ALABAMA FIRE COLLEGE

VOLUNTEER FIRE FIGHTER / FIRE FIGHTER I

CANDIDATE

TASK BOOK

ALABAMA FIRE COLLEGE
AND PERSONNEL STANDARDS & EDUCATION COMMISSION

Volunteer Fire Fighter/Fire Fighter I
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 Volunteer Fire Fighter/Fire Fighter I Certification program. This Task Book lists the job performance requirements (Training Skills, 75) 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 (15) provided. The program is based on NFPA 1010, Chapter 6, *Standard on Professional Qualifications for Firefighters*, 2024 Edition, IFSTA's *Essentials of Firefighting, Fire Fighter I*, 8th edition textbook, the AFC Curriculum, and the Alabama Fire College Volunteer Fire Fighter/Fire Fighter I 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.
____ Make 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 50 hours in Volunteer Fire Fighter/Fire Fighter I)	
Volunteer FF/Fire Fighter I Skills	**50 hours/60 days**
Total	**50 hours**

Course Coordinator/Lead Instructor		
I have reviewed this Candidate Training 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 as a trainee under the direct supervision of a certified and qualified Instructor.		
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 (Volunteer/Fire Fighter I & FES Instructor I)**

Volunteer Fire Fighter/Fire Fighter I 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
6-1 (FFI 02)	Don Structural personal protective clothing.	6.1.2, 6.3.1, 6.3.2, 6.3.3				
6-3 (FFI 02)	Don SCBA.	6.3.1, 6.3.2				
6-4 (FFI 02)	Don SCBA while seated.	6.3.1, 6.3.2				
6-6 ****	Bag PPE and equipment after field reduction of contaminants.	6.1.2				
6-7 (FFI 02)	Inspect SCBA.	6.1.2, 6.3.1, 6.5.1				
6-8 (FFI 02)	Clean and sanitize SCBA.	6.1.2, 6.3.1, 6.5.1				
6-10 (FFI 02)	Replace an SCBA cylinder.	6.3.1				
9-2 (FFI 05)	Carry a ladder using the one-firefighter low-shoulder method.	6.3.6, 6.3.11, 6.3.12				
9-3 (FFI 05)	Carry a ladder using a two-firefighter carry.	6.3.6, 6.3.11, 6.3.12				
9-4 (FFI 05)	Raise and lower a ladder using a one-firefighter method.	6.3.6, 6.3.11, 6.3.12				
9-5 (FFI 05)	Raise and lower a ladder using a two-firefighter method.	6.3.6, 6.3.11, 6.3.12				
9-6 (FFI 05)	Reposition a ladder.	6.3.6, 6.3.11, 6.3.12				
9-7 (FFI 05)	Leg lock a ground ladder.	6.3.6, 6.3.9, 6.3.10, 6.3.11, 6.3.12				
9-8 (FFI 05)	Deploy a roof ladder on a pitched roof.	6.3.12				
9-9 (FFI 08)	Assist a victim down a ground ladder.	6.3.9				
10-2 (FFI 03)	Force entry through an inward-swinging door.	6.3.4				
10-3 (FFI 03)	Force entry through an outward-swinging door.	6.3.4				
10-4 (FFI 03)	Force entry through a door lock.	6.3.4				
10-5 (FFI 03)	Force entry through a padlock.	6.3.4				
10-6 (FFI 03)	Force entry through a window.	6.3.4, 6.3.11				
10-7 (FFI 03)	Force entry through a wood-framed wall.	6.3.4				
10-8 (FFI 03)	Breach a masonry wall.	6.3.4				
10-9 (FFI 03)	Breach a metal wall with a rotary saw.	6.3.4				

11-1 (FFI 02, FFI 04)	Enact the proper procedures for an SCBA air emergency.	6.2.3, 6.3.1				
11-2 (FFI 08)	Conduct a primary or secondary search.	6.3.9				
11-3 (FFI 08)	Perform the incline drag.	6.3.9				
11-4 (FFI 08)	Perform the extremities lift/carry using the two-rescuer method.	6.3.9				
11-5 (FFI 08)	Perform the webbing drag.	6.3.9				
11-6 (FFI 01)	Transmit a MAYDAY report.	6.2.3				
11-7 (FFI 04)	Follow a hoseline or search line out as a withdrawal procedure.	6.2.3, 6.3.5				
11-8 (FFI 02, FFI 04)	Perform reduced profile maneuvers without removal of SCBA using the side technique.	6.3.1, 6.3.5, 6.3.9				
11-9 (FFI 03, FFI 04)	Breach an interior wall.	6.3.4, 6.3.5				
11-10 (FFI 02)	Perform reduced profile maneuvers through an interior wall breach without moving SCBA.	6.3.1, 6.3.5, 6.3.9				
11-11 (FFI 02, FFI 04)	Disentangle from debris or wires.	6.3.1, 6.3.5				
11-12 (FFI 15)	Use a multigas meter to identify hazards.	6.3.21				
12-1 (FFI 10)	Perform mechanical positive pressure ventilation.	6.3.11				
12-2 (FFI 10)	Perform horizontal hydraulic ventilation.	6.3.11				
12-3 (FFI 11)	Ventilate a flat roof or floor.	6.3.12				
12-4 (FFI 11)	Ventilate a pitched roof.	6.3.12				
13-15 (FFI 09)	Advance a hose load.	6.3.10				
13-16 (FFI 09)	Extend a hoseline.	6.3.10				
13-17 (FFI 09)	Replace a burst hoseline.	6.3.10				
13-18 (FFI 09)	Advance a charged hoseline using the working line drag method.	6.3.10				
13-19 (FFI 09)	Advance a hoseline into a structure.	6.3.10				
13-20 (FFI 09)	Advance a charged and uncharged hoseline up &down an interior stairway.	6.3.10				
13-21 (FFI 09)	Connect to a stairway standpipe or improvised standpipe and advance an attack hoseline onto a floor.	6.3.10				
13-22 (FFI 09)	Advance an uncharged line up a ladder into a window.	6.3.10				
13-23 (FFI 09)	Advance a charged attack line up a ladder into a window.	6.3.10, 6.3.13				

13-25 (FFI 09)	Operate a smooth bore or fog nozzle.	6.3.7, 6.3.10				
13-26 (FFI 09)	Operate a small hoseline using the one-firefighter method.	6.3.10, 6.3.13				
13-27 (FFI 07)	Operate a large hoseline for exposure protection using the one-firefighter method.	6.3.8				
13-28 (FFI 07)	Operate a large hoseline using the two-firefighter method.	6.3.8, 6.3.10				
13-29 (FFI 07)	Deploy & operate a master stream device.	6.3.8				
14-1 (FFI 09)	Control and extinguish a structure fire using the exterior fire control method.	6.3.10				
14-2 (FFI 09)	Control and extinguish an interior structure fire at ground level using direct, indirect & combination methods.	6.3.10				
14-3 (FFI 09)	Control and extinguish a structure fire above and below grade level using interior fire control methods.	6.3.10				
14-4 (FFI 13)	Operate sprinkler system control valves.	6.3.14				
14-5 (FFI 13)	Stop the flow of water from an activated sprinkler.	6.3.14				
14-7 (FFI 06)	Control and extinguish a passenger vehicle fire.	6.3.7				
14-8 (FFI 07)	Control and extinguish a fire in exterior stacked or piled Class A materials.	6.3.8				
14-9 (FFI 07)	Control and extinguish a fire in a small unattached structure or storage container.	6.3.8				
14-10 (FFI 07)	Extinguish a fire in a trash container.	6.3.8				
14-11 (FFI 14)	Control & extinguish ground cover fire.	6.3.19				
14-12 (FFI 14)	Construct a fire line.	6.3.19				
15-1 (FFI 12)	Locate and extinguish hidden fires.	6.3.8, 6.3.10, 6.3.13				
15-2 (FFI 13)	Roll a salvage cover for a one-firefighter spread.	6.3.14				
15-3 (FFI 13)	Spread a rolled salvage cover using a one-firefighter method.	6.3.14				
15-4 (FFI 13)	Fold a salvage cover for a one-firefighter spread.	6.3.14				
15-5 (FFI 13)	Spread a folded salvage cover using a one-firefighter method.	6.3.14				
15-6 (FFI 13)	Fold a salvage cover for a two-firefighter spread.	6.3.14				
15-7 (FFI 13)	Spread a folded salvage cover using the two-firefighter balloon throw.	6.3.14				
15-8 (FFI 13)	Construct and place a water chute.	6.3.14				
15-9 (FFI 13)	Construct a catchall.	6.3.14				

15-10 (FFI 13)	Construct a water chute and attach it to a catchall.	6.3.14				
15-11 (FFI 13)	Cover building openings to prevent damage after fire suppression.	6.3.14				

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Fire Fighter I/Volunteer Fire Fighter

Candidate Training Skills

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Skill Sheet 6-1

Objective 10 Don structural personal protective clothing. *[NFPA 1010, 6.1.2, 6.3.2, 6.3.3]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will don structural personal protective clothing. Inform students of any time requirements for this skill.

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

NOTE: Always maintain control of equipment and clothing to avoid personal injury or damage. Also ensure that no skin or facepiece straps are exposed.

Resources

- Structural firefighting personal protective clothing

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 6-1
Assessment

Objective 10 Don structural personal protective clothing. *[NFPA 1010, 6.1.2, 6.3.2, 6.3.3]*

	Task Steps	Yes	No
1.	Don pants, suspenders, and boots.		
2.	Don protective hood.		
3.	Don coat with closure secure and collar up. Make sure the hood's skirt is tucked in under the coat collar.		
4.	Don helmet with eye protection on. a. Place the helmet on your head. b. Fold ear flaps down to cover your ears and neck, even if you are wearing a protective hood. c. Secure the chin strap under your chin and tighten it. d. Lower helmet visor or don eye protection.		
5.	Don structural gloves.		

Skill Sheet 6-3

Objective 12 Don SCBA. *[NFPA 1010, 6.3.1, 6.3.2]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will don SCBA. Students must complete at least one of the two methods listed. The steps given in this skill sheet are general procedures for donning SCBA. Other methods may vary by department according to local policy.

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

Resources

- SCBA including PASS device
- Structural firefighting personal protective clothing

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 6-3
Assessment

Objective 12 Don SCBA. *[NFPA 1010, 6.3.1, 6.3.2]*

	Task Steps	Yes	No
	Over-the-Head Method		
1.	Ensure the cylinder is full.		
2.	Position the SCBA. Ensure that all harness straps are fully extended and untangled.		
3.	Open cylinder valve fully.		
4.	Listen for: a. The activation of the integrated PASS Alarm (if equipped). b. The activation of the low air alarm. c. Any air leaks.		
5.	Compare cylinder and regulator pressure gauges to ensure similar readings.		
6.	Grab the back frame so that the shoulder straps will be outside of the arms. Using proper lifting technique, raise the SCBA overhead while guiding elbows into the loops formed by shoulder straps.		
7.	Release the harness assembly and allow the SCBA to slide down the back.		
8.	Fasten chest strap (if equipped), buckle waist strap, and adjust shoulder straps.		
9.	Don facepiece over the head and securely tighten the straps.		
10.	Test the facepiece for a proper seal and operation of the exhalation valve. **NOTE:** Not all facepieces are designed for a seal check without the regulator being attached and activated.		
11.	Don hood.		
12.	Don helmet.		
13.	Activate external PASS device (if not equipped with integrated device).		
14.	If equipped with heads-up display (HUD), after taking the first breath, user should acknowledge the HUD by stating the lights are operational and indicate a full cylinder.		

15.	Don gloves.		
16.	Connect/activate air supply.		

Task Steps		Yes	No
Coat Method			
1.	Ensure the cylinder is full.		
2.	Position the SCBA. Ensure that all harness straps are fully extended and untangled.		
3.	Open cylinder valve fully.		
4.	Listen for: a. The activation of the integrated PASS Alarm (if equipped). b. The activation of the low air alarm. c. Any air leaks.		
5.	Compare cylinder and regulator pressure gauges to ensure similar readings.		
6.	Grasp the shoulder straps on the SCBA and raise the SCBA.		
7.	Guide elbows through the loops, one arm at a time, and swing SCBA around shoulders, allowing SCBA to come to rest in the proper position.		
8.	Fasten chest strap (if equipped), buckle waist strap, and adjust shoulder straps.		
9.	Don facepiece over the head and securely tighten the straps.		
10.	Test the facepiece for a proper seal and operation of the exhalation valve. **NOTE:** Not all facepieces are designed for a seal check without the regulator being attached and activated.		
11.	Don hood.		
12.	Don helmet.		
13.	Activate external PASS device (if not equipped with integrated device).		
14.	If equipped with heads-up display (HUD), after taking the first breath, user should acknowledge the HUD by stating the lights are operational and indicate a full cylinder.		
15.	Don gloves.		

16.	Connect/activate air supply.		

Skill Sheet 6-4

Objective 13 Don SCBA while seated. *[NFPA 1010, 6.3.1, 6.3.2]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will don SCBA while seated. Before beginning this skill, train students on apparatus jumpseat equipment as determined by the AHJ.

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

Resources

- SCBA including PASS device
- Structural firefighting personal protective clothing

_____ _____

Evaluator Signature Date

_____ _____

Student Signature Date

Skill Sheet 6-4
Assessment

Objective 13 Don SCBA while seated. *[NFPA 1010, 6.3.1, 6.3.2]*

	Task Steps	Yes	No
1.	Position body in seat with back firmly against the SCBA.		
2.	Insert arms through shoulder straps.		
3.	Fasten chest strap, buckle waist strap, and adjust shoulder straps.		
4.	Fasten seat belt before apparatus gets underway.		
5.	Safely dismount the apparatus using three points of contact at all times.		
6.	Fully open cylinder valve. Have a partner compare the cylinder gauge pressure to the regulator gauge pressure.		
7.	Don facepiece and securely tighten the straps.		
8.	Test the facepiece for a proper seal and for proper operation of the exhalation valve. **NOTE:** Not all facepieces are designed for a seal check without the regulator being attached and activated.		
9.	Don hood.		
10.	Don helmet.		
11.	Activate external PASS device (if not equipped with integrated device).		
12.	If equipped with heads-up display (HUD), after taking the first breath, user should acknowledge the HUD by stating the lights are operational and indicate a full cylinder.		
13.	Don gloves.		
14.	Connect/activate air supply.		

Skill Sheet 6-6

Objective 15 Bag PPE and equipment after field reduction of contaminants. *[NFPA 1010, 6.1.2]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will bag their PPE and equipment after field reduction of contaminants.

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

WARNING: IFSTA does not promote the use of actual hazardous materials for skills practice. However, if the AHJ does use these materials, be aware that the use of actual hazardous material samples can cause injury or fatality. Appropriate personal protective equipment (PPE) must be worn, and safety precautions must be followed.

NOTE: The steps in this skill sheet can be performed in tandem with the steps in Skill Sheet 6-5.

Resources

- Department provided storage bag/plastic bag
- Duct tape
- EMS gloves
- Marker
- PPE that has undergone field reduction of contaminants (gloves, protective hood, coat, pants, boots, and helmet)
- Zip ties

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 6-6
Assessment

Objective 15 Bag PPE and equipment after field reduction of contaminants. *[NFPA 1010, 6.1.2]*

CAUTION: While bagging PPE, personnel should wear EMS gloves to minimize further contamination.

	Task Steps	Yes	No
1.	Place protective hood in appropriate container.		
2.	Open storage bag, roll down its sides, and place it on the ground.		
3.	Place structural gloves in the bag.		
4.	Fold the coat to minimize contact of the coat's interior surfaces with other gear, then place coat on top of the gloves.		
5.	Place pants and boots on top of the coat.		
6.	Place helmet into bag with the interior of the helmet facing away from the pants and boots.		
7.	Unroll the bag, twist the loose upper part of the bag just above the contents, and zip-tie the twisted material.		
8.	Turn the twisted end of the bag back onto itself and wrap with duct tape.		
9.	Mark bag with the user's name.		
10.	Store the bagged PPE in appropriate compartment and clean and launder as soon as possible.		

Skill Sheet 6-7

Objective 16 Inspect SCBA. *[NFPA 1010, 6.1.2, 6.5.1]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will inspect SCBA. Inform students of any time requirements for this skill.

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

Resources

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 6-7
Assessment

Objective 16 Inspect SCBA. *[NFPA 1010, 6.1.2, 6.5.1]*

	Task Steps	Yes	No
1.	Ensure all components of SCBA are present: harness assembly, cylinder, facepiece, hoses, end-of-service indicators, regulators, and accessories (e.g., PASS device).		
2.	Inspect all components of SCBA for cleanliness and damage.		
3.	Immediately clean dirty components. If damage is found, immediately remove component from service, tag it, and report the damage to company officer.		
4.	Check that cylinder is full and within its hydrostatic testing requirements.		
5.	Open the cylinder valve slowly; verify operation of the low-pressure alarm and the absence of audible air leaks. **NOTE:** On some SCBA, the audible alarm does not sound when the cylinder valve is opened.		
6.	If air leaks are detected, determine if connections need to be tightened or if valves, donning switch, etc. need to be adjusted. Otherwise, equipment with audible leaks due to malfunctions shall be removed from service, tagged, and reported to the company officer.		
7.	Check that gauges and/or indicators (e.g., heads-up display) are providing similar pressure readings. Manufacturer's guidelines determine the acceptable range.		
8.	Check the function of all modes of the PASS device.		
9.	Don facepiece over the head and securely tighten the straps.		
10.	Test the facepiece for a proper seal and proper operation of the exhalation valve. **NOTE:** Not all facepieces are designed for a seal check without the regulator being attached and activated.		
11.	Don the regulator and check its function by taking several normal breaths.		
12.	Test bypass and/or purge valve (if applicable).		
13.	Close cylinder.		

14.	Bleed off air line and test low-pressure alarm.		
15.	Remove facepiece and prepare all components for immediate reuse.		
16.	Document inspections per local SOPs.		

Skill Sheet 6-8

Objective 17 Clean and sanitize SCBA. *[NFPA 1010, 6.1.2, 6.5.1]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will clean and sanitize SCBA. Each manufacturer has different guidelines for cleaning and sanitizing equipment. Remind students to always follow the manufacturer's instructions for the specific equipment they are using. If the inspection reveals damage or missing parts, students should report it in accordance with local SOPs.

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

Resources

- 2-3 buckets
- Appropriate PPE
- Cleaner/disinfectant solution recommended by manufacturer
- Copy of manufacturer's guidelines for cleaning and care of SCBA unit
- Drying rack
- Out of service tags
- SCBA
- Soft, lint-free towels and soft brush

Evaluator Signature Date

Student Signature Date

Skill Sheet 6-8
Assessment

Objective 17 Clean and sanitize SCBA. *[NFPA 1010, 6.1.2, 6.5.1]*

	Task Steps	Yes	No
1.	Prepare cleaning solution, buckets, etc. according to manufacturer's guidelines and local SOPs.		
2.	Clean all components of SCBA unit according to manufacturer's guidelines and local SOPs.		
3.	Inspect equipment for damage. If any damage is found, report in accordance with local SOPs.		
4.	Place all components in a manner and location so that they will dry.		
5.	Assemble components so that they are ready for immediate reuse.		

Skill Sheet 6-10

Objective 19 Replace an SCBA cylinder. *[NFPA 1010, 6.3.1]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will replace an SCBA cylinder. Remind students to always follow manufacturer's recommendations for the specific cylinders their department uses. Students must know the operation of the particular unit they are using.

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

Resources

- Appropriate PPE
- Replacement cylinder
- SCBA including PASS device

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 6-10
Assessment

Objective 19 Replace an SCBA cylinder. *[NFPA 1010, 6.3.1]*

NOTE: Whether one or two firefighters perform this skill, the firefighter who has easiest access to that part of the assembly should perform the step.

	Task Steps	Yes	No
1.	Position the cylinder for easy access either on the ground (one firefighter) or by kneeling down or bending over (two firefighters).		
2.	Fully close the cylinder valve.		
3.	Release the air pressure from high- and low-pressure hoses.		
4.	Disconnect the high-pressure coupling from the cylinder.		
5.	Remove the empty cylinder from harness assembly.		
6.	Inspect the empty cylinder's valve opening, high-pressure hose fitting, and the O-ring for debris.		
7.	Place the full cylinder into the harness assembly. **NOTE:** If a second firefighter assists, the second firefighter shows/reports the pressure to the wearer.		
8.	Inspect the full cylinder's valve opening and high-pressure hose fitting for debris.		
9.	Securely connect the high-pressure hose to the cylinder.		
10.	Slowly and fully open the cylinder valve and listen for an audible alarm and leaks as the system pressurizes.		
11.	Connect regulator and take normal breaths.		
12.	Check cylinder and remote pressure gauges.		

Skill Sheet 9-2

Objective 12 Carry a ladder using the one-firefighter low-shoulder method. *[NFPA 1010, 6.3.6, 6.3.11, 6.3.12]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will carry a ladder using the one-firefighter low-shoulder method. Remind students to use the proper technique to avoid back strain or injury when lifting a ladder from the ground. At the end of the skill, students may prepare to ground, raise, or stow the ladder.

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
- Straight or extension ladder

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 9-2
Assessment

Objective 12 Carry a ladder using the one-firefighter low-shoulder method. *[NFPA 1010, 6.3.6, 6.3.11, 6.3.12]*

	Task Steps	Yes	No
1.	Visually inspect the work area. a. Inspect terrain for solid, level footing. b. Inspect overhead for electrical wires and obstructions.		
2.	Stand at a lifting point near the center of the ladder.		
3.	Kneel beside the ladder.		
4.	Grasp the ladder beam.		
5.	Place the ladder on the beam.		
6.	Stand while shouldering the ladder.		
7.	Position the ladder for carrying. a. Secure the upper beam on the shoulder. b. Lower the butt of the ladder slightly. c. Steady the ladder with both hands.		
8.	Carry the ladder forward toward the objective.		

