

# Task Force/ Strike Team Leader S-330



NFES 002184

**Instructor Guide**  
**SEPTEMBER 2014**



**S-330**

**TASK FORCE / STRIKE TEAM LEADER**

Art for spine.  
Adjust width as necessary  
for thickness of book.



## **CERTIFICATION STATEMENT**

**on behalf of the**

### **NATIONAL WILDFIRE COORDINATING GROUP**

*The following material attains the instructional design standards prescribed for training products developed and coordinated by the National Wildfire Coordinating Group. The training material is certified for interagency use and is known as:*

Task Force/Strike Team Leader, S-330

  
\_\_\_\_\_  
Training Committee Chair

\_\_\_\_\_  
Date 9/30/14

## **NWCG OPERATIONS AND WORKFORCE DEVELOPMENT COMMITTEE POSITION ON COURSE PRESENTATION AND MATERIALS**

The recommended hours listed in the FMCG are developed by Subject Matter Experts based on their estimation of the time required to present all material needed to adequately teach the unit and course objectives. The hours listed may vary slightly due to factors such as number of students, types and complexity of course activities, and the addition of local materials.

NWCG does not approve of course delivery varying greatly from the recommended course hours. Instructors and students are cautioned that in order to be recognized as an NWCG-certified course, certain guidelines must be followed:

- Lead instructors are encouraged to enhance course materials to reflect the conditions, resources, and policies of the local unit and area as long as the objectives of the course and each unit are not compromised.
- Exercises can be modified to reflect local fuel types, resources, and conditions at the location where the student will likely fill incident assignments. The objectives and intent of the exercises must remain intact.
- Test questions may be added that reflect any local information that may have been added to the course. However, to ensure the accurate testing of course and unit objectives, test questions in the certified course materials should not be deleted.
- Test grades, used to determine successful completion of the course, shall be based only on the questions presented in the certified course materials.

If lead instructors feel that any course materials are inaccurate, information should be submitted either by accessing the online feedback form at <http://training.nwcg.gov/> (select the “NWCG EVAL” button in the upper right corner) or by sending an email to the NWCG Training Branch at [BLM\\_FA\\_NWCG\\_training@blm.gov](mailto:BLM_FA_NWCG_training@blm.gov). Materials submitted will be evaluated and, where and when appropriate, incorporated into the appropriate courses.

### **COURSE LENGTH FOR NWCG COURSES**

Recommended course hours and the “NWCG Position on Course Presentation and Materials” above will be adhered to by the course instructors (see below for exception for criteria-based courses).

- Recommended unit times represent the allotted time to teach the unit and complete the exercises, simulations, and tests.
- Recommended course hours are provided to help the students and the course coordinator plan for travel, room reservations, and facilities usage. The recommended course hours represent the time estimated to present the NWCG-provided materials including time for breaks, lunch periods, to set up for field exercises or simulations, etc.
- Actual times for both the unit(s) and the course may vary based on number of students, types and complexity of course activities, and the addition of local instructional materials.

If the course is criteria based, e.g., L-380, and has been developed using NWCG course criteria, minimum course hour requirements have been established and must be adhered to by the course developer and course instructors.

Course hours for all NWCG courses can be found in the Field Manager’s Course Guide at [www.nwcg.gov/pms/training/training.htm](http://www.nwcg.gov/pms/training/training.htm). If the hours are a minimum versus recommended, they will be stated as such.



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Instructor Guide  
September 2014  
NFES 002184

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For additional copies of this publication, go to Publications at <http://www.nwcg.gov>.

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## **PREFACE**

Task Force/Strike Team Leader, S-330 is a required training course in the National Incident Management System: Wildland Fire Qualification System Guide (PMS 310-1).

This course was developed by an interagency group of subject matter experts with direction and guidance from the National Wildfire Coordinating Group (NWCG) Training Branch.

The NWCG appreciates the efforts of these personnel and all those who have contributed to the development of this training product.



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### INSTRUCTIONAL UNITS

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Unit 1 – Pre-Incident and Mobilization Responsibilities.....	1.1
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Unit 3 – Tactical Engagement.....	3.1
Unit 4 – Post Engagement.....	4.1
Unit 5 – Responsibilities and Assessing Risk.....	5.1
Unit 6 – Demobilization.....	6.1
Unit 7 – Military Assignments .....	7.1
Unit 8 – All-Hazards .....	8.1

The following appendixes are located on the Course Materials CD:

Appendix A – Course Ordering and Support Information

Appendix B – PowerPoint Presentations

Appendix C – Pre-course Work

Appendix D – Student Assessment

Appendix E – Course Evaluation Forms

Appendix F – Marre IAP Exercise Map



## **COURSE INSTRUCTIONS**

**This section contains instructions and information essential to the course coordinator and instructors in making an effective presentation. Cadre members must read this section and be thoroughly familiar with course procedures and material before presentation.**

### **I. INTRODUCTION**

The S-330, Task Force/Strike Team Leader, course requires 19-20½ hours for presentation. This course is designed to meet the training needs of a Task Force Leader (TFLD) and Strike Team Leader (STL) on an incident as outlined in the National Incident Management System: Wildland Fire Qualification System Guide (PMS 310-1) and the position task book developed for the position.

The Wildland Fire Qualification System Guide, developed under the sponsorship of the National Wildfire Coordinating Group (NWCG), is designed to establish minimum requirements for training, experience, physical fitness level, and currency standards for wildland fire positions, which all participating agencies have agreed to meet for national mobilization.

To ensure that the most up-to-date material is being presented, instructors are encouraged to refer to the NWCG Training and Qualifications website. This website contains current updates for all NWCG courses (go to <http://training.nwcg.gov/>).

## II. COURSE OBJECTIVES

Course objectives are stated in broad terms that define what students will be able to accomplish after completing the course.

At the successful completion of this course, students will be able to:

- Demonstrate the ability to apply the Risk Management Process found in the Incident Response Pocket Guide (IRPG) to various incidents.
- Identify and describe the responsibilities of a Task Force/ Strike Team Leader (TFLD/STL).
- Demonstrate the ability to apply appropriate tactics with assigned resources organized into strike teams or task forces.

## III. MINIMUM INSTRUCTOR QUALIFICATIONS

Refer to the Field Manager's Course Guide (PMS 901-1) for instructor prerequisites specific to this course (online at <http://training.nwcg.gov/>).

## IV. INSTRUCTOR PREPARATION AND COURSE COORDINATION

### A. General Information

The Course Coordinator's Guide (PMS 907) contains general information for presentation of NWCG courses. The course coordinator and instructors should be thoroughly familiar with this guide (online at <http://training.nwcg.gov/>).

### B. Exercises and Other Pertinent Information

The course scenario will provide students practice functioning as a TFLD/STL. This course is presented in the form of an incident (the 1993 Marre Fire on the Los Padres National Forest) and through facilitated class discussions. Periodic exercise updates provide incident flow from mobilization through demobilization. It is essential that the instructor(s) for Unit 3 adequately prepare for and review the content of the Marre Fire Exercise to anticipate student questions and tactical choices while the exercise is conducted.

- Course coordinator must print a 34" X 26" Unit 3 Marre IAP Exercise Map for each group. Maps need to be produced prior to class and may need to be done through a local print shop.

It is recommended that classroom seating and tables be arranged so students can easily work together in the group exercises. Exercise suggestions:

- Intermix students according to their agencies and background experience into assigned seating groups (no larger than five students per group).
- Assign a student leader to a group when they are doing exercises.
- Rotate students into different groups throughout the week to avoid dependence on personal friends and associates.

Unit 7, Military Assignments, is optional. If this unit is not taught as part of the course, Instructors or Course Coordinator should advise students to read this unit in order to be familiar with the requirements when taking a military assignment.

#### C. Course Agenda

A sample agenda is on page 15. Revise the agenda as appropriate. The agenda can be inserted into the Student Workbook before the beginning of class. Consider removing timeframes from the agenda that is given to students.

## V. COURSE MATERIALS

The Course Materials DVD contains the Instructor Guide, Student Workbook, and Appendixes in bookmarked files in portable document format (PDF).

As of the course publication date, the forms referenced in these course materials are current. It is the responsibility of the instructor cadre to keep the course current by using up-to-date forms and other publications. Some handouts will have to be printed from the Internet before the start of the course.

### A. Instructor Guide

The Instructor Guide is designed as a teaching aid to assist instructors in presenting the course.

Each unit begins with a Unit Overview that outlines the lesson's approximate delivery time, objectives, learning strategy, instructional methods, required materials (instructional aids), and evaluation criteria.

The Unit Presentation follows the Unit Overview, and contains the lesson plan for each unit, shown in a two-column format:

- The Outline column contains the lesson content that supports the learning objectives. The column also contains notes to the instructor (directions for conducting an exercise, questions to ask students, etc.), which are in **bold boxes**.
- The Aids & Cues column lists references (slide numbers, handouts, publications, etc.) that remind instructors to display or refer to specific materials.

## B. Appendixes

The following appendixes are on the Course Materials DVD:

- Appendix A – Course Ordering and Support Information

This appendix tells you how to order required components of the course and what additional support materials are needed for course presentation.

- Appendix B – PowerPoint Presentations

Test the equipment before the start of class to ensure compatibility with software.

Refer to the READ ME file, located on the DVD, which provides information on:

- Minimum System Requirements to Successfully Run Microsoft PowerPoint 2010 Presentations
- Editing the original PowerPoint 2010 Files
- Troubleshooting
- Microsoft PowerPoint Viewer 2010
- References on Creating PowerPoint Slides

- Appendix C – Pre-Course Work

Appendix C contains the pre-course work answer key for the instructor.

- Appendix D – Student Assessment

This appendix contains the Final Examination and Answer Key. Duplicate enough copies of the final examination for every student to have one copy.

- Appendix E – Course Evaluation Forms

The Student Training Course Evaluation Form allows the students an opportunity to comment on the course and the instructors for the purpose of improving future training sessions. Distribute the form at the beginning or end of the course.

The Training Course Evaluation Form is an opportunity for the course coordinator and instructors to comment on course design. These comments are used by NWCG Training to identify potential problems with courses and as a resource during the course revision process.

The Online Course Evaluation Form also allows for feedback. Comments can also be submitted online at <http://training.nwcg.gov> by selecting the NWCG EVAL button in the upper right corner.

- Appendix F – Marre IAP Exercise Map

Appendix F contains the Marre IAP Exercise Map that will be enlarged and printed for use during the Marre Exercise.

#### C. Student Workbook

In most cases, the Student Workbook contains the same course information as the Instructor Guide but without the instructor notes, aids and cues, and exercise answers. Student Workbooks should be ordered before the beginning of the course, one for each student.

### VI. STUDENT TARGET GROUP

This course is required training for Task Force Leader (TFLD) or Strike Team Leader (STL).

The target group should consist of individuals qualified as single resource bosses and initial attack incident commanders as outlined in the current version of the Wildland and Prescribed Fire Qualification System Guide, PMS 310-1.



## VII. COURSE PREREQUISITES

Potential students must meet the minimum qualifications identified for the Single Resource Boss as outlined in the current version of the Wildland and Prescribed Fire Qualification System Guide, PMS 310-1.

## VIII. PRE-SELECTION ASSESSMENT AND PRE-COURSE WORK

Pre-course work instructions and answer key are located in Appendix C.

The pre-course materials are located online at <http://training.nwcg.gov>.

The course coordinator can provide the pre-course work to the students by referring nominees to the online pre-course work; list the website in the nomination or selection letter (<http://training.nwcg.gov>). Students should receive pre-course work information at least 6 weeks before beginning the course.

The pre-course work is composed of a reading assignment and a quiz. Students must achieve 70 percent or higher to be accepted into the course. Students should be notified no less than two weeks before the course begins if they have passed the pre-course quiz and been accepted or denied into the course.

Refer to the FMCG for number of hours required to complete pre-course work.

## IX. COURSE NOMINATION AND SELECTION LETTERS

### A. Nomination Letter

Send a course nomination letter, along with the pre-course work information, to students at least 6 weeks before the course begins. The letter should instruct nominees to return the completed pre-course work materials to the course coordinator or lead instructor at least 2 weeks before beginning the course. A sample course nomination letter is located on page 11.

### B. Selection Letter

Send a course selection letter to students who successfully complete or pass the pre-course work or are selected to attend the course. This letter congratulates selected students and should explain class times, dates, and location. Refer to the Course Coordinator's Guide (PMS 907) for more information on selection letters. A sample course selection letter is located on page 13.

## X. CADRE MEETINGS

Cadre meetings are an opportunity for instructors to meet, review the material, and discuss concerns with the course coordinator or lead instructor. The meetings are critical for instructors who do not have previous experience with the course. A cadre meeting checklist is located in the Course Coordinator's Guide (PMS 907).

A cadre meeting before each day's course presentation is recommended because of the interrelationship of the unit material (changing instructional materials in one unit may impact a later unit).

After each day's presentation, hold a cadre meeting to discuss concerns and progress. At the end of the course, conduct a final cadre meeting to evaluate instructor performance and suggest modifications for future courses.

## XI. RECOMMENDED CLASS SIZE

Class size should be limited to 25 students. The recommended student-to-instructor ratio is 5:1. Cadre members should be present for all instructional sessions. A minimum of three instructors should present this course. This is to enable strong mentorship by the cadre to the students.

## XII. SPACE AND CLASSROOM REQUIREMENTS

The characteristics of the classroom and supportive facilities have a significant impact on the learning environment. The classroom should be chosen and viewed well in advance of the presentation.

The following characteristics should be considered when choosing a location and classroom:

- The classroom should be free from outside interruptions and interferences.
- Provide adequate room and flexibility for student work groups and equipment, including supportive facilities such as break areas, restrooms, etc.
- The classroom should have controlled lighting, good acoustics, and good ventilation.
- Provide adequate access to copy and printing services.
- Provide adequate desk space and power outlets for laptop computers (one power strip for each table).
- Be sure a computer with projector and screen is available to show electronic presentations.

- If printing in the classroom, a laptop and driver for the printer will be needed.
- An area for sand tables and demonstrations appropriate for field exercises may be needed (cadre's discretion).

Refer to the Course Coordinator's Guide (PMS 907) for more information.

### XIII. STUDENT ASSESSMENT AND CERTIFICATION

Students must obtain a score of 70% or higher on the student assessment evaluation method chosen to receive a certificate of completion for the course.

#### A. Exercises and Quizzes

Exercises and quizzes are designed to demonstrate students' ability to meet lesson objectives. They are not graded but should be discussed upon completion by the entire class.

#### B. Final Exam

A final exam (closed book) is used to evaluate the student's comprehension of the course and unit objectives. During the final exam, students may refer only to the Wildland Fire Incident Management Field Guide and IRPG. The final exam and answer key are in Appendix D.

Task Force/Strike Team Leader, S-330  
*Sample Nomination Letter*

To:           *(Student's Name)*

From:       *(Course Coordinator's Name)*

Subject:     Task Force/Strike Team Leader, S-330

Congratulations! You have been tentatively selected to attend Task Force/Strike Team Leader, S-330, to be held at *(location)* presented by *(Name of Training Unit and location)*. The course will begin promptly at *(time and date)* and end at *(time and date)*. Please arrange your travel accordingly, as you must attend the entire course to receive credit.

The primary emphasis of this course focuses on duties of Task Force/Strike Team Leader, within the Incident Command System.

The pre-course work package developed for S-330 is designed to help you prepare for and successfully complete the course, and to allow us to evaluate your readiness. The pre-course work package for the course consisting of readings, and a quiz is provided at the NWCG Training Branch website:

<http://training.nwcg.gov>. Visit the website to download instructions and materials.

Previous experience indicates it will take as much as three hours to complete the pre-course work. You may be tempted to wait until a day or two before the deadline to complete your pre-course work, but it is highly recommended that you allow sufficient time to complete the work.

**The pre-course work quizzes must be completed on the website no later than *(enter date)*. A score of 70% or higher is required on the pre-course work for acceptance into the classroom portion of the course. All nominees will be notified by *(enter date)* of their status, either accepted to continue in the course, or declined.**

Bring the following items to class:

- Unit Leader Position Task Book (initiated at the home unit), located at <http://www.nwcg.gov/pms/pms.htm>.
- Incident Response Pocket Guide (PMS 461, NFES 1077), located at <http://www.nwcg.gov/pms/pubs/pubs.htm>.

**In the event that you cannot attend this course, please contact me no later than *(enter date)*, as there are typically several students on the course waitlist.** Cancellations after this date may result in your home unit being charged for course tuition.

If you have any questions or concerns about the pre-course work or classroom session please feel free to contact Lead Instructor, *(insert name)* or Course Coordinator *(insert name)*. Their contact information is listed below.

In the event you cannot attend the course, please contact the course coordinator prior to the beginning of the class. This allows time for notifying personnel that may be on the waiting list to be contacted to fill the vacancy.

Lead Instructor  
*(Name)*  
*(Phone number)*  
*(Email address)*

Course Coordinator  
*(Name)*  
*(Phone number)*  
*(Email address)*



**Task Force/Strike Team Leader, S-330**  
*Sample Course Selection Letter*

To:           *(Student's Name)*

From:       *(Course Coordinator's Name)*

Subject:     Task Force/Strike Team Leader, S-330

Congratulations, you have been selected to attend Task Force/Strike Team Leader, S-330 to be held at *(location)*. The course will begin promptly at *(time and date)* and end at *(time and date)*.

The primary emphasis of this course focuses on duties of Task Force/Strike Team Leader within the Incident Command System.

Please bring the following references to class:

- Unit Leader Position Task Book (initiated at the home unit), located at <http://www.nwcg.gov/pms/pms.htm>.
- Incident Response Pocket Guide (PMS 461, NFES 1077), located at <http://www.nwcg.gov/pms/pubs/pubs.htm>.

If you wish to receive a certificate of completion for the course, please do not make travel arrangements to arrive after the scheduled start time or to depart before the scheduled course completion time.

In the event you cannot attend the course, please contact the course coordinator before the beginning of the class. This allows time for notifying students who may who may be on the waiting list to be contacted to fill the vacancy.

If you have any questions please contact the course coordinator, *(Name, at phone number, or email address)*.



**Task Force/Strike Team Leader, S-330**  
**Sample Agenda**

**Day 1**

Unit 0: Introduction.....	1 Hour
Unit 1: Pre-Incident and Mobilization Responsibilities .....	3 Hours
Lunch	
Unit 2: Pre-Engagement.....	1½ Hours
Unit 3: Tactical Engagement .....	2 Hours

**Day 2**

Unit 3: Tactical Engagement (continued).....	4 Hours
Lunch	
Unit 3: Tactical Engagement (continued).....	1 Hours
Unit 4: Post Engagement .....	1 Hour
Unit 5: Responsibilities and Assessing Risk.....	2 Hours

**Day 3**

Unit 6: Demobilization .....	30 minutes
Unit 7: Military Assignments (Optional).....	1½ Hours
Unit 8: All-Hazards.....	1½ Hours
Final Exam .....	1½ Hour

Issue Course Certificates  
Cadre Meeting (Course Closeout)



## **UNIT OVERVIEW**

**Course**      Task Force/Strike Team Leader, S-330

**Unit**          0 – Introduction

**Time**          1 Hour

### **Objectives**

1.     Introduce the course coordinator, instructors, and students.
2.     Discuss course logistics.
3.     Provide a course overview.
4.     Discuss course expectations.
5.     Identify course reference materials.
6.     Discuss position responsibilities.
7.     Review pre-course work.

### **Strategy**

This unit is an introduction to the course. It involves student and cadre interaction through introductions and a group exercise.

### **Instructional Method(s)**

- Informal lecture
- Classroom discussion
- Interactive group discussion

### **Instructional Aids**

- ☐    Computer with projector, screen, and presentation software
- ☐    Sign-in sheet
- ☐    Flip charts and markers
- ☐    Position task book

**Exercise(s)**

- Student expectations for the course

**Evaluation Method(s)**

- Review and address questions for student clarification.

**Outline**

- I. Welcome and Introductions
- II. Course Logistics
- III. Course Overview
- IV. Course Expectations
- V. Position Descriptions
- VI. Review Pre-Course Work

**Aids and Cues Codes**

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint



## UNIT PRESENTATION

**Course** Task Force/Strike Team Leader, S-330

**Unit** 0 – Introduction

OUTLINE	AIDS & CUES
I. WELCOME AND INTRODUCTIONS	
NWCG Mission Statement slide.	Slide 0-1
Course and unit title slide.	Slide 0-2
Position introduction slide.	Slide 0-3
A. Course Objectives	
At the successful completion of this course, students will be able to:	Slide 0-4
<ul style="list-style-type: none"><li>• Demonstrate the ability to apply the Risk Management Process found in the Incident Response Pocket Guide (IRPG) to various incidents.</li><li>• Identify and describe the responsibilities of a Task Force/Strike Team Leader (TFLD/STL).</li><li>• Demonstrate the ability to apply appropriate tactics with assigned resources organized into strike teams or task forces.</li></ul>	
Present unit objectives.	Slide 0-5

OUTLINE	AIDS & CUES
<p data-bbox="298 281 594 317">B. Introductions</p> <div data-bbox="207 369 1052 642" style="border: 2px solid black; padding: 10px;"> <p data-bbox="220 380 959 457"><b>Introduce course coordinator, instructors, and students.</b></p> <p data-bbox="220 506 889 541"><b>Use any method desired for introductions.</b></p> <p data-bbox="220 590 1003 625"><b>Have students provide the following information:</b></p> <ul data-bbox="396 684 1024 1192" style="list-style-type: none"> <li data-bbox="396 684 764 720">• Name and job title</li> <li data-bbox="396 768 829 804">• Agency and home unit</li> <li data-bbox="396 852 760 888">• ICS qualifications</li> <li data-bbox="396 936 1024 1066">• How long they have been involved with incident management and their major discipline of work.</li> <li data-bbox="396 1115 997 1192">• Identify one of the main responsibilities of the TFLD/STL.</li> </ul> </div> <div data-bbox="207 1245 1052 1686" style="border: 2px solid black; padding: 10px;"> <p data-bbox="220 1255 987 1419"><b>As students identify the responsibilities of the TFLD/STL, have a cadre member list them on a flip chart. Compare the student's list to the position task book.</b></p> <p data-bbox="220 1467 943 1545"><b>Post this list of responsibilities. It will be used again in Unit 2.</b></p> <p data-bbox="220 1593 1003 1671"><b>Refer to this list as needed throughout the course to reinforce the responsibilities of the position.</b></p> </div>	<p data-bbox="1081 281 1219 317">Slide 0-6</p>

OUTLINE	AIDS & CUES
<p>II. COURSE LOGISTICS</p> <div data-bbox="207 369 1055 428" style="border: 1px solid black; padding: 2px;"> <p><b>Discuss the following as appropriate:</b></p> </div> <ul style="list-style-type: none"> <li>• Course agenda</li> <li>• Registration roster</li> </ul> <div data-bbox="207 646 1055 747" style="border: 1px solid black; padding: 2px;"> <p><b>Circulate the class registration form or a sign-in sheet for students to sign.</b></p> </div> <ul style="list-style-type: none"> <li>• Breaks</li> <li>• Facility locations (restrooms, vending machines, drinking fountains, smoking areas, evacuation policy, etc.)</li> <li>• Message location</li> <li>• Cell phone policy</li> <li>• Local information (restaurants, local map, transportation)</li> </ul> <p>III. COURSE OVERVIEW</p>	<p>Slide 0-7</p>
<p>This course is designed to meet the training needs of Task Force/Strike Team Leader (TFLD/STL) as outlined in the Wildland Fire Qualifications System Guide (PMS 310-1) and the position task book developed for the position.</p> <p>The S-330 course is scheduled for 19-20½ hours. It is designed to support completion of the knowledge and skills element identified in the position task book.</p>	<p>Slide 0-8</p>

OUTLINE	AIDS & CUES
<p>The course will provide a “day in the life” of the TFLD/STL.</p> <p>The course scenario will provide students practice functioning as a TFLD/STL.</p> <p>A. Instructional Methods</p> <ol style="list-style-type: none"> <li>1. The course will be run as an incident, with short lecture, followed by exercises to apply learning objectives.</li> <li>2. PowerPoint</li> <li>3. Discussion</li> </ol>	<p>Slide 0-9</p>
<p>B. Evaluating Student Performance</p> <p>A final exam (closed book) will be administered at the conclusion of the course. During the final exam, students may refer only to the Wildland Fire Incident Management Field Guide and IRPG.</p> <p>To successfully complete the course, students must:</p> <ul style="list-style-type: none"> <li>• Participate in all classroom discussions, exercises, and scenarios.</li> <li>• Obtain a score of 70% or higher on the final exam to receive a certificate of completion for the course.</li> </ul>	<p>Slide 0-10</p>

OUTLINE	AIDS & CUES
<p>C. Student Training Course Evaluation Form</p> <p>Students are given the opportunity to comment on the course, the units, and the quality of instruction at the end of the course.</p> <p>D. Course Reference Materials</p> <p>Below is a list of materials that are referenced throughout the course:</p> <ul style="list-style-type: none"> <li>• Wildland Fire Incident Management Field Guide (PMS 210)</li> <li>• Incident Response Pocket Guide (PMS 461)</li> </ul> <div data-bbox="207 1136 1053 1236" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><b>Discuss the application of the IRPG checklists as a method to process incident tasks.</b></p> </div> <div data-bbox="207 1285 1053 1428" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><b>Briefly discuss the operations section of the Wildland Fire Incident Management Field Guide with emphasis on the TFLD/STL positions.</b></p> </div> <div data-bbox="207 1476 1053 1577" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><b>Answer any questions the students may have on the reference materials.</b></p> </div>	<p>Slide 0-11</p> <p>Slide 0-12</p> <p>Wildland Fire Incident Management Field Guide</p> <p>IRPG</p>

OUTLINE	AIDS & CUES
<p>IV. COURSE EXPECTATIONS</p> <p>A. Student Expectations</p> <p><b>EXERCISE: STUDENT EXPECTATIONS FOR THE COURSE</b></p> <p><u>Purpose:</u> Students develop a list of their expectations for the course.</p> <p><u>Time:</u> 10 minutes</p> <p><u>Format:</u> Students work in small groups of three to five students.</p> <p><u>Materials Needed:</u> Flip charts and markers</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> <li>1. Instruct groups to write their responses to the following question on a flip chart: <ul style="list-style-type: none"> <li>• What do you expect to learn from this course?</li> </ul> </li> <li>2. Have each group present their expectations to the class.</li> <li>3. Answer any questions.</li> <li>4. Post lists around the room and refer to them throughout the course to ensure students' expectations are being met.</li> </ol> <p><b><u>End of Exercise.</u></b></p>	<p>Slide 0-13</p>

OUTLINE	AIDS & CUES
<p data-bbox="298 281 743 321">B. Instructor Expectations</p> <p data-bbox="396 365 602 405">Students will:</p> <ul data-bbox="396 449 1029 1136" style="list-style-type: none"> <li data-bbox="396 449 954 531">• Have an interest in becoming a TFLD/STL.</li> <li data-bbox="396 575 980 657">• Have completed their pre-course work.</li> <li data-bbox="396 701 1029 783">• Exhibit mutual cooperation with the group.</li> <li data-bbox="396 827 997 951">• Participate actively in all of the training exercises presented in the course.</li> <li data-bbox="396 995 943 1035">• Return to class at stated times.</li> <li data-bbox="396 1079 922 1119">• Have all questions answered.</li> </ul>	<p data-bbox="1081 281 1235 321">Slide 0-14</p>

OUTLINE	AIDS & CUES
<p>V. POSITION DESCRIPTIONS</p> <p>A. Wildland Fire Incident Management Field Guide Position Description.</p> <p>The Wildland Fire Incident Management Field Guide contains positions in the ICS system. The TFLD/STL will be covered in detail throughout the course.</p> <p>B. Position Task Book (PTB) Description</p> <p>The PTB contains common tasks for all unit leaders and additional specific tasks for the TFLD/STL.</p> <p>The PTB is the primary tool for observing and evaluating performance.</p> <p>In the current performance based system, trainees must complete the tasking in the PTB to become qualified as a TFLD/STL.</p> <p>The PTB can only be initiated by the home unit, not at this course.</p> <div data-bbox="207 1394 1052 1535" style="border: 2px solid black; padding: 5px;"> <p><b>Ask students if they have any questions concerning the Wildland Fire Incident Management Field Guide or PTB.</b></p> </div>	<p>Slide 0-15</p> <p>PTB</p>



OUTLINE	AIDS & CUES
<p data-bbox="203 281 805 317">VI. REVIEW PRE-COURSE WORK</p> <div data-bbox="207 369 1055 512"> <p><b>Hand out and review student's pre-course quiz and answer any questions. Collect quizzes for course documentation.</b></p> </div> <div data-bbox="207 562 1055 747"> <p><b>If not previously done, divide students into four to five groups that will work together for the remainder of the course on the Marre Fire Exercise.</b></p> </div> <div data-bbox="207 798 1055 934"> <p><b>Review unit objectives.</b></p> <p><b>Answer students' questions.</b></p> </div>	<p data-bbox="1079 281 1235 317">Slide 0-16</p> <p data-bbox="1079 793 1235 829">Slide 0-17</p>



## **UNIT OVERVIEW**

<b>Course</b>	Task Force/Strike Team Leader, S-330
<b>Unit</b>	1 – Pre-Incident and Mobilization Responsibilities
<b>Time</b>	3 Hours

### **Objectives**

1. Identify the responsibilities of the Task Force/Strike Team Leader before and during mobilization.
2. Identify the capabilities and limitations of assigned personnel and equipment.
3. Identify the responsibilities of the Task Force/Strike Team Leader during the check-in process.
4. List information to be provided at the incident during the check-in process.

