

Making Sense of It All

2005 Fireline Safety Refresher Training

Facilitator Guide



This presentation will provide an overview of basic safety principles for wildland firefighting.

Through group exercises, students will be asked to apply these safety principles to real-life fire scenarios from previous fire seasons.

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 Run Sheet. Review the program 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, MAKING SENSE OF IT ALL, is intended as an alternative delivery system for annual refresher training required for all personnel participating in fire suppression or prescribed fire activities who may be subject to assignments on the fireline. 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.

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 or DVD, 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 or DVD
- Course package: print extra copies of the Student Workbook—available at **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 five hours, depending on time allowed for exercises. Additional time will be needed for the fire shelter deployment practice.

DESCRIPTION	GROUP DISCUSSION/ EXERCISE	EXERCISE MINUTES	DVD/VHS MINUTES	SWB PAGE
Module 1—Introduction	Gibson Fire	10	12	4
Module 2—Standard Firefighting Orders, Watch Out Situations & LCES	Standard Firefighting Orders	15	8	7
	LCES	15		12
Module 3—Withen’s Ten Essential Firefighting Factors	The TEFF Card	15	9	17
Module 4—Safety Zones			8	25
Module 5—Crew Cohesion	Rock Creek Fire	15/15	20	26
Module 6—Leadership	AAR/Investigation	10	20	32
	Stress	10		34
Module 7—Wildland-Urban Interface	High Crow Fire	10	19	35
Module 8—Hazard Trees	Hazard Tree Safety	10	8	39
Module 9—Alaska Firefighting	Out-of-region Assignments	15	21	41
Module 10—Conclusion & New Generation Fire Shelter	Fire Shelter		27	42
		150	152	

Facilitator's Run Sheet

NOTES:

- ◆ View the tape/DVD before your classroom presentation.
- ◆ **Be ready to facilitate classroom discussions on each topic.**
- ◆ To complete the minimum requirements for Annual Refresher training as outlined in the Interagency Standards for Fire and Fire Aviation Operations 2005, 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.” Is it strongly recommended that you practice both types of fire shelter deployment—old and New Generation fire shelters.
- ◆ 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*.
- ◆ Provide for class breaks as necessary.

DVD Operating Instructions

NOTE: This is not a closed-captioned program. If you require closed-captioned capabilities, order the VCR version. For ordering instructions, see www.fire.blm.gov/training/blmtrng/blmtrng.html

Hardware Requirement: If you are projecting from a laptop, you will need at least a Pentium 4 processor or a settop player.

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 10 modules. Descriptions of the modules are listed below. Refer to the DVD/VHS Module column in Facilitator's Guide.

Module 1 – Introduction

Module 2 – Standard Firefighting Orders, Watch Out Situations & LCES

Module 3 – Withen's Ten Essential Firefighting Factors

Module 4 – Safety Zones

Module 5 – Crew Cohesion

Module 6 – Leadership

Module 7 – Wildland-Urban Interface

Module 8 – Hazard Trees

Module 9 – Alaska Firefighting

Module 10 – Conclusion & New Generation Fire Shelter

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
			Facilitator Note: <ul style="list-style-type: none"> • Introduce Program • 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. 	SWB p. 3 IRPG
Module 1	Play	<ul style="list-style-type: none"> – Program introduction – Nuttall Fire Complex – Gibson Fire and Module 1 introduction – Don Howard – Module 1 exercise introduction 		
	Stop		Have students get into groups of 5-6 and complete the Gibson fire exercise. (Suggested time for group exercise and classroom discussion: 10 minutes) Group Exercise: After reviewing the Gibson fire, discuss the following questions in your group: <ul style="list-style-type: none"> • Given the available resources, what safety concerns do you have about a possible burnout operation? • Assuming you are going to burnout, what important points would you mention in your operational briefing? 	SWB pp. 4-6

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
			Facilitator Note/Additional Discussion Points: <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. • Probability of success. • Available resources. • Incident commander intent. • Fire behavior. 	IRPG pp. 1-22
	Play	<ul style="list-style-type: none"> – Gibson fire exercise recap – 2004 fire season and statistics recap 		

