APPENDIX D

HANDOUT MASTERS

APPENDIX D – HANDOUT MASTERS

0A-01-P310-HO	Mission/Vision Statement
1B-01-P310-HO	NFES 2750 – "Participating of Wildland Fire Prevention Education Teams Guide"
2A-01-P310-HO	Communication Planning Scenario
2A-02-P310-HO	IOF Field Kit
2E-01-P310-HO	Twenty Ways to Reach the Hard to Reach
2E-02-P310-HO	Planning Exercise
2F-01-P310-HO	Suggested Smokey Bear Materials
2F-02-P310-HO	Suggested Fire Education Materials
2F-03-P310-HO	Guidelines and Format for Materials Production, Storage and Distribution
3A-01-P310-HO	Delegation of Authority – Sample
3A-02-P310-HO	Unit Log (ICS 214)
3A-03-P310-HO	Daily Contact Log
3A-04-P310-HO	Conversation Record
3A-05-P310-HO	Exercise A
3A-06-P310-HO	Exercise B
3A-07-P310-HO	Coaches' Assignment
4-01-P310-HO	Suggested Scenario # 1
4-02-P310-HO	Suggested Scenario # 2
4-03-P310-HO	Suggested Scenario # 3
4-04-P310-HO	Suggested Scenario # 4
4-05-P310-HO	Suggested Scenario # 5
4-06-P310-HO	Suggested Scenario # 6
4-07-P310-HO	Suggested Scenario # 7

WILDLAND FIRE PREVENTION AND EDUCATION TEAMS

<u>MISSION STATEMENT:</u> Fire Prevention and Education Teams provide interagency expertise in wildland fire prevention, public relations and outreach, fire safety, the role of fire, and developing FIREWISE communities. Teams assist local units in the prevention of unwanted, human-caused wildland fires, which can result in extensive loss of life, property, natural resources, and associated costs. Teams support any geographic area during periods of high fire danger or fire activity.

<u>VISION STATEMENT:</u> As an integral part of wildland fire management, Fire Prevention and Education Teams provide professional, capable, effective response to any potentially severe fire situations. Training provides team leaders and members with the skills and knowledge necessary for successful assignments. Teams work closely with federal, state, tribal, and local agencies to accomplish the fire prevention/education mission.

0A-01-P310-HO

COMMUNICATION PLANNING SCENARIO

The state of South Dakota has requested a wildland Fire Prevention and Education Team. The state is experiencing unprecedented drought conditions, the worst in 150 years.

- The Black Hills area is having problems with an arsonist.
- There are wildland/urban interface issues there.
- Several major lightening fires have destroyed wheat fields.
- Rural fire departments have sustained several fatalities.
- Tourism has been decimated because of media attention to the fire danger.

You are to report to the capital city of Pierre to participate on a team. The first thing your team is asked to do is prepare a communication plan and present it to the governor. You have 30 minutes to prepare your communication plan, and you will have three minutes to present it to the governor.

Meet in your breakout room for ½ hour, then return prepared to give a 3 minute presentation to the governor.

OBJECTIVE/OUTCOME *(What do you want to be different?)*

STRATEGY *(How are you going to accomplish the objective?)*

AUDIENCE(S) *(Who are you going to focus on?)*

KEY MESSAGE(S) *(What do you want your audience to know?)*

TACTICS *(What are you going to do to reach your audience?)*

EVALUATION *(How will you measure the effectiveness of your communications?)*

FIRE/INCIDENT INFORMATION OFFICER FIELD KIT

Below is a list of suggested items for a Fire Information Officer (FIO) Field Kit to be used in the event of a wildland fire or other incident. All items can be stored in a briefcase or portfolio bag.

