

Introduction

1.0

“Participating on Wildland Fire Prevention Education Teams,” is an on-the-job-reference guide for personnel participating on a fire prevention education team assignment.

Severe wildland fire conditions threaten forests and the wildland urban interface every year, but wildland fire prevention is often overlooked in these instances. Because fire weather trends are predictable, wildland fire prevention education resources can be mobilized for preventing human-caused wildland fires.

This guide will aid a person on the activation, operation, and use of fire prevention education resources prior to or during trends of extreme fire weather conditions or fire occurrence.

Fire protection assessment and plans determine the level for rapid mobilization of wildland fire prevention education resources. The assessment results should establish fire prevention staffing for the anticipated problems. The activation of wildland fire prevention education resources should be based upon required skills rather than the mass movement of personnel

“Participating on Wildland Fire Prevention Education Teams” does not cover every situation that the fire prevention education team might face, so personal notes should be kept as a part of this guide.

I. PURPOSES AND USES

Wildland Fire Prevention Education Teams go to areas experiencing severe wildland fire threats to assist local fire managers with tasks including, but not limited to:

- Preparing fire protection assessments
- Reducing the number of person-caused fires
- Educating people about actions to reduce the danger to themselves, their families, and their neighbors in the event of a wildland fire
- Reducing collateral losses, such as negative effects on tourism and travel
- Educating people about pre-fire management priorities appropriate to the wildland urban interface
- Develop area-wide prevention strategies
- Develop a wildland fire prevention communication plan
- Promote interagency cooperation
- Promote responsibility for fire safety and encouraging self-help actions

The teams will reinforce local fire prevention education resources and bring special prevention education planning, logistics, and operations expertise to bear in larger, complex severity situations that exceed the capabilities of local organizations. Their role in fire prevention education is similar to the role of Type I and II teams in large and complex incident management situations.

Like Incident Management Teams, National Wildland Fire Prevention Education Teams work for the local agencies. They are emergency resources mobilized when severe conditions exist (or are predicted) that could result in unusual number of ignitions escaping initial attack and the potential for large or damaging wildland fires. They are ordered through normal dispatch procedures.

Wildland Fire Prevention Education Teams are available to support and coordinate fire prevention education programs over large geographical areas before and during periods of high fire danger or fire activity. These teams are effective in assisting local and regional fire managers wherever conditions have evolved to the point that prevention and education efforts must be intensified to a degree that would stretch available resources too thin, where interagency coordination must be elevated to unusual levels, or where special political, social, cultural, economic, or ecological complexities are involved.

Notes

Organization

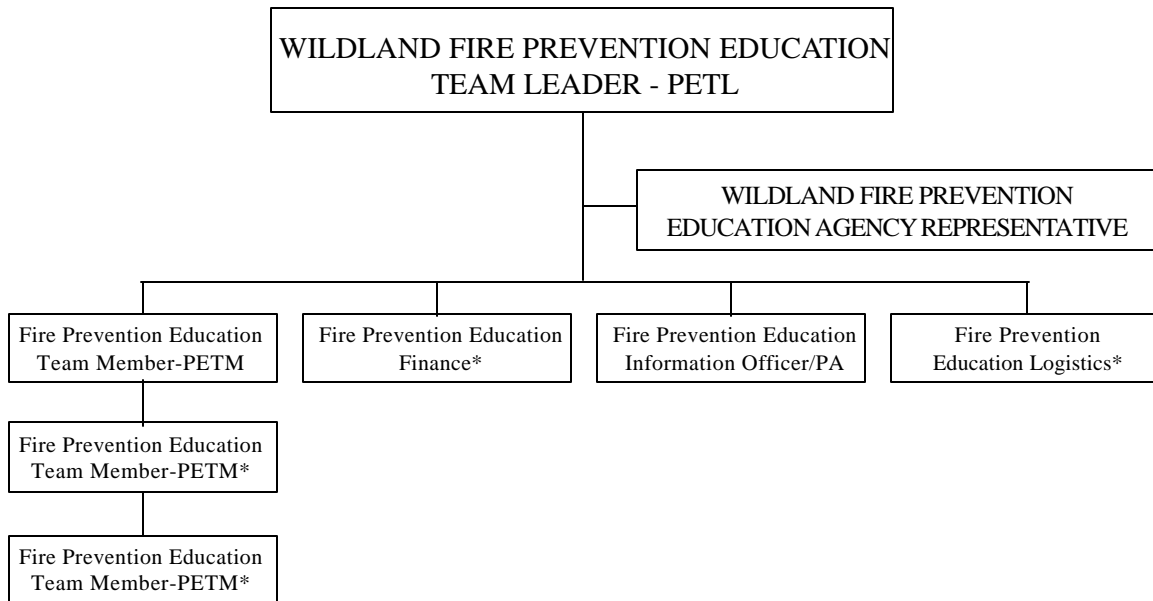
2.0

In order to organize a fire prevention education response to meet a wildland fire prevention objective, it is necessary to define an organizational structure. The basic fire prevention education team consists of a team leader, a fire prevention specialist, a fire prevention team member, and a public affairs officer. Other positions may be added, depending on the extent and complexity of the assignment. With a small team, multiple duties may be covered by one person, or some duties may be done by the requesting unit. The organizational positions are as follows:

- Wildland Fire Prevention and Education - Team Leader-PETL
- Wildland Fire Prevention and Education - Fire Prevention Team Member - PETM
- Wildland Fire Prevention and Education - Public Affairs/ Information Officer-Public Affairs, IOF I, IOF II
- Other Resources
- Wildland Fire Prevention and Education - Agency Representative
- Wildland Fire Prevention and Education - Finance
- Wildland Fire Prevention and Education - Logistics
- Wildland Fire Prevention and Education - Administrative Support Personnel

I. ORGANIZATIONAL DESIGN

Typical Wildland Fire Prevention Education Team Organization



***NOTE:**

1. Any or all of these positions can be utilized as conditions require.
2. Technical Specialists can be added to serve specific needs over a specific time period.
3. The complexity of the organization can be increased or reduced.
4. Information Officers, Finance, Logistics, Administrative support can be ordered through normal ordering procedures.
5. Additional resources can be added as needed.

II. POSITION DESCRIPTIONS/ROLES AND RESPONSIBILITIES

A. Wildland Fire Prevention Education Team Leader -PETL

1. Description and Role

The Wildland Fire Prevention Education Team Leader provides overall fire prevention planning, implementation, evaluation and monitoring of an area-wide wildland fire prevention program. The team leader reports directly to the requesting unit and has a primary mission to serve as leader and liaison to the various fire prevention specialists in the area. This individual also maintains a liaison role for the various agencies, both federal and state levels in fire prevention. The incumbent must possess oral and written communication skills. Intermediate computer skills are required.

The Wildland Fire Prevention Education Team Leader is highly qualified in the field of wildland fire prevention. The incumbent would be responsible for large-scale fire prevention programs. Backgrounds of individuals might be varied, but the bulk of experience would be in the fire management field. The team leader supervises a variety of individuals, working in the same office or at remote locations; supervises development and implementation of the fire prevention plan; coordinates with local citizens, including fire departments, law enforcement, city and county agencies, media outlets, homeowner associations, and other federal agencies in the area; develops and presents fire prevention programs to various audiences; evaluates fire prevention plans and programs to determine whether objectives have been met; works in support of requesting unit (line officer, fire prevention specialists,

public affairs officers, procurement officers, etc.), consulting, updating, and obtaining necessary approvals; and records and monitors expenditures.

2. Responsibilities

- a. Develop and maintain a close working relationship with the various agency information staffs, through the area wide public affairs specialist.
- b. Maintain contact with local specialists to assess needs in relation to fire weather conditions, trends, or actual fire activity specifically related to human-caused fires.
- c. Obtain needed approvals and authority from requesting unit to implement the fire prevention effort area wide. Keep unit updated on key issues and concerns.
- d. Maintain a comprehensive knowledge of prevention efforts used in other areas or places and assess applicability for implementation at the area level.
- e. Review cooperative agreements, as needed, and ensure all agencies are included.
- f. Maintain close contacts with agency administrative/ purchasing personnel to assure fiscal integrity. Seek innovative methods of accomplishing the prevention task by using individual agency authorities.
- g. Evaluate fire prevention effectiveness and make suggestions to requesting unit for improvement. Through logistics, assess fire prevention material needs and consolidate requests.

- h. Through finance, keep accurate records as to all expenditures and prepare requests for additional funding for approval by the requesting unit.
- i. Develop operating plans.
- j. Request and supervise staff.
- k. Initiate the assessment process which includes evaluating problems, recommending organization needed to address concerns, setting objectives and addressing fiscal needs.

B. Wildland Fire Prevention Education Team Member - PETM

1. Description and Role

The Wildland Fire Prevention Team Member may be an employee working under the direction of an experienced Fire Prevention Education Team Leader. The incumbent must be able to absorb a large amount of training in a short period of time and have the ability to apply basic fire prevention techniques. In a minimum amount of time, he or she should have a working knowledge of fire prevention and be able to perform various assignments. This may also be an employee who is not employed full time in duties associated with wildfire prevention, but because of job assignments, could provide a basis for meeting wildfire prevention objectives.

2. Responsibilities

- a. Maintain daily contact with area and team public affairs officers.

- b. Review area fire prevention plans developed by individual agencies and provide input for update.
- c. Request adequate prevention supplies and distribute as called for in the communication plan.
- d. Prepare a fire prevention assessment to the extent possible with available information. Improve assessment as better information becomes available.
- e. Interface daily with the team leader and area agencies to insure consistency, information exchange, and the sharing of success and encourage interagency cooperation. Address problem areas.
- f. Seek innovative methods of accomplishing the prevention workload by utilization of agencies' human resources and agency authorities.
- g. Monitor operational costs and maintain records and reports, reporting daily to logistics specialists.
- h. Identify and document existing fire prevention activities within the area and make recommendations to affected unit or area.
- i. Leave documentation for incoming specialists.

C. Wildland Fire Prevention Education Public Affairs/Information Officer-Public Affairs, IIO I, II

1. Description and Role

The Public Affairs/Information Officer coordinates, implements, and monitors the area-wide interagency fire prevention education communication program. The Public Affairs/Information Officer reports to the Wildland Fire Prevention Education Team Leader who, reports to the requesting agency. This person assists Wildland Fire Prevention Education Team Members and local public affairs personnel to develop, coordinate, and communicate appropriate fire prevention messages and programs throughout the area. Computer skills required.

2. Responsibilities

- a. Develop a wildland fire prevention communication plan.
- b. Develop and maintain a close working relationship with the various agency information staffs.
- c. Obtain necessary approvals from the requesting unit for interagency publications and other outreach and communication materials.
- d. Working with local and regional public affairs and information personnel, develop and promote media cooperation to inform the public of the urgency and immediacy of wildland fire danger. Restrictions must be communicated immediately and accurately.

- e. Pursue all avenues to reach various groups, students, businesses, civic and homeowner's groups, conservation organizations, and organized recreational users groups to distribute strategic fire prevention messages. Special advice to homeowners for fire prevention techniques should also be included.
- f. Identify sources for existing fire prevention materials.
- g. Work with Wildland Fire Prevention Education Specialists to develop, procure, and distribute fire prevention information and materials to meet team goals.
- h. Ensure fire prevention messages meet the diverse language and cultural requirements of area residents and visitors.
- i. Devise a process for gathering and sharing information among Wildland Fire Prevention Education Specialists and local agency public affairs staffs.
- J. Document all phone calls, meetings, activities and events. Save internal documents such as unit logs, conversation records, etc.

III. OTHER RESOURCES

A. Wildland Fire Prevention Education Agency Representative

1. Description and Role

An Agency Representative could be assigned to a team from a cooperating agency. Team leader and agency representative work closely together to accomplish the mission and goals of the team.

2. Responsibilities

- a. Obtain briefing from Wildland Fire Prevention Education Team Leader.
- b. Establish a working location or base. Advise agency resources that a representative is assigned to the team.
- c. Attend planning/briefing meetings as required.
- d. Provide input on the use of agency resources.
- e. Advise Wildland Fire Prevention Education Team Leader of any special agency needs or requirement for resources.
- f. Determine the need for special reports or documents and assure completion.
- g. Have debriefing session with supervisor and agency host prior to departure.

B. Administrative Support Personnel

1. Description and Role

The administrative support person is responsible for clerical and other administrative assistance.

2. Responsibilities

a. Provide clerical support, faxing, typing, photocopying, answering telephones and computer skills.

b. Assemble orientation packet for incoming team members. Packet to include:

(1) Key contact list

(2) This guide

(3) Business cards with incoming team member's name

(4) Local information

(5) Maps

(6) Internal phone list

(7) Work space address and phone number

C. Finance

1. Description and Role

The finance duties include overall budget tracking coordination for the team, assisting in business management, clerical, travel, computer, timekeeping and purchasing.

2. Responsibilities

- a. Develop and track budgeted costs to ensure team remains within budget limitations.
- b. Project and/or estimate budget needs, track daily expenditures/costs (either actual figures or projections).
- c. Keep personnel informed of budget issues/concerns.
- d. Post time worked daily (for all personnel) to emergency firefighter time report from crew time reports.
- e. Maintain contacts with team's timekeepers at home units as needed to transmit time for individuals and/or resolve issues.
- f. Give complete instructions to assure hours worked are reported in a timely manner.
- g. Maintain records and copies of budget information.

- h. Leave completed paper work and any documentation needed to track what actions were taken.
- i. Provide procurement support, methods and procedures necessary to obtain needed supplies and materials or equipment.
- j. Provide assistance and/or input for completion of travel vouchers or authorizations.
- k. Work with agencies to resolve any financial cost accounting and/or budget matters.
- l. Seek innovative solutions to problems of procurement and purchasing.

D. Wildland Fire Prevention Education Logistics

1. Description and Role

Logistics is responsible for providing for facilities, services, and materials in support of the team. Participates in the development and implementation of the team strategy. Must have communication and word processing skills.

