





Using the PyroLance Lesson Plans

Introduction and Overview

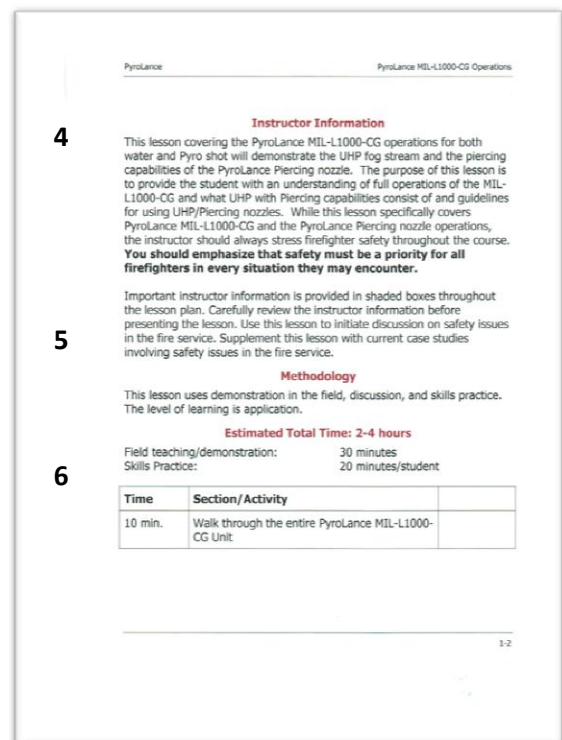
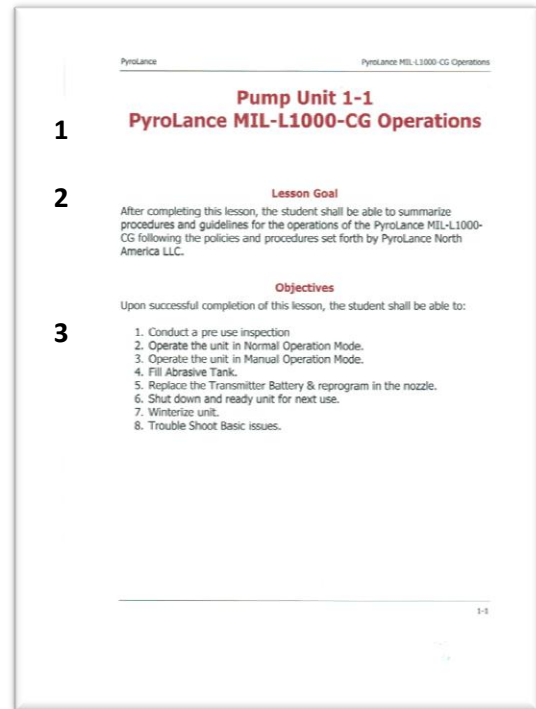
The Lesson Plans have been provided to the end user to assist in the delivery of training materials for PyroLance UHP Units and tools. The Lesson Plan has designed to help the Instructor by providing such aids as:

- **Instructor Note:**
 - The **Instructor Note** is indicated with a blue box  and is to assist the Instructor with items that should be addressed at the time in the class that they appear in the Lesson Plan.
- **Safety Note:**
 - When the Instructor sees a **Safety Note** in a yellow box  , it will indicate a safety concern that needs to be addressed prior to that sections delivery.
- **Trouble Shooting:**
 - Trouble Shooting in the green box  is there to assist the Instructor in delivering information to the students that will assist when there are issues that affect the correct operations.
- **Ask Students, Discussion Point:**
 - At the end of each Lesson Plan there will be salmon colour box  that will have information to use when wrapping up the Lesson. These are points to leave the student with that will keep them thinking of the correct use of the tool when using on a fire scene.

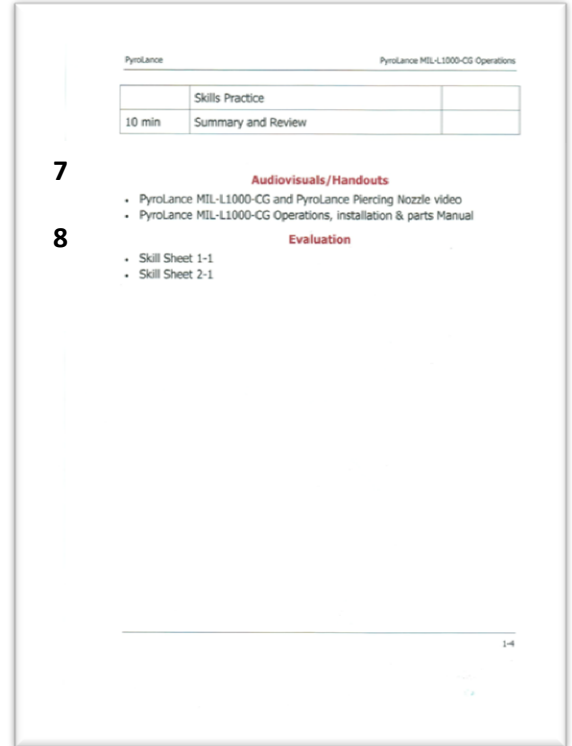
These extra tools have been added for the Instructor to assist in delivering the needed information to the firefighter. It is very important to deliver the information in a step by step format, not skipping any step. If this is new technology for the student, the delivery of both class room and hands on is very important for each student to not only explain how to use the tool. Each student needs to have the time with the hands on and experience it all in a controlled environment.