### **Strategy**

This unit will introduce the Marre Fire scenario to the students. Students will have an opportunity to discuss production tables and crew capabilities. Instructors may want to show examples of kit contents.

### **Instructional Methods**

- Informal lecture and discussion with PowerPoint
- Exercises and scenarios
- Guest speaker (have a Contract Specialist or Incident Business Advisor speak to the class about contract specifics as they apply to the Task Force/Strike Team Leader).

### **Instructional Aids**

- ☐ Computer with LCD projector, presentation software, and screen
- ☐ Flip chart and markers
- ☐ Interagency Incident Business Management Handbook
- ☐ Interagency Standards for Fire and Fire Aviation Operations
- ☐ Wildland Fire Incident Management Field Guide

## **Exercises**

- Marre Fire Resource Order Status System (ROSS)
- Marre Fire Travel
- Marre Fire ICS 211

## **Evaluation Methods**

- Oral review session at end of the unit.
- Objectives will be tested in Classroom Final Exam (written).

## **Outline**

- I. Responsibilities Prior to Mobilization
- II. Mobilization
- III. Reporting To/Checking-In To An Incident

## **Aids and Cues Codes**

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint

## UNIT PRESENTATION

**Course:** Task Force/Strike Team Leader, S-330

**Unit:** 1 – Pre-Incident and Mobilization Responsibilities

OUTLINE	AIDS & CUES
<b>Unit Title Slide.</b>	Slide 1-1
<b>Present Unit Objectives.</b>	Slide 1-2
<b>Show the video clip Initiating Situation Awareness. The video illustrates fire behavior in southern California.</b>  <b>Direct students to anticipate an order as a TFLD/STL as they watch the video.</b>  <b>Discuss the type of initial situation awareness (SA) they received from the video.</b>	Slide 1-3 Slide 1-4
<b>I. RESPONSIBILITIES PRIOR TO MOBILIZATION</b>  <b>A. Assemble a Kit for an Assignment</b>  1. Kit should be assembled prior to receiving an assignment.  2. The kit should contain enough critical information and materials to allow you to operate for the first 48 hours without need for support.  3. The kit should be easily transportable and meet national mobilization guide weight limitations for travel.	Slide 1-5





OUTLINE	AIDS & CUES
<p><b>Discuss condition of equipment and its effect on performance.</b></p> <p><b>Refer the students to the production tables and resource typing found in the Wildland Fire Incident Management Field Guide (PMS 210).</b></p> <p><b>Discuss the capabilities and limitations of the following taskforce/strike team resource types in regard to production rates, initial attack, fuel type &amp; terrain:</b></p> <ul style="list-style-type: none"> <li>• <b>Type 1 crew</b></li> <li>• <b>Type 2 crew</b></li> <li>• <b>Engines</b></li> <li>• <b>Dozer</b></li> <li>• <b>Tractor/Plow</b></li> <li>• <b>Water tenders</b></li> <li>• <b>Other resources (e.g., feller buncher, excavator, road graders, skidgines)</b></li> </ul>	Slide 1-11
<p><b>E. Strike Team/Task Force Configuration</b></p> <ol style="list-style-type: none"> <li>1. Strike Team of engines – 5 engines of the same ICS type</li> <li>2. Strike Team of crews – 2 crews of the same ICS type</li> <li>3. Strike Team of dozers – 2 dozers</li> <li>4. Strike Team of tractor/plows – 2 tractor/plows</li> </ol>	<p>Slide 1-12</p> <p>Slide 1-13</p>



OUTLINE	AIDS & CUES
<p>5. Task Force – Combination of resources not exceeding span of control.</p> <p><b>Does the pictured task force exceed the span of control?</b></p> <p>A task force may be made up of personnel and equipment assembled for a specific incident purpose that is not typed in ICS.</p> <p><b>What resources/configurations would you want for the following tasks?</b></p> <ul style="list-style-type: none"> <li>• <b>Line preparation</b></li> <li>• <b>Firing</b></li> <li>• <b>Burning off and holding handline</b></li> <li>• <b>Clearing trees from roads after a tornado</b></li> <li>• <b>Search and rescue after a flood</b></li> </ul>	<p>Slide 1-14</p> <p>Slide 1-15</p>
<p>II. MOBILIZATION</p> <p>A taskforce or strike team is usually assembled on the incident from available resources. This method is more common than a TFLD/STL and Task Force Strike Team both being ordered through dispatch.</p>	<p>Slide 1-16</p>

OUTLINE	AIDS & CUES
<div data-bbox="220 323 1075 447" data-label="Text"> <p><b>Read the following Marre Fire update briefing to the students. Encourage students to take notes as if in the field.</b></p> </div> <div data-bbox="217 493 1112 617" data-label="Text"> <p><b>You have been ordered as a Strike Team Leader Crew for the Marre Fire on the Los Padres National Forest in southern California.</b></p> </div> <div data-bbox="217 661 1081 873" data-label="Text"> <p><b>You are to report to the Sequoia National Forest supervisor's office in Porterville, California to join up with two agency hired AD crews. Due to a lack of vehicles, you will ride with the crews en route to the incident.</b></p> </div> <div data-bbox="293 928 709 968" data-label="Section-Header"> <p><b>A. Incident Information</b></p> </div> <div data-bbox="217 1024 1079 1150" data-label="Text"> <p><b>Discuss why the following information is important to the TFLD/STL and how they may obtain it, e.g., Resource Order.</b></p> </div> <div data-bbox="386 1205 1027 1289" data-label="Text"> <p>Obtain complete information from agency dispatch concerning incident assignment:</p> </div> <div data-bbox="386 1333 943 1885" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Incident/project name</li> <li>• Incident/project order number</li> <li>• Office reference number</li> <li>• Descriptive location</li> <li>• Legal description</li> <li>• Incident/base phone number</li> <li>• Jurisdiction/agency</li> </ul> </div>	<div data-bbox="1166 926 1338 963" data-label="Text"> <p>Slide 1-17</p> </div>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Ordering office</li> <li>• Aircraft information</li> <li>• Request number</li> <li>• Incident type/status</li> <li>• Size or scope of incident</li> <li>• Reporting location</li> <li>• Rendezvous point for resources</li> <li>• Phone contacts</li> <li>• Radio frequencies/contact</li> <li>• Transportation arrangements</li> <li>• Travel routes</li> <li>• Special equipment needs</li> <li>• Weather</li> <li>• Assigned resources <ul style="list-style-type: none"> <li>– Agency</li> <li>– Private/contract</li> </ul> </li> <li>• Task Force/Strike Team designator</li> </ul>	





OUTLINE	AIDS & CUES
<div data-bbox="207 317 1149 459" style="border: 2px solid black; padding: 5px; margin-bottom: 20px;"> <p><b>Have a Contract Specialist or Incident Business Advisor speak to the class about contract specifics as they apply to the Task Force/Strike Team Leader.</b></p> </div> <div data-bbox="300 506 1045 548"> <p>C. Private/Contract Equipment Considerations</p> </div> <div data-bbox="396 592 1131 1400"> <ol style="list-style-type: none"> <li>1. Contract or Agreement <ul style="list-style-type: none"> <li>• Documents the terms and conditions of the rental of contractor's equipment.</li> <li>• Contractor must provide a copy.</li> </ul> </li> <li>2. Pre-Use Inspection <ul style="list-style-type: none"> <li>• Contract must be established.</li> <li>• Equipment inspected prior to season start.</li> </ul> </li> <li>3. Resource Order <ul style="list-style-type: none"> <li>• Contractor must provide copy. E# is required for payment.</li> </ul> </li> </ol> </div>	<div data-bbox="1179 506 1333 541"> <p>Slide 1-24</p> </div> <div data-bbox="1179 932 1333 968"> <p>Slide 1-25</p> </div>

OUTLINE	AIDS & CUES
<p>4. Vehicle/Heavy Equipment Safety Inspection Checklist (OF-296)</p> <ul style="list-style-type: none"> <li>• Equipment inspected at contract establishment must be re-inspected at time of incident use.</li> <li>• Required at time of order or upon arrival at incident or designated location.</li> <li>• Logistics section chief is responsible for all equipment arriving at incident.</li> </ul>	Slide 1-26
<p>5. Emergency Shift Ticket</p> <ul style="list-style-type: none"> <li>• Start upon completion of satisfactory inspection.</li> <li>• Documents equipment time, use and status.</li> <li>• Documents remarks for release, down time, problems, etc.</li> <li>• Signed and dated by contractor and government officer (first line supervisor).</li> </ul>	Slide 1-27

OUTLINE	AIDS & CUES
<p>6. Performance Evaluation</p> <ul style="list-style-type: none"> <li>• Completed by first line supervisor.</li> <li>• Forwarded to Finance Section Chief.</li> <li>• FSC ensures original is forwarded to awarding contracting officer.</li> <li>• Copy provided to contractor.</li> <li>• Copy retained for incident documentation package.</li> </ul>	Slide 1-28
<p>7. Emergency Equipment Use Invoice (OF-286)</p> <ul style="list-style-type: none"> <li>• Documents the daily use from shift tickets.</li> <li>• Shows additions or deductions.</li> <li>• Calculates the payment due.</li> <li>• Signed by the appropriate incident official and the contractor.</li> </ul>	Slide 1-29
<p>8. National contract compliance (Interagency Incident Business Management Handbook).</p>	Slide 1-30





OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>d. Travel route, radio frequency/phone number, estimated time of departure (ETD), rest overnight (RON), estimated time of arrival (ETA).</li> <li>e. Confirm TFLD/STL designator.</li> </ul> <div style="border: 2px solid black; padding: 10px; margin: 10px 0;"> <p><b>Ask students: What do you do when assigned resource lacks qualification card?</b></p> <p><b>Answer: Document, contact dispatch for advice, contact the resource's home unit supervisor, reorder, send them home.</b></p> <p><b>Ask students: How may the appropriate actions taken differ between agency and contract resources?</b></p> </div>	
<ul style="list-style-type: none"> <li>E. Brief Assigned Resources <ul style="list-style-type: none"> <li>Reaffirm your expectations with all resources.</li> <li>1. Travel <ul style="list-style-type: none"> <li>a. Routes</li> <li>b. Pre-established stops</li> <li>c. Vehicle order/driving standards</li> <li>d. Radio frequencies/phones</li> <li>e. Safety</li> <li>f. Confirm individual manifest information with dispatch.</li> </ul> </li> </ul> </li> </ul>	<p>Slide 1-33</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>2. Reporting location</li> <li>3. Incident status summary</li> <li>4. Meet with the Task Force/Strike Team single resource bosses to establish your expectations.</li> </ul>	Slide 1-34
<p>F. Resolving Potential Problems</p> <p>Resolve issues using the chain of command.</p> <ul style="list-style-type: none"> <li>1. Immediate supervisor</li> <li>2. Ordering dispatch</li> <li>3. Contracting officer</li> </ul>	



OUTLINE	AIDS & CUES
<p>III. REPORTING TO/CHECKING-IN TO AN INCIDENT</p> <p>A. Check-In Locations:</p> <ol style="list-style-type: none"> <li>1. Staging Area</li> <li>2. Incident Command Post (ICP)</li> <li>3. Base</li> <li>4. Camp</li> <li>5. Helibase</li> <li>6. Active division or branch</li> <li>7. Dispatch Center</li> </ol> <p>If you do not formally check-in the TF/ST at the ICP, you may need to check-in at the end of the operational period.</p> <p>B. Purpose of the Check-In Process</p> <ol style="list-style-type: none"> <li>1. Records arrival time of personnel and equipment.</li> <li>2. Records identifiers of personnel and equipment (agency, names, and numbers).</li> <li>3. Supports demobilization by recording home base and method of travel.</li> <li>4. Records other qualifications the TFLD/STL or other assigned personnel may have to support incident needs.</li> </ol>	<p>Slide 1-42</p> <p>Slide 1-43</p> <p>Slide 1-44</p> <p>Slide 1-45</p>

OUTLINE	AIDS & CUES
<p data-bbox="396 310 613 348">5. ICS 211</p> <div data-bbox="207 401 1149 501" style="border: 1px solid black; padding: 5px;"> <p data-bbox="224 411 1024 491"><b>Refer students to the ICS 211 on page 1.25 of their Student Workbook.</b></p> </div> <p data-bbox="492 548 1120 674">The information entered on the ICS 211 must be accurate; it is used by all sections in the overall management of the incident.</p> <p data-bbox="492 720 1120 800">It is used to populate the I-Suite database (tracks resources assigned to the incident).</p> <p data-bbox="204 888 789 926"><b>EXERCISE: MARRE FIRE ICS 211</b></p> <p data-bbox="204 972 1089 1010"><u>Purpose:</u> To give students experience filling out an ICS 211</p> <p data-bbox="204 1056 448 1094"><u>Time:</u> 5 minutes</p> <p data-bbox="204 1140 391 1178"><u>Instructions:</u></p> <p data-bbox="204 1188 1032 1314">Using ROSS form, have students complete Marre Fire ICS 211. Students will check-in their strike team on the overhead and crew ICS 211.</p> <p data-bbox="204 1360 1114 1440">Assist in correctly completing the form, then review solution on slide 47.</p> <p data-bbox="204 1486 464 1524"><b><u>End of Exercise.</u></b></p> <div data-bbox="207 1577 1149 1635" style="border: 1px solid black; padding: 5px;"> <p data-bbox="224 1587 602 1625"><b>Review Unit Objectives.</b></p> </div>	<p data-bbox="1179 401 1284 480">IR 1-5 SR 1-5</p> <p data-bbox="1179 888 1333 926">Slide 1-46</p> <p data-bbox="1179 1360 1333 1398">Slide 1-47</p> <p data-bbox="1179 1570 1333 1608">Slide 1-48</p>

## REFERENCE MATERIALS

NFES 1077	Incident Response Pocket Guide
NFES 2943	Wildland Fire Incident Management Field Guide
NFES 2724	Interagency Standards for Fire and Fire Aviation Operations
NFES 2160	Interagency Incident Business Management Handbook
NFES 2092	Mobilization Guide (national and/or geographic area)

Calendar, road atlas, agency maps, and Geographic Area or local Incident Organizer (to supplement ICS 201).

## FORMS

### Medical

CA 1	Federal Employees Notice of Traumatic Injury and Claim for Continuation of Pay
CA 2	Notice of Occupational Disease and Claim for Compensation
CA 16	Authorization for Examination and/or Treatment

### Standard Forms

SF-91	Motor Vehicle Accident Report
SF-261	Crew Time Report

### Optional Forms

OF-297	Emergency Shift Ticket
OF-288	Emergency Firefighter Time Report

### ICS Forms

ICS 201	Incident Briefing
ICS 213	General Message
ICS 214	Activity log
ICS 224	Crew Performance Rating
ICS 225	Incident Personnel Performance Rating



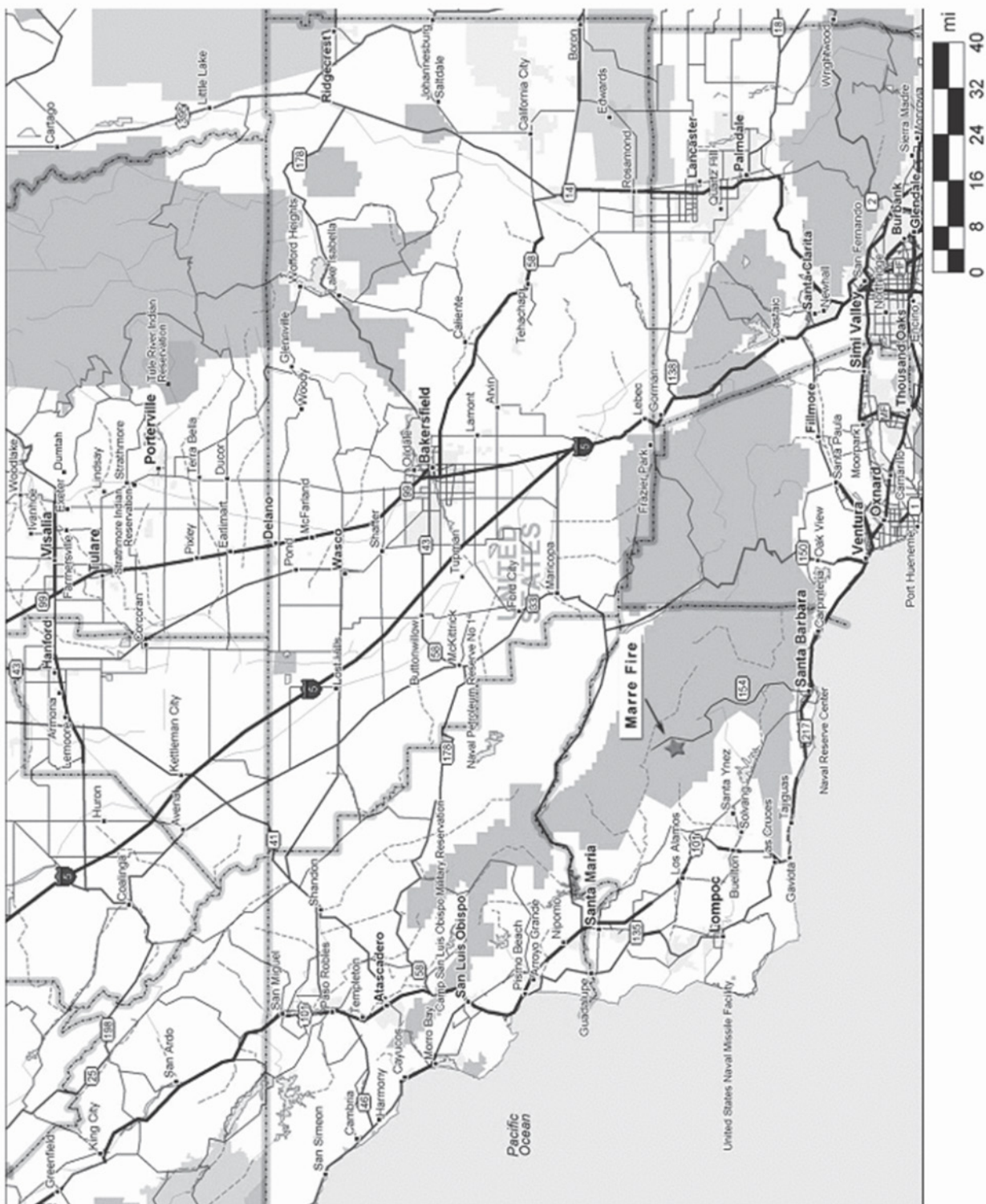














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## **UNIT OVERVIEW**

**Course**      Task Force/Strike Team Leader, S-330

**Unit**          2 – Pre-Engagement

**Time**          1½ Hours

### **Objectives**

1. Discuss sources of information to develop incident situation awareness.
2. Identify the actions necessary to ensure assigned resources are fully equipped and prepared for assignment.
3. Identify the elements of a pre-engagement briefing.

### **Strategy**

Instructor will lead students through an exercise using a combination of lecture, discussion, and written materials.

### **Instructional Methods**

- Informal lecture and discussion with PowerPoint
- Exercises and scenarios

### **Instructional Aids**

- ☐ Computer with LCD projector, presentation software, and screen
- ☐ Flip chart and markers

### **Exercises**

- Pre-engagement Briefing
- Marre ICS Coordination

### **Evaluation Methods**

- Oral review session at end of the unit.
- Objectives will be tested in Classroom Final Exam (written).

## **Outline**

- I. Information Gathering and Situation Awareness
- II. Ensuring Resources Are Ready For Assignment

## **Aids and Cues Codes**

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint

## UNIT PRESENTATION

**Course:** Task Force/Strike Team Leader, S-330

**Unit:** 2 – Pre-Engagement

OUTLINE	AIDS & CUES
<b>Unit Title Slide.</b>	Slide 2-1
<b>Present Unit Objectives.</b>	Slide 2-2
<b>Refer to the TFLD/STL responsibility list students developed during introductions in Unit 0 to present the following information. Validate and add to the students' list as needed.</b>	
<p>I. INFORMATION GATHERING AND SITUATION AWARENESS</p> <p>Situation awareness (SA) should be ongoing.</p> <p><b>Discuss the situation awareness video clip viewed in Unit 1. Ask students if their understanding of situation awareness has increased.</b></p> <p>It is important for the TFLD/STL to determine if resources assigned are adequate to accomplish tactical objectives.</p> <p>Use all available sources of information to develop a complete picture of the capabilities and limitations of the assigned personnel and equipment.</p>	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Personal observations <ul style="list-style-type: none"> <li>– Mobilization inspection</li> <li>– Single resource boss information</li> </ul> </li> <li>• Briefings <ul style="list-style-type: none"> <li>– Supervisory briefing</li> <li>– Operational period briefing</li> </ul> </li> </ul> <div style="border: 2px solid black; padding: 5px; margin: 10px 0;"> <p><b>Briefings will be discussed in more detail in Unit 3.</b></p> </div> <ul style="list-style-type: none"> <li>• Incident Action Plans (IAP) <ul style="list-style-type: none"> <li>– Current</li> <li>– Past</li> </ul> </li> <li>• The resources being relieved</li> </ul>	<p>Slide 2-3</p>
<p>II. ENSURING RESOURCES ARE READY FOR ASSIGNMENT</p> <p>All resources must be fully line ready when they leave for the incident. One of the most important duties that the TFLD/STL performs is ensuring that their assigned resources leave the incident base or staging area fully equipped and line ready.</p>	<p>Slide 2-4</p>

OUTLINE	AIDS & CUES
<p>A. Actions to Ensure Line Readiness</p> <ol style="list-style-type: none"> <li>1. Plan ahead</li> <li>2. Delegate to assigned supervisors <ul style="list-style-type: none"> <li>• Assign specific responsibilities to ensure needs are promptly handled.</li> </ul> </li> </ol> <div style="border: 2px solid black; padding: 10px; margin: 10px 0;"> <p><b>Ask students: What responsibilities can be delegated?</b></p> <p><b>Answer: Single resource boss is responsible for obtaining supplies, time collection and submittal, coordinating with FACL for sleeping area, etc.</b></p> </div> <ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>• Follow up</li> </ul> </li> <li>3. Keep your supervisor informed</li> <li>4. Brief all personnel <ul style="list-style-type: none"> <li>• Brief assigned personnel fully about the mission.</li> <li>• Determine status of assigned resources.</li> <li>• Inform resources of assigned radio frequency(ies).</li> </ul> </li> <li>5. Document <ul style="list-style-type: none"> <li>• Ask questions and take written notes.</li> <li>• Maintain a current Activity Log.</li> </ul> </li> </ol>	<p>Slide 2-5</p> <p>Slide 2-6</p>

OUTLINE	AIDS & CUES
<ol style="list-style-type: none"> <li>6. Ensure tools and equipment are appropriate for assignment.</li> <li>7. Daily readiness</li> </ol>	Slide 2-7
<p><b>EXERCISE: PRE-ENGAGEMENT BRIEFING</b></p> <p><u>Purpose:</u> To give students information gathering and briefing experience.</p> <p><u>Time:</u> 15 minutes</p> <p><u>Instructions:</u></p> <p>Refer students to pages 2.9 – 2.14 in their Student Workbook. Show the video clip on slide 9. Students are to extract necessary information and give a pre-engagement briefing to strike team. Have at least two groups present a briefing to the class based on the information gathered.</p> <p><b><u>End of Exercise.</u></b></p>	Slide 2-8
<p>B. Transportation to and from Assigned Area</p> <ol style="list-style-type: none"> <li>1. Meet time objectives.</li> <li>2. Safe and adequate transportation for all assigned resources.</li> <li>3. Adequate transportation for all equipment and supplies.</li> <li>4. Resources are briefed on procedures for method of travel.</li> </ol>	<p>Slide 2-9 IR 2-1 SR 2-1</p> <p>Slide 2-10</p> <p>Slide 2-11</p>

OUTLINE	AIDS & CUES
<p data-bbox="396 317 1097 401">5. All assigned vehicles fully equipped and ready to go.</p> <p data-bbox="396 447 1097 573">6. All equipment has been inspected and is under rental or cooperative agreement, if required.</p> <p data-bbox="302 619 594 653">C. Coordination</p> <p data-bbox="396 699 1118 867">Coordination is extremely important and is required during all stages of the incident to meet safety, tactical, logistical, and administrative needs.</p> <p data-bbox="396 913 1127 997">Cooperation is important as all functional groups work together to meet incident objectives.</p>	<p data-bbox="1179 619 1333 653">Slide 2-12</p>





## **Pre-Engagement Briefing (Video clip narration on slide 9)**

You and your hand crew strike team have arrived at the Marre Fire Base Camp. It is 1830 on September 29.

After checking-in, you gathered Situation Awareness (SA) by walking through the camp. You also received a map of the camp from the Facilities Unit Leader, a copy of the Communication Plan from the Communications Unit, and a copy of the weather report.

During a conversation with the Planning Section Chief, you were informed that you had not been assigned to the night shift and the day shift operational briefing would begin at 0600 the following morning. It will be held at the briefing area located next to the ICP.

Due to the size of the fire and the number of resources assigned, the PSC has decided that there is only enough room for single resource supervisors and above to attend the briefing. He was amazed at how many resources were assigned to this incident considering the number of incidents throughout the west and the fact that we are at National Preparedness Level 5.

While you were talking to the PSC, the OSC stopped by and you were introduced. The OSC wanted to discuss the next operational period with the PSC because a Dozer Boss from his home unit had approached him a few hours ago looking for an assignment.