Skill Sheet 9-3

Objective 13 Carry a ladder using a two-firefighter carry. *[NFPA 1010, 6.3.6, 6.3.11, 6.3.12]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will carry a ladder using the two-firefighter low-shoulder method or arm's length on-edge method. Students should complete at least one of the listed methods. Remind students to use the proper technique to avoid back strain or injury when lifting a ladder from the ground. At the end of the skill, students may prepare to ground, raise, or stow the ladder. 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: A team leader should be designated before the skill begins. The leader ensures readiness and confirms all commands.

Resources

- Appropriate PPE
- Straight or extension ladder

Evaluator Signature Date

Student Signature Date

Skill Sheet 9-3
Assessment

Objective 13 Carry a ladder using a two-firefighter carry. *[NFPA 1010, 6.3.6, 6.3.11, 6.3.12]*

	Task Steps	Yes	No
	Low-Shoulder Method		
1.	Visually inspect the work area. a. Inspect terrain for solid, level footing. b. Inspect overhead for electrical wires and obstructions.		
2.	Both firefighters: Kneel beside the ladder, facing the same direction.		
3.	Grasp the ladder beam.		
4.	Place the ladder on the beam.		
5.	Stand while shouldering the ladder.		
6.	Position the ladder for carrying by steadying it with both hands.		
7.	Carry the ladder forward toward the objective.		

	Task Steps	Yes	No
	Arm's Length On Edge Method		
1.	Visually inspect the work area. a. Inspect terrain for solid, level footing. b. Inspect overhead for electrical wires and obstructions.		
2.	Both firefighters: Kneel beside the ladder, facing the same direction.		
3.	Grasp the ladder beam.		
4.	Place the ladder on the beam.		
5.	Stand and lift the ladder to arm's length.		
6.	Position the ladder for carrying.		

	a. Grasp the beam. b. Place the ladder against your body.		
7.	Carry the ladder forward toward the objective.		

Skill Sheet 9-4

Objective 14 Raise and lower a ladder using a one-firefighter method. *[NFPA 1010, 6.3.6, 6.3.11, 6.3.12]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will raise and lower a single or extension ladder using the one-firefighter beam method or flat method. Students should complete at least one of the listed methods. The student will begin this skill with the ladder in a carry position. At the end of the skill, students may either work from or lower the ladder.

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
- Single or extension ladder
- Structure/building

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 9-4
Assessment

Objective 14 Raise and lower a ladder using a one-firefighter method. *[NFPA 1010, 6.3.6, 6.3.11, 6.3.12]*

NOTE: These raises begin from a carry position, with the ladder beam resting on the shoulder. After raising the ladder, it may be used to work from or be lowered.

CAUTION: If working from the ladder, make sure it is properly secured, either by another firefighter or by mechanical means.

	Task Steps	Yes	No
	Single Ladder — Beam Method		
1.	Visually inspect the work area. a. Inspect terrain for solid, level footing. b. Inspect overhead for electrical wires and obstructions.		
2.	With the ladder beam still on your shoulder, lower one spur of the butt end to the ground.		
3.	Raise the ladder and rest both spurs on the ground.		
4.	Rotate the ladder until both beams are parallel to the building.		
5.	Place the ladder against the building.		
6.	While supporting the ladder against the building, pull the butt end away from the building to an appropriate climbing angle.		
7.	Lower the ladder, reversing the raising procedure. a. Inspect overhead for wires and obstructions that may have changed during operations. b. Rotate the ladder away from the building, if necessary. c. Lower the ladder and place it flat on the ground.		

Task Steps	Yes	No
Single Ladder — Flat Method		

1.	Visually inspect the work area. a. Inspect terrain for solid, level footing. b. Inspect overhead for electrical wires and obstructions.		
2.	Place the ladder flat on the ground perpendicular to the building.		
3.	Slide the ladder so that both spurs are resting against the building.		
4.	Position at the tip of the ladder.		
5.	Grasp the top rung or both beams of the ladder and lift.		
6.	Raise the ladder and place it flat against the building.		
7.	While supporting the ladder against the building, pull the butt end away from the building to an appropriate climbing angle.		
8.	Lower the ladder, reversing the raising procedure. a. Inspect overhead for wires and obstructions that may have changed during operations. b. Rotate the ladder away from the building, if necessary. c. Lower the ladder and place it flat on the ground.		

Task Steps		Yes	No
Extension Ladder — Beam Method			
1.	Visually inspect the work area. a. Inspect terrain for solid, level footing. b. Inspect overhead for electrical wires and obstructions.		
2.	With the ladder beam still on your shoulder, lower one spur of the butt end to the ground.		
3.	Raise the ladder and rest both spurs on the ground.		
4.	Rotate the ladder until both beams are parallel to the building and the fly is properly positioned.		

5.	Place the ladder against the building.		
6.	Pull the ladder away from the building, keeping it in a vertical position.		
7.	While supporting the ladder against the building, untie and grasp the halyard.		
8.	Control the halyard and extend the fly section to the desired elevation.		
9.	Engage the ladder locks.		
10.	While supporting the ladder against the building, pull the butt end away from the building to an appropriate climbing angle.		
11.	Secure the halyard.		
12.	Lower the ladder, reversing the raising procedure. a. Inspect overhead for wires and obstructions that may have changed during operations. b. Rotate the ladder away from the building, if necessary. c. Lower the ladder using a hand-under-hand motion, and place it flat on the ground.		

Task Steps		Yes	No
Extension Ladder — Flat Method			
1.	Visually inspect the work area. a. Inspect terrain for solid, level footing. b. Inspect overhead for electrical wires and obstructions.		
2.	Place the ladder flat on the ground perpendicular to the building.		
3.	Slide the ladder so that both spurs are resting against the building.		
4.	Position at the tip of the ladder.		
5.	Grasp the top rung or both beams of the ladder and lift.		
6.	Raise the ladder, placing it flat against the building.		

7.	Pull the butt of the ladder slightly away from the building.		
8.	While maintaining control of the ladder, untie and grasp the halyard.		
9.	Control the halyard and extend the fly section to the desired elevation.		
10.	Engage the ladder locks.		
11.	While supporting the ladder against the building, pull the butt end away from the building to an appropriate climbing angle.		
12.	Secure the halyard.		
13.	Lower the ladder, reversing the raising procedure. a. Inspect overhead for wires and obstructions that may have changed during operations. b. Rotate the ladder away from the building, if necessary. c. Lower the ladder using a hand-under-hand motion, and place it flat on the ground.		

Skill Sheet 9-5

Objective 15 Raise and lower a ladder using a two-firefighter method. *[NFPA 1010, 6.3.6, 6.3.11, 6.3.12]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will raise and lower an extension ladder using two-firefighter beam method or flat method. Students should complete at least one of the listed methods. Students will begin this skill with the ladder in a carry position. At the end of the skill, students may either work from or lower the ladder. 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
- Extension ladder
- Structure/building

Evaluator Signature Date

Student Signature Date

Skill Sheet 9-5
Assessment

Objective 15 Raise and lower a ladder using a two-firefighter method. *[NFPA 1010, 6.3.6, 6.3.11, 6.3.12]*

NOTE: These raises begin from a carry position, with the ladder beam resting on the shoulder. After raising the ladder, it may be used to work from or be lowered.

CAUTION: If working from the ladder, make sure it is properly secured, either by another firefighter or by mechanical means.

	Task Steps	Yes	No
	Beam Method		
1.	Visually inspect the work area. a. Inspect terrain for solid, level footing. b. Inspect overhead for electrical wires and obstructions.		
2.	Firefighter #1: Place the ladder beam on the ground.		
3.	Firefighter #2: Rest the tip of the lower ladder beam on one shoulder.		
4.	Firefighter #1: Place one foot on the lower beam at the butt end.		
5.	Firefighter #1: Grasp the upper beam with hands apart and the other end extended back as a counterbalance.		
6.	Firefighter #2: Advance down the beam toward the butt end until the ladder is in a vertical position.		
7.	Both firefighters: Stand on opposite sides of the ladder.		
8.	Rotate the ladder to properly position the fly section.		
9.	Untie and grasp the halyard.		
10.	Control the halyard and extend the fly section to the desired elevation.		
11.	Engage the ladder locks.		
12.	Place the ladder against the building, maintaining ladder balance.		

13.	While supporting the ladder against the building, pull the butt end away from the building to an appropriate climbing angle.		
14.	Secure the halyard.		
15.	Lower the ladder, reversing the raising procedure. a. Inspect overhead for wires and obstructions that may have changed during operations. b. Rotate the ladder away from the building, if necessary. c. Lower the ladder using a hand-under-hand motion and place it flat on the ground.		

Task Steps		Yes	No
Flat Method			
1.	Visually inspect the work area. a. Inspect terrain for solid, level footing. b. Inspect overhead for electrical wires and obstructions.		
2.	Both firefighters: Place the ladder flat on the ground with the butt end perpendicular to the building.		
3.	Firefighter #2: Lift the tip of the ladder and position beneath it.		
4.	Firefighter #1: Heel the ladder.		
5.	Firefighter #1: Crouch and use both hands to grasp a convenient rung or the beams.		
6.	Firefighter #1: Lean back.		
7.	Firefighter #2: Raise the ladder until it is in a vertical position.		
8.	Both firefighters: Stand on opposite sides of the ladder.		
9.	Both firefighters: Heel the ladder by placing toes against the beams.		

10.	Firefighter #2: Grasp the beams, ensuring that hands and fingers are on the outside of the beam.		
11.	Rotate the ladder to properly position the fly section.		
12.	Untie and grasp the halyard.		
13.	Control the halyard and extend the fly section to the desired elevation.		
14.	Engage the ladder locks.		
15.	Both firefighters: Place the ladder against the building, maintaining ladder balance.		
16.	While supporting the ladder against the building, pull the butt end away from the building to an appropriate climbing angle.		
17.	Secure the halyard.		
18.	Lower the ladder, reversing the raising procedure. a. Inspect overhead for wires and obstructions that may have changed during operations. b. Rotate the ladder away from the building, if necessary. c. Lower the ladder using a hand-under-hand motion and place it flat on the ground.		

Skill Sheet 9-6

Objective 16 Reposition a ladder. *[NFPA 1010, 6.3.6, 6.3.11, 6.3.12]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will reposition a ladder by shifting or pivoting. Students should complete at least one of the included methods.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
- Ladder
- Structure/building

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 9-6
Assessment

Objective 16 Reposition a ladder. *[NFPA 1010, 6.3.6, 6.3.11, 6.3.12]*

	Task Steps	Yes	No
	Shift a Ladder – One-Firefighter Method		
1.	Visually inspect the work area. a. Inspect terrain for solid, level footing. b. Inspect overhead for electrical wires and obstructions.		
2.	Face the ladder.		
3.	Heel the ladder.		
4.	Grasp one high rung and one low rung.		
5.	Slide the butt end of the ladder 1 to 2 feet (300 to 600 mm) in the desired direction. Maintain control of the ladder and watch the tip at all times.		
6.	Heel the ladder.		
7.	Bring the hands higher on the rungs (two to three rungs apart) or beams, and slide the tip of the ladder until it is vertical. If necessary, lift the tip slightly off of the building.		
8.	Repeat until the desired location is reached.		
9.	Adjust the height and angle of the ladder, if necessary.		

	Task Steps	Yes	No
	Shift a Ladder – Two-Firefighter Method		
1.	Visually inspect the work area. a. Inspect terrain for solid, level footing. b. Inspect overhead for electrical wires and obstructions.		
2.	Both firefighters: Position on opposite beams of the ladder.		

3.	Face the ladder.		
4.	Grasp the ladder high and low.		
5.	Slide the butt end of the ladder 1 to 2 feet (300 to 600 mm) in the desired direction. Maintain control of the ladder and watch the tip at all times.		
6.	Heel the ladder.		
7.	Bring the hands higher on the rungs (two to three rungs apart) or beams, and slide the tip of the ladder until it is vertical. If necessary, lift the tip slightly off of the building.		
8.	Repeat until the desired location is reached.		
9.	Adjust the height and angle of the ladder, if necessary.		

Task Steps		Yes	No
Pivot a Ladder – Two-Firefighter Method			
1.	Visually inspect the work area. a. Inspect terrain for solid, level footing. b. Inspect overhead for electrical wires and obstructions.		
2.	Both firefighters: Stand on opposite sides of the ladder. **NOTE:** Firefighter #1 is in command of the operation and is located on the side opposite the building.		
3.	Both firefighters: Grasp the ladder beams.		
4.	Firefighter #1: Place a foot against the side of the beam on which the ladder will pivot.		
5.	Both firefighters: Tilt the ladder onto the pivot beam.		
6.	Pivot the ladder 90 degrees, simultaneously adjusting positions as necessary.		
7.	Repeat the process until the ladder is turned a full 180 degrees and the fly is properly positioned.		

8.	Place the ladder against the building.		

Skill Sheet 9-7

Objective 17 Leg lock a ground ladder. *[NFPA 1010, 6.3.9, 6.3.10, 6.3.11, 6.3.12]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will leg lock on a ground ladder. Before the skill begins, a ground ladder must be in position against the structure. 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
- Ground ladder
- Structure/building

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 9-7
Assessment

Objective 17 Leg lock a ground ladder. *[NFPA 1010, 6.3.9, 6.3.10, 6.3.11, 6.3.12]*

CAUTION: If working from the ladder, make sure it is properly secured, either by another firefighter or by mechanical means.

	Task Steps	Yes	No
1.	Climb to the desired height.		
2.	Advance one rung higher.		
3.	Slide the leg opposite the working side over and behind the target rung.		
4.	Bring foot back through to the front of the ladder and hook your foot on the rung or on the beam.		
5.	Rest on your thigh.		
6.	Step down with the opposite leg.		

Skill Sheet 9-8

Objective 18 Deploy a roof ladder on a pitched roof. *[NFPA 1010, 6.3.12]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will deploy a roof ladder on a pitched roof using the one-firefighter method or two-firefighter method. Students should complete at least one of the listed methods. Before the skill begins, a ground ladder should be in position against the structure. 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
- Ground ladder
- Roof ladder
- Structure/building
- Life safety harness (optional)

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 9-8
Assessment

Objective 18 Deploy a roof ladder on a pitched roof. *[NFPA 1010, 6.3.12]*

CAUTION: If working from the ladder, make sure it is properly secured, either by another firefighter or by mechanical means.

	Task Steps	Yes	No
	One-Firefighter Method		
1.	Deploy the hooks of the roof ladder.		
2.	Place the roof ladder against the ground ladder with the hooks facing out.		
3.	Climb the ground ladder until your shoulder is about two rungs above the midpoint of the roof ladder.		
4.	Reach through the rungs of the roof ladder and hoist it onto your shoulder.		
5.	Climb the ground ladder to the desired elevation.		
6.	Lock in to the ground ladder using a leg lock or life safety harness.		
7.	Place the roof ladder on the roof and push it toward the ridge line.		
8.	Lay the roof ladder flat and secure the hooks over the ridge line.		

	Task Steps	Yes	No
	Two-Firefighter Method		
1.	Deploy the hooks of the roof ladder.		
2.	Climb the ground ladder several feet.		
3.	Receive the roof ladder from another firefighter.		
4.	Climb the ground ladder the remainder of the distance to the desired elevation, if necessary.		
5.	Lock in to the ground ladder using a leg lock or life safety harness.		

6.	Place the roof ladder on the roof and push it toward the ridge line.		
7.	Lay the roof ladder flat and secure the hooks over the ridge line.		

Skill Sheet 9-9

Objective 19 Assist a victim down a ground ladder. *[NFPA 1010, 6.3.9]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will assist a victim down a ground ladder. Students should complete both methods for conscious and unconscious victims. Before the skill begins, an extension ladder should be in position against the structure. No live victims should be used when performing this skill. During the evaluation, use a rescue manikin to simulate a victim. 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
- Extension ladder
- Rescue manikin
- Structure

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 9-9
Assessment

Objective 19 Assist a victim down a ground ladder. *[NFPA 1010, 6.3.9]*

CAUTION: If working from the ladder, make sure it is properly secured, either by another firefighter or by mechanical means.

NOTE: A rescue manikin is used to practice these skills.

Task Steps		Yes	No
Assist an Unconscious Victim			
1.	Position on the ladder to receive the victim.		
2.	Position the victim facing the rescuer.		
3.	Maintain control of the victim using one of the following methods: a. On-the-knee method b. Cross-body method c. Modified cross-body method		
4.	Descend the ladder one rung at a time. Support the victim during descent.		

Task Steps		Yes	No
Assist a Conscious Victim			
1.	Position on the ladder to receive the victim.		
2.	Position the victim facing the ladder rungs.		
3.	Maintain control of the victim. a. Place forearms under the victim's armpits. b. Place hands on the ladder beams.		
4.	Descend the ladder one rung at a time. Support and reassure the victim during descent.		

	NOTE: A conscious victim will position his or her arms and legs on the ladder beams and rungs during descent.		

Skill Sheet 10-2

Objective 9 Force entry through an inward-swinging door. *[NFPA 1010, 6.3.4]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will force entry through an inward-swinging door. Students should complete at least one of the listed methods. Although various forcible entry tools can be used to force doors, the methods in this skill sheet use a Halligan tool or a rotary saw. When forcing entry into a fire building, firefighters must wear SCBA. Therefore, it is recommended that students wear SCBA for this training exercise. Remind students that they should always "try before they pry." 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
- Flat-head axe or other striking tool
- Halligan tool
- Inward-swinging door prop
- Rotary saw

Evaluator Signature Date

Student Signature Date

Skill Sheet 10-2
Assessment

Objective 9 Force entry through an inward-swinging door. *[NFPA 1010, 6.3.4]*

CAUTION: Firefighters must maintain communication and coordinate actions at all times during forcible entry. Maintain control of the door at all times.

NOTE: Always remember to "try before you pry."

	Task Steps	Yes	No
	One-Firefighter Method		
1.	Size up the door and lock.		
2.	Place the fork of the Halligan just above or below the lock with the bevel side of the fork against the door.		
3.	Make sure the fork end has penetrated between the door and the doorjamb and that approximately three-fourths of the forked end is extending past the door. **NOTE:** You may need to use the back of a flat-head axe to drive the fork farther between the door and doorjamb.		
4.	Exert pressure on the Halligan tool toward the door, forcing it open.		

	Task Steps	Yes	No
	Two-Firefighter Method		
1.	Size up the door and lock.		
2.	Firefighter #1: Place the fork of the Halligan just above or below the lock with the bevel side of the fork against the door.		
3.	Firefighter #1: Give the command to strike when ready and reposition the Halligan as necessary between strikes.		
4.	Firefighter #2: As Firefighter #1 commands, strike the Halligan with the back of the flat-head axe until commanded to stop.		

5.	Make sure the fork end has penetrated between the door and the doorjamb and that approximately three-fourths of the forked end is extending past the door.		
6.	Exert pressure on the Halligan tool toward the door, forcing it open.		

Task Steps		Yes	No
Cut-the-Lock-Out-of-the-Door Method			
1.	Size up the door and lock.		
2.	With a rotary saw, cut the lock out using either a three-sided cut or a v-cut.		
3.	Remove the cut piece and knob from the door and move it out of the path of ingress.		
4.	Open the door while using the door to control the flow path.		

Skill Sheet 10-3

Objective 10 Force entry through an outward-swinging door. *[NFPA 1010, 6.3.4]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will force entry through an outward-swinging door. Students should complete at least one of the listed methods. Although various forcible entry tools can be used to force doors, this skill sheet uses the Halligan tool. When forcing entry into a fire building, firefighters must wear SCBA. Therefore, it is recommended that students wear SCBA for this training exercise. Remind students that they should always "try before they pry." 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
- Flat-head axe or other striking tool
- Halligan tool
- Outward-swinging door prop
- Rotary saw

Evaluator Signature Date

Student Signature Date

Skill Sheet 10-3
Assessment

Objective 10 Force entry through an outward-swinging door. *[NFPA 1010, 6.3.4]*

CAUTION: Firefighters must maintain communication and coordinate actions at all times during forcible entry. Maintain control of the door at all times.

NOTE: Always remember to "try before you pry."

NOTE: This skill can be performed by one firefighter as well. The firefighter may need to both pry with the Halligan and strike it with the flat-head axe.

	Task Steps	Yes	No
	Adz-End Method — Two Firefighters		
1.	Size up the door and lock.		
2.	Firefighter #1: Place the adz end of the Halligan just above or below the lock. If there are two locks, place the adz between the locks.		
3.	Firefighter #2: Strike the Halligan using the flat-head axe on the surface behind the adz, driving the adz into the space between the door and the jamb and past the interior doorjamb.		
4.	Firefighter #1: Pry down and out, applying force to the forked end of the tool to separate the door from the jamb.		
5.	Open the door while using the door to control the flow path.		

	Task Steps	Yes	No
	Cut-the-Lock-Out-of-the-Door Method		
1.	Size up the door and lock.		
2.	With a rotary saw, cut the lock out using either a three-sided cut or a v-cut.		
3.	Remove the cut piece and knob from the door and move it out of the path of ingress.		
4.	Open the door while using the door to control the flow path.		

Skill Sheet 10-4

Objective 11 Force entry through a door lock. *[NFPA 1010, 6.3.4]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will force entry using the through-the-lock method, a K-tool, or an A-tool. Students should complete at least one of the listed methods. When forcing entry into a fire building, firefighters must wear SCBA. Therefore, it is recommended that students wear SCBA for this training exercise. Remind students that they should always "try before they pry."

