

Swift Water Boat Crew Task Tracking Sheet

Name _____ ID # _____

Drill documentation: the student will indicate the date that training for a particular skill was conducted under the date of drill column. The instructors Fire ID will be listed and the instructor will sign.

Test documentation: the test date for each item will be listed on the test sheet, followed by the testers ID#. The instructor will initial and the tester must be a SWBO. When the entire test sheet is complete, the latest date on the test sheet will be entered in the Test Done Date column of this Task Tracking Sheet.

Upon completion of the entire packet the student will make a copy and send it to the RRATS Training Officer.

*The student **MUST** pass the tests on all of the first 9 skills prior to moving onto any other skills which require the student to be in the water.

Task	Date of Drill	Drill Instructor ID #	Drill Instructor Signature	Date Test complete
Boat Crew Orientation*				
Terminology*				
PPE*				
Drysuit Orientation*				
Hydrology*				
Equipment*				
Hypothermia*				
Swimmer Orientations *				
Self Rescue *				
Swimming				
Wading				
Throwbags				
Swimmer Tending				
Blowouts				
Contact Rescue				

Rescue Board				
Motor Orientation				
Area knowledge				
Driver Training				
Helicopter Operations				
Ice Rescue				
Rope Skills				
Tension Diagonal				
Launch & Recovery				
Boat Entry				
Boat Operation				
Shallow Water Operations				
Pickups				
Flood Operations				
Night Operations				
Lowhead Dam				

Student signature _____ Date _____

Recommendation for Certification

I certify that the above listed candidate has met all requirements of the Swift Water Boat Crew position

Training Manager Name

Training Manager Signature

Swift Water Boat Crew Task Sheet

Area Knowledge

Name _____ ID # _____

Objective: The student will demonstrate knowledge of significant locations for water rescue incidents. The student will identify the location of and ground travel path to the following locations.

NFPA 1006 JPR – 11.1.1, 11.1.4

			Tester ID#	Initial	Date
A	Berma Road	0	1	2	
B	Billy Goat Trail (A loop) markers 1, 2 & 3	0	1	2	
C	Billy Goat Trail Trailheads (A loop)	0	1	2	
D	Billy Goat Trail Trailheads (B loop)	0	1	2	
E	Billy Goat Trail Trailheads (C loop)	0	1	2	
F	Blockhouse Point	0	1	2	
G	Carderock Climbing area	0	1	2	
H	Emergency Access Trailhead	0	1	2	
I	Great Falls Va overlook	0	1	2	
J	Lock 5 Launch site into feeder Channel (Kayak channel)	0	1	2	
K	Lock 10	0	1	2	
L	Lock 20	0	1	2	
M	Marsden Tract	0	1	2	
N	Purple Horse Beach	0	1	2	
O	Riverbend park boat ramp	0	1	2	
P	Sandy Landing boat ramp	0	1	2	
Q	Spitzbergen Trail	0	1	2	
R	Swains Lock	0	1	2	
S	The "O" Deck	0	1	2	
T	The Observation Deck	0	1	2	
U	The Quarry (Va)	0	1	2	
V	The Traverse	0	1	2	
W	Top of Little Falls Kayak channel	0	1	2	
X	Trail to, and the Catfish Hole Beach	0	1	2	

Minimum passing score with no zeros - 36 Pass _____ Fail _____

- 2 - Identifies the location and the route to the location precisely and clearly
- 1 - Identifies location with some trouble and actual location is within proximity to that identified
- 0 - Location is not identified or is not in the proximity that student indicates

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Blowouts

Name _____ ID # _____

Objective: The student will demonstrate knowledge of the act of blowing out from a attached line.

NFPA 1006: 11.1.12, 11.1.13

				Tester ID#	Initial	Date
A	Demonstrates proper weaving of the quick release buckle	0	1	2		
B	Explain reason the buckle must be woven in the above manner	0	1	2		
C	Explain the reason for performing a blowout	0	1	2		
D	Blowout from tether two times using right hand release	0	1	2		
E	Blowout from tether two times using left hand release	0	1	2		
F	Explain actions to take to assist the buckle in releasing	0	1	2		
G	Explain what to do should the buckle not release	0	1	2		
H	Demonstrate locating a cutting tool and cutting free (on shore do not cut)	0	1	2		

Minimum passing score with no zeros - 12 Pass _____ Fail _____

- A: 2 – Weaves the buckle incorporating the metal buckle first then passing through the plastic quick release
 0 – Does not weave the buckle properly
- B: 2 – Explains how most stress is on the stronger metal buckle thus making the quick release easier to actuate
 0 – Does not know why the release has to be weaved in this manner
- C: 2 – Describes circumstances which would require the user to break free from their tether
 0 – Does not know why they would have to break free from their tether
- D: 2 – Is held in current holds both hands up and releases with right hand when signaled
 1 – Is held in current holds both hands up and releases before signaled
 0 – Does not stay in current or breaks free without holding hands up
- E: 2 – Is held in current holds both hands up and releases with left hand when signaled
 1 – Is held in current holds both hands up and releases before signaled
 0 – Does not stay in current or breaks free without holding hands up
- F: 2 – Describes how to arch back and force hand under buckle and push out
 1 – Describes arching back but does not know to force hand under the buckle
 0 – Does not know how to assist buckle in releasing
- G: 2 – Explains how they should first try the above and then last resort try cutting free
 1 – Explains cutting free as first choice
 0 – Does not know what options they have
- H: 2 – Demonstrates on shore with eyes closed taking a cutting tool and finding belt in order to cut free
 Do not actually cut belt
 0 – Cannot locate a cutting tool without looking

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Boat Crew Orientation

Pg. 1

Name _____ ID # _____

Objective: The trainee will show general knowledge of team boats, their uses and the duties of a crew member while in the boat.

NFPA 1006 JPR – 11.1.8, 11.1.10

				Tester ID#	Initial	Date
A	Explain applications for the using the Jon Boat	0	1	2		
B	Explain applications for the Sled	0	1	2		
C	Explain applications for the Chesapeak	0	1	2		
D	Explain applications for the Airboat	0	1	2		
E	Explain the advantages of a Inflatable Rescue Boat (IRB)	0	1	2		
F	Explain the disadvantages of a Inflatable Rescue Boat (IRB)	0	1	2		
G	Explain the water depth requirements of a Jet and prop motor	0	1	2		
H	Demonstrate filling an IRB with air from onboard equipment	0	1	2		
I	Demonstrate filling an IRB with air from a station airline	0	1	2		
J	Demonstrate filling the Rapid Deployment boat from equipment on the tow vehicle	0	1	2		
K	Explain what the proper air pressure is for a IRB and what affects it	0	1	2		
L	Explain the proper way to push a boat off from shore	0	1	2		
M	Explain the proper process for cleaning a jet intake	0	1	2		
N	Explain why a crew member should move from side to side in boat	0	1	2		
O	Explain why a crew member should move forward and back in the boat	0	1	2		
P	Demonstrate the proper way to paddle and explain the paddling commands	0	1	2		
Totals						

Minimum passing score 24 with no zeros Pass _____ Fail _____

- A: 2 – Identifies several uses for this craft and explains why this boat is best for those circumstances
 1 – Identifies uses for this craft but is unsure of why this craft is the superior choice
 0 – Cannot identify any specific uses for which this craft is better than another
- B: 2 – Identifies several uses for this craft and explains why this boat is best for those circumstances
 1 – Identifies uses for this craft but is unsure of why this craft is the superior choice
 0 – Cannot identify any specific uses for which this craft is better than another
- C: 2 – Identifies several uses for this craft and explains why this boat is best for those circumstances
 1 – Identifies uses for this craft but is unsure of why this craft is the superior choice
 0 – Cannot identify any specific uses for which this craft is better than another
- D: 2 – Identifies several uses for this craft and explains why this boat is best for those circumstances
 1 – Identifies uses for this craft but is unsure of why this craft is the superior choice
 0 – Cannot identify any specific uses for which this craft is better than another

Swift Water Boat Crew Task Sheet

Boat Crew Orientation

Pg. 2

- E: 2 – Explains the advantages of stability and non rigid surfaces of an IRB over a rigid hull craft
0 – Cannot describe any advantages of an IRB over a rigid hulled craft
- F: 2 – Explains the disadvantages of temperature/pressure variance and possibility of cutting a compartment open
1 – Describes one of the above conditions but not both
0 – Cannot describe an disadvantages of an IRB over a rigid hulled craft
- G: 2 – Explains the water depth requirements of a jet and prop motor
1 – Explains the water depth requirements of one motor type but does not know the other
0 – Does not know the water depth requirements of either boat or thinks that they are the same
- H: 2 – Fills IRB chambers from onboard equipment checking bleeder valves by sound and feel
1 – Fills IRB chambers but does not perform both checks of bleeder valve during procedure
0 – Does not know how to set up equipment to fill boat or fails to check bleeder valves during procedure
- I: 2 – Fills IRB chambers from station shoreline checking bleeder valves by sound and feel
1 – Fills IRB chambers but does not perform both checks of bleeder valve during procedure
0 – Does not know how to fill boat from station shoreline or fails to check bleeder valves during procedure
- J: - 2 – Fills RDB from station shoreline checking bleeder valves by sound and feel
1 – Fills RDB but does not perform both checks of bleeder valves during procedure
0 – Does not know how to fill boat from station shoreline or fails to check bleeder valves during
- K: 2 – Explains the proper 5 psi IRB air pressure and the factors which can change that pressure
1 – Explains factor which affects the air pressure in an IRB but does not know what the proper pressure is
0 – Does not know the factors affecting air pressure or what the proper pressure is
- L: 2 – Explains how they should push the bow away and upstream so the operator has maximum control
1 – Explains the proper method of pushing off but does not know why this is important
0 – Does not know the proper method of pushing a boat off from shore
- M: 2 – Explains using a gloved hand and lifting motor completely out of the water if the boat is moving
0 – Does not know how to clear a jet intake of debris
- N: 2 – Explains how moving to the side of boat on the inside of a turn increases drag and helps the boat make tight turns
1 – Knows when they should move from one side to another but does not know why
0 – Does not know that they should need to move while in the boat
- O: 2 - Explains how moving to the front will help the boat come up on plane and moving back will reduce drag and Reduce the tendency for the nose to burry in a wave
1 – Knows when they should move from front to back or vise/versa but does not know why
0 – Does not know that they should need to move while in the boat
- P: 2 – Demonstrates the proper paddling technique and explains the paddling commands
1 – Demonstrates proper technique or understanding of the commands but not both
0 – Does not know the proper paddling technique or understand the paddling commands

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Boat Entry

Name _____ ID # _____

Objective: The student will understand the principles involved in entering a boat from the water. The student will also demonstrate proficiency in entering team watercraft from the water unaided. The student will be in water with a depth great enough that they can not touch bottom.

NFPA: 1006 11.1.2, 11.1.8, 11.1.10

				Tester ID#	Initial	Date
A	Student enters an empty Jon Boat	0	1	2		
B	Student enters an occupied Jon Boat	0	1	2		
C	Student enters a Sled	0	1	2		
D	Student enters a Chesapeak	0	1	2		
E	Student enters a Airboat	0	1	2		
F	Relative to the current which side of the boat should a rescuer avoid	0	1	2		
G	What are the reasons for avoiding this orientation to the current	0	1	2		
Totals						

Minimum passing score 11 with no zeros Pass _____ Fail _____

- A: 2 – Enters empty Jon Boat without assistance on first try
 1 – Enters empty Jon Boat on subsequent try within 1 minute total time
 0 – Fails to enter empty Jon Boat within a 1 minute timeframe
- B: 2 – Enters occupied Jon Boat without assistance on first try
 1 – Enters occupied Jon Boat on subsequent try within 1 minute total time
 0 – Fails to enter occupied Jon Boat within a 1 minute timeframe
- C: 2 – Enters Sled without assistance on first try
 1 – Enters Sled on subsequent try within 1 minute total time
 0 – Fails to enter Sled within a 1 minute timeframe
- D: 2 – Enters Chesapeak without assistance on first try
 1 – Enters Chesapeak on subsequent try within 1 minute total time
 0 – Fails to enter Chesapeak within a 1 minute timeframe
- E: 2 – Enters Airboat without assistance on first try
 1 – Enters Airboat on subsequent try within 1 minute total time
 0 – Fails to enter Airboat within a 1 minute timeframe
- F: 2 – Identifies the downstream side of the boat as the most dangerous
 0 – Does not identify which side of a boat relative to a current to avoid
- G: 2 – Explains the danger of being pinned against a rock under the boat
 1 – Knows that they should avoid the downstream side of the boat but does not know why
 0 – Does not know why one side of the boat is more dangerous than another in moving water

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Boat Operation

Pg 1

Name _____ ID # _____

Objective: The student will operate team watercraft and perform basic maneuvers with the team watercraft.

NFPA 1006: 11.1.8, 11.1.10

	Water level	Location	Tester ID	Date	Time
Tiller Boat Operation					
Tiller Boat Operation					
Tiller Boat Operation					
Tiller Boat Operation					
Tiller Boat Operation					
Tiller Boat Operation (2 hrs min)					
Console Boat Operation					
Console Boat Operation					
Console Boat Operation					
Console Boat Operation					
Console Boat Operation					
Console Boat Operation (2 hrs min)					

		0	1	2	Tester ID#	Initial	Date
A	Student ferries across a moderate current	0	1	2			
B	Student holds station in a moderate current	0	1	2			
C	Student demonstrates eddy hopping	0	1	2			
D	Student brings the boat to the shoreline at a specified spot	0	1	2			
E	Student maneuvers around an obstacle	0	1	2			
F	Student maneuvers to a location on the water	0	1	2			
	Totals						

Minimum passing score 10 with no zeros Pass _____ Fail _____

- A:** 2 – Ferrys across the current without traveling the width of the current downstream.
 1 – Ferrys across the current without traveling twice the width of the current downstream
 0 – Allows current to push boat more than twice the width of the current downstream or the boat is turned around by the current
- B:** 2 – Maintains a point in the current without moving more than a boat length in any direction
 1 – Maintains a point in the current without moving more than two boat lengths in any direction
 0 – Cannot maintain station in the current or the boat is turned around by the current
- C:** 2 – Maneuvers boat from one eddy to another using them to progress upstream
 1 – Bumps rock at point of eddy but still navigates from one to another and progresses upstream
 0 – Hits rock at point of eddy and boat needs to be pushed from rock or boat does not move from one eddy to another

Swift Water Boat Crew Task Sheet

Boat Operation

Pg 2

- D: 2 – Brings boat directly to a location on the shoreline indicated by the instructor
1 – Brings boat to shoreline after making some maneuvers and corrections
0 – Requires multiple maneuvers/attempts or strikes shore with boat
- E: 2 – Maneuvers around an indicated object without touching it
1 – Maneuvers around object with a few maneuvering adjustments
0 – Fails to maneuver around object or strikes object with boat
- F: 2 – Maneuvers boat to a specified location on the water
1 – Maneuvers to specified location with a few maneuvering adjustments
0 – Unable to maneuver to location indicated or takes several attempts or strikes an object with boat in the process

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Contact Rescues / Live Bait

Pg 1

Name _____ ID # _____

Objective: To demonstrate knowledge of a live bait contact rescue operation and also demonstrate proficiency in performing the skill.

