

Student Workbook SW2

Issued To _____

WRITTEN AND PRACTICAL EXERCISES FOR USE WITH

Fireground Support operations



This Student Workbook Is Compatible With ARIZOFT Courses FSCBL2 and PPP-2



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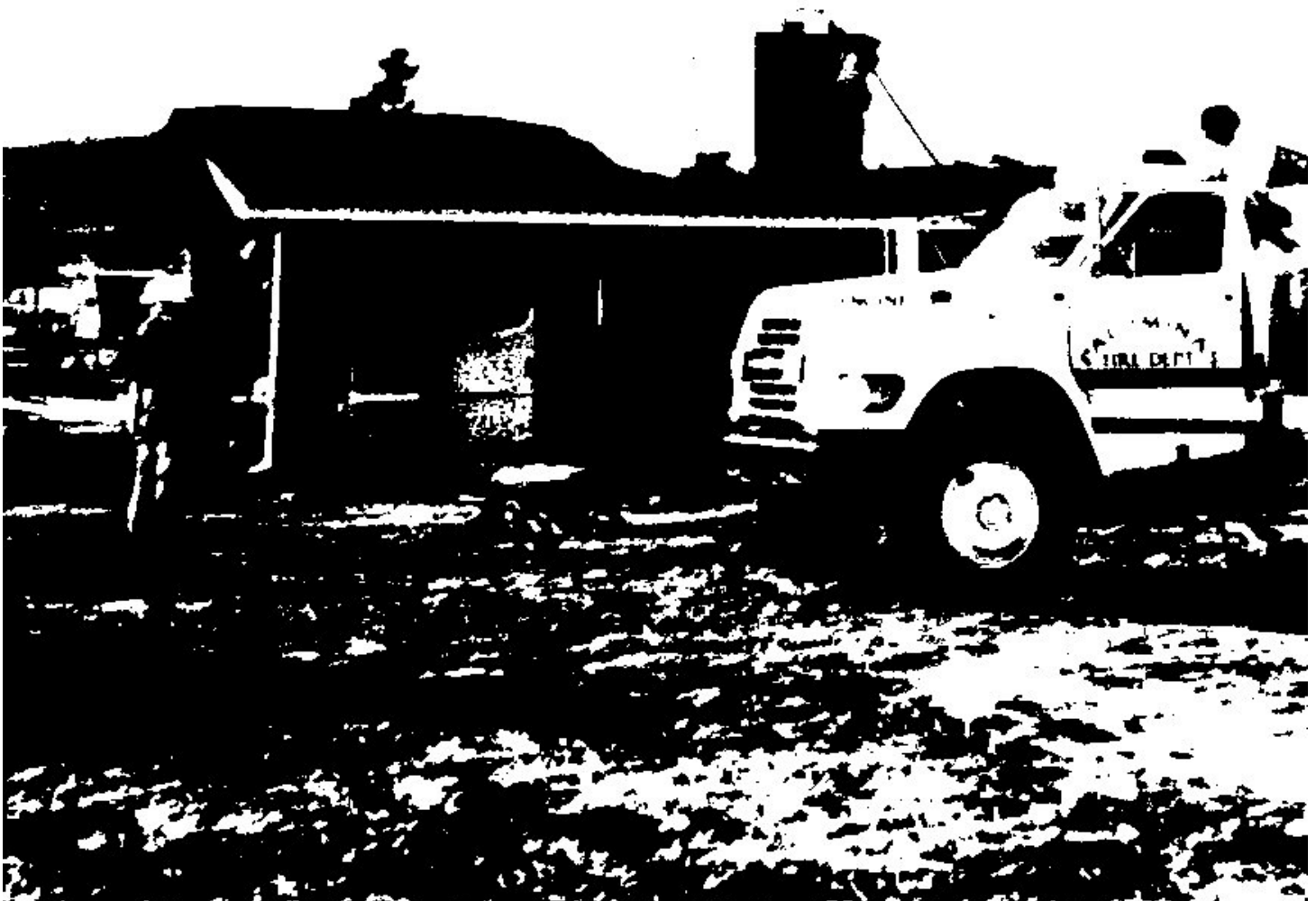
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Firefighter Life Safety Initiatives
Presented by the
National Fallen Firefighters' Foundation
and the
Federal Emergency Management Agency

Duty and responsibility --

**Make EVERY DAY a TRAINING DAY....so that...
EVERYONE GOES HOME!**

Firefighter Maintenance Program

- ü **Regular Medical Check-ups.**
Yes – they can be a pain, but if you don't do it for you – do it for those who need you.
- ü **Regular Exercise.**
Even walking makes a BIG difference!
Walk a mile a day and watch the changes.
- ü **Eat Healthy.**
Think about what you are eating, and then picture operating interior at a working fire 30 minutes later.
Now, what do you want to eat?