2. Responsibilities

- a. Research and order the necessary resources to fulfill the mission of the Wildland Fire Prevention Education Team. Work with the team leader in assigning resources to unit.
- b. Identify service and support requirements for planned and anticipated operations. Estimate needs for next operational period or rotation.
- c. Insure proper demobilization procedures are in place.
- d. Work closely with team leader and finance to maintain a financial accounting of the operation. (Expenditures, per diem, overtime, travel, car rental, and other associated costs.)
- e. Monitor daily/weekly needs and deadlines, resource rotations, etc., in order to provide continuity and consistency.
- f. Provide guidance in regard to procurement, printing, and support needs.

- g. Participate where appropriate in briefings, conference calls, etc., as requested by the team leader. Prepare and/or review materials submitted for use by the requesting unit, where appropriate.

When the determination has been made to mobilize a fire prevention education team, the following information will be required:

- Purpose
- Ordering System
- Fire Prevention and Education Team Structure
- Fire Prevention and Education Team Activation
- Resource Availability
- Funding

I. PURPOSE

To mobilize a team of people, quickly and efficiently, with the right complement of skills and equipment to an area experiencing high fire danger.

- A. Wildland Fire Prevention Education Teams can assist in a fire protection assessment and develop area-wide prevention strategies.
- B. Mobilization of Wildland Fire Prevention Education Teams may occur when unusual circumstances occur or are predicted to occur. Some triggers for mobilization:
 - Severe burning conditions
 - Unusually high fire occurrence
 - Heavy resource commitment
 - Preparedness level III, IV, and VWildland/urban interface issues

II. ORDERING SYSTEM

- A. Mobilization requests can be made at the most appropriate level:
- Local Area Dispatch Office
 - Geographic Area Coordination Center
 - National Interagency Coordination Center
 - NICC to National Coordinator
- B. Orders will be placed using Resource Order Form and accompanied by the Presuppression/Detail Request Form (page 24). These teams will be ordered through the established dispatch ordering channels, which are outlined in the National Mobilization Guide.
- Name requests should be accepted at this time.

III. FIRE PREVENTION EDUCATION TEAMS - STRUCTURE

Wildland Fire Prevention Education Teams include a team leader, team member, and public affairs/information officer. On a specific mission, additional team members may be added such as finance, administrative support personnel, operations and logistics specialists. Team Leaders will keep a list of personnel with required skills, and, after consulting with the requesting unit, will mobilize the personnel necessary to meet assignment objectives. The teams may work under the authority of a regional, interagency group or for an individual area or incident management team.

IV. FIRE PREVENTION EDUCATION TEAMS - ACTIVATION PROCEDURES

Fire Prevention Education Teams are interagency resources

A. Fire Prevention Education Team Mobilization

Notify a team coordinator of the geographic need and intent to order a prevention education team. Place order through established dispatch channels using-PETL and further define as “Team Leader,” “Information Officer, IOF I, IOF II”, “Fire Prevention Education Team Member - PETM,” etc.

B. Fire Prevention Education Team Demobilization

Fire Prevention Education Teams will be released through established dispatch channels

V. RESOURCE AVAILABILITY

All resource management agencies should identify those who are qualified and skilled, and who can respond to an incident request. These people must be experienced and skilled in the various position descriptions found in the “Organizational” section of this job aid.

VI. SEVERITY FUNDING REQUESTS

A. Introduction

Severity funding is extra funds for severe or unusual conditions. Policy permits the use of severity funding for prevention activities. The information here is to help the prevention specialist see that prevention requirements are not overlooked in the severity process.

When severity money is sought, managers must be made aware of the potential benefits from increased fire prevention activities.

B. Some Indications for Severity Funding:

1. Weather - current, predicted, and historical
 - Drought
 - Indices for fuel moisture, burning, fire load, and severity at critical levels
 - Large geographic areas are at preparedness level III
2. Higher than normal fire occurrence, lightning and human-caused
4. Increased fire risk because of influx of visitors during holidays or special events
5. Heavy fuel accumulations, mixed with other high risks
6. Anticipated shortage of personnel/equipment
7. Multiple fires within an administrative unit

C. Benefits of Extra Prevention Efforts:

1. Safety, both of the public and fire personnel
 - Fewer fires equals fewer fire-related injuries and less property, natural resources, and ecological damage
2. Increased public awareness of fire danger
 - Increases patrols and positive visibility of agencies
 - Fosters good community relations
 - Increases opportunity for long-term benefits through public education
3. Reduced likelihood of unwanted human-caused fire
4. Money saved

PRESUPPRESSION/DETAIL REQUEST

Attachment to Resource Order Number _____ Req. No(s): _____

1. Position(s): _____ Number of Persons Requested: _____

2. Minimum "Red Card" Rating: _____

3. Employment Status: Regular Federal Agency _____ AD _____ Other _____

4. Agency Uniform: Yes No Fire Resistant Clothing: Yes No

5. Driver's License Needed: Yes No Endorsement: _____

6. Government Vehicle: Yes No Type: _____

7. Private Vehicles Authorized: Yes No Number: _____

8. Radios Needed: Yes No Type: _____ Number: _____

9. Requesting Unit's Electronic Technician's Name: _____
(FTS) _____ (Comm) _____

10. Length of Detail: _____ thru _____ INCLUDING TRAVEL

11. Established Workweek: _____ Hours of Duty: _____

12. Personnel May Be Rotated: Yes No How Often? _____
Rotation Paid By: Sending Unit _____ Requesting Unit _____

13. Base Salary Paid By: _____ Overtime Paid by: _____
Travel Paid By: _____ Per Diem Paid By: _____

14. Equipment Use Mileage/For/etc., Paid By: _____

15. Requesting Unit's Electronic Address: _____

16. Requesting Unit's Estimated Total Cost: _____

17. Requesting Unit's Personnel Officer: _____
(FTS) _____ (Comm) _____

18. Requesting Unit's B & F Officer: _____
(FTS) _____ (Comm) _____

19. Temporary Duty Station: _____
Address/P.O. Box _____
City State Zip

Telephone: (FTS) _____ (Comm) _____

20. Government LODGING: Yes No Mess Hall: Yes No
Government COOKING FACILITIES ONLY: Yes No
Commercial LODGING: Yes No Rate: \$ _____ Meals: Yes No Rate: \$ _____

21. Nearest Commercial Airline City: _____

22. Credit Card: personal Yes No Government: Yes No

23. Remarks: _____

Communications

4.0

This section will help you to communicate the right messages to the right audience in the most effective manner. The information here provides a framework to build a communication plan and an interagency network to build a fire prevention message. This framework can be tailored to your specific location.

This position requires experience in fire management. The Public Affairs/ Information Officer shall:

- Coordinate with other federal agencies, state and local agencies, tribal governments.
- Assist and support local Public Affairs Officers.
- Assist area fire prevention specialists with public affairs needs.
- Guide the writing of a communication plan.
- Guide production and distribution of materials.
- Document prevention activities.
- Assist in developing and putting together orientation packages for fire prevention specialists.

I. PUBLIC AFFAIRS ASSESSMENT

- A. Review the prepared fire prevention assessment and fire prevention plan.
- B. Talk to local PAO(s) in order to establish a rapport, seek cooperation, guidance and assistance. The role of assistance must be emphasized. Determine how the Team can contribute and share the load.
 - 1. Get a feel for media relations.
 - a. Areas of concern or emphasis.
 - b. Personalities of media contacts.
 - 2. Get a list of media contacts.
 - 3. Get a list of interagency contacts.
 - 4. Get a list of user groups, organizations and associations.
 - 5. Ask what has been done in prevention, what they see needing to be done and how we can accomplish it together.
 - 6. Ask about local internal protocol and policy for communications.
 - a. Approval process for releases and materials.
 - b. Who does what.

- C. Develop partnerships with local and regional businesses:
1. Work through partnerships already established whenever possible.
 2. Identify and seek cooperation from businesses that reach target audiences.
 3. Establish a working relationship to get the message out to the audiences.

II. COMMUNICATION PLAN

A. Developing a communication plan will:

1. Focus efforts.
2. Identify audiences - segment the population into groups.
3. Identify key messages.
4. Identify and focus on best media for the message and audience.
5. Facilitate getting information to appropriate audiences.
6. Ensure appropriate distribution of information.
7. Facilitate coordination with other agencies.
8. Document activities by means of the accompanying action plan.

B. Elements of a communication plan:

1. Purpose or goal. What is the focus of the communication? Why are you doing this?
2. Objectives. What do you want the audiences to do? Not do? Let you do? Do you want them to become aware? Change their attitude? Take action? These must be measurable.
3. Key messages. What do you want to tell your audiences? No more than three simple statements (so they can remember them). Three supporting points can be used for each.

4. Target audience(s). Who are you going to focus on?
5. Action Plan. Methods and products, who is responsible for doing each, and due date.
6. Evaluation. Was your communication successful? Have objectives been met?

C. Example of a Communication Plan

Title: Lost Creek, Wyoming

1. Purpose of the Plan

The specific purpose of this plan is to guide interagency outreach efforts for fire prevention. The ultimate goal is to reduce human-caused fires.

2. Objectives of this plan include:

- a. Emphasize property owners responsibility to protect their property.
- b. Inform wildland visitors of extreme fire danger and fire prevention measures.

3. Key Messages

- a. Fire danger is extremely high.
 - (1) There have been many fires.
 - (2) Drought conditions prevail.
 - (3) Large acreages have been burned.
- b. Everyone can help prevent unwanted human-caused wildland fires.
 - (1) Observe fire restrictions.
 - (2) Use of developed campsites can help prevent wildland fires.

- (3) Use spark arresters in all power equipment.
 - c. Make your property fire safe.
 - (1) Modify burnable vegetation around structures to provide defensible space.
 - (2) Ensure access for fire vehicles.
 - (3) Store firewood and other inflammables away from structures.
- 4. Target Audience(s)
 - a. Campers, day users.
 - b. Owners of recreational property.
- 5. Action Plan
 - a. Campers, day users.
 - (1) Fire prevention signs - Jerry - April 28
 - (2) Handouts at checkpoints - Murgatroyd - May 1
 - b. Owners of recreational property.
 - (1) Site inspections - Sidney - May 3
 - (2) Door-to-door contacts with handouts - Herkimer - April 30

c. Both audiences

(1) Local media (electronic and print) -
Louielouie - April 26

(2) Community bulletin boards - Falstaff -
April 27

6. Evaluation

a. Made 115 personal contacts at recreational sites.

b. Visited 90 of 100 property owners.

c. Posted flyers at 4 community bulletin boards.

d. Submitted 2 news releases and 1 PSA to local
media outlets.

e. Interagency cooperators included: FS, BLM,
NPS, BIA, State.

f. Partnerships established: regional cable TV
outlets, United Parcel Service, utilities (billing
inserts), etc.

III. ACTION PLAN (SAMPLE)

A. Audience: Homeowners Associations

<u>What</u>	<u>Who</u>	<u>Due Date</u>	<u>Completed</u>
1. Design door hanger pertinent to current situation*	City Graphics	Apr 7	
2. Design road posters*	Mary	Apr 7	
3. Print door hangers, road posters	Bill	Apr 11	
4. Contact association officers for distribution of hangers & posters	Bill	Apr 7	
5. Deliver hangers & posters to associations.	Bob	Apr 15	
6. Seek feedback from association officers	Bob	Apr 17	

(*Includes draft reviews)

B. Audience: Campers, Day Users

<u>What</u>	<u>Who</u>	<u>Due Date</u>	<u>Completed</u>
1. Design signs	Pat	Apr 6	
2. Design handouts	Andy	Apr 6	
3. Get signs and handouts printed	Andy	Apr 10	
4. Contact local area for distribution of signs and handouts	Pat	Apr 7	
5. Deliver signs and handouts	Pat	Apr 15	
6. Follow-up and get feedback	Pat	Apr 20	
7. Assist with posting signs and delivering handouts as needed	Pat & Andy	April 15-17	

For further information, see “Wildfire Prevention—Fire Prevention Strategies Guide,” available from NWCG Publication Management System (PMS-NFES # 1572).

C. Owners of Recreational Property

<u>What</u>	<u>Who</u>	<u>Due Date</u>	<u>Completed</u>
1. Identify Subdivision associations	Andy	Apr 7	
2. Design handouts (include where we can be contacted.)	Pat	Apr 7	
3. Produce handouts	Andy	Apr 8-9	
4. Get other material already produced	Andy	Apr 8	
5. Contact homeowners offer site inspection	Andy & Pat	Apr 10	
6. Contact Boy & Girl Scouts to help package and distribute prevention packets	Pat	Apr 9	
7. Conduct Site Inspections	Pat & Andy	Apr 11-13	
8. Document Accomplishments	Pat	Apr 14	

COMMUNICATION PLAN (BLANK)

Copy this page and use as a template for your plan.

I. TITLE:

- A. Purpose or Goal of the Plan (What is the focus of the communication?)

- B. Objective (What do you want the audiences to do? Must be measurable.)

- C. Key Messages (What do you want your audience to know? No more than three simple statements.)

- D. Target Audience(s) (Who are you going to focus on?)

- E. Action Plan (Methods and products, who is responsible, due date.)

- F. Evaluation (How will you measure the effectiveness of your communications?)

Finance must be involved at the beginning. Some agencies (particularly states) may take care of all administrative and financial details and a finance person would not be needed.

I. FINANCE SHOULD IMMEDIATELY:

- A. Provide liaison with federal office who will be collecting costs for reimbursement.
- B. Identify cooperators.
- C. Ensure appropriate agreements are in place.
- D. Identify tentative budget for the project and who is paying.
- E. Make contact with local administrative liaisons to identify Government Printing Office (GPO) contacts, purchasing resources, and Grants and Agreement specialist.

II. FUNDING

- A. May utilize regular preparedness funds, severity funds (if approved), state, or FEMA funds.
- B. If severity funded, ensure that the authorization covers all expected expenses (base 8, OT, materials, travel, etc.).
- C. If state funded, ensure that agreement is in place and clearly identifies budget limitations. (State employees can be hired and the state reimbursed under cooperative agreements.)

