

OHIO DEPARTMENT OF PUBLIC SAFETY  
DIVISION OF EMERGENCY MEDICAL SERVICES



**FIREFIGHTER I AND II COURSE OBJECTIVES  
CHECK-OFF PACKET**

STUDENT NAME (Please Print)	COURSE TITLE
COURSE DATES	COURSE ID #
CHARTER NAME	CHARTER #

## OVERVIEW

The firefighter I and II course training and education requirements identify and recognize emergency service personnel whose accomplishments in training and education meet or exceed nationally recognized standards. NFPA 1001, *Standard for Fire Service Professional Qualifications* 2013 Edition sets forth the minimum requirements for an individual at a particular level of progression. An individual certified at one of the Fire Service Professional levels will have demonstrated competency in the knowledge and practical skills required to perform at a particular level. The service that can be offered to the citizens, visitors, and communities of the state of Ohio will be enhanced by the professional competency attained through this certification process.

## INITIAL FIREFIGHTER COURSES

In accordance with Ohio Revised Code (R.C.) 4765, the Executive Director for the State Board of Emergency Medical, Fire, and Transportation Services, with advice and counsel of the Firefighter and Fire Safety Inspector Training Committee, is responsible for the implementation of fire training and certifications developed in accordance with and consistent to established standards. The Ohio Department of Public Safety, Division of Emergency Medical Services is the certifying agency within the state of Ohio, with administration and delivery of fire training programs provided through chartered fire training programs across the state of Ohio.

Ohio Fire Charters shall ensure:

**Firefighter I Courses** meet the Firefighter I requirements of the "Firefighter I and II Course Objectives."

A student who has successfully completed a Firefighter I course and passed the practical and written certification examinations will be eligible for certification as a Firefighter I in accordance with R.C. section 4765.55.

**Firefighter II Courses** meet the Firefighter II requirements of the "Firefighter I and II Course Objectives."

A student who has successfully completed a Firefighter II course and passed the practical and written certification examinations will be eligible for certification as a Firefighter II in accordance with R.C. section 4765.55.

**Firefighter I and II Courses** meet ALL requirements of the "Firefighter I and II Course Objectives."

A student who has successfully completed a Firefighter I and II course and passed the practical and written certification examinations will be eligible for certification as a Firefighter II in accordance with R.C. section 4765.55.

The training requirements listed above shall commence and end within a consecutive twelve-month period.

**INSTRUCTIONS**

The information on this page is **required** and must be documented in the student files as having been completed **prior to admission** into the course.

<b>CATEGORY: GENERAL &amp; FITNESS REQUIREMENTS</b>	<b>NFPA STANDARD: 4.1 &amp; 4.2</b>
-----------------------------------------------------	-------------------------------------

<b>PRIOR TO ENTERING TRAINING TO MEET THE REQUIREMENTS OF CHAPTERS 5 AND 6 OF THIS STANDARD, THE CANDIDATE SHALL MEET THE FOLLOWING REQUIREMENTS:</b>	<b>NFPA REFERENCE</b>
Minimum educational requirements established by the authority having jurisdiction (AHJ)	4.1
Age requirements established by the AHJ [Ohio Administrative Code (O.A.C.) 4765-24-03 Qualifications for a fire charter]	4.1
* Medical requirements of NFPA 1582, <i>Standard on Comprehensive Occupational Medical Program for Fire Departments</i>	4.1
Physical fitness requirements for entry-level personnel shall be developed and validated by the AHJ	4.2

\* **NFPA 1001 Tentative Interim Amendment 13-1; Effective Date:** March 27, 2013

**THE FIRE TRAINING ENTRANCE REQUIREMENTS LISTED ABOVE SHALL HAVE BEEN COMPLETED BY THE STUDENT PRIOR TO ADMISSION INTO THE COURSE AND VERIFIED BY THE FIRE CHARTER PROGRAM DIRECTOR.**

**WE ATTEST THAT THE FIRE TRAINING ENTRANCE REQUIREMENTS LISTED ABOVE HAVE BEEN MET AND THAT ALL INFORMATION PROVIDED IS TRUE AND ACCURATE TO THE BEST OF OUR KNOWLEDGE.**

STUDENT NAME		DATE
STUDENT SIGNATURE <b>X</b>		
PROGRAM DIRECTOR NAME	CERTIFICATION # (if applicable)	DATE
PROGRAM DIRECTOR SIGNATURE <b>X</b>		

## **FIREFIGHTER I OBJECTIVES**

**INSTRUCTIONS**

The following pages shall be completed by certified fire instructors functioning under the auspices of the charter for each objective they observe. Instructors shall place their initials and date for each objective completed under their observation. **The documentation of these check-offs is required to be completed at time of evaluation.**

<b>CATEGORY: EMERGENCY MEDICAL CARE</b>	<b>NFPA STANDARD: 4.3</b>
-----------------------------------------	---------------------------

Minimum emergency medical care performance capabilities for entry-level personnel shall be developed and validated by the AHJ to include infection control, CPR, bleeding control, and shock management.

**\*Although this standard is listed as a prerequisite by the National Fire Protection Association (NFPA), the Executive Director, with advice and counsel of the Firefighter and Fire Safety Inspector Training Committee, has elected to include it as part of the required firefighter curriculum.**

<b>COGNITIVE SKILL</b>
Describe the roles the fire service may take in providing emergency medical care
Summarize patient confidentiality requirements
Distinguish among commonly encountered communicable diseases
Summarize immunization considerations for first responders
Explain the importance of body substance isolation (BSI)
Explain actions taken for basic patient assessment
Compare and contrast cardiopulmonary resuscitation (CPR) techniques for adults, children, and infants
Explain when to administer and when to discontinue CPR
Describe basic types of external bleeding
Explain the use of direct pressure and tourniquets to control external bleeding
Describe the signs and symptoms of internal bleeding
Describe the role that recognizing the types, signs, and symptoms of shock plays in shock management

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
<b>SKILLS PERFORMED TO CURRENT OHIO APPROVED CURRICULUM STANDARDS</b>		
Perform basic assessments on conscious and unconscious patients using manikins or live simulated patients		
Properly perform CPR on adult, child, and infant manikins		
Demonstrate appropriate methods of external bleeding control, to include proper application of tourniquet on manikin		
Demonstrate proper shock management techniques on manikin or live simulated patient		

## FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

**CATEGORY: GENERAL**

**NFPA STANDARD: 5.1.1 & 5.1.2**

The organization of the fire department; the role of the Firefighter I in the organization; the mission of fire service; the fire department's standard operating procedures (SOPs) and rules and regulations as they apply to the Firefighter I; the value of fire and life safety initiatives in support of the fire department mission and to reduce firefighter line-of-duty injuries and fatalities; the role of other agencies as they relate to the fire department; aspects of the fire department's member assistance program; the importance of physical fitness and a healthy lifestyle to the performance of the duties of a firefighter; the critical aspects of NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program*.

COGNITIVE SKILL	NFPA REFERENCE
Discuss the aspects of fire department's member assistance program, the critical aspects of NFPA 1500, <i>Fire Department Occupational Safety and Health Program</i>	5.1.1
State the mission of the fire service	5.1.1
Describe the organization of the fire department	5.1.1
Discuss the role of the Firefighter 1 in the organization	5.1.1
Explain a fire department's standard operating procedures, rules, and regulations as they apply to the Firefighter 1	5.1.1
Discuss the roles of other agencies as they relate to the fire department	5.1.1

OBJECTIVE	PSYCHOMOTOR SKILL	INSTRUCTOR INITIALS	DATE
5.1.2	Perform donning personal protective clothing and prepare for use within one minute		
5.1.2	Perform doffing personal protective clothing and prepare for reuse		
5.1.2	Demonstrate appropriate knowledge and skills throughout performance of the job performance requirements (JPRs) defined in Sections 5.2 through 5.5 of "NFPA 1001"		

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: COMMUNICATIONS</b>	<b>NFPA STANDARD: 5.2.1, 5.2.2, 5.2.3, and 5.2.4</b>
---------------------------------	------------------------------------------------------

The ability to initiate responses, receiving telephone calls, and using fire department communications equipment to correctly relay verbal or written information. Receive a telephone call, given a fire department phone, so that procedures for answering the phone are used and the caller's information is relayed. Transmit and receive messages via the fire department radio, given a fire department radio and operating procedures, so that the information is accurate, complete, clear, and relayed within the time established. Activate an emergency call for assistance, given vision obscured conditions, personal protective equipment (PPE), and department SOPs, so that the firefighter can be located and rescued.

