

Fire Prevention Education Team Member P-310



NFES 2870

Instructor Guide
DECEMBER 2006



CERTIFICATION STATEMENT

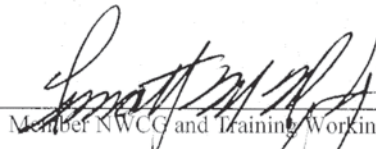
on behalf of the

NATIONAL WILDFIRE COORDINATING GROUP

The following training material attains the standards prescribed for courses developed under the interagency curriculum established and coordinated by the National Wildfire Coordinating Group. The instruction is certified for interagency use and is known as:

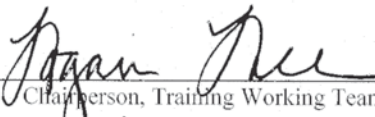
Fire Prevention Education Team Member, P-310
Certified at Level I

This product is part of an established NWCWG curriculum. It meets the COURSE DEVELOPMENT AND FORMAT STANDARDS – Sixth Edition, 2003 and has received a technical review and a professional edit.



Member NWCWG and Training Working Team Liaison

Date 12-7-06



Chairperson, Training Working Team

Date 11/20/06

Fire Prevention Education Team Member P-310

**Instructor Guide
DECEMBER 2006
NFES 2870**

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Comments regarding the content of this publication should be directed to:
National Interagency Fire Center, Fire Training, 3833 S. Development Ave., Boise, Idaho 83705.
E-mail: nwcg_standards@nifc.blm.gov.

Additional copies of this publication may be ordered from National Interagency Fire Center,
ATTN: Great Basin Cache Supply Office, 3833 South Development Avenue, Boise, Idaho 83705.
Order NFES 2870.

**National Wildfire Coordinating Group
Training Working Team
Position on Course Presentation and Materials**

The suggested hours listed in the Field Manager's Course Guide 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 can vary slightly due to factors such as the addition of local materials. NWCG is aware that there have been courses presented in an abbreviated form, varying greatly from the suggested 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 where the student will be likely to 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, test questions in the certified course materials should not be deleted to ensure the accurate testing of course and unit objectives.
- Test grades, to determine successful completion of the course, shall be based only on the questions in the certified course materials.

If lead instructors feel that any course materials are inaccurate, that information should be submitted by e-mail to NWCG Fire Training at nwcg_standards@nifc.blm.gov. Materials submitted will be evaluated and, where and when appropriate, incorporated into the appropriate courses.

Course Length for NWCG Courses

If a course is available through PMS the *recommended* course hours and the "NWCG Position on Course Presentation and Materials" will be adhered to by the course instructors.

If the course is not available through PMS, 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 the course instructors.

Course hours for all NWCG courses can be found in the Field Manager's Course Guide online at <http://www.nwcg.gov/pms/training/fmcg.pdf>. If the hours are a minimum versus recommended they will be stated as such.

PREFACE

This course is sponsored by the National Wildfire Coordinating Group (NWCG). It is based on the task analysis and job performance requirements prepared and reviewed by the Wildland Fire Prevention Education Working Team.

This course has been prepared by personnel from: United States Department of Agriculture, Forest Service; United States Department of the Interior; Bureau of Land Management, National Park Service, Fish and Wildlife Service, Bureau of Indian Affairs and the National Association of State Foresters.

This is one in a series of courses and guides developed to assist the Wildland Fire Prevention community.

Comments regarding this package or additional information may be addressed to:

National Interagency Fire Center
Fire Training
Standards Unit
3833 S. Development Avenue
Boise, Idaho 83705

E-mail: nwcg_standards@nifc.blm.gov

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UNITS OF INSTRUCTION

Unit 0 – Introduction

Lesson 0A – Course Introduction	0A.1
Lesson 0B – National Perspective	0B.1
Lesson 0C – Case Studies	0C.1

Unit 1 – Organization and Mobilization

Lesson 1A – Organization.....	1A.1
Lesson 1B – Mobilizing Fire Prevention Education Resources	1B.1

Unit 2 – Components of a Fire Prevention Education Team Operation	
Lesson 2A – Communication Planning.....	2A.1
Lesson 2B – Finance	2B.1
Lesson 2C – Team Activity Model	2C.1
Lesson 2D – Fire Prevention Assessment	2D.1
Lesson 2E – Social Considerations	2E.1
Lesson 2F – Fire Prevention Materials	2F.1
Unit 3 – Bringing It All Together	
Lesson 3A – Operations	3A.1
Lesson 3B – Transition and Closeout	3B.1
Unit 4 – Making It Happen	4.1
Unit 5 – Course Summary and Test.....	5.1
APPENDIX A – Course Ordering and Support Materials Information	A-1

COURSE INSTRUCTIONS

This section contains instructions and information essential to the instructor in making an effective presentation. All instructors must be thoroughly familiar with this section and all other course material prior to presenting the course.

I. INTRODUCTION

Fire Prevention Education Team Member, P-310, is a 32-hour course designed for Fire Prevention Specialists, Fire Managers, Public Information Officers, and others with Wildland Fire Prevention Education/Mitigation responsibilities.

The instructor guide contains all information and references necessary for the course coordinator, instructors, and students. The course instructions contain information concerning course administration. Subject material is presented in units/lessons of instruction. Exercises in the lessons are designed to demonstrate procedures. Reference material is provided to assist students in the classroom and on the job.

The course units and lessons provide: Introduction, National Perspective, Case Studies, Organization, Mobilizing Fire Prevention Education Resources, Communication Planning, Finance, Team Activity Model, Fire Prevention Assessment, Social Considerations, Fire Prevention Materials, Operations, Transition and Closeout, and Team Exercise.

The course is designed to be interactive in nature. It contains several exercises designed to facilitate group and class interaction and discussion. The instructor cadre must be familiar with the course instructions and exercises.

While lead instructors are encouraged to enhance course materials to reflect conditions, resources, and policies of the local unit, they must ensure that objectives of the course and each unit are not compromised. Test questions may be added to reflect any local information that may have been added to the course. However, test questions in the certified course materials should not be deleted to ensure accurate testing of the course and unit objectives.

II. COURSE OBJECTIVES

Course objectives are stated in broad terms that define what the student will be able to accomplish after successful completion of the course.

The student will demonstrate the skills necessary to perform the field applications of the position of Fire Prevention Education Team Member.

III. INSTRUCTOR PREREQUISITES

As of the printing of this document, the Field Manager's Course Guide (FMCG) states the instructor prerequisites as follows:

A. Instructor Levels

Lead instructors must have sufficient experience in presenting all units of the course to be capable of last-minute substitution for unit instructors. It is recognized that exceptions may occur where courses are of such a technical nature that no one person may be technically competent to instruct all units. They must be position qualified at the next higher job level.

For P-310, Fire Prevention Education Team Member, the Lead Instructor must be skilled in all aspects of Fire Prevention Education.

Unit Instructors/Coaches must be experienced in the lesson content they are presenting. They must be position qualified at the job level to which the training is targeted.

B. Training Requirement for Instructors

Unit instructors should have 32 hours of instructor training (M-410, Facilitative Instructor or equivalent course).

Note: For current information refer to the Field Manager's Course Guide, PMS 901-1, for instructor prerequisites. This guide is on-line at: <http://www.nwcg.gov/pms/training/fmcg.pdf>.

IV. INSTRUCTOR PREPARATION

The material in this course is designed to be presented through a series of facilitated discussions, classroom exercises, including tactical decision simulation exercises. Instructors must devote adequate time for their presentations and should draw from their experiences to add realism and credibility to the information provided. The instructors must work through the exercises together and agree upon the solutions.

V. PRESENTATION OPTIONS

This course is designed for small or large group use. The optimum class size is 24 students. The course cadre consists of a course coordinator, lead instructor, and unit instructors. The instructor should consider adapting the course to local needs. Suggested additions could include changing graphic slides to live action slides or video and additional exercises to reinforce classroom learning.

VI. STUDENT TARGET GROUP

This course is designed as an intermediate course in the wildland fire prevention education training curriculum. The target group includes Fire Prevention Specialists, Mitigation Specialists, Fire Managers, Public Information Officers, and other individuals who actively participate in wildland fire prevention/mitigation activities.

VII. STUDENT TRAINING PREREQUISITES

Satisfactory performance in fire prevention, education, information, or related activities.

VIII. STUDENT PERFORMANCE

Students must obtain 70 percent or higher on the final exam to receive a certificate of completion for the course. (Location of final exam is in Appendix E.)

IX. COURSE SELECTION LETTER

See the Course Coordinator's Guide, PMS 907, for information on selection letters. This guide is accessible at:

<http://www.nwcg.gov/pms/training/PMS907.pdf>

An example of the course selection letter is located at the end of this introduction section. This letter will identify class start time, class location, lodging and dining locations.

X. COURSE MATERIALS

See Appendix A for course ordering and support material information. The appendix contains information on course presentation materials that need to be ordered as well as support materials and equipment.

A. Instructor Materials

The Instructor Guide and accompanying CD-ROM contain all the information needed for course presentation and lists references for the course coordinator and instructors. The CD-ROM contains complete copies of the Instructor Guide, Appendixes, and Student Workbooks in portable document format (pdf).

The guide is structured so the instructor and student can follow the visual presentation. It may be taken apart to insert changes or to duplicate material. Its integral parts, however, should not be disassembled or otherwise separated; such action would destroy the effectiveness of the instructional tool.

Unit handouts, exercises, exercise solutions, and course evaluations must be printed locally from the following appendixes and provided to the students as indicated in each unit.

Appendix B – Electronic Presentation Masters

Appendix C – Student Workbook

Appendix D – Handouts

Appendix E – Evaluations/Testing

B. Key to Instructor Materials

The Instructor Guide provides instructor notes in **BOLD CAPS** to assist with teaching techniques in the lesson plan.

The “Aids and Cues” column serves as a reminder to display or refer to specific lesson materials, such as Student Workbook page numbers. The codes listed in the Aids and Cues column are as follows:

- IR – Instructor Reference
- EP – Electronic Presentation (PowerPoint)
- SW – Student Workbook page number reference
- HO – Handout
- SR – Student Reference
- CS – Case Study

XI. SPACE AND CLASSROOM REQUIREMENTS

Refer to the course coordinators guide, PMS 907. This guide is accessible at: <http://www.nwcg.gov/pms/training/PMS907.pdf>.

The classroom should be chosen and viewed well in advance of the presentation. The choice should be based on, but not limited to, the following characteristics:

- Provide adequate area for students and materials.
- Be free from outside interruptions and interferences.
- Have controlled lighting to permit showing of slides or computer presentation.
- Have good acoustics.
- Have good ventilation.
- Computer, LCD projector, and screen.
- White board with markers, chalkboard with chalk, or flip chart with paper and felt tip markers, for the instructors.
- Flip charts with paper, felt tip markers, tables, chairs, pencils, pens, and notebook paper should be supplied for the students.
- Provide break out rooms sufficient to handle the class size.
- Support services and facilities, rest rooms, and break areas.

XII. EVALUATIONS

This course relies on the simulation and class participation to evaluate student performance.

A. Student Evaluation

Exercises/Simulations are evaluated by assigned instructor/coach, using observable performance, technical procedures, and course objectives.

B. Course Evaluations

Copies of the evaluation forms are located in Appendix E of the Instructor Guide CD-ROM.

1. Student course evaluation

This is an opportunity for students to comment on the course and the instructors for the purpose of improving future course sessions.

2. Training course evaluation

The course coordinator and the lead instructor are to complete the course evaluation following the course and submit to:

National Interagency Fire Center, Fire Training
Standards Unit
3833 South Development Avenue
Boise, ID 83705-5354

or via email to: nweg_standards@nifc.blm.gov

XIII. APPENDIXES

The following appendix is included in this Instructor Guide:

- Course Ordering and Support Materials Information (Appendix A)

A list of materials to be ordered is included in this appendix. Items include instructor guide, student workbook, CD-ROM with electronic presentations, and other materials that are provided in the National Fire Equipment System (NFES) catalog.

The following appendixes are on the P-310 Course Materials CD-ROM:

- Electronic Presentations Masters (Appendix B)
- Student Workbook (Appendix C)
- Handout Masters (Appendix D)
- Evaluations/Testing (Appendix E)

SAMPLE INSTRUCTOR AGENDA

P-310 Fire Prevention Education Team Member Training (date, location)

Day 1 (date & time)

1:00 pm - 2:00 pm	Introduction	Instructor
2:00 pm - 3:00 pm	National Perspective	Instructor
3:00 pm - 3:15 pm	Break	
3:15 pm - 4:00 pm	Organization	Instructor
4:00 pm - 5:00 pm	Case Study # 1	Instructor

Day 2 (date & time)

8:00 am - 9:00 am	Mobilization	Instructor
9:00 am - 10:00 am	Operations	Instructor
10:00 am - 10:15 am	Break	
10:15 am - 12:00 pm	Operations (continued)	Instructor
12:00 pm - 1:00 pm	Lunch	
1:00 pm - 3:00 pm	Assessment Considerations	Instructor
3:00 pm - 3:15 pm	Assessment (continued)	Instructor
4:00 pm - 5:00 pm	Case Study # 2	Instructor

Day 3 (date & time)

8:00 am - 9:00 am	Team Activity Model	Instructor
9:00 am - 10:00 am	Finance	Instructor
10:00 am - 10:15 am	Break	
10:15 am - 12:00 pm	Communication Planning	Instructor
12:00 pm - 1:00 pm	Lunch	
1:00 pm - 3:00 pm	Materials	Instructor
3:00 pm - 3:15 pm	Break	
3:15 pm - 4:00 pm	Materials (continued)	Instructor
4:00 pm - 5:00pm	Case Study # 3	Instructor

Day 4 (date & time)

8:00 am - 10:00 am	Social Considerations	Instructor
10:00 am - 10:15 am	Break	
10:15 am - 12:00 pm	Social Considerations (cont.)	Instructor
12:00 pm - 1:00 pm	Lunch	
1:00 pm - 2:00 pm	Transition	Instructor
2:00 pm - 5:00pm	Team Exercise	Cadre

Day 5 (date & time)

8:00 am - 10:00 am	Team Presentations	Cadre
10:00 am - 10:15 am	Break	
10:15 am - 11:00 pm	Team Presentations (cont.)	Cadre
11:00 pm - 12:00 pm	Testing & Course Summary	Cadre

Travel Safe !

SAMPLE STUDENT AGENDA

P-310 Fire Prevention Education
Team Member Training
(date, location)

Day 1 Afternoon

Introduction	Instructor
National Perspective	Instructor
Organization	Instructor
Case Study # 1	Instructor

Day 2 Morning

Mobilization	Instructor
Operations	Instructor
Assessment Considerations	Instructor
Case Study # 2	Instructor

Day 3 Morning

Team Activity Model	Instructor
Finance	Instructor
Communication Planning	Instructor

Day 3 Afternoon

Materials	Instructor
Case Study # 3	Instructor

Day 4 Morning

Social Considerations	Instructor
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Day 4 Afternoon

Transition	Instructor
Team Exercise	Cadre

Day 5 Morning

Team Presentations

Cadre

Testing & Course Summary

Cadre

Travel Safe !

FIRE PREVENTION EDUCATION TEAM MEMBER, P-310
SELECTION LETTER
EXAMPLE

Congratulations on being selected to attend P-310, Fire Prevention Education Team Member course to be held at (*location*).

The primary emphasis of this course will be to prepare individuals to work in Fire Prevention Education Team activities.

If you desire 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 prior to the scheduled course completion time.

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 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, phone number, email*.

COURSE: Fire Prevention Education Team Member, P-310

UNIT: 0 - Introduction

LESSON: 0A - Course Introduction

SUGGESTED TIME: 1 Hour

TRAINING AIDS: Student Workbook, computer, LCD projector, screen, handouts, presentation software, flip chart/paper, markers

OBJECTIVES: During this unit, the instructor will:

1. Introduce students, instructors, and course expectations.
2. Identify unit/lesson topics, required performance levels, and logistical concerns.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVES	0A-01-P310-EP
A. Introduce Students, Instructors, And Course Expectations.	0A-02-P310-EP
B. Identify Unit/Lesson Topics, Required Performance Levels, And Logistical Concerns.	
II. INTRODUCTION	0A-03-P310-EP
P-310, Fire Prevention Education (FPE) Team Member, has been developed as part of a multi-course national curriculum. These courses are designed to enhance skill and knowledge of personnel assigned responsibilities for wildland fire prevention activities. This is an intermediate course in wildfire prevention.	

OUTLINE	AIDS & CUES
<p>A. It Is Anticipated That By Attending This Course To Become A Team Member, You Will Participate. Annually, FPE Teams Are Mobilized On National And Regional Levels.</p> <p>B. This Course Provides An Opportunity While At The Home Unit To Apply The Lessons Learned Here. It Will Help Develop An Understanding Of When It Is Beneficial To Order A Team To Assist In A Severity Situation.</p>	
<p>INSTRUCTOR NOTE: HAND OUT MISSION/VISION STATEMENTS</p>	<p>0A-01-P310-HO</p>
<p>C. FPE Team Mission Statement: FPE 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 wildfires, 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.</p>	<p>0A-04-P310-EP</p>
<p>D. FPE Team Vision Statement: As an integral part of wildland fire management, FPE 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.</p>	<p>0A-05-P310-EP</p>

OUTLINE	AIDS & CUES
<p>III. COURSE OBJECTIVE</p> <p>Students will develop the skills and knowledge necessary to participate effectively as a member of a Fire Prevention Education (FPE) Team.</p>	0A-06-P310-EP
<p>IV. UNIT OBJECTIVES</p> <p>A. Unit 1 Objective: Organization And Mobilization</p> <p>Upon successful completion of this unit, students will be able to explain the process of mobilization and identify the organization of the FPE Team.</p>	0A-07-P310-EP
<p>B. Unit 2 Objective: Components Of A Fire Prevention Education Operation</p> <p>Upon successful completion of this unit, students will identify the components necessary to develop an effective FPE Team, including: Coordination, public affairs, information, finance, assessments, social considerations, local values, and tools of the trade.</p>	0A-08-P310-EP
<p>C. Unit 3 Objective: Bringing “It” All Together</p> <p>Upon successful completion of this unit, students will identify operational characteristics of an FPE Team including: Closeout, demob, and transition</p> <p>.</p>	0A-09-P310-EP

OUTLINE	AIDS & CUES
<p>D. Unit 4 Objective: Making “It” Happen</p> <p>Upon successful completion of this unit, through group exercises the student will demonstrate the knowledge, skills, and abilities to effectively implement an FPE Team assignment.</p>	0A-10-P310-EP
<p>IV. FACULTY EXPECTATIONS</p> <p>A. Become Knowledgeable Of The FPE Team Components.</p> <p>B. Participate As A Team Member During The Exercises.</p> <p>C. Demonstrate Knowledge And Skills In The Final Exercises.</p>	0A-11-P310-EP
<p>V. INTRODUCTIONS</p> <p>A. Faculty</p> <p>B. Students</p>	0A-12-P310-EP
<p>VI. SUMMARY AND REVIEW LESSON OBJECTIVES</p> <p>A. Introduce The Students To Other Team Members And Faculty.</p> <p>B. Describe The Fire Prevention Education Team Vision And Mission Statements.</p>	0A-13-P310-EP

COURSE: Fire Prevention Education Team Member, P-310

UNIT: 0 - Introduction

LESSON: 0B - National Perspective

SUGGESTED TIME: 1 Hour

TRAINING AIDS: Student Workbook, computer, LCD projector, screen, handouts, presentation software, flip chart/paper, markers

- OBJECTIVES:** Upon successful completion of this lesson, the student will be able to:
1. Identify the fundamental use of Fire Prevention Education Teams.
 2. Describe the history of Fire Prevention Education Teams.
 3. Encourage the use of Fire Prevention Education Teams.
 4. Define and overcome obstacles.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVES	0B-01-P310-EP
A. Identify The Fundamental Use Of Fire Prevention Education Teams.	0B-02-P310-EP
B. Describe The History Of Fire Prevention Education Teams.	
C. Encourage The Use Of Fire Prevention Education Teams.	
D. Define And Overcome Obstacles.	

