Unit Objectives:

- Identify the fundamental use of Fire Prevention Education Teams (FPETs).
- Describe the history of FPETs.
- Encourage the use of FPETs.
- Define and overcome challenges.

Unit at a Glance:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Method</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Presentation</td>
<td>10 Minutes</td>
</tr>
<tr>
<td>Use of FPETs</td>
<td>Presentation</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>History of FPETs</td>
<td>Presentation</td>
<td>10 Minutes</td>
</tr>
<tr>
<td>Encouraging FPET Use</td>
<td>Presentation</td>
<td>10 Minutes</td>
</tr>
<tr>
<td>Challenges Faced by FPETs</td>
<td>Presentation</td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>Total Unit Duration</strong></td>
<td></td>
<td>1 Hour</td>
</tr>
</tbody>
</table>

Materials:

For Each Participant

Note to Instructor:

- Daily reports need to be about the exercise not what happened during daily instruction.
- Instructors should develop a handout for students, identifying what they think is needed to be successful, including a list of necessary components.
Unit Objectives

• Identify the fundamental use of Fire Prevention Education Teams (FPETs).
• Describe the history of FPETs.
• Encourage the use of FPETs.
• Define and overcome challenges.

☐ Review unit objectives.
FPETs Introduction

- Change is constant.
- FPETs offer a new aspect to the wildfire suppression scenario.

- Communicate an experience about a FPET assignment. Describe the mission and how it made an impact.
- The fact that there are more people in the world each day means the potential for careless or accidental wildfire increases. When you combine this fact with the number of communities popping up near the wildlands, the only things that will reduce loss are those actions taken before the fire burns.
What Is A FPET?

FPETs are a group of trained professionals that...

- Are proactive
- Assess the problem
- Find solutions
- Set the stage for future change

This course will describe how FPETs fit into this puzzle.

Each of these steps is a part of the total process that leads to reduced losses and lower suppression costs. A Fire Prevention Education Team (FPET) must:

- Be proactive in addressing the threat and risk of wildfire.
- Assess the problem using scientifically tried analysis techniques.
- Find solutions to prevention issues that meet the needs of the people and the community.
- Set the stage for future change by changing people’s minds about fire and how to deal with it.
What is a FPET? (continued)

- Reduce human-caused fires
- Reduce fire suppression costs
- Reduce loss of lives, property, and resource loss

- Make people aware of the problem and demonstrate proper protection methods.
- Reduce costs by reducing the number of fires that must be suppressed.
### How is a FPET used?

- Holiday events.
- Insect and disease damage.
- Wildland Urban Interface (WUI).
- Major outdoor events and gatherings.
- Forest product gathering.
- Cultural gatherings.
- Recreation events.
### How is a FPET used (continued)?

- International border wildfires.
- Forest and fire management issues.
- Community outreach.
- Youth and conservation education programs.
- High frequency of ignitions.
History of FPETs

Fire Season Of 1996, the Southwestern Area Of The United States.

- No one knew what a FPET was, in the summer of 1996, when the southwest area of the United states was experiencing extreme drought, and a large number of fires.
- Department of The Interior sent a Diagnostic Team.
- National Park Service (NPS) funded the first activity.
- FPETs were activated throughout the Southwestern Geographical Area.
History of FPETs (continued)

- End of season evaluation panel determined the success of the program.
- Decision was made to develop and implement a national program.
- In 1997, training programs began for both Prevention Education Team Leader (PETL), and Prevention Education Team Member (PETM).
- In 2002, the National Wildfire Coordinating Group (NWCG) approved a multi-year implementation plan.
Human Carelessness

- WUI fires have become complex and costly.
- Fire prevention activities have been shown to save money on suppression costs and reduce losses.

Note to Instructor


Examples of FPET Historical Use

- The 1996 Southwest Fire situation resulted in the use of the first FPET during extreme fire conditions.
- The Texas Forests Service developed a team and human ignitions dropped dramatically even though weather conditions worsened, and 4th of July activity increased.

Note to Instructor
Direct the students through a series of examples showing how FPETs have dramatically reduced unwanted human-caused ignitions during periods of severe fire occurrence. The instructor may add to or replace the following examples.

- 1996 Southwest:
  - Conditions were extreme.
  - High severity conditions with energy release components and drought index were very high to extreme. Highest fire severity on record up until that time.

