

APPENDIX E
EVALUATIONS/TESTING

**P-310 Fire Prevention Education Team
Final Test**

1. What is a Fire Prevention Education Team?

2. The core Fire Prevention Education Team consists of: _____

3. List the Fire Prevention Education Team Position Codes: _____

4. Where can the Fire Prevention Education Team mobilization guidelines be found?

5. List indicators that might identify a need for a FPET: _____

6. List types of assignments that a FPET might be asked to accomplish:

7. Teams depend on “communications” to be successful. This requires the development of a _____
8. The FPET can communicate effectively with the media by the development of the _____
9. List key logistical elements needed for team operations:

10. What authorizes and supports the use of teams? The _____
_____ between the USDI and USDA.

11. List the typical types of funding used for Fire Prevention Education Teams:

12. The basic “rule of thumb” in producing fire prevention materials is that _____ rules apply.
13. Fire Prevention Education Teams function under authority of the Host Unit and is provided by the _____
14. To ensure timely support and acquiring material/supplies it is important to enlist the host unit _____
15. List initial assessment elements: _____

16. Risks are defined as _____
17. Hazards are defined as _____
18. Values are defined as _____
19. List the fundamentals of Wildland Fire Prevention _____

20. A Wildland Fire Prevention Plan must: _____

21. Fire Prevention marketing considers the following two elements:

22. Wildland Fire Prevention strategy is developed in the following two categories:
_____ Actions _____ Actions
23. Upon arrival at the Host Unit, meet to determine: _____

24. List major considerations for fire prevention educational material:

25. List types of material that is used by Fire Prevention Education Teams:

_____	_____
_____	_____
_____	_____
_____	_____

26. List activities where fire prevention education material can be effective:

_____	_____
_____	_____
_____	_____
_____	_____

27. What are examples of key pre-assignment considerations?

_____	_____
_____	_____

28. What are examples of key on-site assignment actions?

_____	_____
_____	_____

29. Teams at the end of the assignment have a major responsibility to conduct adequate:

_____	_____
_____	_____

30. Team tour of duty should not exceed _____ days.

**P-310 Fire Prevention Education Team
Final Test
Instructor Answer Key**

1. What is a Fire Prevention Education Team? (1) **A group of professionals trained to use a proactive approach in reducing human ignitions to save lives and resources.**

2. The core Fire Prevention Education Team consists of: (3)

Team Leader Team Member Public Affairs PIO 1/2

3. List the Fire Prevention Education Team Position Codes: (3)

PETL PETM Technical Specialist/Public Affairs PIO 1/2

4. Where can the Fire Prevention Education Team mobilization guidelines be found? (1)
National Interagency Mobilization Guide

5. List indicators that might identify a need for a FPET: (3)
Preparedness Level 3+, Drought conditions, Live fuel moisture below normal, High values at risk, Fire occurrence increasing, Severe burning conditions

6. List types of assignments that a FPET might be asked to accomplish: (3)
Fire prevention assessments, Fire protection planning, Fire prevention training, Support Incident Management Teams, Community awareness & education Community & Agency Relations, Interagency support, Firewise, defensible space evaluations

7. Teams depend on “communications” to be successful. This requires the development of the **Communication Plan/Strategy** (1)

8. The FPET can communicate effectively with the media by the development of the **Media Kit** (1)

9. List key logistical elements needed for team operations: (4) **Office Space, Telephones, Computers, Facsimile Machine, Administrative Support, Transportation**

10. What authorizes and supports the use of teams? The **Master Agreement** between the USDI and USDA. (1)

11. List the typical types of funding used for Fire Prevention Education Teams:
Regular Appropriations Severity (S code) Fire (P code) State Funding FEMA (F code) (3)
12. The basic “rule of thumb” in producing fire prevention materials is that
GPO rules apply. (1)
13. Fire Prevention Education Teams function under authority of the Host Unit and is provided by the **Delegation of Authority** (1)
14. To ensure timely support and acquiring material/supplies it is important to enlist the host unit: **Procurement/Purchasing Agent/Staff** (1)
15. List initial assessment elements: (4) **Physical assessment, Fire occurrence problem, What makes the area unique, Existing fire prevention efforts, Evaluation of media activities, Fire prevention support, Initial attack capabilities, Scope of the activity, Existing fire prevention plans, External Relations, The Wildland Urban Interface, Community/Education, Youth programs, Campaign development, Interagency/Fire Department involvement, Agency skill development, Specific target programs, Printed material, Product development, Event management,**
16. Risks are defined as: **Uses or human activities, which have the potential to result in a Wildland Fire ignition.** (1)
17. Hazards are defined as **Fuels and topography of an area** (1)
18. Values are defined as **Natural or developed areas where loss or destruction by Wildland Fire would be unacceptable** (1)
19. List the fundamentals of Wildland Fire Prevention
Education, Engineering, Enforcement, Administration (4)
20. A Wildland Fire Prevention Plan must: **Produce results** (1)
21. Fire Prevention marketing considers the following two elements:
Target audiences, Audience characteristics (2)
22. Wildland Fire Prevention strategy is developed in the following two categories:
General Actions Specific Actions (2)