NFPA 1006 JPR: 11.2.2, 11.2.3, 12.2.1

				Tester ID#	Initial	Date
A	What non PPE items would greatly assist in the contact rescue	0	1	2		
B	How would the rescuer typically enter the water for a rescue	0	1	2		
C	Where should the rescuer be in relation to their line tender	0	1	2		
D	What might the victim do when the rescuer approaches	0	1	2		
E	How should the rescuer hold the victim	0	1	2		
F	Why might the rescuer need to release or blow out their tether line	0	1	2		
G	Student demonstrates a victim grab in a strong current	0	1	2		
H	Student demonstrates maintaining control of a victim in rapids	0	1	2		
I	Student demonstrates towing a victim	0	1	2		
Totals						

Minimum passing score 14 with no zeros Pass _____ Fail _____

- A: 2 – Identifies accessory equipment (swim fins, gloves & swimmer tether line) which would assist in completion of the skill and understands why and how they would help in this manner.
 1 – Identifies accessory equipment that could be used in this skill but is not sure of how or why they are used
 0 – Cannot identify any items other than those issued to perform this skill
- B: 2 – Identifies the proper shallow water rescue entry method for this skill and understands why this is the technique to use
 1 – Explains the proper water entry method but does not understand the importance of using this method instead of any other method
 0 – Does not realize that there is a specific method of entering the water for this skill
- C: 2 – Understands that they should be upstream of their line tender and the reason for that location
 1 – Knows where the line tender and rescuer should be in relation to each other but does not understand the reason for that positioning
 0 – Does not know where the line tender and rescuer should be in relation to each other
- D: 2 – Understands the possible actions of a victim as they approach them and also knows what actions to take in response to the victims actions
 1 – Understands what actions a victim might possibly take but is unsure of what actions they should take in response
 0 – Does not realize that there are any actions which a victim might make toward them

Swift Water Boat Crew Task Sheet

Contact Rescues / Live Bait

Pg. 2

- E: 2 – Explains how to hold the victim under the arms and lock the legs. They also explain the importance of keeping the victims head high and being prepared to push off of obstructions in the water
1 – Understands how to hold onto the victim but is not sure of what precautions to take in order to safeguard themselves and the victim
0 – Does not know the proper method of holding onto a victim in a strong current
- F: 2 – Explains situations which would require them to release their tether while holding onto a victim
1 – Understands they may need to release their tether but cannot describe why this might be necessary
0 – Does not realize that they should ever release their tether while holding onto a victim
- G: 2 – Demonstrates a successful water entry, swims to victim, initiates contact with the victim
1 – Makes a proper water entry but requires a second attempt before making contact with a victim
0 – Does not make a proper water entry or cannot make contact with a victim
- H: 2 – After making contact with the victim the rescuer initiates and maintains proper control of victim (under the arms and across chest and locks their legs over the victims legs)
1 – After making contact with the victim the rescuer allows the victims head to submerge
0 – After making contact with the victim the rescuer loses contact with the victim or repeatedly allows the victims head to submerge
- I: 2 – Demonstrates towing a victim to shore from the eddy fence
1 – Demonstrates the proper technique of towing a victim to shore from the eddy fence but requires some assistance
0 – Cannot demonstrate the proper victim towing technique

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Driver Training

Pg. 1

Name _____ ID # _____

Objective: The student will demonstrate the ability to drive and backup team vehicles while a trailer is attached. The student will log training hours and will perform the tasks listed below.

NFPA 1006:

								Tester ID	Date	Time
Parking lot driving										
Parking lot driving										
Parking lot driving										
Parking lot driving (1 hour total)										
Parking lot backing										
Parking lot backing										
Parking lot backing										
Parking lot backing										
Parking lot backing										
Parking lot backing (1 ½ hour total)										
Driving time										
Driving time										
Driving time										
Driving time										
Driving time										
Driving time (2 hours total)										

						Tester ID#	Initial	Date
A	Hookup a ball hitch trailer	0	1	2				
B	Unhook a ball hitch trailer	0	1	2				
C	Hookup a pintle hitch trailer	0	1	2				
D	Unhook a pintle hitch trailer	0	1	2				
E	Gear checked in boat before departing	0	1	2				
F	Straps checked	0	1	2				
G	How tight should the straps be	0	1	2				
H	Trailer backed 100 feet in a straight line	0	1	2				
I	Drive vehicle with trailer attached to the front	0	1	2				
J	Complete PSTA Towing with ½ 1 Ton vehicles competencies	0	1	2				
K	Back trailer to water at Anglers	0	1	2				
L	Back trailer to water at Lock 10	0	1	2				
M	Back trailer to water at Seneca	0	1	2				
N	Back trailer to water at Pennyfield	0	1	2				
	Totals							

Minimum passing score 21 with no zeros Pass _____ Fail _____

Swift Water Boat Crew Task Sheet

Driver Training

Pg. 2

- A: 2 – Latch tongue under ball, safety pin in, dolly wheel up, chains on and crossed, electric hooked up
1 – All above with exception of chains crossed
0 – Any other of the items missed
- B: 2 – Trailer wheels chocked, electric detached, trailer lifted off ball with dolly, chains detached
0 – Trailer moves during unhook operation or does not unhook all attachments
- C: 2 – Pintle arm down, safety pin in, dolly wheel up, chains on and crossed, electric hooked up, emergency breakaway attached
1 – All above with exception of chains crossed
0 – Any other items missed
- D: 2 – Trailer wheels chocked, electric detached, trailer lifted off ball with dolly, chains detached
0 – Trailer moves during unhook operation or does not unhook all attachments
- E: 2 – Gear checked to ensure not losing any items in transport
1 – Gear checked to ensure inside the boat but light items not secured from blowing out
0 – Gear not checked or not secured properly
- F: 2 – Bow strap checked to ensure engaged, crossing straps with ratchets on driver's side of trailer
1 – All above but ratchets on crossing straps on passenger side
0 – Any of the three straps not checked to ensure engaged and tensioned properly
- G: 2 – Knows that the straps should be tight enough to ensure boat does not move even in winter when boat loses pressure to cold air outside.
0 – Does not know that straps should be tighter than normal in winter
- H: 2 – Backs up distance in one minute or less from placing in reverse to completing the distance
1 – Backs up distance in one minute fifteen seconds or less
0 – Takes longer than one minute fifteen seconds
- I: 2 – Competently drives and turns with trailer attached to front of vehicle
0 – Cannot maneuver trailer while attached to front of vehicle
- J: 2 – Completes the competency sheet
0 – Does not complete the competency sheet
- K: 2 – Evolution completed in 2 minutes or less from placing vehicle in reverse to boat ready to launch
1 – Evolution completed in 2 minute 15 seconds or less from placing vehicle in reverse to boat ready to launch
0 – Takes longer than 2 minute 15 seconds
- L: 2 – Evolution completed in 3 minutes or less from placing vehicle in reverse to boat ready to launch
1 – Evolution completed in 3 minute 30 seconds or less from placing vehicle in reverse to boat ready to launch
0 – Takes longer than 3 minute 30 seconds
- M: 2 – Evolution completed in 45 seconds or less from placing vehicle in reverse to boat ready to launch
1 – Evolution completed in 1 minute or less from placing vehicle in reverse to boat ready to launch
0 – Takes longer than 1 minute
- N: 2 – Evolution completed in 1 minute or less from placing vehicle in reverse to boat ready to launch
1 – Evolution completed in 1 minute 15 seconds or less from placing vehicle in reverse to boat ready to launch
0 – Takes longer than 1 minute 15 seconds

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Drysuit Orientation

Pg. 1

Name _____ ID # _____

Objective: The student will demonstrate knowledge of how to properly done, use, doff & care for a drysuit.

NFPA 1006: 11.1.1, 11.1.2, 11.1.4, 11.1.5, 11.1.6, 11.1.13, 11.2.1, 11.2.2, 12.2.1, 12.2.2

				Tester ID#	Initial	Date
A	What conditions require the use of a drysuit	0	1	2		
B	What is the temperature formula to determine if a drysuit is required	0	1	2		
C	Is a drysuit ever mandatory even if not required by temperature	0	1	2		
D	What provides a rescuer warmth when using a drysuit in cold weather	0	1	2		
E	How can a rescuer protect their hands from cold water	0	1	2		
F	How long can a properly outfitted rescuer operate in freezing weather	0	1	2		
G	How are the hands pushed through the wrist seals	0	1	2		
H	How is the head pushed through the neck seal	0	1	2		
I	What is burping, how and why is it done	0	1	2		
J	What is the neck ring for	0	1	2		
K	What are some problems with the neck ring	0	1	2		
L	What are some problems with direct skin to drysuit contact	0	1	2		
M	What could be a disadvantage when operating in a drysuit	0	1	2		
N	How often is the drysuit zipper waxed	0	1	2		
O	How is the suit normally cleaned	0	1	2		
P	How should the zippers on the suit be kept and cared for	0	1	2		
Q	How should the suit be stored	0	1	2		
R	Demonstrates getting into and out of suit properly	0	1	2		
	Totals					

Minimum passing score 27 with no zeros Pass _____ Fail _____

- A: 2 – Describes the conditions of temperature and/or contamination which make drysuit use necessary
 0 – Does not know when or why a drysuit would be required
- B: 2 – Explains the 130 degree temperature formula and knows where that number comes from
 1 – Knows that there is a formula and is within 30 degrees of the proper number
 0 – Does not know the temperature formula or is more than 30 degrees off
- C: 2 – Knows the drysuit is mandatory in flooding situations
 0 – Does not realize that the drysuit would be mandatory especially in the middle of the summer
- D: 2 – Explains what items to wear inside the drysuit in order to stay warm in cold weather
 1 – Knows that they need to wear something inside the suit but are unsure of what
 0 – Thinks the drysuit alone will keep them warm in cold weather
- E: 2 – Explains the light glove, EMS glove and over-glove process of makeshift dry gloves
 1 – Dons the ems glove after they put the wrist through the drysuit wrist seal
 0 – Leaves out one of the three layers or does not know the process at all
- F: 2 – Understands the endurance parameters for a properly attired rescuer even in freezing weather
 1 – Believes that rescuers can only operate in the water during freezing weather for a short
 period of time (10 – 15 minutes)
 0 – Does not think that in water operations are possible in sub-freezing conditions

Swift Water Boat Crew Task Sheet

Drysuit Orientation

Pg. 2

- G: 2 – Explains how to push the hand through the wrist seal without stressing the seal
0 – Student does not know how to put the hand through the wrist seal without stressing the seal
- H: 2 – Explains how to push the head through while pulling the neck seal over the head
0 – Attempts to push their head through the neck seal by just pulling on the suit itself
- I: 2 – Explains the proper crouch and cross arm position and why this is required
1 – Explains the proper method of burping but does not know why it is done
0 – Does not know what burping is or think it means to audibly belch
- J: 2 – Explains the use of the neck ring for keeping the neck seal off of the neck
1 – Understands the purpose of the neck ring but does not use it properly
0 – Thinks the neck ring is to be used at all times
- K: 2 – Explains the problems of forgetting about placement of the ring and stressing the neck seal
1 – Explains the problems of forgetting about placement of the ring but does not realize it stresses the neck seal
0 – Does not think there are any problems with using the neck ring
- L: 2 – Explains the problems of chaffing and the suit sticking to the skin
1 – Knows that there are problems with direct skin/drysuit contact but does not know why
0 – Does not know that there are any problems at all with direct skin/drysuit contact
- M: 2 – Explains the problems of reduced mobility and heat buildup while using a non breathable drysuit
1 – Knows there can be movement or heat related issues but not both
0 – Does not realize that there are any disadvantages with operating in a drysuit
- N: 2 – Knows that the zipper should be waxed after each use
1 – Knows how to wax the zipper but thinks that it is only done when the zipper starts to be difficult to zip.
0 – Does not know that the zipper needs to be waxed or know how to wax the zipper
- O: 2 – Explains how to rinse and scrub debris from the suit and that washing is required if the suit is exposed to chlorine or contamination
1 – Knows about cleaning and washing of contamination but does not realize the problem of chlorine
0 – Does not know to wash the suit from decontamination or chlorine
- P: 2 – Knows that zippers are to be always fully open or closed and waxed after use
1 – Knows about having the zippers fully open or closed but does not know when to lube them
0 – Does not know that the zippers cannot be left partly open /closed
- Q: 2 – Knows to roll the dried suit up so as to prevent a tight bend in the zipper
0 – Student does not store the suit properly
- R: 2 – Demonstrates proper procedure for donning, burping and doffing suit
0 – Stresses any of the suit seals at any point or forgets to burp the suit

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Equipment

Pg. 1

Name _____ ID # _____

Objective: The student will explain the listed items, demonstrate that they have knowledge as to their location, purpose and use.

NFPA 1006 JPR – 11.1.2, 11.1.4, 11.1.6, 11.1.15, 12.1.2, 12.1.4, 12.2.1

				Tester ID#	Initial	Date
A	Equipment color of the Alpha and Bravo boat at station 10 & 30	0	1	2		
B	Equipment color of the Boat Support unit at station 10 & 30	0	1	2		
C	Explain how many paddles are in each boat	0	1	2		
D	Explain how many Ring Buoys are in each boat	0	1	2		
E	Explain how many Throwbags are in each boat	0	1	2		
F	Canal key	0	1	2		
G	Night Operations kits	0	1	2		
H	EMS equipment	0	1	2		
I	Length of throwbags	0	1	2		
J	Setup of 3" inflated fire hose	0	1	2		
K	Hookup of fuel lines to motors and fuel cells	0	1	2		
L	Handheld spotlights	0	1	2		
M	Use of Scott bottle to fill boat	0	1	2		
N	Signal devices on boat	0	1	2		
O	Process for recording missing or damaged equipment	0	1	2		
P	Options for movement of a non ambulatory patient	0	1	2		
Totals						

Minimum passing score 24 with no zeros Pass _____ Fail _____

- A 2 – Gives the correct color for each of the four primary boats
 1 – Gives the correct color for three of the boats
 0 – Knows the correct color for two or less of the boats
- B 2 – Knows the correct color of both Boat Support Units
 0 - Only knows the color for one of the units or neither unit
- C 2 – Knows that there should be at least three paddles in every boat
 1 – Thinks that four is the minimum paddle number and or a Jon boat has two paddles
 0 – Any configuration different than that listed in the two responses above
- D 2 – Knows there should be two in each inflatable with one attached to a throwbag and one per Jon boat
 1 – Thinks there should be two in every boat
 0 – Does not know how many there should be in each boat
- E - 2 – Knows there should be four in each inflatable boat with one attached to a throw ring and two per Jon boat
 1 – Thinks that one of the four throwbags can be used as the bowline
 0 – Does not know the correct number of bags per boat

Swift Water Boat Crew Task Sheet

Equipment

Pg. 2

- F 2 – Knows that the canal key is in the glove box of each vehicle
0 – Does not know that each vehicle should have a canal key or where they are kept
- G 2 – Knows where the kits are on each vehicle and each boat and what is in the kits
1 – Knows where the kits are but does not know what is in them without looking
0 – Does not know where the kits are kept
- H 2 – Knows where the EMS kits are kept and what equipment is in the kits
1 – Knows where the kits are kept but does not know what team specific equipment is in them
0 – Does not know where the kits are kept or have a working knowledge of their contents
- I 2 – Knows that throwbags range from 50 – 75 feet long
1 – Thinks that all throwbags are the same length within the range listed above
0 – Does not know either of the above
- J 2 – Locates and is able to setup and inflate the 3 inch fire hose with equipment from the unit
0 – Cannot locate the required equipment or cannot inflate the fire hose
- K 2 – Knows how to connect and disconnect the fuel lines properly
0 – Does not connect the fuel lines so the connection is engaged completely
- L 2 – Knows where the spotlights are kept and where to connect the 12 volt spotlights
0 – Does not know where the spotlights are kept or where to connect the 12 volt lights
- M 2 – Locates items required, demonstrates putting air into an inflatable boat and knows how much air each boat type requires to fill. While filling listens to and feels bleed off valve for venting.
1 – Performs the above but does not know how much air each boat type requires to fill
0 – Cannot locate required equipment and put air in an inflatable boat
- N 2 – Knows where the signal devices are and explains the use of the audible and visual signals
1 – Knows where the signal devices are but only knows the use parameters of the visual signals
0 – Does not know where the devices are or does not know the use parameters of the visual signals
- O 2 – Demonstrates the steps for recording missing or damaged equipment on the team website
1 – Knows that the information is recorded on the team website but cannot navigate to the entry page
0 – Has no idea how the information is recorded
- P 2 – Explains use of all patient movement devices including the backboard, stokes, stokes with bigwheel
0 – Has no idea how to move a non ambulatory patient

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Flood Operations

Pg. 1

Name _____ ID # _____

Objective: Personnel will become familiar with hazards and operational procedures at the scene of general and roadway flooding incidents.

