

**APPENDIX C**  
**STUDENT WORKBOOK**

# **Fire Prevention Education Team Leader P-410**



## **Student Workbook December 2007 NFES 2951**

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## **NWCG TRAINING WORKING TEAM POSITION ON COURSE PRESENTATION AND MATERIALS**

The recommended hours listed in the FMCG are developed by Subject Matter Experts based on their estimation of the time required to present all material needed to adequately teach the unit and course objectives. The hours listed may vary slightly due to factors such as number of students, types and complexity of course activities, and the addition of local materials. NWCG is aware that there have been courses presented in an abbreviated form, varying greatly from the recommended course hours. Instructors and students are cautioned that in order to be recognized as an NWCG certified course, certain guidelines must be followed:

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

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

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

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

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

If the course is not available through PMS, e.g., L-380, and has been developed using NWCG course criteria, minimum course hour requirements have been established and must be adhered to by the course developer and the course instructors.

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

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# COURSE INTRODUCTION

## I. COURSE INTRODUCTION

### A. Course Overview

Fire Prevention Education Team Leader, P-410 is a 32 hour course designed for qualified Fire Prevention Education Team Members, and personnel who meet the course prerequisites.

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

The course units and lessons provide: Fire Prevention Education Teams, “A Review”, Pre-Assignment Coordination, Delegation of Authority, Developing the Action Plan, Developing Fire Prevention Education Teams, Team Safety Management, Rapid Team Building, Position qualifications, Position Task Book Administration, Administrative Responsibilities, Coordination, Team Resource Utilization, Supervising Fire Prevention Education Teams, Managing the Media/Public Affairs, Fire Prevention Education Materials, Team Reporting, Program Assessment and Planning, Fire/Public Use Restrictions, Fire Prevention Education Training, Exhibits and Displays, Public Education, Ethics, Conduct, Sexual Harassment and a Team Exercise.

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

## 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 develop the skills and knowledge necessary to perform the field applications of the basic fundamentals of wildland fire prevention.

## III. STUDENT PERFORMANCE

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

# 0 - INTRODUCTION

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## I. LESSON OBJECTIVES

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

## II. INTRODUCTION/WELCOME

P-410, Fire Prevention Education Team Leader, has been developed as part of a multi-course national curriculum. These courses are designed to enhance skill and knowledge of personnel assigned responsibilities for wildfire prevention activities.

- A. The National Fire Plan directs agencies to enhance public education and fire prevention efforts to reduce unacceptable loss of life, property, and national resources due to wildfires.
- B. The concept of Fire Prevention Education Teams is not new, however, the concept was activated in 1996 in the southwest region of the United States. Since that time, the “Fire Prevention Education Team” mobilization has been institutionalized multi-agency nationwide.
- C. Since 1996, a formal national training program was implemented to provide consistent skill development to personnel that are selected to participate on these teams. Teams have been mobilized every year since 1996 (except 1997).
  - 1. These Fire Prevention Education Teams are supervised by the Team Leader.
  - 2. This training program is designed to provide advanced skill and increase the number of qualified Team Leaders nationwide.



- D. You have been chosen because of your expertise in wildland fire prevention and communications. Your job will be to improve and continue the success of Fire Prevention Education Teams.

### III. COURSE OBJECTIVE

The students will develop the skills and knowledge necessary to participate effectively as a Team Leader of a Fire Prevention Education (FPE) Team.

### IV. UNIT OBJECTIVES

- A. Unit 1 Objectives: Team Organization

Upon successful completion of this unit, students will be able to explain how Fire Prevention Education Teams function by completing “A Review” of teams and pre-assignment coordination fundamentals.

- B. Unit 2 Objectives: Developing Fire Prevention Education Teams

Upon successful completion of this unit, students will prepare the Delegation of Authority, Develop the Action Plan, Develop the Fire Prevention Education Team, Establish Team Safety Management, and Participate in a Rapid Team Building Exercise.

- C. Unit 3 Objectives: Fire Prevention Education Team Qualifications and Certifications.

Upon successful completion of this unit, students will identify Position Qualifications and administer Position Task Books.

- D. Unit 4 Objectives: Program Management

Upon successful completion of this unit, students will be able to explain Administrative Responsibilities, Coordination, Team Resource Utilization, and Supervising Fire Prevention Education Teams.

E. Unit 5 Objective: Fire Prevention Education Team Activities

Upon successful completion of this unit, students will explain Managing the Media/Public Affairs, Fire Prevention Education Materials, Team Reporting, Program Assessment and Planning, Fire/Public Use Restrictions, Fire Prevention Education Training, Exhibits and Displays, and Public Education programs.

F. Unit 6 Objective: Fire Prevention Education Team Closeout

Upon successful completion of this unit, students will identify Ethics, Conduct, and Sexual Harassment, participate in a Team Exercise, and complete the final test.

V. SESSION LOGISTICS

A. Space And Facilities

1. Identify room locations
2. Set time schedules
3. Restrooms
4. Smoking rules
5. Telephone
6. E-mail, Internet access
7. Break schedules

B. Meals And Lodging

1. Identify eating establishments
2. Motel/hotel locations

C. Cell Phones And Pagers

1. Turn off cell phones
2. Put pagers on vibrate

D. Equipment/Supplies

1. Copier
2. Computer
3. Fax
4. Office Supplies

VI. FACULTY EXPECTATIONS

- A. Become Knowledgeable Of The FPE Team Leader Components.
- B. Participate As A Team Leader Trainee During The Exercises.
- C. Demonstrate Knowledge And Skills In The Final Exercises And Testing.

VII. INTRODUCTIONS

- A. Faculty
- B. Students

# 1A - FIRE PREVENTION EDUCATION TEAMS “A REVIEW”

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## I. LESSON OBJECTIVE

Describe the Fire Prevention Education Team history, mission, vision, utilization and what teams are expected to do.

## II. INTRODUCTION

Fire Prevention Education Teams have been highly successful in reducing loss of life, property, and natural resources. These teams have also provided national operating and development standards.

## III. TEAM MISSION AND VISION

### A. Team Mission

Fire Prevention Education Teams provide interagency expertise in wildland fire prevention, public relations and outreach, fire safety, the role of fire, and developing firewise communities. Teams assist local units in the prevention of unwanted, human-caused 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.

### B. Team Vision

As an integral part of wildland fire management, Fire Prevention Education Teams provide professional, capable, effective response to any potentially severe fire situation. Training provides Team Leaders and team 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.

#### IV. THE HISTORY OF FIRE PREVENTION EDUCATION TEAMS

##### The Story

- A. Fire Season - 1996, Southwest Region Of The United States
- B. Department Of Interior Diagnostic Team
- C. National Park Service Funds First Team Activity
- D. Teams Activated Across Geographical Areas
- E. End Of Season Evaluation Panel - Success
- F. Plan Developed To Implement A National Program
- G. 1997 National Training Programs Begin For Team Members And Team Leaders
- H. 2002 - National Wildfire Coordinating Group Approves Multi-year Implementation Plan
- I. Wildland Fire Education Working Team Provides Oversight
- J. NWCG Training Courses Developed - P-310 Fire Prevention Education Team Member
- K. P-410 Fire Prevention Education Team Leader

## V. UTILIZATION

### A. Historical Use Patterns

1. Activation expectation - Average 22 national teams annually
2. Activation history is normally April-November
3. 70 percent of teams activated - July/August
4. Activation - 76 percent Forest Service, the rest: Bureau of Land Management, Bureau of Indian Affairs, and FEMA
5. Core Team - three, use history indicates 65 percent of teams activated use four or five

### B. Available Resources

1. Training has been completed for 100 plus Team Leaders.
2. Training has been completed for 420 plus team members.
3. PIO 1 and PIO 2
4. Geographic Area Fire Prevention Coordinators
5. National Fire Prevention Branch Director

## VI. FIRE PREVENTION EDUCATION TEAM 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 Specialist
- D. Interagency Wildland Fire Qualification System Guide - 310-1
- E. Forest Service Handbook 5109-17

VII. WHEN SHOULD FIRE PREVENTION EDUCATION TEAMS BE USED?

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

VIII. WHAT ARE TEAMS EXPECTED TO DO?

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

IX. REVIEW OF FIRE PREVENTION EDUCATION TEAMS

Orientation - "An Ounce of Prevention"

Tell the Team Story Video

# 1B -PRE-ASSIGNMENT COORDINATION

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## I. LESSON OBJECTIVES

Mobilize a team and implement the host unit guidelines

## II. INTRODUCTION

Fire Prevention Education Teams have become an important part of the total interagency fire management function. This lesson will cover the mobilization structure and the details required to conduct a smooth transition.

## III. 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 PIO Public Information Officer, 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.



#### IV. 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 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.

#### V. 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.

## VI. PREVENTION EDUCATION TEAM INTERACTIONS

### A. Host Unit Responsibilities

1. Determine need for a wildland fire prevention education team.
  - a. Severe burning conditions
  - b. Unusually high fire occurrence
  - c. Heavy resource commitment
  - d. Preparedness level II
  - e. Wildland/urban interface issues
  - f. Special events
2. Determine source, type, and amount of funds available for use by the team.
3. Provide initial briefing to the Team Leader and team members as to purpose of requesting the team, objectives, and expectations.
4. Communicate with local unit personnel of the prevention education team's goals and objectives (internal communication plan).
5. Designate a Liaison representing the Agency Administrator to the Team Leader.

6. Provide contact names and telephone numbers of key contacts:
  - a. Public Information Officer
  - b. Cooperators
  - c. Local media
  - d. Financial Contact
  - e. Procurement Contact
  - f. Computer Support
  - g. Incident Management Team PIO (if applicable)
7. Provide prevention education team with agency documentation and cost tracking requirements.
8. Provide copy of unit's service and supply plan.
9. Provide copy of unit's incident business guidelines.
10. Provide office space, desks.
11. Provide telephones.
12. Provide access to a copy machine and copy paper.
13. Provide personal computers and printers.
14. Provide facsimile machine.
15. Provide office supplies.

## B. Host Unit Expectations

1. Wildland Fire Prevention Education Team operations to work safely.
2. Fire Prevention Education Team personnel interactions with host unit personnel to be professional and cooperative.
3. Fire Prevention Education Team personnel to operate within the scope of all laws, regulations, and policies relative to the operations, including fiscal.
4. To communicate with Agency Administrator or their designate as necessary.
5. Provide initial briefing to the Team Leader and members as to purpose of requesting the team, objectives, and expectations.
6. Communicate with local unit personnel of the prevention education team's goals and objectives.
7. Provide copy of the unit's incident business guidelines to the Team Leader.
8. Review all plans developed prior to implementation.

## C. Fire Prevention Education Team Responsibilities

1. Prevention Education Team members to operate safely at all times.
2. Prevention Education Team Leader reports to the host unit.
3. Establish a liaison role with the various agencies, both state and federal, in fire protection.
4. Obtain approvals and authority to implement the fire prevention effort area-wide.
5. Obtain copies of host unit's service and supply plan, incident business guidelines, and key contact names and telephone numbers.

6. Obtain briefing from host unit and determine level of support that will be provided as well as office work area available.
7. Maintain contacts with agency administrative and procurement personnel to ensure fiscal integrity.
8. Develop area-wide prevention strategies, based on fire protection assessment and evaluation of communication behavior and information needs of different segments of the population.
9. Develop prevention products for use.
10. Maintain/promote interagency approach.
11. Promote responsibility for fire safety and encourage self-help actions in all handouts.
12. Leave documentation with others.
13. Report accomplishments.
14. Obtain action plan/local and national operational procedures if available.
15. Identify agency issues, concerns, and barriers.
16. Identify barrier to an effective prevention program and offer solutions.
17. Leave positive solutions/suggestions for a sustainable program in fire prevention with area liaison.
18. Document all work on agency forms for inclusion in summary report.
19. Conduct organized exit interview and information sharing as based on documentation.

D. Fire Prevention Education Team Expectations

1. Receive information and documentation as source, type, and amount of funds for the assignment.

2. Receive initial briefing from the host unit that includes the purpose of requesting the team, objectives, and expectations.
3. Host unit has communicated with local unit personnel of the prevention education team's goals and objectives.
4. Provide the designated liaison's name and telephone numbers representing the Agency Administrator.
5. Provide contact names and telephone numbers of key contacts:
  - a. Public Information Officer
  - b. Cooperators
  - c. Local media
  - d. Financial Contact
  - e. Procurement Contact
  - f. Computer Support
  - g. Incident Management Team Public Information Officer (if applicable)

E. Social Considerations

1. In any area there are diverse audiences with diverse world views and agendas.
2. Being sensitive to the local agency's existing programs and culture is essential.
3. The Fire Prevention Education Team should gain awareness and understanding of local audiences and what, if any, prevention and education programs currently exist.
4. Adaptation of current programs or creation of new ones to meet the situation should be tailored for the communication needs of the local audiences.

F. Ordering Replacement Teams

1. Procedures
2. Timing

## 2A - DELEGATION OF AUTHORITY

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### I. LESSON OBJECTIVE

Implement a Delegation of Authority that will govern team activities.

### II. INTRODUCTION

The Delegation of Authority or whatever system is used to provide the required information for the operation of the Fire Prevention Education Team is one of the most important issues facing the Team Leader. It will set the stage for all operating procedures that will govern the stay on the host unit.

This lesson will cover the basic fundamentals of the agreement with the host unit. This agreement must be completed as soon as possible after arrival. The host unit should be alerted that this will be needed and work should begin prior to arrival.

### III. FUNDAMENTALS OF THE DELEGATION OF AUTHORITY

#### A. The Initial Briefing - The Negotiation

1. Introductions
2. Establish protocols
3. Establish roles and responsibilities
4. Be prepared prior to meeting, anticipate

#### B. The Assumption Of Authority

1. The Team Leader has full authority and responsibility for managing the Fire Prevention Education Team operations within the framework of legal stature, current policy, and the broad direction provided in both verbal and written briefing materials.
2. The Team Leader is accountable to the Agency Administrator.



3. A formal evaluation of the Team Leader's performance will be conducted prior to departure from the unit.

C. Agency Administrator Responsibility

1. Provides program oversight
2. Establishes team policies and procedures
3. Define jurisdictional protocols
  - a. Public Affairs
  - b. Interagency
  - c. Key players
  - d. Agreements, memorandums of understanding, etc.

D. Safety Management

The Team Leader is accountable for safety and is one of the top priorities and responsibility.

1. All members of your team must observe a "Zero Tolerance" for any careless or unsafe action.
2. The Team Leader must take appropriate actions to ensure that every one involved in this assignment knows and follows established safety procedures.
3. Conduct safety briefings
  - a. Procedures
  - b. Medical emergencies

- c. Accident reporting procedures
  - d. Work-Rest procedures
4. All federal, state and local laws and regulations and ordinances will be adhered to.

These laws include, but are not limited to:

- a. State motor vehicle operation (including agency driver's license requirements)
- b. Cultural and archeological protection laws
- c. Health and welfare regulations
- d. Environmental protection and hazardous materials laws

E. Cost Accountability

The Team Leader will provide the necessary capability to meet the assigned Fire Prevention Education Team objectives.

- 1. Emphasize good accountability for supplies ordered
- 2. Provide a daily cost accounting system
- 3. Maintain agency procurement requirements and authorities
- 4. Acquire cost codes for the assignment.
- 5. Acquire the estimated budget for this Fire Prevention Education Team.
  - a. This amount has been set based on the assumption that every effort will be made to stay within the allocated budget.
  - b. Any deviation from this amount must be approved by the Agency Administrator or designee.
- 6. Wildfire Prevention activities in multiple jurisdictions must be covered by appropriate agreements.

F. Team Business Advisor (TBA)

The team business advisor should be assigned.

The Team Leader must stay fully informed on:

1. Fiscal issues
2. Expenditures and limitations
3. Property accountability
4. Potential damage claims

G. Team Liaison

The liaison is a critical position in the team organization. The team liaison should be available on a daily basis to ensure that the needs of the team are met.

H. Public Information - Public Affairs

The Team Leader must work closely with the agency public affairs officer and representatives of other agencies and jurisdictions.

1. Keep them informed and work closely with them, proactively.
2. Coordinate all media releases through the unit PAO, follow protocol.
3. Determine if the team is to handle local and national media contacts in coordination with this agency.
4. Determine how political contacts are to be handled.

I. Local And Social Issues

All team members must be sensitive to local and social issues related to public land management and use.

J. Procurement

Determine procedures and contact for team procurement needs.

K. Base Of Operations

Determine the team logistical needs.

1. The location the Fire Prevention Education Team will work.
2. The team lodging arrangements must be identified.
3. Communication Systems established.

L. Team Reporting

The Team Leader will be responsible for the following:

1. Preparing a daily activity report, this will be submitted to individuals to be determined.
2. Preparing a schedule and conduct periodic management briefings.
3. Developing the final or transition report of actions and accomplishments and closeout briefing.

