



FIRE FIGHTER II

CANDIDATE
TASK BOOK

ALABAMA FIRE COLLEGE AND PERSONNEL STANDARDS & EDUCATION COMMISSION



Fire Fighter II Candidate Training Task Book

(Revised 03/30/2026)

This Task Book has been designed to assist in the training and development of individuals seeking to complete the Fire Fighter II Certification program. This Task Book lists the job performance requirements (Training Skills, 25) for this level in a format that allows a trainee to be evaluated against written guidelines and is to be used in conjunction with the Certification JPR/Skills Sheets (14) provided. The program is based on NFPA 1010, Chapter 7, *Standard on Professional Qualifications for Firefighters*, 2024 Edition, IFSTA's *Essentials of Firefighting, Fire Fighter II*, 8th edition textbook, the Alabama Fire College Curriculum, and the Alabama Fire College Fire Fighter II Certification JPR/Skills Sheets.

Each Training Skill in this Task Book must be trained and assessed during the course prior to Certification Testing. It is important that performance be critically evaluated and accurately recorded by each evaluator. All Training Skills must be evaluated. Successful performance and completion of all Training Skills, as observed and recorded by the qualified instructor and qualified evaluator, will result in a recommendation to participate in the cognitive and skills Certification examinations. This Task Book serves as verification that the required training/evaluation and end of subject testing has been successfully completed and that candidates are prepared for the testing and certification process.

Prior to any Certification Testing administered by Alabama Fire College Staff this Task Book must be completed in full and submitted to the Lead Instructor or Course Coordinator and subsequently to the AFC Certification Office.

Falsification of signatures on any component of this document may result in revocation, suspension, or denial of certification. Student signature indicates the understanding of the course prerequisites, corequisites, course requirements as well as the certification policies and requirements.

Responsibilities:

The **Candidate** is responsible for:

- Reviewing and understanding the instructions.
- Identifying objectives/goals and assuring the Task Book is complete.
- Satisfactorily demonstrating completion of all tasks/skills.

The **Course Coordinator/Lead Instructor/Instructor** is responsible for:

- Identifying evaluation opportunities, documenting class instructor assignments, and evaluator assignments.
- Conducting closeout review to ensure documentation is proper and complete.
- Making the Task Book available for random audit by AFC Certification/Regional Staff

The **Evaluator** is responsible for:

- Being qualified and proficient in the skills being evaluated.
- Completing AFC requirements to serve as an Evaluator.
- Reviewing and identifying tasks to be performed during the evaluation.
- Accurately evaluating and recording the tasks performed.
- Completing the Task Book
- Signing the verification statement

| Candidate | | |
|---|---|--|
| Candidate Full Name (Printed): | Candidate Full Name (Signature): | |
| (Last, First, Middle) | | |
| Chief/Training Officer Name: | Chief/Training Officer Signature: | |
| (Last, First, Middle) | | |
| Fire Department: | | |
| Course Location: | | |
| Date(s) of Course: | Begin Date | End Date |
| Affidavit of Training Hours | | |
| I verify that the above-listed candidate has met all course hour requirements; (For Certification - minimum 40 hours in Fire Fighter II) | | |
| Fire Fighter II Course | | 40 hours |
| Total | | 40 hours |
| Course Coordinator/Lead Instructor | | |
| I have reviewed this Task Book and verify that all tasks/skills have been performed and are complete with signatures. All required training has been documented and is complete to the best of my knowledge. I verify that all tasks/skills have been performed by the trainee under the direct supervision of a certified and qualified Instructor. My signature also serves as verification that the candidate has met all End of Subject minimum requirements (70% minimum per subject). | | |
| Course Coordinator/Lead Instructor (Printed Name) | Course Coordinator/Lead Instructor (Signature) | Certification Level & Date |
| | | |
| | | |
| Instructor(s) and evaluator(s) must be certified to the level (or above) that is being trained/evaluated. | | |
| Instructor(s) | | |
| Instructor(s) (Printed Name) | Instructor (Signature) | Certification Level & Date |
| | | |
| | | |
| | | |
| | | |
| | | |
| Evaluator(s) | | |
| Evaluator (Printed Name) | Evaluator (Signature) | Certification Level & Date (Fire Fighter II & FES Instructor I) |
| | | |
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Fire Fighter II Skills

Expectations of Instructors: Instructors are evaluating the candidate's ability to successfully demonstrate practical skills and tasks both individually and as a member of a team. This includes the requirement that the student perform all tasks in a manner that is safe and does not pose a threat to the safety of the trainee, fellow students or others.

Evaluator signatory – Evaluator must not have been one of the primary instructors involved in the practical skill *training*. Evaluator Signature and Skill Test Date completion indicates the student successfully completed the assessment of the skill.

| Training Skill/ Certification JPR | Primary Task (The Candidate demonstrates the ability to:) | JPR(s) Covered | Instructor Initials | Training Date/Hours | Evaluator Initials | Skill Test Date |
|---|--|---------------------|------------------------|------------------------|-----------------------|-----------------------|
| 1-1 (FFII 04) | Forecast fire growth and development. | 7.3.2 | | | | |
| 1-2 (FFII 02, FFII 04) | Establish Incident Command and coordinate interior attack of a structure fire. | 7.1.2, 7.2.2, 7.3.2 | | | | |
| 1-3 (FFII 05) | Use a thermal imager to locate victims, fire, and liquid levels in containers. | 7.3.3 | | | | |
| 1-4 (FFII 01) | Create a postincident report. | 7.2.1 | | | | |
| 3-1 (FFII 09) | Assist at a rescue operation. | 7.4.2 | | | | |
| 3-2 (FFII 08) | Prevent horizontal movement of a wheel-resting passenger vehicle using chocks. | 7.4.1 | | | | |
| 3-3 (FFII 08) | Stabilize a wheel-resting passenger vehicle using cribbing. | 7.4.1 | | | | |
| 3-4 (FFII 08) | Lift a wheel-resting passenger vehicle using a jack. | 7.4.1 | | | | |
| 3-5 (FFII 08) | Remove laminated vehicle glass. | 7.4.1 | | | | |
| 3-6 (FFII 08) | Remove tempered vehicle glass. | 7.4.1 | | | | |
| 3-7 (FFII 08) | Open or remove a door with extrication tools. | 7.4.1 | | | | |
| 3-8 (FFII 08) | Remove the roof of a wheel-resting passenger vehicle. | 7.4.1 | | | | |
| 3-9 (FFII 08) | Displace a dashboard. | 7.4.1 | | | | |
| 4-1 (FFII 03) | Deploy and operate a foam-proportioning device. | 7.3.1 | | | | |
| 4-2 (FFII 03) | Extinguish an ignitable liquid fire. | 7.3.1 | | | | |
| 4-3 (FFII 06) | Control a pressurized flammable gas container fire. | 7.3.4 | | | | |
| 5-1 (FFII 07) | Protect and document evidence of fire origin and cause. | 7.3.5 | | | | |
| 6-1 (FFII 13) | Clean, inspect, and maintain power tools and equipment. | 7.5.4 | | | | |
| 6-2 (FFII 13) | Inspect and maintain a portable generator and lighting equipment. | 7.5.4 | | | | |
| 6-3 (FFII 14) | Service test a fire hose. | 7.5.5 | | | | |
| 7-1 (FFII 10) | Conduct a fire and life safety survey in an occupied structure. | 7.5.1 | | | | |

| | | | | | | |
|------------------------------|--|--------------|--|--|--|--|
| 7-2 (FFII 11) | Deliver a fire and life safety presentation. | 7.5.2 | | | | |
| 7-3 (FFII 11) | Conduct a fire station tour. | 7.5.2 | | | | |
| 7-4 (FFII 10, FFII 12) | Prepare a preincident planning survey. | 7.5.1, 7.5.3 | | | | |

ALABAMA FIRE COLLEGE

AND PERSONNEL STANDARDS & EDUCATION COMMISSION



Fire Fighter II

Candidate Training Skills

Each Training Skill in this Task Book must be trained and assessed during the course prior to Certification Testing. It is important that performance be critically evaluated and accurately recorded by each evaluator. All tasks must be evaluated. Successful performance and completion of all Training Skills, as observed and recorded by the qualified instructor and qualified evaluator, will result in a recommendation to participate in the cognitive and skills Certification examinations.

Skill Sheet 1-1

Objective 6 Forecast fire growth and development. [NFPA 1010, 7.3.2]

Student Name: _____

Date: _____

Directions

For For this skills evaluation checklist, students will forecast fire growth and development. This skill can be taught as part of a live fire training evolution or as a classroom exercise. When conducting a live fire training evolution, a safety officer should check each student's gear before the student proceeds with the training evolution. Before proceeding with live-fire training evolutions, read and adhere to *NFPA 1403, Standard on Live Fire Training Evolutions*.

Always follow manufacturer's recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

NOTE: When teaching this skill as a classroom exercise, you must provide students with an interior structure fire scenario (attic, grade level, upper level, basement). Some possible scenarios can be found in the instructor resource kit.

NOTE: In order to assess their knowledge, you may ask students to vocalize their observations about the fire scene.

Resources

- Appropriate PPE, if needed
- Live fire prop and/or fire scenario

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 1-1 Assessment

Objective 6 Forecast fire growth and development. *[NFPA 1010, 7.3.2]*

NOTE: Firefighters must wait to perform overhaul until ordered to do so.

| Task Steps | | Yes | No |
|------------|---|-----|----|
| 1. | <p>Conduct 360 degree size-up, identifying the following:</p> <p>a. Building construction and contents — What do the contents consist of? Are only the contents involved, or is the structure burning? How much of the structure is on fire? How long has it been on fire?</p> <p>b. Location of fire protection features such as fire suppression systems and fire stops.</p> <p>c. Indicators of fire location and its current movement — What is the lowest floor of fire involvement? Does the fire threaten other exposures?</p> <p>d. Air movement and ventilation flow path — Is the fire ventilated, and if so, where? What do the smoke conditions indicate?</p> | | |
| 2. | <p>Evaluate findings of size-up, considering:</p> <p>a. Location of building utilities such as gas and electric</p> <p>b. Scene hazards</p> | | |
| 3. | <p>Based upon the information collected during size-up, identify how the fire might spread throughout the structure. In addition to building and environmental considerations, consider how changes in ventilation and application of cooling may affect the fire's movement.</p> | | |

Skill Sheet 1-2

Objective 7 Establish Incident Command and coordinate interior attack of a structure fire. [NFPA 1010, 7.1.2, 7.2.2, 7.3.2]

Student Name: _____

Date: _____

Directions

For this skills evaluation checklist, students will establish Incident Command and coordinate interior attack of a structure fire. This skill can be taught as a live fire training evolution or as a classroom exercise. You must provide students with an interior structure fire scenario (attic, grade level, upper level, basement). A safety officer should check each student's gear before the student proceeds with the training evolution. Before proceeding with live-fire training evolutions, read and adhere to NFPA 1403, *Standard on Live Fire Training Evolutions*. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to practice the skill as needed.

