

NHFA FIREFIGHTER I COURSE GUIDE, CHAPTER 18 & 20: VEHICLE FIRE, BASIC FIRE ATTACK

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**NH FIRE ACADEMY FIREFIGHTER I
UNIT 18 & 20, BLOCK 1 (8 HRS)**

CLASS NAME: SUPPRESSION I, CAR AND STACK/PILE FIRES

NUMBER OF INSTRUCTORS: 7

EQUIPMENT NEEDED	Fire Engine or Pumper (2) Interior wall prop Supply hose (400 feet) Utilities prop 1 ¾" hose (600 feet) 1 ¾" nozzles (5) 6-8" pike poles (2)	24 Wooden Pallets 36 Bales of Hay Subfloor prop Axe Halligan Thermal Imager (2)
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FACILITY NEEDED	Class "A or B" burn building, LP fired car and prop, electrical and gas shut off prop, sufficient water supply, air supply
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SKILL DRILL REFERENCE	13-26	13-40	17-7	17-23	18-1	18-2	18-3	18-4	18-5
	18-6	20-1	20-4	20-5	20-6	19-3	31-1		

GENERAL INSTRUCTION	Divide the class in half, if possible, or if the class is small have a morning session and an afternoon session. Instructors and students shall wear full PPE and SCBA
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NH FIRE ACADEMY FIREFIGHTER I
UNIT 18 & 20, BLOCK 1

EVOLUTION	DESCRIPTION
<p>CAR FIRE Group One (morning session)</p>	<p>The Instructors shall demonstrate how to properly extinguish a car fire and how to overhaul the car.</p> <p>Divide the students in half (crew 1 and crew 2)</p> <p>Crew 1 (the attack crew) shall be assembled approximately 50' from the car fire prop. The crew shall identify what type of fuel fire is present (class A, gasoline, Hybrid, Alternate fuel) and advance a 1 3/4" line equipped with a combination nozzle and extinguish the car fire. The attack crew will be on air.</p> <p>The attack crew shall advance from up-wind at a 45° angle with the nozzle set in a solid stream pattern. As the crew advances the nozzle, it shall be adjusted to a fog pattern of 20-30° angle. The crew shall extinguish the fire in the passenger compartment and visually check for potential victims. The crew shall open the engine compartment after they have bounced the stream off the pavement. The instructor should mention the difficulty encountered with hood latches. He should demonstrate alternative approaches to extinguishing engine compartment fires via headlight openings or displacing a corner of the hood. When the fire is extinguished, the attack crew shall conduct an overhaul of the area involved in fire and then withdraw to their starting position. Students shall then rotate positions within their crews.</p> <p>Crew 2 (the backup crew) shall staff a 1 3/4' line equipped with a combination nozzle. The back-up crew shall have their masks in place but not connected until the attack line starts to advance. One member of the back-up crew will deploy traffic and scene control devices to establish a protected work area for the crews to operate in.</p> <p>When all of the students have rotated through the positions, the two crews shall change assignments.</p>

**NH FIRE ACADEMY FIREFIGHTER I
UNIT 18 & 20, BLOCK 1 continued**

EVOLUTION	DESCRIPTION
<p>STACKED OR PILE FIRE Group Two (Afternoon session)</p>	<p>The Instructors shall demonstrate how to properly extinguish a Stacked or pile fire and how to overhaul.</p> <p>Divide the students in half (crew 1 and crew 2)</p> <p>Utilizing pallets and bales of hay, instructors shall stack the material in an alternating pattern no less than 6 feet high in a designated area.</p> <p>Crew 1 (the attack crew) shall be assembled approximately 50' from the stack/pile fire. The stack will be ignited and allowed to become well involved. One crew (the attack crew) shall advance a 1 3/4" line equipped with a combination nozzle and extinguish the fire. The attack crew will be on air. The crew will need to use hose streams and hand tools to break up the material to search for and extinguish hidden fires. Once overhaul and extinguishment are complete the crew will assess for patterns for origin determination and any evidence of arson.</p> <p>The second crew (the backup crew) shall staff an 1 3/4' line equipped with a combination nozzle. The back-up crew shall have their masks in place but not connected until the attack line starts to advance. When the overhaul is completed, the attack crew will withdraw to their starting position and the crews will rotate positions.</p> <p>Students shall then rotate positions within their crews. When all of the students have rotated through each position, the two crews shall change assignments.</p> <p>Continue this evolution until all crews have completed the assignments above.</p>