M. Fire Prevention Education Team Objectives

List the objectives assigned to this Delegation of Authority.

N. Key Contact List

Team Leaders must develop a list of key contacts. This list should include, as a minimum, the following:

1. Agency Administrator
2. Team Liaison
3. Fire Management Officer
4. Public Affairs Officer
5. Business Advisor
6. Procurement Specialist
7. Dispatch Center
8. Law Enforcement Coordinator
9. Other unit contact lists will be provided

## 2B - DEVELOPING THE ACTION PLAN

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### I. LESSON OBJECTIVE

Develop an action plan for Fire Prevention Education Team activities, and Host Unit expectations.

### II. INTRODUCTION - THE ACTION PLAN

The purpose of this lesson is to facilitate the development of a team action plan to implement the goals and objectives that have been assigned by the host unit.

This lesson will demonstrate an actual assignment with the results of their planning.

### III. ACTION PLAN FUNDAMENTALS

A. The Development Of The Team Action Plan, In A Timely Manner, Is The Effort Of The Entire Team And Host Unit.

This effort will drive the entire team program and is essential to meeting the objectives of the host unit.

B. The Team Leader Must Guide This Effort And Ensure That The Team Can Complete These Actions, Either By This Team Or A Follow-up Team.

If a follow-up will be required to meet the expectations of the host unit, this should be determined as soon as possible.

C. It Is Important To Gain Agreement As Soon As Possible. This Will Require The Team Leader To Determine The Outputs And Procedures To Complete The Assigned Objectives.

D. The Team Leader Should Have The Knowledge And Skill To Use, As A Minimum, The Following:

1. The Delegation of Authority or task order
2. Skill/background, identify for each individual
3. Local considerations

4. What has worked before
5. Networking
6. Unit feedback/scoping

#### IV. DEVELOPING FIRE PREVENTION OBJECTIVES AND ACTION PLAN – A CASE STUDY

##### A. Team Design/Assignment

1. Team Activated: 11/5
2. Location: Honey Bee ICP, Whitley City, Kentucky
3. Team Organization:
  - a. Team Leader, USFS - Retired
  - b. Fire Prevention Specialist – South Carolina Forestry Commission
  - c. Fire Prevention Specialist, Wallowa Whitman National Forest – Region 6
  - d. Graphics Specialist –Daniel Boone National Forest
4. Situation Analysis: The Daniel Boone National Forest, Kentucky Division of Forestry, and other cooperating agencies experienced above average fall fire season activity. The Daniel Boone National Forest experienced approximately 51 fires since mid-October, and an estimated 120,000 acres burned in the State of Kentucky.

A Fire Prevention Education Team was ordered on November 2, and activated on November 5. The team was assigned to the Honey Bee Incident Management Team and supervised by the Fire Information Officer. The team was located in the McCreary County Library.

5. Initial Briefing: The initial meeting was conducted on November 5. The following were present:
  - a. Forest Fire Management Officer
  - b. District Ranger, Stearns R.D.
  - c. Kentucky Division of Forestry
  - d. District Ranger, Somerset R.D.
  - e. Fire Information Officer, Blue Team
  - f. The National Fire Prevention Education Team
  
6. Secondary Briefing: A secondary management briefing was held at the Daniel Boone National Forest Headquarters on November 8. The following were in attendance:
  - a. The Fire Prevention Education Team
  - b. Forest Staff Officers
  - c. Forest Public Affairs Officer
  - d. Forest Fire Management Officer
  - e. Forest Graphics Specialist

B. Team Objectives: The Following Objectives Were Developed By Interaction At Briefings And Refined By The Wildland Fire Prevention Education Team Based On Evaluation And Further Assessment Of The Area. The Following Are The Established Objectives:

1. Objective # 1: Develop a Wildland Fire Prevention Community Outreach Program.
  - a. General Action: Develop Firewise Community Council Guidelines



- b. Specific Actions:
  - Develop guidelines for implementing FIREWISE Community Councils.
  - Develop a Fire Risk For Homes Checklist.
2. Objective # 2: Develop a Wildland Urban Interface/Intermix Awareness Program
  - a. General Action:
    - Homeowner FIREWISE Awareness, “Beware and Prepare” Campaign
  - b. Specific Actions:
    - Develop “Wildfire, Beware and Prepare” Poster/brochure and distribute to local distribution points for field utilization.
3. Objective # 3: Develop a Youth Fire Education Program
  - a. General Action 3A: Fire Education Kit for primary grades
  - b. Specific Actions:
    - Provide Preschool “Good Fire/Bad Fire” teacher kits.
    - Provide K-2 Fire Education Activity Books.
    - Provide Interactive Zip Game.
    - Provide teacher Big Books.
    - Provide children’s fire safety teachers “Do-It-Yourself” Kits.
  - c. General Action 3B: Fire Education Kit for secondary grades

- d. Specific Actions:
  - Provide “Burning Issues” Education CDs.
  - Provide Fire Ecology Resource Management Education Unit.
  - Provide “Fire A Force of Nature, The Story Behind the Scenes” publication.
  
- 4. Objective # 4: Develop Cooperative Community Youth Programs
  - a. General Action:
    - Prepare recommendations for program development.
  
  - b. Specific Actions:
    - Junior Firefighter/Basic fire training program for high school students
    - Explorer/4-H Wildland Fire Prevention Program
    - “Green Ribbon” Wildland Fire Prevention Program during National Fire Prevention Week
    - Wildland Fire Prevention Poster Contest (elementary, junior and senior levels)
    - Wildland Fire Prevention Essay Contest (junior and senior levels)
    - “Pumped on Prevention” radio public service announcement program
    - Job Corps center to support Wildland Fire Prevention projects
    - High school student mentoring program

5. Objective # 5: Develop a Wildland Fire Prevention and the Rural/Volunteer Fire Department Fire Prevention Program.
  - a. General Action:
    - Increase Fire Prevention skill and knowledge for Rural/Volunteer Fire Departments.
  - b. Specific Action:
    - Develop Fundamentals of Wildland Fire Prevention for Rural Fire Departments training program.
  
6. Objective # 6: Develop a public awareness Arson Prevention campaign.
  - a. General Action: STOP ARSON Public Awareness Campaign.
  - b. Specific Actions:
    - Develop and publish Stop Arson Awareness poster/flyer
    - Consider the following promotional material to enhance the STOP ARSON Campaign
      - Develop sporting license holder master art
      - Arson awareness place mat
      - Bumper sticker
      - Key tag
      - Trading cards
      - Book covers
      - Radio spots
      - Grocery bag message
      - Pencils/pens

- Celebrity
  - T.V. spot w/celebrity
  - Letters to churches
  - Banners
7. Objective # 7: Develop a community outreach fire prevention program
- a. General Action:
- Wildland Fire Prevention and the Community Recommendations
- b. Specific Actions:
- Develop a youth library reading program and provide necessary pilot materials, consider language and literacy.
  - Provide material to be used by local organizations adult literacy programs.
  - Develop a Hunter Fire Safety program.
  - Develop a Scouting Fire Safety program.
8. Objective # 8: Develop Agency Wildland Fire Prevention Skills.
- a. General Action: Wildland Fire Prevention Technical Guidance.

b. Specific Actions:

- Provide Wildland Fire Prevention Field Guides to all units
  - Conducting School Programs
  - Event Management
  - Marketing
  - Media
  - Patrol
  - Strategic Planning
  - Industrial Operations
  - Recreation Area
  - Exhibits and Displays
  - Fire Communication and Education
  - Cooperative Programs and Partnerships
  - Provide a pilot application of R.A.M.S. (Risk Assessment and Mitigation Strategies) to the Red River Gorge. This is a working model of the process. The information is not complete and assumptions were made for presentation purposes.

9. Objective # 9: Develop Wildland Fire Prevention Corporate Sponsorships.

a. General Action:

- Wildland Fire Prevention Corporate Advertising

b. Specific Actions:

- Consider working with local corporations and the business community to enhance wildland fire prevention programs.

C. Team Key Contacts: The National Fire Prevention Education Team Met With The Following:

- Incident Management Team
- Incident Fire Information Team
- McCreary County Library
- McCreary Central High School (25 students)– Agriculture/Shop class
- Local educators/principal
- Local law enforcement
- Local residents
- Forest Service Management Team
- Forest Service Support Group
- Christian Appalachian Project
- Local Insurance Agency
- State of Kentucky, Division of Forestry
- Whitley City Fire Department
- Pineville Fire Prevention Team (State of Kentucky)
- Statewide Arson Task Force
- Virginia Division of Forestry
- Texas Forest Service
- Forest Service, Region 5
- Forest Service, Region 6

- Reading Club Coordinator (youth, adult)
- County Judge Executive (County Administrator)
- Kentucky Emergency Management Agency
- Other local Rural/Volunteer Fire Departments
- Telephone Company
- Firefighters
- National Interagency Fire Center

## 2C - DEVELOPING FIRE PREVENTION EDUCATION TEAMS

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### I. LESSON OBJECTIVES

- A. Describe The Standards For Assigning Roles And Responsibilities.
- B. Conduct Team Member Skill Assessment.
- C. Conduct Performance Ratings.

### II. FIRE PREVENTION EDUCATION TEAM DEVELOPMENT

#### A. Introduction

Team success depends largely on the team members selected. In fact, choosing the core team could be the single most important decision you make as a Team Leader.

Strong Team Leaders effectively combined with knowledgeable experts (where necessary) build the momentum required for successful team completion. The team completes the work on time and within budget with little micro-management.

A weak or misaligned team requires substantial management on your part to limp past the finish line.

#### B. Fire Prevention Education Team: Diversity And Skills

- 1. A team is made up of people with differing personalities, skills, ability, knowledge, and temperament.

The Team Leader responsibility is to build a team that takes advantage of each team member's skills without taxing their weaknesses.



2. Team Leaders are required to complete each task of the project.
  - a. Does a team member require specific skills for a task or will general skills suffice?
  - b. Are strong interpersonal skills or the ability to communicate verbally and in writing vital prerequisites?
  - c. If you could choose anyone you wanted for your team, who would these people be and why?
  - d. Given the team that you actually get to work with, what levels of supervision will be required?

### III. ESTABLISHING INDIVIDUAL ROLES AND RESPONSIBILITIES

- A. Team success will be dependent on how well the team assigns or delegates individual responsibilities. Fire Prevention Education Teams are considered immediate resources and must plan to complete assignments in a short period of time.
- B. Team Leaders Must Assess The Goals And Objectives Assigned To The Team And Make Appropriate Decisions.

### IV. ROLES AND RESPONSIBILITY CONSIDERATIONS

- A. The Team Leader
  1. Define the leadership role of the Team Leader. Make it clear how the supervision of the team will take place.
  2. Clearly state the management functions that are established.
    - a. Chain of command
    - b. Organizational protocols
    - c. Host unit coordination

- d. Project review/approval process
  - e. Performance appraisals
  - f. Grievance procedures
  - g. Team operational systems
  - h. Scheduling
  - i. Accomplishment benchmarks
3. Establish the quality control standards.
- a. Flip charts
  - b. Briefings
  - c. Image control
  - d. Production standards

**B. Public Affairs/Public Information Officer**

This is the most sensitive area that a Team Leader must manage.

It must be clear that the team is in an area that has established procedures and expectations.

The public relationships will be impacted by what you do. With this in mind, every effort should be made to work in cooperation with the host unit.

- 1. Determine the scope of responsibility.
- 2. Determine product approval procedures.
  - a. Local unit
  - b. Team

3. Understand local operating systems, schedules, and contact protocols.
4. Determine the unit zone of influence.
5. Be sensitive to local culture and political considerations.
6. Determine briefing schedules.
7. Establish outreach procedures - internal/external.
8. Maintain team publications control.

#### C. Team Members

These individuals will come from different areas, backgrounds, and experience levels.

It is important to assess the skills of these individuals and assign them responsibilities where they have the greatest ability to perform and succeed.

Evaluation of these individuals should include:

1. Background
2. Experience, evaluate all not just fire prevention, get a clear picture of their capabilities
3. Personal needs, family, get to know them
4. Individual strengths and weaknesses
5. Are special skills available?
6. What are the individual expectations?
7. Physical limitations/capabilities
8. Medical considerations

9. Emergency contact information
10. Assign duties
11. Individual communication

## V. CONSIDERATIONS FOR ASSIGNED ROLES AND RESPONSIBILITIES

Team operations require a standard set of work assignments. The efficiency of these activities can be enhanced if proper delegation and work responsibilities are assigned. The general work assignment areas to consider include:

### A. Administrative Responsibilities

1. Documentation
2. Filing system
3. Office services
4. Supply management
5. Obtain "S" numbers

### B. Budget Management

1. Tracking system
2. Cost accounting
3. Monitoring
4. Projections/summary

C. Procurement

1. Host contact
2. Approvals
3. Documentation
4. Inventories
5. M.O.U.s needed

D. Daily Briefing

1. Scheduling
2. Facilitation
3. Documentation

E. Reporting

1. Daily
2. Transition
3. Final report, start the day of arrival
4. Team Member reporting

F. Management Briefings

1. Schedule
2. Facilitation
3. Documentation
4. Daily logs

G. Product Development

1. Scheduling
2. Approvals
3. Documentation
4. Inventories/distribution
5. Vendor contacts
6. Procurement systems

H. Equipment, Computers, Fax, Phones, Etc.

1. Requisition
2. Coordination
3. Documentation
4. E mail, cell phone coverage

I. Coordination

1. Internal
2. External
3. Field coordination
4. Off-site staffing

J. Staff From Other Departments

1. Mail room
2. Receptionist
3. Other functional areas

4. Off-site opportunities, graphics
- K. Contracting With Consultants, Outside Vendors, Or Temporary Agencies, Get Permission Before Contacting
1. Ad agency
  2. Mail service
  3. Clipping service
  4. Fax service
  5. Desktop publishing

## VI. MEASURING PERFORMANCE

- A. Performance Rating Standards
1. Complete for all participants  
Coordinate documentation with Position Task Book
  2. Major performance elements
- B. Prepare The Performance Documentation
- Review the sample performance rating form
- C. Measuring Team Leader Performance

## 2D- TEAM SAFETY MANAGEMENT

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### I. LESSON OBJECTIVE

Develop, implement, and manage a team safety program.

### II. INTRODUCTION

The job hazard analysis and tailgate safety process is the heart of a proactive occupational safety and health program.

Properly applied, they will ensure that the safety and health of employees is fully considered during the planning stages of a team activity.

Each potential hazard is considered, and procedures that will ensure that employees are not exposed to that hazard in a way that could cause harm are established and implemented prior to beginning work on the project.

- A. To Be Properly Understood And Implemented, The Safety Analysis Should Be Viewed As A Problem-solving Process.
- B. The problem is defined in terms of hazards which may be encountered by employees when they perform tasks involved in the project under consideration.

The solution is a set of actions which creates a safe work environment and establishes safe work procedures, and which is feasible and implementable given the constraints and opportunities associated with that project.

- C. A safe work environment and safe work procedures are essential outputs and integral to any team activity. They are as important as more commonly recognized outputs, such as contracts administered, habitat enhanced, and plans produced, etc.



Providing for a safe work environment and safe work procedures requires similar planning activities as those which ensure the other project outputs are accomplished and standards are met. Such activities include reconnaissance, obtaining input from specialists and customers, cost projections, consideration of alternatives, and all the other problem-solving procedures that are central to our resource management decision-making process.

### III. JOB HAZARD ANALYSIS GUIDELINES

- A. The Job Hazard Analysis Is The Hazard Assessment
- B. The Job Hazard Analysis Document
- C. How Do You Assemble A Job Hazard Analysis?
- D. Review The Parts Of The Job Hazard Analysis
  - 1. The form
  - 2. Heading
  - 3. Tasks or procedures
  - 4. Potential hazards
  - 5. Abatement actions
  - 6. Final approval
- E. Tasks, Hazards, And Abatement
  - 1. Tasks or procedures
  - 2. Tasks
  - 3. Qualifications needed
    - a. Defensive driving

- b. Agency licensing
- c. AD versus agency employee
- 4. Training required
- 5. Mode of travel
- 6. Work activity
- 7. Hazardous materials
- 8. Employee safety
  - a. Working alone
  - b. Check-in procedures
  - c. Health hazards
- 9. Evacuation plan

F. Hazards

- 1. Hazards come from two basic factors.
    - a. Unsafe acts
    - b. Unsafe conditions

Consider worse scenario
  - 2. Unsafe acts
- Failure to follow established standards and procedures

3. Unsafe conditions
  - a. Failure to recognize key elements
  - b. Environmental, biological, chemical, physical
4. Abatement actions - engineering controls, substitutions, administrative, personal protective equipment
5. OSHA Information

#### G. The Safety Formula

##### Summary

1. Assessment and documentation
2. The first step

#### H. Job Hazard Analysis - “Don’t Work Without It”

1. Your responsibility
2. Safe acts, safe conditions “A safe workplace”

#### I. The Tailgate Safety Meeting

1. Short review of current safety issues
2. Conduct as a daily team function
3. Should be documented
4. The big picture
5. Tailgate safety considerations:
  - a. Driving - traffic
  - b. Driving - mountain
  - c. Driving - defensive

- d. Working alone - beware
  - e. Stress
  - f. Fatigue
  - g. Lifting/back
  - h. Office security
  - i. Weather conditions
  - j. Food handling
  - k. Dehydration
  - l. Housekeeping
  - m. Smoke
6. Additional tailgate safety considerations:
- a. Office hazards
  - b. Wrong neighborhoods
  - c. Insects, West Nile virus
  - d. Seat belts
  - e. Use of tools
  - f. Medical emergencies
  - g. Mechanized equipment
  - h. Hostile people

- i. Water safety
- j. Poisonous plants, animals
- k. Ergonomic hazards
- l. Walking surfaces
- m. After dark activity

## 2E - RAPID TEAM BUILDING

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### I. Lesson Objective

Provide necessary leadership skills to a Fire Prevention Education Team.

