

F-20: Application to Certify a Course

Guide to Certifying a Course

**FIRE CERTIFICATION
PROGRAM, DPSST
4190 Aumsville Hwy. SE
Phone 503-378-2100
Fax 503-378-4600**

New 07/2011

The F-20 Guide

The F-20 is to be completed when an applicant is seeking the approval of curriculum. DPSST only certifies “content courses”, which means the curriculum being submitted must meet the intent of the adopted standard(s) within the fire certification system. This also means the students must demonstrate acquired knowledge, skills, or ability within the course being offered. Agencies, organizations, or individuals requesting course certification at the content level must submit an Application for Certification of Course (F-20), accompanied by clearly-defined NFPA standards for job performance requirements, curriculum, detailed lesson plans, test questions or evaluation criteria, and evidence of instructor certification as provided in OAR 259-009-0080.

Curriculum submitted to DPSST becomes the property of DPSST. DPSST will retain it within our files as reference. No other agencies will have access to this curriculum, nor will DPSST share it with anyone. Once the course is certified, it remains certified for unlimited delivery for five years unless there is a significant change in the course content, number of hours or instructor(s), or unless it is decertified by DPSST. Whenever a course is deemed inadequate, DPSST has the authority to decertify a course. The course may be recertified when DPSST has been presented proof that the deficiencies have been corrected.

All courses will expire on December 31st of the fifth year after the initial approval date. Agencies, organizations, or individuals will request re-certification to continue a course for each additional five (5) years. This is accomplished by completing the F-20 and resubmitting to DPSST for approval. The F-20 is available on our web site at:

<http://www.oregon.gov/DPSST/FC/FireCertFormFree.shtml>

HOW TO COMPLETE THE F-20 FORM

- A. Select if the course is a:
 - a. **New Course** (not previously certified with DPSST Fire Certification) or;
 - b. **Recertification of Previous Course Number** (Indicate the previous course number)
 - c. **And** if the course is an **On Going Class** or **One time class** (Indicate the Date of Class)
- B. Complete the **Course Title** for the class. Titles are limited to 30 spaces for computer entry.
- C. Complete the **Total Hours** of the course.
- D. The **Sponsoring Agency** for the course is the Agency (Fire Department) or Private Company who “owns” or created the curriculum. The owner or creator of the curriculum is the only entity that may certify a course with DPSST.
- E. Complete the Contact Information including the **Contact Person, Title/Rank, Agency, Primary Phone, Secondary Phone, Street Address, Fax** number and **Email** address if available.
- F. The **Instructor Names** section can be completed to give permission to other individual’s to use this curriculum to instruct from. Please attach an instructor certification letter with the subjects/topics highlighted that the instructor will teach. Using additional paper if needed. In order for the instructor(s) to receive a Roster and Notice of Course Completion from DPSST an F-9F: Application to Instruct a Course will also need to be completed by each instructor, including the owner or creator of the curriculum submitting the F-20 form.

ATTACHMENTS TO THE APPLICATION

1. Instructor certification letters for each instructor with the instructor's subjects/topics highlighted.
 - a. Please see section F above for further explanation
2. Curriculum including Lesson Plans
 - a. **Lesson Plan** "A detailed guide used by an instructor for preparing and delivering instruction."¹
 - b. PowerPoint presentations are **not** considered curriculum.
 - c. Please see Appendix A and B for examples of Curriculum and Lesson Plans
3. Clearly-defined learning objectives, lesson outline, lesson summary, lesson title or topic, and evaluation criteria.
 - a. **Learning Objectives** "A goal that is achieved through the attainment of a skill, knowledge, or both, and that can be measured or observed."¹
 - b. **Lesson Outline** "The main body of the lesson plan. A chronological listing of the information presented in the lesson plan."¹
 - c. **Lesson Summary** "The part of the lesson plan that briefly reviews the information from the presentation and application sections."¹
 - d. **Lesson title or topic** "The part of the lesson plan that indicates the name or main subject of the lesson plan."¹
 - e. **Evaluations** "may take the form of a written test or a skill performance test. No matter which method of evaluation is used, the student must demonstrate competency without assistance."²
4. Indicate below which DPSST Fire Standards/Competencies this class meets.
 - a. Identify the NFPA or Oregon Standards that are applicable to this course. Please be specific and use additional paper for the application if needed.
 - b. For example: The course *NFPA Fire Instructor I - Missouri Edition* meets NFPA 1041 Chapter 4 (4.1 to 4.5)
 - c. If your curriculum does not meet the entire Chapter of a NFPA standard please list each individual section that the curriculum covers.

