exercise, relaxation techniques, and rest in mediating and mitigating stress
Describe healthy and unhealthy coping mechanisms
Identify potential consequences of unhealthy coping mechanisms
Describe the role of communication in coping with stress
Describe behavioral health resources available through an AHJ
Describe behavioral health resources available outside of the fire service

Requisite Skills
Demonstrate the self-assessment process
Demonstrate relaxation techniques

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<td>CTS</td>
<td>Added a certification training standard.</td>
<td>Added to address critical health and safety concerns facing the fire service not covered by NFPA standards.</td>
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<td>Cognitive only – no testable skills</td>
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</table>
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
Describe cancer prevalence in the fire service
Define “carcinogenic agent”
Identify risk factors specific to the fire service
Identify risk or protective factors specific to lifestyle
Identify exposure sources
Identify common states of carcinogenic chemicals
Identify common categories of carcinogenic chemicals
Identify exposure routes
Identify common activities, objects, and locations associated with exposure
Identify modifiable and unmodifiable risk factors
Define “exclusion (hot) zones,” “contamination reduction (warm) zones,” and “support (cold) zones”
Identify best practices that minimize contaminant exposure and risk during fire suppression, overhaul, mop-up, and post-incident activities
Identify best practices for PPE that minimize contaminant exposure and risk
Identify best practices for equipment that minimize contaminant exposure and risk
Identify best practices that minimize contaminant exposure and risk at the station
Identify best practices that minimize contaminant exposure and risk at home

Requisite Skills
Demonstrate best practices that minimize contaminant exposure and risk during fire suppression, overhaul, mop-up, and post-incident activities
Demonstrate best practices for PPE that minimize contaminant exposure and risk
Demonstrate best practices for equipment that minimize contaminant exposure and risk
Demonstrate best practices that minimize contaminant exposure and risk at the station
Demonstrate best practices that minimize contaminant exposure and risk at home
Document all exposures, injuries, and illnesses within AHJ reporting system
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<td>Fire Fighter 1A, Topic 2-4: Cancer Awareness</td>
<td>Cognitive only – no testable skills</td>
<td>Cognitive only – no testable skills</td>
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Section 2: Fire Department Communications

2-1: Initiating the Response to a Reported Emergency

Authority
   - Paragraph 4.2.1
2. Office of the State Fire Marshal

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

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

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

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<td>RK 4</td>
<td>Added knowledge component.</td>
<td>The JPR requires the candidate to have equipment and use it correctly, but doesn’t include any knowledge of it.</td>
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<td>Fire Fighter 1A, Topic 3-2: Initiating a Response to a Reported Emergency</td>
<td>2-1: Initiate a Response to an Emergency</td>
<td>(CTS 2-1)</td>
</tr>
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</table>
2-2: Receiving a Telephone Call

Authority
   • Paragraph 4.2.2

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

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

Requisite Skills
1. Operate fire station telephone and intercom equipment

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<td>Fire Fighter 1A, Topic 3-1: Receiving a Non-emergency Telephone Call</td>
<td>2-2: Receive a Telephone Call</td>
<td>(CTS 2-2)</td>
</tr>
</tbody>
</table>
2-3: Transmitting and Receiving Messages via Radio

Authority
   • Paragraph 4.2.3
2. Office of the State Fire Marshal

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

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

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

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<tr>
<td>JPR</td>
<td>Added “standard”.</td>
<td>Added for consistency with other instances within NFPA 1001.</td>
</tr>
<tr>
<td>RK 1</td>
<td>Added “radio” three times.</td>
<td>Added to clarify that this only covers the radio aspects of these items.</td>
</tr>
<tr>
<td>RK 2</td>
<td>Added knowledge component.</td>
<td>The JPR requires the candidate to have a radio and use it correctly, but doesn’t include any knowledge of types and use.</td>
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<tr>
<td>RS 2</td>
<td>Changed “discriminate” to “identify the differences”. Added “radio”.</td>
<td>SFT uses neutral language whenever possible without changing content or context. Added “radio” to clarify that this only covers the radio aspect of emergency traffic.</td>
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<tr>
<td>Fire Fighter 1A, Topic 3-3: Transmitting and Receiving Messages Via Radio</td>
<td>2-3: Operate a Fire Department Radio</td>
<td>(CTS 2-3)</td>
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</table>
2-4: Activating an Emergency Call of Assistance

Authority
   - Paragraph 4.2.4

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

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

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

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<tr>
<td>Fire Fighter 1A, Topic 6-1: Structural Fire Fighter Survival</td>
<td>3-5: Activate an Emergency Call and Exit a Hazardous Area</td>
<td>(CTS 2-4)</td>
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</table>
Section 3: Fire Ground Operations

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

Authority
   • Paragraph 4.3.1
2. Office of the State Fire Marshal

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

Requisite Knowledge
*Identify* conditions that require respiratory protection
*Describe* the uses and limitations of SCBA
*Identify* the components of SCBA
*Describe different* donning procedures
*Describe different* breathing techniques
Describe how to monitor and manage air consumption
*Describe* indications for and emergency procedures used with SCBA
*Identify* physical requirements of the SCBA wearer

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

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<td>RK 6</td>
<td>Added knowledge component.</td>
<td>Added to comply with NFPA 1404.</td>
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<td>RS 4</td>
<td>Added skills component.</td>
<td>Added to comply with NFPA 1404.</td>
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| Fire Fighter 1A, Topic 2-5: Self-Contained Breathing Apparatus  
  - RK 1, 2, 3, 4 and RS 6 | 3-1a: Replace an SCBA Air Cylinder  
  3-1b: Use SCBA During Emergency Operations | (CTS 3-1) |
| Fire Fighter 1A, Topic 2-6: Using SCBA During Emergency Operations  
  - RK 5, 6, 7, 8 and RS 1, 2, 3, 4, 5 | | |
3-2: Responding on an Apparatus to an Emergency Scene

Authority
  • Paragraph 4.3.2

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

Requisite Knowledge
Describe mounting and dismounting procedures for riding fire apparatus
Identify hazards and ways to avoid hazards associated with riding apparatus
Describe prohibited practices
Identify different types of department PPE and their means for usage

Requisite Skills
Use each piece of provided safety equipment

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<td>JPR</td>
<td>Added “an apparatus”.</td>
<td>Not included in the given but required to complete the task.</td>
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<td>Fire Fighter 1A, Topic 2-8: Responding on an Apparatus to an Emergency Scene</td>
<td>3-2: Respond to an Emergency Scene on an Apparatus</td>
<td>(CTS 3-2)</td>
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</table>
3-3: Establishing and Operating in Work Areas at Emergency Scenes

Authority
  • Paragraph 4.3.3

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

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

Requisite Skills
Use personal protective clothing
Deploy traffic and scene control devices
Dismount apparatus
Operate in the protected work areas as directed

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<td>JPR</td>
<td>Added “an apparatus”.</td>
<td>Not included in the given but required to complete the task.</td>
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<tr>
<td>JPR</td>
<td>Added “personal”.</td>
<td>Added for consistency with other references to PPE.</td>
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<tr>
<td>RK 2</td>
<td>Added “mounting and”.</td>
<td>Added for consistency with other standards. Mounting is equally as important as dismounting.</td>
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<td>3-3: Operate at an Emergency Scene</td>
<td>(CTS 3-3)</td>
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</table>
3-4: Forcing Entry into a Structure

Authority
   - Paragraph 4.3.4

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

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

Requisite Skills
Transport and operate hand and power tools
Force entry through doors, windows, and walls using assorted methods and tools

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<td>JPR</td>
<td>Added “a prop or structure with doors, walls, and windows”</td>
<td>Required to complete the JPR but not included in the given.</td>
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<tr>
<td>RK 2</td>
<td>Added knowledge component.</td>
<td>Not included in NFPA 1001 but required to complete RS 1.</td>
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<td>3-4: Force Entry into a Structure</td>
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<td>Fire Fighter 1A, Topic 5-10: Forcing Entry into a Structure</td>
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<td>• RK 1, 2, 3, 4 and RS 1, 2</td>
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3-5: Exiting a Hazardous Area

Authority
  • Paragraph 4.3.5

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

Requisite Knowledge
Describe personnel accountability systems
Describe communication procedures
Describe emergency evacuation methods
Define what constitutes a safe haven
Identify elements that create or indicate a hazard
Identify emergency procedures for loss of air supply

Requisite Skills
Operate as a team member in vision-obscured conditions
Locate and follow a guide line
Conserve air supply
Evaluate areas for hazards
Identify a safe haven

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<tr>
<td>JPR</td>
<td>Added “and PPE”</td>
<td>Not included in NFPA 1001 but required for fire fighter survival.</td>
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<tr>
<td>RS 2</td>
<td>Changed “guideline” to “guide line”.</td>
<td>Changed to clarify meaning. NFPA 1001 used the wrong word.</td>
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<td>3-5: Activate an Emergency Call and Exit a Hazardous Area</td>
<td>(CTS 3-5)</td>
</tr>
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</table>
3-6: Setting Up, Mounting, Ascending, Dismounting, and Descending Ground Ladders

Authority
- Paragraph 4.3.6
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
- Identify the uses of ground ladders
- Identify the types, parts, and construction features of a ground ladder
- Identify types of lifts, carries, and raises
- Describe how to secure ground ladders
- Describe how to operate from ground ladders
- Describe hazards associated with setting up ladders
- Define what constitutes a stable foundation for ladder placement
- Identify different angles for various tasks
- Describe climbing techniques
- Describe safety limits to the degree of angulation
- Describe what constitutes a reliable structural component for top placement

Requisite Skills
- Lift and carry ladders
- Raise and move ladders
- Extend ladders
- Lock flies
- Secure ground ladders
- Determine that a wall and roof will support the ladder
- Judge extension ladder height requirements
- Place the ladder to avoid obvious hazards
- Mount, ascend, dismount, and descend the ladder
- Demonstrate proper climbing techniques
- Operate from ground ladders
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<td>Added “PPE”.</td>
<td>Not included in NFPA 1001 but required for fire fighter survival.</td>
</tr>
<tr>
<td>RK 1</td>
<td>Added knowledge component.</td>
<td>Not included in NFPA 1001 but needed for proper ladder use.</td>
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<tr>
<td>RK 2</td>
<td>Added to a knowledge component</td>
<td>Not included in NFPA 1001 but needed for proper ladder use.</td>
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<td>Not included in NFPA 1001 but needed for proper ladder use.</td>
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<td>RK 4</td>
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<td>Not included in NFPA 1001 but needed for proper ladder use.</td>
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<tr>
<td>RK 5</td>
<td>Added knowledge component.</td>
<td>Not included in NFPA 1001 but needed for proper ladder use.</td>
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<tr>
<td>RS 1</td>
<td>Added “Lift and”.</td>
<td>Changed to match RK 3.</td>
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<tr>
<td>RS 2</td>
<td>Added “and move”.</td>
<td>Not included in NFPA 1001 but needed for proper ladder use.</td>
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<tr>
<td>RS 5</td>
<td>Added skills component.</td>
<td>Added to correspond with RK 4.</td>
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<tr>
<td>RS 10</td>
<td>Added skills component.</td>
<td>This is a CalOSHA requirement.</td>
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<tr>
<td>RS 11</td>
<td>Added skills component.</td>
<td>Added to correspond with RK 6.</td>
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<tr>
<td>Fire Fighter 1A, Topic 5-8: Cleaning, Inspecting, and Maintaining Fire Service Ladders</td>
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<td>- RK 1, 2</td>
<td>3-6: Lift, Carry, and Raise a Ground Ladder</td>
<td>(CTS 3-6)</td>
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<td>Fire Fighter 1A, Topic 5-9: Ground Ladder Operations</td>
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<td>- RK 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
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<td>- RS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
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</table>
3-7: Attacking a Passenger Vehicle Fire

Authority
  • Paragraph 4.3.7
Office of the State Fire Marshal

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

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

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

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<td>Added “self-contained breathing apparatus (SCBA)”.</td>
<td>CalOSHA requirement for IDLH environments.</td>
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<td>JPR</td>
<td>Added “(1½ inch or larger)”.</td>
<td>Specified by RS 5.</td>
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<tr>
<td>JPR</td>
<td>Added “a passenger vehicle or prop”.</td>
<td>Not included in the given but required to complete the JPR.</td>
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<tr>
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<tr>
<td>Fire Fighter 1A, Topic 7-2: Attacking a Passenger Vehicle Fire</td>
<td>3-7: Attack a Passenger Vehicle Fire</td>
<td>(CTS 3-7)</td>
</tr>
</tbody>
</table>
3-8: Extinguishing Fires in Exterior Class A Materials

Authority
  • Paragraph 4.3.8
Office of the State Fire Marshal

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

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

Requisite Skills
Recognize inherent hazards related to the material’s configuration
Operate handlines or master streams
Break up material using hand tools and water streams
Operate hoselines and other water application devices
Evaluate and modify water application for maximum penetration
Search for and expose hidden fires
Assess patterns for origin determination
Evaluate for complete extinguishment

