

Firefighting Tactics and Strategy

Course Design

2002-2003

Course Information

Organization:	EASTERN ARIZONA COLLEGE
Division:	Industrial Technology
Course Number:	FSC 170
Title:	Firefighting Tactics and Strategy
Credits:	3
Developed by:	Dr. Barbara Ganz
Lecture/Lab Ratio:	3 Lec/2 Lab
Transfer Status:	Transferable to ASU EAST- BAS; Non-transferable to UofA & NAU
Extended Registration	
Class:	No
CIP Code:	43.0203
Assessment Mode:	Pre/Post test with a total of 10 possible points
Semester Taught:	Offered upon request.
Gen. Ed. Area:	None
Separate Lab:	No
Awareness Course:	No
Intensive Writing	
Course:	No
Prerequisites:	1. None
Educational Value:	This course is designed to develop the company fire officer's supervisory and management capabilities. This presentation will help them develop systematic action plans for emergency situations. It will also teach leadership in recognizing and prioritizing emergency scene needs and developing related strategies, tactics, and contingencies. It also describes how to use the resources that should be deployed to implement those plans for company officers.
Goals:	1. To prepare fire service personnel for the duties of Fire Captain or Lieutenant. To allow fire service personnel to function on the fireground as the Incident Commander and develop skills in tactics and strategies for fighting fires.

- Description:** Methods of coordinating personnel, equipment, and apparatus on the fireground. Practical methods of controlling and extinguishing structural, and other types of fires. Includes simulation exercises. Recommend completion of FSC101 and FSC102 or be a current member of a Fire Department.
- Textbooks:** Chief Alan V. Brunacini. Fire Command
- Supplies:** Pencils, pens and paper.

Competencies and Performance Standards

1. Perform the role and assume the responsibilities of the Incident Commander at a simulated structural fire following standard operating procedures and accepted tactics and strategy.			
<i>Domain--Psychomotor</i>	<i>Level--Adaptation</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<p>Criteria--Performance will be satisfactory when:</p> <ul style="list-style-type: none"> • learner can describe the importance and function of command. • learner can describe the responsibilities of the Incident commander on the fireground. • learner can explain how to size up and develop a plan of action. • learner can describe how to perform a visual reconnaissance of the fireground. • learner can explain how the factors involved in pre-planning operations. • learner can describe the tactical priorities of rescue. • learner can explain the importance of exposure protection and extinguishment as they apply to the tactical priorities of fire control. • learner can describe the tactical priorities involved in property conservation. • learner can explain how to sector. • learner can describe the two levels of staging. • learner can describe standard company operations including engine, ladder, and rescue company operations. • learner can explain proper fireground communications procedures. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> • on written tests. • in a simulated fireground exercise. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> a. Describe the importance and function of command. b. Describe the responsibilities of the Incident commander on the fireground. c. Explain how to size up and develop a plan of action. d. Describe how to perform a visual reconnaissance of the fireground. e. Explain how the factors involved in pre-planning operations. f. Describe the tactical priorities of rescue. g. Explain the importance of exposure protection and extinguishment as they apply to the tactical priorities of fire control. h. Describe the tactical priorities involved in property conservation. i. Explain how to sector. j. Describe the two levels of staging. k. Describe standard company operations including engine, ladder, and rescue company operations. l. Explain proper fireground communications procedures. m. Describe on-scene reporting procedures. 	

<p>2. Explain the system used by the Incident Commander to gather information of the fireground and analyze the information for use in the overall plan.</p>			
<i>Domain--Cognitive</i>	<i>Level--Synthesis</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<p>Criteria--Performance will be satisfactory when:</p> <ul style="list-style-type: none"> • learner can define low risk fireground decisions. • learner can define high risk fireground decisions. • learner can describe how intuition, knowledge and fact all combine to help in making good fireground decisions. • learner can describe offensive fireground operations. • learner can explain defensive fireground operations. • learner can explain the safety considerations for firefighting personnel. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> • on written tests. • in a simulated fireground exercise. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> a. Define low risk fireground decisions. b. Define high risk fireground decisions. c. Describe how intuition, knowledge and fact all combine to help in making good fireground decisions. d. Describe offensive fireground operations. e. Explain defensive fireground operations. f. Explain the safety considerations for firefighting personnel. 	
<p>3. Describe the decision making process used by the Incident commander as it relates to the level of risk to firefighting personnel versus what will be accomplished performing a given task.</p>			
<i>Domain--Cognitive</i>	<i>Level--Analysis</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<p>Criteria--Performance will be satisfactory when:</p> <ul style="list-style-type: none"> • learner can describe proper apparatus placement. • learner can explain fire stream management techniques. • learner can describe the forward pumper concept. • learner can define the proper function and placement of attack teams. • learner can explain the proper role of tankers on the fireground. • learner can define relay pumping procedures. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> • on written tests. • in a simulated fireground exercise. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> a. Describe proper apparatus placement. b. Explain fire stream management techniques. c. Describe the forward pumper concept. d. Define the proper function and placement of attack teams. e. Explain the proper role of tankers on the fireground. f. Define relay pumping procedures. 	

