

*2006 Fireline Safety Refresher Training
Facilitator Guide*



Does Your Perception Match Reality?

Notes to Facilitator

This product is NOT a plug-and-play program. The success of this presentation is dependent on your ability to stimulate meaningful discussion during group exercises. Review the program prior to delivering the class. In Module 2 you will have the OPTION of conducting a sand table exercise (STEX) using either the virtual (video) format or your own sand table. If you choose to use your own sand table, additional pre-course preparation will be required.

Introduction

This year's fireline safety refresher training, *Situational Awareness—Does Your Perception Match Reality?*, 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 subjected to assignments on the fireline. Check specific agency policy to determine if this training package meets all refresher training requirements.

Facilitator/Instructor Prerequisites

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

Instructors should facilitate a quality refresher that engages all students no matter their ICS qualification or experience background. This is not a plug-and-play product; student interaction is required. The core topics should be addressed in such a manner that is appropriate for the audience. Classes with a wide array of experience and qualification can be an excellent opportunity for the less experienced to be mentored and for the more experienced to rethink old habits.

A closed-captioned version of the product is only available in VHS format.

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 general wildland firefighting principles to simulated fire scenarios using the *Incident Response Pocket Guide (IRPG)*.

Course Components

The course package consists of a video tape or DVD, Facilitator Guide, and Student Workbook.

Equipment and Materials

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

- Training room
- TV/VCR or DVD player
- Course package—VHS/DVD, Facilitator Guide, Student Workbook (print one workbook for each student). The Facilitator Guide and Student Workbook are available at <http://www.fire.blm.gov/training/blmtrng/refresh.html>
- *Incident Response Pocket Guide*—2006 Version, NFES #1077; one for each student
- Sign up sheet
- Paper and pencil for each student
- Flip chart with paper and marking pens
- Optional: Sand table(s) with accessories
- Optional: *Using Your Fire Shelter* video, NFES #1568
- Optional: *New Generation Fire Shelter* video, NFES #2711

Administration

The facilitator is responsible for identifying necessary equipment, materials, and supplies. He/She is responsible for recording attendance and assuring that 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

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

If all modules are utilized, the length of this program is approximately six 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	North Valley Engine Burnover, NV Surviving Fire Entrapments	10 10	7	4
Module 2—Leader’s Intent, Sand Table Exercises and After Action Reviews	STEX 1 & 2	10 5	48	10
Module 3—Standard Firefighting Orders During Initial and Extended Attack	Safety Starts with the IC	15	1	15
Module 4—Contingency Planning and Prescribed Fire	Mississippi Meadows Prescribed Burn, MN	10	31	20
Module 5—All-Risk Assignments	Field Operations Guide Hurricane Katrina Final SAT Report	15	23	22
Module 6—Fighting Fire in the Southeast	Golden Gate Fire, FL Common Threads	10	37	29
Module 7—Wildland-Urban Interface	Preplanning with Cooperators	10	9	31
Module 8—Safety Zones	Safety Zone Analysis	10	10	33
Module 9—Innovations	2&7 Tool	15	26	38
Module 10—Radio Communication	Radio Narrowband Briefing Paper http://radios.nifc.gov	10	15	43
Module 11—Conclusion & New Generation Fire Shelter	Fire Shelter Deployment Practice		1	45

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—2006, 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.” It is strongly recommended that you practice with both types of fire shelter deployment—old and New Generation fire shelters.
- ◆ The classroom should be set up to facilitate group discussions and to accommodate sand table(s).
- ◆ Ensure that all students have a copy of the *Student Workbook* and the *Incident Response Pocket Guide—2006 Version*.
- ◆ 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 VHS version. For ordering instructions, see <http://www.fire.blm.gov/training/blmtrng/refresh.html>

Hardware Requirement: 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 11 modules. Descriptions of the modules are listed below. Refer to the DVD/VHS Module column in Facilitator's Guide.