**NH FIRE ACADEMY FIREFIGHTER I
UNIT 18 & 20, BLOCK 2 (8 HRS)**

CLASS NAME: SUPPRESSION I- BUILDING FIRES

NUMBER OF INSTRUCTORS: 9

EQUIPMENT NEEDED	<ul style="list-style-type: none"> • Fire engine or Pumper (2-one equipped with a deck gun) • Supply hose (200 feet) • 1 ¾" hose (600 feet) • 1 ¾" nozzles (5) • 2 ½" hose with (150 feet) • 2 ½" nozzle • Assorted engine and ladder tools sufficient for four groups, • 24' extension ladders (2) • Hose dummy • TIC (2)
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FACILITY NEEDED	Class "A" burn building or class "B" building, sufficient water supply, and air supply
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SKILL DRILL REFERENCE									
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GENERAL INSTRUCTION	<p>The Instructor shall divide the class into crews of 3-4 students.</p> <p>The groups shall rotate until each student has completed all of the standard evolutions.</p> <p>It is important to rotate the groups through rehab. This will provide positive reinforcement for the course content and provide a break from the strenuous activity.</p> <p>The intent of this section is to provide the students with the knowledge and skills necessary to perform the assigned task. Instructors should not expect a high level of competence but should look for improvement as the evolutions are repeated. It may be necessary to pause during an evolution to correct or instruct the class.</p>
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**NH FIRE ACADEMY FIREFIGHTER I
UNIT18 & 20, BLOCK 2**

EVOLUTION	DESCRIPTION
<p>FIRE ATTACK AT GRADE LEVEL</p>	<p>The instructor explain the different water application techniques for direct indirect and combination attack and demonstrate the various nozzle settings and movements for each technique.</p> <p>A crew, in full PPE/ SCBA, will enter the building through ground level door of the building and advance a 1 ¾" hand line to the fire room on the first floor.</p> <p>The Instructor shall direct the nozzle operator to use a direct attack to knock down the fire.</p> <p>Once the fire is knocked down, the crew shall hydraulically ventilate the fire room.</p> <p>After the fire is extinguished, the Instructor shall explain and demonstrate methods for locating a concealed-space fire in a wall.</p> <p>The crew shall back the line out and the Instructor shall conduct a short critique of the evolution.</p> <p>The Instructor shall have the students refill their air bottles if they are below 50% capacity.</p> <p>Each member of the crew shall rotate through each position on the crew.</p>
<p>FIRE ATTACK ABOVE GRADE</p>	<p>A crew, in full PPE/ SCBA, shall enter the building through a door at ground level of the building, proceed to the second floor and advance a 1 ¾" hand line to the fire room on the second floor.</p> <p>Once the fire is knocked down, the team shall hydraulically ventilate the second floor through a window next to the fire room.</p> <p>The crew shall back the line out and the instructor shall conduct a short critique of the evolution.</p> <p>The instructor shall have the students refill their air bottles if they are below 50% capacity.</p> <p>Each member of the crew shall rotate through each position on the crew.</p>

**NH FIRE ACADEMY FIREFIGHTER I
UNIT18 & 20, BLOCK 2 continued**

EVOLUTION	DESCRIPTION
<p>FIRE ATTACK BELOW GRADE</p>	<p>A crew, in full PPE/ SCBA, shall enter the building through the second floor doorway and advance a charged 1 ¾" hose line (that is positioned at the entrance) down the interior stairway to the burn room on the first floor.</p> <p>The building operator will establish a fire and smoke condition in the room as the students make entry.</p> <p>Once the fire is knocked down, the crew shall back the line out. The Instructor shall conduct a short critique of the evolution.</p> <p>The Instructor shall have the students refill their air bottles if they are below 50% capacity.</p> <p>Each member of the crew shall rotate through each position on the crew</p>
<p>LADDER, SEARCH AND RESCUE 19SE-1S1</p>	<p>Two crews, in full PPE and SCBA, shall be assigned to perform ladder company operations.</p> <p>The Instructor shall demonstrate (using the gas and electrical shut off prop) how to control utilities during a building fire and shall place a hose dummy in the area prior to the start of the evolution.</p> <p>Crew One shall place a ladder to a second floor, ventilation the window and place ladder at rescue position. Crew Two shall enter the window and search and remove a victim.</p> <p>Following 19SE-1-S1 -Repeat this evolution until both crews have completed both evolutions.</p> <p>The Instructor shall have the students to refill their air bottles if they are below 50% capacity.</p> <p>The Instructor shall conduct a short critique after each evolution.</p>

