



S-130 Unit 18: Incident Exercise

Summary:

This unit is intended as an opportunity to review the topics and objectives identified in this course. Cadre will execute field units with the intent for students to obtain hands on experience related to course objectives.

Incident Position Description (IPD) Alignment:

This unit aligns with the following FFT2 IPD specific duties

(<https://www.nwcg.gov/positions/fft2/position-ipd>):

- Establish and maintain the physical fitness level necessary to effectively perform hard physical labor for extended periods under adverse climate, fuel, and terrain conditions.
- Perform wildland fire and prescribed fire duties including suppression, preparation, ignition, monitoring, holding, and mop up. Use standard firefighting tools such as pulaskis, shovels, McLeods, chainsaws, drip torches, and fusees to do this work.
- Perform hand crew duties including packing heavy loads of fuel, food, water, and tools for miles over rough terrain in hot and smoky conditions to get to the work site.
- Perform engine operations duties including running the pump, deploying hoselays, completing preventative engine maintenance checks, and effectively using water and additives.
- Perform portable pump operator duties such as pump site selection, set up, and operation.
- Use and maintain personal protection equipment (PPE).
- Follow crew standard operating procedures (SOPs).
- Ensure proper refurbishing and resupply of tools, vehicles, food, water, and supplies.

Objectives:

Students will be able to:

- Identify incident chain of command, communications, safety concerns, objectives, and tactics provided in an incident briefing.
- Demonstrate ability to identify and mitigate hazards in the fire environment.
- Demonstrate hand line techniques as determined by fire behavior and fuel type.
- Demonstrate use of escape routes to promptly retreat to a safety zone.
- Demonstrate water use techniques as determined by fire behavior and fuel type.
- Describe firing techniques as determined by fire behavior and fuel type.
- Demonstrate fire shelter deployment techniques as determined by fire behavior and fuel type.
- Demonstrate mop up techniques as determined by fire behavior and fuel type.
- Participate in an After Action Review (AAR).



Unit at a Glance:

Topics	Method	Duration
Exercise Development	Presentation	5 Minutes
Incident Briefing	Presentation	5 Minutes
Tool and Equipment Use	Presentation	5 Minutes
Handline Techniques	Presentation	5 Minutes
Water Use	Presentation	5 Minutes
Firing Devices	Presentation	5 Minutes
Mop Up	Presentation	5 Minutes
Fire Shelter	Presentation	5 Minutes
After Action Review	Presentation	5 Minutes
S-130 Student Evaluation Task Sheet	Presentation	5 Minutes
Incident Exercise	Exercise	TBD by Cadre
Total Unit Duration		50 Minutes/TBD

Materials:

- *Incident Response Pocket Guide (IRPG)*, PMS 461, <https://www.nwcg.gov/publications/461>.
- Example Incident Action Plan
- Notebook for participants.
- S-130 Student Evaluation Task Sheet.
- Ability to display images and video on large screen
- White board or easel access for group breakouts.

Unit 18: Incident Exercise

Slide 1



- Due to field design of this unit, the following slides are to help you conduct an Incident Exercise.

Unit 18: Incident Exercise

Slide 2

Objectives

Students will be able to:

- Identify incident chain of command, communications, safety concerns, objectives and tactics provided in an incident briefing.
- Demonstrate ability to identify and mitigate hazards in the fire environment.
- Demonstrate hand line techniques as determined by fire behavior and fuel type.

S-130 Unit 18: Incident Exercise 2

- ☐ Review unit objectives.

Unit 18: Incident Exercise

Slide 3

Objectives

Students will be able to:

- Demonstrate use of escape routes to promptly retreat to a safety zone.
- Demonstrate water use techniques as determined by fire behavior and fuel type.
- Describe firing techniques as determined by fire behavior and fuel type.

S-130 Unit 18: Incident Exercise 3

- ☐ Review unit objectives.

