

Fire Prevention Education Team Member P-310



NFES 2871

Student Workbook
DECEMBER 2006



CERTIFICATION STATEMENT

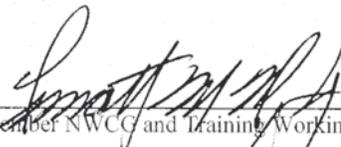
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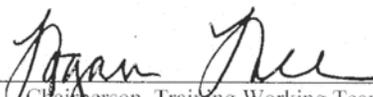
Fire Prevention Education Team Member, P-310
Certified at Level I

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



Member NWCG and Training Working Team Liaison

Date 12-7-06



Chairperson, Training Working Team

Date 11/20/06

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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.

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COURSE INTRODUCTION

I. COURSE OVERVIEW

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 course units and lessons provide: Course 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. Exercises in the lessons are designed to demonstrate procedures. Reference material is provided to assist students in the classroom and on the job.

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 and knowledge necessary to perform the field applications of the position of Fire Prevention Education Team Member.

III. STUDENT PERFORMANCE

Students must obtain 70 percent or higher on the final exam to receive a certificate of completion for the course.

0A - COURSE INTRODUCTION

I. LESSON OBJECTIVES

- A. Introduce Students, Instructors, And Course Expectations.
- B. Identify Unit/Lesson Topics, Required Performance Levels, And Logistical Concerns.

II. INTRODUCTION

P-310, Fire Prevention Education Team Member, has been developed as part of a multi-course national curriculum. These courses are designed to enhance the skill and knowledge of personnel assigned responsibilities for wildfire prevention activities. This is an intermediate course in wildland fire prevention.

- 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.
- 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.
- C. FPE Team mission statement: FPE Teams provide interagency expertise in wildland fire prevention, public relations, 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.
- 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.

III. COURSE OBJECTIVE

Students will demonstrate the skills and knowledge necessary to participate effectively as a member of a Fire Prevention Education (FPE) Team.

IV. UNIT OBJECTIVES

A. Unit 1 Objective: Organization And Mobilization

Upon successful completion of this unit, students will be able to explain the process of mobilization and identify the organization of the FPE Team.

B. Unit 2 Objective: Components Of A Fire Prevention Education Operation

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.

C. Unit 3 Objective: Bringing It All Together

Upon successful completion of this unit, students will identify operational characteristics of an FPE Team including: Closeout, demob, and transition.

D. Unit 4 Objective: Making It Happen

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.

V. FACULTY EXPECTATIONS

A. Become Knowledgeable Of The FPE Team Components.

B. Participate As A Team Member During The Exercises.

C. Demonstrate Knowledge And Skills In The Final Exercises.

VI. INTRODUCTIONS

A. Faculty

B. Students

NOTES

0B - NATIONAL PERSPECTIVE

I. LESSON OBJECTIVES

- A. Identify The Fundamental Use Of Fire Prevention Education Teams.
- B. Describe The History Of FPE Teams.
- C. Encourage The Use Of Fire Prevention Education Teams.
- D. Define And Overcome Obstacles.

II. INTRODUCTION

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.

III. SO WHAT'S A FIRE PREVENTION EDUCATION TEAM?

- 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.
- B. This Course Will Describe How Fire Prevention Education Teams Fit Into This Puzzle.
- 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.

A Fire Prevention Education Team must:

1. Be proactive in addressing the threat and risk of wildfire.
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.

IV. HUMAN CARELESSNESS COST

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 increase suppression costs.

- 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. Wildland Urban Interface Fires Are Costly To Suppress.
- E. Eliminating Just One Large Fire Pays For Multiple Fire Prevention Programs With Money Left Over.

V. FIRE PREVENTION EDUCATION TEAM ACTIVITY

- A. The Southwest Fire Situation In 1996 Resulted In The Use Of The First Team.

- 1. Conditions were extreme
 - a. High severity conditions with energy release components and the drought index was very high to extreme.

Highest fire severity on record.
 - b. The public was unaware of the problem and the hazard confronting them.
 - c. A period of at least 60 days was needed before enough education could be accomplished to affect human behavior.
- 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.

Results of the Team's efforts

- a. Thirty-one people devoted time to the effort.
- b. There were 663 person days contributed.

- c. Incurred cost of \$180,000.00.
 - d. Incurred costs were less than two percent of total suppression cost.
 - e. The Team was credited with saving millions of dollars in both cost and property.
- B. Texas, In 1998, Was Facing One Of The Worst Dry Periods In Recent History.
- 1. Conditions were extreme.
 - 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.
 - 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.

3. In 1998, Florida used fire prevention teams to obtain public cooperation during a severe fire season.
 - a. There was a dramatic drop in human ignitions.
 - b. The state of Florida integrated their state program with federal and local agencies.
 - c. The state of Florida required assistance from national teams.

VI. WHY ARE TEAMS NOT AVAILABLE EVERYWHERE?

A. What Are The Obstacles?

1. Prevention teams are not 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.
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.
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.

B. How To Overcome The Obstacles?

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.
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.

C. What Has Already Changed?

1. National team leaders are trained and available.
2. States actively use teams as part of their overall fire program.
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 FPE teams.

D. Why Are You Here?

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.
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.

E. What Is A Fire Prevention Education Team?

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!

NOTES

0C - CASE STUDIES

I. LESSON OBJECTIVES

- A. Identify and describe historic fire prevention education team mobilizations from the perspective of team member, agency administrator, and fire manager.
- 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.

II. INTRODUCTION

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.

III. FIRE PREVENTION EDUCATION TEAMS

- A. Are Assembled To Address A Wide Variety Of Fire Prevention Issues During And Following Periods Of Severe Fire Danger And Activity.
- B. Have A Proven History Of Affecting Fire Occurrence And Intensity.
- C. Work In Interagency Situations In Any Part Of The Nation, At All Times Of The Year.

IV. HISTORICAL MOBILIZATIONS

NOTES

1A - ORGANIZATION

I. LESSON OBJECTIVES

- A. Define The Fire Prevention Education Team Organizational Structure.
- 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.

II. INTRODUCTION

- A. “A Body Of Persons Organized For Some Specific Activity.”

“A Group Of People Working Together.”

“To Work In A Cooperative Activity.”

– Webster's Dictionary

- 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

III. DEFINING A TEAM

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.

IV. ORGANIZATION, WHAT IT MIGHT LOOK LIKE

- 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.

Types of assignments

- Fire Prevention Assessments
- Fire Protection Planning
- Community Awareness and Education
- Fire Prevention Training
- Support Incident Management Teams
- Community and Agency Relations
- Interagency Support
- FIREWISE, defensible space evaluations

- 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.

- 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.

D. PETL - Prevention Education Team Leader

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.

2. The tasks focused on the position include communications, planning, training, evaluation, coordination, and delegation.
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.