NFPA 1006 JPR – 11.1.1, 11.1.4, 12.1.3, 12.2.1

				Tester ID#	Initial	Date
A	List five hazards present on the scene of flooding operations	0	1	2		
B	Where can all of these hazards be present	0	1	2		
C	What hazards are a factor at all flood operations incident scenes	0	1	2		
D	What is the proper attire for in water rescuers on flood ops all year round	0	1	2		
E	What is the proper decontamination process	0	1	2		
F	If water is at the top of a guardrail, how deep is the water at that spot	0	1	2		
G	If water is at the bottom of a roadway sign how deep is the water at that spot	0	1	2		
H	If water is at a homes porch railing how deep is the water at that spot	0	1	2		
I	What depth of water dramatically increases a vehicles chances of being moved	0	1	2		
J	What simple thing could cause a problem for rescuers wading on an undamaged flooded roadway	0	1	2		
K	What could happen to a vehicle when removing multiple occupants	0	1	2		
L	How will a vehicle broadside to the current likely move first	0	1	2		
M	What is the purpose of marking cars	0	1	2		
N	What is the method of marking cars	0	1	2		
O	What is the purpose of trying to keep boat navigation over roads	0	1	2		
P	Describe ways of identifying submerged roads	0	1	2		
Q	List some important tasks at the scene of a roadway flood incident	0	1	2		
R	What is an easy way to take PFD's out to a victim	0	1	2		
Totals						

Minimum passing score 27 with no zeros

Pass _____ Fail _____

- A 2 – Lists contamination, debris, drop offs, missing manhole covers, strainers, dangerous runoff
 1 – Lists four of the items above
 0 – Lists less than four
- B 2 – On a roadway with a culvert pipe on the upstream side
 0 - Thinks that it is not possible to have all of the items in one place
- C 2 – Describes how contamination and debris are always concerns at any moving water flooding incident
 0 – Does not think that there any issues that are common to every flooding incident
- D 2 – Explains how drysuits are required for in water rescuers at all flooding incidents regardless of the time of year or temperatures
 0 – Does not know that drysuits are always required in flooding situations
- E - 2 – Explains how rescuers should have bare minimum a quick rinse from a hose stream. Preferably a quick scrub with simple green from the Decon kits
 1 – Thinks that Decon must be a scrub with a cleaning agent
 0 – Does not know that a decontamination needs to take place

Swift Water Boat Crew Task Sheet

Flood Operations

Pg. 2

- F 2 – Knows that the top of guardrails are 27 – 31 inches from the ground
1 - Thinks that the guardrail tops are two feet from the ground
0 – Does not know how high guardrail tops are from the ground
- G 2 – Knows that from the ground the bottom of roadway signs are typically 5 feet in rural locations and 7 feet in Urban locations
1 – Thinks that all roadway signs are the same height from the ground to the bottom of the sign
0 – Has no idea how high off the ground the bottom of roadway signs are
- H 2 – Explains that railings are usually required for rises over 16 inches and always over 24 inches therefore the water at that spot would likely be between 16 and 24 inches deep
0 – Has no idea how deep the water at this spot might be
- I 2 – Knows that the depth is not necessarily the key factor but when the water reaches to body of the vehicle
0 – Has no idea what depth is critical to a car being moved or how to judge that depth
- J 2 – Explains how simply stepping on roadway striping could cause a rescuer to slip and fall
0 – Has no idea what could cause a problem if the roadway was undamaged
- K 2 – Explains how removing the weight of victims could allow the current to push the car by reducing the downward pressure of the car
0 – Does not realize that something bad could happen by removing victims from a stranded car
- L 2 – Describes how a vehicle will usually pivot so that the motor end is upstream and then be pushed downstream
0 – Does not know how a car in a current would most likely move
- M 2 – Explains how this could help prevent repeat calls for the same car even if the vehicle floats somewhere else
0 – Has no idea why it is important to mark cars before leaving the scene
- N 2 – Describes a method which will stay in place even if the car floats away (securely fire line taping or painting)
0 – Has no idea how to mark a vehicle
- O 2 – Explains how this is done to minimize the chances of hitting something such as fences, mailboxes etc.
0 – Has no idea why it is important to try to keep the boat over the roadway
- P 2 - Explains how one can look for things that typically line roadways (telephone poles, tree rows, fences etc.)
0 – Cannot cite any examples of how to determine where a submerged roadway might be
- Q 2 – Describes marking the waterline for vertical monitoring, also placing Downstream and Upstream personnel
1 – Describes the above but does not know about monitoring the waterline for vertical rise
0 – Does not know about the above basic tasks
- R 2 – Explains how one could take the victims PFD and simply put it on over their own PFD
0 – Has no idea how they would bring a PFD out to a victim

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Helo Hoist Operations

Pg. 1

Name _____ ID # _____

Objective: The student will demonstrate knowledge of the proper procedures during helicopter hoist operations

NFPA 1006 JPR: 11.1.9

				Tester ID#	Initial	Date
A	Explain procedures for using lighting during night operations	0	1	2		
B	Explain the policy on hoisting combative patients	0	1	2		
C	Explain the policy on hoisting O2 cylinders with the patient	0	1	2		
D	Explain the hoisting weight limitations	0	1	2		
E	Demonstrate attaching a tag line/s to the litter	0	1	2		
F	Explain how the litter should be oriented in relation to the wind	0	1	2		
G	Explain the policy on radio communications during hoist operations	0	1	2		
H	Explain proper procedure as the hoist hook approaches	0	1	2		
I	Explain how rescuers should be positioned during hookup of the litter	0	1	2		
J	Demonstrate the proper signal to helicopter to begin the hoist	0	1	2		
K	Explain how much tension there should be on litter tag lines	0	1	2		
L	Explain how to maintain proper tension on the litter tag lines	0	1	2		
M	Explain what should never be done with litter tag lines	0	1	2		
Totals						

Minimum passing score 20 with no zeros Pass _____ Fail _____

- A: 2 – Explains types of lighting used and the proper manner which they are used
 1 – Knows not to direct any light at the aircraft but does not know of any other direction related to lighting
 0 – Does not know that there are any procedures specific to operations with helicopters at night
- B: 2 – Explains the policy on combative patients and the reasons for that policy
 1 – Explains the policy on combative patients but does not know why they are in place
 0 – Does not know that there are specific guidelines for hoisting combative patients
- C: 2 – Explains the policy on hoisting O2 cylinders with a patient
 1 – Explains the policy on hoisting O2 cylinders with a patient but does not know why they are in place
 0 – Does not know that there are specific guidelines for hoisting O2 with a patient
- D: 2 – Knows that there is a 600lbs weight limit for the hoist assembly
 1 – Knows the maximum load that can be hoisted but does not know what causes this limitation
 0 – Does not know the weight limits of a hoisting operation
- E: 2 – Demonstrates attaching a single or two line tether with quick release and incorporated breakaway
 1 – Attaches tethers with either the quick release or breakaway but not both
 0 – Attaches tethers without quick release or incorporated breakaway or attaches to the pt right side of litter
- F: 2 – Explains orienting the litter with the head end to the wind and why it is important
 1 – Explains the proper orientation of the litter to the wind but does not know why it matters
 0 – Does not know that the wind needs to be considered when placing the litter for a hoist

Swift Water Boat Crew Task Sheet

Helo Hoist Operations

Pg. 2

- G: 2 – Explains that there must be radio silence and possibly a separate channel for hoist operations and why it is important
1 – Explains the policy on radio communications but does not know why it is important
0 – Does not know that there should be any change to radio procedure during a hoist operation
- H: 2 – Explains what actions to and not to take as the hoist hook approaches and why this is done
1 – Explains what actions to and not to take as the hoist hook approaches but does not know why this is done
0 – Does not know of any specific cautions to take as the hoist hook approaches
- I: 2 – Explains where all rescuers should position during litter hookup and what actions they should take
1 – Explains the position and actions for the hookup crew, but does not know what other personnel should do
0 – Does not know the position for or duties of the hookup crew
- J: 2 – Demonstrates the thumbs up signal to give to the helicopter for beginning a hoist
0 – Does not know the signal to begin the hoist operation
- K: 2 – Explains how just enough force is used to keep the litter from spinning during the hoist operation
1 – Explains that there should be tension on the tether lines but is unsure of how much
0 – Does not know how much tension there should be on the tether lines
- L: 2 – Explains how they would maintain the proper tension on the tether line/s by using their hands only
0 – Does not know how to maintain the proper tension on the tether line/s
- M: 2 – Explains never fastening, looping or attaching a rope leading to a Helicopter to anything
0 – Does not know that there is something that should never be done to a tether line or student indicates that tying a tether line to something on the ground is an option

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Hydrology

Pg. 1

Name _____ ID # _____

Objective: The student will be able to identify and describe the following water features on a moving body of water. The student will also know how these water features affect objects in and on the water.

NFPA 1006: 11.1.13, 11.2.1, 12.1.3, 12.2.2

			Tester ID#	Initial	Date
A	Boil Line	0	1	2	
B	Chute	0	1	2	
C	Eddy	0	1	2	
D	Eddy Fence	0	1	2	
E	Hole	0	1	2	
F	Hydraulic	0	1	2	
G	Pillow	0	1	2	
H	Standing Wave	0	1	2	
I	Strainer	0	1	2	
J	The fastest moving water in a flow	0	1	2	
K	The slowest moving water in a flow	0	1	2	
L	The hydrology of the convergence of two strong flows	0	1	2	
Totals					

Minimum passing score 18 with no zeros

Pass _____ Fail _____

- A: 2 – Describes where a boil line is found and how it effects objects in the water at its location and near it
 1 – Can identify a boil line and describe the effects but does not know where they occur or why
 0 – Does not know what a boil line is or how it effects objects in the water
- B: 2 – Describe where a chute will be found and describe how objects in the water would be affected by it
 1 – Can describe the effects of a chute but does not know where they would be found
 0 – Does not know what effects a chute have to objects in the water or where they are found
- C: 2 – Describe what an eddy is, how it effects objects in the water and what causes them to occur
 1 – Describes the effects of an eddy on objects in the water but does not know what causes them to form
 0 – Does not know what an eddy is or how it affects objects in the water
- D: 2 – Describes what an eddy fence is, where they occur and how it affects objects in the water
 0 – Does not know what an eddy fence is or how it effects objects in the water
- E: 2 – Describes what a hole is and can draw a crude diagram of the water flow. Can explain how floating and subsurface objects are affected by a hole
 1 – Can explain how floating and subsurface objects are affected by a hole but does not know why
 0 – Does not know what affects a hole has for objects in the water or describes a hydraulic

Swift Water Boat Crew Task Sheet

Hydrology

Pg. 2

- F: 2 – Describes what a hydraulic is and can draw a crude diagram of the water flow. Can explain how floating and subsurface objects are affected by a hydraulic
1 – Can explain how floating and subsurface objects are affected by a hole but does not know why
0 – Does not know what affects a hydraulic has for objects in the water or describes a hole
- G: 2 – Describes what a pillow is and what causes it to form, what the absence of a pillow where there should be one indicates. Student also explains what effects a pillow has on floating objects
0 – Does not know what significance the presence or absence of a pillow presents
- H: 2 – Describes what a standing wave is, what two conditions cause them to form and what significance there is of the presence of a standing wave
1 – Can describe only one of the conditions that cause a standing wave
0 – Does not know how or why standing waves are formed
- I: 2 – Describes what a strainer is, what significance they represent and gives examples of strainers
0 – Does not know what a strainer is, what significance they have and cannot give examples
- J: 2 – Describes where the fastest moving water is in a straight and turning water flow
0 – Does not know where the water is flowing faster in a straight or turning water flow
- K: 2 – Describes where the slowest moving water is in a straight and turning water flow
0 – Does not know where the water is flowing slowest in a straight or turning water flow
- L: 2 – Describes the danger of being captured at the inside of the convergence of water flows
1 – Knows that there is a danger of the inside of the convergence but does not know why
0 – Does not know that there are any problems with the convergence of two water flows

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Hypothermia

Pg. 1

Name _____ ID # _____

Objective: The student will demonstrate an understanding of the signs & symptoms as well as treatments for a patient who is experiencing Hypothermia

NFPA 1006: 11.1.2, 11.1.4, 11.2.4

				Tester ID#	Initial	Date
A	Describe how much faster heat is lost to water compared to air	0	1	2		
B	Describe the signs of mild Hypothermia	0	1	2		
C	Describe the signs of moderate Hypothermia	0	1	2		
D	Describe the signs of severe Hypothermia	0	1	2		
E	What body part/s are rewarmed on a mild Hypothermia patient	0	1	2		
F	What body part/s are rewarmed on a moderate Hypothermia patient	0	1	2		
G	What body part/s are rewarmed on a severe Hypothermia patient	0	1	2		
H	What are the rewarming methods for a mild Hypothermia patient	0	1	2		
I	What are the rewarming methods for a moderate Hypothermia patient	0	1	2		
J	What are the rewarming methods for a severe Hypothermia patient	0	1	2		
K	Explain the dangers of rewarming the limbs of a moderate or severe Hypothermia patient	0	1	2		
Totals						

Minimum passing score 17 with no zeros Pass _____ Fail _____

- A: 2 – Knows that heat is transferred 25 – 30 times faster by water and that moving water increase that number
 1 – Knows the correct transfer rate but does not know how it might be influenced
 0 – Does not know the proper transfer rate or that there is a difference between air and water
- B: 2 – Describes the visible shivering signs of mild Hypothermia
 0 – Does not know the signs of mild Hypothermia
- C: 2 – Describes the absence of shivering with moderate Hypothermia
 1 – Knows what is symptomatic of a condition past mild hypothermia but does not know which stage it is
 0 – Does not know the signs of moderate Hypothermia
- D: 2 – Describes the signs of reduced thought and motor functions and possibly unconsciousness of severe Hypothermia
 0 – Does not know the signs of severe Hypothermia
- E: 2 – Knows that all body part/s can be rewarmed on the mild Hypothermia patient
 0 – Does not know what body part/s should be rewarmed on the mild Hypothermia patient
- F: 2 – Knows that only the body torso should be rewarmed on the moderate Hypothermia patient
 0 – Does not know what body part/s should be rewarmed on the moderate Hypothermia patient

Swift Water Boat Crew Task Sheet

Hypothermia

Pg. 2

- G: 2 – Knows that only the body core should be rewarmed on the severe Hypothermia patient
0 – Does not know what body part/s should be rewarmed on the severe Hypothermia patient
- H: 2 – Describes the proper rewarming methods for the mild Hypothermia patient
0 – Does not know how to properly rewarm the mild Hypothermia patient
- I: 2 – Describes the proper rewarming methods for the moderate Hypothermia patient
0 – Does not know how to properly rewarm the moderate Hypothermia patient
- J: 2 – Describes the proper rewarming methods for the severe Hypothermia patient
0 – Does not know how to properly rewarm the severe Hypothermia patient
- K: 2 – Describes the problems of after-drop due to improper rewarming
1 – Knows not to rewarm the limbs of the mild or severe patient but does not know why
0 – Does not know that there is a problem with rewarming the limbs of a Hypothermia patient

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Ice Rescue

Pg. 1

Name _____ ID # _____

Objective: The student demonstrate knowledge of procedures and equipment used in the rescue of person/s on an iced over body of water.