### II. Introduction

This session is designed as a short initial team development exercise for Fire Prevention and Education Team leaders. The exercise will develop the following:

- Team Charter
- Team Identity
- Job Functions
- Team Decision Making

The emphasis is placed on creating and maintaining professional relationships and the development of essential team processes (Communication, Coordination, and Decision Making).

### III. DEVELOPING LEADERSHIP AND TEAMWORK SKILLS (PHASE 1)

Phase one of the exercise will require:

- A. Select And Mobilize The Team/Organization
- B. Create And Explain The Teams' Mission, Motto, Name, Etc.
- C. Review The Delegation Of Authority
- D. Develop The Team Objectives
- E. Develop The Team Action Plan
  - 1. General
  - 2. Specific

- F. Explain The Primary And Alternate Methods The Team Will Use To Make Team And Individual Decisions
- G. List And Explain The Decisions Reserved By The Team Leader
- H. List And Explain The Decisions Delegated To Team Members By The Team Leader

#### IV. DEVELOPING THE TEAM (PHASE 2, 3, AND 4)

##### A. Phase Two Of The Exercise Will Require:

1. Consideration of team diversity
2. Determine individual skills
3. Assign roles and areas of responsibility
4. Allocate the workload
5. Determine how performance rating will be conducted

##### B. Phase Three Of The Exercise Will Require:

Development of the team safety plan

##### C. Phase Four Of The Exercise Will Require:

Development of a 15-minute presentation to the group

#### V. CONDUCT THE EXERCISE PRESENTATIONS

## 3A - POSITION QUALIFICATIONS

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### I. LESSON OBJECTIVES

- A. Describe The Team Leader Position Requirements.
- B. Describe The FPET Qualification Standards.

### II. INTRODUCTION

Every year severe wildland fire conditions may occur with potentially damaging wildland fires. The area of fire protection often overlooked during actual fire occurrence or when critical fire conditions exist is wildland fire prevention.

Because fire weather trends are predictable, wildland fire prevention education resources can be mobilized into an area for the prevention of unwanted human-caused wildland fires.

The mobilization of wildland fire prevention education resources can occur at any level as determined by fire protection assessment and plans. The results of the assessment should determine the fire protection staffing needed to mitigate the anticipated problems.

### III. PURPOSES AND USES OF FPETS

- A. Wildland Fire Prevention Education Teams are mobilized to areas experiencing severe wildland fire threats to assist local fire managers with tasks including, but not limited to:
  - 1. Preparing fire protection assessments.
  - 2. Reducing the number of human-caused fires.
  - 3. Educating people about actions they can take to reduce the danger to themselves, their families, and their neighbors in the event of a wildland fire.



4. Reducing collateral losses, such as negative effects on tourism and travel.
  5. Educating people about pre-fire management priorities appropriate to the wildland urban interface.
  6. Develop area-wide prevention strategies.
  7. Develop a wildland fire prevention communication plan.
  8. Promote interagency cooperation.
  9. Promote responsibility for fire safety and encourage self-help actions.
- B. The purpose of Fire Prevention Education Teams is to reinforce local fire prevention education resources and to bring special prevention education planning, logistics, and operations expertise to bear in larger, complex severity situations that exceed the capabilities of local organizations.

Their roles in fire prevention/education are similar to the roles of Type 1 and Type 2 IMTs in large and complex incident management situations.

- C. Like Incident Management Teams, Fire Prevention Education Teams work for the local agencies with fire prevention education responsibilities to meet their goals and objectives.

They are emergency resources called up when severe conditions exist (or are predicted) that could result in an unusual number of ignitions escaping initial attack and the potential for large or damaging wildland fires.

- D. Wildland Fire Prevention Education Teams are available to support and coordinate fire prevention education programs over large geographical areas before and during periods of high fire danger or fire activity. These teams are used before and during periods of high fire danger or fire activity.

These teams are effective in assisting local and regional fire managers wherever conditions have evolved to the point that prevention and education efforts must be intensified to a degree that would stretch local available resources too thin, where interagency coordination must be elevated to unusual levels, or where special political, social, cultural, economic, or ecological complexities are involved.

The mobilization of fire prevention/education resources should be based upon the skills required for the required assignment.

This lesson will demonstrate the qualifications and certifications required to manage and participate on a Fire Prevention Education Team.

#### IV. FIRE PREVENTION EDUCATION TEAM LEADER (PETL) POSITION DESCRIPTION

##### A. Duties

1. Develops a comprehensive fire prevention education program on a local, district, region, state, or multi-state level to reduce human-caused wildfires. The program includes components of education, engineering, and enforcement.

Complexity is defined by geography, fire causes, community awareness, and cultural values.

Frequently, program precedent does not exist and the host Agency Administrator has few if any trained staff to develop and implement a comprehensive prevention education program.

2. Develops strategic communication plans with key messages.

Delivers persuasive fire prevention education programs to large community groups such as homeowner associations, key community leaders, elected officials, fire departments, and agency partners to address needed behavioral changes to reduce wildfires.

Identifies community activities/events that provide an opportunity to reach communities with fire prevention education activities and messages.

3. Responds to wildland fire conditions that are frequently extreme. Homes may be lost to wildfires.

The host agency is frequently at Preparedness Levels 4 or 5. Residents carelessly burn debris, are violating burning bans, deliberately setting fires, and/or are oblivious to wildfire danger and wildfire potential.

Most residents want to do what is right, they simply do not know what to do and when.

4. Reports to the Agency Administrator who provides the PETL broad agency policies and performance expectations through a formal delegation of authority.

The PETL develops comprehensive, well defined policies, objectives, and strategies incorporating program components with tactical operations.

5. Establishes agency and community communications and collaboration with the agency(s) PAO(s), agency prevention personnel, Incident Management Team(s) (if staged), local fire departments, key community leaders, and elected officials to develop and implement a fire prevention education strategy and communications plan.

Collaborates with partners to identify fire causes, recognize the threat of the problem to the geographic area and target specific prevention education programs. Partners and cooperators are important to successful program implementation.

6. Prepares and produces a variety of prevention education products.

Products include news releases, billboards, radio and television ads, posters, flyers, and door hangars that target fire causes including debris burning, arson, campfires, mechanical equipment failure, and children.

Works with billboard business owners and the National Ad Council for public service placement of Smokey Bear billboards.

Works with the state highway department to display fire prevention messages on electronic message signs, if possible.

7. Supervises a team of two to five specialists including a Prevention Education Team Member(s) and an agency Public Affairs Officer/PIO 1 or PIO 2.

In addition, the complexity of the assignment may call for additional PIOs, PETMs, prevention technician(s) PREVs, a graphic artist, a business manager, and an agency liaison.

Staff size reflects the complexity of the assignment which may include establishing satellite offices.

The PETL assigns tasks, evaluates performance, reviews program effectiveness, and resolves conflicts that may arise; ensures the safety and welfare of the assigned staff; leads and maintains a focus to team safety; and holds daily safety briefings.

8. Maintains positive interpersonal relationships. Employs good listening skills with co-workers, agency personnel, community partners including elected officials, fire departments, key community leaders, and the agency administrator.

Is responsive to requests and needs of others.

9. Works with national, regional, and local media to address fire causes, fire weather and fire fuel conditions in creative ways to get the fire prevention message before the public.

Media includes live television and radio interviews and print media interviews including media tours. Examples are:

- a. The Weather Channel
  - b. CNN, national, regional and local markets
  - c. Cable television channels
  - d. Newspaper and wire services
  - e. Works with NOAA
  - f. Radio and television weather forecasters to include fire danger in their daily weather reports
10. Works within a budget managing staffing and logistics for immediate and long term needs.

Manages procurements with agency personnel including office space rental, GPO printing, office supplies, lodging, equipment rental, and per diem. May have procurement person assigned to the team.

Teams frequently work in cities and communities where there are no agency offices.

11. Establishes effective community relations with elected officials, key community leaders, and agency partners.

In consultation with the agency administrator(s), initiates, plans, and leads briefings and presentations at agency meetings and community meetings.

Establishes and implements procedures for information exchange and coordination with the Incident Fire Information Center (WO), regional fire prevention managers, and area IMTs.

12. Prepares a final report of team activities and team recommendations for needed follow-up with community organizations, elected officials, and agency partners.

13. Prepares demobilization plan keyed to activity level of media, attendance at community events, coordination with IMTs, partner agencies, fire departments, community organizations, key community leaders, and elected officials.

14. Coordinates team transition.

B. Position Skills

1. P-410, Fire Prevention Education Team Leader Course

2. Superior oral and written communications skills

3. Superior leadership skills to lead team to achievement in a short period of time and to lead social change in a community

4. Flexibility and diplomacy to deal with elected officials, interagency partners, and homeowners, some of which may not want change and may withhold support

5. Satisfactory performance as a PETM and PETL (T)

V. FIRE PREVENTION EDUCATION TEAM LEADER (PETL)  
QUALIFICATION STANDARDS

A. PMS 310-1 National Incident Qualification System

1. Position category - Associated activities

2. Required training – None

3. Required experience – Satisfactory performance as a Fire Prevention Education Team Member (PETM), and successful position performance as a Fire Prevention Education Team Leader Trainee (PETL T)

4. Physical fitness level - None required

5. Other position assignments that will maintain currency - Fire Prevention Education Team Member (PETM)

B. Forest Service, Fire and Aviation Management Qualification Handbook,  
Chapter 20 - 25.1 Qualifications And Certifications.

1. Coordination and Support Position Qualifications.

a. Training: P-301 - Fire Prevention Education 2

P-410 – Fire Prevention Education Team Leader

b. Required Experience:

- Satisfactory position performance as a Fire Prevention Education Team Member (PETM)
- Satisfactory position performance as a Fire Prevention Education Team Leader (PETL)

c. Physical fitness: None required

d. Other position assignments that will maintain currency: Fire Prevention Education Team Member

## **3B - TASK BOOK ADMINISTRATION**

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### **I. LESSON OBJECTIVE**

Manage the Position Task Books required for team positions.

### **II. INTRODUCTION**

Every year severe wildland fire conditions may occur with potentially damaging wildland fires. Fire prevention, which is often overlooked during critical fire periods, can be a key element in reducing unwanted human-caused fires.

Fire Prevention Education Teams are mobilized to areas experiencing severe fire activity or potential threats to assist fire managers.

Fire Prevention Education Teams are available to support and coordinate fire prevention education programs over large geographic areas for interagency situations or in a local community.

#### **A. The Core Organization Of A Fire Prevention Education Team Consists Of**

1. PETL – Prevention Education Team Leader
2. PETM – Prevention Education Team Member
3. PIO – Public Information Officer Type 1, 2, or Public Affairs
4. Other functional area positions as required

#### **B. Fire Prevention Education Teams Are Available As Outlined In The National Interagency Mobilization Guide.**

### **III. TASK BOOK DESIGN AND USE**

#### **A. Position Task Book (PTB) Access**

The best way to stay current on FPET (PTBs) is to review the NWCG web site at:

<http://www.nwcg.gov>.



1. Locate and click on the publication identifier.
2. Locate and click on the Task Book identifier.
3. Locate and click on the prevention - investigation identifier.
4. Locate and click on the appropriate PTB.

B. Position Task Book Design - The Cover

1. Task Book assigned to:
2. Task Book initiated by:

C. Verification/Certification Of Completed Task Book For The Position

D. The qualification record

Evaluator

1. Final evaluator's verification
2. Agency certification

IV. NATIONAL WILDFIRE COORDINATING GROUP POSITION TASK BOOK

Responsibilities

- A. Home Unit/Certifying Official
- B. Trainee
- C. Evaluator
- D. Trainer/Coach
- E. Training Specialist

V. FIRE PREVENTION EDUCATION TEAM MEMBER (PETM) -  
QUALIFICATION RECORD

A. General

1. Obtain and assemble a kit of materials for assignment.
2. Prepare for assignment.

B. Mobilization

Obtain complete information from dispatch upon initial activation.

C. Incident Activities

1. Obtain briefing, orientation, and organizational chart.
2. Provide for safety and welfare.
3. Establish and maintain positive interpersonal and interagency working relationships.
4. Participates in fire prevention or education planning and activation.
5. Participate in wildfire prevention information and education activities.
6. Evaluate fuels and hazards.

D. Demobilization

1. Ensure that performance ratings are discussed and completed with the Fire Prevention Education Team Leader.
2. Assist as necessary in the debriefing with the Agency Administrator.
3. Demobilization and checkout. Receive demobilization/transition instructions from the appropriate person.

## VI. INSTRUCTIONS FOR EVALUATION RECORD

Complete the necessary information required by these instructions.

## VII. FIRE PREVENTION EDUCATION TEAM LEADER (PETL) - QUALIFICATION RECORD

### A. General

1. Obtain and assemble a kit of materials needed for assignment.
2. Prepare for assignment.

### B. Mobilization

1. Obtain complete information from dispatch upon initial activation.
2. Gather information to assess assignment and determine immediate needs and actions.

### C. Incident Activities

1. Arrive at incident and check in according to agency guidelines.
2. Assume responsibility for the safety and welfare of assigned personnel during the incident assignment.
3. Establish and maintain positive interpersonal and interagency working relationships.
4. Develop required plans.
5. Provide leadership and supervision for the Fire Prevention Education Team.
6. Develop and distribute wildfire prevention information and education materials needed to meet objectives.

7. Review and approve information releases and participate in media interviews needed to meet objectives.
8. Evaluate fuels and hazards, as needed to meet objectives.
9. Review and evaluate investigation reports to determine fire cause and law enforcement actions on wildfires occurring in area of responsibility, as needed to meet objectives.

D. Demobilization

1. Consider demobilization and/or transition early enough during the assignment so that adequate demobilization/transition plan is in place prior to the actual need to release resources.
2. Ensure that performance ratings are completed for team members.
3. Demobilization and checkout. Receive demobilization/transition instructions from the appropriate person.
4. Debrief the Agency Administrator.

## VIII. INSTRUCTIONS FOR EVALUATION RECORD

Complete the necessary information required by these instructions.

# NOTES

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## 4A - ADMINISTRATIVE RESPONSIBILITIES

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### I. LESSON OBJECTIVE

Describe the application of the administrative responsibilities and management of a Fire Prevention Education Team.

### II. INTRODUCTION

The administrative functions are critical to team management. The consequences of not handling these responsibilities can disrupt team functions. The Team Leader must address these issues and make arrangements to meet the unit needs in a professional manner.

The business functions are important for future team activity. This is a difficult task and proper assistance must be provided.

Team Leaders should not be hesitant to request help early in the assignment. Projects seem to escalate and you can be overwhelmed with these details.

Team Leaders that have to spend too much time on administrative details are less effective in other team activities.

### III. GETTING STARTED

A. Upon assignment, a designated member of the team should be identified in advance that will deal with the business aspects of this assignment. If an individual is assigned to the team for business needs, this person should have the knowledge comparable to a Finance Section Chief or Incident Business Advisor.

#### B. Office Logistics

The following are the common elements that will need to be provided upon arrival to the requesting unit:

- Computers
- Administrative support
- Transportation

- Office space
  - Telephones
  - Facsimile machine
  - Digital camera
- C. 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.

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 that authority and purchase tools.

D. Local/Regional Contacts

The following are sources of contacts to meet/assist the team with business needs:

- Agency Administrative Manager/Officer
- Agency Procurement Staff/Buying Team
- Support Group
- Finance Section Lead (Budget and Finance Officer/Financial Manager)
- Fire Management Officer/Forest Fire Staff
- Public Affairs Officer
- Fire Prevention Officer
- Incident Business Management

- E. 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 at:

[www.nwccg.gov](http://www.nwccg.gov).

