



WILDLAND FIRE SAFETY REFRESHER

INSTRUCTOR 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 and the upcoming fire season. Refresher training is provided in order to recognize and mitigate risk, maintain safe practices, and reduce accidents and near misses.

The 2014 Fire Refresher was built for firefighters, by firefighters.

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



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Notes to Instructor

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 at the WFSTAR website to determine if this training package meets refresher training requirements of all the attendees.

Expectations

*****THIS IS NOT A PLUG AND PLAY PRODUCT. INSTRUCTOR PREPARATION AND STUDENT INTERACTION IS REQUIRED*****

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. 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.

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.

Adjunct instructors may be utilized to provide limited instruction in specialized knowledge and skills at the discretion of the lead instructor. They must be experienced, proficient and knowledgeable of current issues in their field of expertise.

All instructors will need the knowledge and skills to utilize current educational technology, as it relates to the WFSTAR website. Examples would be streaming and downloading interactive videos as well as the use of apps and mobile devices.



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Equipment and Materials

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

- Media player
- Instructor Guide, Student Workbooks from WFSTAR [website](#)
- *Incident Response Pocket Guide* one for each student
- Sign-in sheet/training documentation form
- Flip chart(s) with paper and marking pens
- Download modules from WFSTAR website
- Optional: *New Generation Fire Shelter* video, NFES #2711
- Optional: *The New Generation Fire Shelter* booklet, NFES #2710

Administration

The instructor is responsible for identifying necessary equipment, materials, and supplies. The instructor 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: s80ander@blm.gov

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

Encourage the students to explore the new [Tech Tools](#) web page on the WFSTAR website. Tech tools purpose is to provide a place for firefighters to get technology that helps them do their job safer and more efficiently.



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Module - 2013 Burnover Fatalities: Looking at the Numbers

Overview

This module is intended to raise awareness of the statistics of burnover fatalities.

Target Audience: Wildland Firefighters

Time: Prezi presentation (video embedded) 12 minutes, Exercise 15 minutes, Total 27 minutes

Exercise: Discuss in small groups or as a class the concepts presented in the Prezi and the exercise section.



Instructor Tasks



- Introduce the goal listed above.
- Run the Prezi presentation (video embedded). See special instructions for the Prezi presentation
- Conduct the student exercise below in coordination with the Prezi presentation. Discuss the “Devil’s Advocate” and tactical pause concepts at the appropriate sections in the presentation. See below.
- Have the students use the QR code to evaluate the module

What is a Prezi? Think of a Prezi presentation as a graphics based way of transmitting information to your audience using simple controls for navigation (backwards and forwards). It is a program that is contained in a zipfile on the WFSTAR website labeled Prezi under the module screenshot. You will have to download it, unzip it, save to a folder, then run it, much like other programs that you have downloaded before.

If your system will not run the Prezi, the video will be available for download at the website, although some of the content which amplifies the modules message will be lost without the full Prezi presentation.

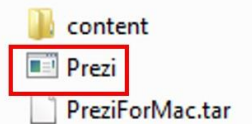
Downloading and Running a Prezi Exercise

- Left click and download zip file from the website module and wait for it to download
- Click on zip file to open.



WFSTAR Prezi
Module

- Keep opening folders until you find the Prezi Application icon
- Double click on the Prezi Application icon.



- Click “extract all” on the pop-up menu, then choose where you want to save the file.

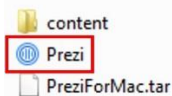


- Now navigate to where you saved the file.
- The icon now will no longer show a “zipped” file, but an open one. Click on the partially open file folder



WFSTAR Prezi
Module

- Keep opening folders until you find the Prezi Application Icon again
- Double click on Prezi icon then click Run on the pop-up menu (this may be an optional step depending on your system)



- Double click on the Prezi icon to start presentation
- The exercise will start to run, use forward and back buttons to navigate. At this point, you can also zoom in and out with the mouse





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Exercise/Discussion: Devil's Advocate

Some burnovers and entrapments may have resulted from decisions that seemed reasonable at the time, given the situation. Provided the same situation, but viewed in a different way, alternative decisions can be proposed. Assuming the role of the “Devil’s Advocate” during the decision making process can provide such an alternative viewpoint. It may also give crewmembers that are not confident to voice their safety concerns in front of a group a way to share them.

What if someone on your crew was formally responsible for assuming the Devil’s Advocate role during decision making processes? In other words, crew supervisors would be giving the Devil’s Advocate appointee permission for this role.

Characteristics of a Devil’s Advocate:

- knowledgeable, experienced, respected firefighter
- assigned this role as part of their daily fire operational duties
- be expected to develop and provide alternative decisions/viewpoints using the same information used by others on the crew
- verbalizes questions that others may be thinking – even uncomfortable questions
- committed to safe and effective crew operations

Consider the benefits of using an assigned “Devil’s Advocate” on your team, module or crew.

Remember that it is always everybody’s responsibility to speak up and address safety concerns. The “Devil’s Advocate” position does not relieve this personal responsibility. If you see something, say something.



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Discussion Topics

#1 Would you consider assigning someone on your module/crew to play the “Devil's Advocate”? If so, use the following as guidelines for this role:

What playing the “Devil’s Advocate” “sounds” like:

- “It’s my job to see this differently.....”
- “Since everyone sees it that way, consider this other option as well....”
- “I have the same information you have and I made sense of it differently, this is what I think”
- “It looks like everyone is seeing this the same way; here is another way to look at it...”

What playing the “Devil’s Advocate” is NOT:

- Going around your supervisor or others making decisions
- Telling crew members and supervisors that the wrong decision is being made
- Questioning every single decision that is made
- An avenue to avoid a tough assignment, may be a rotating duty

What might be some additional ways to the “Devil’s Advocate” can verbalize their alternative viewpoints?

#2 Tactical Pauses

Most turnover events occurred between 1400 and 1630. Taking a tactical pause at 1400 during wildland fire operations can be a helpful tool to reassess your situation. It can draw attention to the fact that you’re entering the hottest, driest, statistically most dangerous part of the day and increased caution is in order.





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Are there other appropriate times that tactical pauses may be implemented? Possible discussion points.

- Changing weather or fire behavior
- Meeting objectives according to plan or not
- An accumulation of small failures
- Complexity levels rapidly increasing
- Production rates slowing, and other factors

When taking a tactical pause, what elements of situational awareness should you consider?

- Does your sensemaking of the situation meet reality
- Test your assumptions of the current condition, could they be inaccurate?
- Is your LCES still valid with respect to the future potential of fire behavior
- What other factors can you think of



Instructor Notes



Module Evaluation QR code



[Tech Tools](#)