NFPA 1006 JPR – 11.1.3, 11.1.4, 11.1.5

				Tester ID#	Initial	Date
A	How can a victim's location be marked before a rescue begins	0	1	2		
B	What is the proper attire for an Ice Rescue	0	1	2		
C	How many ropes are required for an Ice Rescue	0	1	2		
D	How are the ropes to be brought out onto the ice by the rescuer	0	1	2		
E	What is the best way to prevent breaking of ice during movement	0	1	2		
F	What should a rescuer do if the ice begins to break	0	1	2		
G	How does one get out of the water and back onto the ice sheet	0	1	2		
H	What path should the rescuer take to the victim	0	1	2		
I	How should the rescuer approach and make contact with the victim	0	1	2		
J	Describe methods of rope attachment to the victim	0	1	2		
K	When should the ropes be pulled by shore personnel	0	1	2		
L	How does the rescuer get back to shore	0	1	2		
M	Demonstrate how ropes would be attached to a litter or backboard	0	1	2		
N	Describe the process for securing a victim to a litter / backboard if used	0	1	2		
Totals						

Minimum passing score 21 with no zeros Pass _____ Fail _____

- A 2 – Describes how two persons on shore can use intersecting lines of sight to fix a location
 1 – Knows that two persons should sight victim from shore but does not know that they must remain there until the victim is removed from the ice.
 0 – Does not know that or how a victims location can be fixed from shore
- B 2 – Describes a drysuit with thermal liner, makeshift dry gloves and knows that fins could be helpful
 1 – Knows that a drysuit with thermal liner is required but does not know about the makeshift dry gloves or fins
 0 - Does not know about any of the above
- C 2 – Knows that there should be a rope for each person on the ice (victims included). Up to four max
 1 – Knows there should be a rope for the rescuer and the victim but not additional ropes or that there is a limit
 0 – Does not realize there should be rope for the rescuer and the victim
- D 2 – Knows that the rescuer will bring all ropes and that they may be tethered to the blowout or hold them
 1 – Knows that the ropes may be fastened with carabiners but does not know about the associated icing problem
 0 – Does not know that the rescuer should bring ropes out onto the ice
- E - 2 – Knows that the rescuer should be laying down to spread their weight and should keep moving
 1 – Knows that the rescuer should be laying down but does not know why
 0 – Does not know that they should be laying down

Swift Water Boat Crew Task Sheet

Ice Rescue

Pg. 2

- F
 - 2 – Knows that they should keep moving and definitely not stop
 - 0 – Thinks that they should stop
- G
 - 2 – Knows about placing chest on ice and swinging legs up so they can roll up onto ice
 - 1 – Knows about placing chest on ice and swinging legs up but does not know to continue rolling away from hole
 - 0 – Does not know about the above or thinks they should move straight out and ahead
- H
 - 2 – Knows they should not go directly to victim along the path the victim is to be removed
 - 1 – Knows the should not go directly to victim along the path the victim is to be removed but does not know why
 - 0 – Thinks the rescuer should go directly to the victim along same path as the planned removal
- I
 - 2 – Knows the rescuer should protect the ice sheet in front of the victim by not putting their weight there
 - 1 – Knows that the ice in front of the victim is fragile but does not know how to protect it
 - 0 – Thinks they can make contact with the victim from directly in front of them
- J
 - 2 – Demonstrates methods of capturing a victim with a rope
 - 1 – Demonstrates a capture method but it involves tying a knot out on the ice
 - 0 – Does not know how to capture a victim with a rope
- K
 - 2 – Knows that a rope is not to be pulled until the on ice rescuer signals by lifting the rope and pointing to pull
 - 1 – Knows that the on ice rescuer will signal for the rope to be pulled but does not know how the signal is given
 - 0 – Thinks the shore personnel pull on the ropes when they see the victim captured by the rope
- L
 - 2 – Knows the rescuer may come back with the victim, be pulled by a separate rope or come back on their own
 - 1 – Thinks that shore personnel have to pull the rescuer back to shore
 - 0 – Thinks that the only retrieval method is to be pulled back with the victim
- M
 - 2 – Demonstrates how to tie a rope to a litter or backboard so that the rope will help to secure the victim
 - 0 – Does not know how to tie a rope to the litter / backboard so that it can be incorporated to capture the victim
- N
 - 2 – Demonstrates how to maneuver the litter / backboard to the victim and how to use the rope tied to the litter / backboard so it captures the victim
 - 0 – Does not know how the litter / backboard would be maneuvered to capture the victim

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Launch & Recovery

Pg. 1

Name _____ ID # _____

Objective: The student demonstrate knowledge of procedures used in the launching and recovery of team watercraft.

NFPA 1006 JPR – 11.1.1, 11.1.8

				Tester ID#	Initial	Date
A	Student explains launch site information in the water rescue site directory	0	1	2		
B	When should the crossing straps be taken off of the boat	0	1	2		
C	When should the bow strap be taken off the boat	0	1	2		
D	Student demonstrates how to attach and detach fuel lines	0	1	2		
E	Student demonstrates how to vent fuel tanks	0	1	2		
F	Student demonstrates how to prime fuel lines	0	1	2		
G	Student demonstrates how to trim up all motors used by the team	0	1	2		
H	What are the concerns and actions for launching into a strong current	0	1	2		
I	What are the concerns and actions for launching into shallow water	0	1	2		
J	Describe when and how the boat motor should be started	0	1	2		
K	What must be done on all slide launches to prevent damage	0	1	2		
L	What must be done to protect the motor on all shallow water launches	0	1	2		
M	How many people are required to hand launch the sled	0	1	2		
N	How many people are required to launch the Jon Boat	0	1	2		
O	Chesapeak launched and recovered onto trailer properly	0	1	2		
P	Sled launched and recovered onto trailer properly	0	1	2		
Q	Jon Boat launched, re-mounted and secured properly	0	1	2		
R	Slide launch and slide recovery of sled done properly	0	1	2		
	Totals					

Minimum passing score 27 with no zeros Pass _____ Fail _____

- A 2 – Describes what all listed information for entries mean
 1 – Can describe the information in the directory but does not know where they are kept
 0 – Does not know how to read the guide
- B 2 – Knows the straps are taken off before the boat is in the water and stored with the trailer or tow vehicle
 1 – Knows that the straps are taken off before the boat is in the water but does not know where they should go
 0 - Does not know about any of the above or thinks the straps can be taken off with the boat in the water
- C 2 – Knows that the bow strap should stay attached and engaged until boat is ready to come off the trailer
 0 – Thinks the bow strap can be removed or disengaged before the boat is in the water
- D 2 – Demonstrates how to attach and detach fuel lines
 1 – Can attach and detach lines but pulls on the hose itself in order to detach
 0 – Does not know how to attach and detach fuel lines
- E - 2 – Knows how to vent fuel tanks and why it is important
 1 – Knows how to vent the fuel tanks but does not know why it is important
 0 – Does not know how to vent the fuel tanks or why it is important

Swift Water Boat Crew Task Sheet

Launch & Recovery

Pg. 2

- F 2 – Knows how to prime the fuel lines and when it should be done
1 - Knows how to prime the fuel lines but not when it should be done
0 – Does not know how to prime the fuel lines
- G 2 – Knows how to trim up all motors used by the team
0 – Does not know how to trim up all motors used by the team
- H 2 – Knows that the boat should be angled bow into the current and should be tended by throw lines as it enters the water to help control it in the current
1 – Knows that the boat could move but not sure of how to control it
0 – Thinks the boat could be launched in a strong current in the same manner as usual
- I 2 – Knows there could be an issue with hitting shallow objects with the trailer or boat as it comes off the trailer and explains ways to protect against those problems
1 – Knows there could be issues but does not know what to do to prevent a problem
0 – Thinks that the boat could be launched in shallow water in the same manner as usual
- J 2 – Demonstrates how to start all motors including priming of the motor and fast idle on the Chesapeak and explains when this should be done
1 – Demonstrates the above but does not know how to set the fast idle on the Chesapeak
0 – Does not know how to start all motors used by the team
- K 2 – Knows that the motor must be trimmed all the way up and the boat must leave the trailer slowly
0 – Does not know the motor has to be all the way up or does not know the boat should leave the trailer slowly
- L 2 – Knows the motor should be trimmed all the way up and the boat should leave the trailer slowly
0 – Does not know the motor has to be all the way up or does not know the boat should leave the trailer slowly
- M 2 – Knows that there must be at least 6 people and that the distance they can move is minimal
1 – Knows that there must be at least 6 people but thinks they can move the boat over 25'
0 – Thinks that less than 6 people can hand launch or that they can move the boat more than 40'
- N 2 – Knows that there should be 4 people to launch the Jon Boat but it can be done with two
1 – Does not know that the launch process is difficult with only two people
0 – Thinks that one person can launch the Jon Boat alone
- O 2 – Chesapeak launched properly and recovered with motor just back from roller
1 – Chesapeak launched properly but motor almost 6 inches from roller
0 – Chesapeak launched properly but motor more than 6 inches from roller or motor on or over trailer
- P 2 - Sled launched properly and recovered with motor just back from roller
1 – Sled launched properly but motor almost 6 inches from roller
0 – Sled launched properly but motor more than 6 inches from roller or motor on or over trailer
- Q 2 – Jon Boat removed from vehicle, and returned safely
0 – Jon Boat removed from vehicle and returned but process took more than 2 people or boat dropped
- R 2 – Slide launch and recovery done properly and effectively
1 – Slide launch done properly but winch ratchet not engaged when recovering boat
0 – Any other component of procedure not followed

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Lowhead Dam

Pg. 1

Name _____ ID # _____

Objective: The student demonstrates knowledge of procedures and best practices for operations at the scene of a Lowhead Dam.

NFPA 1006 JPR – 11.1.1, 11.1.4, 11.1.6, 11.1.7, 11.2.4

				Tester ID#	Initial	Date
A	What are the preferred 1 st rescue technique choice	0	1	2		
B	Where should throw bags be aimed	0	1	2		
C	How should victims in a watercraft be told to position themselves	0	1	2		
D	What issues can occur when removing persons from a stranded craft	0	1	2		
E	Describe the issues with using Helicopters for Lowhead Dam rescues	0	1	2		
F	What if the victim is farther from the boat than the rescuer can throw	0	1	2		
G	What happens once the victim has the rope	0	1	2		
H	What happens once a rope reaches a stranded craft	0	1	2		
I	What equipment should the crew member have during the rescue	0	1	2		
J	If executing a towing operation where should the crew member be	0	1	2		
K	What are the crew members duties during a towing operation	0	1	2		
L	Describe the Boil, face and backwash of a Lowhead Dam	0	1	2		
M	If caught in a Lowhead Dam what are your escape options	0	1	2		
N	Are Lowhead Dams only an issue for us on the Potomac River	0	1	2		
Totals						

Minimum passing score 21 with no zeros Pass _____ Fail _____

- A 2 – Describes rescue techniques that are shore based
 1 – Describes a water based technique that does not involve rescuers getting in the water or near the boil
 0 – Describes a technique which has rescuers on the water and near the boil
- B 2 – Describes aiming the throws over the victims head
 1 – Describes throwing the ropes across the current from the victim so the current will carry the rope to them
 0 - Describes throwing the throw bag right at the victim
- C 2 – Tells victims on the craft to go to the downstream side of the craft
 1 – Tells victims on the craft to stay right where they are
 0 – Tells the victims to do anything that would move them closer to the dam face
- D 2 – Explains the possibility of a flip when victims move or are removed from the craft
 0 – Does not know that there could be any problems with removing persons from a trapped craft
- E 2 – Explains how rotor wash and noise can be a problem. Also cites the above issues.
 0 – Does not know that there are any problems associated with using helicopters at Lowhead Dams
- F - 2 – Explains how they can let the current carry a rope or rescue ring to the victim
 0 – Does not know how to get a rope to a victim farther than they can throw
- G 2 – Explains telling victim to hold on and pulling victim free hand over hand
 0 – Thinks that the victim would be pulled free using the power of the boat

Swift Water Boat Crew Task Sheet

Lowhead Dam

Pg. 2

- H 2 – Explains how they would instruct the victim to tie off their craft and how they could assist them in doing so
1 – Explains how they would instruct the victim but does not know of any way they could assist
0 – Does not know what they could do past sending the victim a line
- I 2 – Lists items to be brought – throw bags, life ring, gaff hook, rope, webbing, carabiners, swim fins,
1 – Lists the items above but does not know what each item would be used for
0 – Does not know the items to be brought or the reason for having them
- J 2 – Explains how the crew member should be in front of the operator looking at the towed craft
0 – Does not know that there is a specific location for them during this operation
- K 2 – Explains the towing procedure, what they should do during this operation and how to set it up
1 – Explains all above but does not know how to set up the system
0 – Does not know the towing procedure or how to set up the system
- L 2 – Explains how to recognize the Boil, Face and Backwash of the dam and knows the basic rule for judging the force of the dam
1 – Explains the parts of the Dam but does not know the general rule for judging the force of the flow
0 – Does not know the parts of the Dam or how to judge the force of flow
- M 2 – Knows to try swimming laterally, aggressively downstream when at the boil (fins might make the difference) or the Ohio method (PFD off & swim along the bottom)
1 – Knows the first two but not the Ohio method or will not use that method
0 – Does not know that there are any escape options
- N 2 – Knows that there can be a Lowhead Dam effect on any flooded roadway
1 – Knows that they can be an issue other than the river but cannot give an example
0 – Thinks that the river is the only place to worry about a Lowhead Dam

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Motor Orientation

Pg. 1

Name _____ ID # _____

Objective: The student demonstrate knowledge of basic boat motor features and operations.