Module 1 – Introduction

Module 2 – Leader's Intent, Sand Table Exercises and After Action Reviews

Module 3 – Standard Firefighting Orders During Initial and Extended Attack

Module 4 – Contingency Planning and Prescribed Fire

Module 5 – All-Risk Assignments

Module 6 – Fighting Fire in the Southeast

Module 7 – Wildland-Urban Interface

Module 8 – Safety Zones

Module 9 – Innovations

Module 10 – Radio Communication

Module 11 – Conclusion & New Generation Fire Shelter

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
			Facilitator Notes: <ul style="list-style-type: none"> • Introduce the program. • Review the prerequisites. • Review the course objective. • Handout and stress the use of the Incident Response Pocket Guide (IRPG). 	SWB p. 3 IRPG
Module 1	Play	<ul style="list-style-type: none"> – Program introduction – North Valley Engine Burnover and Module 1 introduction – Module 1–Exercise 1 introduction 		
	Stop		Have students get into groups of 5-6 and complete Exercise 1, North Valley Engine Burnover. (Suggested time for group exercise and classroom discussion: 10 minutes) Group Exercise: After reviewing the North Valley Incident—Fact Finding Review on the next page, discuss the following question in your group: <ul style="list-style-type: none"> • Was there a breakdown in situational awareness in this scenario, or was this engine burnover unavoidable? Facilitator Notes/Additional Discussion Points: <ul style="list-style-type: none"> • This is a warm-up exercise. Do not focus too much on tactics. • If applicable, discuss similar incidents you have experienced. 	SWB pp. 4-6
	Play	<ul style="list-style-type: none"> – Exercise 2 and “Surviving Fire Entrapments, Comparing Conditions Inside Vehicles and Fire Shelters” introduction 		SWB p. 7

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
	Stop		<p>Have students get into groups of 5-6 and complete Exercise 2.</p> <p>(Suggested time for group exercise and classroom discussion: 10 minutes)</p> <p>Group Exercise: After reviewing the excerpt from <i>Surviving Fire Entrapments – Comparing Conditions Inside Vehicles and Fire Shelters</i>, discuss the following question in your group:</p> <ul style="list-style-type: none"> • What factors should you consider before choosing to stay in an engine during a burnover? <p>Facilitator Notes/Additional Discussion Points:</p> <ul style="list-style-type: none"> • Discuss fuel types, fire behavior, engine type, fire location, and alternate shelter deployment sites. • Probability of engine motor becoming oxygen starved and stalling. • Experience level and psychological stability of the crew involved. 	SWB pp. 7-9
	Play	– Module conclusion and 2005 statistics		

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
Module 2	Play	<ul style="list-style-type: none"> – Module 2 (Leader’s Intent, Sand Table Exercises and After Action Reviews) introduction – Mark Smith – STEX introduction 		
	Stop		<p>Facilitator Note:</p> <p>Choose to present the Sand Table Exercise (STEX) using your own classroom sand table or following the example presented on the video.</p>	
Module 2 Conclusion			<p>ACTUAL STEX USING YOUR OWN SAND TABLE:</p> <p>Instructions for conducting the STEX with your own sand table are included on pages 10 through 15 of the Facilitator Guide.</p> <p>After completion of the STEX exercise, resume the DVD by selecting and playing Module 2 – Conclusion and referring to page 18 of the Facilitator Guide. VHS users resume play at Conclusion (Forward 25 tape minutes until the following notice appears: “Actual STEX participants resume Module 2”).</p>	<p>FG p. 11 to p. 15</p> <p>FG p. 18</p>
			<p>VIRTUAL STEX FOLLOWING VIDEO:</p> <p>Instructions for conducting the STEX using the video are included on pages 16 and 17 of the Facilitator Guide.</p>	<p>FG p. 16 and p. 17</p>

ACTUAL STEX USING YOUR OWN SAND TABLE

Initial Facilitator Information—NOT TO BE SHARED WITH STUDENTS

Title: Leader’s Intent/Squid Fire

(Adapted from the exercise that was developed by the authors below and found on the Leadership Web site at http://www.fireleadership.gov/toolbox/TDG_Library/thelibrary.htm)

Author(s): Mike Ellsworth, Boise District BLM; Nate Gogna, Silver State IHC; Eric Walker, Boise Smokejumpers

Target Audience: Incident Commander Type 5 (ICT5), Squad Boss

Training Objective: Given the following scenario, players should establish command and communicate their intent to all resources. This can be used as a drill to discuss Standard Firefighting Order #8 and the IRPG reference “Communication Responsibilities.” Players should verbally communicate their decisions to the appropriate individuals.