Always follow manufacturer's recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- Appropriate PPE including SCBA
- Attack hoseline
- Backup hoseline
- Forcible entry tools and equipment
- Personnel accountability system
- Portable radios
- Pumping apparatus
- Rescue and lighting equipment
- Salvage and overhaul tools and equipment
- Suitable structure or training prop

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 1-2 Assessment

Objective 7 Establish Incident Command and coordinate interior attack of a structure fire. *[NFPA 1010, 7.1.2, 7.2.2, 7.3.2]*

| Task Steps | | Yes | No |
|------------|--|-----|----|
| 1. | Establish Incident Command and ICS organization. a. Identify acting Incident Commander. b. Announce scene location and unit taking command. | | |
| 2. | Establish communications per local SOPs. | | |
| 3. | Conduct a size-up of the incident scene. a. Review preplans. b. Observe weather. c. Complete a 360-degree size-up and observe smoke and fire conditions. d. Identify hazards. e. Evaluate rescue potential. f. Evaluate available resources. | | |
| 4. | Transmit the arrival report over the radio. a. Communicate hazards. b. Describe initial actions. c. Identify operational strategy. d. Make initial assignments for arriving units. e. Request additional resources. | | |
| 5. | Transfer command. a. Communicate current incident situation. b. Communicate Incident Action Plan (IAP). | | |

| | | | |
|----|--|--|--|
| | <ul style="list-style-type: none">c. Report personnel accountability status.d. Report potential hazards. | | |
| 6. | <ul style="list-style-type: none">Coordinate unit operations as a team leader.a. Select appropriate tactics.b. Select tools and appliances necessary for the assignment.c. Monitor safety and personnel accountability.d. Assist crew members as needed.e. Conduct ongoing size-up.f. Communicate changing conditions and needs to the Incident Commander. | | |

Skill Sheet 1-3

Objective 8 Use a thermal imager to locate victims, fire, and liquid levels in containers. *[NFPA 1010, 7.3.3]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will use a thermal imager to locate victims, fire, and liquid levels in containers.

Always follow manufacturer's recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- AHJ SOPs
- Appropriate PPE
- Report and documentation forms
- Target area to be tested
- Thermal imager

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 1-3 Assessment

Objective 8 Use a thermal imager to locate victims, fire, and liquid levels in containers. *[NFPA 1010, 7.3.3]*

| Task Steps | | Yes | No |
|------------|--|-----|----|
| 1. | Perform initial inspection to ensure that the monitor is serviceable. | | |
| 2. | Approach the target area. | | |
| 3. | Activate the thermal imager. | | |
| 4. | Scan the area ahead and around your location. NOTE: Water, glass, or other reflective surfaces may cause inaccurate readings. | | |
| 5. | Identify areas of higher temperature that may contain victims, fire, or liquids. NOTE: Thermal imagers cannot detect a person under or behind furniture or on the opposite side of a wall, or a fire in the next lower floor through a carpeted floor. | | |
| 6. | Read, interpret, and report results according to AHJ requirements. | | |
| 7. | When monitoring is complete, turn off the instrument. | | |
| 8. | Decontaminate the equipment and return it to an operational state per manufacturer's instructions. | | |
| 9. | Complete required reports and supporting documentation. | | |

Skill Sheet 1-4

Objective 9 Create a postincident report. *[NFPA 1010, 7.2.1]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will create a postincident report. You must provide students with incident scenarios.

Always follow local standard operating procedures (SOPs) when performing all skills.

Resources

- Computer or pen and paper
- Incident report form(s)
- Incident scenarios

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 1-4 Assessment

Objective 9 Create a postincident report. [*NFPA 1010, 7.2.1*]

| Task Steps | | Yes | No |
|------------|---|-----|----|
| 1. | Gather notes and other information on the incident. a. Date/time b. Location c. Occupant information d. Unit(s) and personnel involved e. Actions taken f. Outcome of incident (fire loss, injuries, cause, etc.) | | |
| 2. | Record information on the incident report form(s). | | |
| 3. | Review the incident report to ensure that all information fields are completed and that the information is accurate. | | |
| 4. | Finalize and process the report. a. Sign the report. b. Save the electronic report. c. File or forward the report per local SOPs. | | |

Skill Sheet 3-1

Objective 7 Assist at a rescue operation. *[NFPA 1010, 7.4.2]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will assist at a rescue operation.

Always follow manufacturer's recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

NOTE: The instructor must provide students with a scenario. Scenarios may include rescues such as structural collapse, trench rescues, ice rescue, vehicle rescue, elevator rescue, or confined space rescue. Examples of support operations that the student may provide include crowd control, moving equipment and debris, assisting with preparation, and shoring.

Resources

- Appropriate PPE
- Rescue scenarios
- Rescue equipment appropriate for the scenario
- Signs, barricades, and barrier tape

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 3-1
Assessment

Objective 7 Assist at a rescue operation. *[NFPA 1010, 7.4.2]*

| Task Steps | | Yes | No |
|------------|--|-----|----|
| 1. | Establish scene security zones. | | |
| 2. | Retrieve rescue tools necessary for the operation. | | |
| 3. | Provide support for the rescue team as assigned. | | |

Skill Sheet 3-2

Objective 8 Prevent horizontal movement of a wheel-resting passenger vehicle using chocks. *[NFPA 1010, 7.4.1]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will prevent horizontal movement of a wheel-resting passenger vehicle using chocks.

Always follow manufacturer’s recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- Appropriate PPE
- Wheel chocks
- Wheel-resting passenger vehicle

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 3-2 Assessment

Objective 8 Prevent horizontal movement of a wheel-resting passenger vehicle using chocks. *[NFPA 1010, 7.4.1]*

WARNING: Rescuers must ensure that the vehicle is properly stabilized and the scene is safe.

CAUTION: Rescuers must take necessary precautions to protect themselves and victims from hazards including, but not limited to, glass fragments and dust, jagged metal, supplementary restraint system (SRS) gas cylinders, undeployed airbags, and fire hazards.

NOTE: Monitor equipment throughout the operation and make adjustments as needed.

| Task Steps | | Yes | No |
|------------|---|-----|----|
| 1. | Identify vehicle's construction, condition, and integrity. | | |
| 2. | Place chocks in front of and behind tires. Center chocks snugly and squarely against the tread of each tire. NOTE: Only use chocks approved by the AHJ. | | |
| 3. | Apply the parking brake, if possible, and if there is no danger to the rescuer. | | |
| 4. | Inspect the vehicle and confirm that it is stabilized. | | |

Skill Sheet 3-3

Objective 9 Stabilize a wheel-resting passenger vehicle using cribbing. *[NFPA 1010, 7.4.1]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will stabilize a wheel-resting passenger vehicle using cribbing. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to practice the skill as needed.

Always follow manufacturer’s recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- Appropriate PPE
- Cribbing
- Wheel-resting passenger vehicle

Evaluator Signature Date Student Signature Date

Skill Sheet 3-3 Assessment

Objective 9 Stabilize a wheel-resting passenger vehicle using cribbing. *[NFPA 1010, 7.4.1]*

WARNING: Rescuers must ensure that the vehicle is properly stabilized and the scene is safe.

CAUTION: Rescuers must take necessary precautions to protect themselves and victims from hazards including, but not limited to, glass fragments and dust, jagged metal, supplementary restraint system (SRS) gas cylinders, undeployed airbags, and fire hazards.

NOTE: Monitor equipment throughout the operation and make adjustments as needed.

| Task Steps | | Yes | No |
|------------|--|-----|----|
| 1. | Identify vehicle's construction, condition, and integrity. | | |
| 2. | Provide initial stabilization. | | |
| 3. | Identify support locations on the vehicle. | | |
| 4. | Verify that the surface under the support locations will support the weight of the vehicle and equipment. Construct a solid base or use alternative actions to provide base support, if necessary. | | |
| 5. | Position sufficient cribbing material at each support location. | | |
| 6. | Crib the vehicle, allowing the ends of the cribbing pieces to extend at least 4 inches (100 mm) beyond the individual pieces of the base until the required height has been reached. | | |
| 7. | Use wedges to provide the maximum amount of contact between the cribbing and the vehicle. | | |
| 8. | Deflate the tires, if necessary. | | |
| 9. | Inspect the vehicle and confirm that it is stabilized. Monitor and maintain the integrity of the cribbing. | | |

Skill Sheet 3-4

Objective 10 Lift a wheel-resting passenger vehicle using a jack. *[NFPA 1010, 7.4.1]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will lift a wheel-resting passenger vehicle using a jack. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to practice the skill as needed.

Always follow manufacturer's recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- Appropriate PPE
- Cribbing
- Jack
- Wheel chocks
- Wheel-resting passenger vehicle

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 3-4 Assessment

Objective 10 Lift a wheel-resting passenger vehicle using a jack. *[NFPA 1010, 7.4.1]*

WARNING: Rescuers must ensure that the vehicle is properly stabilized and the scene is safe.

CAUTION: Rescuers must take necessary precautions to protect themselves and victims from hazards including, but not limited to, glass fragments and dust, jagged metal, supplementary restraint system (SRS) gas cylinders, undeployed airbags, and fire hazards.

NOTE: Monitor equipment throughout the operation and make adjustments as needed.

| Task Steps | | Yes | No |
|------------|---|-----|----|
| 1. | Identify vehicle's construction, condition, and integrity. | | |
| 2. | Provide initial stabilization. | | |
| 3. | Identify a suitable lift point and support locations. | | |
| 4. | Verify that the surface under the support locations will support the weight of the vehicle and equipment. Construct a solid base or use alternative actions to provide base support, if necessary. | | |
| 5. | Select the type of jack to be used and position the jack so that it is directly beneath a suitable lift point. WARNING: Do not lie beneath the vehicle while positioning the jack, as it may result in serious injury or death if the vehicle is improperly stabilized. | | |
| 6. | Operate the jack until desired lift is achieved. | | |
| 7. | Capture progress throughout the lift. | | |
| 8. | Once lift is achieved, verify that progress has been captured and lower the jack until the vehicle is resting firmly on the cribbing. | | |
| 9. | Monitor and maintain the integrity of the cribbing. | | |

Skill Sheet 3-5

Objective 11 Remove laminated vehicle glass. *[NFPA 1010, 7.4.1]*

Student Name: _____

Date: _____

Directions

For this skills evaluation checklist, students will remove laminated vehicle glass. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to practice the skill as needed.

Always follow manufacturer's recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- Appropriate PPE
- Reciprocating/manual saw or windshield cutters
- Vehicle with laminated glass

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 3-5 Assessment

Objective 11 Remove laminated vehicle glass. *[NFPA 1010, 7.4.1]*

WARNING: Rescuers must ensure that the vehicle is properly stabilized and the scene is safe.

CAUTION: Rescuers must take necessary precautions to protect themselves and victims from hazards including, but not limited to, glass fragments and dust, jagged metal, supplementary restraint system (SRS) gas cylinders, undeployed airbags, and fire hazards.

| Task Steps | | Yes | No |
|------------|---|-----|----|
| 1. | Two rescuers position on opposite sides of the vehicle glass. | | |
| 2. | Make a vertical cut on each side of the glass. | | |
| 3. | Cut the glass at the roof line to connect the side cuts. | | |
| 4. | Grasp the glass on each side near the roof line cut. | | |
| 5. | Cut the bottom side of the glass to connect each vertical side cut. | | |
| 6. | Remove the glass and place it out of any paths of travel. | | |

Skill Sheet 3-6

Objective 12 Remove tempered vehicle glass. *[NFPA 1010, 7.4.1]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will remove tempered vehicle glass. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to practice the skill as needed.

Always follow manufacturer's recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- Appropriate PPE, including eye and respiratory protection
- Center punch or other appropriate tool for breaking tempered glass
- Vehicle with tempered glass

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 3-6 Assessment

Objective 12 Remove tempered vehicle glass. *[NFPA 1010, 7.4.1]*

WARNING: Rescuers must ensure that the vehicle is properly stabilized and the scene is safe.

CAUTION: Rescuers must take necessary precautions to protect themselves and victims from hazards including, but not limited to, glass fragments and dust, jagged metal, supplementary restraint system (SRS) gas cylinders, undeployed airbags, and fire hazards.

| Task Steps | | Yes | No |
|------------|---|-----|----|
| 1. | Place a center punch or other appropriate tool in the lower corner of the window. | | |
| 2. | Brace the hand holding the center punch with the opposite hand to prevent it from pushing through the glass. | | |
| 3. | Break the window. | | |
| 4. | Use appropriate tool to clear the remaining glass outward and away from any vehicle occupants, if possible. CAUTION: Do not use hands to clear glass from the window. | | |

Skill Sheet 3-7

Objective 13 Open or remove a door with extrication tools. *[NFPA 1010, 7.4.1]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will open or remove a door with extrication tools. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to practice the skill as needed.

