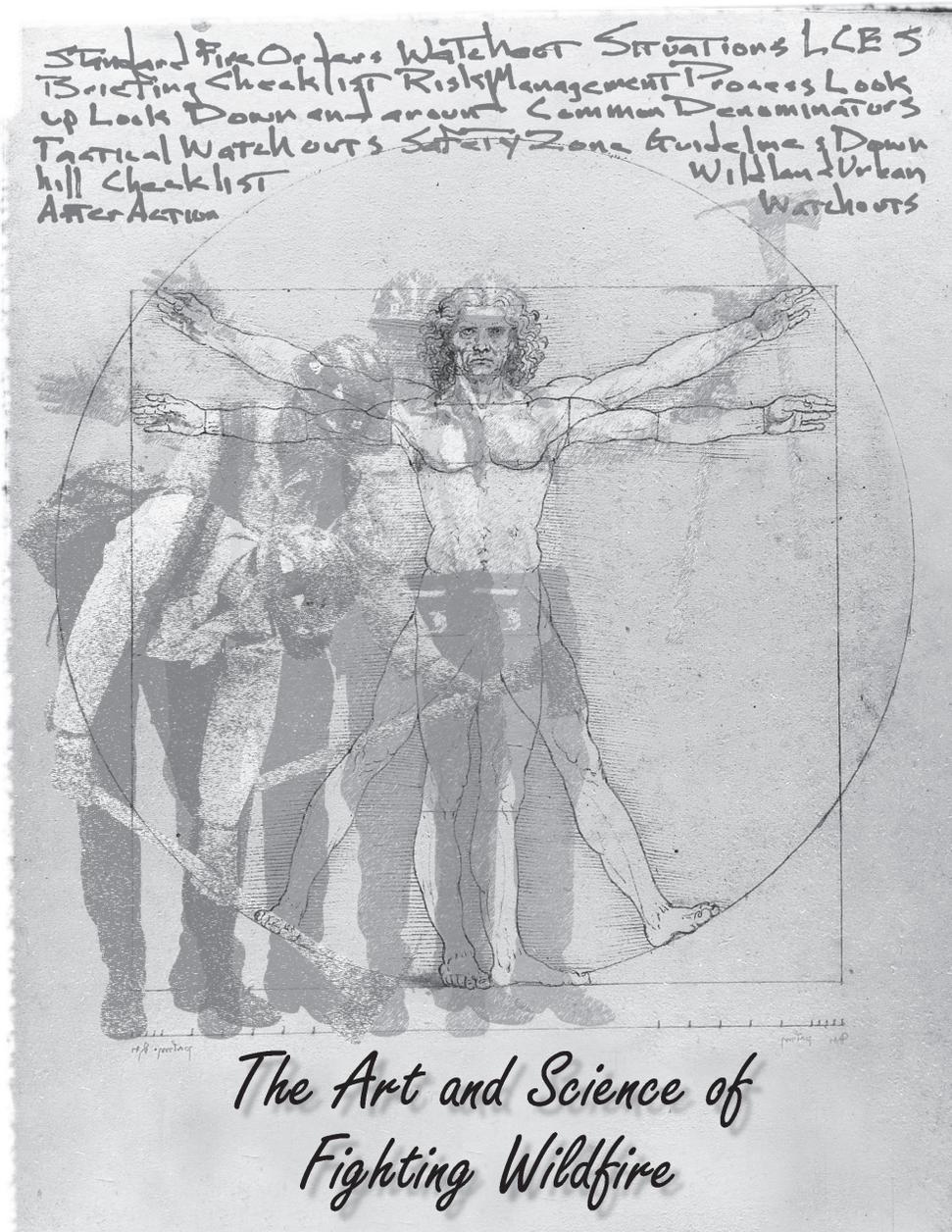


2009 Fireline Safety

Refresher Training



Facilitator Guide



Mission Statement:

The intent of annual fireline safety refresher training is to focus line-going personnel on operations and decision-making issues related to fireline and all-hazard incident safety. Refresher training will ensure firefighters have information regarding current initiatives, the upcoming fire season, and any policy/guidance changes. Refresher training is provided in order to recognize and mitigate risk, maintain safe practices, and to reduce accidents and near misses.

<http://www.nifc.gov/wfstar/>

Notes to Facilitator

Introduction

Annual Fireline Safety Refresher Training is required for all personnel participating in wildland fire who may be subject to assignments on the fireline. Check specific agency policy to determine if this training package meets refresher training requirements of all the attendees.

Expectations

Instructors should facilitate a quality refresher that engages all students no matter their ICS qualification or firefighting experience. The success of this program is dependent on your ability to stimulate meaningful discussion during group exercises. This is not a plug-and-play product; student interaction is required. Classes with a wide array of experiences and qualifications can provide an excellent opportunity for the less experienced to be mentored and for the more experienced to rethink old habits.

Facilitator/Instructor Prerequisites

Lead instructors must be at least Single Resource Boss (SRB) qualified, and unit instructors must be at least Firefighter Type 1 (FFT1) qualified or a subject matter expert on the material in the unit.

Student Prerequisites

Students should have successfully completed S-130 and S-190 and have at least one season as a firefighter.

Course Objective

Upon completion of this training, the student will be able to understand and apply basic safety principles for wildland firefighting.

Course Components

The course package consists of a video (DVD), Facilitator Guide, and Student Workbook.

Equipment and Materials

A list of equipment and other material required for course presentation includes:

- Training room
- TV and DVD/VCR player (VCR may be needed for optional videos)
- Course package—DVD, Facilitator Guide, Student Workbook (print one workbook for each student). The Facilitator Guide and Student Workbook are available at: http://www.nifc.gov/wfstar/hottopics/refresh_video.html
- *Incident Response Pocket Guide*—2006 Version, NFES #1077; one for each student
- Sign-in sheet
- Paper and pencil for each student
- Flip chart(s) with paper and marking pens
- Optional: Download modules from WFSTAR website
- Optional: *Using Your Fire Shelter* video, NFES #1568
- Optional: *New Generation Fire Shelter* video, NFES #2711
- Optional: *The New Generation Fire Shelter* booklet, NFES #2710
- Optional: Internet access

Administration

The facilitator is responsible for identifying necessary equipment, materials, and supplies. The facilitator is also responsible for recording attendance and assuring that evaluations are completed and returned:

ON THE WEB: http://www.nifc.gov/wfstar/contact_comments.html

BY MAIL: NWCG Training Development
Attn. Scott Anderson
3833 S. Development Avenue
Boise, ID 83705

BY FAX: (208) 387-5378

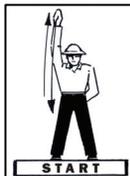
BY E-MAIL: Scott_Anderson@nifc.blm.gov

If all modules are utilized, the length of this program is approximately five hours, depending on time allowed for exercises. Additional time will be needed for the fire shelter deployment practice.

Facilitator's Run Sheet

NOTES:

- ◆ View the DVD before your classroom presentation.
- ◆ **Be prepared to facilitate classroom discussions on each topic.**
- ◆ According to *Interagency Standards for Fire and Fire Aviation Operations – 2009*, Annual Fireline Safety Refresher Training must include the following core topics:
 - **Avoiding Entrapments** – Use training and reference materials to study the risk management process as appropriate to the participants, e.g., LCES, Standard Firefighting Orders, Eighteen Watch Out Situations, Wildland Fire Situation Analysis (WFS) direction, Fire Management Plan priorities, etc.
 - **Current Issues** – Review and discuss identified “hot topics” as found on the current Wildland Fire Safety Training Refresher (WFSTAR) website. Review forecasts and assessments for the upcoming fire season and discuss implication for firefighter safety.
 - **Fire Shelter** – Review and discuss last resort survival. Conduct “hands-on” fire shelter inspections. Practice shelter deployments in applicable crew/module configurations. No “live fire” exercises for the purpose of fire shelter deployment training will be conducted.
 - **Other Hazards and Safety Issues** – Choose additional hazard and safety subjects, which may include SAFENET, current safety alerts, site/unit specific safety issues and hazards.
- ◆ The classroom should be set up to facilitate group discussions with no more than five or six students per group.
- ◆ Ensure that all students have a copy of the *Student Workbook (SW)* and the *Incident Response Pocket Guide – 2006 Version*.
- ◆ Provide for class breaks as necessary. Breaks have not been incorporated into the modules.
- ◆ Useful websites are included in each module. In the Facilitator Guide (FG), websites are listed at the end of each module. In the SW, websites are listed at the end of each module part.
- ◆ There are now **two** ways to complete the course evaluation: on-line at the WFSTAR website and the traditional format which can be found on FG-49 and SW-43. You are encouraged to distribute the paper copy of the evaluations at the beginning of the refresher so that students can add comments throughout the day. If the classroom setup includes computers with internet access, encourage students to utilize the web-based evaluation when time allows.
- ◆ **Notes about the Facilitator Guide and Student Workbook:** Images from the *Fireman's Guide: Fire Handbook, California Region, 1952*, are included throughout the two documents. There are two dozer hand signals that have been incorporated from the Fireman's guide:



When you see this image press “Play” on the DVD.