NOTES:

- For further information about curriculum and lesson plans please read the 2009 edition of Jones and Bartlett **Fire Service Instructor Principles and Practice** Chapter 6.
- Nationally recognized standards advise that individual who are certified as a NFPA Fire Instructor II, should be the authors or creators of curriculum. However, this does not prohibit a certified NFPA Fire Instructor I from submitting curriculum to DPSST for review.

¹ Jones and Bartlett. *Fire Service Instructor Principles and Practice*. 2009, p. 112.

² Jones and Bartlett, *Fire Service Instructor Principles and Practice*, 2009. p. 99

APPENDIX A

DRIVER/OPERATOR - AIRCRAFT RESCUE FIRE FIGHTING NFPA 1002

The following detailed lesson plans for Apparatus Driver/Operator - Aircraft Rescue Fire Fighter are based on NFPA 1002, Standard for Fire Department Vehicle Driver/Operator Professional, 1993 Edition. These lesson plans contain the same material that is covered in the Career Development Course for Driver/Operator ARFF. The material in these lesson plans follows natural learning simple to complex sequencing practices. Therefore, mastery of the material in the beginning is required before advancing to the latter lesson plans. The sequence of material in these detailed lesson plans is different from the Career Development Course and NFPA 1002 sequence, which were designed to serve other purposes.

It is recommended that you become familiar with NFPA 1002, Standard for Fire Department Vehicle Driver/Operator Professional Qualifications prior using these lesson plans. The following list identifies all Lesson Plans and the related NFPA 1002 Job Performance Requirements. Note that if some of the numbers appear more than once; this is because several of the Job Performance Requirements or their prerequisites have to be broken in parts and taught at different times. Finally, if only the Job Performance Requirement number is identified, then all the prerequisite knowledge and skills are covered in that lesson.

Lesson Plan 1

2-2.1
2-2.2

Lesson Plan 2

2-3.1 2-3.3.2
2-3.1.1 2-3.4
2-3.1.2 2-3.5
2-3.2.1 2-3.6
2-3.2.2 2-3.6.1
2-3.3 2-3.8
2-3.3.1

Lesson Plan 3

7-1.2
7-1.3
7-1.4
7-1.5

Lesson Plan 4

7-2

Lesson Plan 5

7-3 7-3.3
7-3.1 7-3.4
7-3.2 7-3.4.1

Lesson Plan 6

7-4

Lesson Plan 7

7-5
7-5.1
7-5.2

**EXAMPLE ONLY - EXCERPTS FROM NFPA 1002 - DOD CURRICULUM
NOT FOR REPRINT OR INDIVIDUAL USE**

DOD FIRE SERVICE CERTIFICATION SYSTEM

LESSON PLAN 1

Personnel Classification: Apparatus Driver/Operator - Aircraft Rescue and Fire Fighting Apparatus

Subject: Preventive Maintenance

NFPA 1002 Objectives

2-2.1
2-2.2

Training Materials/Equipment:

ARFF vehicle, service records used by the agency, including fire apparatus history card

References:

NFPA 1002: Fire Vehicle Operator Professional Qualifications, 1993 National Fire Protection Association, Quincy, Massachusetts

NFPA 414: Standard for Aircraft Rescue and Fire Fighting Vehicles, 1995 National Fire Protection Association, Quincy, Massachusetts.

NFPA 1500: Standard on Fire Department Occupational Safety and Health Programs, 1992 National Fire Protection Association, Quincy, Massachusetts

IFSTA, Aircraft Fire Protection and Rescue Procedures, 2nd Edition, 1992, Fire Protection Publications, Oklahoma State University.

IFSTA, Fire Department Pumping Apparatus, 7th Edition, 1989, Fire Protection Publications, Oklahoma State University.

IFSTA, Fire Stream Practices, 7th Edition, 1989, Fire Protection Publications, Oklahoma State University.

IFSTA, Water Supplies for Fire Protection, 4th Edition, 1988, Fire Protection Publications, Oklahoma State University.

Technical Order: Aircraft Crash and Structural Fire Fighting Truck (P-19, P-19A, P-19B)
(TO 36A12-8-17-1, TM 08674A-10/1, TM 5-2410-219-10, NAVFAC P-8-262.16-1), 16 June 1984, Departments of the Air Force, Army, and Navy, Washington, D.C.