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<td>Added “PPE”.</td>
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<tr>
<td>JPR</td>
<td>Added “materials” and commas.</td>
<td>As originally written “stacked or piled” modified “unattached structure or storage container”. Revised to clarify meaning.</td>
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</table>
| Fire Fighter 1A, Topic 7-1: Extinguishing Fires in Exterior Class A Materials | 3-8a: Operate a Portable Master Stream  
3-8b: Extinguish an Exterior Fire                | (CTS 3-8)      |
3-9: Conducting a Search and Rescue in a Structure

Authority
  • Paragraph 4.3.9
Office of the State Fire Marshal

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

Requisite Knowledge
Describe how to use forcible entry tools during rescue operations
Describe how to use thermal imaging devices and other search tools
Describe how to use ladder operations for rescue
Identify the psychological effects of operating in obscured conditions and ways to manage them
Describe methods to determine if an area is tenable
Describe primary and secondary search techniques
Identify team members’ roles and goals
Describe methods and indicators used to locate victims
Describe victim removal methods (including various carries)
Identify considerations related to respiratory protection

Requisite Skills
Use SCBA to exit through restricted passages
Set up and use different types of ladders for various types of rescue operations
Rescue a fire fighter with functioning respiratory protection
Rescue a fire fighter whose respiratory protection is not functioning
Rescue a person who has no respiratory protection
Assess areas to determine tenability
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<td>Required for RK 1 but not included in the given.</td>
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<td>Added “or guide lines”</td>
<td>This is an additional option for orientation.</td>
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<tr>
<td>JPR</td>
<td>Added “a thermal imaging device”</td>
<td>This is a recognized industry standard not included in NFPA 1001.</td>
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<tr>
<td>RK 2</td>
<td>Added knowledge component.</td>
<td>This is a recognized industry standard not included in NFPA 1001.</td>
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<td>RK 8</td>
<td>Revised without changing intent.</td>
<td>Revised for clarification.</td>
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<td>3-9a: Search for and Rescue a Victim with no Respiratory Protection 3-9b: Rescue a Fire Fighter 3-9c: Use a Ladder for Rescue</td>
<td>(CTS 3-9)</td>
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</tbody>
</table>
3-10: Attacking an Interior Structure Fire

Authority
- Paragraph 4.3.10
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
Identify types, designs, and uses of fire hoses
Identify fittings, tools, and appliances
Describe common building materials and construction types
Identify the principles of fire streams
Describe types, design, operation, nozzle pressure effects, and flow capabilities of nozzles
Identify precautions to be followed when advancing hoselines to a fire
Describe observable results that a fire stream has been properly applied
Identify dangerous building conditions created by fire
Identify principles of exposure protection
Describe potential long-term consequences of exposure to products of combustion
List physical states of matter in which fuels are found
List common types of accidents or injuries and their causes
Describe how to apply each size and type of attack line
Define the role of the backup team in fire attack situations
Describe attack and control techniques for grade level and above and below grade level fires
Identify methods for locating and exposing hidden fires

Requisite Skills
Prevent water hammers when shutting down nozzles
Open, close, and adjust nozzle flow and patterns
Apply water using direct, indirect, and combination attacks
Advance charged and uncharged 1½ in. (38 mm) diameter or larger hose lines up ladders and up and down interior and exterior stairways
Extend hose lines
Replace burst hose sections
Operate charged hose lines of 1½ in. (38 mm) diameter or larger while secured to a ground ladder
Couple and uncouple various hose line connections
Carry hose
Attack fires at grade level and above and below grade levels
Locate and suppress interior wall and subfloor fires

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<tr>
<td>RK 3</td>
</tr>
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<td>RK 16</td>
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<td>RS 8</td>
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</table>
| Fire Fighter 1A, Topic 2-5: Self-Contained Breathing Apparatus  
  • RK 10 | 3-10a: Operate a Charged Attack Hoseline from a Ground Ladder  
  3-10b: Attack a Live Interior Structure Fire  
  3-10c: Attack a Simulated Interior Structure Fire  
  3-10d: Extend a Hoseline  
  3-10e: Load, Deploy, and Advance an Attack Line  
  3-10f: Load Supply Hose | (CTS 3-10a) |
| Fire Fighter 1A, Topic 5-1: Building Construction  
  • RK 3, 8 | | |
| Fire Fighter 1A, Topic 5-2: Fire Behavior  
  • RK 11 | | |
| Fire Fighter 1A, Topic 5-5: Cleaning, Inspecting, and Returning Fire Hose to Service  
  • RK 1, 2, 5, 13 | | |
| Fire Fighter 1A, Topic 5-6: Deploy and Connect Fire Hose  
  • RK 4, 6, 7 and RS 1, 2, 5, 6, 8, 9 | | |
<p>| Fire Fighter 1A, Topic 5-12: Attacking an Interior Structure Fire | | |</p>
<table>
<thead>
<tr>
<th>RK 6, 7, 9, 12, 14, 15, 16 and RS 3, 4, 7, 10, 11</th>
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</table>

The training for this standard can be met through the completion of State Fire Training’s Fire Control 3: Structural Fire Fighting (2018) course.
3-11: Performing Horizontal Ventilation on a Structure

Authority
• Paragraph 4.3.11

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

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

Requisite Skills
Transport and operate ventilation tools and equipment and ladders
Use safe procedures for breaking window and door glass and removing obstructions

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| Fire Fighter 1A, Topic 5-13: Horizontal Ventilation Operations  
  • RK 1, 2 and RS 1, 2, 3 |
| 3-11: Perform Horizontal Ventilation |
| (CTS 3-11) |
3-12: Performing Vertical Ventilation on a Structure

Authority

- Paragraph 4.3.12

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
Describe vertical (top-side) ventilation

Describe methods of heat transfer

Describe the principles of thermal layering within a structure on fire

List the techniques and safety precautions for venting flat roofs, pitched roofs, and basements

Describe basic indicators of potential collapse or roof failure

Identify the effects of construction type and elapsed time under fire conditions on structural integrity

Describe the advantages and disadvantages of vertical and trench/strip ventilation

Requisite Skills
Transport and operate ventilation tools and equipment

Hoist ventilation tools to a roof

Cut roofing and flooring materials to vent flat roofs, pitched roofs, and basements

Sound a roof for integrity

Clear an opening with hand tools

Select, carry, deploy, and secure ground ladders for ventilation activities

Deploy roof ladders on pitched roofs while secured to a ground ladder

Carry ventilation-related tools and equipment while ascending and descending ladders

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<td>RK 1</td>
<td>Added knowledge component.</td>
<td>Needed a basic level introduction to the topic. Mirrors foundational information in the Horizontal Ventilation JPR.</td>
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<td>Fire Fighter 1A, Topic 5-1: Building Construction</td>
<td>3-12: Perform Vertical Ventilation</td>
<td>(CTS 3-12)</td>
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<td>• RK 6</td>
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<td>Fire Fighter 1A: Topic 5-2: Fire Behavior</td>
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<tr>
<td>• RK 2-3</td>
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<td>Fire Fighter 1A, Topic 5-14: Vertical Ventilation Operations</td>
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<tr>
<td>• RK 1, 4-7 and RS 1-8</td>
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3-13: Overhauling a Fire Scene

Authority
  • Paragraph 4.3.13
Office of the State Fire Marshal

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

Requisite Knowledge
Describe the purpose of and methods for overhaul
Describe types of fire attack lines and water application devices most effective for overhaul
Describe water application methods for extinguishment that limit water damage
Identify types of tools and methods used to expose hidden fire
Describe dangers associated with overhaul
Describe obvious signs of area of origin or signs of arson
Identify reasons for protection of fire scene

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

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<td>Added a knowledge component.</td>
<td>Foundational knowledge not included in NFPA.</td>
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<tr>
<td>RS 1</td>
<td>Added “for overhaul”.</td>
<td>Adding “for overhaul” dictates hose line selection.</td>
</tr>
<tr>
<td>RS 6</td>
<td>Added skills component.</td>
<td>This is a skill from NFPA 1001 paragraph 4.3.14. It aligns more closely with the JPR for paragraph 4.3.13.</td>
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| Fire Fighter 1A, Topic 5-16: Overhauling a Fire Scene | 3-13a: Overhaul a Fire Scene  
3-13b: Remove Charred Materials | (CTS 3-13) |
3-14: Conserving Property

Authority
- Paragraph 4.3.14
Office of the State Fire Marshal

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

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

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

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<td>Added “PPE”.</td>
<td>Not included in NFPA 1001 but required for fire fighter safety.</td>
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<tr>
<td>RS</td>
<td>Removed “Separate, remove, and relocate charred material to a safe location while protecting the area of origin for cause determination”.</td>
<td>This skill aligns more closely with the JPR for NFPA 1001 paragraph 43.13. It was relocated to 3-13: Overhauling a Fire Scene.</td>
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| Fire Fighter 1A, Topic 5-15: Conserving Property | 3-14a: Control Water Flow from a Sprinkler System  
3-14b: Remove Water from the Interior of a Structure  
3-14c: Salvage a Room and its Contents  
3-15d: Cover Building Openings                  | (CTS 3-14)                          |
3-15: Connecting a Fire Department Pumper to a Water Supply

**Authority**
- Paragraph 4.3.15
Office of the State Fire Marshal

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

**Requisite Knowledge**
Describe types and components of municipal and rural water systems
Describe loading and off-loading procedures for mobile water supply apparatus
Describe fire hydrant operation
Identify suitable static water supply sources
Describe procedures and protocol for connecting to various water sources

**Requisite Skills**
Hand lay a supply hose
Connect and place hard suction hose for drafting operations
Deploy portable water tanks as well as the equipment necessary to transfer water between and draft from them
Make hydrant-to-pumper hose connections for forward and reverse lays
Connect supply hose to a hydrant
Fully open and close the hydrant

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<td>JPR</td>
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<td>Not included in NFPA 1001 but required for fire fighter safety.</td>
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<tr>
<td>JPR</td>
<td>Added “an apparatus”</td>
<td>Required to complete the JPR but not listed as a given.</td>
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<tr>
<td>RK 1</td>
<td>Added a knowledge component.</td>
<td>NFPA 1001 assumes that the candidate is using a pressurized hydrant but there are other types of water supply.</td>
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| Fire Fighter 1A, Topic 5-4: Water Supply Systems  
  - RK 1, 2, 3, 4, 5 | 3-15a: Deploy Portable Tank and Prepare for Drafting Operations  
3-15b: Forward Hose Lay | (CTS 3-15) |
| Fire Fighter 1A, Topic 5-6: Deploy and Connect Fire Hose  
  - RS 1, 2, 3, 4, 5, 6 | | |

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

Authority
  • Paragraph 4.3.16
Office of the State Fire Marshal

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

Requisite Knowledge
Describe the classifications of fire
Identify the types of, rating systems for, and risks associated with each class of fire
Describe operating methods and limitations of portable extinguishers

Requisite Skills
Operate portable fire extinguishers
Approach fire with portable fire extinguishers
Select an appropriate extinguisher based on the size and type of fire
Safely carry portable fire extinguishers

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<td>Not included in NFPA 1001 but required for fire fighter safety.</td>
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| Fire Fighter 1A, Topic 5-2: Fire Behavior  
  • RK 1 | 3-16: Select, Carry, and Operate a Portable Fire Extinguisher | (CTS 3-16) |
| Fire Fighter 1A, Topic 5-3: Extinguishing Fire with Fire Extinguishers  
  • RK 2, 3 and RS 1, 2, 3, 4 | | |
3-17: Operating Emergency Scene Lighting

Authority
• Paragraph 4.3.17
Office of the State Fire Marshal

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

Requisite Knowledge
Describe safety principles and practices for portable electrical equipment
Identify power supply capacity and limitations
Describe light deployment methods

Requisite Skills
Operate department power supply and lighting equipment
Deploy cords and connectors
Reset ground-fault interrupter (GFI) devices
Locate lights for best effect

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<tr>
<td>RK 1</td>
<td>Added “for portable electrical equipment”</td>
<td>This was added to narrow the scope of discussion.</td>
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<td>Fire Fighter 1A, Topic 4-3: Operating Emergency Scene Lighting</td>
<td>3-17: Light a Scene</td>
<td>(CTS 3-17)</td>
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</table>
3-18: Turning Off Building Utilities

Authority
- Paragraph 4.3.18
Office of the State Fire Marshal

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

Requisite Knowledge
Describe properties, principles, and safety concerns for electrical, gas, and water systems
Identify utility disconnect methods and associated dangers
Describe how to use required safety equipment

Requisite Skills
Identify utility control devices
Operate control valves or switches
Assess for related hazards