NFPA 1006 JPR – 11.1.8, 11.1.10

				Tester ID#	Initial	Date
A	What is the motor warning sound and what does it indicate	0	1	2		
B	What actions should be taken for the above warning sound	0	1	2		
C	What are the signs that a jet intake needs to be cleaned out	0	1	2		
D	What is the process for cleaning out the jet intake	0	1	2		
E	Student will demonstrate tilting a power trim motor	0	1	2		
F	Student will demonstrate trimming up a non power trim motor	0	1	2		
G	Student will demonstrate trimming up the Jon Boat motor	0	1	2		
H	What indicates a linkage problem	0	1	2		
I	Student will demonstrate how to set and release the high idle	0	1	2		
J	Student will explain how to pull start a electric start motor	0	1	2		
K	What is the fuel mix ratio for the Jon Boat motors	0	1	2		
L	What type of oil does each of the motors use	0	1	2		
M	Demonstrate how to lock down manual trim motors for reverse	0	1	2		
N	Student will demonstrate how to grease the motor after use	0	1	2		
Totals						

Minimum passing score 21 with no zeros Pass _____ Fail _____

- A 2 – Describes the warning sound and explains the overheating or low oil conditions that it indicates
 1 – Describes the warning sound and knows that it indicates a bad condition but does not know what they are
 0 – Does not know what the warning tone sounds like or even that there is one
- B 2 – Explains that persistence of the alarm requires the motor to be shut down to prevent severe damage
 1 – Knows that persistence of the alarm is bad and the motor should probably be shut down but is not sure why
 0 - Thinks that persistence of the alarm means that the motor can be run and just serviced after use
- C 2 – Describes symptoms of higher required throttle, reduced power and or decreased reduced cooling discharge
 1 – Knows that a jet intake will need to be cleaned out periodically if there is debris in the water but
 does not know how to tell when that might be
 0 – Does not know what conditions might require a intake to be cleaned out or how to perform the task
- D 2 – Describes lifting the motor completely out of the water and using a gloved hand to pull debris from the intake
 1 – Describes the above process but does not indicate that gloves must be worn
 0 – Does not use a glove or does not lift the motor completely out of the water
- E - 2 – Demonstrates activating the tilt feature on the power trim motors and utilizing the remote tilt control
 1 – Can trim motor from controls on the motor but not the remote location
 0 – Cannot trim up the motor
- F 2 – Demonstrates trimming up and releasing a non power trim motor
 1 - Can trim the motor up and release it but does not know how to lock it in the up position
 0 – Does not know how to do any of the above

Swift Water Boat Crew Task Sheet

Motor Orientation

Pg. 2

- G 2 – Demonstrates trimming up the motor through the shallow water settings and releasing the motor
0 – Does not know how to trim the motor up through the gradual shallow water settings
- H 2 – Explains how difficulty shifting from forward to reverse could indicate a linkage problem and what could cause it
1 – Explains the above but does not know what could cause this to be problem
0 – Does not know what would indicate a problem nor do they know what could cause it or what to do about it
- I 2 – Explains pressing the throttle lever button on console boats and moving the throttle lever forward to start and back to release the button. Student knows that the boat will move forward when started in high idle
1 – Explains the above but does not know that the boat will move forward when started in high idle
0 – Does not know any of the above
- J 2 – Demonstrates pull starting motor by removing the cover, wrapping the pull cord, setting throttle to neutral and key to run (if applicable)
0 – Does not know the procedure for pull starting the motor
- K 2 – Knows that the Jon Boats run on a mixed fuel with a ratio of 50:1, gas to 2 cycle oil
0 – Does not know the proper ratio or know that the oil should be 2 cycle boat oil
- L 2 – Explains what type of oil is used with each motor used by the team
1 – Knows all motors use boat oil and that the Jon boats use 2 cycle and matches at least half of the remaining boat motors to the proper oil (2 cycle motors to 2 cycle oil and 4 cycle motors to 4 cycle oil)
0 – Doesn't know the Jon Boats use 2 cycle or fails to match at least half of the remaining motors to the proper oil
- M 2 – Demonstrates how to lock down all manual trim motors for reverse
0 – Does not know how to lock down all manual trim motors used by the team
- N 2 – Demonstrates how to grease motors after use
0 – Does not know how to grease the motors after use

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Night Operations

Pg. 1

Name _____ ID # _____

Objective: The student will display knowledge of Night Ops procedures and practices along with the ability to explain the reason for those procedures and practices.

NFPA 1006 JPR –

				Tester ID#	Initial	Date
A	What is Night Vision	0	1	2		
B	How can someone's night vision be ruined	0	1	2		
C	Is it possible to operate at night without artificial light	0	1	2		
D	What type of artificial light is usually the worst choice	0	1	2		
E	What type of artificial light beam is usually the best	0	1	2		
F	When should artificial lighting be used	0	1	2		
G	What should be done when talking to someone while using a headlamp	0	1	2		
H	What type of light is used to find close objects (tool in the toolbox)	0	1	2		
I	What are spotlights used for	0	1	2		
J	What are some uses for lightsticks	0	1	2		
K	Where should white lightsticks be used	0	1	2		
L	How many lightsticks should personnel wear	0	1	2		
M	Where should lightsticks be worn	0	1	2		
N	What color lightsticks should personnel wear	0	1	2		
O	How many lightsticks should be placed on a boat	0	1	2		
P	Where should there always be a crew person in the boat	0	1	2		
Q	How can the crew person give travel indications at night	0	1	2		
R	Where should strobe lights be worn and why	0	1	2		
S	When should strobe lights be activated	0	1	2		
T	Why are the above conditions the only time to activate the strobe	0	1	2		
U	How are lightsticks placed when marking a trail	0	1	2		
V	How is a launch site marked so it can be located upon return	0	1	2		
Totals						

Minimum passing score 33 with no zeros Pass _____ Fail _____

- A 2 – Describes what is meant by letting ones eyes adjust to the dark
 0 – Does not know what is meant by night vision or thinks we use night vision goggles
- B 2 – Explains how exposure to artificial light will constrict the pupils and ruin ones night vision
 1 – Knows that exposure to artificial light will ruin night vision but thinks the effects disappear very quickly after
 the artificial light exposure ceases
 0 - Doesn't know artificial light ruins night vision

Swift Water Boat Crew Task Sheet

Night Operations

Pg. 2

- C 2 – Knows that operations at night are often conducted entirely without artificial light
1 – Thinks that most operations can be conducted without artificial light but not all
0 – Thinks that artificial light is required as soon as it gets dark
- D 2 – Knows that flood lights are horrible for night vision and people cannot see outside the lit area
1 – Thinks that any bright light is horrible for night ops use
0 – Does not know that artificial light is bad at night or cannot indicate what type of lighting is preferred
- E - 2 – Knows that dim or narrow focused beam lights are best for use at night
1 – Knows that dim lighting is preferred but does not know that bright focused beam lights are useful
0 – Does not know what kind or that any artificial lighting is useful for night ops
- F 2 – Knows that artificial lighting is used only when absolutely necessary
1 - Knows that artificial lighting can be used but cannot cite any examples
0 – Does not think that artificial lighting would be preferred at any time
- G 2 – Knows that the wearer should ensure that the light beam is not in the face of others
1 – Knows the above but does not know how they would accomplish this if talking to someone
0 – Does not know that a wearers headlamp could cause problems for others
- H 2 – Knows that to find something up close one should use a very dim light source
0 – Does not know what type of light to use in this situation
- I 2 – Knows that spotlights can be useful for searching shorelines from a distance
1 – Knows that a narrow beam spotlight can be useful but does not know for what purpose
0 – Does not know either of the above
- J 2 – Explains several uses for lightsticks – personal marking, boat marking, trail marking
1 – Knows that lightsticks are used on the boats but does not know they have a ground use
0 – Does not know what lightsticks would be used for
- K 2 – Knows that white lightsticks are used for shore or trail marking
0 – Does not know where white lightsticks would be used
- L 2 – Knows how many lightsticks a rescuer should wear during active night operations
1 – Knows that personnel should wear lightsticks but does not know how many
0 – Doesn't know that personnel should wear lightsticks during night operations
- M 2 – Knows how lightsticks should be attached to rescuers
0 – Does not know where lightsticks should be attached
- N 2 – Knows that rescuers should wear a lightstick color the same as the boat they are operating from
0 – Does not know how to tell what color lightstick a rescuer should wear
- O 2 – Knows that lightsticks should be placed such that at least two can be seen from any angle
1 – Knows a number of lightsticks to place on the boat but not why that quantity of sticks are used
0 – Has no idea how many lightsticks should be used or why
- P 2 – Knows that there should always be someone in the bow of the boat to assist with navigation
1 – Knows that there should always be someone in the bow of the boat but does not know why
0 – Has no idea what place in the boat should always have someone positioned in
- Q 2 – Knows that the operator can be given direction by a crew person holding a lightstick against their body and moving out to the side where the boat should go
1 – Knows how to indicate direction by lightstick but continues to hold it out even if going straight
0 – Has no idea how to indicate travel direction to an operator at night without talking
- R 2 – Knows where the strobe light should be worn by personnel and why that location
1 – Knows where the strobe light is to be worn but does not know why that location is used
0 – Does not know where the strobe light should be worn or why that location is used
- S 2 – Describes situations in which the rescuer would activate their strobe light
1 – Knows that they might need to activate the strobe light for themselves but not because of someone else
0 – Does not know what conditions a strobe would be activated or thinks they should always be on

Swift Water Boat Crew Task Sheet

Night Operations

Pg. 3

- T
 - 2 – Explains why the conditions for activation are in place and why they are not always on
 - 1 – Knows why the conditions for activation are in place but does not know why they cannot be on at all times
 - 0 – Has no idea why there are conditions for the use of a strobe light
- U
 - 2 – Describes a method that would allow the lightstick to be seen from any direction from a distance
 - 1 – Describes a method that would allow the lightstick to be seen from either direction on the trail from a distance
 - 0 – Cannot describe how to accomplish the above or suggests laying the lightstick on the ground
- V
 - 2 – Describes a method that would allow the lightstick to be seen from any direction at distance from on the water
 - 1 – Describes hanging lightsticks from tree branches at the boat ramp
 - 0 – Only describes placing lightsticks on the ground at the boat ramp

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Pickups

Pg. 1

Name _____ ID # _____

Objective: The student demonstrate knowledge of the process of bringing a person into a boat from the water. The student will also demonstrate the ability to perform this skill without assistance.

NFPA 1006 JPR – 11.1.11

				Tester ID#	Initial	Date
A	Where should a crew member be positioned in the boat for a pickup	0	1	2		
B	What equipment should the rescuer have immediately available	0	1	2		
C	What part of the boat is best to use for pulling a victim in	0	1	2		
D	Describes the danger to the victim of being pulled in at the bow	0	1	2		
E	Describe how the rescuer will grab the victim if they are wearing a PFD	0	1	2		
F	Describes the process of pulling a victim into the boat	0	1	2		
G	How would a item F be accomplished if the victim is not wearing a PFD	0	1	2		
H	Explain the importance of the area behind a rescuer during a pickup	0	1	2		
I	What is the advantage of pulling a victim in face in	0	1	2		
J	What is the disadvantage of pulling a victim in face in	0	1	2		
K	What is the advantage of pulling a victim in face out	0	1	2		
L	What is the disadvantage of pulling a victim in face out	0	1	2		
M	How many ropes are required for the parbuckling technique	0	1	2		
N	Where are the ropes placed and how are they applied	0	1	2		
O	Sets up and directs another crew member and performs a parbuckle	0	1	2		
P	Pulls a victim into a inflatable over the side with victim facing in	0	1	2		
Q	Pulls a victim into a inflatable over the side with victim facing out	0	1	2		
	Totals					

Minimum passing score with no zeros - 26 Pass _____ Fail _____

- A 2 – Knows that they should be in the bow so they can keep visual contact with the victim
0 – Does not know that they should be in the bow of the boat
- B 2 – Knows that they should have a gaff hook, life ring with throw line and at least one throw bag
1 – Student leaves out one of the items above
0 - Student leaves out more than one of the items above
- C 2 – Knows that the left side of Chesapeake is best and otherwise any side of a sled
1 – Explains just using the side of a boat
0 – Has no idea why any part of the boat is better than another
- D 2 – Knows that there is a danger of the victim being run over by the boat and a pickup over the bow of the chesapeake is difficult
1 – Knows that the bow is not preferred but does not know why
0 – Does not think there are any concerns with pickups over the bow as opposed to any other part of the boat

Swift Water Boat Crew Task Sheet

Pickups

Pg. 2

- E - 2 – Describes grabbing the victim by the top of the PFD shoulder strap
1 – Describes grabbing the PFD but does not know how
0 – Does not know how they should grab the victim
- F 2 – Describes the process of pulling the victim with straight arms and lifting with the legs and then falling back into the boat as the victims torso crosses the center line of the boat tube
1 - Describes the above but thinks they can lift the victim with their arms
0 – Does not know the correct process
- G 2 – Describes using a rope or webbing to capture the victim around the torso and under the arms
0 – Does not know how to retrieve the victim other than grabbing the body or clothes of the victim
- H 2 – Explains how they could be injured if they were to fall back onto something in the boat during the pickup
0 – Does not know that there is a hazard in the boat to the rescuer during this process
- I 2 – Explains how a victim could assist being pulled into the boat
1 – Knows there is an advantage but does not know what it is
0 – Does not know either of the above
- J 2 – Explains how items on the victims PFD or clothing could get caught in the ropes and the increased friction due to the victim wrapping around the boat tube
1 – Explains how items on the victims PFD or clothing could get caught in the ropes
0 – Does not know what disadvantages there might be
- K 2 – Explains how there is decreased friction between the victims body and the boat tube and how it is less likely for anything the victim is wearing to get caught on the boat ropes
1 – Explains how there is decreased friction between the victim’s body and the boat tube
0 – Does not know any advantage to pulling the victim in facing out
- L 2 – Explains how this method can put stress on the victims back and the victim cannot assist
1 – Explains how this method can put stress on the victims back
0 – Does not know either of the above
- M 2 – Explains that there should be at least two ropes or something that encompasses the victims body
1 – Explains using something that will wrap the victims body but does not know how to use throw rope
0 – Does not know how to set up a parbuckle
- N 2 – Explains how one rope is placed around the victim mid chest with the arms inside the rope and the other is placed mid thigh
0 – Does not know how the ropes are to be setup
- O 2 – Sets up and performs a parbuckle with throwrope, victim is brought into boat under control and ropes do not slip from the position on the victims body originally set
1 – Sets up and performs a parbuckle but victim tilts as they are brought into the boat
0 – Cannot set up system or ropes slip to victims neck or off legs, victim is not controlled as brought into boat
- P 2 – Performs the pickup with victim pulled in in a controlled manner and the victim does not assist in any way
1 – Pulls a simulated victim into the boat but not in a slow controlled manner
0 – Cannot pull a person into the boat under control or at all
- Q 2 – Performs the pickup with victim pulled in in a controlled manner and the victim does not assist in any way
1 – Pulls a simulated victim into the boat but not in a slow controlled manner
0 – Cannot pull a person into the boat under control or at all

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Personal Protective Equipment

Pg. 1

Name _____ ID # _____

Objective: The student explain and demonstrate knowledge of all Personal Protective Equipment. The student will demonstrate knowledge as to the use and care of the equipment.