NATOPS U.S. Navy Aircraft Firefighting and Rescue Manual (NAVAIR 00-80R-14).
1 May 1988, Naval Air Technical Services, Philadelphia, Pennsylvania.

Aircraft Emergency Rescue Information
(Fire Protection)
T.O. 003-105E-9
15 May 1995
Warner Robins AFB, GA

**EXAMPLE ONLY - EXCERPTS FROM NFPA 1002 - DOD CURRICULUM
NOT FOR REPRINT OR INDIVIDUAL USE**

Additional Information:

Applicable Technical Manuals

IFSTA Pumping Apparatus Series Videotapes, Fire Protection Publications, Oklahoma State University

Instructor Tasks

- Review lesson outline to ensure understanding of contents and procedures.
- Review references for lesson.
- Use additional references and your knowledge to enrich lesson outline.
- Select and prepare any additional audio-visual aids that may assist in the presentation of the lesson.
- Ensure that all equipment needed, including any audio-visual equipment, is available.
- Review lesson at end of session to ensure student understanding.
- Ensure that the topics and objectives of the lesson have been adequately covered.

INTRODUCTION AND OBJECTIVES

- I. Greet class
- II. State purpose of the lesson
- III. Establish relation to previous and following lessons
- IV. Review NFPA 1002 objectives for this lesson
- V. Review any additional materials for this lesson

EXAMPLE ONLY

PRESENTATION

LESSON OUTLINE

INSTRUCTOR NOTES

2-2.1. Preventive Maintenance

A. Routine Tests, Inspections, and Servicing Functions

1. Approach to an apparatus check

The majority of the information presented here is by automotive system: battery, coolant system, electrical system, etc. However, as ARFF Driver/Operators become more familiar with vehicle, it may be easier and quicker to approach the vehicle location by location: inside the cab, around the body, under the hood, etc.

B. Battery check procedure

1. Corrosion

- a. Check for corrosion around terminals and other areas surrounding the battery
- b. Wipe these clean to ensure maximum contact between battery and wires

2. Cell electrolyte level

- a. Check the water level of the battery and fill, if needed
- b. The fill point should at least cover plates
- c. Be sure water is between minimum and maximum fill levels

3. Specific gravity

- a. It is the density of the water which tells the driver/operator how charged the battery is
- b. To check; draw water from battery into a hydrometer

LESSON OUTLINE

INSTRUCTOR NOTES

- c. Read the measurement on the hydrometer which indicates whether the battery is charged enough to operate
- d. This must be done cell by cell
- 4. Test for voltage
 - a. Touch the voltmeter to the two terminals of the battery; be sure that the polarity is correct: red on red (positive) and black on black (negative)
 - b. Be sure voltmeter is set to the appropriate scale
- 5. Charging the battery
 - a. Charge the battery if the hydrometer indicates the battery is low
 - b. Identify polarity of battery to be charged (positive or negative ground)
 - c. Attach red charger cable to positive battery post
 - d. Attach black charger cable to negative battery post
 - e. Connect battery charger to a reliable power source (away from gasoline and other flammable vapors)
 - f. Set desired battery charging voltage and charging rate (if so equipped); switches on battery chargers should be in the OFF position when not in use
 - g. Use caution because hydrogen gas is produced during charging
 - h. Reverse procedure to disconnect the charger
- B. Brake system
 - 1. Air brakes
 - a. Pressure test by tapping the brake pedal
 - b. Check low air warning system
 - c. Check air chuck on rear of apparatus
 - 2. Emergency brakes
 - a. Check emergency brakes (hand brakes) for hold

LESSON OUTLINE

INSTRUCTOR NOTES

- C. Coolant system
 - 1. The coolant system protects both engine and pump
 - 2. For safety, be sure coolant is checked when the engine is entirely cool
 - 3. Procedure
 - a. Check the coolant color and level in the radiator and add fluid (if applicable)
 - b. Inspect the hoses for cracks or leaks
 - c. Flush the coolant system and add rust inhibitor (if applicable)
 - d. Check the radiator fan for loose or cracked blades
 - e. Check temperature gage reading with engine running

