

Think While You Fight Fire

2002 Fireline Safety Refresher Training

Facilitator Guide



“For they had learned that true safety was to be found in long previous training...”
-Thucydides, *The History of the Peloponnesian War*, c. 404 B.C.

This presentation will provide an overview of basic principles for wildland firefighting including:

- ◆ The 10 Standard Fire Orders
- ◆ The 18 Watchout Situations
- ◆ LCES
- ◆ Wildland/Urban Interface Issues
- ◆ Downhill Fireline Construction

Through group exercises, students will be asked to apply these principles to real-life fire scenarios which occurred in the 2001 fire season.

Notes to Facilitator

The success of this presentation is dependent on your ability to stimulate meaningful discussion during group exercises. This is not a plug-and-play presentation! Refer to NOTES on page FG 4 on Facilitator Runsheet. When used as a video course, review the tape prior to the class. The facilitator of this course should have a wide range of wildland and firefighting experience and techniques. **INCIDENT RESPONSE POCKET GUIDE, NFES #1077 IS REQUIRED FOR EACH STUDENT.**

Introduction

This year's fireline safety refresher training, THINK WHILE YOU FIGHT FIRE, is intended as an alternative delivery system for annual refresher training required by all personnel participating in fire suppression or prescribed fire duties. This training was designed specifically for fire personnel with fireline/operation qualifications and non-fire personnel who have a reason to be on the fireline unescorted. Check specific agency policy to determine if this training package meets all refresher training requirements.

Prerequisites

Students should have successfully completed S-130 and S-190 and have at least one season as a firefighter. Completion of S-130 and S-190 is also recommended for all non-fire qualified personnel.

Course Objectives

Upon completion of this training, the student will be able to understand and apply general wildland firefighting principles to simulated fire scenarios given the Incident Response Pocket Guide.

Course Components

The course package includes a video tape, Facilitator Guide and Student Workbook.

Equipment and Materials

The following is a list of equipment and other material required for presentation of the course:

- Training room
- TV/VCR
- Course package: print extra copies of Student Workbook from **www.fire.blm.gov/training/blmtrng/blmtrng.html**
- **Incident Response Pocket Guide, NFES #1077, one for each student**
- Sign up sheet
- Paper and pencil for each trainee
- Flip chart with paper and marking pens
- Optional: Using Your Fire Shelter video, NFES #1568

Administration

The facilitator is responsible for identifying necessary equipment, materials and supplies. He/she is responsible for recording attendance and assuring evaluations are completed and returned.

BY MAIL: NIFC Fire Training
BLM Training Unit
Attn. Eva Brown
3833 S. Development Ave.
Boise, ID 83705

BY FAX: 208/387-5378

E-MAIL: Eva_Brown@nifc.blm.gov

Total program time is approximately four hours, depending on the length of the exercises. Additional time will be needed for the shelter deployment drill.

TIMETABLE AND MODULE CONTENT

MODULE	MINUTES	DESCRIPTION	SWB PAGE
Module 1	32 min.	Introduction and Warm Up	2
		Exercise 1: Fridley Fire	6
Module 2	88 min.	Exercise 1-1: 10 Standard Fire Orders	7
		Exercise 1-2: 18 Watchout Situations	9
		Exercise 1-3: LCES	11
		Exercise 2-1: Pacific Northwest	12
		Exercise 2-2: Pacific Northwest	13
		Exercise 2-3: Discussion Points	14
		15 min.	Break
Module 3	21 min.	Exercise 1: Operational Briefings	16
Module 4	19 min.	Exercise 1: Wildland/Urban Interface	17
Module 5	23 min.	Exercise 1: Downhill Fireline Construction	18
Appendix		Incident Timeline	23

Facilitator's Runsheet

NOTES:

- ◆ View the tape before your classroom presentation.
- ◆ To complete the minimum requirements for BLM Annual Refresher training as outlined in the Standards for Fire Operations 2002, the facilitator, in addition to the showing of this tape, will need to:
 - a) “Review forecasts and assessments for the upcoming fire season and discuss implications for firefighter safety.” We suggest you solicit the help from a local meteorologist.
 - b) “Conduct hands-on fire shelter inspections. Practice shelter deployments in applicable crew/module configurations.”
- ◆ The classroom should be set up to facilitate group discussions.
- ◆ Ensure all students have a copy of the Interagency Incident Response Pocket Guide.