NFPA 1006 JPR – 11.1.1, 11.1.2, 11.1.6, 11.1.7, 11.1.10, 11.2.1, 11.2.2, 12.1.4, 12.2.1, 12.2.2

				Tester ID#	Initial	Date
A	What is inappropriate PPE	0	1	2		
B	Give examples of appropriate footwear	0	1	2		
C	Explain how a helmet should fit properly	0	1	2		
D	Explain how a PFD should fit properly	0	1	2		
E	Demonstrate how to don and adjust their PFD appropriately	0	1	2		
F	Demonstrate how to weave the quick release buckle	0	1	2		
G	List what items are required to be worn on the PFD	0	1	2		
H	Explain what type of gloves can be used	0	1	2		
I	What other personal items can be part of a rescuers PPE	0	1	2		
J	What are the uses for the additional PPE items	0	1	2		
K	How are PPE items to be cleaned	0	1	2		
Totals						

Minimum passing score 17 with no zeros Pass _____ Fail _____

- A 2 – Describes all fire turnout gear or other bulky type clothing
0 – Does not know that there are some types of clothing that are not suitable for water rescue work
- B 2 – Gives examples of old sneakers, purpose made water shoes or boots
0 - Cannot give examples of appropriate footwear
- C 2 – Knows that the helmet should make contact with the head on all sides and the head should not move without moving the helmet
1 – Knows that the head should not move without moving the helmet but does not know there should be contact from the helmet to the head all the way around
0 – Thinks that it is OK if the helmet can move freely on the head
- D 2 – Explains how the PFD should be snug and not ride up when lifted by the shoulder straps
1 – Knows that the PFD should be snug but does not know how to test the fit
0 – Does not know how the PFD should fit not do they know how to test for proper fit
- E - 2 – Demonstrates securing all buckles and tightening all straps so PFD will not ride up
0 – Does not tighten all straps or when done the PFD is loose and will ride up
- F 2 – Demonstrates weaving belt through the metal buckle and then through the plastic quick release
0 – Does not weave the belt properly through the metal buckle and then the plastic quick release

Swift Water Boat Crew Task Sheet

Personal Protective Equipment

Pg. 2

- G
 - 2 – Knows that a cutting tool is required on the PFD
 - 1 – Knows that a cutting tool is required but thinks the tool must be a knife
 - 0 – Does not know what might be required to wear on a PFD
- H
 - 2 – Describes water rescue type gloves and knows that fire gloves are not appropriate
 - 1 – Describes a water rescue or extrication glove
 - 0 – Thinks that fire gloves are appropriate
- I
 - 2 – Gives examples of items such as strobe, whistle, aerial flare, ear plugs, eye protection
 - 0 – Cannot give any examples of additional personal items as part of the PPE ensemble
- J
 - 2 – Explains uses for the additional PPE items
 - 1 – Gives examples for all but one of the PPE items listed
 - 0 – Does not know what additional PPE items would be used for
- K
 - 2 – Explains rinsing and scrubbing with clean water for regular river use and adding simple green when contamination could be an issue.
 - 1 – Explains rinsing and scrubbing with simple green
 - 0 – Explains scrubbing gear with any solution containing bleach

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Rescue Board

Pg. 1

Name _____ ID # _____

Objective: To demonstrate knowledge and ability to use a rescue board effectively

NFPA 1006 JPR: 11.1.12, 11.1.13, 11.2.1, 12.2.2

				Tester ID#	Initial	Date
A	What gear should the rescuer have with them when using a rescue board	0	1	2		
B	How should the rescuer carry any additional equipment	0	1	2		
C	If tethered how is the rope at the rescue board managed	0	1	2		
D	What is the proper position on the board and why	0	1	2		
E	Why should one lean while on the board	0	1	2		
F	What should rescuer never do with the board in relation to the current	0	1	2		
G	What is a concern about kicking in the water	0	1	2		
H	Student enters a strong current from an eddy	0	1	2		
I	Student crosses a fast current efficiently	0	1	2		
Totals						

Minimum passing score 14 with no zeros

Pass _____ Fail _____

- A: 2 – Knows that fins are required to use a rescue board and that swimmer gloves can help
 1 – Knows that fins are required but does not know about swimmer gloves
 0 – Does not know of any specific required equipment
- B: 2 – Knows that supplemental equipment can be carried in PFD pockets or under the rescuer on the board
 1 – Knows about one way to carry additional equipment but not both
 0 – Does not know how to carry any additional equipment
- C: 2 – Knows there should be about 20 feet of rope coiled on board under rescuer so they can pay it out if needed
 1 – Knows there should be rope coiled on the board but they do not know why
 0 – Does not know there should be rope coiled on the board under the rescuer
- D: 2 – Explains or demonstrates a position which shields most of the body from the water and allows the rescuer to use legs to kick while holding the top of the board with the arms
 1 – Explains or demonstrates the above but does not hold the top of the board with the arms
 0 – Does not know the proper position on the board
- E: 2 – Knows that this will help create the correct position to help the current push them in the desired direction
 1 – Knows that they should lean down current but does not know why
 0 – Does not know that they should lean on board while in the current
- F: 2 – Knows that they should never allow the up current edge of the board to be down in the water
 1 – Knows that the upstream side of the board should never be down in the water but does not know the same applies for the nose of the board
 0 – Does not know that there is an issue if the up current edge of the board dips in the water

Swift Water Boat Crew Task Sheet

Rescue Board

Pg. 2

- G: 2 – Explains how the rescuer could injure their legs if kicking with hard kicks by hitting rocks in shallow water
1 – Explains the shallow rock issue but thinks the answer is to not kick near shore at all
0 – Does not know of any issues with kicking while using a rescue board
- H: 2 – Student enters with proper body position and can maintain their position on the board
1 – Student enters with proper body position but has difficulty maintaining proper body position
0 – Student cannot stay on the board or is rolled over by the current
- I: 2 – Student enters at proper angle and crosses current and then comes back
1 – Student enters the current and comes back but has difficulty completing
0 – Student cannot complete the current cross or is rolled over by the current

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Rope Skills

Pg. 1

Name _____ ID # _____

Objective: The student will demonstrate proficiency with all the rope system components included in this section.

NFPA 1006 JPR – 11.1.14, 12.1.1

The student will tie and explain the uses for the knots listed in items A – H

				Tester ID#	Initial	Date
	Knots					
A	Figure 8 on a bight	0	1	2		
B	Figure 8 Follow through	0	1	2		
C	Bowline	0	1	2		
D	Double long tail bowline	0	1	2		
E	Butterfly	0	1	2		
F	Munter Hitch	0	1	2		
G	Water Knot / Double overhand bend	0	1	2		
H	Prussik (apply to a lifeline)	0	1	2		
	Anchors					
I	Construct a three bight anchor	0	1	2		
J	Construct a tree wrap	0	1	2		
K	Construct a wrap three pull two	0	1	2		
L	How high off the ground should an anchor be	0	1	2		
	Lowering					
M	Construct and operate a lowering system	0	1	2		
N	Demonstrate proper hookup of the Rescue Rack	0	1	2		
O	How many bars should be used at start of lowering minimum	0	1	2		
P	How is it determined exactly where on rope to place the rack	0	1	2		
Q	How high off the ground should the Rescue Rack be during use	0	1	2		
R	Demonstrate tying off a load	0	1	2		
S	Demonstrate releasing a load	0	1	2		
	Belay					
T	What angle in the belay lines path to the load is acceptable	0	1	2		
U	How high off the ground should the belay device be when used	0	1	2		
V	Set up a Munter Hitch belay	0	1	2		
W	Set up a 540 belay device	0	1	2		
X	Set up a tandem prussic belay	0	1	2		
Y	Demonstrate moving rope through a Munter Hitch	0	1	2		
Z	Demonstrate moving rope through a 540 belay device	0	1	2		
AA	Demonstrate moving rope through a Tandem Prussik	0	1	2		
BB	Demonstrate holding and tying off a load with a Munter Hitch	0	1	2		
CC	Demonstrate how the 540 will capture a load	0	1	2		
DD	Demonstrate how the Tandem Prussik will capture a load	0	1	2		

EE	Demonstrate releasing a load with a Munter Hitch	0	1	2			
FF	Demonstrate releasing a load with a 540 belay device	0	1	2			
GG	Demonstrate releasing a load with a Tandem Prussik	0	1	2			
	Hauling						
HH	Constructs a Z rig hauling system	0	1	2			
II	Constructs and attaches a 2-1 hauling system to a tensioned line	0	1	2			
JJ	Constructs and attaches a 3-1 hauling system to a tensioned line	0	1	2			
KK	What is the average weight to calculate for on person to be able to pull	0	1	2			
LL	What is the average weight to calculate for a one person load	0	1	2			
MM	List and explain the verbal commands in the hauling process	0	1	2			
NN	Operates a hauling system and demonstrates a reset of the system	0	1	2			
	Low Angle						
OO	What is the minimum number of litter attendants for low angle ops	0	1	2			
PP	What are the advantages and disadvantages of attaching to the litter	0	1	2			
QQ	How is rope used to assist the operations	0	1	2			
RR	How could a litter be moved over very difficult terrain	0	1	2			
	Misc.						
SS	How many people should check a system before use	0	1	2			
TT	How should carabiner gates be oriented	0	1	2			
UU	Who can stop an operation for a safety issue	0	1	2			
VV	List some common dangers to rope in a system	0	1	2			
WW	List some common dangers to hardware in a system	0	1	2			
XX	Could a vehicle winch be used to assist in operations	0	1	2			
	Totals						

Minimum passing score 75 with no zeros

Pass _____ Fail _____

Knots

- A 2 – Ties the knot and explains its use as a fixed loop at the end of a rope
1 – Ties the knot and has twists in the knot
0 – Cannot tie the knot or does not know what it is used for
- B 2 – Ties the knot and explains its use as a fixed loop and a loop to capture an object
1 – Ties the knot and has twists in the knot
0 - Cannot tie the knot or does not know what it is used for
- C 2 – Ties the knot and explains its use as a fixed loop and a loop to capture an object
1 – Ties the knot but has the tail coming out on the outside of the loop
0 - Cannot tie the knot or does not include a safety with the knot
- D 2 – Ties the knot and explains its use to incorporate two ropes together into one knot for attachment to a load
1 – Ties the knot but has the tails coming out on the outside of the knot
0 – Cannot tie the knot
- E 2 – Ties the knot and explains its use as a midline loop which can be pulled in any or multiple directions
1 – Ties the knot but is not sure of its use or advantages over other knots
0 – Cannot tie the knot
- F 2 – Ties the knot and explains its use as a friction knot to control rope, gives examples (towing, some belays)
1 – Ties the knot and knows it is a friction knot but cannot list any examples of its use
0 – Cannot tie the knot
- G 2 – Ties the knot and explains its use to join webbing ends
0 – Cannot tie the knot

Swift Water Boat Crew Task Sheet

Rope Skills

Pg. 3

- H 2 – Applies the prussic w/o any twists, knows there are three wraps for system use and two for personal use
1 - Applies the prussic w/o any twists, uses three wraps but does not know personal use can use two
0 – Cannot apply the knot or does so with twists or the knot at the point of the loop
- Anchors**
- I 2 – Applies a three bight anchor
0 – Cannot apply or does not know what a three bight anchor is
- J 2 – Constructs a tree wrap and knows more wraps are needed for a lamp pole than a large rough bark tree
1 – Constructs a tree wrap but the tie off pulls on the tensioned end of the rope instead of hanging loose
0 – Cannot construct the tree wrap or has no idea how many wraps are required
- K 2 – Constructs a wrap three pull two with the knot center and in front
1 – Constructs the anchor but the knot is not centered in the front of the anchor
0 – Does not construct the knot in proper fashion
- L 2 – Knows that in general the closer to the ground an anchor is the more strength it will have
0 – Has no idea how close to the ground the anchor should be or what the difference is
- Lowering**
- M 2 – Sets up the system so there is not any slack when load applied and movement is controlled smoothly
1 – Sets up the system and then has to work rope through it in order to eliminate slack
0 – System set up improperly or allows system to be loaded with slack in the line
- N 2 – Rope is weaved in correct manner
0 – Rope is weaved on wrong side of bars or in between top bar and loop of rack
- O 2 – Knows that there should never be less than four bars used and when starting they should all be in place
0 – Does not know how many bars are considered to be the minimum
- P 2 – Knows how to take the rope end to be loaded to where it will be loaded and run the rope back to the rack and then weave the rope into the rack so there will be no slack
1 - Weaves rope into rack and then works slack out of line by moving rope through the rack
0 – Has no idea how to determine where to place rack on rope in order to eliminate slack
- Q 2 – Knows that the rack should be positioned such that it is comfortable to operate, (one does not have to bend over, reach up or has the rack on the ground).
0 – Has no idea how high off the ground the rack should be setup
- R 2 – Demonstrates tying a load off with the rack so the load does not move and the rack can be unattended
1 – Ties off the load so there is no movement but does not know how to secure it so it can be unattended
0 – The load moves while being tied off
- S 2 – Demonstrates releasing a load that has been secured on a rack without the load moving until signaled
1 - Unties the rack but the load moves slightly
0 – When the rack is untied the load moves more than one foot
- Belay**
- T 2 – Knows that there should be a straight line of force from the belay to the load. Knows that using a directional to correct a deflection is acceptable.
1 – Knows that there should be only a slight deflection but does not know a directional can be used.
0 – Does not know that there should not be a deflection in the belay lines path
- U 2 – Knows that the belay device should be positioned such that it is comfortable to operate, (one does not have to bend over, reach up or has the belay device on the ground).
0 – Has no idea how high off the ground the belay device should be
- V 2 – Sets up the Munter using a large carabiner and demonstrates the braking and freewheel positions
1 – Sets up the Munter as above but does not know that the knot can run rope in either direction
0 – Does not know either of the items above

Swift Water Boat Crew Task Sheet

Rope Skills

Pg. 4

- W 2 – Sets up the 540 and knows that a piece of webbing can be used on the release handle to assist
1 – Sets up the 540 correctly but does not know that webbing can be used on the release lever
0 – Does not set the 540 up properly
- X 2 – Sets up a tandem prussic so there is no slack in the prussiks and they will grab the rope
0 – Prussiks used are of equal length or will not grab the rope
- Y 2 – Demonstrates moving rope through the Munter while changing friction and rope movement direction
- Z 2 – Demonstrates moving rope through the 540 smoothly without causing the device to lock up
- AA 2 – Demonstrates moving rope through the TPB smoothly without causing excess slack or the prussiks to grab
- BB 2 - Demonstrates tying the Munter off so the load is held and will not move without being intentionally released
1 - Method used makes untying the Munter difficult
0 - Cannot secure the device so the load does not move
- CC 2 – Demonstrates how the 540 will capture a load
- DD 2 – Demonstrates how the Tandem Prussik will capture a load
- EE 2 – Demonstrates untying the device without the load moving until signaled to move
1 - Unties the device but the load moves slightly
0 - Unties the device but the load moves more than one foot
- FF 2 – Demonstrates releasing the load without the load moving until signaled to move
- GG 2 – Demonstrates releasing the load from the belay without the load moving until signaled to move
1 - Releases the load but the load moves slightly
0 - Releases the load but the load moves more than one foot
- Hauling**
- HH 2 – Constructs a Z rig
- II 2 – Constructs and attaches a 2-1 to a tensioned line
- JJ 2 – Constructs and attaches a 3-1 to a tensioned line
- KK 2 – Knows that for simple calculations they should use 50 lbs as the weight for one person to pull
- LL 2 – Knows that per NFPA a one person load is 300 lbs and closer practical guide is 200 lbs for calculating a hauling system
1 – Knows that a one person load is 300 lbs per NFPA but does not know to use 200 lbs for quick calculating
- MM 2 – Gives examples of the entire haul process and the commands used at each step
- NN 2 – Operates the system without having the load move backward and movement is smooth
1 – Operates the system and has a slight downward movement of the load
0 - Operates the system and the load moves downward more than one foot
- Low Angle**
- OO 2 – Knows that the minimum number of attendants should be considered to be four, but that this number can be changed depending on pt weight, angle of slop, footing and/or attendants used
1 - Knows that four attendants are needed but does not know what factors would influence that number
0 - Does not know how many attendants are required or what factors influence that number
- PP 2 – Knows this can help the attendant hold the litter but will also pull the litter down if the attendant stumbles
1 - Knows that this can help but does not know of any disadvantages
0 - Does not know that there is any reason to or not to attach to the litter
- QQ 2 – Knows that the rope can carry part of the load, allow the rescuers to lean back and keep feet perpendicular to the ground and direct the litter
1 - Knows that the rope can help carry part of the load but not assist in the rescuers footing
0 - Does not know what purpose the rope serves
- RR 2 – Knows that rescuers can be stationed along a path and the litter can be moved from one rescuer to another
1 - Knows that multiple rescuers are required but does not know how they would be used
0 - Does not know of any special method of moving the litter

Swift Water Boat Crew Task Sheet

Rope Skills

Pg. 5

Miscellaneous

- SS 2 – Knows that there should be at least three persons that check components of a system before it is used
- TT 2 – Knows that carabiners should be set so that the opening of the gate is down so any vibration will cause the screw lock to lock the carabiner instead of unlock it
- 1 - Knows the open end of the gate should be down but does not know why
- 0 - Does not know how to position the gate of the carabiner
- UU 2 – Knows that any person can call for a stop if there is a safety concern
- VV 2 – Gives examples such as sharp or unpadded edges
- WW 2 – Gives examples such as carabiner cross loading, unlocked gates, hardware caught on edges
- XX 2 – Knows that a winch is not something that should be used to move a person

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Self Rescue

Pg. 1

Name _____ ID # _____

Objective: The student will explain and demonstrate knowledge and ability with the skills and information outlined above so that they will be able to protect themselves from dangers in swift moving water.