The Incident Business Practices Working Team sponsors a section on this web site and the lists can be found there.

- F. The individuals identified on these lists are the first contact for agency specific issues, regulations, or questions relative to the unit that requested team assistance.

#### IV. AUTHORITIES

- A. The purpose of Fire Prevention Education Teams is to support geographical fire prevention and wildland fire educational needs preceding and during periods of high wildland fire activity.

The existing agreement that authorizes and supports the use of teams is the Master Agreement between the United States Department of the Interior and the United States Department of Agriculture. 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 ordering is done through the existing ordering process used for emergency assignments, however, utilizing a prevention or an education team does not constitute a fire assignment.
  - 1. Not a fire assignment
  - 2. Some emergency rules may apply relative to:
    - a. Travel
    - b. Overtime
    - c. Hiring



## V. TYPES OF FUNDING

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

Work closely with the Buying Team, if available.

1. Regular Appropriations for Preparedness
2. Severity Funding
  - a. May not be a fire assignment
  - b. Funds are approved - appropriated
  - c. Work, rest, travel, overtime
  - d. Emergency procurement rules do not apply
  - e. Interagency Standards for Fire and Fire Aviation Operatons, NFES 2724, and , Forest Service Manual 5130.
3. State Funding
4. FEMA Funding
  - a. Declaration to State
  - b. Mission Assignment to the Forest Service

### B. Different rules can apply to the above list of funding types. Regular federal preparedness funds do not typically tie in with emergency authorities unless the resource requested is in response to an emergency incident.

1. Severity funding does establish an emergency within itself since the funding source is the Suppression authorities given to the federal agencies.

2. State funding sources will determine the level of spending and may be within emergency authorities.
3. Typically, state activation of a team will generate the need for reimbursement.
4. FEMA declarations come with a variety of rules for reimbursement and the Mission Tasking should be reviewed closely to determine what will be reimbursed and what will not.

## VI. HIRING OPTIONS

- A. There Are Several Options Available To Hire Additional Personnel For Fire Prevention Education Teams.
  1. Administratively Determined Pay Plan (AD Hires)
    - a. Federal and state taxes will be withheld
    - b. W4, I9, and W5 forms
    - c. Preseason sign-up recommended, fill out forms, get into ROSS
  2. 30-day Special Hiring Authority
  3. Reimbursable agreements with state
  4. Volunteer
- B. Utilizing the AD hiring authority requires following some administrative items. The point of hire is usually where the individual lives. If the individual is hired away from their residence, travel reimbursement and/or coverage may be an issue.

- C. The AD pay plan is modified annually. 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.

If a rate needs to be established, it should be negotiated prior to mobilization by an authorized individual.

## VII. PROCUREMENT

The federal agencies utilize purchase tools in the form of purchase credit cards and checks. If a team member has these items, they will be able to provide some procurement support. However, that may not be their primary responsibility and they may not have the time to meet the needs of the team for services and supply purchasing.

- A. Utilize Local Purchasing Agent
- B. Government Printing Office (GPO) For Large Federal Printing Jobs
- C. Copy Versus Print
- D. Emergency Procurement Rules Do Not Apply

The basic rule of thumb to remember is if the material needing to be reproduced will go outside of the agencies (partners/cooperators), GPO rules apply.

The decision of copying versus printing can be determined by the quantity and quality of the product you are after and if colors are needed. If you are on an assignment for a state, consult the state's purchasing representative for their rules and regulations governing printing. Always keep receipts.

## VIII. TRACKING EXPENDITURES

There are many tools available for tracking costs. Incident Cost Accounting and Reporting System (ICARS) is one tool that is utilized by many incident management team cost units. Spreadsheets and other databases are also viable options. The primary thing to remember is what you need to track, why, and if you need to provide that information to someone in a report format.

There are basically two reasons for tracking costs:

- Limited budget
- Need for up-to-date numbers

## IX. ADMINISTRATIVE SUPPORT DOCUMENTS

Reference - Fire Prevention Education Team Forms Catalog

## X. ADMINISTRATIVE SUPPORT DETAILS

Administrative responsibilities also include the following

- A. Basic Business Practices
- B. Office Management Principles/Systems
  - 1. Filing systems
  - 2. Documentation
  - 3. Reports, daily, summaries, etc.
  - 4. Supply inventory/procurement
- C. Presentation Preparation
- D. Final Report

# NOTES

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## 4B - COORDINATION

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### I. LESSON OBJECTIVE

Describe the coordination efforts of a Fire Prevention Education Team.

### II. INTRODUCTION

The coordination element of Fire Prevention Education Team activities will be important to team success. The coordination framework needs to be established as early in the assignment as possible.

The Team Leader will be faced with determining coordination priorities and the scope of the team involvement. The Fire Prevention Education Team will be a focus of attention and will be in demand. The host unit, at all levels, will have high expectations on what to expect. This will require attention to coordination details.

### III. FUNDAMENTALS OF COORDINATION EFFORTS

#### Basic Coordination Elements

- A. Agency Administrators
- B. Local Management Teams
- C. Internal - On Site Location
  - 1. The team location
  - 2. The office
- D. Internal - Off Site Locations
  - 1. Field offices
  - 2. Ranger stations
  - 3. Work sites
  - 4. Administrative units - fire prevention, etc.

- E. External
  - 1. Local government
  - 2. Cooperators
  - 3. Contractors
  - 4. Fire Safe Councils

#### IV. INTERAGENCY COORDINATION

##### A. Assessment Of The Existing Cooperative Program

- 1. Interagency committees, cooperatives
- 2. Mutual aid agreements
- 3. Cooperative agreements
  - a. Master operating plan
  - b. Local operating plans

##### B. Review Interagency Fire Prevention Planning

- 1. Joint agency efforts
- 2. Field reviews with agency representatives

##### C. Determine Interagency Involvement

- 1. Financial
- 2. Staff support
- 3. Facilities
- 4. Equipment

## V. LARGE FIRE ASSISTANCE

### A. Coordination Of On-going Fire Activity

### B. Fire Assistance Opportunities

1. Media support
2. Homeowner involvement
3. Material development
4. Assist PIO
5. Ambassadors
6. MAC coordination
7. Severity determinations
8. Fire prevention staffing recommendations
9. Agriculture Extension Agent
10. Other, Community Wildfire Protection Plan (CWPP)



# NOTES

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## 4C - TEAM RESOURCE UTILIZATION

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### I. LESSON OBJECTIVE

Utilize various resources to ensure team success.

### II. INTRODUCTION

Fire Prevention Education Team Leaders will be faced with a variety of field operation opportunities and must be able to adapt to the existing situation and changing situations while utilizing the skills of team members.

### III. USE OF RESOURCES - SUPPORT

A. Resources available to Team Leaders can be made available from different functions. The team assignment can be enhanced with other local personnel. Consideration should be made to:

1. Recruit support service
  - a. Receptionists
  - b. Mail clerk
  - c. Graphics
  - d. Additional public affairs
  - e. Procurement
  - f. Local media
  - g. List others (i.e., prevention technicians, engine crews, bilingual employees, law enforcement officers, IT staff, dispatch)
  - h. Send out an e-mail to let support services know who the team is
2. Use of resources - other agencies
  - a. State and local government

- b. Forest Service
  - c. Bureau of Land Management
  - d. National Park Service
  - e. Fish and Wildlife Service
  - f. Bureau of Indian Affairs
  - g. Rural and paid fire departments
  - h. Volunteer fire departments
3. Recruit other nontraditional partners
- a. Road departments
  - b. Public utilities
  - c. Local vendors
  - d. List others (i.e., local Red Cross volunteers, libraries)

B. Use Of Rural/Volunteer Fire Departments

These resources can be a valuable asset to any team activity. These units can contribute in the following ways:

- 1. Patrol
- 2. Public contact
- 3. Inspections of fire prone area
- 4. Provide mitigation recommendations
- 5. Serve as local consultants
- 6. Conduct/support school programs
- 7. Assist on community outreach activities

#### IV. WORKING WITH INCIDENT MANAGEMENT TEAMS

Teams may be requested to support ongoing Incident Management Teams. Considerations by the TeamLeader should include:

- A. Determine Organizational Protocol
  - 1. Team Leader roles and responsibilities
  - 2. Relationship to existing team Public Information Officers
  - 3. Suppression and chain of command
- B. Determine Scope Of Work, Objectives, And Task Assignments
  - 1. Short term
  - 2. Long term
- C. Participate In All Briefings
- D. Recommend Specific Actions
  - 1. Community
  - 2. Media
  - 3. Ground resources
  - 4. Staffing Required
- E. Provide Condition Assessment
  - 1. Fire occurrences
  - 2. Risks, hazards, values
  - 3. Public education requirements
  - 4. Community involvement
  - 5. Community outreach

- F. Provide Operational Assessment
  - 1. Preparedness level activation
  - 2. Seasonal severity
  - 3. Program evaluation – local fire prevention
- G. Facilitate Training And Skill Development For Local Resources

## V. FIRE PREVENTION PATROL

Having the field patrols working with the team, and having local residents who are familiar with the area was very beneficial to getting the word out about the fire restrictions in effect. Their knowledge of the area is critical to the success of the team.

### A. All Patrols Must Have Communication.

Have a check in time (by calling) when they are done for the evening. Have a key contact list ready for them.

COMMUNICATION IS A CRITICAL SAFETY ISSUE.

### B. All Patrols Must Have Clear Assignments.

### C. Patrol Units Must Be Mapped Out.

If using local patrols they may be familiar with the area where they are sent. If using patrols from out of region, they are going to be unfamiliar with the area and the local issues.

### D. The Patrols Must Keep A Log Sheet.

When patrols are out making contacts, posting signs, it is imperative that they keep a log.

E. Basic Fire Prevention Instruction

If a team gets local personnel to patrol, they may not have the knowledge of making contacts, officer safety, radio use, locomotives, and home inspections.

F. Uniform Versus No-uniform

Depending on location and who is funding the team should decide what to wear.

G. Patrol Check-In Log (See Forms Catalog).

VI. TEAM TRANSITION

Teams have the potential to be replaced by another team if conditions dictate continued efforts. This transition can be difficult. The following can help the process be more efficient.

A. Complete Briefing Of New Team

1. Protocol
2. Severity schedule
3. Budget parameters

B. What Are The Expectations Of The New Team?

1. Objectives
2. Responsibilities

C. Ensure A Clear Understanding Of Team Commitments And The Importance Of Meeting Them.

- D. Maintain The Team Flow.
  - 1. Existing team structure
  - 2. Roles/responsibilities
- E. Understand The Existing Procurement Procedures.
- F. Maintain The Budget Tracking System.
- G. Existing Team Leader Can Facilitate The Selection Of A New Incoming Team.

## VII. FIRE PREVENTION EDUCATION TEAM AMBASSADORS

Assignment can require team members going to the field. Fire Prevention Ambassadors can be effective to:

- A. Organizational Contracts
- B. Multi-agency Coordination
- C. Provide Material Development Training
- D. Provide Computer Demonstration
- E. Document Immediate Needs
- F. Provide Key Fire Prevention Assistance In The WUI And Other Related Issues
- G. Attend Local Cooperative Meetings
- H. Brief Incident Management Team In The Area
- I. Maintain Liaison From The Team To The Locals

## **4D - SUPERVISING FIRE PREVENTION EDUCATION TEAMS**

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### **I. LESSON OBJECTIVE**

Apply daily supervision skills to a Fire Prevention Education Team.

### **II. INTRODUCTION**

Supervising the Fire Prevention Education Team will be the requirement of every Team Leader. The organizational skills that have been developed in your work history will be required to be successful. Fire Prevention Team supervision will require rapid development for a short duration. Team Leaders can be faced with different people, experience, standards, and background.

Team Leaders will be held accountable for the performance of the team. This will require a high degree of supervisory skills. This lesson will provide fundamentals to consider to make your experience successful.

### **III. SETTING UP THE SUPERVISORY CHALLENGE**

For the past few days you have worked very hard completing the following:

- A. Program Overviews, Background, History, Etc.
- B. Team Systems
  - 1. Staffing analysis
  - 2. Position descriptions, responsibilities and skill requirements,
  - 3. Pre-assignment coordination
  - 4. The host kit - team interactions
  - 5. Mobilization
- C. The Delegation Of Authority
- D. Developing The Team
  - 1. Evaluate diversity and skill of Team Members



2. Team skill assessment
  3. Determine team responsibilities, the major functions
  4. Develop performance contracts and performance rating system
  5. Develop a team safety management program
- E. Exercise: Where You Put It All Together!

#### IV. UTILIZING THE FIRE PREVENTION EDUCATION TEAM LEADER GUIDE

- A. The Fire Prevention Education Team Leader Guide Should Be Carried By The Team Leader. The Guide Offers An Excellent Team Orientation Package And Can Serve As The Foundation For Team Briefings.
- B. The Elements Of The Fire Prevention Education Team Leader Guide Consist Of:
1. Executive Summary
    - a. Team Mission.
    - b. Team vision.
    - c. History of Fire Prevention Education Teams.
    - d. FPET Purpose and Use.
  2. Fire Prevention Education Team Contacts
    - a. Geographic Area Coordinators
    - b. Wildland Fire Education Working Team

3. Fire Prevention Education Teams  
Mobilization
4. Fire Prevention Education Teams - Position  
Standards:
  - a. 310-1 National Incident Qualification System.
  - b. 5109.17 USDA-Forest Service Qualification Standards.
5. Fire Prevention Education Teams - Position Descriptions:
  - a. Fire Prevention Education Team Leader (PETL).
  - b. Fire Prevention Education Team Member (PETM).
6. Managing Fire Prevention Education Teams
  - a. Supervising Fire Prevention Education Teams.
  - b. Pre-Assignment Coordination.
  - c. Delegation of Authority.
  - d. Developing Fire Prevention - Education Teams.
  - e. Developing the Team Action Plan.
  - f. Administrative Responsibilities.
  - g. Coordination Fundamentals.
  - h. Resource Utilization.
  - i. Fire Prevention Messaging.
  - j. Fire Prevention Communication.

7. Fire Prevention Education Team Operations
  - a. Operations Checklist  
“After Action” Review .
  - b. Operations Checklist – Program Evaluation.
  - c. Fire Prevention Preparedness Considerations.
  - d. Operations Checklist – Team Leader.
  - e. Operations Checklist - Pre-assignment.
  - f. Operations Checklist - On-site Materials.
  - g. Operations Templates - Final Report Outline.
  - h. Operations Templates - Filing System.
  - i. Position Task Books.
8. Fire Prevention Education Team Safety
  - a. Job Hazard Analysis.
  - b. The Tailgate Safety Meeting.
9. Fire Prevention Education Team - Administration  
Documentation System (Forms).
10. Fire Prevention Education Team Reference Library  
Electronic files of appropriate documents.
11. Appendix  
Designed for Team Leader use to put other related information.

## V. SUPERVISING DAILY OPERATIONS - THE EXERCISE

### Major Considerations

#### A. The Daily Activity Schedule

1. Hours of work (approval for more than 12 hours required)
2. Location of the work

#### B. Project Planning For The 14 Day Assignment

Establish timelines with completion dates

#### C. Project Leadership/Responsibilities

#### D. Work Planning

#### E. Project Scheduling

#### F. The Budget, How Much Will It Cost?

#### G. Project Procedures/Controls

#### H. Program Monitoring

#### I. Standard Checklists

#### J. Reviews, Schedule

## VI. PUTTING IT ALL TOGETHER

# NOTES

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## **5A - MANAGING THE MEDIA AND PUBLIC AFFAIRS**

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### **I. LESSON OBJECTIVE**

Describe the function of media management and campaign development.

### **II. MANAGING THE MEDIA/PUBLIC AFFAIRS - INTRODUCTION**

Fire Prevention Education Teams will be involved with the media or Public Affairs activities. The core team will include a Public Affairs or Information Specialist. This support is critical to the success of the team.

It is important that the Team Leader have enough experience and skill to adequately manage this team element.

### **III. MEDIA ASSESSMENT AND COORDINATION**

#### **A. Public Affairs/Information Skill Assessment**

1. Not all public affairs personnel have the same skills.
2. Determine individual skill base.
3. Determine what each individual does best.
4. Personal capabilities.
5. What are the agency capabilities?

#### **B. Host Unit Public Affairs Coordination**

1. The coordination with the Host Unit in all media/public affairs activity is extremely important. If there is an area where previous teams have had difficulty, it is this area.
2. Remember, you are on their turf, they need to be a part of the effort or at least have the opportunity to participate.
3. Establish an information approval system.
4. Interagency coordination.