Resources Referenced On Hand:

- ICT5 (Player Role)
- 1 five-person Helitack Module
- Dispatcher
- 2 Type 4 Engines
- 1 VFD Engine

Resources Referenced On Order:

- Additional Helitack Crew

Scenario Information—TO BE SHARED WITH STUDENTS

Facilitator Briefing to Student(s):

You are an ICT5 in charge of a five-person squad. A smoke has been detected in the “Squid” drainage north of town. The only access is by helicopter. You arrive at the helibase at 1030 hours and are off the ground by 1100 hours.

Current Information:

- Location: Helibase
- Date/Time: July 27 @ 1100 hours
- Temperature: 84°
- RH: 20%
- Wind: relatively calm, SW at 3-5 mph

Predicted Weather:

- Temperature: 98°
- RH: 18%
- Wind: NW at 10-15 mph by 1500 hours

You leave the helibase and head to the fire. After discussing potential helispots with the pilot, you confirm the only option is the top of the ridge above the fire. As you recon, you observe the following conditions:

- Fuels: Ponderosa pine forest with light grass under story
- Fire size: 1 acre
- Light smoke column
- Fire activity: Light
- Perimeter: 25% active

Take three (3) minutes to develop your course of action and prepare your briefing for the assigned resources.

ADDITIONAL INFORMATION FOR FACILITATOR ONLY

Facilitator “Murphy’s Law” Suggestions :

The “Murphy’s Law” suggestions listed below can be added as “What ifs” at any time during the scenario to raise the stress level of the leader. You can also use your own.

- Medical situation or communication to dispatch is unreadable once they are below the fire.
- Dispatch calls for update based on local protocols or Incident Organizer.
- Place an urban interface situation.
- Missing person and change scenario to a priority of search and rescue.

Facilitator’s Notes:

This scenario has the potential for several different TDGS options and can also be tailored for the following: span of control, safe approach to fire from above, and transition to an ICT4.

The TDGS should focus on the functions of the ICT5 to establish command and communicate leader’s intent. In this scenario, the player was presented with a fire situation that is in need of additional resources; however, an additional squad would place him/her outside the ICT5’s qualification.

The first decision point comes when the player decides a course of action and communicates his/her leader’s intent. The Facilitator should encourage the player to develop and present a good intent statement (Task—What is to be done, Purpose—Why it is to be done, and End State—How it should look when complete). The player needs to ensure that assigned resources understand his/her leader’s intent.

The Facilitator should start the scenario at the helispot on the ridge. The player will need to make sound decisions as the fire approaches. The Facilitator will need to ensure that the Risk Management Process is used and addressed in the AAR. The player will tactically deploy resources on his/her intent and briefing.

Any new resources will arrive via helicopter. The intent of the new squad is to assist the ICT5 in dealing with situation complexity and to see if the incoming resources obtain the intent from the ICT5. Note the following:

- A second squad is available and leader is ICT4 qualified. This information is withheld unless the ICT5 requests an ICT4.
- If second squad is not ordered, it can be suggested by the dispatch or the Duty Officer.
- If the ICT5 transfers command to the ICT4, the ICT4 needs to provide a briefing to the FMO. Otherwise, the ICT5 should update the FMO.

If the player does not engage the fire, then leader’s intent will still need to be communicated to the crew and dispatch.

After Action Review:

Conduct an AAR using the format found in the Incident Response Pocket Guide as a facilitation tool. There are four basic questions in the AAR:

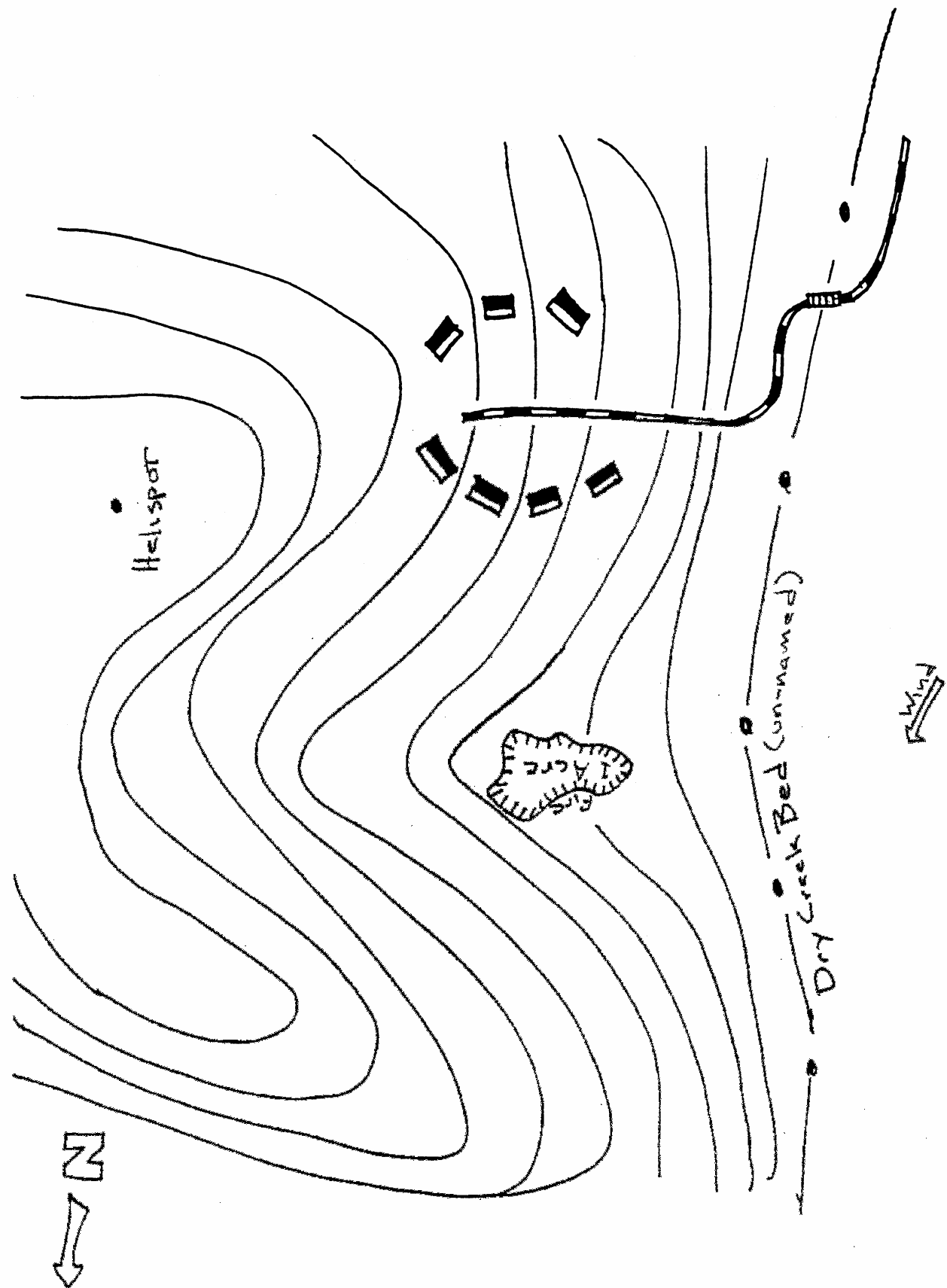
1. What was planned?
2. What actually happened?
3. Why did it happen?
4. What can we do next time?

In this TDGS, the player's actual plan and tactical deployment is less important than the decision to establish command and communicating a solid leader's intent. Discussion in the AAR should focus on the development of the intent, adjusting the intent based on changing conditions, and ensuring all crewmembers and incoming resources understand the intent. Other AAR items to consider include:

1. Was the leader's intent clearly communicated? (Ask the crewmembers what they thought the intent was.)
2. Was the approach to the fire below safe and sound? What risk management was implemented prior to engagement? What factor(s) contributed to your decisions?
3. Did you identify any Watch Out and how did you mitigate them?
4. How did the Standard Fire Orders play in your plan?
5. What did you think about when you implemented LCES?
6. How confident were you with your plan? What barriers did you experience?
7. At what point did you feel your span of control exceeded the Type 5 organization? Or what was your limit going to be before needing an ICT4?