Firefighter Rehab Guidelines

- ü **Stop before before you drop.**
Cool down when hot
Warm up when cold
Dry off when wet
- ü **Stay hydrated with non-caffeinated drinks.**
- ü **Monitor vital signs.**

Firefighter Response Plan

- ü **Get fully dressed in full PPE from head to toe!**
- ü **Get in!**
- ü **Sit down!**
- ü **Fasten your seatbelt!**
- ü **Enjoy the ride with a driver who will get you there in one piece!**

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Federal Emergency Management Agency

Driver Response Plan

- Ü **It's not a race!**
- Ü **Safe is more important than fast!**
- Ü **Stop at red lights and stop signs! NO EXCUSES!!**
- Ü **If they don't get out of your way – don't run them over!**
- Ü **THINK and REACT CAREFULLY!!**

Interior Firefighting Plan

- Ü **Work as a team!**
- Ü **Stay together!**
- Ü **Stay oriented!**
- Ü **Manage your air supply!**
- Ü **Get off the apparatus with tools and a thermal imager for EVERY interior operating team!**
- Ü **A radio for EVERY member!**
- Ü **Provide constant updates!**
- Ü **Constantly assess the Risk/Benefit model!**

You can make a difference - Get back to the basics!
National Fallen Firefighters Foundation
Life Safety Initiatives
2004

Student Workbook SW2

Written and Practical Exercises For

Fireground Support Operations

Introduction

Student Workbook SW2 is designed to accompany Arisoft courses FSCBL2 and/or PPP-2, Fireground Support Operations. These courses are designed to familiarize personnel having little or no firefighting experience the safety precautions, equipment, supply-side activities used on the structural fireground. It is not an adequate substitute for Fire Fighter I course meeting the standards of NFPA standard 1001, Professional Qualifications for Firefighters. Arisoft Software and Geoffrey T. Bohrer assume no liability for the conduct of individuals, either on or off the fireground, and by installing or viewing these materials, you agree to release Arisoft Software and Geoffrey T. Bohrer from any liability arising from injury, malpractice, or misconduct on or off the fireground.

This Student Workbook is provided for your convenience in using Fireground Support Operations courses. We suggest two ways of using this Student Workbook:

1. Use the Student Workbook as an outline for note-taking while viewing Fireground Support Operations.
2. Complete the questions for each chapter after viewing to test your learning progress and retention.

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Written Exercises

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Questions for Introduction and Chapter 1:

1. If your department's policy is different from the practices presented in this program, which should you follow? _____
2. Give two examples of what might be considered a "structure fire."
A. _____
B. _____
3. You should _____ attempt to enter a fire building without proper Personal Protective Equipment and until you have been _____ by your agency as properly trained to do so.
4. Identify three items of personal protective equipment for structural firefighting:
A. _____
B. _____
C. _____
5. Turnout gear is also commonly known as _____.
6. Name three hazards against which turnout gear provides limited or no protection:
A. _____
B. _____
C. _____
7. Turnout gear should be inspected for _____.
8. Never wash turnout gear in washers that _____.
9. Turnout gear should never be stored _____ or _____.
10. Turnout gear should fit _____ and provide complete _____.

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Questions for Chapter 1 (continued):

11. The faceplate of your helmet should be at least _____ inches tall.
12. Ensure that you fire gloves and turnout coat meet to _____.
13. SCBA stands for _____.
14. IDLH stands for _____.
15. Smoke may contain _____ products of combustion.
16. ____ (T or F) Atmospheres inside fire buildings may still contain harmful substances, even once the fire is extinguished.
17. Always enter, work in, and exit a hazardous atmosphere as part of a _____.
18. ____ (T or F) You should remove your helmet before donning SCBA over your head.
19. A PASS device is designed to alert firefighters that the wearer is _____.
20. Most states require that the driver of an emergency vehicle _____, even when proceeding with lights and sirens.
21. Accountability systems allow for _____ of downed firefighters.
22. A firefighter who focuses so intently on the immediate task that he or she loses awareness of his or her surroundings is suffering from _____ syndrome.

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Questions for Chapter 1 (continued):

23. Never _____ on a fireground.

24. Describe three types of hazards present on the fireground:

- A. _____
- B. _____
- C. _____

25. ____ (T or F) You can always tell the distance of a vehicle by the volume of its backing alarm.

26. Wearing your helmet at all times on the fireground can reduce your vulnerability to _____ hazards.

26. If you are being exposed to large quantities of smoke on the fireground, you should either _____ or _____.

27. The most common cause of firefighter death on the fireground is _____.

28. After evacuating the fireground, you may re-enter after _____.

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Questions for Chapter 2:

1. Define "Apparatus": _____

2. Match the description with the apparatus:

- | | |
|--|----------------|
| A. Carries rescue and medical equipment _____
to the emergency scene | 1. Pumper |
| B. Used for rescue and suppression above _____
ground level | 2. Rescue |
| C. Used for exposure protection in areas _____
inaccessible to larger apparatus | 3. Tender |
| D. Provides a mobile water supply _____ | 4. Brush Truck |
| E. Pressurizes the fireground water supply _____ | 5. Aerial |

3. Match the description to the tool:

- | | |
|--|--------------------|
| A. Used for rapid ventilation of the fire building _____ | 1. Fire Axe |
| B. Powers electrical equipment on the fireground _____ | 2. Thermal Imager |
| C. Allows vision in smoky conditions _____ | 3. Power Saw |
| D. Flathead, pick, or double-bitted _____ | 4. Trash Hook |
| E. Has a pointed head with a hook _____ | 5. Emergency Light |
| F. Classified as life-safety or utility _____ | 6. Generator |
| G. Has two pointed tines _____ | 7. Pike Pole |
| H. Can be used to cut or twist _____ | 8. Extinguisher |
| I. Used to put out small fires _____ | 9. Hallagan Tool |
| J. Provides light on dark firegrounds _____ | 10. Rope |

4. Match the ladder to the description:

- | | |
|--------------------|-----------------------------------|
| A. Roof _____ | 1. Also called "wall ladder" |
| B. Single _____ | 2. Has one or more fly sections |
| C. Attic _____ | 3. Used for access in tight areas |
| D. Extension _____ | 4. Has hooks mounted at the top |

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Questions for Chapter 2 (continued):

5. List three common sizes of fire hose:

- A. _____
- B. _____
- C. _____

6. Hard suction hose is used when _____ from a static water source.

7. Adapters are used to connect couplings with _____.

8. By matching up the Higbee indicators, firefighters can assure _____.

9. Match the appliance to the definition:

- | | |
|------------------------|------------------------------------|
| A. Gated Wye _____ | 1. Combines two flows into one |
| B. Siamese _____ | 2. Ball valve used to control flow |
| C. Hydrant Valve _____ | 3. Splits one flow into two |

10. _____ are used to cut off flow in a hose when other means are not available.