4. Describe the main tactical considerations on the fireground as they relate to specific responsibilities of fire companies.			
<i>Domain--Affective</i>	<i>Level--Organizing</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<p>Criteria--Performance will be satisfactory when:</p> <ul style="list-style-type: none"> • learner can describe proper forcible entry procedures. • learner can define common roof styles and horizontal vs. vertical ventilation support activities. • learner can explain how to properly access concealed spaces. • learner can describe salvage activities. • learner can explain rehabilitation support activities. • learner can describe safety support activities on the fireground. • learner can describe how to manage additional fireground resources. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> • by written tests. • in a simulated fireground exercise. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> Describe proper forcible entry procedures. Define common roof styles and horizontal vs. vertical ventilation support activities. Explain how to properly access concealed spaces. Describe salvage activities. Explain rehabilitation support activities. Describe safety support activities on the fireground. Describe how to manage additional fireground resources. 	
5. Describe specific tactical considerations relating to fires in various types of occupancies.			
<i>Domain--Affective</i>	<i>Level--Responding</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<p>Criteria--Performance will be satisfactory when:</p> <ul style="list-style-type: none"> • learner can describe firefighting in residential and small commercial occupancies. • learner can explain fighting fires in multi-story occupancies. • learner can describe fire fighting procedures for multiple occupancy structures. • learner can describe how to fight fires in buildings that are under construction. • learner can explain how to fight fires in structures with shake shingle roofs. • learner can describe how to fight fires effectively in vacant structures. • learner can explain how to properly fight fires in structures with limited access. • learner can explain how to fight fires in hazardous occupancies. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> • by written tests. • in a simulated fireground exercise. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> Describe firefighting in residential and small commercial occupancies. Explain fighting fires in multi-story occupancies. Describe fire fighting procedures for multiple occupancy structures. Describe how to fight fires in buildings that are under construction. Explain how to fight fires in structures with shake shingle roofs. Describe how to fight fires effectively in vacant structures. Explain how to properly fight fires in structures with limited access. Explain how to fight fires in hazardous occupancies. 	

Types of Instruction

Classroom Presentation
Simulated Fire Fighting

Grading Policy

Evaluation Methods: Evaluation is determined on class participation and fireground simulation exercises, as well as other exam/projects given based on topics covered. The final exam will be a simulated fire where the student is the Incident Commander and will explain the tactics and strategy on paper. The final is worth 100 points.

There are 10 quizzes spaced throughout the semester to coincide with the completion of individual sections of material.

The quizzes and class participation will comprise 25% of the final grade each with the final exam comprising 50%.

Post test = 10% of the Final Grade. Students who do not take the Post-Test will have their grade dropped by one letter.

Grading Scale:

Grade	Requirement
A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	Below 60%

Learning Plans

Learning Plan 1-- Learning Plan 1

Overview: In this lesson the student will learn to perform the roles and assume the responsibilities of the Incident Commander at a simulated structural fire following standard operating procedures and accepted tactics and strategy.

Competency: 1. **Perform the role and assume the responsibilities of the Incident Commander at a simulated structural fire following standard operating procedures and accepted tactics and strategy.**

Learning Activities:

- _____ 1. READ and study assignments.
- _____ 2. ASK/ANSWER questions about procedures and techniques.
- _____ 3. OBSERVE instructor demonstrations.
- _____ 4. DISCUSS concepts, ideas and issues with classmates.

Performance Assessment Activities:

- _____ 1. Complete homework assignments.
- _____ 2. Complete quiz.
- _____ 3. Participate in class.

Learning Plan 2-- Learning Plan 2

Overview: In this lesson the student will be able to explain the system used by the Incident Commander to gather information of the fireground and analyze the information for use in the overall plan.

Competency: 2. **Explain the system used by the Incident Commander to gather information of the fireground and analyze the information for use in the overall plan.**

Learning Activities:

- _____ 1. READ and study assignments.
- _____ 2. ASK/ANSWER questions about procedures and techniques.
- _____ 3. OBSERVE instructor demonstrations.
- _____ 4. DISCUSS concepts, ideas and issues with classmates.

- Performance Assessment Activities:**
- _____ 1. Complete homework assignments.
 - _____ 2. Complete quiz.
 - _____ 3. Participate in class.

Learning Plan 3-- Learning Plan 3

Overview: In this lesson the student will learn to describe the decision making process used by the Incident Commander as it relates to the level of risk to firefighting personnel versus what will be accomplished performing a given task.

- Competency:**
- 3. **Describe the decision making process used by the Incident commander as it relates to the level of risk to firefighting personnel versus what will be accomplished performing a given task.**

Learning Activities:

- _____ 1. READ and study assignments.
- _____ 2. ASK/ANSWER questions about procedures and techniques.
- _____ 3. OBSERVE instructor demonstrations.
- _____ 4. DISCUSS concepts, ideas and issues with classmates.

- Performance Assessment Activities:**
- _____ 1. Complete homework assignments.
 - _____ 2. Complete quiz.
 - _____ 3. Participate in class.

Learning Plan 4-- Learning Plan 4

Overview: In this lesson the student will learn to describe the main tactical considerations on the fireground as they relate to specific responsibilities of fire companies.

- Competency:**
- 4. **Describe the main tactical considerations on the fireground as they relate to specific responsibilities of fire companies.**

Learning Activities:

- _____ 1. READ and study assignments.
- _____ 2. ASK/ANSWER questions about procedures and techniques.

- _____ 3. OBSERVE instructor demonstrations.
- _____ 4. DISCUSS concepts, ideas and issues with classmates.

Performance**Assessment Activities:**

- _____ 1. Complete homework assignments.
- _____ 2. Complete quiz.
- _____ 3. Participate in class.

Learning Plan 5-- Learning Plan 5**Overview:**

In this lesson the student will learn to describe specific tactical considerations relating to fires in various types of occupancies.

Competency:

- 5. **Describe specific tactical considerations relating to fires in various types of occupancies.**

Learning Activities:

- _____ 1. READ and study assignments.
- _____ 2. ASK/ANSWER questions about procedures and techniques.
- _____ 3. OBSERVE instructor demonstrations.
- _____ 4. COMPLETE a fireground simulation
- _____ 5. DISCUSS concepts, ideas and issues with classmates.

Performance**Assessment Activities:**

- _____ 1. Complete homework assignments.
- _____ 2. Complete quiz.
- _____ 3. Participate in class.