NFPA 1006 JPR – 11.1.13, 11.2.1, 11.2.2, 12.1.3, 12.2.2

				Tester ID#	Initial	Date
A	What is the Self Rescue position	0	1	2		
B	What is the purpose of this position	0	1	2		
C	What happens if one lifts up their head to see downstream better	0	1	2		
D	Where is the fastest water flowing in a straight section of water	0	1	2		
E	Where is the fastest water flowing in a turn in the water flow	0	1	2		
F	What is the danger of the location where two strong currents meet	0	1	2		
G	What is an eddy	0	1	2		
H	What is a hole	0	1	2		
I	What is a hydraulic	0	1	2		
J	What is a strainer	0	1	2		
K	Why should one not put their feet down in order to stop moving	0	1	2		
L	How can one safely stop in moving water	0	1	2		
M	When should one swim aggressively	0	1	2		
N	How should one swim in a current	0	1	2		
O	Student pins on upstream side of strainer and tries to go over	0	1	2		
P	Student floats in a current and floats over a strainer 3 times	0	1	2		
Q	Student swims in a current	0	1	2		
	Totals					

Minimum passing score 26 with no zeros Pass _____ Fail _____

- A 2 – Describes a sitting position looking downstream with feet out to push off obstacles
 1 – Describes a sitting position with feet out front but not completely up parallel to water surface
 0 – Does not know the proper position
- B 2 – Explains how this position keeps the body shallow in the water and allows one to push off with the feet and maneuver with the arms
 1 – Explains how the rescuer is kept shallow in the water and can push off with the feet but does not know about using the arms
 0 - Does not know why this position is important or used
- C 2 – Explains how the action of lifting the head lowers the butt in the water
 1 – Knows that something bad happens but does not know what that is
 0 – Does not know what happens other than being able to see better

Swift Water Boat Crew Task Sheet

Self Rescue

Pg. 2

- D 2 – Describes the water flow in the center
0 – Does not know where the fastest water is flowing
- E - 2 – Describes the water flow on the outside of the turn
0 – Does not know where the fastest water flow on a turn is
- F 2 – Describes how a rescuer can be captured in a whirlpool created by the convergence and even pulled underwater
1 - Knows that this is a dangerous area to be avoided but does not know why
0 – Is not aware that there is a danger in the are indicated
- G 2 – Describe what an eddy is, how it effects objects in the water and what causes them to occur
1 – Describes the effects of an eddy on objects in the water but does not know what causes them to form
0 – Student does not know what an eddy is or how it affects objects in the water
- H 2 – Describes what a hole is and can draw a crude diagram of the water flow and cause of a hole.
Student explains how floating objects may be held and objects breaking the surface will flush through
1 – Can explain how floating and subsurface objects are affected by a hole but does not know why
0 – Does not know what affects a hole has for objects in the water or describes a hydraulic
- I 2 – – Describes what a hydraulic is and can draw a crude diagram of the water flow and cause of a hydraulic. Student explains how floating and subsurface objects are held by a hydraulic
1 – Can explain how floating and subsurface objects are affected by a hole but does not know why
0 – Does not know what affects a hydraulic has for objects in the water or describes a hole
- J 2 – Describes what a strainer is, what significance they represent and gives examples of strainers
0 – Student does not know what a strainer is, what significance they have and cannot give examples
- K 2 – Explains how a foot could become pinned
1 – Knows that this is something they should never do but does not know why
0 – Does not know that this would be a bad idea
- L 2 – Describes methods of slowing down or stopping without putting the feet down such as holding onto the bottom surface with the hands upstream of the feet or grabbing a hanging branch
0 – Does not know of any way to stop without putting down the feet
- M 2 – Describes using an aggressive stroke to get out of or cross a current
1 – Thinks that this is only done in the middle of a current
0 – Does not know when they should or should not swim with an aggressive stroke
- N 2 – Describes a proper ferry angle and how they should make kicks shallower near shore
1 – Describes one of the above but is unaware of the other
0 – Does not know either of the above
- O 2 – Places themselves onto the strainer so they are pinned against it and feel the force of the water
0 – Does not become pinned on the strainer to feel the force of the water
- P 2 – Floats down in current in self rescue position, flips and then swims over the strainer 3 times
1 – Floats down in current in self rescue position and goes over strainer after getting caught on it
0 – Cannot get over strainer three times
- Q 2 – Swims across a moderate current while losing little distance downstream
1 – Swims across a moderate current while losing moderate distance downstream
0 – Swims across a moderate current while losing excessive distance downstream

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Shallow Water Operations

Name _____ ID # _____

Objective: The student will explain standard practices to be followed for operations in known or suspected shallow water environments.

NFPA: 1006

				Tester ID#	Initial	Date
A	What should be done to the motor for all shallow water launches	0	1	2		
B	How much room is needed behind a trailer for a shallow water launch	0	1	2		
C	When should the trailer bow strap be detached	0	1	2		
D	Why should boat travel speed be slow in shallow water	0	1	2		
E	How does a crew member visually indicate the desired travel path	0	1	2		
F	How does a crew member visually indicate slow down to the operator	0	1	2		
G	How does a crew member visually indicate stop to the operator	0	1	2		
Totals						

Minimum passing score 11 with no zeros Pass _____ Fail _____

- A: 2 – Knows that the motor should always be tilted and locked fully up
 0 – Does not know that the motor should be tilted up
- B: 2 – Explains how there needs to be room for the boat in the water behind the trailer, even if the boat has to pivot
 1 – Explains how there needs to be room behind the trailer but does not realize the boat can be turned as launched
 0 – Does not know how much room might be required behind the trailer
- C: 2 – Knows that the bowstrap is only detached when the boat is ready to leave the trailer
 0 – Thinks the bowstrap can be released at any time other than the answer for 2 points
- D: 2 – Explains how slow speed allows the bowman to spot obstacles ahead of the boat and thus help reduce damage
 1 – Knows that slow speed helps reduce damage but does not indicate increased time to warn operator of obstacles
 0 – Does not know that slower speeds are important
- E: 2 – Knows that the bowman will indicate the clear path by pointing in that direction
 0 – Does not know how to indicate the clear path or thinks they should point at obstacles
- F: 2 – Demonstrates how to indicate slow down by waving the arm up and down
 0 – Does not know how to indicate slow down visually
- G: 2 – Demonstrates how to indicate stop by holding the forearm up and making a fist
 0 – Does not know how to indicate stop visually

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Swimmer Orientation

Pg. 1

Name _____ ID # _____

Objective: The student will be given instruction on PPE used for water operations. The member will also be given instruction on hazards present in the water rescue environment and how to protect oneself from those dangers. The member will then be placed in the water environment in water conditions beginning at still water and progressing to a strong current.

The member will not progress to the next item until they have mastered the previous item. Items A – E must be completed before student gets in the water. A – F must be completed before a student gets in the water wearing a drysuit. If the former are not completed student will not pass GO, they will go back until the items are complete.

NFPA 1006 JPR – 11.1.1, 11.1.2, 11.1.4, 11.1.5, 11.1.6, 11.1.7, 11.1.10, 11.1.13, 11.2.1, 11.2.2, 12.1.4, 12.2.1, 12.2.2

				Tester ID#	Initial	Date
A	Student completes the PPE lesson	0	1	2		
B	Student understands foot pinning hazards	0	1	2		
C	Student understands the OK signal	0	1	2		
D	Student understands swimming hazards	0	1	2		
E	Student understands when they should breath when moving through waves	0	1	2		
F	Student completes Drysuit lesson (before getting into water wearing drysuit)	0	1	2		
G	Student floats and swims in calm water proficiently	0	1	2		
H	Student swims in a mild current with proficiency	0	1	2		
I	Student swims in a moderate current with proficiency	0	1	2		
J	Student swims in a strong current with proficiency	0	1	2		
Totals						

Minimum passing score 15 with no zeros Pass _____ Fail _____

- A 2 – Completes and passes the PPE lesson
0 – Does not complete the PPE lesson.
- B 2 – Explains how a foot pinning occurs and how to prevent it from happening
0 - Does not know how a foot pinning happens or how to prevent it
- C 2 – Demonstrates the OK signal and how someone will signal asking them if they are OK
0 – Does not know how to signal OK
- D 2 – Explains about strainers, hydraulics, current convergences and shallow rocks
0 – Does not know about strainers, hydraulics, current convergences and shallow rocks
- E - 2 – Explains that they should breathe when in the trough of waves and not at the peaks
0 – Does not know when they should breathe in waves
- F 2 – Completes and passes the drysuit lesson
0 – Does not complete the drysuit lesson

Swift Water Boat Crew Task Sheet

Swimmer Orientation

Pg. 2

- G
 - 2 – Demonstrates proficiency in a calm manner
 - 1 – Demonstrates proficiency with slight difficulty but is comfortable and calm
 - 0 – Does not show proficiency or is not calm performing tasks
- H
 - 2 – Demonstrates proficiency in a calm manner
 - 1 – Demonstrates proficiency with slight difficulty but is comfortable and calm
 - 0 – Does not show proficiency or is not calm performing tasks
- I
 - 2 – Demonstrates proficiency in a calm manner
 - 1 – Demonstrates proficiency with slight difficulty but is comfortable and calm
 - 0 – Does not show proficiency or is not calm performing tasks
- J
 - 2 – Demonstrates proficiency in a calm manner
 - 1 – Demonstrates proficiency with slight difficulty but is comfortable and calm
 - 0 – Does not show proficiency or is not calm performing tasks

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Swimmer Tending

Pg. 1

Name _____ ID # _____

Objective: The student will explain and demonstrate the principles involved in performing as a line tender to a swimmer in swift water.

NFPA 1006 JPR – 11.2.2, 12.1.2

				Tester ID#	Initial	Date
A	What are considerations for the line tenders location	0	1	2		
B	What are considerations for the swimmers entry point	0	1	2		
C	Where should the swimmer and tender be set up in relation to each other and the target point	0	1	2		
D	If there are two persons tending a line what are each persons duties	0	1	2		
E	How much rope should be allowed to get into the water	0	1	2		
F	How much tension should be held on the swimmers rope	0	1	2		
G	What can be done to assist with keeping the rope out of the water	0	1	2		
H	Should the tender ever let the rope run out freely	0	1	2		
I	Student tends a swimmer across a current effectively	0	1	2		
Totals						

Minimum passing score 14 with no zeros Pass _____ Fail _____

- A 2 – Describes shoreline contour and footing, path for tether line and height from surface of water
 1 – Describes shoreline contour and footing and path for the swimmers tether but does not consider height from waters surface
 0 – Describes only one or none of the factors listed above for a two point score
- B 2 – Describes shoreline contour, path for tether, and dynamics of water flow to be crossed
 0 - Cannot described the listed considerations above
- C 2 – Describes how the tender will be across from the swimmers destination and the swimmer will be upstream
 1 – Knows the tender should be downstream of the swimmer but not that they should be across from the target
 0 – Does not know where each person should be in relation to each other
- D 2 – Describes how one person will hold the line up with a gaff hook and the other will tend the line feeding it out and keeping tension if needed
 0 – Does not know what each person should do in tending the swimmers line
- E - 2 – Explains how the goal is to put as little rope in the water as possible so as to reduce rope drag
 1 – Knows that the goal is to put as little rope in the water as possible but does not know why
 0 – Does not know how much rope should be allowed to get into the water
- F 2 – Explains how there should only be tension on the line in order to keep the rope out of the water and the tender must make a judgment as to when that is to much
 1 - Knows that there needs to be tension on the swimmers line but does not know how much
 0 – Does not know that there should ever be any tension on a swimmers line

Swift Water Boat Crew Task Sheet

Swimmer Tending

Pg. 2

- G 2 – Describes how the rope can be elevated by using a gaff hook or hanging it from a tree branch
 1 – Describes how the rope can be elevated by using a gaff hook but does not know about hanging the rope
 0 – Does not know how to elevate the rope
- H 2 – Describes how the rope should be let to run if tender tension and or rope drag is impeding swimmer progress
 1 – Describes only one of the above conditions
 0 – Does not know of any reason that the tender would just let the rope run out freely
- I 2 – Swimmer is tethered without being held back by the rope and the minimum amount of rope was let out into
 the water
 1 – Swimmer is tethered across current but more rope than needed is allowed into the water
 0 – The tether prevents the swimmer from competing the crossing

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Swimming

Pg. 1

Name _____ ID # _____

Objective: To demonstrate proficiency in a calm manner with operating in a swift water environment

NFPA 1006 JPR – 11.1.12, 11.1.13, 11.2.1, 11.2.2, 11.2.3, 12.2.1, 12.2.2

				Tester ID#	Initial	Date
A	Explain the proper breathing pattern when passing through standing waves	0	1	2		
B	Explain why this pattern is required	0	1	2		
C	Explain other actions that can be taken when passing through standing waves	0	1	2		
D	Swimmer rides large standing waves 3 times (Rocky Island is a good spot)	0	1	2		
E	Demonstrates swimming across a strong current	0	1	2		
F	Demonstrates eddy hopping	0	1	2		
G	Demonstrates proper weaving of the quick release buckle	0	1	2		
H	Explains the reasons for the weaving method of the quick release buckle	0	1	2		
I	Explains how a swimmer could escape from a hydraulic	0	1	2		
J	Explains concerns when swimming near a shoreline	0	1	2		
K	Demonstrates the signal for OK	0	1	2		

Minimum passing score 17 with no zeros Pass _____ Fail _____

- A 2 – Describes breathing in the wave troughs and exhaling at the wave crests
0 – Does not know the correct breathing pattern/timing for standing waves
- B 2 – Knows that this pattern is required to keep from inhaling water
0 - Does not know why this breathing pattern is required
- C 2 – Explains how before entering a wave the swimmer can turn their head or hold their nose
1 – Knows about one of the above options but not the other
0 – Does not know about either of the above two choices
- D 2 – Student rides the waves each time without showing any signs of distress or discomfort
1 – Student rides all three times but has water forced up the sinuses and experiences laryngospasms without panicking and distress
0 – Student does not ride three times or displays distress
- E - 2 – Demonstrates proficiency in a calm manner
1 – Demonstrates proficiency with slight difficulty but is comfortable and calm
0 – Does not show proficiency or is not calm performing tasks
- F 2 – Is able to swim up an eddy, cross to another, swim upstream and continue this thus swimming upstream
0 – Is not able to identify swimmable eddies or perform a swim from one to another
- G 2 – Weaves the buckle incorporating the metal buckle first then passing through the plastic quick release
0 – Does not weave the buckle properly

Swift Water Boat Crew Task Sheet

Swimming

Pg. 2

- H 2 – Explains how this puts stress on the stronger metal buckle and also makes the quick release easier to actuate
0 – Does not know why the release has to be weaved in this manner
- I 2 – Describes swimming to sides of hydraulic and possibly an aggressive swim from the boil
0 – Has no idea how to get out of a hydraulic or thinks the only way out is with assistance from someone else
- J 2 – Explains the changes in current and the possibility of hitting the shallow bottom
1 – Knows that they have to slow down and be careful near shore but does not know why
0 – Is not aware of any problems associated with swimming near shorelines
- K 2 – Demonstrates the signal for OK and know how someone will signal asking if they are OK
0 – Does not know the are you OK – I am OK signals

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Tension Diagonal

Pg. 1

Name _____ ID # _____

Objective: The student will demonstrate knowledge of and the ability to setup a Tension Diagonal.