<b>COGNITIVE SKILL</b>	<b>NFPA REFERENCE</b>
Outline the procedures for reporting an emergency	5.2.1
Clarify departmental standard operating procedures for taking and receiving alarms, radio codes or procedures, and information needs of dispatch center	5.2.1
Understand how to operate fire department communications equipment, relay information, and record information	5.2.1
Outline a fire department's procedures for answering non-emergency telephone calls	5.2.2
Discuss departmental radio procedures and etiquette for routine traffic, emergency traffic, and emergency evacuation signals	5.2.3

<b>OBJECTIVE</b>	<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
5.2.2	Apply the ability to operate fire station telephone and intercom equipment		
5.2.3	Display the ability to operate radio equipment and discriminate between routine and emergency traffic		
5.2.4	Demonstrate a MAYDAY call		

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: SELF CONTAINED BREATHING APPARATUS (SCBA)</b>	<b>NFPA STANDARD: 5.3.1</b>
------------------------------------------------------------	-----------------------------

Use self-contained breathing apparatus (SCBA) during emergency operations, given SCBA and other personal protective equipment, so that the SCBA is correctly donned, the SCBA is correctly worn, controlled breathing techniques are used, emergency procedures are enacted if the SCBA fails, all low-air warnings are recognized, respiratory protection is not intentionally compromised, and hazardous areas are exited prior to air depletion.

<b>COGNITIVE SKILL</b>
Describe the donning of personal protective equipment
Describe the doffing of personal protective equipment
Explain the conditions that require respiratory protection
Discuss the uses and limitation of SCBA
Distinguish between the components of SCBA
List and discuss breathing techniques while wearing the SCBA
Discuss the indications for and emergency procedures used with SCBA
Recognize the physical requirements of the SCBA wearer

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to control breathing		
Replace a depleted air cylinder with a full air cylinder		
Exit a restricted area wearing full protective gear including SCBA		
Demonstrate emergency procedures in the event of SCBA failure or air depletion		
Don all personal protective clothing and equipment correctly within two minutes breathing air and pass device activated		

## FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

**CATEGORY: RESPONSE SAFETY AND SCENE CONTROL**

**NFPA STANDARD: 5.3.2, 5.3.3**

Respond on apparatus to an emergency scene, given personal protective clothing and other necessary personal protective equipment, so that the apparatus is correctly mounted and dismounted, seat belts are used while the vehicle is in motion, and other personal protective equipment is correctly used.

Establish and operate in work areas at emergency scenes, given protective equipment, traffic and scene control devices, structure fire and roadway emergency scenes, traffic hazards and downed electrical wires, an assignment, and SOPs, so that procedures are followed, protective equipment is worn, protected work areas are established as directed using traffic and scene control devices, and the firefighter performs assigned tasks only in established, protected work areas.

COGNITIVE SKILL	NFPA REFERENCE
Discuss the mounting and dismounting procedures for riding fire apparatus	5.3.2
Describe the hazards and ways to avoid hazards associated with riding apparatus	5.3.2
Describe the practices that are prohibited on the apparatus	5.3.2
Explain the potential hazards involved in operating on emergency scenes including vehicle traffic, utilities, and environmental condition	5.3.3
Describe the proper procedures for dismounting the apparatus in traffic	5.3.3
Explain the procedures for safe operation at emergency scenes and use of protective equipment available for member's safety at designated emergency and work areas	5.3.3

OBJECTIVE	PSYCHOMOTOR SKILL	INSTRUCTOR INITIALS	DATE
5.3.2	List the types of department personal protective equipment and the means for usage		
5.3.2	Demonstrate the ability to use each piece of provided safety equipment		
5.3.3	Demonstrate the ability to use personal protective clothing		
5.3.3	Perform the deployment of traffic and scene control devices		
5.3.3	Perform a dismount of the apparatus and operate in the protected work area as directed		



**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: FORCIBLE ENTRY AND EXIT HAZARD</b>	<b>NFPA STANDARD: 5.3.4, 5.3.5</b>
-------------------------------------------------	------------------------------------

Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry.

Exit a hazardous area as a team, given vision-obscured conditions, so that a safe haven is found before exhausting the air supply, others are not endangered, and the team integrity is maintained.

<b>COGNITIVE SKILL</b>	<b>NFPA REFERENCE</b>
Explain the basic construction of typical doors, windows, and walls within the department's community or service area	5.3.4
Explain the operation of doors, windows, and locks	5.3.4
Describe the dangers associated with forcing entry through doors, windows, and walls	5.3.4
Discuss the personal accountability systems, communication procedures, emergency evacuation methods, what constitutes a safe haven, elements that create or indicate a hazard, and emergency procedures for loss of air supply	5.3.5

<b>OBJECTIVE</b>	<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
5.3.4	Demonstrate how to carry, operate and use hand and power tools to force entry through doors, windows, and walls while using assorted methods and tools		
5.3.5	Demonstrate the ability to operate as a team member in vision-obscured conditions, locate and follow a guideline, conserve air supply, and evaluate areas for hazard and identify a safe haven		

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: GROUND LADDER</b>	<b>NFPA STANDARD: 5.3.6</b>
--------------------------------	-----------------------------

Set up ground ladders, given single and extension ladders, an assignment, and team members if needed, so that hazards are assessed, the ladder is stable, the angle is correct for climbing, extension ladders are extended to the necessary height with the fly locked, the top is placed against a reliable structural component, and the assignment is accomplished.

<b>COGNITIVE SKILL</b>
Discuss the parts of a ladder
Explain the hazards associated with setting up ladders
Explain what constitutes a stable foundation for ladder placement
Describe the different angle of various tasks
Discuss the safety limits to the degree of angulations
Explain what constitutes a reliable structural component for top placement

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to carry a ladder, raise a ladder, extend a ladder, and lock flies		
Establish with certainty that a wall and roof will support the ladder		
Determine the correct extension ladder for a given height and properly place the ladder to avoid obvious hazards		
Demonstrate the ability to correctly climb a ladder		

## FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

**CATEGORY: VEHICLE FIRE**

**NFPA STANDARD: 5.3.7**

Attack a passenger vehicle fire operating as a member of a team, given personal protective equipment, attack line, and hand tools, so that hazards are avoided, leaking flammable liquids are identified and controlled, protection from flash fires is maintained, all vehicle compartments are overhauled, and the fire is extinguished.

### COGNITIVE SKILL

Describe the principals of fire streams as they relate to fighting automobile fires

Discuss the precautions to be followed when advancing hose lines toward an automobile

Explain the observable results that a fire stream has been properly applied

List the identifying alternative fuels and the hazards associated with them

Discuss the dangerous conditions created during an automobile fire

List the common types of accidents or injuries related to fighting automobile fires and how to avoid them

Explain how to access locked passenger, trunk, and engine compartment

Describe the methods for overhauling an automobile

### PSYCHOMOTOR SKILL

**INSTRUCTOR  
INITIALS**

**DATE**

Demonstrate the ability to identify automobile fuel type

Demonstrate the ability to assess and control fuel leak

Demonstrate the ability to open, close, and adjust the flow and pattern on nozzles

Perform the application of water for maximum effectiveness while maintaining flash fire protection

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: EXTERIOR FIRE</b>	<b>NFPA STANDARD: 5.3.8</b>
--------------------------------	-----------------------------

Extinguish fires in exterior Class A materials, given fires in stacked or piled and small unattached structures or storage containers that can be fought from the exterior, attack lines, hand tools and master stream devices, and an assignment, so that exposures are protected, the spread of fire is stopped, collapse hazards are avoided, water application is effective, the fire is extinguished, and signs of the origin area(s) and arson are preserved.

<b>COGNITIVE SKILL</b>
Describe the types of attack lines and water streams appropriate for attacking Class A fires associated with stacked and piled materials and outdoor fires
Describe the types of attack lines and water streams appropriate for attacking Class A fires associated with outdoor fires
Explain the dangers such as collapse associated with stacked and piled materials
Describe the various extinguishing agents and their effect on different material configurations
Describe the tools and methods to use in breaking up various types of materials
Explain the difficulties related to complete extinguishment of stacked and piled materials
Describe the water application methods for exposure protection and fire extinguishment
Explain the dangers such as exposure to toxic or hazardous materials associated with storage building and container fires
Describe the obvious signs of origin and cause
Describe the techniques used for the preservation of fire cause evidence

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Recognize inherent hazards related to the material's configuration		
Demonstrate the ability to control and / or extinguish a Class A fire within a structure		
Perform the operation of hand lines or master streams		
Perform the task of breaking up material using hand tools and water streams		
Demonstrate an evaluation for complete extinguishment		
Perform the operation of hose lines and other water application devices		
Demonstrate the evaluation and modification of water application for maximum penetration		
Demonstrate the steps to search for and expose hidden fire		
Demonstrate the steps to assess burn patterns for origin determination		

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: SEARCH AND RESCUE</b>	<b>NFPA STANDARD: 5.3.9</b>
------------------------------------	-----------------------------

Conduct a search and rescue in a structure operating as a member of a team, given an assignment, obscured vision conditions, personal protective equipment, a flashlight, forcible entry tools, hose lines, and ladders when necessary, so that ladders are correctly placed when used, all assigned areas are searched, all victims are located and removed, team integrity is maintained, and team members' safety — including respiratory protection — is not compromised.

