

# Fire Prevention Education Team Leader P-410



NFES 2950

Instructor Guide  
JANUARY 2008



## CERTIFICATION STATEMENT

on behalf of the

### NATIONAL WILDFIRE COORDINATING GROUP

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

Fire Prevention Education Team Leader, P-410  
Certified at Level I

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

Member NWCG and Training Working Team Liaison

Date January 31, 2008

Chairperson, Training Working Team

Date 1/31/08

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



## **Instructor Guide January 2008 NFES 2950**

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Comments regarding the content of this publication should be directed to:  
National Interagency Fire Center, Fire Training, 3833 S. Development Ave., Boise, Idaho 83705.  
E-mail: [nwgc\\_standards@nifc.blm.gov](mailto:nwgc_standards@nifc.blm.gov).

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Additional copies of this publication may be ordered from National Interagency Fire Center,  
ATTN: Great Basin Cache Supply Office, 3833 South Development Avenue, Boise, Idaho 83705.  
Order NFES 2950.

## **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.

## **PREFACE**

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

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

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

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

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

E-mail: [nwcg\\_standards@nifc.blm.gov](mailto:nwcg_standards@nifc.blm.gov)



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## COURSE INTRODUCTION

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

### I. 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.

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

However, test questions in the certified course materials should not be deleted to ensure accurate testing of the course and unit objectives.

## B. Key to Instructor Materials

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

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

IR - Instructor Reference  
EP - Electronic Presentation (PowerPoint™)  
SW - Student Workbook page number reference  
HO - Handout  
SR - Student Reference  
CD – Compact Disc

## 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 participate effectively as a Team Leader of a Fire Prevention Education Team.

## III. INSTRUCTOR PREREQUISITES

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

#### A. Instructor Levels

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

For P-410, Fire Prevention Education Team Leader, the Lead Instructor must be skilled in all aspects of Fire Prevention Education and qualified as a Fire Prevention Education Team Leader.

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

#### B. Training Requirement for Instructors:

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

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

### IV. INSTRUCTOR PREPARATION

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

## V. PRESENTATION OPTIONS

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

## VI. STUDENT TARGET GROUP

This course is designed as a mid-level course in the wildland fire prevention education training curriculum. The target group includes Fire Prevention Education Team Members, with the skill to become Team Leader Trainees, eventually becoming qualified Team Leaders.

## VII. STUDENT TRAINING PREREQUISITES

P-310, Fire Prevention Education Team Member.

## VIII. STUDENT PERFORMANCE

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

## IX. COURSE SELECTION LETTER

See the Course Coordinator's Guide, PMS 907, for information on selection letters. This guide is accessible at <http://www.nwcg.gov/pms/training/PMS907.pdf>

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

## X. COURSE MATERIALS

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

### Instructor Material

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

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

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

Appendix B – Electronic Presentation Masters

Appendix C – Student Workbook

Appendix D – Handouts

Appendix E – Evaluations/Testing

## XI. SPACE AND CLASSROOM REQUIREMENTS

REFER TO THE COURSE COORDINATORS GUIDE, PMS 907. THIS GUIDE IS ACCESSIBLE AT:

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

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

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

## XII. EVALUATIONS

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

- Student Evaluation

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

- Course Evaluations

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

1. Student course evaluation

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

## 2. Training course evaluation

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

National Interagency Fire Center, Fire Training  
Standards Unit  
3833 South Development Avenue  
Boise, ID 83705-5354  
or via email to: [nwcg\\_standards@nifc.blm.gov](mailto:nwcg_standards@nifc.blm.gov)

### XIII. APPENDICES

#### **The following appendix is included in the Instructor Guide**

- Course Ordering and Support Material Information (Appendix A)

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

#### **The following appendices are located only on the P-410 Course Materials CD-ROM:**

- Electronic Presentations Masters  
(P-410\_AppB – Electronic Presentation Masters)
- Student Workbook  
(P-410\_AppC – Student Workbook)
- Handout Masters  
(P-410\_AppD – Handouts)
- Evaluations/Testing  
(P-410\_AppE – Evaluations/Testing)

## SAMPLE INSTRUCTOR AGENDA

### P-410, Fire Prevention Education Team Leader Training (date, location)

#### **Day 1**

1:00 pm - 2:00 pm	Introduction/Objectives	Instructor
2:00 pm - 3:00 pm	FPETs “A Review”	Instructor
3:00 pm - 3:15 pm	Break	
3:15 pm - 4:00 pm	Pre-Assignment Coordination	Instructor
4:00 pm – 5:00 pm	Delegation of Authority	Instructor

#### **Day 2**

8:00 am - 9:00 am	Developing the Action Plan	Instructor
9:00 am – 10:00 am	Developing FPETs	Instructor
10:00 am - 10:15 am	Break	
10:15 am - 11:00 am	Team Safety Management	Instructor
11:00 am – 12:00 pm	Administrative Responsibilities	Instructor
12:00 pm - 1:00 pm	Lunch	
1:00 pm - 2:00 pm	Coordination	Instructor
2:00 pm – 5:00 pm	Rapid Team Building (break incl.)	Instructor

#### **Day 3**

8:00 am - 9:00 am	Position Qualifications	Instructor
9:00 am - 10:00 am	Task Book Administration	Instructor
10:00 am - 10:15 pm	Break	
10:15 am - 12:00am	Team Reporting	Instructor
12:00 pm - 1:00 pm	Lunch	
1:00 pm - 2:00 pm	Team Resource Utilization	Instructor
2:00 pm - 5:00 pm	Supervising FPETs (break incl.)	Instructor



## **Day 4**

8:00 am - 10:00 am	Program Assessment/Planning	Instructor
10:00 am - 10:15 am	Break	
10:15 am - 11:00 pm	Fire/Public Use Restrictions	Instructor
11:00 am – 12:00 pm	Fire Prevention Education Training	Instructor
12:00 pm - 1:00 pm	Lunch	
1:00 pm - 3:00 pm	Exhibits and Displays	Instructor
3:00 pm - 3:15 pm	Break	
3:15 pm - 4:00pm	Managing the Media/PA	Instructor
4:00 pm – 5:00 pm	Fire Prevention Materials	Instructor

## **Day 5**

8:00 am – 9:00 am	Public Education	Instructor
9:00 am - 9:30 am	Ethics/Conduct/Sexual Harassment	Instructor
9:30 am - 11:00 am	Team Exercise (break incl.)	Instructor
11:00 am - 12:00 pm	Testing and Course Summary	Faculty

Travel Safe!

## SAMPLE STUDENT AGENDA

P-410, Fire Prevention Education  
Team Leader Training  
(date, location)

### **Day 1 Afternoon**

Introduction/Objectives	Instructor
FPETs “A Review”	Instructor
Pre-Assignment Coordination	Instructor
Delegation of Authority	Instructor

### **Day 2 Morning**

Developing the Action Plan	Instructor
Developing FPETs	Instructor
Team Safety Management	Instructor
Administrative Responsibilities	Instructor

### **Day 2 Afternoon**

Coordination	Instructor
Rapid Team Building (break incl.)	Instructor

### **Day 3 Morning**

Position Qualifications	Instructor
Task Book Administration	Instructor
Team Reporting	Instructor

### **Day 3 Afternoon**

Team Resource Utilization	Instructor
Supervising FPETs (break incl.)	Instructor

### **Day 4 Morning**

Program Assessment/Planning	Instructor
Fire/Public Use Restrictions	Instructor
Fire Prevention Education Training	Instructor

### **Day 4 Afternoon**

Exhibits and Displays	Instructor
Managing the Media/PA	Instructor
Fire Prevention Materials	Instructor

### **Day 5 Morning**

8:00 am – 9:00 am	Public Education	Instructor
9:00 am - 9:30 am	Ethics/Conduct/Sexual Harassment	Instructor
9:30 am - 11:00 am	Team Exercise (break incl.)	Instructor
11:00 am - 12:00 pm	Testing and Course Summary	Faculty

Travel Safe!

FIRE PREVENTION EDUCATION TEAM Leader, P-410  
SELECTION LETTER  
***EXAMPLE***

Congratulations on being selected to attend P-410, Fire Prevention Education Team Leader, the course to be held at (*location*).

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

If you desire to receive a certificate of completion for the course, please do not make travel arrangements to arrive after the scheduled start time or to depart prior to the scheduled course completion time.

In the event you cannot attend the course, please contact the course coordinator prior to the beginning of the class. This allows time for notifying personnel that may be on the waiting list to be contacted to fill the vacancy.

If you have any questions please contact the course coordinator, *Name, phone number, email*.

**COURSE:** Fire Prevention Education Team Leader, P-410

**UNIT:** 0 — Introduction

**SUGGESTED TIME:** 1 Hour

**TESTING METHOD:** Interactive Participation, Final Test

**PRESENTATION:** Lecture, Audio Visual

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

**OBJECTIVES:** Upon completion of this unit, the student will be able to:

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

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVES	0-01-P410-EP
A. Introduce Students, Instructors, And Course Expectations.	0-02-P410-EP
B. Identify Unit/Lesson Topics, Required Performance Levels, And Logistical Concerns.	
II. INTRODUCTION/WELCOME	0-03-P410-EP
<p>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.</p>	

OUTLINE	AIDS & CUES
<p>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.</p> <p>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.</p> <p>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).</p> <ol style="list-style-type: none"> <li>1. These Fire Prevention Education Teams are supervised by the Team Leader.</li> <li>2. This training program is designed to provide advanced skill and increase the number of qualified Team Leaders nationwide.</li> </ol> <p>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.</p>	<p>0-04-P410-EP</p>

OUTLINE	AIDS & CUES
<p>III. COURSE OBJECTIVE</p> <p>The students will develop the skills and knowledge necessary to participate effectively as a Team Leader of a Fire Prevention Education (FPE) Team.</p>	0-05-P410-EP
<p>IV. UNIT OBJECTIVES</p>	0-06-P410-EP
<p>A. Unit 1 Objectives: Team Organization</p> <p>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.</p>	0-07-P410-EP
<p>B. Unit 2 Objectives: Developing Fire Prevention Education Teams</p> <p>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.</p>	0-08-P410-EP
<p>C. Unit 3 Objectives: Fire Prevention Education Team Qualifications and Certifications.</p> <p>Upon successful completion of this unit, students will identify Position Qualifications and administer Position Task Books.</p>	0-09-P410-EP

OUTLINE	AIDS & CUES
<p>D. Unit 4 Objectives: Program Management</p> <p>Upon successful completion of this unit, students will be able to explain Administrative Responsibilities, Coordination, Team Resource Utilization, and Supervising Fire Prevention Education Teams.</p>	0-10-P410-EP
<p>E. Unit 5 Objective: Fire Prevention Education Team Activities</p> <p>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.</p>	0-11-P410-EP
<p>F. Unit 6 Objective: Fire Prevention Education Team Closeout</p> <p>Upon successful completion of this unit, students will identify Ethics, Conduct, and Sexual Harassment, participate in a Team Exercise, and complete the final test.</p>	0-12-P410-EP
	0-13-P410-EP



OUTLINE	AIDS & CUES
<p>V. SESSION LOGISTICS</p> <p>A. Space And Facilities</p> <ol style="list-style-type: none"> <li>1. Identify room locations</li> <li>2. Set time schedules</li> <li>3. Restrooms</li> <li>4. Smoking rules</li> <li>5. Telephone</li> <li>6. E-mail, Internet access</li> <li>7. Break schedules</li> </ol> <p>B. Meals And Lodging</p> <ol style="list-style-type: none"> <li>1. Identify eating establishments</li> <li>2. Motel/hotel locations</li> </ol> <p>C. Cell Phones And Pagers</p> <ol style="list-style-type: none"> <li>1. Turn off cell phones</li> <li>2. Put pagers on vibrate</li> </ol>	<p>0-14-P410-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>D. Equipment/Supplies               <ul style="list-style-type: none"> <li>1. Copier</li> <li>2. Computer</li> <li>3. Fax</li> <li>4. Office Supplies</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>VI. FACULTY EXPECTATIONS               <ul style="list-style-type: none"> <li>A. Become Knowledgeable Of The FPE Team Leader Components.</li> <li>B. Participate As A Team Leader Trainee During The Exercises.</li> <li>C. Demonstrate Knowledge And Skills In The Final Exercises And Testing.</li> </ul> </li> </ul>	0-15-P410-EP
<ul style="list-style-type: none"> <li>VII. INTRODUCTIONS               <ul style="list-style-type: none"> <li>A. Faculty</li> <li>B. Students</li> </ul> </li> </ul>	0-16-P410-EP
<ul style="list-style-type: none"> <li>VIII. SUMMARY AND REVIEW LESSON OBJECTIVES               <ul style="list-style-type: none"> <li>A. Introduce Students, Instructors, And Course Expectations.</li> <li>B. Identify Unit/Lesson Topics, Required Performance Levels, And Logistical Concerns.</li> </ul> </li> </ul>	0-17-P410-EP

COURSE: Fire Prevention Education Team Leader, P-410

UNIT: 1 - Team Organization

LESSON: 1A — Fire Prevention Education Teams “A Review”

SUGGESTED TIME: 1 Hour

TESTING METHOD: Interactive Participation, Final Test

PRESENTATION: Lecture, Audio Visual

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

OBJECTIVE: Upon completion of this lesson, the student will be able to:  
Describe the Fire Prevention Education Team history, mission, vision, utilization and what teams are expected to do.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVE	1A-01-P410-EP
Describe the Fire Prevention Education Team history, mission, vision, utilization and what teams are expected to do.	1A-02-P410-EP
II. INTRODUCTION	1A-03-P410-EP
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.	

OUTLINE	AIDS & CUES
<p>III. TEAM MISSION AND VISION</p>	<p>1A-04-P410-EP</p>
<p>A. Team Mission</p> <p>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.</p>	<p>1A-05-P410-EP</p> <p>1A-06-P410-EP</p> <p>1A-07-P410-EP</p>
<p>B. Team Vision</p> <p>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.</p>	<p>1A-08-P410-EP</p> <p>1A-09-P410-EP</p> <p>1A-10-P410-EP</p>

OUTLINE	AIDS & CUES
<p>Teams work closely with federal, state, tribal, and local local agencies to accomplish the fire prevention education mission.</p>	1A-11-P410-EP
<p><b>INSTRUCTOR NOTE: THE FOLLOWING IS HISTORICAL DATA, CONSIDER RESEARCHING NEW INFORMATION AND UPDATE AS NEEDED.</b></p>	
<p>IV. THE HISTORY OF FIRE PREVENTION EDUCATION TEAMS</p>	1A-12-P410-EP
<p>The Story</p>	1A-13-P410-EP
<p>A. Fire Season - 1996, Southwest Region Of The United States</p>	
<p>B. Department Of Interior Diagnostic Team</p>	
<p>C. National Park Service Funds First Team Activity</p>	
<p>D. Teams Activated Across Geographical Areas</p>	1A-14-P410-EP
<p>E. End Of Season Evaluation Panel - Success</p>	
<p>F. Plan Developed To Implement A National Program</p>	
<p>G. 1997 National Training Programs Begin For Team Members And Team Leaders</p>	1A-15-P410-EP
<p>H. 2002 - National Wildfire Coordinating Group Approves Multi-Year Implementation Plan</p>	
<p>I. Wildland Fire Education Working Team Provides Oversight</p>	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>J. NWCG Training Courses Developed - P-310 Fire Prevention Education Team Member</li> </ul>	1A-16-P410-EP
<ul style="list-style-type: none"> <li>K. P-410 Fire Prevention Education Team Leader</li> </ul>	
<ul style="list-style-type: none"> <li>V. UTILIZATION</li> </ul>	1A-17-P410-EP
<ul style="list-style-type: none"> <li>A. Historical Use Patterns <ul style="list-style-type: none"> <li>1. Activation expectation - Average 22 national teams annually</li> <li>2. Activation history is normally April-November</li> <li>3. 70 percent of teams activated - July/August</li> <li>4. Activation - 76 percent Forest Service, the rest Bureau of Land Management, Bureau of Indian Affairs, States, and FEMA</li> <li>5. Core Team - three, use history indicates 65 percent of teams activated use four to five</li> </ul> </li> </ul>	1A-18-P410-EP
<ul style="list-style-type: none"> <li>B. Available Resources <ul style="list-style-type: none"> <li>1. Training has been completed for 100 plus Team Leaders.</li> </ul> </li> </ul>	1A-19-P410-EP
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>2. Training has been completed for 420 plus team members.</li> </ul> </li> </ul>	1A-20-P410-EP

OUTLINE	AIDS & CUES
3. PIO 1 and PIO 2	
4. Geographic Area Fire Prevention Coordinators	
5. National Fire Prevention Branch Director	
VI. FIRE PREVENTION EDUCATION TEAM STANDARDS	1A-21-P410-EP
A. Position Code - PETL, Fire Prevention Education Team Leader	1A-22-P410-EP
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?	1A-23-P410-EP
A. Severity Conditions	1A-24-P410-EP
B. Catastrophic Fire Events	1A-25-P410-EP
C. Multiple Fire Occurrence	1A-26-P410-EP
D. Increased Risk Management	1A-27-P410-EP
E. Severe Fire Conditions - Natural Disasters	1A-28-P410-EP

OUTLINE	AIDS & CUES
VIII. WHAT ARE TEAMS EXPECTED TO DO?	1A-29-P410-EP
A. Public Education	1A-30-P410-EP
B. Community Protection Planning	1A-31-P410-EP
C. Campaign Development	1A-32-P410-EP
D. Mass Media	1A-33-P410-EP
E. Public Awareness	1A-34-P410-EP
F. Establishing Cooperatives And Partnerships	1A-35-P410-EP
IX. REVIEW OF FIRE PREVENTION EDUCATION TEAMS	1A-36-P410-EP
Show the DVD - “An Ounce of Prevention”	DVD
X. SUMMARY AND REVIEW LESSON OBJECTIVE	1A-37-P410-EP
Describe the Fire Prevention Education Team history, mission, vision, utilization and what teams are expected to do.	



**COURSE:** Fire Prevention Education Team Leader, P-410

**UNIT:** 1 — Team Organization

**LESSON:** 1B — Pre-Assignment Coordination

**SUGGESTED TIME:** 1 Hour

**TESTING METHOD:** Interactive Participation, Final Test

**PRESENTATION:** Lecture, Audio Visual

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

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

Mobilize a team and implement the host unit guidelines.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVE	1B-01-P410-EP
Mobilize a team and implement the host unit guidelines.	1B-02-P410-EP
II. INTRODUCTION	1B-03-P410-EP
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.	