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<tr>
<td>JPR</td>
<td>Added “PPE”.</td>
<td>Not included in NFPA 1001 but required for fire fighter safety.</td>
</tr>
<tr>
<td>RK 1</td>
<td>Replaced “electricity” with “electrical”.</td>
<td>“Electrical” is the proper use of “electricity” as an adjective.</td>
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<td>Fire Fighter 1A, Topic 5-7: Utility Control at Emergencies</td>
<td>3-18: Turn Off Building Utilities</td>
<td>(CTS 3-18)</td>
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</table>
3-19: Combatting a Ground Cover Fire

Authority
  • Paragraph 4.3.19
Office of the State Fire Marshal

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

Requisite Knowledge
Describe types of ground cover fires
Describe parts of ground cover fires
Describe methods to contain or suppress
Describe safety principles and practices

Requisite Skills
Determine exposure threats based on fire spread potential
Protect exposures
Construct a fire line or extinguish with hand tools,
Maintain integrity of established fire lines
Suppress ground cover fires using water

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<tr>
<td>JPR</td>
<td>Replaced “protective clothing” with “personal protective equipment (PPE)”</td>
<td>Protective clothing isn’t comprehensive enough to meet JPR requirements.</td>
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<td>Fire Fighter 1A, Topic 7-3: Combatting a Ground Cover Fire</td>
<td>3-19: Combat a Ground Cover Fire</td>
<td>(CTS 3-19)</td>
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</table>
3-20: Tying Knots Appropriate for Hoisting Tools

Authority
  • Paragraph 4.3.20
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
Identify rope types and usage
Identify knot types and usage
Describe the difference between life safety and utility rope
Identify reasons for placing rope out of service
Identify types of knots to use for given tools, ropes, or situations
Describe hoisting methods for tools and equipment
Describe how to use rope to support response activities

Requisite Skills
Tie knots specific to hoisting different types of tools
Hoist tools using specific knots based on the type of tool

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<td>JPR</td>
<td>Added “webbing”.</td>
<td>Not included in NFPA 1001 but is commonly used for this task.</td>
</tr>
<tr>
<td>RK 1</td>
<td>Added knowledge component.</td>
<td>Not included in NFPA 1001 but it’s a basic knowledge component required to complete the JPR.</td>
</tr>
<tr>
<td>RS 1</td>
<td>Added skill component.</td>
<td>Not included in NFPA 1001 but required to complete the JPR.</td>
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<tr>
<td>Fire Fighter 1A, Topic 4-1: Utilizing Ropes and Knots</td>
<td>3-20a: Tie Knots 3-20b: Hoist Tools Aloft</td>
<td>(CTS 3-20)</td>
</tr>
</tbody>
</table>
3-21: Operating Hand and Power Tools

Authority
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
Describe types of hand and power tools
Describe uses of hand and power tools

Requisite Skills
Transport hand and power tools
Operate hand and power tools
Maintain hand and power tools

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<td>CTS</td>
<td>Added a certification training standard.</td>
<td>Many NFPA paragraphs require knowledge and skills regarding hand tools. Created one standard to cover foundational knowledge.</td>
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<td>Fire Fighter 1A, Topic 4-2: Utilizing Hand and Power Tools</td>
<td>3-21: Operate Hand and Power Tools</td>
<td>(CTS 3-21)</td>
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</table>
3-22: Operating an Air-Monitoring Instrument

Authority
- Paragraph 4.3.21

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

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

Requisite Skills
Operate the air monitor
Recognize the alarms
React to the alarms of the air monitor

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<tr>
<td>RK 1</td>
<td>Removed “knowledge of”</td>
<td>This content is already in the knowledge section; we don’t need knowledge of knowledge.</td>
</tr>
<tr>
<td>RK 3</td>
<td>Split one knowledge component into two.</td>
<td>Clarifying a poorly written knowledge component.</td>
</tr>
<tr>
<td>RK 4</td>
<td>Split one knowledge component into two.</td>
<td>Clarifying a poorly written knowledge component.</td>
</tr>
<tr>
<td>RS 3</td>
<td>Added a knowledge component.</td>
<td>NFPA does not cover the step-by-step process.</td>
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</table>
Section 4: Preparedness and Maintenance

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

Authority
- Paragraph 4.5.1
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
Describe types of cleaning methods for various tools and equipment
Describe the correct use of cleaning solvents
Identify manufacturer or departmental guidelines for cleaning equipment and tools
Identify manufacturer or departmental guidelines for removing tools and equipment from service

Requisite Skills
Select correct tools to maintain various parts and pieces of equipment
Follow guidelines
Complete recording and reporting procedures

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<tr>
<td>RK 4</td>
<td>Added knowledge component.</td>
<td>Added to support the JPR.</td>
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<tr>
<td>RS 1</td>
<td>Added “to maintain”.</td>
<td>Added to clarify the purpose for tool selection.</td>
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<td>Task Book</td>
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</table>
| Fire Fighter 1A, Topic 2-5: Self-Contained Breathing Apparatus  
  • RK 1, 2, 3, 4 and RS 1, 2, 3 (as it pertains to SCBA) | 4-1: Clean and Check Equipment | (CTS 4-1) |
| Fire Fighter 1A, Topic 4-1: Utilizing Ropes and Knots  
  • RK 1, 2, 3, 4 and RS 1, 2, 3 (as it pertains to rope) | | |
| Fire Fighter 1A, Topic 4-2: Utilizing Hand and Power Tools  
  • RK 1, 2, 3, 4 and RS 1, 2, 3 (as it pertains to tools) | | |
| Fire Fighter 1A, Topic 5-9: Cleaning, Inspecting, and Maintaining Fire Service Ladders  
  • RK 1, 2, 3, 4 and RS 1, 2, 3 (as it pertains to ladders) | | |
| Fire Fighter 1A, Topic 5-15: Horizontal Ventilation Operations  
  • RK 1, 2, 3, 4 and RS 1, 2, 3 (as it pertains to horizontal ventilation equipment) | | |
| Fire Fighter 1A, Topic 5-16: Vertical Ventilation Operations  
  • RK 1, 2, 3, 4 and RS 1, 2, 3 (as it pertains to vertical ventilation equipment) | | |
| Fire Fighter 1A, Topic 5-17: Conserving Property  
  • RK 1, 2, 3, 4 and RS 1, 2, 3 (as it pertains to salvage equipment) | | |
4-2: Cleaning, Inspecting, and Returning Fire Hose to Service

Authority
- Paragraph 5.4.2
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
Describe departmental procedures for inspecting a hose according to manufacturer guidelines, noting a defective hose, and removing it from service
Describe cleaning and maintenance methods
Describe types of hose rolls and loads

Requisite Skills
Clean different types of hose
Operate hose washing and drying equipment
Mark defective hose
Replace coupling gaskets
Roll hose
Reload hose

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<tbody>
<tr>
<td>RK 1</td>
<td>Added “inspecting a hose according to manufacturer guidelines”.</td>
<td>This strengthens the knowledge component with a standard.</td>
</tr>
<tr>
<td>RK 2</td>
<td>Added “and maintenance”.</td>
<td>There are steps beyond cleaning required before returning hose to a ready state.</td>
</tr>
<tr>
<td>RK 3</td>
<td>Added “types of”.</td>
<td>Added for clarification.</td>
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| Fire Fighter 1A, Topic 5-5: Cleaning, Inspecting, and Returning Fire Hose to Service
  - RK 1, 2, 3 and RS 1, 2, 3, 4 | 4-2a: Replace a Burst Section of Hose
4-2b: Build Hose Rolls
4-2c: Clean and Maintain Hose and Mark Defective Hose | (CTS 4-2) |
5-1: Description of Duties (Awareness)

Authority
  - Paragraph 4.1.3

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

Requisite Knowledge
Identify the role of awareness personnel at a hazardous materials/WMD incident
Identify the location and contents of the AHJ emergency response plan
Describe standard operating procedures for awareness personnel

Requisite Skills
None specified

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<td>Cognitive only – no testable skills</td>
<td>Cognitive only – no testable skills</td>
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</table>
5-2: Recognizing and Identifying Hazardous Materials/WMD and Associated Hazards

Authority
• Paragraph 4.2.1

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

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

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

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<tr>
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</table>
5-3: Isolating the Hazard Area and Denying Entry

Authority
- Paragraph 4.3.1
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
Describe how to use the ERG, SDS, shipping papers with emergency response information, and other approved reference sources to identify precautions to be taken to protect responders and the public
Describe policies and procedures for isolating the hazard area and denying entry
Identify the purpose of and methods for isolating the hazard area and denying entry

Requisite Skills
Recognize precautions for protecting responders and the public
Identifying isolation areas
Denying entry
Avoiding or minimizing hazards

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<tr>
<td>RS 4</td>
<td>Added “or”.</td>
<td>Accidental NFPA omission. Without it, RS 4 contradicts the JPR requirement.</td>
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<tr>
<td>Fire Fighter 1B, Topic 2-3: Isolating the Hazard Area and Denying Entry</td>
<td>5-2a: Recognize, Identify, and Isolate Hazardous Materials/WMD</td>
<td>(CTS 5-3)</td>
</tr>
</tbody>
</table>
5-4: Initiating Required Notifications

Authority
• Paragraph 4.4.1

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

Requisite Knowledge
*Identify* policies and procedures for notification, reporting, and communications
*List* types of approved communications equipment
*Describe how to* operate equipment

Requisite Skills
Operate approved communications equipment
Communicate in accordance with policies and procedures

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<td>5-4: Initiate Required Notifications</td>
<td>(CTS 5-4)</td>
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</table>
Section 6: Operations

6-1: Description of Duties (Operations)

Authority
- Paragraph 5.1.5

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

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

Requisite Skills
None specified

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<tbody>
<tr>
<td>Fire Fighter 1B, Topic 3-1: Description of Duties (Operations)</td>
<td>Cognitive only – no testable skills</td>
<td>Cognitive only – no testable skills</td>
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</table>
6-2: Identifying the Scope of a Hazardous Materials/WMD Incident

Authority
• Paragraph 5.2.1

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

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

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<tr>
<td>RK 5</td>
<td>Added “and location”.</td>
<td>The documents should always be available; the real knowledge is in knowing where they are located.</td>
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<tr>
<td>RS 2</td>
<td>Removed “ing”.</td>
<td>Removed to for consistency with verb tenses of other NFPA standards.</td>
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<td>Fire Fighter 1B, Topic 3-2: Identifying the Scope of a Hazardous Materials/WMD Incident</td>
<td>6-2: Identify the Scope of a Hazardous Materials/WMD Incident</td>
<td>(CTS 6-2)</td>
</tr>
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</table>
6-3: Identifying Action Options for a Hazardous Materials/WMD Incident

Authority
  • Paragraph 5.3.1

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

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

Requisite Skills
Identify response objectives and action options based on the scope of the problem and available resources
Identify whether approved PPE is suitable for the incident conditions
Identify emergency decontamination needs based on the scope of the problem
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| Fire Fighter 1B, Topic 3-2: Identifying the Scope of a Hazardous Materials/WMD Incident  
  - RK 7 | 6-3: Identify Action Options for a Hazardous Materials/WMD Incident  | (CTS 6-3) |
| Fire Fighter 1B, Topic 3-4: Performing Emergency Decontamination at a Hazardous Materials/WMD Incident  
  - RK 14, 15, 16 | | |
| Fire Fighter 1B, Topic 3-5: Identifying Action Options for a Hazardous Materials/WMD Incident  
  - RK 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12 and RS 1, 2, 3 | | |
6-4: Performing Assigned Tasks at a Hazardous Materials/WMD Incident

Authority
- Paragraph 5.4.1
Office of the State Fire Marshal

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

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

Requisite Skills
Establish and maintain scene control
Recognize and preserve evidence
Inspect, don, work in, go through decontamination while wearing, and doff approved PPE
Isolate contaminated tools, equipment, and PPE
Conduct gross decontamination of contaminated personnel, tools, equipment, and PPE in the field
Clean, disinfect, and inspect approved tools, equipment, and PPE

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

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<td>Fire Fighter 1B, Topic 3-3: Selecting, Donning, Working In, and Doffing Approved PPE at a Hazardous Materials/WMD Incident</td>
<td>6-4: Perform Assigned Tasks at a Hazardous Materials/WMD Incident</td>
<td>(CTS 6-4)</td>
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<tr>
<td>o RK 8, 14</td>
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<td>o RK 11, 13</td>
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<td>Fire Fighter 1B, Topic 3-6: Performing Assigned Tasks at a Hazardous Materials/WMD Incident</td>
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<td>o RK 1, 2, 3, 4, 5, 6, 7, 9, 10, 12 and RS 1, 2, 3, 4, 5, 6</td>
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</table>
6-5: Performing Emergency Decontamination at a Hazardous Materials/ WMD Incident