<b>COGNITIVE SKILL</b>
Discuss the use of forcible entry tools during rescue operation
Explain the ladder operations for rescue
Discuss the psychological effects of operating in obscured conditions and ways to manage them
Distinguish the methods to determine if an area is tenable
Describe primary and secondary search techniques
Describe the team members' roles and goals
Discuss the methods to use and indicators of finding victims
Describe the victims removal methods including various carries
Explain the considerations related to respiratory protection

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the set up and use different types of ladders for various types of rescue operations		
Perform the rescue a firefighter with functioning respiratory protection		
Perform the rescue a firefighter whose respiratory protection is not functioning		
Perform the rescue of a person who has no respiratory protection		
Demonstrate the ability to assess areas to determine tenability		

## FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

**CATEGORY: INTERIOR ATTACK**

**NFPA STANDARD: 5.3.10**

Attack an interior structure fire operating as a member of a team, given an attack line, ladders when needed, personal protective equipment, tools, and an assignment, so that team integrity is maintained, the attack line is deployed for advancement, ladders are correctly placed when used, access is gained into the fire area, effective water application practices are used, the fire is approached correctly, attack techniques facilitate suppression given the level of the fire, hidden fires are located and controlled, the correct body posture is maintained, hazards are recognized and managed, and the fire is brought under control.

### COGNITIVE SKILL

Discuss the principles of fire streams

Classify and discuss each type, design, operation, nozzle pressure effects, and flow capabilities of nozzles

Describe the precautions to be followed when advancing hose lines to a fire

List the observable results that a fire stream has been properly applied

Discuss the dangerous building conditions created by fire

Discuss the principles of exposure protection

Describe the potential long-term consequences of exposure to products of combustion

List the physical states of matter in which fuels are found

Describe the common types of accidents or injuries and their causes

Describe the application of each size and type of attack line

Explain the role of the backup team in a fire attack situation

Describe the attack and control techniques for grade level, above, and below grade levels, and exposing hidden fires

### PSYCHOMOTOR SKILL

**INSTRUCTOR  
INITIALS**

**DATE**

Demonstrate the ability to prevent water hammer when shutting down nozzles

Operate various nozzles from closed to open positions and adjust stream patterns along with flow rates

Demonstrate water application techniques using direct, indirect, and combination attacks

Advance and operate charged and uncharged lines 1 ½ inch (38mm) diameter or larger hose line up ladders and up and down interior and exterior stairway

Demonstrate how to extend hose lines

Demonstrate how to replace burst hose sections

Operate a charged hose line of 1 ½ inch (38mm) diameter or larger while secured to a ground ladder

Demonstrate how to couple and uncouple various hand line connections

Perform hose carry

Perform an attack on a fire at grade level, above, and below grade levels

Demonstrate the steps to locate and suppress interior wall and sub-floor fires

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: HORIZONTAL VENTILATION</b>	<b>NFPA STANDARD: 5.3.11</b>
-----------------------------------------	------------------------------

Perform horizontal ventilation on a structure operating as part of a team, given an assignment, personal protective equipment, ventilation tools, equipment, and ladders, so that the ventilation openings are free of obstructions, tools are used as designed, ladders are correctly placed, ventilation devices are correctly placed, and the structure is cleared of smoke.

<b>COGNITIVE SKILL</b>
Explain the principles, advantages, limitations, and effects of horizontal, mechanical, and hydraulic ventilation
Discuss safety considerations when ventilating a structure
Discuss fire behavior within a given structure
Describe the products of combustion found in a structure fire
Explain the signs, causes, effect, and prevention of backdrafts
Describe the relationship of oxygen concentration to life safety and fire growth

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to transport and operate ventilation tools, equipment, and ladders		
Demonstrate the procedures for safely breaking window glass, door glass, and removing obstructions		

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: VERTICAL VENTILATION</b>	<b>NFPA STANDARD: 5.3.12</b>
---------------------------------------	------------------------------

Perform vertical ventilation on a structure as part of a team, given an assignment, personal protective equipment, ground and roof ladders, and tools, so that ladders are positioned for ventilation, a specified opening is created, all ventilation barriers are removed, structural integrity is not compromised, products of combustion are released from the structure, and the team retreats from the area when ventilation is accomplished.

<b>COGNITIVE SKILL</b>
Discuss the methods of heat transfer
Describe the principles of thermal layering within the structure on fire
Discuss the techniques and safety precautions for venting flat roofs, pitched roofs, and basements
Explain the basic indicators of potential collapse or roof failure
Describe the effects on structural integrity of construction type and elapsed time under fire conditions
Discuss the advantages and disadvantages of vertical and trench / strip ventilation

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to transport and operate ventilation tools and equipment		
Demonstrate the ability to hoist ventilation tools to a roof		
Demonstrate the ability to cut roofing and flooring materials to vent flat roofs, pitched roofs, and basements		
Demonstrate the ability to sound a roof for integrity		
Demonstrate the ability to clear an opening with hand tools		
Demonstrate the ability to select, carry, deploy, and secure ground ladders for ventilation activities		
Demonstrate the deployment of a roof ladder on a pitched roof while secured to a ground ladder		
Perform a carry of ventilation-related tools and equipment while ascending and descending ladders		



**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: OVERHAUL</b>	<b>NFPA STANDARD: 5.3.13</b>
---------------------------	------------------------------

Overhaul a fire scene, given personal protective equipment, attack line, hand tools, a flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

<b>COGNITIVE SKILL</b>
List the types of fire attack lines and water application devices most effective for overhaul
Describe the water application methods for extinguishment that will limit water damage
List the types of tools and methods used to expose hidden fires
Discuss the danger associated with overhaul
Discuss the obvious signs of area of origin or signs of arson
List the reasons for protection of the fire scene

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to deploy and operate an attack line		
Demonstrate the steps for removing flooring, ceiling, and wall components to expose void spaces without compromising structural integrity		
Perform water application for maximum effectiveness		
Demonstrate the steps for exposing and extinguishing hidden fires in walls, ceiling, and sub-floor		
Display the steps needed to preserve evidence of a possible arson fire and reveal the point of origin of the fire		
Demonstrate how to evaluate for complete extinguishment		

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: SALVAGE</b>	<b>NFPA STANDARD: 5.3.14</b>
--------------------------	------------------------------

Conserve property as a member of a team, given salvage tools and equipment and an assignment, so that the building and its contents are protected from further damage.

<b>COGNITIVE SKILL</b>
Discuss the purpose of property conservation and its value to the public
Describe the methods used to protect property
List the types of and uses for salvage covers
Discuss the operations at properties protected with automatic sprinklers
Describe how to stop the flow of water from automatic sprinkler head
Discuss the identification of main control valves on an automatic sprinkler system
Discuss forcible entry issues related to salvage

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to cluster furniture		
Demonstrate how to deploy covering materials		
Demonstrate how to roll and fold salvage covers for reuse		
Demonstrate how to construct water chutes and catch-alls		
Demonstrate the procedures for removing water		
Demonstrate how to cover building openings, including doors, windows, floor openings, and roof openings		
Perform the steps to separate, remove, and relocate charred material to a safe location while protecting the point of origin for fire cause determination		
Demonstrate how to stop the flow of water from a sprinkler head with sprinkler wedges or stoppers		
Operate a main control valve on an automatic sprinkler system		

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: WATER SUPPLY</b>	<b>NFPA STANDARD: 5.3.15</b>
-------------------------------	------------------------------

Connect a fire department pumper to a water supply as a member of a team, given supply or intake hose, hose tools, and a fire hydrant or static water source, so that connections are tight and water flow is unobstructed.

<b>COGNITIVE SKILL</b>
Discuss loading and off-loading procedures for mobile water supply apparatus
Describe fire hydrant operation
Discuss suitable static water supply sources so that connections are tight and water flow is unobstructed

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to hand lay a supply hose		
Demonstrate how to connect and place hard suction hose for drafting operation		
Operate the deployment of portable water tanks as well as the equipment necessary to transfer water between and draft from them		
Perform hydrant-to-pumper hose connections for forward and reverse lays		
Connect supply hose to a hydrant and fully open and close the hydrant		

## FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

**CATEGORY: EXTINGUISHERS**

**NFPA STANDARD: 5.3.16**

Extinguish incipient Class A, Class B, and Class C fires, given a selection of portable fire extinguishers, so that the correct extinguisher is chosen, the fire is completely extinguished, and correct extinguisher-handling techniques are followed.

### **COGNITIVE SKILL**

List the classification of fire

List the types of rating system for and the risk associated with each class of fire

List the operating methods of and limitations of portable extinguishers

### **PSYCHOMOTOR SKILL**

**INSTRUCTOR  
INITIALS**

**DATE**

Demonstrate the ability to operate portable fire extinguisher

Demonstrate how to approach fire with portable fire extinguisher

Demonstrate how to select an appropriate extinguisher based on the size and type of fire

Demonstrate how to safely carry portable extinguisher

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: ILLUMINATING THE EMERGENCY SCENE</b>	<b>NFPA STANDARD: 5.3.17</b>
---------------------------------------------------	------------------------------

Illuminate the emergency scene, given fire service electrical equipment and an assignment, so that designated areas are illuminated and all equipment is operated within the manufacturer's listed safety precautions.