OUTLINE	AIDS & CUES
<p>III. FIRE PREVENTION EDUCATION TEAM CONFIGURATION</p>	<p>1B-04-P410-EP</p>
<p>A. The minimum mobilization will be one Team Leader and two team members, consisting of the following positions:</p> <ol style="list-style-type: none"> <li>1. PETL - Fire Prevention Education Team Leader</li> <li>2. PETM - Fire Prevention Education Team Member</li> <li>3. PIO 1- Public Information Officer, Type 1 or, PIO 2 - Public Information Officer, Type 2 or, THSP - Public Affairs (agency employee only)</li> </ol>	<p>1B-05-P410-EP</p>
<p>B. Additional Positions That Can Be Utilized Include:</p> <ol style="list-style-type: none"> <li>1. PETL (T) - Fire Prevention Education Team Leader Trainee</li> <li>2. PREV - Fire Prevention Technician</li> </ol>	<p>1B-06-P410-EP</p>
<p>C. Actual team composition will be determined by the Team Leader and the ordering unit on a case-by-case basis, to be determined by the needs of the assignment.</p>	<p>1B-07-P410-EP</p>
<p><b>INSTRUCTOR NOTE: RESEARCH THE MOST RECENT NATIONAL MOBILIZATION GUIDE TO DETERMINE IF CHANGES TO THE MOBILIZATION SYSTEM HAS TAKEN PLACE. UPDATE AS NECESSARY</b></p>	

OUTLINE	AIDS & CUES
<p data-bbox="191 323 950 401">IV. FIRE PREVENTION EDUCATION TEAM ROTATION PROCESS</p> <p data-bbox="285 457 630 489">Mobilization Standards</p> <ul style="list-style-type: none"> <li data-bbox="285 548 1047 625">A. Fire Prevention Education Teams Will Be On A Maximum 14 Day Rotation.</li> <li data-bbox="285 682 1110 800">B. Fire Prevention Education Teams Have A 72 Hour Call Status And Will Remain In The Call Status For The Duration Of 14 Days.</li> <li data-bbox="285 856 1089 974">C. Geographic Areas With More Than One Fire Prevention Education Team May Decide Which Team Responds To The National Call.</li> <li data-bbox="285 1031 1068 1108">D. Geographic Areas Should Commit All Internal Teams Before Placing Requests To NICC.</li> <li data-bbox="285 1165 1110 1283">E. If NICC Receives A Request, The First Available Team In The Scheduled Rotation Will Be Ordered.</li> <li data-bbox="285 1339 1122 1417">F. The Rotation Will Change On Alternate Tuesdays, At 2400 Mountain Time.</li> </ul> <p data-bbox="191 1480 1117 1650"><b>INSTRUCTOR NOTE: CONSIDER DEMONSTRATION OF THE NATIONAL MOBILIZATION GUIDE BY COMPUTER ACCESS AS A CLASS EXERCISE.</b></p>	<p data-bbox="1187 323 1419 359">1B-08-P410-EP</p> <p data-bbox="1187 863 1419 898">1B-09-P410-EP</p> <p data-bbox="1187 1171 1419 1207">1B-10-P410-EP</p>

OUTLINE	AIDS & CUES
<p>V. MOBILIZING FIRE PREVENTION TEAM RESOURCES</p> <p>A. Mobilization Guidelines - Participating Geographic Areas In Mobilization Order</p> <ol style="list-style-type: none"> <li>1. Northern Rockies</li> <li>2. Rocky Mountain</li> <li>3. Southwest</li> <li>4. Eastern Great Basin</li> <li>5. Pacific Southwest</li> <li>6. Northwest</li> <li>7. Southern</li> <li>8. Eastern</li> </ol> <p>B. Fire Prevention Education Teams Will Be Released Through Established Ordering Channels.</p>	<p>1B-11-P410-EP</p> <p>1B-12-P410-EP</p>

OUTLINE	AIDS & CUES
VI. PREVENTION EDUCATION TEAM INTERACTIONS	1B-13-P410-EP
A. Host Unit Responsibilities	1B-14-P410-EP
1. Determine need for a wildland fire prevention education team.	1B-15-P410-EP
a. Severe burning conditions	1B-16-P410-EP
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.	1B-17-P410-EP
3. Provide initial briefing to the Team Leader and team members as to purpose of requesting the team, objectives, and expectations.	1B-18-P410-EP
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.	

OUTLINE	AIDS & CUES
<ol style="list-style-type: none"> <li>6. Provide contact names and telephone numbers of key contacts: <ol style="list-style-type: none"> <li>a. Public Information Officer</li> <li>b. Cooperators</li> <li>c. Local media</li> <li>d. Financial Contact</li> <li>e. Procurement Contact</li> <li>f. Computer Support</li> <li>g. Incident Management Team PIO (if applicable)</li> </ol> </li> <li>7. Provide prevention education team with agency documentation and cost tracking requirements.</li> <li>8. Provide copy of unit's service and supply plan.</li> <li>9. Provide copy of unit's incident business guidelines.</li> <li>10. Provide office space, desks.</li> <li>11. Provide telephones.</li> <li>12. Provide access to a copy machine and copy paper.</li> </ol>	<p>1B-19-P410-EP</p>

OUTLINE	AIDS & CUES
13. Provide personal computers and printers.	
14. Provide facsimile machine.	
15. Provide office supplies.	
B. Host Unit Expectations	1B-20-P410-EP
1. Fire Prevention Education Team operations to work safely.	1B-21-P410-EP
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.	1B-22-P410-EP
7. Provide copy of the unit's incident business guidelines to the Team Leader.	

OUTLINE	AIDS & CUES
<p>8. Review all plans developed prior to implementation.</p>	
<p>C. Fire Prevention Education Team Responsibilities</p>	<p>1B-23-P410-EP</p>
<p>1. Fire Prevention Education Team members to operate safely at all times.</p>	<p>1B-24-P410-EP</p>
<p>2. Fire Prevention Education Team Leader reports to the host unit.</p>	
<p>3. Establish a liaison role with the various agencies, both state and federal, in fire protection.</p>	
<p>4. Obtain approvals and authority to implement the fire prevention effort area-wide.</p>	
<p>5. Obtain copies of host unit's service and supply plan, incident business guidelines, and key contact names and telephone numbers.</p>	
<p>6. Obtain briefing from host unit and determine level of support that will be provided as well as office work area available.</p>	
<p>7. Maintain contacts with agency administrative and procurement personnel to ensure fiscal integrity.</p>	<p>1B-25-P410-EP</p>



OUTLINE	AIDS & CUES
<ol style="list-style-type: none"> <li>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.</li> <li>9. Develop prevention products for use.</li> <li>10. Maintain/promote interagency approach.</li> <li>11. Promote responsibility for fire safety and encourage self-help actions in all handouts.</li> <li>12. Leave documentation with others.</li> <li>13. Report accomplishments.</li> <li>14. Obtain action plan/local and national operational procedures if available.</li> <li>15. Identify agency issues, concerns, and barriers.</li> <li>16. Identify barrier to an effective prevention program and offer solutions.</li> <li>17. Leave positive solutions/suggestions for a sustainable program in fire prevention with area liaison.</li> <li>18. Document all work on agency forms for inclusion in summary report.</li> <li>19. Conduct organized exit interview and information sharing as based on documentation.</li> </ol>	<p>1B-26-P410-EP</p>

OUTLINE	AIDS & CUES
D. Fire Prevention Education Team Expectations	1B-27-P410-EP
1. Receive information and documentation as source, type, and amount of funds for the assignment.	1B-28-P410-EP
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)	

OUTLINE	AIDS & CUES
<p>E. Social Considerations</p> <ol style="list-style-type: none"> <li>1. In any area there are diverse audiences with diverse world views and agendas.</li> <li>2. Being sensitive to the local agency's existing programs and culture is essential.</li> <li>3. The Fire Preventio Education Team should gain awareness and understanding of local audiences and what, if any, prevention and education programs currently exist.</li> <li>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.</li> </ol>	<p>1B-29-P410-EP</p>
<p>F. Ordering Replacement Teams</p> <ol style="list-style-type: none"> <li>1. Procedures</li> <li>2. Timing</li> </ol>	<p>1B-30-P410-EP 1B-31-P410-EP</p>
<p>VI. SUMMARY AND REVIEW LESSON OBJECTIVE</p> <p>Mobilize a team and implement the host unit guidelines.</p>	<p>1B-32-P410-EP</p>

COURSE: Fire Prevention Education Team Leader, P-410

UNIT: 2 — Developing Fire Prevention Education Teams

LESSON: 2A — Delegation of Authority

SUGGESTED TIME: 1 Hour

TESTING METHOD: Interactive Participation, Final Test

PRESENTATION: Lecture, Audio Visual

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

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

Implement a Delegation of Authority that will govern team activities.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVE	2A-01-P410-EP
Implement a Delegation of Authority that will govern team activities.	2A-02-P410-EP
II. INTRODUCTION	2A-03-P410-EP
<p>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.</p> <p>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.</p>	2A-04-P410-EP

OUTLINE	AIDS & CUES
III. FUNDAMENTALS OF THE DELEGATION OF AUTHORITY	2A-05-P410-EP
<b>INSTRUCTOR NOTE: UTILIZE THE DELEGATION OF AUTHORITY SAMPLE HANDOUT AND HAVE STUDENTS REVIEW THE DOCUMENT AS A CLASS EXERCISE.</b>	2A-01-P410-HO
A. The Initial Briefing - The Negotiation <ol style="list-style-type: none"> <li>1. Introductions</li> <li>2. Establish protocols</li> <li>3. Establish roles and responsibilities</li> <li>4. Be prepared prior to meeting, anticipate</li> </ol>	2A-06-P410-EP
B. The Assumption Of Authority <ol style="list-style-type: none"> <li>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.</li> <li>2. The Team Leader is accountable to the Agency Administrator.</li> <li>3. A formal evaluation of the Team Leader's performance will be conducted prior to departure from the unit.</li> </ol>	2A-07-P410-EP

OUTLINE	AIDS & CUES
<p>C. Agency Administrator Responsibility</p> <ol style="list-style-type: none"> <li>1. Provides program oversight</li> <li>2. Establishes team policies and procedures</li> <li>3. Define jurisdictional protocols               <ol style="list-style-type: none"> <li>a. Public Affairs</li> <li>b. Interagency</li> <li>c. Key players</li> <li>d. Agreements, memorandums of understanding, etc.</li> </ol> </li> </ol>	2A-08-P410-EP
<p>D. Safety Management</p> <p>The Team Leader is accountable for safety and is one of the top priorities and responsibility.</p> <ol style="list-style-type: none"> <li>1. All members of your team must observe a “Zero Tolerance” for any careless or unsafe action.</li> <li>2. The Team Leader must take appropriate actions to ensure that everyone involved in this assignment knows and follows established safety procedures.</li> <li>3. Conduct safety briefings               <ol style="list-style-type: none"> <li>a. Procedures</li> <li>b. Medical emergencies</li> </ol> </li> </ol>	2A-09-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>c. Accident reporting procedures</li> <li>d. Work-Rest procedures</li> </ul> <p>4. All federal, state and local laws and regulations and ordinances will be adhered to.</p> <p>These laws include, but are not limited to:</p> <ul style="list-style-type: none"> <li>a. State motor vehicle operation (including agency driver's license requirements)</li> <li>b. Cultural and archeological protection laws</li> <li>c. Health and welfare regulations</li> <li>d. Environmental protection and hazardous materials laws</li> </ul>	
<p>E. Cost Accountability</p> <p>The Team Leader will provide the necessary capability to meet the assigned Fire Prevention Education Team objectives.</p> <ul style="list-style-type: none"> <li>1. Emphasize good accountability for supplies ordered</li> <li>2. Provide a daily cost accounting system</li> <li>3. Maintain agency procurement requirements and authorities</li> </ul>	<p>2A-10-P410-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>4. Acquire cost codes for the assignment.</li> <li>5. Acquire the estimated budget for this Fire Prevention Education Team. <ul style="list-style-type: none"> <li>a. This amount has been set based on the assumption that every effort will be made to stay within the allocated budget.</li> <li>b. Any deviation from this amount must be approved by the Agency Administrator or designee.</li> </ul> </li> <li>6. Wildfire prevention activities in multiple jurisdictions must be covered by appropriate agreements.</li> </ul>	
<p>F. Team Business Advisor (TBA)</p> <p>The Team Business Advisor should be assigned.</p> <p>The Team Leader must stay fully informed on:</p> <ul style="list-style-type: none"> <li>1. Fiscal issues</li> <li>2. Expenditures and limitations</li> <li>3. Property accountability</li> <li>4. Potential damage claims</li> </ul>	<p>2A-11-P410-EP</p>



OUTLINE	AIDS & CUES
<p>G. Team Liaison</p> <p>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.</p>	2A-12-P410-EP
<p>H. Public Information - Public Affairs</p> <p>The Team Leader must work closely with the agency public affairs officer and representatives of other agencies and jurisdictions.</p> <ol style="list-style-type: none"> <li>1. Keep them informed and work closely with them, proactively.</li> <li>2. Coordinate all media releases through the unit PAO, follow protocol.</li> <li>3. Determine if the team is to handle local and national media contacts in coordination with this agency.</li> <li>4. Determine how political contacts are to be handled.</li> </ol>	2A-13-P410-EP
<p>I. Local And Social Issues</p> <p>All team members must be sensitive to local and social issues related to public land management and use.</p>	2A-14-P410-EP

OUTLINE	AIDS & CUES
<p>J. Procurement</p> <p>Determine procedures and contact for team procurement needs.</p>	2A-15-P410-EP
<p>K. Base Of Operations</p> <p>Determine the team logistical needs.</p> <ol style="list-style-type: none"> <li>1. The location the Fire Prevention Education Team will work.</li> <li>2. The team lodging arrangements must be identified.</li> <li>3. Communication Systems established.</li> </ol>	2A-16-P410-EP
<p>L. Team Reporting</p> <p>The Team Leader will be responsible for the following:</p> <ol style="list-style-type: none"> <li>1. Preparing a daily activity report, this will be submitted to individuals to be determined.</li> <li>2. Preparing a schedule and conduct periodic management briefings.</li> <li>3. Developing the final or transition report of actions and accomplishments and closeout briefing.</li> </ol>	2A-17-P410-EP
<p>M. Fire Prevention Education Team Objectives</p> <p>List the objectives assigned to this Delegation of Authority.</p>	2A-18-P410-EP

OUTLINE	AIDS & CUES
<p>N. Key Contact List</p> <p>Team Leaders must develop a list of key contacts. This list should include, as a minimum, the following:</p> <ol style="list-style-type: none"> <li>1. Agency Administrator</li> <li>2. Team Liaison</li> <li>3. Fire Management Officer</li> <li>4. Public Affairs Officer</li> <li>5. Business Advisor</li> <li>6. Procurement Specialist</li> <li>7. Dispatch Center</li> <li>8. Law Enforcement Coordinator</li> <li>9. Other unit contact lists will be provided</li> </ol>	<p>2A-19-P410-EP</p>
<p><b>INSTRUCTOR NOTE: UTILIZE THE SAMPLE DELEGATION OF AUTHORITY HANDOUT AND HAVE STUDENTS COMPARE THE DIFFERENCE BETWEEN IT AND AN ACTUAL DOA. LIST AND MAKE RECOMMENDATIONS ON CHANGES OR IMPROVEMENTS BETWEEN THE TWO.</b></p>	<p>2A-02-P410-HO 2A-20-P410-EP</p>
<p>IV. SUMMARY AND REVIEW LESSON OBJECTIVE</p> <p>Implement a Delegation of Authority that will govern team activities.</p>	<p>2A-21-P410-EP</p>

**COURSE:** Fire Prevention Education Team Leader, P-410

**UNIT:** 2— Developing Fire Prevention Education Teams

**LESSON:** 2B — Developing the Action Plan

**SUGGESTED TIME:** 1 Hour

**TESTING METHOD:** Interactive Participation, Final Exam

**PRESENTATION:** Lecture, Audio Visual

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

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

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

OUTLINE	AIDS & CUES
<p>I. LESSON OBJECTIVE</p> <p style="padding-left: 40px;">Develop an action plan for Fire Prevention Education Team activities, and Host Unit expectations.</p>	<p>2B-01-P410-EP</p> <p>2B-02-P410-EP</p>
<p>II. INTRODUCTION - THE ACTION PLAN</p> <p style="padding-left: 40px;">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.</p> <p style="padding-left: 40px;">This lesson will demonstrate an actual assignment with the results of their planning.</p>	<p>2B-03-P410-EP</p>

OUTLINE	AIDS & CUES
<p>III. ACTION PLAN FUNDAMENTALS</p>	<p>2B-04-P410-EP</p>
<p>A. The development of the team action plan, in a timely manner, is the effort of the entire team and host unit.</p>	<p>2B-05-P410-EP</p>
<p>This effort will drive the entire team program and is essential to meeting the objectives of the host unit.</p>	
<p>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.</p>	
<p>If a follow-up will be required to meet the expectations of the host unit, this should be determined as soon as possible.</p>	
<p>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.</p>	
<p><b>INSTRUCTOR NOTE: BREAK CLASS INTO FOUR GROUPS AND IN TEN MINUTES ELECT A TEAM LEADER, ASSIGN DOCUMENTATION AND SPOKESPERSON RESPONSIBILITIES. THESE WILL BE THE SAME TEAMS USED ON OTHER ACTIVITIES DURING THIS COURSE. THESE TEAMS SHOULD BE DIVIDED BY DIFFERENT UNITS AND DIVERSE BACKGROUNDS.</b></p>	

OUTLINE	AIDS & CUES
<p>D. The Team Leader Should Have The Knowledge And Skill To Use, As A Minimum, The Following:</p> <ol style="list-style-type: none"> <li>1. The Delegation of Authority or task order</li> <li>2. Skill/background, identify for each individual</li> <li>3. Local considerations</li> <li>4. What has worked before</li> <li>5. Networking</li> <li>6. Unit feedback/scoping</li> </ol>	2B-06-P410-EP
<p>IV. DEVELOPING FIRE PREVENTION OBJECTIVES AND ACTION PLAN – A CASE STUDY</p>	2B-07-P410-EP
<p><b>INSTRUCTOR NOTE: USE THIS OR ANOTHER EXAMPLE OF AN ACTION PLAN.</b></p>	
<p>A. Team Design/Assignment</p> <ol style="list-style-type: none"> <li>1. Team Activated: 11/5</li> <li>2. Location: Honey Bee ICP, Whitley City, Kentucky</li> <li>3. Team Organization: <ol style="list-style-type: none"> <li>a. Team Leader, USFS - Retired</li> <li>b. Fire Prevention Specialist – South Carolina Forestry Commission</li> </ol> </li> </ol>	2B-08-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>c. Fire Prevention Specialist, Wallowa Whitman National Forest – Region 6</li> <li>d. Graphics Specialist –Daniel Boone National Forest</li> </ul> <p>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.</p>	2B-09-P410-EP
<p><b>INSTRUCTOR NOTE: TEAM DEVELOP (BRAINSTORM) WHAT TWO POSSIBLE CAUSES OF THESE 51 FIRES COULD BE.</b></p> <p>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.</p> <p>5. Initial Briefing: The initial meeting was conducted on November 5. The following were present:</p> <ul style="list-style-type: none"> <li>a. Forest Fire Management Officer</li> <li>b. District Ranger, Stearns R.D.</li> <li>c. Kentucky Division of Forestry</li> <li>d. District Ranger, Somerset R.D.</li> </ul>	2B-10-P410-EP  2B-11-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>e. Fire Information Officer, Blue Team</li> <li>f. The National Fire Prevention Education Team</li> </ul> <p>6. Secondary Briefing: A secondary management briefing was held at the Daniel Boone National Forest Headquarters on November 8. The following were in attendance:</p> <ul style="list-style-type: none"> <li>a. The National Fire Prevention Education Team</li> <li>b. Forest Staff Officers</li> <li>c. Forest Public Affairs Officer</li> <li>d. Forest Fire Management Officer</li> <li>e. Forest Graphics Specialist</li> </ul>	<p>2B-12-P410-EP</p>
<p>B. Team objectives: The following objectives were developed by interaction at briefings and refined by the Fire Prevention Education Team based on evaluation and further assessment of the area. The following are the established objectives:</p>	<p>2B-13-P410-EP</p>
<ul style="list-style-type: none"> <li>1. Objective # 1: Develop a Wildland Fire Prevention Community Outreach Program. <ul style="list-style-type: none"> <li>a. General Action: Develop Firewise Community Council Guidelines</li> </ul> </li> </ul>	<p>2B-14-P410-EP</p>