E. PETM - Prevention Education Team Member

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.
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.

F. Technical Specialist/Team Support - Other

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.

G. Public Information Officer - PIO 1 Or PIO 2, And Technical Specialist - Public Affairs

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.

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.
- H. There is no “I” in team. All of the functions of the group are demanding and requires participation of all the members to be successful. 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.
- I. Chores
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.
 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.

V. FUNCTIONS

A. Logistics

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.

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.

B. Information

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.

Knowing about the customer is a big part of finding out how to get in touch with them.

Know the target audience.

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.

The task of keeping focused on the goals and objectives is demanding.

VI. SUMMARY

- 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.

- 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.

Remember, there is nothing we can't accomplish as long as we don't care who gets the credit.

1B - ORGANIZATION AND MOBILIZATION

I. LESSON OBJECTIVE

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

II. INTRODUCTION

Change is 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.

Use of Fire Prevention Education Teams offers a new aspect to the wildfire scenario.

III. THE HISTORY OF FIRE PREVENTION EDUCATION TEAMS

The Story

- A. Teams Started In The Fire Season Of 1996, In The Southwestern Area Of The United States.
- B. Department Of The Interior Sent A Diagnostic Team To Determine If A Team Approach Could Be Successful.
- C. National Park Service Funded The First Activity.
- D. Teams Were Activated Throughout The Southwestern Geographical Area.

- E. End Of Season Evaluation Panel Determined The Program Was A Success.
- F. A Plan Was Developed To Implement A National Program.
- G. In 1997, Training Programs Began For Both Team Leaders And Team Members.
- H. In 2002, NWCG Approved A Multi-Year Implementation Plan.
- I. Wildland Fire Education Working Team Provides Oversight.
- J. NWCG Training Courses Have Been Developed
 - 1. P-310, Fire Prevention Education Team Member
 - 2. P-410, Fire Prevention Education Team Leader

IV. UTILIZATION

Historical Use Patterns

- A. Activation Expectation-Annually An Average Of 22 Teams Are Deployed.
- B. Activation Period History - April/November, Until Recently.
- C. Seventy Percent Of Teams Are Activated Between July/August.
- D. Agency Activation

Seventy-six percent activation to Forest Service. The others include: BLM, BIA, States, and FEMA.
- E. The Core Team = Three, Most Of The Teams Are Made Up Of Four To Five People.

V. AVAILABLE RESOURCES

Personnel Available

- A. Training Completed =100 + Team Leaders

- B. Training Completed = 420 + Team Members and Public Affairs
- C. PIO 1 and 2
- D. Regional Fire Prevention Area Coordinators
- E. National Fire Prevention Branch Director

VI. FIRE PREVENTION EDUCATION TEAM STANDARDS

Program Standards

- A. Position Code - PETL - Fire Prevention Education Team Leader
- B. Position Code - PETM - Fire Prevention Education Team Member
- C. Position Code - PREV - Fire Prevention Technician
- D. Wildland Fire Qualification System Guide 310-1,
P-310 Recommended
- E. Forest Service Handbook 5109.17, P-310 Required

VII. WHEN SHOULD FIRE PREVENTION EDUCATION TEAMS BE USED?

The following are some examples why FPETs are activated:

- A. Severity Conditions
- B. Catastrophic Fire Events
- C. Multiple Fire Occurrence
- D. Increased Risk Management
- E. Severe Conditions - Natural Disasters

VIII. WHAT ARE TEAMS EXPECTED TO DO?

The following are elements that FPETs might be called on to do:

- A. Public Education
- B. Community Protection Planning
- C. Campaign Development
- D. Mass Media
- E. Public Awareness
- F. Establishing Cooperatives And Partnerships

IX. FIRE PREVENTION EDUCATION TEAM CONFIGURATION

- A. The minimum mobilization will be one Team Leader and two team members, consisting of the following positions:
 - 1. PETL - Fire Prevention Education Team Leader
 - 2. PETM - Fire Prevention Education Team Member
 - 3. PIO - Public Information Officer Type 1 or Type 2 or, THSP - Public Affairs (agency employee only)
- B. Additional Positions That Can Be Utilized Include:
 - 1. PETL (T) - Fire Prevention Education Team Leader Trainee
 - 2. PREV - Fire Prevention Technician
- 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.

X. FIRE PREVENTION EDUCATION TEAM ROTATION PROCESS

Mobilization Standards

- A. Fire Prevention Education Teams will be on a maximum 14-day rotation.
- 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.
- C. Geographic Areas with more than one Fire Prevention Education Team may decide which team responds to the National call.
- D. Geographic Areas should commit all internal teams before placing requests to NICC.
- E. If NICC receives a request, the first available team in the scheduled rotation will be ordered.
- F. The rotation will change on alternate Tuesdays, at 2400 Mountain time.

XI. MOBILIZING FIRE PREVENTION TEAM RESOURCES

- A. Mobilization Guidelines - Participating Geographic Areas In Mobilization Order
 - 1. Northern Rockies
 - 2. Rocky Mountain
 - 3. Southwest
 - 4. Eastern Great Basin
 - 5. Pacific Southwest

6. Northwest

7. Southern

8. Eastern

B. Fire Prevention Education Teams Will Be Released Through Established Ordering Channels.

XII. FIRE PREVENTION EDUCATION TEAM “AN OUNCE OF PREVENTION”

2A - COMMUNICATION PLANNING

I. LESSON OBJECTIVES

- 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.

II. INTRODUCTION

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.

III. THE IMPORTANCE OF COMMUNICATION

- 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:
 - 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:

1. To bring about an awareness change.
2. To change attitude.
3. To change behavior.

IV. THE ROLE OF THE PUBLIC INFORMATION OFFICER (PIO)

A. Communication Is The Job Of The Entire Team, But A Key Role Of The PIO.

B. Coordination With Multiple Agencies Will Enable The PIO To Cover More Ground And Make Greater Use Of Available Resources.

1. Build an interagency network with
 - a. Federal
 - b. State
 - c. Local
 - d. Tribal
2. What are the reasons to build a network?
 - 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.

Make sure that local personnel are informed of who is on the Team and why the Team is there.

C. Provide Information Assistance And Support

The teams Public Information Officer must support the following local personnel in the fire prevention effort:

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

D. Produce A Communication Strategy

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.

E. Document Activities And Provide Transitional Continuity

This allows the opportunity to build on ideas.

F. Develop A Team Orientation Package

Part of the documentation continuity is to assist in developing an orientation package for incoming team members. Include in the package:

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

G. Develop A Communication Plan

Developing a communication plan will be one of the primary PIO tasks. It will:

1. Tie everything together, use a calendar of events.
2. Focus communication, so it will be more effective.
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.

V. PURPOSE OF A COMMUNICATION PLAN

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.