- Dry Periods:
  - More FPETs were developed in conjunction with the national team. This was the first time a requesting agency had taken on the responsibility of establishing more teams. Doing so substantially helped enhance and promote the FPET program.
  - The Texas Forest Service established a fire prevention program and a team effort within the state that is well supported by the agency and the state’s legislature.
Examples of FPET Historical Use (continued)

• In 2017, the country was going to experience a total eclipse during a severe fire season.
  – No significant human-caused wildfires started in association with this several-day event.

• 2017 Eclipse
  o The path of totality was traveling from the northwest in Oregon and exiting the United States in Charleston, SC.
  o The weather conditions and fire danger ratings at the time of this August event ranged from High to Extreme.
  o FPETs were mobilized to various locations in Oregon, Idaho, Kentucky, and North Carolina.
  o No significant human-caused wildfires started in association with this several-day event, and in many cases, there were fewer than average abandoned campfires and human-caused ignitions.
### FPET Safety Guidelines

- FPETs, should, as part of a daily routine conduct safety briefings.
- Documentation of the safety briefings should be noted in the daily FPET report, and a copy filed.
- Each potential hazard should be carefully considered.
- Procedures will be established and implemented prior to beginning an assignment. This will reduce employee exposure to identified hazards.

### Notes to Instructor
Discuss with students that in order to properly implement a safety analysis, it should be viewed as a problem-solving process.
FPET Challenges

• FPETs are not fully recognized by the fire community.
• Short supply of qualified PETL and PETM.
• Not integrated in fire planning.
• Funding for FPETs require pre-planning and can change with policy.

Note to Instructor
Share with students the need to add FPETs to the fire management planning process.

• Fire managers continue to have a suppression mentality. This means that prevention is often overlooked as a viable pre-suppression planning option.
• The fire planning and budget process often leave out wildfire prevention training, personnel (capacity) needs, and prevention strategy implementation costs.
• There is a short supply of qualified Fire Prevention Education Team Leaders (PETLs) and Fire Prevention Education Team Members (PETMs). Training is required for these positions and is often a low priority when funding and time are limited.
• By leaving FPETs out, the fire planning process fails to integrate all components and is heavy on suppression. This leads to high cost and resource loss.
• The ultimate result is that prevention continues to be inadequately funded.
• Sources of funding FPETs include:
  o Severity funding.
  o State funding through grants.
  o Trespass recovery funds.
  o P-codes if appropriate.
Overcoming the Challenges

- FPET training programs.
- Engage fire managers.
- Documentation of successes.
- Internal and external community outreach.

- Training programs like this one will develop skilled people capable of developing successful, well-rounded wildfire prevention programs.
- Find ways to participate with teams and encourage fire managers to either participate or observe the work that is being done.
- FPETs should take the time to document their work. Write reports, papers, and articles so others can see the results and their successes.
- Encourage the fire community to use prevention to its full benefit. This can take the form of education, enforcement, engineering, or administration (more to come on this). The key is to act.
What Has Already Changed?

- National PETLs are available.
- States use teams as part of their fire program.
- National Fire Prevention Education Team (NFPET) Program Plan is in the National Interagency Mobilization Guide.
- An official prevention element was added to the fire planning process.

Note to Instructor
Give additional examples of what has already changed. Give examples of success stories from your experiences.

- An official prevention element allows any federal or state agency that uses this process to budget for prevention education personnel based on their need.
Why Are You Here?

- Use assessment tools to educate.
- Integrate prevention into the total fire program.
- Be part of proactive education.
- Add tools to the toolbox.
- Be an advocate for the integration of prevention education.
- Add to the infrastructure of the organization.

- Use the tools of assessment, social interaction, and education to reduce human-caused ignitions.
- Carry these techniques back to your administrators and planners, to help them begin the process of integrating prevention into the total program.
- Become a part of a national group that emphasizes proactive prevention strategies rather than reactionary suppression.
- Develop this concept within your agency or unit to fit their prevention education needs.
- Be an advocate for the integration of prevention education as a part of a unit’s fire planning process. This step will assure a balanced fire program.
- Add to the infrastructure of the organization.
Review Unit Objectives

- Identify the fundamental use of Fire Prevention Education Teams (FPETs).
- Describe the history of FPETs.
- Encourage the use of FPETs.
- Define and overcome challenges.

☑ Review unit objectives.