Field Guides:

1. ICS Field Operations Guide.
2. Fire Information Officer Guide
3. Fire Line Handbook

Regional and Statewide contact list:

1. Local, County, State, and Federal elected officials
2. * Local and Statewide media contacts list or guide
3. Local, County, and Statewide emergency contacts
4. Forest/Agency and State contacts

Forms:

1. ICS 209, 203, 201, 209C (4),
2. Communications Log-ICS 214
3. Forest/Agency related forms pertinent to the fire or assignment

General Items and Equipment:

1. Small flashlight (mini-mag?)
2. Shirt badge – "Information Officer"
3. Smokey Bear items (trash bags, rulers, pencils, etc.)
4. Small battery operated clock

Operational Equipment:

1. Pencils, pens, marker, highlighters
2. Paper pads, graph paper, steno pads
3. Post-It© notes pads, various types
4. Calculator-battery powered and spare batteries
5. Flat hole punch
6. Binder with paper
7. Tape-masking and standard with tape dispenser
8. Rubber bands
9. Scissors
10. Rulers-6" and 12"
11. Large, multi-pocket folder
12. 3x5 file cards and 5x7 file cards
13. Color paper-blue, pink, yellow, and green
14. Staple gun w/staples
15. News Release letterhead (logo, etc.)
16. Plastic Zip-Loc© bags
17. Forest and State maps as needed

* Local and Statewide media guides can be purchased.

2A-02-P310-HO

TWENTY WAYS TO REACH THE HARD TO REACH

1. Conduct market research.

2. Use local wildland fire data in presentations.

3. Consider cultural factors as you tailor a program.

4. Meet your audience face to face.

5. Respect your audience.

6. Treat the problems and living conditions of your audience realistically.

7. Piggyback on programs that are already reaching your target audience.

8. Develop a variety of effective materials.

9. Give something away.

10. Use learning by doing to reinforce your points.

11. Include messages that hold people responsible for their actions.

12. Let opinion leaders and activists do their thing.

13. Use peer educators whenever possible.

14. Get their commitment.

15. Persist.

16. Form partnerships.

17. Use volunteers.

18. Use churches for outreach.

19. Be imaginative in seeking budget assistance.

20. Promote policy changes and legislation to achieve long-term progress.

Source: <u>Reaching the Hard-to-Reach: Techniques from Fire Prevention Programs and Other Disciplines</u>, Tri-Data Corporation, October 1994

2E-01-P310-HO

PLANNING EXERCISE

During your lunch break, identify one concept you want to share with a group when you go out on your next prevention assignment. Think about how you might communicate it effectively to one specific audience that knows little about wildland fire. <u>Be prepared to share your ideas with the class.</u>

Be ready to talk about:

      (1)   What the concept is that you want to communicate.
      (2)   Why the audience will find the concept important.
      (3)   The characteristics of the group you choose.
      (4)   The best ways to get your message to these particular individuals.

NOTE: You can do this either individually or in small groups.

Suggested
Fire Prevention/Education Materials
From
Smokey Bear Catalog

NFES #	ITEM
99004	"Fire's Role in Nature" Book Cover
99005	Buffalo Grass Growing Kit
99006	Discover Fire Education Activity Book
99007	Meet the Fire Education Team "Good Fire – Bad Fire" Activity Kit
99008	The Fire Education Team Big Book
99009	Fire Education Team 'Wild Cards'
99010	The Fire Education Team Interactive "ZIP" Game
99013	"Bert's" Backpack
99014	The Fire Education Team – Fire Safety CD - ROM
99203	Homeowner's Message Pad/Magnet Board
99208	Homeowner's Note Pad
99209	Smokey Bear Topper

Suggested
Fire Prevention/Education Materials
From the
NWCG NFES Catalog, Part 2: Publications

NFES #	ITEM
1252	Wildfire Prevention Marketing Guide (1996)
1253	Wildfire Prevention Event Management Guide (1996)
1254	Wildfire Prevention Conducting School Programs Guide (1996)
1572	Wildfire Prevention Strategies Guide (1998)
1877	Wildfire Prevention and the Media (1998)
2570	Wildfire Prevention Patrol Guide (1998)
2597	Establishing Fire Prevention Education Cooperative Programs and Partnership (1999)
2598	Industrial Operations Fire Prevention Guide (1999)
2601	Recreation Area Fire Prevention (1999)
2602	Fire Communication and Education (1999)
2603	Fire Education Exhibits and Displays (1999)
3362	NWCG National Fire Equipment System Catalog Part 2: Publications (2000)

GUIDELINES AND FORMAT FOR MATERIALS PRODUCTION, STORAGE AND DISTRIBUTION
By Jerry Williams
Training Advisor – Office of U.S. Foreign Disaster Assistance (OFDA)

INTRODUCTION

There are a number of factors that affect these guidelines, including:

1. The computer and its operating system. Windows and Apple Macintosh are both used by developers and end users.

2. The typography fonts that are used in the documents. There are fonts that are common to both operating systems and fonts that are not.