OUTLINE	AIDS & CUES
<p>II. INTRODUCTION</p> <p>Change is constant. Just the fact that there are more people in the world each day means the potential for careless or accidental wildfire increases. When you combine this fact with the number of communities popping up near the wildlands, the only things that will reduce loss are those actions taken before the fire burns. Fire Prevention Education Teams offer a new aspect to the wildfire suppression scenario.</p>	0B-03-P310-EP
<p>III. SO WHAT'S A FIRE PREVENTION EDUCATION TEAM?</p> <p>A. No one knew what a fire prevention education team was in the summer of 1996 when the southwest area of the United States was experiencing extreme drought and a large number of fires.</p> <p>B. This Course Will Describe How Fire Prevention Education Teams Fit Into This Puzzle.</p>	0B-04-P310-EP
<p>C. A Fire Prevention Education Team is a group of trained professionals. Each of these steps is a part of the total process that leads to reduced losses and lower suppression costs.</p> <p>A Fire Prevention Education Team must:</p> <ol style="list-style-type: none"> 1. Be proactive in addressing the threat and risk of wildfire. 	0B-05-P310-EP

OUTLINE	AIDS & CUES
<ol style="list-style-type: none"> 2. Assess the problem using scientifically tried analysis techniques. 3. Find solutions to prevention education issues that meet the needs of the people and community. 4. Set the stage for future change by changing people's minds about fire and how to deal with it. 5. Reduce human-caused fires by making people aware of the problem and demonstrating proper protection methods. 6. Reduce fire suppression costs by reducing the number of fires that must be suppressed. 7. Reduce property and resource loss. 	<p>0B-06-P310-EP</p>
<p>IV. HUMAN CARELESSNESS COST</p> <p>Despite what Smokey Bear taught, people still start fires that are costly to suppress. With more people moving into the Wildland Urban Interface, fires have become more complex and have increased suppression costs.</p>	<p>0B-07-P310-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> A. People Are Responsible For A Majority Of Wildfires. B. Less Than 10 Percent Of These Fires Burn Nearly Half Of All Acres. C. Most Wildland/Urban Interface (WUI) Fires Are Human-Caused. D. Widland Urban Interfacen Fires Are Costly To Suppress. E. Eliminating Just One Large Fire Pays For Multiple Fire Prevention Programs With Money Left Over. 	<p>0B-08-P310-EP</p> <p>0B-09-P310-EP</p>
<p>V. FIRE PREVENTION EDUCATION TEAM ACTIVITY</p>	
<p>INSTRUCTOR NOTE: DIRECT THE STUDENTS THROUGH A SERIES OF EXAMPLES SHOWING HOW TEAMS HAVE DRAMATICALLY REDUCED UNWANTED HUMAN-CAUSED IGNITIONS DURING PERIODS OF SEVERE FIRE OCCURRENCE. THE INSTRUCTOR MAY ADD TO OR REPLACE THE FOLLOWING EXAMPLES.</p>	
<ul style="list-style-type: none"> A. The Southwest Fire Situation In 1996 Resulted In The Use Of The First Team. <ul style="list-style-type: none"> 1. Conditions were extreme 	<p>0B-10-P310-EP</p>
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> a. High severity conditions with energy release components and the drought index was very high to extreme. Highest fire severity on record. 	<p>0B-11-P310-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="474 369 1101 491">b. The public was unaware of the problem and the hazard confronting them.</p> <p data-bbox="474 548 1057 716">c. A period of at least 60 days was needed before enough education could be accomplished to affect human behavior.</p> <p data-bbox="380 768 1101 1024">2. Over a four to eight week period, the teams proved very effective. Working out of a center in Santa Fe, New Mexico, a dramatic change in human-caused fire activity began to take shape at a very reasonable cost.</p> <p data-bbox="474 1079 894 1115">Results of the team's efforts</p> <p data-bbox="474 1169 1076 1247">a. Thirty-one people devoted time to the effort.</p> <p data-bbox="474 1304 992 1381">b. There were 663 person days contributed.</p> <p data-bbox="474 1438 1013 1474">c. Incurred cost of \$180,000.00.</p> <p data-bbox="474 1530 1068 1608">d. Incurred costs were less than two percent of total suppression cost.</p> <p data-bbox="474 1665 1084 1787">e. The team was credited with saving millions of dollars in both cost and property.</p> <p data-bbox="285 1839 1084 1917">B. Texas, In 1998, Was Facing One Of The Worst Dry Periods In Recent History.</p>	<p data-bbox="1182 1085 1419 1121">0B-12-P310-EP</p>

OUTLINE	AIDS & CUES
<ol style="list-style-type: none"> 1. Conditions were extreme. <ol style="list-style-type: none"> a. There was a steady increase in human-caused fires due to an unaware public. b. Drought indices were almost off the scale. Fire behavior was extreme and dangerous for firefighters and citizens. One major fire resulted in the loss of many homes. c. No predicted improvement in the weather. No rain in over 100 days. 2. The use of teams went smoothly due to previous experience in the Southwest. <ol style="list-style-type: none"> a. Human ignitions dropped dramatically. Even on the 4th of July, when Texans traditionally shoot fireworks, compliance to safety and burn bans was exceptional. b. More teams were developed in conjunction with the national team. This was the first time a requesting agency had taken on the responsibility of, and enhancing the effort by, establishing more teams. c. The Texas Forest Service established a fire prevention program and a team effort within the state that is well supported by the agency and the state's legislature. 	<p>0B-13-P310-EP</p>
	<p>0B-14-P310-EP</p>

OUTLINE	AIDS & CUES
<p>3. In 1998, Florida used fire prevention teams to obtain public cooperation during a severe fire season.</p> <p>a. There was a dramatic drop in human ignitions.</p> <p>b. The state of Florida integrated their state program with federal and local agencies.</p> <p>c. The state of Florida required assistance from national teams.</p>	<p>0B-15-P310-EP</p>
<p>VI. WHY ARE TEAMS NOT AVAILABLE EVERYWHERE?</p> <p>INSTRUCTOR NOTE: SHARE WITH STUDENTS THE NEED TO ADD PREVENTION TEAMS TO THE FIRE MANAGEMENT PLANNING PROCESS.</p> <p>A. What Are The Obstacles?</p> <p>1. Prevention teams are not fully recognized by the fire community. Firefighters continue to have a suppression mentality. This means that prevention is often overlooked as a viable pre-suppression planning option.</p> <p>2. There is a short supply of qualified team members and leaders. As with funding, personnel to conduct prevention education are left out of the planning and budget process. Only about 10 percent of qualified personnel participate annually.</p>	<p>0B-16-P310-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> 3. By leaving prevention teams out, the fire planning process fails to integrate all components and is heavy on suppression. This leads to high cost and resource loss. 4. The ultimate result is that prevention continues to be inadequately funded. 	
<p>B. How To Overcome The Obstacles?</p> <ul style="list-style-type: none"> 1. Training programs like this one will develop skilled people capable of developing prevention education programs. 2. Find ways to participate with teams and encourage fire managers to either participate or observe the work that is being done. 	0B-17-P310-EP
<ul style="list-style-type: none"> 3. Prevention teams should take the time to document their work. Write reports, papers, and articles so others can see the results. 4. Encourage the fire community to use prevention to its full benefit. This can take the form of education, community assistance, fuels modification, etc. The key is to act. 	0B-18-P310-EP
<p>C. What has already changed?</p> <ul style="list-style-type: none"> 1. National team leaders are trained and available. 2. States actively use teams as part of their overall fire program. 	0B-19-P310-EP

OUTLINE	AIDS & CUES
<ol style="list-style-type: none"> 3. Fire Prevention Education Teams are listed in the National Interagency Mobilization Guide. 4. An official prevention element was added to the fire planning process. This allows any federal or state agency that uses this process to budget for prevention education personnel based on their need. 5. Success stories have been documented. A study by Chico State University in California showed the positive social effects of teams. 	0B-20-P310-EP
<p>D. Why Are You Here?</p> <ol style="list-style-type: none"> 1. To use the tools of assessment, social interaction, and education to reduce human caused ignitions. 2. To carry these techniques back to your administrators and planners, to help them begin the process of integrating prevention into the total program. 3. To become a part of a national group that is emphasizing pro-action, rather than reaction, for fire. 	0B-21-P310-EP
<ol style="list-style-type: none"> 4. To develop this concept within your agency or unit to be sure it fits their prevention education needs. 5. Finally, and probably most important, to be an advocate for the integration of prevention education as a part of a unit's fire planning process. This step will assure a balanced fire program. 	0B-22-P310-EP

OUTLINE	AIDS & CUES
<p>E. What Is A Fire Prevention Education Team?</p> <ol style="list-style-type: none"> 1. It is a group of professionals trained to use a proactive approach in reducing human ignitions to save lives and resources. 2. Depends on you! <p>INSTRUCTOR NOTE: TAKE A FEW MINUTES TO DISCUSS THE STUDENTS' EXPECTATIONS AND REASONS FOR COMING TO THE COURSE. POST THOSE ON A FLIP CHART FOR USE AT THE END OF THE COURSE TO SEE IF THEY WERE MET.</p>	<p>0B-23-P310-EP</p>
<p>VII. SUMMARY AND REVIEW LESSON OBJECTIVES</p> <ol style="list-style-type: none"> A. Identify The Fundamental Use Of Fire Prevention Education Teams. B. Describe The History Of Fire Prevention Education Teams. C. Encourage The Use Of Fire Prevention Education Teams. D. Define And Overcome Obstacles. 	<p>0B-24-P310-EP</p>

COURSE: Fire Prevention Education Team Member, P-310

UNIT: 0 - Introduction

LESSON: 0C - Case Studies

SUGGESTED TIME: 3 Hours (3 one-hour presentations)

TRAINING AIDS: Student Workbook, computer, LCD projector, screen, handouts, presentation software, flip chart/paper, markers

OBJECTIVES: Upon successful completion of this lesson, the student will be able to:

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

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVES	0C-01-P310-EP
A. Identify and describe historic Fire Prevention Education Team mobilizations from the perspective of team member, Agency Administrator, and fire manager.	0C-02-P310-EP
B. Describe the difference in national team mobilizations and routine fire prevention operations on home units.	
C. Describe the impact that advanced Fire Prevention Education Team efforts can have on local fire-related problems in a variety of situations.	

OUTLINE	AIDS & CUES
<p>II. INTRODUCTION</p> <p>Fire Prevention Education Teams have been active since 1996. These teams have been highly successful in developing wildfire prevention programs in a variety of locations and with various agencies. This lesson provides for historic team activity review of recent experience of the faculty.</p> <p>INSTRUCTOR NOTE: USE CASE HISTORY EXAMPLES THROUGHOUT THE COURSE, A MINIMUM OF THREE SHOULD BE CONSIDERED. USE PERSONAL EXPERIENCES OR ASSEMBLE TEAM LEADERS TO PRESENT RECENT ASSIGNMENTS.</p>	<p>0C-03-P310-EP</p>
<p>III. FIRE PREVENTION EDUCATION TEAMS</p> <p>A. Are assembled to address a wide variety of fire prevention issues during and following periods of severe fire danger and activity.</p> <p>B. Have A Proven History Of Affecting Fire Occurrence And Intensity.</p> <p>C. Work In Interagency Situations In Any Part Of The Nation, At All Times Of The Year.</p>	<p>0C-04-P310-EP</p>
<p>IV. HISTORICAL MOBILIZATIONS</p> <p>INSTRUCTOR NOTE: DISCUSS THE CASE HISTORIES TO BE PRESENTED. OPTIONAL SAMPLE CASE HISTORY ELECTRONIC PRESENTATIONS ARE INCLUDED ON THE PRESENTATION CD. THESE CAN BE USED IF NOTHING ELSE IS AVAILABLE.</p>	<p>0C-05-P310-EP</p> <p>0C-01-P310-CS 0C-02-P310-CS 0C-03-P310-CS</p>

OUTLINE	AIDS & CUES
<p>V. SUMMARY AND REVIEW LESSON OBJECTIVES</p> <p>A. Identify and describe historic Fire Prevention Education Team mobilizations from the perspective of team member, Agency Administrator, and fire manager.</p> <p>B. Describe the difference in national team mobilizations and routine fire prevention operations on home units.</p> <p>C. Describe the impact that advanced Fire Prevention Education Team efforts can have on local fire-related problems in a variety of situations.</p>	<p>0C-06-P310-EP</p>

COURSE: Fire Prevention Education Team Member, P-310

UNIT: 1 - Organization and Mobilization

LESSON: 1A - Organization

SUGGESTED TIME: 1 Hour

TRAINING AIDS: Student Workbook, computer, LCD projector, screen, handouts, presentation software, flip chart/paper, markers

OBJECTIVES: Upon successful completion of this lesson, the student will be able to:

1. Define the Fire Prevention Education Team organizational structure.
2. Identify the roles of the team members.
3. Describe the tasks required to be addressed by the team.
4. Distinguish expectations in a team.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVES	1A-01-P310-EP
A. Define The Fire Prevention Education Team Organizational Structure.	1A-02-P310-EP
B. Identify The Roles Of Team Members.	
C. Describe The Tasks Required To Be Addressed By The Team.	
D. Distinguish Roles And Expectations Of A Team.	

OUTLINE	AIDS & CUES
II. INTRODUCTION	1A-03-P310-EP
<p data-bbox="285 348 1105 432">A. “A body of persons organized for some specific activity.”</p> <p data-bbox="383 474 951 516">“A group of people working together.”</p> <p data-bbox="383 558 1122 642">“To work in a cooperative activity.” – Webster’s Dictionary</p>	1A-04-P310-EP
<p data-bbox="285 684 1114 863">B. “Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it’s the only thing that ever has.” – Margaret Mead</p>	1A-05-P310-EP
III. DEFINING A TEAM	1A-06-P310-EP
<p data-bbox="285 999 1097 1262">A member of a Fire Prevention Education Team will have an opportunity to creatively solve problems when severe wildland fire conditions occur. The diverse nature of the teams and the wealth of experience they contain make them an outstanding resource to fire management and the public.</p>	
IV. ORGANIZATION, WHAT IT MIGHT LOOK LIKE	1A-07-P310-EP
<p data-bbox="285 1398 1105 1619">A. The needs of the sponsoring agency or agencies are diverse and the composition and organization of the team is dependent on the type of assignment and the needs of the requesting agency.</p>	1A-08-P310-EP
<p data-bbox="383 1671 708 1713">Types of assignments</p> <ul data-bbox="383 1755 846 1839" style="list-style-type: none"> • Fire prevention assessments • Fire protection planning 	1A-09-P310-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Fire prevention training • Support Incident Management Teams • Community awareness and education • Community and agency relations • Interagency support • Firewise, defensible space evaluations 	1A-10-P310-EP
<p>B. There are some common elements of all the positions, for example, everyone is expected to have a positive safety commitment, be professionally competent in his or her job, and work effectively for the host unit.</p>	1A-11-P310-EP
<p>C. The fact that the team is small requires every member to help obtain supplies, present programs, coordinate with other team members and agencies, coordinate activities to meet schedules, maintain their physical fitness, conduct assessments, maintain documentation, and participate in events.</p>	
<p>D. PETL - Prevention Education Team Leader</p> <ol style="list-style-type: none"> 1. There is usually only one team leader per team who has the responsibility for the team's performance and achieving the objectives set by the host unit. As with any organization, the leader is there to support the team. If appropriate, a team leader trainee is assigned to build the pool of qualified team leaders. 	1A-12-P310-EP
<ol style="list-style-type: none"> 2. The tasks focused on the position include communications, planning, training, evaluation, coordination, and delegation. 	1A-13-P310-EP

OUTLINE	AIDS & CUES
<p>3. The team leader must be experienced in one or more of the disciplines needed for the team and is an active participant in the activity too. Because the team leader is responsible for the team, he or she must be kept informed by team members and provide regular feedback to the host unit representative.</p>	1A-14-P130-EP
<p>E. PETM - Prevention Education Team Member</p> <p>1. There may be several of the positions involved in analyzing fire history to find risk and hazard data, determine appropriate mitigation strategies, and implement required tactics to meet objectives.</p>	1A-15-P310-EP
<p>2. Positive interpersonal skills are a key factor in the success of this position and getting results is the measure of team achievements. Evaluating the effectiveness in observable and measurable terms is also a very important part of their activity.</p>	1A-16-P310-EP
<p>F. Technical Specialist/Team Support - Other</p> <p>As the need is identified, other disciplines and combinations might be required. Finance, computer support, graphics, and logistics are some that have been used in the past.</p>	1A-17-P310-EP

OUTLINE	AIDS & CUES
<p>G. Public Information Officer - PIO 1 or PIO 2, And Technical Specialist - Public Affairs</p> <p>1. This is a very demanding function. All types and complexities of the media are potential for interaction with the team. Newspapers, television, publications, community meetings, radio stations, and national media are in the scope of the team's interest.</p>	1A-18-P310-EP
<p>2. Developing messages focused on the mission and related events are critical. Keeping information newsworthy means new material, obtaining new materials, and maintaining a close relationship with all the media, in all the markets, is a BIG job. Through market analysis, the team can focus attention on priority activities.</p>	1A-19-P310-EP
<p>H. There is no "I" in team. All of the functions of the group are demanding and requires participation of all the members to besuccessful. The effort required is not the same old routine we fall into at home. A team is expected to get involved and work with an extra measure of cooperation, collaboration, and imagination at an accelerated pace.</p>	1A-20-P310-EP

OUTLINE	AIDS & CUES
<p>I. Chores</p> <p>1. There are a lot of things that need doing just to be in business every day and those chores need the participation of every one of the team members. The simple things like answering the phone, filing, documentation, and running errands are part of it, but other things are needed like preparing the daily activity report or cost summaries.</p> <p>2. Conducting a meeting, giving a presentation, doing an interview with the media, training cooperators or the public, setting up a fair booth, participating in a parade, or preparing a report are all part of the chores team members share.</p>	<p>1A-21-P310-EP</p> <p>1A-22-P310-EP</p>
<p>V. FUNCTIONS</p> <p>A. Logistics</p> <p>1. With the need to do diverse things, there is a constant need to take care of some of the basics. The logistical needs of the team require researching and ordering resources. Each person brings some “stuff” with them, but office supplies, handouts, and publications in the volume needed, come from the teams effort.</p>	<p>1A-23-P310-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> 2. Obtaining services and support like duplication, visual development, transportation, and lodging for the team means team members need to work outside of their comfort zone at times. 3. Maintaining accurate records of expenses and activities means everyone has to keep the reports and records current. 	<p>1A-24-P310-EP</p>
<p>B. Information</p> <ul style="list-style-type: none"> 1. When the team deals with information, it is more than just the work of the public affairs/information person. Gathering information about the community, the people, and their activities is something everyone on the team is doing. <p>Knowing about the customer is a big part of finding out how to get in touch with them.</p> <p>Know the target audience.</p>	<p>1A-25-P310-EP</p>
<ul style="list-style-type: none"> 2. Producing products like handouts and posters that are local and targeted for the problem is another major effort that needs input and help from everyone assigned. <p>The task of keeping focused on the goals and objectives is demanding.</p>	<p>1A-26-P310-EP</p>

OUTLINE	AIDS & CUES
VI. SUMMARY	1A-27-P310-EP
<p>A. Serving as a Fire Prevention Education Team member is a great opportunity, but it requires that each person work outside the scope of his or her normal activity. The demands associated with completing the work during a brief period of time under severe conditions and the host unit goals and objectives can be stressful. It is also a chance to think differently and be creative in ways that may not be part of ‘normal’ operations.</p>	
<p>B. The key at this point is that everyone should recognize that the organization of the team is adjusted to the needs of the assignment. It can take many shapes and contain a variety of “specialists,” but there are many roles for each person to play. This course will be dealing with all of the activities in much more detail as it progresses. There are a lot of tasks to accomplish. Each person has a critical role.</p>	1A-28-P310-EP
<p>Remember, there is nothing we can’t accomplish as long as we don’t care who gets the credit.</p>	1A-29-P310-EP
VII. SUMMARY AND REVIEW LESSON OBJECTIVES	1A-30-P310-EP
<p>A. Define The Fire Prevention Education Team Organizational Structure.</p>	
<p>B. Identify The Roles Of Team Members.</p>	
<p>C. Describe The Tasks Required To Be Addressed By The Team.</p>	
<p>D. Distinguish Roles And Expectations Of A Team.</p>	

COURSE: Fire Prevention Education Team Member, P-310

UNIT: 1 — Organization and Mobilization

LESSON: 1B — Mobilizing Fire Prevention Education Resources

SUGGESTED TIME: 1 Hour

TESTING METHOD: Interactive Participation, Final Test

TRAINING AIDS: Student Workbook, computer, LCD projector, screen, handouts, presentation software, flip chart/paper, markers

OBJECTIVE: Upon completion of this lesson, the student will be able to:

Explain the roles, mobilization, and utilization of Fire Prevention Education Teams.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVE	1B-01-P310-EP
Explain the roles, mobilization, and utilization of Fire Prevention Education Teams.	1B-02-P310-EP
II. INTRODUCTION	1B-03-P310-EP
Change is always constant. Just the fact that there are more people in the world each day means the potential for careless accidental wildfires increases.	
When you combine this fact with the number of communities popping up near the wildlands, the only thing that will reduce loss are those actions taken before the fire burns.	1B-04-P310-EP
Use of Fire Prevention Education Teams offers a new aspect to the wildfire scenario.	