- D. Set up budget and expenditures tracking process.
- E. Identify hiring authorities for short-term personnel needs and methods for paying State employees or volunteers.
- F. Base 8 rules apply for Forest Service employees.

III. TRAVEL

Normal agency rules apply; emergency rules **DO NOT** apply. Travel and per diem are paid by team project, not home unit.

- A. Have Budget and Finance issue a reimbursable management code **BEFORE** any expenses are incurred.
- B. Charge all appropriate time and travel to this management code for reimbursement.

IV. PROCUREMENT

- A. Identify the Government Printing Office contact for the area.
- B. All duplicating jobs must be coordinated with the host agency. Regulations seem to continuously change.
- C. Small, local duplicating of materials can be done if a method of payment is available.
- D. All professional printing jobs **MUST** be done through GPO regardless of number of pages.
- E. Identify a local procurement resource to use government VISA cards and/or 3rd-party drafts.

Fire prevention education teams will require on-site support to function effectively. This section deals with fundamentals of basic needs, such as:

- Office Space/Logistics
- Support
- Supplies

I. OFFICE SPACE AND EQUIPMENT

A. Call destination/host site and ask following questions about what will be provided.

1. Computers - minimum needs (this is only a recommendation)
 - a. PC - laptop is preferable; bring as many as possible
 - (1) Pentium process - 133 megahertz - 32 megabytes
 - (2) 1 gigabyte disk drive
 - (3) Matrix color display
 - (4) Internal floppy disk (preferable over CD-ROM)
 - (5) Software: Microsoft Word, Power Point, Excel etc.

b. Modem

- (1) 56 kilobytes per second, or higher
- (2) With FAX capabilities

c. Printer

- (1) Ensure that numerous print drivers are installed on your computer. This will allow you to plug into the printers where you are and utilize them; drivers can be loaded from the Internet if access is available.
- (2) Portable printer - any small, portable printer will work.

2. Office space

- a. Desk
- b. Telephone (minimum one line) and cell phone and/or pager
- c. Answering machine or voice mail
- d. 1 extra chair
- e. Meeting location accessible

3. Office equipment and supplies

- a. Equipment available
 - (1) FAX
 - (2) Copy machine, paper

b. Office supplies

(1) Paper tablets

(2) Pens/pencils

(3) Post-it notes

(4) Etc.

4. Electronic media

a. E-mail

b. What web sites/pages are available for posting info

c. Net addresses

d. Who to contact to get info on the Internet

e. Access to web

II. SUPPLIES

Replenish supplies

III. COORDINATION WITH HOST UNIT

Handle work space issues

Notes

Fire Prevention Assessment

7.0

Considerations

The two elements of assessment are gathering and evaluating of information. Wildland fire prevention programs will be directed toward risks that pose the greatest potential for fires that will result in unacceptable damage or loss.

Risks are defined as those uses or human activities that have the potential to start a wildland fire.

To direct fire prevention efforts, it is important to identify risks accurately.

I. GATHER THE INFORMATION

Upon arriving at the site, define and assess the problem and find the solutions. An assessment can be brief or detailed depending on the needs.

A. Information to be collected:

1. Information from local agencies, groups, and individuals.
2. What is the problem?
3. Where is the problem?
4. Fire statistics/occurrence
5. Cause patterns
6. Size - actual and potential

7. Loss - actual and potential
8. Any existing fire prevention plans?
9. Any fire protection plans?
10. Any fire prevention committees or cooperatives?

B. What makes this area unique?

1. Types of recreational use
2. Urban development
3. Seasonal residence
4. Political and environmental factors
5. Laws
6. Building materials such as roofing material and siding
7. Fuel models, vegetation types
8. Topography
9. Weather

II. EVALUATE THE INFORMATION

A. Assessing the Risk

Assessing the risk consists of evaluating the potential for wildland fires within a given area (the “potential to ignite”). Involve local units in those assessments.

Wherever there are concentrations of people or activity, the potential for a person-caused fire exists. After assessing the risk within an area, it is helpful to look at historical fires to validate the risk assessment. Historical fires alone, however, are not an accurate reflection of the risks within a given area.

Examples of risks:

- Structures
- Power lines
- Transportation corridors
- Equipment or machinery
- Smokers
- Campfires
- Fireworks
- Children with matches
- Arson
- Others

B. Assessing the Hazard

Hazards are defined as the fuels and topography of an area. The objective in examining hazards is to determine the potential for a “large” fire to result from a fire ignition. This can be more simply put as determining the degree of difficulty in suppressing a fire once it is ignited. The evaluation of the critical fire weather index can also be utilized, such as energy release component, burning index, or ignition component (the “potential to burn”).

C. Assessing the Values

Assessing the values is identifying those elements that are determined significant enough to require enhanced fire protection. These elements include developed or natural conditions as well as public and firefighter safety.

Values are defined as natural or developed areas where loss or destruction by wildland fire would be unacceptable (the “potential for loss”).

Value considerations could be:

- Life
- Commercial Development
- Residential/Structures
- Air Quality
- Political/Social Concerns
- Scenery
- Recreation
- Water Storage
- Threatened & Endangered Species Habitat
- Wildlife and Fish Habitat
- Cultural/Historical
- Riparian Areas
- Water Quality
- Pumping Systems
- Power Supplies

D. Fire Occurrence Evaluation

1. Identify fires by location, size, and cause.
2. Develop cause trends.
3. Determine types of use trends and occurrence zones.
4. Develop occurrence probability

III. WILDLAND FIRE PREVENTION ASSESSMENT ACTIONS

From the assessment process we have valuable information that allows us to design prevention actions that will be effective in reducing undesirable losses from wildfire.

- A. Risk can be effectively treated several ways:
 - 1. Restrictions or closures can be used to limit activities in specific areas.
 - 2. Education and awareness through personal contacts, media messages, signs, etc., can reduce the potential of ignitions.
 - 3. Enforcement actions can modify behavior and prevent ignitions. Examples might include enforcing debris burning restrictions or spark arrester requirements.

- B. Hazard can be effectively treated in several ways:
 - 1. Fuel reduction
 - 2. Vegetative modification
 - 3. The use of long term retardants

- C. Historical fire occurrence information tells us what fire cause our prevention actions should target. For example, prevention actions targeting incendiary fires should be primarily enforcement related rather than educational (signs, etc.).

IV. DEVELOP A WILDLAND FIRE PREVENTION PLAN

- A. A wildland fire prevention plan is an organized, written plan that sets forth prevention goals, and actions required to achieve those goals, for a given period of time.

- B. A wildland fire prevention plan:
 - 1. Analyzes the situation—where it has been, where it is now, and where it is likely to be in the future.
 - 2. Identifies the opportunities and problems facing wildland fire prevention.
 - 3. Sets forth specific and realistic goals.
 - 4. Defines a prevention strategy.
 - 5. Defines tactics to implement the strategy.
 - 6. Includes a communication plan (see next chapter).
 - 7. Specifies individuals responsible for program execution.
 - 8. Creates schedules and controls for the execution of programs.
 - 9. Provides forecasts and budgets.
 - 10. Provides for periodic review of performance under the plan and for making modifications if necessary.
 - 11. Provides a contingency plan to deal with developments, the occurrences of which are uncertain, but which would have an impact on the agency.

V. THE PURPOSE OF WILDLAND FIRE PREVENTION PLANNING

The three important goals of planning are:

- A. The plan must produce results—it should achieve the set objectives.
- B. The plan should enable the fire manager to exercise some control and discipline over the wildland fire prevention effort.
- C. The plan should communicate the goals of wildland fire prevention and the activities that will be employed to achieve them. It becomes the basis for obtaining top management approval, and it is the source of all implementation. Once the plan has been prepared and properly distributed, it becomes a powerful and important communication tool.

VI. WILDLAND FIRE PREVENTION STRATEGY IS DEVELOPED IN THE FOLLOWING TWO CATEGORIES:

A. General Actions

These actions include prevention activities that have application throughout the unit. These actions can often be difficult to quantify.

B. Specific Actions

These activities or tactics target a specific compartment or area and fire cause. These actions can be more quantifiable than general actions.

VII. PRESENTING THE WILDLAND FIRE PREVENTION PLAN

Commitment and implementation are vital to the wildland fire prevention assessment and plan. Accomplish this by convincing managers that the plan is important. Developing the presentation to managers is critical to your success.

Presenting the wildland fire prevention plan

When presenting the plan, be clear and concise. You will have more success in selling the proposal if it is organized and prepared. The following presentation basics should be considered:

- A. Develop an agenda.
- B. Always make sure the purpose of the presentation is understood by everyone in attendance.
- C. Begin the presentation with a statement of purpose and what the expected results will be.
- D. Don't try to accomplish too much at any one meeting or presentation. Have no more than one or two major objectives.
- E. Prepare carefully. Prepare both the material that will be used and the presentation techniques.
- F. Outline in detail everything to be covered.
- G. Use visual aids, such as flip charts, overhead transparencies, or Power Point.
- H. If a model or example is prepared, it should closely resemble the final product.

- I. Rehearse the presentation.
- J. Take charge and stay in control.
- K. Be flexible.
- L. Reach closure by the end of the presentation. Obtain some action or response to make it possible to proceed to the next stage of planning.
- M. Summarize the presentation as it draws to a close.
- N. Set the stage for the next step.

Notes

Social Considerations

8.0

Diverse audiences with diverse world views and agendas make up almost any community.. Being sensitive to the local agency's existing programs and culture is essential.

These recommendations are not rules for adapting to these diverse audiences; rather, they remind us that cultural differences exist and that the fire prevention education team should be aware and understand local audiences and what, if any, prevention and education programs exist. Adaptation of current programs or creating new ones to meet the situation should be tailored for the communication needs of the local audiences.

The people will help people understand concepts. The task will focus on the uniqueness of the people who live in the United States, and the unusual geography, history, immigration patterns and natural resources that affect everyone. The following information will help the team communicate more effectively.

I. WE ARE A NATION OF REGIONS

The United States has numerous regions that are distinctly different, and an effective team must be sensitive to the strengths and weaknesses of the region in which it operates. Three things to remember:

- A. The more self assured regions are, the less they appreciate being dictated to by outsiders who show no interest in sharing—or even understanding—local values.
- B. As resources and opportunities occur, each region becomes increasingly capable of solving its own problems at its own level, although habit and institutions do not necessarily cooperate.
- C. Changing cultures emphasize real, enduring and basic economic and social regional differences. Study the interest shown in different parts of the country towards grazing, or recreational use of public lands.

II. SOCIAL CONSIDERATIONS

- A. Tools Exist that Help Understand Different Cultures and Lifestyles
 - 1. Play detective when you are assigned to an unfamiliar area. Find out everything you can about the place. Start with the demographics (age, gender, average income, ethnic background and family makeup). Study the area with a good map.
 - 2. Find out everything you can about the group you are trying to reach. Where can you get the information you need?

- a. The library, the chamber of commerce, a local newspaper, or the mayor's office
- b. The local resource manager, public affairs officer, prevention specialists, and local office frontliners

B. Steps to Learning About a New Population

- 1. Start gathering information before you go.
- 2. Learn about local audiences.
 - a. Meet with host; the following questions are recommended:
 - (1) What target audiences are in the area?
 - (2) What cultural diversity should I be aware of?
 - (3) Are there things I should be particularly sensitive to?
 - (4) What are the relationships between the groups?
 - (5) Who are the opinion leaders of the groups?
 - (6) What are the political considerations for that area?
 - b. Meet with local PAO(s) and others. Address questions listed above.

- c. Meet with opinion leaders or representatives of each group. Ask them the best way to get messages to their constituent groups.
 3. Enlist the help of the opinion leaders or agency representatives who can:
 - a. Provide input into wording and design of products.
 - b. Arrange and attend group meetings with you.
 - c. Introduce you to other influential members of the group.

C. Your Influence Can Make Your Programs Work

By constantly watching for and responding to interesting, unusual, or unfamiliar social and cultural customs, you will increase your effectiveness in communities in which you work.

1. Identify the sensitive issues.
2. Be knowledgeable when you communicate person-to-person and make presentations.
3. Be well prepared for public meetings.

This is a listing of support and references material available to assist in developing a neighborhood, community, or residential fire prevention program. This listing will include:

- Brochures/Pamphlets
- Videotapes
- Publications/Documents
- Wildland fire Prevention Training Courses

I. SOURCES OF SUPPLIES

The following is a list of sources to acquire various materials and supplies:

- A. Cooperative Forest Fire Prevention (CFFP)
- B. National Fire Equipment and Supply System (NFES)
- C. Licensee Catalogs
- D. Unicor - signs
- E. Government Printing Office (GPO)
- F. Private Print Shops
- G. State, County and City Print Shops
- H. Donations

- I. National Fire Safety Council
- J. National Fire Protection Association (NFPA) - Some free materials available
- K. County Extension Services
- L. National Association of State Foresters Catalog
- M. National Wildfire Coordination Group (NWCG) Publications Catalog Part 2, NFES 3362
- N. Local Fire Agencies
- O. Government Sign Catalog
- P. Ad Council
- Q. Local Businesses
- R. Internet

II. CONSIDERATIONS

Following are some things to consider when purchasing materials:

- A. Use of Smokey materials and suits
- B. Time frames for ordering
- C. Government Printing office Regulations
- D. Bilingual Materials
- E. Developing or producing new materials and products

- F. Lack of geographic area-specific material
- G. Cost per item and potential effectiveness

III. FUNDING CONSIDERATIONS

Some things you should know when considering funding for materials include:

- A. Whose money is it?
- B. How much?
- C. Limitations
- D. Is cooperative money available?

IV. SOURCES OF BORROWING AND SHARING

- A. Local fire and non-fire agencies
- B. State and federal agencies

V. ORDERING PROCEDURES

Note: Get to know the ordering system and seek help from specialists. Make them a partner.