3. Many graphic images are used in the course materials. Some graphic formats are cross-platform compatible and some are not.

4. The final products must be printed. There are many different printers with several different techniques for converting the computer information to printed document.

5. Some parts of the world use U.S. Letter paper (8.5 x 11 inches) while most of the world uses A4 paper (210 x 297 mm).

6. The various types of software required to open and process documents are not commonly available to everyone and are frequently updated by the software companies.

7. Few end users have any capability to use ZIP or JAZ disks.

In order to deal with these and other issues, follow these guidelines when producing Office of Foreign Disaster Assistance related documents:

1. Produce all materials for compatibility with both Windows and Apple Macintosh computers.

2. Use a standard set of fonts that are cross-platform compatible (described later).

3. Produce all materials so that they can be printed on non-PostScript printers in black and white. Color materials can be used as long as they are also useable in B/W.

4. Format all course materials for A4 paper size. Include instructions for conversion to U.S. letter size with the materials.

5. Suggest formatting of materials for final distribution to end users in Adobe PDF format.

PUBLICATION DEVELOPMENT TIPS

In order to provide consistency and interchange of files between Materials Development Specialists and the distribution of electronic media to end-users, follow these tips:

1. All printed materials, paper and transparency, will be designed using the A4 paper size with measurements in millimeters (mm). Use a reduction factor of 92.8% to obtain U.S. letter-size printouts.

2. Use only TrueType fonts, which can be embedded in PDF files or provided on the CD. Do not use PostScript fonts as many printers do not print them well.

3. Windows-based programs automatically assign extensions to filenames. Macintosh computers do not and, therefore, you must do this manually before converting files. Use a standard set of prefixes and suffixes in naming files as follows:

   • Save graphic files in PhotoShop TIFF. tif format in CMYK mode. This provides the most digital information and best printing on inkjet-type printers.

4. Computers should have an installation file of the Adobe Acrobat Reader program necessary to view and print the files. The Acrobat Reader is widely available as a free download on the Internet.

5. CD's should be recorded using the ISO9660 universal format, readable by all computers.

SOFTWARE

When using different software, keep in mind not everyone may have the newest version. Save your documents as follows:

1. **Microsoft Word** – for creating test documents for placement into PageMaker. Save Word files in version 6.0 format.

2. **Adobe PageMaker** – for the layout of printed materials, save PageMaker files in version 6.0 format.

3. **Microsoft PowerPoint** – presentation software for creating visual aids such as overhead transparencies and slides. Save PowerPoint files in version 95/97/2000 format.

4. **Adobe PhotoShop** – a graphics program used to create and modify illustrations and photographic images. The graphics may have been drawn, scanned or imported from digital cameras and video. Save PhotoShop files in 5.0 format.

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5. **Adobe Acrobat Distiller** – use Distiller to create portable, read-only PDF files that can be read using the Acrobat Reader. Only the developer needs the Distiller. Use Version 4.0.

6. **Adobe PageMaker Converter** – PageMaker files created on the Macintosh can be converted to Windows PageMaker using this utility. No such utility exists for going the other way. Use version 6.5.

7. **Adobe Type Manager** – this utility manages the font files on the computer by allowing the user to select which fonts are available for use, making it possible to reduce long lists of unfamiliar font names. Very useful for materials developers. Use Version 4.5 Mac/4.0 Win.

Program versions have been specified for several programs as there are later versions that developers are using that are not yet in use by end users. These file versions are subject to change in the future. At some point, changes will need to be made to provide for the use of computer-based presentations. At present, few end-users have this capability.

REPRODUCTION

The primary method of local reproduction will be using photocopy machines. Many of these machines are not the most modern technology or are in need of service. It is, therefore, very important that all materials that are produced for the purpose of photocopy reproduction be tested for how well they will reproduce. Graphics with many shades of gray are especially difficult for some machines. Very few end users have access to color photocopiers and will need to produce any color materials using their color inkjet printers.