19SE-1S1 Vent, Enter, Isolate, and Search (VEIS)

Objective: Vent a second floor window, enter, isolate the room, search, locate and remove the victim

Skill Drills: 13-28, 13-30, 13-39, 13-40, 17-9, 19-2, 19-13

Introduction:

VEIS is more effective when pre-determined positions with specific functions have been established. The two positions are Searcher and Point Person with two additional members remaining exterior to help with extricating a victim if necessary.

Directive:

Wearing full PPE/SCBA students will be divided into teams of two or three if necessary. The students will carry a 24' extension ladder to a second floor window. Raise the ladder to ventilate the window (raise the ladder high enough to through the tip into the window). Then reposition the ladder for rescue operation.

The searcher is responsible for entering the room first (clear the window, observe room conditions, sound the floor, and immediately control the door). The search should remain in constant communication with the point person. The point person serves as a "lookout". This position should be in constant contact with the searcher. They remain on the ladder at the window with a thermal imaging camera in hand. Their responsibility is to monitor conditions of the room and building, and communicate information to the searcher. Once the searcher locates a victim the point person enters and assists with victim removal back to the window. The point person then exits via the ladder to receive the victim to extract them down the ladder.

Instructor Notes:

Instructors need to emphasize that going into a structure without a charged hose-line is extremely dangerous and the benefit needs to out weight the risk.

Students are divided into 4 groups of 6. Students shall be on air with obscured vision when entering the structure. Students shall don their regulators before entering the structure. There will be NO FIRE or SMOKE used for this evolution at this time. Students still need guidance and coaching as this will be their first time combining several skill into one exercise. Students will be required to communicate to their team member and command.

If at any time a student removes their face piece, runs out of air, or conducts a major safety error the team will be required to redo the exercise.

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

SKILL SHEET 18-1	Fully Involved Vehicle Fire		
OBJECTIVE:	NFPA 1001, 4.3.7	FEH Chapter: 18	
CANDIDATE NAME/NUMBER:		No.:	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [Add local requirements if needed]	<ul style="list-style-type: none"> • PPE/SCBA • Two charged and manned hoselines • Burn Car or prop 		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>	Working as a member of a team, the student will extinguish a fully involved vehicle fire.		
CRITERIA:	NOTE: Based on material from the Skill Drill Instructor Guides [ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]		
Critical?		Pass	Fail
	Bleed the nozzle and stay back to allow for the full reach of the straight stream pattern when initiating knockdown. The nozzle team should approach from the corner of the vehicle at a 45° angle, not directly from the front or back.		
	The nozzle should be kept moving and directed at all sections of the vehicle. Make sure to periodically aim the stream down, because banking it off the street allows water to bounce up and cool the undercarriage and the gas tank.		
	The nozzle team should make an effort to cool the A, B, and C posts. These usually contain the airbag cylinders and could be in jeopardy of a burst.		
	The nozzle team can bank the water stream off of the ceiling of the vehicle to create a sprinkler effect.		
	As the crew advances, the nozzle pattern should be adjusted from a straight stream to a wider angle. The nozzle stream should eventually be adjusted to a medium fog pattern to provide more coverage as well as wider protection. This also helps to drive away noxious smoke and redirects flammable liquids.		
	After a fire has been darkened down and the bumpers cooled, the hood and trunk must be opened to fully extinguish any confined fire.		

