

Proper Use of a Fire Extinguisher Instructor Manual

Direction: Go through this manual at least once before the scheduled training

SECTION 1: INTRODUCTION

Do Instructor greets the participants as they walk into the room and gather their training materials.

After music stops, instructor formally introduces him/herself, welcoming the participants to the session.



Do Show pictures of locations that have suffered extensive fire damage.

[While images appear on slide] Elaborate on these images with a short fire story of your own. Also make tactful reference to members of the work crew who were hurt during a recent incident on site.

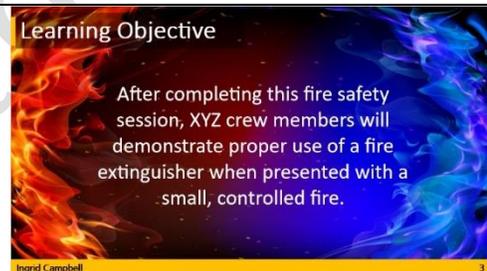


Say: Today's session aims to make sure that if you are ever faced with an unexpected fire at work—or anywhere else—you know exactly how to properly use the fire extinguisher to put out the flames.

Formally, this is today's goal...

Do: Show slide with objective

Say: I would like a volunteer to read the objective out loud



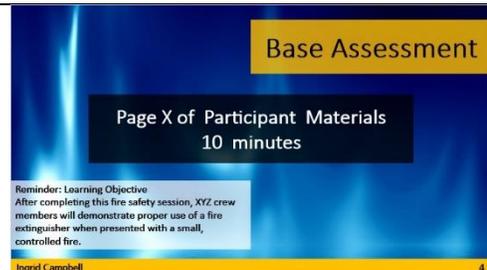
Say: Before diving head first in to the content, you will complete a quick knowledge check to see how much you already know on fire extinguisher use.

Do: Direct participants to the opening knowledge check in their materials.

Do: Allot roughly 10 minutes for the quiz. Reinforce that there is no pressure to be correct, that you are only trying to get a sense of their knowledge before the lesson begins.

During this time, you can circulate to see how the participants respond to the questions. This will give you an idea of the depth of knowledge in the room.

When everyone has finished, instruct the class to hold on to the knowledge check for later reference. Transition to the content.



SECTION 2: PARTS OF THE FIRE EXTINGUISHER

Say Now we'll move on to the meat of the matter. Let's assume you are on the job site when a fire breaks out. There are portable fire extinguishers within a reachable distance. Great! But do you know how to use them? Using the extinguisher properly is not the most intuitive process, and learning how to use it while a fire rages is not the best time to learn.

The first step in knowing how to use the extinguisher is becoming familiar with its parts. On page ____ of your materials is an image you will need for this portion of the training. Locate it now.

Do Pause a moment for everyone to find the referenced page and image.

Say We are most interested in the five main parts of the extinguisher: the **Body**, the **Safety Pin**, the **Hose and Nozzle**, the **Triggers or Handles**, and The **Gauge**.

Do Several things for this section: (1) when you say each of the five parts, click the clicker to have that extinguisher part appear on the slide. (2) Additionally, use the demo fire extinguisher on the table to make reference to the sections as you speak.

Say [Giving instructions] When I mention each section, I will elaborate on it and how it contributes to your firefighting efforts. On the diagram in front of you, make your own notes under each labeled section. These instructions are also atop the diagram in your materials.

The **Body**: This is the metal canister than holds the extinguishing agent as well as the pressurized chemical that forces the extinguishing agent out of the canister and on to the fire.

The **Safety Pin**: Keeps the triggers locked so the extinguisher is not accidentally discharged when not in use or before intended use.

The **Hose** and **Nozzle**: The hose and nozzle allow the user to directly aim the extinguishing agent toward the flames. This is particularly true of the nozzle which can be found at the end of the hose.

The **Handles** or **Triggers**: The handles are the point at which you force extinguishing agent out of the body, through the nozzle and/or hose and on to the fire. You'll squeeze both handles together to launch the extinguishing agent.



and



Another part that we really should mention here is the **Gauge**. The gauge displays whether or not the pressure in the canister is at the correct level for proper usage. Too low a pressure and the contents will not make it out of the canister or not make it out forcefully enough to decrease the flames. Too high a pressure can lead to too forceful of an exit out of the cannister, creating a situation where the extinguisher is controlling the operator and not the other way around. And/or it may even cause damage to the fire extinguisher itself.

So far, what are your questions?

Do Answer questions as they come. Then provide a short break.

Do After reconvening, let the participants know they will soon do a quick knowledge check. Then give them 5-7 minutes to review the labeled and annotated diagram they now have on page _____.