STORAGE

Once files are created, they must be archived for future use. A long-known rule of the computer world is "if you only have one copy of a file, you will destroy it". Therefore, just one copy is not enough and not all in one place or only one media type. Materials developers have their own system and media for use while preparing materials. Backup copies of all work in progress should be maintained. A rolling backup system has been found to be best using both the computer hard drive and a removable media such as ZIP. Because of the size of the files, floppy disks are not an option. Once a pilot course has been developed, it is time to start using CD's for backup and storage. It is imperative that all files and materials be dated with each revision so that old versions can be eliminated and not cause confusion.

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FONTS

One of the most confusing and troublesome areas for the production and distribution of printed materials is the use of fonts. In order for files to print correctly, the font that was used in the original computer where the document was created must also be installed in the computer that is being used to print the file. If it is not there, a substitute font will be used that will cause the printed document to lose some formatting. In addition, there are several different font formats including PostScript (PS) screen and printer, TrueType (TT), and a new combination. There are two basic printer types: PostScript (laser) and Inkjet. PostScript printers can print all fonts. Inkjet printers cannot print PostScript fonts directly. PageMaker and Acrobat act as a PostScript interpreter so that the PS fonts on the Macintosh can be used. When converting from Macintosh to Windows format, the TrueType equivalent should be used. Following is a list of those fonts that have been selected for use in OFDA materials and the equivalent on each platform.

Macintosh	**Windows**
Aachen Bold PS	Aachen Bold TT
Arial (all including Narrow) TT	Arial (all including Narrow) TT
Helvetica PS	
Avante Garde TT	Avante Garde TT
Bodoni PS	Bodoni TT
Bookman TT	Bookman TT
Brush Script PS	Brush Script TT
Century Schoolbook TT	Century Schoolbook TT
Comic Sans TT	Comic Sans TT
Cooper Black TT	Cooper Black TT
Courier New TT	Courier New TT
Franklin Gothic PS	Franklin Gothic TT
Garamond PS	Garamond TT
Gill PS	Gill TT
Hobo PS	Hobo TT
Impact TT	Impact TT
Poster Bodoni TT	Poster Bodoni TT
Revue PS	Revue TT
Stencil PS	Stencil TT
Stimpson TT	Stimpson TT
Symbol PS	Symbol TT
Times New Roman TT	Times New Roman TT
Time PS	
VAG Rounded TT	VAG Rounded TT
Zaf Dingbats TT	Zaf Dingbats TT

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GRAPHICS

In order for the materials to be printed on the variety of printers and to be accessible on both Macintosh and Windows, there are certain guidelines that should be followed. A printer standard for output of printed text and images is 133 lines per inch; this results in the 300 dots per inch resolution of typical printers, both laser and inkjet. This resolution photocopies well. In order to achieve this output, the graphics must be scanned or created at 266 dots per inch resolution. PhotoShop is the best software tool to accomplish this task.

Images that are to be reproduced in color require some additional information. Color printers use the CMYK mode for printing and, therefore, images should be scanned and saved in this mode. A resolution of 266 dots per inch is satisfactory for producing high-quality output to transparencies. Another factor that has to be considered is the Color Management System of the computer being used. This is a highly technical subject, which cannot be covered in this document. Several references are available on scanning images and color management systems.

Finally, graphic files should be saved in TIFF <*.tif> format. this saves the maximum amount of information about the graphic and is the best format for printing on all types of printers.

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United States Department of the Interior

Bureau of Land Management
Elko Field Office
3900 Idaho Street
Elko, Nevada 89801-0611

In Reply Refer to:
9212 (NV-010)

To: Fire Prevention Team Leader

From: Board of Directors, Elko Interagency Dispatch Center

Subject: Delegation of Authority for Fire Prevention Team Activities

As of June 23 at 1200, we have delegated the authority and responsibility for the activities of the Fire Prevention Team (the "Team") to Team Leader _____ .
The Team will conduct fire prevention awareness activities on behalf of the cooperators of the Elko Interagency Dispatch Center (EIDC). The authority granted by the Board of Directors is for the area conforming to the boundary of the BLM's Elko District.

A. The following individuals are designated as agency contacts for the duration of the Team's activities under this delegation:

    -   Public Affairs Officer, USDA Forest Service, Humboldt-Toiyabe
        National Forest

    -   Lead Dispatcher, USDA Forest Service, Humboldt-Toiyabe National
        Forest

    -   Assistant Fire Management Officer, Bureau of Land Management,
        Elko Field Office

    -   Fire Prevention Captain, Nevada Division of Forestry, Northern Region

    These individuals will be the primary contacts for assistance to the Team, including: identifying key public contacts; helping to make arrangements for printing and media contacts; reviewing publications of the Team (including news releases) to ensure consistency with agency requirements; and joining the Team in meeting with the public, if needed. Other individuals in the various agencies may be designated to assist the Team, if warranted.