OUTLINE	AIDS & CUES
<p>III. THE HISTORY OF FIRE PREVENTION EDUCATION TEAMS</p>	<p>1B-05-P310-EP</p>
<p>The Story</p>	<p>1B-06-P310-EP</p>
<p>A. Teams started In The Fire Season Of 1996, In The Southwestern Area Of The United States.</p>	
<p>B. Department Of The Interior Sent A Diagnostic Team To Determine If A Team Approach Could Be Successful.</p>	
<p>C. National Park Service Funded The First Activity.</p>	
<p>D. Teams Were Activated Throughout The Southwestern Geographical Area.</p>	<p>1B-07-P310-EP</p>
<p>E. End Of Season Evaluation Panel Determined The Program Was A Success.</p>	
<p>F. A Plan Was Developed To Implement A National Program.</p>	
<p>G. In 1997, Training Programs Began For Both Team Leaders And Team Members.</p>	<p>1B-08-P310-EP</p>
<p>H. In 2002, National Wildfire Coordinating Group Approved A Multi-year Implementation Plan.</p>	
<p>I. Wildland Fire Education Working Team Provides Oversight.</p>	

OUTLINE	AIDS & CUES
<p>J. NWCG Training Courses Have Been Developed.</p> <p>1. P-310, Fire Prevention Education Team Member</p> <p>2. P-410, Fire Prevention Education Team Leader</p>	<p>1B-09-P310-EP</p>
<p>IV. UTILIZATION</p>	<p>1B-10-P310-EP</p>
<p>Historical Use Patterns</p>	<p>1B-11-P310-EP</p>
<p>A. Activation Expectation - Annually An Average Of 22 Teams Are Deployed.</p>	
<p>B. Activation Period History - April/November, Until Recently.</p>	
<p>C. Seventy Percent Of Teams Are Activated Between July/August.</p>	
<p>D. Agency Activation</p> <p>Seventy-six Percent Activation To Forest Service. The Others Include: BLM, BIA, States, And FEMA.</p>	
<p>E. The Core Team = Three, Most Of The Teams Are Made Up Of Four to Five People.</p>	

OUTLINE	AIDS & CUES
<p>V. AVAILABLE RESOURCES</p> <p>Personnel Available</p> <p>A. Training completed =100 + Team Leaders</p> <p>B. Training Completed = 420 + Team Members and Public Affairs</p> <p>C. PIO 1 and 2</p> <p>D. Geographic Area Fire Prevention Area Coordinators</p> <p>E. National Fire Prevention Branch Director</p>	<p>1B-12-P310-EP</p> <p>1B-13-P310-EP</p>
<p>VI. FIRE PREVENTION EDUCATION TEAM STANDARDS</p> <p>Program Standards</p> <p>A. Position Code - PETL - Fire Prevention Education Team Leader</p> <p>B. Position Code - PETM - Fire Prevention Education Team Member</p> <p>C. Position Code - PREV - Fire Prevention Technician</p> <p>D. Wildland Fire Qualification System Guide 310-1, Revised</p> <p>P-310 Recommended</p> <p>E. Forest Service Handbook - 5109.17 - Revised</p> <p>P-310 Required</p>	<p>1B-14-P310-EP</p> <p>1B-15-P310-EP</p>

OUTLINE	AIDS & CUES
<p>VII. WHEN SHOULD FIRE PREVENTION EDUCATION TEAMS BE USED?</p> <p>The following are some examples why FPETs are activated:</p> <ul style="list-style-type: none"> A. Severity Conditions B. Catastrophic Fire Events C. Multiple Fire Occurrence D. Increased Risk Management E. Severe Conditions - Natural Disasters 	<p>1B-16-P310-EP</p> <p>1B-17-P310-EP</p> <p>1B-18-P310-EP</p> <p>1B-19-P310-EP</p> <p>1B-20-P310-EP</p> <p>1B-21-P310-EP</p>
<p>VIII. WHAT ARE TEAMS EXPECTED TO DO?</p> <p>The following are elements that FPETs might be called on to do:</p> <ul style="list-style-type: none"> A. Public Education B. Community Protection Planning C. Campaign Development D. Mass Media E. Public Awareness F. Establishing Cooperatives And Partnerships 	<p>1B-22-P310-EP</p> <p>1B-23-P310-EP</p> <p>1B-24-P310-EP</p> <p>1B-25-P310-EP</p> <p>1B-26-P310-EP</p> <p>1B-27-P310-EP</p> <p>1B-28-P310-EP</p>

OUTLINE	AIDS & CUES
IX. FIRE PREVENTION EDUCATION TEAM CONFIGURATION	1B-29-P310-EP
A. The Minimum Mobilization Will Be One Team Leader And Two Team Members, Consisting Of The Following Positions:	1B-30-P310-EP
1. PETL - Fire Prevention Education Team Leader	
2. PETM - Fire Prevention Education Team Member	
3. PIO - Public Information Officer Type 1 Type 2 or, THSP - Public Affairs (agency employee only)	
B. Additional Positions That Can Be Utilized Include:	1B-31-P310-EP
1. PETL (T) - Fire Prevention Education Team Leader Trainee	
2. PREV - Fire Prevention Technician	1B-32-P310-EP
C. Actual team composition will be determined by the Team Leader and the ordering unit on a case-by-case basis, to be determined by the needs of the assignment.	
<p>INSTRUCTOR NOTE: RESEARCH THE MOST RECENT NATIONAL MOBILIZATION GUIDE TO DETERMINE IF CHANGES TO THE MOBILIZATION SYSTEM HAS TAKEN PLACE. UPDATE AS NECESSARY.</p>	

OUTLINE	AIDS & CUES
<p>X. FIRE PREVENTION EDUCATION TEAM ROTATION PROCESS</p> <p>Mobilization Standards</p> <p>A. Fire Prevention Education Teams Will Be On A Maximum 14-day Rotation.</p> <p>B. Fire prevention education teams have a 72-hour call status and will remain in the call status for the duration of the 14 days.</p> <p>C. Geographic areas with more than one fire prevention education team may decide which team responds to the national call.</p> <p>D. Geographic areas should commit all internal teams before placing requests to national inter agency coordination center.</p> <p>E. If NICC Receives A Request, The First Available Team In The Scheduled Rotation Will Be Ordered.</p> <p>F. The Rotation Will Change On Alternate Tuesdays, At 2400 Mountain Time.</p>	<p>1B-33-P310-EP</p> <p>1B-34-P310-EP</p> <p>1B-35-P310-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="181 323 951 407">XI. MOBILIZING FIRE PREVENTION TEAM RESOURCES</p> <p data-bbox="282 457 987 541">A. Mobilization Guidelines - Participating Geographic Areas In Mobilization Order:</p> <ol data-bbox="376 592 773 1251" style="list-style-type: none"> <li data-bbox="376 592 740 634">1. Northern Rockies <li data-bbox="376 680 727 722">2. Rocky Mountain <li data-bbox="376 768 636 810">3. Southwest <li data-bbox="376 856 773 898">4. Eastern Great Basin <li data-bbox="376 945 747 987">5. Pacific Southwest <li data-bbox="376 1033 636 1075">6. Northwest <li data-bbox="376 1121 610 1163">7. Southern <li data-bbox="376 1209 584 1251">8. Eastern <p data-bbox="282 1302 1110 1386">B. Fire Prevention Education Teams will be released through established ordering channels.</p>	<p data-bbox="1182 457 1422 499">1B-36-P310-EP</p> <p data-bbox="1182 1302 1422 1344">1B-37-P310-EP</p>

OUTLINE	AIDS & CUES
<p>XII. FIRE PREVENTION EDUCATION TEAM “AN OUNCE OF PREVENTION”</p>	<p>1B-38-P310-EP</p>
<p>INSTRUCTOR NOTE: DEMONSTRATE THE VISUAL PRESENTATION ON COURSE DVD 1.</p>	<p>1B-01-P310-DVD</p>
<p>INSTRUCTOR NOTE: DISTRIBUTE TO EACH STUDENT THE “PARTICIPATING ON WILDLAND FIRE PREVENTION EDUCATION TEAMS GUIDE,” NFES 2750.</p>	<p>1B-01-P310-HO</p>
<p>XIII. SUMMARY AND REVIEW LESSON OBJECTIVE</p> <p>Explain the roles, mobilization, and utilization of Fire Prevention Education Teams.</p>	<p>1B-39-P310-EP</p>

COURSE: Fire Prevention Education Team Member, P-310

UNIT: 2 - Components of a Fire Prevention Education Team Operation

LESSON: 2A - Communication Planning

SUGGESTED TIME: 2 Hours

TRAINING AIDS: Student Workbook, computer, LCD projector, screen, handouts, presentation software, flip chart/paper, markers

OBJECTIVES: Upon successful completion of this lesson, the student will be able to:

1. Demonstrate the importance of effective communication.
2. Explain the role of the information officer on a Fire Prevention Education Team.
3. Develop a basic communication plan.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVES	2A-01-P310-EP
A. Demonstrate The Importance Of Effective Communication.	2A-02-P310-EP
B. Explain The Role Of The Information Officer On A Fire Prevention Education Team.	
C. Develop A Basic Communication Plan.	
II. INTRODUCTION	2A-03-P310-EP
Fire Prevention Education Teams, in most assignments, will be required to provide effective communications to the host agency. This could be providing the link to the media, developing strategies, and implementing the team's communication objectives.	

OUTLINE	AIDS & CUES
III. THE IMPORTANCE OF COMMUNICATION	2A-04-P310-EP
A. Communication Planning Is A Critical Part Of A Fire Prevention Program.	
1. It is a major means to accomplish fire prevention.	
2. It is not a matter of “when do we bring communication into the process?” The process is communication!	
B. The Purpose Of Communication Is:	2A-05-P310-EP
1. To convey the right message, debris burning/fireworks, etc.	
2. To target the right people.	
3. To share the message in the most effective manner.	
C. The Information Officer Is A Change Agent:	2A-06-P310-EP
1. To bring about an awareness change	
2. To change attitude	
3. To change behavior	

OUTLINE	AIDS & CUES
<p>IV. THE ROLE OF THE PUBLIC INFORMATION OFFICER (PIO)</p> <p>A. Communication Is The Job Of The Entire Team, But A Key Role Of The PIO.</p> <p>B. Coordination with multiple agencies will enable the PIO to cover more ground and make greater use of available resources.</p> <ol style="list-style-type: none"> 1. Build an interagency network with <ol style="list-style-type: none"> a. Federal b. State c. Local d. Tribal 2. What are the reasons to build a network? <ol style="list-style-type: none"> a. Gathering background information b. Social concerns c. Environmental/cultural concerns d. Best way to communicate 3. Follow the accepted protocol of the agency that ordered the Team. 4. Make sure that local personnel are informed of who is on the team and why the team is there. 	<p>2A-07-P310-EP</p>

OUTLINE	AIDS & CUES
<p>C. Provide Information Assistance And Support</p> <p>The Teams Public Information Officer must support the following local personnel in the fire prevention effort.</p> <ol style="list-style-type: none"> 1. Fire prevention specialist 2. Graphic artist/webmaster 3. Local public affairs/information officers 4. Tribal Councils/Archeologists 5. Support could include such things as news releases, media packets, and/or campaigns <p>D. Produce A Communication Strategy</p> <p>The Public Information Officer may take the lead in developing the communication campaign and in guiding the production and distribution of materials. However, this must be coordinated with the local personnel. Everything the Team does will reflect on the requesting agency. Be flexible.</p> <p>E. Document Activities And Provide Transitional Continuity</p> <p>This allows the opportunity to build on ideas.</p>	

OUTLINE	AIDS & CUES
<p>F. Develop A Team Orientation Package</p> <p>Part of the documentation continuity is to assist in developing an orientation package for incoming team members. Include in the package:</p> <ol style="list-style-type: none"> 1. Agency contacts and phone numbers 2. Names and phone numbers of the local staff 3. Copies of news releases that have been issued and to whom they were issued 4. Media contacts and phone numbers for television, radio, and print resources 5. Reports of prevention activities and products by keeping a daily log 6. External contacts, their affiliation, and phone numbers 7. Documentation, delegation of authority, etc. 	<p>2A-08-P310-EP</p>
<p>G. Develop A Communication Plan</p> <p>Developing a communication plan will be one of the primary PIO tasks. It will:</p> <ol style="list-style-type: none"> 1. Tie everything together, use a calendar of events. 2. Focus communication, so it will be more effective. 	<p>2A-09-P310-EP</p>

OUTLINE	AIDS & CUES
<ol style="list-style-type: none"> 3. Analyze the situation. 4. Determine what needs to be done, the people to reach, and what to tell them. 5. Describe how it will get done. 	2A-10-P310-EP
<p>V. PURPOSE OF A COMMUNICATION PLAN</p> <p>Effective communication is the bottom line of the teams efforts. Developing a communication plan is not just to produce a plan, but to bring about results. It identifies what to do. A plan provides accountability by setting schedules, timeframes, and naming responsible individuals.</p>	2A-11-P310-EP
<p>VI. ELEMENTS OF A COMMUNICATION PLAN</p>	2A-12-P310-EP
<p>INSTRUCTOR NOTE: A COMMUNICATION PLAN TEMPLATE IS AVAILABLE ON THE TOOL BOX CD.</p>	
<p>There are eight elements of a communication plan.</p>	
<p>A. Introduction</p> <p>Short description of the project. Why the team is there.</p>	2A-13-P310-EP
<p>B. Background</p> <ol style="list-style-type: none"> 1. What's the situation? 2. Why is the team doing this plan? 3. What led to it? 4. Has anything else been done? 	2A-14-P310-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> 5. What's the attitude of the locals? 6. Does it tie to some other plan? 7. How does this plan support agency goals? 	
<p>C. Objectives</p>	2A-15-P310-EP
<p>INSTRUCTOR NOTE: REVIEW THE MEDIA KIT ANF (MARKETING COMMUNICATION KIT. DOC) ON THE TOOL BOX CD FOR OBJECTIVE EXAMPLES.</p>	
<ul style="list-style-type: none"> 1. Must have clear and specific descriptions of what the target audience is supposed to do. 2. What needs to be different as a result of the communication? 3. What does the target audience need to do? <ul style="list-style-type: none"> a. Become aware of something? b. Change their attitude? c. Change their behavior? 	
<ul style="list-style-type: none"> 4. Objectives need to be realistic. 5. Objectives need to be measurable. 6. Every element in the plan needs to be related to the objectives. 	2A-16-P310-EP

OUTLINE	AIDS & CUES
<p>D. Strategy</p> <ol style="list-style-type: none"> 1. How are the objectives going to be met? 2. Use clear, simple ideas. 3. Where can the team put in the best effort? 	2A-17-P310-EP
<p>E. Target Audiences</p> <ol style="list-style-type: none"> 1. Determine focus by types and categories of people. 2. What audiences offer the greatest threats to the project? 3. Who offers the greatest opportunities? 4. Who will take action? 	2A-18-P310-EP
<ol style="list-style-type: none"> 5. Who has influence to help accomplish the projects? The team can't possibly contact everybody. 6. So... FOCUS on those with the most influence, who can do the most harm or good. 7. Where can the team be most effective? 	2A-19-P310-EP

OUTLINE	AIDS & CUES
<p data-bbox="284 289 597 327">F. Key Messages</p> <p data-bbox="190 373 1073 495">INSTRUCTOR NOTE: REVIEW THE MEDIA KIT, ANF ON THE TOOL BOX CD FOR KEY MESSAGE EXAMPLES.</p> <ol style="list-style-type: none"> <li data-bbox="381 550 1057 583">1. What does the audience need to know? <li data-bbox="381 638 1101 940">2. The key messages need to be: <ol style="list-style-type: none"> <li data-bbox="477 730 1032 806">a. Few enough not to confuse the audience. <li data-bbox="477 861 1101 940">b. Simple enough for your audience to remember. <li data-bbox="381 995 1101 1071">3. KIS (Keep It Simple) - can they remember it? <li data-bbox="381 1125 1122 1386">4. Use the three-by-three formula. <ol style="list-style-type: none"> <li data-bbox="477 1213 846 1247">a. Three “headlines.” <li data-bbox="477 1302 1122 1386">b. Three supporting statements for each headline. 	<p data-bbox="1182 289 1422 327">2A-20-P310-EP</p>
<p data-bbox="284 1432 535 1465">G. Evaluation</p> <ol style="list-style-type: none"> <li data-bbox="381 1520 1084 1554">1. How effective were the communications? <li data-bbox="381 1608 984 1642">2. How was effectiveness measured? <li data-bbox="381 1696 870 1730">3. Have objectives been met? <li data-bbox="381 1785 1081 1906">4. Was the strategy flexible enough to make adjustments when something could be improved? 	<p data-bbox="1182 1440 1422 1474">2A-21-P310-EP</p>

OUTLINE	AIDS & CUES
<p>5. Report back to managers about success.</p> <p>H. Tactics - The Action Plan</p> <p>1. What's going to be done to meet the objectives?</p> <p>a. Tactics reinforce strategy.</p> <p>b. Tactics flow from strategy.</p> <p>c. Consider staff, budget, time, complexity, etc.</p> <p>Are people available with the skills to do what needs to be done? Is there money? The time?</p> <p>d. Tactics need not require brilliant execution.</p> <p>e. Include timeline.</p> <p>f. Include assigned responsibility.</p> <p>g. Build in two-way communication.</p> <p>2. Benefits of two-way communication:</p> <p>a. Higher success rate.</p> <p>b. One way to measure effectiveness is for people to express themselves. Vent, if necessary, provide feedback.</p>	<p>2A-22-P310-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> c. People can ask questions. d. People can offer creative ideas. e. Barriers can be uncovered. 	
<p>VII. EXERCISE - DEVELOPING A COMMUNICATION PLAN</p>	2A-23-P310-EP
<p>INSTRUCTOR NOTE: READ SCENARIO.</p> <p>DIVIDE INTO GROUPS AND MAKE ASSIGNMENT (30 MINUTES FOR PREPARATION, 3 MINUTES FOR EACH PRESENTATION).</p> <p>GROUPS GO TO BREAK-OUT ROOMS AND DO ASSIGNMENT (30 MINUTES).</p> <p>GROUPS RETURN TO MAIN ROOM AND PRESENT THEIR PLANS (30 MINUTES TOTAL).</p> <p>DISCUSSION.</p> <p>INSTRUCTOR NOTE: DISTRIBUTE THE SUGGESTED INFORMATION OFFICER FIELD KIT LIST</p>	2A-01-P310-HO
<p>VIII. SUMMARY AND REVIEW LESSON OBJECTIVES</p>	2A-02-P310-HO
<ul style="list-style-type: none"> A. Demonstrate The Importance Of Effective Communication. B. Explain The Role Of The Information Officer On A Fire Prevention Education Team. C. Develop A Basic Communication Plan. 	2A-24-P310-EP

COURSE: Fire Prevention Education Team Member, P-310

UNIT: 2 - Components of a Fire Prevention Education Team Operation

LESSON: 2B - Finance

SUGGESTED TIME: 1 Hour

TRAINING AIDS: Student Workbook, computer, LCD projector, screen, handouts, presentation software, flip chart/paper, markers

OBJECTIVE: Upon successful completion of this lesson, the student will be able to:
Describe the areas within the business aspects and finance that need to be considered and addressed during prevention assignments.