Unit 18: Incident Exercise

Slide 4

Objectives

Students will be able to:

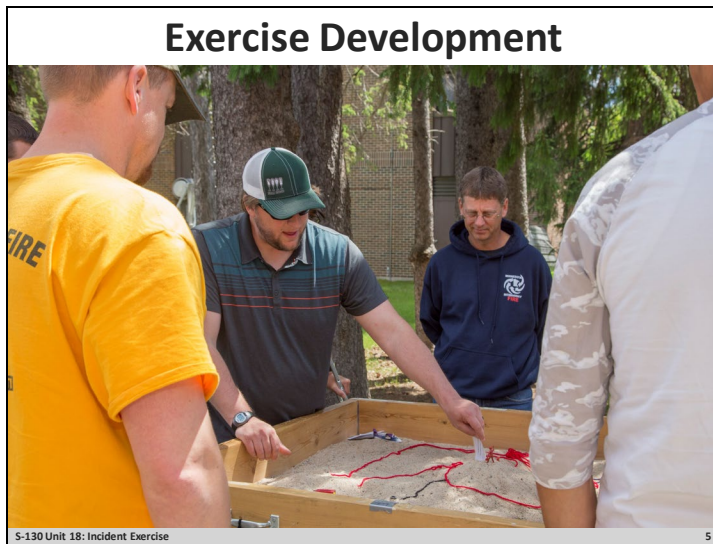
- Demonstrate fire shelter deployment techniques as determined by fire behavior and fuel type.
- Demonstrate mop-up techniques as determined by fire behavior and fuel type.
- Participate in an After Action Review.

S-130 Unit 18: Incident Exercise 4

- ☐ Review unit objectives.

Unit 18: Incident Exercise

Slide 5



- Due to the course design, this exercise is mandatory and meant to be facilitated in the field.
- It is the responsibility of the instructors to develop an exercise that represents the conditions of an actual fire situation based on local fuel and topographic characteristics. (use of sand tables to aid in exercise development can be useful).
- The purpose of the exercise is to task students with the application of unit concepts to show proficiency and be evaluated. Instructors should only interject when deficiencies are identified and need correcting immediately.
- Numerous qualified instructors may be needed to fill supervisory roles for the modules and the incident itself.
- ☐ Develop exercise to incorporate activities and actions that represent applicable objectives from each unit, tasks in the S-130 Student Evaluation Task Sheet, and the incident exercise objectives.
- ☐ Simulate a dynamic fire environment to include:
 - Frequently growing and changing fire perimeter indicated by selective flagging,
 - Placement of spot fires prior to exercise, represented by pre-identified colored flagging in locations they will likely occur.
- ☐ Pre-identify an exercise location that allows for the activities needed to complete objectives.
 - Capture travel time to and from the exercise location for agenda purposes.
 - Travel time to location should not cut into time allowed to complete exercise.
- ☐ Provide enough radios to allow the students to manage inter-crew radio communications during the exercise, take a tactical pause, and then have students transfer radios and communication responsibilities to the students who have yet to have an opportunity.

Unit 18: Incident Exercise

Slide 6



- ☐ Use applicable objectives from Unit 1: Briefings, to provide an operational briefing based on an emerging incident:
 - Describe briefings and their purpose.
 - Describe some of the common briefing components and their purpose.
 - Describe the elements of the briefing checklist and their purpose.
 - Describe the concept of debriefings, After Action Reviews (AARs), and their purpose.
- ☐ It is recommended to develop an IAP for the exercise which will help with facilitation of the briefing:
 - Example IAP and blank ICS forms downloadable on the course site.
- ☐ Ensure the ICS 206 is used to brief on accident and injury procedures.
- ☐ Depending on the number of students and complexity of exercise, consider using division break outs to provide information specific to the individual tasks and portion of the incident crews will be working:
 - Chain of command
 - Communication and frequencies
 - Maps
 - Tasks
 - Directions
 - Lookout Locations
 - Safety zones and escape routes
 - Division breaks
 - Location of adjoining resources

Unit 18: Incident Exercise

- ☐ Continually evaluate, throughout the exercise, the student's ability to follow the chain of command and how to use it for communication.

Unit 18: Incident Exercise

Slide 7



- ☐ Evaluate applicable objectives from Unit 8: Tools and Equipment:
 - Describe and identify common hand tools.
 - Describe the appropriate tool for a specific task based on fuel type and ground cover.
 - Describe performing field maintenance, sharpening, and identify tools which need to be put out of service and replaced.
 - Demonstrate proper methods of carrying and passing tools.
 - Demonstrate proper tool use and appropriate spacing while using tools during suppression activities.
 - Describe the proper placement of the tool while working in an area when tool is not in use.
- ☐ Provide exercise content based on the applicable objectives:
 - Instructors filling in as module supervisors will direct students/crewmembers to select a tool and get into the appropriate order for the identified fuel type in the exercise or report to their engine and perform tasks identified in the IAP incident objectives.
 - Create a scenario within the exercise where the students will have to sharpen and refurbish tools and equipment.
 - Provide enough qualified instructors to perform supervisory positions during exercise.