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B. Team members must be sensitive to local political and social issues related to pubic land management and use. It is imperative that relations with the public be maintained or improved by the Team and that all actions of the Team have positive public relations as an underlying theme.

C. Objectives for the Team are:

1. Develop fire prevention recommendations and raise overall awareness of the general public concerning fuel loading and fire behavior conditions in the greater Elko area.

2. Develop viable alternatives to fire restrictions and closures and make recommendations for implementing those alternatives.

3. Develop and initiate substantial media coverage for defensible space, general fire prevention practices, the positive and negative aspects of fire, the relationships of outdoor recreation and off-highway vehicles (OHV) use to fire prevention, and other fire prevention topics appropriate for this area.

4. Make personal contacts with citizens of rural communities, especially Midas, Tuscarora, Kittridge Canyon, Spring Creek, Wells, Montello/Pilot Valley, Carlin, and O'Neill Basin. Include in those contacts the chiefs of volunteer fire departments.

5. Provide recommendations for encouraging fire prevention along railroads. Make contacts with railroad representatives.

6. Work closely with the EIDC in developing and delivering fire prevention messages.

7. Develop opportunities for educating school-age children about fire prevention. Where possible, meet with groups of children, such as at Parks and Recreation activities, the Northeastern Nevada Museum, day care facilities, swimming pools, and at meetings of sports teams and scout organizations.

8. Develop messages, handouts, and other information that could be distributed by agency personnel, church groups, scout groups and others in a door-to-door fire prevention awareness campaign.

9. Develop messages, handouts and other information that can be used by the agencies over the next year to continue the work initiated by the Team.

10. Establish a record-keeping process so that when the Team leaves, there is an adequate record of the Team's activities, including: contacts made; information developed and distributed; projects completed; recommendations for further action; lessons learned; and a summary of expenditures.

D. Questions regarding procurement and other finances, and requests for assistance in procurement and finance should be directed to the Contract Specialist, Bureau of Land Management, Elko Field Office.

E. The work of the Team shall be conducted with efficiency and effectiveness, and with emphasis on the personal safety of team members.

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F.   All federal, state, and local laws, regulations and ordinances will be adhered to. These laws include, but are not limited to: state motor vehicle operation regulations, cultural and archaeological protection laws, health and welfare regulations, and environmental protection and hazardous materials laws.

_____   _____
G. Zunino, Northern Regional Manager   Date
Nevada Division of Forestry

_____   _____
D. Aicher, District Ranger   Date
U.S. Forest Service, Humboldt-Toiyabe National Forest

_____   _____
D. Stout, Associate Field Manager   Date
Bureau of Land Management, Elko Field Office

_____   _____
R. Lowrie, Prevention Team Leader   Date

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UNIT LOG	1. Assignment Location	2. Date Prepared	3. Time Prepared
4. Unit Name/Designators	5. Unit Leader (Name and Position)		6. Operational Period

Types of Hazards: | **Risks Involved:**

7. Personnel Roster Assigned

Name	Team Position	Home Unit

8. Activity Log

Time	Major Events/Activities

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Time	Major Events/Activities

9. Prepared by (Name and Position)

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Fire Prevention Daily Contact Log

Unit: _____   Submitted By: _____

#	DATE	TIME	TYPE OF CONTACT	LOCATION	REMARKS

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Conversation Record

_____
Forest Service Representative

Date_____ Time_____

_____
Calling Party/Person Called

_____
Telephone Number

File Designation: _____

SUBJECT: _____

_____

_____

_____

_____

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ACTION TAKEN: _____

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Exercise A: Fire Prevention and Education Team Exercise

Objective: To get the students to work together as a team to apply the principles of organization, and logistics needed to set up and implement a Prevention Team operation.

A southern state is experiencing serious drought conditions and long-term weather projections don't look any better. They have just entered the early part of the fire season and have ordered a Wildland Fire Prevention Team to assist with the situation. You have been requested to assist on the Fire Prevention and Education Team and need to be there in two days.