EVALUATOR COMMENTS: [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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

SKILL SHEET 18-2	Methods of Opening the Hood		
OBJECTIVE:	NFPA 1001, 4.3.7	FEH Chapter: 18	
CANDIDATE NAME/NUMBER:		No.:	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [Add local requirements if needed]	<ul style="list-style-type: none"> • PPE • Two charged and manned hoselines • Burn Car or prop 		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>	The student will describe the various ways to open a hood, and then perform the task while working as part of a team.		
CRITERIA:	NOTE: Based on material from the Skill Drill Instructor Guides [ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]		
Critical?		Pass	Fail
	One approach to cooling the engine compartment is to drive the point of the Halligan into the side of the hood, 4–12 in. from the edge.		
	Prying up then raises a small section of the hood and creates an opening through which water can be directed into the engine area.		
	One approach is to take the fork end of the Halligan and drive it under the hood and onto the hood staple.		
	Rotate clockwise or counterclockwise and snap the staple off. * operating in front of the bumpers should not be attempted until they have been thoroughly cooled and the interior of the engine compartment has been cooled using Method 1 step 1.		
	Once the hood is opened, it can be propped with a tool.		
	An alternate method is to take the fork of the Halligan, place it in the hood supports, and twist them outward, thus preventing them from retracting.		

EVALUATOR COMMENTS: [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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

SKILL SHEET 18-3	Passenger Compartment Fire		
OBJECTIVE:	NFPA 1001, 4.3.7	FEH Chapter: 18	
CANDIDATE NAME/NUMBER:		No.:	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [Add local requirements if needed]	<ul style="list-style-type: none"> • PPE • Two charged and manned hoselines • Burn Car or prop 		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>	Student will extinguish a passenger compartment fire.		
CRITERIA:	NOTE: Based on material from the Skill Drill Instructor Guides [ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]		
Critical?		Pass	Fail
	Bleed of the nozzle in a safe direction. As a team open the nozzle and knock down the fire from a distance.		
	The nozzle should be kept moving and directed at all sections of the vehicle. Periodically aiming the stream down and banking it off the street allows water to bounce up and cool the undercarriage and the gas tank.		
	The nozzle team should approach from the corner of the vehicle, at a 45° angle, not directly from the front or back. As the crew advances, the nozzle pattern should be adjusted from a straight stream to a wider angle.		
	As a team close the nozzle and move forward approximately 10 to 15' and open the nozzle.		
	The nozzle stream should eventually be adjusted to a medium fog pattern to provide more coverage as well as wider protection.		
	Care should be taken to cool all parts of the vehicle thoroughly prior to		

	approaching the vehicle. On approach, cool the vehicle inside and out.		
EVALUATOR COMMENTS: [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
EVALUATOR SIGNATURE:			
STUDENT SIGNATURE:			

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

SKILL SHEET 18-4	Trunk Fire		
OBJECTIVE:	NFPA 1001, 4.3.7 B	FEH Chapter: 18	
CANDIDATE NAME/NUMBER:		No.:	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [Add local requirements if needed]	<ul style="list-style-type: none"> • PPE • Two charged and manned hoselines • Burn Car or prop 		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>	Student will extinguish a trunk fire.		
CRITERIA:	NOTE: Based on material from the Skill Drill Instructor Guides [ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]		
Critical?		Pass	Fail
	Bleed of the nozzle in a safe direction. As a team open the nozzle and knock down the fire from a distance.		
	The nozzle should be kept moving and directed at all sections of the vehicle. Make sure to periodically aim the stream down; banking it off the street allows water to bounce up and cool the undercarriage and the gas tank. The nozzle team should approach from the corner of the vehicle at a 45° angle, not directly from the front or back.		
	As a team close the nozzle and move forward approximately 10 to 15' and open the nozzle.		
	As the crew advances, the nozzle pattern should be adjusted from a straight stream to a wider angle. The nozzle stream should eventually be adjusted to a medium fog pattern to provide more coverage as well as wider protection. The also helps to drive away noxious smoke and redirects flammable liquids.		