- D. Electrical system
 - 1. There are numerous electrical connections in an apparatus; damage from moisture or corrosion can render an electrical connection inoperative
 - 2. Lights
 - a. Operate headlight dimmer switch
 - b. Operate clearance, stop, and back up lights
 - c. Operate all compartment lights and switches
 - d. Operate warning lights and switches
 - e. Operate the floodlights and switches
 - 3. All motor-driven equipment should be started and run once a week
 - a. Operate rotating lights
 - b. Operate hose reel rewind
 - c. Operate apparatus controls
 - d. Operate header and defroster fan
 - e. Operate heater and/or air conditioner (if applicable)
 - f. Operate public address system and radio
 - g. Operate horn
 - h. Check audible and usual warning devices

LESSON OUTLINE

INSTRUCTOR NOTES

- E. Fuel system
1. A full tank of fuel; ensures maximum running time
 2. Procedure
 - a. Check fuel level, add fuel if needed
 - b. Check fuel pumps and filters periodically
 - c. Check fuel tank cap vent for blockage, clear if necessary
 - d. Drain moisture from fuel/water separator
- F. Hydraulic fluids
1. Be certain the fluid added is compatible with the fluid already in the reservoir; type of fluid needed is often printed on reservoir or check appropriate technical order
 2. Procedure
 - a. Wipe off lid of reservoir before opening to prevent contamination from water or other contaminants
 - b. Amount to be filled is also found in the appropriate technical order
 - c. Check master cylinder reservoir
 - d. Check power steering fluid reservoir (if applicable)
- G. Lubrication/oil levels
1. General
 - a. Prime objective of good maintenance
 - b. Proper lubrication saves maintenance and repair dollars; reduces out-of-service time
 - c. Oil gives protection against corrosion, foaming, sludging, and carbon accumulation
 - d. To protect oil from contamination, prevent any unnecessary engine starts

LESSON OUTLINE

INSTRUCTOR NOTES

2. Procedure
 - a. Check technical order for correct viscosity of the oil
 - b. Check engine oil level
 - c. Check exterior of engine for leaks
 - d. Check transmission oil level
 - e. Check exterior of transmission for leaks
 - f. Check all oil lines for leaks, corrosion or damage
 - g. Check differential oil levels
 - h. Check oil pressure with engine running
- H. Tires
 1. Check tires for cuts, breaks, and proper inflation and uneven wear
 2. Check valve stems for corrosion or damage
 3. Inflate tires to proper level as noted on tire
 4. Check lugs for tightness and rims for damage
- I. Steering system
 1. Check steering gear for excessive motion and periodically lubricate steering gear
 2. Check seals on steering gear
 3. Check fluid reservoir, add fluid if needed
 4. Check all lines and hoses for damage
- J. Belts
 1. Check to make sure belts are present
 2. Check belts for wear
 3. Check for proper tension
- K. Tools, appliances, and equipment
 1. General
 - a. Tools, appliances, and equipment refer to those items carried on the fire apparatus but not permanently attached to or a part of the apparatus
 - b. Most removable equipment is common to all fire equipment and should be checked daily

LESSON OUTLINE**INSTRUCTOR NOTES**

2. Procedure
 - a. Remove and (if applicable) clean any equipment attached to the apparatus
 - b. Check portable extinguishers by weighing or checking pressure gauge
 - c. Check hose loads for correct finishes
 - d. Inventory all nozzles and appliances
 - e. Check air pressure in self-contained breathing apparatus and spare bottles
 - f. Examine regulators and face pieces
 - g. Operate hand lights
 - h. Operate power tools
 - i. Operate hand tools
 - j. Check ground ladders
 - k. Check that the first-aid kit is complete
 - l. Check all tool mountings
 - m. Check fluid levels of all power tools/equipment
- L. Agent tank level
 1. Check the level by shining a flashlight onto surface
 2. Fill the agent tank to capacity
 - a. This should be done daily
 - b. At no time should tank be less than full
 3. Check the inside surface for corrosion and cleanliness
 4. Check the accuracy of agent level gauges compared to actual agent levels in the tank
 - a. If there is a difference between the two, alert appropriate maintenance facility immediately