Tour of the Lesson Plan

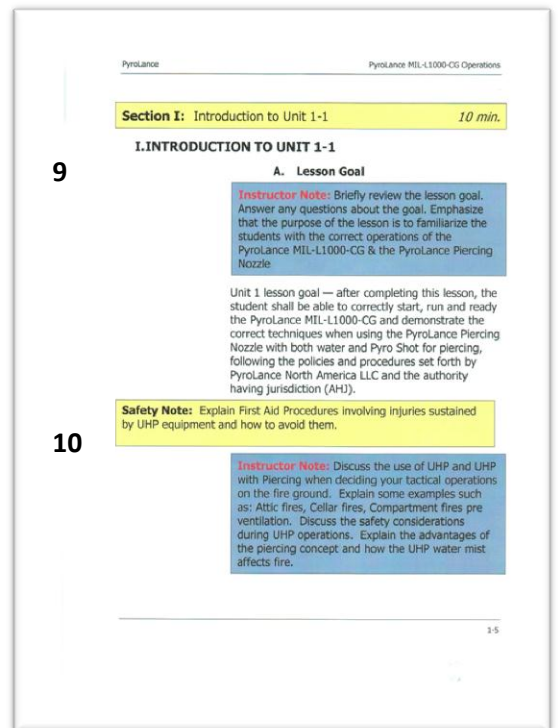
1. Indicates the title of the Lesson Plan. It also matches the Skills Sheets for each unit.
2. **Lesson Goals** outline just what we want to achieve with the Lesson.
3. **Objectives** lists the specific skills that the student needs to achieve at the end of the Lesson
4. **Instructor Information** will have any detailed information that is needed by the Instructor to assist with the lesson.
5. **Methodology** is the method/methods of delivery for the Lesson. Such as class room or field work.
6. **Estimated Time** section breaks down the lesson into deliverable components and has an estimated delivery time. This may vary from class to class.



- 7. **Audiovisuals/Handouts** include any and all printed material recommended to handout to the students. This may include Video, Power Points, Case Studies and any other material that may assist the student with the Lesson.
- 8. **Evaluation** is the method of recording the students attendance and skills achieved from the Lesson.



- 9. **Instructor Note** boxes are placed where the Instructor may need extra information to assist in the delivery of this component.
- 10. **Safety Note** boxes are located where it is very important for the Instructor to point out specific SAFETY CONCERNS prior to delivering the next component.



11. **Page #** indicates what page of the Operations Manual (that is supplied with each unit) you will find more detailed information on specific topics.


12. When possible a picture of a component or an evolution that relates to this section.

13. **Trouble Shooting** covers the basic trouble shooting operations that a student may need to know to assist when an issue comes up while operating the unit.

PyroLance PyroLance MIL-L1000-CG Operations

Page 20-26 **Starting the Unit**

11 **Instructor Note:** This section will include both the unit/pump operator and the Nozzlemán. It is important to clarify who is to do what during the demonstration to the students.

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1. Prior to start the operator must ensure that a proper inspection has been completed.
2. Operator to ensure that the **EMERGENCY STOP BUTTON** is released by twisting clockwise, which is the **ON** position ("D" in picture to the left).
3. Operator must verify that the PyroLance Nozzle is correctly connected.
4. Extend the hose to the working location and lock the hose reel prior to the Nozzlemán pulling the trigger on the nozzle.
5. Operator warns personnel that the unit will be started.
6. Operator turns the master switch to the on position "F" in picture to the left. Turns the ignition switch on like a key in a car.

13 **Trouble Shooting:**

ENGINE DOESN'T START UP:

- a) Check Emergency Stop button is released.
- b) Check fuses located in unit electrical box.
- c) Check Battery connections.
- d) Check Fuel level in fuel tank.

ENGINE DOESN'T SPEED UP WHEN TRIGGER PULLED:

- a) Check power supply and steady green light at the receiver.
- b) Check battery in Nozzle transmitter assembly.
- c) Check fuses located in unit electrical box.

1-10

14. Skills Practice will appear for all practical components of the Lesson Plans. There will be a Skills Sheet for each Skills practice. This is to be used for student records.

PyroLance PyroLance MIL-L1000-CG Operations

Section IV: Skills Practice *20 min. each student*

14 **III. SKILLS PRACTICE**

Instructor Note: The purpose of this section is to have each student demonstrate the correct use of the PyroLance MIL-L1000-CG and the PyroLance Piercing nozzle with both water and Pyro Shot to pierce an object.

At this point the Instructor will have 1 student operate the MIL-L1000-CG and 1 student operates the PyroLance Piercing nozzle and goes through the operating procedures step by step. There are Skills Sheets for both the unit operator and the Nozzlemán. With a class of 6 the time needed to have each student do both would be up to 4 hours

Each student must demonstrate safe and correct operation procedures of both the MIL-L1000-CG and the PyroLance Piercing nozzle.

1-18

15. Ask Student/Discussion Points have been added at the end of each Lesson Plan and will have questions and topics to help the student fully understand and retain the information. It can leave the student with a better understanding of where, when and how to use the knowledge they received.

PyroLance PyroLance MSL-L1000-CJ Operations

Section V: Summary and Review 10 min.

15

Ask Students: What are the benefits that they took out of the lesson?

Briefly discuss the answers with the students. Stress the safety to firefighters and the importance of using UHP and the limits (another tool in the tool box).

Discussion Point:

Discuss with the students how they see the use of UHP without and with piercing, can be used on the fire ground. Discuss with the students any issues that they may see with the operations of the unit and talk about solutions. Ask students for solutions.

Ask students if they have any questions.

1-19