Since the PSC knew you were also qualified as a Task Force Leader he recommended that the Dozer Boss and the Bow Valley dozer be assigned to you and the STLD become a TFLD. The OSC feels this will help keep the span of control issues reduced for the DIVS.

As you were leaving, you overheard the OSC and PSC speaking about an 1830 meeting to prepare the ICS-215 for the next shift.

Your next stop was at Finance.

While turning in your crew manifests to the time unit, you were told that the 2:1 work rest guidelines are being strictly enforced and that no start times earlier than the 0600 briefing time would be accepted without a justification with signatures from both the IC and OSC.

Your next stop was the food unit to find out when dinner will be served. The Food Unit Leader told you that dinner will be chicken and potatoes and wouldn't be ready until 2030 instead of 1800 because the caterer had just finished moving the dining area. Breakfast will open at 0430.

The FUDL was obviously a little upset and when you asked him why, he explained that the SOFR had just made the caterers move their equipment because it was near an old shed suspected of being infested with mice which may carry Hanta virus.

The FUDL had already received complaints from crew bosses that had to be at the 1800 night shift briefing.

As you were giving your information to the supply unit, the SUPL informed you that only crew supervisors and above would be allowed to sign out equipment. He also told you that all firing device requests would need to be provided in writing on a General Message Form and would need the signature of the OSC or IC before being accepted.

Walking back to your strike team, you notice the shower units have already been set up and they are closed between 0001 and 0400 for cleaning.

Work with your group to prepare a pre-engagement briefing for your strike team/task force. You have 5 minutes.

**Instructor note: Stress the importance of keeping briefings brief. If a group provides information in their briefing that you don't feel is important, they need to explain why they feel it is important (or the instructor needs to explain why it isn't).**

The OSC is going to tell them:

- Assigned to day operational period
- Briefing 0600
- Single Resource Boss and above only to attend
- Size of the fire
- If students ask, there are no more copies of IAP
- Weather

Information that needs to be included in student's briefing (critical items are **bold**):

- **Situation and Mission Execution**
- Fire situation
- Your strike team is not assigned to tonight's operational period
- Go to Communications Unit for cloning and batteries
- Only single resources go to supply
- Sleeping areas
- Dinner opens at 2030, breakfast opens at 0430
- Briefing at 0600
- What time off the clock?
- **Communications**
- **Service and support**
- **Risk management**
- **Questions or concerns**



## INCIDENT RADIO COMMUNICATIONS PLAN (ICS 205)

<b>1. Incident Name:</b> MARRE			<b>2. Date/Time Prepared:</b> Date: 09/28/XX Time: 1930			<b>3. Operational Period:</b> Date From: 09/29/XX Time From: _____ Date To: _____ Time To: _____				
<b>4. Basic Radio Channel Use:</b>										
Zone Grp.	Ch #	Function	Channel Name/Trunked Radio System Talkgroup	Assignment	RX Freq N or W	RX Tone/NAC	TX Freq N or W	TX Tone/NAC	Mode (A, D, or M)	Remarks
	3	Command	King NIFC	Branch 2	168.700		168.700			
	4	Logistics	King NIFC		414.650		414.650			
	5	Command	King NIFC	Branch 1	170.975		170.975			Command repeater on order.
	2	TAC	King NIFC	DIV C, D	168.200		168.200			
	6	TAC	King NIFC	DIV A, B	168.250		168.250			
	7	TAC	King NIFC	DIV E, F	168.350		168.350			
	8	TAC	King NIFC	DIV X, Y, Z	168.300		168.300			
	13	Air to Ground	King NIFC		170.000		170.000			
<b>5. Special Instructions:</b>										
<b>6. Prepared by (Communications Unit Leader):</b> Name: _____									Signature: _____	
ICS 205				IAP Page _____		Date/Time: _____				

## **FIRE WEATHER FORECAST**

FORECAST NO: 10

NAME OF FIRE: Marre

FOR: 0600-1800 Day

UNIT: Fresno Weather

SHIFT DATE: Sept. 29, 20XX

TIME AND DATE: Sept. 28, 20XX

SIGNED: Larry Greis

FORECAST ISSUED: 2230 PDT

FIRE BEHAVIOR ANALYST

**WEATHER SUMMARY:** High pressure moving onto the Pacific Northwest coast is pushing the subtropical low south away from the California coast. This will cause the current warming and drying trend to continue. Winds aloft are becoming predominately northeast to east, shifting to south after sundown. Any gusty offshore winds will be diminishing with a return to more normal speeds. The outlook calls for the west coast high to slowly shift east and allow a weak area of lower pressure to near the coastline.

### **WEATHER FORECAST**

**WEATHER:** CLEAR SKIES. SMOKE LIFTING OUT OF CANYONS BY MIDMORNING.

**TEMPERATURES:** AFTERNOON HIGHS 80-87 ON LOWER SLOPES AND 73-80 HIGHER PEAKS AND RIDGES.

**HUMIDITY:** MINIMUM RH 20-25 PERCENT ON LOWER AND MID SLOPES. MINIMUM OVER HIGH TERRAIN 27-33 PERCENT.

**RIDGE TOP WINDS:** NORTHEAST TO EAST IN THE MORNING 5-10 MPH WITH LOCALLY STRONGER GUSTS SHIFTING TO MORE SOUTHEASTERLY IN THE AFTERNOON 6-12 MPH.

**SLOPE WINDS:** LIGHT AND VARIABLE EARLY MORNING. UPSLOPE 3-5 MPH BY 1000 INCREASING TO 5-9 MPH DURING THE AFTERNOON.

OUTLOOK FOR NEXT SHIFT (1800-0600) FRIDAY NIGHT CLEAR SKIES. INVERSION FORMING AROUND 2300 FEET. CONTINUED WARM ON MID AND UPPER SLOPES THROUGH THE NIGHT WITH OVERNIGHT LOWS 66-74. LOWER ELEVATION LOWS 62-68. MAXIMUM HUMIDITIES MID AND UPPER SLOPES 25-35 PERCENT AND HIGHER IN VALLEY BOTTOMS AT 40-55 PERCENT. RIDGE WINDS MOSTLY SOUTHEASTERLY 5-10 MPH. DOWNSLOPE WINDS 1-4 MPH INCREASING TO 2-7 MPH BY MIDNIGHT EXCEPT LIGHT AND VARIABLE IN DRAINAGE BOTTOMS BELOW THE INVERSION LAYER.





## **ANSWER KEY-ICS Coordination Exercise**

Based on the events you have experienced up until now, what interactions will you have with the five ICS functional areas?

Functional Area: **Command**

What positions would you meet with and what information should be exchanged?

**IC** – Generally not on Type 1 or 2 incidents, likely on Type 3 or 4. On Type 3, briefings and problem resolution.

**PIOF** – Generally not often on Type 1 or 2 incidents, media or community issues.

**SOFR** – Line/camp issues or risks.

**LOFR** – Are there IARRs assigned?

## Functional Area: Operations

What positions would you meet with and what information should be exchanged?

**OSC/OPBD (when appropriate)** – Briefings, strategies, tactics, assist with problem resolution (with other functions, disciplinary problems, logistics).

**DIVS/Group Supervisor** – Briefings, strategies, tactics, assist with problem resolution (with other functions, disciplinary problems, logistics). Administrative support, drop point, specific briefings, communication link, ordering, needs for the next operational period, etc.

**Other TFLD/STLs** – Tactical and logistical coordination, communication link, sharing of resources, etc.

**Any/all Single Resource Bosses/Operators/Firefighters** – Tactical and logistical coordination, communication link, sharing of resources, etc.

**Structure Protection Specialist** – Tactics, strategy, LCES, structure triage, etc.

**AOBD/ATGS/ASGS** – Establishing helispots, location of drops, turnaround times, aerial reconnaissance, dip site locations, etc.

**HMGB/HECM/Pilot** – Crew manifests with flight weights, equipment and personnel transport, aerial reconnaissance, etc.

Functional Area: Planning

What positions would you meet with and what information should be exchanged?

**PSC** – Briefing time/location, who they want to attend the briefing.

**RESL/SCKN/DMOB/DOCL** – Check-in and travel information, assignments, reassignments, work/rest, evaluations, activity logs, etc.

**SITL/FOBS** – Provides fire/line location, control/containment percentages, corrections to maps, GPS information, etc.

**FBAN/IMET** – Provides line weather and fire behavior observations.

**TNSP** – Administers incident training activities.

**HRSP** – Assists in human resource problem resolution.

**IARR** – Supports plans by solving resource problems for geographic area.

Functional Area: Logistics

What positions would you meet with and what information should be exchanged?

**LSC** – Service and support needs.

**Service Branch**

**MEDL** – Medical aid, supplies, transportation, line EMTs, special needs

**COML** – Radio supplies and services

**FDUL** – Special dietary needs

**Support Branch**

**GSUL** – Equipment inspections, supplies and services

**SPUL** – Receiving, distribution, and ordering of tools, resources and equipment, fire replacement orders

**FACL** – Sleeping arrangements, security, etc.

Functional Area: **Finance**

What positions would you meet with and what information should be exchanged?

**FSC** – Resolves finance questions that cannot be answered by unit leaders.

**TIME/PTRC** – Personnel time

**PROC/EQTR** – Equipment and contract time and contracts.

**COMP** – Handles injury claims, reimbursement, and vehicle accidents, lost or damaged personal equipment.

**Discuss interactions with positions for prescribed fire and fire use assignments. Examples: Burn Boss, Fire Use Manager, Ignition Specialist, etc.**



## **UNIT OVERVIEW**

**Course**      Task Force/Strike Team Leader, S-330

**Unit**          3 – Tactical Engagement

**Time**          7 Hours

### **Objectives**

1. Demonstrate the ability to receive and provide an operational briefing.
2. Demonstrate the ability to manage assigned resources using the Incident Response Pocket Guide Risk Management Process in the exercises.
3. List the factors required to establish and maintain communications with adjoining forces, your supervisor, and assigned resources.
4. Demonstrate the use of field reference guides during tactical decision making exercises.
5. Demonstrate the ability to modify the tactical plan.
6. Demonstrate the ability to lead an after action review (AAR).
7. List the responsibilities to complete at the end of engagement.

### **Strategy**

This unit is used to guide students through tactics discussions. Instructors will direct students to complete Activity Logs, and deliver a briefing and After Action Review (AAR). Students will use the IAP in the student workbook and view video scenarios to update their tactical plans.

### **Instructional Methods**

- Informal lecture and discussion with PowerPoint
- Exercises and scenarios

## **Instructional Aids**

- ☐ Computer with LCD projector, presentation software, and screen
- ☐ Flip chart and markers
- ☐ Incident Response Pocket Guide (IRPG)
- ☐ Marre IAP exercise map. Course coordinator must print a 34" X 26" Unit 3 Marre IAP Exercise Map for each group. Maps need to be produced prior to class and may need to be done through a local print shop.

## **Exercises**

- Marre Briefings and Information Gathering
- Tactical Briefing
- Situation Awareness (SA)
- New Assignment and Responding to Change
- After Action Review (AAR)

## **Evaluation Methods**

- Oral review session at end of the unit.
- Objectives will be tested in Classroom Final Exam (written).

## **Outline**

- I. Briefings
- II. Demonstrate the Ability to Lead an After Action Review (AAR)
- III. Debriefing

## **Aids and Cues Codes**

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint



## UNIT PRESENTATION

**Course:** Task Force/Strike Team Leader, S-330

**Unit:** 3 – Tactical Engagement

OUTLINE	AIDS & CUES
<div>Unit Title Slide.</div> <div>Present Unit Objectives.</div>	<div>Slide 3-1</div> <div>Slide 3-2</div> <div>Slide 3-3</div>
<div>Refer students to the blank Activity Log on page 3.19 of their Student Workbook and discuss.</div> <div>Students will be required to complete and submit the Activity Logs at the end of the operational period.</div> <div>Refer to the Activity Log throughout Units 3 and 4 and give students time to fill them out.</div> <div>Instructor should make additional copies of the Activity Log and distribute as needed.</div>	<div>IR 3-1</div> <div>SR 3-1</div>
I. BRIEFINGS	
<div>Refer students to the briefing checklist on the back cover of the IRPG. Discuss the key elements of a briefing.</div> <div>Although the secondary elements of the Briefing Checklist may not apply to each briefing, the following primary elements should be addressed:</div>	<div>IRPG</div>

OUTLINE	AIDS & CUES
<p>A. Core Briefing Elements</p> <p>1. Situation</p> <p>Discuss information specific to the incident.</p> <ul style="list-style-type: none"> <li>• On a wildland fire – fuel, weather, and topography.</li> <li>• On a tanker truck rollover – spilling toxic chemicals into a stream.</li> </ul> <p>2. Mission/Execution</p> <ul style="list-style-type: none"> <li>• Commander’s intent</li> <li>• Specific tactical assignment</li> <li>• Contingency plan</li> </ul> <p>3. Communications</p> <p>What types of communications are available and appropriate?</p> <ul style="list-style-type: none"> <li>• Tactical</li> <li>• Command</li> <li>• Air-to-ground frequencies</li> </ul> <p>4. Service/Support</p> <p>What kind and type resources and leaders are you working next to?</p> <p>What resources are available for order?</p> <p>What aviation resources are assigned or available?</p>	<p>Slide 3-4</p> <p>Slide 3-5</p> <p>Slide 3-6</p> <p>Slide 3-7</p>



OUTLINE	AIDS & CUES
<p data-bbox="300 315 719 352">B. Operational Briefings</p> <p data-bbox="396 401 1143 569">There are three types of initial operational briefings in which the TFLD/STL will participate: operational period briefings, division breakout briefings and tactical engagement briefings.</p> <p data-bbox="396 615 899 653">1. Operational period briefing</p> <ul data-bbox="493 699 1143 1335" style="list-style-type: none"> <li data-bbox="493 699 773 737">• Obtain IAPs</li> <li data-bbox="493 783 1143 951">• Ensure single resource bosses are present so that information missed by one person will be picked up by another.</li> <li data-bbox="493 997 1081 1077">• Incident objectives and strategies identified.</li> <li data-bbox="493 1123 1105 1203">• Section chiefs provide information for the operational period.</li> <li data-bbox="493 1249 1052 1335">• Updates and corrections to IAP information are provided.</li> </ul> <div data-bbox="220 1392 1130 1560" style="border: 1px solid black; padding: 5px;"> <p><b>Refer students to IAP found in student workbook. It is important for instructors to be familiar with the IAP and be prepared to answer any questions the students may have about the upcoming operational period.</b></p> </div> <div data-bbox="220 1606 1130 1732" style="border: 1px solid black; padding: 5px;"> <p><b>Inform students that after listening to an operational period briefing and a division breakout briefing they will be required to deliver a tactical engagement briefing.</b></p> </div>	<p data-bbox="1179 315 1333 352">Slide 3-10</p> <p data-bbox="1179 615 1333 653">Slide 3-11</p> <p data-bbox="1179 1381 1386 1503">IAP, SW 3.23 IR 3-2 SR 3-2</p>

OUTLINE	AIDS & CUES
<p><b>Marre Update-Operational Briefing</b></p> <p>Show the video clip on slide 13 (narration of the Marre update). Students can refer to the narration on page 3.21 of their Student Workbook.</p> <p>2. Division breakout briefing</p> <ul style="list-style-type: none"> <li>• Roll call</li> <li>• Travel routes</li> <li>• Drop points</li> <li>• Communication</li> <li>• Tactical assignments</li> <li>• Special instructions</li> <li>• Safety</li> <li>• Identify adjoining resources</li> <li>• Contingency plans</li> </ul> <div style="border: 2px solid black; padding: 10px; margin-top: 20px;"> <p><b>Ask students: What additional information should be given or asked for at the division breakout briefing?</b></p> <p><b>Answer: Leaders intent, trending weather, LCES, logistical needs, lookout identification, management action points (MAPs), additional safety zones, etc.</b></p> </div>	<p>Slide 3-12</p> <p>Slide 3-13 IR 3-2 SR 3-2</p> <p>Slide 3-14</p> <p>Slide 3-15</p>

OUTLINE	AIDS & CUES
<p><b>EXERCISE: MARRE BRIEFINGS AND INFORMATION GATHERING</b></p> <p><u>Purpose:</u> To give students experience with multiple operational briefings and tactical information gathering.</p> <p><u>Time:</u> 20 minutes</p> <p><b>MARRE UPDATE – Division Breakout Briefing</b></p> <p><u>Instructions:</u></p> <p>Give each student group a Marre IAP exercise map.</p> <p>Ensure students can locate the following on their exercise map using the “topo map” on slide 17:</p> <ul style="list-style-type: none"> <li>• Drop point 16/Figueroa Mountain</li> <li>• Catway Road</li> <li>• Road 8N03</li> <li>• Davey Brown Campground</li> <li>• Willow Spring Canyon</li> <li>• Manzana Creek Drainage</li> </ul>	<p>Slide 3-16</p> <p>Slide 3-17</p>

OUTLINE	AIDS & CUES
<div data-bbox="207 317 1149 501" style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Instructor will act as Division D Supervisor and deliver the following briefing to the students verbally as in an actual division briefing. Advise students to take notes on the briefing.</b></p> </div> <p><b>Marre Update Division Briefing:</b></p> <p>Hello. I am (<b>instructor name</b>) the new Division D Supervisor. Now that I have completed the roll call and confirmed that everyone is here, I'll go ahead with the division briefing.</p> <p><b>Briefing information:</b></p> <p>Our basic assignment is to complete and improve the line north off Figueroa Mountain at Drop Point 16 down to Catway Road at the upper right hand corner of section 25. Improve Catway Road and then improve Road 8N03 down to Davey Brown Campground. Division E crews should be working from Manzana Creek towards Davey Brown Campground and eventually on up a ridge to us.</p> <p>I have not had an opportunity to meet with the night shift division; I would like to wait until we are at Drop Point 16 to give specific tactical assignments.</p> <p>Manzana Creek is the major drainage to the northeast of Division D. Only a small part of it can be seen on the upper right hand corner of your maps.</p> <p>Our tactical frequency is 168.200. Air to ground is 170.000.</p> <p>We will work the dozers where we can; where we can't get the dozers, we will use the hand crews. We're going to leave the engines to protect the structures around Figueroa Mountain Lookout; they can also lay some hose as we put in the dozer line.</p>	

OUTLINE	AIDS & CUES
<p>There is supposed to be a bunch of fallers assigned to the division but I haven't met with their falling boss yet.</p> <p>Apparently the fire hasn't moved for over 24 hours, but we'll still need to scout out the perimeter and plans may change if the fire's grown during the night. These northeast/east winds will be blowing across our line most of the day, so we'll need to keep heads up, there's still potential for active fire behavior out there.</p> <p>Again, air support will be minimal if we can get it at all. Seems to be a lot of other priorities on the incident and 'tankers are committed to other fires.</p> <p>Does anyone have any questions?</p> <p><b>Potential student questions:</b></p> <ul style="list-style-type: none"> <li>• Travel routes <ul style="list-style-type: none"> <li>– If anyone asks for directions give directions. Travel north on highway 154 to Figueroa Mountain Road. You will travel east to Drop Point 16.</li> </ul> </li> <li>• Tactical assignments <ul style="list-style-type: none"> <li>– May change to direct line construction but won't know until we get up to the drop point.</li> </ul> </li> <li>• Safety <ul style="list-style-type: none"> <li>– Travel with headlights on</li> <li>– PPE</li> <li>– Stay clear of all falling and dozer operations</li> <li>– New DIVS and resources unfamiliar with division</li> </ul> </li> </ul>	



OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Identify adjoining resources <ul style="list-style-type: none"> <li>– Reference the IAP</li> </ul> </li> </ul> <p>If not (or after briefly answering questions), then we'll meet up at Drop Point 16 by 0700 and work out the specific assignments from there.</p> <p>Are there any unassigned resources?</p> <p><b>STUDENT DISCUSSION.</b></p> <p>In groups, have students discuss what information they are missing for a tactical engagement briefing.</p> <p>Allow 5 minutes, then conduct an open discussion of the risk management process in the IRPG.</p> <p>Discuss whether or not it is too soon to use it. Discuss the consequences of the risk.</p>	

OUTLINE	AIDS & CUES
<p><b>MARRE UPDATE-Travel to DP 16.</b></p> <p>Advise students to update their IAP map with fire spread location with each video or map update slide. Check group maps before showing the map update slides to ensure students are maintaining their map SA.</p> <p>Show the video clip on slide 18 (travel to DP 16).</p> <p>Show map update on slide 19.</p> <p><b>ASK STUDENTS: What additional SA do you have? Based on SA, what concerns do you have?</b></p> <p>Students should refer to the IRPG Risk Management Process (RMP) and identify safety zones and escape routes. Encourage/guide discussion if students fail to identify this fundamental requirement.</p> <p><b>MARRE UPDATE-Debrief from Night resources.</b></p> <p>Show the video clip on slide 21 (DIVS line briefing). Show map update on slide 22.</p> <p><b>ASK STUDENTS: What additional direction and SA do you have?</b></p> <p>Students should revisit the RMP.</p> <p><b>End of Briefing and Information Gathering Exercise.</b></p> <p><b><u>End of Exercise.</u></b></p>	<p>Slide 3-18</p> <p>Slide 3-19</p> <p>Slide 3-20</p> <p>Slide 3-21 Slide 3-22</p> <p>Slide 3-23</p>

OUTLINE	AIDS & CUES
<p>3. Tactical/Engagement briefing</p> <p>a. Methods to improve communication:</p> <ul style="list-style-type: none"> <li>• Use the chain of command.</li> <li>• Meet with adjoining resources.</li> <li>• Check accuracy of communication plan.</li> <li>• Follow the communication plan in the IAP.</li> </ul> <p>b. Identify potential communication problems:</p> <ul style="list-style-type: none"> <li>• Radio limitations such as line of sight for direct radio frequencies.</li> <li>• Too much chatter on assigned frequency.</li> <li>• Barriers: language, fatigue, experience, attitudes</li> </ul> <p>c. Capabilities and limitations of mixed resources</p> <ul style="list-style-type: none"> <li>• Typical uses of equipment/crews.</li> <li>• Safety considerations associated with each resource.</li> </ul>	<p>Slide 3-24</p> <p>Slide 3-25</p> <p>Slide 3-26</p> <p>Slide 3-27</p>

OUTLINE	AIDS & CUES
<p><b>EXERCISE: TACTICAL BRIEFING.</b></p> <p><u>Purpose:</u> To give students practice in tactical briefings.</p> <p><u>Time:</u> 15 minutes</p> <p><u>Instructions:</u>            Select students to deliver a tactical briefing. Direct students to use the following format. They may refer to their IRPG.</p> <ul style="list-style-type: none"> <li>• <b>SITUATION</b>              How has your actual assignment changed from the assignment given in the incident action plan?</li> <li>• <b>MISSION/EXECUTION</b>              Describe how you will deploy your task force to complete the assignment.</li> <li>• <b>COMMUNICATIONS</b>              Are communications adequate? (Face to face and radio.)               The TAC frequency for Division E in the IAP is different from that in the communications plan received on the previous day. How will this affect operations on your division? Who should you contact to confirm the change?</li> <li>• <b>SERVICE/SUPPORT</b>              Coordinate with adjacent resources. Adequate supplies to conduct burnout.</li> <li>• <b>RISK MANAGEMENT</b>              Describe your escape routes and safety zones. Who is functioning as a lookout and what information do you give to the lookout(s)? Identify management action points (also known as “trigger points”).</li> </ul>	<p>Slide 3-28</p> <p>IRPG</p>

OUTLINE	AIDS & CUES
<p data-bbox="224 325 1096 451"><b>Discuss the ICS chain of command and the importance of following it. Give some examples and then ask students for examples.</b></p> <p data-bbox="203 508 816 550"><b>MARRE UPDATE – Firing Operation</b></p> <p data-bbox="203 592 950 634">Show the video clip on slide 29 (firing operation).</p> <p data-bbox="203 676 914 718">Note the location of the safety zone on slide 30.</p> <p data-bbox="224 772 857 814"><b>Discuss the new SA/RMP with students.</b></p> <p data-bbox="203 871 1133 955">How does this new information affect the TFLD/STL decision making process?</p> <p data-bbox="224 1012 1031 1096"><b>Refer to the field reference guides and tools for the following:</b></p> <p data-bbox="203 1150 829 1192"><b>MARRE UPDATE – Activity Increases</b></p> <p data-bbox="203 1234 1101 1318">Show the video clip on slide 32 (increased fire behavior and assignment change).</p> <p data-bbox="203 1360 654 1402">Show map update on slide 33.</p>	<p data-bbox="1177 592 1334 634">Slide 3-29</p> <p data-bbox="1177 676 1334 718">Slide 3-30</p> <p data-bbox="1177 772 1334 814">Slide 3-31</p> <p data-bbox="1177 1150 1334 1192">Slide 3-32</p> <p data-bbox="1177 1360 1334 1402">Slide 3-33</p>

OUTLINE	AIDS & CUES
<p><b>EXERCISE – SITUATION AWARENESS (SA)</b></p> <p><u>Purpose:</u> To increase students’ situation awareness through a combination of discussion, map work, and question and answer sessions.</p> <p><u>Time:</u> 20 minutes</p> <p><u>Instructions:</u></p> <p>In groups, have students discuss what additional SA they have acquired. They will review the RMP, identify new risks and the consequences of the new risks, and answer the following questions:</p> <ul style="list-style-type: none"> <li>• How would you describe the fire environment at this time?</li> <li>• What are your thoughts about your new assignment?</li> <li>• Describe how you will deploy your task force to complete your new assignment.</li> </ul>	<p>Slide 3-34</p>
<p><b>MARRE UPDATE – New Assignment.</b></p> <p>Show the video clip on slide 35.</p>	<p>Slide 3-35</p>
<p>Show map update on slide 36.</p>	<p>Slide 3-36</p>



OUTLINE	AIDS & CUES
<p><b>EXERCISE: MODIFYING THE TACTICAL PLAN</b></p> <p><u>Purpose</u>: Analyze tactical decisions made prior to the entrapment and identify indicators or trigger points that may have been ignored. Students can identify possible tactical or risk management solutions that may have prevented the entrapment.</p> <p><u>Time</u>: 20 minutes</p> <p><u>Instructions</u>:</p> <p>Discuss the chain of events associated with the Marre Fire and identify events leading up to the entrapment. Students should demonstrate how they would have modified the tactical plan while utilizing the risk management process.</p> <p>Have each group discuss the questions below and present their answers to the class.</p> <ul style="list-style-type: none"> <li>• The tactical plan was modified from the original morning briefing due to changes in the predicted fire weather and fire activity. Was this plan adequate?</li> <li>• What were some indicators that lead to the entrapment and were trigger points set or ignored prior to signs of a changing fire environment?</li> <li>• What are some alternative tactical or risk management solutions that may have avoided this entrapment?</li> </ul> <div data-bbox="207 1640 1151 1740" style="border: 2px solid black; padding: 5px;"> <p><b>Discuss student answers. They can be used in the following AAR exercise.</b></p> </div>	<p>Slide 3-42</p>