VI. ELEMENTS OF A COMMUNICATION PLAN

These are eight elements of a communication plan.

A. Introduction

Short description of the project. Why the team is there.

B. Background

1. What's the situation?
2. Why is the Team doing this plan?
3. What led to it?
4. Has anything else been done?
5. What's the attitude of the locals?
6. Does it tie to some other plan?
7. How does this plan support agency goals?

C. Objectives

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?
 - a. Become aware of something?
 - b. Change their attitude?
 - c. Change their behavior?
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.

D. Strategy

1. How are the objectives going to be met?
2. Use clear, simple ideas.
3. Where can the team put in the best effort?

E. Target Audiences

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?
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?

F. Key Messages

1. What does the audience need to know?
2. The key messages need to be:
 - a. Few enough not to confuse the audience.
 - b. Simple enough for your audience to remember.
3. KIS (Keep It Simple) - can they remember it?
4. Use the three by three formula.
 - a. Three "headlines."
 - b. Three supporting statements for each headline.

G. Evaluation

1. How effective were the communications?
2. How was effectiveness measured?
3. Have objectives been met?
4. Was the strategy flexible enough to make adjustments when something could be improved?

5. Report back to managers about success.

H. Tactics - The Action Plan

1. What's going to be done to meet the objectives?

- a. Tactics reinforce strategy.
- b. Tactics flow from strategy.
- c. Consider staff, budget, time, complexity, etc.

Are people available with the skills to do what needs to be done? Is there money? The time?

- d. Tactics need not require brilliant execution.
- e. Include timeline.
- f. Include assigned responsibility.
- g. Build in two-way communication.

2. Benefits of two-way communication:

- a. Higher success rate.
- b. One way to measure effectiveness is for people to express themselves (vent, if necessary, provide feedback).
- c. People can ask questions.
- d. People can offer creative ideas.
- e. Barriers can be uncovered

VII. EXERCISE - DEVELOPING A COMMUNICATION PLAN

2B - FINANCE

I. LESSON OBJECTIVE

Describe the areas within the business aspects and finance that need to be considered and addressed during prevention team assignments.

II. INTRODUCTION

Upon assignment, a designated member of the team should be identified in advance that will deal with the business aspects of the assignment.

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.

III. GETTING STARTED

The following should be considered when getting started on the assignment.

A. Office Logistics

1. The following are the common elements that will need to be provided upon arrival to the requesting unit:
 - a. Office space
 - b. Telephones
 - c. Facsimile machine (s)

- d. Computers
 - e. Administrative support
 - f. Transportation
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.
 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.

B. Local/Regional Contacts

1. The following are sources of contacts to assist the team with business needs:
 - 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)
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.

3. The host unit may establish incident business guidelines to hand out to incident management teams, buying teams, payment teams, and prevention teams.

These guidelines provide:

- a. Operating procedures that the unit established to be followed.
- b. Points of contact for the business areas.
- c. Special requirements.
- d. Limitations on purchasing of unique items.
- e. Any other pertinent information specific to the unit.

IV. AUTHORITIES

- 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.
 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.
 2. A copy of the agreement can be found in the National Interagency Mobilization Guide, NFES 2092, Chapter 40.

- B. Upon Request By A Unit For A Team, The Order Is Placed Through The Existing Ordering Process Used For Emergency Assignments.

However, an assignment to a Fire Prevention Education Team may not constitute a fire assignment. Some emergency rules may apply relative to:

- 1. Travel
- 2. Overtime
- 3. Hiring

V. TYPES OF FUNDING

- A. A Variety Of Funding May Be Utilized For Fire Prevention Education Teams.

- 1. Regular appropriations for preparedness
- 2. Severity funding
- 3 State funding
- 4. FEMA funding
 - a. Declaration to state
 - b. Mission assignment to the Forest Service

B. Different Rules Can Apply To This List Of Funding Types.

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.
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.

VI. HIRING

Several options are available to hire additional personnel for prevention education teams.

A. Administratively Determined Pay Plan (AD hires)

1. Federal and state taxes will be withheld
2. W4, I-9, and W5 forms
3. Preseason sign-up recommended
4. Thirty day special hiring authority
5. Reimbursable agreements with states

- 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.
- 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.
- D. Rates are established in the Interagency Incident Business Management Handbook, NWCG Handbook 2, PMS 902, NFES 2160, and the rates are standard nationwide.
- 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.

VII. PROCUREMENT

- A. The Federal Agencies Utilize Various Purchase Tools And Support
 - 1. Purchase credit cards
 - 2. Checks
 - 3. Contracts
 - 4. Agreements
 - 5. Purchase orders
 - 6. Blanket purchase agreements
- B. If A Team Member Has A Purchase Card, They May Be Able To Provide Some Procurement Support.

Other procurement support:

1. Local purchasing agent
2. Buying team, if assigned

- 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.

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.

1. Government Printing Office (GPO) for large federal printing jobs
2. Copy versus printing
3. Emergency procurement rules for fire suppression do not apply

- 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.

1. Forest Service Manual (FSM) Publication guidelines are found in:
 - 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.
- E. Several Regulations Can Be Found In The Forest Service Manual, But The Primary Three Are:
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.
- 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.
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.
 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:

- 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.
 - b. News media releases and background materials for media use.
 - c. Waiver from the Office of Communications allows the team to seek local vendors. This may take considerable time.
- G. Printing And Distribution Authorities And Policies Are Also Contained In Forest Service Manual 1600, Paragraph 1633.

Prior to committing any funds for printing, consult the host unit's public affair's specialist or procurement staff to ensure all regulations and laws are being met for the agency.

VIII. TRACKING EXPENDITURES

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.

- A. Ask The Agency Administrator What The Expectations Are Of The Fire Prevention Education Team In Tracking Costs.
 - 1. What needs to be tracked?
 - 2. Why?
 - 3. How is the information to be provided?
- B. Many Tools Are Available For Tracking Costs
 - 1. Incident Cost Accounting and Reporting System (ICARS)
 - 2. Spreadsheets
 - 3. Databases

- C. The Primary Thing To Remember Is What Needs To Tracked, And If That Information Needs To Be Provided To Someone In A Report Format.

There are several reasons for tracking costs:

1. Limited budget
2. Need for up-to-date numbers
3. Final cost report
4. Congressional reporting requirements
5. Agency cost reporting requirements

IX. REFERENCES

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:

- A. Interagency Incident Business Management Handbook, NWCG Handbook 2, NFES 2160, PMS 902
- B. National Interagency Mobilization Guide, NFES 2092
- C. www.nwcg.gov; Working Teams, Incident Business Practices
- D. Administratively Determined Pay Plan
- E. Incident Business Advisors Guide, PMS 314

- F. National Interagency Buying Team Guide, PMS 315
- G. Government Printing Office
- H. FSM 1600, Chapter 1630, Publications
- I. BLM Manual 1551, Printing
- J. Federal Acquisition Regulations

NOTES

2C - TEAM ACTIVITY MODEL

I. LESSON OBJECTIVES

- 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.