OUTLINE	AIDS & CUES
<p>INSTRUCTOR NOTE: IT IS IMPORTANT TO USE AGENCY EXPERTISE TO PRESENT THIS LESSON. ENSURE REVIEW IS COMPLETE AS THESE LESSON ELEMENTS CAN CHANGE.</p>	
<p>I. LESSON OBJECTIVE</p>	<p>2B-01-P310-EP</p>
<p>Describe the areas within the business aspects and finance that need to be considered and addressed during prevention team assignments.</p>	<p>2B-02-P310-EP</p>
<p>II. INTRODUCTION</p>	<p>2B-03-P310-EP</p>
<p>Upon assignment, a designated member of the team should be identified in advance that will deal with the business aspects of the assignment.</p>	
<p>If an individual is assigned to the team for the business needs, this person should have the knowledge comparable to a finance section chief or incident business advisor.</p>	

OUTLINE	AIDS & CUES
<p data-bbox="190 317 621 352">III. GETTING STARTED</p> <p data-bbox="285 401 1122 485">The following should be considered when getting started on the assignment.</p> <p data-bbox="285 527 621 562">A. Office Logistics</p> <ol style="list-style-type: none"> <li data-bbox="383 621 1097 747">1. The following are the common elements that will need to be provided upon arrival to the requesting unit: <ol style="list-style-type: none"> <li data-bbox="480 800 716 835">a. Office space <li data-bbox="480 888 695 924">b. Telephones <li data-bbox="480 976 834 1012">c. Facsimile machine(s) <li data-bbox="480 1064 691 1100">d. Computers <li data-bbox="480 1152 862 1188">e. Administrative support <li data-bbox="480 1241 743 1276">f. Transportation <li data-bbox="383 1329 1081 1591">2. The host unit should be contacted in advance, if possible, to determine if they have facilities available for the team to operate. If not, obtain options from the local business staff in order to facilitate a short setup time upon arrival. <li data-bbox="383 1644 1122 1854">3. If office space, office equipment, and other items are going to require renting, contact the unit's procurement staff for assistance, unless a team member has the authority to purchase. 	<p data-bbox="1187 317 1419 352">2B-04-P310-EP</p>

OUTLINE	AIDS & CUES
<p>B. Local/Regional Contacts</p> <ol style="list-style-type: none"> 1. The following are sources of contacts to assist the team with business needs: <ol style="list-style-type: none"> a. Agency administrative manager/officer b. Agency procurement staff c. Support (e.g., timekeeper, clerical, mail, telephone, computer) d. Finance section lead (Budget and Finance Officer) 	<p>2B-05-P310-EP</p>
<ol style="list-style-type: none"> 2. For Regional/Geographic Area contacts, current lists of incident business specialists for the Forest Service, states, and Bureau of Land Management have been established. The lists are maintained on the National Wildfire Coordinating Group's web site. The address is www.nwccg.gov. The Incident Business Practices Working Team sponsors a section on this web site and the lists can be found there. 	<p>2B-06-P310-EP</p>
<p>INSTRUCTOR NOTE: THE INDIVIDUALS IDENTIFIED ON THESE LISTS ARE THE TEAM'S FIRST CONTACT FOR AGENCY SPECIFIC ISSUES, REGULATIONS, OR QUESTIONS RELATIVE TO THE UNIT THAT REQUESTED ASSISTANCE.</p>	

OUTLINE	AIDS & CUES
<p data-bbox="380 285 1105 457">3. The host unit may establish incident business guidelines to hand out to incident management teams, buying teams, payment teams, and prevention teams.</p> <p data-bbox="475 506 862 543">These guidelines provide:</p> <ul data-bbox="475 596 1117 1121" style="list-style-type: none"><li data-bbox="475 596 1029 674">a. Operating procedures that the unit established to be followed.<li data-bbox="475 730 1117 768">b. Points of contact for the business areas.<li data-bbox="475 825 841 863">c. Special requirements.<li data-bbox="475 919 1057 997">d. Limitations on purchasing of unique items.<li data-bbox="475 1054 1117 1131">e. Any other pertinent information specific to the unit. <p data-bbox="190 1173 1105 1346">INSTRUCTOR NOTE: DISCUSS THE IMPORTANCE OF MEETING THE HOST ADMINISTRATIVE ASSISTANT TO OBTAIN INCIDENT GUIDELINES, SUPPORT, AND PROCUREMENT PROCEDURES.</p>	

OUTLINE	AIDS & CUES
<p data-bbox="190 296 537 331">IV. AUTHORITIES</p> <p data-bbox="289 386 1122 600">A. The purpose of the Fire Prevention Education Team is to support fire prevention and wildland fire educational needs preceding and during periods of high wildland fire danger or prescribed fire activity.</p> <ol data-bbox="386 653 1101 1003" style="list-style-type: none"> <li data-bbox="386 653 1101 825">1. The master agreement between the United States Department of Interior and the United States Department of Agriculture, authorizes and supports the use of teams. <li data-bbox="386 877 1101 1003">2. A copy of the agreement can be found in the National Interagency Mobilization Guide, NFES 2092, Chapter 40. <p data-bbox="289 1050 1122 1176">B. Upon request by a unit for a team, the order is placed through the existing ordering process used for emergency assignments.</p> <p data-bbox="386 1228 1078 1396">However, an assignment to a Fire Prevention Education Team may not constitute a fire assignment. Some emergency rules may apply relative to:</p> <ol data-bbox="386 1449 573 1665" style="list-style-type: none"> <li data-bbox="386 1449 573 1491">1. Travel <li data-bbox="386 1543 573 1585">2. Overtime <li data-bbox="386 1638 573 1680">3. Hiring 	<p data-bbox="1182 296 1419 331">2B-07-P310-EP</p>

OUTLINE	AIDS & CUES
<p>V. TYPES OF FUNDING</p> <p>A. A Variety Of Funding May Be Utilized For Fire Prevention Education Teams.</p> <ol style="list-style-type: none"> 1. Regular appropriations for preparedness 2. Severity funding 3 State funding 4. FEMA funding <ol style="list-style-type: none"> a. Declaration to state b. Mission assignment to the Forest Service <p>B. Different Rules Can Apply To This List Of Funding Types.</p> <ol style="list-style-type: none"> 1. Regular federal preparedness funds do not typically tie in with emergency authorities unless the resource requested is in response to an emergency incident. 2. Severity funding does establish an emergency within itself since the funding source is the suppression authorities given to the federal agencies. 3. State funding sources will determine the level of spending and may be within emergency authorities. Typically, state activation of a team will generate the need for reimbursement. 	<p>2B-08-P310-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="380 327 1122 541">4. FEMA declarations can come with a variety of rules for reimbursement and the mission tasking should be reviewed closely to determine what will and won't be reimbursed.</p> <p data-bbox="190 590 1110 804">INSTRUCTOR NOTE: DISCUSS WITH STUDENTS THAT A BUDGET MAY BE ESTABLISHED AND THE PREVENTION TEAM NEEDS TO INQUIRE AS TO DOLLAR LIMITATIONS AND TYPE OF FUNDING UPON ARRIVAL OR IN ADVANCE.</p> <p data-bbox="190 852 415 884">VI. HIRING</p> <p data-bbox="285 940 1114 1020">Several options are available to hire additional personnel for prevention education teams.</p> <p data-bbox="285 1073 938 1152">A. Administratively Determined Pay Plan (AD Hires)</p> <ol data-bbox="380 1201 1060 1325" style="list-style-type: none"> 1. Federal and state taxes will be withheld. 2. W4, I-9, and W5 forms. <p data-bbox="190 1373 1018 1497">INSTRUCTOR NOTE: THESE FORMS ARE AVAILABLE THROUGH THE NWCG.GOV WEB SITE.</p> <ol data-bbox="380 1545 1029 1759" style="list-style-type: none"> 3. Preseason sign-up recommended. 4. Thirty day special hiring authority. 5. Reimbursable agreements with states. 	<p data-bbox="1182 863 1419 894">2B-09-P310-EP</p>

OUTLINE	AIDS & CUES
<p>B. Utilizing the ad hiring authority requires some administrative items to be followed. The point of hire is usually where the individual lives. If they are hired away from their residence, travel reimbursement and coverage may be issues.</p> <p>INSTRUCTOR NOTE: ENSURE CURRENT COPY OF THE AD PAY PLAN IS AVAILABLE AND CONSIDER HANDING OUT A COPY TO EACH STUDENT.</p> <p>C. The AD pay plan is modified annually and one is produced for the department of the interior and a separate one for the forest service. To ensure you are following the correct rates, regulations, and other requirements, obtain a current copy of the pay plan.</p> <p>D. Rates are established in the interagency Incident Business Management Handbook, NWCG Handbook 2, PMS 902, NFES 2160, and the rates are standard nationwide.</p> <p>E. If there is a need to hire a retired federal employee, consult with the agencies personnel management officer and contracting officer to determine if a contract can be entered into with the retiree or the ad hiring authority can be used.</p>	
<p>VII. PROCUREMENT</p> <p>A. The Federal Agencies Utilize Various Purchase Tools And Support</p> <ol style="list-style-type: none"> 1. Purchase credit cards 2. Checks 	<p>2B-10-P310-EP</p>

OUTLINE	AIDS & CUES
<p>3. Contracts</p> <p>4. Agreements</p> <p>5. Purchase orders</p> <p>6. Blanket purchase agreements</p> <p>B. If A Team Member Has A Purchase Card, They May Be Able To Provide Some Procurement Support.</p> <p>Other procurement support:</p> <ol style="list-style-type: none"> 1. Local purchasing agent 2. Buying team, if assigned <p>C. Each federal agency has supplemented the federal acquisition regulations with their own acquisition regulations. These supplements provide additional guidelines, policies, and requirements for the agency.</p> <p>If the team does not have an individual with a warrant or a micro-purchaser, consult the host unit's procurement staff for any limitations on procuring services, supplies, and printing of materials for distribution including newspaper articles and ads.</p> <ol style="list-style-type: none"> 1. Government Printing Office (GPO) for large federal printing jobs 2. Copy versus printing 3. Emergency procurement rules for fire suppression do not apply 	

OUTLINE	AIDS & CUES
<p>INSTRUCTOR NOTE: DISCUSS THAT THE AGENCY ADMINISTRATOR MAY SET LIMITS ON HOW MUCH CAN BE SPENT IN THE AREA OF PRINTING MATERIALS.</p> <p>D. The basic rule of thumb to remember is if the material to be reproduced will go outside of the agencies, including partners and cooperators, gpo rules apply. The decision of copying versus printing can be determined by quantity and quality of the product required, and if colors are needed. If the team is on an assignment for a state, consult the state’s purchasing representative for their rules and regulations governing printing.</p> <ol style="list-style-type: none"> 1. Forest Service Manual (FSM) Publication guidelines are found in: <ol style="list-style-type: none"> a. FSM 1600, Information Services, Chapter 1630, Publications. b. The authorities the Forest Service must follow are laws and regulations. 2. The Public Printing and Document Law, Title 44 of the United States Code, stipulates how and where the federal government shall accomplish the printing, binding, distribution, and sale of government documents. 3. Copyright Act of 1976, Public Law 94-553; 90 Stat. 2541 sets forth the subject matter and media that are covered by copyright and describes the scope and limitations of exclusive rights. 	

OUTLINE	AIDS & CUES
<p>E. Several Regulations Can Be Found In The Forest Service Manual, But The Primary Three Are:</p> <ol style="list-style-type: none"> 1. Government Printing and Binding Regulations, Joint Committee on Printing, Congress of the United States, 1977. 2. U.S. Department of Agriculture Departmental Regulations 1410, 1420, 1430, and 1470. 3. BLM Manual 1551 and other agency policy guidance. <p>INSTRUCTOR NOTE: FOR A COMPLETE LIST OF THE REGULATIONS, REFER TO THE MANUAL FOR THE AGENCY THE TEAM IS PROVIDING SUPPORT.</p> <p>F. The Forest Service Manual lists informational materials that are considered to be publications. It also provides for the exemption from publications review of administrative documents.</p> <ol style="list-style-type: none"> 1. Government administrative documents are prepared primarily for agency employees. This type of publication may be distributed to other agencies, cooperators, and other individuals, or organizations that need the information about the routine business of the government; but quantities distributed externally (to the public) must not exceed 2,000 copies or ten percent of the total number of copies printed, whichever is less. 	

OUTLINE	AIDS & CUES
<p data-bbox="380 285 1110 541">2. The informational materials that are considered administrative documents that are exempt from formal proposal/review/approval procedures, but must conform to all other applicable rules and regulations include:</p> <ul style="list-style-type: none"> <li data-bbox="475 598 1110 898">a. Certain kinds of informational materials, such as fire danger notices, road closures, avalanche warnings, and temporary restrictions that are necessary to protect public health and safety and prevent resource damage. <li data-bbox="475 953 1110 1031">b. News media releases and background materials for media use. <li data-bbox="475 1085 1110 1255">c. Waiver from the Office of Communications allows the team to seek local vendors. This may take considerable time. <p data-bbox="285 1304 1122 1430">G. Printing And Distribution Authorities And Policies Are Also Contained In Forest Service Manual 1600, Paragraph 1633.</p> <p data-bbox="380 1482 1101 1652">Prior to committing any funds for printing, consult the host unit's public affairs specialist or procurement staff to ensure all regulations and laws are being met for the agency.</p>	

OUTLINE	AIDS & CUES
<p>VIII. TRACKING EXPENDITURES</p> <p>The agency administrator is responsible for all expenditures that occur on their unit. During a wildland fire, cost tracking becomes critical. If the host unit is utilizing the services of a Fire Prevention Education Team, the costs the team incurs may become part of the daily reporting.</p> <p>A. Ask the Agency Administrator what the expectations are of the Fire Prevention Education Team in tracking costs.</p> <ol style="list-style-type: none"> 1. What needs to be tracked? 2. Why? 3. How is the information to be provided? <p>B. Many Tools Are Available For Tracking Costs</p> <ol style="list-style-type: none"> 1. Incident Cost Accounting and Reporting System (ICARS) 2. Spreadsheets 3. Databases <p>C. The primary thing to remember is what needs to be tracked, and if that information needs to be provided to someone in a report format.</p>	<p>2B-11-P310-EP</p>
<p>There are several reasons for tracking costs:</p> <ol style="list-style-type: none"> 1. Limited budget 2. Need for up-to-date numbers 	<p>2B-12-P310-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> 3 Final cost report 4. Congressional reporting requirements. 5. Agency cost reporting requirements. 	
<p data-bbox="190 533 521 569">IX. REFERENCES</p> <p data-bbox="284 625 1101 835">The following list of references will provide the user with information specific to incident business management guidelines, hiring information, mobilization information, and other policy, regulation, and law sources:</p> <ul style="list-style-type: none"> <li data-bbox="284 892 1073 1014">A. Interagency Incident Business Management Handbook, NWCG Handbook 2, NFES 2160, PMS 902 <li data-bbox="284 1071 987 1150">B. National Interagency Mobilization Guide, NFES 2092 <li data-bbox="284 1207 1008 1287">C. www.nwcg.gov; Working Teams, Incident Business Practices <li data-bbox="284 1344 938 1379">D. Administratively Determined Pay Plan <li data-bbox="284 1436 1045 1472">E. Incident Business Advisors Guide, PMS 314 <li data-bbox="284 1528 1000 1608">F. National Interagency Buying Team Guide, PMS 315 	<p data-bbox="1182 527 1422 562">2B-13-P310-EP</p>

OUTLINE	AIDS & CUES
G. Government Printing Office	
H. FSM 1600, Chapter 1630, Publications	
I. BLM Manual 1551, Printing	
J. Federal Acquisition Regulations	
<p data-bbox="190 722 1068 758">X. SUMMARY AND REVIEW LESSON OBJECTIVE</p> <p data-bbox="282 810 1122 936">Describe the areas within the business aspects and finance that need to be considered and addressed during prevention assignments.</p>	<p data-bbox="1179 716 1425 751">2B-14-P-310-EP</p>

COURSE: Fire Prevention Education Team Member, P-310

UNIT: 2 - Components of a Fire Prevention Education Team Operation

LESSON: 2C - Team Activity Model

SUGGESTED TIME: 1 Hour

TRAINING AIDS: Student Workbook, computer, LCD projector, screen, handouts, presentation software, flip chart/paper, markers

OBJECTIVES: Upon successful completion of this lesson, this the student will be able to:

1. Identify the major activities of a Fire Prevention Education Team.
2. Identify the organization of a Fire Prevention Education Team.
3. Demonstrate what a typical Fire Prevention Education Team can accomplish.

OUTLINE	AIDS & CUES
INSTRUCTOR NOTE: THIS SESSION IS DESIGNED FOR LOCAL STORY-TELLING. WHILE COVERING THE LESSON COMPONENTS, THE INSTRUCTOR SHOULD INCORPORATE LOCAL EXPERIENCE.	
I. LESSON OBJECTIVES	2C-01-P310-EP
A. Identify The Major Activities Of A Fire Prevention Education Team.	2C-02-P310-EP
B. Identify The Organization Of A Fire Prevention Education Team.	
C. Demonstrate What A Typical Fire Prevention Education Team Can Accomplish.	

OUTLINE	AIDS & CUES
<p>II. INTRODUCTION</p> <p>This lesson will provide an overview of what a team can be expected to do. The elements of this lesson will be covered in-depth during this course.</p>	2C-03-P310-EP
<p>III. COMPLETING A FIRE PREVENTION EDUCATION TEAM ASSIGNMENT</p> <p>A. Develop The Fire Prevention Education Team Organization</p> <ol style="list-style-type: none"> 1. Identify key personnel and/or positions. 2. Define rules and responsibility. <p>B. Prepare a support or backup organization; additional team members or technical specialists, etc.</p>	2C-04-P310-EP
<p>IV. ESTABLISH CLEAR TEAM OBJECTIVES</p> <p>A. Initial Briefing Upon Arrival At Designated Location</p> <ol style="list-style-type: none"> 1. Team leader provides input to host. 2. Host provides input to team. <p>B. Team And Host Reach Agreement On Team Activities, Roles, Responsibilities, And Authority</p> <p>Delegation of Authority is executed.</p> <p>C. Team should provide consultation with key host personnel: Public Affairs, Fire Management Officer, Agency Administrator, Liaison, etc.</p>	2C-05-P310-EP

OUTLINE	AIDS & CUES
<p>D. Situation Analysis</p> <p>An evaluation of the existing situation should be completed. What is going on? Why was the team ordered, and what are the major areas of concern?</p> <p>E. Other Briefings, Coordination</p> <p>Establish a meeting schedule of other important partners. This could include other fire agencies, government officials, local organizations, etc.</p>	
<p>V. CONDUCT AN INITIAL ASSESSMENT INCLUDING THE FOLLOWING</p> <p>A. Physical Assessment, The Area Characteristics, Weather Conditions, Severity, Predictions, Etc.</p> <p>B. Existing Fire Prevention Efforts. What's Going On Now? Is This An Interagency Effort?</p> <p>C. Evaluation of fire prevention media activities. Has any activity with the media been accomplished to date? Get copies of everything.</p> <p>D. Fire Prevention Support. What Is The Availability Of Additional Resources?</p> <p>E. Initial Attack Capabilities. Types Of Resources Committed/Available.</p> <p>F. Scope Of Activity (Media, Field, Etc.). Get An Overview Of Use, Events, Public Use, Etc.</p>	<p>2C-06-P310-EP</p>

OUTLINE	AIDS & CUES
<p>VI. DEVELOP THE TEAM FIRE PREVENTION PLAN</p> <p>A. Base Objectives On Those Agreed To With The Host.</p> <p>B. Activate, implement action items. This will require an in-depth task analysis and production timeline.</p>	2C-07-P310-EP
<p>VII. DEVELOP MAJOR FIRE PREVENTION ELEMENTS</p> <p>A. External Relations</p> <ol style="list-style-type: none"> 1. Rural/urban areas. Is the Wildland Urban Interface an issue? Are plans in place? 2. Media. What does the team need to accomplish media kit, news releases, communication plan, etc.? 3. Educational institutions. Are they a resource or an impact? <p>B. The Wildland Urban Interface/Intermix</p> <p>C. Community Outreach</p> <p>Will the team be required to conduct homeowner meetings, attend events, complete community assessments, etc.?</p> <p>D. Youth Fire Education Programs, Schools</p> <p>Will the Team be conducting school programs, fairs, sporting events, parades, etc.?</p>	2C-08-P310-EP

OUTLINE	AIDS & CUES
<p>E. Community Youth Programs</p> <p>Boy Scouts, Girl Scouts, FFA, 4H, Etc.</p>	
<p>F. Rural/Volunteer Fire Departments</p> <p>Will The Team Be Working With And/Or Training Rural Fire Departments?</p>	
<p>G. Campaign Development (I.E. Arson)</p> <p>Teams Are Often Requested To Develop Local Campaigns, This May Be A Consideration.</p>	2C-09-P310-EP
<p>H. Agency Skill Development</p>	
<p>I. Corporate Opportunities</p> <p>Can the team utilize corporate sponsorship or donations to support activities? Check local policy.</p>	
<p>VIII. MEDIA APPLICATIONS, SCOPE, CONTACTS, INTERAGENCY, ETC</p> <p>The team should assess all potential media opportunities.</p>	2C-10-P310-EP
<p>IX. SPECIFIC TARGET AUDIENCES</p> <p>A. Type Of Public Use (Hunting, Fishing, OHV)</p> <p>B. Fire Organizations (Internal, External)</p>	2C-11-P310-EP

OUTLINE	AIDS & CUES
<p>X. PRINTED MATERIAL</p> <p>Teams will usually be required to produce some type of printed material.</p> <p>A. Cause-specific (Arson, Fire Safe, Smoking)</p> <p>B. Public Education</p>	2C-12-P310-EP
<p>XI. PRODUCT DEVELOPMENT.</p> <p>A. Digital Or Camera-ready Masters, If Required</p> <p>B. Templates</p> <p>C. Clip Art</p>	2C-13-P310-EP
<p>XII. EVENT MANAGEMENT</p> <p>A. Door-To-Door</p> <p>B. Teams Conduct Field Reviews And Assessments</p> <p>C. Fairs, News Correspondence, Exhibits, Displays, Sports Events</p> <p>D. Trade Shows</p>	2C-14-P310-EP

OUTLINE	AIDS & CUES
<p>XIII. THE FINAL REPORT – PREPARED FOR THE HOST UNIT</p> <p>INSTRUCTOR NOTE: FINAL REPORT TEMPLATE AND SAMPLE REPORT ARE ON THE TEMPLATE CD. A FINAL REPORT TEMPLATE IS ALSO DISCUSSED IN LESSON 3B.</p>	<p>2C-15-P310-EP</p>
<p>XIV. SUMMARY AND REVIEW LESSON OBJECTIVES</p> <ul style="list-style-type: none"> A. Identify The Major Activities Of A Fire Prevention Education Team. B. Identify The Organization Of A Fire Prevention Education Team. C. Demonstrate What A Typical Fire Prevention Education Team Can Accomplish. 	<p>2C-16-P310-EP</p>

COURSE: Fire Prevention Education Team Member, P-310

UNIT: 2 - Components of a Fire Prevention Education Team Operation

LESSON: 2D - Fire Prevention Assessment

SUGGESTED TIME: 2 Hours

TRAINING AIDS: Student Workbook, computer, LCD projector, screen, handouts, presentation software, flip chart/paper, markers

OBJECTIVES: Upon successful completion of this lesson the student will be able to:

1. Develop an assessment of the situation upon arrival at a Fire Prevention Education Team assignment.
2. Develop a Wildand Fire Prevention Mitigation Plan.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVES	2D-01-P310-EP
A. Develop An Assessment Of The Situation Upon Arrival At A Fire Prevention Education Team Assignment.	2D-02-P310-EP
B. Develop A Wildand Fire Prevention Mitigation Plan.	
II. INTRODUCTION	2D-03-P310-EP
Wildland fire prevention programs will be directed toward risks which pose the greatest potential for ignitions resulting in unacceptable damage or loss. To direct fire prevention efforts, it is important to identify problems or potential problems accurately.	