OUTLINE	AIDS & CUES
<p data-bbox="203 310 1047 394">II. DEMONSTRATE THE ABILITY TO LEAD AN AFTER ACTION REVIEW (AAR)</p> <p data-bbox="300 443 1122 562">The after action review is a debriefing format designed to get people to talk. An AAR focuses on the successes and failures of the individual and the team.</p> <div data-bbox="211 615 1149 716" style="border: 2px solid black; padding: 5px;"> <p data-bbox="220 625 1123 705"><b>Draw on student and instructor experience for examples of effective and ineffective AARs. Use the IRPG.</b></p> </div> <p data-bbox="300 762 688 800">A. What was planned?</p> <p data-bbox="394 848 1057 926">Review the primary objectives and expected action plan.</p> <p data-bbox="300 974 773 1012">B. What actually happened?</p> <p data-bbox="394 1060 779 1098">Review the day's actions:</p> <ul data-bbox="394 1146 1135 1654" style="list-style-type: none"> <li data-bbox="394 1146 992 1224">• Identify and discuss effective and non- effective performance.</li> <li data-bbox="394 1272 1135 1350">• Identify barriers that were encountered and how they were handled.</li> <li data-bbox="394 1398 1135 1518">• Discuss all actions that were not standard operating procedure or those that presented safety problems.</li> <li data-bbox="394 1566 1118 1644">• Identify lessons learned and best practices to apply in future situations.</li> </ul> <p data-bbox="394 1703 1135 1780"><b>AAR as soon as possible after the action has occurred to capture the emotion of the actions.</b></p>	<p data-bbox="1177 310 1333 348">Slide 3-43</p> <p data-bbox="1177 615 1263 653">IRPG</p> <p data-bbox="1177 762 1333 800">Slide 3-44</p>

OUTLINE	AIDS & CUES
<p>C. Why did it happen?</p> <p>Discuss the reasons for ineffective or unsafe performance.</p> <p>Concentrate on WHAT, not WHO, is right.</p> <p>D. What can we do next time?</p> <p>Determine lessons learned and how to apply them in the future.</p> <div data-bbox="207 829 1149 1144" style="border: 2px solid black; padding: 10px;"> <p><b>Do an AAR with students on the Marre fire exercise from the point of view of a TFLD/STL. (Consider the variety of resources involved in the exercise)</b></p> <p><b>This would be a good time for instructors to call on particular students who have not demonstrated engagement with the exercise to lead the AAR.</b></p> </div>	<p>Slide 3-45</p>

OUTLINE	AIDS & CUES
<p>III. DEBRIEFING</p> <p>A. Resources to Communicate with:</p> <ul style="list-style-type: none"> <li>Assigned resources</li> <li>Supervisor</li> <li>Incoming/replacement resources</li> <li>Adjacent resources</li> </ul> <p>B. Items to Cover in Debriefing Session:</p> <ul style="list-style-type: none"> <li>Effectiveness of strategies and tactics</li> <li>Accomplished goals/incident objectives</li> <li>Lessons to learn</li> <li>Safety concerns</li> </ul> <p>C. Mobilize to Camp</p> <p>Facilitate safe and appropriate mobilization back to camp.</p> <ul style="list-style-type: none"> <li>Make sure assigned resources are in good mental/physical condition to travel safely.</li> <li>Ensure equipment and vehicles are in condition to travel back to camp (fuel, damage issues?).</li> <li>Reevaluate travel guidelines (headlights on, travel together, communications).</li> </ul>	<p>Slide 3-46</p> <p>Slide 3-47</p> <p>Slide 3-48</p> <p>Slide 3-49</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Abide by safety rules and regulations (seat belts, appropriate speed, etc.).</li> </ul> <p><b>MARRE UPDATE – NIGHT RESOURCES ARRIVE.</b></p> <p>Night resources arrive; it is 1930 hours. Your task force has been relieved. Your options are:</p> <ol style="list-style-type: none"> <li>1. Return to camp with your task force.</li> <li>2. Stay and brief the incoming resources.</li> </ol> <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p><b>Ask students:</b></p> <ul style="list-style-type: none"> <li>• <b>What do you do and why?</b></li> <li>• <b>Whom do you communicate with?</b></li> <li>• <b>What other considerations do you have?</b></li> </ul> </div>	<p>Slide 3-50</p>
<p>D. Documentation</p> <p>Documentation in the Activity Log is essential to track events through the operational period.</p> <p>It provides narrative information on what actually occurred that day for all incident resources. It is reviewed by the Planning Section for details on incident status.</p> <p>The ICS 214 is included in the final fire package, providing documentation for possible litigation or investigation needs, and provides material for developing training products.</p>	<p>Slide 3-51</p>

OUTLINE	AIDS & CUES
<p>Include only facts, not opinions. Document:</p> <ul style="list-style-type: none"> <li>• Significant events</li> <li>• Safety concerns</li> <li>• Human resource issues</li> <li>• Include names, places, times, and actions</li> <li>• Lessons learned (tactical management action point, watchouts, weather factors affecting fire behavior)</li> </ul> <p><b>EXERCISE: TACTICAL DECISION GAMES (TDGS)</b></p> <p><u>Purpose:</u> To give students experience in a variety of decision making scenarios.</p> <p><u>Time:</u> 2 hours</p> <p><u>Instructions:</u> Instructors may choose the included sand table exercises, create other locally based sand table exercises (STEX), do a staff ride, or do a paper based exercise of choice.</p> <p>For instructions and tips on conducting a TDGS, refer to <a href="http://www.fireleadership.gov/toolbox/TDG_Library/default.htm">http://www.fireleadership.gov/toolbox/TDG_Library/default.htm</a></p> <p><b><u>End of exercise.</u></b></p> <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p><b>Review Unit Objectives.</b></p> </div>	<p>Slide 3-52 IR 3-3 SR 3-3</p> <p>Slide 3-53 Slide 3-54</p>



## ACTIVITY LOG (ICS 214)

[illegible]

## ACTIVITY LOG (ICS 214)

[illegible]



## **MARRE UPDATE OPERATIONAL BRIEFING**

### **(Video clip narration on slide 3-13)**

Time is 0600. You have just finished attending the operational briefing for the Marre Fire and you are assigned to Division D. Attending the briefing with you were two crew bosses and a dozer boss assigned to your task force.

During the division introduction, the Division Supervisor assigned to your Division, F. Bueller, did not respond after his name was called several times. An unassigned Division Supervisor will be assigned after the Operational Briefing.

The Operation Section Chief stated that the night resources had good success constructing line in Branch I.

The day shift assignment for Branch I is to complete line construction tying in to division breaks. The Operations Section Chief encouraged divisions to switch to direct tactics when possible.

Safety Officer is pleased with the efforts by the line resources and wants to continue the outstanding safety record.

During the briefing, the day resources were told that several crews had exceeded the 16 hour duty day and justifications are required. Supervisors must ensure that no shifts exceed 16 hours.

The Incident Meteorologist predicted afternoon temperatures to reach highs of 88-95 degrees on lower slopes and 75-85 degrees on higher peaks and ridges.

Relative humidity may drop to 1625 percent at lower elevations and 2228 percent at higher elevations.

Morning winds are expected to be northeast to east at 614 mph and shift to southeast in the afternoon. Slope winds will follow normal diurnal patterns.

The Fire Behavior Analyst said that the fire behavior will be similar to the previous day.

The fuel moisture will continue to drop and unburned fuels will have the potential for rapid fire spread.

The inversion is predicted to lift at 1200 hours. Areas above 2500 feet will be less influenced by the inversion and have the potential to be active during the entire shift.

East winds are predicted on Branch I, which may contribute to rapid fire spread. The potential for spotting is higher than on previous days.

# Marre Incident



**9/30/XX**  
**Day Operational Period**

<b>INCIDENT OBJECTIVES</b>	1. Incident Name MARRE	2. Date 09/30/XX	3. Time 2100
4. Operational Period 09/30/XX Day Operational Period 0600 to 1800			
5. General Control Objectives for the Incident (include alternatives) 1. Provide for firefighter and public safety by implementing the Risk Management Process and ICS 215A.  2. Protect structures by implementing the Structure Protection Plan.  3. Protect the riparian zones in Lion Canyon, Cachuma, Sisquoc, Manzana and Davy Brown creeks.  4. Protect timber, especially plantations on the north perimeter.  5. Maintain visual quality to the extent possible along scenic highway 154.  6. Provide regular updates to the media and public on fire activities.			
6. Weather Forecast for Period See attached weather forecast.			
7. General Safety Message Drive with headlights on at all times. Carry and drink plenty of fluids, <b>especially water!</b> Avoid any unnecessary felling. Watch out for rattlers, bees and poison oak. Apply and update risk management practices throughout the shift.			
8. Attachments (mark if attached)			
<input checked="" type="checkbox"/> Organization List - ICS 203	<input checked="" type="checkbox"/> Medical Plan - ICS 206	<input checked="" type="checkbox"/> Fire Behavior Forecast	
<input checked="" type="checkbox"/> Div. Assignment Lists - ICS 204	<input checked="" type="checkbox"/> Incident Map	<input checked="" type="checkbox"/> Fire Weather Forecast	
<input checked="" type="checkbox"/> Communications Plan - ICS 205	<input checked="" type="checkbox"/> Traffic Plan	<input checked="" type="checkbox"/> Air Operations Summary	
9. Prepared by (Planning Section Chief) Dennis Cooper		10. Approved by (Incident Commander) Bob Geribaldi	

<b>DIVISION ASSIGNMENT LIST</b>		1. Branch I		2. Division/Group C			
3. Incident Name MARRE		4. Operational Period DAY Date: 09/30/XX Time: 0600-1800					
5. Operations Personnel							
Operations Chief	S. Vail	Division/Group Supervisor	F. Baugher				
Branch Director	M. Harkness	Air Attack Supervisor No.	R. Johnson				
6. Resources Assigned this Period							
Strike Team/Task Force/ Resource Designator	Leader	Number Persons	Trans. Needed	Drop Off PT./Time	Pick Up PT./Time		
Smoking Eagles	Patterson	21	N	DP-17/0700	DP-17/1700		
Scorpions #1	A. Setzer	18	N	DP-17/0700	DP-17/1700		
Scorpions #2	M. Lopez	20	N	DP-17/0700	DP-17/1700		
BDF Eng 42	Taylor	6	N	DP-17/0700	DP-17/1700		
BDG Eng 56	Smith	5	N	DP-17/0700	DP-17/1700		
ANF Eng 52	J. Payne	5	N	DP-17/0700	DP-17/1700		
ANF Eng 16	Bingham	5	N	DP-17/0700	DP-17/1700		
ANG Eng 15	Giao	5	N	DP-17/0700	DP-17/1700		
ST OC-31	M. Johnson	20	N	DP-17/0700	DP-17/1700		
WT Avila #6			N	DP-17/0700	DP-17/1700		
DIVS (T)	E. Chico	1		DP-17/0700	DP-17/1700		
STLE	A. Johnson	1		DP-17/0700	DP-17/1700		
STLE (T)	Lacey	1		DP-17/0700	DP-17/1700		
7. Control Operations Mop up and patrol 300 feet inside fireline. Utilize backpack pumps.  SOFR Johnny Law							
8. Special Instructions Pick up backpack pumps.  Protect heritage resources, follow wilderness policies, protect T&E species.  Be advised of sensitive archeological sites and protect cabins.							
9. Division/Group Communication Summary							
Function	Frequency	System	Channel	Function	Frequency	System	Channel
Command	170.975	King NFC	5	Logistics	414.650	NFC	4
Tactical Div/Group	168.200	King	2	Air to Ground	170.000	King	13
Prepared by (Resource Unit Leader) B. Lee		Approved by (Planning Section Chief) W. Riker		Date 09/30/XX		Time 0412	

<b>DIVISION ASSIGNMENT LIST</b>		1. Branch I		2. Division/Group D			
3. Incident Name MARRE		4. Operational Period DAY Date: 09/30/XX Time: 0600-1800					
5. Operations Personnel							
Operations Chief	S.Vail	Division/Group Supervisor	F. Buheller				
Branch Director	M. Harkness	Air Attack Supervisor No.	R. Johnson				
6. Resources Assigned this Period							
Strike Team/Task Force/ Resource Designator	Leader	Number Persons	Trans. Needed	Drop Off PT./Time	Pick Up PT./Time		
Dalton IHC	Carado	18	N	DP-16/0700	DP-16/1700		
Vista Grade IHC	McCre	20	N	DP-16/0700	DP-16/1700		
Black Eagle #4	P. Roche	20	N	DP-16/0700	DP-16/1700		
Black Eagles #2	D. Garcia	21	N	DP-16/0700	DP-16/1700		
Scorpions #4	G. Attwood	19	N	DP-16/0700	DP-16/1700		
Scorpions #5	Carothers	19	N	DP-16/0700	DP-16/1700		
ENG ST 3660C	Sablan	16	N	DP-16/0700	DP-16/1700		
San Carlos # 113	S. Satter	18	N	DP-16/0700	DP-16/1700		
San Carlos #114	B. Bayliss	18	N	DP-16/0700	DP-16/1700		
ST 1566C	Estrada	16	N	DP-16/0700	DP-16/1700		
WT 3	E. Sanaval	1	N	DP-16/0700	DP-16/1700		
Dozer Ames	Ames	1		DP-16/0700	DP-16/1700		
Dozer Bow Valley		2		DP-16/0700	DP-16/1700		
SOF2	L. Templin	1	Unk	DP-16/0700	DP-16/1700		
TFLD	M. Student	1	Unk	DP-16/0700	DP-16/1700		
7. Control Operations DOZB D. Hagen, SOF2(T) T. Frances, Fallers: J.Boyer; A. Taylor; J. Cornell; L. Austin; E. Rivas Complete line construction, hold and improve line. Fall all hazard trees. NEED FALLING BOSS FROM TYPE 1 CREW.							
8. Special Instructions Protect heritage resources, follow wilderness policies, protect T&E species.  Be advised of sensitive archeological sites and protect cabins.							
9. Division/Group Communication Summary							
Function	Frequency	System	Channel	Function	Frequency	System	Channel
Command	170.975	King NFC	5 5	Logistics	414.650	King NFC	4
Tactical Div/Group	168.200	King NFC	2 2	Air to Ground	170.00	King NFC	13
Prepared by (Resource Unit Leader) B. Lee		Approved by (Planning Section Chief) W. Riker		Date 09/30/XX		Time 0330	

<b>DIVISION ASSIGNMENT LIST</b>		1. Branch I		2. Division/Group E			
3. Incident Name MARRE		4. Operational Period DAY Date: 09/30/XX Time: 0600-1800					
5. Operations Personnel							
Operations Chief	S. Vall	Division/Group Supervisor	J. Leach				
Branch Director	M. Harkness	Air Attack Supervisor No.	R. Johnson				
6. Resources Assigned this Period							
Strike Team/Task Force/ Resource Designator	Leader	Number Persons	Trans. Needed	Drop Off PT./Time	Pick Up PT./Time		
Zig Zag IHC	W. Anderson	20					
Horseshoe IHC	Barratt	17					
Helena IHC	Edwards	20					
Lolo IHC	S. Karkanen	20					
Fresno #1	Nolan	18					
Red Hawks	Forester	20					
OC-24	Bloom	20	N				
FSR #33	Gondor	20	N				
SOF2	Linelauger	1					
DIVS (T)	J. Clem	1					
Fire Behavior Spec.	J. Perkins	1					
7. Control Operations Continue line construction toward Division D. Shift length will not exceed 16 hours without IC approval today.  Follow wilderness policies.							
8. Special Instructions Protect heritage resources, follow wilderness policies, protect T&E species.  Be advised of sensitive archeological sites and protect cabins.							
9. Division/Group Communication Summary							
Function	Frequency	System	Channel	Function	Frequency	System	Channel
Command	170.975	King NIFC	5	Logistics	414.650	King NIFC	4
Tactical Div/Group	168.200	King NIFC	2	Air to Ground	170.000	King NIFC	13
Prepared by (Resource Unit Leader) B. Lee		Approved by (Planning Section Chief) W. Riker		Date 9/30/XX		Time 0330	

## **FIRE WEATHER FORECAST**

FORECAST NO: 11

NAME OF FIRE: Marre

FOR: 0600-1800 Day

UNIT: Fresno Weather

SHIFT DATE: Sept. 30, 20XX

TIME AND DATE: Sept 29, 20XX

SIGNED: Larry Greis

FORECAST ISSUED: 2230 PDT

FIRE BEHAVIOR ANALYST

**WEATHER SUMMARY:** High pressure now off the Pacific Northwest coast extends southeast along the California coast. This will cause the current warming and drying trend to continue through the afternoon before ending on Sunday. Winds aloft are becoming predominately northeast to east and will shift to more southeast tonight. Any gusty offshore winds will be diminishing with a return to more normal speeds. The outlook calls for the west coast high to slowly shift east and allow a weak area of lower pressure to near the coastline late Sunday or Monday. This will cause a shift in winds to more southwesterly, deepen the marine layer enough to possibly spread into interior valleys, and spread cooler and moister air into inland valleys.

## **WEATHER FORECAST**

**WEATHER:** CLEAR SKIES. SMOKE LIFTING OUT OF CANYONS BY MID MORNING.

**TEMPERATURES:** AFTERNOON HIGHS 88-95 ON LOWER SLOPES AND 75-85 HIGHER PEAKS AND RIDGES.

**HUMIDITY:** MINIMUM RH 16-25 PERCENT ON LOWER AND MID SLOPES. MINIMUM OVER HIGH TERRAIN 22-28 PERCENT.

**RIDGE TOP WINDS:** NORTHEAST TO EAST IN THE MORNING 6-14 MPH WITH LOCALLY STRONGER GUSTS SHIFTING TO MORE SOUTHEASTERLY IN THE AFTERNOON 6-12 MPH.

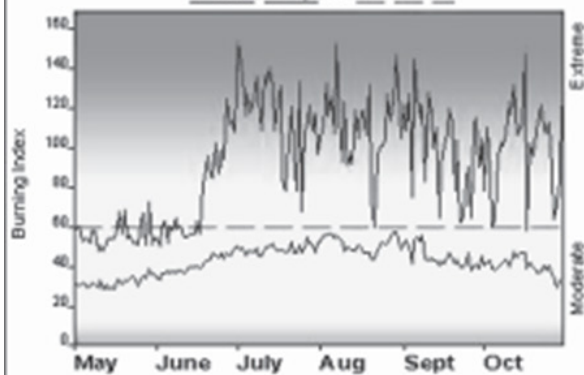


SLOPE WINDS: LIGHT AND VARIABLE EARLY MORNING. UPSLOPE 3-7 MPH BY 1000 INCREASING TO 5-12 MPH DURING THE AFTERNOON.

OUTLOOK FOR NEXT SHIFT (1800-0600) SATURDAY NIGHT CLEAR SKIES. INVERSION FORMING AROUND 2300 FEET. CONTINUED WARM ON MID AND UPPER SLOPES THROUGH THE NIGHT WITH OVERNIGHT LOWS 66-74. LOWER ELEVATION LOWS 62-68. MAXIMUM HUMIDITIES MID AND UPPER SLOPES 22-30 PERCENT AND HIGHER IN VALLEY BOTTOMS AT 40-55 PERCENT. RIDGE WINDS MOSTLY SOUTH-EASTERLY 5-10 MPH. DOWNSLOPE WINDS 1-4 MPH INCREASING TO 2-7 MPH BY MIDNIGHT EXCEPT LIGHT AND VARIABLE IN DRAINAGE BOTTOMS BELOW THE INVERSION LAYER.

## FIRE DANGER -- Los Padres NF, SantaBarbara RD

Maximum, Average, and 90th Percentile



## Fire Danger Area:

- Los Padres Nat. Forest
- Santa Barbara RD
- NFDRS Area 586

## Fire Danger Interpretation:



EXTREME -- Use extreme caution

(CAUTION) -- Watch for change

Moderate -- Lower Potential, but always be aware

Maximum -- Highest Burning Index by day for 1972 - 2001

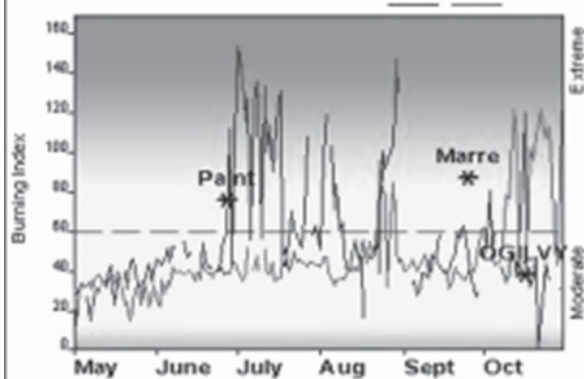
Average -- shows peak fire season

90th Percentile -- Only 10% of the days from 1972 - 2001 had an Burning Index above 59

## Local Thresholds - Watch out:

Combinations of any of these factors can greatly increase fire behavior:  
 20' Wind Speed over 15 mph, RH less than 25%,  
 Temperature over 90, Live fuel moisture below 60%,  
 Burning Index over 42

## Years to Remember: 1985 1999



## Remember what Fire Danger tells you:

- ✓ Burning Index gives day-to-day fluctuations calculated from 2 pm temperature, humidity, wind, daily temperature & rh ranges, and precip duration.
- ✓ Wind is part of BI calculation.
- ✓ Watch local conditions and variations across the landscape -- Fuel, Weather, Topography.
- ✓ Listen to weather forecasts -- especially WIND.

## Past Experience:

The Santa Barbara RD has had one of the most costly urban interface fires:

- Painted Cave - 1990 - 4,267 acres  
 641 structures were lost, most within 2 hours of the initial report. Sundowner winds were reported to be 40-70 mph. One civilian fatality.

Other large fires include:

- Mame - 1990 - 40,201 acres
- Ogilvy - 1998 - 4,000 acres

-HEADS UP for Sundowner Winds: Strong downslope winds can reach well over 30+ mph, very low relative humidity, and temps can rise above 100 deg F at the coast.  
 -HEADS UP for frockkilled brush and snowkilled brush. April 2002

Developed by NAGFDR--National Advisory Group for Fire Danger Rating

## **FIRE BEHAVIOR FORECAST**

FORECAST NO: 12

FOR: 0600-1800 DAY SHIFT

NAME OF FIRE: MARRE

SHIFT DATE: SEPT 30, 20XX

TIME AND DATE: SEPT. 29, 20XX  
FORECAST ISSUED: 2130

SIGNED: Richard Carmichael  
FIRE BEHAVIOR ANALYST

WEATHER SUMMARY: See attached fire weather forecast.

### **FIRE BEHAVIOR**

GENERAL: FIRE ACTIVITY WILL BE MUCH THE SAME AS DAY SHIFT YESTERDAY. FUEL MOISTURES CONTINUE DRYING AND ANY UNBURNED FUELS HAVE THE POTENTIAL TO SPREAD RAPIDLY. EXPECT INVERSION TO CLEAR AROUND NOON, HOWEVER, FIRE WILL BE ACTIVE ABOVE 2500 FEET THROUGHOUT THIS SHIFT. EASTERLY WINDS ARE DIMINISHING AND SHOULD NOT HAVE THE IMPACT ON THE DIVISIONS AS YESTERDAY, WITH THE EXCEPTION OF DIVISION D. THIS PORTION OF THE FIRE, ESPECIALLY AT THE HIGHER ELEVATIONS, WILL HAVE THE WIND PUSHING ANY FIRE TOWARDS THE LINE.

SPECIFIC: BRANCH I DIVISION D – EASTERLY WINDS HAVE THE POTENTIAL TO CAUSE ANY UNBURNED FUELS TO SPREAD RAPIDLY TOWARDS THE LINE AND SPOTTING COULD OCCUR FROM ANY FLARE-UPS.

BRANCH II DIVISION V – THIS DIVISION EXPERIENCED A SIGNIFICANT UPHILL RUN YESTERDAY AS SLOPE AND SOLAR RADIATION CAME INTO ALIGNMENT. CONDITIONS EXIST TODAY FOR A SIMILAR OCCURRENCE AS A LARGE AREA ADJACENT TO FIRE IS SOUTHERLY EXPOSURE. IF FIRE BACKS TO THE BOTTOM OF ONE OF THESE SLOPES EXPECT ANOTHER INTENSE UPHILL RUN.

AIR OPERATIONS: EXPECT GUSTY WIND CONDITIONS OVER THE FIRE THIS MORNING. IMPACTS ON HELICOPTER OPERATIONS SHOULD BE LESS TODAY THAN YESTERDAY, AS THE WIND SPEED SHOULD NOT BE AS HIGH.

SAFETY: MAINTAIN SITUATION AWARENESS AT ALL TIMES, DON'T LET UP BECAUSE THE LAST FEW SHIFTS HAVE BEEN RELATIVELY INACTIVE. YESTERDAY'S FLARE-UP IN DIVISION V WAS TRIGGERED BY A DUST DEVIL PICKING UP AND FANNING TO LIFE DYING EMBERS. ALONG WITH SPOTTING AND ROLLING MATERIAL, THESE DEVILS HAVE THE POTENTIAL TO SPREAD FIREBRANDS INTO UNBURNED FUELS AS HAPPENED ON DIVISION V YESTERDAY.







## ACTIVITY LOG (ICS 214)

[illegible]

## ACTIVITY LOG (ICS 214)

[illegible]



## TACTICAL DECISION GAMES

### 1. **Initial Facilitator Information—NOT TO BE SHARED WITH STUDENTS**

**Title:** Incident within an Incident/Shotgun Fire

<b>Author(s):</b> Mike Ellsworth	Boise District BLM
Nate Gogna	Silver State IHC
Eric Walker	Boise Smokejumpers

**Target Audience:**  
Strike Team Leader or Task Force Leader

**Training Objective:**  
Given the following scenario, players will determine how to manage an incident within an incident. Players should verbally communicate their decisions to the appropriate individuals.

**Resources Referenced:**

- **Strike Team Leader – Crew (Player Role)**
- Air Attack
- Porter Crew
- Rocky Mountain Crew
- Contract Falling Team

## **SCENARIO INFORMATION TO BE SHARED WITH STUDENTS**

### **Facilitator Briefing To Student(s):**

You have been assigned to Division C of the Shotgun Fire as a Strike Team Leader Crew for the past five days. You have two contract crews [Porter Crew and Rocky Mountain with two saws each] and one falling team. Your assignment has been to construct line along Shotgun Ridge. Your crews have been making great progress despite the extensive amount of saw work involved. The fire behavior and weather has been constant for the past shifts and looks to continue today. The conditions are as follows.

- August 8
- Fuel Model 9 (Thick Ponderosa Pine with light under story and dense canopy)
- Temperature – high 88
- RH – low 20
- Winds calm
- Fire behavior has been very light on your Division. For the most part you are putting in line just to secure it. The burn ran hot and the black is clean but full of snags.

It takes approximately two hours to hike into the fire and you are delayed behind the crew. When you arrive on the line the falling team and crews are already in place and hard at work. Air Attack is above for the morning recon.

The terrain is steep and inaccessible. The largest challenge for the division has been maintaining logistics. You and the division have identified several sling sites for supply (identified on the map).

After several hours of work, the Porter Crew Boss calls and informs you a crewmember has been injured. As you arrive on scene with the injured crewmember and Porter Crew Boss, you assess the following conditions:

“He was digging line and working on removing a small root. He pulled back, slipped, and rolled down hill on his back. He is experiencing slight back pain. He is definitely in pain, but all vitals are okay.”

There is no one on the Division who is medically trained and you quickly realize you have more basic medical knowledge than anyone else. In addition, you are the only one qualified in helicopter operations and have been running all aviation for the Division. Your assessment is to transport him by helicopter although this is not a life threatening injury. However, the only possible place on Shotgun Ridge you can transport from is the closest sling site location, which is  $\frac{1}{4}$  mile away. The Division Supervisor is two hours away at fire camp.

You are unable to contact division because of unreliable repeaters on your Division.

What do you do?

## **ADDITIONAL INFORMATION FOR FACILITATOR ONLY**

### **Facilitator's Notes:**

This TDGS should focus on making a decision on how to evacuate an injured crewmember on your strike team. The crewmember starts with pain in the lower back and will increase in pain as time continues. The player is the only one who knows anything about medical procedures and aviation. Everyone on the crew is too timid to assist with either situation. The Division Supervisor is too far away to assist you. The player will need to decide how to extract the crewmember and delegate responsibility. (Dealing with aviation and the medical is too complicated for one person.)