<b>COGNITIVE SKILL</b>
Discuss the safety principles and practices
Describe power supply capabilities and limitations
List the methods of light deployment

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to operate department power supply and lighting equipment		
Demonstrate how to deploy cords and connectors		
Demonstrate how to reset ground fault interrupter (GFI) devices		
Demonstrate how to locate lights for best effect		

## FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

<b>CATEGORY: SECURING BUILDING UTILITIES</b>
----------------------------------------------

<b>NFPA STANDARD: 5.3.18</b>
------------------------------

Turn off building utilities, given tools and an assignment, so that the assignment is safely completed.

<b>COGNITIVE SKILL</b>
------------------------

List the properties, principles, and safety concerns for electricity, gas, and water system
---------------------------------------------------------------------------------------------

List the methods for utility disconnect and associated dangers
----------------------------------------------------------------

Describe the use of required safety equipment
-----------------------------------------------

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
--------------------------	----------------------------	-------------

Demonstrate the ability to identify utility control devices		
-------------------------------------------------------------	--	--

Operate control valves or switches		
------------------------------------	--	--

Perform an assessment for related hazards		
-------------------------------------------	--	--

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: GROUND COVER FIRE</b>	<b>NFPA STANDARD: 5.3.19</b>
------------------------------------	------------------------------

Combat a ground cover fire operating as a member of a team, given protective clothing, SCBA (if needed), hose lines, extinguishers or hand tools, and an assignment, so that threats to property are reported, threats to personal safety are recognized, retreat is quickly accomplished when warranted, and the assignment is completed.

<b>COGNITIVE SKILL</b>
List the types of ground cover fires
Describe the parts of ground cover fires
List the methods to contain or suppress ground cover fires
Discuss the safety principles and practices

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the steps to determine exposure threats based on fire spread potential and protect exposures		
Demonstrate the steps explaining how to construct a fire line or extinguish with hand tools and maintain integrity of established fire lines		
Demonstrate the steps to suppress ground cover fires using water		

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: HOISTING TOOLS &amp; EQUIPMENT</b>	<b>NFPA STANDARD: 5.3.20</b>
-------------------------------------------------	------------------------------

Tie a knot appropriate for hoisting tools, given personnel protective equipment, tools, ropes, and an assignment, so that the knots used are appropriate for hoisting tools securely and as directed.

<b>COGNITIVE SKILL</b>
Discuss knot types and usages
Describe the differences between life safety and utility rope
Explain the reasons for placing rope out of service
Discuss the types of knots to use for given tools, ropes, or situations
Describe hoisting methods for tools and equipment
Discuss the use of ropes to support response activities

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the hoisting methods for tools and equipment		
Demonstrate hoisting tools and equipment using ropes and the correct knots and / or hitches		



**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: CLEAN AND CHECK EQUIPMENT</b>	<b>NFPA STANDARD: 5.5.1</b>
--------------------------------------------	-----------------------------

Clean and check ladders, ventilation equipment, SCBA, ropes, salvage equipment, and hand tools, given cleaning tools, cleaning supplies, and an assignment, so that equipment is clean and maintained according to manufacturer's or departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.

<b>COGNITIVE SKILL</b>
Describe how to inspect, clean, and store a rope
Describe how to inspect, clean, and maintain a ladder
Explain how to maintain salvage covers
Explain how to properly maintain PPE
List the types of cleaning methods for various tools and equipment
Describe the importance of inspecting, cleaning, and properly maintaining hand tools and equipment
Describe the importance of inspecting, cleaning, and properly maintaining power tools and equipment
Summarize safety precautions for refilling SCBA
Discuss the importance of SCBA inspection and testing to ensure that it is operational

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the steps for inspecting a SCBA		
Demonstrate the steps for cleaning and sanitizing a SCBA		
Demonstrate the ability to select the correct tools for various parts and pieces of equipment		
Demonstrate the ability to follow guidelines and complete recording and reporting procedures		

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: FIRE HOSE</b>	<b>NFPA STANDARD: 5.5.2</b>
----------------------------	-----------------------------

Clean, inspect, and return fire hose to service, given washing equipment, water, detergent, tools, and replacement gaskets, so that damage is noted and corrected, the hose is clean, and the equipment is placed in a ready state for service.

<b>COGNITIVE SKILL</b>
Discuss procedures for noting a defective hose and removing it from service
Describe appropriate cleaning methods
Discuss different hose rolls and loads

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to clean different types of hose		
Operate hose washing and drying equipment		
Demonstrate proper methods of marking defective hose		
Demonstrate how to replace a coupling gasket		
Demonstrate how to roll and reload hose		

The Firefighter I objectives listed above shall be completed by the student and verified by a certified instructor.

We attest that the Firefighter I training objectives listed above have been met and that all information provided is true and accurate to the best of our knowledge.

STUDENT NAME		COMPLETION DATE
INSTRUCTOR NAME	CERTIFICATION #	COMPLETION DATE

# FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

## HAZARDOUS MATERIALS OBJECTIVES

<b>CATEGORY: GENERAL - DETECTING THE PRESENCE OF HAZARDOUS MATERIALS / WEAPONS OF MASS DESTRUCTION (WMD)</b>	<b>NFPA STANDARD: 472: 4.2.1</b>
--------------------------------------------------------------------------------------------------------------	----------------------------------

Given examples of various situations, awareness level personnel shall identify those situations where hazardous materials / WMD are present by completing the following requirements.

<b>COGNITIVE SKILL</b>
Define Hazardous Materials
Discuss UN / DOT hazard classes and divisions
Describe the primary hazards of UN / DOT hazard classes and divisions
Discuss the difference between Hazardous Materials incidents and other incidents
Identify the typical occupancies and locations for Hazardous Materials
Identify the typical containers for Hazardous Materials
Discuss the markings and colorings that indicate Hazardous Materials for Transportation Markings, NFPA 704, Military, Special hazardous communication markings, Pipeline markings, and Container markings
Identify NFPA 704 colors, numbers, and special markings
Identify placards and labels
Discuss the material safety data sheets (MSDS) and shipping paper information for the following: a) Where to find b) Entries on an MSDS c) Entries on shipping papers d) Types of shipping papers e) Responsible persons for shipping papers f) Where to normally find shipping papers g) Where to find shipping papers in an emergency
Discuss the other clues that Hazardous Materials are present (using your senses)
Describe the limitations of using your senses
Discuss the locations that may become targets for criminals or terrorists
Describe the difference between chemical and biological incidents
Identify the indicators of possible criminal or terrorists activity using chemicals agents
Identify the indicators of possible criminal or terrorist activity using biological agents

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: SURVEYING THE INCIDENT FROM A SAFE LOCATION</b>	<b>NFPA STANDARD: 4.2.2</b>
--------------------------------------------------------------	-----------------------------

Given examples of hazardous materials / WMD incidents, awareness level personnel shall, from a safe location, identify the hazardous material(s) / WMD involved in each situation by name, UN / NA identification number, or type placard applied by completing the following requirements.

<b>COGNITIVE SKILL</b>
Identify the difficulties in determining specific names of Hazardous Materials in a facility or transportation incident
Identify sources for obtaining UN / NA numbers or placard information in a transportation incident
Identify the sources for obtaining names of Hazardous Materials in a facility

<b>CATEGORY: COLLECTING HAZARD INFORMATION AND INITIATING THE NOTIFICATION PROCESS</b>	<b>NFPA STANDARD: 472: 4.2.3, 4.4.2</b>
----------------------------------------------------------------------------------------	-----------------------------------------

Given the identity of various hazardous materials / WMD (name, UN / NA identification number, or type placard), awareness level personnel shall identify the fire, explosion, and health hazard information for each material by using the current edition of the DOT Emergency Response Guidebook by completing the following requirements.

<b>COGNITIVE SKILL</b>	<b>NFPA REFERENCE</b>
Identify the three methods for determining the guidebook page for a hazardous material / WMD	4.2.3
Identify the two general types of hazards found on each guidebook page	4.2.3
Given scenarios involving hazardous materials / WMD incidents, awareness level personnel shall identify the initial notifications to be made and how to make them, consistent with the AHJ	4.4.2

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: SURVEYING HAZARDOUS MATERIALS / WMD INCIDENTS</b>	<b>NFPA STANDARD: 5.2.1 through 5.2.1.6</b>
----------------------------------------------------------------	---------------------------------------------

Given scenarios involving hazardous materials / WMD incidents, the operations level responder shall collect information about the incident to identify the containers, the materials involved, the surrounding conditions, and whether hazardous materials / WMD have been released by completing the requirements of 5.2.1.1 through 5.2.1.6.

