Unit Objectives:

- Identify and describe historic Fire Prevention Education Teams (FPETs) mobilization from the perspective of team member, agency administrator, and fire manager.
- Describe the difference in national team mobilizations and routine fire prevention operations on home units.
- Describe the impact that advanced FPETs can have on local fire-related problems in a variety of situations.

Unit at a Glance:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Method</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPET Mobilization</td>
<td>Presentation</td>
<td>5 Minutes</td>
</tr>
<tr>
<td>FPET Impacts</td>
<td>Presentation</td>
<td>10 Minutes</td>
</tr>
<tr>
<td>Ounce of Prevention</td>
<td>Presentation</td>
<td>10:24 Minutes</td>
</tr>
<tr>
<td>Delegation of Authority and Scenario Exercise and Activity</td>
<td>Activity</td>
<td>1 Hour</td>
</tr>
<tr>
<td>Introduction to Final Team Exercise*</td>
<td>Discussion</td>
<td>20 Minutes</td>
</tr>
<tr>
<td><strong>Total Unit Duration</strong></td>
<td></td>
<td><strong>1 Hour 45 Minutes</strong></td>
</tr>
</tbody>
</table>

Materials:

For each participant materials are available at: [https://www.nwcg.gov/publications/training-courses/p-310/course-materials](https://www.nwcg.gov/publications/training-courses/p-310/course-materials).

- HO1: Proposal for Compact FPET to NY
- HO2: 2017 Path of Totality Eclipse Planning Timeline
- HO3: Team Two – 2016 MS Drought/Arson
- HO4: Delegation of Authority for the NY Long Island Pine Barrens Prevention and Education Team
- HO5: 2017 Solar Eclipse Memo
- HO6: Delegation of Authority Memo
- HO7: Team One – 2016 NV Target Shooting
Unit 2: Introduction to Team Exercise

- HO8: Delegation of Authority Memo
- Unit 2-SR1-Land Between the Lakes Eclipse Activity Log
- Unit 2-SR2-FPET Budget 6-person example
Slide 2

<table>
<thead>
<tr>
<th>Unit Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and describe historic Fire Prevention Education Team (FPET) mobilization from the perspective of a team member, agency administrator, and fire manager.</td>
</tr>
<tr>
<td>• Describe the difference in national team mobilizations and routine fire prevention operations on home units.</td>
</tr>
<tr>
<td>• Describe the impact that advanced FPETs can have on local fire-related problems in a variety of situations.</td>
</tr>
</tbody>
</table>

- Review unit objectives.

**Notes to Instructor**

- Cadre will play the role of host unit.

- The cadre role, as Prevention Education Team Leader (PETL), is an important part in the team dynamics. The students will be assigned roles of team members during exercises such as Public Information Officer (PIO), Prevention Education Team Member (PETM), Logistics, Plans, or Finance.

- Discuss with students that the work accomplished in the team exercises will be built upon throughout the course leading into the final team exercise.
Slide 3

Note to Instructor
Show video at the opening or closing of this unit. YouTube video: An Ounce of Prevention, https://www.youtube.com/watch?v=uyiFlioWnp8

Play Video

Title An Ounce of Prevention
Summary FPET video.
Time (10:24)
Audio

Note to Instructor
Following the video, encourage students to prioritize their team communication network before exercises begin.
Fire Prevention and Education Teams (FPETs)

- Assembled to address a wide variety of fire prevention issues.
- Proven history of affecting fire occurrence and intensity.
- In any part of the nation, at all times of the year.
## Home Unit Fire Prevention

- **Education**
  - School programs, Smokey Bear, Public meetings, Events, Parades.
- **Engineering**
  - Signs, Inspections, Fire Wise programs.
- **Enforcement**
  - Restrictions, Patrols, Permits.
- **Administration**
  - Accomplishment reporting, Budget management, Plan writing, and updating.
Historical Uses of Fire Prevention Teams

- Campaign development.
- Campaign distribution.
- Prevention planning, locally and geographically.
- Improvement of cohesive strategies and collaboration.
- Large event management.
Team Exercise # 1

• The class will be divided into teams for the week.
• Each team will be given a Delegation of Authority (DOA) and a scenario.

Exercise – Delegation of Authority and Scenario

Time: 90 minutes

Notes to Instructor

• Divide the class into permanent teams for the week.

• Team coaches to give each team a Delegation of Authority (DOA) and a scenario in-brief.