Module 2		<ul style="list-style-type: none"> – Module 2 (Standard Firefighting Orders, Watch Out Situations, and LCES) introduction – John Krebs – Module 2, Exercise A (Standard Firefighting Orders) introduction 		SWB p. 7 IRPG (Back cover) SWB p. 8
	Stop		Have students get into groups of 5-6 and read John Krebs' article, <i>Re-Thinking the Use of the 10 Standard Fire Orders</i> . (Suggested time for group exercise and classroom discussion: 15-20 minutes) Group Exercise: Review Krebs' article and discuss the following questions in your group: <ul style="list-style-type: none"> • What is the difference between Situational Awareness and Situational Analysis? • Do you use the Standard Firefighting Orders as an 	SWB pp. 8-11

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
			analytical process or as a checklist? Facilitator Note: Have students discuss the information in groups or as an entire class.	
	Play	– Module 2, Exercise B (LCES) introduction		SWB p. 12
	Stop		Have students get into groups of 5-6 and read Paul Gleason’s article, <i>Lookouts, Communication, Escape Routes, Safety Zones “LCES”</i> (Suggested time for group exercise and classroom discussion: 15 minutes) Group Exercise: Review Gleason’s article and discuss the following question in your group: <ul style="list-style-type: none"> • Does LCES replace the Standard Firefighting Orders or complement them? Why or why not? Facilitator Note: After Module 2, consider a classroom break.	SWB pp. 12-16

Module 3	Play	– Module 3 (The TEFF Card) introduction – Dr. Patrick Withen – TEFF card exercise introduction		SWB p. 17
	Stop		Have students get into groups of 5-6 and review Patrick Withen, Ph.D.’s information regarding the TEFF card. (Suggested time for group exercise and classroom discussion: 15 minutes)	SWB pp. 17-24

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
			<p>Group Exercise: Review the following material and discuss the following questions in your group:</p> <ul style="list-style-type: none"> • What system do you use for keeping track of all the operational guidelines available to you? • Do you find the TEFF card to be a useful tool? 	

Module 4	Play	<ul style="list-style-type: none"> – Module 4 (Safety Zone Guidelines) introduction – Dr. Butler – Dr. Withen – Module conclusion 	<p>Facilitator Note/Additional Discussion Points:</p> <ul style="list-style-type: none"> • Promote discussion on dynamic nature of fire and continuous evaluation of safety zones. • Point out and discuss application of the Safety Zone Guidelines in the IRPG. 	<p>SWB p. 25</p> <p>IRPG p. 7</p>
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Module 5		<ul style="list-style-type: none"> – Module 5 (Crew Cohesion) introduction <ul style="list-style-type: none"> • Dr. Jon Driessen • Tri-Data Study • Thirty Mile Management Evaluation Report – Dr. Patrick Withen – Rock Creek fire & Mike Bland introduction – Rock Creek fire narrative 		<p>SWB p. 26</p>
	Stop		<p>Have students get into groups of 5-6 and complete the Rock Creek fire exercise.</p> <p>(Suggested time for group exercise and classroom discussion: 15 minutes)</p> <p>Group Exercise: After reviewing the Rock Creek fire,</p>	<p>SWB p. 27</p>

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
			<p>discuss the following questions in your group:</p> <ul style="list-style-type: none"> • As the squad boss, what would you do in this situation? • Given the current situation, what are your responsibilities as a Squad Boss in regards to span of control, maintaining order, and crew cohesion? • As a Crew Member, what are your responsibilities toward your Squad Boss and your fellow Crew Members? 	
	Play	<ul style="list-style-type: none"> – Rock Creek exercise recap – Leadership Web site Staff Ride Library introduction & Dr. Karl Weick study – Dr. Withen <ul style="list-style-type: none"> • Crew cohesion • Groupthink – Crew cohesion exercise introduction 		SWB pp. 28-30
	Stop		<p>Have students get into groups of 5-6 and complete the crew cohesion exercise.</p> <p>(Suggested time for group exercise and classroom discussion: 15 minutes)</p> <p>Group Exercise:</p> <ul style="list-style-type: none"> • What role does crew cohesion play in your work environment? Relate to your specific role in firefighting? • What can you do this fire season to improve crew cohesion? • What are your thoughts on the role of the crew boss versus the role of the crew member in regards to crew cohesion 	SWB p. 31

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
			(leadership versus followership)?	
			Facilitator Note: In a crew setting, apply the Crew Cohesion Assessment Tool in lieu of the group exercise.	SWB pp. 29-30