<b>COGNITIVE SKILL</b>	<b>NFPA REFERENCE</b>
Given three examples each of liquid, gas, and solid hazardous material or WMD, including various hazard classes, operations level personnel shall identify the general shapes of containers in which the hazardous materials / WMD are typically found.	5.2.1.1
Given examples of the following tank cars, the operations level responder shall identify each tank car by type, as follows: (1) Cryogenic liquid tank cars (2) Non-pressure tank cars (general service or low pressure cars) (3) Pressure tank cars	5.2.1.1.1
Given examples of the following intermodal tanks, the operations level responder shall identify each intermodal tank by type, as follows: (1) Non-pressure intermodal tanks (2) Pressure intermodal tanks (3) Specialized intermodal tanks, including the following: (a) Cryogenic intermodal tanks (b) Tube modules	5.2.1.1.2
Given examples of the following cargo tanks, the operations level responder shall identify each cargo tank by type, as follows: (1) Compressed gas tube trailers (2) Corrosive liquid tanks (3) Cryogenic liquid tanks (4) Dry bulk cargo tanks (5) High pressure tanks (6) Low pressure chemical tanks (7) Non-pressure liquid tank	5.2.1.1.3
Given examples of the following storage tanks, the operations level responder shall identify each tank by type, as follows: (1) Cryogenic liquid tank (2) Non-pressure tank (3) Pressure tank	5.2.1.1.4
Given examples of the following non-bulk packaging, the operations level responder shall identify each package by type, as follows: (1) Bags (2) Carboys (3) Cylinders (4) Drums (5) Dewar flask (cryogenic liquids)	5.2.1.1.5
Given examples of the following packaging, the operations level responder shall identify the characteristics of each container or package by type as follows: (1) Intermediate bulk container (IBC) (2) Ton container	5.2.1.1.6
Given examples of the following radioactive material packages, the operations level responder shall identify the characteristics of each container or package by type, as follows: (1) Excepted (2) Industrial (3) Type A (4) Type B (5) Type C	5.2.1.1.7
Given examples of containers, the operations level responder shall identify the markings that differentiate one container from another.	5.2.1.2

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<p>Given examples of the following marked transport vehicles and their corresponding shipping papers, the operations level responder shall identify the following vehicle or tank identification marking:</p> <ul style="list-style-type: none"> <li>(1) Highway transport vehicles, including cargo tanks</li> <li>(2) Intermodal equipment, including tank containers</li> <li>(3) Rail transport vehicles, including tank cars</li> </ul>	5.2.1.2.1
<p>Given examples of facility containers, the operations level responder shall identify the markings indicating container size, product contained, and / or site identification numbers.</p>	5.2.1.2.2
<p>Given examples of hazardous materials incidents, the operations level responder shall identify the name(s) of the hazardous material(s) in 5.2.1.3.1 through 5.2.1.3.3.</p>	5.2.1.3
<p>The operations level responder shall identify the following information on a pipeline marker:</p> <ul style="list-style-type: none"> <li>(1) Emergency telephone number</li> <li>(2) Owner</li> <li>(3) Product</li> </ul>	5.2.1.3.1
<p>Given a pesticide label, the operations level responder shall identify each of the following pieces of information, then match the piece of information to its significance in surveying hazardous materials incidents:</p> <ul style="list-style-type: none"> <li>(1) Active ingredient</li> <li>(2) Hazard statement</li> <li>(3) Name of pesticide</li> <li>(4) Pest control product (PCP) number (in Canada)</li> <li>(5) Precautionary statement</li> <li>(6) Signal word</li> </ul>	5.2.1.3.2
<p>Given a label for a radioactive material, the operations level responder shall identify the type or category of label, contents, activity, transport index, and criticality safety index as applicable.</p>	5.2.1.3.3
<p>The operations level responder shall identify and list the surrounding conditions that should be noted when a hazardous materials / WMD incident is surveyed.</p>	5.2.1.4
<p>The operations level responder shall describe ways to verify information obtained from the survey of a hazardous materials / WMD incident.</p>	5.2.1.5
<p>The operations level responder shall identify at least three additional hazards that could be associated with an incident involving terrorist or criminal activities.</p>	5.2.1.6

## FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

<b>CATEGORY: COLLECTING HAZARD AND RESPONSE INFORMATION</b>	<b>NFPA STANDARD: 5.2.2</b>
-------------------------------------------------------------	-----------------------------

Given scenarios involving known hazardous materials / WMD, the operations level responder shall collect hazard and response information using MSDS, CHEMTREC / CANUTEC / SETIQ, governmental authorities, and shippers and manufacturers by completing the following requirements:

### COGNITIVE SKILL

- (1) Match the definitions associated with the UN / DOT hazard classes and divisions of hazardous materials / WMD, including refrigerated liquefied gases and cryogenic liquids, with the class or division
- (2) Identify two ways to obtain an MSDS in an emergency
- (3) Using an MSDS for a specified material, identify the following hazard and response information:
  - (a) Physical and chemical characteristics
  - (b) Physical hazards of the material
  - (c) Health hazards of the material
  - (d) Signs and symptoms of exposure
  - (e) Routes of entry
  - (f) Permissible exposure limits
  - (g) Responsible party contact
  - (h) Precautions for safe handling (including hygiene practices, protective measures, and procedures for cleanup of spills and leaks)
  - (i) Applicable control measures, including personal protective equipment
  - (j) Emergency and first-aid procedures
- (4) Identify the following:
  - (a) Type of assistance provided by CHEMTREC / CANUTEC / SETIQ and governmental authorities
  - (b) Procedure for contacting CHEMTREC / CANUTEC / SETIQ and governmental authorities
  - (c) Information to be furnished to CHEMTREC / CANUTEC / SETIQ and governmental authorities
- (5) Identify two methods of contacting the manufacturer or shipper to obtain hazard and response information
- (6) Identify the type of assistance provided by governmental authorities with respect to criminal or terrorist activities involving the release or potential release of hazardous materials / WMD
- (7) Identify the procedure for contacting local, state, and federal authorities as specified in the emergency response plan and / or standard operating procedures
- (8) Describe the properties and characteristics of the following:
  - (a) Alpha radiation
  - (b) Beta radiation
  - (c) Gamma radiation
  - (d) Neutron radiation

## FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

**CATEGORY: PREDICTING THE LIKELY BEHAVIOR OF A MATERIAL AND ITS CONTAINER**

**NFPA STANDARD: 5.2.3**

Given scenarios involving hazardous materials / WMD incidents, each with a single hazardous material / WMD, the operations level responder shall describe the likely behavior of the material or agent and its container by completing the following requirements:

### COGNITIVE SKILL

- (1) Use the hazard and response information obtained from the current edition of the DOT Emergency Response Guidebook, MSDS, CHEMTREC / CANUTEC / SETIQ, governmental authorities, and shipper and manufacturer contacts, as follows:
  - (a) Match the following chemical and physical properties with their significance and impact on the behavior of the container and its contents:
    - i. Boiling point
    - ii. Chemical reactivity
    - iii. Corrosivity (pH)
    - iv. Flammable (explosive) range [lower explosive limit (LEL) and upper explosive limit (UEL)]
    - v. Flash point
    - vi. Ignition (autoignition) temperature
    - vii. Particle size
    - viii. Persistence
    - ix. Physical state (solid, liquid, gas)
    - x. Radiation (ionizing and non-ionizing)
    - xi. Specific gravity
    - xii. Toxic products of combustion
    - xiii. Vapor density
    - xiv. Vapor pressure
    - xv. Water solubility
  - (b) Identify the differences between the following terms:
    - i. Contamination and secondary contamination
    - ii. Exposure and contamination
    - iii. Exposure and hazard
    - iv. Infectious and contagious
    - v. Acute effects and chronic effects
    - vi. Acute exposures and chronic exposures
- (2) Identify three types of stress that can cause a container system to release its contents
- (3) Identify five ways in which containers can breach
- (4) Identify four ways in which containers can release their Contents
- (5) Identify at least four dispersion patterns that can be created upon release of a hazardous material
- (6) Identify the time frames for estimating the duration that hazardous materials / WMD will present an exposure risk
- (7) Identify the health and physical hazards that could cause harm
- (8) Identify the health hazards associated with the following terms:
  - (a) Alpha, beta, gamma, and neutron radiation
  - (b) Asphyxiant
  - (c) Carcinogen
  - (d) Convulsant
  - (e) Corrosive
  - (f) Highly toxic
  - (g) Irritant
  - (h) Sensitizer, allergen
  - (i) Target organ effects
  - (j) Toxic



**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

- (9) Given the following, identify the corresponding UN / DOT hazard class and division:
- (a) Blood agents
  - (b) Biological agents and biological toxins
  - (c) Choking agents
  - (d) Irritants (riot control agents)
  - (e) Nerve agents
  - (f) Radiological materials
  - (g) Vesicants (blister agents)

## FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

<b>CATEGORY: ESTIMATING POTENTIAL HARM</b>	<b>NFPA STANDARD: 5.2.4</b>
--------------------------------------------	-----------------------------

Given scenarios involving hazardous materials / WMD incidents, the operations level responder shall describe the potential harm within the endangered area at each incident by completing the following requirements:

<b>COGNITIVE SKILL</b>
------------------------

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>(1) Identify a resource for determining the size of an endangered area of a hazardous materials / WMD incident</li><li>(2) Given the dimensions of the endangered area and the surrounding conditions at a hazardous materials / WMD incident, describe the number and type of exposures within that endangered area</li><li>(3) Identify resources available for determining the concentrations of a released hazardous materials / WMD within an endangered area</li><li>(4) Given the concentrations of the released material, describe the factors for determining the extent of physical, health, and safety hazards within the endangered area of a hazardous materials / WMD incident</li><li>(5) Describe the impact that time, distance, and shielding have on exposure to radioactive materials specific to the expected dose rate</li></ol> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<b>CATEGORY: DESCRIBING RESPONSE OBJECTIVES</b>	<b>NFPA STANDARD: 5.3.1</b>
-------------------------------------------------	-----------------------------

Given at least two scenarios involving hazardous materials / WMD incidents, the operations level responder shall describe the response objectives for each example by completing the following requirements:

<b>COGNITIVE SKILL</b>
------------------------

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>(1) Given an analysis of a hazardous materials / WMD incident and the exposures, describe the number of exposures that could be saved with the resources provided by the AHJ</li><li>(2) Given an analysis of a hazardous materials / WMD incident, describe the steps for determining response objectives</li><li>(3) Describe how to assess the risk to a responder for each hazard class in rescuing injured persons at a hazardous materials / WMD incident</li><li>(4) Describe the potential for secondary attacks and devices at criminal or terrorist events</li></ol> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

<b>CATEGORY: IDENTIFYING ACTION OPTIONS</b>	<b>NFPA STANDARD: 5.3.2</b>
---------------------------------------------	-----------------------------

Given examples of hazardous materials / WMD incidents (facility and transportation), the operations level responder shall identify the options for each response objective and shall meet the following requirements:

<b>COGNITIVE SKILL</b>
------------------------

- |                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (1) Identify the options to accomplish a given response objective<br>(2) Describe the prioritization of emergency medical care and removal of victims from the hazard area relative to exposure and contamination concerns |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<b>CATEGORY: DETERMINING SUITABILITY OF PERSONAL PROTECTIVE EQUIPMENT</b>	<b>NFPA STANDARD: 5.3.3</b>
---------------------------------------------------------------------------	-----------------------------

Given examples of hazardous materials / WMD incidents, including the names of the hazardous materials / WMD involved and the anticipated type of exposure, the operations level responder shall determine whether available personal protective equipment is applicable to performing assigned tasks by completing the following requirements:

<b>COGNITIVE SKILL</b>
------------------------

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (1) Identify the respiratory protection required for a given response option and the following:<br>(a) Describe the advantages, limitations, uses, and operational components of the following types of respiratory protection at hazardous materials / WMD incidents:<br>i. Positive pressure self-contained breathing apparatus (SCBA)<br>ii. Positive pressure air-line respirator with required escape unit<br>iii. Closed-circuit SCBA<br>iv. Powered air-purifying respirator (PAPR)<br>v. Air-purifying respirator (APR)<br>vi. Particulate respirator<br>(b) Identify the required physical capabilities and limitations of personnel working in respiratory protection<br>(2) Identify the personal protective clothing required for a given option and the following:<br>(a) Identify skin contact hazards encountered at hazardous materials / WMD incidents<br>(b) Identify the purpose, advantages, and limitations of the following types of protective clothing at hazardous materials / WMD incidents:<br>i. Chemical-protective clothing such as liquid splash-protective clothing and vapor-protective clothing<br>ii. High temperature-protective clothing such as proximity suit and entry suits<br>iii. Structural fire-fighting protective clothing |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

<b>CATEGORY: IDENTIFYING DECONTAMINATION ISSUES</b>	<b>NFPA STANDARD: 5.3.4</b>
-----------------------------------------------------	-----------------------------

Given scenarios involving hazardous materials / WMD incidents, the operations level responder shall identify when decontamination is needed by completing the following requirements:

<b>COGNITIVE SKILL</b>
------------------------

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>(1) Identify ways that people, personal protective equipment, apparatus, tools, and equipment become contaminated</li><li>(2) Describe how the potential for secondary contamination determines the need for decontamination</li><li>(3) Explain the importance and limitations of decontamination procedures at hazardous materials incidents</li><li>(4) Identify the purpose of emergency decontamination procedures at hazardous materials incidents</li><li>(5) Identify the methods, advantages, and limitations of emergency decontamination procedures</li></ol> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

**CATEGORY: ESTABLISHING SCENE CONTROL**

**NFPA STANDARD: 5.4.1**

Given two scenarios involving hazardous materials / WMD incidents, the operations level responder shall explain how to establish and maintain scene control, including control zones and emergency decontamination, and communications between responders and to the public by completing the following requirements:

**COGNITIVE SKILL**

- (1) Identify the procedures for establishing scene control through control zones
- (2) Identify the criteria for determining the locations of the control zones at hazardous materials / WMD incidents
- (3) Identify the basic techniques for the following protective actions at hazardous materials / WMD incidents:
  - (a) Evacuation
  - (b) Shelter-in-place
- (4) Demonstrate the ability to perform emergency decontamination
- (5) Identify the items to be considered in a safety briefing prior to allowing personnel to work at the following:
  - (a) Hazardous material incidents
  - (b) Hazardous materials / WMD incidents involving criminal activities
- (6) Identify the procedures for ensuring coordinated communication between responders and to the public

**CATEGORY: ESTABLISHING SCENE CONTROL**

**NFPA STANDARD: 5.4.2**

**COGNITIVE SKILL**

Given two scenarios involving hazardous materials / WMD incidents, the operations level responder shall describe the process to preserve evidence as listed in the emergency response plan and / or standard operating procedures.

## FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

**CATEGORY: INITIATING THE INCIDENT COMMAND SYSTEM**

**NFPA STANDARD: 5.4.3**

Given scenarios involving hazardous materials / WMD incidents, the operations level responder shall implement the incident command system as required by the AHJ by completing the following requirements:

### **COGNITIVE SKILL**

- (1) Identify the role of the operations level responder during hazardous materials / WMD incidents as specified in the emergency response plan and / or standard operating procedures
- (2) Identify the levels of hazardous materials / WMD incidents as defined in the emergency response plan
- (3) Identify the purpose, need, benefits, and elements of the incident command system for hazardous materials / WMD incidents
- (4) Identify the duties and responsibilities of the following functions within the incident management system:
  - (a) Incident safety officer
  - (b) Hazardous materials branch or group
- (5) Identify the considerations for determining the location of the incident command post for a hazardous materials / WMD incident
- (6) Identify the procedures for requesting additional resources at a hazardous materials / WMD incident
- (7) Describe the role and response objectives of other agencies that respond to hazardous materials / WMD incidents

## FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

<b>CATEGORY: USING PERSONAL PROTECTIVE EQUIPMENT</b>
------------------------------------------------------

<b>NFPA STANDARD: 5.4.4</b>
-----------------------------

Given the personal protective equipment provided by the AHJ, the operations level responder shall describe considerations for the use of personal protective equipment provided by the AHJ by completing the following requirements:

<b>COGNITIVE SKILL</b>
------------------------

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>(1) Identify the importance of the buddy system</li><li>(2) Identify the importance of the backup personnel</li><li>(3) Identify the safety precautions to be observed when approaching and working at hazardous materials / WMD incidents</li><li>(4) Identify the signs and symptoms of heat and cold stress and procedures for their control</li><li>(5) Identify the capabilities and limitations of personnel working in the personal protective equipment provided by the AHJ</li><li>(6) Identify the procedures for cleaning, disinfecting, and inspecting personal protective equipment provided by the AHJ</li><li>(7) Describe the maintenance, testing, inspection, and storage procedures for personal protective equipment provided by the AHJ according to the manufacturer's specifications and recommendations</li></ol> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<b>CATEGORY: EVALUATING THE STATUS OF PLANNED RESPONSE</b>
------------------------------------------------------------

<b>NFPA STANDARD: 5.5.1</b>
-----------------------------

Given two scenarios involving hazardous materials / WMD incidents, including the incident action plan, the operations level responder shall determine the effectiveness of the actions taken in accomplishing the response objectives and shall meet the following requirements:

<b>COGNITIVE SKILL</b>
------------------------

- |                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>(1) Identify the considerations for evaluating whether actions taken were effective in accomplishing the objectives</li><li>(2) Describe the circumstances under which it would be prudent to withdraw from a hazardous materials / WMD Incident</li></ol> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

<b>CATEGORY: COMMUNICATING THE STATUS OF PLANNED RESPONSE</b>
---------------------------------------------------------------

<b>NFPA STANDARD: 5.5.2</b>
-----------------------------

Given two scenarios involving hazardous materials / WMD incidents, including the incident action plan, the operations level responder shall report the status of the planned response through the normal chain of command by completing the following requirements:

<b>COGNITIVE SKILL</b>
------------------------

- |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>(1) Identify the procedures for reporting the status of the planned response through the normal chain of command</li><li>(2) Identify the methods for immediate notification of the incident commander and other response personnel about critical emergency conditions at the incident</li></ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<b>CATEGORY: IDENTIFYING CONTROL OPTIONS</b>
----------------------------------------------

<b>NFPA STANDARD: 6.6.3.1</b>
-------------------------------

Given examples of hazardous materials / WMD incidents, the operations level responder assigned to perform product control shall identify the options for each response objective by completing the following requirements as prescribed by the AHJ:

<b>COGNITIVE SKILL</b>
------------------------

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>(1) Identify the options to accomplish a given response objective</li><li>(2) Identify the purpose for and the procedures, equipment, and safety precautions associated with each of the following control techniques:<ul style="list-style-type: none"><li>(a) Absorption</li><li>(b) Adsorption</li><li>(c) Damming</li><li>(d) Diking</li><li>(e) Dilution</li><li>(f) Diversion</li><li>(g) Remote valve shutoff</li><li>(h) Retention</li><li>(i) Vapor dispersion</li><li>(j) Vapor suppression</li></ul></li></ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: SELECTING PERSONAL PROTECTIVE EQUIPMENT</b>	<b>NFPA STANDARD: 6.6.3.2</b>
----------------------------------------------------------	-------------------------------

<b>COGNITIVE SKILL</b>
Given the personal protective equipment provided by the AHJ, the operations level responder assigned to perform product control shall select the personal protective equipment required to support product control at hazardous materials / WMD incidents based on local procedures (see Section 6.2).