• Materials are distributed during this unit and are available at: https://www.nwcg.gov/publications/training-courses/p-310/course-materials.

  o HO1: Proposal for Compact FPET to NY
  o HO2: 2017 Path of Totality Eclipse Planning Timeline
  o HO3: Team Two – 2016 MS Drought/Arson
  o HO4: Delegation of Authority for the NY Long Island Pine Barrens Prevention and Education Team
  o HO5: 2017 Solar Eclipse Memo
  o HO6: Delegation of Authority Memo
  o HO7: Team One – 2016 NV Target Shooting
  o HO8: Delegation of Authority Memo

• The same scenario and delegation can be used for each team or different scenarios and delegations can be given to each team. This depends on the size of cadre and class. Have students define roles and responsibilities and start filling out the appropriate documentation forms.
Team Exercise # 1 (continued)

- Describe the ordering process and how you came to be on your assignment.
- In-brief with teams.
- Gain an understanding of the mission.
- Establish Team Composition and Responsibilities.

• Instructors will act as PETLs during the Exercise and facilitate a team in-briefing based on the selected DOA.
Team Exercise # 1

**Finance**
- Start compiling a record. Include all potential and incurred expenses.
- Provide examples of working documents for expenses.

**Logistics**
- Compile workspace needs, computer access, transportation, travel plans, pier diem at locations, car rental, airfare, team contact sheet.

**Note to Instructor**
Instructor assigns team members to logistics and finance.
Team Exercise #1

**Daily Reports**
- Complete and turn in daily: Document all actions you would like your host unit to know about. This is not a 214; this should be well articulated and express both small and large accomplishments and struggles. Include safety in daily reports.

**Describe your assessment of the unit and how you obtained the information.**
- Geographically, socially, weather, risk, hazards, values.

**Start Thinking about key messages.**
- Target audience: how you will address objectives in the delegation, and tactics that will accomplish objectives.
- Add ideas to your daily report.

---

**Note to Instructor**
- PIO is responsible for daily updates. Instructors should explain geographical area and social issues, and briefly explain key messages, target audiences, objectives, and tactics.
- Discuss exercise experience with students via large group discussion – what did they learn?
- Did anything surprise them about the process?
- What would they have done with more time?
Introduction to Final Team Exercise

FPET report out to class with their final closeout and transition plan.

Note to Instructor

- The PIO is responsible for daily updates. Instructors should explain geographical area and social issues. Briefly explain key messages, target audiences, objectives, and tactics.

- All tasks from the team’s workweek are presented as a final assignment/exercise on the last day of class.

- Students should be given time throughout the week to work on the final assignment, some of this will be accomplished as students work on the other components of the final (e.g., communication plan, finances).

- FPETs, upon arrival at a site, will be required to develop strategies and present those ideas for action. This exercise utilizes simulated scenarios for action plan development. This team exercise will serve as the accumulation of all the information and experience to date from this course. These plans will be presented to the entire group.

- Reference Unit 12-HO1-2018 Idaho Prevention Team Final Report – this can serve as an example final report.

- Teams have been selected; the task is to perform as if you have been assigned to a host agency.
  - The team scenario will be provided by an assigned team coach.
  - The team coach will be key to facilitate your needs, within reason.
  - There will be several different scenarios, depending on the number of teams, some teams may be working on the same one.
  - The teams will work on their schedule and take whatever amount of time they are willing to spend.
  - The teams will be given 30 minutes for individual presentations on the last day of class.
  - The logistics information has been provided, if anything else is required, notify the coach.
Final Team Exercise – Presentation Guidelines

• Presentations must be kept to 30 minutes.
• Determine where and how your team will present (secure technical equipment, etc.).
• Determine who will be at the meeting and invite them.
• All team members will participate in a presentation, similar to giving a report out to your host agency.
Slide 13

**Presentation Elements and Suggestions**

- Review initial objectives from DOA.
- Explain wildfire assessment.
- Review communication plan.
- Present wildfire prevention strategy.
- Demonstrate materials acquired or developed.
- Budget.
- Recommendations.
- Questions and answers.
Review Unit Objectives

- Identify and describe historic FPET mobilization from the perspective of a team member, agency administrator, and fire manager.
- Describe the difference in national team mobilizations and routine fire prevention operations on home units.
- Describe the impact that advanced FPETs can have on local fire-related problems in a variety of situations.

- Review unit objectives.