When you see this image press “Stop” on the DVD.

DVD Operating Instructions

Hardware Requirements: The preferred method of delivery is through the use of a DVD player. If you are projecting from a laptop, you will need at least a Pentium 4 processor.

IMPORTANT NOTE:

The DVD has been formatted to return to the main or specific module menus after completion. A Main Menu option is available from each module menu.

For your convenience, the program has been broken into five modules. Descriptions of the modules are listed below. The *DVD Length* refers to the video time and does not include time needed to complete the relevant exercises.

<u>Module - Description</u>	<u>Page Number</u>	<u>DVD Length</u>
Module 1 – Introduction	FG-9 / SW-5	2 minutes
Module 2 – Organizational Control		
Part 1 - Fire Orders	FG-15 / SW-11	11 minutes
Part 2 - Fire Operations Doctrine	FG-21 / SW-17	12 minutes
Part 3 - Crew Cohesion	FG-23 / SW-21	10 minutes
Module 3 – Fire Behavior		
Part 1 - Sky Watching	FG-27 / SW-23	8 minutes
Part 2 - Fire Weather Forecast	FG-29 / SW-25	6 minutes
Part 3 - Predicting Fire Behavior	FG-33 / SW-29	7 minutes
Module 4 – Fire Safety		
Part 1 - Communication with Aviation Resources	FG-35 / SW-31	15 minutes
Part 2 - Indians Fire	FG-39 / SW-35	21 minutes
Module 5 – Supplemental Modules		
Part 1 - Archived Module	FG-41 / SW-37	1 minute
Part 2 - Historic Film	FG-45 / SW-39	13 minutes
Shelter Training / Conclusion	FG-49 / SW-41	Video times vary

Module 1 - Introduction

Objectives:

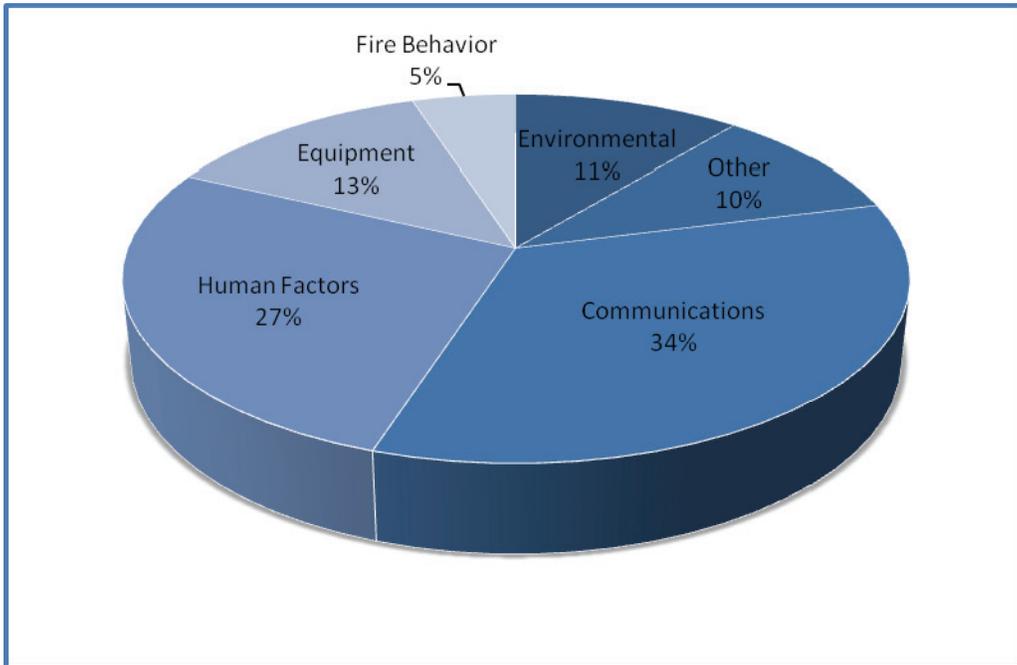
1. Introduce course topics to students.
2. Review 2008 season statistics and discuss reference material.

DVD Module	DVD Action	Content	Facilitator Tasks	Refer To
Module 1	 START (2 min.)	<ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> – Season statistics recap – 2008 SAFENET Review – References 	<p>Purpose: Introduce course and the material that will be covered.</p> <p>Method: Students will watch video and facilitator will lead a class discussion.</p>	
	 STOP		<p>Facilitator Note: Review the following topics with students. Facilitators have full discretion on how to present the information. To cover “Redbook” requirements, facilitators should utilize the resources with an emphasis on entrapment avoidance. If applicable, the facilitator should discuss local events (near misses, etc.) from the 2008 fire season.</p> <p>Class Discussion Topics:</p> <ul style="list-style-type: none"> • 2008 Fatalities, Entrapments and Serious Accidents • Wildland fire statistics • SAFENET review <ul style="list-style-type: none"> – The SAFENET database was established in 2000. – The SAFENET website is listed in the SW and FG. • Standard Firefighting Orders <ul style="list-style-type: none"> – <i>These will be discussed in further detail in Module 2.</i> – Note the three categories of the orders: Fire Behavior, Fireline Safety, and Organizational Control • Watch Out Situations (18) • LCES • Incident Response Pocket Guide (IRPG) <ul style="list-style-type: none"> – IRPG sections – Risk Management Process <p><i>(Suggested time: 15 minutes)</i></p>	SW-5 FG-9 IRPG

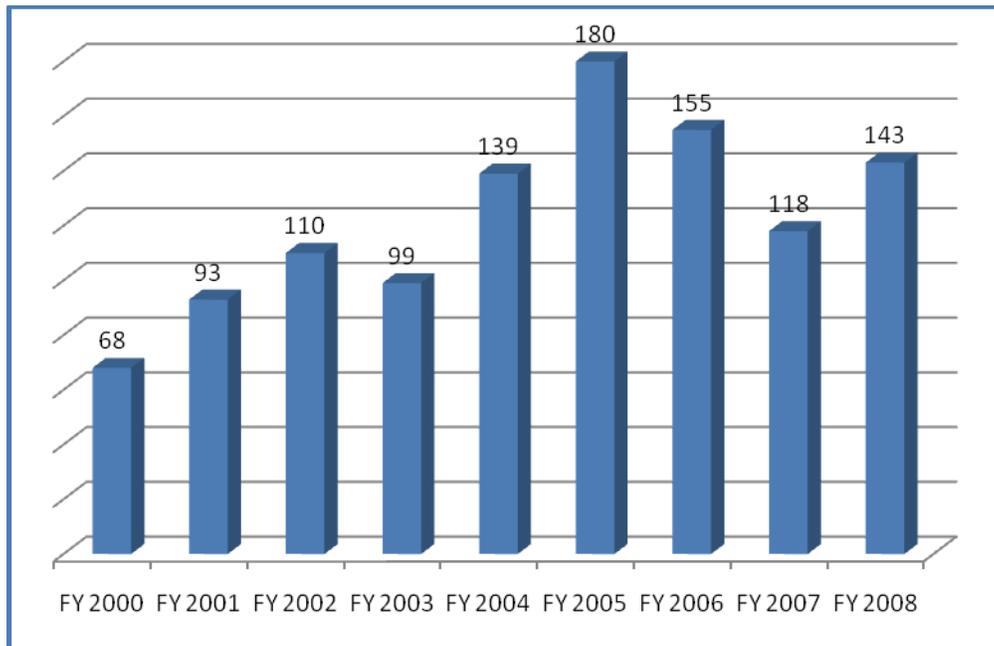
2008 Fatalities, Entrapments and Serious Accidents As Reported by the Safety and Health Working Team		
TYPE		FATALITIES
Entrapment	7 incidents (18 personnel - 4 shelters deployed)	1
Burnover	2 burnovers (7 personnel)	0
Engines, Dozers, ATVs, and Vehicles	16 accidents (10 rollovers, 3 collisions, 3 other)	3
Aircraft	4 accidents	14
Heart Attack	2 incidents	1
Gravity Hazards	9 incidents (7 snag/hazard tree, 2 falls)	2
Other	10 incidents (lightning, 2 medical emergencies, 5 burn injuries, burned vehicle, struck by semi)	4

2008 Wildland Fire Statistics
78,949 Fires
5,292,468 Acres
<u>5-Year Average</u>
78,628 Fires
4,254,073 Acres
7,669 Prescribed Fires
1,935,001 RX Acres
265 Wildland Fire Use Fires
236,835 WFU Acres

2008 SAFENET - Contributing Factors



Total SAFENETs Filed



STANDARD FIREFIGHTING ORDERS

FIRE BEHAVIOR

1. Keep informed on fire weather conditions and forecasts.
2. Know what your fire is doing at all times.
3. Base all actions on current and expected behavior of the fire.