Facilitator should play Air Attack because of the inside information. Assign other roles to the crew bosses if needed. The scenario may start with the Strike Team Leader Crew trying to contact the Division Supervisor. If so, only allow contact with Air Attack.

Air Attack is extremely high off the deck and their view of the ground is impractical (dense canopy). Air attack is forcefully opinionated and is difficult to talk with. He believes the sling site is not a good option. He suggests dropping a backboard in and that you should try to hike the crewmember across the Bitter Creek drainage and up to H-4 (approximately one mile). The player knows there is a large amount of snags and would take about two hours to get the crewmember to H-4. The ATGS notifies you that helibase has a rappel-qualified ship and can rappel an EMT (the facilitator could withhold the EMT information unless asked by the player).

If the rappel ship is requested, the HEMG should agree with widening the sling sight spot and getting a helicopter to land there. However, it will take a lot of work. The player has a two person saw team and four other saws. To apply pressure, the injured crewmember is getting worse. To clear a site for the helicopter would take approximately four hours.

The scenario will end when the player decides on their course of action to evacuate the crewmember.

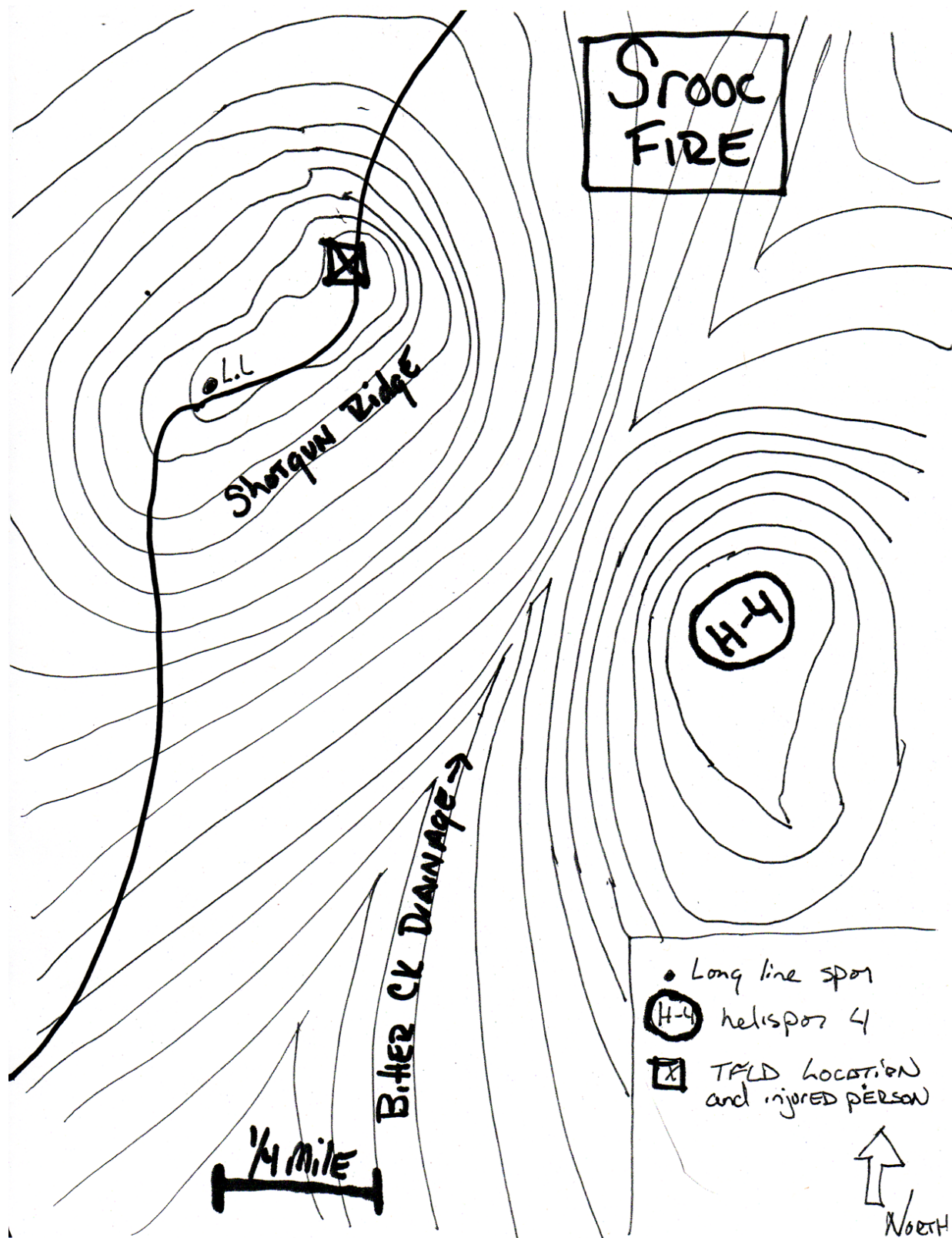
In this TDGS the player's actual plan to evacuate the injured crewmember is less important than the reasons for their decisions. Discussion in the AAR should focus on why the player made the evacuation plan.

### **After Action Review:**

Conduct an AAR with focus on the training objective. Use the AAR format found in the Incident Response Pocket Guide to facilitate the AAR. There are four basic questions in the AAR.

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

TDGS shouldn't have a single solution, keep the focus of the AAR on what was done and why.



## **2. Initial Facilitator Information—NOT TO BE SHARED WITH STUDENTS**

**Title:** Urban Interface Operations/Structures Threatened IA

**Target Audience:**

TFLD/STL – T

**Training Objective:**

Given the following scenario, the players should decide on an offensive or defensive strategy. Players should brief their decisions to the appropriate individuals.

**Resources Referenced:**

- **Single Resource Boss (Player Role)**
- 2 Type 4 Engines (E-3, E-9) 1 Agency, 1 contract
- 2 Type 3 Engines (E-27, E-56) VFD, 1 municipal
- 2 Type 6 Engines (E-12, E-41) 1 municipal, 1 contract
- 1 Dozer (Dozer 5) w/ DOZB
- 1 Water Tender (Tender 1)
- 1 Air Attack (Bravo 1)
- 1 Heavy Air Tanker (Tanker 00)

## **SCENARIO INFORMATION TO BE SHARED WITH STUDENTS**

### **Facilitator Briefing To Student(s):**

You are assigned to the Hokey Pokey Fire in R3 on a T2 incident. This is the team's first shift. The resources assigned to this area are all from out of the area and have never worked together before.

It is 1130 and you have just been reassigned to DIV X. You are first on scene and you must assume the role of TFLD. En-route to the DIV you observe weather conditions to be 85 degrees, RH 18%, Winds 5 out of the West with gusts to 10. It is now 1200 and you have just arrived on scene to find fire actively burning in heavy fuels (sage, cheat grass, and juniper) mid-slope with a subdivision of approximately 25 homes just above the fire.

This is a breakout/slop on an emerging fire. All equipment is inspected and has frequencies.

You have scouted the area and all resources are on scene.

Take 5 minutes to decide your course of action and prepare any communication contacts you think are necessary.



## **ADDITIONAL INFORMATION FOR FACILITATOR ONLY**

### **Facilitator “Murphy’s Law” Suggestions:**

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

- Power lines are down between resources.
- Propane tank is receiving direct flame impingement.
- Ember spots into interior structure and roof is involved.
- Water system failure, hydrants have no pressure.
- Panicked public blocking traffic or refuses to evacuate.
- Hazardous materials involved.
- Priority fires.
- Vehicle accident involving private vehicle and an engine.
- Wind shifts and/or increases.

### **Facilitator’s Notes:**

This TDGS should focus on the TFLD of decision making and communication. In the scenario, the player has been presented with moderate fire conditions, multiple new starts in the area and a direct threat to 20-30 homes.

The scenario implies structure protection as the number one priority. The location of the fire in relation to the homes should provoke immediate concern for the structures.

Recommend to locate fire above structures backing downslope.

Either offensive or defensive will work.

### **After Action Review:**

Conduct an AAR with focus on the training objective. Use the AAR format found in the Incident Response Pocket Guide to facilitate the AAR. There are four basic questions in the AAR.

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

TDGS shouldn't have a single solution, keep the focus of the AAR on what was done and why.

### 3. Quick TDGS/STEX

#### Scenario Narrative Worksheet

**Facilitator Set-up to Students:** Establish ground rules and purpose of TDGS. Then begin scenario narration. Provide enough information to paint a good scenario picture so that students can gain a situation awareness level that will allow them to play their assigned role.

You are task force leader. It is 0700 on July 30th. You are in Idaho on the Slide Gulch Fire on the Boise National Forest. Typical fuels for the area are mixed brush and grass with some standing dead timber.

Other scenario information the fire has been burning for 3 days. Each morning the fire has been smoldering and each afternoon there have been flare ups and short range spotting. A small burn out was conducted the previous shift in an effort to keep up with the fire's progression and to keep the fire from crossing NF Rd 113.

Conditions	Current	Expected Afternoon
Temperature	62	80-87
RH	28	12-15
Wind Speed and Direction	Calm	10-15 Gust 20
Sky	Clear	Clear
Known Fire Danger Indicators		

“The fire is currently 300 acres, on an eastern aspect in rolling terrain, burning in moderate fuels of grass and shrubs with areas of snags. Fire behavior so far has been creeping during the mornings, with some running and short range spotting during the afternoon. Expected weather is temperature highs of 80-87 R.H. minimums of 12 to 17 percent, winds are expected to be from the south / south west of 5-10 mph, switching to upslope / up canyon at 10-15 mph with gusts to 20 in the afternoon.”

“Your assignment is to keep the fire south and west of NF Road 113, secure the burn out conducted along NF road 113 during the previous shift and to scout and continue fire line progression up the left flank of the fire from where the fire leaves road 113 towards the head of the fire.

“Communications are being handled on Tac 1 channel 1 with command on Command 6 channel 6 and Air to Ground on Channel 12. ”

“Resources assigned to your task force are are Bonneville IHC, Type II crews – Shungnak #2 and Fort Yukon #4, 2 Engine, one is a type 4 – Boise NF Engine 431 and Wallowa Whitman NF 662, Tactical Water tender (1500 gallon) – Lone Wolf Enterprises #1” There are also 3 more type 6 engines and another Type II crew that are assigned to another part of the division and they are working with Task Force Leader, Gholson.

You arrive on scene at 0715 and find out that the following actions have been taken: The burn out from the previous shift (objective of the burn was to keep up with fire progression and keep the fire south and west of NF RD 113) has held throughout the night and is mostly smoldering at this time. The resources assigned to your task force are on scene and are waiting to be assigned a specific task. You are also informed that some of the supply order place the prior shift has begun to arrive. The supply order is as follows:

- 4000 feet 1.5 inch hose
- 2000 feet 1 inch hose
- 20 1.5 inch gated Y's
- 20 1.5 inch to inch reducers
- 20 1 inch nozzles
- 4 mark 3 pump kits
- 4 1500 gallon fold a tanks

**What Now?** Take   3   minutes develop your plan of action, prepare instructions to your subordinates, and any communication reports to others that you think are necessary.

## Quick TDGS / STEX Design Worksheet

(Not to be shared with Students)

<b>Target Audience</b>
<b>Task Force Leader/Strike Team Leader</b>

<b>Objectives/Teaching Points</b> <i>(Example: address downhill line construction, manage an incident within an incident, etc.)</i>
1. Student will learn to match Resource Types to the Job they are assigned
2. Student will learn to work through personnel/mechanical issues.

### <<<<<<< Develop Scenario Narrative Worksheet

<b>Murphy's Law Inputs</b> <i>(Example: engine breaks down, wind shifts, irate land owner arrives, etc.)</i>		
OBJECTIVE #	EVENT DESCRIPTION OF INPUT	Role/Method for Input
1	Fort Yukon reports a tree that they don't feel comfortable felling	
1	Crew assigned to scout / dig line up flank states they can proceed but will need a resource to hold the new line as they dig.	
2	Shungnak reports a concern or working to close to Fort Yukon due to an ongoing personnel dispute that began earlier in the year.	
2	Engine 662 reports a flat tire and will need a new spare.	

**AFTER ACTION REVIEW key questions:**

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

#### **4. Initial Facilitator Information—NOT TO BE SHARED WITH STUDENTS**

**Title: Communicating Plan as STCR to IHC Superintendents**

**Target Audience:**

TFLD/STL

**Training Objective:**

Given the following scenario, the player should decide to address concerns given by assigned resources and communicate these concerns to supervisor while supporting the given plan. Players should verbally communicate their decisions to the appropriate individuals.

**Resources Referenced:**

- DIVS (Facilitator)
- **Role Player as STCR**
- Canyon IHC Supt.
- Smith Valley IHC Sup
- Safety Officer

**Additional DIVs Resources:**

- 2 - Type 4 Engines, E-421 and 411
- Water Tender T-2
- 2 – Type 2 Crews, Centennial Job Corp C-8 and ID-BOF C-3

## **SCENARIO INFORMATION TO BE SHARED WITH STUDENTS**

### **Facilitator Briefing To Student(s):**

You are a Strike Team Leader on Division A on the Trinity fire in Idaho on the Boise National Forest managed by a Great Basin Type 1 Incident Management Team. The resources assigned to you are two type 1 crews from out of the area but have worked together in multiple occasions.

You have attended the morning briefing and the information that you have attained in the briefing and the current IAP consist as:

**Weather** – 89-93 degrees

**RH** – 15 – 20

**Winds** – S SW 5-10 with gust to 20 MPH

**Fuels** – Ponderosa Pine with grass understory with moderate dead and down fuel loading

**Haines** - 6

**Fire Weather** – Moderate fire growth with possible short runs in DIV A

**Safety** – Displayed on 208 (Typical line safety concerns with steep terrain and snags)

The operational plan for resources on Division Alpha not assigned to you are to mop-up north of Wagon Town Loop Road to Division W. Your assignment with the two hotshot crews are to go direct from Wagon Wheel Loop Road down through the drainage to the South fork of the Boise River tying in the last piece of open line on the division A and fire. The fuel in your work area is P-Pine with grass understory and moderate dead and down. Topography is relatively steep terrain in the drainage.

It is 0800 and you have just arrived on scene at DP 72 and are getting ready to tie in with the two hotshot Superintendents for further tactical and risk management discussions.

Take 5 minutes to decide your course of action and prepare any communication directions and concerns you may have.



## **ADDITIONAL INFORMATION FOR FACILITATOR ONLY**

### **Facilitator “Murphy’s Law” Suggestions:**

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

- DIVS and OPS is adamant about going direct
- IHC Superintendents. Adamant about going indirect
- Large old growth P-Pine above direct line with multiple snags (Direct Option)
- Steep Terrain hampers line progression (Direct Option)
- Predicted winds change and are not favorable for indirect firing operation (Indirect Option)

### **Facilitator’s Notes:**

This TDGS focuses on the Strike Team Leader level of creating rapport with resources, decision making and communication. In the scenario, DIVS does not like working with hotshot Superintendents and delegates the supervision of crews to STCR. The player has been presented with initial objectives and tactics from DIVS and this is conflicted with the suggestions and concerns from line leadership (Hotshot Superintendents.). There is further pressure for the decision maker to adapt the plan for resource concerns and be able to communicate suggested changes up the chain. Either option is viable and has equal safety values to consider. The STCR must provide communication in both directions.

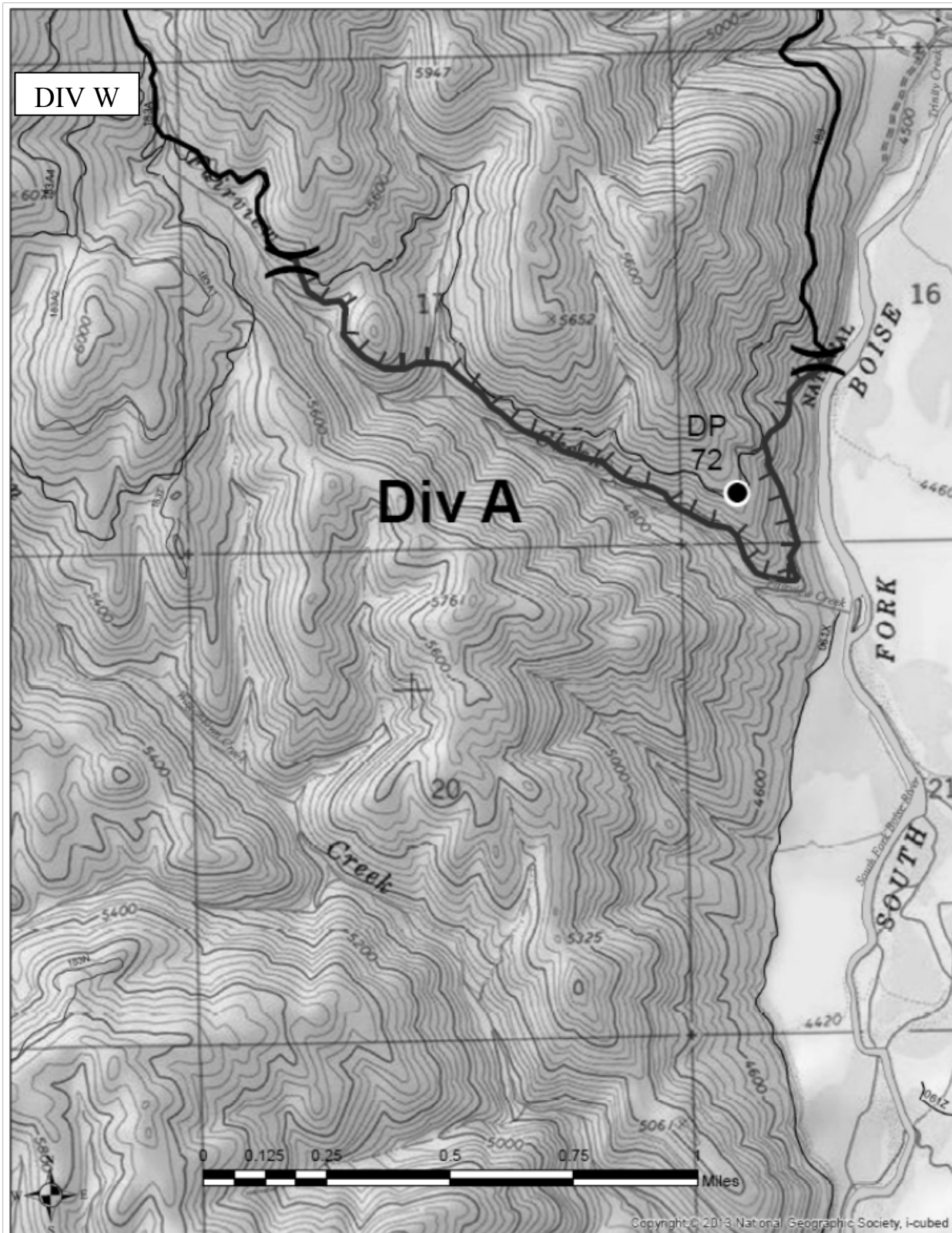
The scenario implies pressure for an incident plan and feedback from line personnel. If the STCR follows the line pressured direction, they will communicate this strategy to DIVS accordingly. However, there is no explicit direction to be assumed; the course of actions practice communication and tactful disagreement.

**After Action Review:**

Conduct an AAR with focus on the training objective. Use the AAR format found in the Incident Response Pocket Guide to facilitate the AAR. There are four basic questions in the AAR.

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

TDGS shouldn't have a single solution, keep the focus of the AAR on what was done and why.



**5. Initial Facilitator Information—NOT TO BE SHARED WITH STUDENTS**

**Title: Contingency Plans/Carlsbad Fire**

<b>Author(s):</b> Nic Anthony	Pacific Northwest Training Center
Pete Gordon	Coronado National Forest
Dave Owens	Sawtooth Hotshots

**Target Audience:**  
Strike Team Leader

**Training Objective:**

Given the following scenario, players should recognize ineffective operations and react to that situation. Players should verbally communicate their decisions to the appropriate individuals. This can be used as a drill to discuss Standard Firefighting Orders #2 and #3.

**Resources Referenced:**

- **Strike Team Leader – Crew (Player Role)**
- 2 Type 2 Handcrews
- 1 Hotshot Crew
- Division Supervisor (Facilitator plays this role with inside intelligence)
- Air Attack

## **SCENARIO INFORMATION TO BE SHARED WITH STUDENTS**

### **Facilitator Briefing To Student(s):**

It is June 3<sup>rd</sup> and you are a Strike Team Leader for two Type 2 handcrews on the Carlsbad Fire. You've already attended the morning briefing with the Incident Management Team. You were informed of a Red Flag warning for winds at 1300. You have noted that some resources may be available from adjoining divisions and there are several aircraft shown available today on the Air Operations plan. You were given the assignment to punch easy indirect line south, along a slight ridge from the Division A-E break toward the dozer line coming from division D. You are to be on the line by 0700 and are assigned to complete 24 chains of line before assisting the Smokey Bear Hotshots with firing this piece of line at 1100. This will tie together the dozer line from Division D to the south with the paved road you are anchoring from the north. You can assume that the fire's current location is of no concern to your safety today, even in the face of the Red Flag warning.

Due to problems with one of your bus drivers, your crews are late and you are not ready to begin your assignment until 0730. In the tactical briefing with Division E Supervisor, a trigger point of completing 12 chains of line by 0930 has been established. As the line cutting progresses, the crews are running into thicker brush than anticipated and some of the inexperienced sawyers are frequently "rocking" their saws. The morning is hotter than expected and a few crewmembers are experience fatigue due to the heat. By 0925, you estimate that your two crews have only completed 8 chains of line, and you are now concerned about meeting the 1100 deadline.

Since Division E Supervisor failed to present options or contingencies to reaching the identified trigger point, assess your situation, your relationship to the plan, and present options to Division "E" supervisor. Do you have any questions on the information given? You have 3 minutes to assess the situation and prepare any communication contacts you think are necessary.

## **ADDITIONAL INFORMATION FOR FACILITATOR ONLY**

### **Facilitator “Murphy’s Law” Suggestions:**

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

- Weather: Red Flag wind event may materialize sooner than predicted, local influences not anticipated/known, etc.
- If the Strike Team Leader - Crews or facilitator introduces contingency/support resources to Division E, there may be difficulty in timely response; i.e. vehicle breakdowns, lost resources, aircraft unavailable, or higher priority needs of resources.
- Medical problems or injuries
- Communication failures; no contact with Division E Supervisor, adjoining resources, aircraft, etc.
- Division E Supervisor has an attitude problem and fails to see the inability to complete the original task.

### **Facilitator’s Notes:**

The focus of this TDGS is recognition of the need to change tactics and the importance of having contingency plans. It is important to note that the associated map and the sand table may not be to scale. This may raise questions by the role players. Assure the role players that the main fire is of no concern today and that the sand table may not be to scale.

This TDGS is designed to be a simulation type. The scenario is intended to be a dynamic set of circumstances that may include several decision points. Lead the role players or “hot seat” STRC to assess the situation and recognize the failure of the indirect line assignment, then report back to the Division Supervisor. The facilitator may assign the roles immediately or after the facilitator briefing. Consider other role players as listed above if the scenario is allowed to play out longer to draw upon solutions toward the objective.

The omission of a contingency plan by the Division E Supervisor, for the trigger point is intentional. The facilitator should be prepared for questions regarding this at the beginning of the scenario. The facilitator may want to indicate that the Division E Supervisor wishes to “jump off that bridge when we get there.”

The facilitator can introduce “Murphy’s Laws” at any time, especially if the role players appear to be ahead of the learning objective. It is assumed that the role players are likely to suggest to the Division E supervisor to request more resources to complete the indirect line. If this should occur, the facilitator can allow this to play out but introduce some of the suggested “Murphy’s Laws” to further the simulation and challenge the role players with more decision points.

Caution by the facilitator should be exercised, in order to not set the role players up for failure in the TDGS. The intent of this simulation, its decision points, and suggested “Murphy’s Laws” is to allow the role players a “way out.” If the role players have demonstrated some good analysis, situational awareness, and sound suggestions, they should be allowed to succeed in this TDGS. Possible outcomes that will meet the objective include, but are not limited to: withdrawing from this location in favor of another location for the indirect line; or suggesting more resources to complete the line on time, or finish prepping the line on this day and suggesting the possibility of burning it out during the next operational period.

Focus the AAR on identifying the failure of the indirect tactic or facing the identified trigger point. Encourage the role players to contribute the possible suggestions that could or were made to the Division Supervisor. There are several items that can be referenced. To name a few items available in the IRPG that the facilitator should be familiar with are: “Turn Down Protocol,” “Risk Management Process,” and the direct and indirect attack strategies. Possible AAR questions the facilitator can incorporate are:

- What more about “trigger points” can we learn from this simulation?
- What were the various levels of situational awareness among the role players?
- Why are contingency plans and trigger points important?
- How often do we fail to recognize ineffective tactics?

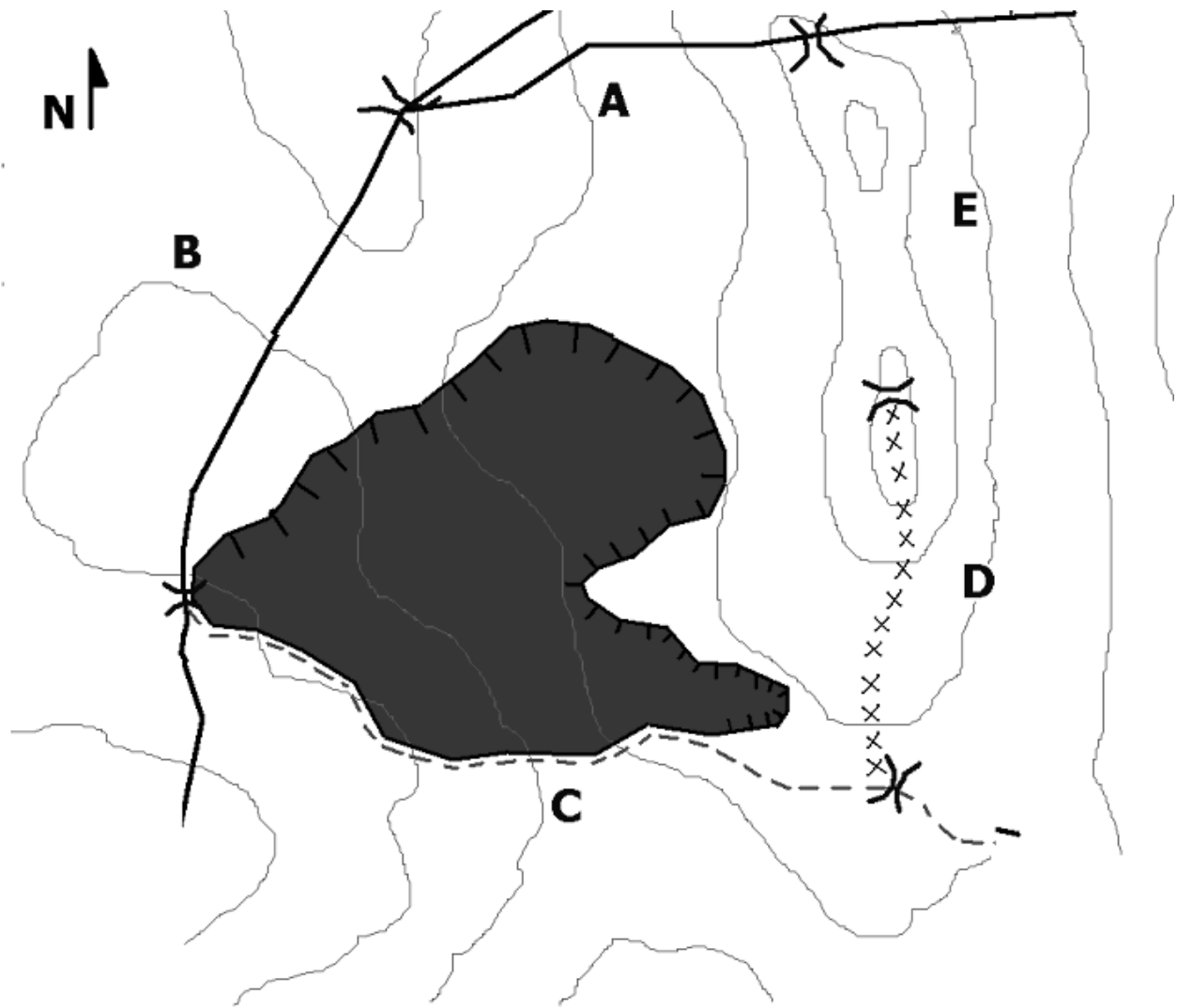
**After Action Review:**

Conduct an AAR with focus on the training objective Use the AAR format found in the Incident Response Pocket Guide to facilitate the AAR. There are four basic questions in the AAR.