Unit 18: Incident Exercise

Slide 8



- ☐ Evaluate applicable objectives from Unit 9: Handline Techniques:
 - Discuss establishing an appropriate fireline location using topography, fuel conditions, current and forecasted fire behavior, and incident objectives.
 - Define and identify appropriate anchor point to start construction of handline.
 - Describe two kinds of coordinated crew techniques used for fireline construction.
 - Demonstrate the construction of a cup trench on a steep slope and describe its purpose.
 - Describe the purpose of organizing tools in a specific order.
 - Demonstrate maintaining a safe working distance from other crewmembers.
 - Demonstrate the ability to communicate changing conditions and needs during handline construction using common terminology.
 - Define and identify an appropriate line construction end point.
 - Describe the reason downhill fireline construction is considered a watch out situation.
- ☐ Provide exercise content based on the applicable objectives:
 - Include in exercise development, fire behavior, which at some point, would trigger resources to change methods of attack. (direct to indirect)
 - Find an opportunity and location with underslung line for the use of cup trenches.
 - Communicate with line leadership, to evaluate the appropriate use of common fireline commands such as RTO, Holding, and Moving.
 - Introduce a spot fire, where appropriate, to increase complexity, and evaluate spot fire protocol.
 - Take advantage of student deficiencies such as incomplete line or poor cup trench to simulate a slop over.
 - During line digging activity find several opportunities to take tactical pauses for students to

Unit 18: Incident Exercise

exchange tools in order to use them all.

- It may be necessary, depending on class size, to break students up into squads, individual modules, and possible divisions.
- Provide enough qualified Instructors to perform supervisory positions during exercise.
- Develop a portion of the exercise to simulate retardant and water drops on the line to evaluate aerial retardant safety procedures.
- Where possible, identify specific hazards that the students should be able to identify and communicate.

Unit 18: Incident Exercise

Slide 9



- ☐ Evaluate applicable objectives from Unit 10: Water Use:
 - Demonstrate the operation and maintenance of a backpack pump.
 - Identify commonly used fittings/appliances and hose components, and their proper care.
 - Demonstrate the process of correctly unrolling and retrieving hose.
 - Demonstrate deploying the two common types of hose lays.
 - Demonstrate different water spray patterns and describe when to use them.
 - Discuss the proper setup and operation of a portable pump and responsibilities of the pump operator.
- ☐ Provide exercise content based on the applicable objectives:
 - Within the exercise, create situations that will trigger the use and evaluation of the unit tools, equipment, and concepts.
 - Provide a scenario that requires implementation of both simple and progressive hose lays.
 - Provide enough instructors to perform supervisory positions during exercise.

Unit 18: Incident Exercise

Slide 10



- ☐ Evaluate applicable objectives from Unit 11: Firing Devices:
 - Identify commonly used firing devices.
 - Describe situations where the use of firing devices may be used.
 - Discuss the advantages and disadvantages of the different firing devices.
 - Describe hazards associated with use of common firing devices.
 - Demonstrate safe use and storage of firing devices.
 - Identify alternative devices for igniting fuels.
- ☐ Provide exercise content based on the applicable objectives:
 - Create a scenario where module leaders will lead a discussion with crewmembers regarding the need for a firing operation, what device to use, and which technique to burn with.
 - Make sure there is enough Instructors to perform supervisory positions during exercise.