	In a trunk fire, often the back seat has burned through, and so it is efficient to douse the flame through the back seat. Once the fire is darkened down, the trunk should be opened and overhauled.		
EVALUATOR COMMENTS: [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
EVALUATOR SIGNATURE:			
STUDENT SIGNATURE:			

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

SKILL SHEET 18-5	Methods to Access a Trunk Fire		
OBJECTIVE:	NFPA 1001, 4.3.7	FEH Chapter: 18	
CANDIDATE NAME/NUMBER:		No.:	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [Add local requirements if needed]	<ul style="list-style-type: none"> • PPE/SCBA • Two charged and manned hoselines • Burn Car prop 		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>	The student will describe the various ways to access a trunk fire.		
CRITERIA:	NOTE: Based on material from the Skill Drill Instructor Guides [ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]		
Critical?		Pass	Fail
	One method to get water inside a trunk is to punch a hole through the tail light. When doing so, avoid standing in line with the rear bumper.		
	Another method to access a fire in the trunk compartment is to go through the back seat of the vehicle. There are usually latches on the deck behind the back seat.		
	Another method is to use the trunk latch, usually located within the glove		

	compartment or next to the driver's seat.		
EVALUATOR COMMENTS: [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
EVALUATOR SIGNATURE:			
STUDENT SIGNATURE:			

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

SKILL SHEET 18-6	Identify Automobile Fuel Type		
OBJECTIVE:	NFPA 1001, 4.3.7	FEH Chapter: 18	
CANDIDATE NAME/NUMBER:		No.:	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [Add local requirements if needed]	<ul style="list-style-type: none"> PPE/SCBA 		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>	The student will identify the automobile fuel type.		
CRITERIA:	NOTE: Based on material from the Skill Drill Instructor Guides [ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]		
Critical?		Pass	Fail
	The fuel type is usually displayed as placards on the actual vehicle.		
	Student properly identifies an E85 fueled vehicle.		
	Student properly identifies a diesel vehicle.		
	Student properly identifies a hybrid vehicle.		

EVALUATOR COMMENTS: [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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

SKILL SHEET 20-1	Inherent Hazards Related To The Material's Configuration- Stacked/Piled Fires		
OBJECTIVE:	NFPA 1001, 4.3.8	FEH Chapter: 20	
CANDIDATE NAME/NUMBER:		No.:	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [Add local requirements if needed]	<ul style="list-style-type: none"> Charged hose line, pallets, bales of hay, hand tools, thermal imager 		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>	<p>Given a fire scene, student will approach fire with a charged hose line in full PPE, approach upwind and begin extinguishment. Student will use hand line and tools to overhaul and search for hidden fires. Upon extinguishment and overhaul, student will observe for signs of origin and cause.</p>		
CRITERIA:	<p>NOTE: Based on material from the Skill Drill Instructor Guides</p> <p>[ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]</p>		
Critical?		Pass	Fail
	Student will observe a fire scene and explain the hazards related to a material's configuration		
	Student approaches fire with charged hose line from an upwind position and begins extinguishment		
	Student uses hose line and hand tools to overhaul material and search for		

	hidden fire		
	Student searches for signs of origin and cause of fire		
EVALUATOR COMMENTS: [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
EVALUATOR SIGNATURE:			
STUDENT SIGNATURE:			

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Instructor Curriculum Skill Evaluation Sheet

SKILL SHEET 20-2	Determine Exposure Threats Based On Fire Spread Potential		
OBJECTIVE:	NFPA 1001, 4.3.8	FEH Chapter: 20	
CANDIDATE NAME/NUMBER:		No.:	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [Add local requirements if needed]	<ul style="list-style-type: none"> • Photo or video of a fire scene 		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>	Student will explain exposure threat and fire spread potential of a simulated fire event.		
CRITERIA:	NOTE: Based on material from the Skill Drill Instructor Guides [ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]		
Critical?		Pass	Fail
	Student will assess a situation and determine and verbalize the exposure threats at a given fire scene.		

EVALUATOR COMMENTS: [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
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SKILL SHEET 20-4	Attacking a Fire Above Grade Level		
OBJECTIVE:	NFPA 1001, 4.3.10	FEH Chapter: 20	
CANDIDATE NAME/NUMBER:		No.:	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [Add local requirements if needed]	<ul style="list-style-type: none"> • PPE/SCBA • Hoseline and nozzle 		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>	Working as a members of a team, the student will attack a fire above grade.		
CRITERIA:	NOTE: Based on material from the Skill Drill Instructor Guides [ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]		
Critical?		Pass	Fail
	First assemble the team on the floor below the fire.		