FIRELINE SAFETY

4. Identify escape routes and safety zones, and make them known.
5. Post lookouts when there is possible danger.
6. Be alert. Keep calm. Think clearly. Act decisively.

ORGANIZATIONAL CONTROL

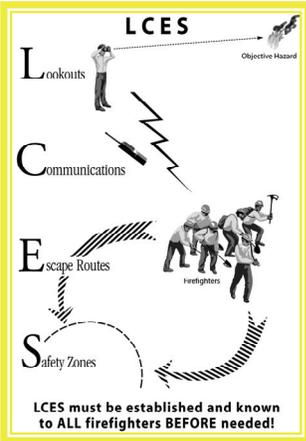
7. Maintain prompt communications with your forces, your boss and adjoining forces.
8. Give clear instructions and be sure they are understood.
9. Maintain control of your forces at all times.

IF YOU CONSIDER 1-9, THEN

10. Fight fire aggressively, having provided for safety first.

WATCH OUT SITUATIONS

1. Fire not scouted and sized up.
2. In country not seen in daylight.
3. Safety zones and escape routes not identified.
4. Unfamiliar with weather and local factors influencing fire behavior.
5. Uninformed on strategy, tactics and hazards.
6. Instructions and assignments not clear.
7. No communication link with crew members/supervisor.
8. Constructing fireline without safe anchor.
9. Building fireline downhill with fire below.
10. Attempting frontal assault on fire.
11. Unburned fuel between you and the fire.
12. Cannot see main fire, not in contact with anyone who can.
13. On a hillside where rolling material can ignite fuel below.
14. Weather is getting hotter and dryer.
15. Wind increases and/or changes direction.
16. Getting frequent spot fires across line.
17. Terrain and fuels make escape to safety zones difficult.
18. Taking a nap near the fireline.



IRPG SECTIONS

Inside front cover Size-Up Report
 White Table of Contents and Other References
 Green Operational
 Yellow All Risk
 Red (Pink) First Aid
 Blue Aviation
 Inside back cover Briefing Checklist
 Back cover Standard Firefighting Orders and Watch Out Situations

RISK MANAGEMENT PROCESS
 (IRPG, page 1)

- Step 1 Situational Awareness**
 Gather Information
 Objective(s) Previous Fire Behavior
 Communication Weather Forecast
 Who's in Charge Local Factors
 Scout the Fire
- Step 2 Hazard Assessment**
 Estimate Potential Fire Behavior Hazards
 Look Up/Down/Around Indicators
 Identify Tactical Hazards
 Watch Outs
 What other safety hazards exist?
 Consider severity vs. probability?
- Step 3 Hazard Control**
 Firefighting Orders → LCES Checklist – MANDATORY
 Anchor Point
 Downhill Checklist (if applicable)
 What other controls are necessary?
- Step 4 Decision Point**
 Are controls in place for identified hazards?
 NO – Reassess situation YES – Next question
 Are selected tactics based on expected fire behavior?
 NO – Reassess situation YES – Next question
 Have instructions been given and understood?
 NO – Reassess situation YES – Next question
- Step 5 Evaluate**
 Human Factors: Low experience level?
 Distracted from primary tasks?
 Fatigue or stress reaction?
 Hazardous attitude?
 The Situation: What is changing?
 Are strategy and tactics working?

Module 1 - Introduction: Student References

- Safety and Health Working Team Reports:

<http://www.nwcg.gov/teams/shwt/safetygram2.htm>

- Annual Wildland Fire Statistics:

http://www.nifc.gov/fire_info/fire_stats.htm

- SAFENET Main Page:

<http://safenet.nifc.gov/safenet.nsf/SNmain?OpenFrameSet>

Module 2 - Organizational Control

Objectives:

- 1) **Fire Orders:** Given the module content, describe the original intent of the Standard Firefighting Orders.
- 2) **Doctrine:** Given the module content, discuss the basic principles of fire operations doctrine.
- 3) **Crew Cohesion:** Given the module content, describe the three team building phases.

DVD Module	DVD Action	Content	Facilitator Tasks	Refer To
Module 2 Part 1	 (11 min.)	<ul style="list-style-type: none"> • Fire Orders <ul style="list-style-type: none"> – Dr. Jennifer Ziegler 	<p>Purpose: Provide an opportunity to examine the original intent of the Standard Firefighting Orders and discuss how they have evolved.</p> <p>Method: Students will watch Ziegler video and compare and contrast the different versions of the Standard Firefighting Orders.</p> <p>Facilitator Note: Introduce the Venn diagram to students prior to watching the video segment. The student version is blank; facilitator version has some examples included.</p> <p>Discuss the diagram, noting the items (categories) that will be compared and contrasted. Three versions of the Standard Firefighting Orders and a summary of main points from Dr. Zeigler’s article are included in the FG and SW.</p> <p>Students will complete the diagram independently after watching the video. Information from the video and the included historical versions should be referenced.</p>	<p>SW-13 FG-18</p> <p>SW-11 through SW-14</p> <p>FG-16 through FG-19</p>
			<p>Small Group Discussion: After students have been given time to input their notes, form small groups (3-5 per group) and have them discuss their observations.</p> <p style="text-align: center;"><i>(Suggested time: 5 minutes)</i></p> <p>Facilitator Note: Refer to the Facilitator Guide example for some possible discussion points.</p>	<p>SW-15</p> <p>FG-18</p>

<p>Module 2 Part 1 (cont.)</p>		<p>Facilitator Note: Upon completion of the exercise the Facilitator should summarize the exercise with a few main points:</p> <ul style="list-style-type: none"> • There are no <i>right</i> or <i>wrong</i> answers, the main purpose is to get the students to recognize the intent of the Standard Firefighting Orders. <p><i>(Suggested time: 15 minutes)</i></p>	
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Standard Firefighting Orders

Shifts in Meaning and Authority
(1950s-today)

1

Answers to questions like...

*What are the Fire Orders for?
How should they be used?*

...have changed over time as:

*approaches to managing people have changed
approaches to managing fire have changed*

2

Before the Fire Orders (1930s-1950s)

"**Heroes**" were publicly praised for displaying two **virtues** (e.g., in *Fire Control Notes*):

keeping fires small
while also
keeping crews safe

Failures were also publicly singled out. *But they were also offered second chances...*

3

Before the Fire Orders (1930s-1950s)

- "Praise and blame" approach eventually considered unfair:
 - "Same action praised in one situation is criticized in another."
- Many called for standardization:

"There ought to be a rule..."

4

Standard Firefighting Orders
(creation, 1957)

Chief convened a safety task force (1957)

- Analyzed 20 years of fatality fires
- Focused on 5 fires where 10 or more firefighters were killed at once
 - e.g., Inaja Fire, California, 1956 (11 dead)
- Also examined "successful" fires

5

Standard Firefighting Orders
(creation, 1957)

"Sinners"

- "Men who know better...just did not pay adequate attention" to small details when it mattered most. *Considered a problem of forgetting.*

"Coolheads"

- Someone who "sized up a local change in fire behavior and figured out what would happen in time to get the men to safety."
How they did so not really understood.

Memory and reaction times (human factors) were not well understood.

6

Standard Firefighting Orders (creation, 1957)

- Found 11 common factors among the failures
 - Successes attributed to: **"Someone did not fail** in one of these critical categories."
- Turned them into **orders**
 - Rearranged, edited down to 9
- Chief McArdle added #10:
"Fight fire aggressively but provide for safety first."

keep fires small *Just like the original two "heroic" virtues.* *keep people safe*

7

Ten Standard Fire Orders (first revision, 1987)

- Now applied to all agencies through the NWCG
 - Reordered for easier memorization
- Fire Orders **shifted**...
 - ...from an individual to an **organizational list**
 - "Checklist" for evaluating individual fires
 - ...from a list of virtues to a **list of duties**
 - Accident reports started to find Fire Order **"violations"** in 1990s
 - Violation of employee-employer contract

8

TriData Study (1996-1998)

Revealed a **split in opinion** over the precise authority of the Fire Orders.
(1,000 firefighters were surveyed)

Some called them **"guidelines."**

Some called them **"hard and fast rules."**

http://www.wildfirelessons.net/documents/WFSAS_Part_3_Chapter_4.pdf

9

Standard Firefighting Orders (second revision, 2003)

- Many calls to get "back to the original intent"
 - Fire Orders are steps to be followed in order
 - Aligned with concept of "risk management"
- Fire Order #10 changed to:
"Fight fire aggressively *having provided* for safety first."