11. Match the description to the nozzle:

- | | |
|--|--------------------------|
| A. Produces thick, persistent foam _____ | 1. Medium-expansion foam |
| B. Produces a solid stream of water _____ | 2. High-expansion foam |
| C. Breaks water stream into droplets _____ | 3. Piercing |
| D. Introduces water into inaccessible spaces _____ | 4. Smoothbore |
| E. Produces wet, flowing foam _____ | 5. Combination |

12. _____ are used to “loft” water above the reach of handheld fire streams.

13. List one advantage of water as an extinguishing agent: _____

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Questions for Chapter 2 (continued):

14. What would be an example of a pressurized water source? _____
15. List two examples of static water sources.
- A. _____
- B. _____
16. What does the color coding of fire hydrants indicate? _____
17. Use of a static water source requires a _____.
18. When the water source is distant from the fireground, a _____ is established to transport water to the fire scene.

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Questions for Chapter 3:

1. Give two examples of discharge-side activities.

- A. _____
- B. _____

2. Give two examples of supply-side activities.

- A. _____
- B. _____

3. When making a size-up, your objective should be to: _____

4. List three items of information included in a good size-up:

- A. _____
- B. _____
- C. _____

5. As the first unit in, you should attempt to determine whether an _____
life-safety risk exists.

6. Why is it valuable to shut off utilities to the fire building?

7. You should _____ before assembling the hy-
drant end of a supply line.

8. List two hazards to check for before signaling the engineer to charge a deployed
attack line:

- A. _____
- B. _____

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Questions for Chapter 3 (continued):

9. ____ (T or F) Hard suction lines must be connected in an airtight fashion when used in drafting operations.

10. A drafting operation depends on _____ from the water source to the pump.

11. Where should you establish a tool layout?

12. Hose clamps should be emplaced _____ from the coupler on the last whole section of hose to be left in the line.

13. List the steps involved in installing a new bottle in an SCBA:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

14. What form of ventilation involves a fan creating a higher pressure inside a structure than outside, thus forcing smoke and gasses out?

15. When setting up positive pressure ventilation, ensure that the _____ created by the fan completely covers the opening.

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Questions for Chapter 4:

1. List one reason to drain fire hose at the scene before packing:

2. Why is it useful to pack clean hose back onto the apparatus immediately?

3. When closing down a dry barrel hydrant, it is important to _____.

4. Serviceable hose should be rolled with the _____ coupler in the center of the roll.

5. ____ (T or F) SCBA masks should be dried with a soft cloth.

6. Hand and power tools should be _____ and _____ after each use.

7. Give one advantage to cleaning apparatus after the incident.

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Practical Exercises

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Practical Exercises for Introduction and Chapter 1:

Exercise 1-1

Task:

Correctly identify a fire as a structure fire according to the standards of the authority having jurisdiction.

Conditions:

Given a series of ten photos or other representations of fires, of which five represent structure fires as defined by the standards of the authority having jurisdiction.

Standards:

The student shall correctly identify eight of the photos as being either structure fires or other types of fires according to the standards of the authority having jurisdiction.

Student: _____ Instructor: _____

	Correct	Incorrect
Fire # 1	_____	_____
Fire # 2	_____	_____
Fire # 3	_____	_____
Fire # 4	_____	_____
Fire # 5	_____	_____
Fire # 6	_____	_____
Fire # 7	_____	_____
Fire # 8	_____	_____
Fire # 9	_____	_____
Fire #10	_____	_____
TOTAL	_____	_____

The student must have 8 correct answers to have satisfactorily completed this exercise.

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Exercise 1-2

Task:

Correctly identify, don, inspect, and care for PPE for structural firefighting.

Conditions:

Given a complete set of structural firefighting PPE, including pants and jacket, helmet with light and faceplate, gloves, boots, and hood, all meeting the standards for structural firefighting defined by the authority having jurisdiction.

Standards:

The student shall correctly identify and don all items. The student shall verbalize inspection procedures, care instructions, and storage procedures as defined by the authority having jurisdiction.

Student: _____ Instructor: _____

Instructor: Award one point for each task correctly completed. Assign 0 points for incorrectly completed tasks.

	Identify	Don	Inspect	Care	Storage	Total
Pants	_____	_____	_____	_____	_____	_____
Boots	_____	_____	_____	_____	_____	_____
Hood	_____	_____	_____	_____	_____	_____
Coat	_____	_____	_____	_____	_____	_____
Helmet	_____	_____	_____	_____	_____	_____
Gloves	_____	_____	_____	_____	_____	_____
TOTAL						_____

NOTE: If a coverall is used in place of pants and coat, score pants and coat together.

The student must have 24 points to have satisfactorily completed this exercise.