- A. Prepare requisition.
- B. Identify funding through Finance or local purchasing agent.
- C. Get approval of Finance or local purchasing agent.
- D. Get Team Leader approval.

VI. FEDERAL GOVERNMENT PRINTING OFFICE PROCEDURES

Federal agencies must follow Government Printing Office procedures when purchasing printing or duplication services. Waivers can be granted verbally for one-time non-repeating orders, based on needs and circumstances. If on weekends or holidays, do what is needed, document actions, make contact with printing specialist as soon as available. Check with local printing specialists on procedures.

Fire Prevention Operations

10.0

When the request for participation is received and a commitment is made, fundamental operational characteristics need to be considered. This section will deal with:

- Roles and Responsibilities—Requesting Unit
- Preparation for Assignment—Team Members
- On-Site Assignment—Team Leader and Team Members
- Completion of Assignment—Team Leader

I. ROLES AND RESPONSIBILITIES—REQUESTING UNIT

Prior to team's arrival, the requesting unit will:

- A. Outline expectation of team.
- B. Make appropriate notifications.
 - 1. Local
 - 2. Internal personnel
 - 3. Affected agencies
- C. Develop a list of contact persons.
 - 1. Agency representative
 - 2. Local procurement specialist
 - 3. Local finance specialist

II. PREPARATION FOR ASSIGNMENT—TEAM MEMBERS

Team members have the responsibility to determine:

- A. What is the nature of the assignment?
- B. What are the expectations of this assignment?
- C. What will be needed to be taken to this assignment?
- D. What type of clothing and equipment need to be considered?
 - 1. Uniform - ascertain protocol at destination and local area

2. Field clothes
3. Civilian clothes, footwear
4. Computer (laptop and printer)
5. Cellular phone
6. Hand-held programmable radio
7. Scanner (optional)
8. Transportation
9. Credit card - government and personal
10. Photo ID
11. Phone card
12. Personal protective equipment

E. Resource materials required

Reference kit

1. Publications (National MOB Guide, Prevention Guide, Sign Catalogue, etc.)
2. Forms
3. Key contact lists

F. Transportation/Travel

1. Travel to the assignment: What are the arrangements and who is responsible for making them?
2. Vehicle requirement at the assignment (4x4, rental, government, etc.). Make sure the designated driver meets agency driving qualification standards.

G. Facilities

1. Work space
2. Who will make necessary reservations?
3. Special needs
4. Policy: per diem, rentals, etc.

III. ON-SITE ASSIGNMENT—TEAM LEADER AND TEAM MEMBERS

A. Basic Assignment Information

1. Initial briefing and orientation, organizational chart
2. Delegation of authority, if required
3. Safety (driving, communications, tour of duty etc.)
4. Letter of introduction, business card, identification card
5. Local information, maps, tour of duty, internal phone lists, key contacts, etc.
6. Work space

B. Things To Do Upon Arrival

Team leader directs the team so team members are not acting individually.

1. Contact your agency representative.

Let the agency representative know of your arrival. Find out where the assigned work space will be. Ask the agency representative to introduce you to key people around the office. These people may be invaluable in the days ahead, so **ALWAYS** be friendly and gracious. Remember, this is their turf and they have their own jobs to do. Most will go out of their way to help if treated right.

2. Some people it would be helpful to meet:

- a. **Receptionist:** This person needs to know who you are, where you'll be working, your phone extension, and why you're there.
- b. **Dispatchers:** They also need to know who you are, where you're working, phone numbers (even where you're staying), etc.
- c. **Office Supply Staff:** Find out where the office supplies are that you can use (e.g., paper, paper clips, file folders, staplers, note pads, etc.).
- d. **Technology Support:** Find out where the fax machine, photocopy machine, printers, computers, etc., are and if there are any special considerations to using them. Also find out if any support personnel are available to assist.

3. Spend some time right away, if possible, with the agency representative, discussing the mission here, how you might help his/her agency, why this team was put together, your interagency role, etc.

Ask the agency representative if he/she has any particular concerns/advice about the area, if there are particular people you should meet (besides reps from all agencies) that may be useful or helpful, background information about the area, etc. . .**BUT DON'T GET INVOLVED IN INTERAGENCY POLITICS. . .**
REMEMBER, YOU ARE HERE TO WORK FOR AND WITH EVERYONE!!!

4. Make contact with each agency in the area.

Briefly explain your objectives and that you'd like to meet them. It is best if you can meet them initially at their office. That way, you are likely to meet other people in that agency who can give you pertinent and useful information and insight. It also helps spread the word or knowledge of your presence and what your mission is.

If possible, make plans to go into the field with the agency representative to look at conditions, problems, etc.

Remember that you are here to work for ALL the agencies, and that you will do your best to meet everyone's needs.

5. Listen, Listen, Listen!!!

Ask questions, get your agency representatives talking about their area, etc., LISTEN. At times it will seem like you're being overloaded with information, but work to absorb it all. Your agency representative or someone else you meet may say something in the course of a conversation that may not seem significant to them at the time but may be useful and helpful for you in this process.

Keep notes during the conversation, but whether you just jot down key points or keep notes, ALWAYS take a few minutes after each conversation to go back over your notes and fill in gaps while it's still fresh in your mind. This will help that information gel in your brain, help you keep things sorted out and organized, and it will be helpful in completing progress reports.

6. Set up a filing system.

It is useful to tag a separate file for each agency within the area. Keep conversation notes, particular concerns, literature, etc., separate and organized.

7. Identify short and long term concerns. . .and then ACT.

Act on immediate or short term concerns you find right away. Meet those needs and let your agency representative know what you're doing. A fire protection assessment should be done rather quickly because it is visual, brings information from different people and agencies together, and eases setting priorities.

- a. It will solidify your role in your agency representative's mind.

- b. It will help pave the way to work on long-term issues.
 - c. It will demonstrate the interest in the local problems and the willingness to work toward solutions.
 - d. It will provide a number of positive benefits; for example, make you a part of their team, so that you fit in and can start working with the local people.
8. Meet/talk to Public Affairs Officers (PAOs) at each of the agencies.

Make a point of meeting with local PAOs at the earliest possible time. Quite often, the fire program/prevention folks have little or no contact with PAOs, but this is an important link in getting a fire prevention message out to the public. Provide PAOs with the canned fire prevention messages. . .they appreciate having information like that and use it whenever they can. Look for ways to get PAO and fire staff working together.

9. Don't take over!

Remember, you're there to support their local fire prevention efforts, not move in and take over. Be friendly, gracious, and helpful to everyone. More than likely, they will be glad you are there. Be interested in everyone's program, but keep in mind that you're here to work for everyone in the area and treat them equally.

C. Reporting

1. Maintain a daily log: Whom did you contact? What did you say or do? Where? When? Why? How?
2. Complete daily reports, summary report, etc., including description of events and activities, etc.

D. Internal/External Communications

1. Identify unit protocol/policy for internal and external communications.
2. All internal documents such as unit logs, conversation records, etc. shall be saved.
3. **REQUESTING AGENCY MUST NOTIFY LOCAL PERSONNEL OF THE PREVENTION TEAM'S GOALS AND OBJECTIVES.** Ask how the agency is planning to do this, such as e-mail, radio, etc. Make it a habit to check with agency people to see if they have been informed about the team and what the goals are.

E. Financial Support

Clarify the following financial support issues with agency representative:

1. Procurement procedures
2. How to process payroll and per diem allowances
3. What credit cards are appropriate
4. AD requirement

IV. COMPLETION OF ASSIGNMENT—TEAM LEADER AND TEAM MEMBERS

- A. Conduct exit interview. (Team Leader)
- B. Provide a briefing for your replacement, both written and verbal.
- C. Receive performance rating from the requesting agency. (Team Leader)
- D. Prepare summary report. Should include:
 - 1. Recommendations
 - 2. Barriers/solutions
 - 3. Successes and failures
 - 4. Highlights
 - 5. Needed follow-up
 - 6. Warnings and pitfalls

V. PERFORMANCE EXPECTATIONS

The following are minimum performance expectations for wildland fire prevention education team participants:

- A. Make contacts daily with the team leader if in a remote location, and fax information, conversation records, logs. Confirm fax receipts on the other end!
- B. Share information, especially successes.
- C. Work as part of the total team to accomplish the mission and goals.
- D. Provide oversight, feedback, and consultation to all agencies involved.
- E. Listen. Assess needs. Communicate!
- F. Acknowledge accomplishments by the local unit.
- G. Be productive.
- H. Remember work/rest ratio.
- I. Don't let stress overcome you.
- J. Be fresh, be focused, and be safe!

VI. FIRE PREVENTION TEAM CHECKLIST

- Develop area-wide prevention strategies, based on a fire protection assessment and evaluation of communication behavior and information needs of different segments of the population.
- Develop prevention products for use.
- Maintain/promote interagency approach (use of logos).
- Promote responsibility for fire safety and encourage self-help actions in all handouts.
- Leave documentations with others.
- Report accomplishments.
- Action plan/local and national operational procedures, are they available?
- Assess the situation, gather information, and plan for the future.
- Conduct an organized exit interview and share documented information.
- Identify agency issues, concerns, and barriers.
- Planning barriers, statistical information, and policy available.
- Leave positive solutions/suggestions for a sustainable program in fire prevention with area liaison.
- Document all work on agency forms—all contacts, etc., for inclusion in summary report.
- Identify barriers to an effective prevention program and offer solutions.

VII. BRIEFING FOR INCOMING TEAM MEMBERS CHECKLIST

The orientation should be given by team leader or operations specialist, and, if possible, previous prevention specialist.

- Welcome
- Team mission, goals, objectives
- Team organization
- Orientation to office and introductions
- Ethics of time and money
- Area organization and management
- Upper level politics, cultural sensitivities, interagency concept
- Importance of documentation, e.g., conversation records, expenditures, activities, etc.
- Make contact with all agency representatives and all field going people (prevention and others)—provide a key contact list if possible
- Orientation packet

VIII. FIRE PREVENTION TEAM MEMBERS REMOTE DAILY RESPONSIBILITIES

Check in daily by phone with the fire prevention team with:

- A. Fax/phone time worked and expenses including motel, gas, and miscellaneous.
- B. Complete a daily activity report and fax report to the fire prevention team. Your written report should include:
 - 1. Summary of daily activities. This can be chronological or other acceptable style. It is important to leave tracks and these reports will help you prepare your exit summary. Do not get too detailed.
 - 2. Planned activities, what is to be accomplished and why.
 - 3. Contacts and agency phone numbers.
 - 4. Your daily location, phone number, and lodging location.
 - 5. Highlights and barriers.
 - 6. Recommendation for future area activities.
 - 7. Descriptions of any local, targeted prevention education innovations to be shared with other specialists. Fax or mail any documentation describing the innovation and persons to contact regarding it.

8. Complete Fire Prevention Daily Contact Log.
9. Complete Fire Prevention Objectives.
10. Complete Fire Prevention Daily Work Accomplishment Record.

FIRE PREVENTION OBJECTIVES

Unit _____ Planning Period _____ Date Submitted _____

Sub-Function _____

Prepared By _____ Approved By _____ Date Approved _____

Number	Objective (What is going to be done)	Priority	Due Date	Responsibility	Date Completed

Priority 1 = Must Do • Priority 2 = Should Do • Priority 3 = Nice to Do

FIRE PREVENTION DAILY WORK ACCOMPLISHMENT RECORD

Sub-Unit _____ Planning Period: _____ Month _____ Year _____

Administrative Unit _____ Prepared By _____ Date Submitted _____

Activity	Hours Planned	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	TOTAL				
GENERAL ACTIONS																																					
Education																																					
Engineering																																					
Enforcement																																					
Administration																																					
SPECIFIC ACTIONS																																					
Patrol																																					
Public contact																																					
Signs																																					
Inspections																																					
Law Enforcement																																					
Public Education																																					
Volunteers																																					
Hazard Reduction																																					
OTHER																																					
Fire Suppression																																					
TOTAL																																					

IX. FIRE PREVENTION MEMBER EXIT REPORTS

Personnel assigned to a project will keep daily logs to document daily activities. The exit interview/report is important to document work and help future fire prevention education team members to have successful assignments.

- List the accomplishments of the assignment.
- List suggestions for improvement.
- Recognize special individuals or groups for their help or activities.
- Provide an updated list of key contacts.
- List unfinished projects.
- Make recommendations regarding future work in the area.
- Other comments.

Interagency Cooperation

11.0

When wildfire prevention education teams are activated, Interagency involvement is essential. Effective areawide efforts cannot be conducted by a single agency. This section deals with fundamentals of working interagency, they include:

- Personal Skills
- Wildland fire Prevention Education
- Urban Interface Protection Activities
- Public Use Restriction and Jurisdiction

I. INTERAGENCY COORDINATION IS ONE OF THE MOST IMPORTANT EFFORTS THAT CAN BE DONE DURING AN ASSIGNMENT. SOME TRAITS, OR PERSONAL SKILLS NECESSARY TO ACCOMPLISH THESE TASKS ARE:

- A. Self motivation
- B. Understanding of Interagency and local situations
- C. Risk assessment skills
- D. Computer skills
- E. Fire protection knowledge
- F. Teamwork, skills
- G. Facilitation skills
- H. Interpersonal communications skills
- I. Ability to quickly recognize social and political issues
- J. Community relations skills
- K. Ability to integrate fire protection programs
- L. Ability to evaluate needs of requesting agencies
- M. Ability to recommend appropriate protection actions
- N. Ability to identify what programs are already in place.