OUTLINE	AIDS & CUES
<p>This lesson will cover the following:</p> <ul style="list-style-type: none"> A. Area Evaluation B. Community Assessment C. Developing A Wildland Fire Prevention Mitigation Plan D. What Is A Wildland Fire Prevention Mitigation Plan? E. The Purpose Of A Wildland Fire Prevention Mitigation Plan F. Wildland Fire Prevention Strategy. G. Presenting The Wildland Fire Prevention Mitigation Plan <p>III. AREA EVALUATION</p> <p>Upon arrival on site, the team should enlist locals to assist with assessments needed to define the problem and develop solutions. Assessments can be brief or detailed depending on the need. The two elements of assessment include gathering of information and evaluating that information.</p>	<p>2D-04-P310-EP</p>

OUTLINE	AIDS & CUES
A. Collect Information From Local Agencies, Groups, And Individuals.	2D-05-P310-EP
1. What is the problem?	
2. Where is the problem?	
3. Fire statistics/occurrence data	
4. Cause patterns	2D-06-P310-EP
5. Fire size characteristics - actual and potential	
6. Fire loss characteristics - actual and potential	
7. Are there existing fire prevention plans?	
8. Are there fire protection plans?	
9. Are there fire prevention committees or cooperatives?	
B. What Makes The Area Unique?	2D-07-P310-EP
1. Types of recreational use	
2. Urban development	
3. Seasonal/transient	
4. Political and social factors	
5. Environmental concerns	
6. Laws	2D-08-P310-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> 7. Building and construction materials <ul style="list-style-type: none"> a. Roofing material b. Siding 8. Fuels, models, and vegetation types 9. Topography 10. Weather 	
<p>IV. COMMUNITY ASSESSMENT</p>	<p>2D-09-P310-EP</p>
<ul style="list-style-type: none"> A. Assessing The Risk <ul style="list-style-type: none"> 1. Assessing the risk consists of evaluating the potential for wildland fire ignitions within a given area. Involve local units in those assessments. The “potential to ignite.” 2. Risks are defined as those uses or human activities which have the potential to result in a wildland fire ignition. Wherever there are concentrations of people or activity, the potential for a human-caused ignition exists. 3. After assessing the risk within an area, it is helpful to look at historical fires to validate the risk assessment. Historical fires alone, however, are not an accurate reflection of the risks within a given area. The objective of this effort is to determine the degree of risk within an area. 	<p>2D-10-P310-EP</p>

OUTLINE	AIDS & CUES
<p>4. Risk elements:</p> <ul style="list-style-type: none"> • Structures • Powerlines • Transportation corridors • Equipment or machinery • Smokers • Campfires • Fireworks • Children with matches • Arson/incendiary • Recreation areas 	<p>2D-11-P310-EP</p> <p>2D-12-P310-EP</p>
<p>B. Hazard Assessment</p> <ol style="list-style-type: none"> 1. The hazard assessment deals with identifying areas of like fire behavior based on fuels and topography. <ol style="list-style-type: none"> a. Given a normal fire season, how intense, and at what rate of spread would a wildland fire burn? What is the resistance to control? b. Under average fire season conditions, fire intensity is largely a product of fuels, topography, and weather. 2. Hazards are defined as the fuels and topography of an area. The objective in examining hazards is to determine the potential for a “large” fire to result from a fire ignition. 	<p>2D-13-P310-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> a. This can be more simply put as determining the degree of difficulty in suppressing a fire once it is ignited. It is important to examine hazards without regard for anything else. b. The evaluation of the critical fire weather index can also be utilized, such as energy release component, burning index, or ignition component. The “potential to burn.” 	
<ul style="list-style-type: none"> 3. Hazard elements: <ul style="list-style-type: none"> • Topographic features • Potential for large fire 	2D-14-P310-EP
<ul style="list-style-type: none"> • Rate of spread potential • Degree of difficulty in suppression • Aspect • Fuel models • Weather • Fire intensity • Areas of like fire behavior 	2D-15-P310-EP
<ul style="list-style-type: none"> C. Assessing The Values <ul style="list-style-type: none"> 1. Assessing the values consists of identifying those elements that are determined significant enough to require enhanced fire protection. These elements include developed or natural conditions as well as public and firefighter safety. 	2D-16-P310-EP

OUTLINE	AIDS & CUES
<p>2. Values are defined as natural or developed areas where loss or destruction by wildfire would be unacceptable. The “potential for loss.”</p>	
<p>3. Value elements:</p> <ul style="list-style-type: none"> • Life • Commercial development • Residential/ structures • Air quality • Political/social • Improvements • Visual resources • Recreation • Water storage • Threatened and Endangered Species • Habitat, wildlife, and fish • Cultural/historical • Riparian/water quality • Pumping systems • Draft sites • Power supplies • Others 	<p>2D-17-P310-EP</p> <p>2D-18-P310-EP</p>
<p>D. Fire Occurrence Evaluation</p> <p>1. Identify</p> <p>a. Fires by location</p>	<p>2D-19-P310-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> b. Fires by size c. Fires by cause 2. Develop cause trends 3. Determine <ul style="list-style-type: none"> a. Types of use trends b. Occurrence zones 4. Develop occurrence probability 	
<p>V. FUNDAMENTALS OF FIRE PREVENTION</p>	<p>2D-20-P310-EP</p>
<p>A. Fire Prevention Education</p>	
<ul style="list-style-type: none"> 1. Activities aimed at changing people's behavior by awareness and knowledge. 	<p>2D-21-P310-EP</p>
<ul style="list-style-type: none"> 2. Education elements: 	
<ul style="list-style-type: none"> • Signs 	<ul style="list-style-type: none"> • School programs
<ul style="list-style-type: none"> • Mass media 	<ul style="list-style-type: none"> • Exhibits
<ul style="list-style-type: none"> • Educational programs 	<ul style="list-style-type: none"> • Public contact
<ul style="list-style-type: none"> • Parades 	<ul style="list-style-type: none"> • Character appearance
<ul style="list-style-type: none"> • Fairs 	<ul style="list-style-type: none"> • Poster contests
<ul style="list-style-type: none"> • Sports activities 	<ul style="list-style-type: none"> • Campaigns

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • National Symbols Cache (Cooperative Forest Fire Prevention Products) 	
<p>B. Fire Prevention Engineering</p> <p>1. Activity designed to shield or remove the heat source.</p>	2D-24-P310-EP
<p>2. Engineering elements:</p> <ul style="list-style-type: none"> • Spark arresters • Public utilities • Recreation areas • Undeveloped areas • Fuel treatment • Hazard reduction • Fuel breaks • Rights of way 	2D-25-P310-EP
<p>C. Fire Prevention Enforcement</p>	2D-26-P-310-EP
<p>Enforcement elements:</p> <ul style="list-style-type: none"> • Fire investigation • Permits • Spark arrester training • Special use review • Restricted public use • Industrial operations 	2D-27-P-310-EP
<ul style="list-style-type: none"> • Inspections • Investigation training 	2D-28-P310-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Warnings • Citations 	
<ul style="list-style-type: none"> • Patrol • Trespass 	
<p>D. Fire Prevention Administration</p>	2D-29-P310-EP
<p>Administration elements:</p>	2D-30-P310-EP
<ul style="list-style-type: none"> • Planning • Budgets 	<ul style="list-style-type: none"> • Fire Prevention Committees • Early Warning Systems
<p>VI. DEVELOPING A WILDLAND FIRE PREVENTION MITIGATION PLAN. “THE PLAN”</p>	2D-31-P310-EP
<p>A. Once you have gathered the information needed and evaluated the problem, the next step is the development of a wildland fire prevention mitigation plan.</p>	
<p>B. The Development Of The Plan Is An Important Element Of The Wildfire Prevention Assessment.</p>	
<p>C. From the assessment process, we have valuable information that allows us to design prevention actions that will be effective in reducing undesirable losses from fire.</p>	
<p>D. Utilization Of The Assessment Process: “The Road Map.”</p>	2D-32-P310-EP
<p>1. The assessment perimeters.</p>	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> 2. The assessment: <ul style="list-style-type: none"> a. Risk assessment b. Hazard assessment c. Value assessment d. Occurrence evaluation 	2D-33-P310-EP
<p>VII. WHAT IS A WILDLAND FIRE PREVENTION MITIGATION PLAN?</p> <p>A. A wildland fire prevention mitigation plan is an organized, documented, written communication that sets forth prevention goals and actions required to achieve those goals for a given period of time. Thus, in effect, a Wildland Fire Prevention Mitigation Plan is a statement of fire prevention objectives and how an organization intends to accomplish those objectives. If all objectives aren't accomplished, you leave the plan as a recommendation to those that follow.</p>	2D-34-P310-EP
<p>B. A Wildland Fire Prevention Mitigation Plan Will:</p> <ul style="list-style-type: none"> 1. Analyze the situation – where it has been, where it is now, and where it is likely to be in the future. 2. Identify the opportunities and problems facing wildland fire prevention/mitigation. 3. Set forth specific and realistic objectives. 4. Define a prevention strategy. 	2D-35-P310-EP

OUTLINE	AIDS & CUES
<ol style="list-style-type: none"> 5. Define tactics to implement the strategy. 6. Include a communication plan. 7. Specify individuals responsible for program execution. 8. Create schedules and controls for the execution of programs. 9. Provide forecasts and budgets. 10. Provide for periodic review of performance under the plan and for making modifications, if necessary. 11. Provide a contingency plan to deal with developments, the occurrences of which are uncertain, but which would have an important impact on the agency. 	<p>2D-36-P310-EP</p>
<p>VIII. THE PURPOSE OF WILDLAND FIRE PREVENTION MITIGATION PLANNING</p> <p>It is not the purpose of planning simply to produce a plan. There are three important goals of planning:</p> <ol style="list-style-type: none"> A. First, and foremost, the plan must produce results. It should achieve whatever objectives have been set. B. Second, the plan should enable the fire manager to exercise some control and discipline over the fire prevention effort. 	<p>2D-37-P310-EP</p>

OUTLINE	AIDS & CUES
<p>C. Third, the major purpose of the plan is to communicate. The plan sets forth the goals of wildland fire prevention mitigation and the programs that will be employed to achieve them. It becomes the basis for obtaining top management approval, and it is the source of all implementation. Once the plan has been prepared and properly distributed to those involved, it becomes a powerful and important communications tool.</p>	
<p>IX. MARKETING TARGET AUDIENCES</p>	2D-38-P310-EP
<p>Marketing elements:</p> <ul style="list-style-type: none"> • Media • Homeowners • Vacationers • Local government • Fire prevention organizations • Community organizations • Associations • Local business • Contractors • Builders 	2D-39-P310-EP
<p>X. MARKETING AUDIENCE CHARACTERISTICS</p> <p>These characteristics are important to discover and tailor the message to the audience's interests. People will listen to messages for which they are interested.</p>	2D-40-P310-EP

OUTLINE	AIDS & CUES
<p>Audience characteristics:</p> <ul style="list-style-type: none"> • Age • Gender • Income • Education • Occupation • Martial status • Family size • Attitude • Ethnic background 	2D-41-P310-EP
<p>XI. WILDLAND FIRE PREVENTION MITIGATION STRATEGY</p> <p>Fire prevention mitigation strategy is developed in the following two categories: General and Specific Actions.</p>	2D-42-P310-EP
<p>A. General actions include prevention activities that have application throughout the unit. These actions can be more difficult to quantify.</p> <p>General actions:</p>	2D-43-P310-EP
<ul style="list-style-type: none"> • Sign plan • Fire danger rating • Mass media • Public education • School programs • Parades • Fairs • Exhibits/displays • Character appearances • Public contact, groups, individuals • Poster contests • Volunteers 	2D-44-P310-EP

OUTLINE	AIDS & CUES
<p>B. Specific actions are activities or tactics that target a specific compartment or area and fire cause. These actions can be more quantifiable than general actions.</p> <p>Specific Actions:</p> <ul style="list-style-type: none"> • Sign maintenance • Sign construction • Patrol • Citations/warnings • Fuels treatment • Hazard reduction • Fire investigation • Public contact 	<p>2D-45-P310-EP</p> <p>2D-46-P310-EP</p> <p>2D-47-P310-EP</p>
<p>XII. PRESENTING THE WILDLAND FIRE PREVENTION MITIGATION PLAN</p> <p>The Wildland Fire Prevention Mitigation Plan, as an important element to the fire management program, will require commitment and implementation. This will only be accomplished by convincing managers that this needs to be done. Development of the presentation to managers is a critical process that can determine your success.</p> <p>A. Presenting The Plan</p> <p>When Presenting The Plan, Be Clear And Concise. You Will Have More Success In Selling The Proposal If It Is Organized And Prepared. The Following Presentation Basics Should Be Considered.</p>	<p>2D-48-P310-EP</p> <p>2D-49-P310-EP</p>

OUTLINE	AIDS & CUES
<p>12. Reach closure by the end of the presentation. Obtain some action or response to make it possible to proceed to the next stage of planning.</p> <p>13. Summarize the presentation as it draws to a close.</p> <p>14. Set the stage for the next step.</p>	<p>2D-52-P310-EP</p>
<p>XIII. WILDLAND FIRE PREVENTION TECHNIQUES AND TACTICS</p> <p>Develop the campaign:</p> <ul style="list-style-type: none"> • Wildland Urban Interface • School programs • Events • Hotlines, restricted use • Volunteers, plus others • Handouts, custom materials, signing 	<p>2D-53-P310-EP</p> <p>2D-54-P310-EP</p>
<p>XIV. SUMMARY AND REVIEW LESSON OBJECTIVES</p> <p>A. Develop An Assessment Of The Situation Upon Arrival At A Fire Prevention Education Team Assignment.</p> <p>B. Develop A Wildand Fire Prevention Mitigation Plan.</p>	<p>2D-55-P310-EP</p>

COURSE: Fire Prevention Education Team Member, P-310

UNIT: 2 - Components of a Fire Prevention Education Team Operation

LESSON: 2E - Social Considerations

SUGGESTED TIME: 4 Hours

TRAINING AIDS: Student Workbook, computer, LCD projector, screen, handouts, presentation software, flip chart/paper, markers

OBJECTIVES: Upon successful completion of this lesson, the student will be able to:

1. Describe the importance of identifying audiences which require specific, unique communication efforts during Fire Prevention Education Team assignments.
2. Analyze and address unfamiliar social and cultural considerations.
3. Apply techniques for identifying and addressing unfamiliar audiences and target populations.
4. Describe the process of communication.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVES	2E-01-P310-EP
A. Describe the importance of identifying audiences which require specific, unique communication efforts during Fire Prevention Education Team assignments.	2E-02-P310-EP
B. Analyze And Address Unfamiliar Social And Cultural Considerations.	
C. Apply Techniques For Identifying And Addressing Unfamiliar Audiences And Target Populations.	
D. Describe The Process Of Communication.	

OUTLINE	AIDS & CUES
<p data-bbox="190 285 570 317">II. INTRODUCTION</p> <p data-bbox="285 375 1057 411">This lesson will cover the following course sections:</p> <ul style="list-style-type: none"> <li data-bbox="285 468 1105 543">A. The United States Of America Is A Country With Identifiable Cultural Regions. <li data-bbox="285 600 967 676">B. Tools For Understanding An Unfamiliar Community Or Culture. <li data-bbox="285 732 578 764">C. Local Values. <li data-bbox="285 821 1073 856">D. Regional Dluctuations In Values And Priorities. <li data-bbox="285 913 857 949">E. Approaching The hard-to-reach. <li data-bbox="285 1005 748 1041">F. Making The Connection. <li data-bbox="285 1098 1117 1346">G. Observation, a fire prevention tool. In order to communicate effectively, wherever the team goes, listen actively, observe, seek information, test assumptions, and conclusions. Continue to fully observe the groups of people with whom the team is working. 	<p data-bbox="1187 285 1419 317">2E-03-P310-EP</p> <p data-bbox="1187 913 1419 945">2E-04-P310-EP</p>

OUTLINE	AIDS & CUES
<p>III. THE U.S.A. IS A COUNTRY WITH DISTINCT, IDENTIFIABLE CULTURAL RESOURCES THAT ARE CONSTANTLY CHANGING</p> <p>A. The people of america are a conglomerate of disparate groups, as all in fire prevention are aware. The intent of prevention efforts is to reach all who find themselves in potential contact with wildland fire. Many of them are hard to reach.</p> <p>B. All regions of the United States hold multicultural publics and diverse audiences with diverse views and agendas. Each is shaped by geography, history, immigration patterns, and natural resources who continues to define its own uniqueness.</p> <p>C. It is critical to effective communication that we remain aware of, and sensitive to, cultural preferences.</p> <p>1. Fire prevention professionals help people understand concepts that may be new to them. Often the audiences will have cultures and life-styles different from the team members.</p> <p>2. The team’s task is to focus on the uniqueness of the many people who live in the United States and the unusual geography, history, immigration patterns, and natural resources which affect each of us differently.</p>	<p>2E-05-P-310-EP</p> <p>2E-06-P310-EP</p>

OUTLINE	AIDS & CUES
<p>D. Cultural Regions Have Three Things In Common:</p> <ol style="list-style-type: none"> 1. Few people are willing to be dictated to by outsiders who show no interest in sharing—or even understanding—local values. 2. As resources and opportunities are dispersed, a region becomes increasingly capable of solving its own problems at its own level, although habit and institutions do not necessarily cooperate. 3. As our nation matures, we see an increased emphasis on the real, enduring, and basic economic and social differences of each region, manifested in attitudes toward everything from grazing rights to unions to education. <p>INSTRUCTOR NOTE: ASK STUDENTS TO SHARE INFORMATION ABOUT UNIQUE GROUPS OR TRADITIONS IN THEIR COMMUNITIES OR STATES.</p> <ol style="list-style-type: none"> 4. Sense of place is important to many people on different levels, the message for team members is to respect other people’s sense of place and to be observant. 	<p>2E-07-P310-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="190 310 1055 394">IV. TOOLS FOR UNDERSTANDING UNFAMILIAR COMMUNITIES/CULTURES</p> <p data-bbox="284 447 1122 659">When assigned to an unfamiliar area, team members have the responsibility of finding out everything possible about it. Certain “rules” govern human behavior, and knowledge of these rules will make the team more effective.</p> <p data-bbox="284 726 870 764">A. Demographics And Geographics</p> <p data-bbox="378 814 1078 987">Team members must become familiar with the demographics of the population...age, gender, average income, ethnic background, and family makeup, among other characteristics.</p> <p data-bbox="378 1037 1122 1251">Information is available from the internet, the census bureau, a state department of commerce, the newspaper, a local chamber of commerce, or a library. Before departing for the assignment, get a good map.</p> <p data-bbox="378 1302 1019 1339">Mark it up and keep it as a ready reference.</p> <p data-bbox="284 1390 1073 1470">B. Geographics: Consider Population Dispersion, Barriers, Natural Boundaries, And Jurisdiction.</p>	<p data-bbox="1183 310 1419 348">2E-08-P310-EP</p> <p data-bbox="1183 730 1419 768">2E-09-P310-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="284 296 773 331">C. Pyramid Of Human Needs</p> <p data-bbox="380 386 1076 552">1. Over 50 years ago, Abraham Maslow developed a theory that is still one of the basic principles in marketing and social research.</p> <p data-bbox="472 609 1117 732">It states that all people perceive the same hierarchy of needs as the most important in their lives. They are, in the following order:</p> <ul data-bbox="472 787 1073 1331" style="list-style-type: none"> <li data-bbox="472 787 1073 823">• Physiological, survival (hunger/thirst) <li data-bbox="472 875 1073 953">• Security (safety/protection which will assure continued survival) <li data-bbox="472 1005 997 1083">• Social (sense of belonging/love/interacting with others) <li data-bbox="472 1115 1068 1192">• Self-esteem (self-esteem/recognition/status/respect) <li data-bbox="472 1245 1062 1323">• Self-actualization (self-development/fulfillment) <p data-bbox="380 1383 1122 1549">2. According to Maslow, the needs of survival and security must be met before self-esteem and self-actualization become meaningful.</p> <p data-bbox="472 1606 1117 1730">Fire prevention as a message appeals to the essential foundations of human needs, survival, and security.</p>	<p data-bbox="1183 302 1419 338">2E-10-P310-EP</p> <p data-bbox="1183 609 1419 644">2E-11-P310-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="284 289 651 327">D. Adoption Process</p> <ol style="list-style-type: none"> <li data-bbox="381 380 1110 594">1. The adoption process says that different people will accept and use an idea at different times and for different reasons. Once a person has adopted an idea, he/she will make it part of his/her life. <li data-bbox="381 646 1101 772">2. The three steps of the adoption process: Awareness, interest, and evaluation. From that comes a decision, and action. <li data-bbox="381 825 1105 1797">3. Five types of adopters exist in our society: <ol style="list-style-type: none"> <li data-bbox="475 915 1019 999">a. Innovators - 3 percent. These people are the risk takers. <li data-bbox="475 1052 1110 1266">b. Early adopters - 13 percent. Slightly more conservative than the innovators, they often have a great deal of influence over the rest of the population. <li data-bbox="475 1318 1089 1444">c. Early majority - 34 percent. They tend to avoid risk but are interested in new ideas. <li data-bbox="475 1497 1114 1665">d. Late majority - 34 percent. This group is more skeptical and cautious and will often be guided by the early majority group. <li data-bbox="475 1717 1122 1801">e. Laggards - 16 percent. This group is not prone to change. 	<p data-bbox="1183 289 1419 327">2E-12-P310-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="380 302 1097 562">4. The fastest progress for prevention members is made by identifying and enlisting innovators and early adopters. The early majority will follow the early adopters. Identifying these groups allows more efficient use of time in the field.</p> <p data-bbox="475 615 1122 695">ADVICE: Time on an assignment is limited, spend it with those who want assistance.</p> <p data-bbox="284 766 745 804">E. Communication Process</p> <p data-bbox="380 856 1110 1073">1. “Communication is the way to friendship; every facility for exchange of words, or personal views, between people removes a stone in the walls of provincial hatreds and prejudices.”</p> <p data-bbox="699 1079 1125 1117">–Unknown blacksmith, 1840</p> <p data-bbox="380 1182 1062 1442">2. Communication is often defined as “the exchange of ideas.” For successful communications to occur, common thinking must take place between two parties and information must be passed from one person (or group) to another.</p> <p data-bbox="380 1493 1118 1839">3. The team “sends” information to a group of people. The receiving group’s perceptions of the sender affect the communication’s success. Always select a communicator the receiver believes is knowledgeable and trustworthy or with whom the receiver can identify or relate in some manner.</p>	<p data-bbox="1182 772 1419 810">2E-13-P310-EP</p>