Authority
   • Paragraph 5.5.1

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

Requisite Knowledge
Define contamination, cross contamination, and exposure
Describe contamination types
List routes of exposure
Identify types of decontamination (emergency, mass, and technical)
Describe the purpose, advantages, and limitations of emergency decontamination
Describe policies and procedures for performing emergency decontamination
Identify approved tools and equipment for emergency decontamination
Describe hazard avoidance for emergency decontamination

Requisite Skills
Select an emergency decontamination method
Set up emergency decontamination in a safe area
Use PPE in the proper manner
Implement emergency decontamination
Prevent spread of contamination
Avoid hazards during emergency decontamination

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<td>Fire Fighter 1B, Topic 3-4: Performing Emergency Decontamination at a Hazardous Materials/WMD Incident</td>
<td>6-5: Perform Emergency Decontamination</td>
<td>(CTS 6-5)</td>
</tr>
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</table>
6-6: Evaluating and Reporting Progress for a Hazardous Materials/WMD Incident

Authority
  • Paragraph 5.6.1

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

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

Requisite Skills
Determine incident status
Determining whether the response objectives are being accomplished
Use approved communications tools and equipment
Communicate the status of assigned tasks

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<td>6-8: Evaluate and Report Progress for a Hazardous Materials/WMD Incident</td>
<td>(CTS 6-6)</td>
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</table>
Section 7: Operations – Mission Specific

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

Authority
• Paragraph 6.2.1

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

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

Requisite Skills
Select PPE for the assignment
Inspect, maintain, store, don, work in, and doff PPE
Go through decontamination (emergency and technical) while wearing the PPE
Report and document the use of PPE
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<td>7-1: Don, Work In, and Doff Chemical Protective Clothing</td>
<td>(CTS 7-1)</td>
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<td>Fire Fighter 1B, Topic 3-5: Identifying Action Options for a Hazardous Materials/WMD Incident</td>
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<td>o RK 4</td>
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7-2: Performing Product Control Techniques at a Hazardous Materials/WMD Incident

Authority
- Paragraph 6.6.1
Office of the State Fire Marshal

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

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

Requisite Skills
Select and use PPE
Select and perform product control techniques to confine/contain the release with limited risk of personal exposure
Use approved control agents and equipment on a release involving hazardous materials/WMD
Use remote control valves and emergency shutoff devices on cargo tanks and intermodal tanks in transportation and containers at fixed facilities
Perform product control techniques

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<td>RK 4</td>
<td>Added “for product control”</td>
<td>Added to narrow the scope of discussion of policies and procedures.</td>
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| Fire Fighter 1B, Topic 3-7: Performing Product Control Techniques at a Hazardous Materials/WMD Incident
  - RK 2, 3, 4, 5, 6, 7, 8, 9, 10 and RS 1, 2, 3, 4, 5 |
| Fire Fighter 1B, Topic 3-3: Selecting, Donning, Working In, and Doffing Approved PPE at a Hazardous Materials/WMD Incident
  - RK 1 | 7-2: Perform Product Control (CTS 7-2) |           |
Wildland Fire Fighter 1

Section 8: Wildland Fire Fighter Duties

8-1: Role of the Wildland Fire Fighter

Authority
NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2020)
- Paragraph 4.1.1, 4.1.2
Office of the State Fire Marshal

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

Requisite Knowledge
*Describe* fireline safety and use and limitations of personal protective equipment
*Describe* the use, limitations, inspection, and care of a fire shelter
*Describe* AHJ on fire shelter use
*Describe* basic wildland fire behavior
*Identify* fire suppression techniques
*Identify* basic wildland fire tactics
*Describe* the fire fighter’s role within the AHJ incident management system
*Describe* AHJ required first aid
*Describe how to use* NFES 1077, Incident Response Pocket Guide (IRPG)

Requisite Skills
Use basic verbal communication
Use required personal protective equipment
Deploy a fire shelter

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<td>RK 2</td>
<td>Added knowledge component.</td>
<td>Added to call attention to a unique element of PPE that isn’t physically worn.</td>
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<tr>
<td>RS 3</td>
<td>Added skills component.</td>
<td>Not covered by NFPA 1051 but critical for wildland fire fighter survival.</td>
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<td>• RS 1</td>
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<td>Personal Protective Equipment</td>
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<td>• RK 1 and RS 2</td>
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<td>• RK 2, 3 and RS 3</td>
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<td>• RK 5, 6</td>
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<td>• RK 4</td>
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8-2: Donning Wildland Personal Protective Equipment

Authority
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
Identify the components of wildland PPE
Explain the importance of standards for wildland PPE
Describe the protection provided by wildland PPE
Describe the limitations of wildland PPE
Identify manufacturer guidelines for correct PPE use

Requisite Skills
Don PPE

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<td>CTS</td>
<td>Added a certification training standard.</td>
<td>NFPA 1051 does not include a designated JPR for donning wildland PPE. OSFM uses 60 seconds as the industry standard.</td>
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<td>8-2: Don Wildland Personal Protective Equipment</td>
<td>(CTS 8-2)</td>
</tr>
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</table>
8-3: Deploying a Fire Shelter

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

Requisite Skills
Deploy a fire shelter within 30 seconds

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<tr>
<td>CTS</td>
<td>Added a certification training standard.</td>
<td>NFPA 1051 does not include a designated JPR for deploying a fire shelter. OSFM uses 30 seconds as the industry standard.</td>
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<td>8-3: Deploy a Fire Shelter</td>
<td>(CTS 8-3)</td>
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</table>
8-4: Doffing Wildland Personal Protective Equipment

Authority
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
Identify when it is safe to doff PPE
Identify AHJ policies and procedures for doffing PPE

Requisite Skills
Doff PPE
Return PPE to a ready state

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<tr>
<td>CTS</td>
<td>Added a certification training standard.</td>
<td>NFPA 1051 does not include a designed JPR for doffing PPE.</td>
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<td>8-4: Doff Wildland Personal Protective Equipment</td>
<td>(CTS 8-4)</td>
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</table>
Section 9: Preparedness

9-1: Maintaining Assigned Personal Protective Equipment

Authority
NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2020)
  • Paragraph 4.3.2

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

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

Requisite Skills
None specified

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<td>(CTS 9-1)</td>
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</table>
9-2: Maintaining Assigned Suppression Hand Tools and Equipment

Authority
NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2020)
- Paragraph 4.3.3

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
- Describe how to inspect tools and assigned suppression equipment
- Describe how to recognize unserviceable items
- Describe required maintenance techniques

Requisite Skills
- Sharpen assigned suppression equipment
- Maintenance techniques for assigned suppression equipment
- Use required maintenance equipment

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</table>
9-3: Maintaining Personal Gear Kit

Authority
NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2020)
  • Paragraph 4.3.4

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

Requisite Knowledge
Describe contents of a personal gear kit
Identify type and duration of the incident
Describe AHJ requirements

Requisite Skills
None specified

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Section 10: Suppression

10-1: Assembling and Preparing for Response

Authority
NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2020)

- Paragraph 4.5.2

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
Identify equipment required for response
Describe AHJ time standards and special transportation considerations
Describe AHJ safety response guidelines
Describe operational procedures for various response modes

Requisite Skills
None specified

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<td>RK 1</td>
<td>Changed “requirements” to “required for response”.</td>
<td>Clarification. The student isn’t identifying the requirements of the equipment, they are identifying what equipment is required based on what the incident requires.</td>
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<td>RK 2</td>
<td>Removed “(weight considerations)”.</td>
<td>Weight is not the only special transportation consideration.</td>
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<td>RK 3</td>
<td>Added “response guidelines”.</td>
<td>Narrowing the scope of “agency safety” to pertain to the JPR.</td>
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<td>RK 4</td>
<td>Changed “transportation” to “response”.</td>
<td>Transportation implies the type of vehicle in which the responders are traveling to the incident, not the response level. Revised for clarification.</td>
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<td>10-1: Assemble and Prepare for Response</td>
<td>(CTS 10-1)</td>
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</table>
10-2: Recognizing Hazards and Unsafe Situations

Authority
NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2020)
- Paragraph 4.5.3
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
Describe basic wildland fire safety
Describe basic wildland fire behavior
Identify basic wildland suppression methods
Describe the Standard Fire Fighting Orders
Describe the Situations that Shout “Watch Out”
Describe the principles of LCES (Lookouts, Communications, Escape Routes, Safety Zones)
Describe downhill checklist guideline
Describe Common Denominators of Fire Behavior on Tragedy Fires
Describe human factors that impact wildland fire suppression

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

Content Modification

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<td>RK 2</td>
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<td>Added to narrow the scope of “fire behavior”.</td>
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<td>Added to align with NWCG S-130 fire fighter training.</td>
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<tr>
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**Cross Reference**

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<td>10-3b: Assume Safety Position for Retardant Drop</td>
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10-3: Constructing a Fireline

Authority
NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2020)
  • Paragraph 4.5.4
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
Describe basic wildland suppression strategy
Identify basic wildland suppression tactics
Describe fireline construction principles, techniques, and standards
Describe safety considerations related to fireline construction
Describe how to construct a handline
Describe how to perform mobile attack
Describe how to perform a simple hose lay
Describe how to perform a progressive hose lay
Describe how to retrieve hose

Requisite Skills
Use hand tools properly
Apply fire streams
Apply extinguishing agents

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<td>Statewide operational activities require more detail than provided by NFPA.</td>
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<td>Changed the word order.</td>
<td>Revised to simplify and clarify language.</td>
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Fire Fighter 1 – Wildland
Section 10: Suppression

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<td>Consistency with all other RS text.</td>
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10-4: Securing the Fireline

Authority
NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2020)
- Paragraph 4.5.5
Office of the State Fire Marshal

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

Requisite Knowledge
Describe line improvement techniques
Identify safety considerations
Describe how to use basic ignition devices

Requisite Skills
Use of basic ignition devices only under direct supervision

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<td>JPR</td>
<td>Adjusted language.</td>
<td>NFPA standard for JPR was unclear and abatement is not always possible.</td>
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<td>Added a knowledge component.</td>
<td>Not included in NFPA 1051 but required by Cal OES. All type III engines must carry a drip torch.</td>
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<td>10-4b: Assemble, Ignite, Extinguish, and Disassemble a Drip Torch</td>
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10-5: Reducing the Threat of Fire Exposure to Improved Properties

Authority
NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2020)
- Paragraph 4.5.6
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
Describe wildland fire behavior within the wildland/urban interface
Describe wildland fuel removal for structure defense preparation
Describe structure defense methods
Identify equipment and personnel capabilities within the wildland/urban interface
Identify the difference between a safety zone and a temporary refuge area (TRA)

Requisite Skills
Use methods to protect improvements

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<td>Expanding wildland fire behavior (covered in CTS 10-2) to include wildland/urban interface.</td>
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<td>RK 2</td>
<td>Added “for structure defense preparation”.</td>
<td>Added to clarify the purpose and location of removal.</td>
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<tr>
<td>RK 4</td>
<td>Added “within the wildland/urban interface”.</td>
<td>Expanding wildland fire behavior (covered in CTS 10-2) to include wildland/urban interface.</td>
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10-6: Mopping Up a Fire Area

Authority
NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2020)
- Paragraph 4.5.7
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
Describe mop up principles, techniques, and standards

Requisite Skills
Use basic tools and techniques to perform mop-up operations

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<td>10-6: Perform Mop Up Operations</td>
<td>(CTS 10-6)</td>
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</table>
10-7: Patrolling the Fire Area

Authority
NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications (2020)
- Paragraph 4.5.8
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
Describe patrol principles, techniques, and standards

Requisite Skills
Observe, identify, and take action on potential threats when patrolling fire areas

Content Modification

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<tr>
<td>RS 1</td>
<td>Added “to patrolling fire areas”.</td>
<td>Revised to narrow scope of requisite knowledge application.</td>
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<td>10-7: Patrol the Fire Area</td>
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Revisions

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

Month 2020

The Month 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
Wildland (2020)
Course Plan

Course Details

Certification: Fire Fighter 1


Description: This course provides the skills and knowledge needed for the entry-level fire fighter to recognize hazards and unsafe situations; don, doff, and maintain wildland personal protective equipment; deploy a fire shelter; maintain suppression hand tools and equipment; assemble and prepare for response; construct and secure a fireline; reduce the threat of fire exposure to improved properties; and mop up and patrol a fire area when working with wildland fires.

Designed For: Entry level fire fighters

Prerequisites: Fire Fighter 1A – Structure (2019) (SFT course or equivalent)
  • If a student takes Fire Fighter 1C – Wildland (2016) as a stand-alone course

Corequisites: Fire Fighter 1A – Structure (2019) (SFT course or equivalent)
  • If a student takes Fire Fighter 1C – Wildland within an academy program

Standard: Complete all activities, skills, and formative tests.
Complete all summative tests with a minimum score of 80%.