Module 6	Play	<ul style="list-style-type: none"> – Module 6 (Leadership) introduction – Tom Boatner – Dr. Withen <ul style="list-style-type: none"> • AAR • SAFENET – Group discussion introduction 	Facilitator Note: <ul style="list-style-type: none"> • Reinforce the use/knowledge of the Leadership Web site. • Discuss the use of SAFENET. 	SWB p. 32 FG pp. 16-18 SWB p. 33
	Stop		Have students get into groups of 5-6 and discuss AARs and investigations. (Suggested time for group exercise and classroom discussion: 10 minutes) Group Discussion: <ul style="list-style-type: none"> • What is the difference between an After Action Review and an investigation? • Recall any near misses you were involved with and discuss how the lessons learned from the event were disseminated. Facilitator Note/Additional Discussion Points: AAR: <ul style="list-style-type: none"> • Done at local/unit/crew level. • Meant to be confidential. • Looks primarily at crew level issues. • Follow the AAR procedures in IRPG. • Done ASAP after incident or event. 	SWB p. 34

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
			<p>Investigation:</p> <ul style="list-style-type: none"> • Usually done after a mishap or accident. • Done by outside, objective party. • Looking for possible improvements at the organizational level. <p>Optional Exercise: Display the Leadership Web site and familiarize students to the tools and references available to them.</p>	
	Play	<p>– Dr. Withen</p> <ul style="list-style-type: none"> • Stress • Fatigue <p>– Group discussion introduction</p>		
	Stop		<p>Have students get into groups of 5-6 and discuss stress and fatigue.</p> <p>(Suggested time for group exercise and classroom discussion: 10 minutes)</p> <p>Group Discussion:</p> <ul style="list-style-type: none"> • Identify and discuss the behavioral traits that you personally exhibit when you find yourself in stressful situations. • Given your current position in the fire organization, how can you help to minimize the effects of stress on your co-workers and supervisor? 	SWB p. 34
	Play	<p>– Module wrap up</p> <p>– Field video clips</p> <ul style="list-style-type: none"> • Chuck Russell • Lawrence Moses • Trey Leonard • Joe Brinkley • Dr. Patrick Withen 		

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
Module 7		<ul style="list-style-type: none"> – Module 7 (Wildland-Urban Interface) introduction – Cooperators & Fire departments <ul style="list-style-type: none"> • Joe Reinhardt (NDF) • Gary Nielson (FD) • Curtis Johnson (FD) • Tod Carlini (FD) – Preplanning – High Crow fire and exercise introduction 		SWB p. 35
	Stop		<p>Have students get into groups of 5-6 and complete the High Crow exercise.</p> <p>(Suggested time for group exercise and classroom discussion: 10 minutes)</p> <p>Group Exercise: After reviewing the High Crow fire, discuss the following in your group:</p> <ul style="list-style-type: none"> • As the incoming IC, analyze this situation and list the concerns (communication, span of control, etc.) you will need to monitor/address in priority order. <p>Facilitator Note/Additional Discussion Points:</p> <ul style="list-style-type: none"> • Key on communication, span of control, establishing command structure accountability, and public safety • If you don't have an operations background, simply empathize with the IC's concern and think of how best to support the current operation given your support function. 	SWB p. 35

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
			<ul style="list-style-type: none"> From the list you have made, how many of your concerns should/could be addressed/discussed with local cooperators prior to this incident? 	
	Play	<ul style="list-style-type: none"> High Crow fire recap Mike Ellsworth Preplanning group exercise introduction 		
	Stop		<p>Have students get into groups of 5-6 and complete the preplanning exercise.</p> <p>(Suggested time for group exercise and classroom discussion: 10 minutes)</p> <p>Group Exercise:</p> <ul style="list-style-type: none"> How would you rate your local area's preplanning efforts? What else needs to be done to improve cooperation before this fire season? How many local cooperators have you met or made contact with? 	SWB p. 36
	Play	<ul style="list-style-type: none"> Waterfall fire brief overview Joe Reinhardt (NDF) Tod Carlini (FD) 		SWB pp. 37-38

Module 8		<ul style="list-style-type: none"> Module 8 (Hazard Trees) introduction Slater Turner Hazard tree exercise 		SWB p. 39
	Stop		<p>Have students get into groups of 5-6 and complete the hazard tree exercise.</p> <p>(Suggested time for group exercise and classroom discussion: 10 minutes)</p> <p>Group Discussion: After reviewing the hazard tree safety</p>	SWB p. 39