	Content	Facilitator Tasks	Reference
		- Introductions - Review Prerequisites - Review Course Objectives Stress use of the Incident Response Pocket Guide (IRPG)	
Start Tape	- Module 1 - Introduction - Field Comments - Intro Paul Hefner - Paul Hefner Comments - Intro Module 1, Exercise 1 - Fridley Fire Set-up		SWB pp. 3-4 IRPG p. 1
Stop Tape		Have students form groups of 5 or 6 and complete Module 1, Exercise 1. (Suggested time for group exercise and classroom discussion = 15 min.) Key Points: - This is a warm-up exercise. Don't focus too much on tactics. - Use the IRPG (green pages) to identify safety concerns. Have groups share their thoughts with the class.	SWB p. 6 IRPG pp.1-18

Start Tape	- Module 2 - Recap Module 1, Exercise 1 - Intro Module 2, Exercise 1, Parts 1, 2, & 3		
Stop Tape		<p>Have students form groups of 5 or 6 and complete Module 2, Exercise 1, Parts 1-3.</p> <p>NOTE: The LCES exercise is optional but highly recommended.</p> <p>(Suggested time for group exercise and classroom discussion = 20 min.)</p> <p>After the exercise, facilitate classroom discussion.</p> <p>Key Points:</p> <ul style="list-style-type: none"> - Does LCES replace the 10 & 18? - If students don't agree with Steep Weiss's solution, have them justify their answers to the class. 	<p>SWB pp. 7-11</p> <p>IRPG back cover</p>
Start Tape	- Intro Module 2, Exercise 2, Part 1 - Exercise Set-up		
Stop Tape		<p>Have students form groups of 5 or 6 and complete Module 2, Exercise 2, Part 1.</p> <p>(Suggested time for group exercise and classroom discussion = 10 min.)</p> <p>Key Points:</p> <p>Make sure students use the IRPG to identify safety concerns.</p> <p>After the exercise, facilitate classroom discussion.</p>	<p>SWB p. 12</p> <p>IRPG p. 1</p>
Start Tape	- Recap and Situational Update - Intro Module 2, Exercise 2, Part 2		

Stop Tape		<p>Have students form groups of 5 or 6 and complete Module 2, Exercise 2, Part 2.</p> <p>Key Points: Make sure students use the IRPG to identify safety concerns.</p> <p>(Suggested time for group exercise and classroom discussion = 10 min.) After the exercise, facilitate classroom discussion.</p> <p>Talking points: Did anyone use the Extended Attack Transition Analysis, p. 15 of the IRPG? What is the new plan? Additional resources: what would you order? Would you change command structure? Is it safe to proceed? What are your reengagement criteria?</p>	<p>SWB p. 13</p> <p>IRPG pp. 1-18</p>
Start Tape	<ul style="list-style-type: none"> - Situational Update - Recap of Actual Events - Intro Module 2, Exercise 2, Part 3 		
Stop Tape		<p>Lead classroom discussion. (Suggested time for classroom discussion = 20 min.)</p> <p>Use discussions points from the SWB, p. 14. Also available in the Appendix of the SWB is the incident timeline from the investigation report.</p> <p>Stress that there was an opportunity while at the lunch spot to formulate a new plan based on current fire behavior and safety issues. What lessons can be learned from this incident?</p>	<p>SWB P. 14</p> <p>SWB Appendix</p>
Start Tape	<ul style="list-style-type: none"> - Recap Incident - Intro Safety Zone Selection - Intro Dr. Brett Butler - Dr. Butler's Comments - Final Thoughts on Incident - Suggest Break 		<p>IRPG p. 7</p>
Stop Tape		15-minute Break	