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Exercise 1-3

Task:

Correctly identify the need for SCBA and don/use SCBA.

Conditions:

Given a simulated IDLH atmosphere and an SCBA approved for use by the authority having jurisdiction.

Standards:

The student shall correctly identify the atmosphere as being an immediate danger to life or health. The student shall correctly don and use the SCBA according to the standards of the authority having jurisdiction.

Student: _____ Instructor: _____

	Correct	Incorrect
Verbalizes identification of the IDLH atmosphere	_____	_____
Checks the pressure gauge on the SCBA bottle	_____	_____
Dons the SCBA over the head with helmet on	_____	_____
Adjust all straps for correct fit	_____	_____
Dons mask and adjusts for correct fit	_____	_____
Checks mask seal and adjusts as necessary	_____	_____
Turns on air supply and breathes from bottle	_____	_____
PPE is correctly fastened and sealed	_____	_____
Completes exercise within time standard defined by the authority having jurisdiction	_____	_____

The student must complete all tasks correctly to satisfactorily complete this exercise.

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Exercise 1-4

Task:

Correctly use SCBA and function as part of a working team wearing SCBA.

Conditions:

Given an SCBA approved for use by the authority having jurisdiction, a simulated hazardous atmosphere, one or more partners equipped with SCBA, and acceptable weather conditions for performing the task.

Standards:

The student shall correctly don the SCBA, perform work in the SCBA, remain in contact with team members, and withdraw safely with all team members from the hazardous atmosphere. NOTE: This exercise should not be performed in high-temperature conditions. Students should meet physical health standards of the authority having jurisdiction before conducting this exercise.

Student: _____ Instructor: _____

	Correct	Incorrect
Correctly dons SCBA & breathes bottled air	_____	_____
Enters hazardous atmosphere	_____	_____
Performs assigned work	_____	_____
Remains in physical, visual, or verbal contact with all other team members while in hazardous atmosphere	_____	_____
Correctly identifies low air signal	_____	_____
Team withdraws from hazardous atmosphere when one team member's low air signal sounds	_____	_____
Remains in physical, visual, or verbal contact with all team members until withdrawal is complete	_____	_____
TOTAL	_____	_____

The student must complete all tasks correctly to satisfactorily complete this exercise.

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Exercise 1-5

Task:

Correctly identify fireground hazards and strategies for mitigation or avoidance.

Conditions:

Given photographic or descriptive representations of common fireground hazards, including vehicular hazards, overhead hazards, utility hazards, negligence hazards, smoke hazards, and “candle-moth syndrome”.

Standards:

The student shall correctly identify all hazards. The student shall verbalize methods to mitigate or avoid each hazard. The student shall verbalize safe methods of moving on the fireground.

Student: _____ Instructor: _____

Instructor: Award one point for each task correctly completed. Assign 0 points for incorrectly completed tasks.

	Identify	Mitigate/Avoid	Total
Vehicular hazard	_____	_____	_____
Overhead hazard	_____	_____	_____
Utility hazard	_____	_____	_____
Negligence hazard	_____	_____	_____
Smoke hazard	_____	_____	_____
Candle-Moth syndrome	_____	_____	_____
Fireground Movement	_____	_____	_____
TOTAL			_____

The student must have 10 points to satisfactorily complete this exercise.

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Exercise 1-6

Task:

Correctly identify and act upon a fireground evacuation signal.

Conditions:

Given a simulated fireground and an evacuation signal as defined by the authority having jurisdiction.

Standards:

The student shall correctly identify the evacuation signal, evacuate the fireground to the defined rally point or a safe distance as defined by the authority having jurisdiction, and report for accountability purposes. Upon being directed to do so, the student will return to the fireground.

Student: _____ Instructor: _____

	Correct	Incorrect
Identifies evacuation signal	_____	_____
Evacuates fireground in a safe manner	_____	_____
Evacuates to rally point or safe distance	_____	_____
Reports to supervisor	_____	_____
Remains at rally point until directed to return	_____	_____
Returns to fireground when so directed	_____	_____
TOTAL	_____	_____

The student must correctly complete 5 tasks to satisfactorily complete this exercise.

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Practical Exercises for Chapter 2:

Exercise 2-1

Task:

Correctly identify apparatus and their fireground role.

Conditions:

Given the apparatus available to the student's agency, or photographic or descriptive representations thereof. If the student is assigned to a station or other subunit of a larger agency, the apparatus assigned to the unit.

Standards:

The student shall correctly identify each apparatus by type and fireground role.

Student: _____ Instructor: _____

	Correct	Incorrect
Identifies all apparatus by type	_____	_____
Identifies the role each apparatus plays on the fireground	_____	_____

The student must correctly complete all tasks to satisfactorily complete this exercise.

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Exercise 2-2

Task:

Correctly identify firefighting hand tools, use, care, and storage procedures.

Conditions:

Given a fire axe, Hallagan tool, pike pole, and trash hook (if available).

Standards:

The student shall correctly identify all tools. The student shall verbalize the fireground uses, care procedures, and storage procedures mandated by the authority having jurisdiction.

Student: _____ Instructor: _____

Instructor: Award one point for each task correctly completed. Assign 0 points for incorrectly completed tasks. Award full credit for any tools not available.

	Identify	Use	Care	Storage	Total
Fire axe	_____	_____	_____	_____	_____
Pike pole	_____	_____	_____	_____	_____
Hallagan tool	_____	_____	_____	_____	_____
Trash hook	_____	_____	_____	_____	_____
TOTAL					_____

The student must have 13 points to have satisfactorily completed this exercise.