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

TDGS shouldn't have a single solution, keep the focus of the AAR on what was done and why.





**6. Initial Facilitator Information—NOT TO BE SHARED WITH STUDENTS**

**Title: Direct vs. Indirect Strategy/Crazy Horse Fire**

<b>Author(s):</b> Michael Bland	Arizona District U.S. Fish & Wildlife
Chris Kirby	Alpine IHC
Bill Kuche	Laguna IHC
Mark Vontillow	Los Padres National Forest

**Target Audience:**

Task Force Leader, Division Supervisor, Operations Section Chief

**Training Objective:**

Given the following scenario, the players should decide on direct or indirect attack strategy. Players should verbally communicate their decisions to the appropriate individuals.

**Resources Referenced:**

- **1 Operations Section Chief (Player Role)**
- 3 Feller/Bunchers
- 4 Type 2 dozers
- 4 Skidders
- 2 Field Observers
- 3 Heavy Equipment Bosses
- 1 Hotshot Crew (available from another Division)
- 1 Task Force of Engines (mix of Type 4 & 6 )
- 2 Type 2 helicopters
- District Ranger
- District Fisheries Biologist
- Logging company representative

## **SCENARIO INFORMATION TO BE SHARED WITH STUDENTS**

### **Facilitator Briefing To Student(s):**

You are (select from Target Audience group) on the Crazy Horse Fire, a long duration project size incident. This is your 3<sup>rd</sup> shift and you are beginning to feel comfortable with the area. The previous 2 shifts you were assigned no resources and your mission was to figure out how to complete a piece of line located on the north side of the fire. Other large fires in the area are higher priority fires and your resource orders are not being filled in a timely manner. On the 3<sup>rd</sup> shift, at the briefing you notice in the Incident Action Plan that your division has been filled with all kinds of mechanical contract equipment, Field Observer, Heavy Equipment Boss and these guys are eager to get to work. The fire edge is about 2 miles long and halfway up the slope from the bottom it goes in to the wilderness. The fire behavior is moderate, observed rates of spread with isolated small, sustained uphill runs with some spotting. The probability of ignition is forecasted to be in the high 80's. The canopy is closed with evidence of pre-heating. The understory is covered with lots of slash that makes walking difficult. The fuel model on the lower part of slope is dense lodgepole transitioning to sub-alpine fir towards the top of the edge. The weather is typical for the time of year (August); however, Montana is experiencing an abnormally dry year. Temps are forecasted to be in the mid 80's and RH's are in the lower 20's. The wind is out of the south with a forecast to switch to the west later in the week. You are at the bottom of the fire with your resources.

As soon as you arrive you make the following observations and are contacted by the folks listed.

- The terrain is too steep to work mechanically and wilderness rules do not allow for mechanical work in the wilderness.
- Adjacent to your line is Elk Creek (about 1/8 of mile to the north). The local fisheries biologist has made contact with you and suggested that you need to do whatever possible to keep the out of bull creek. This is the largest breeding ground for Bull trout in the U.S.
- The District Ranger has also requested that you meet with him to discuss options for completing this line.
- The landownership is mixed between the F.S. and private logging companies. A representative from the local logging company also wants to be kept in the loop on your decision.
- A fire behavior experiment team has also decided to deploy some research equipment. The team consists of 4 people that are fireline qualified with some other ICS qualifications as well.

**Execution for a seminar TDGS:** Allow 10-15 minutes for players to complete the objectives. Have them write their answers on a blank piece of paper and then open a discussion on each objective.

SUGGESTION: You can help the students maximize their use of time by making them use the following timeline. Give this to them, one at a time, following with discussion.

5 minutes - Decide on your course of action.

5 minutes - Formulate your strategy and tactics, use map provided to show the placement of resources. Write down your assessments with your on scene observations and contacts with locals and district personnel.

5 minutes - Write down the risks involved with the operations. For each risk, follow up with a mitigation.

## **ADDITIONAL INFORMATION FOR FACILITATOR ONLY**

### **Facilitator “Murphy’s Law” Suggestions:**

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

- Weather change (light rain on the 5<sup>th</sup> day)
- Mechanical breakdown of equipment
- Pressure from the Local Biologist or Ranger
- Persuasive Representative from the logging company to influence decision

### **Facilitator’s Notes:**

The focus of this TDGS is developing and implementing a strategy on a large incident. When utilizing the Seminar format, students should have an opportunity to discuss each individual’s strategy. The facilitator should address each separately and start a discussion on each. Recommended platform is a sand table, large print of the topo map, or individual maps. It is recommended to throw in a few “What ifs” to stimulate the discussion with or without a timeframe.

The facilitator needs to decide on the level of experience before engaging this TDGS. For less experienced people, the seminar format is suggested. The decision process as to what strategy to employ is the key. The focus needs to be on how the student executed communication and decision-making. The focus for the seminar format would be to get the student to communicate their plan clearly and make sure all role players are involved. The Murphy’s laws suggestions were actual things that happened. The other benefit, referring back to the training objective, there will possibly be a few different outcomes.

**After Action Review:**

Conduct an AAR with focus on the training objective. Use the AAR format found in the Incident Response Pocket Guide to facilitate the AAR. There are four basic questions in the AAR.

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

TDGS shouldn't have a single solution, keep the focus of the AAR on what was done and why.

**7. Initial Facilitator Information—NOT TO BE SHARED WITH STUDENTS**

**Title:** Boundary WFU structure protection

**Author(s):** Ashley Sites, East Zone FMO, Gallatin National Forest,  
ashleysites@fs.fed.us

**Target Audience:** Task Force Leader, IC Type 4

**Training Objective:**

Given the scenario below, the player will decide how to apply the Standard Firefighting Orders, deploy resources, and consider other values at risk on a wildland fire use assignment. Players should verbally communicate their decisions to the appropriate individuals.

**Resources Referenced:**

- **1 Task Force Leader/IC Type 4**
- 1 Interagency Hotshot Crew
- 2 Engines
- 1 Dozer (available)

## **SCENARIO INFORMATION TO BE SHARED WITH STUDENTS**

### **Facilitator Briefing To Student(s):**

You are the Task Force Leader for one Type 1 handcrew and 2 local engines. You have been dispatched to the Boundary WFU Fire. This is the first WFU on the forest and must be a success to get the program started. The fire started 3 days ago and has grown to 1000 acres. The fire use manager informs you that the ERC is 45, which is below average, and that this weather (100° and 20%RH) is expected to continue for about 2 days, at which time, there is a chance of rain. Fuel is as shown in the photo and the forest has had an above average fire season with several large fires. The fire has been running and spotting until today. Your instructions are as follows: “The Miles Ranch is historic and must be saved. The fire must also be held at the wilderness boundary. I need your resources to protect the ranch and assess the threat to the wilderness boundary. There is a dozer available about 2 hours away if you need it to reinforce the boundary along Pinto Creek. Before you start punching any handline in the wilderness I need to clear it with the Forest Supervisor. Communications may be difficult in the bottom of that canyon. You are the first to go in there and assess the situation. Doing wildland fire use has been a tough sell around here and if this fire gets out of the wilderness our program will be set back five years.”

As you approach the fire, you see that there is moderate activity in the interior. As you drop into the drainage, you see that it is indeed a deep, narrow canyon where visibility and communications may both be difficult. The time is 1600 hours. Now what? Take 2 minutes to assess the situation and prepare any communication contacts you think are necessary.



## **ADDITIONAL INFORMATION FOR FACILITATOR ONLY**

### **Facilitator “Murphy’s Law” Suggestions:**

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

- As you arrive at the Miles Ranch, you cannot see the main fire
- You are unable to reach dispatch on the radio from the ranch
- A swamper gets cut on the leg and your only helispot is in wilderness
- A northwest wind puts a spot across Pinto Creek

### **Facilitator’s Notes:**

This TDGS should focus on Task Force Leader level decision making and communication. In this scenario the student has been presented with late-season fire conditions and a structure protection assignment on an incident with regional significance. The Task Force Leader must decide how to handle the assignment and deploy his/her resources.

In this TDGS the student’s actual decision (i.e. accepting the assignment vs. offering alternatives, deployment of resources, etc.) is of less importance than the reason why he/she made that choice and the direction given to their resources. Discussion in the AAR should focus on why the student chose a particular option. Once the “why” has been confirmed the discussion can move to the “how” at which point risk mitigation decisions can be discussed.

During the AAR items for discussion may also include:

- What qualities should a lookout possess?
- Did the student reference the IRPG? What sections?
- How do land management designations affect your decisions/tactics?

Whatever the decided course of action, ask other participants for their perspective. This may be a good time to discuss the importance of good communications and lookouts with a free-burning fire, potential fire behavior, wildland fire use operations, or how to properly refuse risk.

**After Action Review:**

Conduct an AAR with focus on the training objective. Use the AAR format found in the Incident Response Pocket Guide to facilitate the AAR. There are four basic questions in the AAR.

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

Remember, TDGS shouldn't have a single solution. Keep the focus of the AAR on what was done and why.





07.21.2005 17:51

## **8. Initial Facilitator Information – NOT TO BE SHARED WITH STUDENTS**

**Title:** Logistics/Non-Fire/Hurricane in Hometown, U.S.

**Author(s):** Al Crouch, Fire Operations Supervisor – Vale BLM

**Target Audience:**

Incident Management Teams, Logistics Chiefs, Division Supervisors, or Task Force Leaders

**Training Objective:** Given the following scenario, the player(s) will recognize the need to prioritize the order of operations to provide for life/safety and recovery. The students must formulate a plan to solve the unique logistical issues in providing aid to the local town in a hurricane disaster recovery effort involving multiple agencies and jurisdictions. Establish a plan, order appropriately, and coordinate the operation with the local contacts.

**Resources Referenced:**

- **1 Division Supervisor (Player Role)**
- 1 Logistics Section Chief
- Mayor
- Fire Chief
- Police Chief
- Foreman, State Department of Transportation
- Convoy Commander, All-State Trucking
- Representative, Red Cross
- Public citizens

All resources are optional, it is up to the facilitator's discretion, experience and ability to facilitate a TDGS as to how many resources and roll players will participate.

## **SCENARIO INFORMATION TO BE SHARED WITH STUDENTS**

### **Facilitator Briefing to Student(s):**

In the aftermath of Hurricane Shane, Hometown is faced with multiple issues in getting the town and its people back on its feet. You are the Division Supervisor assigned to run a Point of Distribution (POD) to supply drinking water, MREs and ice to the local community. You hitched a ride today from the jet port via helicopter due to the multiple road closures in and out of town. Upon arrival at 1500, you are welcomed by the mayor of Hometown and he is happy to see you and that help is arriving. The local government is trained in NIMS and the use of ICS. The Fire Chief is the incident commander at this time.

It is two days post storm and the town's emergency plans are fully activated. A command center is established at City Hall. Multiple residents are homeless and the town infrastructure has suffered a severe blow. Many residents and tourists were evacuated in time. However, many chose to stay. Fortunately at this time, local emergency response units are functioning at a high efficiency level. It is very hot and humid and many areas in town are not safe to walk through due to pockets of contaminated storm water and debris. The water has receded in the outlying areas. Local search and rescue teams have been recovering victims and patients for the last two days and have been performing missions today as well.

The town's drinking water supply has been contaminated but city workers have managed to repair some damages to the sewage system. It is functioning at 50% efficiency level. City essential functions are being powered by gas and diesel generators, but there is no power throughout most of the town including all outlying areas. Minimal stores of drinking water are present in the local community but supply is estimated to reach critical levels by tomorrow evening.

Highway 48 is open at this time, but travel is slow. Hwy 100 is still closed due to debris and road damage. Many secondary roads in and around town are impassable. Department of Transportation and City crews are working as fast as they can to open the roads. The bridge to South Island is out. Preliminary reports indicate everyone made it off the island in time.

The area selected for your POD is located on the west of town, west of the airport. It is a large parking lot for a local business. The buildings themselves are not safe to utilize due to storm damage and there is no power. Curiosity has spread about your operation and public are starting to trickle in to your location.

In five minutes, assess the situation, prepare, and then communicate to contacts you think are necessary.

## **ADDITIONAL INFORMATION FOR FACILITATOR ONLY**

### **Facilitator “Murphy’s Law” Suggestions:**

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

- The convoy commander delivering drinking water to the town fails to show up at the designated location. He has \_\_\_\_ semi trucks (some with water and some with ice) stacked along the highway and has failed to inform anyone of his status.
- An aid worker has reported minor looting has taken place in the condemned buildings located on your compound.
- Many people are straggling in to your camp demanding help and camping out in the parking lot. They are frustrated, hungry, emotionally spent, and in need of basic care.
- An elderly person collapses and is in serious need of immediate medical attention.
- Aircraft planned for your use have been diverted to priority search and rescue missions in neighboring communities.
- The generator that has been powering your POD mechanically fails (turn the lights off and have a flashlight available for the player).

### **Facilitator Notes:**

This TDGS should focus on the planning and prioritization of the logistical issues of the mission at hand. It can be run as a seminar format or can be delivered as a full simulation depending on the player’s ability and comfort level. In a situation as complex as hurricane recovery, there are many tangents that can be taken if the TDGS is delivered as a full simulation. It is recommended that the facilitator in this case have background and experience in a natural disaster type assignment to accurately deliver the TDGS. It is important to maintain control and direction of the scenario as this type of exercise can lead in many different directions. Role players should be coached before the exercise to make sure they keep the player on task to meet the training objective.

As a seminar, the player should focus on establishing a base of operations, traffic and transportation plan, security, distribution of supplies, and ordering. This is a logistical exercise, not tactical. The facilitator can adjust “Murphy’s Law” suggestions to create barriers as needed.



The sand table itself should represent the base of operation only, or POD location, and immediate surrounding property. So the table itself will be a small area no more than ¼ by ¼ mile. It can be constructed in any way the facilitator desires. Supplement the table with the maps of the town and general map location. It is also suggested that the player have an avenue for good note taking.

**After Action Review:**

Conduct an AAR with focus on the training objective. Use the AAR format found in the Incident Response Pocket Guide to facilitate the AAR. There are four basic questions in the AAR.

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

TDGS shouldn't have a single solution. Keep the focus of the AAR on what was done and why.

Map:

See next 2 pages







## **UNIT OVERVIEW**

**Course** Task Force/Strike Team Leader, S-330

**Unit** 4 – Post Engagement

**Time** 1 Hour

### **Objectives**

1. Describe procedures to prepare resources for the next operational period.
2. Identify post engagement administrative responsibilities.

### **Strategy**

Instructor will prepare students for administrative duties by giving them practice examples regarding equipment time and Activity logs.

### **Instructional Methods**

- Informal lecture and discussion with PowerPoint
- Exercises and scenarios

### **Instructional Aids**

- ☐ Computer with LCD projector, presentation software, and screen
- ☐ Flip chart and markers

### **Exercises**

- Personnel and Equipment Time
- ICS 214 Activity log

### **Evaluation Methods**

- Oral review session at end of the unit.
- Objectives will be tested in Classroom Final Exam (written).

### **Outline**

- I. Prepare for Next Operational Period
- II. Administrative

## **Aids and Cues Codes**

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint

## UNIT PRESENTATION

**Course:** Task Force/Strike Team Leader, S-330

**Unit:** 4 – Post Engagement

OUTLINE	AIDS & CUES
<b>Unit Title Slide.</b>	Slide 4-1
<b>Present Unit Objectives.</b>	Slide 4-2
<p>For the purpose of this course, post engagement activities are responsibilities the TFLD/STL has once they are back in camp.</p> <p>I. PREPARE FOR NEXT OPERATIONAL PERIOD</p> <p>Inspection of assigned personnel and equipment.</p> <p>A. Personnel Readiness for Engagement</p> <p>Multiple assignments can have cumulative effects on personnel readiness. The 2:1 work/rest guidelines are a minimum standard.</p> <p>To ensure the welfare of assigned resources, the TFLD/STL must make an honest and accurate assessment of their fatigue level.</p>	Slide 4-3
<b>Emphasize that it is the TFLD/STL's duty to manage the fatigue of their resources. Share experiences when encountering 2:1 problems from a readiness stand point. Note that work rest guidelines will vary between state, Federal, and local fire agencies.</b>	

OUTLINE	AIDS & CUES
<p data-bbox="302 317 993 352">B. Equipment Ready for Next Engagement</p> <p data-bbox="396 401 1146 569">The task force/strike team is required to be in a full state-of-readiness at the end of each operational period in preparation for the following day.</p> <p data-bbox="396 617 1002 695">The TFLD/STL must communicate their expectations to the assigned resources.</p> <ul data-bbox="396 743 847 953" style="list-style-type: none"> <li>• Contract versus Agency</li> <li>• Inspections</li> <li>• Logistical needs</li> <li>• Fuel</li> <li>• Supplies</li> </ul> <p data-bbox="396 1001 1133 1169">Not all incidents will inspect agency owned equipment. The TFLD/STL needs to take the initiative with the Ground Support Unit Leader to ensure inspections are completed.</p> <p data-bbox="396 1218 1065 1337">Agency specific inspection forms are used to document daily vehicle readiness and track maintenance issues.</p> <p data-bbox="396 1386 1092 1551">Contract equipment obtained either from Emergency Equipment Rental Agreement (EERA) or national contract must be inspected prior to use.</p> <p data-bbox="396 1600 1117 1761">The EERA or contract will define standards for restocking and fuel and oil issues. It is the TFLD/STL responsibility to ensure that contract resources meet the terms of the contract.</p>	<p data-bbox="1179 317 1317 352">Slide 4-4</p>



OUTLINE	AIDS & CUES
<div data-bbox="220 323 519 361" data-label="Section-Header"><b>ASK STUDENTS:</b></div> <div data-bbox="217 367 1083 617" data-label="Text"> <p><b>What are the potential issues regarding agency versus contractor owned equipment/services when going through supply, getting repairs, replacing crew members, etc.? Relate these issues back to the importance of knowing the content of the contract for that resource to resolve issues.</b></p> </div> <div data-bbox="217 684 1110 854" data-label="Text"> <p><b>If the course is presented in a region of the country that uses few contract resources or if students are not familiar with contract resources, take time to identify contract specifics related to the questions above.</b></p> </div>	<p>Slide 4-5</p>
<div data-bbox="198 909 620 945" data-label="Section-Header">II. ADMINISTRATIVE</div> <div data-bbox="217 1003 1135 1089" data-label="Text"> <p><b>ASK STUDENTS: Why is it important to keep personnel and equipment time updated?</b></p> </div> <div data-bbox="293 1142 870 1184" data-label="Section-Header">A. Personnel and Equipment Time</div> <div data-bbox="386 1226 1115 1350" data-label="Text"> <p>It is the TFLD/STL responsibility to review and sign personnel and equipment time for daily submission.</p> </div>	<p>Slide 4-6</p> <p>Slide 4-7</p>



OUTLINE	AIDS & CUES
<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>Do you have a problem? If so, what steps do you take?  <b>Yes, review the contract for appropriate pay rate, daily/hourly.</b></li> <li>Do you sign none, part, or all of the dozer time? Explain.  <b>Locate supervisor the dozer was assigned to during the three days. Contact the RESL, EQTR, or FSC for assistance in determining time frame and appropriate payment.</b></li> <li>How could you prevent this from happening again?  <b>Interview assigned staff and deliver a good briefing; explain work rest policy up front; ensure shift tickets are signed daily; document.</b></li> <li>What are the potential issues and who would need to be involved?  <b>Locate supervisor the dozer was assigned to during the three days; use DIVS D; was the dozer double crewed? Document.</b></li> <li>Should you be concerned about equipment time for a contract transport with the dozer?  <b>Yes. Review equipment order with RESL, and the contract and comply.</b></li> </ol> <p><b><u>End of Exercise.</u></b></p>	

OUTLINE	AIDS & CUES
<p>B. Coordinating with Other Functional Areas</p> <ol style="list-style-type: none"> <li>1. Safety Officer (filing of a SAFENET/SAFECON)</li> <li>2. Compensation/Claims</li> <li>3. Human Resources</li> <li>4. Planning Unit</li> <li>5. Medical Unit</li> </ol> <p><b>Discuss what type of information students would exchange with the functional areas.</b></p>	<p>Slide 4-9</p>
<p><b>ASK STUDENTS: What is the importance of the activity log?</b></p> <p><b>ANSWER: Provides chronological legal documentation of incident activities for each operational period.</b></p> <p>C. Completed Activity Log (ICS Form 214)</p> <p>Submit the signed and completed Activity log to the Documentation Unit at the end of each operational period.</p>	<p>Slide 4-10</p>





EMERGENCY EQUIPMENT SHIFT TICKET									
NOTE: The responsible Government Officer will update this form each day or shift and make initial and final equipment inspections.									
1. AGREEMENT NUMBER <i>AG761298</i>				2. CONTRACTOR <i>LT Logging</i>					
3. INCIDENT OR PROJECT NAME <i>Marre</i>				4. INCIDENT NUMBER <i>P5604</i>		5. OPERATOR (name) <i>R. Jensen</i>			
6. EQUIPMENT MAKE <i>Caterpillar</i>				7. EQUIPMENT MODEL <i>D</i>		8. OPERATOR FURNISHED BY <input checked="" type="checkbox"/> CONTRACTOR <input type="checkbox"/> GOVERNMENT			
9. SERIAL NUMBER <i>DH4986890</i>				10. LICENSE NUMBER		11. OPERATING SUPPLIES FURNISHED BY <input checked="" type="checkbox"/> CONTRACTOR (wet) <input type="checkbox"/> GOVERNMENT (dry)			
12. DATE MO/DAY/YR		13. EQUIPMENT USE		14. REMARKS (release, down time and cause, problems, etc.)					
		START	STOP	HOURS/DAYS/MILES (circle one)					
				WORK	SPECIAL				
<i>9/26</i>		<i>0600</i>	<i>2300</i>	<i>17</i>					
						15. EQUIPMENT STATUS <input type="checkbox"/> a. Inspected and under agreement <input type="checkbox"/> b. Released by Government <input type="checkbox"/> c. Withdrawn by Contractor			
						16. INVOICE POSTED BY (Recorder initials)			
17. CONTRACTOR'S OR AUTHORIZED AGENT'S SIGNATURE <i>Rick Jensen</i>				18. GOVERNMENT OFFICER'S SIGNATURE			19. DATE SIGNED		

EMERGENCY EQUIPMENT SHIFT TICKET									
NOTE: The responsible Government Officer will update this form each day or shift and make initial and final equipment inspections.									
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9. SERIAL NUMBER <i>DH4986890</i>				10. LICENSE NUMBER		11. OPERATING SUPPLIES FURNISHED BY <input checked="" type="checkbox"/> CONTRACTOR (wet) <input type="checkbox"/> GOVERNMENT (dry)			
12. DATE MO/DAY/YR		13. EQUIPMENT USE		14. REMARKS (release, down time and cause, problems, etc.)					
		START	STOP	HOURS/DAYS/MILES (circle one)					
				WORK	SPECIAL				
<i>9/27</i>		<i>0530</i>	<i>2200</i>	<i>16.5</i>					
						15. EQUIPMENT STATUS <input type="checkbox"/> a. Inspected and under agreement <input type="checkbox"/> b. Released by Government <input type="checkbox"/> c. Withdrawn by Contractor			
						16. INVOICE POSTED BY (Recorder initials)			
17. CONTRACTOR'S OR AUTHORIZED AGENT'S SIGNATURE <i>Rick Jensen</i>				18. GOVERNMENT OFFICER'S SIGNATURE			19. DATE SIGNED		

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9. SERIAL NUMBER <i>DH4986890</i>				10. LICENSE NUMBER		11. OPERATING SUPPLIES FURNISHED BY <input checked="" type="checkbox"/> CONTRACTOR (wet) <input type="checkbox"/> GOVERNMENT (dry)			
12. DATE MO/DAY/YR		13. EQUIPMENT USE		14. REMARKS (release, down time and cause, problems, etc.)					
		START	STOP	HOURS/DAYS/MILES (circle one)					
				WORK	SPECIAL				
<i>9/28</i>		<i>0600</i>	<i>2200</i>	<i>16</i>					
						15. EQUIPMENT STATUS <input type="checkbox"/> a. Inspected and under agreement <input type="checkbox"/> b. Released by Government <input type="checkbox"/> c. Withdrawn by Contractor			
						16. INVOICE POSTED BY (Recorder initials)			
17. CONTRACTOR'S OR AUTHORIZED AGENT'S SIGNATURE <i>Rick Jensen</i>				18. GOVERNMENT OFFICER'S SIGNATURE			19. DATE SIGNED		





## **UNIT OVERVIEW**

**Course** Task Force/Strike Team Leader, S-330

**Unit** 5 – Responsibilities and Assessing Risk

**Time** 2 Hours

### **Objectives**

1. Discuss duties and responsibilities of the TFLD/STL during initial attack assignments.
2. Identify duties and responsibilities of the TFLD/STL during an incident transition.
3. Discuss duties and responsibilities of the TFLD/STL in a Type 3 incident organization.
4. Identify methods to ensure assigned resources follow appropriate safety procedures.
5. Describe appropriate actions to take on improved properties during a wildland/urban interface incident.
6. Explain the process for directing a firing operation.

### **Strategy**

This unit is designed with lecture and group exercises and enhanced with instructor led discussions.

### **Instructional Methods**

- Informal lecture and discussion with PowerPoint
- Exercises and scenarios

### **Instructional Aids**

- ☐ Computer with LCD projector, presentation software, and screen
- ☐ Flip chart and markers

### **Exercises**

- Marre Fire Initial Attack

## **Evaluation Methods**

- Oral review session at end of the unit.
- Objectives will be tested in Classroom Final Exam (written).