II. WILDLAND FIRE PREVENTION ASSESSMENT:

A. Identify the fire knowledge base and responsible fire protection organizations:

1. Federal/state fire agencies
2. County/city fire departments
3. Rural/private fire companies or volunteers
4. Landowners

B. Identify wildland fire prevention planning available

Identify: Risks, Hazards and Values

C. Identify type of program needed

Identify what is needed to address the needs of the community

1. Short term - can be accomplished during assignment
 - a. Signs
 - b. Distribution of information
 - c. Community awareness meeting
 - d. Public service announcements to local public media (newspapers, radio, television)

2. Long term - to be completed throughout year
 - a. Fire prevention analysis - can be prepared in a day or so at the beginning of an assignment if one has not already been done locally, multi-agency fire prevention analysis can be evaluated. These may be rough, but are important to development of strategy and tactics.
 - b. Community protection plan
 - c. Large fuel modification project
 - d. Develop fire prevention cooperatives

III. URBAN INTERFACE PROTECTION ACTIVITIES

- A. Conduct community based workshops - facilitate integrated solutions
 1. Fire safe communities
 2. Evacuation check list
- B. Cooperative Agency Training (would be most effective if shared by all agencies, some courses available are listed below. This training will enhance interagency cooperation and is available from the PMS system.).
 1. Facilitative Instructor Training
 2. “Fire Prevention in the Urban Interface”
 3. “Fire-wise Landscaping”

4. P-110 “Inspecting Fire Prone Property”
 5. P-101 “Introduction to Fire Prevention”
 6. Incident Information “Wildland fire prevention and the media”
- C. Cooperative involvement (to meet any of the protection goals and objectives it is essential that all cooperators participate).
1. Volunteers
 2. Interagency exchange
 3. Civic government (fire, law and administrators) - The analysis is useful to help fire agencies communicate threat and needs to non-fire agencies.

IV. PUBLIC USE RESTRICTION AND JURISDICTION

This section gives examples of steps to consider when planning and implementing restrictions. Authorities and jurisdictions need to be addressed in order to administer restrictions effectively.

A. Federal Lands

Those lands affected by restricted use or closure need to be under coordinated authorities and jurisdiction.

1. Promote meetings between adjoining agencies, civic government and large landowners.
2. Review delegation of authority where applicable.
3. Inform state/county enforcement officials.

4. Review any existing agreements, plans, or policies that all ready exist that give direction to restrictions and closure.
5. Review available resources to ensure they are adequate to meet planned need; this includes state and local government, plus any private or volunteer groups.
6. Identify local jurisdictional laws, regulations, codes, and ordinances.
7. Determine the collateral losses associated with closures and restricted use (damage to tourism based economy, loss of recreation values, etc.) and determine ways to mitigate or minimize losses through integrated fire management and coordination with other functional areas within and among agencies.

B. State and Private Lands

Same considerations as above.

Common Origins of Wildland Fires and Intervention Techniques

I. COMMON ORIGINS OF WILDLAND FIRES

- A. Natural Fire
- B. Campfire
- C. Smoking
- D. Fire Use
- E. Incendiary
- F. Equipment
- G. Railroad
- H. Juveniles
- I. Miscellaneous

NATURAL FIRE PREVENTION INTERVENTION

1.1

Related Causes: Lightning, Volcanic, Other-Known/Unknown

01

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Fire Safety Material	o	o	n	o	o	o	o	o	o	o
● Fire Safety Programs-Homeowners Planning Commissions, etc.	o	o	o	o	o	o	o	n	o	o
● Specific Campaign Development	n	o	o	o	o	o	o	o	o	o
● Train Volunteer Fire Departments	n	o	o	o	o	o	o	o	o	o
● Utilize Volunteers	n	o	o	o	o	o	o	o	o	o
● Urban Interface	o	o	o	o	o	n	o	o	o	o
● Neighborhood Programs	o	o	o	o	o	n	o	o	o	o
● Mass Media-Radio	o	o	n	o	o	o	o	o	o	o
● Mass Media-Written	o	o	n	o	o	o	o	o	o	o
● Mass Media-Television	o	o	n	o	o	o	o	o	o	o
● Mass Media-General	o	o	n	o	o	o	o	o	o	o
● Interagency Campaigns-CFFP, Characters	n	o	o	o	o	o	o	o	o	o
● Fire Information	o	n	o	o	o	o	o	o	o	o
● Children's Programs-Specific	n	o	o	o	o	o	o	o	o	o
● Signing	n	o	o	o	o	o	o	o	o	o
● Public Education-General	o	n	o	o	o	o	o	o	o	o
● Printed Material-Other	o	n	o	o	o	o	o	o	o	o
● High Visibility Patrol-Public Contact	o	n	o	o	o	o	o	o	o	o
● High Visibility Fire Prevention-Militia, Visitor Centers, etc.	o	n	o	o	o	o	o	o	o	o
● School Programs	n	o	o	o	o	o	o	o	o	o
● Sports	n	o	o	o	o	o	o	o	o	o
● Parades	n	o	o	o	o	o	o	o	o	o
● Fairs	n	o	o	o	o	o	o	o	o	o
● Exhibits/Displays	n	o	o	o	o	o	o	o	o	o
● Internal Communication	o	n	o	o	o	o	o	o	o	o
● Bilingual Programs	n	o	o	o	o	o	o	o	o	o

NATURAL FIRE PREVENTION INTERVENTION

1.1

1 = Not Applicable	2-4 = Public Awareness
5-8 = Effective	9-10 = Highly Effective

COMPONENT : ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Establish Construction Activity Fire Criteria	n	o	o	o	o	o	o	o	o	o
● Notify Utilities of Fire Precautions	n	o	o	o	o	o	o	o	o	o
● Spot Check Utilities	n	o	o	o	o	o	o	o	o	o
● Inspection of Utilities, Power Lines, Railroads, etc.	n	o	o	o	o	o	o	o	o	o
● Campfire Safety	n	o	o	o	o	o	o	o	o	o
● Hazard Reduction (Incl. Prescribed Fire)	o	o	o	o	o	o	o	o	n	o
● Residential Evaluations/Inspections	o	o	o	n	o	o	o	o	o	o
● Land Use Development	n	o	o	o	o	o	o	o	o	o

COMPONENT : ENFORCEMENT

● Fire Investigation	n	o	o	o	o	o	o	o	o	o
● Restricted Use	n	o	o	o	o	o	o	o	o	o
● Enforcement Codes/Ordinances	o	o	o	o	o	o	o	o	n	o
● Fire Precaution Regulations	n	o	o	o	o	o	o	o	o	o
● Spark Arresters	n	o	o	o	o	o	o	o	o	o
● Permits	n	o	o	o	o	o	o	o	o	o
● Inspections	o	o	o	n	o	o	o	o	o	o

COMPONENT : ADMINISTRATION

● Early Warning	o	n	o	o	o	o	o	o	o	o
● Corporate Involvement	n	o	o	o	o	o	o	o	o	o
● Training	n	o	o	o	o	o	o	o	o	o
● Cooperative Fire Prevention	n	o	o	o	o	o	o	o	o	o
● Planning	o	o	o	o	n	o	o	o	o	o

CAMPFIRE PREVENTION INTERVENTION

1.2

Related Causes: Cooking/Warming Fire, Other-Known/Unknown 02
 Campfire related ignitions can be reduced through effective application of education, engineering, and enforcement activities.

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Fire Safety Material	o	o	o	o	o	o	n	o	o	o
● Fire Safety Programs-Homeowners Planning Commissions, etc.	o	o	o	o	n	o	o	o	o	o
● Specific Campaign Development	o	o	o	o	o	o	o	n	o	o
● Train Volunteer Fire Departments	o	o	o	o	o	o	o	n	o	o
● Utilize Volunteers	o	o	o	o	n	o	o	o	o	o
● Urban Interface	o	n	o	o	o	o	o	o	o	o
● Neighborhood Programs	o	n	o	o	o	o	o	o	o	o
● Mass Media-Radio	o	o	o	o	o	o	o	n	o	o
● Mass Media-Written	o	o	o	o	o	o	o	n	o	o
● Mass Media-Television	o	o	o	o	o	o	o	n	o	o
● Mass Media-General	o	o	o	o	o	o	o	n	o	o
● Interagency Campaigns-CFFP, Characters	o	o	o	o	o	o	o	o	n	o
● Fire Information	o	o	o	o	o	o	n	o	o	o
● Children's Programs-Specific	o	o	n	o	o	o	o	o	o	o
● Signing	o	o	o	o	o	o	o	o	n	o
● Public Education-General	o	o	o	o	o	o	o	o	n	o
● Printed Material-Other	o	o	o	o	o	o	o	n	o	o
● High Visibility Patrol-Public Contact	o	o	o	o	o	o	o	n	o	o
● High Visibility Fire Prevention-Militia, Visitor Centers, etc.	o	o	o	o	o	o	o	n	o	o
● School Programs	o	o	n	o	o	o	o	o	o	o
● Sports	o	o	o	o	o	o	n	o	o	o
● Parades	o	o	o	o	n	o	o	o	o	o
● Fairs	o	o	o	o	o	n	o	o	o	o
● Exhibits/Displays	o	o	o	o	o	n	o	o	o	o
● Internal Communication	o	o	n	o	o	o	o	o	o	o
● Bilingual Programs	o	o	o	o	n	o	o	o	o	o

CAMPFIRE PREVENTION INTERVENTION

1.2

1 = Not Applicable
5-8 = Effective

2-4 = Public Awareness
9-10 = Highly Effective

COMPONENT : ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Establish Construction Activity Fire Criteria	n	o	o	o	o	o	o	o	o	o
● Notify Utilities of Fire Precautions	n	o	o	o	o	o	o	o	o	o
● Spot Check Utilities	n	o	o	o	o	o	o	o	o	o
● Inspection of Utilities, Power Lines, Railroads, etc.	n	o	o	o	o	o	o	o	o	o
● Campfire Safety	o	o	o	o	o	o	o	o	n	o
● Hazard Reduction (Incl. Prescribed Fire)	o	o	o	o	o	o	o	o	o	n
● Residential Evaluations/Inspections	n	o	o	o	o	o	o	o	o	o
● Land Use Development	n	o	o	o	o	o	o	o	o	o

COMPONENT : ENFORCEMENT

● Fire Investigation	n	o	o	o	o	o	o	o	o	o
● Restricted Use	o	o	o	o	o	o	o	o	n	o
● Enforcement Codes/Ordinances	o	o	o	o	o	o	o	o	n	o
● Fire Precaution Regulations	o	o	o	o	o	o	o	o	n	o
● Spark Arresters	n	o	o	o	o	o	o	o	o	o
● Permits	o	o	o	o	o	o	o	o	n	o
● Inspections	o	o	o	o	o	o	o	n	o	o

COMPONENT : ADMINISTRATION

● Early Warning	n	o	o	o	o	o	o	o	o	o
● Corporate Involvement	n	o	o	o	o	o	o	o	o	o
● Training	n	o	o	o	o	o	o	o	o	o
● Cooperative Fire Prevention	n	o	o	o	o	o	o	o	o	o
● Planning	n	o	o	o	o	o	o	o	o	o

SMOKING PREVENTION INTERVENTION

1.3

Related Causes: Smoking Activities

03

Smoking related ignitions can be reduced through effective application of education and enforcement strategies.

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Fire Safety Material	o	o	o	o	n	o	o	o	o	o
● Fire Safety Programs-Homeowners Planning Commissions, etc.	n	o	o	o	o	o	o	o	o	o
● Specific Campaign Development	o	o	o	o	o	o	o	n	o	o
● Train Volunteer Fire Departments	o	n	o	o	o	o	o	o	o	o
● Utilize Volunteers	o	n	o	o	o	o	o	o	o	o
● Urban Interface	o	o	n	o	o	o	o	o	o	o
● Neighborhood Programs	o	o	n	o	o	o	o	o	o	o
● Mass Media-Radio	o	o	o	o	o	n	o	o	o	o
● Mass Media-Written	o	o	o	o	o	n	o	o	o	o
● Mass Media-Television	o	o	o	o	o	o	o	n	o	o
● Mass Media-General	o	o	o	o	o	o	n	o	o	o
● Interagency Campaigns-CFFP, Characters	o	o	o	o	n	o	o	o	o	o
● Fire Information	o	n	o	o	o	o	o	o	o	o
● Children's Programs-Specific	o	n	o	o	o	o	o	o	o	o
● Signing	o	o	o	o	o	o	n	o	o	o
● Public Education-General	o	o	o	o	o	n	o	o	o	o
● Printed Material-Other	o	o	o	o	n	o	o	o	o	o
● High Visibility Patrol-Public Contact	o	o	o	o	o	n	o	o	o	o
● High Visibility Fire Prevention-Militia, Visitor Centers, etc.	o	n	o	o	o	o	o	o	o	o
● School Programs	o	n	o	o	o	o	o	o	o	o
● Sports	o	n	o	o	o	o	o	o	o	o
● Parades	o	n	o	o	o	o	o	o	o	o
● Fairs	o	n	o	o	o	o	o	o	o	o
● Exhibits/Displays	o	n	o	o	o	o	o	o	o	o
● Internal Communication	o	n	o	o	o	o	o	o	o	o
● Bilingual Programs	o	o	o	o	n	o	o	o	o	o

SMOKING PREVENTION INTERVENTION

1.3

1 = Not Applicable	2-4 = Public Awareness
5-8 = Effective	9-10 = Highly Effective

COMPONENT : ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Establish Construction Activity Fire Criteria	n	o	o	o	o	o	o	o	o	o
● Notify Utilities of Fire Precautions	n	o	o	o	o	o	o	o	o	o
● Spot Check Utilities	n	o	o	o	o	o	o	o	o	o
● Inspection of Utilities, Power Lines, Railroads, etc.	n	o	o	o	o	o	o	o	o	o
● Campfire Safety	o	n	o	o	o	o	o	o	o	o
● Hazard Reduction (Incl. Prescribed Fire)	n	o	o	o	o	o	o	o	o	o
● Residential Evaluations/Inspections	o	n	o	o	o	o	o	o	o	o
● Land Use Development	n	o	o	o	o	o	o	o	o	o

COMPONENT : ENFORCEMENT

● Fire Investigation	n	o	o	o	o	o	o	o	o	o
● Restricted Use	o	o	o	o	o	o	o	n	o	o
● Enforcement Codes/Ordinances	o	o	o	o	o	o	n	o	o	o
● Fire Precaution Regulations	o	o	o	o	o	o	n	o	o	o
● Spark Arresters	n	o	o	o	o	o	o	o	o	o
● Permits	n	o	o	o	o	o	o	o	o	o
● Inspections	o	o	o	o	o	o	o	o	o	o

COMPONENT : ADMINISTRATION

● Early Warning	n	o	o	o	o	o	o	o	o	o
● Corporate Involvement	n	o	o	o	o	o	o	o	o	o
● Training	n	o	o	o	o	o	o	o	o	o
● Cooperative Fire Prevention	n	o	o	o	o	o	o	o	o	o
● Planning	n	o	o	o	o	o	o	o	o	o

FIRE USE PREVENTION INTERVENTION

1.4

Related Causes: Trash Burning, Burning Dump, Field Burning, Land Clearing, Slash Burning, Right-of-Way Burning, Resource Mgmt. Burning, Other-Known/Unknown 04

Fire use related ignitions can be reduced through effective application of education and enforcement strategies.

