

# NHFA FIREFIGHTER I COURSE GUIDE

## UNIT 3: Health, Fitness, & Wellness (8 HR)

---

CHAP	SKILL DRILL	SKILL #	STAND. EVOL. #
	<b>BLOCK 1</b>		
3	Grip Strength- Dynamometer	3-1	
3	Push-up	3-2	
3	Sit-up	3-3	
3	Flexibility	3-4	
3	1-5 mile run or Beep test	3-5	
	<b>BLOCK 2</b>		
3	Hose Drag	3-6	
3	Equipment Carry	3-7	
3	Bear Crawl	3-8	
3	Rescue Drag	3-9	
3	Sledge Hammer Hit	3-10	
3	Stair step	3-11	
3	Basic Exercise Techniques		3SE-S1
3	Work Capacity		3SE-S2
3	Recovery		3SE-S3



**NH FIRE ACADEMY FIREFIGHTER I  
UNIT 3 BLOCK 1 (4HR)**

**CLASS NAME: HEALTH, FITNESS, & WELLNESS**

**NUMBER OF INSTRUCTORS: 4**

<b>EQUIPMENT NEEDED</b>	Sit & Reach box Anthropometric tape Stop Watches Clip boards and pens Body composition worksheets Yoga blocks	Meal planner Hand dynamometer BP Cuff and Stethoscope Alcohol wipes/disinfectant medical kit and AED Yoga Mates
-------------------------	--	--

<b>FACILITY NEEDED</b>	A large enough area to preform activities (curl-ups, pushup, and flexibility) and an area to perform a mile and a half run (1/4 mile running track, if using the run) or an area large enough to perform the beep test (65' of straight running space).
------------------------	---

<b>SKILL DRILL REFERENCE</b>	3-1	3-2	3-3	3-4	3-5			
------------------------------	-----	-----	-----	-----	-----	--	--	--

<b>GENERAL INSTRUCTION</b>	Prior to any physical activity all students will have a set of vitals taken and recorded. If the students blood pressure is above 140 systolic, they are required to consult with the lead instructor.  If the student has a medical condition (hypertension or medication for) or any condition determined to be a risk, the student shall be assigned a walking test in place of the aerobic capacity assessment.
----------------------------	---

**NH FIRE ACADEMY FIREFIGHTER I  
UNIT 3 BLOCK 1 (4HR)**

<b>CATEGORY</b>	<b>DESCRIPTION (Objectives)</b>
<b>Pre-Participation Assessment</b>	<p>Instructors shall assist students with filling out the PAR-Q and RSKO worksheets, Determine the students resting heart rate, blood pressure, measure the students BMI (using a anthropometric tape) and height.</p> <p>The students shall record their blood pressure, resting heart rate, height, BMI, and other demographics onto the health sheet.</p>
<b>Physical Assessment</b>	<p>The instructor shall demonstrate how to perform the grip test, muscle endurance (curl-up and push-up), and flexibility assessment. Instructors shall demonstrate to the students how they will perform the aerobic capacity assessment (which will be either the mile and half run or the Beep test).</p> <p>Students shall demonstrate competency in performing the grip test (&gt; 60), Muscle endurance (3 curl up and 3 push up), Flexibility (&gt; 6), and aerobic capacity assessment (VOS Max of &gt; 21). Skill Drill 3-1, 3-2, 3-3, 3-4, and 3-5</p>
<b>Nutrition</b>	<p>Dividing the students into 4 groups to develop four nutrias meals (breakfast, lunch, snack, and dinner) using the meal planner prop. The instructors shall assist students with developing the meals.</p>



## NH FIRE ACADEMY FIREFIGHTER I UNIT 3 BLOCK 2 (4 HR)

**CLASS NAME: HEALTH, FITNESS, & WELLNESS**

**NUMBER OF INSTRUCTORS: 4**

<b>EQUIPMENT NEEDED</b>	Wooden Step Box (10" height) Timers 100' of 1 3/4" hose 50' 1 3/4" hose bundle Traffic Cones (12) Weight drag sled Or 165 lb Rescue Manikin Kettle Bels (20lb) or two items of equal weight	Sledge Hammer (10 lb) Large Truck Tire Bar Bells Exercise Mats
-------------------------	---	---

<b>FACILITY NEEDED</b>	Area Large enough for students to preform the basic exercise techniques, recovery, and work capacity assessment.
------------------------	--

<b>SKILL DRILL REFERENCE</b>	3-6	3-7	3-8	3-9	3-10	3-11	3SE-S1	3SE-S2
							3SE-S3	

<b>GENERAL INSTRUCTION</b>	<p>Students shall wear their PPE/SCBA minus their facepieces, the students will <b>NOT</b> be on air or wearing their facepieces for the work capacity assessment. Wearing PPE/SCBA is for weight only.</p> <p>An instructor shall be assigned to one or more stations to provide Safety, guidance, and reinsurance.</p>
----------------------------	--