Always follow manufacturer's recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- Appropriate PPE
- Hydraulic cutters, if necessary
- Hydraulic spreaders
- Strap, rope, chain, or webbing
- Vehicle

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 3-7 Assessment

Objective 13 Open or remove a door with extrication tools. *[NFPA 1010, 7.4.1]*

WARNING: Rescuers must ensure that the vehicle is properly stabilized and the scene is safe.

CAUTION: Rescuers must take necessary precautions to protect themselves and victims from hazards including, but not limited to, glass fragments and dust, jagged metal, supplementary restraint system (SRS) gas cylinders, undeployed airbags, and fire hazards.

NOTE: Monitor equipment throughout the operation and make adjustments as needed.

| Task Steps | | Yes | No |
|------------|--|-----|----|
| 1. | Create a purchase point at the edge of the door near the latch. | | |
| 2. | Insert the spreader tips slightly above the door lock in such a position that they will push the door outward. | | |
| 3. | Maintain control of the door using equipment such as a strap, rope, chain, or webbing in order to prevent the door from striking anyone. | | |
| 4. | Open the spreader arms until the door opens. NOTE: It may be necessary to reposition the spreader tips in order to free the latching mechanism. If door materials begin to tear, cutters may be necessary to complete the operation. | | |
| 5. | Insert spreader tips at the hinges in such a way that they will force the door down and away from victims and rescue personnel. | | |
| 6. | Open the spreaders until the first hinge fails or can be cut. | | |
| 7. | If the top hinge was addressed first and the tool is properly positioned, attempt to break the second hinge without repositioning. If that is not possible, reposition the tool and spread to break the bottom hinge. | | |
| 8. | If the bottom hinge was addressed first, reposition the spreaders above the top hinge and open the spreaders until the top hinge fails or can be cut. | | |

| | | | |
|----|--|--|--|
| | NOTE: On vehicles with pressed metal hinges, it may be quicker to cut the hinges than to spread them. | | |
| 9. | Remove the door. | | |

Skill Sheet 3-8

Objective 14 Remove the roof of a wheel-resting passenger vehicle. *[NFPA 1010, 7.4.1]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will remove the roof of a wheel-resting passenger vehicle. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to practice the skill as needed.

Always follow manufacturer's recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- Appropriate PPE
- Hydraulic cutters
- Reciprocating or manual saw
- Wheel-resting passenger vehicle

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 3-8 Assessment

Objective 14 Remove the roof of a wheel-resting passenger vehicle. *[NFPA 1010, 7.4.1]*

WARNING: Rescuers must ensure that the vehicle is properly stabilized and the scene is safe.

CAUTION: Rescuers must take necessary precautions to protect themselves and victims from hazards including, but not limited to, glass fragments and dust, jagged metal, supplementary restraint system (SRS) gas cylinders, undeployed airbags, and fire hazards.

NOTE: Monitor equipment throughout the operation and make adjustments as needed. Damage to the vehicle and victim location will dictate the order in which the posts are cut.

| Task Steps | | Yes | No |
|------------|--|-----|----|
| 1. | Remove the glass. | | |
| 2. | Remove inside plastic shroud to clear hazards, such as SRS gas cylinders. | | |
| 3. | Cut the first post at the furthest point from vehicle occupant(s). | | |
| 4. | Cut remaining posts, with the final cut on the post closest to the vehicle occupant(s). Support the roof throughout the removal. | | |
| 5. | <p>If the posts are too large to place the cutters, use one of the following removal methods.</p> <p>a. Cut a triangular section from one side of the post. Remove the triangular section and reinsert the cutters, allowing the blades to be inserted deeper to make additional cuts.</p> <p>b. Cut one side of the post, then position the cutters on the other side of the post and make a second cut that joins the initial cut.</p> <p>c. Compress the post with spreaders, compacting it into a smaller size. This may allow the cutters to cut the post in one try.</p> | | |
| 6. | Remove the roof. | | |

Skill Sheet 3-9

Objective 15 Displace a dashboard. *[NFPA 1010, 7.4.1]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will displace a dashboard. Students must complete the skill with at least one of the following methods: jacking or lifting with spreaders or pushing or rolling the dashboard. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to practice the skill as needed.

Always follow manufacturer's recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- Appropriate PPE
- Cribbing
- Hydraulic cutters
- Hydraulic ram
- Hydraulic spreaders
- Vehicle

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 3-9 Assessment

Objective 15 Displace a dashboard. *[NFPA 1010, 7.4.1]*

WARNING: Rescuers must ensure that the vehicle is properly stabilized and the scene is safe.

CAUTION: Rescuers must take necessary precautions to protect themselves and victims from hazards including, but not limited to, glass fragments and dust, jagged metal, supplementary restraint system (SRS) gas cylinders, undeployed airbags, and fire hazards.

NOTE: Monitor equipment throughout the operation and make adjustments as needed.

| Task Steps | | Yes | No |
|--|---|-----|----|
| Jacking or Lifting with Spreaders | | | |
| 1. | Remove the front door. | | |
| 2. | Make relief cuts behind the strut mounts to eliminate movement of the front end of the vehicle. | | |
| 3. | Cut the upper portion of the A-post if the roof is intact. | | |
| 4. | Create a purchase point in the lower portion of the A-post which is large enough to accommodate the spreader tips to the desired depth. Create the purchase point between the door hinges, if possible. | | |
| 5. | Place cribbing between the base of the A-post and the surface beneath. | | |
| 6. | Insert the spreader tips into the purchase point on the A-post. | | |
| 7. | Open the spreaders to lift the dash until sufficient clearance is achieved while maintaining capture. | | |
| 8. | Monitor and maintain the integrity of the cribbing. | | |

| Task Steps | | Yes | No |
|---------------------------------------|--|-----|----|
| Pushing or Rolling a Dashboard | | | |

| | | | |
|----|---|--|--|
| 1. | Remove the front door. | | |
| 2. | Make relief cuts behind the strut mounts to eliminate movement of the front end of the vehicle. | | |
| 3. | Cut the upper portion of the A-post if the roof is intact. | | |
| 4. | Cut the bottom portion of the A-post, below the bottom door hinge, if possible. | | |
| 5. | Place cribbing between the rocker panel and the surface beneath. | | |
| 6. | Position the ram between the base of the B-post and on an area just above the top hinge on the A-post. | | |
| 7. | <p>Extend the ram to move the dash until sufficient clearance is achieved.</p> <p>NOTE: Additional relief cuts may be needed during the operation. If tools need to be removed, a wedge can be placed within the void to prevent the return or lowering of the dash.</p> | | |

Skill Sheet 4-1

Objective 6 Deploy and operate a foam-proportioning device. *[NFPA 1010, 7.3.1]*

Student Name: _____

Date: _____

Directions

For this skills evaluation checklist, students will deploy and operate a foam-proportioning device. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to practice the skill as needed.

Always follow manufacturer's recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- Appropriate PPE including SCBA
- Foam concentrate or simulated concentrate
- Foam eductor
- Hose and nozzle compatible with eductor
- Pumping apparatus

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 4-1 Assessment

Objective 6 Deploy and operate a foam-proportioning device. *[NFPA 1010, 7.3.1]*

| Task Steps | | Yes | No |
|------------|---|-----|----|
| 1. | Select the proper type and quantity of foam concentrate for the fuel involved. | | |
| 2. | Place the foam concentrate at the eductor. | | |
| 3. | Check the eductor and nozzle for hydraulic compatibility (rated for the same flow). | | |
| 4. | Adjust the eductor metering valve to the same percentage rating as that listed on the foam concentrate container. | | |
| 5. | Attach a hose to the apparatus and intake end of the eductor. The hose should be capable of efficiently flowing the rated capacity of the eductor and the nozzle. NOTE: Some jurisdictions may attach the intake end of the eductor directly to the apparatus. Attach the eductor in the same manner you would attach it to a hose. | | |
| 6. | Attach the hoseline and nozzle to the discharge end of the eductor. Ensure there are no kinks in the hose. | | |
| 7. | Place the eductor suction hose into the foam concentrate. | | |
| 8. | Open the nozzle. | | |
| 9. | Increase the water supply pressure to that required for the eductor. Consult the manufacturer's recommendations for the specific eductor. | | |

Skill Sheet 4-2

Objective 7 Extinguish an ignitable liquid fire. [NFPA 1010, 7.3.1]

Student Name: _____

Date: _____

Directions

For this skill sheet, students will extinguish an ignitable liquid fire. Students must complete at least one of the listed methods. A safety officer should check each student's gear before the student proceeds with the training evolution. Before proceeding with live-fire training evolutions, read and adhere to NFPA 1403, *Standard on Live Fire Training Evolutions*. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to practice the skill as needed.

Always follow manufacturer's recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- Appropriate PPE including SCBA
- Attack hoseline
- Backup hoseline
- Class B fire prop
- Eductor or onboard proportioner
- Foam concentrate or simulated concentrate
- Nozzles and/or attachments
- Pumping apparatus

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 4-2 Assessment

Objective 7 Extinguish an ignitable liquid fire. *[NFPA 1010, 7.3.1]*

CAUTION: When using any of the three methods, do not direct the stream into the pool of liquid or disturb the integrity of the foam blanket.

| Task Steps | | Yes | No |
|--|---|-----|----|
| Ground Level Fire Attack — Rain Down Method | | | |
| 1. | Size up the incident scene. | | |
| 2. | Identify an escape route. | | |
| 3. | Verify that the foam type and concentration are appropriate for the fuel, fire, and environmental conditions. | | |
| 4. | Verify that the attack line is functioning and ready by producing a small amount of foam. | | |
| 5. | Extend the hoseline to the point of fire attack. Approach from uphill and upwind. | | |
| 6. | Direct the foam stream into the air above the fire or spill so that the foam floats gently down onto the surface of the fuel. Maintain the stream until foam spreads across the entire surface of the fuel. | | |
| 7. | Direct the stream away from the pool of liquid before shutting it down. | | |
| 8. | Retreat to safety by backing away. | | |
| 9. | Monitor the fire for reignition and reapply foam as necessary. | | |

| Task Steps | | Yes | No |
|--|-----------------------------|-----|----|
| Ground Level Fire Attack — Bank Down Method | | | |
| 1. | Size up the incident scene. | | |
| 2. | Identify an escape route. | | |

| | | | |
|----|---|--|--|
| 3. | Verify that the foam type and concentration are appropriate for the fuel, fire, and environmental conditions. | | |
| 4. | Verify that the attack line is functioning and ready by producing a small amount of foam. | | |
| 5. | Extend the hoseline to the point of fire attack. Approach from uphill and upwind. | | |
| 6. | Direct the foam stream onto a nearby elevated object and allow the foam to run down onto the surface of the fuel. Maintain the stream until foam spreads across the entire surface of the fuel. | | |
| 7. | Direct the stream away from the pool of liquid before shutting it down. | | |
| 8. | Retreat to safety by backing away. | | |
| 9. | Monitor the fire for reignition and reapply foam as necessary. | | |

| Task Steps | | Yes | No |
|--|--|-----|----|
| Ground Level Fire Attack — Roll-On Method | | | |
| 1. | Size up the incident scene. | | |
| 2. | Identify an escape route. | | |
| 3. | Verify that the foam type and concentration are appropriate for the fuel, fire, and environmental conditions. | | |
| 4. | Verify that the attack line is functioning and ready by producing a small amount of foam. | | |
| 5. | Extend the hoseline to the point of fire attack. Approach from uphill and upwind. | | |
| 6. | Direct the foam onto the ground near the front edge of the fire so that foam rolls across the surface of the fuel. Maintain the stream until foam spreads across the entire surface of the fuel. | | |
| 7. | Direct the stream away from the pool of liquid before shutting it down. | | |

| | | | |
|----|--|--|--|
| 8. | Retreat to safety by backing away. | | |
| 9. | Monitor the fire for reignition and reapply foam as necessary. | | |

Skill Sheet 4-3

Objective 8 Control a pressurized flammable gas container fire. [NFPA 1010, 7.3.4]

Student Name: _____

Date: _____

Directions

For this skill sheet, students will control a pressurized flammable gas container fire. A safety officer should check each student's gear before the student proceeds with the training evolution. Before proceeding with live-fire training evolutions, read and adhere to NFPA 1403, *Standard on Live Fire Training Evolutions*. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to practice the skill as needed.