OUTLINE	AIDS & CUES
<p>The fire prevention message must be expressed in a way that will be easily understood by the receiver. The receiver is heavily influenced by his/her field of experience.</p> <p>All messages must be sensitive to the receivers' fields of experience. The most successful messages refer to some common ground between the sender and the receiver. The more knowledge the sender has about the receiver, the more likely it is that good communications will occur.</p> <p>5. "Noise" can occur in the sending of a message. This refers to unplanned distortion or interference. It often results from a lack of common ground between the sender and the receiver.</p> <p>The more common ground the sender and the receiver can find, the less likely it is that "noise" will occur. A sign, symbol, or word may be used that is unfamiliar—or that has a different meaning to the receiver.</p> <p>6. Misuse or lack of understanding of the communication process is often the root of great difficulties in getting basic prevention messages to disparate audiences. Therefore, the sender must be open to and recognize feedback to ensure the message is received and understood correctly.</p>	

OUTLINE	AIDS & CUES
<p>V. LOCAL VALUES</p> <p>The Oxford American Dictionary says “social” is “living in an organized community, not solitary” and “of society or its organization, of the mutual relationships of people or classes living in an organized community.” The following information is advice received from previous prevention teams—what they encountered in a “social” context.</p> <p>A. Before leaving on an assignment, talk with the authorities in charge. Find out what their plan is for communicating your arrival to other employees.</p> <p>Be sure both the local, state, federal, and tribal employees are aware of your impending arrival, as they are key to a successful assignment.</p> <p>If the team is unfamiliar with the agency, be sensitive to its existing programs and culture. Local staff can greatly assist in the development of awareness and understanding of important audiences, remember they are an audience as well.</p> <p>When the team is assigned to an area that is new, they will very likely encounter some cultural differences. Before arriving, talk with a professor at a local college/university for a couple of hours about the social/economic issues there. An anthropologist can also give you helpful information about the population. Listen carefully to people.</p>	<p>2E-14-P310-EP</p>

OUTLINE	AIDS & CUES
<p>B. Upon Arrival, Meet With The Host To Find Out The Following:</p> <ol style="list-style-type: none"> 1. Different audiences that exist in the area 2. Cultural diversity concerns 3. What are the relationships between local groups? 4. Who are the opinion leaders of the group? 5. Other local issues – issues that are important to the community 	2E-15-P310-EP
<p>C. Meet with local public affairs officers, agency cooperators, and other opinion leaders or representatives of the target groups to find out the best way to communicate with the people they represent.</p> <p>Make every effort to blend in with the local population, both at the office and in the field. This includes the team uniform. Try to find someone from the area who does the work the team will do, and take his/her information to heart.</p>	2E-16-P310-EP
<p>D. Enlist Opinion Leaders Or Representatives And Ask For Their Assistance In:</p> <ol style="list-style-type: none"> 1. Helping with the design and proper wording of prevention products. 2. Arranging and attending group meetings with the team. 3. Introducing you to influential contacts. 	2E-17-P310-EP

OUTLINE	AIDS & CUES
<p data-bbox="295 310 1114 394">E. Determine The Uniform Policy In The Area. Ask Before Leaving.</p> <ol data-bbox="380 436 1036 869" style="list-style-type: none"> <li data-bbox="380 436 1036 562">1. In many areas, a uniform will not be required. They are generally not used in Alaska or the Southwest. <li data-bbox="380 617 1036 701">2. In the Southeast, a uniform of some sort will be needed. <li data-bbox="380 743 1036 869">3. In all parts of the country, try to fit in with the local population or they will not take you seriously. <p data-bbox="282 907 1045 1079">F. Establish contacts with agency personnel. If You are representing a federal agency, make every effort to talk with the local, tribal and State officials in the area the team is visiting.</p> <p data-bbox="380 1129 1084 1213">This is especially important in Alaska and in the southeastern United States.</p> <ol data-bbox="380 1264 1084 1617" style="list-style-type: none"> <li data-bbox="380 1264 1084 1482">1. In Alaska, previous prevention team members have experienced enthusiastic cooperation from members of volunteer fire departments who arranged meals and places to stay for them. <li data-bbox="380 1537 1084 1617">2. Get introduced to other influential group members. 	

OUTLINE	AIDS & CUES
<p data-bbox="284 363 1110 621">G. Take advantage of local gatherings. If you hear about local fairs or carnivals, have a booth or a presence there. Stop at the local mayor’s office or the chamber of commerce. Tell them what the team is doing and find out about service clubs in the area.</p> <p data-bbox="284 674 1089 890">H. Show you care about your hosts. Respect their cultural rules. Use their values to achieve your goals. Most agencies are pleased to work with team members, but they want to know they are important players.</p> <p data-bbox="381 942 1122 1066">1. For example, when working with the Native Americans, the team is on their land so play by their rules.</p> <p data-bbox="474 1119 1114 1423">A team member in New Mexico stressed the importance of respecting the beliefs of all members of the tribes. This individual dealt with issues ranging from prescribed cultural fire to fireworks sales. He advised that solutions are often best reached through compromise.</p> <p data-bbox="474 1476 1114 1646">Among the Zunis, fire is used as a religious tool. Elders build a big fire in the center of the reservation, and then walk home, striking small fires as they go.</p>	<p data-bbox="1187 373 1419 407">2E-18-P310-EP</p>

OUTLINE	AIDS & CUES
<p>The way the fire burns tells them how the year is going to be. The team member suggested to the reservation FMO, who was having problems with this practice, that it be seen as a prescribed natural fire, and suggested terming it a “prescribed cultural fire.” In this case, the fire would be handled only if and as it left the reservation, thus respecting the beliefs of the elders.</p> <p>2. Be prepared for some surprises. One team member described the coal piles that lie adjacent to the houses in Alaska. Coal is stored there because people were unwilling to carry it through ten feet of snow in the wintertime when they need it.</p>	<p>2E-19-P310-EP</p>
<p>I. When preparing printed materials, be sure to review any existing brochures. If possible, enhance what is already there. If you develop new materials, be sure to get input from the people the team is trying to reach. Do a little market research. Keep asking the question: “Will this be effective for this location and this population?”</p> <p>1. The team may not be expected to produce high budget items. Be sure to add all and any agency logos that are appropriate. Sometimes it is better if all agency identification is removed. This can be as easy as recopying a sheet with a sticky placed over a logo.</p> <p>2. If the team deals with language translations, go to a local university or a regional expert for assistance. Do not rely on internal staff.</p>	<p>2E-20-P310-EP</p>

OUTLINE	AIDS & CUES
<p>3. Give people choices for obtaining information. If you have internet sites you can promote, do so. In Alaska, the Project Learning Tree fire lesson was used, and people liked it.</p> <p>J. Regarding personal privacy, remember that many people living in remote areas demand a high level of privacy, and some are extremely anti-government. People in remote regions tend “not to like outsiders.” If the team is trying to reach people who make it clear they do not want to talk with you, acknowledge their life-style choice and do not bother them.</p> <p>1. Find advocates in a “difficult-to-reach” area, ask them to work as emissaries within their respective neighborhoods. Peer pressure is often very effective.</p> <p>2. In some cases, people will simply not accept advice or assistance. Respect that. There is lots of other work to do.</p> <p>K. You can make a difference. One team member assigned to the mescalero/apache reservation discovered that as a result of her work, the tribes have created a fire prevention position. She said that her success resulted from the attitude she maintained during the project. She was positive and used her “people” skills. She was ready and willing to do new and different things, and to lend a helping hand.</p>	<p>2E-21-P310-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="190 285 873 317">VI. REACHING THE HARD-TO-REACH</p> <p data-bbox="285 373 1109 632">Abraham Lincoln said, “Always bear in mind that your own resolution to succeed is more important than any other thing.” Team members have successfully reached individuals in all corners of America with important fire prevention information by being credible and getting to know the people who needed their information.</p> <p data-bbox="285 722 1101 1024">In 1994, the TriData Corporation completed a study called “Reaching the Hard-to-Reach: Techniques from Fire Prevention Programs and Other Disciplines.” Their resources determined that the following 20 key approaches and techniques for reaching a difficult audience were being used successfully around the United States.</p> <ul style="list-style-type: none"> <li data-bbox="285 1079 1057 1247">A. Conduct market research. Test products developed on the audience before distributing them to the entire group. Find out if they are understandable and useful. <li data-bbox="285 1304 1073 1381">B. Use Local Wildland Fire Data In Presentations. Statistics Add Credibility. <li data-bbox="285 1438 1109 1606">C. Consider cultural factors to tailor a program. Use familiar symbols or stories, where appropriate. Ask representatives of the target groups to work as presenters. <li data-bbox="285 1663 894 1694">D. Meet The Audience Face To Face. 	<p data-bbox="1187 327 1419 359">2E-22-P310-EP</p> <p data-bbox="1187 415 1419 447">2E-01-P310-HO</p> <p data-bbox="1187 1129 1419 1161">2E-23-P310-EP</p>

OUTLINE	AIDS & CUES
E. Respect The Audience. Do Not “Talk Down” To An Audience, Or Water Down A Message.	2E-24-P310-EP
F. Treat the problems and living conditions of the audience respectfully. Use real-life examples of fire problems.	
G. Piggyback on programs that are already reaching your target audience. Use or modify existing brochures and fire prevention materials.	
H. Develop a variety of effective materials. Refer people to brochures, videos, web sites, and/or any other available source for information.	
I. Give something away: A brochure, an assessment, a ride to a meeting. This will promote participation.	2E-25-P310-EP
J. Use learning by doing to reinforce the points. Invite people to watch assessments being conducted.	
K. Include messages that hold people responsible for their actions. Remind people that most fires are preventable.	
L. Let Opinion Leaders And Activists Do Their Thing. They Can Gain Local Support.	
M. Use peer educators whenever possible. Groups like to learn from others who are like themselves.	2E-26-P310-EP
N. Get Their Commitment.	
O. Remain Available To People Who Initially Don’t Want To Deal With The Team.	

OUTLINE	AIDS & CUES
<p>P. Form Partnerships. Work With Other Agencies Whenever Possible.</p> <p>Q. Use Volunteers.</p> <p>R. Consider Churches For Outreach. In Some Areas, Churches Carry Great Influence.</p> <p>S. Use Imaginative, But Legal Ways To Get The Objectives Accomplished.</p> <p>T. Promote Change To Achieve Long-term Progress.</p>	<p>2E-27-P310-EP</p>
<p>VII. MAKING THE CONNECTION</p> <p>Before you meet formally with the target group:</p> <p>A. Establish Objectives. Know What Needs To Be Accomplished, Specifically.</p> <p>B. Find out what the audience wants. People cooperate more freely when they see something is in their best interest.</p> <p>C. Identify the key issues, values, and priorities. Do the research. Get all the information about the target group before meeting with them.</p> <p>D. Look for a compromise. Structure a win-win situation. Offer the group something it wants/needs, and it will give back in return.</p> <p>E. Be Observant, Communication Is A Constant Process.</p>	<p>2E-28-P310-EP</p>

OUTLINE	AIDS & CUES
<p>VIII. EXERCISE - COMMUNICATING EFFICIENTLY</p> <p>Communicating efficiently avoids confusion and saves time. Never underestimate the value of the five Ws in efficient communications.</p> <p>Decide:</p> <ol style="list-style-type: none"> 1. What you want to say 2. Who you want to say it to 3. When it is best said 4. Where it should be said 5. Why it needs saying 6. And, of course, how to do it 	<p>2E-29-P310-EP</p> <p>2E-30-P310-EP</p>
<p>INSTRUCTOR NOTE: CONDUCT EXERCISE.</p>	<p>2E-02-P310-HO</p>
<p>IX. SUMMARY AND REVIEW LESSON OBJECTIVES</p> <ol style="list-style-type: none"> A. Describe the importance of identifying audiences which require specific, unique communication efforts during fire prevention education team assignments. B. Analyze And Address Unfamiliar Social And Cultural Considerations. C. Apply Techniques For Identifying And Addressing Unfamiliar Audiences And Target Populations. D. Describe The Process Of Communication. 	<p>2E-31-P310-EP</p>

COURSE: Fire Prevention Education Team Member, P-310

UNIT: 2 - Components of a Fire Prevention Education Team Operation

LESSON: 2F - Fire Prevention Material

SUGGESTED TIME: 3 Hours

TRAINING AIDS: Student Workbook, computer, LCD projector, screen, handouts, presentation software, flip chart/paper, markers

OBJECTIVES: Upon successful completion of this lesson, the student will be able to:

1. Develop on-site fire prevention educational materials.
2. Utilize fire prevention educational material tools and techniques with computer applications.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVES	2F-01-P310-EP
A. Develop On-site Fire Prevention Educational Materials.	2F-02-P310-EP
B. Utilize Fire Prevention Educational Material Tools And Techniques With Computer Applications.	
II. INTRODUCTION	2F-03-P310-EP
<p>Fire Prevention Education Teams, when activated, will have the need to know how to obtain appropriate materials to be effective. This lesson will provide information on what’s available, how to obtain materials, or how to develop custom elements.</p>	

OUTLINE	AIDS & CUES
III. LESSON CONTENTS	2F-04-P310-EP
<p>This lesson will cover a wide range of options to deliver fire prevention education materials. The contents of this lesson will cover:</p>	
A. Sources Of Fire Prevention Educational Supplies	
B. Problems Associated With Obtaining Fire Prevention Educational Materials	
C. Funding Considerations	
D. Sources Of Borrowing And Sharing	
E. Ordering Procedures	
F. Federal Government Printing Office Procedures	
G. Tools Of The Trade	2F-05-P310-EP
H. Material Available	
I. Development Tools	
J. Materials Used On Teams	
K. On-the-road, Making It Happen	2F-65-P310-EP
L. Publication Examples	
M. Custom Designs	
N. Resources Available To Create	
O. Available Software	2F-07-P310-EP

OUTLINE	AIDS & CUES
P. Before You Create	
Q. Creating The Publication	
R. Demonstrations	
IV. SOURCES OF FIRE PREVENTION EDUCATION MATERIALS	2F-08-P310-EP
List of sources to acquire various materials and supplies:	
A. National Symbols Cache, Cooperative Forest Fire Prevention Program (CFFP)	
B. National Fire Equipment And Supplies System (NFES)	
C. Licensee Catalogs	
D. Unicor - Fire Prevention Signs (www.unicor.gov)	
E. Government Printing Office (GPO)	
F. Private Print Shops	
G. State, County, And City Print Shops	
H. Donations	
I. National Fire Safety Council	
J. National Fire Protection Association (NFPA)	
K. County Extension Services	
L. National Association Of State Foresters Catalog	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> M. National Wildfire Coordination Group (NWCG) Publications Catalog Part 2, NFES 3362 N. Local Fire Agencies O. Unicor Sign Catalog P. Ad Council Q. Local Businesses R. Internet: www.nifc.gov, www.nwcg.gov, etc. 	
<p>V. PROBLEMS ASSOCIATED WITH OBTAINING FIRE PREVENTION EDUCATION MATERIALS</p> <p>Following are some things to consider when purchasing materials:</p> <ul style="list-style-type: none"> A. Use Of Smokey. Follow Policy, Team Leader Will Provide B. Do Not Use Outdated Smokey Materials And Costumes C. Establish Timeframes D. Follow GPO Regulations. Team Leader Has Them Available E. Lack Of Bilingual Materials F. Developing Or Producing Materials/Products, Follow Local Policy G. Use Current, Up-to-date Materials Including Smokey Products 	2F-09-P310-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> H. Lack Of Planning I. Public Service Advertising - Translation Into Other Languages J. Lack Of Geographic Area Specific Materials 	
<p>VI. FUNDING CONSIDERATIONS</p> <p>Some things you should know when considering funding for materials include:</p> <ul style="list-style-type: none"> A. Whose Money Is It? B. Where Is It Coming From And Is It Available Now? C. How Much? D. Limitations E. “Bang For The Buck.” F. Is Cooperative Money Available? 	2F-10-P310-EP
<p>VII. SOURCES OF BORROWING AND SHARING</p> <p>Research other opportunities to obtain prevention materials.</p> <ul style="list-style-type: none"> A. Local Fire And Non-fire Agencies B. Regional Prevention Inventories C. Internet. www.nifc.gov, www.nwccg.gov 	2F-11-P310-EP

OUTLINE	AIDS & CUES
<p>D. Copyright regulations-make sure that any use of materials, internet or otherwise, provides Authorization for use.</p>	
<p>VIII. ORDERING PROCEDURES</p> <p>Know the ordering system and seek help for specialists. Make them a partner.</p> <p>A. Identify Needs</p> <p>B. Prepare Requisition</p> <p>C. Get Approval Of Finance Or Local Purchasing Agent</p> <p>D. Get Team Leader Approval</p> <p>E. Identify Funding Through Finance Or Local Purchasing Agent</p> <p>F. Network With Agencies To Identify Optimum Purchasing Procedures</p>	<p>2F-12-P310-EP</p>
<p>IX. FEDERAL GOVERNMENT PRINTING OFFICE PROCEDURES (GPO)</p> <p>Federal agencies must follow GPO procedures when purchasing printing or duplication services.</p> <p>A. Printing And Duplicating Must Go Through GPO If Assigned To A Federal Agency.</p> <p>B. Waivers Can Be Granted Verbally For One Time, Non-repeating Orders, Based On Needs And Circumstances.</p>	<p>2F-13-P310-EP</p>

OUTLINE	AIDS & CUES
<p>C. Check With Local Printing Specialists On Procedures.</p> <p>D. If on weekends or holidays, do what is needed; document actions, make contact with printing specialists as soon as available.</p>	
<p>X. TOOLS OF THE TRADE</p> <p>A. Existing Available Fire Prevention Education Demonstration Materials.</p>	2F-14-P310-EP
<p>INSTRUCTOR NOTE: ACQUIRE VARIOUS MATERIAL SAMPLES. DEMONSTRATE AND DISCUSS USE. HAND OUT TO STUDENTS.</p>	2F-15-P310-EP
<p>1. Smokey Bear, Cooperative Forest Fire Prevention</p>	2F-01-P310-HO
<p>2. The Fire Prevention Education Team</p>	2F-02-P310-HO
<p>3. Wildland fire prevention guides</p>	
<p>B. Material Development Tool Demonstration. The Following Are Suggested Items:</p>	
<p>INSTRUCTOR NOTE: DEMONSTRATE AND DISCUSS USE OF VARIOUS MATERIAL DEVELOPMENT TOOLS. HAND OUT TO STUDENTS. NEED TO HAVE ACCESS TO POWERPOINT TO DEMONSTRATE. POSSIBLE EXAMPLES.</p>	2F-16-P310-EP
<p>1. Clip Art - Compact Disc</p>	2F-01-P310-CD
<p>2. Fire Prevention Templates - Compact Disc</p>	2F-02-P310-CD