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Fire Safety Material	o	o	o	o	o	o	o	n	o	o
● Fire Safety Programs-Homeowners Planning Commissions, etc.	o	o	o	o	o	o	o	n	o	o
● Specific Campaign Development	o	o	o	o	o	o	o	n	o	o
● Train Volunteer Fire Departments	o	o	o	o	o	o	o	n	o	o
● Utilize Volunteers	o	o	o	o	o	o	n	o	o	o
● Urban Interface	o	o	o	o	o	o	o	n	o	o
● Neighborhood Programs	o	o	o	o	o	o	o	n	o	o
● Mass Media-Radio	o	o	o	o	o	o	o	o	n	o
● Mass Media-Written	o	o	o	o	o	o	o	o	n	o
● Mass Media-Television	o	o	o	o	o	o	o	o	o	n
● Mass Media-General	o	o	o	o	o	o	o	o	n	o
● Interagency Campaigns-CFFP, Characters	o	o	o	o	n	o	o	o	o	o
● Fire Information	o	o	n	o	o	o	o	o	o	o
● Children's Programs-Specific	o	n	o	o	o	o	o	o	o	o
● Signing	o	o	o	o	o	n	o	o	o	o
● Public Education-General	o	o	o	o	o	n	o	o	o	o
● Printed Material-Other	o	o	o	o	o	n	o	o	o	o
● High Visibility Patrol-Public Contact	o	o	o	o	o	o	o	n	o	o
● High Visibility Fire Prevention-Militia, Visitor Centers, etc.	o	o	o	o	o	o	o	n	o	o
● School Programs	o	n	o	o	o	o	o	o	o	o
● Sports	o	o	o	n	o	o	o	o	o	o
● Parades	o	n	o	o	o	o	o	o	o	o
● Fairs	o	o	o	n	o	o	o	o	o	o
● Exhibits/Displays	o	o	o	n	o	o	o	o	o	o
● Internal Communication	o	n	o	o	o	o	o	o	o	o
● Bilingual Programs	o	o	o	o	o	o	n	o	o	o

FIRE USE PREVENTION INTERVENTION

1.4

1 = Not Applicable	2-4 = Public Awareness
5-8 = Effective	9-10 = Highly Effective

COMPONENT : ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Establish Construction Activity Fire Criteria	n	o	o	o	o	o	o	o	o	o
● Notify Utilities of Fire Precautions	n	o	o	o	o	o	o	o	o	o
● Spot Check Utilities	n	o	o	o	o	o	o	o	o	o
● Inspection of Utilities, Power Lines, Railroads, etc.	n	o	o	o	o	o	o	o	o	o
● Campfire Safety	o	o	n	o	o	o	o	o	o	o
● Hazard Reduction (Incl. Prescribed Fire)	n	o	o	o	o	o	o	o	o	o
● Residential Evaluations/Inspections	o	o	o	o	n	o	o	o	o	o
● Land Use Development	n	o	o	o	o	o	o	o	o	o

COMPONENT : ENFORCEMENT

● Fire Investigation	n	o	o	o	o	o	o	o	o	o
● Restricted Use	o	o	o	o	o	o	o	o	n	o
● Enforcement Codes/Ordinances	o	o	o	o	o	o	o	o	n	o
● Fire Precaution Regulations	o	o	o	o	o	o	o	o	n	o
● Spark Arresters	n	o	o	o	o	o	o	o	o	o
● Permits	o	o	o	o	o	o	o	o	n	o
● Inspections	o	o	o	o	o	o	o	o	n	o

COMPONENT : ADMINISTRATION

● Early Warning	n	o	o	o	o	o	o	o	o	o
● Corporate Involvement	n	o	o	o	o	o	o	o	o	o
● Training	n	o	o	o	o	o	o	o	o	o
● Cooperative Fire Prevention	n	o	o	o	o	o	o	o	o	o
● Planning	n	o	o	o	o	o	o	o	o	o

INCENDIARY PREVENTION INTERVENTION

1.5

Related Causes: Grudge Fire, Recurrent (Pyromania),
Other-Known/Unknown

05

Incendiary related ignitions can be reduced through effective application of education and enforcement strategies.

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Fire Safety Material	o	o	o	o	n	o	o	o	o	o
● Fire Safety Programs-Homeowners Planning Commissions, etc.	o	n	o	o	o	o	o	o	o	o
● Specific Campaign Development	o	o	o	o	o	o	o	n	o	o
● Train Volunteer Fire Departments	o	o	o	o	n	o	o	o	o	o
● Utilize Volunteers	o	n	o	o	o	o	o	o	o	o
● Urban Interface	o	n	o	o	o	o	o	o	o	o
● Neighborhood Programs	o	o	o	o	o	o	o	n	o	o
● Mass Media-Radio	o	o	o	o	o	o	n	o	o	o
● Mass Media-Written	o	o	o	o	o	o	n	o	o	o
● Mass Media-Television	o	o	o	o	o	o	n	o	o	o
● Mass Media-General	o	o	o	o	o	o	n	o	o	o
● Interagency Campaigns-CFFP, Characters	o	o	n	o	o	o	o	o	o	o
● Fire Information	o	n	o	o	o	o	o	o	o	o
● Children's Programs-Specific	o	n	o	o	o	o	o	o	o	o
● Signing	o	o	o	o	o	o	n	o	o	o
● Public Education-General	o	o	n	o	o	o	o	o	o	o
● Printed Material-Other	o	o	o	o	n	o	o	o	o	o
● High Visibility Patrol-Public Contact	o	o	o	o	o	o	o	n	o	o
● High Visibility Fire Prevention-Militia, Visitor Centers, etc.	o	o	o	o	o	o	o	n	o	o
● School Programs	o	n	o	o	o	o	o	o	o	o
● Sports	o	o	o	n	o	o	o	o	o	o
● Parades	o	n	o	o	o	o	o	o	o	o
● Fairs	o	n	o	o	o	o	o	o	o	o
● Exhibits/Displays	o	o	n	o	o	o	o	o	o	o
● Internal Communication	o	n	o	o	o	o	o	o	o	o
● Bilingual Programs	o	o	o	o	n	o	o	o	o	o

INCENDIARY PREVENTION INTERVENTION

1.5

1 = Not Applicable	2-4 = Public Awareness
5-8 = Effective	9-10 = Highly Effective

COMPONENT : ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Establish Construction Activity Fire Criteria	n	o	o	o	o	o	o	o	o	o
● Notify Utilities of Fire Precautions	n	o	o	o	o	o	o	o	o	o
● Spot Check Utilities	n	o	o	o	o	o	o	o	o	o
● Inspection of Utilities, Power Lines, Railroads, etc.	n	o	o	o	o	o	o	o	o	o
● Campfire Safety	n	o	o	o	o	o	o	o	o	o
● Hazard Reduction (Incl. Prescribed Fire)	n	o	o	o	o	o	o	o	o	o
● Residential Evaluations/Inspections	n	o	o	o	o	o	o	o	o	o
● Land Use Development	n	o	o	o	o	o	o	o	o	o

COMPONENT : ENFORCEMENT

● Fire Investigation	o	o	o	o	n	o	o	o	o	o
● Restricted Use	o	n	o	o	o	o	o	o	o	o
● Enforcement Codes/Ordinances	o	n	o	o	o	o	o	o	o	o
● Fire Precaution Regulations	o	n	o	o	o	o	o	o	o	o
● Spark Arresters	n	o	o	o	o	o	o	o	o	o
● Permits	n	o	o	o	o	o	o	o	o	o
● Inspections	n	o	o	o	o	o	o	o	o	o

COMPONENT : ADMINISTRATION

● Early Warning	n	o	o	o	o	o	o	o	o	o
● Corporate Involvement	n	o	o	o	o	o	o	o	o	o
● Training	n	o	o	o	o	o	o	o	o	o
● Cooperative Fire Prevention	n	o	o	o	o	o	o	o	o	o
● Planning	n	o	o	o	o	o	o	o	o	o

EQUIPMENT PREVENTION INTERVENTION

1.6

Related Causes: Brakes, Blasting, Power Lines,
Other-Known/Unknown

06

Equipment related ignitions can be reduced through effective application of education, engineering, and enforcement strategies.

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Fire Safety Material	o	n	o	o	o	o	o	o	o	o
● Fire Safety Programs-Homeowners Planning Commissions, etc.	o	n	o	o	o	o	o	o	o	o
● Specific Campaign Development	o	o	o	o	o	o	o	n	o	o
● Train Volunteer Fire Departments	o	o	n	o	o	o	o	o	o	o
● Utilize Volunteers	o	o	n	o	o	o	o	o	o	o
● Urban Interface	o	o	o	o	n	o	o	o	o	o
● Neighborhood Programs	o	o	o	o	n	o	o	o	o	o
● Mass Media-Radio	o	o	n	o	o	o	o	o	o	o
● Mass Media-Written	o	o	n	o	o	o	o	o	o	o
● Mass Media-Television	o	o	o	o	o	o	n	o	o	o
● Mass Media-General	o	o	o	o	n	o	o	o	o	o
● Interagency Campaigns-CFFP, Characters	o	n	o	o	o	o	o	o	o	o
● Fire Information	o	n	o	o	o	o	o	o	o	o
● Children's Programs-Specific	o	n	o	o	o	o	o	o	o	o
● Signing	o	o	o	o	o	o	n	o	o	o
● Public Education-General	o	o	o	o	o	o	n	o	o	o
● Printed Material-Other	o	o	o	o	o	o	n	o	o	o
● High Visibility Patrol-Public Contact	o	o	o	o	n	o	o	o	o	o
● High Visibility Fire Prevention-Militia, Visitor Centers, etc.	o	o	o	o	n	o	o	o	o	o
● School Programs	o	n	o	o	o	o	o	o	o	o
● Sports	o	n	o	o	o	o	o	o	o	o
● Parades	o	n	o	o	o	o	o	o	o	o
● Fairs	o	o	o	o	n	o	o	o	o	o
● Exhibits/Displays	o	o	o	o	n	o	o	o	o	o
● Internal Communication	o	n	o	o	o	o	o	o	o	o
● Bilingual Programs	o	o	o	o	n	o	o	o	o	o

EQUIPMENT PREVENTION INTERVENTION

1.6

1 = Not Applicable
5-8 = Effective

2-4 = Public Awareness
9-10 = Highly Effective

COMPONENT : ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Establish Construction Activity Fire Criteria	o	o	o	o	o	o	o	o	n	o
● Notify Utilities of Fire Precautions	o	n	o	o	o	o	o	o	o	o
● Spot Check Utilities	n	o	o	o	o	o	o	o	o	o
● Inspection of Utilities, Power Lines, Railroads, etc.	o	o	o	o	o	o	o	o	n	o
● Campfire Safety	o	n	o	o	o	o	o	o	o	o
● Hazard Reduction (Incl. Prescribed Fire)	o	n	o	o	o	o	o	o	o	o
● Residential Evaluations/Inspections	o	n	o	o	o	o	o	o	o	o
● Land Use Development	o	n	o	o	o	o	o	o	o	o

COMPONENT : ENFORCEMENT

● Fire Investigation	n	o	o	o	o	o	o	o	o	o
● Restricted Use	o	o	o	o	o	o	o	o	n	o
● Enforcement Codes/Ordinances	o	o	o	o	o	o	o	o	n	o
● Fire Precaution Regulations	o	o	o	o	o	o	o	o	n	o
● Spark Arresters	o	o	o	o	o	o	o	o	n	o
● Permits	o	o	o	o	n	o	o	o	o	o
● Inspections	o	o	o	o	o	o	o	o	n	o

COMPONENT : ADMINISTRATION

● Early Warning	n	o	o	o	o	o	o	o	o	o
● Corporate Involvement	n	o	o	o	o	o	o	o	o	o
● Training	n	o	o	o	o	o	o	o	o	o
● Cooperative Fire Prevention	n	o	o	o	o	o	o	o	o	o
● Planning	n	o	o	o	o	o	o	o	o	o

RAILROAD PREVENTION INTERVENTION

1.7

Related Causes: Exhaust, Brakes, Other-Known/Unknown 07
 Railroad related ignitions can be reduced through effective application of engineering, and enforcement strategies.