Say You will now try to do this exercise without the assistance of notes. Try. I will show a part of the extinguisher in an image. Then I will ask you to fill in the blank with the name of the part. I will continue the sentence hoping you will then fill in the blank as to the part's function.

For example, [while holding up an image of the gauge] "This is an image of the **GAUGE**, and its function is to **SHOW WHETHER OR NOT THE PRESSURE IN THE CANISTER IS AT AN ACCEPTABLE LEVEL FOR USE.**"

Do Go through each slide with the relevant images, repeating the sentence structures, "This is an image of the _____ and its function is to _____." Be sure to use the clicker to fill in the label once someone has correctly responded.

Have participants volunteer and/or select different participants to complete each blank.

See Appendix C

Appendix C	
Knowledge Check 2: Oral Label Prompting with Question Stems	
Directions: Project a part of the extinguisher in an image. Then repeat the prompt stems with pauses for the participants to orally fill in the blanks.	
slide image	prompt
Example 	"This is an image of the GAUGE , and its function is to SHOW WHETHER OR NOT THE PRESSURE IN THE CANISTER IS AT AN ACCEPTABLE LEVEL FOR USE. "
	
	
	
	
	

SECTION 3: USING THE FIRE EXTINGUISHER

Say As you are all now well versed on the parts and functions of a fire extinguisher, now you'll learn how to put that information into action.

Do Use this slide to give an overview of the 6-7 steps of effective extinguisher usage. Be sure to emphasize the PASS acronym on the slide.

Encourage participants to take notes as needed and ask questions, be sure to address their questions as clearly as possible.

PASS

1. Obtain fire extinguisher.
2. Position yourself so the fire is in front of you and an exit is to your back; stand 10–20 feet away from the fire.
3. **P** PULL safety pin.
4. **A** AIM nozzle or hose at the base of flames.
5. **S** SQUEEZE handles together while extinguisher is upright.
6. **S** SWEEP extinguisher from side to side, covering the areas of the fire with the extinguishing agent. Watch the fire area. If the fire reignites, repeat the process.
7. If the fire is not extinguished, leave the area at once.

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Do Once all questions have been addressed, play the PASS instructional video.

Ask participants to comment on the video they just saw. Some possible prompts are below:

- What are your thoughts?
- Is there anything that looked the way you imaged?
- Or the opposite, anything that looked different from how you imaged?

Remember The Word PASS

PULL

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Do Divide class into groups of 3 or 4 people. Instruct participants on the next activity

Cycle from group to group providing feedback As individuals go through the actions, or at the end as necessary. If you see anyone get stuck during his/her turn, coach him/her through it.

Group Practice

Directions:

In your groups of 4, each person will take turns fully acting out fighting flames. Decide who will go when. Then after one person in the group says, "go" you are to

- ❖ locate the fire extinguisher,
- ❖ position yourself, and
- ❖ use the extinguisher to put out the simulated fire.

You are also tasked with talking through your steps while performing them. Be sure to give each other feedback.

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Do When everyone has completed their practice, instruct the class to once again assume their seats and locate the first knowledge check on page ___ completed at the beginning of the session.

Review all 10 questions, ensuring the correct responses are discussed. Encourage the participants to express how much they have learned.

Check Your Learning

1. What is the function of the gauge on a fire extinguisher?
2. If you are squeezing the extinguisher's handles and nothing happens (the handles are not moving, or nothing is coming out of the extinguisher, etc.), what are some possible explanations?
3. To operate a fire extinguisher, what is the first thing you need to do?
4. Which part of the fire extinguisher allows you to control the direction of the substance used to put out the fire?
5. Because a fire extinguisher does not necessarily contain water, the term for the contents stored within a fire extinguisher is generally referred to as the:
 - a. pressurized water.
 - b. extinguishing agent.
 - c. carbon dioxide.
 - d. propellant.
6. Complete this statement: When fighting a fire, the fire must be in front of you, and your back must be toward air.
7. Complete this statement: When fighting a fire, you sweep the extinguishing agent:
 - a. across the top of the flames.
 - b. across the middle of the flames.
 - c. across the base of the flames.
8. Complete this statement: If you are attempting to fight a fire and you see it is not going out, your best course of action is to
9. What is the most commonly used acronym for remembering the steps for effectively using a fire extinguisher?
10. What does each letter of the acronym you noted in #9 represent?

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SECTION 4: ASSESSMENT

Do Direct participants toward the checklist on the slide and on page ____ of their materials. Let them know these are the criteria on which they will be assessed once they go outside for the final performance.