LESSON OUTLINE

INSTRUCTOR NOTES

- M. Cab and Body
1. Check operation and condition of compartment doors
 2. Check weather seals around cab and compartment doors
 3. Check windshield washer solvent, add if needed
 4. Operate windshield wipers and washers
 5. Check mirror adjustment
 6. Inspect all glass for breaks or discoloration
 7. Check operation of seat adjusting mechanisms
 8. Check condition and operation of seat belts
- N. Other components to check while inside cab
1. Check mirrors for cracks and cleanliness
 2. Check map case is complete with grid maps and other applicable maps
 3. Check seats for tears and adjustability
- O. Water and Foam Piping
1. Check underside of apparatus for leaks
 2. Check drain valves
 3. Check oil level for priming pump
- P. Other components to check on the body of the apparatus
1. General
 - a. Fire apparatus must be kept clean.
 - b. A clean apparatus engine permits proper inspection and ensures efficient operation as needed
 2. Procedure
 - a. Check the body for cleanliness and wash away any visible dirt
 - b. Check for oil, moisture, dirt, and grime
 - c. Check body panels for rust, dents, or exposed areas needing touch-up paint
 - d. Check weather seals around cab and compartment doors for looseness, damage, and deterioration
 - e. Inspect windows for cracks and discoloration

LESSON OUTLINE

INSTRUCTOR NOTES

- 2-2.2 Document routine tests, inspections, and service functions
- A. Fire apparatus record
 - 1. Maintain as required
 - B. Fire apparatus data and history
 - 1. Maintain as required
 - C. Gasoline, oil and mileage record
 - 1. Maintain as required
 - D. Apparatus inspection report
 - 1. Complete as required
 - a. Daily
 - b. Weekly
 - c. Periodic
 - E. Fire equipment record
 - 1. Complete as required
 - a. Daily
 - b. Weekly
 - c. Periodic

REVIEW

- I. Discuss key lesson points.
- II. Ask questions on the material covered.
- III. Review material that may be unclear.
- IV. Administer test or quiz.
- V. Critique test or quiz.

SUMMARY

- I. Summarize what has been covered.
- II. Relate what has been covered to the next lesson.

APPENDIX B

96

Fire Service Instructor: Principles and Practice

Instructor Guide Lesson Plan

Lesson Title: Use of Fire Extinguishers	←	Lesson Title
Level of Instruction: Firefighter I	←	Level of Instruction
Method of Instruction: Demonstration		
Learning Objective: The student shall demonstrate the ability to extinguish a Class A fire with a stored-pressure water-type fire extinguisher. (NFPA 1001, 5.3.16)	←	Learning Objective
References: Fundamentals of Firefighter Skills, 2nd Edition, Chapter 7	←	References
Time: 50 Minutes		
Materials Needed: Portable water extinguishers, Class A combustible burn materials, Skills checklist, suitable area for hands-on demonstration, assigned PPE for skill	←	Instructional Materials Needed
Slides: 73-78*		

Step #1 Lesson Preparation:

- Fire extinguishers are first line of defense on incipient fires
- Civilians use for containment until FD arrives
- Must match extinguisher class with fire class
- FD personnel can use in certain situations, may limit water damage
- Review of fire behavior and fuel classifications
- Discuss types of extinguishers on apparatus
- Demonstrate methods for operation

Step #2 Presentation

- A. Fire extinguishers should be simple to operate.
1. An individual with only basic training should be able to use most fire extinguishers safely and effectively.
 2. Every portable extinguisher should be labeled with printed operating instructions.
 3. There are six basic steps in extinguishing a fire with a portable fire extinguisher. They are:
 - a. Locate the fire extinguisher.
 - b. Select the proper classification of extinguisher. ← **Lesson Outline**
 - c. Transport the extinguisher to the location of the fire.
 - d. Activate the extinguisher to release the extinguishing agent.
 - e. Apply the extinguishing agent to the fire for maximum effect.
 - f. Ensure your personal safety by having an exit route.
 4. Although these steps are not complicated, practice and training are essential for effective fire suppression.
 5. Tests have shown that the effective use of Class B portable fire extinguishers depends heavily on user training and expertise.
 - a. A trained expert can extinguish a fire up to twice as large as a non-expert can, using the same extinguisher.
 6. As a fire fighter, you should be able to operate any fire extinguisher that you might be required to use, whether it is carried on your fire apparatus, hanging on the wall of your firehouse, or placed in some other location.
- B. Knowing the exact locations of extinguishers can save valuable time in an emergency.
1. Fire fighters should know what types of fire extinguishers are carried on department apparatus and where each type of extinguisher is located.
 2. You should also know where fire extinguishers are located in and around the fire station and other work places.
 3. You should have at least one fire extinguisher in your home and another in your personal vehicle and you should know exactly where they are located.