"permission" to fight the fire ... *... earned only after completing steps 1-9*

10

Same Items, Three Different Kinds of Lists

1957	Personal taskbook for individual transformation
1987	Orders to follow in all situations (e.g., even driving)
2003	Tool for broader organizational "risk management"

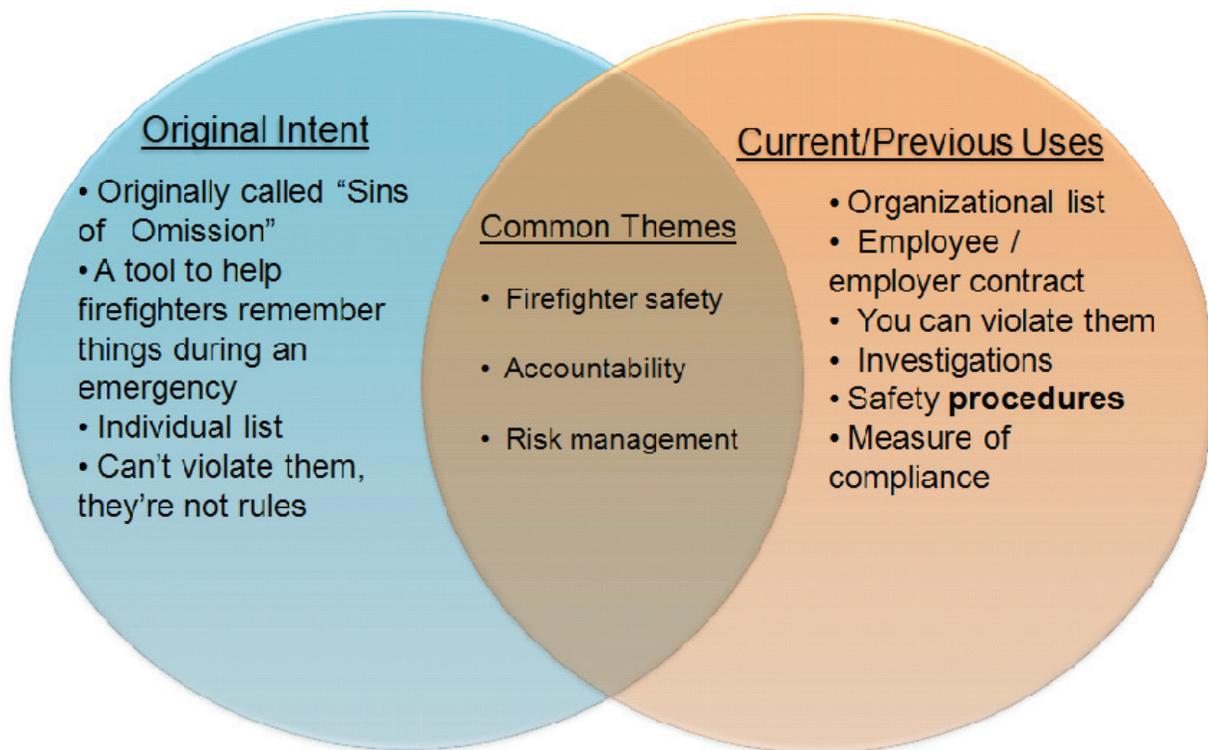
11

Same Items in Same Order, Different View of the Group Process

<u>1957</u> Fire Orders are described as a tool for the group to help the individual to not forget things they already knew <i>(until the individual virtues became automatic).</i>	<u>2003</u> Fire Orders are described as a tool for the individual to use to question a decision emerging in the group <i>(e.g., Cramer Fire accident investigation report).</i>
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12

The 10 Standard Fire Orders



Original Orders FIRE SCALDS (1957)	Previous Version (1987-2002)	Current Version (2003-present)
<ol style="list-style-type: none"> 1. <u>F</u>ire Weather Keep informed of fire weather conditions and predictions. 2. <u>I</u>nstructions Know exactly what my instructions are and to follow them at all times. 3. <u>R</u>ight things first Identify the key points of my assignment and take actions in order of priority. 4. <u>E</u>scape plan Have an escape plan in mind and direct subordinates in event of blow-up. 5. <u>S</u>couting Thoroughly scout the fire areas for which I am responsible. 6. <u>C</u>ommunication Establish and maintain regular communication with adjoining forces, subordinates, and superior officers. 7. <u>A</u>lertness Quickly recognize changed conditions and immediately revise plans to handle. 8. <u>L</u>ookout Post a lookout for every possible dangerous situation. 9. <u>D</u>iscipline Establish and maintain control of all men under my supervision and at all times know where they are and what they are doing. 10. <u>S</u>upervision Be sure men I commit to any fire job have clear instructions and adequate overhead. 	<ol style="list-style-type: none"> 1. <u>F</u>ight fire aggressively but provide for safety first. 2. <u>I</u>nitiate all action based on current and expected fire behavior. 3. <u>R</u>ecognize current weather conditions and obtain forecasts. 4. <u>E</u>nsure instructions are given and understood. 5. <u>O</u>btain current information on fire status. 6. <u>R</u>emain in communication with crew members, your supervisor, and adjoining forces. 7. <u>D</u>etermine safety zones and escape routes. 8. <u>E</u>stablish lookouts in potentially hazardous situations. 9. <u>R</u>etain control at all times. 10. <u>S</u>tay alert, keep calm, think clearly, act decisively. 	<ol style="list-style-type: none"> 1. Keep informed on fire weather conditions and forecasts. 2. Know what your fire is doing at all times. 3. Base all actions on current and expected behavior of the fire. 4. Identify escape routes and safety zones, and make them known. 5. Post lookouts when there is possible danger. 6. Be alert. Keep calm. Think clearly. Act decisively. 7. Maintain prompt communications with your forces, your supervisor and adjoining forces. 8. Give clear instructions and be sure they are understood. 9. Maintain control of your forces at all times. 10. Fight fire aggressively, having provided for safety first.

Fire Operations Doctrine - Facilitator Notes		
What I <u>Know</u> /What I have Heard	What I <u>Want</u> to Know	What I <u>Learned</u>
Students should think about what they know, or <i>think</i> they know about fire operations doctrine and write down some thoughts prior to watching the video.	Students should list what they want to know about doctrine. Examples could include questions they have as a result of biased information they may have received.	Here, students record what they learned after watching the video. It could be answers to questions or even information that validated (or conflicted) with their assumptions.

Fire Operations Doctrine - Summary

Purpose of Fire Operations Doctrine

Doctrine establishes a particular way of thinking about fire operations. It provides a philosophy for leading firefighters in fire operations, a mandate for professionalism, and a common language. Fire operations doctrine does not consist of procedures to be applied to specific situations so much as it sets forth general guidance that requires judgment in application.

The Nature of Fire Operations

Fire is a complex, dynamic, and often unpredictable phenomenon. While the magnitude and complexity of the fire itself, and of the human response to it, will vary, the fact that *fire operations are inherently dangerous* will never change. A firefighter utilizing the best available science, equipment, and training, and working within the scope of agency doctrine and policy, can still suffer serious injury or death.

Wildland Fire Operations Risk Management

The primary means by which we prevent accidents in wildland fire operations is through aggressive risk management. Our safety philosophy acknowledges that while the ideal level of risk may be zero, a hazard free work environment is not a reasonable or achievable goal in fire operations. *Through organized, comprehensive, and systematic risk management, we will determine the acceptable level of risk* that allows us to provide for safety yet still achieve fire operations objectives.

Fire Operations Command Philosophy

It is essential that our philosophy of command support the way we conduct fire operations. First and foremost, in order to generate effective decision making in fire operations and to cope with the unpredictable nature of fire, commanders' intent must be lucid and unambiguous, and lines of authority must be clearly articulated and understood. Subordinate commanders must make decisions on their own initiative based on their understanding of their commander's intent. *A competent subordinate commander who is at the point of decision may understand a situation more clearly than a senior commander some distance removed.* In this case, the subordinate commander must have the freedom to take decisive action directed toward the accomplishment of operational objectives.