**NH FIRE ACADEMY FIREFIGHTER I  
UNIT 3 BLOCK 2 (4 HR)**

EVOLUTION	DESCRIPTION
<p><b>Basic Exercise Techniques</b></p> <p><b>3SE-S1</b></p>	<p>Instructor shall demonstrate proper donning and doffing of PPE, Skill Drill 9-1 &amp; 9-3. Instructors shall demonstrate how to don PPE from a bag, floor, and gear rack.</p> <p>Students don and doff PPE numerous times. Emphasize safety and by the end of the sessions students should be fairly proficient at properly donning and doffing PPE. A target time will be introduced only after students are comfortable with the proper donning of PPE (60 seconds).</p>
<p><b>Work Capacity</b></p> <p><b>3SE-S2</b></p>	<p>Instructor shall demonstrate donning using the “Over-The-Head” and “Coat” methods of donning SCBA, as well as doffing SCBA. Skill Drill 10-1, 10-2, 10-3, and 10-4.</p> <p>Students shall perform each method until minimal competency has been achieved. Time will be introduced only after the students are comfortable with the proper donning and doffing of SCBA. A target time will be introduced only after students are comfortable with the proper donning of SCBA (60 seconds).</p>
<p><b>Recovery</b></p> <p><b>3SE-S3</b></p>	<p>Instructors shall demonstrate replacing an air cylinder (two person) Skill Drill 10-6 Each student shall remove and replace the cylinder on another firefighter.</p> <p>Students shall demonstrate removal and replacement of a cylinder on another firefighter.</p> <p>Instructors shall demonstrate refilling the cylinder using a student’s cylinder, Skill Drill 10-15. Cascading is explained if the equipment being used does not have that function available.</p>

## **NH FIRE ACADEMY FIREFIGHTER I**

### **UNIT 3 BLOCK 2 (4 HR)**

#### **3SE-S1: Basic Exercise Techniques**

**Skill Drills: None**

**Instructions:**

The basic exercise techniques evaluation is designed to provide the student on mechanics and techniques on basic exercise that can be used to improve fitness, performance, and injury prevention. The exercise techniques are hip hinge, hip push, upper body vertical push and pull, upper body horizontal push and pull, core stability, core flexion, core rotation, and core extension. These fundamental movement patterns will help students perform essential tasks such as bending over and picking things up.

**Instructor:**

The instructors shall coach the students while they perform multiple exercises.

**Directive:**

Working as a group the students shall perform the exercise routines the lead instructor demonstrates.

**Hip Extension- hip hinge (equipment lift)**

The hip hinge is an excellent exercise to help strengthen and develop the hamstrings, glutes, and low back muscles. Start by having the students spread their feet apart, about hip-width, knees slightly flexed and back in a neutral position. The student begins with dumbbells in each hand, have them flex your hips (sit backward) and shoulders while keeping your elbows extended, allowing the dumbbells to travel down close to your legs. Keep your back in a neutral position. Descend as far as the flexibility of the hamstrings allow. Stop the descent before your back rounds or feel a loss in posture. To ascend, extend hips and bring your pelvis forward toward the dumbbells. Continue until you reach the starting position while your knees stay slightly flexed.

**Hip Flexion- deadlift (patient lift)**

The deadlift exercise is a total body exercise with a focus on the legs and hips.

Start with feet hip-width apart. If using a barbell, it should start on the ground with bar touching mid-shin level. Back should be at a 45 degree angle to the floor. Inhale and push into the ground through feet so the knees and hips extend as you ascend. Keep elbows extended and allow the barbell to travel close to your body. Keep back in a neutral position and make sure hips and shoulders rise at the same pace. Continue until torso is perpendicular to ground and the barbell is at mid-thigh. Exhale through pursed lips as you ascend. Return to the starting position by flexing hips (sit backward), knees and shoulders while keeping elbows extended and allowing the barbell to travel close to your body. Descend until the weights are on the floor. Keep head up with eyes at or slightly above the horizon.

**Upper body horizontal push – pushup (stretcher push)**

The pushup is a classic exercise that can be performed almost anywhere and in many ways. Begin by lying prone on the floor with toes extended on the ground. Place hands slightly wider than shoulder-width in line with shoulders. Keep hands flat on the ground. Inhale, then extend elbows as you flex shoulders. To help you visualize the motion, think about pushing the earth away, keeping shoulders, hips, and knees in a straight line. Continue pushing until elbows are fully extended. Exhale as you push upward. Bend the elbows as you lower body in a straight line towards the floor while inhaling. Begin pushing when body is a few inches from the floor and repeat.