Hours (Total): 56 hours
(30 lecture / 26 application / AHJ determines practice and assessment times)

Maximum Class Size: 50

Instructor Level: Fire Fighter Instructor (See SFT Procedures Manual (January 2019) section 6.6 for requirements.)*

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

Restrictions: None

SFT Designation: CFSTES

Revised: Month 2020
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:

- NFPA 1051: Wildland Firefighting Personnel Professional Qualifications (current edition)
- Full wildland PPE that meets AHJ requirements

Online Instructor Resources

The following instructor resources are available online at [https://osfm.fire.ca.gov/divisions/state-fire-training/cfstes-professional-certification/fire-fighter-1-2019/](https://osfm.fire.ca.gov/divisions/state-fire-training/cfstes-professional-certification/fire-fighter-1-2019/)

- Wildland Skill Sheets
  - 8-2: Don Wildland Personal Protective Equipment
  - 8-3: Deploy a Fire Shelter
  - 8-4: Doff Wildland Personal Protective Equipment
  - 9-1: Maintain Assigned Personal Protective Equipment
  - 9-2: Maintain Hand Tools and Equipment
  - 10-1: Assemble and Prepare for Response
  - 10-2a: Use Incident Response Pocket Guide
  - 10-2b: Assume Safety Position for Retardant Drop
  - 10-3a: Assemble, Use, and Maintain a Back Pump
  - 10-3b: Perform a Progressive Hose Lay (Hose)
  - 10-3b: Perform a Progressive Hose Lay (Nozzle)
  - 10-3c: Construct a Fireline Using Hand Tools
  - 10-3d: Perform Mobile Pumping
  - 10-4a: Ignite and Extinguish Road Flares and Fusees
  - 10-4b: Assemble, Ignite, Extinguish, and Disassemble a Drip Torch
  - 10-5: Prep and Defend a Structure
  - 10-6: Perform Mop Up Operations
  - 10-7: Patrol the Fire Area

Student Resources

To participate in this course, students need:
  or
• *Incident Response Pocket Guide* (NWCG, current edition)
• Full wildland PPE that meets AHJ requirements

**Facilities, Equipment, and Personnel**

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

• **Appliances and tools**: 1½-inch fog nozzles, 1-inch fog nozzles, 1½-inch bales, 1-inch bales, 1½-inch smooth bore tips, 1-inch smooth bore tips, forestry tees, double female fittings, double male fittings, hose clamps, hose roller, nozzle selection determined by AHJ, reducer or increaser (fittings), spanner wrenches, gated wye, rubber mallet
• **Hose**: 1-inch fire hose and 1 ½-inch fire hose (1,000-foot minimum), 2½-inch or 3-inch fire hose (500-foot minimum), handline with fog nozzle, hard suction (intake) hose and strainer, soft suction hose
• **Hand tools**: hydrant wrench, drip torches, back pumps, shovel (short handle, round point), Pulaski, McLeod, brush hook, single bit axe, double bit axe, wire broom, rhino tools, combi tool, flagging
• **Power tools**: Chain saw, pole saw, portable pump
• **Protective equipment/clothing**: Gloves, helmet, wildland shroud, goggles, hearing protection, wildland PPE, practice fire shelter, fire shelter, wildland web gear with water system(s)
• **Other supplies/equipment needed**: Fire hydrant, portable radio, minimum of two apparatuses equipped with pump and two separate water supplies, fuel and supplies for power equipment, cleaning supplies and equipment, two portable tanks with water transfer equipment and appliances, traffic and scene control devices
## Time Table

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**Time Table Key**

1. The Time Table documents the amount of time required to deliver the content included in the course plan.

2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.

3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor’s responsibility to add this time based on the course delivery schedule.

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

5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.
Unit 1: Introduction

Topic 1-1: Orientation and Administration

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

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

Discussion Questions
1. Determined by instructor

Application
1. Determined by instructor

Instructor Notes
1. When teaching Fire Fighter 1A, 1B, and 1C in a consecutive format, it is not necessary to repeat this topic for each course. At a minimum, cover it once on the first day of the first course.
Topic 1-2: Fire Fighter 1 and 2 Certification Process

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

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

Discussion Questions
1. Determined by instructor

Application
1. Determined by instructor

Instructor Notes
1. When teaching Fire Fighter 1A, 1B, and 1C in a consecutive format, it is not necessary to repeat this topic for each course. At a minimum, cover it once on the first day of the first course.
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.
Topic 1-3: Wildland Fire Fighter Roles and Responsibilities

Terminal Learning Objective
At the end of this topic a student will be able to describe the role of the wildland fire fighter as identified by NFPA 1051: Wildland Firefighting Personnel Professional Qualifications (current edition) and the Office of the State Fire Marshal.

Enabling Learning Objectives
1. Describe types of wildland fires
   • Wildland Urban Interface (intermix)
   • Forest
   • Desert
   • Grass
   • Brush
   • Timber
2. Describe the fire fighter’s role within the AHJ incident management system
3. Describe basic safety roles and responsibilities of the wildland fire fighter
   • Fireline safety, use, and limitations of personal protective equipment (PPE)
   • Use, limitations, inspection, and care of a fire shelter
   • AHJ required first aid as referenced in NFES 1077 (Incident Response Pocket Guide (IRPG))
4. Describe basic wildland fire behavior
5. Identify wildland fire suppression techniques and tactics

Discussion Questions
1. How do wildland fires differ from structure fires?

Application
1. Determined by instructor

Instructor Notes:
1. This topic is an introduction to everything covered in units 2 and 3. Cover this material at a very high level.

CTS Guide Reference: 8-1
Skill Sheet: None
Unit 2: Preparation

Topic 2-1: Wildland Fire Behavior

Terminal Learning Objective
At the end of this topic a student, given a wildland or wildland/urban interface fire and the standard safety policies and procedures of the AHJ, will be able to describe basic wildland fire behavior.

Enabling Learning Objectives
1. Describe basic wildland fire behavior
2. Identify the three sides of the fire triangle
3. Identify environmental factors that affect the start and spread of wildland fire
   • Weather
   • Fuel
   • Topography
4. Describe contributing factors that indicate potential for increased fire behavior that may compromise safety

Discussion Questions
1. What sources can you use to gather weather data?
2. How does weather influence fire behavior?
3. How does fuel influence fire behavior?
4. How does topography influence fire behavior?

Application
1. Given a scenario that includes weather, fuel, and topography, have students work in small groups to predict potential fire behavior and present their findings to the class.

Instructor Notes:
1. Recommend using NWCG S-190 course curriculum for additional content.

CTS Guide Reference: 10-2

Skill Sheet:
• 10-2a: Use Incident Response Pocket Guide
• 10-2b: Assume Safety Position for Retardant Drop
Topic 2-2: Recognizing Hazards and Unsafe Situations

Terminal Learning Objective
At the end of this topic a student, given a wildland or wildland/urban interface fire and the standard safety policies and procedures of the AHJ, will be able to recognize hazards and unsafe situations, communicate hazard(s) and unsafe condition(s) to a supervisor, and take appropriate action.

Enabling Learning Objectives
1. Describe basic wildland fire safety
   • 10 Standard Fire Orders
   • 18 Watch-out Situations
   • LCES
   • Common Denominators of Fire Behavior on Tragedy Fires
   • Downhill line construction
   • Avoiding fire entrapment
   • Using a vehicle or a structure as refuge
2. Describe hazards associated with working around aircraft
3. Describe hazards associated with working around heavy equipment
4. Assume safe position for an air tanker drop
5. Use fireline flagging
6. Use the *Incident Response Pocket Guide* (IRPG)

Discussion Questions
1. How do LCES, the 10 Standard Fire Orders, and the 18 Watch-out Situations relate to one another?
   • How are they connected?
   • How are they different?
2. What are some of the Common Denominators of Fire Behavior on Tragedy?
   • How are these common denominators related to fire behavior?

Application
1. Given several fatal fire incidents, have students work in small groups to identify violations of the 10 Standard Fire Orders and 18 Watch-out Situations and report their findings to the class.

Instructor Notes:
1. Recommend using portions of NWCG S-131 course curriculum for additional content.

CTS Guide Reference: 10-2

Skill Sheet:
• 10-2a: Use Incident Response Pocket Guide
• 10-2b: Assume Safety Position for Retardant Drop
Topic 2-3: Human Factors on the Fireline

Terminal Learning Objective
At the end of this topic a student, given a wildland or wildland/urban interface fire and the standard safety policies and procedures of the AHJ, will be able to identify and communicate human performance factors to the appropriate personnel.

Enabling Learning Objectives
1. Identify human performance factors in high-risk work environments
   • Attitude
   • Physical conditioning
   • Training levels
   • Experience
   • Fatigue
   • Local knowledge
   • Crew dynamics
   • Chain of command
   • Span of control
   • Effective communication
2. Describe basic verbal communications
3. Identify common barriers to good listening
   • Perceived opinions
   • Distractions
   • Filtering information
   • Not listening
   • Attitude
4. Identify basic communication responsibilities
   • Briefings
   • Debriefing
   • Warnings
   • Acknowledge messages
   • Ask questions

Discussion Questions
1. How do human factors impact fireline safety?
2. How do human factors impact crew cohesion?

Application
1. Determined by instructor

Instructor Notes:
1. Recommend using portions of NWCG L-180 course curriculum for additional content.

CTS Guide Reference: 10-2
Skill Sheet:
• 10-2a: Use Incident Response Pocket Guide
• 10-2b: Assume Safety Position for Retardant Drop
Topic 2-4: Donning, Doffing, and Maintaining Wildland Personal Protective Equipment

Terminal Learning Objective
At the end of this topic a student, given wildland personal protective equipment including web gear with shelter, will be able to don, doff, and maintain PPE so that PPE is donned in 60 seconds or less, all elements of the PPE ensemble are worn and doffed in accordance with manufacturer guidelines and returned to a ready state, PPE ensemble is serviceable and available for use on the fireline, and defects are recognized and reported to the supervisor.

Enabling Learning Objectives
1. Identify the components of wildland PPE
2. Explain the importance of standards for wildland PPE
3. Describe the protection provided by and limitations of wildland PPE
4. Describe fireline safety and use of PPE
5. Identify manufacturer guidelines for correct PPE use
6. Identify when it is safe to doff wildland PPE
7. Identify AHJ policies and procedures for doffing wildland PPE
8. Describe how to inspect wildland PPE
9. Describe how to recognize when PPE should be removed from service
10. Describe proper cleaning procedures for wildland PPE
11. Describe how to maintain wildland PPE
12. Describe AHJ policy on fire shelter use
13. Don wildland PPE
14. Doff wildland PPE
15. Return PPE to a ready state

Discussion Questions
1. How is wildland PPE different from structural PPE?
2. Why is it important to always wear PPE, including the fire shelter?

Application
1. Given a recent wildland incident scenario, have students identify how improper PPE use contributed to injury or fatality.
2. Given wildland PPE have students practice donning and doffing PPE. Working in pairs, have students determine if each person’s PPE is correctly worn per manufacturer standards.

Instructor Note:
3. Green sheets and scenarios are available at www.wildfirelessons.net.

CTS Guide Reference: 8-2, 8-4, 9-1

Skill Sheet:
- 8-2: Don Wildland Personal Protective Equipment
- 8-4: Doff Wildland Personal Protective Equipment
- 9-1: Maintain Assigned Wildland Personal Protective Equipment

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Fire Fighter 1C

Topic 2-5: Deploying a Fire Shelter

Terminal Learning Objective
At the end of this topic a student, given PPE, a hand tool, a live or simulated incident, and a fire shelter, will be able to deploy a fire shelter so that the fire shelter is deployed within 30 seconds and used in accordance with manufacturer and AHJ procedures.

Enabling Learning Objectives
1. Describe the protection provided by and limitations of fire shelters
2. Describe how to inspect and evaluate a fire shelter
3. Describe how to select and prepare a shelter deployment site
4. Describe AHJ policy on fire shelter use
5. Identify items to take into and leave outside a fire shelter
   • Take in
     o Water
     o Radio
   • Leave out
     o Combustibles (fuel, fusees, etc.)
     o Hand tool
6. Describe methods for deploying a fire shelter
   • Standing-to-sitting method
   • Standing drop-down method
   • Lying down method
7. Identify when to deploy and exit a fire shelter during an incident
8. Deploy a fire shelter within 30 seconds

Discussion Questions
1. Why is it important to know and select the correct size fire shelter?
2. What factors should be considered when selecting a deployment site?
3. Why is it important to regularly inspect a fire shelter?
4. When should you exit a fire shelter?

Application
1. Given a recent fire entrapment or shelter deployment, have students identify how the fire shelter worked to prevent more serious injuries or fatalities.
2. Given wildland PPE, a hand tool, and a practice fire shelter, have students practice deploying the fire shelter using different deployment methods.

Instructor Notes
1. Recommend showing online NWCG video: New Generation Fire Shelter.