II. INTRODUCTION

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.

III. COMPLETING A FIRE PREVENTION EDUCATION TEAM ASSIGNMENT

- A. Develop The Fire Prevention Education Team Organization
 - 1. Identify key personnel and/or positions.
 - 2. Define rules and responsibility.
- B. Prepare A Support Or Backup Organization; Additional Team Members Or Technical Specialists, Etc.

IV. ESTABLISH CLEAR TEAM OBJECTIVES

- A. Initial Briefing Upon Arrival At Designated Location
 - 1. Team leader provides input to host.
 - 2. Host provides input to team.
- B. Team And Host Reach Agreement On Team Activities, Roles, Responsibilities, And Authority

Delegation of Authority is executed.

- C. Teams Should Provide Consultation With Key Host Personnel: Public Affairs, Fire Management Officer, Agency Administrator, Liaison, Etc.
- D. Situation Analysis.

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?

- E. Other Briefings, Coordination

Establish a meeting schedule of other important partners. This could include other fire agencies, government officials, local organizations, etc.

V. CONDUCT AN INITIAL ASSESSMENT INCLUDING THE FOLLOWING

- A. Physical Assessment, The Area Characteristics, Weather Conditions, Severity, Predictions, Etc.
- B. Existing Fire Prevention Efforts. What's Going On Now? Is This An Interagency Effort?
- C. Evaluation Of Fire Prevention Media Activities. Has Any Activity With The Media Been Accomplished To Date? Get Copies Of Everything.
- D. Fire Prevention Support. What Is The Availability Of Additional Resources?
- E. Initial Attack Capabilities. Types Of Resources Committed/Available.
- F. Scope Of Activity (Media, Field, Etc.). Get An Overview Of Use, Events, Public Use, Etc.

VI. DEVELOP THE TEAM FIRE PREVENTION PLAN

- A. Base Objectives On Those Agreed To With The Host.
- B. Activate/Implement Action Items. This Will Require An In-depth Task Analysis And Production Timeline.

VII. DEVELOP MAJOR FIRE PREVENTION ELEMENTS

A. External Relations

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?

B. The Wildland Urban Interface/Intermix

C. Community Outreach

Will The Team Be Required To Conduct Homeowner Meetings, Attend Events, Complete Community Assessments, Etc.?

D. Youth Fire Education Programs, Schools

Will The Team Be Conducting School Programs, Fairs, Sporting Events, Parades, Etc.?

E. Community Youth Programs

Boy Scouts, Girl Scouts, FFA, 4H, Etc.

F. Rural/Volunteer Fire Departments

Will The Team Be Working With And/Or Training Rural Fire Departments?

G. Campaign Development (i.e. Arson)

Teams Are Often Requested To Develop Local Campaigns, This May Be A Consideration.

H. Agency Skill Development

I. Corporate Opportunities

Can the Team utilize corporate sponsorship or donations to support activities? Check local policy.

VIII. MEDIA APPLICATIONS, SCOPE, CONTACTS, INTERAGENCY, ETC.

The Team should assess all potential media opportunities.

IX. SPECIFIC TARGET PROGRAMS

A. Type Of Public Use (Hunting, Fishing, OHV)

B. Fire Organizations (Internal, External)

X. PRINTED MATERIAL.

Teams will usually be required to produce some type of printed material.

A. Cause-specific (Arson, Fire Safe, Smoking)

B. Public Education

XI. PRODUCT DEVELOPMENT.

A. Digital Or Camera-ready Masters, If Required

B. Templates

C. Clip Art

XII. EVENT MANAGEMENT

A. Door-to-Door

- B. Teams Conduct Field Reviews And Assessments
- C. Fairs, News Correspondence, Exhibits, Displays, Sports
- D. Trade Shows

XIII. THE FINAL REPORT – PREPARED FOR THE HOST UNIT

NOTES

2D - FIRE PREVENTION ASSESSMENT

I. LESSON OBJECTIVES

- A. Develop An Assessment Of The Situation Upon Arrival At A Fire Prevention Education Team Assignment.
- B. Develop A Wildland Fire Prevention Mitigation Plan.

II. INTRODUCTION

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.

This section will cover the following:

- 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

III. AREA EVALUATION

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.

A. Collect Information From Local Agencies, Groups, And Individuals.

1. What is the problem?
2. Where is the problem?
3. Fire statistics/occurrence data
4. Cause patterns
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?

1. Types of recreational use
2. Urban development
3. Seasonal/transient

4. Political and social factors
5. Environmental concerns
6. Laws
7. Building and construction materials
 - a. Roofing material
 - b. Siding
8. Fuels, models, and vegetation types
9. Topography
10. Weather

IV. COMMUNITY ASSESSMENT

A. Assessing The Risk

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.

4. Risk elements:

- Structures
- Powerlines
- Transportation corridors
- Equipment or machinery
- Smokers
- Campfires
- Fireworks
- Children with matches
- Arson/incendiary
- Recreation areas

B. Hazard Assessment

1. The hazard assessment deals with identifying areas of like fire behavior based on fuels and topography.
 - 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.
 - 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.”

3. Hazard elements:

- Topographic features
- Rate of spread potential
- Aspect
- Weather
- Areas of like fire behavior
- Potential for large fire
- Degree of difficulty in suppression
- Fuel models
- Fire intensity

C. Assessing The Values

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.
2. Values are defined as natural or developed areas where loss or destruction by wildfire would be unacceptable. The “potential for loss.”

3. Value elements:

- Life
- Commercial development
- Residential/ structures
- Air quality
- Threatened and Endangered Species
- Habitat, wildlife, and fish
- Cultural/historical
- Riparian/water quality

- Political/social
- Pumping systems
- Improvements
- Draft sites
- Visual resources
- Power supplies
- Recreation
- Others
- Water storage

D. Fire Occurrence Evaluation

1. Identify
 - a. Fires by location
 - b. Fires by size
 - c. Fires by cause
2. Develop cause trends
3. Determine
 - a. Types of use trends
 - b. Occurrence zones
4. Develop occurrence probability

V. FUNDAMENTALS OF FIRE PREVENTION

A. Fire Prevention Education

1. Activities aimed at changing people's behavior by awareness and knowledge.
2. Education elements:
 - Signs
 - School programs
 - Mass media
 - Exhibits
 - Educational programs
 - Public contact
 - Parades
 - Character appearance
 - Fairs
 - Poster contests
 - Sports activities
 - Campaigns
 - National Symbols Cache ordering
(Cooperative Forest Fire Prevention products)