### **Upper body vertical push – overhead press (ladder raise)**

The overhead press is an excellent choice for developing strength and stability for overhead pushing movements such as ladder throws or for a ceiling breach during overhaul. Start by placing a barbell, or dumbbells, in front of shoulders. Elbows should be flexed and directly underneath the bar with palms facing forward. Feet should be shoulder-width or slightly wider with knees slightly bent. Inhale, press feet into the ground and extend elbows and shoulders to press the barbell or dumbbells upward until elbows are fully extended. Be careful to avoid hitting chin. Exhale as you push the weight upward. To descend, flex elbows so the weight travels downward until it returns to the starting position. Inhale as you descend and repeat.

### **Upper body horizontal pull – row (hoseline stretch)**

The upper body row is used to strengthen the back muscles and can help develop grip and biceps muscles, too. Start place feet hip-width apart or slightly wider and knees and hips flexed so the torso is just about parallel to the ground. Arms should be perpendicular to the ground, and hands should be placed on the bar in an overhand grip to start. Inhale, maintain a body position with legs and torso, and pull the bar towards body by flexing your elbows until the bar touches the lower sternum. Exhale as you pull. Pause briefly, then slowly return the bar to the starting position as you inhale.

### **Upper body vertical pull – Body row/Band pulls (ceiling breach/pull)**

Regardless of the equipment that may be available, firefighters must train the pulling motion for a couple of reasons. Stand with feet flat on ground with arms bent and handles at chest. Slowly lower body by straightening arms and raising onto heels while keeping body in a straight line. Be sure to tighten core muscles to ensure effectiveness. Inhale as you lower to a 45° angle to the floor, pause briefly, then pull body towards the anchor as you exhale. Stop when handles are at the chest. Keep toes pointed upward using heels as the pivot point. Repeat for a selected number of reps.

### **Core stability – plank (asymmetrical tool carry)**

The core musculature has a huge impact on posture, injury prevention and the overall performance of firefighters. To begin, lay prone on the floor. Align elbows directly underneath shoulders with hands flat on the ground. Dorsiflex toes so the tips of toes are on the floor. Tighten core as if someone is about to punch you in the gut, and in one motion push through hands, elbows and toes until your body is off the floor and in a straight line through your ears, shoulders, hips, knees, and ankles. Continue to breathe slowly through pursed lips for allotted time.

### **Core flexion – V-up**

The V-up exercise trains the abdominal and hip flexor muscles simultaneously. This exercise can be scaled according to a student's physical capability or injury profile. Begin by laying supine on the floor with arms outstretched overhead and your legs straight. Inhale, then exhale as you lift legs up until hips are flexed to 90 degrees while you raise upper body off the floor and attempt to touch toes with arms straight. At this point, only your hips and maybe lower back will be on the floor. Inhale as you lower back down to the starting position and repeat for the allotted time or reps.

### **Core rotation – (ab) bicycle (pull starting equipment)**

The bicycle is a classic abdominal exercise that has been shown in research to stimulate the most abdominal muscles at one time. Begin by laying supine with one leg and hip flexed at 90 degrees and one leg flat on the floor. Your hands should be behind your head. Inhale, then exhale, as you rotate and crunch abdomen to touch the right elbow to left knee. Pause briefly, then straighten left leg, lower upper body to floor, and then bend right leg as you crunch up and touch left elbow to right knee. Return to the starting position. Repeat this exercise for time or set repetitions.

**NH FIRE ACADEMY FIREFIGHTER I**  
**UNIT 3, BLOCK 2**

**9SE-6S1: Work Capacity Evaluation**

**Skill Drills:** 3-6, 3-7, 3-8, 3-9, 3-10, and 3-11

**Instructions:**

The work capacity evaluation is designed to assess the student's endurance, resistance, and aerobic capacity which closely mirrors the physical work being performed during their firefighter training.

**Instructor:**

Working as a large group the students will Don their PPE/SCBA minus their facepiece and then they will stand in front of the step box. NOTE: this is circuit training, the students will start at the step box and finish at the rescue drag. The Lead instructor shall assign one instructor to one or more stations to coach the students though the circuit.

**Directive:** (See Diagram for layout)

The instructor will state "GO" and start the time. Students will step up with one foot then step up with the next foot standing on the box. Then one foot at a time students will step down until both feet are on the ground. This will be repeated for two (2) minutes. Students will stop with both feet on the ground and pick up the 50' pre-bundled hose to their shoulder and carry it the next station.

Students will then walk to the next station (carry and drag hose). Then they will set down the 50' pre-bundled hose onto the floor. Kneeing down on one knee grab the 1 3/4" hose coupling and with a hand over hand motion pull 100 feet of hose until the black mark is left. Note: The hose should be laid out as followed; place 100 feet of 1 3/4" hose in a pile. Crab one coupling and pull it around a 90° corner. Pull the remainder into a pile leaving a length of straight hose (10') and coupling on the adjacent side (see diagram).