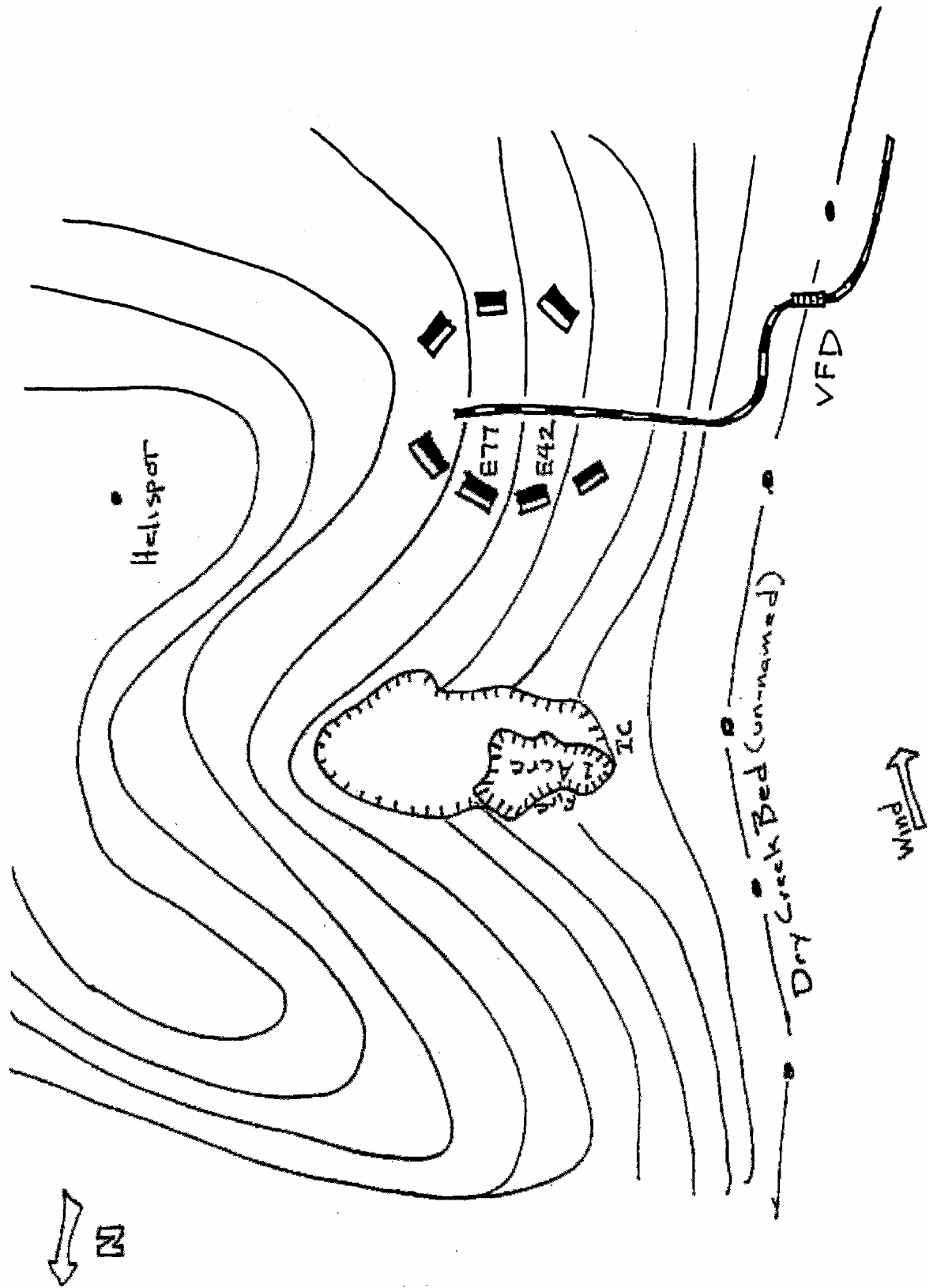
TDGS should not have a single solution; keep the focus of the AAR on what was done and why.