<b>CATEGORY: PERFORMING CONTROL OPTIONS</b>	<b>NFPA STANDARD: 6.6.4.2</b>
---------------------------------------------	-------------------------------

<b>COGNITIVE SKILL</b>
The operations level responder assigned to perform product control shall describe local procedures for going through the technical decontamination process.

The Hazardous Materials objectives listed above shall be completed by the student and verified by a certified instructor.

We attest that the Hazardous Materials training objectives listed above have been met and that all information provided is true and accurate to the best of our knowledge.

STUDENT NAME		COMPLETION DATE
INSTRUCTOR NAME	CERTIFICATION #	COMPLETION DATE

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

**LIFE SAFETY INITIATIVES OBJECTIVES**

<b>CATEGORY: COURAGE TO BE SAFE: SIXTEEN LIFE SAFETY INITIATIVES</b>	<b>REFERENCE: NATIONAL FALLEN FIREFIGHTERS - COURAGE TO BE SAFE®</b>
--------------------------------------------------------------------------	--------------------------------------------------------------------------

<b>COGNITIVE SKILL</b>
Define and advocate the need for a cultural change within the fire service relating to safety; incorporating leadership, management, supervision, accountability, and personal responsibility.
Discuss the personal and organizational accountability for health and safety throughout the fire service.
Explain the focus on integration of risk management with incident management at all levels, including strategic, tactical, and planning responsibilities.
Describe the importance of empowering all firefighters to stop unsafe practices.
Explain the significance of developing and implementing national standards for training, qualifications, and certification (including regular recertification) that are equally applicable to all firefighters based on the duties they are expected to perform.
Discuss the importance of developing and implementing national medical and physical fitness standards that are equally applicable to all firefighters, based on the duties they are expected to perform.
Explain the impact of a national research agenda and data collection system that relates to the 16 Firefighter Life Safety Initiatives.
Describe the utilization of available technology wherever it can produce higher levels of health and safety.
Discuss the significance of thoroughly investigating all firefighter fatalities, injuries, and near-misses.
Explain how grant programs should support the implementation of safe practices and procedures and / or mandate safe practices as an eligibility requirement.
Explain how national standards for emergency response policies and procedures should be developed and championed.
Discuss how national protocols for response to violent incidents should be developed and championed.
Describe why firefighters and their families must have access to counseling and psychological support.
Discuss how public education must receive more resources and be championed as a critical fire and life safety program.
Explain why advocacy must be strengthened for the enforcement of codes and the installation of home fire sprinklers.
Discuss how safety must be a primary consideration in the design of apparatus and equipment.

The Life Safety Initiatives objectives listed above shall be completed by the student and verified by a certified instructor.

We attest that the Life Safety Initiatives training objectives listed above have been met and that all information provided is true and accurate to the best of our knowledge.

STUDENT NAME		COMPLETION DATE
INSTRUCTOR NAME	CERTIFICATION #	COMPLETION DATE

## FIREFIGHTER II OBJECTIVES

**INSTRUCTIONS:**

The following pages shall be completed by certified fire instructors functioning under the auspices of the charter for each objective they observe. Instructors shall place their initials and date for each objective completed under their observation. **The documentation of these check-offs is required to be completed at time of evaluation.**

<b>CATEGORY: GENERAL</b>	<b>NFPA STANDARD: 6.1.1 &amp; 6.1.2</b>
--------------------------	-----------------------------------------

Responsibilities of the Firefighter II in assuming and transferring command within an incident management system, performing assigned duties in conformance with applicable NFPA and other safety regulations and AHJ procedures, and the role of a Firefighter II within the organization.

COGNITIVE SKILL	NFPA REFERENCE
Define the role and responsibilities of a Firefighter II	6.1.1
Describe the roles and responsibilities for assuming and transferring command within IMS	6.1.1
Discuss the responsibilities of the first-arriving firefighters	6.1.1
Define the applicable NFPA standards and other safety regulations	6.1.1

OBJECTIVE	PSYCHOMOTOR SKILL	INSTRUCTOR INITIALS	DATE
6.1.2	Demonstrate the ability to determine the need for command		
6.1.2	Organize and coordinate an incident management system until command is transferred		
6.1.2	Perform designated function within an assigned role in an IMS		

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: BASIC INCIDENT REPORT</b>	<b>NFPA STANDARD: 6.2.1</b>
----------------------------------------	-----------------------------

Complete a basic incident report, given the report forms, guidelines, and information, so that all pertinent information is recorded, the information is accurate, and the report is complete.

<b>COGNITIVE SKILL</b>
Describe the content requirements for basic incident reports
Explain the purpose and usefulness of accurate reports
Discuss the consequences of inaccurate reports
List how to obtain the necessary information and the required coding procedures

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to determine necessary codes		
Demonstrate the ability to proof reports and the technology necessary to complete reports		

<b>CATEGORY: COMMUNICATION</b>	<b>NFPA STANDARD: 6.2.2</b>
--------------------------------	-----------------------------

Communicate the need for team assistance, given fire department communications equipment, SOPs, and a team, so that the supervisor is consistently informed of team needs, departmental SOPs are followed, and the assignment is accomplished safely.

<b>COGNITIVE SKILL</b>
Discuss the standard operating procedures for alarm assignments and fire department radio communication procedures

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to operate fire department communication equipment		

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: IGNITABLE LIQUID FIRE</b>	<b>NFPA STANDARD: 6.3.1</b>
----------------------------------------	-----------------------------

Extinguish an ignitable liquid fire, operating as a member of a team, given an assignment, an attack line, personal protective equipment, a foam proportioning device, a nozzle, foam concentrates, and a water supply, so that the correct type of foam concentrate is selected for the given fuel and conditions, a properly proportioned foam stream is applied to the surface of the fuel to create and maintain a foam blanket, fire is extinguished, re-ignition is prevented, team protection is maintained with a foam stream, and the hazard is faced until retreat to safe haven is reached.

<b>COGNITIVE SKILL</b>
List the methods by which foam prevents or controls a hazard
Describe the principles by which foam is generated
Discuss the causes for poor foam generation and corrective measures
Describe the difference between hydrocarbon and polar solvent fuels and the concentrates that work on each
Describe the characteristics, uses, and limitations of firefighting foams
List the advantages and disadvantages of using fog nozzles versus foam nozzles for foam application
Discuss the techniques for foam stream application
Describe the hazard associated with foam usage
List the methods used to reduce or avoid hazards

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to prepare a foam concentrate supply for use		
Assemble foam stream components		
Demonstrate various foam application techniques		
Demonstrate how to approach and retreat from spills as part of a coordinated team		

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: INTERIOR ATTACK</b>	<b>NFPA STANDARD: 6.3.2</b>
----------------------------------	-----------------------------

Coordinate an interior attack line for a team’s accomplishment of an assignment in a structure fire, given attack lines, personnel, personal protective equipment, and tools, so that crew integrity is established; attack techniques are selected for the given level of the fire (e.g., attic, grade level, upper levels, or basement); attack techniques are communicated to the attack teams; constant team coordination is maintained; fire growth and development is continuously evaluated; search, rescue, and ventilation requirements are communicated or managed; hazards are reported to the attack teams; and incident command is apprised of changing conditions.

