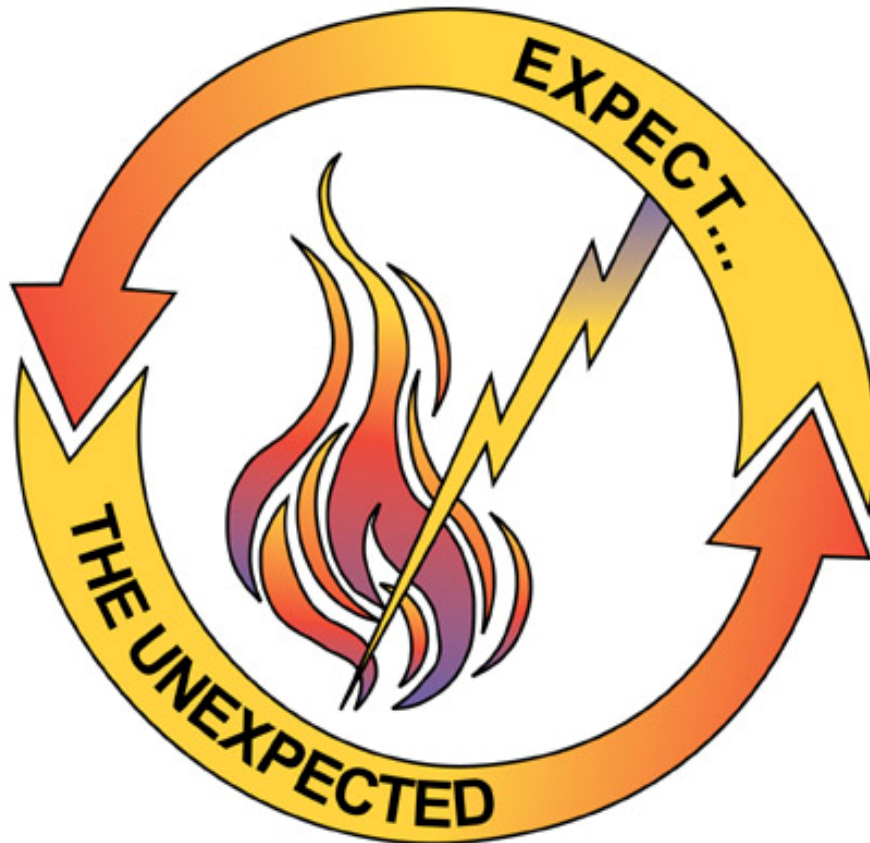


EXPECT THE UNEXPECTED

2003 Fireline Safety Refresher Training

Facilitator Guide



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

- ◆ The Standard Firefighting Orders
- ◆ The 18 Watchout Situations
- ◆ LCES
- ◆ Wildland/Urban Interface Issues
- ◆ Downhill Fireline Construction
- ◆ Leadership
- ◆ Aviation Safety
- ◆ Briefings
- ◆ Driving Safety
- ◆ Hazard Trees
- ◆ SAFENET
- ◆ Burnout

Through group exercises, students will be asked to apply these principles to real-life fire scenarios which occurred in the 2002 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 of the Facilitator Runsheet. When used as a video course, review the tape prior to the class. The facilitator of the course should have a wide range of wildland and firefighting experience and techniques. **AN INCIDENT RESPONSE POCKET GUIDE, NFES #1077, IS REQUIRED FOR EACH STUDENT.**

Introduction

This year's fireline safety refresher training, EXPECT THE UNEXPECTED, 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 using 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 the 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 student
- 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 Avenue
 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 fire shelter deployment practice.

TIME TABLE AND CONTENTS			
MINUTES	DESCRIPTION	EXERCISE	SWB PAGE
9	Downhill Line Construction	1	3
8	Briefing Checklist		5
6	Aviation Safety		6
8	Standard Firefighting Orders		7
9	Standard Firefighting Orders/18 Watchout Situations	2	9
9	LCES	3	15
7	Hazard Trees		17
16	Wildland Urban Interface	4, Part 1	20
	Wildland Urban Interface	4, Part 2	23
4	Leadership		
6	SAFENET		26
6	Burnout	5	29
5	Closing		

Facilitator's Runsheet

NOTES:

- ◆ View the tape before your classroom presentation.
- ◆ Be ready to facilitate classroom discussions on each topic.
- ◆ To complete the minimum requirements for BLM Annual Refresher training as outlined in the Standards for Fire and Aviation Operations 2003, 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 Student Workbook and the Incident Response Pocket Guide.