Always follow manufacturer's recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- Appropriate PPE including SCBA
- Attack hoseline
- Backup hoseline
- Flammable gas cylinder fire prop
- Pumping apparatus

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 4-3 Assessment

Objective 8 Control a pressurized flammable gas container fire. *[NFPA 1010, 7.3.4]*

| Task Steps | | Yes | No |
|------------|--|-----|----|
| 1. | Size up the incident scene. | | |
| 2. | Deploy handlines. a. Bleed air from the handlines. b. Ensure that there is adequate hoseline to reach the container. c. Estimate and maintain adequate waterflow. | | |
| 3. | Cool the cylinder or storage tank by applying a straight stream to the container. | | |
| 4. | Extend hoselines to isolate the control valve. a. Approach from a safe distance and direction, as the situation dictates (e.g., from uphill and upwind). b. Push flames away from the valve with a fog stream (30-degree pattern). If unable to push flames away from the valve, immediately withdraw to a safe location and continue to cool the container. | | |
| 5. | Close the control valve completely. | | |
| 6. | Cool the container from a safe distance. a. Withdraw the hoselines. b. Apply a straight stream to the container. | | |
| 7. | Retreat to safety by backing away from the container. | | |

Skill Sheet 5-1

Objective 5 Protect and document evidence of fire origin and cause. *[NFPA 1010, 7.3.5]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will protect and document evidence of fire origin and cause. This skill is meant to be taught on the fireground, but the steps may be modified so that it can be taught as a classroom exercise. You must provide students with a scenario that provides information about the nature of the evidence.

Always follow local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- Appropriate PPE, including SCBA or other approved respirator
- Camera
- Cardboard boxes
- Caution tape or rope
- Flashlight
- Incident scenarios
- Items that may indicate fire cause
- Overhaul tools
- Pen and paper
- Plastic sheeting

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 5-1 Assessment

Objective 5 Protect and document evidence of fire origin and cause. *[NFPA 1010, 7.3.5]*

CAUTION: Firefighters must continue to wear full PPE and respiratory protection per local SOPs until air monitoring indicates that the fire scene environment is safe.

| Task Steps | | Yes | No |
|------------|--|-----|----|
| 1. | Secure the scene. Deny entry to unauthorized personnel and bystanders. | | |
| 2. | Examine the structure for evidence. <ul style="list-style-type: none"> a. Vehicles and people present in the area b. Status of doors and windows (locked or open) c. Evidence of forced entry by anyone other than firefighters d. Condition of the contents e. Indications of unusual fire behavior f. Any other unusual or out-of-place materials that may be significant to the fire investigation g. Number and location of victim(s) h. Potential area of origin i. Possible cause of the fire | | |
| 3. | Preserve the evidence. <ul style="list-style-type: none"> a. Avoid touching, disturbing, or contaminating any potential evidence. b. Leave evidence in place unless it must be moved to preserve it. c. Use caution tape, rope, plastic sheeting, or other materials to protect the evidence from contamination. | | |

| | | | |
|----|---|--|--|
| 4. | Initiate the chain of custody record. If evidence must be moved to preserve it, label or photograph the evidence and store it as required by local SOPs. | | |
| 5. | Record information about the evidence. a. Location (original location and, if moved, new location and who moved it) b. Appearance c. Date and time | | |
| 6. | Provide evidence and records to the investigator before leaving the incident site. | | |

Skill Sheet 6-1

Objective 3 Clean, inspect, and maintain power tools and equipment. *[NFPA 1010, 7.5.4]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will clean, inspect, and maintain power tools and equipment.

Always follow local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- Appropriate PPE, including hearing, eye, and hand protection
- Cleaning and maintenance supplies appropriate for the types of power tools used
- Maintenance tools
- Out of service tags
- Power tools such as saws or positive pressure fans
- Salvage cover or workbench

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 6-1 Assessment

Objective 3 Clean, inspect, and maintain power tools and equipment. *[NFPA 1010, 7.5.4]*

| Task Steps | | Yes | No |
|----------------------|---|-----|----|
| Tool Cleaning | | | |
| 1. | Clean tools according to manufacturer's guidelines. | | |
| 2. | Dry tools thoroughly. | | |

| Task Steps | | Yes | No |
|------------------------|--|-----|----|
| Tool Inspection | | | |
| 1. | Inspect tools for damage or wear. | | |
| 2. | Inspect parts for tightness and function. a. Ensure all guards are in place and functional. b. Check all electrical components for cuts or other damage. | | |
| 3. | Place any tools that require maintenance on a salvage cover or clean surface and tag them out of service. | | |

| Task Steps | | Yes | No |
|-------------------------|---|-----|----|
| Tool Maintenance | | | |
| 1. | Inspect cutting blade or chain and sharpen or replace if damaged or worn. | | |
| 2. | Check fuel level and fill with the correct fuel. | | |
| 3. | Check oil level and fill with the correct oil. | | |
| 4. | Start all power tools and verify their operation. Turn off power tools after operation has been verified. | | |
| 5. | When possible, top off all fluids once the engine has cooled. | | |

| | | | |
|----|---|--|--|
| | CAUTION: Use caution if refueling hot equipment. | | |
| 6. | Tag tools that must be placed out of service. | | |
| 7. | Record cleaning, inspection, and maintenance according to local SOPs. | | |

Skill Sheet 6-2

Objective 4 Inspect and maintain a portable generator and lighting equipment.
[NFPA 1010, 7.5.4]

Student Name: _____

Date: _____

Directions

For this skill sheet, students will inspect and maintain a portable generator and lighting equipment.

Always follow local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- Appropriate oils and fuels
- Appropriate PPE, including hearing, eye, and hand protection
- Cleaning rags
- Electrical cords
- Light bulbs
- Maintenance log and pen or pencil
- Maintenance tools as required by manufacturer
- Portable generator
- Portable lights
- Spark plugs

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 6-2 Assessment

Objective 4 Inspect and maintain a portable generator and lighting equipment.
[NFPA 1010, 7.5.4]

| Task Steps | | Yes | No |
|--|--|-----|----|
| Inspect and Maintain a Portable Generator | | | |
| 1. | Visually inspect generator for signs of physical damage. | | |
| 2. | Inspect and maintain spark plugs. a. Inspect for damage, visible corrosion, carbon accumulation, or cracks in the porcelain. b. Ensure that the spark plug wire is tight. c. Replace spark plugs if damaged or the service manual recommends replacement. | | |
| 3. | Inspect the carburetor and identify signs of fuel leaks. | | |
| 4. | Check fuel level and refill as needed. | | |
| 5. | Check oil level and refill as needed. CAUTION: Use caution if refueling hot equipment. When possible, top off all fluids once the engine has cooled. | | |
| 6. | Start the generator and run tests as required by the service manual. | | |
| 7. | Record inspection and maintenance according to local SOPs. | | |

| Task Steps | | Yes | No |
|--|--|-----|----|
| Inspect and Maintain Lighting Equipment | | | |
| 1. | Inspect electrical cords for damaged insulation, exposed wiring, and missing or bent prongs. | | |
| 2. | Connect each light to the generator one light at a time. | | |

| | | | |
|----|---|--|--|
| 3. | Replace lightbulbs as necessary and discard faulty bulbs appropriately. | | |
| 4. | Record inspection and maintenance according to local SOPs. | | |

Skill Sheet 6-3

Objective 5 Service test a fire hose. [NFPA 1010, 7.5.5]

Student Name: _____

Date: _____

Directions

For this skills evaluation checklist, students will service test a fire hose. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to practice the skill as needed.

Always follow manufacturer's recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

NOTE: The steps below list the steps for using a pumping apparatus to test fire hose. Hose testing may also be accomplished using a hose testing machine. Additional steps may be required when using a hose testing machine. See NFPA 1962, *Standard for the Care, Use, Inspection, Service Testing, and Replacement of Fire Hose, Couplings, Nozzles, and Fire Hose Appliances* for more information.

Resources

- Appropriate PPE, including a helmet
- Hose sections
- Out of service tags
- Permanent marker or appropriate writing utensil
- Pumping apparatus
- Rope, hose rope tool, or hose strap
- Shutoff nozzle
- Spanner wrench
- Stop watch
- Test gate valve

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 6-3 Assessment

Objective 5 Service test a fire hose. *[NFPA 1010, 7.5.5]*

| Task Steps | | Yes | No |
|------------|---|-----|----|
| 1. | Inspect hose for damage before testing. If there is visible damage, place hose out of service and report the damage per department SOPs. | | |
| 2. | Check the hose gasket. | | |
| 3. | Connect hose sections into test lengths of no more than 300 feet (90 m) each. Use a spanner wrench to tighten the connections between the sections. | | |
| 4. | Connect an open test gate valve to each discharge valve. Use a spanner wrench to tighten each connection. | | |
| 5. | Connect a test length to each test gate valve. Use a spanner wrench to tighten each connection. | | |
| 6. | Tie a rope, hose rope, or hose strap to each test length of hose 10 to 15 inches (250 to 375 mm) from the test gate valve connections. | | |
| 7. | Secure the other end of the rope to the discharge pipe or nearby anchor. | | |
| 8. | Attach a shutoff nozzle (or device that permits water and air to drain from the hose) to the open end of each length of hose being tested. | | |
| 9. | Fill each hoseline with water to a pump pressure of 50 psi (350 kPa) or to hydrant pressure. | | |
| 10. | Open the nozzles as the hoselines are filling. | | |
| 11. | Hold the nozzles above the level of the pump discharge to permit all the air in the hose to discharge. | | |
| 12. | Discharge the water away from the test area. | | |
| 13. | Close the nozzles after all air has been purged from each test length. | | |

| | | | |
|-----|--|--|--|
| 14. | Draw a line on the hose jacket against each coupling. There should be no gap between the line and the coupling. | | |
| 15. | Check that the hose is free of kinks and twists and that no couplings are leaking. Any length found to be leaking from behind the coupling should be taken out of service and repaired before testing again. | | |
| 16. | Retighten any couplings that are leaking at the connections. If the leak cannot be stopped by tightening the couplings, depressurize the hose, disconnect the couplings, replace the gasket, and start over at Step 7. | | |
| 17. | Close each hose test gate valve. | | |
| 18. | Increase the pump pressure to the test pressure required by NFPA 1962. | | |
| 19. | Monitor the connections for leakage as the pressure increases. | | |
| 20. | Maintain the test pressure for 3 minutes. | | |
| 21. | Inspect all couplings to check for leakage (weeping) or slippage at the point of attachment. | | |
| 22. | Slowly reduce the pump pressure. | | |
| 23. | Close each discharge valve. | | |
| 24. | Disengage the pump. | | |
| 25. | Open each nozzle slowly to bleed off pressure in the test lengths. | | |
| 26. | Break all hose connections and drain water from the test area. | | |
| 27. | Observe marks placed on the hose at the couplings. a. If a coupling has moved during the test, tag the hose section for recoupling. b. Tag all hose that has leaked or failed in any other way. | | |
| 28. | Record the test results according to local SOPs. | | |

Skill Sheet 7-1

Objective 5 Conduct a fire and life safety survey in an occupied structure. *[NFPA 1010, 7.5.1]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will conduct a residential fire and life safety survey. Remind students that fire and life safety surveys are fire prevention activities, not code enforcement activities. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to practice the skill as needed.