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
			<p>video clip, discuss the following in your group:</p> <ul style="list-style-type: none"> • Do you think this assignment should be accepted? If not, how should you go about refusing the assignment? • If you think the assignment should be accepted, how should you mitigate the hazards present? <p>Facilitator Note/Additional Discussion Points:</p> <ul style="list-style-type: none"> • If the group decides to refuse the assignment, <ul style="list-style-type: none"> – Have students discuss refusing assignments – Refer students to “How to Properly Refuse Risk” in the IRPG. 	SWB p. 40 IRGP pp. 18-19
	Play	<ul style="list-style-type: none"> – Recap – Lawrence Moses 		

Module 9	Play	<ul style="list-style-type: none"> – Module 9 (Alaska Firefighting) season statistic introduction – Field Video Clips <ul style="list-style-type: none"> • Shane Carson • Kato Howard • Jeff Powers • Tom Kurth – Burnout introduction and Chuck Russell’s narrative – Out of region assignments discussion introduction 		SWB p. 41
	Stop		Have students complete the out-of-region assignment exercise in small groups or as a classroom discussion. (Suggested time for group exercise and	SWB p. 41

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
			<p>classroom discussion: 15 min.)</p> <p>Group/Classroom Discussion: After reviewing the Alaska fires, discuss the following in your group:</p> <ul style="list-style-type: none"> • How should you prepare for an out-of-region fire assignment? <p>Facilitator Note: Possible sources/issues:</p> <ul style="list-style-type: none"> • Draw on past experience from the students. • Check Internet Web sites <ul style="list-style-type: none"> – Situation Report – Local weather Web sites – Geographical Area Web sites • Talk to people from hosting unit • Pack according to host conditions • Be prepared for anything • All-risk assignments 	
Module 10	Play	<ul style="list-style-type: none"> – Module 10 (Conclusion & New Generation Fire Shelter) – Program conclusion – Shelter deployment practice introduction 		SWB p. 42
	Stop		<ul style="list-style-type: none"> – Complete evaluations – Proceed with fire shelter deployment practice. (Practicing with both old and New Generation fire shelters is highly recommended.) 	SWB p. 45 FG p. 23

SAFENET

SAFENET is a form, and process, that provides a method for reporting unsafe situations on, or off, the fireline. The information provided on the form will help collect important, safety-related data to determine long-term trends and problem areas. A SAFENET may be filled out at any time to report a valid concern about unsafe situations in fire operations, as well as document corrective action.

Discuss the methods for filing a SAFENET.

- Electronically (access site through NIFC website)
- By hardcopy (self-addressed, stamped forms available through the cache system).
- By phone (1-800-670-3938)

Discuss advantages of filing a SAFENET through your supervisor versus sending it yourself.

- Increase the chances of finding an immediate solution.
- Keeps supervisor “in the loop.”

Discuss using SAFENET in situations other than fire.

- Prescribed fire
- All-risk
- Training

Where does a SAFENET go, and what response can you expect?

- SAFENETs are received and stored in a database in Boise. After a SAFENET is received, the names are removed. It is then given a document number and posted to the web.
- Every new SAFENET is then forwarded to the affected agencies designated list of contacts, which usually includes the National or Regional Safety Officer.
- It is each agency’s responsibility to ensure that corrective actions are taken.

Corrective actions can be filed by anyone at any time. They are automatically attached to the individual SAFENET on the database.

Discuss using SAFENET to monitor safety issues other firefighters may be having.



S A F E N E T

Wildland Fire Safety and Health Network

REPORTED BY

Name (optional) _____ Phone _____
 Agency/Organization _____ Date Reported _____

EVENT

Date and Time _____ Jurisdiction/Local Unit _____
 Incident Name & Number _____ State _____

Incident Type	Incident Activity	Stage of Incident
<input type="checkbox"/> Wildland <input type="checkbox"/> Prescribed <input type="checkbox"/> Wildland Fire Use <input type="checkbox"/> All Risk <input type="checkbox"/> Training <input type="checkbox"/> Fuel Treatment <input type="checkbox"/> Work Capacity Test	<input type="checkbox"/> Line <input type="checkbox"/> Support <input type="checkbox"/> Transport to/from <input type="checkbox"/> Readiness/Preparedness	<input type="checkbox"/> Initial Attack <input type="checkbox"/> Extended Attack <input type="checkbox"/> Transition <input type="checkbox"/> Mop Up <input type="checkbox"/> Demobe <input type="checkbox"/> Non-Incident <input type="checkbox"/> Other

Position Title _____
 Task _____
 Management Level _____
 Resources Involved _____

CONTRIBUTING FACTORS

Fire Behavior Environmental Communications
 Human Factors Equipment Other (Explain Below)

Other: _____

NARRATIVE

Describe in detail what happened including the concern or potential issue, the environment (weather, terrain, fire behavior, etc), and the resulting safety/health issue. If more room is required, write on a separate piece of paper and include it with this form.