OUTLINE	AIDS & CUES
<p>b. Specific Actions:</p> <ul style="list-style-type: none"> <li>• Develop guidelines for implementing Firewise Community Councils.</li> <li>• Develop a Fire Risk For Homes Checklist.</li> </ul> <p>2. Objective # 2: Develop a Wildland Urban Interface/Intermix Awareness Program</p> <p>a. General Action:</p> <ul style="list-style-type: none"> <li>• Homeowner FIREWISE Awareness, “Beware and Prepare” Campaign</li> </ul> <p>b. Specific Actions:</p> <ul style="list-style-type: none"> <li>• Develop “Wildfire, Beware and Prepare” Poster/brochure and distribute to local distribution points for field utilization.</li> </ul>	<p>2B-15-P410-EP</p>
<p>3. Objective # 3: Develop a Youth Fire Education Program</p> <p>a. General Action 3A: Fire Education Kit for primary grades</p> <p>b. Specific Actions:</p> <ul style="list-style-type: none"> <li>• Provide Preschool “Good Fire/ Bad Fire” teacher kits.</li> <li>• Provide K-2 Fire Education Activity Books.</li> </ul>	<p>2B-16-P410-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Provide Interactive Zip Game.</li> <li>• Provide teacher Big Books.</li> <li>• Provide children’s fire safety teachers “Do-It-Yourself” Kits.</li> </ul> <p>c. General Action 3B: Fire Education Kit for secondary grades</p> <p>d. Specific Actions:</p> <ul style="list-style-type: none"> <li>• Provide “Burning Issues” Education CDs.</li> </ul>	2B-17-P410-EP
<ul style="list-style-type: none"> <li>• Provide Fire Ecology Resource Management Education Unit.</li> <li>• Provide “Fire A Force of Nature, The Story Behind the Scenes” publication.</li> </ul>	2B-18-P410-EP
<p>4. Objective # 4: Develop Cooperative Community Youth Programs</p> <p>a. General Action:</p> <ul style="list-style-type: none"> <li>• Prepare recommendations for program development.</li> </ul> <p>b. Specific Actions:</p> <ul style="list-style-type: none"> <li>• Junior Firefighter/Basic fire training program for high school students</li> </ul>	2B-19-P410-EP
<ul style="list-style-type: none"> <li>• Explorer/4-H Wildland Fire Prevention Program</li> </ul>	2B-20-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• “Green Ribbon” Wildland Fire Prevention Program during National Fire Prevention Week</li> <li>• Wildland Fire Prevention Poster Contest (elementary, junior and senior levels)</li> <li>• Wildland Fire Prevention Essay Contest (junior and senior levels)</li> <li>• “Pumped on Prevention” radio public service announcement program</li> <li>• Job Corps center to support Wildland Fire Prevention projects</li> <li>• High school student mentoring program</li> </ul>	2B-21-P410-EP
<p>5. Objective # 5: Develop a Wildland Fire Prevention and the Rural/Volunteer Fire Department Fire Prevention Program.</p> <p>a. General Action:</p> <ul style="list-style-type: none"> <li>• Increase Fire Prevention skill and knowledge for Rural and Volunteer Fire Departments.</li> </ul> <p>b. Specific Action:</p> <ul style="list-style-type: none"> <li>• Develop Fundamentals of Wildland Fire Prevention for Rural Fire Departments training program.</li> </ul>	2B-22-P410-EP

OUTLINE	AIDS & CUES
<p data-bbox="380 264 1117 348">6. Objective # 6: Develop a public awareness Arson Prevention campaign.</p> <p data-bbox="475 401 1057 485">a. General Action: STOP ARSON Public Awareness Campaign.</p> <p data-bbox="475 533 829 573">b. Specific Actions:</p> <ul style="list-style-type: none"> <li data-bbox="573 625 1105 709">• Develop and publish Stop Arson Awareness poster/flyer</li> <li data-bbox="573 758 1094 884">• Consider the following promotional material to enhance the STOP ARSON Campaign <ul style="list-style-type: none"> <li data-bbox="618 932 1036 1016">* Develop sporting license holder master art</li> <li data-bbox="618 1064 1073 1104">* Arson awareness place mat</li> <li data-bbox="618 1152 894 1192">* Bumper sticker</li> <li data-bbox="618 1241 781 1281">* Key tag</li> <li data-bbox="618 1329 873 1369">* Trading cards</li> <li data-bbox="618 1417 857 1457">* Book covers</li> <li data-bbox="618 1505 846 1545">* Radio spots</li> <li data-bbox="618 1593 992 1633">* Grocery bag message</li> <li data-bbox="618 1682 850 1722">* Pencils/pens</li> <li data-bbox="618 1770 976 1810">* Refrigerator magnets</li> <li data-bbox="618 1858 776 1898">* Signing</li> </ul> </li> </ul>	<p data-bbox="1182 270 1419 310">2B-23-P410-EP</p> <p data-bbox="1182 758 1419 798">2B-24-P410-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>* Celebrity</li> <li>* T.V. spot w/celebrity</li> <li>* Letters to churches</li> <li>* Banners</li> </ul>	
<p>7. Objective # 7: Develop a Community Outreach Fire Prevention Program</p> <p>a. General Action:</p> <ul style="list-style-type: none"> <li>• Wildland Fire Prevention and the Community Recommendations</li> </ul> <p>b. Specific Actions:</p> <ul style="list-style-type: none"> <li>• Develop a youth library reading program and provide necessary pilot materials, consider language and literacy.</li> <li>• Provide material to be used by local organizations adult literacy programs.</li> </ul>	2B-25-P410-EP
<ul style="list-style-type: none"> <li>• Develop a Hunter Fire Safety program.</li> <li>• Develop a Scouting Fire Safety program.</li> </ul>	2B-26-P410-EP
<p>8. Objective # 8: Develop Agency Wildland Fire Prevention Skills.</p> <p>a. General Action: Wildland Fire Prevention Technical Guidance.</p>	2B-27-P410-EP



OUTLINE	AIDS & CUES
<p>9. Objective # 9: Develop Wildland Fire Prevention Corporate Sponsorships.</p> <p>a. General Action:</p> <ul style="list-style-type: none"> <li>• Wildland Fire Prevention Corporate Advertising</li> </ul> <p>b. Specific Action:</p> <ul style="list-style-type: none"> <li>• Consider working with local corporations and the business community to enhance wildland fire prevention programs.</li> </ul>	<p>2B-30-P410-EP</p>
<p>C. Team Key Contacts: The National Fire Prevention Education Team Met With The Following:</p> <ul style="list-style-type: none"> <li>• Incident Management Team</li> <li>• Incident Fire Information Team</li> <li>• McCreary County Library</li> <li>• McCreary Central High School (25 students)– Agriculture/Shop class</li> <li>• Local educators/principal</li> <li>• Local law enforcement</li> <li>• Local residents</li> <li>• Forest Service Management Team</li> </ul>	<p>2B-31-P410-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Forest Service Support Group</li> <li>• Christian Appalachian Project</li> <li>• Local Insurance Agency</li> <li>• State of Kentucky, Division of Forestry</li> <li>• Whitley City Fire Department</li> <li>• Pineville Fire Prevention Team (State of Kentucky)</li> <li>• Statewide Arson Task Force</li> <li>• Virginia Division of Forestry</li> <li>• Texas Forest Service</li> <li>• Forest Service, Region 5</li> <li>• Forest Service, Region 6</li> <li>• Reading Club Coordinator (youth, adult)</li> <li>• County Judge Executive (County Administrator)</li> <li>• Kentucky Emergency Management Agency</li> <li>• Other local Rural/Volunteer Fire Departments</li> <li>• Telephone Company</li> <li>• Firefighters</li> <li>• National Interagency Fire Center</li> </ul>	



OUTLINE	AIDS & CUES
<p>V. PREPARING THE TASK ACCOMPLISHMENT REPORT</p> <p><b>INSTRUCTOR NOTE: THE TASK ACCOMPLISHMENT REPORT INSTRUCTION WILL BE COMPLETED IN LESSON 5C.</b></p>	<p>2B-32-P410-EP</p>
<p>VI. SUMMARY AND REVIEW LESSON OBJECTIVE</p> <p>Develop an action plan for Fire Prevention Education Team activities and Host Unit expectations.</p>	<p>2B-33-P410-EP</p>

**COURSE:** Fire Prevention Education Team Leader, P-410

**UNIT:** 2 — Developing Fire Prevention Education Teams

**LESSON:** 2C — Developing Fire Prevention Education Teams

**SUGGESTED TIME:** 1 Hour

**TESTING METHOD:** Interactive Participation, Final Exam

**PRESENTATION:** Lecture, Audio Visual

**TRAINING AIDS:** Computer with CD-ROM drive, Computer Projector

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

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

1. Describe the standards for assigning roles and responsibilities.
2. Conduct Team Member skill assessment.
3. Conduct performance ratings.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVES	2C-01-P410-EP
A. Describe The Standards For Assigning Roles And Responsibilities.	2C-02-P410-EP
B. Conduct Team Member Skill Assessment.	
C. Conduct Performance Ratings.	

OUTLINE	AIDS & CUES
<p data-bbox="190 338 946 422">II. FIRE PREVENTION EDUCATION TEAM DEVELOPMENT</p> <p data-bbox="285 474 570 510">A. Introduction</p> <p data-bbox="380 562 1109 737">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.</p> <p data-bbox="380 785 1089 1050">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</p> <p data-bbox="380 1077 1089 1203">A weak or misaligned team requires substantial management on your part to limp past the finish line.</p> <p data-bbox="285 1255 1101 1339">B. Fire Prevention Education Team: Diversity And Skills</p> <p data-bbox="380 1388 1117 1514">1. A team is made up of people with differing personalities, skills, ability, knowledge, and temperament.</p> <p data-bbox="475 1566 1101 1734">The Team Leader responsibility is to build a team that takes advantage of each team member's skills without taxing their weaknesses.</p>	<p data-bbox="1182 338 1422 373">2C-03-P410-EP</p> <p data-bbox="1182 1262 1422 1297">2C-04-P410-EP</p> <p data-bbox="1182 1570 1422 1606">2C-05-P410-EP</p>

OUTLINE	AIDS & CUES
<p>2. Team Leaders are required to complete each task of the project.</p> <p>a. Does a team member require specific skills for a task or will general skills suffice?</p> <p>b. Are strong interpersonal skills or the ability to communicate verbally and in writing vital prerequisites?</p> <p>c. If you could choose anyone you wanted for your team, who would these people be and why?</p> <p>d. Given the team that you actually get to work with, what levels of supervision will be required?</p>	<p>2C-06-P410-EP</p> <p>2C-07-P410-EP</p>
<p>III. ESTABLISHING INDIVIDUAL ROLES AND RESPONSIBILITIES</p>	<p>2C-08-P410-EP</p>
<p>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.</p>	<p>2C-09-P410-EP</p>
<p>B. Team Leaders must assess the goals and objectives assigned to the team and make appropriate decisions.</p>	<p>2C-10-P410-EP 2C-11-P410-EP 2C-12-P410-EP</p>

OUTLINE	AIDS & CUES
IV. ROLES AND RESPONSIBILITY CONSIDERATIONS	2C-13-P410-EP 2C-14-P410-EP
A. The Team Leader	2C-15-P410-EP
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.	2C-16-P410-EP
a. Chain of command	
b. Organizational protocols	
c. Host unit coordination	
d. Project review/approval process	
e. Performance appraisals	
f. Grievance procedures	2C-17-P410-EP
g. Team operational systems	
h. Scheduling	
i. Accomplishment benchmarks	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>3. Establish the quality control standards. <ul style="list-style-type: none"> <li>a. Flip charts</li> <li>b. Briefings</li> <li>c. Image control</li> <li>d. Production standards</li> </ul> </li> </ul>	2C-18-P-410-EP
<ul style="list-style-type: none"> <li>B. Public Affairs/Public Information Officer</li> </ul> <p>This is the most sensitive area that a Team Leader must manage.</p> <p>It must be clear that the team is in an area that has established procedures and expectations.</p> <p>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.</p>	2C-19-P-410-EP
<ul style="list-style-type: none"> <li>1. Determine the scope of responsibility.</li> <li>2. Determine product approval procedures. <ul style="list-style-type: none"> <li>a. Local unit</li> <li>b. Team</li> </ul> </li> <li>3. Understand local operating systems, schedules, and contact protocols.</li> </ul>	2C-20-P-410-EP

OUTLINE	AIDS & CUES
4. Determine the unit zone of influence.	
5. Be sensitive to local culture and political considerations.	2C-21-P410-EP
6. Determine briefing schedules.	2C-22-P410-EP
7. Establish outreach procedures - internal/external.	
8. Maintain team publications control.	
C. Team Members	2C-23-P410-EP
<p>These individuals will come from different areas, backgrounds, and experience levels.</p>	
<p>It is important to assess the skills of these individuals and assign them responsibilities where they have the greatest ability to perform and succeed.</p>	
<p>Evaluation of these individuals should include:</p>	2C-24-P410-EP
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	

OUTLINE	AIDS & CUES
5. Are special skills available?	
6. What are the individual expectations?	2C-25-P410-EP
7. Physical limitations/capabilities	
8. Medical considerations	
9. Emergency contact information	
10. Assign duties	2C-26-P410-EP
11. Individual communication	
<p>V. CONSIDERATIONS FOR ASSIGNED ROLES AND RESPONSIBILITIES</p> <p>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:</p>	2C-27-P410-EP
<p>A. Administrative Responsibilities</p>	2C-28-P410-EP
1. Documentation	
2. Filing system	
3. Office services	
4. Supply management	
5. Obtain “S” numbers	2C-29-P410-EP



OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>B. Budget management               <ul style="list-style-type: none"> <li>1. Tracking system</li> <li>2. Cost accounting</li> <li>3. Monitoring</li> <li>4. Projections/summary</li> </ul> </li> </ul>	<p>2C-30-P410-EP</p> <p>2C-31-P410-EP</p>
<ul style="list-style-type: none"> <li>C. Procurement               <ul style="list-style-type: none"> <li>1. Host contact</li> <li>2. Approvals</li> <li>3. Documentation</li> <li>4. Inventories</li> <li>5. M.O.U.s needed</li> </ul> </li> </ul>	<p>2C-32-P410-EP</p>
<ul style="list-style-type: none"> <li>D. Daily Briefing               <ul style="list-style-type: none"> <li>1. Scheduling</li> <li>2. Facilitation</li> <li>3. Documentation</li> </ul> </li> </ul>	<p>2C-33-P410-EP</p>
<ul style="list-style-type: none"> <li>E. Reporting               <ul style="list-style-type: none"> <li>1. Daily</li> <li>2. Transition</li> </ul> </li> </ul>	<p>2C-34-P410-EP</p>

OUTLINE	AIDS & CUES
3. Final report, start the day of arrival	
4. Team Member reporting	
F. Management Briefings	2C-35-P410-EP
1. Schedule	
2. Facilitation	
3. Documentation	
4. Daily logs	
G. Product Development	2C-36-P410-EP
1. Scheduling	
2. Approvals	
3. Documentation	
4. Inventories/distribution	2C-37-P410-EP
5. Vendor contacts	
6. Procurement systems	
H. Equipment, Computers, Fax, Phones, Etc.	2C-38-P410-EP
1. Requisition	
2. Coordination	
3. Documentation	
4. E mail, cell phone coverage	

OUTLINE	AIDS & CUES
<p>I. Coordination</p> <ol style="list-style-type: none"> <li>1. Internal</li> <li>2. External</li> <li>3. Field coordination</li> <li>4. Off site staffing</li> </ol>	2C-39-P410-EP
<p>J. Staff From Other Departments</p> <ol style="list-style-type: none"> <li>1. Mail room</li> <li>2. Receptionist</li> <li>3. Other functional areas</li> <li>4. Off -site opportunities, graphics</li> </ol>	2C-40-P410-EP
<p>K. Contracting with consultants, outside vendors, or temporary agencies, get permission before contacting</p> <ol style="list-style-type: none"> <li>1. Ad agency</li> <li>2. Mail service</li> <li>3. Clipping service</li> <li>4. Fax service</li> <li>5. Desktop publishing</li> </ol>	2C-41-P410-EP

OUTLINE	AIDS & CUES
<p>VI. MEASURING PERFORMANCE</p> <p>A. Performance Rating Standards</p> <p>1. Complete for all participants</p> <p>Coordinate documentation with Position Task Book</p> <p>2. Major performance elements</p> <p>B. Prepare The Performance Documentation</p> <p>Review the sample performance rating form</p> <p>C. Measuring Team Leader Performance</p>	<p>2C-42-P410-EP</p> <p>2C-43-P410-EP</p> <p>2C-01-P410-HO 2C-02-P410-HO</p> <p>2C-44-P410-EP</p>
<p><b>INSTRUCTOR NOTE: PERFORMANCE RATING FORMS ARE AVAILABLE IN THE FORMS CATALOG.</b></p>	
<p>VII. SUMMARY AND REVIEW LESSON OBJECTIVES</p> <p>A. Describe The Standards For Assigning Roles And Responsibilities.</p> <p>B. Conduct Team Member Skill Assessment.</p> <p>C. Conduct Performance Ratings.</p>	<p>2C-45-P410-EP</p>

**COURSE:** Fire Prevention Education Team Leader, P-410  
**UNIT:** 2 — Developing Fire Prevention Education Teams  
**LESSON:** 2D — Team Safety Management  
**SUGGESTED TIME:** 1 Hour  
**TESTING METHOD:** Interactive Participation, Final Test  
**PRESENTATION:** Lecture, Audio Visual  
**TRAINING AIDS:** Student Workbook, computer, LCD projector, screen, handouts, presentation software, flip chart/paper, markers  
**OBJECTIVE:** Upon completion of this lesson, the student will be able to:  
 Develop, implement, and manage a team safety program.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVE  Develop, implement, and manage a team safety program.	2D-01-P410-EP 2D-02-P410-EP 2D-03-P410-EP
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.	2D-04-P410-EP