5. Build the media team.
    - a. Media
    - b. Key people
    - c. Agency representatives
  6. Control the crisis.
- C. Managing the Media/Public Affairs
1. The communication strategy should drive the media/public affairs operation.
  2. Be proactive not reactive.
- D. Maintain Control
1. Media can get out of control in a hurry.
  2. Be the first and best source of information.
  3. Media and public outreach
  4. Media outreach
    - a. Joint communication plan
    - b. Responsibility
    - c. Implementation
- E. Media Protocol
1. Zone of influence
  2. Agency representatives

## F. Use Of The Public Affairs Officer

1. Establishing the communication network
  - a. Email contacts
  - b. Fax services
  - c. Key contacts
  - d. Establishing information points
2. Key development of the communication strategy

## V. DESIGNING THE MEDIA ELEMENT

During fire season, stories about major wildfires that besiege the nation's forests and rangelands, as well as surrounding communities, appear almost daily in newspapers and on radio and television broadcasts. But how many of these stories take the time to present information about wildfire prevention?

### A. Communication/Marketing Plan Development

1. Title page
2. Signature page
3. Table of contents
4. Background
5. Purpose of the plan
  - a. Goals
  - b. Objectives
  - c. Key messages
  - d. Target Audiences



6. Methods
7. Action plan (dynamic)

B. Media Kit Development

1. News releases
2. Radio public service announcements
3. Paid advertising
4. Television PSA Story board
5. Related information
  - a. Maps
  - b. Talking points
  - c. Briefing packets
  - d. Ad slicks
  - e. Agency information, other

C. Communication Methods

1. News releases
2. Public service announcements
3. Press conference
4. Interviews
5. Paid ads
6. Field tours

7. Events
8. Web sites
9. Incident
10. Other

## V. IMPLEMENTING LOCAL CAMPAIGNS

A. Local campaigns have proven to be extremely effective. They gain local support and are easily implemented. The following fundamentals should be considered when developing a fire prevention campaign.

1. The Process – development steps
2. Developing the theme – What needs to be said and how to say it?
3. Campaign elements – “The Fundamentals”
4. Communications/Marketing Plan – How can the media help?
5. Materials template development – How can it get done?
6. Corporate Support – Is there other help available?
7. Product Design – What will sell the campaign?
8. The Substance of it..teaching them to fish
9. Implementation – “Close the Loop”
10. Program Availability – “Keeping it Alive”

B. Bilingual Considerations

1. Written
2. Television
3. Radio

C. Examples Of Recent Campaigns

1. Know Before You Go!
2. I'm Concerned
3. Wildfire: Beware/Prepare
4. Don't Blow It!
5. Stop Arson
6. Don't Burn Texas
7. Fire on the Range
8. Match Play
9. Senior Fire Busters
10. Survive Alive
11. Retire Fire
12. Fire Away
13. Strike Zone
14. Living With Fire
15. Wildfire The Next Storm
16. Wildfire..Not In My Backyard
17. It Only Takes One

D. Other Media Considerations

1. Graphic support

2. Video clip service

Same as above, only video application.

3. Fax service

One-stop fax service, fax to them and they fax to a predetermined list

4. Web site development—commercial vendors

# NOTES

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# **5B - FIRE PREVENTION EDUCATION MATERIALS**

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## **I. LESSON OBJECTIVE**

Administer fire prevention education materials development following agency standards.

## **II. INTRODUCTION**

The intent of this lesson is to provide the necessary steps to prepare and produce fire prevention education materials to support Fire Prevention Education Team activities. It has been designed to generate ideas and provide information to assist in the development of a successful wildfire prevention education materials development program.

## **III. THE PROCESS**

The process for developing fire prevention education materials, for whatever cause, has basic components. This lesson will cover these components and key points that affect their implementation.

A. The Idea – We All Have Ideas, Some Good, Some Not So Good, Some Work, Some Don't. But In Order To Do The Job, We Must:

1. Represent the agency/organization
2. Present a positive agency image
3. Feel good about what we do
4. Increase morale, make others feel good

B. The Team Leader Must Continually Have To Create Ideas, Continue To Be Creative, Someone Has To Do It!

C. How To Be Successful In Implementing The Idea, Big Or Small:

1. It won't be easy.
2. You have to be a bulldog.
3. You will have to coerce, all levels.

4. You will have to exercise all your supervisory skills to motivate.
5. You will have to be a champion for the cause, have a passion.
6. You will have to persuade everyone, procurement, creative folks, mail room, etc.

D. Design Concepts

1. Who's it for, identify the audience.
2. What message is trying to be conveyed?
3. Develop your ideas visually.
4. Provide for alternatives.
5. Try not to be too specific at first.
6. Concepts have a way of finalization, be cautious.

E. Initial Meeting With Host Agency

1. Determine the client; team, organization, another agency, another unit.
2. It's sell time again.
3. Make an appointment, confirm in writing.
4. Be professional, attitude, appearance, presentation.
5. Be positive, let the passion show.
6. Know what you want.

7. Know how to negotiate, understand parameters

F. Mutual Agreement With Host Agency

1. Lock it up - decision.

2. Work can be accomplished by various means, fax, overnight mail, electronically, off-site, etc.

3. Courtesy status briefing to management

IV. PRODUCT DEVELOPMENT

A. Utilize All Available Expertise On Product Development, Contact Early.

1. Bring creative people in early.

2. Create it, in-house, contract, other agency.

3. Maintain the image.

4. Meet client needs.

B. Support

1. Complete all final work.

2. Photo, art, writing.

C. Final Layout

Finish it

D. Specifications, Extremely Important, This Determines What You Get, Consider:

1. Size, color, line screens, shipping instructions, production timeline, procurement authority, proof approval, cutting, collating, packaging

2. Each product will require specifications



- E. Submit For Production
  - 1. Government Printing Office
  - 2. Open market, get approval
  - 3. Understand procurement procedures
- F. GPO Requirements

V. HOW TO NEGOTIATE THE PUBLICATION PRINTING PROCESS FOR FIRE PREVENTION PRODUCTS - GETTING IT DONE

- A. It Could Take A Minimum Of Three Weeks From Completion Of The Request To Receipt Of Materials From The Printer If All Goes Well.
- B. Conceptualize The Product – What Do You Want To Do, What Do You Want It To Look Like, And What Message Do You Want To Convey.
  - 1. Review the printing process.
  - 2. Make sure the appropriate EEO statement and logos are included.
  - 3. Develop a mock-up–get it as close to what you want as possible.
  - 4. Get approval from appropriate authority.

VI. PUBLICATION PROPOSAL.

- A. Publication Directions
  - 1. Who are the primary audiences for this publication?
  - 2. How does this publication relate to unit or regional objectives?
  - 3. Why is this publication needed? What is the publication’s key message?
  - 4. How will effectiveness be measured after it is produced?
  - 5. Summary of content elements

6. Is this a sale item?
7. Is this a partnership production?
8. If a partnership, explain
9. Will this publication be posted on the www?
10. Type of publication
11. Format
12. If folded, what is the flat sheet size?
13. If book, what is the number of pages?
14. If this publication contains a map, what purpose does the map serve?
15. Who will do the layout/graphics?
16. Who will produce maps?
17. Covers?
18. Binding specifications
19. Color reproduction

B. Mandatory For All Publications

1. Agency identification
2. Equal Opportunity
3. Publication number

C. Justification For Printing Two Or More Colors

1. Why is color essential?
2. What objectives will be accomplished by using color?

3. Was this publication identified and funded as part of the unit's program schedule of work?

D. Concurrence - Subject Matter Experts

1. Has the subject matter of this publication been reviewed and approved by the unit's subject matter specialist?
2. Who reviewed and approved the subject matter?
3. Regional program level review
4. Reviewed by

E. Recommendations/Approvals

1. Line Officer/PAO
2. Publication Review Committee
3. Publication Program Manager certification and recommendations
4. Regional Office approval
5. Washington Office approval

## VII. TRAINING

You will have to develop and train the implementation network. This could be simple to complex, based on the complexity of the project.

Training should cover all aspects of the project image, operating procedures, organization, responsibilities, roles, etc.

## VIII. EDUCATIONAL MATERIAL

### A. Receive Material

1. Check on delivery
2. Is it all there?
3. Did it get to the right place?
4. Does it meet the specifications?

### B. Material Distribution

1. Be organized
2. Be secure
3. Make sure workers do it right
4. Provide for agency and VIPs

## IX. EVALUATION

The Final Phase To Your Project Is To Evaluate Its Effectiveness, Some Ideas:

- How was the project administered?
- Was the publicity adequate by the client?
- Was the publicity adequate by the agency?
- Has the reporting been completed?

- Was community outreach adequate?
- How effective was the pre-event planning?
- How was the event supervision?
- Were the on-site activities adequate and met objectives?
- Were the materials handled properly?

## 5C - TEAM REPORTING

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### I. LESSON OBJECTIVE

Prepare team reporting requirements

### II. FIRE PREVENTION EDUCATION TEAM REPORTING - INTRODUCTION

This lesson will provide standards for consistent applications of necessary reporting procedures needed for team functions. These applications are not all inclusive. Team Leaders will also utilize their own forms and documenting procedures. The following elements will be covered:

- A. Existing Standard Operating Forms
- B. The Daily Reporting Procedures
- C. Transition Reporting
- D. The Final Report

### III. OPERATIONAL REPORTING

#### A. Fire Prevention Education Forms Catalog

- 1. Fire Prevention Education Team Assignment Evaluation Form FPE 100 (Host)
- 2. Fire Prevention Daily Contact Log Form FPE 103
- 3. Patrol Phone Check-in Log Form FPE 104
- 4. Community Meeting Log Form FPE 105
- 5. Public Meeting Arrangements Checklist Form FPE 106
- 6. Daily Work Accomplishment Record Form FPE 107
- 7. Conversation Record Form FPE 108

8. Key Contact List Form FPE 109
9. Fire Prevention Key Contact List Form FPE 110
10. Press Release Template Form FPE 111
11. Fire Prevention Team Letterhead Template - Form FPE 112
12. Fire Prevention Team FAX Template Form FPE 113
13. Pre-Suppression/Detail Request Form FPE 114
14. Host Unit Prevention Education Team Initial Request Work Sheet Checklist Form FPE 115
15. Electronic and Hardcopy Filing Template Form FPE 116
16. Fire Prevention Education Team Assignment Status Summary Form FPE 209P
17. Unit Log Form FPE 214P
18. Fire Prevention Education Team Member Performance Rating Form FPE 226P
19. Fire Prevention Education Team Leader Performance Rating Form FPE 227P

B. Operational Forms Summary

IV. THE DAILY REPORT

A. Purpose

To keep accurate daily records of general information regarding the assignment. This form can be used to build the daily situation report.

These reports can be compiled to help develop the final report.

B. Preparation

Team Leaders should keep these daily reports as a master record of daily activities. The system used is determined by the Team Leader and the Host Unit.

C. Distribution

Daily report distribution will be determined by the Host Unit.

V. TRANSITION REPORTING

A. Fire Prevention Education Team Transition

Fire Prevention Education Team assignments, in most cases, require more than one team. When this occurs it is extremely important that the transition from one team to the other be as efficient as possible. The success of the total team effort is dependant on how well each team prepares the other. This lesson will display a successful transition process.

B. Transition Planning And Presentation

Transition reports should be prepared in hard copy and electronic versions. This report can also serve as the management briefing for the Host Unit.

C. The Report Should Include Goals And Objectives

1. Goal # 1

a. Objective

b. Accomplishments

c. Products

d. Recommendations

e. Communication planning

f. Recommended process for change

g. Draw down of resources



2. Goal # 1 (continued)
3. Goals # 2-8
  - a. Objectives
  - b. Accomplishments
  - c. Recommendations

D. Fire Prevention Education Administrative Elements

This is additional information needed by the incoming team to be able to rapidly transition.

1. Budget tracking system
2. Filing system
3. Procurement system
4. Key contacts
5. Reporting status

VI. THE FINAL REPORT

A. Executive Summary

1. In July 20XX, the Angeles National Forest requested a National Wildland Fire Prevention Education Team to assist with their prevention and education efforts. Five teams were used from July 31<sup>st</sup> to September 30.
2. The teams developed six desktop reference guide books for internal use covering:
  - Media Information
  - Project Activity Levels
  - Fire Restrictions

- Strategic Planning For Fire Prevention Education
- Communications Strategy
- Prevention Patrol Guide

In addition, five handouts were developed following the San Bernardino/Cleveland design, specific for the Angeles.

They are:

- Allowable Activities Matrix
- Folding Pocket Card
- Table Tent
- English/Spanish language versions of the tri-fold brochure and rack card.

3. All of the efforts by the teams would not have been possible if not for the management support.

#### B. Acknowledgments

The Fire Prevention Education Team would like to acknowledge the following individuals for assisting in our assignment:

Thank You!

## C. Table Of Contents

The report contents should reflect:

1. Introduction
2. Team Mission
3. Key Message
4. Objectives and Accomplishments
5. Recommendations
6. FPET Team Member Roster
7. Appendices
  - Communication Plan
  - Changing Fire Danger Levels (FDL) and Forest Use Restrictions (FUR)
  - Emergency Fire Closure and Forest Use Plan (FUP)
  - Decision and Information Process Flow Chart
  - Tri-fold Leaflet in English/Spanish
  - Rack Card in English/Spanish
8. Angeles FPET materials are included on the CD

## D. Introduction

1. Fire danger levels have been increasing for several years on the Forest as the result of a prolonged drought.

Large portions of the Forest are at risk. These areas continue to expand as the drought persists. The Santa Ana wind events typically occur in October and November adding to the fire potential.

Public use has reached approximately 10 million visits annually. Visitor travel routes and recreation corridors have highly concentrated use.

There are numerous recreational residences on the Forest, most are located in high risk, high hazard, fire prone areas.

2. Due to these factors and the possibility of closing the Forest to all users, National Fire Prevention Education Teams were requested. The focus of the teams was to help define fire danger levels and allowable activities.

As a result the teams developed brochures, leaflets, and handouts for forest users; developed guidance handbooks for Fire Prevention Patrols, integration of PAL into the FDL, Fire Restrictions Reference Guide, a media kit, and communication strategies and plans.

The teams also supported special forest programs and presentations as needed.

#### E. Team Mission

1. The Angeles National Forest tasked the Fire Prevention Education Teams with:
  - a. Help Forest Service employees and the general public understand fire restrictions and their implementation.
  - b. Inform local communities of fire restrictions.
  - c. Assist with Forest closure plan and implementation.
  - d. Achieve a successful fire prevention and education effort.

2. Key Message:

Forest Use Restrictions, including closures, are implemented to protect the public and resources.

F. Objectives And Accomplishments

1. Objective 1

Assist forest with standardization of fire danger levels, fire use restrictions, and forest closure guidelines consistent among the Southern Province.

Accomplishments

- a. Met with District Rangers, fire staff, prevention specialists, SO, and dispatch personnel to discuss fire danger levels, fire use restrictions, and closure guidelines.
- b. Compiled and compared Southern Province restrictions and closure plans.
- c. Prepared step-by-step standardization for forest closure and forest use restrictions.
- d. Developed/designed tri-fold brochure and rack cards consistent with other Southern California forests highlighting FDL, FUR, and forest closure guidelines.
- e. Developed the Fire Restrictions Reference Guide and Power Point presentation

2. Objective 2

Establish protocols to facilitate internal and external communications in relation to fire use restrictions and closures.

Accomplishments:

- a. Developed the fire communications strategy plan for communicating fire danger levels and forest use restriction information to internal and external audiences.
- b. Developed text for recorded telephone messages that address fire danger levels and restrictions.
- c. Developed a flow chart to augment decision making process changing fire danger levels and subsequent restrictions to internal and external audiences.
- d. A Project Activity Level (PAL) tutorial Power Point was developed.

### 3. Objective 3

Assist with the integration of Project Activity Levels (PAL) and FDLs with forest use and closure.

Accomplishments:

- a. The PAL reference guide was developed, completed, and distributed.
- b. Education materials have been produced. There is an information sheet for general parties, contracts, special use permits a "Pocket Guide."

### 4. Objective 4

Improve and enhance the Angeles National Forest web site information.

Accomplishments:

Reviewed information that is currently on the forest's existing fire web site.

Developed recommendations for the Forest Fire Information Officer to be given to the webmaster to enhance the forest's fire web site.

5. Objective 5

Assist with development of fire prevention information handouts to Adventure Pass purchases.

Accomplishments:

Redesigned/developed and ordered the following brochures and handouts.

- a. Tri-fold brochure, English
- b. Tri-fold brochure, Spanish
- c. Rack Card – two-sided Spanish/English
- d. Folding Pocket Card
- e. Table Tent
- f. Allowable Activities Poster

6. Objective 6

Assist with the implementation of existing Forest Fire Prevention Plan.