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 253 BOISE ID

POSTAGE WILL BE PAID BY ADDRESSEE



**SAFENET
PO BOX 16645
BOISE ID 83715-9750**



Fold on dotted line



SAFENET
Wildland Fire Safety and Health Network

The purpose of SAFENET is:

1. To provide reporting and documentation of unsafe situations or close calls.
2. To provide a means of sharing safety information throughout the fire community.
3. To provide long-term data that will result in identifying trends.

Submitting a SAFENET is not a substitute for on the spot corrections!

When filing a SAFENET:

You have the option of submitting SAFENET at any level of the organization, but are encouraged to submit it to your supervisor for immediate corrective action.

If you submit SAFENET directly to the national center, you are encouraged to provide a copy to your supervisor.

You have the right to report unsafe conditions anonymously, in accordance with 29 CFR 1960.

**File a SAFENET by Phone
1-888-670-3938**

Fold on dotted line

CORRECTIVE ACTION

Please document how you tried to resolve the problem and list anything that, if changed, would prevent this safety issue in the future.



Fire Shelter Update

Introduction

A new fire shelter has been under development for several years and is now available to wildland firefighters (Figure 1). The adoption of this new system, which includes the fire shelter, training shelter, video and booklet, began in June 2003. About 50,000 of the new shelters have already been delivered to the GSA. A complete transition to the new shelter is expected to take another 2 to 4 years. All wildland firefighters need to know the impacts of this change.

A Tech Tip entitled "[New Generation Fire Shelter Developed for Wildland Firefighters \(0351-2313-MTDC\)](#)" provides information on the new fire shelter system. This Tech Tip also includes instructions on modifying existing fireline packs to fit the new shelter, and can be accessed electronically on the MTDC website or can be ordered in hard copy through MTDC. *You will be prompted for a user name and password when accessing the MTDC website. Use the following user name: t-d / password: t-d.*

Fire Shelter References

- [Fire Shelter Information from the USDA Forest Service, Fire and Aviation Management web site.](#)
- [More information on the New Generation Fire Shelter Developed for Wildland Firefighters \(0351-2313-MTDC\)](#) *You will be prompted for a user name and password when accessing the MTDC website. Use the following user name: t-d / password: t-d.*



Figure 1 - New fire shelter

Size Comparison of New and Current Fire Shelters:

	New Fire Shelter	Current Fire Shelter
Weight - w/o case	4.2 lbs	3.4 lbs
Folded size - w/o case	8.5" x 5" x 4"	8.5" x 5.5" x 3"
Folded Size - w/case	9" x 5.75" x 4.5"	9" x 5.75" x 3 1/8"
Deployed Dimensions	86" long	71" long
	15.5" high	24" high
	31" wide	48" wide
Cost	\$256	\$65 (approximate)

How will adoption of the new shelter affect wildland firefighters?

From the perspective of how we train firefighters to use fire shelters, very little has changed. Though the new shelter offers better protection from direct flames than the original shelter, survival of the occupant is more likely if direct flame contact with the shelter is avoided. Even

though the new shelter provides increased protection compared with the original shelter, firefighters will still need to know how to recognize potential entrapment situations and how to avoid them. The same evaluation process that firefighters have been using to identify survivable sites still applies. Teaching firefighters to avoid deploying shelters in or near fuel concentrations, chimneys, and other potentially hazardous areas will continue to remain an important part of fire shelter training.

Use of Original Fire Shelter

The original fire shelter still provides good protection if used as described by existing guidelines. The original shelter can be used until the transition to new shelters is complete and as long as they meet the refurbishing criteria listed in the "Fire Equipment Storage and Refurbishing Standards" prepared by the National Fire Equipment System Refurbishment Standards Task Group, Sept.1998. (See related website links above).