CTS Guide Reference: 8-3
Skill Sheet: 8-3: Deploy a Fire Shelter
Topic 2-6: Maintaining Assigned Suppression Hand Tools and Equipment

Terminal Learning Objective
At the end of this topic a student, given tools, equipment, and AHJ maintenance specifications, will be able to recognize defects and report them to a supervisor and maintain assigned suppression hand tools and equipment so that assigned equipment is serviceable.

Enabling Learning Objectives
1. Identify wildland fire fighting tools and equipment
   - Fusees
   - Drip torches
   - Back pumps
   - Round point shovel
   - Pulaski
   - Mcleod
   - Brush hook
   - Single and double bit axe
   - Wire broom
   - Rhino tool
   - Combi tool
   - Power equipment
     - Chain saw
     - Pump
     - Pole saw
   - Fireline flagging
2. Describe how to use wildland fire fighting tools and equipment
3. Describe how to inspect tools and equipment
4. Describe how to maintain and care for tools and equipment
5. Describe how to recognize when tools and equipment should be removed from service
6. Perform required maintenance techniques
7. Sharpen assigned suppression equipment
8. Perform other maintenance techniques for assigned suppression equipment
9. Use required maintenance equipment

Discussion Questions
1. Why is it important to properly maintain wildland tools and equipment?
2. What are some common tools used to cut line?
3. What are some common tools used to scrape fire line?

Application
1. Given wildland tools/equipment that have been removed from service, have students inspect the tools/equipment to identify the deficiencies and safety concerns, and share their findings with the class.

CTS Guide Reference: 9-2
Skill Sheet: 9-2: Maintain Hand Tools and Equipment
Topic 2-7: Maintaining Personal Gear Kit

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

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

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

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

CTS Guide Reference: 9-3
Skill Sheet: None
Unit 3: Suppression

Topic 3-1: Assembling and Preparing for Response

Terminal Learning Objective
   At the end of this topic a student, given an assembly location, an assignment, an incident location, a mode of transportation, and time requirements, will be able to assemble and prepare for response so that arrival at the incident with the required personnel and equipment meets AHJ guidelines.

Enabling Learning Objectives
   1. Identify personnel and equipment requirements for response
      • Based on ICS type and capability
   2. Identify AHJ time standards
   3. Identify special transportation considerations
   4. Describe operational procedures for various response modes
   5. Describe AHJ safety response guidelines

Discussion Questions
   1. What personnel and equipment are required for wildland incident response?
   2. What steps should a fire fighter complete at the fire station before responding to a wildland incident?

Application
   1. Determined by instructor

CTS Guide Reference: 10-1
Skill Sheet: 10-1: Assemble and Prepare for Response
Topic 3-2: Constructing a Fireline

Terminal Learning Objective
At the end of this topic a student, given a wildland or wildland/urban interface fire, AHJ line construction standards, suppression tools, water or other suppression agents, and equipment, will be able to construct a fireline that conforms to the AHJ's construction standard.

Enabling Learning Objectives
1. Describe basic wildland suppression strategy
   • Direct
   • Indirect
   • Combination
2. Identify basic wildland suppression tactics
   • Hose lays
   • Mobile attack
   • Hand line
   • Dozer line
   • Retardant line
3. Describe the principles, techniques, and standards of fireline construction
   • Hose lays
   • Mobile attack
   • Hand line
   • Dozer line
4. Describe how to construct a handline
   • Build a control line using the bump up or one lick method
   • Build a cup or trench while constructing handline
   • Procedures for passing hand tools
   • Tool line up and spacing
5. Describe how to perform mobile attack
6. Describe how to perform a simple hose lay
   • No appliances
7. Describe how to perform a progressive hose lay
   • With appliances
   • Two-person method
8. Describe how to retrieve hose
   • Single-section drain and carry
   • Figure 8 drain and carry
   • Other AHJ-specific methods
9. Use wildland tools properly
   • Fusees
   • Drip torches
   • Back pumps
• Round point shovel
• Pulaski
• Mcleod
• Brush hook
• Single and double bit axe
• Wire broom
• Rhino tool
• Combi tool
• Power equipment
  o Chain saw
  o Pump
  o Pole saw
10. Construct a handline
11. Perform mobile attack
12. Perform a simple hose lay
13. Perform progressive hose lay
14. Retrieve hose
15. Apply fire streams
16. Apply extinguishing agents

Discussion Questions
1. How does a simple hose lay differ from a progressive hose lay?
2. How wide should a fireline be?
3. What safety concerns should be considered:
   • When building a fireline?
   • For downhill line construction?
   • When working near heavy equipment?
   • When working with aircraft?

Application
1. Given an assignment, PPE, an apparatus or pressurized water supply with ability to do mobile pumping, hand tools, wildland hose and packs, nozzles, and appliances, have students practice constructing a handline, performing mobile attack, performing a simple and progressive hose lays, and retrieving hose.

CTS Guide Reference: 10-2, 10-3

Skill Sheet:
• 10-2a: Use Incident Response Pocket Guide
• 10-2b: Assume Safety Position for Retardant Drop
• 10-3a: Assemble, Use, and Maintain a Back Pump
• 10-3b: Perform a Progressive Hose Lay (Hose)
• 10-3b: Perform a Progressive Hose Lay (Nozzle)
• 10-3c: Construct a Fireline Using Hand Tools
• 10-3d: Perform Mobile Pumping
Topic 3-3: Securing a Fireline

Terminal Learning Objective
At the end of this topic a student, given a wildland fire or simulated event, suppression tools, water or other suppression agents, and equipment, will be able to secure the fireline so that fireline burning materials and unburned fuels are physically separated.

Enabling Learning Objectives
1. Describe fireline improvement techniques
   - Wet lines
   - Handline
   - Dozer lines
   - Retardant lines
   - Natural fuel breaks
   - Manmade fuel breaks
2. Describe safety considerations
3. Describe how to use basic ignition devices
   - Only under direct supervision
   - Ignite and extinguish fusees
   - Assemble and use a drip torch
4. Use basic ignition devices

Discussion Questions
1. How does a finished fireline differ from an initial fireline?
2. What is anchor point? What is it used for?
3. What ignition devices can be used to burn out a fireline?
4. What factors must be considered before initiating burn out?

Application
1. Given PPE and ignition devices, have students practice using ignition devices.

CTS Guide Reference: 10-4

Skill Sheet:
- 10-4a: Ignite and Extinguish Road Flares and Fusees
- 10-4b: Assemble, Ignite, Extinguish, and Disassemble a Drip Torch
Topic 3-4: Reducing the Threat of Fire Exposure to Improved Properties (WUI)

Terminal Learning Objective
At the end of this topic a student, given a wildland or wildland/urban interface fire, suppression tools, and equipment, will be able to describe methods to reduce the threat of fire exposure to improved properties in order to protect them.

Enabling Learning Objectives
1. Describe wildland fire behavior within the wildland/urban interface
2. Describe how to reduce fuel for structure defense
3. Identify structure defense tactical actions
   • Check and go
   • Prep and go
   • Prep and defend
   • Fire front following
   • Bump and run
   • Anchor and hold
   • Tactical patrol
4. Identify structure triage categories
   • Non-threatened
   • Threatened defensible
   • Threatened non-defensible
5. Identify the difference between a safety zone and a temporary refuge area (TRA)
6. Identify equipment and personnel capabilities within the wildland/urban interface
7. Prepare a structure for structure defense
8. Conduct structure defense within the wildland/urban interface

Discussion Questions
1. How does a fire fighter determine which tactical action to pursue?
2. When is it acceptable to leave a structure threatened by a wildland fire?
3. How is a temporary refuge area (TRA) different from a safety zone?

Application
1. Given a wildland/urban interface incident or simulated scenario and fire behavior factors, have students assess the structures, determine a triage category for each structure, and identify appropriate tactics to protect them.
2. Given a simulated scenario and an ICS 231 wildland placard, have students to fill out an ICS 231 wildland placard.

Instructor Notes:

CTS Guide Reference: 10-5
Skill Sheet: 10-5: Prep and Defend a Structure
Topic 3-5: Mopping Up in a Fire Area

Terminal Learning Objective
At the end of this topic a student, given a wildland fire or simulated scenario, suppression tools, water or other suppression agents, and equipment, will be able to mop up a fire area so that burning fuels that threaten escape are located and extinguished.

Enabling Learning Objectives
1. Describe principles, techniques, and standards for mop up
   • Dry mop up
   • Wet mop up
2. Use basic tools to perform mop-up operations
3. Use basic techniques to perform mop-up operations
4. Identify hazards associated with mop-up operations
   • Human hazards
   • Environmental hazards
5. Assemble and operate a back pump

Discussion Questions
1. What are some critical elements of mop-up operations?
2. How will different fuels influence mop-up operations?
3. What are some human factors hazards associated with mop-up operations?

Application
1. Given a wildland fire or simulated scenario, suppression tools, water or other suppression agents, and equipment, have students practice mopping up a fire area.

Instructor Notes:
1. None

CTS Guide Reference: 10-6
Skill Sheet: 10-5: Perform Mop Up Operations
**Topic 3-6: Patrolling the Fire Area**

**Terminal Learning Objective**
At the end of this topic a student, given a wildland fire or simulated scenario, suppression tools, and equipment, will be able to patrol and maintain containment of the fire area.

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

**Discussion Questions**
1. What should a fire fighter look for during patrol operations?
2. What is the importance of conducting patrol operations?

**Application**
1. Determined by instructor

**Instructor Notes:**
1. None

**CTS Guide Reference:** 10-7  
**Skill Sheet:** 10-7: Patrol the Fire Area
How to Read a Course Plan

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

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

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

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

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

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

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

Discussion Questions
The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.
**Fire Fighter 1C**

**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.
Justification

In the 2020 edition of NFPA 1051: Standard for Wildland Firefighting Personnel Professional Qualifications, NFPA made the following changes:

- Replaced the word “agency” with the acronym “AHJ” in all instances
  - Editorial only, no change made to task book
- Replaced the word “control” with “containment” in paragraph 4.5.8
  - Editorial only, no change made to task book
- Added a new job performance requirement (paragraph 4.3.4)
  - Content already adequately covered in the task book through task #6 based on NFPA 1051: 4.5.2 / CTS 10-1
  - No new task book JPR needed
9.1 Maintain Assigned Personal Protective Equipment

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<td>Performance Outcome: Clean, inspect, replace (if applicable), and place personal protective equipment (PPE) in a ready state or report otherwise.</td>
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<td>Candidate Directions: You will inspect, clean or replace, and place PPE in a ready state, reporting any defects to a supervisor. The test will begin when I say, “start.” The test will end when you say, “done.” Do you understand the directions?</td>
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<td>Personal Protective Equipment: Nomex pants / Nomex jacket / wildland gloves / helmet and eye protection / fire shelter / shroud / web gear and water source</td>
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<td>The candidate must complete all steps (100%) to receive a passing score.</td>
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<tr>
<td>1. Inspects and describes at least five items to ensure PPE is in safe working condition</td>
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<tr>
<td>2. Describes appropriate cleaning procedures per manufacturer’s recommendations for at least two items</td>
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<td>3. Inspects PPE and verbalizes findings of any holes, tears, gas and oil stains, etc.</td>
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<td>4. Describes importance of “Second Layer” of protective clothing</td>
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<td>5. Reports PPE considered unserviceable to supervisor</td>
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<tr>
<th>Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Evaluation: Pass / Fail (circle one)</td>
</tr>
<tr>
<td>Student Signature / Date:</td>
</tr>
<tr>
<td>Evaluator Signature / Date:</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

Month 2020 Fire Fighter 1 Page 1 of 1
# 9-2: Maintain Hand Tools and Equipment

## Candidate Information

<table>
<thead>
<tr>
<th>Candidate Name and SFT ID Number:</th>
</tr>
</thead>
</table>

### Circle One:
Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt

## General Information


### Performance Outcome:
Clean, check, sharpen (if applicable), and place equipment in a ready state or report otherwise.

### Candidate Directions:
You will inspect, clean, and sharpen a tool and place in a ready state, reporting any defects to a supervisor. The test will begin when I say, “start.” The test will end when you say, “done.” Do you understand the directions?