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Exercise 2-3

Task:

Correctly identify fire service ladders.

Conditions:

Given a single ladder, roof ladder, attic ladder, and extension ladder, or photographic or descriptive representations thereof.

Standards:

The student shall correctly identify each ladder. The student shall verbalize and demonstrate knowledge of each identifying characteristic of each ladder. The student shall indicate the weight capacity of each ladder.

Student: _____ Instructor: _____

Instructor: Award one point for each task correctly completed. Assign 0 points for incorrectly completed tasks.

	Identify	Characteristics	Weight	Total
Single Ladder	_____	_____	_____	_____
Roof Ladder	_____	_____	_____	_____
Attic Ladder	_____	_____	_____	_____
Extension Ladder	_____	_____	_____	_____
TOTAL				_____

The student must have 10 points to have satisfactorily completed this exercise.

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Exercise 2-4

Task:

Correctly raise and lower an extension ladder according to the procedures defined by the authority having jurisdiction.

Conditions:

Given an extension ladder and team members.

Standards:

The student shall, acting as part of a team, raise the extension ladder in a safe manner to the height directed, secure the ladder, and lower the ladder. All tasks shall be performed according to the policies of the authority having jurisdiction.

Student: _____ Instructor: _____

	Correct	Incorrect
Butts the ladder on the ground	_____	_____
Fly is in the correct direction IAW ladder type and policy	_____	_____
Supports the butt of the ladder	_____	_____
Walks the ladder to the vertical position	_____	_____
Uses the lanyard to raise the fly to the desired height	_____	_____
Ladder is at proper angle relative to ground	_____	_____
Engages pawls	_____	_____
Ties lanyard off to bottom or second rung	_____	_____
Raises fly with lanyard to disengage pawls	_____	_____
Lowers fly in a safe manner	_____	_____
Lowers ladder to ground in a safe manner	_____	_____
TOTAL	_____	_____

The student must correctly complete 8 tasks satisfactorily complete this exercise.

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Exercise 2-5

Task:

Correctly identify, start, maintain, and store fire department power tools.

Conditions:

Given a power saw, electric generator, hydraulic cutter or spreader, emergency lighting, and ventilation blower and agency policies for starting, use, maintenance, and storage.

Standards:

The student shall correctly identify, start or energize, and stop or de-energize each tool according to the policies and procedures of the authority having jurisdiction. The student shall demonstrate maintenance procedures for each tool according to the policies and procedures of the authority having jurisdiction. The student shall verbalize the storage policies applying to each tool.

Student: _____ Instructor: _____

Instructor: Award one point for each task correctly completed. Assign 0 points for incorrectly completed tasks. Note each tool that is unavailable, and award credit.

	Identify	Start	Stop	Maintain	Store	Total
Power Saw	_____	_____	_____	_____	_____	_____
Generator	_____	_____	_____	_____	_____	_____
Hydraulic tool	_____	_____	_____	_____	_____	_____
Lights	_____	_____	_____	_____	_____	_____
Blower	_____	_____	_____	_____	_____	_____
TOTAL						_____

The student must have 16 points to have satisfactorily completed this exercise.

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Exercise 2-6

Task:

Correctly identify parts of fire hose and appliances.

Conditions:

Given a section of fire hose, an adapter, and an appliance fitting the hose.

Standards:

The student shall correctly identify the size of the fire hose, the couplers (as male and female), the locations and functions of the Higbee cut and Higbee indicator, the sizes and threads of the adapter, the name, function, size, and parts of the appliance. The student shall assemble the adapter and the appliance to the hose.

Student: _____ Instructor: _____

	Correct	Incorrect
Identifies hose by inside diameter	_____	_____
Identifies the male coupling	_____	_____
Identifies the female coupling	_____	_____
Identifies the Higbee cut & verbalizes it function	_____	_____
Identifies the Higbee indicator & verbalizes its function	_____	_____
Identifies the adapter by sizes and threads	_____	_____
Identifies the appliance by name and function	_____	_____
Identifies the parts of the appliance	_____	_____
Assembles the adapter and appliance to the hose	_____	_____

The student must correctly complete 7 tasks to satisfactorily complete this exercise.

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Exercise 2-7

Task:

Correctly identify fire department nozzles.

Conditions:

Given a combination nozzle, a smoothbore nozzle, a foam nozzle of any type, and a piercing nozzle, or photographic or descriptive representations thereof.

Standards:

The student shall correctly identify each nozzle, its defining characteristics, and its fire ground use.

Student: _____ Instructor: _____

Instructor: Award 1 point for each task correctly performed. Award 0 points for incorrectly performed tasks.

	Identify	Characteristics	Use	Total
Combination Nozzle	_____	_____	_____	_____
Smoothbore Nozzle	_____	_____	_____	_____
Foam Nozzle (must identify by expansion rate)	_____	_____	_____	_____
Piercing Nozzle	_____	_____	_____	_____
TOTAL				_____

The student must receive 10 points to satisfactorily complete this exercise.

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Practical Exercises for Chapter 3:

Exercise 3-1

Task:

Correctly report a size-up of a structural fire scene.

Conditions:

Given an actual or simulated radio, a simulated structural fire scene or a photographic representation of a fire scene, and the policies of the authority having jurisdiction concerning life-safety risk assessment and size-up reporting.