23. Upon arrival at the Host Unit, meet to determine: **Different audiences that exist in the area, Cultural diversity concerns, What are the relationships between local groups? Who are the opinion leaders? Other local issues, Uniform policy, Establish contacts, Local gatherings** (4)
24. List major considerations for fire prevention educational material: (4) **Sources of fire prevention educational supplies, Problems associated with obtaining fire prevention materials, Funding considerations, Sources of borrowing and sharing, Ordering procedures, Government Printing Office, Material available, Development tools, Resources available to create, Available software**
25. List types of material that is used by Fire Prevention Education Teams (8) **Movie theater slides, Billboards, Placemats, Grocery bags, Utility bill inserts, Posters, Flyers, Fact sheets, Trading cards, Door hangers, Magnets, Photos, Bumper stickers, Newspaper inserts, Brochures, Portfolios** (Instructor Note: other items can be used that are pertinent)
26. List activities where fire prevention education material can be effective: (8) **Talk shows, Interviews, Sports events, Homeowner contacts, Fairs, Exhibits, Displays, Trade shows, Interagency activities, Cooperators,** (Instructor Note: other items can be used that are pertinent)
27. What are examples of key pre-assignment considerations? (4) **Be comfortable with the assignment, Prepare for the assignment in advance, Contact Team Leader to get an assignment overview, What is the nature and expectations of the assignment? Have reference and resource kit available, What will need to be taken to meet the assignment objectives? What type of clothing will be required? What are the transportation arrangements, Research the local area,**
28. What are examples of key on-site assignment actions? (4) **Obtain briefing, Obtain orientation, Determine the team organization, What are the documentation requirements? Obtain the Host information, Financial rules and constraints, Priorities and time constraints, Logistics and support**

29. Teams at the end of the assignment have a major responsibility to conduct adequate:
**Team transition, Transition resource ordering, Closeout meeting,
Demobilization, Final report, Performance ratings, Team activity
documentation (4)**

30. Team tour of duty should not exceed **14** days. (1)

**(#) = Points Possible
80 Points Total Points
56 (70%) Required to Pass**

STUDENT LESSON EVALUATION

Lesson Name and
Number: _____

Date: _____ Instructor: _____

Check the response that best reflects your opinion. If you have specific input on the lesson's strengths or improvement opportunities, provide comments in the Remarks section.

This Lesson

Remarks:

- Exceeded my expectations
- Fulfilled my expectations
- Failed to meet my needs

Lesson Time Allocated

Remarks:

- Appropriate
- Took too much time (should be shorter)
- Insufficient (needed to be longer)

Level of Instruction

Remarks:

- Appropriate
- Too basic
- Too advanced

Instructor Presentations

Remarks:

(Consider objectives met, clarity of instruction, enthusiasm, training aids, exercises, methods used)

- Excellent
- Good
- Satisfactory
- Unsatisfactory

Lesson Materials

Remarks:

(Consider usefulness of texts, exercises, handouts, and reference materials)

- Excellent
- Good
- Satisfactory
- Unsatisfactory

Classroom and Breakout Room

Remarks:

(Consider lighting, temperature, cleanliness, furnishings, equipment, distractions)

- Excellent
- Good
- Satisfactory
- Unsatisfactory

What did you like MOST about this lesson?

What did you like LEAST about this lesson?

Recommendations for improving this lesson (be specific):

Name (optional)

STUDENT FINAL COURSE EVALUATION

Course Name and
Number: _____

Date: _____ Location:

Check the response that best reflects your opinion. If you have specific input on the course's strengths or improvement opportunities, provide comments in the Remarks section.

This Course

Remarks:

- Exceeded my expectations
- Fulfilled my expectations
- Failed to meet my needs

Course Time Allocated

Remarks:

- Appropriate
- Took too much time (should be shorter)
- Insufficient (needed to be longer)

Level of Instruction

Remarks:

- Appropriate
- Too basic
- Too advanced

Instructor Presentations

Remarks:

(Consider objectives met, clarity of instruction, enthusiasm, training aids, exercises, methods used)

- Excellent
- Good
- Satisfactory
- Unsatisfactory

Course Materials

Remarks:

(Consider usefulness of texts, exercises, handouts, and reference materials)

- Excellent
- Good
- Satisfactory
- Unsatisfactory

Classroom and Breakout Room

Remarks:

(Consider lighting, temperature, cleanliness, furnishings, equipment, distractions)

- Excellent
- Good
- Satisfactory
- Unsatisfactory

Correspondence and Guidance

Remarks:

(Consider timing of pre-course materials and information provided concerning travel, lodging, and logistics)

- Excellent
- Good
- Satisfactory
- Unsatisfactory

What did you like MOST about this course?

What did you like LEAST about this course?

Recommendations for improving this course (be specific):

Name (optional)