B. Fire Prevention Engineering

1. Activity designed to shield or remove the heat source.
2. Engineering elements
 - Spark arresters
 - Fuel treatment
 - Public utilities
 - Hazard reduction
 - Recreation areas
 - Fuel breaks
 - Undeveloped areas
 - Rights of way

C. Fire Prevention Enforcement

Enforcement elements:

- Fire investigation
- Restricted public use
- Permits
- Industrial operations
- Spark arrester training
- Inspections
- Special use review
- Investigation training
- Warnings
- Patrol
- Citations
- Trespass

D. Fire Prevention Administration

Administration elements:

- Planning
- Fire Prevention Committees
- Budgets Systems
- Early Warning

VI. DEVELOPING A WILDLAND FIRE PREVENTION MITIGATION PLAN “THE PLAN”

- 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.
- B. The Development Of The Wildland Fire Prevention Plan Is An Important Element Of The Wildfire Prevention Assessment.
- 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.
- D. Utilization Of The Assessment Process: “The Road Map.”
 - 1. The assessment perimeters
 - 2. The assessment:
 - a. Risk assessment
 - b. Hazard assessment
 - c. Value assessment
 - d. Occurrence evaluation

VII. WHAT IS A WILDLAND FIRE PREVENTION MITIGATION PLAN?

A. A 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.

B. A Wildland Fire Prevention Mitigation Plan Will:

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.
3. Set forth specific and realistic objectives.
4. Define a prevention strategy.
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.

VIII. THE PURPOSE OF WILDLAND FIRE PREVENTION MITIGATION PLANNING

It is not the purpose of planning simply to produce a plan. There are three important goals of planning:

- 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.
- C. Third, the major purpose of the plan is to communicate. The plan sets forth the goals of wildland fire prevention 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.

IX. MARKETING TARGET AUDIENCES

Marketing elements:

- Media
- Homeowners
- Vacationers
- Local government
- Fire prevention organizations
- Community organizations
- Associations
- Local business
- Contractors
- Builders

X. MARKETING AUDIENCE CHARACTERISTICS

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.

Audience characteristics:

- Age
- Gender
- Income
- Education
- Occupation
- Martial status
- Family size
- Attitude
- Ethnic background

XI. WILDLAND FIRE PREVENTION MITIGATION STRATEGY

Wildland Fire Prevention Mitigation Strategy is developed in the following two categories: General and Specific Actions.

- A. General Actions Include Prevention Activities That Have Application Throughout The Unit. These Actions Can Be More Difficult To Quantify.

General actions:

- Sign plan
- Fire danger rating
- Mass media
- Public education
- School programs
- Parades
- Fairs
- Exhibits/displays
- Character appearances
- Public contact, groups, individuals
- Poster contests
- Volunteers

- 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.

Specific Actions:

- Sign maintenance
- Fuels treatment
- Sign construction
- Hazard reduction
- Patrol
- Fire investigation
- Citations/
warnings
- Public contact

XII. PRESENTING THE WILDLAND FIRE PREVENTION MITIGATION PLAN

The Wildfire 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.

A. Presenting The Plan.

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.

B. Presentation Basics

1. Develop an agenda.
2. Always make sure everyone in attendance understands the purpose of the presentation.
3. Begin the presentation with a statement of purpose and what the expected results will be.

4. Don't try to accomplish too much at any one meeting or presentation. Have no more than one or two major objectives.
5. Prepare carefully. Prepare the material that will be presented and practice the presentation techniques.
6. Outline in detail everything to be covered.
7. Use visual aids, flip charts, overhead transparencies, power point, etc.
8. If a model or example is prepared, it should closely resemble the final product.
9. Rehearse the presentation.
10. Take charge and stay in control.
11. Be flexible.
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.
13. Summarize the presentation as it draws to a close.
14. Set the stage for the next step.

XIII. WILDLAND FIRE PREVENTION MITIGATION TECHNIQUES AND TACTICS

Develop The Campaign:

- Wildland urban interface
- School programs
- Events
- Hotlines, restricted use
- Volunteers, plus others
- Handouts, custom materials, signing

2E - SOCIAL CONSIDERATIONS

I. LESSON OBJECTIVES

- 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.

II. INTRODUCTION

This lesson will cover the following course sections:

- 1. The United States of America is a country with identifiable cultural regions.
- 2. Tools for understanding an unfamiliar community or culture.
- 3. Local values.
- 4. Regional fluctuations in values and priorities.
- 5. Approaching the hard-to-reach.
- 6. Making the connection.
- 7. Observation as 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.

III. THE U.S.A. IS A COUNTRY WITH DISTINCT, IDENTIFIABLE CULTURAL RESOURCES THAT ARE CONSTANTLY CHANGING

- 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.
- 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.
- C. It Is Critical To Effective Communication That We Remain Aware Of, And Sensitive To Cultural Preferences.
 - 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.
 - 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.
- D. Cultural Regions Have Three Things In Common:
 - 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.
 - 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.

IV. TOOLS FOR UNDERSTANDING UNFAMILIAR COMMUNITIES/ CULTURES

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.

A. Demographics And Geographics

Team Members must become familiar with the demographics of the population...age, gender, average income, ethnic background, and family makeup, among other characteristics.

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.

Mark it up and keep it as a ready reference.

B. Geographics: Consider Population Dispersion, Barriers, Natural Boundaries, And Jurisdiction.

C. Pyramid Of Human Needs

1. Over 50 years ago, Abraham Maslow developed a theory that is still one of the basic principles in marketing and social research.

It states that all people perceive the same hierarchy of needs as the most important in their lives. They are, in the following order:

- Physiological, survival (hunger/thirst)
- Security (safety/protection which will assure continued survival)
- Social (sense of belonging/love/interacting with others)

- Self-esteem (self-esteem/recognition/status/respect)
 - Self-actualization (self-development/fulfillment)
2. According to Maslow, the needs of survival and security must be met before self-esteem and self-actualization become meaningful.

Fire prevention as a message appeals to the essential foundations of human needs, survival, and security.

D. Adoption Process

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.
2. The three steps of the adoption process: Awareness, interest, and evaluation. From that comes a decision, and action.
3. Five types of adopters exist in our society:
 - a. Innovators - 3 percent. These people are the risk takers.
 - 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.
 - c. Early majority - 34 percent. They tend to avoid risk but are interested in new ideas.
 - d. Late majority - 34 percent. This group is more skeptical and cautious and will often be guided by the early majority group.
 - e. Laggards - 16 percent. This group is not prone to change.

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.

ADVICE: Time on an assignment is limited, spend it with those who want assistance.

E. Communication Process

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.”
–Unknown blacksmith, 1840
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.
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.

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.

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.

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.

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.

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.

V. LOCAL VALUES

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 on what they encountered in a “social” context.

- 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.

Be sure both the local, state, federal, and tribal employees are aware of your impending arrival, as they are key to a successful assignment.