Always follow local standard operating procedures (SOPs) when performing all skills.

Resources

- Fire prevention and life safety literature
- Pen and paper
- Structure to use for the survey

Evaluator Signature Date

Student Signature Date

Skill Sheet 7-1 Assessment

Objective 5 Conduct a fire and life safety survey in an occupied structure. *[NFPA 1010, 7.5.1]*

| Task Steps | | Yes | No |
|------------|--|-----|----|
| 1. | Contact the resident. a. Approach the residence on the sidewalk or entryway. b. Respect all notices, signs, and occupant requests. c. Avoid dangerous situations | | |
| 2. | Explain the purpose and benefits of the survey to the resident. Emphasize that the survey is voluntary. | | |
| 3. | Survey the residence and take note of hazards. Be sure to survey main living areas as well as attics, basements, utility rooms, garages, and other auxiliary areas. | | |
| 4. | Identify fire and life safety hazards and recommend appropriate solutions to the resident. a. Explain the nature of the hazard. b. Recommend solution(s) to the hazard. c. Correct the hazard immediately, if possible. | | |
| 5. | Check life safety devices such as smoke and carbon monoxide alarms. a. Test the devices. b. Perform required maintenance as suggested by manufacturer recommendations such as changing batteries, if needed. | | |
| 6. | Discuss general fire and life safety information with the resident. a. Address home escape planning, life safety device maintenance, storage of flammable and toxic liquids, gate/control mechanisms around outdoor pools, closing bedroom doors, fire-safe cooking | | |

| | | | |
|----|--|--|--|
| | procedures, portable fire extinguishers, residential sprinkler systems (if present), and other security devices. b. Provide printed fire and life safety information. | | |
| 7. | Conclude the survey. a. Thank the resident for cooperation. b. Review any issues that require follow-up by the department. | | |
| 8. | Record information about the survey according to local SOPs. | | |

Skill Sheet 7-2

Objective 6 Deliver a fire and life safety presentation. *[NFPA 1010, 7.5.2]*

Student Name: _____

Date: _____

Directions

For this skills evaluation checklist, students will deliver a fire and life safety presentation. Assign specific topics to students and remind them that the presentation should be directed toward the specific audience that has been identified for the presentation. Students should present from the prepared materials. A location, date, and time for presentation should be prearranged with the audience. The audience should be notified of the presentation details ahead of time. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to practice the skill as needed.

Always follow local standard operating procedures (SOPs) when performing all skills.

Resources

- Prepared presentation materials
- Presentation equipment

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 7-2 Assessment

Objective 6 Deliver a fire and life safety presentation. *[NFPA 1010, 7.5.2]*

| Task Steps | | Yes | No |
|------------|---|-----|----|
| 1. | Determine that the fire or life safety topic is appropriate for the audience. | | |
| 2. | Review the prepared lesson outline and double check that all necessary equipment and materials are available. | | |
| 3. | Conduct the presentation according to the lesson outline. a. Educational methods are developmentally appropriate. b. All steps in the outline are followed. c. Questions are answered. d. Participants are engaged by the presentation. | | |
| 4. | Return equipment and materials. | | |
| 5. | Record information about the presentation according to local SOPs. | | |

Skill Sheet 7-3

Objective 7 Conduct a fire station tour. *[NFPA 1010, 7.5.2]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will conduct a fire station tour. Arrangements should be made ahead of time for a group to attend the tour. Inform the students of the intended audience before the station tour. Students may give a station tour or may participate in a simulated tour to complete this skill. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to practice the skill as needed.

Always follow local standard operating procedures (SOPs) when performing all skills.

Resources

- Printed handouts or materials as needed

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 7-3 Assessment

Objective 7 Conduct a fire station tour. *[NFPA 1010, 7.5.2]*

| Task Steps | | Yes | No |
|------------|--|-----|----|
| 1. | Notify the tour group point of contact of the tour date and time. | | |
| 2. | Determine the characteristics of the tour group: <ul style="list-style-type: none"> a. Age(s) b. Developmental characteristics c. Number of visitors d. Purpose of the visit | | |
| 3. | Select the appropriate fire safety message(s) to be presented during the tour. | | |
| 4. | Select written materials and handouts to distribute during the tour. | | |
| 5. | Reconfirm the date and time of the tour with the tour group. | | |
| 6. | Inform necessary fire department personnel about the tour. | | |
| 7. | Inspect the station in preparation for the tour. <ul style="list-style-type: none"> a. Remove any safety hazards. b. Clean the station and apparatus. | | |
| 8. | Welcome the group to the station. <ul style="list-style-type: none"> a. Introduce yourself. b. Give basic department background and introduce on-duty personnel. c. Inform the group of tour rules. | | |
| 9. | Give a tour of the station and apparatus per local SOPs. | | |
| 10. | Provide time at the end of the tour for questions and distribute written materials and handouts. | | |

Skill Sheet 7-4

Objective 8 Prepare a preincident planning survey. *[NFPA 1010, 7.5.1, 7.5.3]*

Student Name: _____

Date: _____

Directions

For this skill sheet, students will prepare a preincident survey. This skill requires students to work as members of a team. Before the skill begins, indicate to students what position to take. Students should rotate positions to practice the skill as needed.

Always follow manufacturer's recommendations and local standard operating procedures (SOPs) when performing all skills. Students must properly wear appropriate PPE when performing this skill.

Resources

- 50-foot (15 m) tape measure
- Camera
- Clipboard, pencils, paper, and preincident planning form
- Copy of fire code and inspection manuals
- Coveralls
- Eye protection
- Flashlight
- Gloves
- Hard hat
- Inspection forms
- Steel-toed shoes
- Structure to survey

Evaluator Signature

Date

Student Signature

Date

Skill Sheet 7-4 Assessment

Objective 8 Prepare a preincident planning survey. *[NFPA 1010, 7.5.1, 7.5.3]*

| Task Steps | | Yes | No |
|------------|--|-----|----|
| 1. | <p>Contact the business owner or manager to gain permission to conduct the survey.</p> <p>a. Verify the correct address.</p> <p>b. Verify emergency contact information.</p> | | |
| 2. | <p>Record initial observations of the exterior of the structure.</p> <p>a. Number and location of fire hydrants, fire department connections, fire alarm boxes, rapid entry key systems, etc.</p> <p>b. Type of building construction and materials</p> <p>c. Types of exposures</p> <p>d. Access and egress from the site</p> <p>e. Building occupancy</p> <p>f. Construction or environmental features that could negatively impact fire suppression</p> | | |
| 3. | <p>Prepare a sketch of the building, streets, hydrants, etc.</p> | | |
| 4. | <p>Survey the interior of the structure, beginning on the lowest floor or the roof, and record any features or conditions related to life safety and fire suppression.</p> <p>a. Location and type of fire protection systems, alarm panel, control valves, standpipes, etc.</p> <p>b. Location of exit stairwells, corridors, doors, etc.</p> <p>c. Hazardous operations, equipment, or materials</p> <p>d. Electrical control panels</p> <p>e. Life safety risks</p> <p>f. Roof access</p> | | |

| | | | |
|----|--|--|--|
| | <p>g. Potential ventilation openings</p> <p>h. Elevators</p> <p>i. High value contents or merchandise</p> <p>j. Potential fuel loads</p> <p>k. Any other potential hazards present</p> | | |
| 5. | Draw a floor plan of the building that includes the information from Step 4. | | |
| 6. | Distribute the complete preincident plan according to local SOPs. | | |

ALABAMA FIRE COLLEGE AND PERSONNEL STANDARDS & EDUCATION COMMISSION



Fire Fighter II

Certification JPR/Skills Sheets

Each Certification JPR/Skills Sheet is developed based on the critical component and requisite skill requirements of NFPA 1010, Chapter 7, *Standard on Professional Qualifications for Firefighters*, 2024 Edition. These JPR/Skills Sheets also meet both the Pro Board and IFSAC accreditation requirements.

Candidates will be tested on a random draw of these 15 JPR/Skills Sheets during a Skills Testing Process administrated by an AFC Proctor and Skills Evaluators.

Incident Report Skill Sheet FFII – 01

| | |
|------------------|--|
| SKILL | The candidate shall complete a basic incident report, so that all pertinent information is recorded, the information is accurate, and the report is complete |
| RESOURCES | Given the report forms, guidelines, and information |
| SCENARIO | Provided by Proctor/Evaluator; Team-based skills require random assignment of roles and responsibilities, and team is graded on its ability to successfully complete the skills as a whole |
| TIME | Expected time to complete skill(s) is 5 minutes |

| PERFORMANCE STEPS | Test | | Retest | |
|--|-------------|---|-------------|---|
| | P | F | P | F |
| Safely performs the following steps: | | | | |
| 1. Determines necessary and pertinent codes for report writing | | | | |
| 2. Records all pertinent information | | | | |
| 3. Proofs reports and checks for accuracy, grammar, and spelling | | | | |
| 4. Operates fire department computers or other equipment necessary to complete reports | | | | |
| Candidate must successfully perform 3/4 steps including CRITICAL POINTS | Score: __/4 | | Score: __/4 | |

Evaluator Notes

| | | | |
|---|--------------------------------------|-----------------------------------|----------|
| Evaluator Print Name & Signature: | Date | Overall Skill Sheet Score | |
| | | Pass ___ | Fail ___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | |
| Re-Test Evaluator Print Name & Signature: | | Overall Skill Sheet Re-Test Score | |
| | | Pass ___ | Fail ___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | |
| Candidate Print Name & Signature: | Candidate: Print Name or Candidate # | | |

Note to Evaluator(s): By your signature above, you verify that you are qualified to serve as an Alabama Fire College Evaluator, have followed AFC Skills Testing Policy and have witnessed that the above candidate has tested the above skills in their entirety.