OUTLINE	AIDS & CUES
<p>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.</p> <p>A. To be properly understood and implemented, the safety analysis should be viewed as a problem-solving process.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>2D-05-P410-EP</p>

OUTLINE	AIDS & CUES
III. JOB HAZARD ANALYSIS GUIDELINES	2D-06-P410-EP
A. The Job Hazard Analysis Is The Hazard Assessment	2D-07-P410-EP
B. The Job Hazard Analysis Document	2D-08-P410-EP
C. How Do You Assemble A Job Hazard Analysis?	2D-09-P410-EP
D. Review The Parts Of The Job Hazard Analysis	
1. The form	2D-10-P410-EP
2. Heading	2D-11-P410-EP
3. Tasks or procedures	2D-12-P410-EP
4. Potential hazards	2D-13-P410-EP
5. Abatement actions	2D-14-P410-EP
6. Final approval	2D-15-P410-EP

OUTLINE	AIDS & CUES
E. Tasks, Hazards, And Abatement	2D-16-P410-EP
1. Tasks or procedures	2D-17-P410-EP
2. Tasks	2D-18-P410-EP
3. Qualifications needed	2D-19-P410-EP
a. Defensive driving	
b. Agency licensing	
c. AD versus agency employee	
4. Training required	2D-20-P410-EP
5. Mode of travel	2D-21-P410-EP
6. Work activity	2D-22-P410-EP
7. Hazardous materials	2D-23-P410-EP
8. Employee safety	2D-24-P410-EP
a. Working alone	
b. Check-in procedures	
c. Health hazards	
9. Evacuation plan	2D-25-P410-EP



OUTLINE		AIDS & CUES
F.	Hazards	2D-26-P410-EP
	1. Hazards come from two basic factors.	2D-27-P410-EP
	a. Unsafe acts	
	b. Unsafe conditions	
	Consider worse scenario	
	2. Unsafe acts	2D-28-P410-EP
	Failure to follow established standards and procedures	
	3. Unsafe conditions	2D-29-P410-EP
	a. Failure to recognize key elements	
	b. Environmental, biological, chemical, physical	
	4. Abatement actions - engineering controls, substitutions, administrative, personal protective equipment	2D-30-P410-EP 2D-31-P410-EP
	5. OSHA Information	2D-32-P410-EP
G.	The Safety Formula	2D-33-P410-EP
	Summary	2D-34-P410-EP
	1. Assessment and documentation	
	2. The first step	

OUTLINE		AIDS & CUES
H.	Job Hazard Analysis - “Don’t Work Without It”	2D-35-P410-EP
	1. Your responsibility	
	2. Safe acts, safe conditions “A safe work place”	
I.	The Tailgate Safety Meeting	2D-36-P410-EP
	1. Short review of current safety issues	2D-37-P410-EP
	2. Conduct as a daily team function	2D-38-P410-EP 2D-39-P410-EP 2D-40-P410-EP
	3. Should be documented	2D-41-P410-EP
	4. The big picture	2D-42-P410-EP
	5. Tailgate safety considerations:	2D-43-P410-EP
	a. Driving - traffic	2D-44-P410-EP
	b. Driving - mountain	
	c. Driving - defensive	
	d. Working alone - beware	
	e. Stress	
	f. Fatigue	
	g. Lifting/back	
	h. Office security	
	i. Weather conditions	

OUTLINE	AIDS & CUES
j. Food handling	
k. Dehydration	
l. Housekeeping	
m. Smoke	
6. Additional tailgate safety considerations:	2D-45-P410-EP
a. Office hazards	2D-46-P410-EP
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	

OUTLINE	AIDS & CUES
<p data-bbox="190 352 1089 390">IV. SUMMARY AND REVIEW LESSON OBJECTIVES</p> <p data-bbox="271 443 1105 480">Develop, implement, and manage a team safety program.</p>	<p data-bbox="1187 352 1422 390">2D-47-P410-EP</p>

COURSE: Fire Prevention Education Team Leader, P-410

UNIT: 2 — Developing Fire Prevention Education Teams

LESSON: 2E — Rapid Team Building

SUGGESTED TIME: 3 Hours

TESTING METHOD: Interactive Participation

PRESENTATION: Lecture, Audio Visual, Group Interaction

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

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

Provide necessary leadership skills to a Fire Prevention Education Team.

OUTLINE	AIDS & CUES
I. Lesson Objective	2E-01-P410-EP
Provide necessary leadership skills to a Fire Prevention Education Team.	2E-02-P410-EP
II. Introduction	2E-03-P410-EP
<p>This session is designed as a short initial team development exercise for Fire Prevention Education Team Leaders. The exercise will develop the following:</p> <ul style="list-style-type: none"> <li>• Team Charter</li> <li>• Team Identity</li> <li>• Job Functions</li> <li>• Team Decision Making</li> </ul>	2E-04-P410-EP

OUTLINE	AIDS & CUES
<p>The emphasis is placed on creating and maintaining professional relationships and the development of essential team processes (Communication, Coordination, and Decision Making).</p>	
<p><b>INSTRUCTOR NOTE: THIS EXERCISE WILL TAKE A TOTAL OF THREE HOURS. ALLOCATE THE TIME TO PROVIDE FOR COMPLETION OF EACH PHASE</b></p>	
<p>III. DEVELOPING LEADERSHIP AND TEAMWORK SKILLS (PHASE 1)</p>	2E-05-P410-EP
<p>Phase one of the exercise will require:</p>	2E-06-P410-EP
<p>A. Select And Mobilize The Team/Organization</p>	
<p>B. Create And Explain The Teams' Mission, Motto, Name, Etc.</p>	
<p>C. Review The Delegation Of Authority</p>	
<p>D. Develop The Team Objectives</p>	2E-07-P410-EP
<p>E. Develop The Team Action Plan</p>	
<p>1. General Actions</p>	
<p>2. Specific Actions</p>	

OUTLINE	AIDS & CUES
F. Explain The Primary And Alternate Methods The Team Will Use To Make Team And Individual Decisions	2E-08-P410-EP
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)	2E-09-P410-EP
A. Phase Two Of The Exercise Will Require: <ol style="list-style-type: none"> <li>1. Consideration of team diversity</li> <li>2. Determine individual skills</li> <li>3. Assign roles and areas of responsibility</li> <li>4. Allocate the workload</li> <li>5. Determine how performance ratings will be conducted</li> </ol>	2E-10-P410-EP
B. Phase Three Of The Exercise Will Require: Development of the team safety plan	2E-11-P410-EP
C. Phase Four Of The Exercise Will Require: Development of a 15-minute presentation to the group	2E-12-P410-EP

OUTLINE	AIDS & CUES
V. CONDUCT THE EXERCISE PRESENTATIONS	2E-13-P410-EP
VI. SUMMARY AND REVIEW LESSON OBJECTIVES  Provide necessary leadership skills to a Fire Prevention Education Team.	2E-14-P410-EP



COURSE: Fire Prevention Education Team Leader, P-410

UNIT: 3 — FPET Qualifications and Certifications

LESSON: 3A— Qualifications and Certifications

SUGGESTED TIME: 1 Hour

TESTING METHOD: Interactive Participation, Final Test

PRESENTATION: Lecture, Audio Visual, Group Interaction

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

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

1. Describe the Team Leader position requirements.
2. Describe the FPET qualification standards.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVES	3A-01-P410-EP
A. Describe The Team Leader Position Requirements.	3A-02-P410-EP
B. Describe The FPET Qualification Standards.	
II. INTRODUCTION	3A-03-P410-EP
<p>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.</p> <p>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.</p>	

OUTLINE	AIDS & CUES
<p>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.</p>	
<p>III. PURPOSES AND USES OF FPETS</p>	<p>3A-04-P410-EP</p>
<p>A. 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:</p>	
<p>1. Preparing fire protection assessments.</p>	<p>3A-05-P410-EP</p>
<p>2. Reducing the number of human-caused fires.</p>	
<p>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.</p>	<p>3A-06-P410-EP</p>
<p>4. Reducing collateral losses, such as negative effects on tourism and travel.</p>	
<p>5. Educating people about pre-fire management priorities appropriate to the wildland urban interface.</p>	
<p>6. Develop area-wide prevention strategies.</p>	<p>3A-07-P410-EP</p>
<p>7. Develop a wildland fire prevention communication plan.</p>	

OUTLINE	AIDS & CUES
<p>8. Promote interagency cooperation.</p>	3A-08-P410-EP
<p>9. Promote responsibility for fire safety and encourage self-help actions.</p>	
<p>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.</p> <p>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.</p>	3A-09-P410-EP
<p>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.</p> <p>They are emergency resources called up when severe conditions exist (or are predicted) that could result in an usual number of ignitions escaping initial attack and the potential for large or damaging wildland fires.</p>	3A-10-P410-EP
<p>D. 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.</p>	3A-11-P410-EP

OUTLINE	AIDS & CUES
<p>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.</p> <p>The mobilization of fire prevention/education resources should be based upon the skills required for the required assignment.</p> <p>This lesson will demonstrate the qualifications and certifications required to manage and participate on a Fire Prevention Education Team as a Team Leader.</p> <p><b>INSTRUCTOR NOTE: THESE POSITION DESCRIPTIONS ARE SUBJECT TO CHANGE. RESEARCH THE LATEST VERSION.</b></p>	<p>3A-12-P410-EP</p>
<p>IV. FIRE PREVENTION EDUCATION TEAM LEADER (PETL) POSITION DESCRIPTION</p> <p>A. Duties</p>	<p>3A-13-P410-EP</p>
<p>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.</p> <p>Complexity is defined by geography, fire causes, community awareness, and cultural values.</p>	<p>3A-14-P410-EP</p>

OUTLINE	AIDS & CUES
<p>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.</p> <p>2. Develops strategic communication plans with key messages.</p> <p>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.</p> <p>Identifies community activities/events that provide an opportunity to reach communities with fire prevention education activities and messages.</p> <p>3. Responds to wildland fire conditions that are frequently extreme. Homes may be lost to wildfires.</p> <p>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.</p> <p>Most residents want to do what is right, they simply do not know what to do and when.</p>	<p>3A-15-P410-EP</p>

OUTLINE	AIDS & CUES
<p>4. Reports to the Agency Administrator who provides the PETL broad agency policies and performance expectations through a formal delegation of authority.</p> <p>The PETL develops comprehensive, well defined policies, objectives, and strategies incorporating program components with tactical operations.</p> <p>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.</p> <p>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.</p>	<p>3A-16-P410-EP</p>
<p>6. Prepares and produces a variety of prevention education products.</p> <p>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.</p>	<p>3A-17-P410-EP</p>

OUTLINE	AIDS & CUES
<p>Works with billboard business owners and the National Ad Council for public service placement of Smokey Bear billboards.</p> <p>Works with the state highway department to display fire prevention messages on electronic message signs, if possible.</p> <p>7. Supervises a team of two to five specialists including a Prevention Education Team Member(s) and an agency Public Affairs Officer or PIO 1/PIO 2.</p> <p>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.</p> <p>Staff size reflects the complexity of the assignment which may include establishing satellite offices.</p> <p>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.</p>	<p>3A-18-P410-EP</p>

OUTLINE	AIDS & CUES
<p>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.</p> <p>Is responsive to requests and needs of others.</p> <p>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.</p> <p>Media includes live television and radio interviews and print media interviews including media tours. Examples are:</p> <ol style="list-style-type: none"> <li>a. The Weather Channel</li> <li>b. CNN, national, regional and local markets</li> <li>c. Cable television channels</li> <li>d. Newspaper and wire services</li> <li>e. Works with NOAA</li> <li>f. Radio and television weather forecasters to include fire danger in their daily weather reports</li> </ol>	<p>3A-19-P410-EP</p>



OUTLINE	AIDS & CUES
<p>10. Works within a budget managing staffing and logistics for immediate and long term needs.</p> <p>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.</p> <p>Teams frequently work in cities and communities where there are no agency offices.</p> <p>11. Establishes effective community relations with elected officials, key community leaders, and agency partners.</p> <p>In consultation with the Agency Administrator(s), initiates, plans, and leads briefings and presentations at agency meetings and community meetings.</p> <p>Establishes and implements procedures for information exchange and coordination with the Incident Fire Information Center (WO), regional fire prevention managers, and area IMTs.</p>	<p>3A-20-P410-EP</p>

OUTLINE	AIDS & CUES
<p>12. Prepares a final report of team activities and team recommendations for needed follow-up with community organizations, elected officials, and agency partners.</p> <p>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.</p> <p>14. Coordinates team transition.</p>	<p>3A-21-P410-EP</p>
<p>B. Position Skills</p> <p>1. P-410, Fire Prevention Education Team Leader Course</p> <p>2. Superior oral and written communications skills</p> <p>3. Superior leadership skills to lead team to achievement in a short period of time, and to lead social change in a community</p> <p>4. Flexibility and diplomacy to deal with elected officials, interagency partners, and homeowners, some of which may not want change and may withhold support</p> <p>5. Satisfactory performance as a PETM and PETL (T)</p>	<p>3A-22-P410-EP</p>



OUTLINE	AIDS & CUES
<p data-bbox="285 312 1073 485">B. Forest Service, Handbook 5109.17, Fire and Aviation Management Qualification Handbook, Chapter 20, Qualifications And Certifications, 25.1.</p> <p data-bbox="190 537 1109 659"><b>INSTRUCTOR NOTE: REVIEW CURRENT, UPDATED HANDBOOK VERSION FOR ANY POSSIBLE CHANGES.</b></p> <ol style="list-style-type: none"> <li data-bbox="383 716 992 800">1. Coordination and support position qualifications. <ol style="list-style-type: none"> <li data-bbox="477 848 1081 1062">a. Training: P-301 - Fire Prevention Education 2  P-410 - Fire Prevention Education Team Leader</li> <li data-bbox="477 1115 1081 1598">b. Required experience: <ul style="list-style-type: none"> <li data-bbox="574 1205 1081 1377">• Satisfactory position performance as a Fire Prevention Education Team Member (PETM)</li> <li data-bbox="574 1430 1081 1598">• Satisfactory position performance as a Fire Prevention Education Team Leader (PETL)</li> </ul> </li> <li data-bbox="477 1650 1081 1692">c. Physical fitness: None required</li> <li data-bbox="477 1745 1081 1860">d. Other position assignments that will maintain currency: Fire Prevention Education Team Member (PETM)</li> </ol> </li> </ol>	<p data-bbox="1182 312 1422 344">3A-25-P410-EP</p> <p data-bbox="1182 848 1422 879">3A-26-P410-EP</p> <p data-bbox="1182 1115 1422 1146">3A-27-P410-EP</p>

OUTLINE	AIDS & CUES
<p>VI. SUMMARY AND REVIEW LESSON OBJECTIVES</p> <p>A. Describe The Team Leader Position Requirements.</p> <p>B. Describe The FPET Qualification Standards.</p>	<p>3A-28-P410-EP</p>

COURSE: Fire Prevention Education Team Leader, P-410

UNIT: 3 - FPET Qualifications and Certifications

LESSON: 3B - Task Book Administration

SUGGESTED TIME: 1 Hour

TESTING METHOD: Interactive Participation, Final Test

PRESENTATION: Lecture, Audio Visual, Group Interaction

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

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

Manage the Position Task Books required for team positions.

OUTLINE	AIDS & CUES
<p>I. LESSON OBJECTIVE</p>	<p>3B-01-P410-EP</p>
<p>Manage the Position Task Books required for team positions.</p>	<p>3B-02-P410-EP</p>
<p>II. INTRODUCTION</p>	<p>3B-03-P410-EP</p>
<p>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.</p>	
<p>Fire Prevention Education Teams are mobilized to areas experiencing severe fire activity or potential threats to assist fire managers.</p>	<p>3B-04-P410-EP</p>

OUTLINE	AIDS & CUES
<p>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.</p>	3B-05-P410-EP
<p>A. The Core Organization Of A Fire Prevention Education Team Consists Of:</p> <ol style="list-style-type: none"> <li>1. PETL – Prevention Education Team Leader</li> <li>2. PETM – Prevention Education Team Member</li> <li>3. PIO – Public Information Officer Type 1, 2, or Public Affairs</li> <li>4. Other functional area positions as required</li> </ol>	3B-06-P410-EP
<p>B. Fire Prevention Education Teams Are Available As Outlined In The National Interagency Mobilization Guide.</p>	3B-07-P410-EP
<p><b>INSTRUCTOR NOTE: HAND OUT PETL/PETM TASK BOOKS AND USE AS A LESSON REFERENCE. COVER THESE TASK BOOKS STEP BY STEP TO ENSURE THE STUDENT HAS A WORKING KNOWLEDGE OF EACH COMPONENT.</b></p>	<p>3B-01-P410-HO 3B-02-P410-HO</p>

OUTLINE	AIDS & CUES
III. TASK BOOK DESIGN AND USE	3B-08-P410-EP
<p><b>INSTRUCTOR NOTE: ACCESS THE NWCG WEB SITE AND DEMONSTRATE EACH OF THESE POSITION TASK BOOK FUNCTIONS FROM HOW TO ACCESS THE INFORMATION TO HOW EACH OF THE ELEMENTS ARE PROCESSED.</b></p>	
A. Position Task Book (PTB) Access <p>The best way to stay current on FPET (PTBs) is to review the NWCG web site at:  <a href="http://www.nwcg.gov">http://www.nwcg.gov</a>.</p>	3B-09-P410-EP
1. Locate and click on the publication identifier.	3B-10-P410-EP
2. Locate and click on the Task Book identifier.	3B-11-P410-EP
3. Locate and click on the prevention - investigation identifier.	3B-12-P410-EP
4. Locate and click on the appropriate PTB.	3B-13-P410-EP
B. Position Task Book Design - The Cover	3B-14-P410-EP
1. Task Book assigned to:	
2. Task Book initiated by:	



OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>C. Verification/Certification Of Completed Task Book For The Position</li> <li>D. The Qualification Record <ul style="list-style-type: none"> <li>Evaluator <ul style="list-style-type: none"> <li>1. Final evaluator's verification</li> <li>2. Agency certification</li> </ul> </li> </ul> </li> </ul>	
<p>IV. NATIONAL WILDFIRE COORDINATING GROUP POSITION TASK BOOK</p>	3B-15-P410-EP
<p>Responsibilities</p> <ul style="list-style-type: none"> <li>A. Home Unit/Certifying Official</li> <li>B. Trainee</li> <li>C. Evaluator</li> <li>D. Trainer/Coach</li> <li>E. Training Specialist</li> </ul>	3B-16-P410-EP
<p>V. FIRE PREVENTION EDUCATION TEAM MEMBER (PETM) - QUALIFICATION RECORD</p> <ul style="list-style-type: none"> <li>A. General <ul style="list-style-type: none"> <li>1. Obtain and assemble a kit of materials for assignment.</li> </ul> </li> </ul>	3B-17-P410-EP