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Fire Safety Material	n	o	o	o	o	o	o	o	o	o
● Fire Safety Programs-Homeowners Planning Commissions, etc.	n	o	o	o	o	o	o	o	o	o
● Specific Campaign Development	n	o	o	o	o	o	o	o	o	o
● Train Volunteer Fire Departments	n	o	o	o	o	o	o	o	o	o
● Utilize Volunteers	n	o	o	o	o	o	o	o	o	o
● Urban Interface	n	o	o	o	o	o	o	o	o	o
● Neighborhood Programs	n	o	o	o	o	o	o	o	o	o
● Mass Media-Radio	n	o	o	o	o	o	o	o	o	o
● Mass Media-Written	n	o	o	o	o	o	o	o	o	o
● Mass Media-Television	n	o	o	o	o	o	o	o	o	o
● Mass Media-General	n	o	o	o	o	o	o	o	o	o
● Interagency Campaigns-CFFP, Characters	n	o	o	o	o	o	o	o	o	o
● Fire Information	n	o	o	o	o	o	o	o	o	o
● Children's Programs-Specific	n	o	o	o	o	o	o	o	o	o
● Signing	n	o	o	o	o	o	o	o	o	o
● Public Education-General	n	o	o	o	o	o	o	o	o	o
● Printed Material-Other	n	o	o	o	o	o	o	o	o	o
● High Visibility Patrol-Public Contact	n	o	o	o	o	o	o	o	o	o
● High Visibility Fire Prevention-Militia, Visitor Centers, etc.	n	o	o	o	o	o	o	o	o	o
● School Programs	n	o	o	o	o	o	o	o	o	o
● Sports	n	o	o	o	o	o	o	o	o	o
● Parades	n	o	o	o	o	o	o	o	o	o
● Fairs	n	o	o	o	o	o	o	o	o	o
● Exhibits/Displays	n	o	o	o	o	o	o	o	o	o
● Internal Communication	n	o	o	o	o	o	o	o	o	o
● Bilingual Programs	n	o	o	o	o	o	o	o	o	o

RAILROAD PREVENTION INTERVENTION

1.7

1 = Not Applicable
5-8 = Effective

2-4 = Public Awareness
9-10 = Highly Effective

COMPONENT : ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Establish Construction Activity Fire Criteria	o	o	o	o	n	o	o	o	o	o
● Notify Utilities of Fire Precautions	o	o	o	o	o	o	o	n	o	o
● Spot Check Utilities	o	o	o	o	o	o	o	o	n	o
● Inspection of Utilities, Power Lines, Railroads, etc.	o	o	o	o	o	o	o	o	n	o
● Campfire Safety	n	o	o	o	o	o	o	o	o	o
● Hazard Reduction (Incl. Prescribed Fire)	o	o	o	o	o	o	o	o	n	o
● Residential Evaluations/Inspections	n	o	o	o	o	o	o	o	o	o
● Land Use Development	n	o	o	o	o	o	o	o	o	o

COMPONENT : ENFORCEMENT

● Fire Investigation	n	o	o	o	o	o	o	o	o	o
● Restricted Use	n	o	o	o	o	o	o	o	o	o
● Enforcement Codes/Ordinances	o	o	o	o	o	o	n	o	o	o
● Fire Precaution Regulations	o	o	o	o	o	o	n	o	o	o
● Spark Arresters	o	o	o	o	o	o	o	o	n	o
● Permits	o	o	o	o	o	n	o	o	o	o
● Inspections	o	o	o	o	o	o	o	o	n	o

COMPONENT : ADMINISTRATION

● Early Warning	n	o	o	o	o	o	o	o	o	o
● Corporate Involvement	n	o	o	o	o	o	o	o	o	o
● Training	n	o	o	o	o	o	o	o	o	o
● Cooperative Fire Prevention	n	o	o	o	o	o	o	o	o	o
● Planning	n	o	o	o	o	o	o	o	o	o

JUVENILES PREVENTION INTERVENTION

1.8

Related Causes: Fireworks, Ignition Devices (Matches, Lighters, etc.), Other-Known/Unknown 08

Juvenile related ignitions can be reduced through effective application of education strategies.

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Fire Safety Material	o	o	o	n	o	o	o	o	o	o
● Fire Safety Programs-Homeowners Planning Commissions, etc.	o	n	o	o	o	o	o	o	o	o
● Specific Campaign Development	o	o	o	o	o	o	o	o	n	o
● Train Volunteer Fire Departments	o	o	o	o	n	o	o	o	o	o
● Utilize Volunteers	o	o	o	o	n	o	o	o	o	o
● Urban Interface	o	o	o	o	n	o	o	o	o	o
● Neighborhood Programs	o	o	o	o	o	o	o	n	o	o
● Mass Media-Radio	o	o	o	o	o	o	o	n	o	o
● Mass Media-Written	o	o	o	o	o	o	o	n	o	o
● Mass Media-Television	o	o	o	o	o	o	o	n	o	o
● Mass Media-General	o	o	o	o	o	o	o	n	o	o
● Interagency Campaigns-CFFP, Characters	o	o	o	o	o	o	o	o	n	o
● Fire Information	o	n	o	o	o	o	o	o	o	o
● Children's Programs-Specific	o	o	o	o	o	o	o	n	o	o
● Signing	o	o	o	o	n	o	o	o	o	o
● Public Education-General	o	o	o	o	o	o	o	n	o	o
● Printed Material-Other	o	o	o	o	o	o	o	n	o	o
● High Visibility Patrol-Public Contact	o	o	o	o	o	o	o	n	o	o
● High Visibility Fire Prevention-Militia, Visitor Centers, etc.	o	o	o	o	o	o	o	n	o	o
● School Programs	o	o	o	o	o	o	o	o	n	o
● Sports	o	o	o	o	o	o	o	o	n	o
● Parades	o	o	o	o	o	o	o	o	n	o
● Fairs	o	o	o	o	o	o	o	o	n	o
● Exhibits/Displays	o	o	o	o	o	o	o	o	n	o
● Internal Communication	o	n	o	o	o	o	o	o	o	o
● Bilingual Programs	o	o	o	o	o	o	o	o	n	o

JUVENILES PREVENTION INTERVENTION

1.8

1 = Not Applicable	2-4 = Public Awareness
5-8 = Effective	9-10 = Highly Effective

COMPONENT : ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Establish Construction Activity Fire Criteria	n	o	o	o	o	o	o	o	o	o
● Notify Utilities of Fire Precautions	n	o	o	o	o	o	o	o	o	o
● Spot Check Utilities	n	o	o	o	o	o	o	o	o	o
● Inspection of Utilities, Power Lines, Railroads, etc.	n	o	o	o	o	o	o	o	o	o
● Campfire Safety	n	o	o	o	o	o	o	o	o	o
● Hazard Reduction (Incl. Prescribed Fire)	n	o	o	o	o	o	o	o	o	o
● Residential Evaluations/Inspections	n	o	o	o	o	o	o	o	o	o
● Land Use Development	n	o	o	o	o	o	o	o	o	o

COMPONENT : ENFORCEMENT

● Fire Investigation	n	o	o	o	o	o	o	o	o	o
● Restricted Use	n	o	o	o	o	o	o	o	o	o
● Enforcement Codes/Ordinances	o	o	o	o	n	o	o	o	o	o
● Fire Precaution Regulations	n	o	o	o	o	o	o	o	o	o
● Spark Arresters	n	o	o	o	o	o	o	o	o	o
● Permits	n	o	o	o	o	o	o	o	o	o
● Inspections	o	o	o	n	o	o	o	o	o	o

COMPONENT : ADMINISTRATION

● Early Warning	n	o	o	o	o	o	o	o	o	o
● Corporate Involvement	n	o	o	o	o	o	o	o	o	o
● Training	n	o	o	o	o	o	o	o	o	o
● Cooperative Fire Prevention	n	o	o	o	o	o	o	o	o	o
● Planning	n	o	o	o	o	o	o	o	o	o

MISCELLANEOUS PREVENTION INTERVENTION 1.9

Related Causes: Aircraft, Burning Building, Fireworks (Adult), 09
 Other-Known/Unknown

Miscellaneous ignitions may be difficult to reduce because they do not identify a specific fire cause that can be targeted by the application of individual prevention strategies.

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Fire Safety Material	o	o	o	o	n	o	o	o	o	o
● Fire Safety Programs-Homeowners Planning Commissions, etc.	o	o	n	o	o	o	o	o	o	o
● Specific Campaign Development	o	o	o	n	o	o	o	o	o	o
● Train Volunteer Fire Departments	o	n	o	o	o	o	o	o	o	o
● Utilize Volunteers	o	n	o	o	n	o	o	o	o	o
● Urban Interface	o	o	o	o	o	o	n	o	o	o
● Neighborhood Programs	o	o	o	o	o	o	n	o	o	o
● Mass Media-Radio	o	o	o	o	o	o	n	o	o	o
● Mass Media-Written	o	o	o	o	o	o	n	o	o	o
● Mass Media-Television	o	o	o	o	o	o	n	o	o	o
● Mass Media-General	o	o	o	o	o	o	n	o	o	o
● Interagency Campaigns-CFFP, Characters	o	o	n	o	o	o	o	o	o	o
● Fire Information	o	n	o	o	o	o	o	o	o	o
● Children's Programs-Specific	o	n	o	o	o	o	o	o	o	o
● Signing	o	n	o	o	o	o	o	o	o	o
● Public Education-General	o	o	o	o	n	o	o	o	o	o
● Printed Material-Other	o	n	o	o	o	o	o	o	o	o
● High Visibility Patrol-Public Contact	o	o	o	o	o	o	n	o	o	o
● High Visibility Fire Prevention-Militia, Visitor Centers, etc.	o	o	o	o	o	o	n	o	o	o
● School Programs	o	n	o	o	o	o	o	o	o	o
● Sports	o	n	o	o	o	o	o	o	o	o
● Parades	o	n	o	o	o	o	o	o	o	o
● Fairs	o	n	o	o	o	o	o	o	o	o
● Exhibits/Displays	o	n	o	o	o	o	o	o	o	o
● Internal Communication	o	n	o	o	o	o	o	o	o	o
● Bilingual Programs	o	n	o	o	o	o	o	o	o	o

MISCELLANEOUS PREVENTION INTERVENTION 1.9

1 = Not Applicable 2-4 = Public Awareness
 5-8 = Effective 9-10 = Highly Effective

COMPONENT : ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
● Establish Construction Activity Fire Criteria	n	o	o	o	o	o	o	o	o	o
● Notify Utilities of Fire Precautions	n	o	o	o	o	o	o	o	o	o
● Spot Check Utilities	n	o	o	o	o	o	o	o	o	o
● Inspection of Utilities, Power Lines, Railroads, etc.	n	o	o	o	o	o	o	o	o	o
● Campfire Safety	n	o	o	o	o	o	o	o	o	o
● Hazard Reduction (Incl. Prescribed Fire)	n	o	o	o	o	o	o	o	o	o
● Residential Evaluations/Inspections	n	o	o	o	o	o	o	o	o	o
● Land Use Development	n	o	o	o	o	o	o	o	o	o

COMPONENT : ENFORCEMENT

● Fire Investigation	n	o	o	o	o	o	o	o	o	o
● Restricted Use	o	o	o	o	o	o	o	n	o	o
● Enforcement Codes/Ordinances	o	o	o	o	o	o	o	n	o	o
● Fire Precaution Regulations	o	o	o	o	o	o	o	n	o	o
● Spark Arresters	o	o	o	o	o	o	o	n	o	o
● Permits	o	o	o	o	o	o	o	n	o	o
● Inspections	o	o	o	o	o	o	o	n	o	o

COMPONENT : ADMINISTRATION

● Early Warning	n	o	o	o	o	o	o	o	o	o
● Corporate Involvement	n	o	o	o	o	o	o	o	o	o
● Training	n	o	o	o	o	o	o	o	o	o
● Cooperative Fire Prevention	n	o	o	o	o	o	o	o	o	o
● Planning	n	o	o	o	o	o	o	o	o	o

Notes

Public Involvement Techniques

I. POSSIBLE FIRE PREVENTION EDUCATION TARGET AUDIENCES

- A. Urban Population - Educate about recreational uses and activities
- B. Local/Rural Residents - Address traditional uses under critical conditions
- C. Homeowners - Address property protection measures
- D. Campers - Campfire/stove restrictions, regulations, and guidelines; other activities associated with camping
- E. Day Users (Picnickers) - Campfire/stove restrictions, regulations, and guidelines; other associated outdoor recreational activities.
- F. Large Groups - Special events, e.g., family reunions, church, youth, and special-interest group activities.
- G. Hikers
- H. Bikers
- I. All-Terrain Cycle/Vehicle Users and Groups
- J. Anglers
- K. Boaters

- L. River Rafters/Kayakers
- M. Tourists
- N. Absentee Landowners
- O. Construction Companies/Workers
- P. Permittees
- Q. Loggers
- R. Fuelwood Gatherers
- S. Students/Teachers
- T. Visitors, visitor information centers, and agency reception areas
- U. Established agency constituents (existing mailing lists)
- V. Ranchers
- W. Agency Employees

II. DEVELOPING THE MARKETING CRITERIA CONSIDER:

- A. Target Audiences
 - 1. The media
 - 2. Homeowners
 - 3. Vacationers
 - 4. Local government
 - 5. Fire prevention organizations

6. Community organizations/associations
7. Local business
8. Contractors/builders

B. Audience Characteristics

1. Age
2. Gender
3. Income
4. Education
5. Occupation
6. Marital status
7. Family size
8. Attitude
9. Ethnic background

III. POSSIBLE KEY MESSAGES

A. Closures and Restrictions

1. Strive for consistency among agencies and simplicity of message
2. If appropriate, include information about public lands that are open (positive message)

3. Promote meetings between adjoining agencies, civic government and large landowners.
4. Review delegation of authority where applicable.
5. Review any existing agreements, plans, or policies that already exist that give direction to restrictions and closure.
6. Review available resources to ensure they are adequate to meet planned need; this includes state and local government, plus any private or volunteer groups.
7. Identify local jurisdictional laws, regulations, codes, and ordinances.
8. Determine the collateral losses associated with closures and restricted use (damage to tourism based economy, loss of recreation values, etc.) and determine ways to mitigate or minimize losses through integrated fire management and coordinated with other functional areas within and among agencies.