Students will walk to the next station (tool carry). Using proper lifting techniques students will pick from the floor two kettle bells (20lb) or something of equal weight, one in each hand, then walk 20 feet to the second set of cones, then back 20 feet to the starting position. Using proper lowering techniques students will place the equipment onto the floor. Note: Students must walk, no running or walking fast will be allowed.

Students will walk to the next station (tool swing). Students will pick up a 10 lb sledgehammer swing up, no higher than shoulder height and down toto the side of the tire. Students will repeat this ten times.

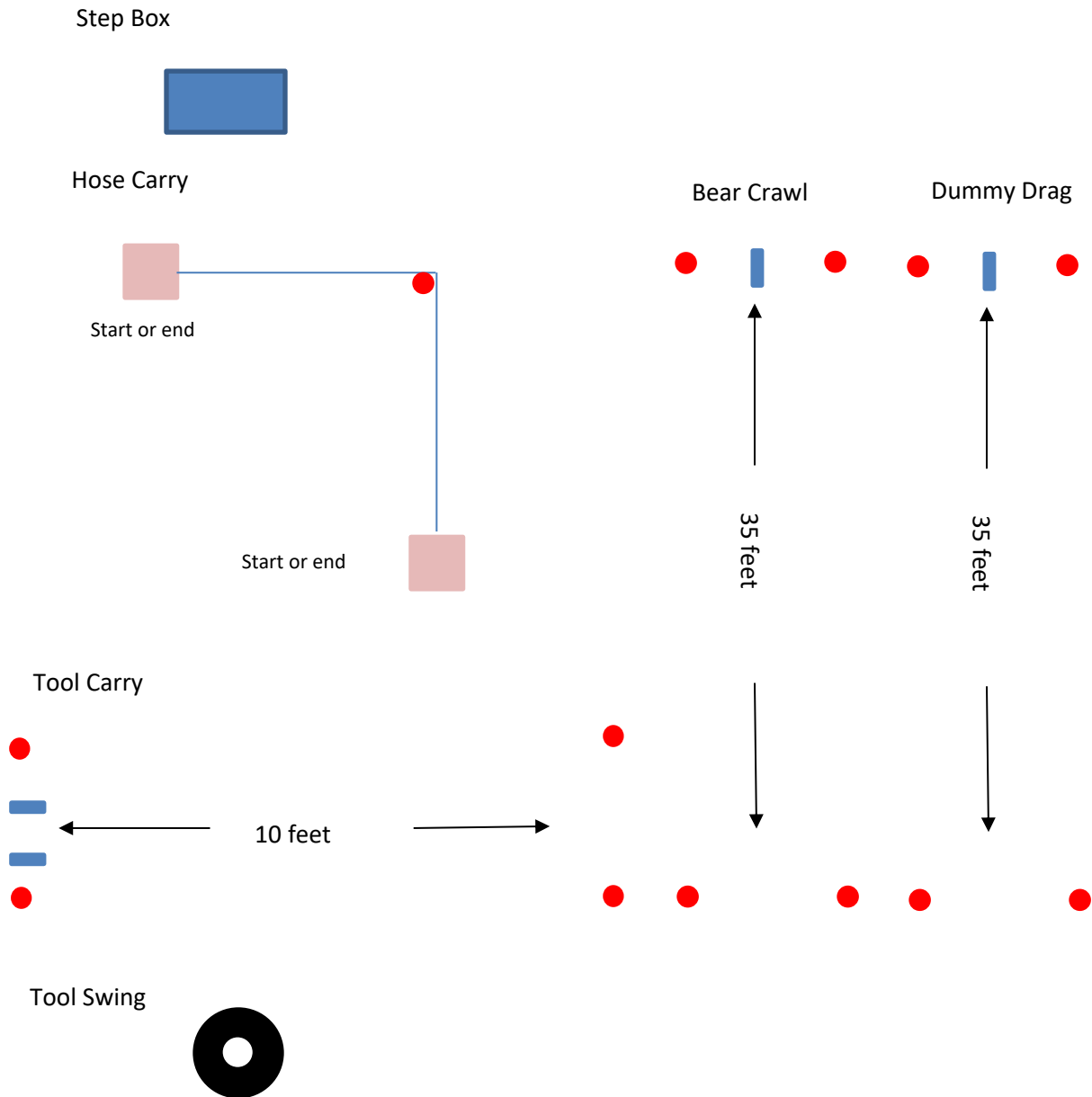


**NH FIRE ACADEMY FIREFIGHTER I**  
**UNIT 3, BLOCK 2**

Students will walk to the next station (Modified Bear Crawl). Students will start at one set of cones crawl 35' to the second set of cones and then crawl back to the original set of cones. Students are expected to stay in the modified crawl between cones. Note: Students can rest for no more than 30 seconds once they reach the second set of cones.