## Variables (circle one)

<table>
<thead>
<tr>
<th>Tools and Equipment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>brush hook / shovel / single or double bit ax / Pulaski / McLeod rhino tool / combi tool / wire broom</td>
</tr>
</tbody>
</table>

## Performance Measures (check appropriate box)

<table>
<thead>
<tr>
<th>Performance Measures (check appropriate box)</th>
</tr>
</thead>
</table>

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

1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation
2. Inspects and describes selected item to ensure tool is in safe working condition
3. Reports any tools considered unserviceable to supervisor
4. Uses file handle and guard
5. Secures tools for sharpening
6. Maintains clearance around work area
7. Uses flat palm against file
8. Sharpens tool per AHJ or manufacturer guidelines

## Evaluation Results

<table>
<thead>
<tr>
<th>Overall Evaluation:</th>
<th>Pass / Fail (circle one)</th>
</tr>
</thead>
</table>

**Student Signature / Date:**

**Evaluator Signature / Date:**

**Comments:**

---

Month 2020  Fire Fighter 1  Page 1 of 1
10-1: Assemble and Prepare for Response

<table>
<thead>
<tr>
<th>Candidate Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Name and SFT ID Number:</td>
</tr>
<tr>
<td><strong>Circle One:</strong> Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NFPA Standard:</strong> 1051 (2020), JPR 4.5.2 / <strong>CTS Guide:</strong> 10-1 / <strong>Course Plan:</strong> Fire Fighter 1C, Topic 3-1</td>
</tr>
<tr>
<td><strong>Performance Outcome:</strong> Assemble and prepare for response so that arrival at the incident with the required personnel and equipment meets AHJ guidelines.</td>
</tr>
<tr>
<td><strong>Candidate Directions:</strong> You will identify the required equipment needed and the weight limitations for said equipment when you are dispatched to an out-of-county assignment. The test will begin when I say, “start.” The test will end when you say, “done.” Do you understand the directions?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Measures (check appropriate box)</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate must complete all steps (100%) to receive a passing score.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Verbally identifies what essential items should be carried in an out-of-county bag to operate on the ground for up to 14 days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Inspects PPE for serviceability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ensures equipment meets AHJ guidelines and weight limitations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic Needs: Essential</th>
<th>Basic Needs: Suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Undergarments (underwear and socks)</td>
<td>• Snacks or energy bars</td>
</tr>
<tr>
<td>• 100% cotton t-shirts (as designated by AHJ)</td>
<td>• Inclement weather gear</td>
</tr>
<tr>
<td>• Work uniform pants and shirts</td>
<td>• Bandanas</td>
</tr>
<tr>
<td>• Personal hygiene kit (soap, shampoo, toothbrush, toothpaste, lip balm, foot powder, shaving kit, aspirin, medications, etc.)</td>
<td>• Spare eyeglasses or repair kit</td>
</tr>
<tr>
<td>• Towel and washcloth</td>
<td>• Inspect repellent</td>
</tr>
<tr>
<td>• Watch</td>
<td>• Small flashlight</td>
</tr>
<tr>
<td>• Small notebook, pen/pencil</td>
<td>• Hand sanitizer</td>
</tr>
<tr>
<td>• Tent, sleeping bag, and pillow (if AHJ does not provide a room for days off)</td>
<td>• Shower shoes</td>
</tr>
<tr>
<td></td>
<td>• Off duty clothes</td>
</tr>
<tr>
<td></td>
<td>• Sewing kit</td>
</tr>
<tr>
<td>Evaluation Results</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Evaluation:</strong> Pass / Fail (circle one)</td>
<td></td>
</tr>
<tr>
<td><strong>Student Signature / Date:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluator Signature / Date:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
</tr>
</tbody>
</table>
10-2a: Use Incident Response Pocket Guide

Candidate Information

Candidate Name and SFT ID Number:

Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt

General Information


Performance Outcome: Describe and demonstrate how to use the Incident Response Pocket Guide (IRPG).

Candidate Directions: You will use the IRPG to locate and describe the standard safety policies and procedures for wildland fires. The test will begin when I say, “start.” The test will end when you say, “done.” Do you understand the directions?

Performance Measures (check appropriate box)

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

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Locates and describes LCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Locates and describes briefing checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Locates and describes standard firefighting orders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Locates and describes watch out situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Locates and describes common denominators on tragedy fires</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Locates and describes downhill checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Locates and describes wildland challenges and hazards</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluation Results

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Comments:
10-2b: Assume Safety Position for Retardant Drop

**Candidate Information**

<table>
<thead>
<tr>
<th>Candidate Name and SFT ID Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Circle One:</strong> Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt</td>
</tr>
</tbody>
</table>

**General Information**

| Performance Outcome: Demonstrate the safety position for an air tanker retardant drop, while wearing wildland protective gear, within 30 seconds. |
| Candidate Directions: You will properly assume the position for an air tanker drop within 30 seconds, while wearing full wildland PPE. The test will begin when I say, “air tanker approaching.” The test will end when you say, “done.” Do you understand the directions? |

**Performance Measures (check appropriate box)**

<p>| The candidate must complete all steps (100%) to receive a passing score. |</p>
<table>
<thead>
<tr>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation</td>
<td></td>
</tr>
<tr>
<td>2. States, “I would attempt to leave the target area if possible.”</td>
<td></td>
</tr>
<tr>
<td>4. Selects an area free of hazards</td>
<td></td>
</tr>
<tr>
<td>5. Checks all wildland safety equipment to assure it is worn properly</td>
<td></td>
</tr>
<tr>
<td>6. Lays flat on the ground, face down with head toward direction of the approaching air tanker</td>
<td></td>
</tr>
<tr>
<td>7. Holds helmet on tightly</td>
<td></td>
</tr>
<tr>
<td>8. Holds hand tool firmly to one side with the sharp edge away from body</td>
<td></td>
</tr>
<tr>
<td>9. Remains in safety position with feet spread and toes extended outward until instructed to get up</td>
<td></td>
</tr>
<tr>
<td>10. Time:</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation Results**

<table>
<thead>
<tr>
<th>Overall Evaluation: Pass / Fail (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature / Date:</td>
</tr>
<tr>
<td>Evaluator Signature / Date:</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>
10-3a: Assemble, Use, and Maintain a Back Pump

<table>
<thead>
<tr>
<th><strong>Candidate Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate Name and SFT ID Number:</strong></td>
</tr>
<tr>
<td><strong>Circle One:</strong> Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>General Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NFPA Standard:</strong> 1051 (2020), JPR 4.5.4 / <strong>CTS Guide:</strong> 10-3 / Course Plan: Fire Fighter 1C, Topic 3-2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Performance Outcome:</strong> Create a 100-foot simulated fireline using a back pump. Demonstrate donning and priming back pump, creating fireline, clearing and replacing a clogged nozzle, and refilling back pump.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate Directions:</strong> You will use a back pump to make a fireline, clear and replace a clogged nozzle, and refill the back pump. The test will begin when I say, “start.” The test will end when you say, “done.” Do you understand the directions?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Performance Measures (check appropriate box)</strong></th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate must complete all steps (100%) to receive a passing score.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Dons back pump using coat method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Places arms through shoulder straps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Positions back pump onto back without losing control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Accesses and removes trombone keeping nozzle elevated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Tests back pump to ensure it is primed and operable prior to reaching fireline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Approaches burn side of simulated fireline with nozzle elevated and begins to apply a continuous wet line from an anchor point</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Makes a continuous 100-foot wet line on simulated fireline by overlapping succeeding sprays of water (Finger should be placed over tip to create a 12” wide spray pattern.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Removes finger from tip on evaluator’s command and uses straight stream to cool a simulated hot spot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Simulates and verbalizes steps to clear a clogged nozzle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Simulates and verbalizes steps to replace a clogged nozzle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Returns back pump to engine and refills unit at back pump refill station</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Evaluation Results</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Evaluation:</strong> Pass / Fail (circle one)</td>
</tr>
<tr>
<td><strong>Student Signature / Date:</strong></td>
</tr>
<tr>
<td><strong>Evaluator Signature / Date:</strong></td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
</tr>
</tbody>
</table>
10-3b: Perform a Progressive Hose Lay (Hose)

<table>
<thead>
<tr>
<th>Candidate Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Name and SFT ID Number:</td>
</tr>
<tr>
<td><strong>Circle One:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NFPA Standard:</strong></td>
</tr>
<tr>
<td><strong>Performance Outcome:</strong></td>
</tr>
<tr>
<td><strong>Candidate Directions:</strong></td>
</tr>
</tbody>
</table>

### Performance Measures (check appropriate box)

<table>
<thead>
<tr>
<th>The candidate must complete all steps (100%) to receive a passing score.</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Retrieves hose clamp and two hose tees from engine’s brass compartment (or they may be mounted on hose rolls)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Dons hose packs on back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Removes hose from hose pack (takes hose from nozzle candidate’s hose pack)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Deploys hose completely (shouts “hose,” does not drop coupling, does not deploy hose into burn)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Clamps charged hose lay with hose clamp (at least 18 inches from nozzle, without pinching hose or fingers, verbalizes “clamp” loudly)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Hands male coupling of uncharged hose to nozzle candidate and receives male coupling from charged hose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Attaches female coupling of clamped/charged hose to complete hose connection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Releases hose clamp slowly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. States pre-designated command (“Water coming”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Removes hose from hose pack (takes hose from nozzle candidate’s hose pack)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Deploys hose completely (shouts “hose,” does not drop coupling, does not deploy hose into burn)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Clamps charged hose lay with hose clamp (at least 18 inches from nozzle, without</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Hands male coupling of uncharged hose to nozzle candidate and receives male coupling from charged hose</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Attaches in-line hose tee to male end of clamped/charged hose (does not drop on ground, ensures in-line tee is closed) or may already be in-line if pre-attached in hose roll</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Attaches female coupling to male coupling of tee to complete hose connection</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Releases hose clamp slowly</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>States pre-designated command (“Water coming”)</td>
<td></td>
</tr>
</tbody>
</table>

**Time Stops:**

Candidate switches roles (see 10-3b: Perform a Progressive Hose Lay (Nozzle) skill sheet)

**Hose Candidate and Nozzle Candidate**

19. Breaks down hose (disconnects all couplings)
   - Engine operator shall disconnect from discharge
20. Returns all used hose to spot “X” designated at beginning of exam
   - Carries used hose using shoulder carry or butterfly (figure 8) method
   - Does not drag coupling
21. Returns nozzles with bale shut off, hose clamps, hose tees, and hose packs to spot “X” designated at beginning of exam (without dropping equipment)

**Evaluation Results**

<table>
<thead>
<tr>
<th>Overall Evaluation:</th>
<th>Pass / Fail (circle one)</th>
</tr>
</thead>
</table>

Student Signature / Date: 

Evaluator Signature / Date: 

Comments:
10-3b: Perform a Progressive Hose Lay (Nozzle)

**Candidate Information**

**Candidate Name and SFT ID Number:**

**Circle One:** Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt

**General Information**

**NFPA Standard:** 1051 (2020), JPR 4.5.4 / **CTS Guide:** 10-3 / **Course Plan:** Fire Fighter 1C, Topic 3-2

**Performance Outcome:** Make a 500-foot progressive two-person hose lay. Each candidate will complete the hose portion within four minutes and the nozzle position within four minutes for a total drill time of eight minutes.

**Candidate Directions:** Working with a partner you will start from inside the cab while wearing full wildland PPE with web gear and shelter and make a two-person 500-foot progressive hose lay from a clearly marked anchor point while applying a continuous wet line. At the midpoint of the examination you will switch positions with your partner. You will have four minutes to complete the hose portion and four minutes to complete the nozzle portion for a total testing time of eight minutes. When you are finished with the timed portion of the test, you will return the hose, brass, and clamp to the starting point. Running is never permitted. The test will begin when I say, “start.” The test will end when you say, “done.” Do you understand the directions?