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.

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.

- B. Upon Arrival, Meet With The Host To Find Out The Following:
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

- 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.

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.

- D. Enlist Opinion Leaders Or Representatives And Ask For Their Assistance In:

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.

- E. Determine The Uniform Policy In The Area. Ask Before Leaving.

1. In many areas, a uniform will not be required. They are generally not used in Alaska or the Southwest.
2. In the Southeast, a uniform of some sort will be needed.
3. In all parts of the country, try to fit in with the local population or they will not take you seriously.

- 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.

This is especially important in Alaska and in the southeastern United States.

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.
2. Get introduced to other influential group members.

- 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.

- 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.

1. For example, when working with the Native Americans, the team is on their land so play by their rules.

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.

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.

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.

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.
- 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?”
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.
 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.
 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.
- 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.

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.
 2. In some cases, people will simply not accept advice or assistance. Respect that. There is lots of other work to do.
- 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.

VI. REACHING THE HARD-TO-REACH

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.

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.

- 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.
- B. Use Local Wildland Fire Data In Presentations. Statistics Add Credibility.
- 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.
- D. Meet The Audience Face To Face.

- E. Respect The Audience. Do Not “Talk Down” To An Audience, Or Water Down A Message.
- 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.
- 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.
- N. Get Their Commitment.
- O. Remain Available To People Who Initially Don’t Want To Deal With The Team.
- P. Form Partnerships. Work With Other Agencies Whenever Possible.
- Q. Use Volunteers.
- R. Consider Churches For Outreach. In Some Areas, Churches Carry Great Influence.

- S. Use Imaginative, But Legal Ways To Get The Objectives Accomplished.
- T. Promote Change To Achieve Long-term Progress.

VII. MAKING THE CONNECTION

Before you meet formally with the target group:

- A. Establish Objectives. Know What Needs To Be Accomplished, Specifically.
- B. Find Out What The Audience Wants. People Cooperate More Freely When They See Something Is In Their Best Interest.
- C. Identify The Key Issues, Values, And Priorities. Do The Research. Get All The Information About The Target Group Before Meeting With Them.
- D. Look For A Compromise. Structure A Win-win Situation. Offer The Group Something It Wants/Needs, And It Will Give Back In Return.
- E. Be Observant, Communication Is A Constant Process.

VIII. EXERCISE - COMMUNICATING EFFICIENTLY

Communicating efficiently avoids confusion and saves time. Never underestimate the value of the five Ws in efficient communications.

Decide:

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

2F - FIRE PREVENTION MATERIAL

I. LESSON OBJECTIVES

- A. Develop On-site Fire Prevention Educational Materials.
- B. Utilize Fire Prevention Educational Material Tools And Techniques With Computer Applications.

II. INTRODUCTION

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.

III. LESSON CONTENTS

This lesson will cover a wide range of options to deliver fire prevention education materials. The contents of this lesson will cover:

- 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
- H. Material Available
- I. Development Tools
- J. Materials Used On Teams
- K. On-the-road, Making It Happen
- L. Publication Examples
- M. Custom Designs
- N. Resources Available To Create
- O. Available Software
- P. Before You Create
- Q. Creating The Publication
- R. Demonstrations

IV. SOURCES OF FIRE PREVENTION EDUCATION MATERIALS

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. Unicolor - Fire Prevention Signs ([Www.unicor.gov](http://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
- M. National Wildfire Coordination Group (NWCG) Publications Catalog
Part 2, NFES 3362
- N. Local Fire Agencies
- O. Unicolor Sign Catalog
- P. Ad Council
- Q. Local Businesses
- R. Internet: www.nifc.gov. www.nwcg.gov. etc.

V. PROBLEMS ASSOCIATED WITH OBTAINING FIRE PREVENTION EDUCATION MATERIALS

Following are some things to consider when purchasing materials:

- 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
- H. Lack Of Planning
- I. Public Service Advertising - Translation Into Other Languages
- J. Lack Of Geographic Area Specific Materials

VI. FUNDING CONSIDERATIONS

Some things you should know when considering funding for materials include:

- 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?

VII. SOURCES OF BORROWING AND SHARING

Research other opportunities to obtain prevention materials.

- A. Local Fire And Non-fire Agencies
- B. Regional Prevention Inventories
- C. Internet. www.nifc.gov, www.nwcg.gov
- D. Copyright Regulations - Make Sure That Any Use Of Materials, Internet Or Otherwise, Provides Authorization For Use.

VIII. ORDERING PROCEDURES

Know the ordering system and seek help for specialists. Make them a partner.

- A. Identify Needs
- B. Prepare Requisition
- C. Get Approval Of Finance Or Local Purchasing Agent
- D. Get Team Leader Approval
- E. Identify Funding Through Finance Or Local Purchasing Agent
- F. Network With Agencies To Identify Optimum Purchasing Procedures

IX. FEDERAL GOVERNMENT PRINTING OFFICE PROCEDURES (GPO)

Federal agencies must follow GPO procedures when purchasing printing or duplication services.

- A. Printing And Duplicating Must Go Through GPO If Assigned To A Federal Agency.
- B. Waivers Can Be Granted Verbally For One Time, Non-repeating Orders, Based On Needs And Circumstances.
- C. Check With Local Printing Specialists On Procedures.
- D. If On Weekends Or Holidays, Do What Is Needed; Document Actions, Make Contact With Printing Specialists As Soon As Available.

X. TOOLS OF THE TRADE

- A. Existing Available Fire Prevention Education Demonstration Materials.
 - 1. Smokey Bear, Cooperative Forest Fire Prevention
 - 2. The Fire Prevention Education Team
 - 3. Wildland Fire Prevention Guides
- B. Material Development Tool Demonstration. The Following Are Suggested Items:
 - 1. Clip Art - Compact Disc
 - 2. Fire Prevention Templates - Compact Disc
 - 3. Fire Prevention Tool Box - Compact Disc

C. Materials Use On Prevention Team Assignments.

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.

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.

4. Samples of materials use:

- Movie theater slides
- Electronic media boards
- Sports events
- Grocery bags
- Placemats
- Posters
- Trading cards
- Billboards
- Flyers
- Bumper stickers
- Utility bill inserts
- United Parcel Service
- Portfolios
- Door hangers

- Photos
- Satellite TV
- Web sites
- Roadside stops
- Fairs, displays, exhibits
- Magnets
- Community meetings
- Newspaper inserts
- Highway electronic signs.

INSTRUCTOR NOTE: SURVEY THE STUDENTS ON ADDITIONAL MATERIAL IDEAS. DOCUMENT ON FLIP CHARTS.

- D. Activities Or Events Are Very Effective As A Method To Distribute Fire Prevention Education Materials.