Fire Leadership

Leadership is the art of influencing people in order to achieve a result. The most essential element for success in the wildland fire service is good leadership. Good leaders provide purpose, direction, and motivation for wildland firefighters working to accomplish difficult tasks under dangerous, stressful circumstances. Leaders often face difficult problems to which there are no simple, clear-cut, by-the-book solutions. In these situations, leaders must use their knowledge, skill, experience, education, values, and judgment to make decisions and to take or direct action - in short, to provide leadership. *All firefighters, regardless of position, must provide leadership.*

Fire Suppression

The purpose of fire suppression is to put the fire out in a safe, effective, and efficient manner. Fires are easier and less expensive to suppress when they are smaller. Every firefighter, whether in a management, command, support, or direct suppression role, should be committed to maximizing the speed and efficiency with which the most capable firefighters can engage in suppression action.

Principles of Suppression Operations

The primary means by which we implement command decisions and maintain unity of action is through the use of common principles of suppression operations. These principles guide our fundamental fire suppression practices, behaviors, and customs, and are mutually understood at every level of command. They include Risk Management, Standard Firefighting Orders and Watch Out Situations, LCES and the Downhill Line Construction Checklist. These principles are fundamental to how we perform fire suppression operations, and are intended to improve decision making and firefighter safety. They are not absolute rules. They require judgment in application.

Form (F)

The formation or form phase is when team members are eager to fit in and usually have high expectations. This is the phase you and your crew are going through right now.

Storm (S)

The development or storm phase can be described as a period when team members are frustrated with the discrepancy between their initial expectations and reality.

Norm and Perform (NP)

During the performance or norm phase, team members are committed to team vision and values. This is where the team will attain synergy. Synergy is that powerful force that allows a team to outperform itself. The goal of a leader should be a team where the whole equals more than the sum of the parts.

LEADER'S ACTIONS	TEAM BUILDING PHASE
<i>Share decision making autonomy within boundaries.</i>	NP
Give individual recognition.	NP
Demonstrate unity of command in the leadership team.	S
Establish team structure and expectations.	F
Maintain focus on team vision and values.	S
Drill on team and individual task skills.	S
Provide knowledge about each other to emphasize diverse talents and foster trust.	F
Define decision making authority.	F
Establish good communication process by using clear intent statements, active listening, and After Action Reviews	S
Provide new challenges.	NP
Resolve conflict without overreacting.	S
Recognize and celebrate team accomplishments.	NP
Provide information about process and benefits.	F
Encourage initiative and underwrite honest mistakes.	S
Develop agreement on roles and standards.	F
Communicate team vision and values	F
Focus on improving productivity.	NP

Module 2 - Organizational Control: Student References

Part 1 - Fire Orders

- *Report of Task Force to Recommend Action to Reduce the Chances of Men Being Killed by Burning While Fighting Fire*, 1957 report to the USFS Chief (the origin of the 10 and 18):
http://www.fs.fed.us/r5/fire/information/1957_report/index.htm
- Jennifer A. Ziegler, Ph.D., preprint version of *The Story Behind an Organizational List: A Genealogy of Wildland Firefighters' Ten Standard Fire Orders*:
<http://blogs.valpo.edu/jziegler/publications/>
- *Original Ten Standard Orders* by John Krebs:
http://www.nifc.gov/wfstar/archives/10_fireorders.html

Part 2 - Fire Operations Doctrine

- Fire Operations Doctrine in the 2009 Redbook:
http://www.nifc.gov/policies/red_book/2009/Chapter01Policy.pdf
- U.S. Marine Corps Doctrine - Command and Control:
http://www.dtic.mil/doctrine/jel/service_pubs/mcdp6.pdf
- *Leading in the Wildland Fire Service*, a publication of NWCG:
http://www.fireleadership.gov/documents/LeadingWFS_Pub.pdf

Part 3 - Crew Cohesion

- *Crew Cohesion, Wildland Fire Transition, and Fatalities*, by Jon Driessen, Ph.D., a publication by the USDA Forest Service Technology and Development Program:
http://www.fs.fed.us/fire/safety/MTDC_Lessons/documents/Crew_Cohesion/pdf02512809.pdf
- Crew Cohesion Assessment Tool, courtesy of Mission-Centered Solutions:
http://www.fireleadership.gov/toolbox/documents/Crew_Cohesion_Assessment.pdf
- *Building Group Cohesion in Type 2 Fire Crews*, by Bill Lee. Printed in *Fire Management Today*, spring 2004 issue:
http://findarticles.com/p/articles/mi_qa5413/is_200404/ai_n21355878/pg_1?tag=artBody:coll

Module 3 - Fire Behavior

Objectives:

- 1) **Sky Watching:** Given a sky watching video loop, make assessments and describe possible weather events.
- 2) **Fire Weather Forecast:** Given a fire weather forecast, demonstrate a fire weather briefing.
- 3) **Predicting Fire Behavior:** Discuss a personal example of an unexpected fire behavior event and describe the indicators that led up to the event.

DVD Module	DVD Action	Content	Facilitator Tasks	Refer To
Module 3 Part 1		<ul style="list-style-type: none"> • Sky Watching <ul style="list-style-type: none"> - Scott Dorval 	<p>Purpose: To make fire weather assessments based on sky weather observations.</p> <p>Method: Students will watch Sky Watching video and time lapse videos in loops and discuss what they mean.</p> <p>Facilitator Note: This segment contains three short video clips that will require starting and stopping. You can view all three videos if time allows but the videos are not interlinked or dependent upon each other. Students will watch time lapse video loops and discuss what they mean.</p>	SW-23
			<p>Facilitator Note: The intent of this module is to discuss sky weather in terms of how it relates to fire behavior. For example: focus on the effects of an inversion lifting as opposed to critiquing whether students correctly identify cloud types. The description of each time lapse video has been included in the FG.</p> <p style="text-align: center;"><i>(Suggested time: 15 minutes. Actual time will depend on number of videos utilized.)</i></p>	FG-28

Time Lapse Video Exercise:

Video: May 30, 2007

Description: Valley fog clearing ahead of waves of altocumulus which dissipates late morning. Several aircraft contrails occur before some cumulus develops.

Facilitator actions: Press play on May 30 - AM. This will play the time lapse video from 0630 until 1200; the morning video will loop twice and return to the previous menu. Facilitate a discussion while addressing the following topics:

- What have you observed up to this point? (*General description of the weather, cloud types, etc.*)
- Based on your previous observations, what do you predict the sky will look like in the afternoon?
- If you were assigned to a fire in this area what sort of activity would you expect in the afternoon?

Press play on May 30 - Full day. This will play the full day video twice (0630 to 1430) and return to the previous menu. When the video ends, ask the students:

- How closely did your predictions match the actual outcome?

Video: November 1, 2006

Description: Scattered cumulus developing and increasing from the north. Cumulus mostly clearing ahead of a late afternoon thunderstorm.

Facilitator actions: Press play on November 1 - AM. This will play the time lapse video from 0630 to 1200; the video will loop twice and return to the previous menu. Facilitate a discussion while addressing the following topics:

- What have you observed up to this point? (*General description of the weather, cloud types, etc.*)
- Based on your previous observations, what do you predict the sky will look like in the afternoon?
- If you were assigned to a fire in this area what sort of activity would you expect in the afternoon?

Press play on November 1 - Full day. This will play the full day video twice (0630 to 1900) and return to the previous menu. When the video ends, ask the students:

- How closely did your predictions match the actual outcome?

Video: January 31, 2007

Description: Misty fog in the valley. Extensive altocumulus castellanus in the morning. Cumulus developing with slow moving thunderstorms from the south later. More cells to the north on the ranges. Storm spreads across the scene with a shower of rain towards sunset.

Facilitator actions: Press play on January 31 - AM. This will play the time lapse video from 0630 to 1200; the video will loop twice and return to the previous menu. Facilitate a discussion while addressing the following topics:

- What have you observed up to this point? (*General description of the weather, cloud types, etc.*)
- Based on your previous observations, what do you predict the sky will look like in the afternoon?
- If you were assigned to a fire in this area what sort of activity would you expect in the afternoon?

Press play on January 31 - Full day. This will play the full day video twice (0630 to 1930) and return to the previous menu. When the video ends, ask the students:

- How closely did your predictions match the actual outcome?

Summarize the exercise by discussing: How will *you* (the firefighter) incorporate more frequent sky watching and weather observations into your daily routine?