**Performance Measures (check appropriate box)**

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Deploys starter hose roll completely (shouts “hose”, does not drop coupling, does not deploy hose into burn)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Hands female coupling of starter roll to engine operator to connect to discharge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Retrieves 1½-foot nozzle with shut off bale and hose clamp from engine’s brass compartment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Attaches nozzle with bale shut off to hose (starter roll) male coupling assuring bale is fully closed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Sets down nozzle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Dons hose packs on back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Picks up nozzle and instructs engine operator to charge line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Does not advance line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Opens nozzle/bale fully and slowly bleeds air from line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Adjusts nozzle pattern (straight stream to fog, leaves on medium fog)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Establishes an anchor point and advances hose line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Makes continuous wet line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses alternating straight stream to medium fog knocking down simulated fire in advance of hose lay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Holds hose on either hip or over shoulder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Stops advancing hose lay when 10 feet of slack is left, verbalized by hose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Month 2020**

**Fire Fighter 1**

**Page 1 of 3**
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Closes nozzle/bale fully and slowly</td>
</tr>
<tr>
<td>13.</td>
<td>Opens nozzle/bale slowly to relieve water pressure</td>
</tr>
<tr>
<td>14.</td>
<td>Removes nozzle/bale</td>
</tr>
<tr>
<td>15.</td>
<td>Hands male coupling to hose candidate and receives male coupling from uncharged hose</td>
</tr>
<tr>
<td>16.</td>
<td>Attaches nozzle/bale shut off to hose male coupling</td>
</tr>
<tr>
<td>17.</td>
<td>Confirms bale shut off is fully closed</td>
</tr>
<tr>
<td>18.</td>
<td>States pre-designated command (example “Ready for water”)</td>
</tr>
<tr>
<td>19.</td>
<td>Opens nozzle/bale slowly to bleed air and to test nozzle pattern (straight stream to fog, leave on medium fog, does not advanced hose until fully charged)</td>
</tr>
<tr>
<td>20.</td>
<td>Resumes advancing hose line</td>
</tr>
<tr>
<td>21.</td>
<td>Closes nozzle/bale fully and slowly</td>
</tr>
<tr>
<td>22.</td>
<td>Opens nozzle/bale slowly to relieve water pressure</td>
</tr>
<tr>
<td>23.</td>
<td>Removes nozzle/bale</td>
</tr>
<tr>
<td>24.</td>
<td>Hands male coupling to hose candidate and receives male coupling from uncharged hose</td>
</tr>
<tr>
<td>25.</td>
<td>Attaches nozzle/bale shut off to hose male coupling</td>
</tr>
<tr>
<td>26.</td>
<td>Confirms bale shut off is fully closed</td>
</tr>
<tr>
<td>27.</td>
<td>States pre-designated command (example “Ready for water”)</td>
</tr>
<tr>
<td>28.</td>
<td>Opens nozzle/bale slowly to bleed air and to test nozzle pattern (straight stream to fog, leave on medium fog, does not advanced hose until fully charged)</td>
</tr>
<tr>
<td>29.</td>
<td>Resumes advancing hose line</td>
</tr>
<tr>
<td>30.</td>
<td>Closes nozzle/bale fully and slowly</td>
</tr>
</tbody>
</table>

**Time Stops for Remaining Performance Measures**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Candidate switches roles (see 10-3b: Perform a Progressive Hose Lay (Hose) skill sheet)

<table>
<thead>
<tr>
<th>Hose Candidate and Nozzle Candidate 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. Breaks down hose (disconnects all couplings)</td>
</tr>
<tr>
<td>• Engine operator shall disconnect from discharge</td>
</tr>
<tr>
<td>32. Returns all used hose to spot “X” designated at beginning of exam</td>
</tr>
<tr>
<td>• Carries used hose using shoulder carry or butterfly (figure 8) method</td>
</tr>
<tr>
<td>• Does not drag coupling</td>
</tr>
<tr>
<td>33. Returns nozzles with bale shut off, hose clamps, hose tees, and hose packs to spot “X” designated at beginning of exam (without dropping equipment)</td>
</tr>
</tbody>
</table>

**Evaluation Results**

<table>
<thead>
<tr>
<th>Overall Evaluation:</th>
<th>Pass / Fail (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature / Date:</td>
<td></td>
</tr>
<tr>
<td>Evaluator Signature / Date:</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>
10-3c: Construct a Fireline Using Hand Tools

<table>
<thead>
<tr>
<th>Candidate Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Name and SFT ID Number:</td>
</tr>
<tr>
<td>Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Outcome: Construct a handline so that the fireline conforms to the construction standards.</td>
</tr>
<tr>
<td>Candidate Directions: You will perform as a team member in a group of no more than 10 to construct a handline using hand tools to AHJ standards. The test will begin when I say, “start.” The test will end when you say, “done.” Do you understand the directions?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Measures (check appropriate box)</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate must complete all steps (100%) to receive a passing score.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Discusses the following aspects based on fire simulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fireline location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fireline construction methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fireline standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Safety concerns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Selects proper tools for given fuel types</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates proper hook line order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrates proper space when walking and working, (10-15 feet apart)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Constructs line extending to mineral soil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Demonstrates proper intra-crew communications (bump, take more, take less, hazards)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Demonstrates the one lick, bump up, and leap frog techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Demonstrates hot spotting, scratch line, and finished line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Demonstrates trenching or construction of a downhill berm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Demonstrates safe use of hand tools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Evaluation: Pass / Fail (circle one)</td>
</tr>
<tr>
<td>Student Signature / Date:</td>
</tr>
<tr>
<td>Evaluator Signature / Date:</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>
10-3d: Perform Mobile Pumping

Candidate Information

Candidate Name and SFT ID Number:

Circle One: Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt

General Information


Performance Outcome: Mobile attack for a distance of 100 feet and cool down a hot spot under simulated fire conditions using an over the hip hose drag and over the shoulder method.

Candidate Directions: You will mobile pump for 100 feet. The test will begin when I say, “start.” The test will end when you say, “done.” Do you understand the directions?

Performance Measures (check appropriate box)

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate must complete all steps (100%) to receive a passing score.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Selects and extends proper attack line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Attaches attack line to proper discharge (if not pre-connected)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Selects proper nozzle with shut-off and attaches hand tight to attack line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Opens engine discharge valve to charge hoseline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Opens nozzle to check water pattern, water pressure, and complete elimination of air prior to reaching fire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Utilizes an over-the-hip or over-the-shoulder hose drag method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Begins mobile attack from selected anchor point</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Works parallel to fire’s edge in simulated burn making a continuous wet line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Adjusts nozzle to straight stream to cool flare-up/hotspot on fire’s edge (upon command)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Adjusts nozzle pattern back to narrow fog and completes a continuous wet line along 100 feet of fire’s edge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Avoids injury/damage to engine, crew, and equipment along 100 foot wet line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Returns all equipment to proper storage on engine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluation Results

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Comments:
# 10-4a: Ignite and Extinguish Road Flares and Fusees

## Candidate Information

**Candidate Name and SFT ID Number:**

**Circle One:** Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt

## General Information

**NFPA Standard:** 1051 (2020), JPR 4.5.5 / **CTS Guide:** 10-4 / **Course Plan:** Fire Fighter 1C, Topic 3-3

**Performance Outcome:** Ignite and extinguish a flare or fusee ensuring the device is safely ignited carried and used and then extinguished.

**Candidate Directions:** You will ignite and extinguish a road flare or fusee. The test will begin when I say, “start.” The test will end when you say, “done.” Do you understand the directions?

## Performance Measures (check appropriate box)

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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
</table>

### Igniting

1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation
2. Grasps flare or fusee near base with back to wind
3. Removes flare/fusee cap to expose igniter by twisting off in either direction
4. Removes striker cap to expose striker
5. Positions igniter and striker together with arms fully extended and looks away from flare/fusee
6. Moves flare/fusee away from body while rubbing striker forcefully across igniter surface (repeats steps 5 and 6 until flare/fusee ignites)

### Extinguishing

7. Points lit end toward ground while holding flare/fusee at arm’s length from body
8. Taps flare/fusee’s lit end onto bare ground (repeats step 8 until flare/fusee is extinguished)
9. Disposes of used flare/fusee properly

## Evaluation Results

**Overall Evaluation:** Pass / Fail (circle one)

**Student Signature / Date:**

**Evaluator Signature / Date:**

**Comments:**
10-4b: Assemble, Ignite, Extinguish, and Disassemble a Drip Torch

### Candidate Information

**Candidate Name and SFT ID Number:**

**Circle One:** Day 1 First Attempt / Day 2 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt

### General Information

**NFPA Standard:** 1051 (2020), JPR 4.5.5 / **CTS Guide:** 10-4 / **Course Plan:** Fire Fighter 1C, Topic 3-3

**Performance Outcome:** Assemble a drip torch ensuring the gasket is in place and intact, fuel spout is facing in the correct position and the air vent is open; ignite the torch using ignition source; extinguish the drip torch ensuring the wick has cooled down; and disassemble and place back into service ensuring the tank is full.

**Candidate Directions:** You will assemble, ignite, extinguish, and disassemble a drip torch. The test will begin when I say, “start.” The test will end when you say, “done.” Do you understand the directions?

### Performance Measures (check appropriate box)

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

<table>
<thead>
<tr>
<th>Step</th>
<th>Assemble and Ignite</th>
<th>Extinguish and Disassemble</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Shakes torch to mix fuel</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Places torch in a clear area and loosens and removes lock ring</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Loosens and removes fuel flow plug, inspects “O” ring, and places it hand tight on blind threaded retainer</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Removes fuel spout, checks fuel level in the tank, and checks gasket on spout</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Turns spout assembly over and sets it atop drip torch with wick pointed away from tank handle</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Slips lock ring over spout, threaded side down, and tightens lock ring in place</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Opens air vent ¾ of the way</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Pours small amount of fuel on ground and lights it with match or fusee</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Lights drip torch wick by inverting torch above flaming fuel</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Blows out wick and allows it to cool</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Removes lock ring and places it on clean surface</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Refills tank to ¾ full</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Inserts spout assembly wick into tank</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Replaces lock ring and hand tightens it</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Removes fuel flow plug from retainer and places it to block fuel flow to spout</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Closes air vent</td>
<td></td>
</tr>
</tbody>
</table>
## Evaluation Results

<table>
<thead>
<tr>
<th>Overall Evaluation:</th>
<th>Pass / Fail (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature / Date:</td>
<td></td>
</tr>
<tr>
<td>Evaluator Signature / Date:</td>
<td></td>
</tr>
</tbody>
</table>
| Comments: | }
10-5: Prep and Defend a Structure

### Candidate Information

**Candidate Name and SFT ID Number:**

**Circle One:** Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt

### General Information

**NFPA Standard:** 1051 (2020), JPR 4.5.6 / **CTS Guide:** 10-5 / **Course Plan:** Fire Fighter 1C, Topic 3-4

**Performance Outcome:** Describe methods to reduce the threat of fire exposure to improved properties given a wildland or urban interface fire so that improvements are protected.

**Candidate Directions:** You will demonstrate your ability to accurately assess, categorize, and defend a structure in the wildland. The test will begin when I say, “start.” The test will end when you say, “done.” Do you understand the directions?

### Performance Measures (check appropriate box)

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

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Explains importance of LCES and Situational Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identifies structural triage category for affected structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Applies S-FACTS to affected structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Identifies and explains fuel removal options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Describes essential tasks to undertake when protecting structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ladder to roof</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clean roof of combustibles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clear around structure, woodpiles, furniture, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Cover vents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Shut off fuel tanks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Close all windows and doors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Describes hoseline placement, line construction, and use of fire to protect structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Describes effective use of tools and equipment to protect structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Describes characteristics of and differences between a safety zone and a temporary refuge area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation Results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Evaluation:</strong> Pass / Fail (circle one)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Signature / Date:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluator Signature / Date:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10-6: Perform Mop Up Operations

## Candidate Information

**Candidate Name and SFT ID Number:**

**Circle One:** Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt

## General Information

**NFPA Standard:** 1051 (2020), JPR 4.5.7 / **CTS Guide:** 10-6 / **Course Plan:** Fire Fighter 1C, Topic 3-5

**Performance Outcome:** Correctly mop up a wildland fire.

**Candidate Directions:** You will mop up a simulated wildland fire using wet or dry mop up techniques. The test will begin when I say, “start.” The test will end when you say, “done.” Do you understand the directions?

## Variables (circle one)

**Mop Up:** wet / dry

## Performance Measures (check appropriate box)

<table>
<thead>
<tr>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
</table>

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

1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation

### Dry Mop Up

2. Locates and identifies burning material

3. Utilizes hand tools for chopping, scraping, and separating burning material

4. Mixes burning material with soil

5. Rearranges fuels adjacent to control line to facilitate holding the fire

6. Rearranges fuels so threat of escape is mitigated or extinguished

### Wet Mop Up

7. Locates and identifies burning material

8. Applies water appropriately

9. Uses straight steam to penetrate ground fuels

10. Rearranges fuels so threat of escape is mitigated or extinguished

## Evaluation Results

**Overall Evaluation:** Pass / Fail (circle one)

**Student Signature / Date:**

**Evaluator Signature / Date:**

**Comments:**
10-7: Patrol the Fire Area

<table>
<thead>
<tr>
<th>Candidate Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate Name and SFT ID Number:</strong></td>
</tr>
<tr>
<td><strong>Circle One:</strong> Day 1 First Attempt / Day 1 Second Attempt / Day 2 First Attempt / Day 2 Second Attempt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NFPA Standard:</strong> 1051 (2020), JPR 4.5.8 / <strong>CTS Guide:</strong> 10-7 / <strong>Course Plan:</strong> Fire Fighter 1C, Topic 3-6</td>
</tr>
<tr>
<td><strong>Performance Outcome:</strong> Correctly patrol a wildland fire.</td>
</tr>
<tr>
<td><strong>Candidate Directions:</strong> You will patrol the area of simulated wildland fire so that burning fuels that threaten escape are located and extinguished. The test will begin when I say, “start.” The test will end when you say, “done.” Do you understand the directions?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Measures (check appropriate box)</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wears and uses appropriate PPE/SCBA/equipment at all times during evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Determines number of resources needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Determines area to cover</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Determines depth of line to cover</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Grids to maintain containment of fire area</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Results</th>
</tr>
</thead>
<tbody>
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<td><strong>Overall Evaluation:</strong> Pass / Fail (circle one)</td>
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<tr>
<td><strong>Evaluator Signature / Date:</strong></td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
</tr>
</tbody>
</table>