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
- A-tool
- Door and lock
- Halligan tool or flat-head axe
- Key tool
- K-tool
- Locking pliers

Evaluator Signature Date

Student Signature Date

Skill Sheet 10-4
Assessment

Objective 11 Force entry through a door lock. *[NFPA 1010, 6.3.4]*

CAUTION: Firefighters must maintain communication and coordinate actions at all times during forcible entry. Maintain control of the door at all times.

NOTE: Always remember to "try before you pry".

Task Steps		Yes	No
Through-the-Lock Method			
1.	Size up the door and lock.		
2.	Place locking pliers firmly on the lock cylinder.		
3.	Turn the lock cylinder counterclockwise to unscrew it from the door and remove it.		
4.	Look inside the lock and identify the type of mechanism.		
5.	Insert the appropriate key tool into the lock through the cylinder hole.		
6.	Manipulate the key tool to release the latching mechanism.		
7.	Open the door.		

Task Steps		Yes	No
K-Tool Method			
1.	Size up the door and lock.		
2.	Slide the K-tool down over the lock cylinder face.		
3.	Tap the K-tool down with the Halligan or the back of the flat-head axe.		
4.	Insert the adz end of the Halligan into the strap on the K-tool.		
5.	Drive the K-tool further into the cylinder. Make sure that the K-tool has an adequate bite into the lock cylinder.		
6.	Pry up on the Halligan handle to remove the lock cylinder.		
7.	Look inside the lock and identify the type of mechanism.		

8.	Insert the appropriate key tool to release the latching mechanism.		
9.	Manipulate the key tool to release the latching mechanism.		
10.	Open the door.		

Task Steps		Yes	No
A-Tool Method			
1.	Size up the door and lock.		
2.	Insert the V-notch of the A-tool between the lock cylinder and the door face at a slight angle to the lock.		
3.	Tap the A-tool firmly in place behind the lock cylinder. **NOTE:** It may be necessary to drive the A-tool into the door in order to get behind a tight lock.		
4.	Pry up on the tool and remove the lock cylinder.		
5.	Look inside the lock and identify the type of mechanism.		
6.	Insert the appropriate key tool into the lock through the cylinder hole.		
7.	Manipulate the key tool to release the latching mechanism.		
8.	Open the door.		

Skill Sheet 10-5

Objective 12 Force entry through a padlock. *[NFPA 1010, 6.3.4]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will force entry through padlocks using a Halligan tool, bolt cutters, or a rotary saw. Students should complete at least one of the listed methods. When forcing entry into a fire building, firefighters must wear SCBA. Therefore, it is recommended that students wear SCBA for this training exercise. Remind students that they should always "try before they pry". 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
- Bolt cutters
- Flat-head axe
- Halligan tool
- Padlock
- Rotary saw

Evaluator Signature Date

Student Signature Date

Skill Sheet 10-5
Assessment

Objective 12 Force entry through a padlock. *[NFPA 1010, 6.3.4]*

CAUTION: Firefighters must maintain communication and coordinate actions at all times during forcible entry. Maintain control of the door at all times.

NOTE: Always remember to "try before you pry".

	Task Steps	Yes	No
	Halligan Tool Hook End Method		
1.	Firefighter #1: Insert the point or pike of the Halligan into the shackle of the lock.		
2.	Firefighter #1: Pull the lock out and away from the shackle.		
3.	Firefighter #2: Strike the Halligan sharply with a flat-head axe to drive the hook through the lock shackle and break it.		

	Task Steps	Yes	No
	Halligan Tool Fork End Method		
1.	Place the fork end of the Halligan over the padlock shackle.		
2.	Twist the lock until the shackle or hasp breaks.		

	Task Steps	Yes	No
	Bolt Cutters Method		
1.	Cut the shackle of the padlock, the chain, or the staple with bolt cutters. **NOTE:** Do not attempt to cut case-hardened lock shackles with bolt cutters.		

	Task Steps	Yes	No

Rotary Saw Method			
1.	Position the lock against the door or frame, exposing both parts of the shackle. **CAUTION:** Do not attempt to hold or have someone else hold the lock.		
2.	With the rotary saw, cut both shackles at the same time.		
3.	Remove the shackle from the door hasp.		

Skill Sheet 10-6

Objective 13 Force entry through a window. *[NFPA 1010, 6.3.4, 6.3.11]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will force entry through a window. This skill covers only typical window construction that has glass panes. Students should complete both listed methods. When forcing entry into a fire building, firefighters must wear SCBA. Therefore, it is recommended that students wear SCBA for this training exercise. Remind students that they should always "try before they pry".

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
- Forcible entry tool
- Window prop

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 10-6
Assessment

Objective 13 Force entry through a window. *[NFPA 1010, 6.3.4, 6.3.11]*

CAUTION: Firefighters must maintain communication and coordinate actions at all times during forcible entry. Use safe glass breaking techniques when forcing entry through windows.

NOTE: Always remember to "try before you pry".

Task Steps		Yes	No
Glass Pane Window			
1.	Size up the situation. a. Try the window first. b. Evaluate window construction.		
2.	Break the window glass. a. Single-paned windows: Start at the top of the pane. b. Multiple-paned windows: Start at the lowest pane of glass. **CAUTION:** To avoid losing control of the tool, do not use excessive force. Keep hands and the tool above the point of impact.		
3.	Use the tool to clean all broken glass out of the frame.		

Task Steps		Yes	No
Double-Hung Window			
1.	Size up the situation. a. Try the window first. b. Evaluate window construction.		
2.	Insert the blade of an axe or other prying tool under the center of the bottom sash in line with the locking mechanism.		
3.	Pry upward on the tool handle to force the lock.		

4.	Push the lower sash upward to open the window.		

Skill Sheet 10-7

Objective 14 Force entry through a wood-framed wall (Type V construction). *[NFPA 1010, 6.3.4]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will force entry through a wood-framed wall using hand tools or a rotary saw or chainsaw. Students should complete at least one of the listed methods. When forcing entry into a fire building, firefighters must wear SCBA. Therefore, it is recommended that students wear SCBA for this training exercise.

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
- Forcible entry tools (sledgehammer, pick-head axe, flat-head axe, Halligan tool, etc.)
- Rotary or chain saw
- Short pike pole
- Wall prop

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 10-7
Assessment

Objective 14 Force entry through a wood-framed wall (Type V construction). *[NFPA 1010, 6.3.4]*

CAUTION: Firefighters must maintain communication and coordinate actions at all times during forcible entry.

Task Steps		Yes	No
Hand Tools			
1.	Size up the situation. a. Confirm that no other existing entry points are available. b. Evaluate wall construction. c. Consider the location of utilities and confirm they are turned off.		
2.	Remove siding, if necessary, and locate studs.		
3.	Cut an inspection hole (small triangle) and utilize it to ensure that the area is safe to continue forcing entry.		
4.	Make a cut large enough for entry. Studs may be removed, if necessary.		
5.	Remove wall and insulation material with a hand tool and place it out of the traffic area.		
6.	Use a hand tool to push inward and remove the interior wall covering.		

Task Steps		Yes	No
Rotary Saw or Chainsaw			
1.	Size up the situation. a. Confirm that no other existing entry points are available. b. Evaluate wall construction. c. Consider the location of utilities and confirm they are turned off.		

2.	Place the saw blade against the wall at about shoulder height.		
3.	Cut diagonally to one side, ending about 12 inches (300 mm) off the ground.		
4.	Make a diagonal cut of the same length to the other side.		
5.	Make a horizontal cut that connects the two diagonal cuts.		
6.	Use a sledgehammer or flat-head axe to knock the material out from between the cuts and place it out of the traffic area.		
7.	Use a hand tool to push inward and remove the interior wall covering.		

Skill Sheet 10-8

Objective 15 Breach a masonry wall. *[NFPA 1010, 6.3.4]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will force entry through a masonry wall. When forcing entry into a fire building, firefighters must wear SCBA. Therefore, it is recommended that students wear SCBA for this training exercise. 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
- Power tool (rotary saw with masonry blade or pneumatic or electric jack-hammer)
- Striking and prying tools
- Wall prop

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 10-8
Assessment

Objective 15 Breach a masonry wall. *[NFPA 1010, 6.3.4]*

CAUTION: Firefighters must maintain communication and coordinate actions at all times during forcible entry.

	Task Steps	Yes	No
1.	Size up the situation. a. Confirm that no other existing entry points are available. b. Evaluate wall construction. c. Consider the location of utilities and confirm they are turned off.		
2.	Using a power tool, systematically cut or strike individual blocks until desired hole size is reached. **NOTE:** If using hand tools, strike and fracture individual blocks in a triangle pattern until desired hole size is reached.		
3.	Use prying and/or striking tools to remove the highest block first, then move downward or side to side and place the blocks out of the traffic area.		
4.	Use a hand tool to push inward and remove the interior wall covering.		

Skill Sheet 10-9

Objective 16 Breach a metal wall with a rotary saw. *[NFPA 1010, 6.3.4]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will force entry through a metal wall with a rotary saw. When forcing entry into a fire building, firefighters must wear SCBA. Therefore, it is recommended that students wear SCBA for this training exercise.

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
- Hand tool
- Rotary saw with metal cutting blade
- Wall prop

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 10-9
Assessment

Objective 16 Breach a metal wall with a rotary saw. *[NFPA 1010, 6.3.4]*

CAUTION: Firefighters must maintain communication and coordinate actions at all times during forcible entry.

	Task Steps	Yes	No
1.	Size up the situation. a. Confirm that no other existing entry points are available. b. Evaluate wall construction. c. Consider the location of utilities and confirm they are turned off.		
2.	Cut an inspection hole (small triangle) and utilize it to ensure that the area is safe to continue forcing entry.		
3.	Locate wall studs (indicated by wall screws).		
4.	Make a cut near the studs large enough for entry. Studs may be removed, if necessary.		
5.	Use a hand tool to remove wall material and insulation and place it out of the traffic area.		
6.	Use a hand tool to push inward and remove interior wall covering.		

Skill Sheet 11-1

Objective 9 Enact the proper procedures for an SCBA air emergency. *[NFPA 1010, 6.2.3, 6.3.1]*

Student Name: _____ **Date:** _____

Directions

For this skill sheet, students will enact the proper procedures for an SCBA air emergency. Provide students with an SCBA air emergency scenario before beginning this skill.

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
- Forcible entry tools
- Handheld personal radio
- Handlight or flashlight

Criteria & Evaluation Comments

Criteria (determined by the AHJ)

After the student has completed the skill sheet, write comments below.

Evaluator/Student Comments

Pass ☐ Fail ☐

Evaluator Signature Date

Student Signature Date

Skill Sheet 11-1
Assessment

Objective 9 Enact the proper procedures for an SCBA air emergency. *[NFPA 1010, 6.2.3, 6.3.1]*

NOTE: MAYDAY procedures vary greatly. Follow local SOPs for all SCBA air emergencies.

	Task Steps	Yes	No
1.	Recognize the emergency.		
2.	Activate MAYDAY procedures as appropriate.		
3.	Assess the situation and identify possible solutions to the emergency.		
4.	Follow procedures for the identified solution.		
5.	Once air flow resumes or rescue has arrived, immediately exit the IDLH environment.		
6.	Use controlled breathing techniques and conserve air supply.		

Skill Sheet 11-2

Objective 10 Conduct a primary or secondary search. *[NFPA 1010, 6.3.9]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will conduct a primary or secondary search. 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/Accountability system

- Appropriate equipment including radios, flashlights, forcible entry tools, thermal imagers, etc.
- Appropriate PPE including SCBA
- Building to be searched
- Rescue manikin (optional)

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 11-2
Assessment

Objective 10 Conduct a primary or secondary search. *[NFPA 1010, 6.3.9]*

	Task Steps	Yes	No
1.	Survey the structure and establish a search pattern.		
2.	Initiate accountability system.		
3.	Search the structure using selected search pattern and update IC on progress.		
4.	Control all doors as search is conducted.		
5.	Mark all rooms that have been searched.		
6.	Remove any victims and inform IC of victim status.		
7.	Exit building when the search is complete.		
8.	Report completion of the search to IC.		

Skill Sheet 11-3

Objective 11 Perform the incline drag. *[NFPA 1010, 6.3.9]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will demonstrate the incline drag.

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
- Rescue manikin

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 11-3
Assessment

Objective 11 Perform the incline drag. *[NFPA 1010, 6.3.9]*

NOTE: Always use proper lifting techniques when moving a victim.

NOTE: The rescue manikin will be the victim for this skill sheet.

	Task Steps	Yes	No
1.	Place the victim on his or her back.		
2.	Kneel at the victim's head, facing the feet.		
3.	Support the victim's head and neck. **NOTE:** If head or neck injury is suspected, provide appropriate support for head during movement.		
4.	Lift the victim's upper body into a sitting position.		
5.	With your right arm, reach under the victim's right arm, across his or her chest, and grasp the wrist of his or her left arm. Repeat for the victim's other arm.		
6.	Stand. The victim can now be eased down a stairway or ramp to safety.		

Skill Sheet 11-4

Objective 12 Perform the extremities lift/carry using the two-rescuer method. *[NFPA 1010, 6.3.9]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will demonstrate the extremities lift/carry using the two-rescuer method. 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
- Rescue manikin

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 11-4
Assessment

Objective 12 Perform the extremities lift/carry using the two-rescuer method. *[NFPA 1010, 6.3.9]*

NOTE: Always use proper lifting techniques when moving a victim.

NOTE: The rescue manikin will be the victim for this skill sheet.

	Task Steps	Yes	No
1.	Place the victim on his or her back.		
2.	Firefighter #1: Kneel at the victim's head, facing the feet.		
3.	Firefighter #1: Support the victim's head and neck. **NOTE:** If head or neck injury is suspected, provide appropriate support for head during movement.		
4.	Firefighter #1: Lift the victim's body into a sitting position.		
5.	Firefighter #1: With your right arm, reach under the victim's right arm, across his or her chest, and grasp the wrist of his or her left arm. Repeat for the victim's other arm.		
6	Firefighter #2: Adjust victim's legs, as necessary, to provide enough room to kneel and grasp underneath the victim's knees.		
7.	Both Firefighters: Using proper lifting techniques, stand and move the victim on command by Firefighter #1.		

Skill Sheet 11-5

Objective 13 Perform the webbing drag. *[NFPA 1010, 6.3.9]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will demonstrate the webbing drag.

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
- Rescue manikin
- Webbing (at least 20 feet [6 m] in length, pre-tied with a water knot)

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 11-5
Assessment

Objective 13 Perform the webbing drag. *[NFPA 1010, 6.3.9]*

NOTE: Always use proper lifting techniques when moving a victim.

NOTE: The rescue manikin will be the victim for this skill sheet.

	Task Steps	Yes	No
1.	Place the victim on his or her back.		
2.	Place the large webbing loop under the victim's body, so that the victim is completely inside the loop.		
3.	Place the victim's arms so that they are outside of the webbing loop.		
4.	Pull the webbing loop taut under the victim's buttocks.		
5.	Grab the webbing and pull it up between the victim's legs to create a large enough loop to pull it up toward the victim's head.		
6.	Grab the webbing loop at each of the victim's armpits and pull both sides up and through the previously created loop. Pull toward the victim's head, tightening the webbing around the victim's torso.		
7.	Pull the two webbing handles that have been created up toward the victim's shoulders and drag the victim to a safe location. **NOTE:** If they are long enough, the webbing handles can be crossed to help support the victim's head.		

Skill Sheet 11-6

Objective 14 Transmit a MAYDAY report. *[NFPA 1010, 6.2.3]*

Student Name: _____ **Date:** _____

Directions

For this skill sheet, students will transmit a MAYDAY report. During the MAYDAY emergency scenario, students should remain calm, conserve air, and stay in contact with the rescue team and/or Command.

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
- Forcible entry tools
- Handheld personal radio
- Handlight or flashlight

Criteria & Evaluation Comments

Criteria (determined by the AHJ)

After the student has completed the skill sheet, write comments below.

Evaluator/Student Comments

Pass ☐ Fail ☐

Evaluator Signature Date

Student Signature Date

Skill Sheet 11-6
Assessment

Objective 14 Transmit a MAYDAY report. *[NFPA 1010, 6.2.3]*

	Task Steps	Yes	No
1.	Press radio emergency button, if so equipped.		
2.	Announce, "MAYDAY, MAYDAY, MAYDAY" over your radio. Pause. Repeat as often as necessary. Wait for acknowledgement of MAYDAY.		
3.	Provide Command your information per local SOPs.		
4.	Activate PASS device.		
5.	Isolate yourself or escape the environment, if possible.		
6.	Activate a flashlight to increase visibility. Use a tool or other object to make noise.		

Skill Sheet 11-7

Objective 15 Follow a hoseline or search line out as a withdrawal procedure. *[NFPA 1010, 6.2.3., 6.3.5]*

Student Name: _____ **Date:** _____

Directions

For this skill sheet, students will withdraw from a hazardous environment with a hoseline as a member of a team. Depending upon the scenario that the instructor chooses, the hoseline crew can either abandon the nozzle or bring it with them during exit to control fire conditions. 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

- Area or structure to be exited
- Appropriate PPE including SCBA
- Attack line
- Forcible entry tools

Criteria & Evaluation Comments

Criteria (determined by the AHJ)

After the student has completed the skill sheet, write comments below.

Evaluator/Student Comments

Pass ☐ Fail ☐

Evaluator Signature Date

Student Signature Date

Skill Sheet 11-7
Assessment

Objective 15 Follow a hoseline or search line out as a withdrawal procedure. *[NFPA 1010, 6.2.3., 6.3.5]*

	Task Steps	Yes	No
1.	Identify deteriorating conditions and alert other members of the hose team.		
2.	Locate the hoseline and identify the direction of egress.		
3.	Ensure team integrity. Verbally verify each team member's respiratory protection is maintained.		
4.	Follow the hoseline or search line out of the hazardous environment.		
5.	Ensure that all doors are controlled as the team exits the structure. **NOTE:** Team member(s) not on the nozzle should retain forcible entry tools if possible.		
6.	After reaching a safe area, verify accountability for all team members. a. Determine if anyone is injured. b. Initiate MAYDAY procedures as appropriate.		

Skill Sheet 11-8

Objective 16 Perform reduced profile maneuvers without removal of SCBA using the side technique. *[NFPA 1010, 6.3.1, 6.3.5, 6.3.9]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will perform reduced profile maneuvers without removal of SCBA using the side technique.

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
- Forcible entry tools
- Handheld portable radio
- Handlight or flashlight
- Restricted passage

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 11-8
Assessment

Objective 16 Perform reduced profile maneuvers without removal of SCBA using the side technique. *[NFPA 1010, 6.3.1, 6.3.5, 6.3.9]*

	Task Steps	Yes	No
1.	Loosen waist strap and appropriate shoulder strap.		
2.	Remove arm from the appropriate shoulder strap.		
3.	Shift SCBA to the appropriate side and tuck it under the armpit.		
4.	Ensure that the waist strap remains buckled and opposite arm remains in shoulder strap.		
5.	Use a tool to sound other side of the wall before exiting the room.		
6.	With SCBA tucked tightly under the armpit, lay on your side to create a reduced profile and attempt to escape through the restricted opening.		

Skill Sheet 11-9

Objective 17 Breach an interior wall. *[NFPA 1010, 6.3.5]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will breach an interior wall.

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
- Forcible entry tools
- Handheld portable radio
- Handlight or flashlight

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 11-9
Assessment

Objective 17 Breach an interior wall. *[NFPA 1010, 6.3.5]*

	Task Steps	Yes	No
1.	Use a hand tool to create an inspection hole in wall board.		
2.	Use the inspection hole to locate the stud space.		
3.	Use a hand tool to create a hole between the studs large enough to fit your body through.		
4.	Remove or work around any wiring or piping that is running the length of the wall.		
5.	Confirm that the area on the other side of the wall is safe.		
6.	Use a reduced profile maneuver or other technique to exit through the wall.		

Skill Sheet 11-10

Objective 18 Perform reduced profile maneuvers for fitting through an interior wall breach without removing SCBA. *[NFPA 1010, 6.3.1, 6.3.5, 6.3.9]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will perform reduced profile maneuvers for fitting through an interior wall breach without removing SCBA. This technique can be used effectively on interior stud spaces.

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
- Forcible entry tools
- Handheld portable radio
- Handlight or flashlight
- Restricted passage

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 11-10
Assessment

Objective 18 Perform reduced profile maneuvers for fitting through an interior wall breach without removing SCBA. *[NFPA 1010, 6.3.1, 6.3.5, 6.3.9]*

	Task Steps	Yes	No
1.	Sit with SCBA and your back toward the opening.		
2.	Place one arm and the SCBA cylinder into the opening.		
3.	Using a backstroke technique, swim the other arm through the opening.		
4.	Using both arms and the wall board for leverage, pull through the space.		

Skill Sheet 11-11

Objective 19 Disentangle from debris or wires. *[NFPA 1010, 6.3.5]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will disentangle from debris or wires.

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
- Forcible entry tools
- Handheld portable radio
- Handlight or flashlight
- Materials to simulate entanglement

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 11-11
Assessment

Objective 19 Disentangle from debris or wires. *[NFPA 1010, 6.3.5]*

	Task Steps	Yes	No
1.	Recognize the emergency. Activate MAYDAY procedures as appropriate.		
2.	Decide the best steps to take to mitigate the situation and conserve energy.		
3.	If possible, back out of the entanglement or move forward with your SCBA pack down and the regulator protected with a gloved hand.		
4.	If unable to move backward or forward, attempt a reduced profile technique to locate points of entanglement.		
5.	Use a cutting tool to cut out of the entanglement, if possible. **WARNING:** Avoid cutting energized wires. If cutting is necessary, the cutting tool MUST be sufficiently insulated to withstand the electrical charge.		
6.	Consider a partial SCBA removal to assist in locating and removing points of entanglement.		
7.	If unable to escape, stay calm, communicate with the crew, and conserve air until the rescue crew arrives.		