OUTLINE	AIDS & CUES
3. Fire Prevention Tool Box - Compact Disc	2F-03-P310-CD
C. Materials Use On Prevention Team Assignments.	2F-17-P310-EP
<ol style="list-style-type: none"> 1. The Fire Prevention Education Team must be innovative in selecting the best way to reach their target audience with a fire prevention message. 2. Select the venue that will get the most exposure and reach the most people. 3. Gather intelligence from locals in the area. They are your best source of information of what works in their community to deliver messages. <p>Be sure to differentiate between your target audiences. Most likely there will be different values for targeting local residents versus recreationists using the area the team is serving.</p>	
<p>INSTRUCTOR NOTE: SHOW/ADD VISUALS DEPICTING USE OF FIRE PREVENTION MATERIALS BASED ON THE INSTRUCTOR EXPERIENCE.</p>	
<ol style="list-style-type: none"> 4. Samples of materials use: <ul style="list-style-type: none"> • Movie theater • Billboards slides 	2F-18-P310-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Electronic media boards • Sports events • Grocery bags • Placemats • Posters • Trading cards • Photos • Satellite TV • Web sites • Roadside stops • Fairs, displays, exhibits • Flyers • Bumper stickers • Utility bill inserts • United Parcel Service • Portfolios • Door hangers • Magnets • Community meetings • Newspaper inserts • Highway electronic signs. 	<p>2F-19-P310-EP</p>
<p>INSTRUCTOR NOTE: SURVEY THE STUDENTS ON ADDITIONAL MATERIAL IDEAS. DOCUMENT ON FLIP CHARTS.</p> <p>D. Activities Or Events Are Very Effective As A Method To Distribute Fire Prevention Education Materials.</p> <p>Examples of where materials may be effective:</p>	<p>2F-20-P310-EP</p>

OUTLINE	AIDS & CUES
• Talk shows	2F-21-P310-EP
• Interviews	2F-22-P310-EP
• Sports events	2F-23-P310-EP
• Homeowner contacts	2F-24-P310-EP
• Exhibits	2F-25-P310-EP
• Displays	2F-26-P310-EP
• Trade shows	2F-27-P310-EP
• Interagency activities	2F-28-P310-EP
• Cooperators	2F-29-P310-EP
• Cable TV	2F-30-P310-EP
• Partnerships	2F-31-P310-EP
<p>INSTRUCTOR: SURVEY THE STUDENTS ON ADDITIONAL ACTIVITIES. DOCUMENT ON FLIP CHARTS.</p>	
E. On The Road	2F-32-P310-EP
1. Making it work	
a. Explore the need for materials.	2F-33-P310-EP
b. Review team objectives.	2F-34-P310-EP
c. Review current publications in use on the unit.	2F-35-P310-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> d. Decide if you can modify a template previously used on other team assignments or if a custom publication is needed. 	2F-36-P310-EP
<ul style="list-style-type: none"> 2. Publication examples. Designed to help teams. 	2F-37-P310-EP
<ul style="list-style-type: none"> 3. Custom designs. 	2F-38-P310-EP
<ul style="list-style-type: none"> a. Flyers 	2F-39-P310-EP
<ul style="list-style-type: none"> b. Brochures 	2F-40-P310-EP
<ul style="list-style-type: none"> c. Computer based presentation 	2F-41-P310-EP
<ul style="list-style-type: none"> d. Web sites 	2F-42-P310-EP 2F-43-P310-EP
<ul style="list-style-type: none"> 4. Resources available to create publication. 	2F-44-P310-EP 2F-03-P310-HO
<ul style="list-style-type: none"> a. Existing templates 	
<ul style="list-style-type: none"> b. Clip art galleries for use in publication 	
<ul style="list-style-type: none"> c. Commercial CD's of clip art 	
<ul style="list-style-type: none"> d. Web sites - discuss copyright violations 	
<ul style="list-style-type: none"> 5. Software available to create materials. 	2F-45-P310-EP
<ul style="list-style-type: none"> a. PowerPoint 	2F-46-P310-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> b. MS Publisher c. PageMaker d. MS Word e. Adobe Photoshop f. Adobe PDF 	
<ul style="list-style-type: none"> 6. Before you create <ul style="list-style-type: none"> a. Where are you going to print your publication? b. When going to a print shop, ask how they want the file format before doing the project. c. Select a font that crosses over in most programs. d. Select the software that meets the needs of your printing and sharing of the files. Is it being shared via e-mail? e. Does everyone have the program installed that the publication was created in? f. Will it be posted on the web? 	<p>2F-47-P310-EP</p>

OUTLINE	AIDS & CUES
<p>F. Creating The Publication</p> <ol style="list-style-type: none"> 1. Design and field application of National Fire Prevention Education Team standard software templates. 2. Design and field application of alternative product development. Demonstration of cut and paste of text and paste of text and clip art into a flyer. <p>INSTRUCTOR NOTE: DEMONSTRATE TEMPLATE USE.</p> <p>G. It Works</p> <p>Field study and examples of actual team materials development and utilization.</p>	<p>2F-48-P310-EP</p>
<p>XI. SUMMARY AND REVIEW LESSON OBJECTIVES</p> <ol style="list-style-type: none"> A. Develop On-site Fire Prevention Educational Materials. B. Utilize Fire Prevention Educational Material Tools And Techniques With Computer Applications. 	<p>2F-49-P310-EP</p>

COURSE: Fire Prevention Education Team Member, P-310

UNIT: 3 - Bringing "It" All Together

LESSON: 3A - Operations

SUGGESTED TIME: 3 Hours

TRAINING AIDS: Student Workbook, computer, LCD projector, screen, handouts, presentation software, flip chart/paper, markers

OBJECTIVE: Upon successful completion of this lesson, the student will be able to:

Identify the operational characteristics of a Fire Prevention Education Team.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVE	3A-01-P310-EP
Identify the operational characteristics of a Fire Prevention Education Team.	3A-02-P310-EP
II. INTRODUCTION	3A-03-P-310-EP
A. The success or failure of any Fire Prevention Education Team assignment can be measured by how effective the entire team is at supporting each other, their host unit, and how well they communicate the mission with all levels of the involved agencies and public they are serving.	
The operational aspects of a team assignment play a vital role in insuring that the necessary support structure is developed for the size, scope, and complexities of the mission.	

OUTLINE	AIDS & CUES
<p>A successful outcome depends on how well everyone works together to reduce the number of human-caused ignitions during a fire severity assignment or any time that extra prevention effort is needed. A coordinated group of energetic, creative people can make the difference.</p>	
<p>B. Operations Overview</p> <p>The operations section is where we discuss the assignment's nuts and bolts, the needs and ways to get the job done.</p> <p>This is the unit where we try to pull it all together!</p>	
<p>1. Requesting unit's roles and responsibilities</p>	3A-04-P-310-EP
<p>2. Team member pre-assignment preparation</p>	
<p>3. Team member on-site assignment actions</p>	
<p>4. Documentation and wrap-up</p>	3A-05-P-310-EP
<p>5. Group exercises and presentations</p>	
<p>III. REQUESTING UNIT'S ROLES AND RESPONSIBILITIES</p>	3A-06-P-310-EP
<p>Prior to the team's arrival, the requesting unit should:</p>	
<p>A. Team Expectations</p> <p>Determine expectations of the team and document these expectations in writing. These will be used to assemble a group of individuals with the necessary skills to accomplish the tasks and objectives.</p>	

OUTLINE	AIDS & CUES
<p data-bbox="284 283 527 325">B. Marketing</p> <p data-bbox="378 373 1123 588">Make appropriate notifications of the arrival of the team and their mission. It is important that employees and external partners know a fire prevention team is arriving and why they have been ordered.</p> <p data-bbox="284 640 555 682">C. Notification</p> <p data-bbox="378 730 1112 903">People in our agencies have become accustomed to outside overhead teams coming in to manage large fires and complexes, but fire prevention teams are still a new concept.</p> <p data-bbox="378 951 993 1039">Notification should include people at the following levels:</p> <ol data-bbox="378 1087 824 1302" style="list-style-type: none"> <li data-bbox="378 1087 560 1129">1. Local <li data-bbox="378 1171 587 1213">2. Internal <li data-bbox="378 1260 824 1302">3. Other affected agencies <p data-bbox="378 1350 1101 1522">Don't forget to document the methods that were used in making these notifications such as e-mail, phone calls, and family meetings. Also include lists of contacted individuals.</p> <p data-bbox="284 1575 698 1617">D. Key Contact Persons</p> <p data-bbox="378 1665 1084 1753">Develop a list of persons and agencies the team should immediately contact upon arrival.</p> <ol data-bbox="474 1801 1117 1921" style="list-style-type: none"> <li data-bbox="474 1801 901 1843">1. Agency liaison person <li data-bbox="474 1885 1117 1921">2. Local finance/procurement specialist 	

OUTLINE	AIDS & CUES
<p style="text-align: center;">3. Local Public Affairs Specialist</p> <p>E. Funding</p> <p style="padding-left: 40px;">Secure the funding. Who is the source of this funding and what are the limitations of that funding? This should be done before bringing in a team.</p> <p>F. Delegation of Authority</p>	
<p>INSTRUCTOR: HAND OUT DELEGATION OF AUTHORITY SAMPLE.</p> <p style="padding-left: 40px;">Draft the delegation of authority or letter of agreement for the team. This document should list the objectives and expectations of the assignment.</p>	3A-01-P310-HO
<p>IV. PRE-ASSIGNMENT PREPARATION</p> <p>A. Pre-assignment preparation should include an understanding of and being comfortable with the assignment before accepting the assignment.</p> <p>B. As this is not a fire assignment, the team generally will have time available to prepare for the assignment prior to travel. Proper preparation will be essential to the assignment's successful completion.</p> <p>C. Remember, you can't return home to retrieve a publication from the bookshelf or some document stored on the desktop computer, so the team must arrive prepared to be fully functional.</p>	3A-07-P310-EP

OUTLINE	AIDS & CUES
<p>D. Contact The Team Leader To Get An Overview Of The Assignment.</p> <p>E. What is the nature and expectations of this assignment? Have everything lined up when you make yourself available, so assignment can be accepted when called.</p> <p>F. What Resource Materials Will I Need To Take With Me To This Assignment?</p> <p>G. Understanding the nature and expectations of the assignment will help determine the proper materials to assemble.</p> <p>H. It Is Essential To Assemble A Personal Reference And Resource Kit With Items Such As:</p> <ol style="list-style-type: none"> 1. Publications <ol style="list-style-type: none"> a. National Interagency Mobilization Guide b. NWCG publication catalog and prevention guides c. Unicolor sign catalog d. Arson materials e. Wildland or wildfire materials f. Environmental education materials 2. Personal networking list <p>Who are those special people you work with and rely on at home?</p> 	

OUTLINE	AIDS & CUES
<p>You may find it important to reach out to them for support and help while you are on the road from the home office or location.</p>	
<p>I. What Type Of Clothing And Equipment Do I Need To Consider Bringing?</p> <ol style="list-style-type: none"> 1. Civilian clothes, agency uniform, or PPE? 2. Field or dress-up clothes? 3. Computer, printer, software, templates, digital camera, etc. Any equipment should be on the resource order. 4. Credit card, phone card. 	3A-08-P-310-EP
<p>J. Transportation, Travel, And Other Logistics</p> <ol style="list-style-type: none"> 1. How will I travel to the assignment? 2. What are the arrangements and is a travel authorization required? 3. Who is responsible for making the travel arrangements for federal, state, or AD? 4. Government fleet or rental vehicle, drivers must meet agency driving requirements, such as, defensive driving requirements. 	
<p>K. Research The Local Area</p> <p>The internet can be used to research information about the area in which the team will be working regarding local issues and politics, demographics, and local and regional media.</p>	

OUTLINE	AIDS & CUES
V. ON-SITE ASSIGNMENT ACTIONS	3A-09-P310-EP
Here are seven elements to implement a successful wildfire prevention education assignment.	
A. Briefing And Orientation	3A-10-P310-EP
Upon arrival at the assignment, the team should receive a briefing and orientation.	
1. Make sure everyone understands the assignment's goals and objectives. All Team members should have a clear understanding of the team's mission.	
2. Will the team be creating the fire prevention education plan or implementing a plan developed by the local fire management group?	
3. The team may be transitioning with a previous Fire Prevention Education Team and implementing a plan that they created.	
4. The duration of the severity can last longer than 14 days, so teams or team members may come and go.	
5. Receive a copy of the team's Delegation of Authority letter.	

OUTLINE	AIDS & CUES
<p>6. Organization</p> <p>What is the chain of command?</p> <ul style="list-style-type: none"> a. Where does the team fit? b. Who does the team report to? c. What is expected of the team and how will the evaluation take place? d. Establish reporting procedures. <p>7. Documentation</p> <ul style="list-style-type: none"> a. What type of final report will be required at closeout? b. What other kinds of documents might be desired? <p>B. Host Information</p> <ul style="list-style-type: none"> 1. Ensure the briefing includes local and specific information. 2. Issues and sensitivities. <p>Don't get involved in interagency politics. Remember you are here to work for, and with, everyone.</p>	<p>3A-11-P310-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> 3. Suggested key contacts. <ul style="list-style-type: none"> a. Interagency b. Internal c. Media d. Political 	
<p>C. Financial Rules And Constraints</p> <p>Remember...this is not a fire assignment, and the team will be working on a budget.</p> <ul style="list-style-type: none"> 1. How much money does the team have? 2. How does the team account for its spending? 3. Who has spending authority? 4. Who is going to track finances? 5. Keep accurate and up-to-date records. 	3A-12-P310-EP
<p>D. Priorities And Time Constraints</p> <ul style="list-style-type: none"> 1. What should the team do first? 2. What are the long-term priorities? 3. What are the time constraints? <p>There might be some immediate or short-term concerns and needs that should be acted on right away.</p>	3A-13-P310-EP

OUTLINE	AIDS & CUES
<p>E. Logistics And Support</p> <p>Where will the team work? Will there be office space or will this be a mobile office from the rental car?</p> <ol style="list-style-type: none"> 1. Telephones/cellular phones/pagers - all with local numbers 2. Fax machines 3. Flip charts 4. Computers and printers 5. E-mail 	<p>3A-14-P310-EP</p>
<p>F. Who Might The team Be Working With?</p> <p>Depending on the assignment, the team can expect to work with a number of technical specialists. The specialists may include:</p> <ol style="list-style-type: none"> 1. Fire prevention 2. Public affairs 3. Writer editor 4. Prescribed fire 5. Environmental education 6. Webmaster or computer publications 7. Law enforcement 	<p>3A-15-P310-EP</p>

OUTLINE	AIDS & CUES
<p>Determine and order the resources that will be needed within budgetary restraints.</p> <p>G. Fire Prevention Education Action Plan</p> <p>Now is the time to prepare the plan to successfully accomplish the mission of the Fire Prevention Education Team within the designated timeframe and budget.</p> <p>Team experiences vary widely. The scope of the assignment will determine the depth of the planning effort.</p>	<p>3A-16-P310-EP</p>
<p>The course has provided processes and tools to help prepare the team's fire prevention education plan. Reviewing the assessment process, the team will want to collect the information and make an evaluation of the area.</p> <ol style="list-style-type: none"> 1. Community assessment <ol style="list-style-type: none"> a. Risk b. Hazard c. Values d. Fire occurrence evaluation e. Identify the problems and target the audience f. Identify opportunities or barriers to a successful fire prevention education effort 	<p>3A-17-P310-EP</p>

OUTLINE	AIDS & CUES
<p>2. Wildland Fire Prevention Mitigation Plan.</p> <ul style="list-style-type: none"> a. Develop realistic work plans b. Don't bite off more than you can chew c. Base actions on known and predicted human behavior d. Be sensitive to local politics and cultures e. Communicate the plan <ul style="list-style-type: none"> (1) Amongst the team (2) To whoever the team reports (3) With the cooperating agencies 	<p>3A-18-P310-EP</p>
<p>3. Communication plan</p> <p>Develop the media campaign to accomplish the Wildland Fire Prevention Mitigation Plan.</p> <p>This is where you can put to use the information from your pre-arrival research, on-site briefing and assessment, and team objectives.</p> <p>While preparing the communications plan, consider:</p> <ul style="list-style-type: none"> a. Type and reach of the local and regional media 	<p>3A-19-P310-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> b. Community organizations c. Local, state, and federal public officials d. Private sector cooperators e. Other key individuals f. Community media outlets 	
<p>VI. DOCUMENTATION</p> <p>Remember to document all team actions along the way. There are several forms that may be helpful.</p>	3A-20-P310-EP
<p>A. Unit Log</p> <p>Team members should document details regarding their activities and work accomplishments. Each team member's daily log will be essential in the preparation of the closeout report.</p>	3A-21-P310-EP 3A-02-P310-HO
<p>B. Daily Contact Log</p>	3A-03-P310-HO 3A-22-P310-EP 3A-23-P310-EP
<p>C. Conversation Record</p>	3A-04-P310-HO 3A-24-P310-EP
<p>D. Final Report</p> <p>This is a summary of everything the team worked on during the assignment and will cover the transition and closeout in detail.</p>	3A-25-P310-EP 3A-26-P310-EP

OUTLINE	AIDS & CUES
<p>E. Nuts And Bolts Of The Assignment</p> <p>Don't forget to identify any special recognition or awards for individuals or groups who provided outstanding fire prevention education programs.</p> <p>Document barriers, successes, failures, and possible improvements or solutions for the future.</p>	3A-27-P310-EP
<p>F. Close The Loop</p> <p>As the team prepares to depart, remember to make the final "thank you for your assistance" phone calls and visits to key contacts. Don't forget to thank internal unit employees also.</p>	3A-28-P310-EP
<p>VII. SUMMARY</p> <p>To summarize this unit, operations is the nuts and bolts of the Fire Prevention Education Team assignment.</p> <p>We have discussed the:</p> <ul style="list-style-type: none"> · Requesting unit's roles and responsibilities · Pre-assignment preparation · On-site assignment actions · Documentation and wrap-up 	3A-29-P310-EP
<p>VIII. QUESTIONS PERIOD</p> <p>Are there any questions prior to moving to the group exercises?</p>	

OUTLINE	AIDS & CUES
<p>IX. GROUP EXERCISES</p> <p>INSTRUCTOR NOTE: DIVIDE THE CLASS INTO TWO GROUPS. GIVE EACH GROUP ONE OF THE FOLLOWING SCENARIOS FOR PREPARATION OF A CLASS PRESENTATION.</p> <p>A. Fire Prevention Education Team</p> <p>B. Interagency Fire Management Group Ordering A Fire Prevention Education Team</p> <p>INSTRUCTOR NOTE: SUGGESTED TIMEFRAME FOR PRESENTATION PREPARATION-30 MINUTES. BREAK-OUT GROUP PRESENTATIONS TO LAST NO LONGER THAN 8-10 MINUTES EACH.</p> <p>ASK FOR QUESTIONS AND ANSWERS AT THE END OF THE GROUP PRESENTATIONS.</p>	<p>3A-30-P310-EP</p> <p>3A-05-P310-HO</p> <p>3A-06-P310-HO</p> <p>3A-07-P310-HO</p>
<p>X. SUMMARY AND REVIEW LESSON OBJECTIVES</p> <p>Identify the operational characteristics of a Fire Prevention Education Team.</p>	<p>3A-31-P310-EP</p>

COURSE: Fire Prevention Education Team Member, P-310

UNIT: 3 - Bringing “It” All Together

LESSON: 3B - Transition and Closeout

SUGGESTED TIME: 1 Hour

TRAINING AIDS: Student Workbook, computer, LCD projector, screen, handouts, presentation software, flip chart/paper, markers

OBJECTIVE: Upon successful completion of this lesson, the student will be able to:
Describe the elements of Fire Prevention Education Team transition and adequate closeout meetings.

OUTLINE	AIDS & CUES
I. OBJECTIVE	3B-01-P310-EP
Describe the elements of Fire Prevention Education Team transition and adequate closeout meetings.	3B-02-P310-EP
II. INTRODUCTION	3B-03-P310-EP
The role of Fire Prevention Education Teams continues to become more complex. This complexity often requires more than one team to complete the host unit expectations. When this occurs, multiple teams must transition from one team to another. This lesson will provide necessary information to make this effort work smoothly. This lesson will also provide necessary information on completing the team closeout requirements.	