Standards:

The student shall correctly report a size-up of the fire scene, including all elements required by the authority having jurisdiction, and correctly assessing the immediate life-safety risk. The student shall use communication protocols prescribed by the authority having jurisdiction.

Student: _____ Instructor: _____

	Correct	Incorrect
Correctly identifies immediate life-safety hazard	_____	_____
Reports existence or absence of life-safety hazard	_____	_____
Correctly reports type of structure	_____	_____
Correctly reports percent of involvement	_____	_____
Correctly assesses and reports threatened exposures	_____	_____
Correctly assesses and reports access routes	_____	_____
Correctly assess and reports fireground water sources	_____	_____
Uses agency communication protocols	_____	_____

The student must correctly complete 7 tasks to satisfactorily complete this exercise.

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Exercise 3-2

Task:

Correctly identify, assess the hazards of, and (if possible) secure utilities to a fire building.

Conditions:

Given a simulated structure fire scene, utilities to the fire building including an electrical service entrance and a propane tank or natural gas meter as appropriate, or photographic or descriptive representations thereof, and the policy of the authority having jurisdiction concerning the securing of utilities to a fire building.

Standards:

The student shall correctly identify each utility service entry, assess whether the conditions around each service entry are hazardous, and correctly and safely secure each service entry if possible.

Student: _____ Instructor: _____

Instructor: award one point for each task performed correctly. Award 0 points for incorrectly performed tasks.

	Identify	Assess	Secure	Total
Electrical service entry	_____	_____	_____	_____
Gas service entry	_____	_____	_____	_____
TOTAL				_____

Note: if service entry is assessed as too hazardous to approach or secure, award full points for securing.

The student must correctly complete 5 tasks to satisfactorily complete this exercise.

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Exercise 3-3

Task:

Correctly connect and charge a supply line to a hydrant.

Conditions:

Given a fire department pumper, supply hose, a driver/operator, a hydrant or stand-pipe, a hydrant valve (if available), a spanner wrench, and a hydrant wrench.

Standards:

The student shall correctly deploy the supply line, monitor the laying of the line, assemble the hydrant-end connection, and charge the line.

Student: _____ Instructor: _____

	Correct	Incorrect
Correctly deploys the beginning of the supply line	_____	_____
Monitors the deployment of the line	_____	_____
Waits for the D/O to assemble the intake end of the line	_____	_____
Upon D/O's signal, assembles the hydrant end of the line	_____	_____
Opens the main valve of the hydrant	_____	_____
Notifies the D/O that the line is ready to charge	_____	_____
Opens the hydrant valve in a safe manner	_____	_____
Reports for assignment	_____	_____
TOTAL		_____

Note, if no hydrant valve is available, the student must notify the D/O that the line is ready to charge BEFORE opening the hydrant main valve. Award "correct" credit for the hydrant valve task.

The student must correctly complete 7 tasks to satisfactorily complete this exercise.

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Exercise 3-4

Task:

Correctly deploy attack lines for the attack team.

Conditions:

Given a simulated structural fire scene, a fire department pumper, a driver/operator, an attack hose as defined by the authority having jurisdiction, and the policies on fire attack of the authority having jurisdiction.

Standards:

The student shall correctly deploy the attack hose and signal the driver/operator that the line is ready to be charged.

Student: _____ Instructor: _____

	Correct	Incorrect
Correctly identifies pertinent fireground hazards	_____	_____
Pulls or assembles the attack line as directed	_____	_____
Deploys the entire length of the line	_____	_____
Avoids obstacles and hazards	_____	_____
Checks the line for kinks and personnel hazards	_____	_____
Checks that the nozzle is in the "closed" position	_____	_____
Maintains positive control of the nozzle	_____	_____
Signals the D/O that the hose is ready for charging	_____	_____
TOTAL		_____

The student must correctly complete 7 tasks to satisfactorily complete this exercise.

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Exercise 3-5

Task:

Act as part of a team to prepare to draft from a static water source.

Conditions:

Given a simulated structural fireground, one or more team members, a static water source, a fire pump with drafting capability, a pump operator, a hard suction line, a footer valve, and a spanner wrench.

Standards:

The student shall correctly assemble the hard suction line to the fire pump, remove the footer valve to allow the operator to backfill the line, reinstall the footer valve, and monitor the underwater end of the suction line as necessary for optimum drafting.

Student: _____ Instructor: _____

	Correct	Incorrect
Correctly assembles the hard suction line	_____	_____
Removes the footer valve from the hard line	_____	_____
When the line is backfilled, reinstalls the footer valve	_____	_____
Monitors the intake end of the line; readjusts the location and angle of the intake as indicated	_____	_____
TOTAL		_____

Note: this is a team exercise. All team members should be evaluated on the total success of each task.

The student must correctly complete 3 tasks to satisfactorily complete this exercise.

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Exercise 3-6

Task:

Correctly establish a fireground tool layout.

Conditions:

Given a simulated fire scene, apparatus carrying hand and power tools, a salvage cover, and the policy or the authority having jurisdiction concerning tool safety and tool layouts.

Standards:

The student shall correctly select a location for a tool layout, place and weight a salvage cover, lay the tools out according to the layout policy of the authority having jurisdiction, and perform all tasks in a safe manner according to the tool safety policies of the authority having jurisdiction.