Skill Sheet 11-12

Objective 20 Use a multigas meter to identify hazards. *[NFPA 1010, 6.3.21]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will use a multigas meter to identify hazards. These instruments may detect carbon monoxide, oxygen, combustible gases, hydrogen sulfide, and others as determined by the AHJ.

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
- Calibration and/or bump gas
- Cleaning supplies recommended by the manufacturer
- Local SOPs
- Manufacturer's operator's manual
- Multigas meter
- Product and area to be tested

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 11-12
Assessment

Objective 20 Use a multigas meter to identify hazards. *[NFPA 1010, 6.3.21]*

WARNING: If this skill involves the use of actual hazardous material samples or materials at a hazardous level, hazardous materials can cause serious injury or fatality. Appropriate PPE must be worn and safety precautions must be followed.

NOTE: The following skill sheet demonstrates general steps; specific incidents and types of equipment may differ depending upon local SOPs and the manufacturer's instructions.

	Task Steps	Yes	No
1.	Ensure that the proper detection, monitoring, or sampling method and equipment is chosen.		
2.	Ensure that all responders are wearing appropriate PPE.		
3.	Perform initial inspection to ensure that the monitor is serviceable.		
4.	Perform a bump test to ensure that the meter is functioning properly.		
5.	Perform a "fresh air" calibration of the monitor prior to entry.		
6.	Monitor the area per local SOPs.		
7.	If the monitor alarms, identify the cause for alarm and follow local SOPs.		
8.	Report results according to AHJ requirements.		
9.	When monitoring is complete, turn off the instrument.		
10.	Decontaminate the equipment and return it to an operational state per the manufacturer's instructions.		
11.	Complete required reports and supporting documentation.		

Skill Sheet 12-1

Objective 8 Perform mechanical positive pressure ventilation. *[NFPA 1010, 6.3.11]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will perform mechanical positive pressure ventilation. This specific method of positive pressure ventilation is intended to be used after fire extinguishment. Prior to performing ventilation, provide students with specific scenario considerations such as point of entry and wind direction.

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
- Charged hoseline
- Positive pressure ventilation fan(s)
- Training structure

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 12-1
Assessment

Objective 8 Perform mechanical positive pressure ventilation. *[NFPA 1010, 6.3.11]*

CAUTION: Firefighters must note the wind direction and flow path prior to performing ventilation and continuously remain aware of the fire location and conditions during ventilation.

NOTE: Ventilation openings must be large enough to match the fire conditions. If working from a ladder, make sure it is properly secured, either by another firefighter or by mechanical means.

	Task Steps	Yes	No
1.	Confirm the order to ventilate.		
2.	Clear the intake opening of all obstructions.		
3.	Ensure that any exhaust openings are larger than the intake opening.		
4.	Place the fan near the intake opening. **NOTE:** The fan should be placed at the appropriate distance based on exhaust opening size and the manufacturer's recommendations.		
5.	Start the fan and temporarily direct it away from the opening.		
6.	Direct the fan toward the intake opening.		
7.	Inspect the site to ensure the effectiveness of ventilation.		
8.	If ventilation is ineffective, discontinue use of the fan. Reevaluate the location or size of the intake and exhaust openings and check for obstructions to the flow of air, and try again.		
9.	Once ventilation is successful, turn the fan off.		
10.	Inspect fan and document results before returning it to service.		

Skill Sheet 12-2

Objective 9 Perform horizontal hydraulic ventilation. *[NFPA 1010, 6.3.11]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will perform horizontal hydraulic ventilation. Prior to performing ventilation, provide students with specific scenario considerations such as point of entry and wind direction. 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
- Charged hoseline with fog nozzle
- Training structure

Evaluator Signature Date

Student Signature Date

Skill Sheet 12-2
Assessment

Objective 9 Perform horizontal hydraulic ventilation. *[NFPA 1010, 6.3.11]*

CAUTION: Firefighters must note the wind direction and flow path prior to performing ventilation and continuously remain aware of the fire location and conditions during ventilation.

NOTE: Ventilation openings must be large enough to match the fire conditions.

	Task Steps	Yes	No
1.	Confirm the order to ventilate.		
2.	Open the exhaust location.		
3.	Clear the opening of all obstructions.		
4.	Activate the fog nozzle. The fog nozzle pattern should be set wide enough to fill the exhaust location opening.		
5.	Inspect the site to ensure the effectiveness of ventilation.		

Skill Sheet 12-3

Objective 10 Ventilate a flat roof or floor. *[NFPA 1010, 6.3.12]*

Student Name: _____ **Date:** _____

Directions

For this skill sheet, students will ventilate a flat roof and/or floor using a power saw or an axe. Prior to performing ventilation, provide students with specific scenario considerations such as point of entry and wind direction. A ground ladder should be raised against the training structure or an aerial device may be used to reach the roof. 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 listed apply to ventilating both a roof and floor. Students should perform both, if required by the AHJ.

Resources

- Appropriate PPE including SCBA
- Appropriate sounding tool (Pike pole, hook, or other long-handled tool)
- Axe
- Carpeted or uncarpeted training floor
- Flat, wood-raftered training roof
- Ground ladder or aerial device that provides access to the roof
- Power saw

Criteria & Evaluation Comments

Criteria (determined by the AHJ)

After the student has completed the skill sheet, write comments below.

Evaluator/Student Comments

Pass ☐ Fail ☐

Evaluator Signature Date

Student Signature Date

Skill Sheet 12-3
Assessment

Objective 10 Ventilate a flat roof. *[NFPA 1010, 6.3.12]*

CAUTION: Firefighters must note the wind direction and flow path prior to performing ventilation and continuously remain aware of the fire location and conditions during ventilation. Maintain footing and a point of contact with the ladder while ventilating.

NOTE: Ventilation openings must be large enough to match the fire conditions. If working from a ladder, make sure it is properly secured, either by another firefighter or by mechanical means.

	Task Steps	Yes	No
	Ventilate Using a Power Saw		
1.	Confirm the order to ventilate.		
2.	Ensure that the saw is operating properly before climbing to the roof. **CAUTION:** The saw should not be running while ascending to the roof.		
3.	Use appropriate tools, methods, and procedures to assess the integrity of the roof. Ensure two means of escape are provided and charged safety line is in place. **NOTE:** Continue to check the integrity of the roof as you move across it.		
4.	Locate the rafters/supports.		
5.	Select the location for ventilation and position upwind of the planned opening.		
6.	Outline the ventilation opening with the appropriate tool.		
7.	Remove gravel or other materials that may interfere with cutting the ventilation opening from the outlines.		
8.	Remove the roof finishing materials, if necessary.		
9.	Set the guard depth gauge control, if applicable.		
10.	Start the saw. **NOTE:** When creating ventilation openings, cuts should be made working toward the escape route, if possible. Cut completely through the roof decking, leaving the supports intact.		

11.	Cut a triangular inspection opening in the roof if required by local SOPs.		
12.	Make cut #1: Cut the roof deck perpendicular to a roof truss or support. Incorporate the inspection opening, if applicable.		
13.	Make cut #2: Cut the roof deck on one side of the opening parallel to the supports and intersecting cut #1.		
14.	Make cut #3: Cut the roof deck on the opposite side of cut #2, perpendicular to and intersecting cut #1.		
15.	Make cut #4: Complete the ventilation opening by joining cut #2 and cut #3.		
16.	Remove or tilt the decking from the ventilation opening with an axe or pike pole. Keep the decking out of the ventilation opening.		
17.	Plunge through the interior ceiling using the appropriate tool, working from the upwind side of the ventilation opening.		
18.	Inspect the ventilation site and communicate with interior crews to ensure the effectiveness of ventilation.		

Task Steps		Yes	No
Ventilate Using an Axe			
1.	Confirm the order to ventilate.		
2.	Use appropriate tools, methods, and procedures to assess the integrity of the roof. **NOTE:** Continue to check the integrity of the roof as you move across it.		
3.	Locate the rafters/supports. Ensure two means of escape are provided and charged safety line is in place.		
4.	Select the location for ventilation and position upwind of the planned opening.		
5.	Outline the ventilation opening with the appropriate tool.		
6.	Remove gravel or other materials that may interfere with cutting the ventilation opening from the outlines.		
7.	Remove the roof finishing materials, if necessary.		
8.	Cut a triangular inspection opening in the roof if required by local		

	SOPs. **NOTE:** When creating ventilation openings, cuts should be made working toward the escape route, if possible. Cut completely through the roof decking, leaving the supports intact.		
9.	Make cut #1: Cut the roof deck perpendicular to a roof truss or support. Incorporate the inspection opening, if applicable.		
10.	Make cut #2: Cut the roof deck on one side of the opening parallel to the supports and intersecting cut #1.		
11.	Make cut #3: Cut the roof deck on the opposite side of cut #2, perpendicular to and intersecting cut #1.		
12.	Make cut #4: Complete the ventilation opening by joining cut #2 and cut #3.		
13.	Remove or tilt the decking from the ventilation opening with an axe or pike pole. Keep the decking out of the ventilation opening.		
14.	Plunge through the interior ceiling using the appropriate tool, working from the upwind side of the ventilation opening.		
15.	Inspect the ventilation site and communicate with interior crews to ensure the effectiveness of ventilation.		

Skill Sheet 12-4

Objective 11 Ventilate a pitched roof. *[NFPA 1010, 6.3.12]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will ventilate a pitched roof using a power saw or an axe. Students should complete at least one of the listed methods. Prior to performing ventilation, provide students with specific scenario considerations such as point of entry and wind direction. A ground ladder should be raised against the training structure or an aerial device may be used to reach the roof. 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 same basic procedure may be used for opening a hardwood floor to ventilate a basement, though different hazards may be present.

Resources

- Appropriate PPE including SCBA
- Appropriate sounding tool (Pike pole, hook, or other long-handled tool)
- Axe
- Ground ladder or aerial device that provides access to the roof
- Pitched, wood-raftered training roof
- Power saw
- Roof ladder

Evaluator Signature Date

Student Signature Date

Skill Sheet 12-4
Assessment

Objective 11 Ventilate a pitched roof. *[NFPA 1010, 6.3.12]*

CAUTION: Firefighters must note the wind direction and flow path prior to performing ventilation and continuously remain aware of the fire location and conditions during ventilation. Maintain footing and a point of contact with the ladder while ventilating.

NOTE: Ventilation openings must be large enough to match the fire conditions. If working from a ladder, make sure it is properly secured, either by another firefighter or by mechanical means.

	Task Steps	Yes	No
	Ventilate Using a Power Saw		
1.	Confirm the order to ventilate.		
2.	Ensure that the saw is operating properly before climbing to the roof. **CAUTION:** The saw should not be running while ascending to the roof.		
3.	Position and secure the roof ladder upwind of the planned opening.		
4.	Use appropriate tools, methods, and procedures to assess the integrity of the roof. **NOTE:** Continue to check the integrity of the roof as you move across it.		
5.	Locate the rafters/supports.		
6.	Select the location for ventilation.		
7.	Outline the ventilation opening with the appropriate tool.		
8.	Remove materials that may interfere with cutting the ventilation opening from the outlines.		
9.	Remove the roof finishing materials, if necessary.		
10.	Set the guard depth gauge control, if applicable.		
11.	Start the saw.		

	NOTE: When creating ventilation openings, cuts should be made working toward the escape route, if possible. Cut completely through the roof decking, leaving the supports intact.		
12.	Cut a triangular inspection opening in the roof if required by local SOPs.		
13.	Make cut #1: Cut the roof deck perpendicular to a roof truss or support. Incorporate the inspection opening, if applicable.		
14.	Make cut #2: Cut the roof deck on one side of the opening parallel to the supports and intersecting cut #1.		
15.	Make cut #3: Cut the roof deck on the opposite side of cut #2, perpendicular to and intersecting cut #1.		
16.	Make cut #4: Complete the ventilation opening by joining cut #2 and cut #3.		
17.	Remove or tilt the decking from the ventilation opening with an axe or pike pole. Keep the decking out of the ventilation opening.		
18.	Plunge through the interior ceiling using the appropriate tool, working from the upwind side of the ventilation opening.		
19.	Inspect the ventilation site and communicate with interior crews to ensure the effectiveness of ventilation.		

Task Steps		Yes	No
Ventilate Using an Axe			
1.	Confirm the order to ventilate.		
2.	Position and secure the roof ladder upwind of the planned opening.		
3.	Use appropriate tools, methods, and procedures to assess the integrity of the roof. **NOTE:** Continue to check the integrity of the roof as you move across it.		
4.	Locate the rafters/supports.		

5.	Select the location for ventilation.		
6.	Outline the ventilation opening with the appropriate tool.		
7.	Remove materials that may interfere with cutting the ventilation opening from the outlines.		
8.	Remove the roof finishing materials, if necessary.		
9.	Cut a triangular inspection opening in the roof if required by local SOPs.		
10.	Make cut #1: Cut the roof deck perpendicular to a roof truss or support. Incorporate the inspection opening, if applicable.		
11.	Make cut #2: Cut the roof deck on one side of the opening, parallel to the supports and intersecting cut #1.		
12.	Make cut #3: Cut the roof deck on the opposite side of cut #2, perpendicular to and intersecting cut #1.		
13.	Make cut #4: Complete the ventilation opening by joining cut #2 and cut #3.		
14.	Remove the decking from the ventilation opening with an axe, pike pole, or other sounding tool. Keep the decking out of the ventilation opening.		
15.	Plunge through the interior ceiling using the appropriate tool, working from the upwind side of the ventilation opening.		
16.	Inspect the ventilation site and communicate with interior crews to ensure the effectiveness of ventilation.		

Skill Sheet 13-3

Objective 13 Make a straight hose roll. *[NFPA 1010, 6.5.2]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will make a straight hose roll.

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: If using two-way couplings (Storz or quarter-turn), the steps should be modified for that type of hose. References to male or female ends can be replaced with action at either end of the hose.

Resources

- Appropriate PPE
- Hose

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 13-3
Assessment

Objective 13 Make a straight hose roll. *[NFPA 1010, 6.5.2]*

	Task Steps	Yes	No
1.	Lay the hose straight and flat on a clean surface.		
2.	Roll the male coupling over onto the hose, forming a coil that is open enough to allow the fingers to be inserted but not so loose that the roll will fall apart when carried.		
3.	Continue rolling the coupling over onto the hose, keeping the edges of the roll aligned with the remaining hose to make a uniform roll.		
4.	Lay the completed roll on the ground.		
5.	Tamp any protruding coils down into the roll with a foot.		

Skill Sheet 13-4

Objective 14 Make a donut hose roll. *[NFPA 1010, 6.5.2]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will make a donut hose roll. Students should complete at least one of the listed methods.

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: If using two-way couplings (Storz or quarter-turn), the steps should be modified for that type of hose. References to male or female ends can be replaced with action at either end of the hose.

Resources

- Appropriate PPE
- Hose

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 13-4
Assessment

Objective 14 Make a donut hose roll. *[NFPA 1010, 6.5.2]*

	Task Steps	Yes	No
	Method One		
1.	Lay the hose straight and flat on a clean surface.		
2.	Start the roll from a point 5 or 6 feet (1.5 or 1.8 m) off-center toward the male coupling.		
3.	Roll the hose toward the female end, leaving sufficient space at the center loop to insert a hand for carrying.		
4.	Extend the short length of hose at the female end over the male threads to protect them.		

	Task Steps	Yes	No
	Method Two		
1.	Lay the hose straight and flat on a clean surface.		
2.	Grasp either coupling and carry it to the opposite end. The looped section should lie flat, straight, and without twists.		
3.	Stand at the looped section, facing the couplings.		
4.	Start the roll on the male coupling side about 2½ feet (750 mm) from the bend (1½ feet [450 mm] for 1½-inch [38-mm] hose).		
5.	Roll the hose toward the male coupling. **NOTE:** If the hose behind the roll becomes tight during the roll, pull the female side back a short distance to relieve the tension.		
6.	Lay the roll flat on the ground as the roll approaches the male coupling.		
7.	Draw the female coupling end around the male coupling to complete the roll.		

Task Steps		Yes	No
Twin Donut Roll Method			
1.	Lay the hose straight and flat on a clean surface and form two parallel lines from the loop end to the couplings, with the couplings next to each other.		
2.	Start the roll by folding the loop end over and upon the two hose lengths.		
3.	Roll both lengths simultaneously toward the coupling ends to form a twin roll.		
4.	Insert a strap through the center of the roll for carrying purposes.		

Skill Sheet 13-5

Objective 15 Make the flat hose load. *[NFPA 1010, 6.5.2]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will make the flat hose load. 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
- Hose
- Hose bed

_____ _____

Evaluator Signature Date

_____ _____

Student Signature Date

Skill Sheet 13-5
Assessment

Objective 15 Make the flat hose load. *[NFPA 1010, 6.5.2]*

NOTE: Hose should be loaded in a manner that allows it to deploy without the need to flip the couplings so that the hose does not catch in the bed.

	Task Steps	Yes	No
1.	Place the first coupling at a front corner of the hose bed.		
2.	Lay the hose flat in the hose bed from front to back.		
3.	Fold the hose back on itself (make a loop) and lay the hose in the opposite direction.		
4.	Repeat until hose covers the bottom of the hose bed.		
5.	Start the second layer by repeating Steps 2 and 3.		
6.	Continue layering until all hose is loaded.		
7.	Finish hose load as required by local SOPs.		

Skill Sheet 13-6

Objective 16 Make the accordion hose load. *[NFPA 1010, 6.5.2]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will make the accordion hose load. 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
- Hose
- Hose bed

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 13-6
Assessment

Objective 16 Make the accordion hose load. *[NFPA 1010, 6.5.2]*

NOTE: Hose should be loaded in a manner that allows it to deploy without the need to flip the couplings so that the hose does not catch in the bed.

	Task Steps	Yes	No
1.	Lay the first length of hose in the bed on edge against the partition.		
2.	Fold the hose at the front of the hose bed back on itself.		
3.	Lay the hose back to the rear of the hose bed parallel to the first length.		
4.	Fold the hose at the rear of the hose bed so that the bend is even with the rear edge of the bed.		
5.	Lay the hose back to the front of the hose bed.		
6.	Continue laying the hose in parallel folds across the bed to complete the first tier. a. Stagger the folds at the rear edge of the bed so that every other bend is approximately 2 inches (50 mm) shorter than the edge of the bed. b. This stagger may also be done at the front.		
7.	Angle the hose upward to start the second tier.		
8.	Make the first fold of the second tier directly over the last fold of the first tier at the rear of the bed.		
9.	Continue with the second and succeeding tiers in the same manner as the first, progressively laying the hose in folds across the hose bed.		
10.	Move to the opposite hose bed and load the hose in the same manner as the first side.		
11.	When the load is complete, connect the last coupling on top with the female coupling from the first side.		
12.	Lay the connected couplings on top of the hose load.		

13.	Pull out the slack so that the crossover loop lies tightly against the hose load.		

Skill Sheet 13-7

Objective 17 Make the preconnected flat hose load. *[NFPA 1010, 6.5.2]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will make the preconnected flat hose load. 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
- Hose
- Hose bed
- Nozzle

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 13-7
Assessment

Objective 17 Make the preconnected flat hose load. *[NFPA 1010, 6.5.2]*

NOTE: Hose should be loaded in a manner that allows it to deploy without the need to flip the couplings so that the hose does not catch in the bed.

	Task Steps	Yes	No
1.	Attach the female coupling to the discharge outlet.		
2.	Lay the first length of hose flat in the bed against the side wall.		
3.	Angle the hose to lay the next fold adjacent to the first fold and continue building the first tier.		
4.	Make a fold that extends approximately 8 inches (200 mm) beyond the load at a point that is approximately one-third the total length of the load. **NOTE:** This loop will later serve as a pull handle.		
5.	Continue laying the hose in the same manner, building each tier with folds laid progressively across the bed.		
6.	Make a fold that extends approximately 14 inches (350 mm) beyond the load at a point that is approximately two-thirds the total length of the load. **NOTE:** This loop will also serve as a pull handle.		
7.	Complete the hose load.		
8.	Attach the nozzle and place it on top of the load.		

Skill Sheet 13-8

Objective 18 Make the triple layer hose load. *[NFPA 1010, 6.5.2]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will make the triple layer hose load. 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
- Hose
- Hose bed
- Nozzle
- Rope or hose strap (optional)

Evaluator Signature Date

Student Signature Date

Skill Sheet 13-8
Assessment

Objective 18 Make the triple layer hose load. *[NFPA 1010, 6.5.2]*

NOTE: Hose should be loaded in a manner that allows it to deploy without the need to flip the couplings so that the hose does not catch in the bed.

NOTE: Start the load with the sections of hose connected and the nozzle attached.

	Task Steps	Yes	No
1.	Connect the female coupling to the discharge outlet.		
2.	Extend the hose in a straight line on the ground pointing straight away from the hose bed (either directly behind the apparatus or to the side).		
3.	Pick up the hose at a point two-thirds the distance from the nozzle, creating a fold.		
4.	Carry this fold back to the apparatus and place it on the ground, creating an S-shaped configuration in the hose.		
5.	Adjust the hose so that the nozzle is a short distance back from the fold (1 foot [300 mm]).		
6.	Using several firefighters, pick up the entire length of the three layers one at a time, starting with the piece attached to the discharge outlet.		
7.	Begin laying the hose into the bed by folding over the three layers into the hose bed.		
8.	Fold the layers over at the front of the bed.		
9.	Lay the layers back to the rear on top of the previously laid hose. a. If the hose compartment is wider than one hose width, alternate folds on each side of the bed. b. Make all folds at the rear even with the edge of the hose bed.		
10.	Continue to lay the hose into the bed in an S-shaped configuration until the entire length is loaded.		