Current Fire Shelter Training Aids (Original or New Shelter)

The present standard for fire shelter training materials for either shelter system includes the Entrapment Avoidance-Its Your Call! training program (2002),) and the Lessons From the Thirtymile Fire html/PowerPoint training program. There are two videos currently approved for fire shelter training; instructors will have to choose which video to use based on the type of fire shelter that trainees will be using.

Original Fire Shelter Training Aids

Instructors providing training for persons using the original fire shelter will need to utilize the Using Your Fire Shelter video (NFES# 1568, 2001 edition) to demonstrate the most current original fire shelter information available today. A previous fire shelter training video, Your Fire Shelter (NFES# 1568, 1986 edition) shows techniques that are no longer recommended. Since both videos have the same NFES number and similar titles, it is suggested that the 1986 version be eliminated from training libraries to prevent confusion.

The Your Fire Shelter booklet (NFES #1570) 2001 edition, and the Avoid the Flames pamphlet (MTDC) 1999 edition can also be used as training materials for original shelter users.

Training Revisions for New Shelter

The new fire shelter and training fire shelter have significant differences from the original system (Figures 1, 2). Wildland firefighters will need to attend a training session to learn how to use the new shelter and training shelter before they are allowed to carry the new shelter on the fireline.

The new training shelter, The New Generation Fire Shelter training video (NFES #2711, 2003 edition), and the New Generation Fire Shelter pamphlet (NFES #2710) became available in May 2003. A Spanish language version of the New Generation Fire Shelter training video and the Your Fire Shelter booklet will be available by mid 2004.



Figure 2 - Cutaway view of new fire shelter



[National Interagency Fire Center](http://www.nifc.gov)
3833 S. Development Avenue
Boise, Idaho 83705
208-387-5512

NOTE: Contents of this site will be reviewed and updated annually.

INTERNET WEB SITE LINKS

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

Web site for 2001, 2002, 2003, 2004, and 2005 Fireline Safety Refresher (Student Workbook and Facilitator Guide)

www.fire.blm.gov/

- ◆ Six Minutes for Safety
- ◆ Operational Documents and Reports
View a variety of interagency guides, handbooks, and publications.
 - Fire Preparedness Review Guide
 - Interagency Standards for Fire and Fire Aviation Operations, 2005
 - Position Task Books for ICS positions
- View investigation reports and reviews from high-profile fires.
 - Sawtooth Fire
 - Cramer Fire
 - Thirtymile Fire

www.forestry.nv.gov/main/waterfall_fire04.htm

- ◆ Waterfall Fire Accident Investigation Report

www.refresher.nifc.gov

(Also accessed through the Safety link on the NIFC home page)

- ◆ Wildland Fire Safety Training Annual Refresher (WFSTAR)
Hot Topics for 2005:
 - AARs
 - Fire Danger Pocket Cards
 - Driving Safety
 - New Fire Shelter
- ◆ SAFENET
- ◆ Historical Wildland Firefighter Fatality Reports

www.nwccg.gov/pms/pubs/pubs.htm

Select National Fire Equipment System Catalog – Part 2 Publications 2005 Edition

- ◆ Using Your Fire Shelter Video (2001), NFES 1568
- ◆ Your Fire Shelter Booklet, 2001 Edition, PMS 409-2, NFES 1570
- ◆ Incident Response Pocket Guide, PMS 461, NFES 1077
- ◆ Fireline Handbook, PMS 410-1, NFES 0065
- ◆ Interagency Standards for Fire and Fire Aviation Operations, 2004
- ◆ 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

www.wildfirelessons.net

NARTC Lessons Learned Web site

www.fireleadership.gov

Interagency Fireline Leadership Web site

- ◆ Information concerning staff rides

<http://people.uvawise.edu/pww8y/>

Dr. Patrick Withen's Web site

NOTES

ANNUAL FIRELINE SAFETY REFRESHER FACILITATOR COMMENTS

- How many seasons have you worked as a firefighter? _____
- What agency/department do you represent? _____
- What is your primary function in fire suppression:
 Line Firefighter
 Fireline Supervisor
 Other IMT Section
 In Support of Fires
 Management

- What will you do differently after viewing this refresher?

- How can the refresher be improved?

- Which program delivery format would you prefer? VHS DVD

**Facilitator, please return this form AND student evaluation forms to the address below.
Comments by e-mail are welcome.**

BY MAIL: NIFC Fire Training
BLM Training Unit
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