## **Outline**

- I. Introduction
- II. Initial Attack
- III. Incident Transitions
- IV. Type 3 Organization
- V. Safety Procedures
- VI. Wildland/Urban Interface
- VII. Firing Operations

## **Aids and Cues Codes**

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint

## UNIT PRESENTATION

**Course:** Task Force/Strike Team Leader, S-330

**Unit:** 5 – Initial Attack, Incident Transition, and the Type 3

OUTLINE	AIDS & CUES
<b>Unit Title Slide.</b>	Slide 5-1
<b>Present Unit Objectives.</b>	Slide 5-2 Slide 5-3
<p>I. INTRODUCTION</p> <p>Depending on the stage of the incident, the TFLD/STL may be assigned roles and responsibilities not normally considered appropriate for the position. In these situations, the TFLD/STL must maintain their responsibilities to their assigned resources (safety and supervision).</p>	
<p>II. INITIAL ATTACK</p> <p>You may be the initial attack Incident Commander until relieved.</p>	Slide 5-4
<p>A. Initial Attack Considerations</p> <p>1. Collateral duties</p> <p>Fire fatality reviews (30 Mile, South Canyon, Cramer) identified collateral duties as contributing to the incident.</p>	Slide 5-5

OUTLINE	AIDS & CUES
<p data-bbox="396 317 1024 394">2. Wildland Fire Risk and Complexity Assessment</p> <p data-bbox="492 447 1141 569">Assists the Incident Commander in determining when they have exceeded their capabilities.</p> <p data-bbox="302 617 768 653">B. Initial Attack References</p> <p data-bbox="396 701 1073 823">Initial attack checklists assist initial attack Incident Commanders in the decision making processes.</p> <ul data-bbox="396 871 1122 1209" style="list-style-type: none"> <li>• Wildland Fire Incident Management Field Guide, IRPG, Red Book</li> <li>• ICS-201</li> <li>• Incident Organizer</li> <li>• Standard Firefighting Orders</li> </ul> <div data-bbox="212 1255 1149 1444" style="border: 2px solid black; padding: 5px;"> <p><b>Discuss initial attack issues for the TFLD/STL (qualifications, experience of self and subordinates, communications, chain of command, logistics support, etc.).</b></p> </div>	<p data-bbox="1179 617 1317 653">Slide 5-6</p>

OUTLINE	AIDS & CUES
<p data-bbox="203 315 730 352">III. INCIDENT TRANSITIONS</p> <p data-bbox="300 399 1079 525">Transition periods have been identified as the time period at which most fireline accidents and fatalities occur.</p> <p data-bbox="300 571 535 609">Considerations:</p> <ul data-bbox="300 655 1015 1165" style="list-style-type: none"> <li>• Unclear objectives, strategies, and tactics</li> <li>• Chain of command</li> <li>• Delegation of authority</li> <li>• Communication</li> <li>• Increasing incident complexity</li> <li>• Unclear on number, type, and location of resources</li> </ul> <p data-bbox="300 1211 1144 1295">These elements vary on the level of transition (Type 4 to Type 3, Type 3 to Type 2, etc.).</p> <div data-bbox="211 1341 1144 1528" style="border: 2px solid black; padding: 10px;"> <p data-bbox="219 1352 1055 1518"><b>Discuss incident transition issues for the TFLD/STL (could be a while before being relieved; work/rest; incident documentation requirements; burden of leadership; etc.).</b></p> </div>	<p data-bbox="1177 315 1315 352">Slide 5-7</p>

OUTLINE	AIDS & CUES
<p data-bbox="203 315 714 352">IV. TYPE 3 ORGANIZATION</p> <p data-bbox="300 399 1153 525">The TFLD/STL might function as Operations Section Chief, Division Group Supervisor, and/or other overhead positions.</p> <ul data-bbox="300 567 1136 1165" style="list-style-type: none"> <li data-bbox="300 567 836 609">• Cover large geographic areas.</li> <li data-bbox="300 651 1104 735">• May be determining strategy and tactics for the incident.</li> <li data-bbox="300 777 1128 913">• Responsible for meeting the expectations and the Standard Firefighting Orders and Risk Management Process.</li> <li data-bbox="300 955 876 997">• Span of control may be an issue.</li> <li data-bbox="300 1039 1079 1165">• Type 3 organization may be managing a more complex incident until a more qualified management organization is available.</li> </ul> <div data-bbox="211 1207 1144 1396" style="border: 1px solid black; padding: 5px;"> <p data-bbox="219 1218 1079 1386"><b>Discuss Type 3 organization issues for the TFLD/STL (TF/ST may be divided in order to accomplish immediate tactical need, logistical support needs will have to be determined and provided for, etc.).</b></p> </div>	<p data-bbox="1177 315 1315 352">Slide 5-8</p> <p data-bbox="1177 567 1315 604">Slide 5-9</p> <p data-bbox="1177 955 1331 993">Slide 5-10</p>











OUTLINE	AIDS & CUES
<p>You also receive a partial initial fire sizeup from an air attack plane that is on its way to refuel and perform a pilot switch, which will delay its availability to you as a resource.</p> <p>Initial fire size up:</p> <ul style="list-style-type: none"> <li>• Access: Heavily brushed two track road leaving Ballard campground</li> <li>• Estimated size: 10 Acres</li> <li>• Spread potential: Moderate</li> <li>• Character of fire: Some isolated torching and short-range spotting</li> <li>• Active fire perimeter: 50% at the head</li> <li>• Position on slope: Lower 1/3</li> <li>• Winds: SE 6 – 12 mph</li> <li>• Structures threatened: 2 located on the SE flank of the fire next to the two-track</li> </ul> <p>Air attack contacts you on a local frequency and lets you know that an agency dozer is about 15 minutes out. Air attack also mentions that the heel of the fire has died down considerably and his relief is about 10 minutes out.</p> <div style="border: 2px solid black; padding: 10px; margin-top: 20px;"> <p><b>When students have finished, discuss the following questions:</b></p> <ul style="list-style-type: none"> <li>• <b>What are your major questions and concerns? What are your responsibilities as an IC?</b></li> <li>• <b>What are your responsibilities as a TFLD/STL? What is your chain of command?</b></li> <li>• <b>As a TFLD/STL, what steps should you take to prep structures before burnout operations? (Have students refer to Position Task Book.)</b></li> </ul> </div>	

OUTLINE	AIDS & CUES
<p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Develop a tactical plan to include structure protection and burnout for the operational period on the ICS 201. What alternatives do you have to the ICS 201?</li> <li>2. Develop an order for additional resources.</li> <li>3. Develop incident objectives on the ICS 202. What alternative forms might an Incident Commander/TFLD/STL typically carry?</li> <li>4. Create a briefing sketch map on the flip chart. How would the briefing be held in the field?</li> </ol> <p>Scenario, Part 2:</p> <p>Air attack arrives, contacts you on the radio, and gives you a quick update. He mentions that he can see the dozer starting to put in line near the heel of the fire. Air attack informs you that firing operations will be needed soon to protect the structures.</p> <p>You drive up the road to check on progress of the crews. When you arrive, you see six engine crewmembers working extremely close to the dozer. You notice that the dozer is knocking down large trees. What steps would you take?</p>	<p>Slide 5-20</p>





<b>1. Incident Name:</b>	<b>2. Incident Number:</b>	<b>3. Date/Time Initiated:</b> Date: _____ Time: _____
<b>4. Map/Sketch</b> (include sketch, showing the total area of operations, the incident site/area, impacted and threatened areas, overflight results, trajectories, impacted shorelines, or other graphics depicting situational status and resource assignment):                      		
<b>5. Situation Summary and Health and Safety Briefing</b> (for briefings or transfer of command): Recognize potential incident Health and Safety Hazards and develop necessary measures (remove hazard, provide personal protective equipment, warn people of the hazard) to protect responders from those hazards.                      		
<b>6. Prepared by:</b> Name: _____ Position/Title: _____ Signature: _____		
ICS 201, Page 1		Date/Time: _____





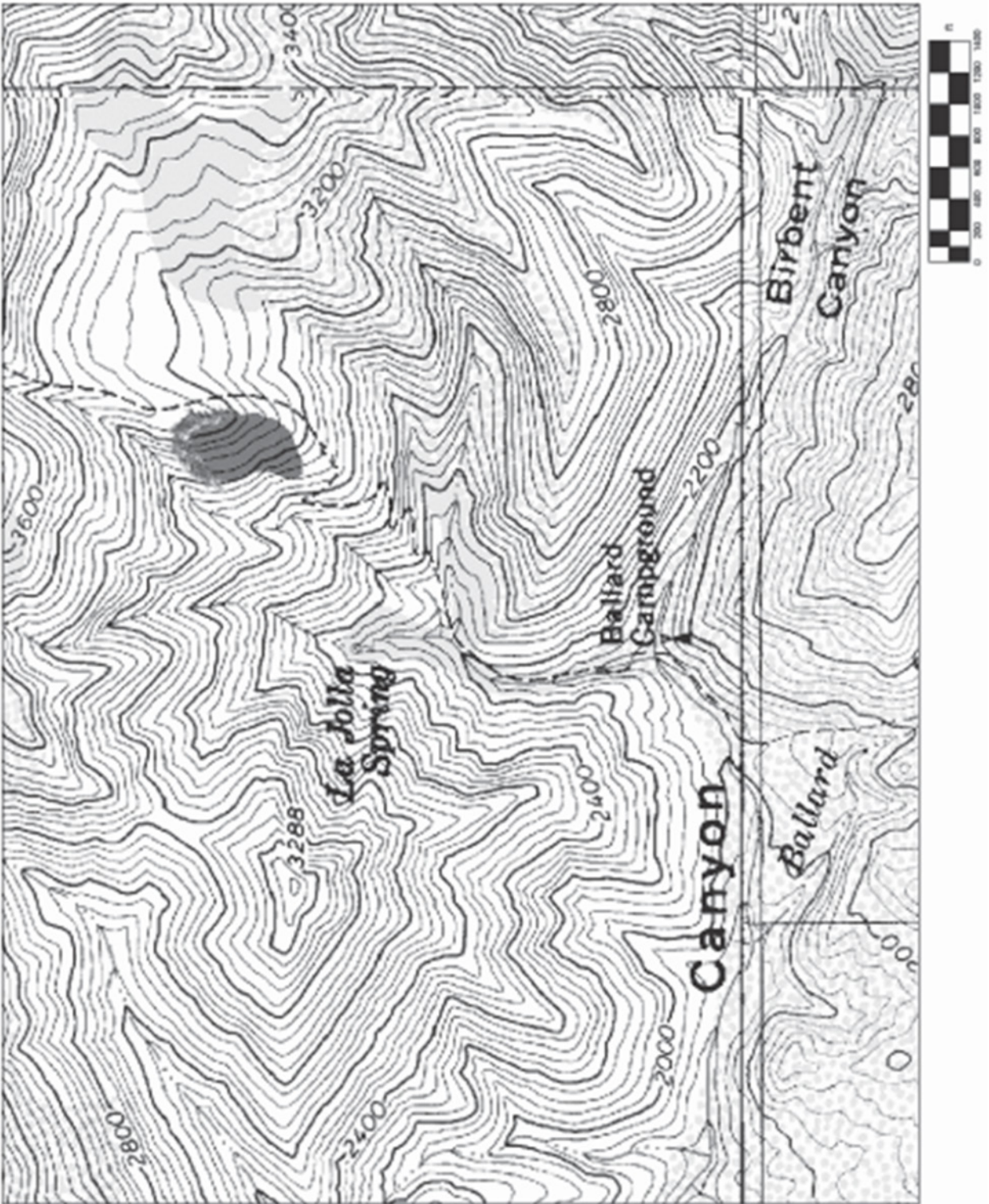
## INCIDENT BRIEFING (ICS 201)

<b>1. Incident Name:</b>	<b>2. Incident Number:</b>	<b>3. Date/Time Initiated:</b> Date: _____ Time: _____
<b>9. Current Organization</b> (fill in additional organization as appropriate):		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; width: 30%;"> <b>Incident Commander(s)</b>    </div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Liaison Officer</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Safety Officer</div> <div style="border: 1px solid black; padding: 5px;">Public Information Officer</div> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 22%;">Planning Section Chief</div> <div style="border: 1px solid black; padding: 5px; width: 22%;">Operations Section Chief</div> <div style="border: 1px solid black; padding: 5px; width: 22%;">Finance/Administration Section Chief</div> <div style="border: 1px solid black; padding: 5px; width: 22%;">Logistics Section Chief</div> </div>		
<b>6. Prepared by:</b> Name: _____ Position/Title: _____ Signature: _____		
<b>ICS 201, Page 3</b>		Date/Time: _____

[illegible]

## INCIDENT OBJECTIVES (ICS 202)

<b>1. Incident Name:</b>	<b>2. Operational Period:</b> Date From: _____ Date To: _____ Time From: _____ Time To: _____
<b>3. Objective(s):</b>	
<b>4. Operational Period Command Emphasis:</b>	
General Situational Awareness	
<b>5. Site Safety Plan Required?</b> Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Approved Site Safety Plan(s) Located at:</b>	
<b>6. Incident Action Plan</b> (the items checked below are included in this Incident Action Plan):	
<input type="checkbox"/> ICS 203 <input type="checkbox"/> ICS 207 <input type="checkbox"/> ICS 204 <input type="checkbox"/> ICS 208 <input type="checkbox"/> ICS 205 <input type="checkbox"/> Map/Chart <input type="checkbox"/> ICS 205A <input type="checkbox"/> Weather Forecast/Tides/Currents <input type="checkbox"/> ICS 206	<u>Other Attachments:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<b>7. Prepared by:</b> Name: _____ Position/Title: _____ Signature: _____	
<b>8. Approved by Incident Commander:</b> Name: _____ Signature: _____	
<b>ICS 202</b>	<b>IAP Page</b> _____ <b>Date/Time:</b> _____



## **UNIT OVERVIEW**

**Course**      Task Force/Strike Team Leader, S-330

**Unit**          6 – Demobilization

**Time**          30 minutes

### **Objectives**

1.      Describe the process to prepare assigned resources for demobilization.
2.      List administrative duties for demobilization.
3.      List TFLD/STL responsibilities post incident.

### **Strategy**

Instructor will provide guidance to students on administrative duties using Evaluation forms and a Demobilization Checklist.

### **Instructional Methods**

- Informal lecture and discussion with PowerPoint
- Exercises and scenarios

### **Instructional Aids**

- ☐      Computer with LCD projector, presentation software, and screen
- ☐      Flip chart and markers

### **Exercises**

- Demobilization

### **Evaluation Methods**

- Oral review session at end of the unit.
- Objectives will be tested in Classroom Final Exam (written).

### **Outline**

- I.      Post Incident Preparation
- II.     Demobilization
- III.    Post Incident Responsibilities

## **Aids and Cues Codes**

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint

## UNIT PRESENTATION

**Course:** Task Force/Strike Team Leader, S-330

**Unit:** 6 – Demobilization

OUTLINE	AIDS & CUES
<b>Unit Title Slide.</b>	Slide 6-1
<b>Present Unit Objectives.</b>	Slide 6-2
I. POST INCIDENT PREPARATION	Slide 6-3
A. Confirm Demobilization and Obtain Demobilization Instructions	
<b>ASK STUDENTS: How do you find out you are being demobed?</b>	
<b>ANSWER: Information board, PSC, RESL, OSC, or the morning briefing.</b>	
B. Inspection of Assigned Personnel and Equipment	Slide 6-4
1. Personnel adequately rested.	
2. Equipment inspected and safe to operate. Appropriate documentation is complete.	
3. Necessary repairs completed.	
4. Equipment fueled.	Slide 6-5
5. Supplies and equipment replenished; incident replacement orders made.	

OUTLINE	AIDS & CUES
<div data-bbox="207 317 1149 459" style="border: 2px solid black; padding: 5px; margin-bottom: 20px;"> <p><b>Discuss contract equipment versus agency demobilization (incident re-supply procedure is specified in the contract, inspection may be more thorough, etc.).</b></p> </div> <div data-bbox="396 506 1101 846"> <ol style="list-style-type: none"> <li>6. Ensure resources assigned to task force/strike team prepared for new assignment.</li> <li>7. Route of travel confirmed with all task force/strike team members. All members have informed home unit of travel arrangements.</li> </ol> </div> <div data-bbox="300 888 727 930"> <p>C. Administrative Duties</p> </div> <div data-bbox="396 974 1146 1230"> <ol style="list-style-type: none"> <li>1. Task books entries are completed and reviewed with the Training Specialist (if assigned).</li> <li>2. Performance evaluations completed for self and assigned resources.</li> </ol> </div> <div data-bbox="207 1276 1149 1419" style="border: 2px solid black; padding: 5px; margin-top: 20px;"> <p><b>Refer students to the evaluation forms on pages 6.7 and 6.9 of their Student Workbook (SR 6-1). Stress the importance of the remarks column on the evaluations.</b></p> </div> <div data-bbox="492 1465 993 1549" style="margin-top: 20px;"> <p>Performance evaluations <b>must</b> be completed for contract resources.</p> </div> <div data-bbox="492 1591 1110 1759" style="margin-top: 20px;"> <p>The evaluation for contract resources is submitted with their pay documentation. This assists in verifying performance met contract standards.</p> </div>	<div data-bbox="1179 506 1317 541" style="margin-bottom: 40px;"> <p>Slide 6-6</p> </div> <div data-bbox="1179 888 1317 924" style="margin-bottom: 40px;"> <p>Slide 6-7</p> </div> <div data-bbox="1179 1144 1317 1180" style="margin-bottom: 40px;"> <p>Slide 6-8</p> </div> <div data-bbox="1179 1272 1281 1350" style="margin-bottom: 40px;"> <p>IR 6-1 SR 6-1</p> </div>



OUTLINE	AIDS & CUES
<p><b>Instruct students to contact Finance Unit or Incident Business Advisor (INBA) on any contract specifics.</b></p>	
<p>3. Time documents reviewed, signed, and distributed to resources.</p>	Slide 6-9
<p>4. Final inspection of vehicles and equipment.</p>	
<p>5. Complete Demobilization Check-out (ICS-221 or variation depending on management team).</p>	Slide 6-10
<p><b>Refer students to the Demobilization Check-out on page 6.11 of their Student Workbook (SR 6-2).</b></p>	IR 6-2 SR 6-2
<p>Return completed form to the demobilization unit in the planning section.</p>	
<p>Give demobilization unit your estimated time of departure and arrival at home base for each resource. This time may vary if resources are from widespread locations.</p>	
<p>Give ETA to each resource's home base. Contact home agency with specific times while en route to home base.</p>	
<p>II. DEMOBILIZATION</p>	Slide 6-11
<p>The TFLD/STL may be disbanded at this time, especially if they were formed at the incident. They may also be reassigned to other incidents. The TFLD/STL should help coordinate regardless of status.</p>	

OUTLINE	AIDS & CUES
<div data-bbox="207 317 1149 417" style="border: 2px solid black; padding: 5px; margin-bottom: 20px;"> <b>Note to instructor: Give students examples of how TFLD/STL could assist with demobilization.</b> </div> <p data-bbox="302 464 1101 506">Assemble TFLD/STL for departure from the incident.</p> <ul data-bbox="302 548 1136 1146" style="list-style-type: none"> <li>• Visual assessment of personnel assures readiness.</li> <li>• Discuss travel route and rest stops.</li> <li>• Radio frequency and cell phone numbers for travel.</li> <li>• Depart incident.</li> <li>• Update home unit, or new incident if reassigned, on delays en route, or RON information. The dispatcher will need to know if food or lodging support must be provided and where to contact you in case of an emergency.</li> </ul> <p data-bbox="207 1188 911 1230"><b>III. POST INCIDENT RESPONSIBILITIES</b></p> <ul data-bbox="302 1272 1149 1877" style="list-style-type: none"> <li>• Complete agency-specific documentation and timekeeping.</li> <li>• Ensure all vehicles and equipment assigned to you are in service.</li> <li>• Ensure all of your personal gear is ready for duty or reassignment.</li> <li>• Ensure personnel are adequately rested and ready for duty or reassignment.</li> <li>• Remind resources to close out with their home dispatch on arrival.</li> </ul>	<p data-bbox="1182 1188 1333 1230">Slide 6-12</p>

OUTLINE	AIDS & CUES
<p><b>EXERCISE: DEMOBILIZATION</b></p> <p><u>Purpose:</u> To give students practice solving demobilization issues as a Task force/Strike Team Leader.</p> <p><u>Time:</u> 10 minutes</p> <p><u>Instructions:</u></p> <p>Instructors can role play positions such as Finance Section Chief, Supply Unit Leader, or Ground Support Unit Leader. Each instructor should create problems that may occur during the demobilization process. Students will go through the demobilization process and resolve problems with the proper unit or section.</p> <p>As an alternative to role playing, the exercise can be completed by having students resolve the problems as part of a group discussion.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Missing checked-out supplies</li> <li>• Vehicle damage</li> <li>• Property loss and damage</li> <li>• Missing Crew Time Reports (CTRs)</li> <li>• Contractor issues (evaluations, resupply, etc.)</li> </ul> <p><b><u>End of Exercise.</u></b></p>	<p>Slide 6-13</p>
<div data-bbox="207 1598 1149 1654" style="border: 2px solid black; padding: 5px;"> <p><b>Review Unit Objectives.</b></p> </div>	<p>Slide 6-14</p>



CREW PERFORMANCE RATING (instructions on back)				
1. Crew Name and Designator		2. Incident Name and Number		3. Location of Incident
4. Crew Home Unit and Address		5. Dates Assigned to Incident		6. Number of Operational Periods (Shifts) _____ No. of Shifts Constructing Hotline _____
7. Evaluation Criteria				
Crew Type: (check one) IHC/T1 _____ T2IA _____ T2 _____ Engine _____ Helitack _____ Other _____ Agency Crew _____ Contract Crew _____ Contract Number _____		Superior	Satisfactory	Needs Improvement
Rating Factors (not all criteria apply to all crews)				
LEADERSHIP (CREW OVERHEAD) PERFORMANCE				
Communications (Inter- and Intra-crew)				
Coordination, Supervision, and Finance/Administration				
Risk Management and Decision Making				
Training and Mentoring				
Crew Conduct (Fireline / Camp or Off Fireline)		/	/	/
Work and Tasks Completed as Assigned (Quantity and Quality of Work)				
TACTICS				
Safety Practices				
Line Construction / Hotline Construction or Direct Attack		/	/	/
Lookouts and Scouting				
Fire Weather and Fire Behavior Observations				
Chainsaw Operations and Felling Trees Operations				
Spot Fire Attack				
Mop Up				
Spot Grid Organization				
Portable Pump and Hose Lay Setup and Operations				
SPECIALIZED OPERATIONS				
Initial Attack Organization				
Firing and Holding Organization				
Wildland Urban Interface (WUI) Operations				
Map, Compass, and GPS Navigation				
Incident Within an Incident				
AVIATION OPERATIONS				
Safe Operations Around Aviation Assets				
Helispot Specifications and Construction				
Directing Aviation Assets and Drops by Radio				
Longline and Sling Load Operations				
Coordination with Aerial Supervision and Air Resources				
MISCELLANEOUS				
Physical Condition				
Other (specify)				
All Hazard Incident (specify incident type and assignment in Remarks section)				
Remarks (use separate sheet if necessary and attach)				
8. Crew Supervisor (printed name)		Crew Supervisor (signature)	<input type="checkbox"/> This rating has been discussed with me.	
9. Rated by (printed name)		Rated by (signature)		Date
Position on Incident		Home Unit Identifier and Phone Number		



<b>INCIDENT PERSONNEL PERFORMANCE RATING</b>		INSTRUCTIONS: The immediate job supervisor will prepare this form for each subordinate. It will be delivered to the planning section before the rater leaves the fire. Rating will be reviewed with employee who will sign at the bottom.																	
<b>THIS RATING TO BE USED ONLY FOR DETERMINING AN INDIVIDUAL'S PERFORMANCE</b>																			
1. Name								2. Fire Name and Number											
3. Home Unit ( <i>address</i> )								4. Location of Fire ( <i>address</i> )											
5. Fire Position				6. Date of Assignment From:                      To:				7. Acres Burned				8. Fuel Type(s)							
9. Evaluation																			
Enter X under appropriate rating number and under proper heading for each category listed. Definition for each rating number follows:																			
0 - Deficient. Does not meet minimum requirements of the individual statement. DEFICIENCIES MUST BE IDENTIFIED IN REMARKS.																			
1 - Needs to improve. Meets some or most of the requirements of the individual element. IDENTIFY IMPROVEMENT NEEDED IN REMARKS.																			
2 - Satisfactory. Employee meets all requirements of the individual element.																			
3 - Superior. Employee consistently exceeds the performance requirements.																			
Rating Factors				Hot Line				Mop-Up				Camp				Other (Specify)			
				0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Knowledge of the job																			
Ability to obtain performance																			
Attitude																			
Decisions under stress																			
Initiative																			
Consideration for personnel welfare																			
Obtain necessary equipment and supplies																			
Physical ability for the job																			
Safety																			
Other ( <i>specify</i> )																			
10. Remarks																			
11. Employee ( <i>signature</i> ) This rating has been discussed with me																12. Date			
13. Rate By ( <i>signature</i> )				14. Home Unit ( <i>address</i> )				15. Position of Fire				16. Date							





## DEMOBILIZATION CHECK-OUT (ICS 221)

<b>1. Incident Name:</b> _____		<b>2. Incident Number:</b> _____	
<b>3. Planned Release Date/Time:</b> Date: _____ Time: _____		<b>4. Resource or Personnel Released:</b> _____	
<b>5. Order Request Number:</b> _____			
<b>6. Resource or Personnel:</b> You and your resources are in the process of being released. Resources are not released until the checked boxes below have been signed off by the appropriate overhead and the Demobilization Unit Leader (or Planning Section representative).			
<b>LOGISTICS SECTION</b>			
	<b>Unit/Manager</b>	<b>Remarks</b>	<b>Name                      Signature</b>
<input type="checkbox"/>	Supply Unit		
<input type="checkbox"/>	Communications Unit		
<input type="checkbox"/>	Facilities Unit		
<input type="checkbox"/>	Ground Support Unit		
<input type="checkbox"/>	Security Manager		
<input type="checkbox"/>			
<b>FINANCE/ADMINISTRATION SECTION</b>			
	<b>Unit/Leader</b>	<b>Remarks</b>	<b>Name                      Signature</b>
<input type="checkbox"/>	Time Unit		
<input type="checkbox"/>			
<input type="checkbox"/>			
<b>OTHER SECTION/STAFF</b>			
	<b>Unit/Other</b>	<b>Remarks</b>	<b>Name                      Signature</b>
<input type="checkbox"/>			
<input type="checkbox"/>			
<b>PLANNING SECTION</b>			
	<b>Unit/Leader</b>	<b>Remarks</b>	<b>Name                      Signature</b>
<input type="checkbox"/>			
<input type="checkbox"/>	Documentation Leader		
<input type="checkbox"/>	Demobilization Leader		
<b>7. Remarks:</b>   			
<b>8. Travel Information:</b> Estimated Time of Departure: _____ Room Overnight: <input type="checkbox"/> Yes <input type="checkbox"/> No Destination: _____ Actual Release Date/Time: _____ Travel Method: _____ Estimated Time of Arrival: _____ Manifest: <input type="checkbox"/> Yes <input type="checkbox"/> No Contact Information While Traveling: _____ Number: _____ Area/Agency/Region Notified: _____			
<b>9. Reassignment Information:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No Incident Name: _____ Incident Number: _____ Location: _____ Order Request Number: _____			
<b>10. Prepared by:</b> Name: _____ Position/Title: _____ Signature: _____			
<b>ICS 221</b>		Date/Time: _____	



## **UNIT OVERVIEW**

**Course** Task Force/Strike Team Leader, S-330

**Unit** 7 – Military Assignments (Optional)

**Time** 1½ Hours

### **Objectives**

1. Identify considerations when assigned as a Strike Team Leader/Military (STLM) or Military Crew Advisor (MCAD).
2. Define military organization and assigned military counterparts that a STL may interact with during a military assignment.

### **Strategy**

The purpose of this unit is to make potential Strike Team Leaders/Military (STLM) aware of their responsibilities if they become involved in a military assignment.

Course Coordinator should contact someone who has experience training military or who has been a military liaison and have them speak to the class.