OUTLINE	AIDS & CUES
<p>2. Prepare for assignment.</p> <p>B. Mobilization</p> <p>Obtain complete information from dispatch upon initial activation.</p> <p>C. Incident Activities</p> <ol style="list-style-type: none"> <li>1. Obtain briefing, orientation, and organizational chart.</li> <li>2. Provide for safety and welfare.</li> <li>3. Establish and maintain positive interpersonal and interagency working relationships.</li> <li>4. Participates in fire prevention or education planning and activation.</li> <li>5. Participate in wildfire prevention information and education activities.</li> <li>6. Evaluate fuels and hazards.</li> </ol> <p>D. Demobilization</p> <ol style="list-style-type: none"> <li>1. Ensure that performance ratings are discussed and completed with the Fire Prevention Education Team Leader.</li> <li>2. Assist as necessary in the debriefing with the Agency Administrator.</li> <li>3. Demobilization and checkout. Receive demobilization/transition instructions from the appropriate person.</li> </ol>	

OUTLINE	AIDS & CUES
<p>VI. INSTRUCTIONS FOR EVALUATION RECORD</p> <p>Complete the necessary information required by these instructions.</p> <p><b>INSTRUCTOR NOTE: FIRE PREVENTION ACTIVITIES ARE NOT IDENTIFIED SPECIFICALLY AS A QUALIFYING ASSIGNMENT. THE “I” CRITERIA WILL BE MET BY UTILIZING THE EMERGENCY OR NON-EMERGENCY (PLANNED EVENT OR UNPLANNED) CATEGORY.</b></p>	<p>3B-18-P410-EP</p>
<p>VII. FIRE PREVENTION EDUCATION TEAM LEADER (PETL) - QUALIFICATION RECORD</p> <p>A. General</p> <ol style="list-style-type: none"> <li>1. Obtain and assemble a kit of materials needed for assignment.</li> <li>2. Prepare for assignment.</li> </ol> <p>B. Mobilization</p> <ol style="list-style-type: none"> <li>1. Obtain complete information from dispatch upon initial activation.</li> <li>2. Gather information to assess assignment and determine immediate needs and actions.</li> </ol> <p>C. Incident Activities</p> <ol style="list-style-type: none"> <li>1. Arrive at incident and check in according to agency guidelines.</li> <li>2. Assume responsibility for the safety and welfare of assigned personnel during the incident assignment.</li> </ol>	<p>3B-19-P410-EP</p>

OUTLINE	AIDS & CUES
<ol style="list-style-type: none"> <li>3. Establish and maintain positive interpersonal and interagency working relationships.</li> <li>4. Develop required plans.</li> <li>5. Provide leadership and supervision for the Fire Prevention Education Team.</li> <li>6. Develop and distribute wildfire prevention information and education materials needed to meet objectives.</li> <li>7. Review and approve information releases and participate in media interviews needed to meet objectives.</li> <li>8. Evaluate fuels and hazards, as needed to meet objectives.</li> <li>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.</li> </ol>	
<p>D. Demobilization</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Ensure that performance ratings are completed for team members.</li> </ol>	

OUTLINE	AIDS & CUES
<p>3. Demobilization and checkout. Receive demobilization/transition instructions from the appropriate person.</p> <p>4. Debrief the Agency Administrator.</p>	
<p>VIII. INSTRUCTIONS FOR EVALUATION RECORD</p> <p>Complete the necessary information required by these instructions.</p> <p><b>INSTRUCTOR NOTE: FIRE PREVENTION ACTIVITIES ARE NOT IDENTIFIED SPECIFICALLY AS A QUALIFYING ASSIGNMENT. THE “P” CRITERIA WILL BE MET BY UTILIZING THE EMERGENCY OR NON-EMERGENCY (PLANNED EVENT OR UNPLANNED) CATEGORY.</b></p>	3B-20-P410-EP
<p>IX. SUMMARY AND REVIEW LESSON OBJECTIVE</p> <p>Manage the Position Task Book required for team positions.</p>	3B-21-P410-EP

**COURSE:** Fire Prevention Education Team Leader, P-410

**UNIT:** 4 — Program Management

**LESSON:** 4A — Administrative Responsibilities

**SUGGESTED TIME:** 1 hour

**TESTING METHOD:** Interactive Participation, Final Test

**PRESENTATION:** Lecture, Audio Visual

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

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

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

OUTLINE	AIDS & CUES
<p>I. LESSON OBJECTIVE</p> <p style="padding-left: 40px;">Describe the application of the administrative responsibilities and management of a Fire Prevention Education Team.</p>	<p>4A-01-P410-EP</p> <p>4A-02-P410-EP</p>
<p>II. INTRODUCTION</p> <p style="padding-left: 40px;">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.</p> <p style="padding-left: 40px;">The business functions are important for future team activity. This is a difficult task and proper assistance must be provided.</p>	<p>4A-03-P410-EP</p>

OUTLINE	AIDS & CUES
<p>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.</p> <p>Team Leaders that have to spend too much time on administrative details are less effective in other team activities.</p>	
<p>III. GETTING STARTED</p> <p>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.</p> <p>B. Office Logistics</p>	<p>4A-04-P410-EP</p>
<p>The following are the common elements that will need to be provided upon arrival to the requesting unit:</p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Administrative support</li> <li>• Transportation</li> <li>• Office space</li> <li>• Telephones</li> <li>• Facsimile machine</li> <li>• Digital camera</li> </ul>	<p>4A-05-P410-EP</p>

OUTLINE	AIDS & CUES
<p>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.</p> <p>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.</p> <p>D. Local/Regional Contacts</p> <p>The following are sources of contacts to meet/assist the team with business needs:</p> <ul style="list-style-type: none"> <li>• Agency Administrative Manager/Officer</li> <li>• Agency Procurement Staff/Buying Team</li> <li>• Support Group</li> <li>• Finance Section Lead (Budget and Finance Officer/Financial Manager)</li> <li>• Fire Management Officer/Forest Fire Staff</li> <li>• Public Affairs Officer</li> <li>• Fire Prevention Officer</li> <li>• Incident Business Management</li> <li>• Interagency Standards for Fire and Aviation Operations, NFES</li> </ul>	<p>4A-06-P410-EP</p>



OUTLINE	AIDS & CUES
<p>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.</p> <p>The lists are maintained on the National Wildfire Coordinating Group’s web site at:</p> <p><a href="http://www.nwccg.gov">www.nwccg.gov</a>.</p> <p>The Incident Business Practices Working Team sponsors a section on this web site and the lists can be found there.</p> <p>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.</p>	
<p>IV. AUTHORITIES</p> <p>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.</p> <p>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.</p>	<p>4A-07-P410-EP</p>

OUTLINE	AIDS & CUES
<p>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.</p> <ol style="list-style-type: none"> <li>1. Not a fire assignment</li> <li>2. Some emergency rules may apply relative to: <ol style="list-style-type: none"> <li>a. Travel</li> <li>b. Overtime</li> <li>c. Hiring</li> </ol> </li> </ol>	<p>4A-08-P410-EP</p>
<p>V. TYPES OF FUNDING</p> <p>A. A Variety Of Funding May Be Utilized For Prevention Education Teams</p> <p>Work closely with the Buying Team, if available.</p> <ol style="list-style-type: none"> <li>1. Regular Appropriations for Preparedness</li> <li>2. Severity Funding <ol style="list-style-type: none"> <li>a. May not be a fire assignment</li> <li>b. Funds are approved - appropriated</li> <li>c. Work, rest, travel, overtime</li> <li>d. Emergency procurement rules do not apply</li> </ol> </li> </ol>	<p>4A-09-P410-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>3. State Funding</li> <li>4. FEMA Funding <ul style="list-style-type: none"> <li>a. Declaration to State</li> <li>b. Mission Assignment to the Forest Service</li> </ul> </li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>1. Severity funding does establish an emergency within itself since the funding source is the suppression authorities given to the federal agencies.</li> <li>2. State funding sources will determine the level of spending and may be within emergency authorities.</li> <li>3. Typically, state activation of a team will generate the need for reimbursement.</li> <li>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.</li> </ul>	

OUTLINE	AIDS & CUES
<p>VI. HIRING OPTIONS</p> <p>A. There Are Several Options Available To Hire Additional Personnel For Fire Prevention Education Teams.</p> <ol style="list-style-type: none"> <li>1. Administratively Determined Pay Plan (AD Hires) <ol style="list-style-type: none"> <li>a. Federal and state taxes will be withheld</li> <li>b. W4, I9, and W5 forms</li> <li>c. Preseason sign-up recommended, fill out forms, get into ROSS</li> </ol> </li> <li>2. 30-day Special Hiring Authority</li> <li>3. Reimbursable agreements with state</li> <li>4. Volunteer</li> </ol> <p>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.</p>	<p>4A-10-P410-EP</p>

OUTLINE	AIDS & CUES
<p>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.</p> <p>If a rate needs to be established, it should be negotiated prior to mobilization by an authorized individual.</p>	
<p>VII. PROCUREMENT</p> <p>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.</p> <p>A. Utilize Local Purchasing Agent</p> <p>B. Government Printing Office (GPO) For Large Federal Printing Jobs</p> <p>C. Copying Versus Printing</p> <p>D. Emergency Procurement Rules Do Not Apply</p>	<p>4A-11-P410-EP</p>

OUTLINE	AIDS & CUES
<p>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.</p> <p>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.</p>	<p>4A-12-P410-EP</p>
<p>VIII. TRACKING EXPENDITURES</p> <p>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.</p> <p>There are basically two reasons for tracking costs:</p> <ul style="list-style-type: none"> <li>• Limited budget</li> <li>• Need for up-to-date numbers</li> </ul>	<p>4A-13-P410-EP</p>
<p>IX. ADMINISTRATIVE SUPPORT DOCUMENTS</p> <p>Reference - Fire Prevention Education Team Forms Catalog</p>	<p>4A-14-P410-EP</p>

OUTLINE	AIDS & CUES
<p>X. ADMINISTRATIVE SUPPORT DETAILS</p> <p>Administrative responsibilities also include the following</p> <ul style="list-style-type: none"> <li>A. Basic Business Practices</li> <li>B. Office Management Principles/Systems <ul style="list-style-type: none"> <li>1. Filing systems</li> <li>2. Documentation</li> <li>3. Reports, daily, summaries, etc.</li> <li>4. Supply inventory/procurement</li> </ul> </li> <li>C. Presentation Preparation</li> <li>D. Final Report</li> </ul> <p><b>INSTRUCTOR NOTE: A SAMPLE FILING SYSTEM TEMPLATE IS IN THE FORMS CATALOG.</b></p>	<p>4A-15-P410-EP</p>
<p>XI. SUMMARY AND REVIEW LESSON OBJECTIVE</p> <p>Describe the application of the administrative responsibilities and management of a Fire Prevention Education Team.</p>	<p>4A-16-P410-EP</p>

COURSE: Fire Prevention Education Team Leader, P-410

UNIT: 4 — Program Management

LESSON: 4B — Coordination

SUGGESTED TIME: 1 hour

TESTING METHOD: Interactive Participation, Final Exam

PRESENTATION: Lecture, Audio Visual

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

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

Describe the coordination efforts of a Fire Prevention Education Team.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVE	4B-01-P410-EP
Describe the coordination efforts of a Fire Prevention Education Team.	4B-02-P410-EP
II. INTRODUCTION	4B-03-P410-EP
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.	



OUTLINE	AIDS & CUES
III. FUNDAMENTALS OF COORDINATION EFFORTS	4B-04-P410-EP
<p><b>INSTRUCTOR NOTE: CONDUCT A 15-MINUTE DISCUSSION USING STUDENT INFORMATION ON PAST EXPERIENCE WITH COORDINATION EFFORTS.</b></p>	
<p>Basic Coordination Elements</p> <ul style="list-style-type: none"> <li>A. Agency Administrators</li> <li>B. Local Management Teams</li> <li>C. Internal - On Site Location <ul style="list-style-type: none"> <li>1. The team location</li> <li>2. The office</li> </ul> </li> <li>D. Internal - Off Site Locations <ul style="list-style-type: none"> <li>1. Field offices</li> <li>2. Ranger stations</li> <li>3. Work sites</li> <li>4. Administrative units - fire prevention, etc.</li> </ul> </li> <li>E. External <ul style="list-style-type: none"> <li>1. Local government</li> <li>2. Cooperators</li> <li>3. Contractors</li> <li>4. Fire Safe Councils</li> </ul> </li> </ul>	4B-05-P410-EP

OUTLINE	AIDS & CUES
IV. INTERAGENCY COORDINATION	4B-06-P410-EP
<ul style="list-style-type: none"> <li>A. Assessment of the Existing Cooperative Program <ul style="list-style-type: none"> <li>1. Interagency committees, cooperatives</li> <li>2. Mutual aid agreements</li> <li>3. Cooperative agreements <ul style="list-style-type: none"> <li>a. Master operating plan</li> <li>b. Local operating plans</li> </ul> </li> </ul> </li> </ul>	4B-07-P410-EP
<p><b>INSTRUCTOR NOTE: SITE A PERSONAL EXAMPLE OF A COOPERATIVE EFFORT.</b></p>	
<ul style="list-style-type: none"> <li>B. Review Interagency Fire Prevention Planning <ul style="list-style-type: none"> <li>1. Joint agency efforts</li> <li>2. Field reviews with agency representatives</li> </ul> </li> <li>C. Determine Interagency Involvement <ul style="list-style-type: none"> <li>1. Financial</li> <li>2. Staff support</li> <li>3. Facilities</li> <li>4. Equipment</li> </ul> </li> </ul>	



COURSE: Fire Prevention Education Team Leader, P-410

UNIT: 4 — Program Management

LESSON: 4C — Team Resource Utilization

SUGGESTED TIME: 1 hour

TESTING METHOD: Interactive Participation, Final Test

PRESENTATION: Lecture, Audio Visual, Demonstration

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

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

Utilize various resources to ensure team success.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVE	4C-01-P410-EP
Utilize various resources to ensure team success.	4C-02-P410-EP
II. INTRODUCTION	4C-03-P410-EP
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	4C-04-P410-EP
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:	

OUTLINE	AIDS & CUES
<ol style="list-style-type: none"> <li>1. Recruit support service               <ol style="list-style-type: none"> <li>a. Receptionists</li> <li>b. Mail clerk</li> <li>c. Graphics</li> <li>d. Additional public affairs</li> <li>e. Procurement</li> <li>f. Local media</li> <li>g. List others (i.e., prevention technicians, engine crews, bilingual employees, law enforcement officers, IT staff, dispatch)</li> <li>h. Send out an e-mail to let support services know who the team is</li> </ol> </li> </ol>	
<ol style="list-style-type: none"> <li>2. Use of resources - other agencies               <ol style="list-style-type: none"> <li>a. State and local government</li> <li>b. Forest Service</li> <li>c. Bureau of Land Management</li> <li>d. National Park Service</li> <li>e. Fish and Wildlife Service</li> <li>f. Bureau of Indian Affairs</li> <li>g. Rural and paid fire departments</li> <li>h. Volunteer fire departments</li> </ol> </li> </ol>	4C-05-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>3. Recruit other nontraditional partners <ul style="list-style-type: none"> <li>a. Road departments</li> <li>b. Public utilities</li> <li>c. Local vendors</li> <li>d. List others (i.e., local Red Cross volunteers, libraries)</li> </ul> </li> </ul>	4C-06-P410-EP
<ul style="list-style-type: none"> <li>B. Use of Rural/Volunteer Fire Departments <p>These resources can be a valuable asset to any team activity. These units can contribute in the following ways:</p> <ul style="list-style-type: none"> <li>1. Patrol</li> <li>2. Public contact</li> <li>3. Inspections of fire prone area</li> <li>4. Provide mitigation recommendations</li> <li>5. Serve as local consultants</li> <li>6. Conduct/support school programs</li> <li>7. Assist on community outreach activities</li> <li>8. Participate on local committees</li> </ul> </li> </ul>	4C-07-P410-EP
<p><b>INSTRUCTOR NOTE: SITE EXAMPLES OF RURAL/VOLUNTEER FIRE DEPARTMENT USE.</b></p>	

OUTLINE	AIDS & CUES
<p>IV. WORKING WITH INCIDENT MANAGEMENT TEAMS</p>	<p>4C-08-P410-EP</p>
<p>Teams may be requested to support ongoing Incident Management Teams. Considerations by the Team Leader should include:</p>	<p>4C-09-P410-EP</p>
<p>A. Determine Organizational Protocol</p>	
<p>1. Team Leader roles and responsibilities</p>	
<p>2. Relationship to existing team Public Information Officers</p>	
<p>3. Suppression and chain of command</p>	
<p>B. Determine Scope Of Work, Objectives, And Task Assignments</p>	
<p>1. Short term</p>	
<p>2. Long term</p>	
<p>C. Participate In All Briefings</p>	
<p>D. Recommend Specific Actions</p>	
<p>1. Community</p>	
<p>2. Media</p>	
<p>3. Ground resources</p>	
<p>4. Staffing Required</p>	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>E. Provide Condition Assessment               <ul style="list-style-type: none"> <li>1. Fire occurrences</li> <li>2. Risks, hazards, values</li> <li>3. Public education requirements</li> <li>4. Community involvement</li> <li>5. Community outreach</li> </ul> </li> <li>F. Provide Operational Assessment               <ul style="list-style-type: none"> <li>1. Preparedness level activation</li> <li>2. Seasonal severity</li> <li>3. Program evaluation – local fire prevention</li> </ul> </li> <li>G. Facilitate Training And Skill Development For Local Resources</li> </ul>	
<p>V. FIRE PREVENTION PATROL</p> <p>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.</p>	4C-10-P410-EP



OUTLINE	AIDS & CUES
<p>A. All Patrols Must Have Communication.</p> <p>Have a check in time (by calling) when they are done for the evening. Have a key contact list ready for them.</p> <p>COMMUNICATION IS A CRITICAL SAFETY ISSUE.</p> <p>B. All Patrols Must Have Clear Assignments.</p> <p>C. Patrol Units Must Be Mapped Out.</p> <p>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.</p> <p>D. The Patrols Must Keep A Log Sheet.</p> <p>When patrols are out making contacts, posting signs, it is imperative that they keep a log.</p> <p>E. Basic Fire Prevention Instruction:</p> <p>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.</p> <p>F. Uniform Versus No-uniform</p> <p>Depending on location and who is funding the team should decide what to wear.</p> <p>G. Patrol Check-In Log (See Forms Catalog).</p>	