DVD Module	DVD Action	Content	Facilitator Tasks	Refer To
Module 3 Part 2		<ul style="list-style-type: none"> • Fire Weather Forecast – Rick Ochoa 	<p>Purpose: Gain experience translating fire weather forecast into a usable briefing.</p> <p>Method: Students will watch fire weather forecast video segment, listen to a fire weather forecast and then give a briefing.</p> <p>Facilitator Note: The fire weather forecast segment contains information that will be used in the following exercise. The forecast is also included in the FG and SW.</p>	SW-26 FG-30
			<p>Facilitator Note: For the exercise portion of this module one student will be needed to role play as a “dispatcher”. Their role will be reading the fire weather forecast to the entire class.</p> <p>Prior to the fire weather forecast briefing, small groups of 3-5 should be formed. Groups should be assigned to one of the two forecast zones; either the <u>Payette/Boise Zone</u> or the <u>Burns/Vale Zone</u>.</p> <p><i>(Suggested time: 5 minutes)</i></p>	SW-25

Have Student Dispatcher read the Fire Weather Forecast:

FIRE WEATHER PLANNING FORECAST FOR SW IDAHO AND SE OREGON
NATIONAL WEATHER SERVICE BOISE ID

452 PM MDT SUN AUG 5 2007

...RED FLAG WARNING IN EFFECT UNTIL 8 PM MDT THIS EVENING FOR GUSTY WINDS AND LOW HUMIDITY FOR THE BOISE AND PAYETTE FOREST WHICH INCLUDES ZONES 401 THROUGH 404...

...RED FLAG WARNING IN EFFECT FOR SCATTERED MAINLY DRY THUNDERSTORMS THROUGH 800 PM MDT AND 700PM PDT FOR THE VALE AND BURNS BLM. THIS INCLUDES FIRE WEATHER ZONES 636 AND 637...

.DISCUSSION...

UPPER LOW OVER NORTHWEST NEVADA HAS PRODUCED SCATTERED DRY LIGHTNING OVER THE BURNS AND VALE BLM TODAY BUT CONDITIONS SHOULD STABILIZE EARLY THIS EVENING. THREAT OF DRY THUNDERSTORMS WILL CONTINUE OVER THE WEST CENTRAL MOUNTAINS UNTIL DARK. IN ADDITION... GUSTY WINDS TO 20-30 MPH OVER THE RIDGES SHOULD SUBSIDE BY SUNSET.

IDZ401>404-060015-

WESTERN PAYETTE NATIONAL FOREST-EASTERN PAYETTE NATIONAL FOREST-
NORTHERN BOISE NATIONAL FOREST-SOUTHERN BOISE NATIONAL FOREST-

452 PM MDT SUN AUG 5 2007

...RED FLAG WARNING IN EFFECT UNTIL 8 PM MDT THIS EVENING FOR GUSTY WINDS AND LOW RH...

.REST OF TODAY...PARTLY CLOUDY WITH ISOLATED DRY THUNDERSTORMS.
THUNDERSTORMS MAY PRODUCE GUSTY WINDS OF 40 TO 50 MPH.

MAX TEMPERATURE.....70 TO 85.

24 HR TREND.....ON AVERAGE...2 DEGREES COOLER.

MIN HUMIDITY.....13 TO 22 PERCENT.

24 HR TREND.....ON AVERAGE...UNCHANGED.

20-FOOT WINDS.....

VALLEYS.....SOUTHWEST 8 TO 11 MPH.

RIDGES.....SOUTHWEST 8 TO 14 MPH...WITH GUSTS TO AROUND 25 MPH.

HAINES INDEX.....5 MODERATE.

LAL.....2.

CWR /0.10 INCH/....10 PERCENT.

SMOKE DISPERSAL:

MIXING HEIGHT.....8500-10500 FT AGL.

TRANSPORT WINDS....SOUTHWEST 10 TO 20 MPH.

ORZ636-637-060015-

BURNS BLM-VALE BLM-

452 PM MDT SUN AUG 5 2007 /352 PM PDT SUN AUG 5 2007/

...RED FLAG WARNING IN EFFECT UNTIL 8 PM MDT /7 PM PDT/ THIS
EVENING FOR SCATTERED DRY THUNDERSTORMS...

.REST OF TODAY...

SKY/WEATHER.....PARTLY CLOUDY. SCATTERED DRY THUNDERSTORMS.

THUNDERSTORMS MAY PRODUCE GUSTY WINDS.

MAX TEMPERATURE.....80 TO 90.
 24 HR TREND.....ON AVERAGE...2 DEGREES COOLER.
 MIN HUMIDITY.....7 TO 14 PERCENT.
 24 HR TREND.....ON AVERAGE...UNCHANGED.
 20-FOOT WINDS.....
 VALLEYS.....SOUTHWEST 9 TO 15 MPH.
 RIDGES.....SOUTHWEST 11 TO 17 MPH...WITH GUSTS TO AROUND 30 MPH.
 HAINES INDEX.....5 MODERATE.
 LAL.....2.
 CWR /0.10 INCH/.....0 PERCENT.

 FORECAST DAYS 3 THROUGH 7...
 .TUESDAY...PARTLY CLOUDY. A 20 PERCENT CHANCE OF SHOWERS AND THUNDERSTORMS. LOWS 45 TO 60. HIGHS 75 TO 90. WEST WINDS UP TO 10 MPH.
 .WEDNESDAY...MOSTLY CLEAR. LOWS 45 TO 60. HIGHS 75 TO 90. WEST WINDS UP TO 10 MPH.
 .THURSDAY...MOSTLY CLEAR. LOWS 50 TO 60. HIGHS 75 TO 95. WEST WINDS AROUND 10 MPH.
 .FRIDAY...MOSTLY CLEAR. LOWS 50 TO 65. HIGHS 80 TO 95.
 .SATURDAY...MOSTLY CLEAR. LOWS 50 TO 65. HIGHS 80 TO 95.

End of Fire Weather Forecast

DVD Module	DVD Action	Content	Facilitator Tasks	Refer To
Module 3 Part 2 (cont.)			<p>Facilitator Note: Groups should now prepare to give a briefing based on the fire weather forecast they just received. Exercise instructions from the SW have been included below:</p> <p>Group Exercise: <u>Scenario:</u> It is August 5th at 1652. Your group is a squad on a 20 person hand crew. Your individual task will be listening to the day's afternoon fire weather forecast and prepare to give a briefing to the rest of your crew which will soon be starting a burnout operation. The facilitator will determine which forecast zone you are working in.</p> <p><u>Task:</u> As a group, determine the following:</p> <ul style="list-style-type: none"> • What information from the forecast would be useful for your briefing? • What information would you leave out and why? • Based on the forecast for your zone, are there any safety concerns that you would emphasize or focus on? <p><i>(Suggested time: 10 minutes)</i></p>	SW-25

			<p>Facilitator Note: After the groups have answered the questions in the SW, facilitate a class discussion.</p> <p>Class Discussion:</p> <ul style="list-style-type: none">• Have groups give examples of what information they included and left out of their briefings.• What were the similarities and differences between the two forecast zones?• What are the safety concerns to be aware of? <p><i>(Suggested time: 5 minutes)</i></p>	
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Module 3 - Fire Behavior: Student References

Part 1 - Sky Watching

- National Weather Service Fire Weather Training Home Page:
<http://www.wrh.noaa.gov/sew//fire/olm/NWSFWX.htm>
- Videos courtesy of *Australian Severe Weather*:
www.australiasevereweather.com
- National Interagency Coordination Center - Predictive Services Weather Page:
<http://www.nifc.gov/nicc/predictive/weather/weather.htm>

Part 2 - Fire Weather Forecast

- National Wildfire Coordinating Group list of fire weather web sites:
<http://www.nwcg.gov/teams/wfewt/biblio/weather1.html>
- Wildland Fire Assessment System - Quick Links (provides explanations and current maps of various fire weather products):
<http://www.wfas.net/content/view/16/31/>
- National Weather Service - Fire Weather Home Page:
<http://fire.boi.noaa.gov/>

Part 3 - Predicting Fire Behavior

- *The Rothermel Fire-Spread Model: Still Running Like a Champ*, printed in Fire Science Digest:
<http://www.firescience.gov/Digest/FSdigest2.pdf>
- *Fire Behavior vs. Human Behavior: Why the Lessons from Cramer Matter* by Kelly Close:
http://www.iawfonline.org/summit/2005%20Presentations/2005_pdf/Close.pdf
- Current National Forecast Fire Danger Map:
http://www.fs.fed.us/land/wfas/fd_cls_f.gif

Module 4 - Fire Safety

Objectives:

- 1) **Communication with Aviation Resources:** Given an aerial photograph, effectively describe a ground target to a simulated aviation resource.
- 2) **Indians Fire:** Given the Indians Fire Case Study, students will participate in a class discussion based on the topics provided.