11.	Optional: Secure the nozzle to the first set of loops using a rope or hose strap.		

Skill Sheet 13-9

Objective 19 Make the minuteman hose load. *[NFPA 1010, 6.5.2]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will make the minuteman hose load. 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
- Hose
- Hose bed
- Nozzle

_____ _____

Evaluator Signature Date

_____ _____

Student Signature Date

Skill Sheet 13-9
Assessment

Objective 19 Make the minuteman hose load. *[NFPA 1010, 6.5.2]*

NOTE: Hose should be loaded in a manner that allows it to deploy without the need to flip the couplings so that the hose does not catch in the bed.

	Task Steps	Yes	No
1.	Connect the first section of hose to the discharge outlet. Do not connect it to the other lengths of hose.		
2.	Lay one layer of the connected hose flat in the hose bed with the remaining hose hanging out of the bed for connecting and loading later. **NOTE:** If the discharge outlet is at the front of the bed, lay the hose to the rear of the bed and then back to the front before it is set aside. This provides slack hose for pulling the load clear of the bed.		
3.	Couple the remaining hose sections together.		
4.	Attach a nozzle to the male end.		
5.	Place the nozzle on top of the first length at the rear.		
6.	Angle the hose to the opposite side of the bed and make a fold.		
7.	Lay the hose back to the rear.		
8.	Make a fold at the rear of the hose bed.		
9.	Angle the hose back to the other side and make a fold at the front. **NOTE:** The first fold or two may be longer than the others to facilitate the pulling of the hose from the bed.		
10.	Continue loading the hose to alternating sides of the bed in the same manner until the complete length is loaded.		
11.	Connect the male coupling of the first section to the female coupling of the last section.		
12.	Lay the remainder of the first section in the bed in the same manner as the previous sections.		

Skill Sheet 13-10

Objective 20 Make a soft-sleeve hydrant connection. *[NFPA 1010, 6.3.15]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will make a soft-sleeve hydrant connection. 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: Students should practice coordinating their efforts during water supply operations.

Resources

- Appropriate PPE
- Connection adapter, if needed
- Hydrant wrench
- Pumping apparatus
- Rubber mallet
- Soft-sleeve hose
- Spanner wrench

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 13-10
Assessment

Objective 20 Make a soft-sleeve hydrant connection. *[NFPA 1010, 6.3.15]*

	Task Steps	Yes	No
1.	Remove the hydrant cap. Use a hydrant wrench if the cap is too tight.		
2.	Inspect the hydrant for exterior damage and check for debris or damage inside the outlet.		
3.	Place the hydrant wrench on the valve stem opening nut.		
4.	Flush the hydrant to ensure that it is free of debris.		
5.	Connect the intake hose to the pump intake. Hand tighten the connection.		
6.	Make the hydrant connection to the steamer outlet (use with adapter as needed). Hand tighten the connection.		
7.	Open the hydrant slowly until the hose is full.		
8.	Tighten any leaking connections using a rubber mallet or spanner wrench.		

Skill Sheet 13-11

Objective 21 Connect and place a hard-suction hose for drafting from a static water source or dry hydrant. *[NFPA 1010, 6.3.15]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will connect and place a hard-suction hose for drafting from a static water source or dry hydrant. Students should complete at least one of the listed methods.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
- Floating or conventional barrel-type hose strainer
- Pumping apparatus
- Rubber mallet
- Spare hard-suction hose coupling gasket(s)
- Two 10-foot (3 m) sections of hard-suction hose
- Utility rope or webbing

Evaluator Signature Date

Student Signature Date

Skill Sheet 13-11
Assessment

Objective 21 Connect and place a hard-suction hose for drafting from a static water source or dry hydrant. *[NFPA 1010, 6.3.15]*

	Task Steps	Yes	No
	Static Water Source		
1.	Check the hard-suction couplings. a. Remove any dirt or debris. b. Replace worn gaskets.		
2.	Connect the sections of hard-suction hose. a. Align sections. b. Hand-tighten the connection. c. Use a rubber mallet to make an airtight connection, if necessary. d. Keep the hose off of the ground.		
3.	Connect the strainer to one end of the hard-suction hose. a. Hand-tighten the connection. b. Use a rubber mallet to make an airtight connection, if necessary. c. Fasten the rope or webbing to the strainer.		
4.	Put the strainer into the water. If using a barrel strainer, use the rope to maneuver the hose and keep the strainer off the bottom.		
5.	Prepare the pump intake for coupling by removing the cap and keystone intake valve, if applicable.		
6.	Connect the hard-suction hose to the pump intake. a. Align the sections. b. Hand-tighten the connection.		
7.	Tie the strainer rope (if used) to the pumper or stationary object.		

8.	Dismantle drafting equipment and return to proper storage per local SOPs.		

Task Steps		Yes	No
Dry Hydrant (Nonpressurized)			
1.	Remove the hydrant cap. Use a spanner wrench if the cap is too tight.		
2.	Inspect the hydrant for exterior damage and check for debris or damage inside the outlet.		
3.	Connect the intake hose to the hydrant or apparatus (depending on local SOPs). Hand-tighten the connection.		
4.	Connect the opposite end to the hydrant or apparatus. Hand-tighten the connection.		
5.	Tighten any leaking connections using a rubber mallet or spanner wrench.		

Skill Sheet 13-12

Objective 22 Deploy a portable water tank. *[NFPA 1010, 6.3.15]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will deploy a portable water tank. This checklist is written for a jet siphon. A plain siphon, commercial tank-connecting device, permanent tank gravity drain, or drain tunnel connector may also be used. 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

- Apparatus-mounted portable reservoirs
- Appropriate PPE
- Reservoir manufacturer's setup instructions
- Siphon and appropriate siphon hose/tubing or other means of transferring water from one tank to another
- Two heavy tarps (large enough for tank to sit on)

Evaluator Signature Date

Student Signature Date

Skill Sheet 13-12
Assessment

Objective 22 Deploy a portable water tank. *[NFPA 1010, 6.3.15]*

	Task Steps	Yes	No
1.	Select a location for the water tank based on the situation and conditions of the scene.		
2.	Deploy equipment to the designated location for the water tank setup.		
3.	Check the area for debris.		
4.	Open the tarps and spread them flat on the ground.		
5.	Set up the portable tank.		
6.	Connect the intake and discharge hoses to the jet siphon.		
7.	Position the jet siphon properly to draw and discharge water.		
8.	Dismantle the portable tank.		
9.	Clean off and fold the tarps.		
10.	Return equipment to the proper storage locations on the apparatus.		

Skill Sheet 13-13

Objective 23 Make a hydrant connection from a forward lay. *[NFPA 1010, 6.3.15]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will make a hydrant connection from a forward lay. This skill requires students to work as 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
- Appropriate tools to connect to and operate the hydrant
- Hose
- Hydrant
- Pumping apparatus

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 13-13
Assessment

Objective 23 Make a hydrant connection from a forward lay. *[NFPA 1010, 6.3.15]*

NOTE: Firefighter #1 is at the hydrant, and Firefighter #2 is with the pumper.

	Task Steps	Yes	No
1.	Firefighter #1: Pull enough supply hose from the apparatus to reach and wrap around the hydrant.		
2.	Firefighter #1: Secure a loop of hose around the hydrant. Wrap the hose around the hydrant in a manner that restrains it when the pumper moves away from the hydrant.		
3.	Firefighter #1: Signal the driver/operator to proceed and deploy the hose to the incident.		
4.	Firefighter #1: Connect the supply hose to the hydrant. a. Remove the cap from the hydrant. b. Place the hydrant wrench on the valve stem operating nut. c. Flush the hydrant. d. Connect the hose to the appropriate outlet.		
5.	Firefighter #2: Complete the hose lay to the scene.		
6.	Firefighter #2: Connect the hose to the fire pump intake valve as directed by the driver/operator.		
7.	Firefighter #1: When instructed, slowly and fully open the hydrant.		
8.	Firefighter #1: Proceed along the hose to the pumper, removing kinks and checking for leaks.		

Skill Sheet 13-14

Objective 23 Make a reverse hose lay. *[NFPA 1010, 6.3.15]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will make a reverse hose lay. This skill specifically covers the steps for making a reverse lay to supply an attack pumper at the fire scene. 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
- Attack pumper
- Hose
- Supply pumper

Evaluator Signature Date

Student Signature Date

Skill Sheet 13-14
Assessment

Objective 23 Make a reverse hose lay. *[NFPA 1010, 6.3.15]*

NOTE: Firefighter #1 is at the attack pumper, and Firefighter #2 is at the supply pumper.

	Task Steps	Yes	No
1.	Firefighter #1: Pull sufficient hose from the supply pumper to reach the intake valve on the attack pumper.		
2.	Firefighter #1: Anchor the hose while the supply pumper proceeds to the water source.		
3.	Firefighter #1: Make an intake connection at the attack pumper as directed by the driver/operator.		
4.	Firefighter #2: Pull the remaining length of the last section of hose from the hose bed.		
5.	Firefighter #2: Disconnect the couplings and return the unused coupling to the hose bed.		
6.	Firefighter #2: Connect the supply hose to a discharge valve as directed by the driver/operator.		
7.	Firefighter #2: Make an intake hose connection on the supply pumper.		
8.	Firefighter #2: Proceed along the hose to the fire scene, removing kinks and checking for leaks.		

Skill Sheet 13-15

Objective 25 Advance a hose load. *[NFPA 1010, 6.3.10]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will advance a hose load. Students should complete at least one of the listed methods. The Shoulder Load method 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
- Preconnected hose load
- Pumping apparatus

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 13-15
Assessment

Objective 25 Advance a hose load. *[NFPA 1010, 6.3.10]*

	Task Steps	Yes	No
	Flat Hose Method		
1.	Put one arm through the longer pull loop.		
2.	Grasp the shorter pull loop with the same hand.		
3.	Grasp the nozzle with the opposite hand.		
4.	Pull the load from the bed using the pull loops.		
5.	Advance toward the fire until the hose is fully extended, checking to be sure that the hose is free of kinks.		

	Task Steps	Yes	No
	Minuteman Hose Method		
1.	Grasp the nozzle and pull loops, if provided.		
2.	Pull the load approximately one-third to one-half of the way out of the hose bed.		
3.	Face the direction of travel.		
4.	Place the hose load on the shoulder with the nozzle against your stomach.		
5.	Walk away from the apparatus, pulling the hose out of the bed by the pull loop.		
6.	Advance toward the fire until the hose is fully extended, allowing the load to play out from the top of the pile. Check to be sure the hose is free of kinks.		

	Task Steps	Yes	No

Triple Layer Method			
1.	Place the nozzle and the fold of the first tier over the shoulder.		
2.	Face the direction of travel.		
3.	Walk away from the apparatus.		
4.	Pull the hose completely out of the bed.		
5.	Drop the folded end from the shoulder when the hose bed has been cleared.		
6.	Advance toward the fire until the hose is fully extended, checking to be sure that the hose is free of kinks.		

Task Steps		Yes	No
Shoulder Load Method			
NOTE: Firefighters should be positioned on the same side of the hose.			
1.	Firefighter #1: Attach the nozzle to the end of the hose, if desired.		
2.	Firefighter #2: Position at the tailboard facing the direction of travel.		
3.	Firefighter #2: Place the initial fold of hose over the shoulder so that the nozzle can be held across the front of the torso.		
4.	Firefighter #2: Bring the hose from behind back over the shoulders so that the rear fold ends at the back of the knee.		
5.	Firefighter #2: Make a fold in front that ends at knee height and bring the hose back over the shoulder.		
6.	Firefighter #2: Move forward approximately 15 feet (5 m).		
7.	Firefighter #3: Position at the tailboard facing the direction of travel.		
8.	Firefighter #3: Load hose onto the shoulder in the same manner as Firefighter #2 until an appropriate amount of hose is loaded.		
9.	Firefighter #1: Uncouple the hose from the hose bed and hand the coupling to the last firefighter.		

10.	Advance toward the fire until the hose is fully extended, checking to be sure that the hose is free of kinks.		

Skill Sheet 13-16

Objective 26 Extend a hoseline. *[NFPA 1010, 6.3.10]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will extend a hoseline. Students should place a charged hoseline on the ground and advance the line until it is completely stretched. 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
- Charged 1½-inch (38 mm) or larger hoseline with nozzle
- Hose clamp (optional)

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 13-16
Assessment

Objective 26 Extend a hoseline. *[NFPA 1010, 6.3.10]*

	Task Steps	Yes	No
1.	Bring additional sections of hose to the nozzle end of the hoseline.		
2.	Open the nozzle slightly.		
3.	Restrict the flow of water using one of the following methods. a. Apply a hose clamp approximately 5 feet (1.5 m) behind the nozzle. b. Call for the hoseline to be shut down at the pump panel. c. Use breakaway feature on the nozzle, if equipped.		
4.	Remove the nozzle.		
5.	Add the new section(s) of hose.		
6.	Reattach the nozzle.		
7.	Recharge the hoseline by doing one of the following: a. Calling for the line to be charged. b. Opening the breakaway nozzle. c. While standing to side of the clamp, slowly releasing the hose clamp. **CAUTION:** Never stand over the clamp when releasing it.		
8.	Check the nozzle pattern and bleed the air from the hoseline.		

Skill Sheet 13-17

Objective 27 Replace a burst hoseline. *[NFPA 1010, 6.3.10]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will replace a burst hoseline. This skill may require 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
- Hose clamp (optional)
- Hoseline
- Replacement hose

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 13-17
Assessment

Objective 27 Replace a burst hoseline. *[NFPA 1010, 6.3.10]*

	Task Steps	Yes	No
1.	Call for the hoseline to be shut down or use a hose clamp to stop the flow.		
2.	Retrieve two sections of replacement hose.		
3.	Remove the burst section of hose.		
4.	Couple the replacement sections of hose into the hoseline.		
5.	Recharge the hoseline by doing one of the following: a. Calling for the line to be charged. b. Opening the breakaway nozzle. c. While standing to the side of the clamp, slowly releasing the hose clamp. **CAUTION:** Never stand over the clamp when releasing it.		
6.	Communicate that the hoseline is again in operation.		

Skill Sheet 13-18

Objective 28 Advance a charged hoseline using the working line drag method. *[NFPA 1010, 6.3.10]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will advance a charged hoseline using the working line drag method. 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
- Charged 1½-inch (38 mm) or larger hoseline
- Pumping apparatus

Evaluator Signature Date

Student Signature Date

Skill Sheet 13-18
Assessment

Objective 28 Advance a charged hoseline using the working line drag method. *[NFPA 1010, 6.3.10]*

	Task Steps	Yes	No
1.	Position alongside the hoseline as directed, facing the direction of travel.		
2.	Place the hose over the shoulder with a coupling in front, resting on the chest. **NOTE:** The coupling may be the nozzle coupling or a connection along the hoseline.		
3.	Hold the coupling in place and begin moving forward with the hose still over the shoulder.		
4.	Advance toward the fire until the hose is fully extended.		

Skill Sheet 13-19

Objective 29 Advance a hoseline into a structure. *[NFPA 1010, 6.3.10]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will advance a hoseline into a structure. 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: Whenever possible, position firefighters at critical points (obstructions and corners) to help feed the hose and keep the hoseline free of kinks.

Resources

- Appropriate PPE including SCBA
- Hoseline
- Pumping apparatus
- Structure
- Thermal imager

Evaluator Signature Date

Student Signature Date

Skill Sheet 13-19
Assessment

Objective 29 Advance a hoseline into a structure. *[NFPA 1010, 6.3.10]*

NOTE: Firefighters should be positioned on the same side of the hose.

	Task Steps	Yes	No
1.	Unload the hose.		
2.	Face the nozzle with about 15 to 20 feet (5 to 6 m) of hose between each firefighter.		
3.	Place the hose over one shoulder.		
4.	Fully open SCBA before approaching the structure entrance or entering the smoke environment.		
5.	Advance the hose to the building entrance, but do not enter the building. a. Size up the environment to identify hazards. b. Approach the door from the side opposite the hinges.		
6.	Signal the driver/operator to charge the hoseline.		
7.	Open the nozzle fully to ensure adequate water flow and to allow the pump operator to set the pressure.		
8.	Set the desired nozzle pattern and bleed air from the hoseline.		
9.	Check for heat using a thermal imager.		
10.	Communicate readiness to enter the structure.		
11.	Enter the structure when directed to do so. Stay low and maintain spacing.		

Skill Sheet 13-20

Objective 30 Advance a charged and uncharged hoseline up and down an interior stairway. *[NFPA 1010, 6.3.10]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will advance a charged and uncharged hoseline up and down an interior stairway. Ensure that firefighters take stationary positions along the route on stairs at critical points (obstructions and corners) to help feed the hose and to keep the hose on the outside of the staircase. Students should complete all of the listed methods. 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

- 1½-inch (38 mm) or larger hoseline
- Appropriate PPE including SCBA
- Structure with interior stairs

Evaluator Signature Date

Student Signature Date

Skill Sheet 13-20
Assessment

Objective 30 Advance a charged and uncharged hoseline up and down an interior stairway. *[NFPA 1010, 6.3.10]*

NOTE: Firefighters should be positioned on the same side of the hose.

	Task Steps	Yes	No
	Up Interior Stairs (Uncharged Hoseline)		
1.	Face the nozzle with about 15 to 20 feet (5 to 6 m) of hoseline between each firefighter.		
2.	Place the hoseline over one shoulder.		
3.	Advance the hoseline up a flight of stairs against the outside wall. a. Avoid sharp bends and kinks. b. Maintain spacing between firefighters.		
4.	Deploy excess hoseline up the stairway toward the floor above the fire floor.		
5.	Lay the hoseline down the stairway along the outside wall to the fire floor.		
6.	Last firefighter: After the hoseline supply is depleted, advance and assist the nozzle operator in removing kinks and pushing the hoseline to the outside wall of the stairway as necessary.		

	Task Steps	Yes	No
	Down Interior Stairs (Uncharged Hoseline)		
1.	Face the nozzle with about 15 to 20 feet (5 to 6 m) of hoseline between each firefighter.		
2.	Place the hoseline over one shoulder.		
3.	Advance the hoseline down a flight of stairs against the outside wall. a. Avoid sharp bends and kinks.		

	b. Maintain spacing between firefighters.		
4.	Deploy excess hoseline up the stairway toward the floor above the fire floor.		
5.	Lay the hoseline down the stairway along the outside wall to the fire floor.		
6.	Last firefighter: After the hoseline supply is depleted, advance and assist the nozzle operator in removing kinks and pushing the hoseline to the outside wall of the stairway as necessary.		

Task Steps		Yes	No
Up Interior Stairs (Charged Hoseline)			
1.	Face the nozzle.		
2.	Advance the hoseline up a flight of stairs against the outside wall. a. Use the working line drag. b. Avoid sharp bends and kinks. c. Maintain spacing between firefighters.		
3.	Deploy excess hoseline up the stairway toward the floor above the fire floor.		
4.	Advance the hoseline down the stairway to the fire floor.		
5.	Last firefighter: After the hoseline supply is depleted, advance and assist the nozzle operator in removing kinks and pushing the hoseline to the outside wall of the stairway as necessary.		

Task Steps		Yes	No
Down Interior Stairs (Charged Hoseline)			
1.	Face the nozzle.		
2.	Advance the hoseline down a flight of stairs against the outside wall.		

	a. Use the working line drag. b. Avoid sharp bends and kinks. c. Maintain spacing between firefighters.		
3.	Deploy excess hoseline outside the stairway (such as in a hallway or room adjacent to the stairway) and continue advancing the hoseline on the fire floor.		
4.	Last firefighter: After the hoseline supply is depleted, advance and assist the nozzle operator in removing kinks and pushing the hoseline to the outside wall of the stairway as necessary.		

Skill Sheet 13-21

Objective 31 Connect to a stairway standpipe or improvised standpipe and advance an attack hoseline onto a floor. *[NFPA 1010, 6.3.10]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will connect to a stairway standpipe or improvised standpipe and advance an attack hoseline onto a floor. 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
- Rope hose tools
- Standpipe system or improvised standpipe
- Uncharged hoseline

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 13-21
Assessment

Objective 31 Connect to a stairway standpipe or improvised standpipe and advance an attack hoseline onto a floor. *[NFPA 1010, 6.3.10]*

NOTE: Firefighters should be positioned on the same side of the hose.

	Task Steps	Yes	No
1.	Deploy dry attack hoseline up the stairway to the floor (or landing) below the fire floor.		
2.	Remove the standpipe outlet cap. a. Check the condition of the outlet threads. b. Check for any obstructions in the outlet. c. Ensure the gasket is in place in the hoseline coupling.		
3.	Connect the female coupling to the standpipe outlet. Hand-tighten the connection.		
4.	Advance the nozzle end of the hoseline to the fire floor access door.		
5.	Stretch excess hoseline up the stairway to the next landing.		
6.	Open the standpipe outlet valve.		
7.	Remove any kinks from the hoseline before entering the fire floor.		

Skill Sheet 13-22

Objective 32 Advance an uncharged line up a ladder into a window. *[NFPA 1010, 6.3.10]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will advance an uncharged line up a ladder into a window. 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
- Class I safety harness (if available)
- Ladder raised to upper story window
- Rope hose tool or utility strap
- Uncharged 1½-inch (38 mm) or larger hoseline

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 13-22
Assessment

Objective 32 Advance an uncharged line up a ladder into a window. *[NFPA 1010, 6.3.10]*

NOTE: Make sure the ladder is properly secured, either by another firefighter or by mechanical means. Firefighters should be positioned on the same side of the hose.