If you opt not to present this unit, the instructor should suggest that students read and become familiar with the material.

### **Instructional Methods**

- Informal lecture and discussion with PowerPoint
- Exercises and scenarios

### **Instructional Aids**

- ☐ Computer with LCD projector, presentation software, and screen
- ☐ Flip chart and markers

Military Use Handbook (<http://www.nifc.gov/nicc/logistics/references.htm>)

Use this handbook to support the classroom instruction and so students become familiar with it. Students may use it as a reference if they become involved in a military assignment.

## **Exercises**

- Military Operations

## **Evaluation Methods**

- Oral review session at end of the unit.
- Objectives will be tested in Classroom Final Exam (written).

## **Outline**

- I. Introduction
- II. Requirements
- III. Organizational Considerations
- IV. Travel to NIFC
- V. Travel to Military Installation
- VI. Travel to Incident
- VII. At the Incident
- VIII. Demobilization

## **Aids and Cues Codes**

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint

## UNIT PRESENTATION

**Course:** Task Force/Strike Team Leader, S-330

**Unit:** 7 – Military Assignments

OUTLINE	AIDS & CUES
<b>Unit Title Slide.</b>	Slide 7-1
<b>Present Unit Objectives.</b>	Slide 7-2
<b>I. INTRODUCTION</b>  During times of high national fire activity, resources may become scarce and competition for them high.  If National Preparedness Level 5 is reached, the Military may be asked to assist in the fire suppression effort by exercising a pre-existing Memorandum of Understanding (MOU) between NIFC and the Department of Defense (DOD).  It is important that civilian firefighters involved in that effort be aware of the responsibilities that may be placed upon them during these situations.	Slide 7-3

OUTLINE	AIDS & CUES
<p>II. REQUIREMENTS</p> <p>A. Position Requirements</p> <ol style="list-style-type: none"> <li>1. Strike Team Leader: Crew (STLC).</li> <li>2. Military Crew Advisors (MCAD) function at a level similar to single resource boss crew, but due to the complexities of military coordination a higher level of training is required.</li> <li>3. Prior military deployment experience or military background is useful, but not required.</li> <li>4. Strong leadership and communication skills, a good understanding of human factors and the ability to coordinate with a military command structure are essential.</li> <li>5. Experience in delivering basic wildland fire training and mentoring fireline skills.</li> <li>6. Arduous fitness level.</li> <li>7. Individual and Agency must commit to minimum 30-day assignment.</li> </ol>	<p>Slide 7-4</p> <p>Slide 7-5</p> <p>Slide 7-6</p>

OUTLINE	AIDS & CUES
<p>B. Equipment Requirements</p> <ol style="list-style-type: none"> <li>1. Line gear and PPE.</li> <li>2. Tent, sleeping bag, red bag.</li> <li>3. Programmable hand-held radio (if available).</li> <li>4. Personal gear for extended assignment.</li> </ol>	Slide 7-7
<p>III. ORGANIZATIONAL CONSIDERATIONS</p>	
<p>A. Military Structure for Mobilizations</p> <ol style="list-style-type: none"> <li>1. Battalions: 500 plus people.</li> <li>2. Companies: 100 plus people (5 crews each).</li> <li>3. Crews: 20 people ( platoons are divided into crews).</li> </ol>	Slide 7-8
<ol style="list-style-type: none"> <li>4. Organization: Integrated into our Command Structure. <ul style="list-style-type: none"> <li>• S-1: Finance</li> <li>• S-2: Plans</li> <li>• S-3: Operations</li> <li>• S-4: Logistics</li> </ul> </li> </ol>	Slide 7-9









OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• MCADs: five work for each STLM.</li> <li>• Obtain needed supplies.</li> </ul>	
<p>V. TRAVEL TO MILITARY INSTALLATION</p> <ul style="list-style-type: none"> <li>• Advance party completes political and administrative requirements. <ul style="list-style-type: none"> <li>– Logistics: Firefighting gear delivered to the battalion ready to be issued prior to training.</li> <li>– Training: Cadre prepared with training material.</li> <li>– Finance: Coordinate per prior agreements.</li> </ul> </li> </ul>	Slide 7-19
<ul style="list-style-type: none"> <li>• Travel via charter or civilian aircraft, housing off or on base.</li> <li>• Join up with counterparts: a formal process at formations.</li> </ul>	Slide 7-20
<ul style="list-style-type: none"> <li>• Classroom training: one five-hour session, presented twice. <ul style="list-style-type: none"> <li>– Condensed version of S-130, S-190, I-100, with emphasis on ICS, fire terminology, fire behavior, and safety.</li> </ul> </li> </ul>	Slide 7-21

OUTLINE	AIDS & CUES
<p>VI. TRAVEL TO INCIDENT</p> <ul style="list-style-type: none"> <li>• Military or charter flight with your battalion.</li> <li>• Organize camp <ul style="list-style-type: none"> <li>– Military in their own area.</li> <li>– STLMs and MCADs in close proximity.</li> </ul> </li> <li>• Briefings, briefings, and more briefings <ul style="list-style-type: none"> <li>– Information exchange will be two way.</li> </ul> </li> </ul>	<p>Slide 7-22</p>
<p>VII. AT THE INCIDENT</p> <ul style="list-style-type: none"> <li>• Field training is normally two days.</li> <li>• It is the responsibility of the MCAD, STLM, and BNML to certify and document that military crews are ready for assignment.</li> <li>• Chain saw training coordinated by BNML.</li> <li>• Type 1 Team assigned and the military will be integrated into the organization. The military will participate in strategy, planning meetings, etc.</li> <li>• Military crews are considered Type 2. You and your counterparts decide what assignments they are capable of performing. <ul style="list-style-type: none"> <li>– Provide meaningful assignments. Crews are normally capable of much more than mop-up after working together for a period of time.</li> </ul> </li> </ul>	<p>Slide 7-23</p> <p>Slide 7-24</p> <p>Slide 7-25</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>– Spiking out: some units are willing to participate.</li> <li>– Coordinate with Division Supervisors. After troops have experience, they will take a more direct role in their own supervision, but you must maintain close contact.</li> <li>– Military will normally have medics with the crews.</li> <li>– Military may provide support vehicles and aircraft when allowed by the incident.</li> </ul>	<p>Slide 7-26</p> <p>Slide 7-27</p>
<p>VIII. DEMOBILIZATION</p> <ul style="list-style-type: none"> <li>• Ceremonies will normally be held to thank the Military Advisors.</li> <li>• Military fire gear will be collected.</li> <li>• Advisors will demob through the normal process.</li> <li>• Evaluations will be completed by STLMS and BNMLs.</li> </ul>	<p>Slide 7-28</p>
<div style="border: 2px solid black; padding: 5px;"> <p><b>Military assignments can provide a unique opportunity. They can be a big commitment, but are very rewarding.</b></p> </div>	

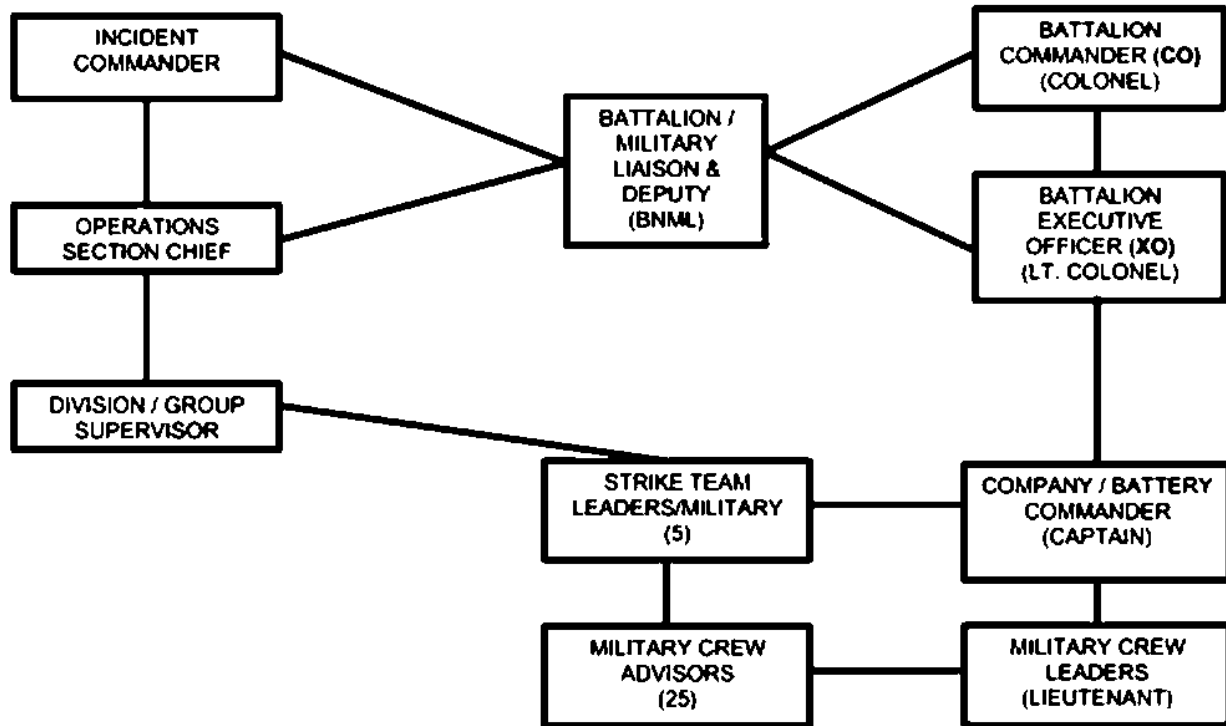
OUTLINE	AIDS & CUES
<p><b>EXERCISE: MILITARY OPERATIONS</b></p> <p><u>Purpose:</u> To familiarize students with working with the military.</p> <p><u>Time:</u> 30 minutes</p> <p><u>Instructions:</u></p> <p>Allow students 5-10 minutes to read the following scenario and answer the questions. Discuss answers.</p> <p><b>Scenario:</b></p> <p>You are assigned as a STLM with C Company, 1st Battalion, 7th Infantry out of Ft. Lewis, Washington. After initial training, you are deployed to the Tyee Fire in Central Washington. After further training at the incident, your unit is ready for fire assignment.</p> <p>Your company's initial line assignment is to mop up in Division E. In the heat of the day, the division supervisor from Division D says she needs help in her division. She has numerous flare- ups that are threatening the control line and has no other resources to work with.</p> <p>1. Who do you need to coordinate with?</p> <p><b>As the Strike Team Leader you need to speak with the Company Commander (your counterpart). You need to talk to your MCADs about their situations. Then you need to talk to DIV E to see if he is willing to release you. If DIV E is only willing to release part of your ST, you must again evaluate your comfort level and that of your counterparts. To mitigate some of the risk, you can send your more experienced MCADs.</b></p>	<p>Slide 7-29</p>

OUTLINE	AIDS & CUES
<p>2. How do you decide if your crews can safely perform the assignment?</p> <p><b>You could make a face-to-face meeting with DIV D with the Company Commander at your side. You could personally observe the situation on the division, or you could have one of your MCADs scout it out. You must evaluate the level of training and experience of your crews and their safety must always be your primary concern.</b></p> <p>3. What do you do if one of your MCADs reports that his crew refuses to go?</p> <p><b>You need to find out why from your MCAD. Then you need to speak with the Company Commander about the situation and let him/her handle it through their Chain of Command. You will help coordinate with the military to resolve and solve any problems.</b></p> <p><b><u>End of Exercise.</u></b></p> <div data-bbox="207 1255 1149 1318" style="border: 1px solid black; padding: 5px;"> <p><b>Review Unit Objectives.</b></p> </div>	<p>Slide 7-30</p>





## Military Chain of Command





## **UNIT OVERVIEW**

**Course** Task Force/Strike Team Leader, S-330

**Unit** 8 – All-Hazards

**Time** 1½ Hours

### **Objectives**

1. Discuss different types of all-hazards incidents.
2. Discuss special considerations that a TFLD/STL needs to identify when assigned to an all-hazards incident.

### **Strategy**

Instructor will use examples and exercises to familiarize students with all-hazards incidents. Make potential Task Force/Strike Team Leaders aware of their responsibilities if they become involved in an all-hazards assignment.

If the instructor has experience with all-hazards operations, it would be beneficial to share examples with the students.

Add additional all-hazards discussion as appropriate, including the Federal Response Plan. Students may use the reference material if they become involved in an all-hazards assignment.

### **Instructional Methods**

- Informal lecture and discussion with PowerPoint
- Exercises and scenarios

### **Instructional Aids**

- ☐ Computer with LCD projector, presentation software, and screen
- ☐ Flip chart and markers
- ☐ Use various types of all-hazards resource guides/handbooks for reference material to support the classroom instruction.

### **Exercises**

- All-Hazards

## **Evaluation Methods**

- Oral review session at end of the unit.
- Objectives will be tested in Classroom Final Exam (written).

## **Outline**

- I. Introduction
- II. Different Types of All-Hazards Incidents
- III. Special Considerations for an All-Hazards Incident

## **Aids and Cues Codes**

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint

## UNIT PRESENTATION

**Course:** Task Force/Strike Team Leader, S-330

**Unit:** 8 – All-Hazards

OUTLINE	AIDS & CUES
<b>Unit Title Slide.</b>	Slide 8-1
<b>Present Unit Objectives.</b>	Slide 8-2
<p>I. INTRODUCTION</p> <p>The wildland fire community has become more involved in supporting different types of incidents. Many of these incidents require support and participation of diverse agencies that have not worked together before or come from different backgrounds.</p> <p>In these incidents, the Incident Command System (including the use of Task Forces and Strike Teams), may or may not be utilized. As a Task Force or Strike Team Leader, your job has just become more complicated due to the varying risks and hazards.</p> <p>Be prepared for any type of call out. Many steps and issues are the same with managing a strike team/task force on a wildfire but need to be adapted to the new type of incident. The best way to be ready to respond to these varying incidents is to prepare before the call.</p>	

OUTLINE	AIDS & CUES
<p data-bbox="300 317 1143 401">What type of information would you want to know prior to deployment?</p> <ul style="list-style-type: none"> <li data-bbox="300 443 1068 485">• What type of incident are you responding to?</li> <li data-bbox="300 527 756 569">• Who will you work for?</li> <li data-bbox="300 611 667 653">• Who is in charge?</li> <li data-bbox="300 695 1024 737">• What is the current status of the situation?</li> <li data-bbox="300 779 1089 821">• What type of resources will you be managing?</li> <li data-bbox="300 863 906 905">• What is the expected tour of duty?</li> <li data-bbox="300 947 634 989">• Contact number</li> <li data-bbox="300 1031 529 1073">• Location</li> <li data-bbox="300 1115 656 1157">• Name of incident</li> <li data-bbox="300 1199 578 1241">• ROSS order</li> <li data-bbox="300 1283 1117 1367">• Are there any special considerations to be aware of?</li> <li data-bbox="300 1409 1122 1535">• How will you be mobilized and will you be with the task force/strike team or meet them at the incident or along the way?</li> <li data-bbox="300 1577 513 1619">• Others?</li> </ul>	<p data-bbox="1179 317 1313 348">Slide 8-3</p> <p data-bbox="1179 957 1313 989">Slide 8-4</p>

OUTLINE	AIDS & CUES
<p data-bbox="203 310 950 394">II. DIFFERENT TYPES OF ALL-HAZARDS INCIDENTS</p> <p data-bbox="300 443 1052 569">It is important that the TFLD/STL understands the different types of responses they may be called to support:</p> <ul data-bbox="300 611 1136 1850" style="list-style-type: none"> <li data-bbox="300 611 1089 695">• Terrorism acts (World Trade Center, Pentagon attacks on September 11, 2001)</li> <li data-bbox="300 737 1062 863">• Planned activities (Olympics, large concerts, Rainbow gatherings, Burning Man, parades, festivals, training academies, etc.)</li> <li data-bbox="300 905 1081 989">• Search and rescue missions (mountain terrain, water, blizzards, etc.)</li> <li data-bbox="300 1031 1029 1073">• Hurricanes, tornadoes, earthquakes, floods</li> <li data-bbox="300 1115 1133 1199">• Law enforcement related (escaped convicts, riots, etc.)</li> <li data-bbox="300 1241 907 1283">• Plane crash, multi-patient incident</li> <li data-bbox="300 1325 1065 1409">• Recovery efforts (Columbia Shuttle recovery effort in 2003)</li> <li data-bbox="300 1451 776 1493">• Exotic Newcastle disease</li> <li data-bbox="300 1535 626 1577">• Erosion control</li> <li data-bbox="300 1619 594 1661">• Structure fire</li> <li data-bbox="300 1703 816 1745">• Hazardous material incident</li> <li data-bbox="300 1787 513 1829">• Others?</li> </ul>	<p data-bbox="1177 310 1317 352">Slide 8-5</p>





OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Increased public interaction</li> </ul> <p>B. Identify Information Sources Available to Develop SA Related to the Incident Objectives/Hazards</p> <ul style="list-style-type: none"> <li>• Incident Action Plan or other documentation</li> <li>• Request incident specific reference materials</li> <li>• Obtain briefing with subject matter experts and technical specialists</li> <li>• Observations, look, listen and keep mind open to different perspectives and situations</li> <li>• Your supervisor/adjoining forces</li> <li>• Resources assigned to you may have incident specific skills/experience</li> <li>• Others?</li> </ul>	Slide 8-9
<p>C. What Type of Resources Might Comprise a Strike Team/Task Force?</p> <ul style="list-style-type: none"> <li>• Urban Search and Rescue Teams</li> <li>• Heavy equipment strike teams</li> <li>• Welding crews</li> <li>• Others?</li> </ul>	Slide 8-10

OUTLINE	AIDS & CUES
<p>D. Needs of Assignment</p> <p>Identify some of the different types of equipment/gear that may be required of an all-hazards incident. Try to establish needs prior to departure.</p> <ul style="list-style-type: none"> <li>• Cold weather gear for a blizzard call, clothing, bring a snowmobile, etc.</li> <li>• Air filter/self-contained breathing apparatus (SCBA) – urban interface incident, hazardous materials that may be present, etc.</li> <li>• Hazardous material book, other guides.</li> <li>• Others?</li> </ul>	<p>Slide 8-11</p>
<p>E. Meet with your Resources</p> <ul style="list-style-type: none"> <li>• Orient yourself with the type of resources that are assigned to you.</li> <li>• Meet and brief with the supervisors and crew members assigned.</li> <li>• Learn the special skills of the personnel and equipment that may assist the mission.</li> <li>• Learn the abilities/limitations of the equipment, personnel. Example: some of the firefighters may also have dive/rescue credentials and equipment.</li> </ul>	<p>Slide 8-12</p> <p>Slide 8-13</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Compare the assigned resources to the expected duties of the assignment. <ul style="list-style-type: none"> <li>– IRPG, Risk Management Process</li> <li>– IRPG, How to Properly Refuse Risk</li> </ul> </li> </ul> <p>F. Obtain the Necessary Resources to do the Job</p> <ol style="list-style-type: none"> <li>1. Safety <p>Be prepared for all the expected/potential safety concerns.</p> <p>Obtain necessary supplies, information, precautions, before deployment.</p> </li> <li>2. Logistics (supplies and equipment necessary) <p>Obtain the necessary supplies to carry out the assigned task for the operational period (and possibly beyond):</p> <ul style="list-style-type: none"> <li>• Air filter masks</li> <li>• Radio equipment</li> <li>• Batteries</li> <li>• Food</li> <li>• Water</li> </ul> </li> <li>3. Planning <p>Obtain maps, IAPs, and other sources of information for you and your resources.</p> </li> </ol>	<p>Slide 8-14</p>

OUTLINE	AIDS & CUES
<p>G. Response</p> <ul style="list-style-type: none"> <li>• Conduct the operations in a safe and effective manner.</li> <li>• Use the Risk Management Process often, especially if you or your resources are unfamiliar with the type of assignment/incident.</li> <li>• Document in the Activity Log and/or other forms throughout the incident.</li> </ul>	Slide 8-15
<p>H. After the Assignment</p> <ul style="list-style-type: none"> <li>• Make sure all hazards are mitigated. If equipment needs to be decontaminated before entering ICP/staging area, do so before possibly contaminating others.</li> <li>• Complete an after action review with crews; make this a learning experience.</li> <li>• Consider use of a critical incident stress debriefing team when resources have been exposed to trauma, mass casualty, or other traumatic experiences.</li> <li>• Replenish used supplies, document special circumstances, problems, etc.</li> </ul>	Slide 8-16
<ul style="list-style-type: none"> <li>• Complete Activity Log and other documentation.</li> <li>• Debrief with your supervisor. Relay important circumstances, special cases, effectiveness of resources, etc.</li> </ul>	Slide 8-17

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Check-out</li> <li>• Demobilize yourself and your resources safely to home unit.</li> </ul> <p>I. Back at Home Unit</p> <ul style="list-style-type: none"> <li>• Prepare yourself for the next deployment; get back into state of readiness.</li> <li>• Take necessary rest and relaxation.</li> <li>• Get necessary counseling or other support to decompress and deal with assignment.</li> <li>• Learn from the incident and debrief with fellow employees and agencies. Share the lessons with those who may have to respond to the next one.</li> <li>• Complete necessary agency specific exposure records.</li> </ul>	<p>Slide 8-18</p>

OUTLINE	AIDS & CUES
<p><b>EXERCISE: ALL-HAZARDS</b></p> <p><u>Purpose:</u> To give students practice working through a variety of all hazards situations.</p> <p><u>Time:</u> 5-10 minutes to discuss each input.</p> <div data-bbox="207 615 1149 888" style="border: 2px solid black; padding: 10px;"> <p><b>Read each input separately. Give groups time to discuss and generate a list of answers.</b></p> <p><b>Lead a group discussion for each individual input and select group spokespersons to give answers for their groups or solicit answers from individuals.</b></p> </div>	<p>Slide 8-19</p>

OUTLINE	AIDS & CUES
<p><u>Input 1</u></p> <p>You are a newly assigned task force leader who has been dispatched to an all-hazards assignment. You are uncertain on the type of incident and what resources you will be assigned. You've seen the afternoon news mention something about mudslides and sinkholes in the area. What are your thoughts on planning for this assignment? What do you take with you on the assignment?</p> <div data-bbox="211 701 1149 1356" style="border: 1px solid black; padding: 10px;"> <p><b>Possible answers include:</b></p> <ul style="list-style-type: none"> <li>• <b>Plan to be self-sufficient for 24 to 48 hours</b></li> <li>• <b>Be prepared for extreme weather conditions.</b></li> <li>• <b>Plan on basic services to be disrupted (transportation, electricity, medical care...).</b></li> <li>• <b>Reference material for Federal/State/Agency laws and safety guidelines.</b></li> <li>• <b>Forms---medical, Activity Log, emergency shift tickets, CTR, etc...</b></li> <li>• <b>Programmable radio, cell phone, writing materials, clipboard, GPS, flagging, camera, calculator, government credit card, batteries, binoculars</b></li> <li>• <b>IRPG</b></li> <li>• <b>Road atlas, local road maps</b></li> </ul> </div> <p><u>Input 2</u></p> <p>When you arrive at the incident, a large tornado has ripped through the heart of a small community. There is not an ICP at this time and everyone seems confused as to the make-up of the incident organization. Who do contact for your assignment?</p> <div data-bbox="211 1703 1149 1890" style="border: 1px solid black; padding: 10px;"> <p><b>Possible answers include:</b></p> <ul style="list-style-type: none"> <li>• <b>Dispatch Center, Incident Commander, Operations Section Chief, Division Group Supervisor</b></li> </ul> </div>	<p>Slide 8-20</p>

OUTLINE	AIDS & CUES
<p><u>Input 3</u></p> <p>After you check in, you are assigned two ambulances with four personnel, two Type 3 engines, and one contract felling team with agency felling boss. Your assignment is to clear roadways of debris so that rescue personnel can access missing or injured people. You're given a city roadmap and frequencies.</p> <p>You have briefed your crew and started clearing the road, when you come across a downed powerline. What is your course of action?</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p><b>Possible answers include:</b></p> <ul style="list-style-type: none"> <li>• <b>Talk to Division Group Supervisor.</b></li> <li>• <b>Always treat power lines as live.</b></li> <li>• <b>Secure the area.</b></li> </ul> <p><b>After student discussion, tell students that Operations has informed them that all power lines in a 10-mile radius have been deactivated.</b></p> </div>	<p>Slide 8-21</p>



OUTLINE	AIDS & CUES
<p><u>Input 4</u>          You continue clearing roads. Twenty minutes later you come across a turned-over semi-truck with a placard on it; it's leaking something from the tank and you aren't sure what it is. You can hear someone yelling for help across the street from where the semi-truck is turned over. What is your course of action?</p> <div data-bbox="207 657 1149 1184" style="border: 1px solid black; padding: 10px;"> <p><b>Possible answers include:</b></p> <ul style="list-style-type: none"> <li>• <b>Assess situation (consider exposure, weather, quantity...)</b></li> <li>• <b>Reference IRPG HazMat Incident Operations.</b></li> <li>• <b>Identify hazardous material using Hazardous Material Emergency Response Guidebook published by Department of Transportation (use binoculars, placards/labels, license plate.....)</b></li> <li>• <b>Secure the area according to safe isolation distance.</b></li> <li>• <b>Update Division Group Supervisor and advise dispatch.</b></li> </ul> </div> <div data-bbox="207 1234 1149 1505" style="border: 1px solid black; padding: 10px;"> <p><b>After discussion, inform students the chemical in the semi-truck was found to be nontoxic and the area is cleared to enter.</b></p> <p><b>What would you have done if the hazardous material turned out to be sodium phosphide (toxic chemical)?</b></p> </div>	<p>Slide 8-22</p>

OUTLINE	AIDS & CUES
<p><u>Input 5</u>  You begin rescue operations near where you heard someone yelling for help. You cannot see anyone; it is a fairly large pile of debris, and you hear multiple people calling for help. What is your course of action?</p> <div data-bbox="207 573 1149 930" style="border: 2px solid black; padding: 10px;"> <p><b>Possible answers include:</b></p> <ul style="list-style-type: none"> <li>• <b>Assess situation and ensure scene is safe before engaging.</b></li> <li>• <b>Safe approach; upwind/upgrade/upstream.</b></li> <li>• <b>Notify agency dispatcher.</b></li> <li>• <b>Update Division Group Supervisor.</b></li> <li>• <b>Develop action plan for area security/evacuation.</b></li> <li>• <b>Consider and prepare for patient needs and triage.</b></li> </ul> </div> <p><u>Input 6</u>  As debris is removed, you come across multiple victims. The lead paramedic informs you there are five victims. One victim has very serious injuries and needs to be transported to a hospital quickly. The road to the hospital is blocked. What is your course of action?</p> <div data-bbox="207 1276 1149 1759" style="border: 2px solid black; padding: 10px;"> <p><b>Talking points: There are many options. Use the following as a starting point for student discussion.</b></p> <ul style="list-style-type: none"> <li>• <b>Life flight is not available.</b></li> <li>• <b>Update your Division Group Supervisor on the escalating situation.</b></li> <li>• <b>Military support</b></li> <li>• <b>Chain of command</b></li> <li>• <b>Planning ahead 24, 48, and 72 hours</b></li> <li>• <b>Are you capturing this in your 204 documentation and reporting it in writing back to operations?</b></li> </ul> </div> <p><u>End of Exercise.</u></p>	

OUTLINE	AIDS & CUES
<b>Review Unit Objectives.</b>	Slide 8-23
<b>Review Course Objectives.</b> <b>Present final exam.</b>	Slide 8-24