Students will walk to the next station (Rescue Drag). Starting at one set of cones the student will grasp the handle of the weight sled or a 165 lb Rescue Manikin and drag it 35 feet to the second set of cones **without stopping** and back to the starting position.

**3SE-S2: Work Capacity Evaluation Map of each station**



## NH FIRE ACADEMY FIREFIGHTER I UNIT 3, BLOCK 2

### 3SE-6S3: RECOVERY

**Skill Drills:** 3-6, 3-7, 3-8, 3-9, 3-10, and 3-11

#### **Instructions**

At the end of each workout, students should engage in recovery methods to relieve tension in muscles and joints that were used during the workout.

Post-workout stretching has been shown to reduce the risk of injury during exercise and daily activities, including work. This period of the workout is used to calm the nervous system and relax the muscles that are tense.

Static stretching is one method used in which a position is held to a point of mild discomfort in a muscle for 15-30 seconds while breathing slowly.

Self-myofascial release, using a foam roller, is a method used by placing your body in various positions and allowing gravity and motion to let the foam roller smooth out or break up adhesions that may form within tight muscles. This method can also be used for a warm-up activity. There are various types of rollers available today. When beginning this practice, use a softer version until you become acquainted with the process.

Yoga is a practice with many different forms that is quite popular. Yoga offers benefits that are helpful for fire and EMS responders, such as: developing better body awareness, becoming a mindful eater, boosting weight loss, enhancing fitness, lowering blood pressure, improving lipid profiles in healthy people and in those with cardiovascular disease. Yoga is also helpful for teaching better breathing, fostering mental calmness, and reducing stress.

Yoga can be done at the end of a workout or as a separate workout on its own. In the practical class, students will be taught several yoga moves.

Meditation is a practice of mindfulness that helps first responders by improving sleep patterns, decreasing stress on the cardiovascular system, reducing depression and anxiety, enhancing resilience, increasing emotion regulation, increasing attention and focus, increasing alertness, and helping with better decision-making amidst chaos.

Post-workout nutrition is an important part of your wellness program. Whether you are doing just cardiovascular exercise, resistance training, yoga, or any combination of these, the time right after your exercise is finished is vital to your recovery. This is a time when your body has been depleted of vital nutrients and when it is calling for replenishment. The first 30 minutes post-exercise is when your body can absorb nutrients from foods or supplements regardless of your fitness goals. For more information on post-workout nutrition, ask a certified personal trainer or nutritionist in your area.

**FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II**  
**Instructor Curriculum Skill Evaluation Sheet**

<b>SKILL SHEET 3-1</b>		<b>Grip Strength - Dynamometer</b>	
<b>OBJECTIVE:</b>		NFPA 1001, 4.1.1	<b>FEH Chapter: 3 &amp; 17</b>
<b>CANDIDATE NAME/NUMBER:</b>			<b>No.:</b>
<b>TEST DATE/TIME</b>			
<b>EQUIPMENT REQUIRED:</b> [Add local requirements if needed]		<ul style="list-style-type: none"> <li>• Dynamometer</li> </ul>	
<b>EVALUATOR INSTRUCTIONS</b>			
<b>CANDIDATE INSTRUCTIONS:</b>		Student shall complete muscular strength evaluation of hand grip using a dynamometer	
<i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>			
<b>CRITERIA:</b>		<b>NOTE: Based on material from the Skill Drill Instructor Guides</b> <b>[ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]</b>	
<b>Critical?</b>		<b>Pass</b>	<b>Fail</b>
	Place the dynamometer in your dominate hand resting it on their palm		
	Turn the peak hold knob (red needle) counterclockwise to set to zero with the gauge needle		
	Lightly grip and raise your arm straight above your head, take a deep breath		
	As you lower your arm, exhale, and squeeze the dynamometer as tight as you can until your arm is straight down beside your hip		
	Read the gauge and repeat a second time		
	Record your results in pounds		
<b>EVALUATOR COMMENTS:</b> [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
<b>EVALUATOR SIGNATURE:</b>			
<b>STUDENT SIGNATURE:</b>			

**FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II**  
**Instructor Curriculum Skill Evaluation Sheet**

<b>SKILL SHEET 3-2</b>		<b>Push-up</b>	
<b>OBJECTIVE:</b>		NFPA 1001, 4.1.1	<b>FEH Chapter: 3 &amp; 17</b>
<b>CANDIDATE NAME/NUMBER:</b>			<b>No.:</b>
<b>TEST DATE/TIME</b>			
<b>EQUIPMENT REQUIRED:</b> [Add local requirements if needed]		Open area with flat surface	
<b>EVALUATOR INSTRUCTIONS</b>			
<b>CANDIDATE INSTRUCTIONS:</b>  <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>		Student shall complete muscular strength evaluation	
<b>CRITERIA:</b>		<b>NOTE: Based on material from the Skill Drill Instructor Guides</b> <b>[ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]</b>	
<b>Critical?</b>		<b>Pass</b>	<b>Fail</b>
	Get down on all fours, placing hands slightly wider than your shoulders		
	Straighten your arms and legs		
	Lower your body until your chest nearly touches the floor		
	Pause, than push yourself back up		
	Repeat steps 3 & 4 for 1 minute		
	Record your results		
<b>EVALUATOR COMMENTS:</b>  [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
<b>EVALUATOR SIGNATURE:</b>			
<b>STUDENT SIGNATURE:</b>			

**FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II**  
**Instructor Curriculum Skill Evaluation Sheet**

<b>SKILL SHEET 3-3</b>		<b>Sit-up</b>	
<b>OBJECTIVE:</b>		NFPA 1001, 4.1.1	<b>FEH Chapter: 3 &amp; 17</b>
<b>CANDIDATE NAME/NUMBER:</b>			<b>No.:</b>
<b>TEST DATE/TIME</b>			
<b>EQUIPMENT REQUIRED:</b> [Add local requirements if needed]			
<b>EVALUATOR INSTRUCTIONS</b>			
<b>CANDIDATE INSTRUCTIONS:</b>  <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>		Student shall complete muscular strength evaluation	
<b>CRITERIA:</b>		<b>NOTE: Based on material from the Skill Drill Instructor Guides</b>  <b>[ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]</b>	
<b>Critical?</b>		<b>Pass</b>	<b>Fail</b>
	Lie down on your back		
	Bend your legs and place feet firmly on the ground to stabilize your lower body		
	Cross your hands to opposite shoulders and place your thumb inside your collar		
	Curl your upper body all the way up towards your knees		
	Slowly lower yourself down and return to your starting point.		
	Repeat steps 4 and 5 for 1 minute		
	Record your results		
<b>EVALUATOR COMMENTS:</b>  [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
<b>EVALUATOR SIGNATURE:</b>			
<b>STUDENT SIGNATURE:</b>			

**FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II**  
**Instructor Curriculum Skill Evaluation Sheet**

<b>SKILL SHEET 3-4</b>		<b>Flexibility</b>	
<b>OBJECTIVE:</b>		NFPA 1001, 4.1.1	<b>FEH Chapter: 3 &amp; 17</b>
<b>CANDIDATE NAME/NUMBER:</b>			<b>No.:</b>
<b>TEST DATE/TIME</b>			
<b>EQUIPMENT REQUIRED:</b> [Add local requirements if needed]			
<b>EVALUATOR INSTRUCTIONS</b>			
<b>CANDIDATE INSTRUCTIONS:</b>  <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>		Student shall complete muscular strength evaluation of flexibility using a Reach Bench	
<b>CRITERIA:</b>		<b>NOTE: Based on material from the Skill Drill Instructor Guides</b>  <b>[ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]</b>	
<b>Critical?</b>		<b>Pass</b>	<b>Fail</b>
	Remove your shoes and sit against a wall with your feet straight out in front of you and place the box against your feet		
	Place one hand on top of the other and reach out straight in front of you, set the slide		
	Keeping the back of your knees against the floor, bend forward pushing the slide as far as you can reach		
	Repeat three times		
	Record your results		
<b>EVALUATOR COMMENTS:</b>  [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
<b>EVALUATOR SIGNATURE:</b>			
<b>STUDENT SIGNATURE:</b>			

**FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II**  
**Instructor Curriculum Skill Evaluation Sheet**

<b>SKILL SHEET 3-5</b>	<b>1.5 Mile run or BEEP Test</b>		
<b>OBJECTIVE:</b>	NFPA 1001, 4.1.1	<b>FEH Chapter: 3 &amp; 17</b>	
<b>CANDIDATE NAME/NUMBER:</b>		<b>No.:</b>	
<b>TEST DATE/TIME</b>			
<b>EQUIPMENT REQUIRED:</b> [Add local requirements if needed]	¼ mile track or two sets of cones Flat surface BEEP Fitness test for iOS		
<b>EVALUATOR INSTRUCTIONS</b>			
<b>CANDIDATE INSTRUCTIONS:</b>  <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>	Student shall complete aerobic capacity evaluation		
<b>CRITERIA:</b>	<b>NOTE: Based on material from the Skill Drill Instructor Guides</b> <b>[ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]</b>		
<b>Critical?</b>		<b>Pass</b>	<b>Fail</b>
	For the 1.5-mile run, warm up by completing some stretches		
	Complete a 1-mile warm-up walk		
	Complete 6 laps around a ¼ mile track, then obtain a pulse		
	For the Beep Test, you are going to run back and forth between two sets of cones		
	Once the buzzer sounds run to the other set of cones and stop		
	Wait for the buzzer and run back to the other set of cones		
	Repeat until you can no longer keep pace, or you reach level 21		
	Record your results		
<b>EVALUATOR COMMENTS:</b>  [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
<b>EVALUATOR SIGNATURE:</b>			
<b>STUDENT SIGNATURE:</b>			

**FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II**  
**Instructor Curriculum Skill Evaluation Sheet**

<b>SKILL SHEET 3-6</b>		<b>Hose Carry and Drag</b>	
<b>OBJECTIVE:</b>		NFPA 1001, 4.1.1	<b>FEH Chapter: 3 &amp; 17</b>
<b>CANDIDATE NAME/NUMBER:</b>			<b>No.:</b>
<b>TEST DATE/TIME</b>			
<b>EQUIPMENT REQUIRED:</b> [Add local requirements if needed]		<ul style="list-style-type: none"> <li>• 150' of 1 3/4" hose</li> <li>• 50' bundle of 1 3/4" hose</li> <li>• Area to complete drag</li> </ul>	
<b>EVALUATOR INSTRUCTIONS</b>			
<b>CANDIDATE INSTRUCTIONS:</b>		Student shall complete this skill by carrying 50' bundle of hose and properly deploying the entire length of hose.	
<i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>			
<b>CRITERIA:</b>		<b>NOTE: Based on material from the Skill Drill Instructor Guides</b> [ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]	
<b>Critical?</b>		<b>Pass</b>	<b>Fail</b>
	Grab the hose and place it over your shoulder		
	Walk to the prepositioned hose drag and place it down		
	Knee down and grab the coupling of the hose and pull hand over hand until your reach the maker		
	Stand and walk to the next station		
<b>EVALUATOR COMMENTS:</b> [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
<b>EVALUATOR SIGNATURE:</b>			
<b>STUDENT SIGNATURE:</b>			



**FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II**  
**Instructor Curriculum Skill Evaluation Sheet**

<b>SKILL SHEET 3-7</b>		<b>Equipment Carry</b>	
<b>OBJECTIVE:</b>		NFPA 1001, 4.1.1	<b>FEH Chapter: 3 &amp; 17</b>
<b>CANDIDATE NAME/NUMBER:</b>			<b>No.:</b>
<b>TEST DATE/TIME</b>			
<b>EQUIPMENT REQUIRED:</b> [Add local requirements if needed]		<ul style="list-style-type: none"> <li>• Two 20 lb kettle bells or two equal weight items</li> <li>• Area to complete</li> </ul>	
<b>EVALUATOR INSTRUCTIONS</b>			
<b>CANDIDATE INSTRUCTIONS:</b>  <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>		Student shall complete the evolution by carrying the objects to the designated distance.	
<b>CRITERIA:</b>		<b>NOTE: Based on material from the Skill Drill Instructor Guides</b> <b>[ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]</b>	
<b>Critical?</b>		<b>Pass</b>	<b>Fail</b>
	The student will walk up to the cones and pick up two pieces		
	Bend knees keeping back straight and pick up both items		
	Walk 20' between one set of cones to the other and back to the start location		
	Bend knees keeping back straight and place both items down		
	Walk to the next station		
<b>EVALUATOR COMMENTS:</b>  [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
<b>EVALUATOR SIGNATURE:</b>			
<b>STUDENT SIGNATURE:</b>			

**FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II**  
**Instructor Curriculum Skill Evaluation Sheet**

<b>SKILL SHEET 3-8</b>		<b>Modified Bear Crawl</b>	
<b>OBJECTIVE:</b>		NFPA 1001, 4.1.1	<b>FEH Chapter: 3 &amp; 17</b>
<b>CANDIDATE NAME/NUMBER:</b>			<b>No.:</b>
<b>TEST DATE/TIME</b>			
<b>EQUIPMENT REQUIRED:</b> [Add local requirements if needed]		<ul style="list-style-type: none"> <li>• 4 Cones</li> <li>• Area to complete</li> </ul>	
<b>EVALUATOR INSTRUCTIONS</b>			
<b>CANDIDATE INSTRUCTIONS:</b>		Student shall complete the modified bear crawl	
<i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>			
<b>CRITERIA:</b>		<b>NOTE: Based on material from the Skill Drill Instructor Guides</b> <b>[ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]</b>	
<b>Critical?</b>		<b>Pass</b>	<b>Fail</b>
	Crouch down with hands in front of you shoulder-width apart and feet behind you with hips up in the air and eyes forward		
	Crawl forward starting with your right hand and your left foot following with the left hand and the right foot.		
	Repeat step 2 for 35' to a marked area, then turn around and bear crawl back 35' to starting point		
<b>EVALUATOR COMMENTS:</b>  [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
<b>EVALUATOR SIGNATURE:</b>			
<b>STUDENT SIGNATURE:</b>			

**FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II**  
**Instructor Curriculum Skill Evaluation Sheet**

<b>SKILL SHEET 3-9</b>	<b>Rescue Drag</b>		
<b>OBJECTIVE:</b>	NFPA 1001, 4.1.1	<b>FEH Chapter: 3 &amp; 17</b>	
<b>CANDIDATE NAME/NUMBER:</b>		<b>No.:</b>	
<b>TEST DATE/TIME</b>			
<b>EQUIPMENT REQUIRED:</b> [Add local requirements if needed]	<ul style="list-style-type: none"> <li>Weighted mannequin or weighted drag sled</li> <li>Area to complete</li> </ul>		
<b>EVALUATOR INSTRUCTIONS</b>			
<b>CANDIDATE INSTRUCTIONS:</b>  <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>	Student shall complete the evolution by dragging the mannequin or weighted drag sled the designated distance		
<b>CRITERIA:</b>	<b>NOTE: Based on material from the Skill Drill Instructor Guides</b> <b>[ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]</b>		
<b>Critical?</b>		<b>Pass</b>	<b>Fail</b>
	Grasp the mannequin or drag sled		
	Walking backwards dragging the mannequin or drag sled 35' to a prepositioned marker		
	Turn and walk backwards dragging the mannequin or drag sled back to the start position		
<b>EVALUATOR COMMENTS:</b>  [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
<b>EVALUATOR SIGNATURE:</b>			
<b>STUDENT SIGNATURE:</b>			

**FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II**  
**Instructor Curriculum Skill Evaluation Sheet**

<b>SKILL SHEET 3-10</b>		<b>Sledge Hammer Hit</b>	
<b>OBJECTIVE:</b>		NFPA 1001, 4.1.1	<b>FEH Chapter: 3 &amp; 17</b>
<b>CANDIDATE NAME/NUMBER:</b>			<b>No.:</b>
<b>TEST DATE/TIME</b>			
<b>EQUIPMENT REQUIRED:</b> [Add local requirements if needed]		<ul style="list-style-type: none"> <li>• 10 lb sledgehammer</li> <li>• Tire</li> <li>• Area to complete</li> </ul>	
<b>EVALUATOR INSTRUCTIONS</b>			
<b>CANDIDATE INSTRUCTIONS:</b>		Student shall complete hitting the tire 10 time	
<i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>			
<b>CRITERIA:</b>		<b>NOTE: Based on material from the Skill Drill Instructor Guides</b> <b>[ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]</b>	
<b>Critical?</b>		<b>Pass</b>	<b>Fail</b>
	Arrange your stance so you can effectively and strongly pivot your hips and hit your target		
	Grasp the handle firmly and find a stance that is comfortable and compatible with the surface on which you are working.		
	Spread your feet and center your body weight. Flex your knees, holding the sledgehammer handle where it feels comfortable.		
	Maintain good hand-eye coordination to deliver the maximum effective blows on target.		
	Swing the sledgehammer backward to waist height, as you swing forward, swing your hips at the same time		
	Repeat until the tire moves two feet		
<b>EVALUATOR COMMENTS:</b>			
[ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
<b>EVALUATOR SIGNATURE:</b>			
<b>STUDENT SIGNATURE:</b>			

**FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II**  
**Instructor Curriculum Skill Evaluation Sheet**

<b>SKILL SHEET 3-11</b>		<b>Stair-step</b>	
<b>OBJECTIVE:</b>		NFPA 1001, 4.1.1	<b>FEH Chapter: 3 &amp; 17</b>
<b>CANDIDATE NAME/NUMBER:</b>			<b>No.:</b>
<b>TEST DATE/TIME</b>			
<b>EQUIPMENT REQUIRED:</b> [Add local requirements if needed]		<ul style="list-style-type: none"> <li>• A wooden step box 10" high</li> <li>• Area to complete the skill, should be flat and stable</li> </ul>	
<b>EVALUATOR INSTRUCTIONS</b>			
<b>CANDIDATE INSTRUCTIONS:</b>		Student shall complete step up and down for two minutes	
<i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>			
<b>CRITERIA:</b>		<b>NOTE: Based on material from the Skill Drill Instructor Guides</b> <b>[ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]</b>	
<b>Critical?</b>		<b>Pass</b>	<b>Fail</b>
	Start by placing one foot on top of the box making sure the entire foot is in contact with the surface.		
	Pick the other foot up onto the box		
	Place one foot down onto the floor and then the next foot onto the floor		
	Repeat steps 1 – 3 for two minutes		
	Record results		
<b>EVALUATOR COMMENTS:</b>			
<b>[ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]</b>			
<b>EVALUATOR SIGNATURE:</b>			
<b>STUDENT SIGNATURE:</b>			