OUTLINE	AIDS & CUES
<p data-bbox="181 262 625 294">VI. TEAM TRANSITION</p> <p data-bbox="284 346 1120 514">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.</p> <ul style="list-style-type: none"> <li data-bbox="284 567 868 609">A. Complete Briefing Of New Team <ul style="list-style-type: none"> <li data-bbox="381 661 609 703">1. Protocol</li> <li data-bbox="381 745 738 787">2. Severity schedule</li> <li data-bbox="381 829 755 871">3. Budget parameters</li> </ul> </li> <li data-bbox="284 924 1096 966">B. What Are The Expectations Of The New Team? <ul style="list-style-type: none"> <li data-bbox="381 1018 633 1060">1. Objectives</li> <li data-bbox="381 1102 706 1144">2. Responsibilities</li> </ul> </li> <li data-bbox="284 1186 1079 1312">C. Ensure A Clear Understanding Of Team Commitments And The Importance Of Meeting Them.</li> <li data-bbox="284 1365 755 1407">D. Maintain The Team Flow. <ul style="list-style-type: none"> <li data-bbox="381 1459 812 1501">1. Existing team structure</li> <li data-bbox="381 1543 787 1585">2. Roles/responsibilities</li> </ul> </li> <li data-bbox="284 1638 950 1722">E. Understand The Existing Procurement Procedures.</li> <li data-bbox="284 1774 958 1816">F. Maintain The Budget Tracking System.</li> <li data-bbox="284 1858 990 1942">G. Existing Team Leader Can Facilitate The Selection Of A New Incoming Team.</li> </ul>	<p data-bbox="1177 252 1421 283">4C-11-P410-EP</p>

OUTLINE	AIDS & CUES
<p>VII. FIRE PREVENTION EDUCATION TEAM AMBASSADORS</p> <p>Assignment can require team members going to the field. Fire Prevention Ambassadors can be effective to:</p> <ul style="list-style-type: none"> <li>A. Organizational Contracts</li> <li>B. Multi-agency Coordination</li> <li>C. Provide Material Development Training</li> <li>D. Provide Computer Demonstration</li> <li>E. Document Immediate Needs</li> <li>F. Provide Key Fire Prevention Assistance In The WUI And Other Related Issues</li> <li>G. Attend Local Cooperative Meetings</li> <li>H. Brief Incident Management Team In The Area</li> <li>I. Maintain Liaison From The Team To The Locals</li> </ul>	<p>4C-12-P410-EP</p> <p>4C-13-P410-EP</p>
<p>VIII. SUMMARY AND REVIEW LESSON OBJECTIVE</p> <p>Utilize various resources to ensure team success.</p>	<p>4C-14-P410-EP</p>

**COURSE:** Fire Prevention Education Team Leader, P-410

**UNIT:** 4— Program Management

**LESSON:** 4D — Supervising Fire Prevention Education Teams

**SUGGESTED TIME:** 3 hours

**TESTING METHOD:** Interactive Participation, Final Exam

**PRESENTATION:** Lecture, Audio Visual

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

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

Apply daily supervision skills to a Fire Prevention Education Team.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVE	4D-01-P410-EP
Apply daily supervision skills to a Fire Prevention Education Team.	4D-02-P410-EP
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 Education Team supervision will require rapid development for a short duration. Team Leaders can be faced with different people, experience, standards, and background.	4D-03-P410-EP

OUTLINE	AIDS & CUES
<p>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.</p>	
<p>III. SETTING UP THE SUPERVISORY CHALLENGE</p> <p>For the past few days you have worked very hard completing the following:</p> <ul style="list-style-type: none"> <li>A. Program Overviews, Background, History, etc.</li> <li>B. Team Systems <ul style="list-style-type: none"> <li>1. Staffing analysis</li> <li>2. Position descriptions, responsibilities, and skill requirements</li> <li>3. Pre-assignment coordination</li> <li>4. The host kit - team interactions</li> <li>5. Mobilization</li> </ul> </li> <li>C. The Delegation Of Authority</li> </ul>	<p>4D-04-P410-EP</p>

OUTLINE	AIDS & CUES
<p>D. Developing The Team</p> <ol style="list-style-type: none"> <li>1. Evaluate diversity and skill of Team Members</li> <li>2. Team skill assessment</li> <li>3. Determine team responsibilities, the major functions</li> <li>4. Develop performance contracts and performance rating system</li> <li>5. Develop a team safety management program</li> </ol>	4D-05-P410-EP
<p>IV. UTILIZING THE FIRE PREVENTION EDUCATION TEAM LEADER GUIDE</p>	4D-06-P410-EP
<p><b>INSTRUCTOR NOTE: HAND OUT TEAM LEADER GUIDE CD AND CONDUCT A CLASSROOM DEMONSTRATION AND EXPLAIN ALL GUIDE ELEMENTS.</b></p>	4D-01-P410-CD
<p>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.</p>	4D-07-P410-EP

OUTLINE	AIDS & CUES
<p>B. The Elements Of The Fire Prevention Education Team Leader Guide Consist Of:</p>	<p>4D-08-P410-EP</p>
<p>1. Executive Summary</p>	<p>4D-09-P410-EP</p>
<p>a. Team Mission.</p>	
<p>b. Team vision.</p>	
<p>c. History of Fire Prevention Education Teams.</p>	
<p>d. FPET Purpose and Use.</p>	
<p>2. Fire Prevention Education Team Contacts</p>	
<p>a. Geographic Area Coordinators</p>	
<p>b. Wildland Fire Education Working Team</p>	
<p>3. Fire Prevention Education Teams Mobilization</p>	
<p>4. Fire Prevention Education Teams - Position Standards:</p>	
<p>a. 310-1 National Incident Qualification System.</p>	
<p>b. 5109.17 USDA-Forest Service Qualification Standards.</p>	
<p>5. Fire Prevention Education Teams - Position Descriptions:</p>	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>a. Fire Prevention Education Team Leader (PETL).</li> </ul>	
<ul style="list-style-type: none"> <li>b. Fire Prevention Education Team Member (PETM).</li> </ul>	
<ul style="list-style-type: none"> <li>6. Managing Fire Prevention Education Teams</li> </ul>	4D-10-P410-EP
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>a. Supervising Fire Prevention Education Teams.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>b. Pre-Assignment Coordination.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>c. Delegation of Authority.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>d. Developing Fire Prevention Education Teams.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>e. Developing the Team Action Plan.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>f. Administrative Responsibilities.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>g. Coordination Fundamentals.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>h. Resource Utilization.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>i. Fire Prevention Messaging.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>j. Fire Prevention Communication.</li> </ul> </li> </ul>	



OUTLINE	AIDS & CUES
<p>7. Fire Prevention Education Team Operations</p> <ul style="list-style-type: none"> <li>a. Operations Checklist “After Action” Review .</li> <li>b. Operations Checklist – Program Evaluation.</li> <li>c. Fire Prevention Preparedness Considerations.</li> <li>d. Operations Checklist – Team Leader.</li> <li>e. Operations Checklist Pre-assignment.</li> <li>f. Operations Checklist On-site Materials.</li> <li>g. Operations Templates Final Report Outline.</li> <li>h. Operations Templates Filing System.</li> <li>i. Position Task Books.</li> </ul>	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>8. Fire Prevention Education Team Safety <ul style="list-style-type: none"> <li>a. Job Hazard Analysis.</li> <li>b. The Tailgate Safety Meeting.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>9. Fire Prevention Education Team Administration <ul style="list-style-type: none"> <li>Documentation System (Forms).</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>10. Fire Prevention Education Team Reference Library <ul style="list-style-type: none"> <li>Electronic files of appropriate documents.</li> </ul> </li> </ul>	4D-11-P410-EP
<ul style="list-style-type: none"> <li>11. Appendix <ul style="list-style-type: none"> <li>Designed for Team Leader use to put other related information.</li> </ul> </li> </ul>	
<p>V. SUPERVISING DAILY OPERATIONS - THE EXERCISE</p>	4D-12-P410-EP
<p><b>INSTRUCTOR NOTE: CONDUCT AN EXERCISE TO DEVELOP DAILY TEAM OPERATIONS. THIS EXERCISE WILL USE AS THE BASIS THE RESULTS OF THE TEAM DEVELOPMENT/ACTION PLAN EXERCISE. THIS WILL BE THE IMPLEMENTATION PHASE.</b></p>	4D-01-P410-HO
<p>Major Considerations</p>	4D-13-P410-EP
<ul style="list-style-type: none"> <li>A. The Daily Activity Schedule <ul style="list-style-type: none"> <li>1. Hours of work (approval for more than 12 hours required)</li> <li>2. Location of the work</li> </ul> </li> </ul>	

OUTLINE	AIDS & CUES
<p>B. Project Planning For The 14 Day Assignment</p> <p>Establish timelines with completion dates</p> <p>C. Project Leadership/Responsibilities</p> <p>D. Work Planning</p> <p>E. Project Scheduling</p> <p>F. The Budget, How Much Will It Cost?</p> <p>G. Project Procedures/Controls</p> <p>H. Program Monitoring</p> <p>I. Standard Checklists</p> <p>J. Reviews, Schedule</p>	<p>4D-14-P410-EP</p>
<p>VI. PUTTING IT ALL TOGETHER</p> <p><b>INSTRUCTOR NOTE: EACH TEAM WILL GIVE A 15-MINUTE BRIEFING ON THE RESULTS OF THEIR PLANNING ACTIVITY. THE DAILY SUPERVISION TEMPLATE.</b></p>	<p>4D-15-P410-EP</p>
<p>VII. SUMMARY AND REVIEW LESSON OBJECTIVES</p> <p>Apply daily supervision skills to a Fire Prevention Education Team.</p>	<p>4D-16-P410-EP</p>

COURSE: Fire Prevention Education Team Leader, P-410

UNIT: 5 — Fire Prevention Education Team Activities

LESSON: 5A — Managing the Media/Public Affairs

SUGGESTED TIME: 1 Hour

TESTING METHOD: Interactive Participation, Final Test

PRESENTATION: Lecture, Audio Visual

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

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

Describe the function of media management and campaign development.

OUTLINE		AIDS & CUES
I.	LESSON OBJECTIVE	5A-01-P410-EP
	Describe the function of media management and campaign development.	5A-02-P410-EP
II.	MANAGING THE MEDIA/PUBLIC AFFAIRS - INTRODUCTION	5A-03-P410-EP
	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.	

OUTLINE	AIDS & CUES
<p><b>INSTRUCTOR NOTE: THIS LESSON SHOULD BE PRESENTED BY AN INSTRUCTOR WITH PUBLIC INFORMATION/PUBLIC AFFAIRS EXPERIENCE.</b></p>	
<p>III. MEDIA ASSESSMENT/COORDINATION</p>	<p>5A-04-P410-EP</p>
<p>A. Public Affairs/Information Skill Assessment</p> <ol style="list-style-type: none"> <li>1. Not all public affairs personnel have the same skills.</li> <li>2. Determine individual skill base.</li> </ol>	<p>5A-05-P410-EP</p>
<ol style="list-style-type: none"> <li>3. Personal capabilities. <ol style="list-style-type: none"> <li>a. Determine what each individual does best.</li> <li>b. Team Member skills.</li> </ol> </li> <li>4. What are the agency capabilities?</li> </ol>	<p>5A-06-P410-EP</p>
<p>B. Host Unit Public Affairs Coordination</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Remember, you are on their turf, they need to be a part of the effort or at least have the opportunity to participate.</li> </ol>	<p>5A-07-P410-EP</p>

OUTLINE	AIDS & CUES
3. Establish an information approval system.	
4. Interagency coordination.	5A-08-P410-EP
5. Build the media team. <ul style="list-style-type: none"> <li>a. Media</li> <li>b. Key people</li> <li>c. Agency representatives</li> </ul>	
6. Control the crisis.	
C. Managing the Media/Public Affairs	5A-09-P410-EP
1. The communication strategy should drive the media/public affairs operation.	5A-10-P410-EP
2. Be proactive not reactive.	
D. Maintain Control	5A-11-P410-EP
1. Media can get out of control in a hurry.	
2. Be the first and best source of information.	
3. Media and public outreach	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>4. Media outreach <ul style="list-style-type: none"> <li>a. Joint communication plan</li> <li>b. Responsibility</li> <li>c. Implementation</li> </ul> </li> </ul>	5A-12-P410-EP
<ul style="list-style-type: none"> <li>E. Media Protocol <ul style="list-style-type: none"> <li>1. Zone of influence, could be other countries. An example is the team team that went to Guam. It is important to know and understand the zone of media influence.</li> <li>2. Agency representatives</li> </ul> </li> </ul>	5A-13-P410-EP
<ul style="list-style-type: none"> <li>F. Use Of The Public Affairs Officer <ul style="list-style-type: none"> <li>1. Establishing the communication network <ul style="list-style-type: none"> <li>a. Email contacts</li> <li>b. Fax services</li> <li>c. Key contacts</li> <li>d. Establishing information points</li> </ul> </li> <li>2. Key development of the communication strategy</li> </ul> </li> </ul>	5A-14-P410-EP

OUTLINE	AIDS & CUES
<p data-bbox="190 321 873 359">IV. DESIGNING THE MEDIA ELEMENT</p> <p data-bbox="285 415 1032 716">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?</p> <p data-bbox="285 768 849 848">A. Communication/Marketing Plan Development</p> <ol style="list-style-type: none"> <li data-bbox="383 905 621 942">1. Title page</li> <li data-bbox="383 995 695 1033">2. Signature page</li> <li data-bbox="383 1085 735 1123">3. Table of contents</li> <li data-bbox="383 1176 656 1213">4. Background</li> <li data-bbox="383 1266 769 1304">5. Purpose of the plan <ol style="list-style-type: none"> <li data-bbox="480 1356 656 1394">a. Goals</li> <li data-bbox="480 1446 727 1484">b. Objectives</li> <li data-bbox="480 1537 781 1575">c. Key messages</li> <li data-bbox="480 1627 829 1665">d. Target Audiences</li> </ol> </li> <li data-bbox="383 1717 610 1755">6. Methods</li> <li data-bbox="383 1808 808 1845">7. Action plan (dynamic)</li> </ol>	<p data-bbox="1174 321 1409 359">5A-15-P410-EP</p> <p data-bbox="1174 768 1409 848">5A-16-P410-EP 5A-01-P410-HO</p>



OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>B. Media Kit Development <ul style="list-style-type: none"> <li>1. News releases</li> <li>2. Radio public service announcements</li> <li>3. Paid advertising</li> <li>4. Television PSA Story board</li> <li>5. Related information <ul style="list-style-type: none"> <li>a. Maps</li> <li>b. Talking points</li> <li>c. Briefing packets</li> <li>d. Ad slicks</li> <li>e. Agency information, other</li> </ul> </li> </ul> </li> </ul>	<p>5A-17-P410-EP</p> <p>5A-02-P410-HO</p> <p>5A-18-P410-EP</p> <p>5A-19-P410-EP</p>
<ul style="list-style-type: none"> <li>C. Communication Methods <ul style="list-style-type: none"> <li>1. News releases</li> <li>2. Public service announcements</li> <li>3. Press conference</li> <li>4. Interviews</li> <li>5. Paid ads</li> <li>6. Field tours</li> </ul> </li> </ul>	<p>5A-20-P410-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>7. Events</li> <li>8. Web sites</li> <li>9. Incident</li> <li>10. Other</li> </ul>	
<p>V. IMPLEMENTING LOCAL CAMPAIGNS</p> <p>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.</p>	5A-21-P410-EP
<ul style="list-style-type: none"> <li>1. The Process – development steps</li> <li>2. Developing the theme – What needs to be said and how to say it?</li> <li>3. Campaign elements – “The Fundamentals”</li> </ul>	5A-22-P410-EP
<ul style="list-style-type: none"> <li>4. Communications/Marketing Plan – How can the media help?</li> <li>5. Materials template development – How can it get done?</li> <li>6. Corporate Support – Is there other help available?</li> </ul>	5A-23-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>7. Product Design – What will sell the campaign?</li> <li>8. The Substance of it..teaching them to fish</li> <li>9. Implementation – “Close the Loop”</li> <li>10. Program Availability – “Keeping it Alive”</li> </ul>	5A-24-P410-EP
<ul style="list-style-type: none"> <li>B. Bilingual Considerations <ul style="list-style-type: none"> <li>1. Written</li> <li>2. Television</li> <li>3. Radio</li> </ul> </li> </ul>	5A-25-P410-EP
<ul style="list-style-type: none"> <li>C. Examples Of Recent Campaigns <ul style="list-style-type: none"> <li>1. Know Before You Go!</li> <li>2. I’m Concerned</li> <li>3. Wildfire: Beware/Prepare</li> <li>4. Don’t Blow It!</li> <li>5. Stop Arson</li> <li>6. Don’t Burn Texas</li> <li>7. Fire on the Range</li> </ul> </li> </ul>	5A-26-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>8. Match Play</li> <li>9. Senior Fire Busters</li> <li>10. Survive Alive</li> <li>11. Retire Fire</li> <li>12. Fire Away</li> <li>13. Strike Zone</li> <li>14. Living With Fire</li> <li>15. Wildfire The Next Storm</li> <li>16. Wildfire..Not In My Backyard</li> <li>17. It Only Takes One</li> </ul>	
<p><b>INSTRUCTOR NOTE: SHOW EXAMPLES OF RECENT CAMPAIGNS.</b></p> <ul style="list-style-type: none"> <li>D. Other Media Considerations <ul style="list-style-type: none"> <li>1. Graphic support</li> <li>2. Video clip service</li> </ul> <p>Same as above, only video application.</p> </li> </ul>	<p>5A-27-P410-EP</p>

OUTLINE	AIDS & CUES
<p>3. Fax service</p> <p>One-stop fax service, fax to them and they fax to a predetermined list</p> <p>4. Web site development–commercial vendors</p>	
<p>VI. SUMMARY AND REVIEW LESSON OBJECTIVE</p> <p>Describe the function of media management and campaign development</p>	<p>5A-28-P410-EP</p>

**COURSE:** Fire Prevention Education Team Leader, P-410

**UNIT:** 5 — Fire Prevention Education Team Activities

**LESSON:** 5B — Fire Prevention Education Materials

**SUGGESTED TIME:** 1 Hour

**TESTING METHOD:** Interactive Participation, Final Test

**PRESENTATION:** Lecture, Audio Visual

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

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

Administer fire prevention education materials development following agency standards.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVE	5B-01-P410-EP
Administer fire prevention education materials development following agency standards.	5B-02-P410-EP
II. INTRODUCTION	5B-03-P410-EP
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	5B-04-P410-EP
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.	