Start Tape	<ul style="list-style-type: none"> - Module 3 - Intro Operational Briefings - Intro John Gould - Gould's Comments - Intro Mike Ellsworth - Ellsworth's Briefing - Intro Module 3, Exercise 1 		
Stop Tape		<p>Have students form groups of 5 or 6 and complete Module 3, Exercise 1.</p> <p>(Suggested time for group exercise and classroom discussion = 10 min.)</p> <p>After the exercise, lead classroom discussion on operational briefings.</p> <p>Key points:</p> <ul style="list-style-type: none"> - There are different kinds of briefings; e.g., IMT briefings, briefings from the DIVS, and briefings from your crew boss. - This new checklist is generic but will apply to almost all situations. - Briefing receivers need to ask questions if key elements are not mentioned. 	<p>SWB p. 16</p> <p>IRPG inside back cover</p>
Start Tape	<ul style="list-style-type: none"> - Recap Module 3, Exercise 1 - Module 4 - Intro Module 4, Exercise 1 - Rough Diamond Set-up 		
Stop Tape		<p>Have students get into groups of 5 or 6 and complete Module 4, Exercise 1.</p> <p>Tell the class the point of this exercise is to become familiar with the three checklists in the IRPG for wildland/urban situations. Relate the items on the lists to local areas of concern. Relate the lists to the Rough Diamond Fire only if you have no local area wildland/urban issues.</p> <p>(Suggested time for group exercise and classroom discussion = 10 min.)</p> <p>Lead classroom discussion.</p>	<p>SWB p. 17</p> <p>IRPG pp. 11-14</p>
Start Tape	<ul style="list-style-type: none"> - Recap Module 4, Exercise 1 - Module 5 - Intro Module 5, Exercise 1 		

<p>Stop Tape</p>		<p>Have students form groups of 5 or 6 and complete Module 5, Exercise 1.</p> <p>(Suggested time for group exercise and classroom discussion = 10 min.)</p> <p>Lead classroom discussion:</p> <ul style="list-style-type: none"> Would anyone use an indirect attack? Would anyone refuse the assignment? What are your trigger points for reevaluating the operational plan? Can you identify the escape routes, safety zones, and anchor points? 	<p>SWB p. 20</p> <p>IRPG pp. 8-10</p>
<p>Start Tape</p>	<ul style="list-style-type: none"> - Recap Module 5, Exercise 1 - Rich Kvale's Comments - Moderator's Conclusions on the Program - Intro to Shelter Deployment Drills - Closing Comments 		
<p>Stop Tape</p>		<ul style="list-style-type: none"> - Have students complete the course evaluation forms. - Have students prepare for shelter deployment drills. - Review the proper inspection of fire shelter with students. - Demonstrate the proper deployment procedures to students. - Have students demonstrate proper deployment from both standing and prone positions. We recommend you do this outside in high winds, if possible. Consider renting industrial fans or use an airplane prop to simulate high winds. <p>Return all evaluations to: NIFC Fire Training BLM Training Unit Attn. Eva Brown 3833 S. Development Ave. Boise, ID 83705</p>	

How Was It?

This video was made for you in hopes of adding some variety to the Annual Refresher Training. It would be very helpful to us if you would let us know what you thought of this course by answering the following questions.

What did you think of the format of the Refresher?

- No improvement needed Needs improvement No opinion

Remarks _____

What did you think of the contents?

- Too basic Need more details Add more subjects

Remarks _____

As the Facilitator, how do you think the course was received? Were any modules difficult to facilitate? If so, what would you recommend as improvements?

Facilitator, please return the evaluations. Comments by e-mail are welcome.

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