**Firefighter training: S-130/S-190 field exercise objectives**

*Broken Bow, NE 2015*

Demonstrate proper travel procedures en route to and from a fire

Demonstrate:

Proper use, handling, and maintenance of hand tools

1. Constructing progressive and leap frog handline
2. Constructing simple and progressive hose lays
3. Using escape routes to promptly retreat to a safety zone
4. Participating in an “after action review”

When evaluating students, consider the following:

1. This is an introductory course
2. Students cannot learn everything there is to know in one training
3. Any experience the students get will be beneficial

**Fire exercise overview**

There will be several different skills tests either presented as stations or as one continuous exercise, each of which is made up of several tasks. Keep in mind that you will have the opportunity to run through each of these tasks with an instructor and clear up any uncertainties before performing them in front of an evaluator. In this topic, we’ll look sequentially at each required performance item for more information on the tasks you must perform**.**

**Note:**

* **The use of “squad leader” refers to the Chief of Party for a team of firefighters, not to be confused with ICS position FFT1 squad boss**
* **Parenthesis ( ) indicates team responsible for the delivery of leaning objectives**

**Preparedness, ICS, and Resources**

Make sure students are familiar with the incident command system (ICS) and how to follow the chain of command. They also need to be thoroughly familiar with their personal protective equipment (PPE).

**Transportation Safety**

Students need to know how to travel by foot. This includes being able to hike in a line while maintaining safe spacing.

**“Watch Out!” situations and LCES**

When dealing with “Watch out!” situations as well as lookouts, communications, escape routes, and safety zones (LCES), be sure students know how to:

1. Identify anchor points, escape routes, and safety zones
2. Call out hazards
3. Retreat to a safety zone

**Potential Hazards and Human Factors on the Fireline**

During the fire day, be sure to discuss:

1. Maintaining situational awareness and managing risk during incidents
2. Following procedures when accidents and injuries occur
3. Participating in after action reviews

**Hand Tools**

Students must be able to inspect and maintain their hand tools as well as be able to use them safely and effectively.

**Firing Devices**

Students must demonstrate techniques for igniting a fusee, igniting wildland fuel, and extinguishing the fusee.

**Preparedness—inspection, wear, and use of PPE**

You must demonstrate the proper inspection, wear, and use of the PPE assigned to you. PPE may include:

1. Fire resistant pants
2. Fire resistant shirt
3. Boots
4. Hard hat with chin strap
5. Gloves
6. Goggles
7. Shroud
8. Brush jacket
9. Ear plugs
10. Fire shelter
11. Headlamp
12. Fire-line pack (web gear)
13. Canteens

**Assemble and prepare for a response**

You must demonstrate how to assemble and prepare for a response to a wildland fire incident by:

1. Walking and working 10 ft. (3 m) or more away from other firefighters
2. Carrying tools and equipment properly
3. Wearing safety glasses at all times
4. Keeping your eyes on what is being cut
5. Ensuring a proper cutting angle to prevent ricochet

 Proper grip and stance

Passing other workers safely

Transferring the tool handle first

Storing tools safely when not in use

Not running with hand tools

**Radio communication, inspection, and operation**

Compliant with manufacturers’ specifications and local policies and procedures, you must demonstrate the proper inspection and operation of portable radios by:

1. Turning on the radio and adjusting volume
2. Finding the correct frequency
3. Using scan, radio groups, squelch, and repeater functions
4. Demonstrating troubleshooting for common problems, such as radio traffic overload, poor location, and battery change out
5. Starting each transmission with receiver’s call sign followed by your own call sign
6. Waiting for a response before sending a message
7. Using a break message every 30 seconds
8. Using clear text
9. Closing a call with the proper identifier

**Fire Shelter Practice Deployments**

On the fire day, students need to demonstrate how to inspect and deploy a practice fire shelter.

**Suppression**

Students need to be in the know about suppression activities, including:

1. Implementing a method of attack—direct versus indirect
2. Constructing progressive and leap frog lines
	* + - 1. Communicating fireline commands, such as bump, take more, take less, hold and improve, lick
				2. and go, and reverse tool order
3. Safe working practices around large or heavy equipment

**Fireline construction techniques**

You must demonstrate the ability to properly construct a fireline by:

1. Using proper hand tools and mechanized equipment
2. Removing surface and subsurface fuels down to mineral soil
3. Removing any snags and other aerial fuels
4. Scattering charred or burning material inside the burn area
5. Cooling adjacent fires with water or dirt
6. Covering rotten logs and stumps with dirt
7. Constructing a fireline as close to the fire edge as safety permits
8. Building control lines correctly for a fire burning up and down a slope
9. Recognizing all hazards and communicating them to the supervisor
10. Taking appropriate action

**Mop-Up and Patrol**

Students must be skilled and knowledgeable about:

1. Hotspotting teams and patrolling
2. Cold trailing
3. Trenching
4. Securing the perimeter after containment
5. Setting up grids in the green for spot fires
6. Following spot fire protocols—containing, securing, mopping up, and flagging
7. Following slopover procedures
8. Mopping up using both dry and wet techniques

**Inspection and use of fire shelters**

Compliant with manufacturers’ specifications and local policies and procedures, you must demonstrate the proper inspection and use of the fire shelter assigned to you.