OUTLINE	AIDS & CUES
<p>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, the team must:</p> <ol style="list-style-type: none"> <li>1. Represent the agency/organization</li> <li>2. Present a positive agency image</li> <li>3. Feel good about what we do</li> <li>4. Increase morale, make others feel good</li> </ol> <p>B. The Team Leader must continually have to create ideas, continue to be creative, someone has to do it!</p>	<p>5B-05-P410-EP</p>
<p>C. How To Be Successful In Implementing The Idea, Big Or Small:</p> <ol style="list-style-type: none"> <li>1. It won't be easy.</li> <li>2. You have to be a bulldog.</li> <li>3. You will have to coerce, all levels.</li> <li>4. You will have to exercise all your supervisory skills to motivate.</li> <li>5. You will have to be a champion for the cause, have a passion.</li> <li>6. You will have to persuade everyone, procurement, creative folks, mail room, etc.</li> </ol>	<p>5B-06-P410-EP</p> <p>5B-07-P410-EP</p>





OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>7. Know how to negotiate, understand parameters</li> <li>F. Mutual Agreement With Host Agency <ul style="list-style-type: none"> <li>1. Lock it up-decision.</li> <li>2. Work can be accomplished by various means, fax, overnight mail, electronically, off-site, etc.</li> <li>3. Courtesy status briefing to management</li> </ul> </li> </ul>	<p>5B-12-P410-EP</p>
<p>IV. PRODUCT DEVELOPMENT</p> <ul style="list-style-type: none"> <li>A. Utilize All Available Expertise On Product Development, Contact Early. <ul style="list-style-type: none"> <li>1. Bring creative people in early.</li> <li>2. Create it, in-house, contract, other agency.</li> <li>3. Maintain the image.</li> <li>4. Meet client needs.</li> </ul> </li> <li>B. Support <ul style="list-style-type: none"> <li>1. Complete all final work.</li> <li>2. Photo, art, writing.</li> </ul> </li> <li>C. Final Layout</li> </ul> <p>Finish it</p>	<p>5B-13-P410-EP</p>

OUTLINE	AIDS & CUES
<p>D. Specifications, Extremely Important, This Determines What You Get, Consider:</p> <ol style="list-style-type: none"> <li>1. Size, color, line screens, shipping instructions, production timeline, procurement authority, proof approval, cutting, collating, packaging</li> <li>2. Each product will require specifications</li> </ol> <p>E. Submit For Production</p> <ol style="list-style-type: none"> <li>1. Government Printing Office</li> <li>2. Open market, get approval</li> <li>3. Understand procurement procedures</li> </ol> <p>F. GPO Requirements</p>	<p>5B-14-P410-EP</p>
<p>V. HOW TO NEGOTIATE THE PUBLICATION PRINTING PROCESS FOR FIRE PREVENTION PRODUCTS - GETTING IT DONE</p>	<p>5B-15-P410-EP</p>
<p>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.</p> <p>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.</p> <ol style="list-style-type: none"> <li>1. Review the printing process.</li> </ol>	<p>5B-16-P410-EP</p>

OUTLINE	AIDS & CUES
<ol style="list-style-type: none"> <li>2. Make sure the appropriate EEO statement and logos are included.</li> <li>3. Develop a mock-up–get it as close to what you want as possible.</li> <li>4. Get approval from appropriate authority.</li> </ol>	5B-17-P410-EP
VI. PUBLICATION PROPOSAL.	5B-18-P410-EP
<ol style="list-style-type: none"> <li>A. Publication Directions <ol style="list-style-type: none"> <li>1. Who are the primary audiences for this publication?</li> <li>2. How does this publication relate to unit or regional objectives?</li> <li>3. Why is this publication needed? What is the publication’s key message?</li> <li>4. How will effectiveness be measured after it is produced?</li> </ol> </li> </ol>	5B-19-P410-EP
<ol style="list-style-type: none"> <li>5. Summary of content elements</li> <li>6. Is this a sale item?</li> <li>7. Is this a partnership production?</li> <li>8. If a partnership, explain</li> </ol>	5B-20-P410-EP
<ol style="list-style-type: none"> <li>9. Will this publication be posted on the www?</li> </ol>	5B-21-P410-EP

OUTLINE	AIDS & CUES
10. Type of publication	
11. Format	
12. If folded, what is the flat sheet size?	5B-22-P-410-EP
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?	5B-23-P410-EP
17. Covers?	
18. Binding specifications	
19. Color reproduction	
B. Mandatory For All Publications	5B-24-P410-EP
1. Agency identification	
2. Equal Opportunity	
3. Publication number	
C. Justification For Printing Two Or More Colors	5B-25-P410-EP
1. Why is color essential?	
2. What objectives will be accomplished by using color?	

OUTLINE	AIDS & CUES
<p>3. Was this publication identified and funded as part of the unit's program schedule of work?</p> <p>D. Concurrence - Subject Matter Experts</p> <p>1. Has the subject matter of this publication been reviewed and approved by the unit's subject matter specialist?</p> <p>2. Who reviewed and approved the subject matter?</p> <p>3. Regional program level review</p> <p>4. Reviewed by</p> <p>E. Recommendations/Approvals</p> <p>1. Line Officer/PAO</p> <p>2. Publication Review Committee</p> <p>3. Publication Program Manager certification and recommendations</p> <p>4. Regional Office approval</p> <p>5. Washington Office approval</p> <p><b>INSTRUCTOR NOTE: PROVIDE THE AGENCY PUBLICATION STANDARDS, USUALLY AVAILABLE FROM THE AGENCY PRINTING SPECIALIST.</b></p>	

OUTLINE	AIDS & CUES
<p>VII. TRAINING</p> <p>You will have to develop and train the implementation network. This could be simple to complex, based on the complexity of the project.</p> <p>Training should cover all aspects of the project, image, operating procedures, organization, responsibilities, roles, etc.</p>	<p>5B-26-P410-EP</p> <p>5B-27-P410-EP</p>
<p>VIII. EDUCATIONAL MATERIAL</p> <p>A. Receive Material</p> <ol style="list-style-type: none"> <li>1. Check on delivery</li> <li>2. Is it all there?</li> <li>3. Did it get to the right place?</li> <li>4. Does it meet the specifications?</li> </ol> <p>B. Material Distribution</p> <ol style="list-style-type: none"> <li>1. Be organized</li> <li>2. Be secure</li> <li>3. Make sure workers do it right</li> <li>4. Provide for agency and VIPs</li> </ol>	<p>5B-28-P410-EP</p> <p>5B-29-P410-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="188 296 516 331">IX. EVALUATION</p> <p data-bbox="285 386 993 468">The Final Phase To Your Project Is To Evaluate Its Effectiveness, Some Ideas:</p> <ul data-bbox="285 520 1029 1314" style="list-style-type: none"> <li data-bbox="285 520 902 556">• How was the project administered?</li> <li data-bbox="285 611 984 646">• Was the publicity adequate by the client?</li> <li data-bbox="285 701 1008 737">• Was the publicity adequate by the agency?</li> <li data-bbox="285 791 915 827">• Was community outreach adequate?</li> <li data-bbox="285 882 1005 917">• How effective was the pre-event planning?</li> <li data-bbox="285 972 857 1008">• How was the event supervision?</li> <li data-bbox="285 1062 1029 1144">• Were the on-site activities adequate and met objectives?</li> <li data-bbox="285 1194 927 1230">• Were the materials handled properly?</li> <li data-bbox="285 1285 899 1320">• Has the reporting been completed?</li> </ul> <p data-bbox="188 1367 883 1491"><b>INSTRUCTOR NOTE: DEMONSTRATE EXAMPLES OR HAVE PARTICIPANTS DEVELOP THEIR OWN IDEAS.</b></p>	<p data-bbox="1159 296 1393 331">5B-30-P410-EP</p> <p data-bbox="1159 520 1393 556">5B-31-P410-EP</p> <p data-bbox="1175 972 1409 1008">5B-32-P410-EP</p>
<p data-bbox="188 1543 862 1625">X. SUMMARY AND REVIEW LESSON OBJECTIVE</p> <p data-bbox="285 1680 959 1761">Administer fire prevention education materials development following agency standards.</p>	<p data-bbox="1159 1543 1398 1579">5B-33-P410-EP</p>

COURSE: Fire Prevention Education Team Leader, P-410

UNIT: 5 — Fire Prevention Education Team Activities

LESSON: 5 C — Team Reporting

SUGGESTED TIME: 2 Hours

TESTING METHOD: Interactive Participation, Final Test

PRESENTATION: Lecture, Audio Visual

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

OBJECTIVE: Upon completion of this lesson, the student will be able to:  
Prepare team reporting requirements.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVE	5C-01-P410-EP
Prepare team reporting requirements	5C-02-P410-EP
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	5C-03-P410-EP



OUTLINE	AIDS & CUES
<p>III. OPERATIONAL REPORTING</p>	<p>5C-04-P410-EP</p>
<p><b>INSTRUCTOR NOTE: REVIEW OPERATIONAL FORMS AS A CLASS EXERCISE. STUDENTS WILL REVIEW THE FORMS CATALOG.</b></p>	<p>5C-01-P-410-HO</p>
<p>A. Fire Prevention Education Forms Catalog</p> <ol style="list-style-type: none"> <li>1. Fire Prevention Education Team Assignment Evaluation Form FPE 100 (Host)</li> <li>2. Fire Prevention Daily Contact Log Form FPE 103</li> <li>3. Patrol Phone Check-in Log Form FPE 104</li> <li>4. Community Meeting Log Form FPE 105</li> <li>5. Public Meeting Arrangements Checklist Form FPE 106</li> <li>6. Daily Work Accomplishment Record Form FPE 107</li> <li>7. Conversation Record Form FPE 108</li> <li>8. Key Contact List Form FPE 109</li> <li>9. Fire Prevention Key Contact List Form FPE 110</li> </ol>	

OUTLINE	AIDS & CUES
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	

OUTLINE	AIDS & CUES
<p data-bbox="285 306 812 344">B. Operational Forms Summary</p> <p data-bbox="190 394 626 432">IV. THE DAILY REPORT</p> <p data-bbox="285 485 506 522">A. Purpose</p> <p data-bbox="380 575 1032 743">To keep accurate daily records of general information regarding the assignment. This form can be used to build the daily situation report.</p> <p data-bbox="380 798 948 877">These reports can be compiled to help develop the final report.</p> <p data-bbox="285 930 553 968">B. Preparation</p> <p data-bbox="380 1020 1036 1188">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.</p> <p data-bbox="285 1241 566 1278">C. Distribution</p> <p data-bbox="380 1331 1010 1411">Daily report distribution will be determined by the Host Unit.</p> <p data-bbox="190 1507 948 1764"><b>INSTRUCTOR NOTE: THE FOLLOWING TRANSITION REPORT CAN LEAD THIS LESSON DISCUSSION, HOWEVER, IF THE INSTRUCTOR HAS A MORE RECENT OR DIFFERENT VERSION IT WOULD BE APPROPRIATE TO USE HERE.</b></p>	<p data-bbox="1166 386 1403 424">5C-05-P410-EP</p>

OUTLINE	AIDS & CUES
V. TRANSITION REPORTING	5C-06-P410-EP
<p>A. Fire Prevention Education Team Transition</p> <p>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.</p>	
<p>B. Transition Planning And Presentation</p> <p>Transition reports should be prepared in hard copy and electronic versions. This report can also serve as the management briefing for the Host Unit.</p>	
<p>C. The Report Should Include Goals And Objectives</p>	5C-07-P410-EP
<p>1. Goal # 1</p>	
<p>a. Objective</p>	5C-08-P410-EP
<p>b. Accomplishments</p>	5C-09-P410-EP
<p>c. Products</p>	5C-10-P410-EP
	5C-11-P410-EP
	5C-12-P410-EP
	5C-13-P410-EP

OUTLINE	AIDS & CUES
d. Recommendations	5C-14-P410-EP
e. Communication planning	5C-15-P410-EP
f. Recommended process for change	5C-16-P410-EP 5C-17-P410-EP
g. Draw down of resources	5C-18-P410-EP
2. Goal # 1 (continued)	5C-19-P410-EP
<b>INSTRUCTOR NOTE: COVER THE GOALS 2-8 VISUALLY AS A DEMONSTRATION.</b>	
3. Goals # 2-8	5C-20-P410-EP
a. Objectives	Thru 5C-46-P410-EP
b. Accomplishments	
c. Recommendations	
D. Fire Prevention Education Administrative Elements	5C-47-P410-EP
This is additional information needed by the incoming team to be able to rapidly transition.	
1. Budget tracking system	5C-48-P410-EP
2. Filing system	5C-49-P410-EP
3. Procurement system	5C-50-P410-EP

OUTLINE	AIDS & CUES
4. Key contacts	5C-51-P410-EP
5. Reporting status	5C-52-P410-EP
<p><b>INSTRUCTOR NOTE: THE FINAL REPORT HAND OUT SHOULD BE UTILIZED TO LEAD A CLASS EXERCISE COVERING EACH REPORT ELEMENT. IF THE INSTRUCTOR HAS A MORE RECENT OR DIFFERENT VERSION IT WOULD BE APPROPRIATE TO USE HERE.</b></p>	5C-02-P410-HO
VI. THE FINAL REPORT	5C-53-P410-EP
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:	
<ul style="list-style-type: none"> <li>• Media Information</li> </ul>	
<ul style="list-style-type: none"> <li>• Project Activity Levels</li> </ul>	
<ul style="list-style-type: none"> <li>• Fire Restrictions</li> </ul>	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Strategic Planning For Fire Prevention Education</li> <li>• Communications Strategy</li> <li>• Prevention Patrol Guide</li> </ul> <p>In addition, five handouts were developed following the San Bernardino/Cleveland design, specific for the Angeles.</p> <p>They are:</p> <ul style="list-style-type: none"> <li>• Allowable Activities Matrix</li> <li>• Folding Pocket Card</li> <li>• Table Tent</li> <li>• English/Spanish language versions of the tri-fold brochure and rack card.</li> </ul> <p>3. All of the efforts by the teams would not have been possible if not for the management support.</p> <p>B. Acknowledgments</p> <p>The Fire Prevention Education Team would like to acknowledge the following individuals for assisting in our assignment:</p> <p style="text-align: center;">Thank You!</p>	

OUTLINE	AIDS & CUES
<p>C. Table Of Contents</p> <p>The report contents should reflect:</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Team Mission</li> <li>3. Key Message</li> <li>4. Objectives and Accomplishments</li> <li>5. Recommendations</li> <li>6. FPET Team Member Roster</li> <li>7. Appendices <ul style="list-style-type: none"> <li>• Communication Plan</li> <li>• Changing Fire Danger Levels (FDL) and Forest Use Restrictions (FUR)</li> <li>• Emergency Fire Closure and Forest Use Plan (FUP)</li> <li>• Decision and Information Process Flow Chart</li> <li>• Tri-fold Leaflet in English/Spanish</li> <li>• Rack Card in English/Spanish</li> </ul> </li> <li>8. Angeles FPET materials are included on the CD</li> </ol>	



OUTLINE	AIDS & CUES
<p data-bbox="284 317 568 352">D. Introduction</p> <ol data-bbox="381 409 987 577" style="list-style-type: none"> <li data-bbox="381 409 987 577">1. Fire danger levels have been increasing for several years on the Forest as the result of a prolonged drought.</li> </ol> <p data-bbox="474 632 1032 890">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.</p> <p data-bbox="474 945 1032 1113">Public use has reached approximately 10 million visits annually. Visitor travel routes and recreation corridors have highly concentrated use.</p> <p data-bbox="474 1167 987 1335">There are numerous recreational residences on the Forest, most are located in high risk, high hazard, fire prone areas.</p> <ol data-bbox="381 1390 1032 1690" style="list-style-type: none"> <li data-bbox="381 1390 1032 1690">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.</li> </ol>	

OUTLINE	AIDS & CUES
<p>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.</p> <p>The teams also supported special forest programs and presentations as needed.</p> <p>E. Team Mission</p> <ol style="list-style-type: none"> <li>1. The Angeles National Forest tasked the Fire Prevention Education Teams with: <ol style="list-style-type: none"> <li>a. Help Forest Service employees and the general public understand fire restrictions and their implementation.</li> <li>b. Inform local communities of fire restrictions.</li> <li>c. Assist with Forest closure plan and implementation.</li> <li>d. Achieve a successful fire prevention and education effort.</li> </ol> </li> </ol>	

OUTLINE	AIDS & CUES
<p>2. Key Message:</p> <p>Forest Use Restrictions, including closures, are implemented to protect the public and resources.</p> <p>F. Objectives And Accomplishments</p> <p>1. Objective 1</p> <p>Assist forest with standardization of fire danger levels, fire use restrictions, and forest closure guidelines consistent among the Southern Province.</p> <p>Accomplishments</p> <p>a. Met with District Rangers, fire staff, prevention specialists, SO, and dispatch personnel to discuss fire danger levels, fire use restrictions, and closure guidelines.</p> <p>b. Compiled and compared Southern Province restrictions and closure plans.</p> <p>c. Prepared step-by-step standardization for forest closure and forest use restrictions.</p>	<p>5C-54-P410-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>d. Developed/designed tri-fold brochure and rack cards consistent with other Southern California forests highlighting FDL, FUR, and forest closure guidelines.</li> <li>e. Developed the Fire Restrictions Reference Guide and Power Point presentation</li> </ul> <p>2. Objective 2</p> <p>Establish protocols to facilitate internal and external communications in relation to fire use restrictions and closures.</p> <p>Accomplishments:</p> <ul style="list-style-type: none"> <li>a. Developed the fire communications strategy plan for communicating fire danger levels and forest use restriction information to internal and external audiences.</li> <li>b. Developed text for recorded telephone messages that address fire danger levels and restrictions.</li> <li>c. Developed a flow chart to augment decision making process changing fire danger levels and subsequent restrictions to internal and external audiences.</li> <li>d. A Project Activity Level (PAL) tutorial Power Point was developed.</li> </ul>	

OUTLINE	AIDS & CUES
<p>3. Objective 3</p> <p>Assist with the integration of Project Activity Levels (PAL) and FDLs with forest use and closure.</p> <p>Accomplishments:</p> <ul style="list-style-type: none"> <li>a. The PAL reference guide was developed, completed, and distributed.</li> <li>b. Education materials have been produced. There is an information sheet for general parties, contracts, special use permits a “Pocket Guide.”</li> </ul> <p>4. Objective 4</p> <p>Improve and enhance the Angeles National Forest web site information.</p> <p>Accomplishments:</p> <p>Reviewed information that is currently on the forest’s existing fire web site.</p> <p>Developed recommendations for the Forest Fire Information Officer to be given to the webmaster to enhance the forest’s fire web site.</p>	

OUTLINE	AIDS & CUES
<p>5. Objective 5</p> <p>Assist with development of fire prevention information handouts to Adventure Pass purchases.</p> <p>Accomplishments:</p> <p>Redesigned/developed and ordered the following brochures and handouts.</p> <ul style="list-style-type: none"> <li>a. Tri-fold brochure, English</li> <li>b. Tri-fold brochure, Spanish</li> <li>c. Rack Card – two-sided Spanish/English</li> <li>d. Folding Pocket Card</li> <li>e. Table Tent</li> <li>f. Allowable Activities Poster</li> </ul>	

OUTLINE	AIDS & CUES
<p>6. Objective 6:</p> <p>Assist with the implementation of existing Forest Fire Prevention Plan.</p> <p>Accomplishments:</p> <ul style="list-style-type: none"> <li>a. Met with Forest and District fire prevention staff to discuss the current fire prevention program.</li> <li>b. Gathered copies of all existing Forest and District wildfire prevention plans, emergency fire closure, and forest use plans.</li> <li>c. Reviewed existing fire prevention plans and proposed recommendations.</li> <li>d. Assisted with the implementation of existing Forest Fire Prevention Plan.</li> <li>e. Examined Forest and District prevention plans; identified inconsistent messages and corrected.</li> </ul>	