Student: _____ Instructor: _____

	Correct	Incorrect
Selects safe location, accessible but out of traffic	_____	_____
Lays out and weights salvage cover	_____	_____
Lays out all tools according to agency policy	_____	_____
Leaves safety covers and locks in place	_____	_____
Carries and handles tools in a safe manner	_____	_____
TOTAL		_____

The student must correctly complete 4 tasks to satisfactorily complete this exercise.

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Exercise 3-7

Task:

Correctly emplace, operate, and remove a hose clamp.

Conditions:

Given a charged fire hose and a hose clamp.

Standards:

The student shall correctly emplace and operate the hose clamp to cut off the flow of water through the hose. When the desired operations are complete, the student shall safely remove the hose clamp.

Student: _____ Instructor: _____

	Correct	Incorrect
Places the hose clamp 3-5 feet upstream from coupler of the last whole section of hose to be left in place	_____	_____
Closes the hose clamp to cut off water supply	_____	_____
Upon command, removes the hose clamp in a safe manner	_____	_____
TOTAL		_____

The student must correctly complete all tasks to satisfactorily complete this exercise.

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Exercise 3-8

Task:

Correctly replace an SCBA bottle, while the SCBA is being worn.

Conditions:

Given a firefighter wearing SCBA and a full replacement SCBA bottle.

Standards:

The student shall correctly and safely remove the exhausted SCBA bottle and correctly and safely install a full bottle in accordance with manufacturer's instructions and the policies of the authority having jurisdiction.

Student: _____ Instructor: _____

	Correct	Incorrect
Has the firefighter switch to outside air	_____	_____
Closes bottle valve	_____	_____
Has the firefighter disconnect the low-pressure hose	_____	_____
Disconnects high-pressure hose	_____	_____
Loosens bottle clamp and removes bottle	_____	_____
Checks replacement bottle pressure- secures a new replacement bottle if not full	_____	_____
Emplaces replacement bottle	_____	_____
Connects high-pressure hose	_____	_____
Tightens bottle clamp	_____	_____
Has firefighter connect low-pressure hose	_____	_____
Opens bottle valve	_____	_____
Firefighter returns to bottled air	_____	_____
TOTAL		_____

Note: if agency policy or manufacturer's instructions require a different order of tasks, score in accordance with compliance with the policy or instructions.

The student must correctly complete all tasks to satisfactorily complete this exercise.

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Practical Exercises for Chapter 4:

Exercise 4-1

Task:

Correctly drain, wash, dry, inspect, and pack or roll hose.

Conditions:

Given a section of fire hose, agency facilities for washing and drying hose, a fire apparatus, and agency policies concerning hose care, storage, and lays.

Standards:

The student shall demonstrate techniques for washing, drying and inspecting hose according to the policy of the authority having jurisdiction. The student shall also demonstrate proper technique for rolling hose for storage and packing hose in a hose lay for deployment from apparatus according to the policy of the authority having jurisdiction.

Student: _____ Instructor: _____

	Correct	Incorrect
Correctly drains hose so that all water is removed	_____	_____
Correctly washes the hose	_____	_____
Prepares the hose for drying according to agency policy	_____	_____
Inspects hose for serviceability IAW agency policy	_____	_____
Rolls serviceable hose tightly, male coupler inside	_____	_____
Rolls and stores unserviceable hose IAW agency policy	_____	_____
Correctly packs hose lay on apparatus IAW agency policy	_____	_____

The student must correctly complete 5 tasks to satisfactorily complete this exercise.

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Exercise 4-2

Task:

Correctly secure a dry-barrel hydrant.

Conditions:

Given a dry-barrel hydrant with an assembled and charged supply line attached.

Standards:

The student shall correctly and safely secure the dry-barrel hydrant and disassemble the supply line.

Student: _____ Instructor: _____

	Correct	Incorrect
Closes the hydrant valve	_____	_____
Closes the main valve of the hydrant completely	_____	_____
Reopens the hydrant valve to relieve pressure	_____	_____
Removes the hydrant valve and the line	_____	_____
Replaces the hydrant cap tightly	_____	_____
Returns tools and appliances to the apparatus	_____	_____
Cares for hose IAW agency policy	_____	_____

Note: if hydrant valve is unavailable, award correct credit for the tasks involving the hydrant valve.

The student must correctly complete 6 tasks to satisfactorily complete this exercise.

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Exercise 4-3

Task:

Correctly clean, dry, and store an SCBA mask.

Conditions:

Given an SCBA mask, mild detergent, manufacturer's instructions, and agency policy on SCBA mask care and storage.

Standards:

The student shall correctly clean, dry, and store the SCBA mask.

Student: _____ Instructor: _____

	Correct	Incorrect
Correctly cleans the SCBA mask	_____	_____
Inspects the mask IAW agency policy and manufacturer's instructions	_____	_____
Air-drys the mask	_____	_____
Stores the mask IAW agency policy	_____	_____

The student must correctly complete 3 tasks to satisfactorily complete this exercise.