- What do you need to know to get prepared for this operation?

- What is the Prevention Team's mission?

- What kind of information, resources, and equipment might you need?

- What might be the major objectives and the order of priority for them?

Each group needs to develop a 5-8 minute presentation for the class and have someone volunteer to do the presentation.

Exercise B: Interagency Fire Management Group Exercise

Objective: To get the students to work together as a team to apply the principles of organization, and logistics needed to set up and implement a Prevention Team operation

You are a group of local fire management representatives. Your state is experiencing a serious drought and long-term weather projections don't look any better. You're just entering the early part of the fire season and your boss has ordered a Prevention Team to assist with the situation. You're informed that you will be receiving the Fire Prevention and Education Team in less than two days.

- Develop an action plan of what you need to do before the prevention team arrives.

- What is the Prevention Team's mission when they are in place?

- What are the major objectives and the order of priority for them to work on when they arrive?

- What kind of information and resources might they need?

Each group needs to develop a 5-8 minute presentation for the class and have someone volunteer to do the presentation.

3A-06-P310-HO

Operations Unit: Coaches Assignment

Objective: To get the group to work together as a team, so they develop the skill to determine of the scope of a prevention team assignment and the organization and logistics needed to set up a Prevention Team operation.

Cadre assigned to coach the group exercises will:

- Get the group to their meeting room and provide them with needed supplies (flip chart/pens, overhead material, etc.)

- Provide some sideboards to the group so they will focus on the information provided and task to accomplish.

- Don't become the group leader, but do facilitate and help them focus on the task. Make sure everyone is allowed to participate.

- Help keep the group on time. Can they break out tasks and have all members working on them? If something is covered, have them move on.

- If you have the opportunity, share short examples of what you have seen work!

Cadre might need to provide a few ideas of what their group should be thinking about:

- Lodging and places for the team to eat, etc.

- Transportation and ways for them to get around (maps, local guide)?

- Office space or someplace to work.

- Ways for the team to communicate (phone, cell phone, fax, computer access, and web site location).

- Contact list and introduction to other agencies and personnel.

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Suggested Scenario # 1

California is experiencing devastating mortality to the timber resource on numerous National Forests. The National Fire Prevention Education Team has been assigned to develop a fire prevention awareness program to educate people who are reside in the area and visitors who go there. Your job is to develop a multi-agency strategic fire prevention education program plan for implementation at the local level.

4-01-P310-HO

Suggested Scenario # 2

California as a result of major wildfires associated with high property loss and the increased urban movement into the Wildland Urban Interface has adopted new criteria for the Public Resource Code 4291. This amended law will now require homeowners in California's hazardous fire prone areas to provide a 100 foot flammable vegetation clearance around structures and improvements.

A National Fire Prevention Education Team has been assigned to California to develop a marketing campaign to implement the new law and ordinances.

Suggested Scenario # 3

California, after several devastating fire seasons, is again experiencing severe drought conditions. The high occurrence of abandoned and escaped campfires are creating a high risk for catastrophic fires. A National Fire Prevention Education Team has been assigned to develop an interagency/public education campaign utilizing the theme "Know Before You Go" to reduce this threat.

Suggested Scenario # 4

The Southern California National Forests are experiencing an increase number of wildfire on and adjacent to the Mexican border A National Fire Prevention Education Team has been assigned to assist the local area to develop a strategic plan to prevent ignitions in the area and develop a bi-lingual public awareness program for the area.

Suggested Scenario # 5

A National Fire Prevention Education Team has been activated to develop a statewide full range mass media campaign to increase and educate homeowners in the Wildland Urban Interface. This program will have to encompass all age groups.

Suggested Scenario # 6

Fires are threatening local communities in the Columbia River Gorge. There is a concern that the communities of Bingen and White Salmon are at risk. A National Fire Prevention Education Team has been activated to assist in developing a mitigation plan to protect these and other potential communities at risk. This will include as a minimum Education and Hazardous fuels considerations.

4-06-P310-HO

Suggested Scenario # 7

The local area is experiencing a high increase in Arson Fires. These fires cause unacceptable damage with loss of life, structures and resource damage. The National Fire Prevention Education Team has been activated to increase awareness and coordinate with local law enforcement to eliminate this problem.