DVD Module	DVD Action	Content	Facilitator Tasks	Refer To
Module 4 Part 1		<ul style="list-style-type: none"> • Communication with Aviation Resources – Gil Dustin 	<p>Purpose: Give students an opportunity to practice and improve upon their communication skills.</p> <p>Method: Watching video, working in pairs completing a communication exercise.</p> <p>Facilitator Note: Students will be working in pairs for the exercise after the aviation communication video segment. There will be a still photo displayed during the segment that will be used for the exercise. “Directing Retardant and Bucket Drops” from the IRPG has been included in the SW.</p>	SW-32 SW-31
Module 4 Part 1			<p>Facilitator Note: Emphasis for this exercise should be placed on proper communication skills. Effective communication and radio etiquette is important for all firefighters, not just aviation resources. Exercise directions are included in the FG and SW.</p> <p style="text-align: right;"><i>(Suggested time: 10 minutes)</i></p>	FG-35 through FG-36 SW-31

Target Description / Communication Exercise

Resources/Role Players:

- Type 1 Airtanker (Tanker 00): Role played by Student A
- IC/Engine Module Leader (PV IC): Role played by Student B

Exercise set up:

- Photograph is located on **page 32** in the SW and **page 37** in the FG.
- Students should communicate as if they were on the fire talking on the radio.
- If possible, attempt to create pairs that do not know each other or do not typically work together.
- Each role player should not be able to see the other’s photograph.

Exercise Continues on Following Page

Facilitator briefing to airtanker pilot (Student A):

- You are assigned to the PV Fire - you have enough flight time for **one** drop.
- Check in with the IC and get briefed.

Facilitator briefing to the IC (Student B):

- Brief the airtanker that is assigned to your incident.
- There is only one airtanker available at this time - no other aircraft are in the area.

Scenario:

- The IC will:
 - Draw a retardant line on their photograph with a marker or pen, showing where *they want* the drop (start and stop point should be identifiable).
 - Give a target description to the airtanker pilot using the guidelines from the IRPG in the SW.
- The airtanker pilot will:
 - Check in with the IC and receive instructions.
 - Get feedback from the IC / Give feedback to the IC.
 - Draw on their photograph with a marker or pen, showing where *they believe* the IC wants the retardant line (start and stop point should be identifiable).
- Following the scenario, the students will compare their two photographs and see if the identified targets actually match up.

Class discussion following the communication exercise:

- Were you successful in describing your target to each other? If so, why?
- If your targets were not the same what were some of the reasons?
- What were some of the barriers that made this exercise challenging?
- **Facilitator** - provide personal examples (if applicable) that would help emphasize the importance of communication.

Optional Scenario (continuation of exercise):

- Have Student A and Student B switch roles and retry the exercise.
- Discuss the difference between the first attempt and second attempt.
- Was it easier to communicate the target description with additional practice? Why or why not?

Module 4 Part 1 (cont.)			Facilitator Note: Summarize the communications unit by discussing the following aviation communication techniques: <u>Good techniques:</u> <ul style="list-style-type: none">• Know your objective• Use easily identifiable references• Talk when the pilot is in position to see the target• Give specific drop instructions• Use standard and consistent terminology <u>Poor techniques:</u> <ul style="list-style-type: none">• Unsure of objectives• Using references or landmarks unfamiliar or not easily seen by the pilot• Using vague instructions like “cool it off”, “hit the right side of the fire”	SW-33
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DVD Module	DVD Action	Content	Facilitator Tasks	Refer To
Module 4 Part 2	 (21 min.)	<ul style="list-style-type: none"> • Indians Fire <ul style="list-style-type: none"> – Fulton Hotshots – Los Padres Engine 71 	<p>Purpose: Utilize a recent, near-miss scenario to encourage discussion and improve firefighter resilience when an unexpected event occurs.</p> <p>Method: View the case study video and discuss in class.</p> <p>Facilitator Note: Upon completion of the video segment, there are discussion points to assist with a class/group discussion.</p>	SW-35 FG-39
			<p>Facilitator Note: Links to the rotating plume video and the Accident Prevention Analysis Report have been included in the SW and FG; encourage students to read the report when they get back to their home units.</p> <p>Class/Group Discussion Topics:</p> <ul style="list-style-type: none"> • Discuss your experiences with fire whirls. • Firefighters were caught without their gloves when the fire whirl hit. Do you ever remove your gloves to do your job? If so, how do you ensure that they are readily available? • The Engine 71 Crew was able to cope with this unusual situation, in part, due to realistic fire shelter training. What are some of the techniques your crew uses in fire shelter training? • Discuss some of the pros and cons for sheltering in a vehicle. • What are some special considerations for sheltering on a road? • What were some of the barriers to situational awareness that these firefighters encountered? How could they have been overcome? <p><i>(Suggested time: 15 minutes)</i></p>	SW-35 FG-40

Module 4 - Fire Safety: Student References

Part 1 - Communication with Aviation Resources

- Interagency Helicopter Operations Guide (IHOG), Chapter 4 - Flight Following, Resource Tracking, and Communications:

<http://www.nifc.gov/ihog/chapters/2006chapter04.pdf>

- 6 Minutes for Safety - Aviation Communications:

http://www.nifc.gov/sixminutes/dsp_discussion.php?id=64

- Interagency Aviation Training (IAT) Online Modules:

<https://www.iat.gov/Training/pages/online.asp>

Part 2 - Indians Fire

- *Surviving Fire Entrapments: Comparing Conditions Inside Vehicles and Fire Shelters*, published by the USDA Forest Service Technology and Development Program:

<http://www.fs.fed.us/eng/pubs/htmlpubs/htm97512817/index.htm>

- Indians Fire - Accident Prevention Analysis Report:

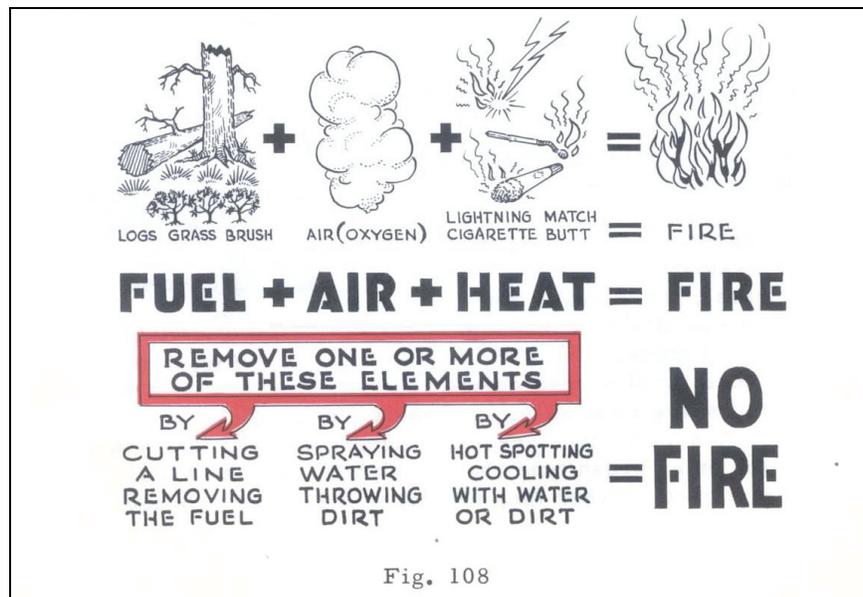
http://wildfirelessons.net/documents/Indians_Fire_APA_2008.pdf

- Video of the rotating plume on the Indians Fire:

<http://www.myfirevideos.net/avc-view.aspx?v=62>

DVD Module	DVD Action	Content	Facilitator Tasks	Refer To
Module 5 Part 1 (cont.)			<p>Facilitator Answer Key: Using your 2006 IRPG, answer the following questions as quickly as you can. Write down the answer and the page number (location) where you found the information.</p> <ol style="list-style-type: none"> 1. What is your first responsibility if you come upon or are involved in a vehicle accident? ANSWER - Report on Conditions; page 25 2. What is the first thing you should do when preparing a home for structure protection? ANSWER - Determine if residents are home; page 17 3. Define the paracargo danger zone. ANSWER - 200 feet either side of flight path, 300 feet in direction of approach, and 1,300 feet in direction of aircraft when it leaves the target; page 58 4. A 7-acre fire has approximately how many chains of perimeter? ANSWER - 45 chains; page 95 5. What is the sixth Standard Firefighting Order? ANSWER - Be alert. Keep Calm. Act Decisively; back cover 6. What are the five communication responsibilities of ALL firefighters? ANSWER - Brief others as needed. Debrief your actions. Communicate hazards to others. Acknowledge messages. Ask if you don't know; page ix <p>Bonus Question: Calculate the relative humidity (RH) using the tables in the IRPG, given a dry bulb of 90°F and a wet bulb of 75°F with an elevation from 1,400 to 5,000 feet. ANSWER - See the instructions in the upper right-hand corner to properly utilize the depression table. Wet bulb minus dry bulb equals depression degrees (90 - 75 = 15). Find 15 on the horizontal line and go down to the dry bulb temperature (90). The intersection is 51% RH; page 78</p>	SW-37