Note to Student: Skill will end when you state or indicate to the evaluator that you have completed all the identified steps. Notify the evaluator at ANY time that you have a safety concern.

| |
|---|
| Fire Incident Report |
| (Return completed form with Process/Skill Sheet 01) |

| | | | |
|---|--|--|-----------------------|
| Incident Date: | Run Number: | Report Prepared By: | Report Prepared Date: |
| Alarm Received Time: | En-Route Time: | Arrival Time: | In-Service Time: |
| Situation Found: <input type="checkbox"/> Structure Fire <input type="checkbox"/> Brush/Grass Fire <input type="checkbox"/> Vehicle Fire <input type="checkbox"/> Refuse Fire <input type="checkbox"/> Controlled Burn <input type="checkbox"/> False Alarm/False Call | | Action Taken: <input type="checkbox"/> Extinguishment <input type="checkbox"/> Remove Hazard <input type="checkbox"/> Investigate Only <input type="checkbox"/> Other _____ | |
| Property Use/Classification: | Address: | Telephone: | |
| Occupant Name: | Owner's Name (If Not Occupant): | Alarm Time: | |
| Civilian Injury/Death <input type="checkbox"/> YES <input type="checkbox"/> NO | Firefighter Injury/Death: <input type="checkbox"/> YES <input type="checkbox"/> NO | Fire Cause Determination: <input type="checkbox"/> Accidental <input type="checkbox"/> Natural <input type="checkbox"/> Incendiary <input type="checkbox"/> Undetermined | |
| Number of Stories Above Ground: | Number of Stories Below Ground: | Construction Type: | |
| Fire Suppression Systems Present: <input type="checkbox"/> YES <input type="checkbox"/> NO | Smoke Detectors Present: <input type="checkbox"/> YES <input type="checkbox"/> NO | Exposures: | |
| Utilities in Service at Time of Fire: <input type="checkbox"/> Electricity <input type="checkbox"/> Gas <input type="checkbox"/> Water | Utilities Disconnected by FD/Util. Co.: <input type="checkbox"/> Electricity <input type="checkbox"/> Gas <input type="checkbox"/> Water | Other Hazards Noted: | |

➔ **Complete This Section for Vehicle Fires Only**

| | | | |
|-------|-------|--------|-----------------|
| Year: | Make: | Model: | License Number: |
|-------|-------|--------|-----------------|

➔ **Narrative:**

Fire Ground Communications Skill Sheet FFII – 02

| | |
|------------------|--|
| SKILL | The candidate shall communicate the need for team assistance, so that the supervisor is consistently informed of the team's needs, department SOPs are followed, and the assignment is accomplished safely |
| RESOURCES | Given fire department communication equipment |
| SCENARIO | Provided by Proctor/Evaluator; Team-based skills require random assignment of roles and responsibilities, and team is graded on its ability to successfully complete the skills as a whole |
| TIME | Expected time to complete skill(s) is 3 minutes |

| PERFORMANCE STEPS | Test | | Retest | |
|--|-------------|---|-------------|---|
| | P | F | P | F |
| Safely performs the following steps: | | | | |
| 1. Operates fire department communications equipment (radio) correctly | | | | |
| 2. Waits for open channel prior to transmitting and begins with call sign being called | | | | |
| 3. Transmits need for team assistance verbally , per requirements of the scenario | | | | |
| 4. Notifies supervisor (evaluator) of team needs throughout evolution | | | | |
| 5. Uses radio phonetics correctly and follows AHJ SOPs for communications | | | | |
| 6. Accomplishes assignment safely | | | | |
| Candidate must successfully perform 5/6 steps including CRITICAL POINTS | Score: __/6 | | Score: __/6 | |

Evaluator Notes

| | | | |
|---|--------------------------------------|-----------------------------------|----------|
| Evaluator Print Name & Signature: | Date | Overall Skill Sheet Score | |
| | | Pass ___ | Fail ___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | |
| Re-Test Evaluator Print Name & Signature: | | Overall Skill Sheet Re-Test Score | |
| | | Pass ___ | Fail ___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | |
| Candidate Print Name & Signature: | Candidate: Print Name or Candidate # | | |

Note to Evaluator(s): By your signature above, you verify that you are qualified to serve as an Alabama Fire College Evaluator, have followed AFC Skills Testing Policy and have witnessed that the above candidate has tested the above skills in their entirety.

Note to Student: Skill will end when you state or indicate to the evaluator that you have completed all the identified steps. Notify the evaluator at **ANY** time that you have a safety concern.

Ignitable Liquid Fire Skill Sheet FFII – 03

| | |
|------------------|---|
| SKILL | The candidate shall extinguish an ignitable liquid fire operating as a member of a team, so that the correct type of foam concentrate is selected for the given fuel and conditions, a properly proportioned foam stream is applied to the surface of the fuel to create and maintain a foam blanket, fire is extinguished, reignition is prevented, team protection is maintained with a foam stream, and the hazard is faced until retreat to safe haven is reached |
| RESOURCES | Given an assignment, an attack line, PPE, a foam proportioning device, a nozzle, foam concentrates, and a water supply |
| SCENARIO | Provided by Proctor/Evaluator; Team-based skills require random assignment of roles and responsibilities, and team is graded on its ability to successfully complete the skills as a whole |
| TIME | Expected time to complete skill(s) is 10 minutes |

| PERFORMANCE STEPS | Test | | Retest | |
|--|-------------|---|-------------|---|
| | P | F | P | F |
| Safely performs the following steps: | | | | |
| 1. Selects appropriate foam for the application and given fuel and prepares a foam concentrate supply for use | | | | |
| 2. Sets up equipment and assembles foam stream components correctly | | | | |
| 3. Uses appropriate application techniques for foam/fuel type | | | | |
| 4. Creates and maintains a proper foam blanket | | | | |
| 5. Maintains team protection with constant foam stream | | | | |
| 6. Extinguishes fire safely and efficiently and prevents reignition – CRITICAL POINT | | | | |
| 7. Approaches and retreats as a team, never turning away from the hazard until safe haven is reached – CRITICAL POINT | | | | |
| Candidate must successfully perform 7/9 steps including CRITICAL POINTS | Score: __/7 | | Score: __/7 | |

Evaluator Notes

| | | | | | |
|---|--|--|--------------------------------------|---------------------------|----------|
| Evaluator Print Name & Signature: | | | Date | Overall Skill Sheet Score | |
| | | | | Pass ___ | Fail ___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | | | |
| Re-Test Evaluator Print Name & Signature: | | | Overall Skill Sheet Re-Test Score | | |
| | | | Pass ___ | Fail ___ | |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | | | |
| Candidate Print Name & Signature: | | | Candidate: Print Name or Candidate # | | |
| | | | | | |
| Note to Evaluator(s): By your signature above, you verify that you are qualified to serve as an Alabama Fire College Evaluator, have followed AFC Skills Testing Policy and have witnessed that the above candidate has tested the above skills in their entirety. | | | | | |
| Note to Student: Skill will end when you state or indicate to the evaluator that you have completed all the identified steps. Notify the evaluator at ANY time that you have a safety concern. | | | | | |

Coordinated Fire Attack Skill Sheet FFII – 04

| | |
|------------------|--|
| SKILL | The candidate shall coordinate an interior attack line for a team's accomplishment of an assignment in a structure fire, so that crew integrity is established; attack techniques are selected for the given level of the fire (e.g., attic, grade level, upper levels, or basement); attack techniques are communicated to the attack teams; constant team coordination is maintained; fire growth and development is continuously evaluated; search, rescue, and ventilation requirements are communicated or managed; hazards are reported to the attack teams; and incident command is apprised of changing conditions |
| RESOURCES | Given attack lines, personnel, PPE, and tools |
| SCENARIO | Provided by Proctor/Evaluator; Team-based skills require random assignment of roles and responsibilities and team is graded on its ability to successfully complete the skills as a whole |
| TIME | Expected time to complete skill(s) is 20 minutes |

| PERFORMANCE STEPS | Test | | Retest | |
|---|-------------|---|-------------|---|
| | P | F | P | F |
| Safely performs the following steps: | | | | |
| 1. Assembles team and establishes team integrity utilizing accountability system (passports, tags, etc.) *verbalizes passing command to next unit; verifies command is assumed | | | | |
| 2. Chooses attack lines and techniques for various levels of a fire (attic, grade level, upper levels, or basement) | | | | |
| 3. Communicates attack techniques to team verbally and maintains team coordination throughout evolution | | | | |
| 4. Evaluates and forecasts fire's growth and development continuously *verbalizes strategy of attack based on fire development to evaluator | | | | |
| 5. Selects appropriate tools for forcible entry | | | | |
| 6. Incorporates search and rescue procedures and ventilation procedures in the completion of the attack team efforts | | | | |
| 7. Determines hazardous building or fire conditions and reports hazards to team verbally – CRITICAL POINT | | | | |
| 8. Notifies command of changing conditions *verbalizes conditions to evaluator | | | | |
| Candidate must successfully perform 6/8 steps including CRITICAL POINTS | Score: __/8 | | Score: __/8 | |

Evaluator Notes

| | | |
|--|--------------------------------------|-----------------------------------|
| Evaluator Notes | | |
| Evaluator Print Name & Signature: | Date | Overall Skill Sheet Score |
| | | Pass ___ |
| | | Fail ___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | |
| Re-Test Evaluator Print Name & Signature: | | Overall Skill Sheet Re-Test Score |
| | | Pass ___ |
| | | Fail ___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | |
| Candidate Print Name & Signature: | Candidate: Print Name or Candidate # | |
| <p>Note to Evaluator(s): By your signature above, you verify that you are qualified to serve as an Alabama Fire College Evaluator, have followed AFC Skills Testing Policy and have witnessed that the above candidate has tested the above skills in their entirety.</p> <p>Note to Student: Skill will end when you state or indicate to the evaluator that you have completed all the identified steps. Notify the evaluator at ANY time that you have a safety concern.</p> | | |

Operate a Thermal Imager Skill Sheet FFII – 05

| | |
|------------------|--|
| SKILL | The candidate shall operate a thermal imager (TI), so that victims are located in conditions of obscured visibility, hot spots are identified in a structure, overhaul is completed, and the liquid level in a container is determined |
| RESOURCES | Given a TI, SOPs, PPE, and an assignment |
| SCENARIO | Provided by Proctor/Evaluator; Team-based skills require random assignment of roles and responsibilities and team is graded on its ability to successfully complete the skills as a whole |
| TIME | Expected time to complete skill(s) is 5 minutes |

| PERFORMANCE STEPS | | Test | | Retest | |
|---|--|--------------------------------------|---------------------------|-------------|---|
| Safely performs the following steps: | | P | F | P | F |
| 1. Demonstrates use of a thermal imager (TI) | | | | | |
| 2. Interprets TI data to locate victims | | | | | |
| 3. Interprets TI data to locate fire | | | | | |
| 4. Interprets TI data to locate hot spots during overhaul operations | | | | | |
| 5. Interprets TI data to locate liquid levels in containers | | | | | |
| Candidate must successfully perform 4/5 steps including CRITICAL POINTS | | Score: __/5 | | Score: __/5 | |
| Evaluator Notes | | | | | |
| Evaluator Print Name & Signature: | | Date | Overall Skill Sheet Score | | |
| | | | Pass___ | Fail___ | |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | | | |
| Re-Test Evaluator Print Name & Signature: | | Overall Skill Sheet Re-Test Score | | | |
| | | Pass___ | | Fail___ | |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | | | |
| Candidate Print Name & Signature: | | Candidate: Print Name or Candidate # | | | |
| <p>Note to Evaluator(s): By your signature above, you verify that you are qualified to serve as an Alabama Fire College Evaluator, have followed AFC Skills Testing Policy and have witnessed that the above candidate has tested the above skills in their entirety.</p> <p>Note to Student: Skill will end when you state or indicate to the evaluator that you have completed all the identified steps. Notify the evaluator at ANY time that you have a safety concern.</p> | | | | | |

Flammable Gas Fire Skill Sheet FFII – 06

| | |
|------------------|--|
| SKILL | The candidate shall control a flammable gas cylinder fire, operating as a member of a team, so that crew integrity is maintained, contents are identified, safe havens are identified prior to advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat |
| RESOURCES | Given an assignment, a cylinder outside of a structure, an attack line, PPE, and tools |
| SCENARIO | Provided by Proctor/Evaluator; Team-based skills require random assignment of roles and responsibilities, and team is graded on its ability to successfully complete the skills as a whole |
| TIME | Expected time to complete skill(s) is 7 minutes |

| PERFORMANCE STEPS | Test | | Retest | |
|--|-------------|---|-------------|---|
| | P | F | P | F |
| Safely performs the following steps: | | | | |
| 1. Identifies contents of cylinder verbally | | | | |
| 2. Executes effective advances and retreats, maintaining team coordination and integrity | | | | |
| 3. Identifies safe havens before advancing – CRITICAL POINT *verbalizes location of safe haven to evaluator | | | | |
| 4. Applies water using various techniques | | | | |
| 5. Assesses cylinder integrity and changing cylinder conditions *verbalizes integrity concerns and changing conditions to evaluator | | | | |
| 6. Operates/closes control valves correctly | | | | |
| 7. Uses streams effectively to protect and cool where necessary and as conditions change (fog for protection, straight stream for cooling) | | | | |
| 8. Does not extinguish flames unless the leaking gas is eliminated – CRITICAL POINT | | | | |
| 9. Identifies hazards then controls or avoids them (vapor density of product, ignition sources, approaches from the side of any tank involved) *verbalizes hazard identification to evaluator | | | | |
| Candidate must successfully perform 7/9 steps including CRITICAL POINTS | Score: __/9 | | Score: __/9 | |