	Task Steps	Yes	No
1.	Nozzle firefighter: Place the line over the shoulder.		
2.	All firefighters: Climb the ladder to the appropriate position.		
3.	Nozzle firefighter: Sound the floor for stability and check that no victims are in the way.		
4.	Nozzle firefighter: Lay the nozzle in the window, and then enter the window.		
5.	Other firefighters on the ladder: Lock in with leg lock or Class I safety harness, leaving hands free to control and advance the hose.		
6.	Other firefighters on the ladder: Feed the hose to the nozzle firefighter until signaled to stop.		
7.	Firefighter nearest the top: Secure the hose to the top rung of the ladder with a rope hose tool or utility strap.		
8.	Firefighter nearest the top: Advance up the ladder to back up the nozzle firefighter.		

Skill Sheet 13-23

Objective 33 Advance a charged attack line up a ladder into a window. *[NFPA 1010, 6.3.10, 6.3.13]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will advance a charged attack line up a ladder into a window. 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
- Charged 1½-inch (38 mm) or larger hoseline
- Class I safety harness (if available)
- Ladder raised to upper story window
- Rope hose tool or utility strap
- Tool to sound the floor

Evaluator Signature Date

Student Signature Date

Skill Sheet 13-23
Assessment

Objective 33 Advance a charged attack line up a ladder into a window. *[NFPA 1010, 6.3.10, 6.3.13]*

NOTE: Make sure the ladder is properly secured, either by another firefighter or by mechanical means. Firefighters should be positioned on the same side of the hose.

	Task Steps	Yes	No
1.	Nozzle firefighter: Climb the ladder, carrying the nozzle.		
2.	Nozzle firefighter: Lock in with leg lock or Class I safety harness, leaving hands free to control and advance the hose.		
3.	Firefighters below: Feed the hose to the nozzle firefighter.		
4.	Nozzle firefighter: Sound the floor for stability and check that no victims are in the way.		
5.	Nozzle firefighter: Lay the nozzle on the window, and then enter the window.		
6.	Firefighters below: Climb the ladder, maintaining appropriate distance from each other.		
7.	Firefighters on the ladder: Lock in with leg lock or Class I safety harness once backup firefighter is in position opposite the window. Leave hands free to control and advance the hose.		
8.	Backup firefighter: Enter the window.		
9.	Firefighters on the ladder: Feed the hose to the nozzle and backup firefighters until signaled to stop.		
10.	Firefighters on the ladder: Secure the hose to the ladder with a rope hose tool or utility strap.		

Skill Sheet 13-25

Objective 35 Operate a smooth bore or fog nozzle. *[NFPA 1010, 6.3.7, 6.3.10]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will operate a smooth bore or fog nozzle. 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
- Charged 1½-inch (38 mm) or larger hoseline equipped with smooth bore or fog nozzle
- Pumping apparatus
- Targets

Evaluator Signature Date

Student Signature Date

Skill Sheet 13-25
Assessment

Objective 35 Operate a smooth bore or fog nozzle. *[NFPA 1010, 6.3.7, 6.3.10]*

NOTE: Firefighters should be positioned on the same side of the hose, with one firefighter controlling the nozzle and one on backup.

	Task Steps	Yes	No
1.	Hold the hose with one hand directly behind the nozzle and the opposite hand on the nozzle shutoff valve.		
2.	Adjust the nozzle to the desired stream.		
3.	Aim the nozzle at the target and wait for the backup firefighter to communicate readiness.		
4.	Open the nozzle fully.		
5.	Hold the stream on target.		
6.	Close the nozzle slowly to avoid water hammer.		

Skill Sheet 13-26

Objective 36 Operate a small hoseline using the one-firefighter method. *[NFPA 1010, 6.3.10, 6.3.13]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will operate a small hoseline using the one-firefighter method.

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
- Charged 1½-inch or 1¾-inch (38 or 45 mm) hoseline
- Rope hose tool or utility strap

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 13-26
Assessment

Objective 36 Operate a small hoseline using the one-firefighter method. *[NFPA 1010, 6.3.10, 6.3.13]*

	Task Steps	Yes	No
1.	Position the hose so that it extends straight back for at least 10 feet (3 m).		
2.	Stand facing the objective with feet spread at least shoulder-width apart.		
3.	Hold the hose with one hand directly behind the nozzle and the opposite hand on the nozzle shutoff valve.		
4.	Prepare to absorb the reaction force of the nozzle using one of the following methods: a. Anchor the hose by placing a foot on it. Make an "S" so that the hose at the top of the "S" rests against the hip or waist area. b. Attach a hose strap or webbing to the hose and then place it over the shoulder.		
5.	Operate the nozzle.		

Skill Sheet 13-27

Objective 37 Operate a large hoseline for exposure protection using the one-firefighter method. *[NFPA 1010, 6.3.8]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will operate a large hoseline for exposure protection using the one-firefighter method.

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
- Charged 2½- or 3-inch (65 or 77 mm) hoseline
- Rope hose tool or utility strap

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 13-27
Assessment

Objective 37 Operate a large hoseline for exposure protection using the one-firefighter method. *[NFPA 1010, 6.3.8]*

	Task Steps	Yes	No
1.	Form a loop immediately behind the nozzle using approximately 25 feet (7.5 m) of the hose.		
2.	Pass the nozzle beneath the loop so that the loop rests on the end of the hose approximately 2 feet (600 mm) behind the nozzle.		
3.	Secure the loop by tying the hose at the crossover point with a hose strap.		
4.	Kneel or sit on the hose at the crossover point.		
5.	Hold the hose with one hand directly behind the nozzle and the opposite hand on the nozzle shutoff valve.		
6.	Operate the nozzle.		

Skill Sheet 13-28

Objective 38 Operate a large hoseline using the two-firefighter method. *[NFPA 1010, 6.3.8, 6.3.10]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will operate a hoseline using the two-firefighter method. 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
- Charged 2½- or 3-inch (65 or 77 mm) hoseline
- Rope hose tool or utility strap

Evaluator Signature Date

Student Signature Date

Skill Sheet 13-28
Assessment

Objective 38 Operate a large hoseline using the two-firefighter method. *[NFPA 1010, 6.3.8, 6.3.10]*

NOTE: Firefighters should be positioned on the same side of the hose.

	Task Steps	Yes	No
1.	Nozzle firefighter: Hold the hose with one hand directly behind the nozzle and the opposite hand on the shutoff valve.		
2.	Backup firefighter: Grasp the hose with both hands.		
3.	Nozzle firefighter: Operate the nozzle.		
4.	Backup firefighter: Absorb the reaction force of the nozzle and assist the nozzle firefighter in controlling the elevation of the stream. **NOTE:** Hose straps can be used to better control the hose, if necessary. If used, attach straps and loops so that each person shares the backward force from the nozzle.		

Skill Sheet 13-29

Objective 39 Deploy and operate a master stream device. *[NFPA 1010, 6.3.8]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will deploy and operate a master stream 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
- Attack pumper
- Two lengths of 2½-inch (65 mm) or larger hose
- Two-way portable monitor unit or LDH-supplied monitor unit

Evaluator Signature Date

Student Signature Date

Skill Sheet 13-29
Assessment

Objective 39 Deploy and operate a master stream device. *[NFPA 1010, 6.3.8]*

NOTE: Firefighters should be positioned on the same side of the hose.

	Task Steps	Yes	No
1.	Remove the monitor unit from the apparatus and carry it to the setup area.		
2.	Position the monitor unit on a solid, level surface.		
3.	Secure the monitor.		
4.	Adjust the nozzle to the proper elevation.		
5.	Secure the anchor lock, if applicable.		
6.	Extend the hoselines to the monitor unit.		
7.	Connect the hoselines to the monitor unit.		
8.	Hand-tighten the swivel couplings.		
9.	Check the tip size, ensuring that you have the proper tip for the situation, or select the desired stream pattern.		
10.	Signal the driver/operator to charge the hoseline.		
11.	Steady the monitor.		
12.	Adjust the direction of water flow as necessary.		
13.	Operate the master stream device by aiming the stream in the correct direction to hit the designated target.		

Skill Sheet 14-1

Objective 9 Control and extinguish a structure fire using the exterior fire control method. *[NFPA 1010, 6.3.10]*

Student Name: _____ Date: _____

Directions

Control and extinguish a structure fire using the exterior fire control method. Additional firefighters should be standing by with a backup hoseline. 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

- 1½-inch (38 mm) or larger charged backup hoseline
- 1½-inch (38 mm) or larger uncharged attack hoseline
- Accountability system
- Appropriate PPE including SCBA
- Live-fire training prop
- Portable radios
- Pumping apparatus

Evaluator Signature Date

Student Signature Date

Skill Sheet 14-1
Assessment

Objective 9 Control and extinguish a structure fire using the exterior fire control method. *[NFPA 1010, 6.3.10]*

CAUTION: Always don appropriate PPE, including SCBA, when on the fireground. Approach from uphill and upwind if possible. Maintain communication and situational awareness. Observe fire conditions throughout the operation.

NOTE: Firefighters must confirm the order to attack the fire prior to performing suppression operations.

	Task Steps	Yes	No
1.	Deploy and advance an uncharged attack hoseline to the selected door or window.		
2.	Signal the driver/operator when ready for water.		
3.	Open the nozzle to bleed air from the line and check for adequate water flow.		
4.	Select the correct nozzle pattern and close the nozzle.		
5.	Open the selected door or window and clear any obstructions.		
6.	Open the nozzle and direct a solid or straight stream toward the ceiling, moving the stream from side to side along the ceiling. Kneel to attain a good angle to the ceiling, if necessary. **NOTE:** Do NOT move the stream in a circular pattern along the ceiling. **CAUTION:** Do not block the opening with the hose stream.		
7.	Flow water long enough to cool the compartment and control the fire, then close the nozzle.		
8.	Close the door or window if possible. **CAUTION:** Always maintain door control to control the flow path.		
9.	Observe conditions. Apply more water as necessary.		

10.	Enter the building and advance to extinguish the fire, or remain outside as a second team enters the building to extinguish the fire.		

Skill Sheet 14-2

Objective 10 Control and extinguish an interior structure fire at ground level using direct, indirect, and combination methods. *[NFPA 1010, 6.3.10]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will control and extinguish an interior structure fire at ground level using using direct, indirect, and combination methods. Students must use all methods. Additional firefighters should be standing by with a backup hoseline. 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.

NOTE: Remind students to advance based upon the environment. Depending on the situation, it may be necessary to crouch, crawl, or walk.

Resources

- 1½-inch (38 mm) or larger charged backup hoseline
- 1½-inch (38 mm) or larger uncharged attack hoseline
- Accountability system
- Appropriate PPE including SCBA
- Live-fire training prop
- Portable radios
- Pumping apparatus

Evaluator Signature Date

Student Signature Date

Skill Sheet 14-2
Assessment

Objective 10 Control and extinguish an interior structure fire at ground level using direct, indirect, and combination methods. *[NFPA 1010, 6.3.10]*

CAUTION: Always don appropriate PPE, including SCBA, when on the fireground. Approach from uphill and upwind if possible. Maintain communication and situational awareness. Observe fire conditions throughout the operation.

NOTE: Firefighters must confirm the order to attack the fire prior to performing suppression operations.

Task Steps		Yes	No
Direct Fire Control Method			
1.	Deploy and advance an uncharged attack hoseline to a safe location near the point of entry.		
2.	Signal the driver/operator when ready for water.		
3.	Open the nozzle to bleed air from the line and check for adequate water flow.		
4.	Select the correct nozzle pattern and close the nozzle.		
5.	Enter the structure and advance to the seat of the fire. a. Extinguish any fires that are encountered along the way. b. Cool hot gases and the ceiling, wall, and floor areas ahead of the crew by continuously flowing water through a solid or straight stream. c. Apply water using a T, Z, or O pattern, moving the stream from high to low, ensuring that the ceiling and floor are reached by the hose stream. **CAUTION:** Always maintain door control to control the flow path.		
6.	When in place near the seat of the fire, direct a solid or straight stream of water onto the base of the fire.		
7.	Locate and suppress any interior wall and subfloor fires as directed.		

8.	Close the nozzle when the fire is extinguished.		

Task Steps		Yes	No
Indirect Fire Control Method			
1.	Deploy and advance an uncharged attack hoseline to a safe location near the point of entry.		
2.	Signal the driver/operator when ready for water.		
3.	Open the nozzle to bleed air from the line and check for adequate water flow.		
4.	Select the correct nozzle pattern and close the nozzle.		
5.	Enter the structure and advance to a location outside the fire compartment but as near to the seat of the fire as possible. a. Extinguish any fires that are encountered along the way. b. Cool hot gases and the ceiling, wall, and floor areas ahead of the crew by continuously flowing water through a solid or straight stream. c. Apply water using a T, Z, or O pattern, moving the stream from high to low, ensuring that the ceiling and floor are reached by the hose stream. **CAUTION:** Firefighters should not be inside the fire compartment while using the Indirect Fire Control Method. Always maintain door control to control the flow path.		
6.	When in place outside the fire compartment, open the nozzle and direct a fog pattern toward the ceiling and upper area of the walls.		
7.	Close the interior door to the compartment, allowing steam to develop. Crack the door to observe the conditions.		
8.	If necessary, open the door and continue to apply water to the compartment linings (walls and ceiling) until the fire is extinguished.		
9.	Close the nozzle when the fire is extinguished.		

	Task Steps	Yes	No
	Combination Fire Control Method		
1.	Deploy and advance an uncharged attack hoseline to a safe location near the point of entry.		
2.	Signal the driver/operator when ready for water.		
3.	Open the nozzle to bleed air from the line and check for adequate water flow.		
4.	Select the correct nozzle pattern and close the nozzle.		
5.	Enter the structure and advance to the seat of the fire. a. Extinguish any fires that are encountered along the way. b. Cool hot gases and the ceiling, wall, and floor areas ahead of the crew by continuously flowing water through a solid or straight stream. **CAUTION:** Always maintain door control to control the flow path.		
6.	When in place near the seat of the fire, open the nozzle and direct a narrow fog pattern toward the upper edge of the ceiling level.		
7.	Apply water using a T, Z, or O pattern, moving the stream from high to low, ensuring that the ceiling and floor are reached by the hose stream.		
8.	Close the nozzle when the room begins to darken.		
9.	Apply water using the direct method as needed.		
10.	Close the nozzle when the fire is extinguished.		

Skill Sheet 14-3

Objective 11 Control and extinguish a structure fire above and below grade level using interior fire control methods. *[NFPA 1010, 6.3.10]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will control and extinguish a structure fire above and below grade level using interior fire control methods. Additional firefighters should be standing by with a backup hoseline. 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*. 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

- 1½-inch (38 mm) or larger charged backup hoseline
- 1½-inch (38 mm) or larger uncharged attack hoseline
- Accountability system
- Appropriate PPE including SCBA
- Live-fire training prop
- Portable radios
- Pumping apparatus

Evaluator Signature Date

Student Signature Date

Skill Sheet 14-3
Assessment

Objective 11 Control and extinguish a structure fire above and below grade level using interior fire control methods. *[NFPA 1010, 6.3.10]*

CAUTION: Always don appropriate PPE, including SCBA, when on the fireground. Approach from uphill and upwind if possible. Maintain communication and situational awareness. Observe fire conditions throughout the operation.

NOTE: Firefighters must confirm the order to attack the fire prior to performing suppression operations.

	Task Steps	Yes	No
	Abovegrade Fire Control		
1.	Deploy and advance an uncharged attack hoseline to a safe location near the point of entry.		
2.	Signal the driver/operator when ready for water.		
3.	Open the nozzle to bleed air from the line and check for adequate water flow.		
4.	Select the correct nozzle pattern and close the nozzle.		
5.	Advance the hoseline into the structure and up the stairwell to the fire floor. **NOTE:** If the fire is in a high-rise or multi-story commercial structure, a standpipe connection may be used.		
6.	Apply water using a direct or indirect method as directed.		
7.	Close the nozzle when the fire is extinguished.		

Task Steps	Yes	No
Belowgrade Fire Control		

NOTE: Conditions at the fire scene will dictate the steps used to extinguish a belowgrade fire. The steps below assume that the belowgrade space has exterior windows and will allow for the safest possible fire control method to be used.			
1.	Use the exterior fire control method. a. Deploy an uncharged attack hoseline to an exterior opening. b. Signal the pump operator when ready for water. c. Open the nozzle to bleed air from the line and check for adequate water flow. d. Select the correct nozzle pattern and close the nozzle. e. Apply water to the fire compartment from the exterior to control the fire.		
2.	Reposition the hoseline for entry. a. Enter at the level of the fire, if possible. b. If unable to enter at the level of the fire, enter from abovegrade.		
3.	Assess the floor to ensure its structural integrity.		
4.	Advance the hoseline into the structure and down the stairwell. **CAUTION:** Always maintain door control to control the flow path.		
5.	Apply water using direct or indirect methods as directed.		
6.	Close the nozzle when the fire is extinguished.		

Skill Sheet 14-4

Objective 12 Operate sprinkler system control valves. *[NFPA 1010, 6.3.14]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will operate sprinkler system control valves. Students should complete both the OS&Y and PIV methods. This skill may require 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
- Automatic sprinkler system valves (OS&Y and PIV)

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 14-4
Assessment

Objective 12 Operate sprinkler system control valves. *[NFPA 1010, 6.3.14]*

	Task Steps	Yes	No
	OS&Y		
1.	Unlock and remove the chain, if necessary.		
2.	Turn the OS&Y valve clockwise until the valve is fully closed and the stem is flush with the wheel.		
3.	Open the OS&Y valve by turning it counterclockwise until fully opened.		
4.	Back off the OS&Y valve one-quarter turn clockwise.		

	Task Steps	Yes	No
	PIV		
1.	Unlock the PIV wrench from the PIV body.		
2.	Position the PIV wrench on the stem nut.		
3.	Close the PIV valve, turning it clockwise slowly until the target window indicates CLOSED or SHUT.		
4.	Open the PIV valve, turning it counterclockwise until it is fully open and the target window indicates OPEN.		
5.	Back off the PIV valve, turning it clockwise one-quarter turn, ensuring that the target window remains OPEN.		
6.	Replace and lock the wrench onto the PIV body.		

Skill Sheet 14-5

Objective 13 Stop the flow of water from an activated sprinkler. *[NFPA 1010, 6.3.14]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will manually stop the flow of water from an activated sprinkler. Students should complete the skill set using at least one of the following: wedge, clamp-type tongs, or swivel-type tongs.

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

- Activated sprinkler system
- Appropriate PPE
- Step ladder
- Wedge-shaped sprinkler stop or sprinkler tongs (clamp-type or swivel-type)

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 14-5
Assessment

Objective 13 Stop the flow of water from an activated sprinkler. *[NFPA 1010, 6.3.14]*

CAUTION: Wear proper PPE including respiratory protection when performing this skill.

NOTE: It is recommended that a second firefighter holds the ladder for the acting firefighter.

Task Steps		Yes	No
Wedge			
1.	Place a step ladder within reach of the sprinkler.		
2.	Climb the ladder.		
3.	Insert the wedges between the sprinkler arms with the flat sides against the sprinkler.		
4.	Drive the wedges into the sprinkler until the water flow stops.		

Task Steps		Yes	No
Clamp-Type Sprinkler Tongs			
1.	Place a step ladder within reach of the sprinkler.		
2.	Climb the ladder.		
3.	Insert the tongs into the sprinkler between the sprinkler arms.		
4.	Open the tongs (by clamping the handles together) until the water flow stops.		
5.	Lock the tongs in the open position, with the keeper pulled as far as it will go toward the end of the handles.		

Task Steps	Yes	No
Swivel-Type Sprinkler Tongs		

1.	Place a step ladder within reach of the sprinkler.		
2.	Climb the ladder.		
3.	Insert the tongs into the sprinkler between the sprinkler arms.		
4.	Open the tongs with the rubber stopper aligned with the discharge opening of the sprinkler.		
5.	Turn the locking knob clockwise to lock the tongs in the open position.		

Skill Sheet 14-7

Objective 15 Control and extinguish a passenger vehicle fire. *[NFPA 1010, 6.3.7]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will control and extinguish a passenger vehicle fire. Additional firefighters should be standing by with a backup hoseline. 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.

NOTE: Piercing nozzles may be used to extinguish vehicle fires in some jurisdictions. The steps for this skill may be altered as necessary if a piercing nozzle is used. Do NOT use piercing nozzles on an electric or hybrid vehicle.

Resources

- 1½-inch (38 mm) or larger charged backup hoseline
- 1½-inch (38 mm) or larger uncharged attack hoseline
- Appropriate PPE including SCBA
- Halligan tool
- Pumping apparatus
- Training prop or simulated passenger vehicle fire
- Wheel chocks

Evaluator Signature Date

Student Signature Date

Skill Sheet 14-7
Assessment

Objective 15 Control and extinguish a passenger vehicle fire. *[NFPA 1010, 6.3.7]*

CAUTION: Always don appropriate PPE, including SCBA, when on the fireground. Approach from uphill, upwind, and at a 45-degree angle from the side of the vehicle, if possible. Maintain communication and situational awareness. Observe fire conditions throughout the operation. Ensure that the vehicle is properly stabilized.

NOTE: Firefighters must confirm the order to attack the fire prior to performing suppression operations.

	Task Steps	Yes	No
1.	Identify automobile fuel type, if possible.		
2.	Deploy an uncharged attack line.		
3.	Signal the driver/operator when ready for water.		
4.	Open the nozzle to bleed air from the line and check for adequate water flow.		
5.	Select the correct nozzle pattern.		
6.	Advance the attack line to the vehicle, applying water while advancing.		
7.	Extinguish any fire in the line of approach or under the vehicle.		
8.	Extinguish fire in the passenger compartment.		
9.	Open the hood and extinguish the fire in the engine compartment, forcing entry if necessary.		
10.	Open the trunk and extinguish fire in the trunk, forcing entry if necessary.		
11.	Extinguish hidden and smoldering fires.		
12.	Assess and control fuel leaks.		