<b>COGNITIVE SKILL</b>
Discuss the selection of nozzle and hose for fire attack given different fire situations
Discuss the selection of adapters and appliances to be used for specific fireground situations
Describe the dangerous building conditions created by the fire and fire suppression activities
List the indicators of a building collapse
Discuss the effects of fire and fire suppression on wood, masonry (brick, block, stone), cast iron, steel, reinforced concrete, gypsum wallboard, glass, and plaster on lath
Describe search and rescue and ventilation procedures
List the indicators of structural instability
Discuss the suppression approaches and practices for various types of structural fires
Describe the association between specific tools and special forcible entry needs

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to assemble a team, choose attack techniques for various levels of fire (e.g., attic, grade level, upper level, basement), evaluate and forecast a fire's growth and development		
Select tools for forcible entry		
Demonstrate how to incorporate search and rescue procedures and ventilation procedures in the completion of the attack team efforts		
Display the ability to determine developing hazardous building or fire conditions		

## FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

**CATEGORY: FLAMMABLE GAS CYLINDER FIRE**

**NFPA STANDARD: 6.3.3**

Control a flammable gas cylinder fire, operating as a member of a team, given an assignment, a cylinder outside of a structure, an attack line, personal protective equipment, and tools, so that crew integrity is maintained, contents are identified, safe havens are identified prior to advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat.

### **COGNITIVE SKILL**

Discuss the characteristics of pressurized flammable gases

Describe the elements of a gas cylinder, effects of heat and pressure on closed cylinders

Describe the boiling liquid expanding vapor explosion (BLEVE) signs and effects

List the methods for identifying contents and how to identify safe havens before approaching flammable gas cylinder fires

Discuss the water stream usage and demands for pressurized cylinders fires

Discuss what to do if the fire is prematurely extinguished

Describe valve types and their operation

Explain the alternative actions related to various hazards and when to retreat

### **PSYCHOMOTOR SKILL**

**INSTRUCTOR  
INITIALS**

**DATE**

Demonstrate the ability to execute effective advances and retreats

Demonstrate various techniques for water application

Demonstrate the ability to assess cylinder integrity and changing cylinder conditions, operate control valves, and choose effective procedures when conditions change

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: PROTECT EVIDENCE</b>	<b>NFPA STANDARD: 6.3.4</b>
-----------------------------------	-----------------------------

Protect evidence of fire cause and origin, given a flashlight and overhaul tools, so that the evidence is noted and protected from further disturbance until investigators can arrive on the scene.

<b>COGNITIVE SKILL</b>
Discuss the methods to assess origin and cause
Discuss type of evidence and means to protect various types of evidence
Describe the role and relationship of Firefighter IIs, criminal investigators, and insurance investigators in fire investigations
Describe the effects and problems associated with removing property or evidence from the scene

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to locate the fire origin area, recognize possible causes, and protect the evidence		

<b>CATEGORY: EXTRICATE VICTIM</b>	<b>NFPA STANDARD: 6.4.1</b>
-----------------------------------	-----------------------------

Extricate a victim entrapped in a motor vehicle as part of a team, given stabilization and extrication tools, so that the vehicle is stabilized, the victim is disentangled without further injury, and hazards are managed.

<b>COGNITIVE SKILL</b>
Discuss the fire department's role at a vehicle accident
Describe points of strength and weakness in auto body construction
Discuss dangers associated with vehicle components and systems
Describe the uses and limitations of hand and power extrication equipment, and safety procedures when using various types of extrication equipment

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to operate hand and power tools used for forcible entry and rescue as designed		
Demonstrate the usage of cribbing and shoring material		
Choose and apply the appropriate techniques for moving or removing vehicle roofs, doors, windshields, windows, steering wheels or columns, and the dashboard		



**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: ASSIST RESCUE OPERATION TEAM</b>	<b>NFPA STANDARD: 6.4.2</b>
-----------------------------------------------	-----------------------------

Assist rescue operation teams, given standard operating procedures, necessary rescue equipment, and an assignment, so that procedures are followed, rescue items are recognized and retrieved in the time as prescribed by the AHJ, and the assignment is complete.

<b>COGNITIVE SKILL</b>
Discuss the firefighter's role at a technical rescue operation, the hazards associated with technical rescue operations, types and uses for rescue tools, and rescue practices and goals

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to identify and retrieve various types of rescue tools		
Demonstrate the ability to establish public barriers and assist rescue teams as a member of the team when assigned		

<b>CATEGORY: PERFORM FIRE SAFETY SURVEY</b>	<b>NFPA STANDARD: 6.5.1</b>
---------------------------------------------	-----------------------------

Perform a fire safety survey in an occupied structure, given survey forms and procedures, so that fire and life safety hazards are identified, recommendations for their correction are made to the occupant, and unresolved issues are referred to the proper authority.

<b>COGNITIVE SKILL</b>
Describe organizational policies and procedures
Discuss the common causes of fire and their prevention
Explain the importance of a public safety survey and public fire education programs to fire department public relations and the community and referral procedures

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to complete forms, recognize hazards, match findings to preapproved recommendations, and effectively communicate findings to occupants or referrals		

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: PRESENT FIRE SAFETY INFORMATION</b>	<b>NFPA STANDARD: 6.5.2</b>
--------------------------------------------------	-----------------------------

Present fire safety information to station visitors or small groups, given prepared materials, so that all information is presented, the information is accurate, and questions are answered or referred.

<b>COGNITIVE SKILL</b>
Describe parts of informational materials and how to use them
Discuss basic presentation skills and departmental standard operating procedures for giving fire station tours

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to document presentations and to use prepared materials		

<b>CATEGORY: PREPARE PRE-INCIDENT SURVEY</b>	<b>NFPA STANDARD: 6.5.3</b>
----------------------------------------------	-----------------------------

Prepare a pre-incident survey, given forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.

<b>COGNITIVE SKILL</b>
Describe the sources of water supply for fire protection
Discuss the fundamentals of fire suppression and detection systems
Discuss the common symbols used in diagramming construction features, utilities, hazards, and fire protection systems
Explain the departmental requirements for a pre-incident survey and form completion
Discuss the importance of accurate diagrams

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to identify the components of fire suppression and detection systems		
Complete a sketch of the site, buildings, and special features		
Demonstrate the ability to detect hazards and special considerations to include in the pre-incident sketch		
Demonstrate the ability to complete all related departmental forms		

## FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

**CATEGORY: MAINTAIN TOOLS / LIGHTING**

**NFPA STANDARD: 6.5.4**

Maintain power plants, power tools, and lighting equipment, given tools and manufacturers' instructions, so that equipment is clean and maintained according to manufacturer and departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.

### **COGNITIVE SKILL**

Discuss the types of cleaning methods

Explain the correct use of cleaning solvents

Describe manufacturer and departmental guidelines for maintaining equipment and its documentation

Explain problem reporting practices

### **PSYCHOMOTOR SKILL**

**INSTRUCTOR  
INITIALS**

**DATE**

Demonstrate the ability to select correct tools

Demonstrate the ability to follow guidelines

Demonstrate the ability to properly complete recording and reporting procedures

Demonstrate the ability to operate power plants, power tools, and lighting equipment

**FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET**

<b>CATEGORY: ANNUAL HOSE SERVICE TEST</b>	<b>NFPA STANDARD: 6.5.5</b>
-------------------------------------------	-----------------------------

Perform an annual service test on fire hose, given a pump, a marking device, pressure gauges, a timer, record sheets, and related equipment, so that procedures are followed, the condition of the hose is evaluated, any damaged hose is removed from service, and the results are recorded.

<b>COGNITIVE SKILL</b>
Discuss the procedures for safely conducting hose service testing
Describe the indicators that dictate any hose be removed from service
Describe the recording procedures for hose test results

<b>PSYCHOMOTOR SKILL</b>	<b>INSTRUCTOR INITIALS</b>	<b>DATE</b>
Demonstrate the ability to operate hose testing equipment and nozzles and to record results		

The Firefighter II objectives listed above shall be completed by the student and verified by a certified instructor.

We attest that the fire training objectives listed above have been met and that all information provided is true and accurate to the best of our knowledge.

STUDENT NAME		COMPLETION DATE
INSTRUCTOR NAME	CERTIFICATION #	COMPLETION DATE

In addition to meeting the requirements set forth above, the firefighter I or firefighter II student has successfully completed an "Emergency Vehicle Operator Course," and:

1. The course consisted of a minimum of sixteen hours.
2. The course was approved by the chartered program.
3. The course was consistent with the requirements of "NFPA 1002" and "NFPA 1451."

We attest that the fire training objectives listed above have been met and that all information provided is true and accurate to the best of our knowledge.

STUDENT NAME		COMPLETION DATE
INSTRUCTOR NAME	CERTIFICATION #	COMPLETION DATE

# FIREFIGHTER I AND II COURSE OBJECTIVES CHECK-OFF PACKET

## INSTRUCTOR AND PROGRAM DIRECTOR ATTESTATION:

The attached Firefighter I and II course objectives check-offs shall be completed by the student, verified by the certified lead fire instructor and by the charter program director.

We attest that the fire training objectives for the course listed on the cover page of this packet have been met and that all information provided is true and accurate to the best of our knowledge. We hereby give permission to the Ohio Department of Public Safety, Division of Emergency Medical Services to verify any of the above information.

LEAD INSTRUCTOR (PRINT NAME)	
LEAD INSTRUCTOR SIGNATURE <b>X</b>	DATE
PROGRAM DIRECTOR (PRINT NAME)	
PROGRAM DIRECTOR SIGNATURE <b>X</b>	DATE