OUTLINE	AIDS & CUES
<p>III. TEAM TRANSITION</p> <p>Transition will occur when one team or some of its members are leaving and being replaced by others.</p> <p>Transition should be organized, scheduled, and planned with an adequate overlap time estimate of two days. This will reduce confusion and wasted time.</p>	3B-04-P310-EP
<p>A. Provide A Complete Briefing Package.</p> <p>B. Review Current Activities, Their Status, And Who Will Carry Them Through To Completion.</p> <p>C. Provide A List Of Key Contacts, Both Internal And External, Of The Agencies.</p> <p>D. Provide Current List Of Requested Actions To Be Accomplished By The Incoming Prevention Team.</p>	3B-05-P310-EP
<p>E. If a team member leaves early, their portion of the final report needs to be completed before departure (or at least daily summaries).</p> <p>F. When a team is leaving, a copy of their final report should always be left with the incoming team.</p>	3B-06-P310-EP

OUTLINE	AIDS & CUES
<p>IV. CLOSEOUT</p> <p>Closeout occurs prior to a team leaving. It is a face-to-face meeting with the team and the requesting agency to discuss the team’s assignment and what is in the final report.</p>	3B-07-P310-EP
<p>A. Some considerations for a successful closeout are:</p> <ol style="list-style-type: none"> 1. How, where, and when should the Closeout meeting occur? 2. Who needs to be invited (agency managers, unit leaders, etc.)? 3. Who will facilitate and take notes for the closeout meeting? 4. Accomplishment of the team objectives. 5. Identify who will be the key contact at the local level for any follow-up activities or questions. 	3B-08-P310-EP
<ol style="list-style-type: none"> 6. Who should be contacted before departure (County Judges, County Fire Marshals, OES representatives, key political figures, and media)? 7. What kind of final package (materials, information, documentation) does the requesting unit want left behind? 	3B-09-P310-EP
<p>B. Treat Sensitive Issues As Directed By The Requesting Agency.</p>	3B-10-P310-EP

OUTLINE	AIDS & CUES
<p>C. Prepare performance ratings for team members as necessary. Ask the requesting agency for a written performance evaluation for the team.</p>	
<p>V. DEMOBILIZATION</p> <p>Demobilization should be a planned and orderly release from the assignment. Demobilization considerations include:</p> <p>A. Demob needs to occur just as it does on any normal fire assignment. Consider this early in the assignment. Give resource orders to the team leader upon arrival at the incident. Make sure all work/rest ratios are met.</p> <p>B. Release of the team or any of its members needs to occur through normal dispatch channels.</p> <p>C. Travel Arrangements Will Be Made Per The Local Dispatch Center's Standard Operating Procedure.</p> <p>D. Be sure to give dispatch all pertinent information at release: Resource order number, request number, and destination of travel.</p>	<p>3B-11-P310-EP</p>

OUTLINE	AIDS & CUES
<p>VI. CLOSEOUT/EXIT REPORT FORMAT</p> <p>The following is a report format that has been used by teams, it has been very satisfactory, and has met the needs of the requesting units.</p> <p>A. Background</p> <p>B. Team Charter Or Requesting Agency Direction</p> <p>C. Team Actions/Accomplishments</p> <p>D. Observations And Recommendations</p> <p>E. Commendations</p> <p>F. Conclusions</p> <p>G. Team Members</p>	<p>3B-12-P310-EP</p>
<p>H. Appendix Recommendations</p> <ul style="list-style-type: none"> • Appendix 1 – Costs • Appendix 2 - Key contact lists • Appendix 3 - Products and materials produced • Appendix 4 - Daily summaries 	<p>3B-13-P310-EP</p>
<p>VII. SUMMARY AND REVIEW LESSON OBJECTIVES</p> <p>Describe the elements of Fire Prevention Education Team transition and adequate closeout meetings.</p>	<p>3B-14-P310-EP</p>

COURSE: Fire Prevention Education Team Member, P-310

UNIT: 4 - Making "It" Happen

SUGGESTED TIME: 7 Hours

TRAINING AIDS: Student Workbook, computer, LCD projector, screen, handouts, software, flip chart/paper, markers and test.

OBJECTIVES: Upon successful completion of this lesson, the student will be able to:

1. Develop a Wildland Fire Prevention Mitigation Plan.
2. Actively participate in a presentation of a Wildland Fire Prevention Mitigation Plan.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVES	4A-01-P310-EP
A. Develop A Wildland Fire Prevention Mitigation Plan.	4A-02-P310-EP
B. Actively Participate In A Presentation Of A Wildland Fire Prevention Mitigation Plan.	4A-03-P310-EP
II. INTRODUCTION Fire Prevention Education Teams, upon arrival at a site, will generally be required to develop strategies and present those ideas for action. This exercise utilizes simulated scenarios for action plan development. These plans will be presented to the entire group.	4A-01-P310-HO 4A-02-P310-HO 4A-03-P310-HO
INSTRUCTOR NOTE: PREPARE SCENARIOS FOR EACH ASSIGNED GROUP OR USE THE SUGGESTED SCENARIOS. THIS SHOULD BE PROVIDED AS A HANDOUT.	4A-04-P310-HO 4A-05-P310-HO 4A-06-P310-HO 4A-07-P310-HO

OUTLINE	AIDS & CUES
III. POTENTIAL EXERCISE SCENARIOS	4A-04-P310-EP
<p>This exercise will develop a Wildland Fire Prevention Mitigation Plan utilizing simulated scenarios. The following is a list of examples used previously:</p>	4A-05-P310-EP
A. Fourth Of July In The Southwest	
B. Timber Blow Down In The Northeast	
C. Wildland Urban Interface	
D. Boy Scouts Increase Fire Occurrence	
E. Mushroom Gathering	
F. Bilingual Fire Prevention Action Plan	
G. High Use Event Fire Prevention	
H. Multi Agency Plan Complex	
I. High Political/Election Year, Aggressive Public Information	
J. Border Fires	
K. Prescribed Fires Vs. Fire Prevention	
L. General Fire Prevention	
M. Community Outreach	
N. Youth Programs/Campaigns	
O. Arson/Incendiary	

OUTLINE	AIDS & CUES
<p>IV. TEAM LOGISTICS</p> <p>A. Task Assignments</p> <p>Scenarios</p> <p>B. Facilities</p> <p>Where, what room, etc.</p> <p>C. Team Expectations.</p> <p>D. Logistical Support Needs For Each Work Group</p> <p>Some considerations:</p> <ol style="list-style-type: none"> 1. Flip charts with necessary pens 2. Tape 3. Writeable CD's 4. Computers with PowerPoint 5. Necessary guides, fire prevention 6. Other presentation material; i.e. overhead transparencies 7. Samples of other fire prevention programs 8. Copy capability 9. Computer printer 10. Envelopes 	<p>4A-06-P310-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="380 285 760 323">11. Transparency pens</p> <p data-bbox="380 373 565 411">12. Paper</p> <p data-bbox="190 445 578 483">V. TEAM EXERCISE</p> <p data-bbox="284 529 1114 611">This team exercise will serve as the cumulation of all the information and experience to date from this course.</p> <p data-bbox="284 661 1000 791">A. Teams have been selected, the task is to perform as if you have been assigned to a Host Agency.</p> <ol data-bbox="380 842 1091 1234" style="list-style-type: none"> <li data-bbox="380 842 1070 924">1. The team senario will be provided by an assigned team coach. <li data-bbox="380 974 1078 1056">2. The team coach will be a key to facilitate your needs, within reason. <li data-bbox="380 1106 1091 1234">3. There will be several different senarios, depending on the number of teams, some teams may be working on the same one. <p data-bbox="284 1285 1015 1415">B. The teams will work on their own schedule and take whatever amount of time they are willing to spend.</p> <p data-bbox="284 1465 1062 1547">C. The Teams Will Be Given 5 To 8 Minutes For Individual Presentations In The Morning.</p> <p data-bbox="284 1598 1094 1680">D. The Logistic Information Has Been Provided, If Anything Else Is Required, Notify The Coach.</p> <p data-bbox="190 1730 1122 1812">INSTRUCTOR NOTE: HAVE TEAMS PROCEED TO THEIR ASSIGNED LOCATIONS AND BEGIN WORK.</p>	<p data-bbox="1182 449 1422 487">4A-07-P310-EP</p>

OUTLINE	AIDS & CUES
<p>INSTRUCTOR NOTE: THE FOLLOWING SECTION CAN SERVE AS INSTRUCTIONS TO THE COACHES AND DOES NOT NEED TO BE A PART OF THE CLASSROOM PRESENTATION.</p> <p>VI. ROLE OF THE COACH</p> <p>A. There Are Three Major Roles Of The Coach</p> <ol style="list-style-type: none"> 1. Evaluator of team performance 2. Group facilitator 3. Teacher and mentor <p>B. Evaluator Of Team Performance</p> <p>This is probably the most challenging of the three roles of the coach. Performance evaluations must be written up following the exercise activity.</p> <ol style="list-style-type: none"> 1. Another factor making evaluation a challenge is the actual presence of the coach in the group. Students may not feel at ease expressing themselves or interacting with other group members under the watchful eyes of the coach, especially at the beginning. 	<p>4A-08-P310-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="380 302 1122 653">2. However, if the coach is not “in” the group, the coach will not be able to evaluate team performance in a meaningful way. Indeed, the individual’s ability to overcome initial hesitancy or shyness and assume leadership in a group setting is something that can, and should, be evaluated since it relates to team member potential.</p> <p data-bbox="285 705 1024 835">C. The First Time The Coach Meets With The Group, The Following Items Need To Be Explained:</p> <p data-bbox="380 888 1008 968">1. Expectations of the coach regarding student performance.</p> <p data-bbox="475 1020 1105 1409">Students are expected to be on time for assignments, to be prepared when they arrive, to have completed all previous assignments in a legible and coherent fashion, and to actively participate in the exercise. We also expect them to honestly evaluate the course itself and the presentation at the completion of the exercise.</p> <p data-bbox="380 1430 1016 1509">2. Ways in which students can excel or perform well in the exercise.</p> <p data-bbox="475 1562 1122 1866">Active participation in the exercise is the key to excelling. We want students to ask a lot of questions, pose possible solutions to problems presented to the group, speak to the class as a whole and as a representative of their group, and challenge instructors when they need clarification.</p>	

OUTLINE	AIDS & CUES
<p>3. The role of the coach (evaluator, facilitator, mentor).</p> <p>What the coach is doing is naturally a big question in the minds of the students. This needs to be explained to the group at the earliest possible opportunity, since it tends to put the group somewhat at ease and can be an icebreaker.</p> <ul style="list-style-type: none"> a. Get the group to their meeting room and provide them needed supplies (flip chart/pens, overhead material, etc.). b. Provide some sideboards to the group so they will focus on the information provided and task to accomplish. c. Don't become the group leader, but do facilitate, and help them focus on the task; make sure everyone is allowed to participate. d. Help keep the group on time. Can they break out tasks and have all members work on them? If something is covered, have them move on. e. If you have the opportunity, share short examples of what you have seen work! 	

OUTLINE	AIDS & CUES
<p data-bbox="284 327 638 365">D. Group Facilitator</p> <p data-bbox="378 420 1105 856">The coach needs to be the one person in the group who makes sure the group stays on track. This can involve: Prodding the group when it gets hung up or sidetracked on a particular issue; reminding the group of time deadlines it is facing in exercises; suggesting possible solutions after the group has run out of steam; quelling disruptions; obtaining necessary work supplies for the group (flip chart paper, markers, mobilization guides, etc.).</p> <p data-bbox="284 909 691 947">E. Teacher And Mentor</p> <ol data-bbox="378 999 1105 1654" style="list-style-type: none"> <li data-bbox="378 999 1105 1346">1. This is one of the more enjoyable parts of the job of coach. The coach can fill some valuable gaps not covered by formal instruction or self-study. The coach has the opportunity to contribute to the overall knowledge and understanding of the group, but must be careful to not become the actual leader of the group. <li data-bbox="378 1398 1105 1654">2. Coaches also have the opportunities to help individuals within the group through providing one-on-one guidance. Remember, do not tell the students what you would do, ask them what they would do. <p data-bbox="190 1703 1092 1780">INSTRUCTOR NOTE: RESUME THE CLASSROOM PRESENTATION.</p>	

OUTLINE	AIDS & CUES
<p>VII. CONDUCT THE PRESENTATIONS</p> <ul style="list-style-type: none"> A. Each Group Will Be Required To Make A Team Presentation. B. Provide For Presentation Critique With The Entire Class. 	4A-09-P310-EP
<p>VIII. SUMMARY AND REVIEW LESSON OBJECTIVES</p> <ul style="list-style-type: none"> A. Develop A Wildland Fire Prevention Mitigation Plan. B. Actively Participate In A Presentation Of A Wildland Fire Prevention Mitigation Plan. 	4A-10-P310-EP

COURSE: Fire Prevention Education Team Member, P-310

UNIT: 5 — Course Summary and Testing

SUGGESTED TIME: 2 Hours

TRAINING AIDS: Student Workbook, computer, LCD projector, screen, handouts, software, flip chart/paper, markers and test.

OBJECTIVE: Upon successful completion of this lesson, the student will be able to:

Demonstrate the skill and knowledge required to become a Fire Prevention Education Team Member.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVE Demonstrate the skill and knowledge required to become a Fire Prevention Education Team Member.	5-01-P310-EP 5-02-P310-EP
II. CLOSEOUT/COURSE REVIEW P-310, Fire Prevention Education Team Member training has been completed. The following is a review of all unit and lesson objectives.	5-03-P310-EP
III. REVIEW AND SUMMARIZE COURSE OBJECTIVE Demonstrate skills and knowledge to participate effectively as a member of a Fire Prevention Education Team.	5-04-P310-EP

OUTLINE	AIDS & CUES
IV. REVIEW AND SUMMARIZE UNIT AND LESSON OBJECTIVES	5-05-P310-EP
A. Unit 0 - Introduction	5-06-P310-EP
1. Lesson 0A Course Introduction	
a. Introduce students, instructors, and course expectations.	
b. Identify unit/lesson topics, required performance levels, and logistical concerns.	
2. Lesson 0B National Perspective	5-07-P310-EP
a. Identify the fundamental use of Fire Prevention Education Teams.	5-08-P310-EP
b. Describe the history of Fire Prevention Education Teams.	
c. Encourage the use of Fire Prevention Education Teams.	
d. Define and overcome obstacles.	
3. Lesson 0C Case Studies	5-09-P310-EP
a. Identify and describe historic Fire Prevention Education Team mobilizations from the perspective of team member, agency administrator, and fire manager.	5-10-P310-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> b. Describe the difference in national team mobilizations and routine fire prevention operations on home units. c. Describe the impact that advanced Fire Prevention Education Team efforts can have on local fire-related problems in a variety of situations. 	
<p>B. Unit 1 - Organization And Mobilization</p> <p>Upon successful completion of this unit, students will be able to explain the process of mobilization and identify the organization of the FPE Team.</p>	5-11-P310-EP
<p>1. Lesson 1A Organization</p>	5-12-P310-EP
<ul style="list-style-type: none"> a. Define the Fire Prevention Education Team organizational structure. 	5-13-P310-EP
<ul style="list-style-type: none"> b. Identify the roles of the team members. 	
<ul style="list-style-type: none"> c. Describe the tasks required to be addressed by the team. 	
<ul style="list-style-type: none"> d. Distinguish expectations in a team. 	
<p>2. Lesson 1B Mobilizing Fire Prevention Education Team Resources</p>	5-14-P310-EP
<p>Explain the roles, mobilization, and utilization of Fire Prevention Education Teams.</p>	5-15-P310-EP

OUTLINE	AIDS & CUES
<p>C. Unit 2 - Components Of A Fire Prevention Education Team</p> <p>Upon successful completion of this unit, students will identify the components necessary to develop an effective FPE Team, including: Coordination, public affairs, information, finance, assessments, social considerations, local values, and tools of the trade.</p>	5-16-P310-EP
<p>1. Lesson 2A Communication Planning</p>	5-17-P310-EP
<p>a. Demonstrate the importance of effective communication.</p>	5-18-P310-EP
<p>b. Explain the role of the information officer on a Fire Prevention Education Team.</p>	
<p>c. Develop a basic communication plan.</p>	
<p>2. Lesson 2B Finance</p>	5-19-P310-EP
<p>Describe the areas within the business aspects and finance that need to be considered and addressed during prevention assignments.</p>	5-20-P310-EP
<p>3. Lesson 2C Team Activity Model</p>	5-21-P310-EP
<p>a. Identify the major activities of a Fire Prevention Education Team.</p>	5-22-P310-EP
<p>b. Identify the organization of a Fire Prevention Education Team.</p>	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> c. Demonstrate what a typical Fire Prevention Education Team can accomplish. 	
<ul style="list-style-type: none"> 4. Lesson 2D Fire Prevention Assessment 	5-23-P310-EP
<ul style="list-style-type: none"> a. Develop an assessment of the situation upon arrival at a Fire Prevention Education Team assignment. 	5-24-P310-EP
<ul style="list-style-type: none"> b. Develop a Wildland Fire Prevention Mitigation Plan. 	
<ul style="list-style-type: none"> 5. Lesson 2E Social Considerations 	5-25-P310-EP
<ul style="list-style-type: none"> a. Describe the importance of identifying audiences which require specific, unique communication efforts during Fire Prevention Education Team assignments. 	5-26-P310-EP
<ul style="list-style-type: none"> b. Analyze and address unfamiliar social and cultural considerations. 	
<ul style="list-style-type: none"> c. Apply techniques for identifying and addressing unfamiliar audiences and target populations. 	
<ul style="list-style-type: none"> d. Describe the process of communication. 	
<ul style="list-style-type: none"> 6. Lesson 2F Fire Prevention Materials 	5-27-P310-EP
<ul style="list-style-type: none"> a. Develop on-site fire prevention educational materials. 	5-28-P310-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> b. Utilize fire prevention educational material tools and techniques with computer applications. 	
<p>D. Unit 3 - Bringing “It” All Together</p> <p>Upon successful completion of this unit, students will identify operational characteristics of an FPE Team including: Closeout, demob, and transition.</p>	5-29-P310-EP
<ul style="list-style-type: none"> 1. Lesson 3A Operations 	5-30-P310-EP
<ul style="list-style-type: none"> Identify the operational characteristics of a Fire Prevention Education Team. 	5-31-P310-EP
<ul style="list-style-type: none"> 2. Lesson 3B Transition and Closeout 	5-32-P310-EP
<ul style="list-style-type: none"> Describe the elements of Fire Prevention Education Team transition and adequate closeout meetings. 	5-33-P310-EP
<p>E. Unit 4 - Making “It” Happen</p> <p>Upon successful completion of this unit, through group exercises the student will demonstrate the knowledge, skills, and abilities to effectively implement an FPE Team.</p>	5-34-P310-EP
<ul style="list-style-type: none"> 1. Lesson 4A - Exercise/Testing 	5-35-P310-EP
<ul style="list-style-type: none"> a. Develop a Wildland Fire Prevention Mitigation Plan. 	5-36-P310-EP
<ul style="list-style-type: none"> b. Actively participate in a presentation of a Wildland Fire Prevention Mitigation Plan. 	

OUTLINE	AIDS & CUES
<p>E. Unit 5 Objective: Summary and Testing</p> <p>Upon successful completion of this unit, the student will demonstrate the skill and knowledge required to become a Fire Prevention Education Team Member.</p>	<p>5-37-P310-EP</p> <p>5-38-P310-EP</p>
<p>V. ADMINISTER THE FINAL TEST</p> <p>Final test is in Appendix E</p>	<p>5-39-P310-EP</p>
<p>VI. SUMMARY</p> <p>A. Student Comments</p> <p>B. Student Course Critique</p>	<p>5-40-P310-EP</p>
<p>VII. CLOSEOUT</p> <p>A. Closing Comments</p> <p>B. Travel Safe !</p>	<p>5-41-P310-EP</p>

APPENDIX A

COURSE ORDERING AND SUPPORT MATERIAL INFORMATION

COURSE ORDERING AND SUPPORT MATERIAL INFORMATION

Fire Prevention Education Team Member, P-310

The following items may be ordered from the National Interagency Fire Center, Great Basin Supply Office Cache, Boise, Idaho 83705-5354. Consult the current NWCG National Fire Equipment System Catalog, Part 2: Publications for prices and ordering procedures (www.nwcg.gov/pms/pubs).

Each instructor will need:

NFES 2870	P-310 Instructor Guide
NFES 2873	P-310 Course Materials CD-ROM
NFES 2879	P-310 DVD “An Ounce of Prevention”

Instructors and students will need:

NFES 2874	P-310 Student Workbook
NFES 2872	P-310 Student Reference Clip Art CD-ROM
NFES 2878	P-310 Student Reference Templates CD-ROM
NFES 2877	P-310 Student Reference Tool Box CD-ROM
NFES 2750	Participating on Wildland Fire Prevention Education Teams Guide, PMS 464

A training course completion certificate should be provided to each student who successfully completes P-310. These certificates may be available at the training site or can be ordered:

NFES 1272	Training Course Completion Certificates (100/pg)
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The Course Coordinator should be familiar with:

Course Coordinator’s Guide, PMS 907, available at <http://www.nwcg.gov/pms/training/training.htm>

Instructors/Course Coordinator will need to obtain the following items at the training site:

- Computer w/MS PowerPoint program for presentation
- Computer projector and screen
- Computer projection remote control
- Projection back-up or extra bulbs
- Computer with internet access
- Colored markers
- Pencils, pens, paper, post-it notes
- Pencil sharpener
- Stapler and staples
- Paper clip and binder clips
- 2" binder (loose leaf) for student handouts
- 3 hole punch
- Tape dispenser with extra tape, masking tape
- Flip chart and holder/stand with extra tablets
- Wall clock
- Extension cords
- Copy capability
- Cadre breakout room
- Writing pads for each student
- Name tags and table tents
- List of places to go/eat
- Internet access in the training room
- Blank copy paper
- Blank CD's
- Scissors
- Duct tape