Skill Sheet 14-8

Objective 16 Control and extinguish a fire in exterior stacked or piled Class A materials. *[NFPA 1010, 6.3.8]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will control and extinguish a fire in exterior stacked or piled Class A materials. Additional firefighters should be standing by with a backup hoseline. 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

- 1½-inch (38 mm) or larger charged backup hoseline
- 1½-inch (38 mm) or larger uncharged attack hoseline
- Appropriate PPE including SCBA
- Pike pole or trash hook
- Pumping apparatus
- Training prop or simulated stack fire

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 14-8
Assessment

Objective 6 Control and extinguish a fire in exterior stacked or piled Class A materials. *[NFPA 1010, 6.3.8]*

CAUTION: Always don appropriate PPE, including SCBA, when on the fireground. Approach from uphill and upwind if possible. Maintain communication and situational awareness. Observe fire conditions throughout the operation.

NOTE: Firefighters must confirm the order to attack the fire prior to performing suppression operations.

	Task Steps	Yes	No
1.	Deploy and advance an uncharged attack hoseline.		
2.	Signal the driver/operator when ready for water.		
3.	Open the nozzle to bleed air from the line and check for adequate water flow.		
4.	Select the correct nozzle pattern and close the nozzle.		
5.	Check for threat to exposures and cool exposures as necessary.		
6.	Position to make fire attack.		
7.	Extinguish the fire.		
8.	Expose fire in the debris using a pike pole or trash hook and extinguish any debris fires.		

Skill Sheet 14-9

Objective 17 Control and extinguish a fire in a small unattached structure or storage container. *[NFPA 1010, 6.3.8]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will control and extinguish a fire in a small unattached structure or storage container. Additional firefighters should be standing by with a backup hoseline. 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

- 1½-inch (38 mm) or larger charged backup hoseline
- 1½-inch (38 mm) or larger uncharged attack hoseline
- Appropriate PPE including SCBA
- Pike pole or trash hook
- Pumping apparatus
- Training prop or simulated unattached structure/storage container fire

Evaluator Signature Date

Student Signature Date

Skill Sheet 14-9
Assessment

Objective 17 Control and extinguish a fire in a small unattached structure or storage container. *[NFPA 1010, 6.3.8]*

CAUTION: Always don appropriate PPE, including SCBA, when on the fireground. Approach from uphill and upwind if possible. Maintain communication and situational awareness. Observe fire conditions throughout the operation.

NOTE: Firefighters must confirm the order to attack the fire prior to performing suppression operations.

	Task Steps	Yes	No
1.	Deploy and advance an uncharged attack hoseline.		
2.	Signal the driver/operator when ready for water.		
3.	Open the nozzle to bleed air from the line and check for adequate water flow.		
4.	Select the correct nozzle pattern and close the nozzle.		
5.	Advance toward the structure or container and position to make fire attack.		
6.	Direct the nozzle at the structure/container and extinguish the fire.		
7.	Search for and extinguish hidden fires. a. Break up material and probe with a pike pole to search for hot spots. b. Extinguish hot spots.		

Skill Sheet 14-10

Objective 18 Extinguish a fire in a trash container. *[NFPA 1010, 6.3.8]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will extinguish a fire in a trash container. Additional firefighters should be standing by with a backup hoseline 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

- 1½-inch (38 mm) or larger charged backup hoseline
- 1½-inch (38 mm) or larger uncharged attack hoseline
- Appropriate PPE including SCBA
- Exterior Class A fire in a large commercial type trash container
- Pike pole or trash hook

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 14-10
Assessment

Objective 18 Extinguish a fire in a trash container. *[NFPA 1010, 6.3.8]*

CAUTION: Always don appropriate PPE, including SCBA, when on the fireground. Approach from uphill and upwind if possible. Maintain communication and situational awareness. Observe fire conditions throughout the operation.

NOTE: Firefighters must confirm the order to attack the fire prior to performing suppression operations.

Task Steps		Yes	No
1.	Deploy and advance an uncharged attack hoseline.		
2.	Signal the driver/operator when ready for water.		
3.	Open the nozzle to bleed air from the line and check for adequate water flow.		
4.	Select the correct nozzle pattern and close the nozzle.		
5.	Advance to the trash container. Open the nozzle. Keep the stream between the container and any exposures.		
6.	Cool the outside of the container and any exposures.		
7.	Extinguish the fire in the container.		
8.	Search for and extinguish hidden fires. a. Break up material and probe with a pike pole to search for hot spots. b. Extinguish hot spots.		

Skill Sheet 14-11

Objective 19 Control and extinguish a ground cover fire. *[NFPA 1010, 6.3.19]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will control and extinguish a ground cover 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
- Area for ground cover fires or simulated fire area
- Booster line(s), Class A water type extinguishers, or preconnected hoseline
- Hand tools
- Pumping apparatus

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 14-11
Assessment

Objective 19 Control and extinguish a ground cover fire. *[NFPA 1010, 6.3.19]*

CAUTION: Always don appropriate PPE when on the fireground. Maintain communication and situational awareness. Observe fire conditions throughout the operation.

NOTE: Firefighters must confirm the order to attack the fire prior to performing suppression operations.

	Task Steps	Yes	No
1.	Identify and verbalize safe zones and escape routes.		
2.	Determine exposure threats and protect exposures.		
3.	Approach the flame edge from the burned area (black).		
4.	Extinguish the fire by applying water with a handline, using an extinguisher, or using hand tools.		
5.	Extinguish spot fires.		
6.	Exit the hazard area.		

Skill Sheet 14-12

Objective 20 Construct a fire line. *[NFPA 1010, 6.3.19]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will construct a fire line. 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
- Area for ground cover fires or simulated fire area
- Hand tools such as shovels or axes
- Simulated burned/charred material

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 14-12
Assessment

Objective 20 Construct a fire line. *[NFPA 1010, 6.3.19]*

CAUTION: Always don appropriate PPE when on the fireground. Maintain communication and situational awareness. Observe fire conditions throughout the operation.

Task Steps		Yes	No
1.	Identify and verbalize safe zones and escape routes.		
2.	Remove all vegetation and debris from the line and scrape or dig the ground cover until mineral earth is exposed.		
3.	Widen the line as directed in order to provide a sufficient fire break, depending upon the height of the vegetation.		
4.	Scatter burned/charred material inside the black area. Scatter and cut unburned fuels into the green area.		
5.	Remove any branches that hang over the fire line.		
6.	Relocate or continue working in a progressive line as necessary to complete the fire line.		

Skill Sheet 15-1

Objective 7 Locate and extinguish hidden fires. *[NFPA 1010, 6.3.8, 6.3.10, 6.3.13]*

Student Name: _____ **Date:** _____

Directions

For this skill sheet, students will locate and extinguish hidden fires. 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 Life 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
- Carryall or bucket for debris
- Hand tools such as pike poles and axes
- One 1½-inch (38 mm) or larger charged attack line equipped with a fog nozzle
- One 1½-inch (38 mm) or larger charged backup line supplied from a second water source
- Thermal imager or similar device
- Training prop to simulate hidden fires

Criteria & Evaluation Comments

Criteria (determined by the AHJ)

After the student has completed the skill sheet, write comments below.

Evaluator/Student Comments

Pass ☐ Fail ☐

Evaluator Signature Date Student Signature Date

Skill Sheet 15-1
Assessment

Objective 7 Locate and extinguish hidden fires. *[NFPA 1010, 6.3.8, 6.3.10, 6.3.13]*

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

Task Steps		Yes	No
1.	Evaluate structural integrity to determine if structure is safe for overhaul operations before entering.		
2.	Locate area(s) with potential hidden or smoldering fire. a. Use thermal imager or similar device. b. Observe fire area to detect smoking or smoldering materials. c. Observe burn and smoke patterns.		
3.	Remove ceiling and wall covering and insulation, minimizing damage when possible. a. Begin with area closest to hidden or smoldering fire. b. Overhaul area until unburned structural materials are visible. c. Preserve potential evidence for fire cause investigation.		
4.	Completely extinguish hidden and smoldering fires with a handline. a. Use minimal water for extinguishment. b. Ensure that no hidden or smoldering fires remain.		
5.	Remove stuffed materials, such as mattresses, from the structure and overhaul outside. Separate, remove or relocate charred materials to a safe location while protecting area of origin.		

Skill Sheet 15-2

Objective 8 Roll a salvage cover for a one-firefighter spread. *[NFPA 1010, 6.3.14]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will roll a salvage cover for a one-firefighter spread. 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
- Inner tube bands, Velcro® straps, or tie cords
- Salvage cover

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 15-2
Assessment

Objective 8 Roll a salvage cover for a one-firefighter spread. *[NFPA 1010, 6.3.14]*

NOTE: Two firefighters must make initial folds to reduce the width of the cover. Steps 1 through 8 are performed simultaneously by two firefighters on opposite sides of the cover. Steps 9 through 12 may be performed by two firefighters who are stationed at the same end of the roll.

	Task Steps	Yes	No
1.	Grasp the cover with the outside hand midway between the center and the edge to be folded.		
2.	Place the other hand on the cover as a pivot midway between the outside hand and the center.		
3.	Bring the fold over to the center of the cover, creating an inside fold (center) and an outside fold.		
4.	Grasp the corner with the outside hand.		
5.	Place the other hand as a pivot on the cover over the outside fold.		
6.	Bring this outside edge over to the center, and place it on top of and in line with the previously placed first fold.		
7.	Fold the other half of the cover in the same manner.		
8.	Straighten the folds.		
9.	Fold over about 12 inches (300 mm) at each end of the cover to make clean, even ends for the completed roll.		
10.	Start by rolling and compressing one end into a tight compact roll. Roll toward the opposite end.		
11.	Tuck in any wrinkles that form ahead of the roll as the roll progresses.		
12.	Secure the completed roll with inner tube bands or Velcro® straps or tie with cords.		

Skill Sheet 15-3

Objective 9 Spread a rolled salvage cover using a one-firefighter method. *[NFPA 1010, 6.3.14]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will spread a rolled salvage cover using the one-firefighter method.

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
- Object(s) to be covered
- Rolled salvage cover

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 15-3
Assessment

Objective 9 Spread a rolled salvage cover using a one-firefighter method. *[NFPA 1010, 6.3.14]*

Task Steps		Yes	No
1.	Position at one end of the object(s) to be covered.		
2.	Unroll a sufficient amount and cover the end of the object(s).		
3.	Unroll toward the opposite end of the object and let the rest of the roll fall into place at the end.		
4.	Stand at one end of the cover.		
5.	Grasp the open edges where convenient, with one edge in each hand.		
6.	Open the sides of the cover over the object(s) by snapping both hands up and out.		
7.	Open the other end of the cover over the object(s) in the same manner as Step 6.		
8.	Tuck in all loose edges at the bottom.		

Skill Sheet 15-4

Objective 10 Fold a salvage cover for a one-firefighter spread. *[NFPA 1010, 6.3.14]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will fold a salvage cover for a one-firefighter spread. 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
- Salvage cover

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 15-4
Assessment

Objective 10 Fold a salvage cover for a one-firefighter spread. *[NFPA 1010, 6.3.14]*

NOTE: Two firefighters must make initial folds to reduce the width of the cover. Steps 1 through 7 are performed simultaneously by two firefighters on opposite sides of the cover. Steps 8 through 12 may be performed by two firefighters who are stationed at the same end of the fold.

Task Steps		Yes	No
1.	Grasp the cover with the outside hand midway between the center and the edge to be folded.		
2.	Place the other hand on the cover as a pivot midway between the outside hand and the center.		
3.	Bring the fold over to the center of the cover. This will create an inside fold (center) and an outside fold.		
4.	Grasp the corner of the cover with the outside hand.		
5.	Place the other hand as a pivot on the cover over the outside fold.		
6.	Bring this outside edge over to the center and place it on top of and in line with the previously placed first fold.		
7.	Fold the other half of the cover in the same manner as Step 6.		
8.	Straighten the folds.		
9.	Grasp the same end of the cover and bring this end to a point just short of the center.		
10.	Use one hand as a pivot and bring the folded end over and place on top of the first fold.		
11.	Fold the other end of the cover toward the center, leaving about 4 inches (100 mm) between the two folds.		
12.	Place one fold on top of the other for the completed fold. The space between the folds now serves as a hinge.		

Skill Sheet 15-5

Objective 11 Spread a folded salvage cover using a one-firefighter method. *[NFPA 1010, 6.3.14]*

Student Name: _____ **Date:** _____

Directions

For this skill sheet, students will spread a folded salvage cover using the one-firefighter method.

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
- Folded salvage cover
- Object(s) to be covered

Criteria & Evaluation Comments

Criteria (determined by the AHJ)

After the student has completed the skill sheet, write comments below.

Evaluator/Student Comments

Pass ☐ Fail ☐

Evaluator Signature Date

Student Signature Date

Skill Sheet 15-5
Assessment

Objective 11 Spread a folded salvage cover using a one-firefighter method. *[NFPA 1010, 6.3.14]*

Task Steps		Yes	No
1.	Arranges/clusters furniture to be covered.		
2.	Lay the folded cover on top of and near the center of the object to be covered.		
3.	Separate the cover at the first fold.		
4.	Separate the next fold and unfold it toward one end of the object to be covered.		
5.	Grasp the end of the cover near the center with both hands to prevent the corners from falling outward.		
6.	Bring the end of the cover into position over the end of the object being covered.		
7.	Unfold the other end of the cover in the same manner over the object.		
8.	Stand at one end.		
9.	Grasp the open edges where convenient, with one edge in each hand.		
10.	Open the sides of the cover over the object by snapping both hands up and out.		
11.	Open the other end of the cover over the object in the same manner as Step 9.		
12.	Tuck in all loose edges at the bottom.		

Skill Sheet 15-6

Objective 12 Fold a salvage cover for a two-firefighter spread. *[NFPA 1010, 6.3.14]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will fold a salvage cover for a two-firefighter spread. 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
- Salvage cover

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 15-6
Assessment

Objective 12 Fold a salvage cover for a two-firefighter spread. *[NFPA 1010, 6.3.14]*

NOTE: Two firefighters must make initial folds to reduce the width of the cover. Steps 1 through 11 are performed simultaneously by both firefighters. Steps 12 through 18 are performed by the respective firefighters. Steps 19 through 21 are performed simultaneously by both firefighters.

Task Steps		Yes	No
1.	With the cover stretched lengthwise, grasp opposite ends of the cover at the center grommet.		
2.	Pull the cover tightly between each firefighter.		
3.	Raise the center fold high above the ground.		
4.	Shake out the wrinkles to form the first half-fold.		
5.	Spread the half-fold on the ground.		
6.	Smooth the half-fold flat to remove the wrinkles.		
7.	Stand at each end of the half-fold and face the cover.		
8.	Grasp the open-edge corners.		
9.	Place a foot at the center of the half-fold, making a pivot for the next fold.		
10.	Stretch the part of the cover being folded tightly between each firefighter.		
11.	Make the quarter-fold by folding the open edges over the folded edge.		
12.	Firefighter #1: Stand on one end of the quarter-fold.		
13.	Firefighter #2: Grasp the opposite end and shake out all the wrinkles.		
14.	Firefighter #2: Carry this end to the opposite end, maintaining alignment of outside edges.		
15.	Both Firefighters: Place the carried end on the opposite end, aligning all edges.		

16.	Both Firefighters: Place the folded cover on the ground and position at opposite ends.		
17.	Firefighter #2: Stand on the folded end of the cover.		
18.	Firefighter #1: Shake out all wrinkles and align all of the edges.		
19.	Grasp the open ends and use the inside foot as a pivot for the next fold.		
20.	Bring the open ends over and place them just short of the center fold.		
21.	Fold the opposite side in the same manner.		

Skill Sheet 15-7

Objective 13 Spread a folded salvage cover using the two-firefighter balloon throw. *[NFPA 1010, 6.3.14]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will spread a folded salvage cover using the two-firefighter balloon throw. 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
- Folded salvage cover
- Object(s) to be covered

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 15-7
Assessment

Objective 13 Spread a folded salvage cover using the two-firefighter balloon throw. *[NFPA 1010, 6.3.14]*

Task Steps		Yes	No
1.	Stretch the cover along one side of the object to be covered.		
2.	Separate the last half-fold by grasping each side of the cover near the ends.		
3.	Lay the edge of the cover near the object to be covered.		
4.	Make several accordion folds in the inside hand.		
5.	Place the outside hand about midway down the end with the hem.		
6.	Place inside foot on the corner of the cover to hold it in place.		
7.	Pull the cover tightly between each firefighter.		
8.	Swing the folded part down, up, and out in one sweeping movement in order to pocket as much air as possible.		
9.	Pitch or carry the accordion folds across the object when the cover is as high as each firefighter can reach, causing the cover to float over the object.		
10.	Guide the cover into position as it floats over the object.		
11.	Straighten the sides for better water runoff.		

Skill Sheet 15-8

Objective 14 Construct and place a water chute. *[NFPA 1010, 6.3.14]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will construct and place a water chute. Students should complete the skills with at least one of the following methods: with pike poles or without pike poles. 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
- Folded salvage cover
- Folding ladder to elevate pike poles
- Pike poles

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 15-8
Assessment

Objective 14 Construct and place a water chute. *[NFPA 1010, 6.3.14]*

Task Steps		Yes	No
Without Pike Poles			
1.	Open the salvage cover.		
2.	Lay the cover flat at the desired location.		
3.	Roll the opposite edges of the salvage cover toward the center of the cover until there is 1 to 3 feet (300 to 900 mm) between the rolls.		
4.	Turn the cover over, keeping the rolls in place.		
5.	Adjust the chute to collect and channel water by elevating one end.		
6.	Extend the other end out a door or window.		

Task Steps		Yes	No
With Pike Poles			
1.	Open the salvage cover.		
2.	Lay the cover flat at the desired location.		
3.	Place pike poles at opposite edges of the salvage cover with the pike extending off the end of the cover.		
4.	Roll the edges of the cover over the pike poles toward the center of the cover until there is 1 to 3 feet (300 to 900 mm) between the rolls.		
5.	Turn the cover over, keeping the rolls in place.		
6.	Adjust the chute to collect and channel water by elevating one end.		
7.	Extend the other end out a door or window.		

Skill Sheet 15-9

Objective 15 Construct a catchall. *[NFPA 1010, 6.3.14]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will construct a catchall. 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
- Salvage cover

Evaluator Signature	Date	Student Signature	Date

Skill Sheet 15-9
Assessment

Objective 15 Construct a catchall. *[NFPA 1010, 6.3.14]*

Task Steps		Yes	No
1.	Open the salvage cover.		
2.	Lay the cover flat at the desired location.		
3.	Roll the sides inward approximately 3 feet (1 m).		
4.	Lay the ends of the side rolls over at a 90-degree angle to form the corners of the basin.		
5.	Roll one end into a tight roll on top of the side roll and form a projected flap.		
6.	Lift the edge roll.		
7.	Tuck the end roll to lock the corners.		
8.	Roll the other end and lock the corners in the same manner.		

Skill Sheet 15-10

Objective 16 Construct a water chute and attach it to a catchall. *[NFPA 1010, 6.3.14]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will construct a water chute and attach it to a catchall. 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
- Catchall
- Salvage cover

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 15-10
Assessment

Objective 16 Construct a water chute and attach it to a catchall. *[NFPA 1010, 6.3.14]*

Task Steps		Yes	No
1.	Open the salvage cover.		
2.	Lay the cover flat at the desired location.		
3.	Roll the opposite edges of the salvage cover toward the center until there is 1 to 3 feet (300 to 900 mm) between the rolls.		
4.	Turn the cover over, keeping the rolls in place and flattening the center to the floor.		
5.	Slide the end of the chute over one corner of the catchall, about 1 to 2 feet (300 to 600 mm).		
6.	Unfold the corner of the catchall.		
7.	Flatten the corner of the catchall to form a seamless path for the water.		

Skill Sheet 15-11

Objective 17 Cover building openings to prevent damage after fire suppression. *[NFPA 1010, 6.3.14]*

Student Name: _____ Date: _____

Directions

For this skill sheet, students will cover doors, windows, floor openings, roof openings, and other building openings to prevent further damage to the building after fire suppression.

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
- Hand tools or power tools
- Plywood, nails, screws, or other covering materials
- Salvage cover

_____ _____

Evaluator Signature Date Student Signature Date

Skill Sheet 15-11
Assessment

Objective 17 Cover building openings to prevent damage after fire suppression. *[NFPA 1010, 6.3.14]*

	Task Steps	Yes	No
1.	Identify openings to be covered.		
2.	Gather tools, equipment, and materials.		
3.	Cover or secure openings. a. Doors b. Windows c. Floor openings d. Roof openings e. Other openings as necessary		
4.	Verify that the building is secure.		

ALABAMA FIRE COLLEGE
AND PERSONNEL STANDARDS & EDUCATION COMMISSION

Fire Fighter I/Volunteer Fire Fighter

Certification JPR/Skills Sheets

Each Certification JPR/Skills Sheet is developed based on the critical component and requisite skill requirements of NFPA 1010, Chapter 6, *Standard on Professional Qualifications for Firefighters*, 2024 Edition. These JPR/Skills Sheets also meet both the Pro Board and IFSAC accreditation requirements.

Candidates will undergo testing for both Live Fire Skills as well as for Fire Fighter I/Volunteer Fire Fighter skills through a scenario-based testing process administrated by an AFC Proctor and designated Test Teams. This testing may occur over multiple days.