NFPA 1006 JPR – 11.1.14, 12.1.1

				Tester ID#	Initial	Date
A	What angle to the current should the line be set	0	1	2		
B	How is the first line taken across the current	0	1	2		
C	What is the first line across used for in this evolution	0	1	2		
D	How long should this first line be in relation to the area crossed	0	1	2		
E	How many persons are required on the far shore for setup	0	1	2		
F	What is the minimum equipment for setup	0	1	2		
G	Does the tensioned line need to be at the level of the water	0	1	2		
H	How is each line tied off on the far shore	0	1	2		
I	How is each line tied off on the near shore	0	1	2		
J	How is a victim capture device set up on the system	0	1	2		
K	How is the victim capture device controlled	0	1	2		
L	How can the capture device be controlled from the near shore only	0	1	2		
M	Demonstrates the setup of the tag and main lines for the system	0	1	2		
N	Demonstrates setup of the victim capture device on main line with tag lines	0	1	2		
	Totals					

Minimum passing score 21 with no zeros Pass _____ Fail _____

- A 2 – Knows that the line should be at least 45 degrees to the current and the steeper the angle the better
 1 – Knows that the line should be at an angle to the current but does not know what that angle should be
 0 – Does not know that the line should be at an angle to the current
- B 2 – Explains ways of getting the tag/messenger line across (swim, throw, line gun)
 1 – Can only explain two of the three choices for deploying the tag lines
 0 - Can only explain one of the three choices or does not know how to get the tag/messenger line across
- C 2 – Explains how this line is used to pull the main line across and then used as the tag line
 0 – Does not know what the first line across is used for
- D 2 – Knows that the first line across needs to be at least twice the length of the current crossed
 1 – Knows that the first line across needs to be much longer than the water crossed but does not know why
 0 – Does not know that this line needs to be longer than the body of water crossed
- E - 2 – Explains how one person could complete all required duties on the far shore
 0 – Does not know how many persons are required on the far shore or how the far shore duties would be done

Swift Water Boat Crew Task Sheet

Tension Diagonal

Pg. 2

- F 2 – Lists the minimum – tag line, main line, victim capture device, and carabiners to hang each side of the capture device over the main line
1 - Lists the above but includes carabiners for the system ropes
0 – Is not even close to a minimum
- G 2 – Explains how the victim capture device needs to be at the level of the water not the main line and explains how to place the capture device at the water with a elevated main line
0 – Thinks the main line has to be at the level of the water
- H 2 – Explains how a tree wrap can be used without even using a carabiner or a three bight with a pre tied web
1 – Explains how a tree wrap can be used and uses a carabiner
0 – Explains using some other form of anchor
- I 2 – Explains how the near shore crew will maintain physical control of the tag line and manually tension and wrap the main line
0 – Does not know how the near shore lines are managed
- J 2 – Explains how a life ring or noodle can be used as a victim capture device
1 – Can only explain one of the above devices
0 – Does not know what would be used as a victim capture device
- K 2 – Explains how the tag lines would be used to maneuver the capture device
0 – Does not know how the capture device would be controlled
- L 2 – Explains a system where the tag is redirected through a pulley or carabiner back to the near shore
0 – Does not know how the system could be controlled from one side
- M 2 – Demonstrates setting up the far shore tag by treewrapping and letting go then pulling the main line and treewrapping that line. A carabiner can be used on either, both or neither. A quick three bight is also OK
0 – Sets up a anchor which involves stopping to tie webbing
- N 2 – Demonstrates hanging the device so it can be pulled by both sides and how the noodle will not be collapsed. Student also demonstrates how to extend the device so it can reach the water from an elevated main line
0 – Does not know how to setup and or control the capture device

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Terminology

Pg. 1

Name _____ ID # _____

Objective: The student will explain or identify all of the following terms.

NFPA 1006 JPR – 11.1.8

				Tester ID#	Initial	Date
A	Ascend	0	1	2		
B	Backpaddle	0	1	2		
C	Backwash	0	1	2		
D	Belay	0	1	2		
E	Boil Line	0	1	2		
F	Bombproof	0	1	2		
G	Bow	0	1	2		
H	Chute	0	1	2		
I	Descend	0	1	2		
J	Eddy	0	1	2		
K	Eddy Fence	0	1	2		
L	Etrier	0	1	2		
M	Ferry	0	1	2		
N	Haul	0	1	2		
O	Hole	0	1	2		
P	Hydraulic	0	1	2		
Q	Pillow	0	1	2		
R	Prussik	0	1	2		
S	Rescue Rack	0	1	2		
T	Reset (rope rescue term)	0	1	2		
U	River left /right	0	1	2		
V	Rock (rope rescue term)	0	1	2		
W	Safety cam	0	1	2		
X	Set (rope rescue term)	0	1	2		
Y	Standing Wave	0	1	2		
Z	Stern	0	1	2		
AA	Strainer	0	1	2		
BB	Strake	0	1	2		
CC	Stop (rope rescue term)	0	1	2		
DD	Tension Diagonal	0	1	2		
EE	Tether	0	1	2		
FF	Transom	0	1	2		
GG	Tyrolean	0	1	2		
	Totals					

Minimum passing score 50 with no zeros

Pass _____ Fail _____

Swift Water Boat Crew Task Sheet

Terminology

Pg. 2

- A 2 – Explains moving up a rope
- B 2 – Explains paddling in a reverse direction
- C 2 – Explains the water moving from the boil of a lowhead or hydraulic back upstream to the face
- D 2 – Explains the act of using a rope to capture a rescuer on a rope system should something fail or go wrong
- E - 2 – Explains the water coming to the surface downstream of a hydraulic or lowhead dam giving appearance of boiling water
- F 2 – Explains an object selected to anchor to which is so strong that there can be no question as to its strength
- G 2 – Explains the front of the boat
- H 2 – Explains the water moving between obstructions on a body of moving water
- I 2 – Explains the act of going down a fixed rescue rope
- J 2 – Explains the calm and or upstream moving water behind an obstruction on a water flow
- K 2 – Explains the area of turbulent water between a downstream current and an eddy
- L 2 – Explains the webbing with several large fixed loops for use as steps
- M 2 – Explains the angle required to cross a current and minimize losing distance downstream
- N 2 – Explains the act of pulling on a rope system to lift or move a load attached to the system
- O 2 – Explains the water feature that displays a drop, low point and a wave with the top of the wave falling back upstream. Can also explain how only objects on the surface will be held by the water feature.
- P 2 – Explains the water feature that displays a drop and area of recirculation downstream. Also explains how any object not at the bottom will be held by the water feature
- Q 2 – Explains the area of water mounded up on the upstream side of a stationary object in the water. Can also explain the significance of the absence of this pillow (undercut).
- R 2 – Explains what a prussic is and what it is used for
- S 2 – Explains what a rescue rack is and what it is used for
- T 2 – Explains having personnel pull a hauling system back out so it can be used to haul again
- U 2 – Explains the meaning and how each side is determined
- V 2 – Explains in what context the word would be used by team members on a situation near a vertical rock wall
- W 2 – Explains what this device / item would be used for in a rope system
- X 2 – Explains ensuring that a hauling system is ready to be pulled
- Y 2 – Explains what this is, where they can be found and how they affect a swimmer in the water
- Z 2 – Explains back of the boat
- AA 2 – Explains what this is, gives examples and explains how this is significant to swimmers in the water
- BB 2 – Explains the tubes at the bottom of the Chesapeake
- CC 2 – Explains what this mean in general and in specific to rope systems
- DD 2 – Explains what this system is, and what it is used for
- EE 2 – Explains a line attached to a swimmer in the water
- FF 2 – Explains the rearmost part of the boat where the motor is mounted
- GG 2 – Explains what this rope system is and what it can be used for

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Throwbags

Pg. 1

Name _____ ID # _____

Objective: The student will explain all factors related to throwing rescues and demonstrate proficiency in throwing rescue lines to victim in all manner outlined below.

NFPA 1006: 11.1.4, 11.1.6, 11.1.7, 12.1.2, 12.2.4

				Tester ID#	Initial	Date
A	Why should rescuers reach to a victim first	0	1	2		
B	What should a rescuer throw to a victim	0	1	2		
C	Accurately throw a throw bag at a land target from land	0	1	2		
D	Accurately throw a life ring at a land target from land	0	1	2		
E	Student can throw and re-throw quickly	0	1	2		
F	Explain considerations in selecting a throwing location on a riverbank	0	1	2		
G	When should a first throw be made to a victim in moving water	0	1	2		
H	What is your aim point when throwing to someone in the water	0	1	2		
I	Accurately throw at a target in moving water	0	1	2		
J	Accurately throw from a boat	0	1	2		
K	Accurately throw from a boat at a moving target	0	1	2		
L	Accurately throw from a moving boat at a moving target	0	1	2		
Totals						

Minimum passing score 18 with no zeros Pass _____ Fail _____

- A: 2 – This is usually the fastest option and provides a direct link from rescuer to victim
 0 – Has no idea why this would be a first choice
- B: 2 – Lists throwbag and life ring and explains the advantages and disadvantages of each
 1 – Lists throwbag and life ring but does not know any specific advantages or disadvantages of either
 0 – Only knows of one thing that can be thrown and do not of its limitations
- C: 2 – Can hit a target from 50 feet consistently
 1 – Can hit a target from 50 feet 90% of the time
 0 – Accuracy to a target at 50 feet is less than 90%
- D: 2 – Can hit a target from 50 feet consistently
 1 – Can hit a target from 50 feet 90% of the time
 0 – Accuracy to a target at 50 feet is less than 90%
- E: 2 – Can throw and make a rethrow within 10 seconds
 1 – Can throw and rethrow within 15 seconds
 0 – Cannot throw and rethrow within 15 seconds
- F: 2 – Explains conditions of the footing and contour of the shoreline and it's relation to the current
 1 – Can only explain two of the three conditions listed above
 0 – Can only explain one of the conditions listed in item F

Swift Water Boat Crew Task Sheet

Throwbags

Pg. 2

- G: 2 – Explains making initial throw when victim is upstream of thrower and knows why that timing is important
1 – Knows that they should throw when the victim is upstream but does not know why
0 – Does not know that they should throw while the victim is still upstream
- H: 2 – Knows that all throws should be aimed over the victims head
1 – Thinks that they only need to aim life ring throws over the victims head
0 – Thinks that they should aim for the victim
- I: 2 – Accurately throws at target consistently
1 – Accurately throws at target 80% of the time
0 – Accuracy to target is less than 80%
- J: 2 – Accurately throws at target consistently
1 – Accurately throws at target 75% of the time
0 – Accuracy to target is less than 75%
- K: 2 – Accurately throws at target consistently
1 – Accurately throws at target 75% of the time
0 – Accuracy to target is less than 75%
- L: 2 – Accurately throws at target consistently
1 – Accurately throws at target 70% of the time
0 – Accuracy to target is less than 70%

Tester comments _____

Testers Signature _____

Swift Water Boat Crew Task Sheet

Wading

Pg. 1

Name _____ ID # _____

Objective: To demonstrate knowledge of the principles involved in wading in shallow water in a river or on a flooded roadway situation.

NFPA 1006 JPR: 11.1.11, 12.2.1

				Tester ID#	Initial	Date
A	What is the deepest water one can wade into	0	1	2		
B	What factors may change the above depth to more shallow water	0	1	2		
C	What is a danger when wading in a river or stream	0	1	2		
D	What is a danger when wading on a flooded roadway	0	1	2		
E	What item should a rescuer have with them when wading and why	0	1	2		
F	Should a wading rescuer be tethered	0	1	2		
G	What are the different multiple rescuer wading formations	0	1	2		
H	What are the reasons for using each	0	1	2		
I	How many rescuers in a group if any should be tethered	0	1	2		
Totals						

Minimum passing score 14 with no zeros Pass _____ Fail _____

- A: 2 – Explains how once the PFD begins to be in the water the buoyancy of the vest will make it difficult to wade
 1 – Knows that waist deep is about the limit but is not sure why
 0 – Does not know what the limit to wading depth is
- B: 2 – Explains how current speed and or bottom contour affect the ability of one to wade in water
 1 – Knows that current speed is factor but does not talk about footing or bottom contour
 0 – Does not know what factors would reduce the depth at which one could wade
- C: 2 – Lists hazards such as foot pinning, twisted ankle, floating objects, poor runout, critters
 0 – Cannot list any specific hazards when wading in a river or stream
- D: 2 – Lists hazards such as missing manhole covers, sudden drop offs, floating objects, poor runout, contamination
 0 – Cannot list any specific hazards when wading on a flooded roadway
- E: 2 – Knows that a rescuer should have a shallow water pole for probing the bottom surface and stabilization
 0 – Does not know what specific item the rescuer should have or does not know what the pole is used for
- F: 2 – Knows that an individual rescuer should usually be tethered and that the determination is based on conditions
 on scene
 1 – Does not know whether or not a single rescuer should be tethered or what conditions would require a tether
- G: 2 – Explains the V, line abreast and line ahead formations and explains how the rescuers will form up with each
 other
 1 – Explains the V but is not sure about the differences between the line ahead and line abreast
 0 – Does not know any of the specific formations used for wading

Swift Water Boat Crew Task Sheet

Wading

Pg. 2

- H: 2 – Explains how the V would be used to recover and protect a victim, Line abreast across a current so the lead person can probe for the whole group and the Line ahead is used to go upstream so the lead can probe for the group. Also mentions how this formation presents the least exposure of the group to the water flow
1 – Knows about the use of the V formation but is not sure of the differences between the line ahead and abreast
0 – Does not know why any formation would be chosen over another
- I: 2 – Knows that only the closest rescuer to the shoreline should be tethered
1 – Knows that only one rescuer in the group should be tethered but not which one
0 – Thinks that all rescuers in the group should be tethered

Tester comments _____

Testers Signature _____