	Content	Facilitator Tasks	Reference
		<ul style="list-style-type: none"> – Introductions – Review Prerequisites – Review Course Objectives – Handout and stress the use of the Incident Response Pocket Guide (IRPG). – Stress that this tape is not going to simply list and explain the references in the IRPG. Knowledgeable fire personnel will discuss the meanings and intent behind these tools in greater depth than may be expected. – Some of the instructional clips may seem long. Inform the students that the guests on the tape are fulfilling the role of an instructor. They are doing more than just sound-bites. 	SWB p. 2 IRPG
Start Tape	<ul style="list-style-type: none"> – Clips from the field – Introduction – Intro to Exercise #1 – Tiller Fire Set-up 		SWB pp. 2

	Content	Facilitator Tasks	Reference
Stop Tape		<p>Have students get into groups of 5-6 and complete Exercise #1.</p> <p>(Suggested time for group exercise and classroom discussion = 10 min.)</p> <p>Key discussion points:</p> <ul style="list-style-type: none"> – This is a warm-up exercise. Don't focus too much on tactics. – Use the green pages in the IRPG to identify the safety concerns. 	<p>SWB p. 3</p> <p>IRPG pp. 1-18</p>
Start Tape	<ul style="list-style-type: none"> – Recap Exercise #1 – Intro Briefings – Clips from field (Briefings) – Intro Aviation Safety – Clips from field (Aviation) – Intro Driving Safety – Clips from field (Driving) – Intro Support Personnel section – Clips from field (Support Functions) 		<p>SWB p. 5-6</p> <p>IRPG pp. 43-62</p>
Stop Tape		<p>BREAK – 15 minutes</p> <p>NOTE: This is the only scheduled break. All other breaks will need to be facilitated during the group exercises.</p>	
Start Tape	<ul style="list-style-type: none"> – Intro 10 Standard FF Orders – Intro John Krebs – John Krebs' comments – Intro 18 Watchout Situations – Intro Exercise #2 		<p>SWB pp. 7-8</p>
Stop Tape		<p>Have students get into groups of 5-6 and complete Exercise #2. Students should review the article by John Krebs and then do the exercise on page 11 of the SWB.</p> <p>(Suggested time for group exercise and classroom discussion = 20 min.)</p>	<p>SWB pp. 9-13</p>

	Content	Facilitator Tasks	Reference
		<p>(Suggested time for group exercise and classroom discussion = 10 min.)</p> <p>After the exercise, facilitate classroom discussion.</p> <p>Key discussion points:</p> <ul style="list-style-type: none"> - Did the weather forecast affect your plan? - How did you deal with civilians? 	<p>IRPG pp.1,11-13</p> <p>SWB pp. 24-25</p>
Stop Tape		<p>Have students get into groups of 5-6 and complete Exercise #4, Part 2.</p> <p>(Suggested time for group exercise and classroom discussion = 10 min.)</p> <p>After the exercise, facilitate classroom discussion.</p> <p>Key discussion points:</p> <ul style="list-style-type: none"> - Controlling forces, civilians, and media when fire behavior is high? Low? 	<p>SWB pp. 23-25</p> <p>IRPG pp.1, 11 - 13</p>
Start Tape	<ul style="list-style-type: none"> - Recap of Exercise 4 Part 2 - Intro Leadership - Larry Sutton on Leadership - Conclude Leadership - Intro SAFENET - John Gould on SAFENET - Conclude SAFENET - Intro Burnout Operations - Intro Johnson Fire Scenario - Set-up Exercise #5 	<ul style="list-style-type: none"> - Point out “Operational Leadership Guide.” (IRPG pp. iii-iv) 	<p>IRPG pp. iii-iv</p> <p>SWB pp. 26-28</p> <p>SWB p. 29</p>
Stop Tape		<p>Have students get into groups of 5-6 and complete Exercise #5.</p> <p>(Suggested time for group exercise and classroom discussion = 10 min.)</p> <p>After the exercise, facilitate classroom discussion.</p>	<p>SWB p. 29</p> <p>IRPG p. 1</p>