Ask all to place their names at the top of the rubric. This is the rubric they will submit to you before they begin their final performance for summative assessment.



The slide titled "Assessment Checklist" features a table with the following structure:

Did the participant...	Meet the Criteria		Comments
	Assessment	Where applicable	
1 Grab the fire extinguisher?	Y	N	
2 Position him/herself at a safe distance with the fire in front of him/her?	Y	N	
3 Pull the safety pin?	Y	N	
4 Aim the nozzle or hose directly at the base of the fire?	Y	N	
5 Squeeze the handles to deploy extinguishing agent whilst keeping the extinguisher upright.	Y	N	
6 Sweep at the base of the flames?	Y	N	

At the bottom left of the slide, the name "Ingrid Campbell" is visible, and at the bottom right, the number "14" is present.

Do Escort the participant to the parking lot where stations are set up.

No Associated Slide

Give the students clear directions detailing how they will proceed during this assessment. See a potential script directly below:

After submitting your checklist to me, I will set a controlled fire. I will let you know when to take your position at the marked starting point. Once I give the signal, the simulation has begun, and you are to accurately demonstrate proper use of a fire extinguisher to put out the fire.

Select each participant individually. They will give you their rubric.

Set the controlled fire, then prompt the participant to begin the process of putting it out.

Score participants on their actions as they perform the task.

Note: If students freeze up or performed poorly, they may be allowed a second attempt. This is at your discretion.

Once everyone has completed the exercise, dismiss the session.

Appendix A

Knowledge Check 1: Pre-assessment

Directions: The 10-item quiz below contains a mix of open-ended and multiple-choice questions. Respond as best as you can in the space below each question. Note this does not count toward your final assessment; it is to see how much you know now and help you assess how much you have learned by the end of today's session.

1. What is the function of the gauge on a fire extinguisher?
2. If you are squeezing the extinguisher's handles and nothing happens (the handles are not moving, or nothing is coming out of the extinguisher, etc.), what are some possible explanations?
3. To operate a fire extinguisher, what is the first thing you need to do?
4. Which part of the fire extinguisher allows you to control the direction of the substance used to put out the fire?
5. Because a fire extinguisher does not necessarily contain water, the term for the contents stored within a fire extinguisher is generally referred to as the
 - a. *pressurized water.*
 - b. *extinguishing agent.*
 - c. *carbon dioxide.*
 - d. *propellant.*
6. Complete this statement: When fighting a fire, the fire must be in front of you, and your back must be toward a(n)
7. Complete this statement: When fighting a fire, you sweep the extinguishing agent
 - a. *across the top of the flames.*
 - b. *across the middle of the flames.*
 - c. *across the base of the flames.*
8. Complete this statement: If you are attempting to fight a fire and you see it is not going out, your best course of action is to
9. What is the most commonly used acronym for remembering the steps for effectively using a fire extinguisher?
10. What does each letter of the acronym you noted in #9 represent?

[Hold on to this completed sheet until the end of the session. At that time, we'll use it to see how much you have learned]

Appendix B
Labeling Activity

Directions: For each labeled section on the diagram below, note what each part does and how it works.



Appendix C

Knowledge Check 2: Oral Label Prompting with Question Stems

Directions: Project a part of the extinguisher in an image. Then repeat the prompt stems with pauses for the participants to orally fill in the blanks.

Slide Image	Prompt
<p>Example</p> 	<p>"This is an image of the <u>GAUGE</u>, and its function is to <u>SHOW WHETHER OR NOT THE PRESSURE IN THE CANISTER IS AT AN ACCEPTABLE LEVEL FOR USE.</u>"</p>
	
	
	
	
	

Appendix D

Successful Extinguisher Use Checklist

Direction: As you observe the participant's actions during a fire sequence, on the checklist below, circle 'Y' or 'N' to indicate whether or not the participant completed the listed actions. Be sure to leave detailed notes in the "Comments" section if the participant's action on a given task during the sequence earns an "N," meaning not done to standard.

Participant: Date.....
 Instructor / Rater:

	Did the participant...	Meet the Criteria		Comments <i>Where applicable</i>
		Y	N	
1	Obtain the fire extinguisher?	Y	N	
2	Position him/herself at a safe distance with the fire in front of him/her?	Y	N	
3	Pull the safety pin?	Y	N	
4	Aim the nozzle or hose directly at the base of the fire?	Y	N	
5	Squeeze the handles to deploy extinguishing agent whilst keeping the extinguisher upright.	Y	N	
6	Sweep at the base of the flames?	Y	N	

General comments if needed:

.....