Unit 18: Incident Exercise

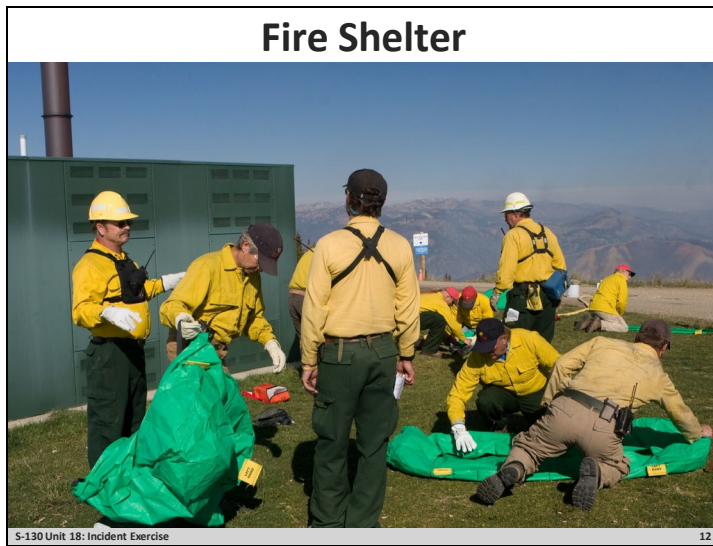
Slide 11



- ☐ Evaluate applicable objectives from Unit 12: Mop up:
 - Describe the cold trail method as it pertains to securing a control line.
 - Describe safety considerations present during mop up operations.
 - Describe the two mop up methods.
 - Demonstrate the process of mopup on a simulated fire.
 - Demonstrate the systematic process of conducting a grid as a way to detect heat sources that remain in the black or spot fires in the green.
- ☐ Provide exercise content based on the applicable objectives:
 - Within the exercise, develop opportunity for students to perform dry and wet mopping, cold trailing, and gridding.
 - Make sure there is enough Instructors to perform supervisory positions during exercise.

Unit 18: Incident Exercise

Slide 12



- ☐ Evaluate applicable objectives from Unit 16: Fire Shelters:
 - Describe deployment site characteristics and how they differ from a safety zone.
 - Discuss the purpose of fire shelters and how to correctly deploy.
 - Describe the necessity of using a practice shelter.
 - Discuss the inspection and care of the fire shelter.
 - Discuss the correct deployment procedures for the fire shelter.
- ☐ Ensure each student has a practice shelter placed in assigned line pack.
- ☐ Select a time and location for a shelter deployment drill during the exercise.
 - Do not include this information in any student briefings.
 - As the exercise develops based on changes in fire behavior and weather, have instructors notify module leaders that a deployment is necessary and to give the direction to use nearest escape route and safety zone to deploy.
 - Make sure there are enough Instructors to perform supervisory positions during exercise.

Unit 18: Incident Exercise

Slide 13




- ☐ Using applicable objectives from Unit 1: Briefings:
 - Describe the concept of debriefings, After Action Reviews (AARs), and their purpose.
- ☐ Identify a volunteer or select a student to facilitate an AAR based the days events using the IRPG as a reference.
 - Instructors should avoid interjecting unless necessary to maintain momentum or answer questions.

Unit 18: Incident Exercise

Slide 14

S-130 Student Evaluation Task Sheet

 National Wildfire Coordinating Group	Student Evaluation Task Sheet
S-130 Student Evaluation Task Sheet Assigned To:	
Student Name:	
S-130 Student Evaluation Task Sheet Initiated By:	
Instructor Name:	
Home Unit Title:	
Home Unit/Agency:	
Date Initiated:	
<small>The material contained in this task sheet accurately defines the knowledge expected of the course for which it was developed. This task sheet is approved for use as a student evaluation document in accordance with the instructions contained herein.</small>	

S-130 Unit 18: Incident Exercise

14

- ❑ Direct students to review individual S-130 Student Evaluation Task Sheets for completion.

Unit 18: Incident Exercise

Slide 15

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- Demonstrate hand line techniques as determined by fire behavior and fuel type.

S-130 Unit 18: Incident Exercise 15

- ☐ Review unit objectives.

Unit 18: Incident Exercise

Slide 16

Objectives

Students will be able to:

- Demonstrate use of escape routes to promptly retreat to a safety zone.
- Demonstrate water use techniques as determined by fire behavior and fuel type.
- Describe firing techniques as determined by fire behavior and fuel type.

S-130 Unit 18: Incident Exercise

16

☐ Review unit objectives.

Unit 18: Incident Exercise

Slide 17

Objectives

Students will be able to:

- Demonstrate fire shelter deployment techniques as determined by fire behavior and fuel type.
- Demonstrate mop-up techniques as determined by fire behavior and fuel type.
- Participate in an After Action Review.

S-130 Unit 18: Incident Exercise 17

- ☐ Review unit objectives.