There are six aspects to this performance task item:

1. Inspection
2. Site selection
3. Site improvement
4. Removing from case
5. Deployment
6. Entrapment procedures

**Fire shelter entrapment procedures**

After you deploy your shelter, you must demonstrate what you will do during the time you may be entrapped.

You must be able to:

1. Move the shelter once it has been deployed
2. Communicate with others in your crew
3. Stay in the shelter until you receive orders from your supervisor

**When dealing with snags, roots, stumps, and materials burning near the fireline, you must demonstrate these tasks when performing mop-up:**

1. Fell all snags that could cause spotting or fire spread across the line
2. Consider the potential problems from snags, punky logs (those with rotten or soft interiors), and fuel concentrations
3. outside the control line
4. Search for and dig out burning roots and stumps near the fireline
5. Cut unburned or partially burned brush near the line
6. Scatter concentrations of burning fuels to reduce heat and danger of spotting
7. Trench below, block, or turn logs, stumps, or similar material so they cannot roll

**Securing the fireline with a fusee**

You must demonstrate the ability to secure a fireline so that burning materials and unburned fuels that threaten the integrity of the fireline are located and abated. This involves the use of basic ignition devices according to manufacturers’ specifications and local policies and procedures.

During the optional performance evaluation, you may be asked to demonstrate the safe use of a fusee by:

1. Wearing proper personal protective equipment (PPE)
2. Gripping the fusee by the handle
3. Removing the striker cap
4. Igniting the fusee
5. Holding the fusee away from your body
6. Carrying the fusee in a downward position
7. Keeping the fusee on the burn side of the fireline
8. Extinguishing the fusee safely

 **You must demonstrate these items when performing mop-up:**

1. Start mop-up as soon as line construction and burn out are complete
2. Mop up the most threatening areas first
3. Allow quickly burning fuel to burn itself out
4. Mop up the entire area of small fires

Mop up far enough into the black on large fires to be certain no fire could blow, spot, or roll over the fireline

Search for smoldering spot fires and cold trailing

Use water sparingly, matching the amount of water used to the job

1. Scrape or stir the fuel while applying water when mopping up deep burning fuels, such as peat, *duff*, or needles

Add wetting agents or foam to water to increase its effectiveness

**Preparing a drip torch**

You must safely prepare the drip torch for use by:

1. Wearing proper PPE
2. Shaking the torch to mix fuel
3. Unscrewing the lock ring
4. Removing and securing the flow plug
5. Removing the spout from the tank
6. Inspecting the rubber gasket and fuel supply
7. Setting the spout upright with the wick facing opposite and away from the handle
8. Screwing the lock ring on tightly
9. Opening the air vent three-fourths of the way
10. Cleaning spilled fuel

**Reducing fire exposure threats to improved properties**

During the optional performance evaluation, you may be asked to describe the methods for reducing fire exposure threats to improved properties so that the improvements are protected. This involves gathering information on the incident conditions and reporting them properly. As a result of size-up information, you must be able to gather information on these conditions at or around the structure(s):

1. Distance from the fire
2. Terrain
3. Fuels
4. Construction features
5. Spacing between buildings
6. Accessibility
7. Power lines
8. Wind conditions
9. Terrain aspect
10. Time of day
11. Defensible space
12. Structural triage

**Patrol**

While demonstrating mop-up tasks, you may be asked to demonstrate the ability to patrol a fire by:

1. Watching for spot fires and preventing hot spots from breaking over the control line
2. Extinguishing any smoldering material you discover
3. Throwing smoldering materials into the black and allowing them to burn
4. Cold trailing where applicable

**Hose lays**

You must be able to demonstrate your ability to set up both progressive and simple hose lays by:

Using proper hand signals as illustrated in the Incident Response Pocket Guide (IRPG) Identifying commonly used fittings and hose Identifying potential hazards to a hose lay

Restricting the water flow of a charged line by using hose clamps

Using various nozzle settings

Demonstrating proper water application

Retrieving and storing hoses

**Water Use**

Students must be able to:

1. Use a backpack pump
2. Describe how engines are used in wildland fire fighting
3. Describe retardant and water drop procedures