Accomplishments:

- a. Met with Forest and District fire prevention staff to discuss the current fire prevention program.
- b. Gathered copies of all existing Forest and District wildfire prevention plans, emergency fire closure, and forest use plans.
- c. Reviewed existing fire prevention plans and proposed recommendations.
- d. Assisted with the implementation of existing Forest Fire Prevention Plan.
- e. Examined Forest and District Prevention Plans; identified inconsistent messages and corrected.

## 7. Objective 7

Promote and increase the visibility of the Angeles National Forest Fire Prevention Staff.

### Accomplishments:

- a. Consulted with the fire prevention staff in the Supervisor's Office and District Offices to solicit information and feedback on fire prevention product development.
- b. Worked closely with the FPTs on all the Districts to help coordinate and facilitate the prevention efforts of the Districts and Supervisor's Office staff.
- c. Assisted the Los Angeles River Ranger District with displays and materials at the Los Angeles County Fair.
- d. Included Fire Prevention Staff, District, and SO in the planning decision process of fire danger levels, fire use restrictions, and forest closures.
- e. Copied the prevention programs for Districts.

## G. Recommendations

1. Website and Automated Answering System—Maintain website and automated answering system with the current fire danger level. The message should be clear and concise. All links and/or forwarding messages should be readily understandable.
2. Fire Prevention Officer—Due to unfortunate circumstances, the FPET liaison has been on extended leave. The Ranger Districts and Teams unanimously agree that the position is vital to the success of these programs and recommend an acting Fire Prevention Officer be detailed to fill the vacancy.



3. PAL and FUR Confusion—Avoid the confusion of mixing the PAL message with the FUR messages.

Permittee Activity Level involves operational activities while FUR involves public and use and recreation.

4. Communications—Open communications with other forests is necessary to continue the coordinated messages being given to residents in the LA Basin Area.
5. Team Transition—An overlap team member is essential for a smooth transition between teams. The person provides continuity and can assist new team members learn their new tasks. Additionally, the Forest Fire Information Office and Fire Prevention Officer or designees should be in attendance at the transition meetings to provide two-way communications and avoid an overlap in communications efforts.

## VII. FPET TEAM ROSTER

List the team members and key individuals.

## **5D - PROGRAM ASSESSMENT AND PLANNING**

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### **I. LESSON OBJECTIVES**

- A. Prepare Strategic Fire Prevention Planning Elements
- B. Describe Community Wildfire Protection Planning Elements
- C. Prepare A Fire Prevention Program Assessment
- D. Describe The Fire Prevention Preparedness Criteria

### **II. INTRODUCTION**

- A. The Goal Of Fire Prevention Assessment And Planning Is To Develop And Implement Programs That Maintain A High Level Of Efficiency In Both Time And Cost Effectiveness.
- B. A Plan Represents Current Trends And Management Decisions Based Upon Ecosystem Management Direction.
- C. Activities In Fire Prevention Assessment And Planning Must Be:
  - 1. Simple and practical in order to plan, educate, and inform all people using the wildlands, as well as people who live adjacent to wildland, urban, and rural areas.
  - 2. Effort must be focused on those causes which start the greatest number of fire starts and which indicate increasing trends.
- D. Fire Prevention Education Team Leaders can be called upon to provide this strategic planning, Community Wildfire Protection Planning, program assessment evaluations, and provide recommendations on fire prevention preparedness levels.

This lesson provides recommendations on an approach to assist units in these efforts.

### III. RECOMMENDED PLANNING MINIMUM GUIDELINES

This is the planning criteria that should provide policy, direction, and establish implementation/program standards. The following areas should be addressed:

#### A. Wildfire Prevention Mitigation Plan Recommended Planning Guidelines:

1. Purpose
2. Introduction
3. Objectives
  - a. What is trying to be accomplished?
  - b. Review existing documents: National Fire Plan, National Fire Policy, Land Management Plan, etc.
4. Fire Prevention Problems

Identify and explain the area problems: Examples arson, equipment, etc.
5. Area Description

The area the plan covers: District, forest, unit, state, etc.
6. Large Fire Potential
7. Fire occurrence analysis

Establish the evaluation period, 10 years, 20 years
8. Fire prevention treatments
  - a. Education
  - b. Engineering
  - c. Enforcement
  - d. Administration

## B. Wildland Fire Prevention Mitigation Planning Elements

### 1. Recommended Planning Elements

- a. Planning area designation, the area the plan will cover.
- b. Identify and describe fire management units or other land based unit.
- c. Code and describe fire prevention compartments: this could be fire planning units or fire management units or some other breakdown.

### 2. Specific planning evaluations

- a. Identify the communities at risk.
- b. Describe vulnerability (fire behavior characteristics) factors.
- c. Describe planned initial attack arrival times for the planning unit to determine protection capability.
- d. Develop fire prevention objectives for the planning unit.
- e. Perform a fire prevention plan/mitigation risk analysis.
- f. Describe the fire history.
- g. Determine catastrophic fire potential.
- h. Determine values at risk.
- i. Determine fuels hazards.

## C. Considerations In The Development Of The Wildland Fire Prevention Mitigation Plan

1. Develop fire prevention program options.

2. Develop fire prevention general actions.
  - a. Actions that affect the entire planning unit (news releases, school programs)
  - b. Actions in multiple units

3. Develop fire prevention specific actions.

Actions that affect the part of the planning unit, like a compartment (signs, patrol).

4. Describe non-personnel expenses.

Those items required to manage a program like materials, vehicles, etc.

5. Describe fire prevention program responsibilities.

Who is going to do what and when?

D. Wildland Fire Prevention Mitigation Criteria “The National Fire Plan”

1. Communities at Risk (CAR) - AGENCY

2. Communities at Risk – Vicinity “The National Register”

Are you stepping out of your boundaries to do work because you will be affected by them?

3. Community at risk assessment standards

Community Wildfire Protection standards or other local applications exist

4. Community at risk – educational component

Is there an educational component in place?

E. Wildland Fire Prevention Mitigation Communication Strategy, “The Road Map”

Develop standardized applications to communicate the program to cooperators and affected people.

F. Fire Prevention Mitigation Measures

1. Public Education

- a. Public education activities
- b. Fire prevention media
- c. Bilingual fire prevention programs
- d. Fire prevention youth programs, youth camps, organized groups, schools
- e. Burning Issues
- f. Fire prevention adult programs
- g. Arson awareness
- h. Event management

Provide adequate assessment for the target audience.

- i. The wildland urban interface

2. Community Outreach

Fairs, exhibits, etc.

3. Community Involvement
  - a. The Fire Safe Community Awareness Program
  - b. FIREWISE Action Programs
  - c. FIREWISE Communities USA
  - d. “Wildfire: Preventing Home Ignitions” - Video
  - e. Fire Safe Councils

G. Fire Prevention Mitigation Engineering

1. Wildland Urban Interface/community at risk (WUI/CAR) fuels assessment evaluation
2. Wildland Urban Interface/community at risk fuels minimum planning
3. Recreation Areas - How safe are they from a fire standpoint?
  - a. Recreation area fire protection considerations
  - b. Recreation area fire prevention activities
  - c. Recreation area site evaluation
4. Conducting recreation area fire safeevaluations  
Recommended recreation site fire prevention/mitigation evaluation standards
5. Agency requirements

## H. Fire Prevention Mitigation Enforcement

### 1. Restricted public use - fire restrictions

Fire prevention permit requirements, burning/campfire/blasting

### 2. Fire prevention/mitigation code enforcement

Enforcement of State Laws and Code of Federal Regulations (CFRs)

### 3. Fire investigation standards

### 4. Fire inspections

Fire prevention minimum inspection elements

### 5. Fire prevention patrol

Fire prevention patrol requirements

### 6. Developing a patrol plan

a. Tools required

b. Qualifications of personnel

c. Types of patrol

d. Patrol activities

e. Enforcement

f. Safety



## I. Fire Prevention Mitigation Administration And Management Functions

1. Staffing/budget procedures  
Existing fire prevention staffing
2. Preparedness criteria
3. Training/certification/skill development
4. Fire prevention/mitigation unit job standards

## IV. DEVELOPING A COMMUNITY WILDFIRE PROTECTION PLAN (CWPP)

- A. The process for developing a Community Wildfire Protection Plan can help a community clarify and refine its priorities for the protection of life, property, and critical infrastructure in the Wildland Urban Interface.

It also can lead community members through valuable discussions regarding management options and implications for the surrounding watershed.

- B. The role of the community wildfire protection plan is to provide Communities a tremendous opportunity to influence where and how federal agencies implement fuel reduction projects on federal land and how additional federal funds may be distributed for projects on non-federal land.

### C. Community Wildfire Protection Plans (CWPP)

1. Address wildfire in the wildland urban interface (WUI) challenges.
2. Develop thorough, locally supported solutions.
3. Provide needed leadership and teamwork.

D. Background, The CWPP Will:

1. Speed up the development and implementation of hazardous fuels projects.
2. Expedite environmental review authorities in the WUI.
3. Allow Agencies/Communities to collaborate on:
  - a. Hazardous fuel reduction (HFR).
  - b. Priority is placed on projects identified in the CWPP.
  - c. The CWPP gives communities a chance to influence how agencies implement fuels projects.
4. CWPP Key Points:
  - a. Development of the CWPP is by local government with help from federal/state agencies.
  - b. CWPP plans can be simple or complex.
  - c. CWPP plans should include:
    - (1) Forest/range conditions
    - (2) Values-at-risk
    - (3) Priorities for action

E. CWPP Minimum Requirements:

1. Collaboration
2. Prioritized fuel reduction
3. Treatment of structure ignitability

4. Three entities must agree on the final content
  - a. Local government
  - b. Local fire department
  - c. State land management agency

F. How CWPP Helps Communities:

1. Defines appropriate WUI boundary
2. Give priority to projects that protect community-at-risk or watershed
3. Expedites National Environmental Protection Act (NEPA) procedures for CWPPs

G. CWPP Key Points:

1. At least 50 percent of funds allocated for HFR on FS/BLM lands must be for WUI projects, as identified in the CWPP.
2. Communities with CWPPs should have priority when funds are allocated for projects on non-federal land.
3. CWPPs help prioritize projects as envisioned in the National Fire Plan and the 10-year Comprehensive Strategy.

V. FIRE PREVENTION PROGRAM ASSESSMENT

A process to review and evaluate the operational characteristics of wildland fire prevention activities. This provides the organization with an analysis of strengths and weakness to their program. The following exercise could be an approach to take.

## The Assessment Approach

### A. Determine Assessment Scope

1. Local, regional
2. Multilevel
3. Interagency
4. Local

### B. The Fire Prevention Assessment Components

1. Administration - Fire Prevention Mitigation
2. Education - Fire Prevention Mitigation
3. Engineering - Fire Prevention Mitigation
4. Enforcement - Fire Prevention Mitigation
5. Community at Risk/Public Education

## VI. FIRE PREVENTION ASSESSMENT ELEMENTS

### A. Administration

1. Wildland Fire Prevention Mitigation Plan complete, last date
2. Participation in Fire Prevention Cooperatives/Committees-Agency and Interagency
3. Fire prevention training program in place to ensure adequate skill and knowledge for agency personnel
4. Fire prevention training complete for non-fire personnel

5. Is the fire prevention budget process adequate?
6. Corporate partnerships to enhance fire prevention programs been implemented?
7. Early warning systems (preparedness) in place
8. Specific staffing guide and fire prevention adequately addressed
9. Fire Management Plan reflects the fire prevention program
10. Interagency fire/public use restrictions and implementation plan current?
11. Training program in place for volunteers and wilderness personnel

B. Public Education

1. Fire prevention sign and poster plan complete?
2. Fire prevention sign and poster program implementation as per the approved plan
3. Fire prevention media plan complete
4. Public education program established for rural/volunteer fire departments
5. Fire prevention education programs planned and implemented for schools
6. Community involvement programs
7. Community/public outreach programs
8. Children's programs-cause specific implemented

9. Bilingual fire prevention programs available
10. Community fire prevention activities planned
11. Interagency campaigns planned and implemented
12. Local specific campaigns planned and implemented
13. Fire prevention high visibility programs planned and implemented
14. Fire prevention educational material available and current
15. New fire prevention material developed or planned
16. Fire prevention poster contest planned
17. Group public contact plan complete
18. Key person public contact plan complete
19. The Wildland Urban Interface communications plan complete

C. Engineering

1. Utility companies contacted for fire prevention compliance (powerline, railroads etc.)
2. Local government/road departments, military fire prevention
3. Community at risk hazard abatement plan implemented
4. Hazard reduction plan complete for places of concentrated public use, recreation sites, undeveloped areas, turnouts, smoking areas etc.
5. Fire prevention measures coordinated on all major projects - timber sales, construction
6. Hazard reduction complete for all agency facilities, hazard assessment complete
7. Value assessment complete
8. Spark arrester inspection program functional
9. Wildland urban interface fire prevention agency coordination with local cooperators

D. Enforcement / Inspections

1. Fire prevention patrol plan complete
2. High visibility fire prevention patrol system activated
3. Outdoor burning fire use compliance system in place, burning, blasting etc., training complete
4. Restricted use/closure plan complete
5. Fire prevention contract requirements special use review annually
6. Fire prevention contract requirements - Industrial operations reviewed annually
7. Training of spark arrester inspectors complete
8. Structure/improvement inspection and evaluation plan implemented
9. Fire investigations completed on all human-caused fires
10. Wildland fire investigation kits complete
11. Campfire permit system operational
12. Restricted use signs and educational material available
13. Burning and welding permit system adequate/functional
14. Special use fire criteria adequate for all special events
15. Timber sales completed for compliance of permit fire prevention requirements
16. All special use activities are inspected for compliance of fire prevention permit requirements
17. Citations/warnings are issued for fire law violations



18. Inspections/evaluations/assessments completed for high risk activities (list)

E. Community at Risk / Public Education

1. Rural volunteer fire department mitigation training complete
2. Community mitigation campaign development implemented
3. Youth junior firewise educational program established
4. Fire prevention education /mitigation materials available
5. Fire prevention/mitigation exhibits & displays available
6. Community homeowner group contact plan complete
7. Community firewise assessment/structure vulnerability plan complete/implemented
8. Community stakeholder meetings planned, complete
9. Residential inspection program established
10. Residential inspection program implemented
11. Residential threat notification procedures in place
12. Wildfire evacuation procedures in place
13. Community Protection Plans/risk assessments completed
14. Community involvement plan complete
15. Community fire prevention program established
16. Fire prevention/mitigation plans for communities at risk
17. Participate in community stakeholder meetings

F. Conclusion/recommendations

## VII. THE PREPAREDNESS PLAN

Preparedness plans are required at the national, state, forest and local levels. They are determined by using a logical combination of the following parameters.

- A. The magnitude of a national fire danger rating system (nfdrs) Component or index (or live fuel moisture indicator) compared to Decision thresholds as described in agency standards
- B. An Indicator Of Fine Fuel Loading, Described As A Departure From Normal
- C. Committed Initial Attack Resources On And Off Unit
- D. Current And Expected Fire Occurrence (Number And Size Of Fires)
- E. Fire Weather Watches And Red Flag Warnings

## VIII. PREPAREDNESS LEVEL ACTION ITEMS

Actions should be taken at each planning level with safety being the primary consideration for any action taken.

Local preparedness plans serve as guides and should support the items addressed in the geographic or national preparedness plans. They should include, but not be limited to, the following items:

- A. Management Direction And Considerations
- B. Fire Prevention Actions Including Closures/Restrictions, Media Messages, Signing, And Patrolling
- C. Pre-Positioning Of Resources
- D. Cooperation Discussion And/Or Involvement
- E. Safety Considerations

- F. Support Considerations
- G. Augmentation Of Suppression Forces
- H. Communications Of Fire Weather Watch And Red Flag Warning Conditions
- I. Fire Danger/Behavior Assessment
- J. Briefings For Management And Fire Suppression Personnel
- K. Fire Information, Internal And External
- L. Multi-agency Coordination Groups/Area Command Activation
- M. Prescribed Fire Direction And Considerations

#### IX. FIRE PREVENTION PREPAREDNESS LEVEL RECOMMENDATIONS

All Preparedness Levels—the following should apply regardless of the level of fire activity and should be completed prior to the start of the start of fire season.

Management Recommendations:

- Staffing as per the approved “most efficient level” in place.
- Adequate fire prevention equipment/vehicle operational.
- Technical fire prevention training complete for all Fire Prevention Mitigation Specialists.
- Fire Prevention/Mitigation Specialists attend technology transfer workshops.
- Ensure public use fire restrictions/closure plans are updated and prepared for implementation.
- Complete necessary local fire preparedness review of all fire prevention operations and resolve findings.
- Review and update the unit fire prevention plan.

- Fire Prevention/Mitigation Specific Staffing Guide updated and operational.
- Media Plan completed.
- Community at Risk Assessments completed.