	Make sure you have brought enough hose to stretch to the seat of the fire.		
	Search the floor below the fire floor to see the layout. Most high-rise buildings have similar layouts on the floors.		
	Locate a standpipe in the stairwell, one floor below the fire floor. Check that all pressure-reduction devices have been removed from the standpipe.		
	Attach the female fitting of the hose bundle to the male fitting of the standpipe.		
	Flake out the appropriate hose length, advancing it to the door of the fire floor. Charge and bleed the line.		
	Check to ensure that everyone is prepared and wearing full PPE.		
	Enter the fire floor, advance to the fire, and extinguish it using an approved method.		
EVALUATOR COMMENTS: [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
EVALUATOR SIGNATURE:			
STUDENT SIGNATURE:			

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

SKILL SHEET 20-5	Attacking a Fire Below Grade Level		
OBJECTIVE:	NFPA 1001, 4.3.10	FEH Chapter: 20	
CANDIDATE NAME/NUMBER:		No.:	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [Add local requirements if needed]	<ul style="list-style-type: none"> • PPE/SCBA • Hoseline • Engine 		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>	Working as a member of a team, the student will attack a fire below grade.		
CRITERIA:	NOTE: Based on material from the Skill Drill Instructor Guides [ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]		
Critical?		Pass	Fail

	Flake out an adequate amount of hose to reach the seat of the fire.		
	Call for water and bleed the line.		
	Every effort should be made to properly ventilate the space. Sometimes basements have small windows that can be broken to ventilate. Another option would be to breach the floor above the fire to ventilate the space.		
	Check with the hose team to make sure everyone is prepared and wearing full PPE.		
	Simultaneously with the completion of the ventilation, advance the line down the stairs.		
	Once the entire team has advanced to the bottom of the stairs, advance to the fire and extinguish using an approved method. Do not open up the line prior to advancing all the way down the stairs. Doing so could cause steam to envelop and burn the hose team.		
EVALUATOR COMMENTS: [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
EVALUATOR SIGNATURE:			
STUDENT SIGNATURE:			

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

SKILL SHEET 20-6	Attacking a Fire on Grade Level	
OBJECTIVE:	NFPA 1001, 4.3.10	FEH Chapter: 20
CANDIDATE NAME/NUMBER:		No.:
TEST DATE/TIME		
EQUIPMENT REQUIRED: [Add local requirements if needed]	<ul style="list-style-type: none"> • PPE/SCBA • Hoseline • Engine 	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: <i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>	Working as a member of a team, the student will attack a fire on grade level.	

CRITERIA:		NOTE: Based on material from the Skill Drill Instructor Guides [ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]	
Critical?		Pass	Fail
	Flake out an adequate amount of hose to reach the seat of the fire.		
	Call for water and bleed the line.		
	Check with the hose team to make sure everyone is prepared and wearing full PPE.		
	As the ventilation is completed on the structure, advance into the structure and extinguish the fire using an approved method.		
EVALUATOR COMMENTS: [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
EVALUATOR SIGNATURE:			
STUDENT SIGNATURE:			

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

SKILL SHEET 20-8	Protect Exposures	
OBJECTIVE:	NFPA 1001, 4.3.8	FEH Chapter: 20
CANDIDATE NAME/NUMBER:		No.:
TEST DATE/TIME		
EQUIPMENT REQUIRED: [Add local requirements if needed]	<ul style="list-style-type: none"> • Hoseline • Engine • PPE/SCBA 	
EVALUATOR INSTRUCTIONS		

CANDIDATE INSTRUCTIONS:		Working as a member of a team, the student will demonstrate protecting exposures with water.	
<i>NOTE: The evaluator will read the following exactly as it is written to the candidate</i>			
CRITERIA:		NOTE: Based on material from the Skill Drill Instructor Guides	
		[ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]	
Critical?		Pass	Fail
	Student demonstrates flowing water on an exposure to protect it.		
EVALUATOR COMMENTS:			
[ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
EVALUATOR SIGNATURE:			
STUDENT SIGNATURE:			