DVD Module	DVD Action	Content	Facilitator Tasks	Refer To
Module 5 Part 1 (cont.)			<p>Optional Exercise: After reviewing the exercise, review the Standard Firefighting Orders and 18 Watch Out Situations on the back cover of the IRPG.</p> <p>Facilitator Note: Advise students that these are the foundation of our safety principles and they should be kept in mind throughout the fire season.</p>	IRPG SW-38



(1952 Fireman's Guide)

DVD Module	DVD Action	Content	Facilitator Tasks	Refer To
Module 5 Part 2 (cont.)			<p>Group/Class Discussion: Form small groups or lead a whole class discussion and discuss the findings of the students:</p> <ul style="list-style-type: none"> • What were the similarities and differences between now and then? • Have things changed very much in the last 30-40 years? Why or why not? • Which techniques, technologies, or safety practices are most likely to not be seen in training films in 10-20 years? <p><i>(Suggested time: 10 minutes)</i></p>	SW-40

Subject	Then (the movie)	Now (how we do it)
<i>Example: hard hat</i>	<i>metal</i>	<i>plastic</i>
<u>Equipment</u>		
Helicopters	Bell 204 / 205 FH 1100	Bell 204 / 205 - same Bell 407, A-star
Airtankers	DC-4 or DC-6	P3, P2V, SEAT, DC-10
Hand tools	Shovel, Pulaski, hoe	same
Fire clothing	Blue jeans, misc. shirt	Nomex shirt and pant, gloves
Other	Infrared, food, boots, other?	Similar technology, now the IR info can be uploaded to the internet after the flight
<u>Terminology</u>		
Position names	Fire boss, plans chief	Incident Commander, plans...
Parts of the fire	Division, sector, ICP	Division, ICP
Tactics	Mop-up, burn out	same
Other	Campaign fire, other?	Large fire, project fire
<u>Leadership / Communication</u>		
Leader's intent, objectives, communication styles, etc.	Any AARs? Objectives stated? Commander/General leadership style	Briefings, Duty-Respect-Integrity
<u>Operations/Strategies/Tactics</u>		
Meetings	Morning, night, when conditions change	Same
Weather briefings	Make sure that everyone gets the briefing	Same
<u>Other/Miscellaneous</u>		
Cigar smoking	The fire boss	Not so much
Riding in the back of trucks	Two or three in each truck bed	Not allowed

Module 5 - Supplemental Modules: Student References

Part 1 - Archived Module

- 6 Minutes for Safety (searchable by date or topic):
http://www.nifc.gov/sixminutes/dsp_sixminutes.php
- Annual Wildland Fire Safety Refresher Training - Archives:
<http://www.nifc.gov/wfstar/archives.html>
- *The Learning Curve*, a publication of the Lessons Learned Center:
<http://www.wildfirelessons.net/LearningCurve.aspx>

Part 2 - Historic Film

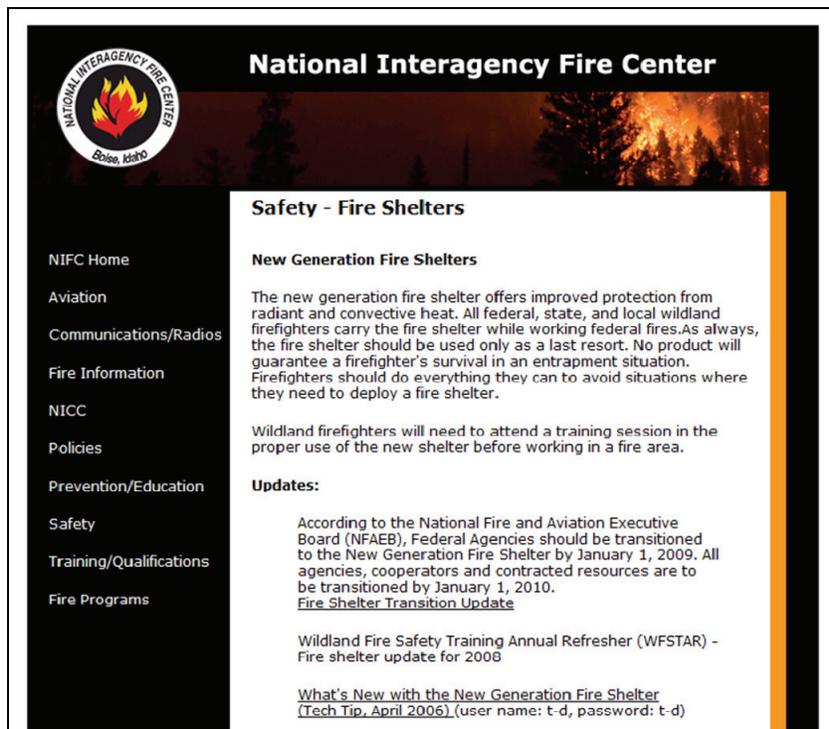
- Annual Wildland Fire Safety Refresher Training - Video:
http://www.nifc.gov/wfstar/hottopics/refresh_video.html
- Lessons Learned Center - Video Page:
<http://wildfirelessons.net/Additional.aspx?Page=81>
- Wildland Fire Leadership Development Program - Leadership Toolbox (provides resources to assist with instruction using video, sand tables, other methods):
<http://www.fireleadership.gov/toolbox/toolbox.html>

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
Fire Shelter Module		<ul style="list-style-type: none"> • Fire Shelter Video 		
			<p>Facilitator Note: Prior to conducting the outside fire shelter deployment practice, ensure that participants complete a course evaluation. Input is crucial to the development of the program.</p> <p>Group Exercise: Following the guidance of the facilitator, review the process of visually inspecting a fire shelter and demonstrate the proper technique for deploying a fire shelter.</p> <p><i>(Suggested time: varies depending on number of students)</i></p>	SW-43 FG-51

FACILITATOR NOTE:

Be sure and refer students to the new Fire Shelter System website. Updates, publications, and fire shelter training can all be found at:

http://www.nifc.gov/fire_equipment/fire_shelter.htm



National Interagency Fire Center

Safety - Fire Shelters

New Generation Fire Shelters

The new generation fire shelter offers improved protection from radiant and convective heat. All federal, state, and local wildland firefighters carry the fire shelter while working federal fires. As always, the fire shelter should be used only as a last resort. No product will guarantee a firefighter's survival in an entrapment situation. Firefighters should do everything they can to avoid situations where they need to deploy a fire shelter.

Wildland firefighters will need to attend a training session in the proper use of the new shelter before working in a fire area.

Updates:

According to the National Fire and Aviation Executive Board (NFAEB), Federal Agencies should be transitioned to the New Generation Fire Shelter by January 1, 2009. All agencies, cooperators and contracted resources are to be transitioned by January 1, 2010.
[Fire Shelter Transition Update](#)

Wildland Fire Safety Training Annual Refresher (WFSTAR) - Fire shelter update for 2008

[What's New with the New Generation Fire Shelter \(Tech Tip, April 2006\)](#) (user name: t-d, password: t-d)

2009 Annual Fireline Safety Refresher - Facilitator Comments

Name (optional) _____

How many seasons have you facilitated the refresher program?

Circle one: 1-3 4-6 7-9 10-12 13-15 16+

How old are you?

Circle one: 18-21 22-25 26-29 30-32 33-35 36+

Which agency do you represent?

Circle one: BIA BLM FWS NPS USFS State County Military Other

What is your duty station? (City / State) _____

What is your job title or primary function in support of fires?

(Example: firefighter, fireline supervisor, dispatcher, etc.) _____

1-Agree Strongly	2-Agree	3-Undecided	4-Disagree	5-Disagree Strongly
Using the 1 through 5 rating system, rate the following statements:				

- The facilitator guide was effective at providing useful information: **1-2-3-4-5**
- There was a good variety of student exercises: **1-2-3-4-5**
- Compared to previous refreshers, the video portion has improved: **1-2-3-4-5**
- The ability to download refresher material from the WFSTAR website
will improve the effectiveness of the course: **1-2-3-4-5**
- The facilitator guide was easy to follow and provided clear directions: **1-2-3-4-5**

What topic(s) would you like to see covered in future refresher programs?

What topic(s) would you like to see covered less in future refresher programs?

What did you like / dislike about this year's refresher?

ADDITIONAL COMMENTS

If you have additional comments, questions, or concerns please include them in the space provided on the following page. If you are interested in submitting your crew video or other training materials for upcoming refreshers please send it to: NWCG Training Development, Attn. Scott Anderson, Boise, ID 83705, Scott_Anderson@nifc.blm.gov