	Content	Facilitator Tasks	Reference
		<p>Key discussion points:</p> <ul style="list-style-type: none"> – Communication between lighters and holders? – Are you as safety conscious during burnouts as you are during suppression operations? 	
Start Tape	<ul style="list-style-type: none"> – Recap Exercise #5 – Conclude Burnout Operations – Intro AARs 		
Stop Tape		<p>Facilitate classroom discussion on the AAR process.</p> <p>Discuss with the entire class the AAR process in the IRPG p.16 (also SWB p. 31).</p> <p>Have the students complete the AAR in the SWB pp. 32-33.</p> <p>(Suggested time for class discussion and completion of the individual AARs = 10 min.)</p> <p>The facilitator should have the students tear out their completed AARs, collect them, and send them all to the address listed on the bottom of p. 33 in the SWB</p> <p>Key discussion points:</p> <ul style="list-style-type: none"> – Are AARs helpful? – How do AARs need to be administered in order to maximize the benefits? (e.g., open forum; everyone has a voice.) – Should not be a series of complaints – Solutions to problems should be discussed and documented. 	<p>SWB pp. 32-33</p> <p>IRPG p. 16</p>
Start Tape	<ul style="list-style-type: none"> – Conclude AARs – Concluding clips from field – Intro Shelter inspection and Deployment drills – Conclusion – Clip from Paul Gleason 		

	Content	Facilitator Tasks	Reference
Stop Tape		<ul style="list-style-type: none"> – Mention the information sheet in SWB p.30. – Administer Fire Shelter Inspection Procedures and Deployment Drills 	SWB p. 30

Internet Web Site Links

www.fire.blm.gov/training/blmtrng/blmtrng.html

Website for 2001, 2002, and 2003 Fireline Safety Refresher (Student Workbook and Facilitator Guide)

www.fire.blm.gov/

- ◆ Six Minutes for Safety
- ◆ Operational Documents and Reports

View investigation reports and reviews of:

- Cerro Grande Prescribed Fire
- Lowden Ranch Prescribed Fire
- Point Fire
- Sadler Fire Entrapment
- South Canyon Fire
- Thirtymile Fire
- Historical Wildland Fire Fatalities

View a variety of interagency guides, handbooks, and publications.

- Fire Preparedness Review Guide
- Standards for Fire and Aviation Operations
- Task books for ICS positions

www.nifc.gov/safety_study/index.htm

- ◆ Wildland Fire Safety Training Annual Refresher (WFSTAR)
- ◆ Six Minutes for Safety
- ◆ SAFENET

www.nwccg.gov/

Select Working Teams, then Safety & Health, then Entrapments and Fatalities

- ◆ Entrapments and Fatalities Statistics

Select National Fire Equipment System Catalog – 2002 Part 2 Publications

- ◆ Incident Response Pocket Guide

www.wildfirelessons.net

NARTC Lessons Learned website

www.fireleadership.gov/

Interagency Fireline Leadership website

Publications

- ◆ Using Your Fire Shelter Video (2001), NFES 1568
- ◆ Your Fire Shelter Booklet, 2001 Edition, PMS 409-2, NFES 1570
- ◆ Incident Response Pocket Guide, PMS 3461, NFES 1077
- ◆ Fireline Handbook, PMS 410-1, NFES 0065
- ◆ Standards for Fire and Aviation Operations, 2003
- ◆ New Generation Fire Shelter Video (2003), NFES 2711
- ◆ New Generation Fire Shelter Booklet (2003), NFES 2710, PMS-411
- ◆ New Generation Fire Shelter DVD (2003), NFES 2712

ANNUAL FIRELINE SAFETY REFRESHER AFTER ACTION REVIEW

What Was Planned?

- Review the primary objectives for this training session. (See page 2)

Met _____
 Not Met _____
 Other _____

What Actually Happened?

- Discuss effectiveness of each module.

Downhill _____

Briefings _____

Aviation/Safety _____

Driving Safety _____

10 & 18 _____

LCES _____

Hazard Trees _____

WUI _____

SAFENET _____

Burnouts _____

Why Did It Happen?

- Discuss reasons for effective/ineffective refresher.

- How It Can Be Improved?

What Can We Do Next Time?

How many seasons have you worked as a firefighter? _____

- Your primary function in fire suppression:

- Line Firefighter
- Fireline Supervisor
- Other IMT Section
- In Support of Fires
- Management

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

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