B. Campfires

1. Restrictions
2. Clearance
3. Dead out (cool to the touch)

C. Smoking

1. Restrictions (enclosed buildings or vehicles - car window is not an ashtray)
2. Use lighters instead of matches

D. Fireworks

1. Laws and regulations
2. Geographic restrictions
3. Extreme danger messages

E. Trash/Ditch Burning

1. Geographic restrictions
2. Extreme fire danger messages
3. Alternatives to burning

F. Vehicles

1. Examples of possible origins, including sparks
2. Information on how to prevent vehicle fires.

G. Arson - Report suspicious activity to local law enforcement authorities.

1. Personal descriptions
2. Vehicle descriptions
3. License plate numbers

H. Weather - Be aware of how the weather relates to fire danger; include in evening weather forecast.

- I. Urban/Interface
 - 1. Conduct community-based workshops
 - a. “Fire Safe” Communities
 - b. Evaluation checklist

IV. IDEAS FOR PRODUCTS AND DISTRIBUTION METHODS

- A. Media campaign in preparation for Memorial Day holiday
- B. Media campaign in preparation for July 4th holiday
- C. Media campaign on fireworks
- D. Television and radio - via personal contact/delivery to stations
 - 1. Smokey Bear spots
 - 2. Local/regional PSAs
 - 3. Interviews
- E. Coverage of special fire prevention efforts - examples:
 - 1. Boy Scouts delivering flyers
 - 2. Car rental agencies distributing flyers with car rental paperwork
 - 3. Casinos donating billboard space
 - 4. Parades and fairs
 - 5. Special holiday or cultural events

- F. Radio - via personal contact/delivery to stations
 - 1. Disc jockeys
 - 2. Talk shows (reach special-interest groups)
 - 3. Hispanic or other language stations
 - Local stations
 - 4. Native American Radio Network
- G. Newspaper - via personal contact/delivery to stations
 - 1. Fire season insert
 - 2. Public service ads
- H. Internet
- I. Prevention Signs
- J. Posters/Flyers/Inserts (Bilingual)
 - 1. Pursue donated printing with credits
 - 2. Distribute through:
 - a. Car rental agencies
 - b. Hotels
 - c. Post offices
 - d. Homeowner associations/ mailing lists

- e. Door-to-door distribution by volunteers, e.g., Scouts, civic groups, retirees
- f. Concessionaires, vendors
- g. Welcome centers
- h. Organized groups - meetings, newsletters
 - (1) Conservation
 - (2) Historical
 - (3) Users
 - (4) Civic
- i. Agency mailings to interest/user groups
- j. Casinos
- k. Real estate associations

K. Volunteer/Rural Fire Departments

L. Toll-Free Information Number

- 1. Conditions
- 2. Closures
- 3. Restrictions

M. Local Business

- 1. Electronic reader boards

2. Flyers
3. Posters
4. Space in advertising circulars

N. Interagency Agreements & Cooperation

1. Federal
2. State
 - a. Parks
 - b. Administrators
 - c. Natural resource agencies, etc.
3. Local
 - a. Civic government
 - b. Law enforcement, etc.

O. Community Awareness Meetings and Programs, these items are available on the fire prevention team, NIFC, and NWCG web sites, and the PMS catalog.

1. “I’m Concerned”
2. “Firesafe - Inside and Out”
3. Video and slide shows

4. Posters - take local pictures that show local issues and have them enlarged at the print shop
5. Handouts
6. Interpretive displays
7. Home hazard evaluations, utilize and assist local programs

P. School Programs

1. Preschool
2. K-3
3. 4-6
4. 7-12

Q. Mall events/ Local Businesses/ Existing Interagency Agreements

1. Display
2. Hands on training

Wildland Fire Prevention Mass Communication and Community Involvement Ideas

I. NEWS RELEASE

A. Activity

A news release reaches many news outlets and audiences. This medium will satisfy the intent of applicable laws and regulations which require a notice be sent to the news media.

B. Considerations

A news release reflects the organization's version of the topic. However, the material is more often rewritten or shortened by the newspaper staff. The story the public gets may not contain all the information, and it may not be accurate. With the amount of news available to people, they may not see or hear the article.

C. How To Do It

Identify a topic that would be of interest to news organizations in the area. Write the story clearly and concisely, giving pertinent facts of what, why, when, where, how, and who. Make sure the first sentence tells the reader the most important piece of information. Releases that start with "who" said something are generally not as effective as those that start with "what" or "why." Make sure the information is accurate and timely. Be ready to respond to follow-up questions from the media.

D. Things To Remember

The media's use of a news release is directly related to the topic's quality, newsworthiness and the amount of other news competing for the editor's attention. Once submitted, the editor may change the release to meet the newspaper's writing style and standards, and the space available.

Appropriate photographs showing local examples of the topic may increase the likelihood of the article's being printed. Many television stations will use good slides. In metropolitan areas, there is strong competition for news space, so your release must stand on its own merits. Don't use the news release as the sole method for notifying the public. Identify local news sources.

II. POSTERS AND DISPLAYS

A. Activity

The purpose of posters and displays is to provide information. They may be used in conjunction with any meeting format or by themselves.

B. Considerations

Posters and displays present a large amount of printed and visual information. However, if the display is too technical or cluttered, no one will read it. Displays that are higher than 6 feet and lower than 2 feet are difficult to read.

C. How To Do It

Determine what will be displayed (data, maps, concepts, process). Identify how the display will be used so the size can be estimated. Write the text to go with the display.

D. Things to Remember

A display does not have to be professionally constructed, but it must be easy to read and uncomplicated in design. Make sure the size is correct for the location. If the display is unattended for a long time, make sure it is checked often.

III. ELECTRONIC MEDIA

A. Public Service Announcement (PSA)

1. Activity

The purpose of a public service announcement (PSA) is to create an awareness of a subject through radio and television announcements.

2. Considerations

Public service announcements reach a wide segment of the public. They generate an awareness of a topic, but messages are too short to create an understanding. Public service announcements run throughout the programming day. The agency can seldom arrange for a specific time for airing. Check with local media regarding fire prevention PSAs currently in use. Think geographically. Act locally.

3. How To Do It

Radio and television stations are required under their license to provide free time for public service announcements.

4. Things to Remember

Prepare scripts in 60-, 30-, and 10-second increments. Scripts must “sound good.” The public hears the message rather than reads it, so it must be simple to understand. PSAs which address local topics are more likely to be used than those regional or national in scope.

B. Radio and Television Talk Shows

1. Activity

These shows give in-depth explanations of the topic to large radio and television audiences.

2. Considerations

Electronic media, especially radio

3. Cost Info

IV. OPERATE A TRANSIENT OR SEMI-PERMANENT FIELD OFFICE

A. Activity

Field offices in various locations provide the public with easy access to information about a process, issue, alternative, etc. It can also collect information from the public.

B. Considerations

Field offices can be costly in personnel time, rental equipment and space. However, it shows the public a willingness by the

agencies to communicate with them. In some cases, the agency can become integrated with the community. The field office staff needs to be adaptable and flexible to changing needs of the area.

C. How To Do It

Advance planning is the key to success.

1. Identify groups that should give and receive information and their location. Determine location and length of stay based on:
 - a. Access to and by key groups
 - b. Type of information the group needs
 - c. Types of display
 - d. Types of trailer, building, car, store corner, or van to house staff and information
2. Identify staff and make assignments. Tell the public about office location, purpose, and duration. During the operation:
 - a. Answer questions
 - b. Listen to what the public says
 - c. Collect all names and addresses

D. Things to Remember

A good location may be a community with no convenient Agency office.

V. OPEN HOUSE

A. Activity

This activity provides an informal, one-on-one atmosphere. Also see mini-market.

B. Considerations

Open houses work in situations where a large turnout is not expected. They are helpful where a process is being described or data is being discussed. They work best in discussing noncontroversial matters. Adequate public notification must be given.

C. How To Do It

Check out facility to determine how to arrange room and see what equipment is needed. Select agency personnel to participate. Choose appropriate staff specialists based on subject matter. Pick hours where maximum exposure may occur. Example: 3:30-8:00 p.m. for a logging or ranching community; 5:00-9:00 p.m. for a metropolitan area. Have a sign outside to direct people to building or room. Be ready with equipment and personnel one-half hour before the open house starts.

D. Things to Remember

Select a well known and commonly used by the public facility. This is particularly important in a small community. Move the furniture, arrange the room as necessary. Schools, clubhouses, chamber of commerce offices, and other common meeting sites are best. If all goes well, consider using the same facility again.

VI. FIELD TRIP

A. Activity

A field trip provides on-site examination of agency activities and proposed projects. This activity gets people into the forest to discuss items of mutual interest. It creates a more neutral environment for discussion and raises the level of knowledge.

B. Considerations

A field trip can be guided or self-guiding; there are advantages to both.

1. Guided

A field trip conducted by a knowledgeable agency representative can be an excellent way to give information and exchange ideas. Enough time must be allowed to give adequate information, but there is a tendency to want to show too much too fast, thus wearing people out. A realistic program should be designed.

a. How To Do It

Decide the purpose of the trip and try to estimate the number of people. Decide if a bus is necessary or if carpools will work. Set a starting point, time, and agenda. Prepare handouts of background material. Identify necessary agency personnel. Consider a bad weather plan and have a plan B to solve any unexpected scheduling or route problems.

b. Things to Remember

Physical condition of people will vary. The trip should not be too strenuous. The information given should not be too technical or in too much detail. Adequate time must be given for people to ask questions or respond to what they see.

2. Self-Guiding

A self-guiding trip allows people to move at their own pace, and at their own convenience. The information given is limited to what has been put in the brochure, on the signs, or produced electronically. There is no opportunity for exchange of ideas or extended discussion.

a. How To Do It

Map and directional signs must be very clear. Information at each stop must be clearly and concisely written. When possible, use graphics to help the public understand the message.

b. Things to Remember

Check the area on a regular basis to make sure signs are in good repair and the route is still functional.

VII. ON-SITE DEMONSTRATION

A. Activity

A field demonstration shows an activity, such as fire prevention techniques at home or in the local area.

B. Considerations

It exposes the public to a specific subject, providing an opportunity for them to learn about the activity in detail. However, a badly run demonstration could be a negative influence.

C. How To Do It

Select an appropriate method to notify the public. Set up a location with easy access, if possible. Determine if written or display information is necessary. Rehearse the demonstration to work out the time needed and to solve any problems ahead of time that may occur.

D. Things to Remember

Provide for the safety of participants at the demonstration. Have sufficient parking and turnarounds. Provide good directions to the site(s).

VIII. BREAKFAST MEETING

A. Activity

This activity is an informal get-together. It can be a one time event or regularly scheduled. It permits an open dialogue between the public and the government agencies.

B. Considerations

It promotes communication among participants in an informal, relaxed setting. Attendance will vary with public's level of concern. Some people may feel ignored if not invited, and cost may limit low income people's attendance.

C. How To Do It.

Set up the time and central location. Request that the key contacts participate and arrange for an RSVP so the restaurant can accommodate. Keep an agenda in mind, since a written one may stifle the spontaneity of the group.

D. Things to Remember

The agency officials must be comfortable with this. Listening is an important aspect and agency participation should be kept to an absolute minimum, generally not more than two representatives.

IX. LARGE GROUP AND SMALL GROUP DISCUSSION

A. Activity

Large and small group discussion provides background information, and presents the opportunity to work on a project or product. It directly involves people from different user groups in discussing mutual concerns and interests. See also mini-market, open house, and working group.

B. Considerations

Large and small group discussion involve people directly in the planning, and the group has the freedom to work in their own style to do the task. Everyone can contribute, no matter how large the group. State the direction clearly.

C. How To Do It

Describe material to be covered in the large group and identify the task to be dealt with in the small groups. Know the specific roles of the agency personnel, and make sure they and the participants also know this.

D. Things to Remember

Two separate spaces are needed, one arranged theater-style and one with moveable tables and chairs. A way to break the large group into small groups must be prepared, and directions to the small groups must be in writing. Agency personnel should not, in most circumstances, participate in small groups.

X. MINI-MARKET AND STATIC DISPLAYS FOR CASUAL REVIEW

A. Activity

Mini-markets provide a lot of detailed information. They can raise the level of participants' knowledge and permit one-on-one discussions between agency personnel and the public.

B. Considerations

Mini-markets for in-depth discussion and inquiry by small group discussions, but prevent ax grinders from dominating a meeting. Representatives need minimum facilitating skills, but discussion skills are helpful. Explain to the public the purpose of a mini-market so they won't have the wrong expectations.

C. How To Do It

Identify the type of facility needed. Make sure the room is not too small. The facility needs to accommodate well-defined stations with enough room to move between the displays. The information should be organized in a way that is easy to work with and understandable.

Examples: Information maps may be mounted on a blackboard and put on an easel. Photos may be mounted and hung on the wall. Develop a logical sequence to present the material. Allow plenty of time to set up before the session starts.

D. Things to Remember

A representative must be at each display or group of similar displays.

XI. TASK FORCE

A. Activity

The purpose of a task force is to assemble a small group to work on one aspect of a situation. It can be used for conflict resolution.

B. Considerations

This approach permits a small group of interested people to work together and takes the agency out of the arbitrator role. If members do not work well together, a solution may not be found. Groups must be comfortable with their tasks.

C. How To Do It

A task force of 6 to 10 people is usually assembled to work on one specific task. The task must be clearly defined and understood by all. The decision maker must accept the outcome of the task force.

D. Things to Remember

All background material and information needs to be available to the task force participants.

XII. WORKING GROUP

A. Activity

This establishes a small group of people who interact with agency personnel from the beginning to the end of a plan or project. Working group members are the communication link to their organizations, agencies, or groups.

B. Considerations

Instant feedback comes from the working group format on phases of the process. It reduces lengthy public response time and it may keep agency people abreast of the public's level of understanding of various phases. However, it may require a substantial commitment of the public's time and energy. There may be resentment from those not selected as part of the working group. The group must understand its relationship to the decision making process.

C. How To Do It

Decide the makeup of the group, usually 6-12 in number, but may have more participants. Members should represent a variety of different groups. Outline how and when the working group will function. Describe what the group will be asked to prepare and show how it will be used. Identify one or two representatives as a contact.

D. Things to Remember

A working group can be called together only the first time by the agency. Other meetings must be called by the group, otherwise this falls into the definition of an advisory committee. The group's character must be clearly defined by the decision maker, and the group cannot be given any decision making authority.