Evaluator Notes

| | | |
|--|--------------------------------------|-----------------------------------|
| Evaluator Notes | | |
| Evaluator Print Name & Signature: | Date | Overall Skill Sheet Score |
| | | Pass _____ Fail _____ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | |
| Re-Test Evaluator Print Name & Signature: | | Overall Skill Sheet Re-Test Score |
| | | Pass _____ Fail _____ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | |
| Candidate Print Name & Signature: | Candidate: Print Name or Candidate # | |
| <p>Note to Evaluator(s): By your signature above, you verify that you are qualified to serve as an Alabama Fire College Evaluator, have followed AFC Skills Testing Policy and have witnessed that the above candidate has tested the above skills in their entirety.</p> <p>Note to Student: Skill will end when you state or indicate to the evaluator that you have completed all the identified steps. Notify the evaluator at ANY time that you have a safety concern.</p> | | |

**Protecting Evidence
Skill Sheet FFII – 07**

| | |
|------------------|--|
| SKILL | The candidate shall protect evidence of fire cause and origin, so that the evidence is noted and protected from further disturbance until investigators can arrive on the scene |
| RESOURCES | Given a flashlight and overhaul tools |
| SCENARIO | Provided by Proctor/Evaluator; Team-based skills require random assignment of roles and responsibilities, and team is graded on its ability to successfully complete the skills as a whole |
| TIME | Expected time to complete skill(s) is 5 minutes |

| PERFORMANCE STEPS | | Test | | Retest | |
|---|--|--------------------------------------|-----------------------------------|-------------|---|
| | | P | F | P | F |
| Safely performs the following steps: | | | | | |
| 1. Secures the scene and identifies area of origin | | | | | |
| 2. Preserves evidence properly and avoids handling unless necessary to extinguish the fire or prevent destruction of the evidence | | | | | |
| 3. Notifies fire investigator | | | | | |
| 4. Records information about evidence in regard to location and appearance | | | | | |
| 5. Recognizes and verbalizes possible fire causes | | | | | |
| Candidate must successfully perform 4/5 steps including CRITICAL POINTS | | Score: __/5 | | Score: __/5 | |
| Evaluator Notes | | | | | |
| Evaluator Print Name & Signature: | | Date | Overall Skill Sheet Score | | |
| | | | Pass ___ | Fail ___ | |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | | | |
| Re-Test Evaluator Print Name & Signature: | | | Overall Skill Sheet Re-Test Score | | |
| | | | Pass ___ | Fail ___ | |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | | | |
| Candidate Print Name & Signature: | | Candidate: Print Name or Candidate # | | | |
| <p>Note to Evaluator(s): By your signature above, you verify that you are qualified to serve as an Alabama Fire College Evaluator, have followed AFC Skills Testing Policy and have witnessed that the above candidate has tested the above skills in their entirety.</p> <p>Note to Student: Skill will end when you state or indicate to the evaluator that you have completed all the identified steps. Notify the evaluator at ANY time that you have a safety concern.</p> | | | | | |

**Vehicle Extrication
Skill Sheet FFII – 08**

| | |
|------------------|--|
| SKILL | The candidate shall extricate a victim entrapped in a motor vehicle as part of a team, so that the vehicle is stabilized, the victim is disentangled without further injury, and hazards are managed |
| RESOURCES | Given stabilization and extrication tools |
| SCENARIO | Provided by Proctor/Evaluator; Team-based skills require random assignment of roles and responsibilities, and team is graded on its ability to successfully complete the skills as a whole |
| TIME | Expected time to complete skill(s) is 20 minutes |

| PERFORMANCE STEPS | Test | | Retest | |
|---|-------------|---|-------------|---|
| | P | F | P | F |
| Safely performs the following steps: | | | | |
| 1. Performs vehicle stabilization correctly and maintains stabilization throughout incident, using cribbing and shoring material | | | | |
| 2. Operates hand and power tools as designed | | | | |
| 3. Chooses and applies appropriate techniques for moving or removing vehicle roofs, doors, windshields, windows, steering wheels or columns, and the dashboard, per requirements of the scenario | | | | |
| 4. Disentangles and extricates victim without causing additional injuries – CRITICAL POINT | | | | |
| 5. Identifies and manages hazards *verbalizes specific hazards and ways to manage them to evaluator | | | | |
| Candidate must successfully perform 4/5 steps including CRITICAL POINTS | Score: __/5 | | Score: __/5 | |

Evaluator Notes

| | | | |
|---|--------------------------------------|-----------------------------------|----------|
| Evaluator Print Name & Signature: | Date | Overall Skill Sheet Score | |
| | | Pass ___ | Fail ___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | |
| Re-Test Evaluator Print Name & Signature: | | Overall Skill Sheet Re-Test Score | |
| | | Pass ___ | Fail ___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | |
| Candidate Print Name & Signature: | Candidate: Print Name or Candidate # | | |

Note to Evaluator(s): By your signature above, you verify that you are qualified to serve as an Alabama Fire College Evaluator, have followed AFC Skills Testing Policy and have witnessed that the above candidate has tested the above skills in their entirety.

Note to Student: Skill will end when you state or indicate to the evaluator that you have completed all the identified steps. Notify the evaluator at **ANY** time that you have a safety concern.

**Assist Rescue Teams
Skill Sheet FFII – 09**

| | |
|------------------|---|
| SKILL | The candidate shall assist rescue operation teams, so that procedures are followed, rescue items are recognized and retrieved in the time as prescribed by the AHJ, and the assignment is completed |
| RESOURCES | Given standard operating procedures, necessary rescue equipment, and an assignment |
| SCENARIO | Provided by Proctor/Evaluator; Team-based skills require random assignment of roles and responsibilities, and team is graded on its ability to successfully complete the skills as a whole |
| TIME | Expected time to complete skill(s) is 10 minutes |

| PERFORMANCE STEPS | Test | | Retest | |
|---|-------------|---|-------------|---|
| | P | F | P | F |
| Safely performs the following steps: | | | | |
| 1. Identifies and retrieves necessary rescue tools | | | | |
| 2. Establishes public barrier to ensure that all nonessential people are out of the work area | | | | |
| 3. Performs assigned team duties per operating guidelines and procedures | | | | |
| 4. Works as a member of the team to complete assignment | | | | |
| Candidate must successfully perform 3/4 steps including CRITICAL POINTS | Score: __/4 | | Score: __/4 | |

Evaluator Notes

| | | | |
|---|--------------------------------------|-----------------------------------|----------|
| Evaluator Print Name & Signature: | Date | Overall Skill Sheet Score | |
| | | Pass ___ | Fail ___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | |
| Re-Test Evaluator Print Name & Signature: | | Overall Skill Sheet Re-Test Score | |
| | | Pass ___ | Fail ___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | |
| Candidate Print Name & Signature: | Candidate: Print Name or Candidate # | | |

Note to Evaluator(s): By your signature above, you verify that you are qualified to serve as an Alabama Fire College Evaluator, have followed AFC Skills Testing Policy and have witnessed that the above candidate has tested the above skills in their entirety.

Note to Student: Skill will end when you state or indicate to the evaluator that you have completed all the identified steps. Notify the evaluator at ANY time that you have a safety concern.

Home Fire Safety Survey Skill Sheet FFII – 10

| | |
|------------------|---|
| SKILL | The candidate shall perform a fire safety survey in an occupied structure, so that fire and life safety hazards are identified, recommendations for their correction are made to the occupant, and unresolved issues are referred to the proper authority |
| RESOURCES | Given survey forms and procedures |
| SCENARIO | Provided by Proctor/Evaluator; Team-based skills require random assignment of roles and responsibilities, and team is graded on its ability to successfully complete the skills as a whole |
| TIME | Expected time to complete skill(s) is 20 minutes |

| PERFORMANCE STEPS | Test | | Retest | |
|--|-------------|---|-------------|---|
| | P | F | P | F |
| Safely performs the following steps: | | | | |
| 1. Inspects ALL areas inside of dwelling for life safety hazards | | | | |
| 2. Makes note of smoke and carbon monoxide detectors (recommends to occupant to install if there are none) | | | | |
| 3. Informs dwelling occupant/owner of findings and proper methods of correction | | | | |
| 4. Documents findings and completes all department forms | | | | |
| 5. Refers any unresolved issues to the proper authority (AHJ) | | | | |
| Candidate must successfully perform 4/5 steps including CRITICAL POINTS | Score: __/5 | | Score: __/5 | |

Evaluator Notes

| | | | |
|---|--------------------------------------|-----------------------------------|---------|
| Evaluator Print Name & Signature: | Date | Overall Skill Sheet Score | |
| | | Pass___ | Fail___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | |
| Re-Test Evaluator Print Name & Signature: | | Overall Skill Sheet Re-Test Score | |
| | | Pass___ | Fail___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | |
| Candidate Print Name & Signature: | Candidate: Print Name or Candidate # | | |

Note to Evaluator(s): By your signature above, you verify that you are qualified to serve as an Alabama Fire College Evaluator, have followed AFC Skills Testing Policy and have witnessed that the above candidate has tested the above skills in their entirety.

Note to Student: Skill will end when you state or indicate to the evaluator that you have completed all the identified steps. Notify the evaluator at ANY time that you have a safety concern.

| |
|---|
| <h2 style="margin: 0;">Home Fire Safety Survey</h2> <p style="margin: 0;">(Return completed form with Process/Skill Sheet 10)</p> |
|---|

I. General Information:

| | | |
|---|---|--------------------|
| Survey Completed By: | Date: | Time: |
| Occupant Name: | Address: | Phone: |
| Occupant Owner of Property: <input type="checkbox"/> YES <input type="checkbox"/> NO | Occupant Present: <input type="checkbox"/> YES <input type="checkbox"/> NO | Construction Type: |

II. Exterior Survey:

Yes No N/A Comments:

| Multifamily dwelling | | | | |
|--|--|--|--|--|
| Address numbers clearly visible | | | | |
| FD access unobstructed | | | | |
| 3' hydrant clearance maintained | | | | |
| Windows/doors can be properly secured | | | | |
| Security measures present (window bars, etc.) | | | | |
| Utility service (gas, water, electrical) properly maintained | | | | |

III. Interior Survey:

Yes No N/A Comments:

| Good housekeeping maintained | | | | |
|---|--|--|--|--|
| Exits unobstructed | | | | |
| At least 30" clearance maintained in front of electrical panels | | | | |
| Extension cords used for temporary purposes only | | | | |
| Extension/appliance cords frayed or ungrounded | | | | |
| Surge suppressors used | | | | |
| Drywall free of large holes/damage | | | | |
| Fire extinguishers available/in date | | | | |

| | | | | |
|--|--|--|--|--|
| Smoke detectors present/operable | | | | |
| Carbon monoxide detectors present/operable | | | | |
| Fire alarm system monitored | | | | |
| Fire sprinkler system inspected | | | | |
| Hazardous materials (cleaning supplies, paint, etc.) properly stored | | | | |
| Emergency contact numbers posted | | | | |

IV. Other hazards noted:

Signature

Date

Fire & Life Safety Education Skill Sheet FFII – 11

| | |
|------------------|--|
| SKILL | The candidate shall present fire safety information to station visitors or small groups, so that all information is presented, the information is accurate, and questions are answered or referred |
| RESOURCES | Given prepared materials |
| SCENARIO | Provided by Proctor/Evaluator; Team-based skills require random assignment of roles and responsibilities, and team is graded on its ability to successfully complete the skills as a whole |
| TIME | Expected time to complete skill(s) is 20 minutes |

| PERFORMANCE STEPS | Test | | Retest | |
|--|-------------|---|-------------|---|
| | P | F | P | F |
| Safely performs the following steps: | | | | |
| 1. Identifies themselves and the purpose of the presentation | | | | |
| 2. Presents topic and demonstrates skills (stop drop roll, crawl low in smoke, exit drills etc.) | | | | |
| 3. Ensures participants practice under supervision | | | | |
| 4. Presents prepared materials accurately, and answers or refers all questions | | | | |
| 5. Documents presentations utilizing AHJ-approved form | | | | |
| Candidate must successfully perform 4/5 steps including CRITICAL POINTS | Score: __/5 | | Score: __/5 | |

Evaluator Notes

| | | | |
|-----------------------------------|------|---------------------------|----------|
| Evaluator Print Name & Signature: | Date | Overall Skill Sheet Score | |
| | | Pass ___ | Fail ___ |

By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC)

| | | |
|---|-----------------------------------|----------|
| Re-Test Evaluator Print Name & Signature: | Overall Skill Sheet Re-Test Score | |
| | Pass ___ | Fail ___ |

By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC)

| | |
|-----------------------------------|--------------------------------------|
| Candidate Print Name & Signature: | Candidate: Print Name or Candidate # |
|-----------------------------------|--------------------------------------|

Note to Evaluator(s): By your signature above, you verify that you are qualified to serve as an Alabama Fire College Evaluator, have followed AFC Skills Testing Policy and have witnessed that the above candidate has tested the above skills in their entirety.