Examples of where materials may be effective:

- Talk shows
- Interviews
- Sports events
- Homeowner contacts
- Exhibits
- Displays
- Trade shows
- Interagency activities
- Cooperators
- Cable TV
- Partnerships

E. On The Road

1. Making it work
 - a. Explore the need for materials.
 - b. Review team objectives.
 - c. Review current publications in use on the unit.
 - d. Decide if you can modify a template previously used on other team assignments or if a custom publication is needed.
2. Publication examples
Designed to help teams.
3. Custom designs
 - a. Flyers
 - b. Brochures
 - c. Computer based presentation
 - d. Web sites
4. Resources available to create publication
 - a. Existing templates
 - b. Clip art galleries for use in publication
 - c. Commercial CDs of clip art
 - d. Web sites - discuss copyright violations
5. Software available to create materials
 - a. PowerPoint.

- b. MS Publisher
 - c. PageMaker
 - d. MS Word
 - e. Adobe Photoshop
 - f. Adobe PDF
6. Before you create
- 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?

F. Creating The Publication

- 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.

G. It Works.

Field study and examples of actual team materials development and utilization.

3A - OPERATIONS

I. LESSON OBJECTIVE

Identify the operational characteristics of a Fire Prevention Education Team.

II. INTRODUCTION

- 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.

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.

B. Operations Overview

The operations section is where we discuss the assignment's nuts and bolts, the needs and ways to get the job done.

This is the unit where we try to pull it all together!

1. Requesting unit's roles and responsibilities
2. Team member pre-assignment preparation
3. Team member on-site assignment actions
4. Documentation and wrap-up
5. Group exercises and presentations

III. REQUESTING UNIT'S ROLES AND RESPONSIBILITIES

Prior to the team's arrival, the requesting unit should:

A. Team Expectations

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.

B. Marketing

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.

C. Notification

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.

Notification should include people at the following levels:

1. Local
2. Internal
3. Other affected agencies

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.

D. Key Contact Persons

Develop a list of persons and agencies the team should immediately contact upon arrival.

1. Agency liaison person
2. Local finance/procurement specialist
3. Local Public Affairs Specialist

E. Funding

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.

F. Delegation Of Authority

Draft the delegation of authority or letter of agreement for the team. This document should list the objectives and expectations of the assignment.

IV. PRE-ASSIGNMENT PREPARATION

- A. Pre-assignment preparation should include an understanding of and being comfortable with the assignment before accepting the assignment.
- 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.
- 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.
- D. Contact The Team Leader To Get An Overview Of The Assignment.

- 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.
- F. What Resource Materials Will I Need To Take With Me To This Assignment?
- G. Understanding The Nature And Expectations Of The Assignment Will Help Determine The Proper Materials To Assemble.
- H. It Is Essential To Assemble A Personal Reference And Resource Kit With Items Such As:
 - 1. Publications
 - 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

Who are those special people you work with and rely on at home?

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.
- I. What Type Of Clothing And Equipment Do I Need To Consider Bringing?
 - 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.

J. Transportation, Travel, And Other Logistics

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.

K. Research The Local Area

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.

V. ON-SITE ASSIGNMENT ACTIONS

Here are seven elements to implement a successful wildfire prevention education assignment.

A. Briefing And Orientation.

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.
6. Organization

What is the chain of command?

- 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.

7. Documentation.

- a. What type of final report will be required at closeout?
- b. What other kinds of documents might be desired?

B. Host Information

1. Ensure the briefing includes local and specific information.
2. Issues and sensitivities.

Don't get involved in interagency politics. Remember you are here to work for, and with, everyone.

3. Suggested key contacts.
 - a. Interagency
 - b. Internal
 - c. Media
 - d. Political

C. Financial Rules And Constraints

Remember...this is not a fire assignment, and the Team will be working on a budget.

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.

D. Priorities And Time Constraints

1. What should the team do first?
2. What are the long-term priorities?
3. What are the time constraints?

There might be some immediate or short-term concerns and needs that should be acted on right away.

E. Logistics And Support

Where will the team work? Will there be office space or will this be a mobile office from the rental car?

1. Telephones/cellular phones/pagers - all with local numbers
2. Fax machines
3. Flip charts
4. Computers and printers
5. E-mail

F. Who Might The Team Be Working With?

Depending on the assignment, the Team can expect to work with a number of technical specialists. The specialists may include:

1. Fire prevention
2. Public affairs
3. Writer editor
4. Prescribed fire
5. Environmental education
6. Webmaster or computer publications
7. Law enforcement

Determine and order the resources that will be needed within budgetary restraints.

G. Fire Prevention Education Action Plan

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.

Team experiences vary widely. The scope of the assignment will determine the depth of the planning effort.

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.

1. Community assessment
 - 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

2. Wildland Fire Prevention Mitigation Plan
 - 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
 - (1) Amongst the team
 - (2) To whoever the team reports
 - (3) With the cooperating agencies

3. Communication plan

Develop the media campaign to accomplish the Wildland Fire Prevention Mitigation Plan.

This is where you can put to use the information from your pre-arrival research, on-site briefing and assessment, and team objectives.

While preparing the communications plan, consider:

- a. Type and reach of the local and regional media
- b. Community organizations
- c. Local, state, and federal public officials
- d. Private sector cooperators
- e. Other key individuals
- f. Community media outlets

VI. DOCUMENTATION

Remember to document all team actions along the way. There are several forms that may be helpful.

A. Unit Log

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.

B. Daily Contact Log

C. Conversation Record

D. Final Report

This is a summary of everything the team worked on during the assignment and will cover the transition and closeout in detail.

E. Nuts And Bolts Of The Assignment

Don't forget to identify any special recognition or awards for individuals or groups who provided outstanding fire prevention education programs.

Document barriers, successes, failures, and possible improvements or solutions for the future.

F. Close The Loop

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.

VII. SUMMARY

To summarize this unit, operations is the nuts and bolts of the Fire Prevention Education Team assignment.

We have discussed the:

- Requesting unit’s roles and responsibilities
- Pre-assignment preparation
- On-site assignment actions
- Documentation and wrap-up

VIII. GROUP EXERCISES

A. Fire Prevention Education Team

B. Interagency Fire Management Group Ordering A Fire Prevention Education Team

NOTES

3B - TRANSITION AND CLOSEOUT

I. OBJECTIVE

Describe the elements of Fire Prevention Education Team transition and adequate closeout meetings.

II. INTRODUCTION

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.

III. TEAM TRANSITION

Transition will occur when one team or some of its members are leaving and being replaced by others.

Transition should be organized, scheduled, and planned with an adequate overlap time estimate of two days. This will reduce confusion and wasted time.