ALABAMA FIRE COLLEGE
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Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.2.3
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chp 11
Task Book Training Skill Sheet(s) 11-6

Declaring a Mayday
Skill Sheet FFI – 01

SKILL	The candidate shall activate an emergency call for assistance, so that the fire fighter can be located and rescued
RESOURCES	Given vision-obscured conditions, PPE, and department SOPs
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**	
Safely performs the following steps:	**P**	**F**	**P**	**F**
1. Transmits a Mayday declaration on radio (repeats three times) – **CRITICAL POINT**				
2. Waits for acknowledgement of Mayday				
3. Gives LUNAR report (Location, Unit, Name, Assignment, Resources) – **CRITICAL POINT**				
4. Activates PASS device manually – **CRITICAL POINT**				
Candidate must successfully perform 3/4 steps including ALL 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.

ALABAMA FIRE COLLEGE
SERVE - SHARPEN - SUCCEED

Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.1
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chps 6, 11
Task Book Training Skill Sheet(s) 6-1, 6-3, 6-4, 6-7, 6-8, 6-10, 11-1, 11-8, 11-10

Don and Use SCBA
Skill Sheet FFI – 02

SKILL	The candidate shall use self-contained breathing apparatus (SCBA) during emergency operations, so that the SCBA is correctly donned, the SCBA is correctly worn, controlled breathing techniques are used, emergency procedures are enacted if the SCBA fails, all low-air warnings are recognized, respiratory protection is not intentionally compromised, and hazardous areas are exited prior to air depletion
RESOURCES	Given SCBA and other PPE
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**	
Safely performs the following steps:	**P**	**F**	**P**	**F**
1. Dons and wears SCBA correctly (respiratory protection is not intentionally compromised)				
2. Uses controlled breathing techniques				
3. Recognizes low-air warnings and exits hazardous area through restricted passage, prior to air depletion – **CRITICAL POINT**				
4. Initiates and completes emergency procedures in the event of SCBA failure or air depletion, per requirements of the scenario				
5. Replaces air cylinder upon exit, and readies SCBA for use				
Candidate must successfully perform 4/5 steps including ALL 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.

ALABAMA FIRE COLLEGE
SERVE - SHARPEN - SUCCEED

Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.4
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chps 10, 11
Task Book Training Skill Sheet(s) 10-2, 10-3, 10-4, 10-5, 10-6, 10-7, 10-8, 10-9, 11-9

Forcible Entry
Skill Sheet FFI – 03

SKILL	The candidate shall force entry into a structure, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry **EVALUATOR SHALL CHOOSE ONE OR A COMBINATION OF THE FOLLOWING:** doors, windows, or through walls.
RESOURCES	Given a selection of forcible entry 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 2 minutes

PERFORMANCE STEPS	**Test**		**Retest**	
Safely performs the following steps:	**P**	**F**	**P**	**F**
1. Selects, transports, and operates proper forcible entry tools as designed, and identifies locking mechanism or obstruction				
2. Identifies potential hazards *verbalizes hazards identified to evaluator				
3. Opens/removes barriers (doors, windows, or walls) using approved methods				
4. Props open doors or windows to prevent closure, OR verifies conditions are safe for entry through wall				
Candidate must successfully perform 3/4 steps including ALL 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.

ALABAMA FIRE COLLEGE
SERVE - SHARPEN - SUCCEED

Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.5
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chp 11
Task Book Training Skill Sheet(s) 11-7, 11-11

Exiting a Hazardous Area
Skill Sheet FFI – 04

SKILL	The candidate shall exit a hazardous area as a team, so that a safe haven is found before exhausting the air supply, others are not endangered, and the team integrity is maintained
RESOURCES	Given vision-obscured conditions
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. Enters vision-obscured conditions as a member of a team				
2. Locates and follows the hose line until the first coupling is found				
3. Inspects coupling tactilely to determine proper direction of travel, and maintains positive control of the appropriate hose line at all times once direction is determined				
4. Conserves air supply				
5. Identifies hazards **verbally** to ensure team members are not endangered				
6. Identifies a safe haven **verbally** before air supply is exhausted – **CRITCAL POINT**				
7. Maintains team integrity through verbal/physical contact with members throughout evolution				
Candidate must successfully perform 5/7 steps including ALL 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___

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

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ALABAMA FIRE COLLEGE
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Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.6
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chp 9
Task Book Training Skill Sheet(s) 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8

Ground Ladders
Skill Sheet FFI – 05

SKILL	The candidate shall set up, mount, ascend, dismount, and descend ground ladders, so that hazards are assessed, the ladder is stable, the angle is correct for climbing, extension ladders are extended to the necessary height with the fly locked, the top is placed against a reliable structural component, and the assignment is accomplished
RESOURCES	Given single and extension ladders, an assignment, and team members if needed
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. Carries ladder to the building using approved carrying technique (suitcase, shoulder, flat) with a team member, per requirements of the scenario				
2. Determines that the wall/roof will support the ladder *verbalizes structural reliability to evaluator				
3. Checks for overhead obstructions before raising, and places butt of ladder on ground at a point determined for proper climbing angle – **CRITICAL POINT** *verbalizes the absence of obstructions to evaluator				
4. Raises ladder to vertical position using a rung or beam raise				
5. Extends fly section to necessary height depending on task and per requirements of the scenario				
6. Verifies ladder is heeled, stable, and under control – **CRITICAL POINT**				
7. Secures halyard and visually checks locks (if equipped)				
8. Climbs to assigned point maintaining three points of contact on ladder				
9. Descends ladder and lowers ladder to ground				
Candidate must successfully perform 7/9 steps including ALL CRITICAL POINTS	**Score: __/9**		**Score: __/9**	

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Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.6
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chp 9
Task Book Training Skill Sheet(s) 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8

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Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.7
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chp 14
Task Book Training Skill Sheet(s) 14-7

Attack a Passenger Vehicle Fire
Skill Sheet FFI – 06

SKILL	The candidate shall attack a passenger vehicle fire operating as a member of a team, so that hazards are avoided, leaking flammable liquids are identified and controlled, protection from flash fires is maintained, all vehicle compartments are overhauled, and the fire is extinguished
RESOURCES	Given PPE, an attack line, and hand 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**	
Safely performs the following steps:	**P**	**F**	**P**	**F**
1. Wears complete personal protective clothing including SCBA; maintains flash fire protection throughout completion of assignment – **CRITICAL POINT**				
2. Selects proper hose line (1 ½ inch or larger diameter); expels air and adjusts flow/tests nozzle pattern				
3. Identifies automobile fuel type **verbally** (Hybrid, CNG, LP, etc.)				
4. Assesses/identifies fuel leaks **verbally**, and controls leaks as needed				
5. Approaches fire safely/properly (uphill, upwind, and from safe distance) starting with a direct attack and widening stream pattern while advancing to vehicle – **CRITICAL POINT**				
6. Extinguishes any fire under vehicle while advancing				
7. Extinguishes fire properly and completes overhaul, ensuring all compartments have been checked (under hood, trunk, and passenger compartment) for hidden fire				
8. Identifies and avoids hazards *verbalizes specific hazards and plans to avoid them to evaluator				
Candidate must successfully perform 6/8 steps including CRITICAL POINTS	**Score: __/8**		**Score: __/8**	

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Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.7
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chp 14
Task Book Training Skill Sheet(s) 14-7

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Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.8
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chps 13, 14
Task Book Training Skill Sheet(s) 13-27, 13-28, 13-29, 14-8, 14-9, 14-10

Exterior Class A Fire
Skill Sheet FFI – 07

SKILL	The candidate shall extinguish fires in exterior Class A materials, so that exposures are protected, the spread of fire is stopped, collapse hazards are avoided, water application is effective, the fire is extinguished, and signs of the origin area(s) and arson are preserved
RESOURCES	Given fires in stacked or piled materials, small unattached structures, storage containers that c fought from the exterior, attack lines, hand tools and master stream devices, 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. Wears complete personal protective clothing, including SCBA – **CRITICAL POINT**				
2. Recognizes collapse hazards and any other hazards related to the material's configuration *verbalizes hazards to evaluator				
3. Deploys handlines or master stream devices with adequate water supply lines				
4. Positions fire streams to be effective in protecting exposures and controlling spread of fire				
5. Uses hand tools to break up material and search for/expose hidden fires				
6. Evaluates effectiveness of water application and uses penetrating streams to completely extinguish fire *verbalizes specific pattern needs for penetration and extinguishment to evaluator				
7. Overhauls fire with concern for arson evidence preservation and origin determination *verbalizes recognition of burn patterns to evaluator				
Candidate must successfully perform 5/7 steps including CRITICAL POINTS	**Score: __/7**		**Score: __/7**	

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Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.8
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chps 13, 14
Task Book Training Skill Sheet(s) 13-27, 13-28, 13-29, 14-8, 14-9, 14-10

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Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.9
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chps 9, 11
Task Book Training Skill Sheet(s) 9-9, 11-2, 11-3, 11-4, 11-5

Search and Rescue
Skill Sheet FFI – 08

SKILL	The candidate shall conduct a search and rescue in a structure operating as a member of a team, so that ladders are correctly placed when used, all assigned areas are searched, all victims are located and removed, team integrity is maintained, and team members' safety — including respiratory protection — is not compromised
RESOURCES	Given an assignment, obscured vision conditions, personal protective equipment, a flashlight, forcible entry tools, hose lines, and ladders when necessary
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**	
Safely performs the following steps:	**P**	**F**	**P**	**F**
1. Demonstrates ability to exit through restricted passages using SCBA				
2. Sets up and uses different types of ladders for various types of rescue operations correctly				
3. Assesses areas for tenability *verbalizes tenability concerns to evaluator				
4. Searches all assigned areas and locates and removes all victims				
5. Rescues a firefighter with functioning respiratory protection				
6. Rescues a firefighter whose respiratory protection is not functioning				
7. Rescues a person who has no respiratory protection				
8. Maintains team integrity through appropriate communications				
9. Verifies team member respiratory protection is maintained **verbally**				
Candidate must successfully perform 7/9 steps including ALL CRITICAL POINTS	**Score: __/9**		**Score: __/9**	

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Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.9
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chps 9, 11
Task Book Training Skill Sheet(s) 9-9, 11-2, 11-3, 11-4, 11-5

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Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.10
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chps 13, 14
Task Book Training Skill Sheet(s) 13-15, 13-16, 13-17, 13-18, 13-19, 13-20, 13-21, 13-22, 13-23, 13-25, 13-26, 14-1, 14-2, 14-3

Attack an Interior Structure Fire
Skill Sheet FFI – 09

SKILL	The candidate shall attack an interior structure fire operating as a member of a team, so that team integrity is maintained, the attack line is deployed for advancement, ladders are correctly placed when used, access is gained into the fire area, effective water application practices are used, the fire is approached correctly, attack techniques facilitate suppression given the level of the fire, hidden fires are located and controlled, the correct body posture is maintained, hazards are recognized and managed, and the fire is brought under control
RESOURCES	Given an attack line, ladders when needed, personal protective equipment, 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**	
Safely performs the following steps:	**P**	**F**	**P**	**F**
1. Gains access into fire area and advances charged **and** uncharged 1 ½ in. (38 mm) diameter or larger hose lines up and down ladders, and up and down interior and exterior stairways				
2. Opens nozzle, sets nozzle pattern, and bleeds air from hose line **before** entry				
3. Uses appropriate method of attack (direct, indirect, combination), correct body posture, and proper fire stream for fire conditions encountered, and extinguishes fire – **CRITICAL POINT**				
4. Attacks fires at grade level, above grade level, and below grade level				
5. Deploys ground ladders appropriately, per requirements of the scenario				
6. Operates hose line while secured to a ground ladder				
7. Locates and suppresses any interior wall or subfloor fires				
8. Shuts down nozzle, avoiding water hammer				
9. Operates as a member of a team, maintaining team integrity by utilizing verbal and nonverbal communication methods				
10. Retrieves an additional section of hose and couples and uncouples hoses in order to extend a hose line				
11. Retrieves an additional section of hose and couples and uncouples hoses in order to replace a burst section of hose				
12. Recognizes and manages hazards throughout evolution *verbalizes hazards encountered and management options to evaluator				
Candidate must successfully perform 9/12 steps including CRITICAL POINTS	**Score: __/12**		**Score: __/12**	

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Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.10
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chps 13, 14
Task Book Training Skill Sheet(s) 13-15, 13-16, 13-17, 13-18, 13-19, 13-20, 13-21, 13-22, 13-23, 13-25, 13-26, 14-1, 14-2, 14-3

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ALABAMA FIRE COLLEGE
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Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.11
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chp 12
Task Book Training Skill Sheet(s) 12-1, 12-2

Forced Horizontal Ventilation
Skill Sheet FFI – 10

SKILL	The candidate shall perform horizontal ventilation on a structure operating as part of a team, so that the ventilation openings are free of obstructions, tools are used as designed, ladders are correctly placed, ventilation devices are correctly placed, and the structure is cleared of smoke using **ONE OR A COMBINATION** of the following methods: **MECHANICAL VENTILATION (POSITIVE or NEGATIVE PRESSURE)** **HYDRAULIC VENTILATION**
RESOURCES	Given an assignment, PPE, ventilation tools, equipment, and ladders
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**	
Safely performs the following steps:	**P**	**F**	**P**	**F**
MECHANICAL VENTILATION (POSITIVE or NEGATIVE PRESSURE)				
1. Transports and operates necessary ventilation equipment and ladders properly				
2. Uses safe procedures for breaking window/door glass and removing obstructions				
3. Positions and starts fan				
4. Ensures exit opening is proportioned to entry opening and establishes a draft path				
5. Verifies smoke is cleared **verbally** before shutting down fan – **CRITICAL POINT**				
Candidate must successfully perform 4/5 steps including CRITICAL POINTS	**Score: __/5**		**Score: __/5**	
HYDRAULIC VENTILATION				
1. Transports and operates necessary ventilation equipment and ladders properly				
2. Uses safe procedures for breaking window/door glass and removing obstructions				
3. Sets fog nozzle position covering approximately 90% of opening				
4. Produces effective stream and directs water outside – **CRITICAL POINT**				
5. Shuts down nozzle when ventilation is achieved, minimizing water damage				
Candidate must successfully perform 4/5 steps including ALL CRITICAL POINTS	**Score: __/5**		**Score: __/5**	

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Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.11
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chp 12
Task Book Training Skill Sheet(s) 12-1, 12-2

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Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.12
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chp 12
Task Book Training Skill Sheet(s) 12-3, 12-4

Vertical Ventilation
Skill Sheet FFI – 11

SKILL	The candidate shall perform vertical ventilation on a structure as part of a team, so that ladders are positioned for ventilation, a specified opening is created, all ventilation barriers are removed, structural integrity is not compromised, products of combustion are released from the structure, and the team retreats from the area when ventilation is accomplished
RESOURCES	Given an assignment, PPE, ground and roof ladders, 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 10 minutes

PERFORMANCE STEPS	**Test**		**Retest**	
Safely performs the following steps:	**P**	**F**	**P**	**F**
1. Transports and operates necessary ventilation equipment and positions ladders properly; all tools are started and checked at ground level				
2. Checks for unsafe conditions and provides two means of escape				
3. Selects suitable location to ventilate and ensures charged hoseline is in place				
4. Deploys roof ladder on pitched roof while secured to ground ladder				
5. Sounds roof with tool before climbing on roof and works safely from roof ladder – **CRITICAL POINT**				
6. Hoists tools to roof using approved methods				
7. Marks location for opening and starts cutting farthest from roof ladder on flat roof, pitched roof, and basement				
8. Creates an opening (minimum 4' x 4') and removes all interior barriers including ceiling materials with hand tools, releasing products of combustion				
9. Avoids cutting structural members that would compromise roof integrity				
10. Ascends and descends ladder while carrying tools and retreats from area when ventilation is accomplished				
Candidate must successfully perform 7/10 steps including ALL CRITICAL POINTS	**Score: __/10**		**Score: __/10**	

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Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.12
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chp 12
Task Book Training Skill Sheet(s) 12-3, 12-4

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Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.13
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chp 15
Task Book Training Skill Sheet(s) 15-1

Overhaul Operations
Skill Sheet FFI – 12

SKILL	The candidate shall overhaul a fire scene, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished
RESOURCES	Given PPE, an attack line, hand tools, a flashlight, 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**	
Safely performs the following steps:	**P**	**F**	**P**	**F**
1. Wears complete personal protective clothing including SCBA – **CRITICAL POINT**				
2. Deploys and operates an attack line and applies water for maximum effectiveness				
3. Evaluates structural integrity to determine if structure is safe for overhaul operations *verbalizes specific structural components of concern to evaluator				
4. Overhauls fire scene systematically by removing/opening walls, floors, and ceilings, and removing insulation, window, and door casings as required, without compromising structural integrity				
5. Detects and exposes hidden fires using; sight, touch, sound, sensors, thermal imagers in walls, ceilings, and subfloor spaces				
6. Evaluates fire for complete extinguishment *verbalizes extinguishment is complete to evaluator				
7. Recognizes and preserves obvious signs of area of origin and arson *verbalizes specific signs to evaluator				
Candidate must successfully perform 5/7 steps including CRITICAL POINTS	**Score: __/7**		**Score: __/7**	

ALABAMA FIRE COLLEGE
SERVE - SHARPEN - SUCCEED

Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.13
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chp 15
Task Book Training Skill Sheet(s) 15-1

<table>
<tr><td colspan="4">Evaluator Notes</td></tr>
<tr><td rowspan="2">Evaluator Print Name & Signature:</td><td rowspan="2">Date</td><td colspan="2">Overall Skill Sheet Score</td></tr>
<tr><td>Pass___</td><td>Fail___</td></tr>
<tr><td colspan="4">By my signature above, I verify that I am currently certified to the level I am testing (AL/PB/IFSAC)</td></tr>
<tr><td colspan="2" rowspan="2">Re-Test Evaluator Print Name & Signature:</td><td colspan="2">Overall Skill Sheet Re-Test Score</td></tr>
<tr><td>Pass___</td><td>Fail___</td></tr>
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<tr><td colspan="2">Candidate Print Name & Signature:</td><td colspan="2">Candidate: Print Name or Candidate #</td></tr>
<tr><td colspan="4">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.</td></tr>
<tr><td colspan="4">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.</td></tr>
</table>

ALABAMA FIRE COLLEGE
SERVE - SHARPEN - SUCCEED

Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.14
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chps 14, 15
Task Book Training Skill Sheet(s) 14-4, 14-5, 15-2, 15-3, 15-4, 15-5, 15-6, 15-7, 15-8, 15-9, 15-10, 15-11

Conserve Property
Skill Sheet FFI – 13

SKILL	The candidate shall conserve property as a member of a team, so that the building and its contents are protected from further damage
RESOURCES	Given salvage tools and 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 15 minutes

PERFORMANCE STEPS	**Test**		**Retest**	
Safely performs the following steps:	**P**	**F**	**P**	**F**
1. Demonstrates ability to cluster furniture				
2. Deploys covering materials				
3. Constructs water chutes and catchalls				
4. Removes water to protect building from further damage				
5. Covers building openings, including doors, windows, floor openings, and roof openings				
6. Separates, removes, and relocates charred material to a safe location while protecting the area of origin for cause determination				
7. Rolls or folds salvage covers for reuse				
8. Stops the flow of water from a sprinkler with wedges or stoppers				
9. Operates a main control valve on an automatic sprinkler system				
Candidate must successfully perform 7/9 steps including CRITICAL POINTS	**Score: __/9**		**Score: __/9**	

ALABAMA FIRE COLLEGE
SERVE - SHARPEN - SUCCEED

Firefighter I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.14
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chps 14, 15
Task Book Training Skill Sheet(s) 14-4, 14-5, 15-2, 15-3, 15-4, 15-5, 15-6, 15-7, 15-8, 15-9, 15-10, 15-11

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 I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.19
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chp 19
Task Book Training Skill Sheet(s) 14-11, 14-12

Ground Cover Fire
Skill Sheet FFI – 14

SKILL	The candidate shall combat a ground cover fire operating as a member of a team, so that threats to property are reported, threats to personal safety are recognized, retreat is quickly accomplished when warranted, and the assignment is completed
RESOURCES	Given protective clothing, SCBA (if needed), hose lines, extinguishers or hand 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 5 minutes

PERFORMANCE STEPS	**Test**		**Retest**	
Safely performs the following steps:	**P**	**F**	**P**	**F**
1. Wears complete personal protective clothing (SCBA if needed) – **CRITICAL POINT**				
2. Identifies fire direction, exposures, hazards, and threats to property *verbalizes these items to evaluator				
3. Deploys hand tools, hose lines, and extinguishers as required for either a direct or indirect attack				
4. Constructs a fire line and extinguishes the fire with water and hand tools				
5. Protects integrity of established fire lines with equipment provided				
6. Recognizes safety threats to the team and quickly retreats if warranted *verbalizes specific threats to evaluator				
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 #

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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 I/Volunteer FF

NFPA 1010, Standard on Professional Qualifications for Firefighters 2024 Ed., 6.3.21
IFSTA's, *Essential of Fire Fighting, Fire Fighter I*, 8th Ed, Chp 11
Task Book Training Skill Sheet(s) 11-12

Air Monitoring
Skill Sheet FFI – 15

SKILL	The candidate shall operate an air-monitoring instrument, so that the device is operated, and the firefighter recognizes the high- or low-level alarms of the air monitor and takes action to mitigate the hazard
RESOURCES	Given an air monitor and an assignment or task
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 ability to operate an air monitor				
2. Recognizes and understands the various monitor alarms *verbalizes meanings of specific alarms to evaluator				
3. Takes necessary action to mitigate the hazard causing the alarm – **CRITICAL POINT**				
Candidate must successfully perform ALL steps including ALL CRITICAL POINTS	**Score: __/3**		**Score: __/3**	

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	
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