Squid Fire 1100



FG-14

Squid Fire 1500



VIRTUAL STEX FACILITATION – PAGES 16 & 17

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
	Play	– Scott Anderson Squid Fire STEX set up and initial brief		
	Stop		<p>Have students get into groups of 5-6, each group select an ICT5.</p> <p>(Suggested time for group exercise and classroom discussion: 3 minutes to formulate plan and 7 minutes for briefing)</p> <p>Group Discussion: Your helitack crew has just landed on the helispot above the fire. Take three (3) minutes to formulate your plan. Select one of your group members to act as an ICT5.</p> <ul style="list-style-type: none"> • Refer to the IRPG Briefing Checklist. • ICT5: Present an operational briefing to your crew including leader's intent and verbally deploy your resources. <p>Facilitator Note/Optional Additional Discussion Material:</p> <ul style="list-style-type: none"> • Encourage students to take notes while watching the video in preparation for Exercise 2. 	<p>SWB p. 10</p> <p>IRPG inside back cover</p>
	Play	<p>– Recap Exercise #1</p> <ul style="list-style-type: none"> • ICT5 briefing and crew deployment • Transfer of command to ICT4 • FMO request for update 		

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
	Stop		<p>Have students get into groups of 5-6.</p> <p>(Suggested time for group exercise and classroom discussion: 5 minutes)</p> <p>Group Discussion: The time is 1500 hours, and the fire has grown to 4 acres. The temperature has reached 98°, RH is 18%, and winds are from the NW at 10-15 mph. A second helitack has arrived, and the new IC has taken command.</p> <ul style="list-style-type: none"> In your group, select an ICT4 who will provide a radio briefing to the FMO/dispatch (have another group member play this role). 	SWB p. 11
	Play	<ul style="list-style-type: none"> Recap Exercise 2 <ul style="list-style-type: none"> Conclusion of STEX, final outcome AAR introduction and completion 		

**ACTUAL STEX USING YOUR OWN SAND TABLE
RESUME MODULE 2 AT THIS POINT**

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
Module 2 (cont.) Conclusion		<ul style="list-style-type: none"> – Mark Smith – Scott Anderson, Leaders Intent, Objectives, Strategy and Tactics – Introduction of Lesson Learned Center (LLC) AAR video 		SWB p. 14
	Stop		Facilitator Note/Optional Additional Discussion Material: <ul style="list-style-type: none"> • If the Lesson Learned Center’s AAR video is included with your package, you might use it as additional refresher material. 	
Module 3	Play	– Module 3 (Standard Firefighting Orders During Initial and Extended Attack) introduction		
	Stop		Have students get into groups of 5-6 and review the article, <i>Safety Starts with the IC</i> . (Suggested time for group exercise and classroom discussion: 15 minutes) Group Exercise: <ul style="list-style-type: none"> • How do <u>you</u> utilize the Standard Firefighting Orders in your decision making process on the fireline? • Do you see the Standard Firefighting Orders as a process or a checklist? 	SWB p. 15 to p. 19

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
Module 4	Play	<ul style="list-style-type: none"> – Module 4 (Contingency Planning and Prescribed Fire) introduction – Jodi Malin – John Schwingel – Mississippi Meadows prescribed burn and exercise introduction 		
	Stop		<p>Have students get into groups of 5-6 and discuss how to proceed with the prescribed burn.</p> <p>(Suggested time for group exercise and classroom discussion: 10 minutes)</p> <p>Group Exercise: The time is 1200 hours. Assuming that the test burn is successful and you are proceeding with the burn, answer the following:</p> <ul style="list-style-type: none"> • How will you deploy the resources on hand? • What will you say in the crew briefing? • What is your contingency plan? 	SWB p. 20
	Play	<ul style="list-style-type: none"> – Mississippi Meadows recap – Bruce Diersdorf (Burn Boss)/contingency plan – Mark Smith/PACE – Module conclusion 	<p>Facilitator Note:</p> <ul style="list-style-type: none"> • <u>PACE</u> Plan Alternative Contingency Emergency 	SWB p. 21