Step #3 Application

Slides 7-10

Ask students to locate closest extinguisher to training area

FIGURE 6.2 The components of a lesson plan.

- C. It is important to be able to select the proper extinguisher.
1. This requires an understanding of the classification and rating system for fire extinguishers.
 2. Knowing the different types of agents how they work, the ratings of the fire extinguishers carried on your fire apparatus, and which extinguisher is appropriate for a particular fire situation is also important.
 3. Fire fighters should be able to assess a fire quickly, determine if the fire can be controlled by an extinguisher, and identify the appropriate extinguisher.
 - a. Using an extinguisher with an insufficient rating may not completely extinguish the fire, which can place the operator in danger of being burned or otherwise injured.
 - b. If the fire is too large for the extinguisher, you will have to consider other options such as obtaining additional extinguishers or making sure that a charged hose line is ready to provide back-up.
 4. Fire fighters should also be able to determine the most appropriate type of fire extinguisher to place in a given area, based on the types of fires that could occur and the hazards that are present.
 - a. In some cases, one type of extinguisher might be preferred over another.
- D. The best method of transporting a hand-held portable fire extinguisher depends on the size, weight, and design of the extinguisher.
1. Hand-held portable fire extinguishers can weigh as little as 1 lb to as much as 50 lb.
 2. Extinguishers with a fixed nozzle should be carried in the favored or stronger hand.
 - a. This enables the operator to depress the trigger and direct the discharge easily.
 3. Extinguishers that have a hose between the trigger and the nozzle should be carried in the weaker or less-favored hand so that the favored hand can grip and aim the nozzle.
 4. Heavier extinguishers may have to be carried as close as possible to the fire and placed upright on the ground.
 - a. The operator can depress the trigger with one hand, while holding the nozzle and directing the stream with the other hand.
 5. Transporting a fire extinguisher will be practiced in Skill Drill 7-1.
- E. Activating a fire extinguisher to apply the extinguishing agent is a single operation in four steps.
1. The P-A-S-S acronym is a helpful way to remember these steps:
 - a. Pull the safety pin.
 - b. Aim the nozzle at the base of the flames.
 - c. Squeeze the trigger to discharge the agent.
 - d. Sweep the nozzle across the base of the flames.
 2. Most fire extinguishers have very simple operation systems.
 3. Practice discharging different types of extinguishers in training situations to build confidence in your ability to use them properly and effectively.
 4. When using a fire extinguisher, always approach the fire with an exit behind you.
 - a. If the fire suddenly expands or the extinguisher fails to control it, you must have a planned escape route.
 - b. Never let the fire get between you and a safe exit. After suppressing a fire, do not turn your back on it.
 5. Always watch and be prepared for a rekindle until the fire has been fully overhauled.
 6. As a fire fighter, you should wear your personal protective clothing and use appropriate personal protective equipment (PPE).
 7. If you must enter an enclosed area where an extinguisher has been discharged, wear full PPE and use SCBA.
 - a. The atmosphere within the enclosed area will probably contain a mixture of combustion products and extinguishing agents.

Step # 3 Application cont.

*Review rating systems handout—
Have students complete work
book activity page #389*

*What happens if wrong type or
size extinguisher is used?*

*Display available types
of extinguishers*

*Have students demonstrate steps
using empty extinguisher*

*Complete skills sheet #7-9
for each student*

*Review PPE required for
extinguisher use*

FIGURE 6.2 The components of a lesson plan (continued).

F. The oxygen content within the space may be dangerously depleted.

Step #4 Evaluation:

1. Each student will properly extinguish a Class A combustible fire using a stored-pressure type water extinguisher. (Skill Sheet x-1)
2. Each student will return extinguisher to service. (Skill Sheet x-2)

Lesson Summary:

- Classifications of fire extinguishers
- Ratings of fire extinguishers
- Types of extinguishers and agents
- Operation of each type of fire extinguishers
- Demonstration of Class A fire extinguishment using a stored pressure water extinguisher

← Lesson Summary

Assignments:

1. Read Chapter 8 prior to next class.
2. Complete "You are the Firefighter" activity for Chapter 7 and be prepared to discuss your answers.

← Assignment(s)

Step # 3 Application cont.

Discuss hazards of extinguishing agents

FIGURE 6.2 The components of a lesson plan (*continued*).