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**Answers to Written
Exercises**

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Fireground support Operations

Answers for Chapter 1:

1. Department policy
2. Any three of: Houses, fences, commercial buildings, sheds, dumpsters, motor vehicle, any reasonable response
3. Never, certified
4. Any three of turnout pants, turnout coat, boots, gloves, helmet, hood
5. Bunker gear
6. Any three of: toxic gasses, contact poisons, chemical/biological agents, punctures, cuts, tears, crushing injury
7. Rips, tears, damage (or variation)
8. Are used for other clothes (or variation)
9. In living areas, in areas frequented by children
10. Comfortably, encapsulation
11. four
12. Show no exposed skin (or variation)
13. Self Contained Breathing Apparatus
14. Immediate Danger to Life and Health
15. Harmful
16. True
17. Team

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Answers for Chapter 1:

18. False

19. Incapacitated (or variation)

20. Obey traffic laws and signals

21. Early rescue and medical treatment

22. Candle-moth

23. Run

24. Any three of vehicle, utility, smoke, visibility, carelessness, machinery, overhead, heart attack, physical, stress (or variations)

25. False

26. Overhead

27. Use respiratory protection, move

28. Heart attack

29. You are directed to do so (or variation)

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Answers for Chapter 2:

1. A self-mobile unit of the fire service
2. A-2, B-5, C-4, D-3, E-1
3. A-3, B-6, C-2, D-1, E-7, F-10, G-4, H-9, I-8, J-5
4. A-4, B-1, C-3, D-2
5. Any three of 1-inch, 1 1/2 inch, 1 3/4 inch, 2 1/2 inch, 3 inch, 4 inch.
6. drafting
7. Dissimilar sizes or threads
8. Guarantee easy and watertight threading of couplers (or variation)
9. A-3, B-1, C-2
10. Hose clamps
11. A-2, B-4, C-5, D-3, E-1
12. Monitors (deck guns)
13. Any one of relatively easily transported, readily accessible, requires no special cautions to handle (or variation)
14. Any one of hydrant, public water supply, elevated tank, tender with pump (or variation)
15. Any two of lakes, swimming pools, portable tanks, rivers, ponds, fixed tanks
16. Water flow rate
17. Pump
18. Water shuttle

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Answers for Chapter 3:

1. Any two of rescue, entry into the fire building, most ventilation activities, overhaul
2. Any two of water supply, preparation and provision of tools to discharge-side firefighters, hose and tool handling, exterior salvage work, rehabilitation of firefighters
3. To inform incoming units of conditions at the fire scene (or variation)
4. Any three of life-safety risk, extent of fire, type of fire, exposures, access, water supply
5. Immediate
6. To reduce danger to firefighters (or variation)
7. Wait until the pumper end is assembled (or variation)
8. Any two of line is not wrapped around objects or vehicles, no personnel are in a position to be injured by the line when it fills, the line is not kinked, the line is fully deployed
9. True
10. Suction
11. clear of hose lines and the primary traffic lanes being used by the attack teams, but still accessible to the attacking firefighters (or variation)
12. 3-5 feet
13. 1. Ensure that the new bottle is full 2. Emplace the new bottle 3. Connect the high-pressure hose 4. Tighten the bottle clamp 5. Reconnect the low-pressure hose 6. Test seal 7. Return to bottled air
14. Positive-pressure ventilation
15. Cone

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Answers for Chapter 4:

1. Any one of make it pack more easily, to protect from acid damage
2. To get the apparatus back into service more rapidly (or variation)
3. Ensure that the hydrant is completely closed to avoid erosion damage (or variation)
4. Male
5. False
6. Cleaned, inspected
7. Any one of enhance appearance, protect finish and/or windshields, prevent damage to rubber parts, ease of maintenance (or variation)

TRAINING RECORD

Student Name _____ Supervisor _____
 Agency _____ Assignment _____
 Course: Fireground Support Operations

Exercise	Date Satisfactorily Completed	Trainer
Computer Training Program	_____	_____
Chapter 1 Written Exercises (22 of 28 correct)	_____	_____
Chapter 2 Written Exercises (14 of 18 correct)	_____	_____
Chapter 3 Written Exercises (12 of 15 correct)	_____	_____
Chapter 4 Written Exercises (6 of 7 correct)	_____	_____
Exercise 1-1	_____	_____
Exercise 1-2	_____	_____
Exercise 1-3	_____	_____
Exercise 1-4	_____	_____
Exercise 1-5	_____	_____
Exercise 1-6	_____	_____
Exercise 2-1	_____	_____
Exercise 2-2	_____	_____
Exercise 2-3	_____	_____
Exercise 2-4	_____	_____
Exercise 2-5	_____	_____
Exercise 2-6	_____	_____
Exercise 2-7	_____	_____
Exercise 3-1	_____	_____
Exercise 3-2	_____	_____
Exercise 3-3	_____	_____
Exercise 3-4	_____	_____
Exercise 3-5	_____	_____
Exercise 3-6	_____	_____
Exercise 3-7	_____	_____
Exercise 3-8	_____	_____
Exercise 4-1	_____	_____
Exercise 4-2	_____	_____
Exercise 4-3	_____	_____

By signing below, I certify that:
 1. The student above named has satisfactorily completed all requirements outlined in the training program specified above, as indicated, to the best of my knowledge and belief. 2. The authority having jurisdiction over the training of the student above named has accepted the training contained in the training program specified above as satisfying the training requirements of said authority for the tasks and performance requirements addressed in the training. 3. The authority having jurisdiction over the training of the above named student releases Arizoft Software and Geoffrey T. Bohrer of any liability (without limitation) for claims or damages arising from the presentation or performance of the training recommendations contained within this training program, or for the student's subsequent performance or conduct on or off the fireground. 4. I have the authority to make such releases and statements on behalf of the authority having jurisdiction.

 (Signature) (Title) (Date)

This

Certificate of Completion

is awarded to

in recognition of the successful completion of all course requirements for

Fireground Support Operations

as prescribed by

(Agency or Certifying Authority)

In witness thereto undersigned:

(Date)

(Agency Officer, Title)

Notes