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
Module 5	Play	<ul style="list-style-type: none"> – Module 5 (All-Risk Assignments) introduction – Mike Whalen – Eric Walker – Myron Hotinger – Tom Frey – Field Operations Guide – Hurricane Katrina Final Safety Assistance Team (SAT) Report 		SWB p. 22
	Stop		<p>Facilitator Note: This is an optional exercise; students can read the articles at later time.</p> <p>Have students get into groups of 5-6 and review and discuss both articles. (Suggested time for group exercise and classroom discussion: 15 minutes)</p> <p>Group Exercise (Optional):</p> <ul style="list-style-type: none"> • From your own experience, discuss the challenges you have faced on non-fire assignments. What did you learn? How would you prepare in the future? • Review and discuss the following excerpts from the <i>Field Operations Guide</i> and the <i>Hurricane Katrina Final SAT Report</i>. 	<p>SWB p.23 to p. 28</p> <p>SWB p. 22</p>
	Play	<ul style="list-style-type: none"> – All-risk assignment conclusion – Tom Frey 		

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
Module 6	Play	<ul style="list-style-type: none"> – Module 6 (Fighting Fire in the Southeast) introduction – Tony Wilder – James Furman – Bob Panko – Adam Goicoa – Rick Anderson – Jim Durrwachter – Golden Gate fire – <i>Common Threads</i> exercise introduction – Chief Dan Peterson 		SWB p. 29
	Stop		<p>Have students get into groups of 5-6 and review and discuss the <i>Common Threads</i> article.</p> <p>(Suggested time for group exercise and classroom discussion: 10 minutes)</p> <p>Group Exercise: After reviewing <i>Common Threads</i>, discuss the following question in your group:</p> <ul style="list-style-type: none"> • Which of the similarities listed in the article could also be found on the Golden Gate fire? 	SWB p. 29 to p. 30

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
Module 7	Play	<ul style="list-style-type: none"> – Module 7 (Wildland-Urban Interface) introduction – Point Fire legacy – Mike Ellsworth – James Barnier – John Schwingel – Jim Gobel 		SWB p. 31
	Stop		<p>Have students get into groups of 5-6 and complete 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? • How many of your local cooperators do you know or have you made contact with? • Discuss other suggestions for improving cooperation before the upcoming fire season. 	SWB p. 32

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
Module 8	Play	<ul style="list-style-type: none"> - Module 8 (Safety Zones) introduction - Scott Anderson - Unit Objective - Safety Zones: <ul style="list-style-type: none"> • Visualization, identification, use and assessment • Types • Review of the Safety Zone Guidelines • Situational Awareness and safety zone determination • Risk Management Process • Utilization • Establishing trigger points • Continuous reassessment - Practice 	<p>In this module the students will be presented with a process to always have a safety zone and a process to use it. It is important to realize that some may have difficulty grasping the concepts in a simulated environment. The hope is that the concepts will gel once people get a chance to apply them in the field.</p> <p>Facilitator Note: Instruct students to locate Safety Zone Guidelines in the IRPG.</p> <p><u>IMPORTANT NOTE TO FACILITATOR:</u></p> <p>The video program will not stop.</p> <p>Exercise #1: Direct students to grade the safety zones while watching the video.</p> <p>Review the grading scale on page 35 of the SWB.</p>	<p>IRPG p. 7 SWB p. 33</p> <p>SWB p. 34</p> <p>SWB p. 35</p> <p>SWB p. 36</p> <p>SWB p. 36</p>
		<ul style="list-style-type: none"> - Exercise #2 introduction 		

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
	Stop		<p>Have students get into groups of 5-6 and complete Exercise 2.</p> <p>(Suggested time for group exercise and classroom discussion: 10 min.)</p> <p>Group Exercise:</p> <ul style="list-style-type: none"> • Given three (3) minutes, develop your plan for using Safety Zone #3 (clearing). Be sure to consider current and forecasted fire behavior and determine trigger points for disengagement. Utilize the Safety Zone Guidelines from the IRPG. • What is your contingency plan if your escape route is cut off? • Present your plan to other groups. 	<p>SWB p. 36</p> <p>IRPG p. 7 SWB p.33</p>
	Play	Module conclusion		