## X. PREPAREDNESS LEVEL I

Description: No large wildland fires in progress. Units have low to moderate severity. Number and size of fires within normal range for the time of year. Little or no commitment of other than local resources.

### Management Recommendations

- All preseason preparedness steps completed.
- Media plan and contacts in place.
- Signing program implemented.
- Community at Risk inspection program implemented.
- Fire prevention inspections complete on all agency facilities; campgrounds, dispersed recreation sites, etc.
- Industrial fire prevention level system functioning.
- Fire cause analysis complete and monitoring system in place.
- Patrol plan complete.
- All community involvement and outreach programs in place.

## XI. PREPAREDNESS LEVEL II

Description: Units are experiencing moderate to high fire danger with NFDRS. Large fires beginning to occur. Potential exists for initial attack fires to escape and become large project fires.

### Management Recommendations

- Staffing levels complete, consider increased staffing
- Media plan activated with weekly contacts
- Special Prevention Activities implemented
- Implement targeted specific actions for high use periods/activities
- Coordinate patrol efforts with other functions; law enforcement, recreation
- Communicate with cooperators

## XII. PREPAREDNESS LEVEL III

Description: Units are experiencing high to very high fire danger with NFDRS. Numerous units are having larger wildland fires or prescribed fire activity is ongoing. Wildfires are escaping initial attack. Holding actions are taking increasing numbers of resources. Type 1 or 2 teams have been ordered or committed, or area crews or initial attack resources have reached draw down levels.

### Management Recommendations

- Fire Prevention Specialists should not be assigned other responsibilities
- Fire Prevention Specialists should be committed to their assigned areas

- Establish regular press/media briefings
- Include fire prevention/mitigation in all severity requests
- Consider nontraditional work schedules
- Increase communications with all cooperators
- Evaluate all prevention activities
- Consider non-fire support to the fire prevention program

### XIII. PREPAREDNESS LEVEL IV

Description: Multiple units are experiencing very high or extreme fire danger with NFDRS. Numerous wildland fires escape initial attack.

No break in the predicted weather for at least 48 hours. Multiple units require Incident Management Team activation, crews and resources are maximum draw down. Competition exists for resources, and resources are being mobilized from outside the area.

#### Management Recommendations

- Evaluate restricted public use fire/closure plan and prepare necessary orders
- Increase media effort and consider implementing a media center
- Increase staffing, implement nontraditional partners
- Consider activation of a local/national fire prevention education team
- Ensure all previous preparedness levels are activated
- Coordinate all restriction activities with cooperators

#### XIV. PREPAREDNESS LEVEL V

Description: Major incidents have the potential to exhaust all resources, and numerous new fires continue to occur. Most resources are committed and as they become available they are immediately assigned to other incidents. The majority of new support is coming from outside the area. No break in the weather is expected for at least 48 hours.

##### Management Recommendations

- Evaluate all previous preparedness levels for effectiveness, modify as necessary
- Implement public fire restrictions
- Consider closure of specific areas
- Evaluate the necessary requirements for significant planned high risk events
- Activate a local/national Fire Prevention Education Team
- Review specific staffing guide for adequacy

## 5E - FIRE/PUBLIC USE RESTRICTIONS

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### I. LESSON OBJECTIVE

Research and implement a fire/public use restriction program.

### II. FIRE AND PUBLIC USE RESTRICTIONS - INTRODUCTION

- A. Fire Prevention Education Teams are faced with the possibility of having to develop, advise, implement, or coordinate fire and public use restrictions.

Team Leaders should understand the concepts, legal parameters, implementation criteria, and potential consequences.

The Team Leader will be in the position to advise local units in fire use restriction fundamentals.

The Team Leader may be asked to develop procedures, communication applications, training, and coordination at all organizational levels.

- B. The use of fire restrictions or closures is an effective method of dealing with periods of extreme fire risks and hazards.

By definition, restrictions and closures call for the curtailment or ceasing of normal public activities in the wildlands. They should be initiated only when conditions warrant and be removed as soon as conditions allow.

- C. Closures and restrictions should be initiated only after all other prevention efforts have been exhausted, large fires are burning, or extreme fire danger is predicted to continue.

When restrictions and closures are enacted, only authorized personnel and members of the public with written exemptions may continue restricted activities.



### III. RESTRICTED PUBLIC USE – FIRE RESTRICTIONS AND CLOSURES

- A. Ensure that plans are developed for implementation at appropriate times by order on local units for restrictions on the use of open fires and other causal agents and for closures of public lands due to fire danger.
- B. Coordinate with law enforcement and investigations staffs, office of communications personnel and cooperators in the preparation and Public notification for an order and the implementation plan. All special orders must be reviewed by law enforcement, investigators, and appropriate personnel prior to approval and implementation.
- C. Fire Restriction Orders: Agency Administrators Are Delegated Different Authorities At Different Levels. Make Sure That The Level Of Activity Meets The Level Of This Authority.

When a unit determines the need to order and implement the fire restriction plan, ensure close coordination with cooperators and other functional areas within the agency, especially law enforcement personnel.

### IV. THE PROCESS FOR CHANGING THE FIRE DANGER LEVELS

- A. The Process For Changing The Fire Danger Levels Are Based On Various Factors.

Different agencies approach the issue of restrictions and closures differently.

Generally, the following are indicators of those elements that are given major consideration in the decision process:

1. Burning indexes
2. Live/Dead Fuel Moisture
3. Drought indexes
4. Draw down levels – Initial Attack Activity

5. Fire activity
6. Extended Fire Weather Outlook (forecast)
7. Fire Danger Rating Levels
8. Unusual or Special Circumstances

- B. The Fire Manager Makes The Decision As To When Conditions Warrant A Change In Fire Danger Levels.
- C. At This Time The Fire Manager May Activate The Agency Management Team To Validate Essential Changes.
- D. Agency Administrator Has The Authority To Implement Temporary Closures And Restrictions.

V. THE FIRE DANGER LEVELS AND ACTIVATION CRITERIA (THIS WILL DEPEND ON GEOGRAPHICAL LOCATION)

- A. Low
  1. Fireworks are never allowed on public lands.
  2. Spark arresters required.
  3. Welding, grinding, cutting, and use of explosives with proper permit.
  4. Wood or charcoal fires allowed only in developed sites/campgrounds within designated fire rings.
  5. Gas and petroleum stoves allowed in designated wilderness areas, gas and petroleum stoves only.
  6. Target shooting permitted only at designated shooting areas.

B. Moderate

1. All previous restrictions apply.
2. Welding, grinding, cutting, explosives, and other activities requiring a special permit may be restricted.

C. High

1. All previous restrictions apply.
2. Closures may occur in geographic areas that present a high fire hazard or risk.

D. Very High

1. All previous restrictions apply.
2. Temporary closures may come into effect due to fire activity, forecasted wind events, or lack of fire resources.
3. Smoking is only allowed in enclosed vehicles, developed recreation sites, or areas cleared three feet in diameter.

E. Extreme

1. All previous restrictions apply.
2. No wood or charcoal fires allowed except in identified campgrounds.
3. Certain activities within a permit will be suspended.
4. Selected recreation areas and facilities are subject to closure.
5. Target shooting is not allowed.

F. Critical (California based criteria, information only)

1. When fire danger becomes critical, entry into the National Forest is restricted to federal, state, and county highways only
2. All Forest Service recreation facilities are closed to public during these times, except Ranger Stations
3. Residents, permittees, and individuals allowed onto forest roads by permit only

VI. INTERNAL AND EXTERNAL COMMUNICATIONS

- A. Fire Prevention Education Teams that have the objective to develop fire use restriction programs should consider as part of the implementation plan a communication element. This should provide awareness and understanding for internal and external audiences.
- B. This Lesson Will Demonstrate The Internal And External Communication Program Developed On The San Bernardino National Forest.

# NOTES

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# 5F - FIRE PREVENTION EDUCATION TRAINING

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## I. LESSON OBJECTIVE

Provide an assessment of training needs as related to Fire Prevention Education Team outputs.

## II. INTRODUCTION

Fire Prevention Education Teams over these last few years have experienced objectives to enhance local skill and knowledge. This has resulted in Team Leaders having to develop training assessments, course development, and presentations.

This lesson will provide assessment fundamentals and examples of training developed by Fire Prevention Education Teams.

## III. ASSESSMENT CONSIDERATIONS

- A. When Fire Prevention Education Teams are given objectives by the host unit to develop and implement fire prevention education programs, it becomes apparent that providing the skill to the local unit to implement these elements will be needed.
- B. When These Objectives Are Established, The Team Leader Must Inform The Host That Training Will Be Required For Sustainability And Program Success.
- C. Things To Consider:
  - 1. Existing fire prevention education training availability
  - 2. What training opportunities are available to be acquired?
  - 3. What is the training background of the Host Unit staff?
  - 4. Are existing training plans available?

#### IV. TRAINING OPPORTUNITIES

There are numerous opportunities available for the Fire Prevention Education Team to provide a short term solution. This can be done by ordering existing materials and letting the host know what's available:

- A. NIFC Catalog
- B. Regional Workshops
- C. NWCG Courses
- D. Academic Institutions
- E. Interagency Opportunities
- F. Other

#### V. SPECIFIC FIRE PREVENTION TEAM TRAINING DEVELOPMENT

- A. Fire Prevention Education Teams Have Been Asked To Develop Or Present Several Types Of Programs:
  - 1. Homeowner/FIREWISE/fire safe training
  - 2. Fire Investigation
  - 3. Basic Fire Prevention
  - 4. Risk Assessment and Mitigation Strategies
  - 5. Fire Prevention Signing
  - 6. Developed program implementation
  - 7. Rural and Volunteer Fire Department
- B. Training Program Demonstration

The Fundamentals of Wildland Fire Orientation For Rural Fire Departments.

# 5G- EXHIBITS AND DISPLAYS

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## I. LESSON OBJECTIVE

Plan, organize, develop, and implement exhibits and displays.

## II. INTRODUCTION

Fire Prevention Education Teams may be called on to develop an effective wildland fire prevention education program and increase public understanding about wildland fire prevention.

Fire Prevention Education Teams have been asked to develop or participate in exhibits, displays, and events. It is important that Team Leaders have basic skills in developing these activities.

### A. Exhibits And Display Considerations

#### 1. What is the main objective?

Communicate and educate

#### 2. Lesson Key Points

a. Identify your audience

b. Communication methods

c. Basic concepts of display design

d. Plan and design a display layout

#### 3. To exhibit or not

a. Written/publications

b. Presentation

c. Audio/visual

d. Internet

e. Exhibits



4. Knowing your audience
  - a. Educational level
  - b. Children viewing the exhibit?
  - c. Considerations for all abilities
5. Provoke and relate
  - a. Involve visitors
  - b. Have fun learning
  - c. Tell me, I forget, show me, I remember, involve me, I understand
6. Exhibit objective
  - a. Be specific
  - b. Be measurable
  - c. Use action words
  - d. Tell who...will do what when
7. Learn and remember
  - a. One-on-one contact, minimize words
  - b. Information overload
  - c. Simplicity and organization
  - d. A picture is worth a thousand words

8. 3-3-3
  - a. 3 seconds to get main idea
  - b. 30 seconds to scan heading
  - c. 3 minutes to absorb display

B. Task - Team Exercise - The Fire Prevention Group has asked for help with a display on homeowner fire safety. The prevention group will use this display to make presentations to homeowner groups in the Wildland Urban Interface. The display will also be used at fairs and community events.

1. Who is your audience?
2. What is your objective?
3. Take 5 minutes to develop

C. Theme Versus Topic

1. What is the topic?
2. What is the theme?
3. Task - Exercise, the three steps to writing themes

Take 5 minutes to complete

D. Other Exhibit/Display Considerations

1. Information flow
2. Organization strategies
  - a. Chronological
  - b. Geographical

- c. Follow a process
  - d. Problem/solution
  - e. By concept
  - f. What organizational strategy would you use for the theme you created?
3. Words, words, words, Rule #1
- Must be readable and understandable
4. Your message
- a. Be concise, clear, and correct
  - b. Target your writing
  - c. Write from a “you” view
  - d. Omit common wordy phrases
  - e. Avoid jargon, use specific language
  - f. Write positive, avoid negative writing
5. Avoid unnecessary words
6. Begin headings with active verbs
7. Understanding type
8. Type size
- a. Capitals versus upper/lower case
  - b. Stacked characters

- c. Distorted baselines
  - d. Lines and borders
  - e. Layout and space
  - f. Simplify
9. Exploring color
- Contrast background and text
10. Making a palette
11. Hue and saturation
12. Black and Blue
- a. Hard to see
  - b. Dark blue on light blue easier to read
13. Color - with caution
- Be sure to use a visual display projector to project your product before final to ensure it projects well. Projected colors may be different from what appears on a computer screen.
14. Design
15. Getting started
16. The exhibit must communicate its message by itself without assistance of a speaker

E. Task-Exercise

Plan and design a display

Take 20 minutes to complete

1. A good action plan covers the details of:
  - a. Planning
  - b. Designing
  - c. Construction
  - d. Staffing
  - e. Taking down
  - f. Storing the exhibit
  
2. When and where, some things to consider:
  - a. Contract
  - b. The site
  - c. Distractions
  - d. Supporting structure
  - e. Staffing
  - f. Indoors/outdoors
  
3. Go forth and exhibit

## 5H - PUBLIC EDUCATION

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### I. LESSON OBJECTIVE

Develop and implement a public education program for the Host Unit

### II. INTRODUCTION

Fire Prevention Education Teams may be called on to develop an effective wildland fire prevention education program and increase public understanding about wildland fire prevention. This lesson will cover the following elements:

- A. Public Education
- B. Smokey Bear
- C. FIREWISE Communities
- D. Fire Prevention Youth Programs
- E. Fire Prevention Campaigns And Programs
- F. Community Outreach
- G. Community Involvement
- H. Exhibits, Displays

### III. DEVELOPING THE PUBLIC EDUCATION STRATEGY

- A. The Decision Must Be Made On Who To Reach When Developing A Public Education Program.
- B. A Major Consideration Will Be The Target Audience. Some Considerations Should Include:
  - 1. The media
  - 2. Homeowners
  - 3. Vacationers

4. Local government
5. Fire prevention organizations
6. Community organizations
7. Local business
8. Contractors and builders
9. Other

C. A Major Consideration Will Be The Audience Characteristics. Some Considerations Should Include:

1. Age
2. Gender
3. Income
4. Education
5. Occupation
6. Marital status
7. Family size
8. Attitude
9. Ethnic background

D. A Major Consideration Will Be The Public Relations Fundamentals That Will Take Place. Some Considerations Should Include:

1. Product development
2. Product placement
3. Product positioning - quality
4. Product service

E. Advertising

1. Media, electronic, written, visual, radio
2. Other: Outdoor, transit, speciality, point-of-purchase

F. Media Mix

1. Magazines
2. Newspapers
3. Direct mail
4. Handbills
5. Flyers
6. Posters, etc.

IV. PUBLIC EDUCATION

Fire Prevention Education Teams should conduct fire education programs to promote understanding of fire and ecosystem management.

Integrate the role of fire and ecosystem management processes and products.

Create an understanding of the individual responsibilities in public lands stewardship that relate to prevention of unwanted, human-caused wildland fires.

Public education programs should provide attention to bilingual audiences.

A. Public Education Activities

1. Fire Prevention Signing

Prepare sign planning standards



2. Interagency Fire Prevention Campaign
  - a. Prepare campaign plan
  - b. Implement the program
3. Develop Specific Campaigns
  - a. Programs – Bilingual
  - b. Special Events/Holidays
  - c. Elevated Fire Danger Ratings
4. Participate, as appropriate in the following areas:
  - a. Parades
  - b. Fairs
  - c. Sports Activity
  - d. Exhibits
  - e. Public Contact
  - f. Community Meetings

B. Youth Programs - Use Of Smokey Bear

Smokey Bear represents fire prevention. The use of Smokey Bear is a very important public information tool and should not be taken lightly or inappropriately.

Fire prevention is his entire message.

C. Policy For The Use Of The Smokey Bear Costume

Only State and Federal Organizations with wildfire prevention responsibilities shall own costumes, except for local fire departments and other organizations that are authorized in writing by the Regional or Area Staff Director for Cooperative Forest Fire Prevention on a case-by-case basis. This is only after the approving official is convinced the local department will comply with the instructions and will use the costume only for wildfire prevention purposes.

Obtain assurances in writing.

D. Individuals Who Wear The Costume Must Agree To:

1. Use the costume only to further the public information, education, and awareness of the prevention of wildland fires.
2. Never appear in less than full costume.
3. Remain anonymous at every appearance and in any publicity connected with a Smokey Bear appearance.
4. Use only costumes that are clean, complete, and in good condition.
5. Keep costumes out of sight before and after use.
6. Appear dignified, friendly, and firm in presenting the forest fire prevention message. Avoid clowning and horse play.
7. Always be accompanied by an appropriate fire prevention person in public appearances, except where not practical, such as on a parade float.
8. Refrain from using alcohol or drugs prior to and during the Smokey Bear appearance.