- A. Provide A Complete Briefing Package.
- B. Review Current Activities, Their Status, And Who Will Carry Them Through To Completion.
- C. Provide A List Of Key Contacts, Both Internal And External, Of The Agencies.
- D. Provide Current List Of Requested Actions To Be Accomplished By The Incoming Prevention Team.
- E. If A Team Member Leaves Early, Their Portion Of The Final Report Needs To Be Completed Before Departure (Or At Least Daily Summaries).
- F. When A Team Is Leaving, A Copy Of Their Final Report Should Always Be Left With The Incoming Team.

IV. CLOSEOUT

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.

A. Some Considerations For A Successful Closeout Are:

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.
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?

B. Treat Sensitive Issues As Directed By The Requesting Agency.

C. Prepare Performance Ratings For Team Members As Necessary. Ask The Requesting Agency For A Written Performance Evaluation For The Team.

V. DEMOBILIZATION

Demobilization should be a planned and orderly release from the assignment. Demobilization considerations include:

- ##### 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.

- B. Release Of The Team Or Any Of Its Members Needs To Occur Through Normal Dispatch Channels.
- C. Travel Arrangements Will Be Done Made The Local Dispatch Center's Standard Operating Procedure.
- D. Be Sure To Give Dispatch All Pertinent Information At Release: Resource Order Number, Request Number, And Destination Of Travel.

VI. CLOSEOUT/EXIT REPORT FORMAT

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.

- A. Background
- B. Team Charter Or Requesting Agency Direction
- C. Team Actions/Accomplishments
- D. Observations And Recommendations
- E. Commendations
- F. Conclusions
- G. Team Members
- H. Appendix Recommendations
 - Appendix 1 – Costs
 - Appendix 2 - Key contact lists
 - Appendix 3 - Products and materials produced
 - Appendix 4 - Daily summaries

NOTES

4 - TEAM EXERCISE

I. LESSON OBJECTIVES

- A. Develop A Wildland Fire Prevention Mitigation Plan.
- B. Actively Participate In A Presentation Of A Wildland Fire Prevention Mitigation Plan.

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.

III. POTENTIAL EXERCISE SCENARIOS

This exercise will develop a Wildland Fire Prevention Mitigation Plan utilizing simulated scenarios.

The following is a list of examples used previously:

- 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

IV. TEAM LOGISTICS

- A. Task Assignments
Scenarios
- B. Facilities
Where, What Room, Etc.
- C. Team Expectations.
- D. Logistical Support Needs For Each Work Group
Some considerations:
 1. Flip charts with necessary pens
 2. Tape
 3. Writable CDs

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
11. Transparency pens, paper

V. TEAM EXERCISE

This team exercise will serve as the cumulation of all the information and experience to date from this course.

- A. Teams Have Been Selected, The Task Is To Perform As If You Have Been Assigned To A Host Agency.
 1. The team scenario will be provided by an assigned team coach.
 2. The team coach will be a key to facilitate your needs, within reason.
 3. There will be several different scenarios, depending on the number of teams, some teams may be working on the same one.
- B. The Teams Will Work On Their Own Schedule And Take Whatever Amount Of Time They Are Willing To Spend.
- C. The Teams Will Be Given 5 to 8 Minutes For Individual Presentations In The Morning.
- D. The Logistic Information Has Been Provided, If Anything Else Is Required, Notify The Coach.

VI. ROLE OF THE COACH

A. There Are Three Major Roles Of The Coach

1. Evaluator of team performance
2. Group facilitator
3. Teacher and mentor

B. Evaluator Of Team Performance

This is probably the most challenging of the three roles of the coach. Performance evaluations must be written up following the exercise activity.

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.
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.

C. The First Time The Coach Meets With The Group, The Following Items Need To Be Explained:

1. Expectations of the coach regarding student performance.

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.

2. Ways in which students can excel or perform well in the exercise.

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.

3. The role of the coach (evaluator, facilitator, mentor).

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.

- 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!

VII. CONDUCT THE PRESENTATIONS

- A. Each Group Will Be Required To Make A Team Presentation.
- B. Provide For Presentation Critique With The Entire Class.

NOTES

5 - SUMMARY AND TESTING

I. LESSON OBJECTIVE

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

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.

III. REVIEW AND SUMMARIZE COURSE OBJECTIVE

Develop skills and knowledge to participate effectively as a member of a Fire Prevention Education Team.

IV. REVIEW AND SUMMARIZE UNIT AND LESSON OBJECTIVES

A. Unit 0 - Introduction

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

- 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.

3. Lesson 0C Case Studies
 - a. Identify and describe historic Fire Prevention Education Team mobilizations from the perspective of team member, agency administrator, and fire manager.
 - 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.

B. Unit 1 - Organization And Mobilization

Upon successful completion of this unit, students will be able to explain the process of mobilization and identify the organization of the FPE Team.

1. Lesson 1A Organization
 - a. Define the Fire Prevention Education Team organizational structure.
 - b. Identify the roles of the team members.
 - c. Describe the tasks required to be addressed by the team.
 - d. Distinguish expectations in a team.
2. Lesson 1B Mobilizing Fire Prevention Education Team Resources

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

C. Unit 2 - Components Of A Fire Prevention Education Team

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.

1. Lesson 2A Communication Planning

- 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.

2. Lesson 2B Finance

Describe the areas within the business aspects and finance that need to be considered and addressed during prevention assignments.

3. Lesson 2C Team Activity Model

- 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.

4. Lesson 2D Fire Prevention Assessment

- a. Develop an assessment of the situation upon arrival at a Fire Prevention Education Team assignment.
- b. Develop a Wildland Fire Prevention mitigation Plan.

5. Lesson 2E Social Considerations
 - 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.
6. Lesson 2F Fire Prevention Materials
 - a. Develop on-site fire prevention educational materials.
 - b. Utilize fire prevention educational material tools and techniques with computer applications.

D. Unit 3 - Bringing “It” All Together

Upon successful completion of this unit, students will identify operational characteristics of an FPE Team including: closeout, demob, and transition.

1. Lesson 3A Operations

Identify the operational characteristics of a Fire Prevention Education Team.

2. Lesson 3B Transition and Closeout

Describe the elements of Fire Prevention Education Team transition and adequate closeout meetings.

E. Unit 4 - Making "It" Happen

Upon successful completion of this unit, through group exercises the student will demonstrate the knowledge, skills, and abilities to effectively implement an FPE Team.

1. Lesson 4A - Exercise/Testing

- a. Develop a Wildland Fire Prevention Mitigation Plan.
- b. Actively participate in a presentation of a fire prevention education plan.

E. Unit 5 Objective: Summary and Testing

Upon successful completion of this unit, the student will demonstrate the skill and knowledge required to become a Fire Prevention Education Team Member.

V. ADMINISTER THE FINAL TEST

VI. SUMMARY

- A. Student Comments
- B. Student Course Critique

VII. CLOSEOUT

- A. Closing Comments
- B. Travel Safe !