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
Module 9	Play	<ul style="list-style-type: none"> – Module 9 (Innovations) introduction – Mark Smith – Brad Mayhew 	<p>Facilitator Note: Have students follow along with the 2&7 tool on page 38 of the SWB.</p>	SWB p. 38
	Stop		<p>Have students get into groups of 5-6 and review the included articles (Suggested time for group exercise and classroom discussion: 15 min.)</p> <p>Group Exercise: (Optional) Read and discuss the following article excerpts:</p> <ul style="list-style-type: none"> • Brad Mayhew’s “A Human Factors Tool for Wildland Firefighters”—the 2&7 tool • Ted Putman’s “Deep Psychology a Quiet Way to Wisdom” 	SWB p. 38 To p. 42
	Play	– Conclusion, & Lead by Example Award		
Module 10	Play	<ul style="list-style-type: none"> – Module 10 (Radio Communication) – John Gould – John Moulder – Mark Hilton – Web site and radio narrowbanding briefing paper 		
	Stop		<p>Facilitator Note: This is an optional exercise. Students can read the reference material and access the Web site on their own.</p> <p>Have students get into groups of 5-6 and review and discuss the reference material in the SWB.</p>	SWB p.43 to p. 44

DVD/ VHS Module	DVD/ VHS Action	Content	Facilitator Tasks	Refer To
			<p>(Suggested time for group exercise and classroom discussion: 10 minutes)</p> <p>Group Exercise (Optional):</p> <ul style="list-style-type: none"> • Lead group discussion on students' experiences with narrowband radios. • Mitigation of problems. • If you have access to the Web site (http://radios.nifc.gov), show the content. 	
Module 11	Play	– Module 11 (Conclusion and Fire Shelter Deployment Practice)		
	Stop		<p>Facilitator Notes</p> <ul style="list-style-type: none"> • Point out the articles in the Student Workbook. <p>Complete and submit facilitator and student evaluations. Input is crucial to the development of future programs.</p>	<p>SWB p. 45 to p. 52</p> <p>FG p. 29 SWB p.55</p>

INTERNET WEB SITE LINKS

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

Web site for 2001, 2002, 2003, 2004, 2005, and 2006 Fireline Safety Refresher (Student Workbook and Facilitator Guide)

www.fire.blm.gov/

- ◆ Six Minutes for Safety
- ◆ Interagency Standards for Fire and Fire Aviation Operations, 2006
- ◆ Operational Documents and Reports
View a variety of interagency guides, handbooks, publications, training sources, reports and investigation reports and reviews from high-profile fires.

www.nifc.gov/wfstar/index.htm

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

- ◆ Wildland Fire Safety Training Annual Refresher (WFSTAR)

What's New for 2006

- IRPG, January 2006 edition
- Fire Fit
- Taking Good Weather Observations
- Vehicle Fires – The Hidden Dangers
- NWCG Qualifications for Instructors of Refresher Training
- Fireline Safety Refresher Training Video

Hot Topics for 2006:

- Radio Use and Narrowbanding
- Conducting Effective Briefings
- Firing/Ignition Techniques
- Interagency Reviews and Investigations Database

- ◆ SAFENET
Historical Wildland Firefighter Fatality Reports

www.nwcg.gov/pms/pms.htm

- ◆ Qualifications – PMS 310-1
- ◆ Taskbooks
- ◆ ICS Training and Forms
- ◆ Job Aids

www.nwcg.gov/pms/pubs/pubs.htm

- ◆ National Fire Equipment System Catalog – Part 2 Publications 2005 Edition, Catalog Update (February 2006)
- ◆ 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 Booklet (2003), NFES 2710, PMS 411
- ◆ New Generation Fire Shelter Video (2003), NFES 2711
- ◆ New Generation Fire Shelter DVD (2003), NFES 2712

www.firelineleadership.gov

Interagency Wildland Fire Leadership Development Program's Web site
(Leadership Toolbox includes information regarding Staff Rides and STEX/TDGS)

www.wildfirelessons.net

Wildland Fire Lessons Learned Center's Web site

www.firelinefactors.com

Brad Mayhew's Human Factors Tool for Wildland Firefighters

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

- Was the Facilitator Guide useful for your presentation? Suggest improvements.

- 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
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