This condition applies to accompanying officials as well.

9. Limit speaking during appearances. Conversations or explanations should be carried out by the accompanying official.

- E. If Any Of These Rules Are Violated, The Violator Can Be Issued A Violation Notice; 36 CFR 261.20 Unauthorized Use Of “Smokey Bear And “Woodsy Owl” Symbol.

## V. FIREWISE COMMUNITIES COMMUNICATIONS GUIDE

### A. Overview

The FIREWISE Communities Communications Guide is a comprehensive guide to the communication materials, protocols, and guides that the Wildland/Urban Interface Working Team and National FIREWISE Communities program have produced.

The overview section provides additional detail on the need for consistent communication as well as contract information for the National FIREWISE Communities team.

### B. Messaging

Consistent messaging is critical to communicating effectively with the public.

The Messaging section includes approved messages of the Wildland/Urban Interface Working Team (WUIWT) regarding the FIREWISE Communities program and the Wildland Fire Education Working Team (WFEWT) regarding the role of wildland fire.

1. WUIWT Messages
2. WFEWT Messages

### C. FIREWISE Communication Materials.

This section includes a range of new materials to assist in communicating the FIREWISE message. The first document provides suggestions for using the materials.

1. Guide to materials
2. Fact Sheets

3. Newspaper insert
4. Community presentation
5. Firewise checklists
6. NAPS newspaper articles

D. Additional Portable Document Format (PDF)

This section provides PDFs of other FIREWISE and wildland fire information that may be of interest, such as FIREWISE brochures, bookmark, wildland fire fact sheet, hazard assessment, and article reprints.

E. Community Guides

This is a guide to planning a local workshop. A media relations guide also is available by contacting the media relations team indicated on the contact sheet in the overview section.

## VI. FIRE PREVENTION YOUTH PROGRAMS

A. Fire Prevention Education Teams Are Encouraged To Develop Fire Prevention Youth Programs Especially With Cooperators, Such As:

1. Cause Specific Children's Programs
2. School Programs – Team Teaching
3. School Classroom Presentations

B. Children's Specific Fire Safety Materials/Programs

1. Fire Safety Handbook for Hunting
2. Fire Safety Handbook for Scouting
3. Fire Safety Handbook for Youth Groups

## VII. FIRE PREVENTION LOCAL CAMPAIGNS AND PROGRAMS

- A. The Fire Prevention Education Team May Be Asked To Develop And Implement A Local Public Awareness Program.

Public involvement will create a drive needed to bring about the future success.

This effort could require working with state foresters, fire departments, and local communities.

Urban areas are growing faster than the suppression departments can protect them.

Choosing to live in flammable ecosystems, people must help to protect their own property.

- B. The Fire Prevention Education Team Should Conduct An Assessment As To The Program Needs And Develop Recommendations.

Purpose of the program

The specific purpose of this program is to guide interagency outreach efforts for fire prevention/education.

The ultimate goal is to mitigate loss to life, property, and natural resources and reduce human-caused fires.

## VIII. DEVELOP COMMUNITY OUTREACH PROGRAMS

Fire Prevention Education Teams may be asked to develop a local interagency outreach program that can be tailored to meet the communities' needs and concerns.

Examples of these efforts could include:

- A. Community Defense Projects
- B. Fire Safe Watch

- C. Safety Fairs/Carnivals
- D. Community Fire Patrols
- E. Fire Safe Signing
- F. Town Meetings/Block Parties
- G. Local Fire Safe Campaigns
- H. Sponsor A Chipper To Come Through Neighborhoods On Community Cleanup Days
- I. Form Speakers Bureaus
- J. Media Events
- K. Dump Days
- L. Public Service Messages, Print, Billboards, Radio, And Television
- M. Demonstration Areas
- N. Seminars And Workshops
- O. Publications For Homeowners And Businesses
- P. Work With Local Fire Agencies

## IX. COMMUNITY INVOLVEMENT PROGRAMS

- A. Fire Prevention Education Teams should be prepared to develop a community involvement program to ensure that homeowners and visitors have the opportunity to understand fire prevention fundamentals for home and personal safety.

B. Community Event Management Considerations:

1. Audience targeting
2. Concept development
3. The proposal
4. Event planning
5. Pre-event planning
6. Personnel, staffing, organization
7. Character appearances
8. Event logistics
9. Timetable
10. Promotional material
11. Receiving and distribution
12. Evaluation

## 6A - CONDUCT & ETHICS

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### I. LESSON OBJECTIVE

Adequately inform teams on Conduct, Ethics, and Sexual Harassment Considerations.

### II. INTRODUCTION

- A. This Lesson Has Been Developed Using Existing Federal Agency Procedures And Utilization Of Fire Prevention Education Team Subject Matter Experts.

The information should be used as a reference for teams upon arrival at an assignment. This guide is not intended to replace agency standards or local considerations and is considered as a quick reference.

#### B. Definitions

1. Ethics: The rules or standards governing the conduct of the members of a profession. The accepted principles of right and wrong that govern the conduct of a profession.
2. Conduct: To behave or act, the way a person acts, behavior.
3. Sexual Harassment: Sexual harassment at work occurs whenever unwelcome conduct on the basis of gender affects a person's job. Further defined as "unwelcome advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature."

#### C. Work Standards

The following is a description of what is expected of a member of a fire prevention education team. Although some of the items mentioned may seem repetitious, it is felt that an occasional reminder is necessary.

The following areas are covered in this section:

1. Time and Attendance
2. Use of Government Facilities



4. Physical Fitness
5. Appearance
6. Health and Safety
7. Relationships

D. Time And Attendance

Hours of duty

Work schedules will be developed by the Host Unit and Team Leader. Due to the nature of the assignment, this schedule could be on an irregular basis. If you are required to work in excess of 40 hours per week, you will be paid at overtime rates. ADs are covered under a separate pay plan.

Team members will be assigned to various work projects. It should be understood that acceptance of the position indicates your willingness to work where assigned. Changes of duty stations will be according to the needs of the Host Unit and may occur at any time.

Annual or sick leave will be approved by the Team Leader. Work/Rest requirements will be followed.

E. Use Of Government Facilities

The following should be considered:

1. Firearms
2. Alcoholic beverages

F. Misuse Of Government Time, Equipment, And Information

1. It is each employee's responsibility to protect and conserve government time, property, and information, and to use them economically and for official purposes only.

2. Care, use, custody, and operation of government owned/leased motor vehicles
  - a. Team members may not willfully use or authorize the use of government owned, leased, rented, chartered, or privately owned motor vehicle or aircraft for other than official purposes.
  - b. Transporting of unofficial passengers: Transportation of unofficial passengers is not authorized unless all of the following requirements are met and approval has been granted.
    - 1) The entire trip is fully and solely justified by its official purpose.
    - 2) No additional expense to the Host Unit is involved.
    - 3) Government business is not delayed and no private profit-seeking activities or commercial dealings, other than normal consumer purchases are involved.
    - 4) No circuitous routes are used.
    - 5) Authorization to approve unofficial passengers lies with the Host Unit Administrator and cannot be re-delegated.
    - 6) Emergency situations.
3. Team Members must meet the Host Agency driver's license requirements prior to use of a government owned, leased, rented, chartered, or privately owned vehicle.
4. The rules for unofficial passengers applies to the transportation of government or non-government personnel in extra space in a government-owned, leased, rented, chartered, or privately-owned motor vehicle or aircraft engaged in official business.

- a. When using a government vehicle, team members have the obligation to obey state and local motor vehicle traffic laws. If cited for traffic violations, employees are responsible for fines and may be disciplined or terminated. Example: Government driving privileges suspended.
- b. No smoking: Smoking in all government owned or leased vehicles is prohibited.
- c. Vehicle inspection: Vehicle operators must first perform a mandatory basic maintenance and safety check prior to operating the motor vehicle. The safety check should consist of fuel, oil and coolant levels, tires for inflation, cuts, breaks, treads, etc.

5. The request for approval of repairs should be coordinated with the Team Leader.

6. Employees must exercise sound judgment regarding the responsibility for ensuring proper use of all government owned, leased, rented, chartered, or privately owned vehicles.

If there are any questions about what is appropriate, please discuss the situation with the Team Leader.

7. Penalty for using franked mail and official stationery

8. Misuse of government time

9. Theft, embezzlement, or misuse of government property

#### G. Team Members Responsibilities For The Care And Use Of Government Owned Or Leased Property

##### 1. Responsibilities

Team Members that have been issued government-owned or leased property are required by law to exercise reasonable and prudent care in the use, custody, and safeguarding of such properties. This means that they must:

2. Protect property covered by these procedures
3. Report a loss

#### H. Performance Standards

Individual performance expectations should be established by the Team Leader upon reporting to the assignment. Performance evaluations will be conducted periodically. Performance standards should include:

1. Official conduct
2. Misconduct
3. Public contact
4. Travel to and from an incident
5. Subordination to authority
6. Information
7. Performance problems

#### I. Alcohol and Drug Abuse

State Policy “Zero” Tolerance

#### J. Physical Fitness Program

The nature of the work as a member of the team requires maintaining a physical fitness level that allows functions in various environmental conditions over extended periods of time and meets qualifications standards.

## K. Appearance

1. Wearing apparel must be such that the appearance of the employee will reflect credit upon themselves and the Team.
2. Personal
  - a. Appearance should be professional.
  - b. Personal hygiene must be maintained.
3. The Host Unit can determine the appropriate dress code. Ask before you go.

## L. Health And Safety

It is recommended that the following training be obtained:

1. First Aid
2. CPR
3. Personal Protective Equipment, as required by the assignment
4. Aviation Safety
5. Defensive Driving, where appropriate
6. Blood Borne Pathogen
7. Monitor Stress Levels

## M. Relationships

1. Relationships on the team:
  - a. Should be discouraged.
  - b. Relationships with contractors are to be discouraged.
  - c. Separate facilities for men and women will be made available.

2. Negative impacts that could result from relationships:
  - a. Preferential treatment.
  - b. Negative effect on crew.

### III. SEXUAL HARASSMENT PREVENTION – EQUAL EMPLOYMENT OPPORTUNITY

- A. Creating A Respectful Work Environment
- B. Harassment-free Work Place Policy
- C. Individuals Who Believe They Are Being Harassed Or Retaliated Against Should Exercise Any One Or More Of The Following Options As Soon As Possible:
  1. Tell the harasser to stop the offensive conduct
  2. Tell the Team Leader about the conduct
- D. Penalties
- E. Key Points When Dealing With Sexual Harassment Issues
- F. Management Does Not Take Action

There are several reasons why some management personnel do not take action to resolve sexual harassment situations when they are aware of them.

#### G. Summary

When Team Leaders initially deal effectively with a sexual harassment complaint, they will usually facilitate a quick and informal resolution of that complaint and, therefore, dramatically reduce the employer's and their own potential liability.

## H. Equal Employment Opportunity

Prohibit discrimination:

1. Age
2. Race
3. Color
4. Religion
5. Sex
6. Sexual orientation
7. National origin
8. Marital/family status
9. Disability

## I. Composition Of The Work Force

1. Provide opportunity to bring together a professional work force that closely reflects the ethnicity and gender of the public they serve.
2. Total quality can be attained with a work force that can work toward meeting standards for ethics and conduct.

## **6B -TEAM EXERCISE**

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### **I. LESSON OBJECTIVE**

Work as part of a cohesive team to work on an instructor assigned project.

### **II. INTRODUCTION**

Team Leaders to be efficient and effective in a short period of time must be able to develop the process that designs the work output from all involved. This will require setting procedures and guidelines in place prior to team arrival.

A. Exercise: Your job is to complete, in an hour, a task assigned by the faculty.

B. Previous exercises have included (examples)

1. Pre-assignment coordination arrangements
2. Standard operation fundamentals
3. Recommended Team Leader Kit Components-individual
4. Recommended Team Leader Kit Components-National
5. Team Leader Guide - contents
6. Fire Prevention Campaign development

B. Exercise-10 Minute Presentation On The Results Of “A”



# NOTES

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## 6C -FINAL TEST/SUMMARY

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### I. COURSE OBJECTIVE

- A. Identify The Functions And Roles Of A FPET Leader
- B. Perform As A FPE Team Leader Trainee

### II. CLOSEOUT/COURSE REVIEW

P-410, Fire Prevention Education Team Leader training has been completed. The following is a review of all unit and lesson objectives:

#### A. Unit 0 Introduction

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

#### B. Unit 1 Objectives: Team Organization.

Upon successful completion of this unit, students will be able to explain how Fire Prevention Education Teams function by completing “A Review” of teams and Pre-assignment Coordination fundamentals.

##### 1. Lesson 1A, Fire Prevention Education Teams “A Review”

Describe the Fire Prevention Education Team history, mission, vision, utilization, and what teams are expected to do.

##### 2. Lesson 1B, Pre-Assignment Coordination

Mobilize a team and implement the Host Unit Guidelines.

#### C. Unit 2 Objectives: Developing Fire Prevention Education Teams

Upon successful completion of this unit, students will prepare the Delegation of Authority, Develop the Action Plan, Develop the Fire Prevention Education Team, Establish Team Safety Management, and Participate in a Rapid Team Building Exercise.

1. Lesson 2A, Delegation of Authority

Implement a Delegation of Authority that will govern team activities.

2. Lesson 2B, Developing the Action Plan

Develop an action plan for Fire Prevention Education Team activities and Host Unit expectations.

3. Lesson 2C, Developing Fire Prevention Education Teams

a. Describe the standards for assigning roles and responsibilities.

b. Conduct Team Member skill assessment.

c. Conduct performance ratings.

4. Lesson 2D, Team Safety Management

Develop, implement, and manage a team safety program.

5. Lesson 2E, Rapid Team Building

Provide necessary leadership skills to a Fire Prevention Education Team.

D. Unit 3 Objectives: Fire Prevention Education Team Qualifications And Certifications

Upon successful completion of this unit, students will identify Position Qualifications and administer Position Task Books.

1. Lesson 3A, Position Qualifications

a. Describe the Team Leader position requirements.

b. Describe the FPET qualification standards.

2. Lesson 3B, Position Task Book Administration

Manage the Position Task Book requirements for team positions.

E. Unit 4 Objectives: Program Management.

Upon successful completion of this unit, students will be able to explain Administrative Responsibilities, Coordination, Team Resource Utilization, and Supervising Fire Prevention Education Teams.

1. Lesson 4A, Administrative Responsibilities

Describe the application of the administrative responsibilities and managing a Fire Prevention Education Team.

2. Lesson 4B, Coordination

Manage the coordination efforts of a Fire Prevention Education Team.

3. Lesson 4C, Team Resource Utilization

Utilize various resources to ensure team success.

4. Lesson 4D, Supervising Fire Prevention Education Teams

Apply daily supervision skills to a Fire Prevention Education Team.

F. Unit 5 Objectives: Fire Prevention Education Team Activities.

Upon successful completion of this unit, students will explain Managing the Media/Public Affairs, Fire Prevention Education Materials, Team Reporting, Program Assessment and Planning, Fire/Public Use Restrictions, Fire Prevention Education Training, Exhibits and Displays, and Public Education Programs.

1. Lesson 5A, Managing the Media/Public Affairs

Describe the function of media management and campaign development.

2. Lesson 5B, Fire Prevention Education Materials

Administer fire prevention education materials development following agency standards.

3. Lesson 5C, Team Reporting

Prepare team reporting requirements.

4. Lesson 5D, Program Assessment and Planning

a. Prepare strategic fire prevention planning elements.

b. Describe Community Wildfire Protection Planning elements.

c. Prepare a fire prevention program assessment.

d. Describe the fire prevention preparedness criteria.

5. Lesson 5E, Fire/Public Use Restrictions

Research and implement a fire/public use restriction program.

6. Lesson 5F, Fire Prevention Education Training

Provide an assessment of training needs as related to Fire Prevention Education Team outputs.

7. Lesson 5G, Exhibits and Displays

Plan, organize, develop and implement exhibits and displays.

8. Lesson 5H, Public education

Develop and implement a public education program for the host unit.

G. Unit 6 Objectives: Fire Prevention Education Team Closeout.

Upon successful completion of this unit, students will identify Ethics, Conduct, Sexual Harassment, participate in a Team Exercise, and complete the final test.

1. Lesson 6A, Ethics, Conduct, Sexual Harassment

Adequately inform teams on Conduct, Ethics, and Sexual Harassment Considerations.

2. Lesson 6B, Team Exercise

Work as part of a cohesive team to work on an instructor assigned project.