Note to Student: Skill will end when you state or indicate to the evaluator that you have completed all the identified steps. Notify the evaluator at ANY time that you have a safety concern.

Fire and Life Safety Education

(Return completed form with Skill Sheet 11)

Candidate/Audience Information:

| | | |
|--|--|---|
| Name: | Date: | Location of Presentation: <input type="checkbox"/> School <input type="checkbox"/> Fire Station <input type="checkbox"/> Other _____ |
| Target Audience Age Group: <input type="checkbox"/> Preschool <input type="checkbox"/> Early Elementary <input type="checkbox"/> Older Elementary <input type="checkbox"/> Jr/Sr High <input type="checkbox"/> Other _____ | Topic Presented: <input type="checkbox"/> Dialing 911 <input type="checkbox"/> Stop/Drop/Roll <input type="checkbox"/> Exit Drills <input type="checkbox"/> Basic First Aid | Additional Props/Aids Required: |

Choose one of the Following Presentation Outlines:

| |
|---|
| DIALING 911 |
| <ol style="list-style-type: none"> 1. What is 911? 2. What is and isn't an emergency? 3. What will the operator ask and how to respond? 4. Who is coming to help? 5. Importance of knowing addresses |
| STOP, DROP, AND ROLL |
| <ol style="list-style-type: none"> 1. How to avoid fire 2. What to do if you come in contact with flames 3. Stop- don't run and provide oxygen to the fire 4. Drop- get down as quickly as possible 5. Roll- smother the flames 6. Cover face 7. Calling 911 |
| EXIT DRILLS |
| <ol style="list-style-type: none"> 1. When to exit the home 2. Staying low to avoid smoke 3. Leaving pets/toys behind 4. Have a meeting place outside the home 5. Calling 911 |
| BASIC FIRST AID (Jr/Sr High Students and Older Only) |
| <ol style="list-style-type: none"> 1. Recognizing signs/symptoms of distress 2. Calling 911 3. ABC's 4. Hands only CPR 5. AED usage 6. Stop bleeding- pressure and tourniquets |

Pre-Incident Survey Skill Sheet FFII – 12

| | |
|------------------|--|
| SKILL | The candidate shall prepare a pre-incident survey, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared |
| RESOURCES | Given forms, necessary tools, and an assignment |
| SCENARIO | Provided by Proctor/Evaluator; Team-based skills require random assignment of roles and responsibilities, and team is graded on its ability to successfully complete the skills as a whole |
| TIME | Expected time to complete skill(s) is 20 minutes |

| PERFORMANCE STEPS | Test | | Retest | |
|---|--------------------------------------|---------------------------|-------------|---|
| | P | F | P | F |
| Safely performs the following steps: | | | | |
| 1. Records all ownership data that is pertinent to building occupancy | | | | |
| 2. Identifies components of utilities, hydrants, fire detection, and suppression systems, and notes their locations | | | | |
| 3. Notes any hazards that are present (hazardous materials, obstructions to property, obstructions for egress for occupants) for inclusion in pre-incident sketch | | | | |
| 4. Completes accurate sketch of building using common symbols and indicates all necessary information | | | | |
| 5. Informs building occupant/owner of findings and items of concern | | | | |
| 6. Completes all related departmental forms, per requirements of the scenario | | | | |
| Candidate must successfully perform 5/6 steps including CRITICAL POINTS | Score: __/6 | | Score: __/6 | |
| Evaluator Notes | | | | |
| Evaluator Print Name & Signature: | Date | Overall Skill Sheet Score | | |
| | | Pass__ | Fail__ | |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | | |
| Re-Test Evaluator Print Name & Signature: | Overall Skill Sheet Re-Test Score | | | |
| | | Pass__ | Fail__ | |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | | |
| Candidate Print Name & Signature: | Candidate: Print Name or Candidate # | | | |
| Note to Evaluator(s): By your signature above, you verify that you are qualified to serve as an Alabama Fire College Evaluator, have followed AFC Skills Testing Policy and have witnessed that the above candidate has tested the above skills in their entirety. | | | | |
| Note to Student: Skill will end when you state or indicate to the evaluator that you have completed all the identified steps. Notify the evaluator at ANY time that you have a safety concern. | | | | |

ALABAMA FIRE COLLEGE

SERVE - SHARPEN - SUCCEED

Firefighter II

NFPA 1010, Standard on Professional
Qualifications for Firefighters 2024 Ed., 7.5.3
Product Sheet 12

| | | | | |
|---|--|--|--|--|
| Fire department connection visible and accessible | | | | |
| Fire department connection capped | | | | |
| Extinguishers accessible and properly mounted | | | | |
| Extinguishers are inspected and serviced annually DATE: _____ | | | | |
| Premise identification (4" visible from road) | | | | |
| Hydrant locations noted | | | | |

IV. Fire Alarm/Detection System: Yes No N/A Comments:

| | | | | |
|--|--|--|--|--|
| Alarm system inspected and tested annually DATE: _____ | | | | |
| Smoke detectors in place and operational | | | | |
| Enunciator panel location noted | | | | |

V. Common Fire Hazards: Yes No N/A Comments:

| | | | | |
|---|--|--|--|--|
| Junction boxes and receptacle outlets covered | | | | |
| Permanent wiring used throughout | | | | |
| Electrical equipment appears to be in good working order | | | | |
| Proper clearance between heating unit(s) and combustibles | | | | |
| Facility maintains good housekeeping, including exterior | | | | |
| Fire extension avenues are covered properly (holes in walls or ceiling) | | | | |

VI. Special Hazards: Yes No N/A Comments:

| | | | | |
|---|--|--|--|--|
| Storage of flammable/combustible liquids | | | | |
| Storage of compressed gases | | | | |
| Compressed gas containers properly marked/secured | | | | |
| Storage of hazardous chemicals | | | | |

| | | | | |
|---|--|--|--|--|
| Rack/high pile storage | | | | |
| Commercial cooking operations | | | | |
| Hood and fire suppression system provided DATE: _____ | | | | |
| Other special hazards | | | | |

IV. Additional remarks/comments:

Signature

Date

Complete a sketch of the facility including utility, hydrant, and special hazard locations.

A large grid of graph paper, consisting of 20 columns and 30 rows of small squares, intended for sketching a facility layout.

**Power Tool Maintenance
Skill Sheet FFII – 13**

| | |
|------------------|--|
| SKILL | The candidate shall maintain power plants, power tools, and lighting equipment, so that equipment is clean and maintained according to manufacturer and departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise |
| RESOURCES | Given tools and manufacturers' instructions |
| SCENARIO | Provided by Proctor/Evaluator; Team-based skills require random assignment of roles and responsibilities, and team is graded on its ability to successfully complete the skills as a whole |
| TIME | Expected time to complete skill(s) is 7 minutes |

| PERFORMANCE STEPS | Test | | Retest | |
|---|-------------|---|-------------|---|
| | P | F | P | F |
| Safely performs the following steps: | | | | |
| 1. Selects correct tool and checks all fluid levels | | | | |
| 2. Inspects all electrical equipment for damage or worn components | | | | |
| 3. Operates power plants, power tools, and lighting equipment according to manufacturer's guidelines ensuring all equipment is working properly | | | | |
| 4. Cleans equipment after use, refuels if necessary, and places in ready state | | | | |
| 5. Identifies procedures for reporting defective equipment and completes recording procedures | | | | |
| Candidate must successfully perform 4/5 steps including CRITICAL POINTS | Score: __/5 | | Score: __/5 | |

Evaluator Notes

| | | | |
|---|--------------------------------------|-----------------------------------|----------|
| Evaluator Print Name & Signature: | Date | Overall Skill Sheet Score | |
| | | Pass ___ | Fail ___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | |
| Re-Test Evaluator Print Name & Signature: | | Overall Skill Sheet Re-Test Score | |
| | | Pass ___ | Fail ___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | |
| Candidate Print Name & Signature: | Candidate: Print Name or Candidate # | | |

Note to Evaluator(s): By your signature above, you verify that you are qualified to serve as an Alabama Fire College Evaluator, have followed AFC Skills Testing Policy and have witnessed that the above candidate has tested the above skills in their entirety.

Note to Student: Skill will end when you state or indicate to the evaluator that you have completed all the identified steps. Notify the evaluator at ANY time that you have a safety concern.

**Service Testing Fire Hose
Skill Sheet FFII – 14**

| | |
|------------------|--|
| SKILL | The candidate shall perform a service test on fire hose so that procedures are followed, the condition of the hose is evaluated, any damaged hose is removed from service and the results are recorded |
| RESOURCES | Given a pump, a marking device, pressure gauges, a timer, record sheets, and related equipment |
| SCENARIO | Provided by Proctor/Evaluator; Team-based skills require random assignment of roles and responsibilities, and team is graded on its ability to successfully complete the skills as a whole |
| TIME | Expected time to complete skill(s) is 15 minutes |

| PERFORMANCE STEPS | Test | | Retest | |
|---|-------------|---|-------------|---|
| | P | F | P | F |
| Safely performs the following steps: | | | | |
| 1. Evaluates condition of hose before testing including coupling gaskets | | | | |
| 2. Operates hose testing equipment and nozzles safely and appropriately | | | | |
| 3. Marks all couplings prior to testing | | | | |
| 4. Performs testing properly and according to manufacturer's guidelines and AHJ procedures– CRITICAL POINT | | | | |
| 5. Marks defective hoses and removes from service, and records results | | | | |
| Candidate must successfully perform 4/5 steps including CRITICAL POINTS | Score: __/5 | | Score: __/5 | |

Evaluator Notes

| | | | |
|---|--------------------------------------|-----------------------------------|---------|
| Evaluator Print Name & Signature: | Date | Overall Skill Sheet Score | |
| | | Pass___ | Fail___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | |
| Re-Test Evaluator Print Name & Signature: | | Overall Skill Sheet Re-Test Score | |
| | | Pass___ | Fail___ |
| By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC) | | | |
| Candidate Print Name & Signature: | Candidate: Print Name or Candidate # | | |

Note to Evaluator(s): By your signature above, you verify that you are qualified to serve as an Alabama Fire College Evaluator, have followed AFC Skills Testing Policy and have witnessed that the above candidate has tested the above skills in their entirety.

Note to Student: Skill will end when you state or indicate to the evaluator that you have completed all the identified steps. Notify the evaluator at ANY time that you have a safety concern.