OUTLINE	AIDS & CUES
<p data-bbox="355 331 581 369">7. Objective 7</p> <p data-bbox="407 422 1011 546">Promote and increase the visibility of the Angeles National Forest Fire Prevention Staff.</p> <p data-bbox="407 602 686 640">Accomplishments:</p> <ul style="list-style-type: none"> <li data-bbox="407 690 1040 905">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.</li> <li data-bbox="407 955 1045 1169">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.</li> <li data-bbox="407 1220 1027 1392">c. Assisted the Los Angeles River Ranger District with displays and materials at the Los Angeles County Fair.</li> <li data-bbox="407 1442 1057 1656">d. Included Fire Prevention Staff, District, and SO in the planning decision process of fire danger levels, fire use restrictions, and forest closures.</li> <li data-bbox="407 1707 1032 1791">e. Copied the prevention programs for Districts.</li> </ul>	



OUTLINE	AIDS & CUES
<p>G. Recommendations</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. PAL and FUR Confusion – Avoid the confusion of mixing the PAL message with the FUR messages.</li> </ol> <p>Permittee Activity Level involves operational activities while FUR involves public and use and recreation.</p>	

OUTLINE	AIDS & CUES
<p>4. Communications–Open communications with other forests is necessary to continue the coordinated messages being given to residents in the LA Basin Area.</p> <p>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.</p>	
<p>VII. FPET TEAM ROSTER</p>	
<p>List the team members and key individuals.</p>	
<p>VIII. SUMMARY AND REVIEW LESSON OBJECTIVE</p>	<p>5C-55-P410-EP</p>
<p>Prepare team reporting requirements.</p>	

**COURSE:** Fire Prevention Education Team Leader, P-410

**UNIT:** 5 — Fire Prevention Education Team Activities

**LESSON:** 5D — Program Assessment and Planning

**SUGGESTED TIME:** 2 Hours

**TESTING METHOD:** Interactive Participation, Final Test

**PRESENTATION:** Lecture, Audio Visual

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

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

1. Prepare strategic fire prevention planning elements.
2. Describe Community Wildfire Protection Planning elements.
3. Prepare a fire prevention program assessment.
4. Describe the fire prevention preparedness criteria.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVES	5D-01-P410-EP
A. Prepare Strategic Fire Prevention Planning Elements	5D-02-P410-EP
B. Describe Community Wildfire Protection Planning Elements	
C. Prepare A Fire Prevention Program Assessment	
D. Describe The Fire Prevention Preparedness Criteria	

OUTLINE	AIDS & CUES
<p data-bbox="190 323 570 359">II. INTRODUCTION</p> <p data-bbox="285 415 1081 583">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.</p> <p data-bbox="285 636 1062 764">B. A plan represents current trends and management decisions based upon ecosystem management direction.</p> <p data-bbox="285 831 1052 913">C. Activities In Fire Prevention Assessment And Planning Must Be:</p> <ol data-bbox="383 963 1117 1314" style="list-style-type: none"> <li data-bbox="383 963 1117 1136">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.</li> <li data-bbox="383 1188 1117 1314">2. Effort must be focused on those causes which start the greatest number of fire starts and which indicate increasing trends.</li> </ol> <p data-bbox="285 1381 1122 1640">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.</p> <p data-bbox="383 1692 1013 1774">This lesson provides recommendations on an approach to assist units in these efforts.</p>	<p data-bbox="1182 327 1419 363">5D-03-P410-EP</p> <p data-bbox="1182 636 1419 672">5D-04-P410-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="198 306 951 386">III. RECOMMENDED PLANNING MINIMUM GUIDELINES</p> <p data-bbox="284 443 1084 569">This is the planning criteria that should provide policy, direction, and establish implementation/program standards. The following areas should be addressed:</p> <p data-bbox="284 611 919 695">A. Wildfire Prevention Mitigation Plan Recommended Planning Guidelines:</p> <ol style="list-style-type: none"> <li data-bbox="381 743 602 785">1. Purpose</li> <li data-bbox="381 833 662 875">2. Introduction</li> <li data-bbox="381 924 634 966">3. Objectives <ol style="list-style-type: none"> <li data-bbox="475 1014 1097 1056">a. What is trying to be accomplished?</li> <li data-bbox="475 1104 1117 1230">b. Review existing documents: National Fire Plan, National Fire Policy, Land Management Plan, etc.</li> </ol> </li> <li data-bbox="381 1283 846 1325">4. Fire prevention problems <p data-bbox="475 1373 1052 1457">Identify and explain the area problems: Examples arson, equipment, etc.</p> </li> <li data-bbox="381 1507 724 1549">5. Area description <p data-bbox="475 1598 1089 1682">The area the plan covers: District, forest, unit, state, etc.</p> </li> <li data-bbox="381 1732 756 1774">6. Large fire potential</li> </ol>	<p data-bbox="1182 327 1422 369">5D-05-P410-EP</p> <p data-bbox="1182 638 1422 680">5D-06-P410-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>7. Fire occurrence analysis <ul style="list-style-type: none"> <li>Establish the evaluation period, 10 years, 20 years</li> </ul> </li> <li>8. Fire prevention treatments <ul style="list-style-type: none"> <li>a. Education</li> <li>b. Engineering</li> <li>c. Enforcement</li> <li>d. Administration</li> <li>e. Cooperatives</li> </ul> </li> </ul>	5D-07-P410-EP
<ul style="list-style-type: none"> <li>B. Wildland Fire Prevention Mitigation Planning Elements <ul style="list-style-type: none"> <li>1. Recommended Planning Elements <ul style="list-style-type: none"> <li>a. Planning area designation, the area the plan will cover.</li> <li>b. Identify and describe fire management units or other land based unit.</li> <li>c. Code and describe fire prevention compartments: this could be fire planning units or fire management units or some other breakdown.</li> </ul> </li> </ul> </li> </ul>	5D-08-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>2. Specific planning evaluations <ul style="list-style-type: none"> <li>a. Identify the communities at risk.</li> <li>b. Describe vulnerability (fire behavior characteristics) factors.</li> <li>c. Describe planned initial attack arrival times for the planning unit to determine protection capability.</li> <li>d. Develop fire prevention objectives for the planning unit.</li> <li>e. Perform a fire prevention plan/mitigation risk analysis.</li> <li>f. Describe the fire history.</li> <li>g. Determine catastrophic fire potential.</li> <li>h. Determine values at risk.</li> <li>i. Determine fuels hazards.</li> </ul> </li> </ul>	<p>5D-09-P410-EP</p> <p>5D-10-P410-EP</p>

OUTLINE	AIDS & CUES
<p>C. Considerations In The Development Of The Wildland Fire Prevention Mitigation Plan</p> <ol style="list-style-type: none"> <li>1. Develop fire prevention program options.</li> <li>2. Develop fire prevention general actions. <ol style="list-style-type: none"> <li>a. Actions that affect the entire planning unit (news releases, school programs)</li> <li>b. Actions in multiple units</li> </ol> </li> <li>3. Develop fire prevention specific actions. <p>Actions that affect the part of the planning unit, like a compartment (signs, patrol).</p> </li> <li>4. Describe non-personnel expenses. <p>Those items required to manage a program like materials, vehicles, etc.</p> </li> <li>5. Describe fire prevention program responsibilities. <p>Who is going to do what and when?</p> </li> </ol>	<p>5D-11-P410-EP</p> <p>5D-12-P410-EP</p> <p>5D-13-P410-EP</p>



OUTLINE	AIDS & CUES
<p>D. Wildland Fire Prevention Mitigation Criteria “The National Fire Plan”</p> <ol style="list-style-type: none"> <li>1. Communities at Risk (CAR) - AGENCY</li> <li>2. Communities at Risk – Vicinity “The National Register” <p>Are you stepping out of your boundaries to do work because you will be affected by them?</p> </li> <li>3. Community at risk assessment standards <p>Community Wildfire Protection standards or other local applications exist</p> </li> <li>4. Community at risk – educational component <p>Is there an educational component in place?</p> </li> </ol>	<p>5D-14-P410-EP</p>
<p>E. Wildland Fire Prevention Mitigation Communication Strategy, “The Road Map”</p> <p>Develop standardized applications to communicate the program to cooperators and affected people.</p>	<p>5D-15-P410-EP</p>

OUTLINE	AIDS & CUES
<p>F. Fire Prevention Mitigation Measures</p> <p>1. Public Education</p> <p>a. Public education activities</p> <p>b. Fire prevention media</p> <p>c. Bilingual fire prevention programs</p> <p>d. Fire prevention youth programs, youth camps, organized groups, schools</p> <p>e. Burning Issues</p> <p>f. Fire prevention adult programs</p> <p>g. Arson awareness</p> <p>h. Event management</p> <p>Provide adequate assessment for the target audience.</p> <p>i. The wildland urban interface</p> <p>2. Community Outreach</p> <p>Fairs, exhibits, etc.</p>	<p>5D-16-P410-EP</p> <p>5D-17-P410-EP</p> <p>5D-18-P410-EP</p> <p>5D-19-P410-EP</p> <p>5D-20-P410-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>3. Community Involvement <ul style="list-style-type: none"> <li>a. The Fire Safe Community Awareness Program</li> <li>b. FIREWISE Action Programs</li> <li>c. FIREWISE Communities USA</li> <li>d. “Wildfire: Preventing Home Ignitions” - Video</li> <li>e. Fire Safe Councils</li> </ul> </li> </ul>	5D-21-P410-EP
<ul style="list-style-type: none"> <li>G. Fire Prevention Mitigation Engineering <ul style="list-style-type: none"> <li>1. Wildland Urban Interface/community at risk fuels assessment evaluation</li> <li>2. Wildland Urban Interface/community at risk fuels minimum planning</li> </ul> </li> </ul>	5D-22-P410-EP
<ul style="list-style-type: none"> <li>3. Recreation Areas - How safe are they from a fire standpoint? <ul style="list-style-type: none"> <li>a. Recreation area fire protection considerations</li> <li>b. Recreation area fire prevention activities</li> <li>c. Recreation area site evaluation</li> </ul> </li> </ul>	5D-23-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>4. Conducting recreation area fire safe evaluations</li> <li style="padding-left: 40px;">Recommended recreation site fire prevention/mitigation evaluation standards</li> <li>5. Agency requirements</li> </ul>	
<ul style="list-style-type: none"> <li>H. Fire Prevention Mitigation Enforcement <ul style="list-style-type: none"> <li>1. Restricted public use - fire restrictions</li> <li style="padding-left: 40px;">Fire prevention permit requirements, burning/campfire/blasting</li> <li>2. Fire prevention/mitigation code enforcement</li> <li style="padding-left: 40px;">Enforcement of State Laws and Code of Federal Regulations (CFRs)</li> </ul> </li> </ul>	5D-24-P410-EP
<ul style="list-style-type: none"> <li>3. Fire investigation standards</li> <li>4. Fire inspections</li> <li style="padding-left: 40px;">Fire prevention minimum inspection elements</li> <li>5. Fire prevention patrol</li> <li style="padding-left: 40px;">Fire prevention patrol requirements</li> </ul>	5D-25-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>6. Developing a patrol plan <ul style="list-style-type: none"> <li>a. Tools required</li> <li>b. Qualifications of personnel</li> <li>c. Types of patrol</li> <li>d. Patrol activities</li> <li>e. Enforcement</li> <li>f. Safety</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>I. Fire Prevention Mitigation Administration And Management functions <ul style="list-style-type: none"> <li>1. Staffing/budget procedures <ul style="list-style-type: none"> <li>Existing fire prevention staffing</li> </ul> </li> <li>2. Preparedness criteria</li> <li>3. Training/certification/skill development</li> <li>4. Fire prevention/mitigation unit job standards</li> </ul> </li> </ul>	5D-26-P410-EP

OUTLINE	AIDS & CUES
<p><b>INSTRUCTOR NOTE: DEMONSTRATE AN EXAMPLE OF A COMPLETED OPERATIONAL WILDLAND FIRE PREVENTION MITIGATION PLAN.</b></p>	
<p>IV. DEVELOPING A COMMUNITY WILDFIRE PROTECTION PLAN (CWPP)</p> <p>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.</p> <p>It also can lead community members through valuable discussions regarding management options and implications for the surrounding watershed.</p> <p>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.</p>	<p>5D-27-P410-EP</p>
<p>C. Community Wildfire Protection Plans (CWPP):</p> <ol style="list-style-type: none"> <li>1. Address wildfire in the Wildland Urban Interface (WUI) challenges.</li> <li>2. Develop thorough, locally supported solutions.</li> <li>3. Provide needed leadership and teamwork.</li> </ol>	<p>5D-28-P410-EP</p>

OUTLINE	AIDS & CUES
<p>D. Background, The CWPP Will:</p> <ol style="list-style-type: none"> <li>1. Speed up the development and implementation of hazardous fuels projects.</li> <li>2. Expedite environmental review authorities in the WUI.</li> <li>3. Allow Agencies/Communities to collaborate on: <ol style="list-style-type: none"> <li>a. Hazardous fuel reduction (HFR).</li> <li>b. Priority is placed on projects identified in the CWPP.</li> <li>c. The CWPP gives communities a chance to influence how agencies implement fuels projects.</li> </ol> </li> <li>4. CWPP Key Points: <ol style="list-style-type: none"> <li>a. Development of the CWPP is by local government with help from federal/state agencies.</li> <li>b. CWPP plans can be simple or complex.</li> <li>c. CWPP plans should include: <ol style="list-style-type: none"> <li>(1) Forest/range conditions</li> <li>(2) Values-at-risk</li> <li>(3) Priorities for action</li> </ol> </li> </ol> </li> </ol>	<p>5D-29-P410-EP</p> <p>5D-30-P410-EP</p> <p>5D-31-P410-EP</p> <p>5D-32-P410-EP</p>





OUTLINE	AIDS & CUES
<p>3. CWPPs help prioritize projects as envisioned in the National Fire Plan and the 10-year Comprehensive Strategy.</p>	5D-37-P410-EP
<p><b>INSTRUCTOR NOTE: DEMONSTRATE OR PROVIDE AN EXAMPLE OF A COMPLETED COMMUNITY WILDFIRE PROTECTION PLAN.</b></p>	
<p>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.</p>	5D-38-P410-EP 5D-39-P410-EP
<p><b>INSTRUCTOR NOTE: HAND OUT THE FIRE PREVENTION/MITIGATION EVALUATION CHECKLIST AND HAVE STUDENTS WORK THROUGH THE CHECKLIST AS A CLASS EXERCISE.</b></p>	5D-01-P410-HO
<p>The Assessment Approach</p> <p>A. Determine Assessment Scope</p> <ol style="list-style-type: none"> <li>1. Local, regional</li> <li>2. Multilevel</li> <li>3. Interagency</li> <li>4. Local</li> </ol>	5D-40-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>B. The Fire Prevention Assessment Components <ul style="list-style-type: none"> <li>1. Administration - Fire Prevention Mitigation</li> <li>2. Education - Fire Prevention Mitigation</li> <li>3. Engineering - Fire Prevention Mitigation</li> <li>4. Enforcement - Fire Prevention Mitigation</li> <li>5. Community at Risk/Public Education</li> </ul> </li> </ul>	5D-41-P410-EP
<ul style="list-style-type: none"> <li>VI. FIRE PREVENTION ASSESSMENT ELEMENTS <ul style="list-style-type: none"> <li>A. Administration <ul style="list-style-type: none"> <li>1. Wildland Fire Prevention Mitigation Plan complete, last date</li> <li>2. Participation in Fire Prevention Cooperatives/Committees-Agency and Interagency</li> <li>3. Fire prevention training program in place to ensure adequate skill and knowledge for agency personnel</li> <li>4. Fire prevention training complete for non-fire personnel</li> </ul> </li> </ul> </li> </ul>	5D-42-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>5. The fire prevention budget process adequate</li> <li>6. Corporate partnerships to enhance fire prevention programs been implemented?</li> <li>7. Early warning systems (preparedness) in place</li> <li>8. Specific staffing guide and fire prevention adequately addressed</li> <li>9. Fire Management Plan reflects the fire prevention program</li> <li>10. Interagency fire/public use restrictions and implementation plan current?</li> <li>11. Training program in place for volunteers and wilderness personnel</li> </ul>	5D-43-P410-EP
<ul style="list-style-type: none"> <li>B. Public Education <ul style="list-style-type: none"> <li>1. Fire prevention sign and poster plan complete?</li> <li>2. Fire prevention sign and poster program implementation as per the approved plan</li> <li>3. Fire prevention media plan complete</li> </ul> </li> </ul>	5D-44-P410-EP

OUTLINE	AIDS & CUES
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	5D-45-P410-EP
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	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>16. Fire prevention poster contest planned</li> <li>17. Group public contact plan complete</li> <li>18. Key person public contact plan complete</li> <li>19. The wildland urban interface communications plan complete</li> </ul>	5D-46-P410-EP
<ul style="list-style-type: none"> <li>C. Engineering <ul style="list-style-type: none"> <li>1. Utility companies contacted for fire prevention compliance (powerline, railroads, etc.)</li> <li>2. Local government/road departments, military fire prevention</li> <li>3. Community at risk hazard abatement plan implemented</li> <li>4. Hazard reduction plan complete for places of concentrated public use, recreation sites, undeveloped areas, turnouts, smoking areas, etc.</li> <li>5. Fire prevention measures coordinated on all major projects - timber sales, construction</li> </ul> </li> </ul>	5D-47-P410-EP
<ul style="list-style-type: none"> <li>6. Hazard reduction complete for all agency facilities, hazard assessment complete</li> <li>7. Value assessment complete</li> </ul>	5D-48-P410-EP

OUTLINE	AIDS & CUES
8. Spark arrester inspection program functional	
9. Wildland urban interface fire prevention agency coordination with local cooperators	
D. Enforcement/Inspections	5D-49-P410-EP
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 reviewed annually	
6. Fire prevention contract requirements - industrial operations reviewed annually	5D-50-P410-EP
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	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>11. Campfire permit system operational</li> <li>12. Restricted use signs and educational material available</li> <li>13. Burning and welding permit system adequate/functional</li> <li>14. Special use fire criteria adequate for all special events</li> <li>15. Timber sales completed for compliance of permit fire prevention requirements</li> </ul>	5D-51-P410-EP
<ul style="list-style-type: none"> <li>16. All special use activities are inspected for compliance of fire prevention permit requirements</li> <li>17. Citations/warnings are issued for fire law violations</li> <li>18. Inspections/evaluations/assessments completed for high risk activities (list)</li> </ul>	5D-52-P410-EP
<p>E. Community At Risk/Public Education</p> <ul style="list-style-type: none"> <li>1. Rural volunteer fire department mitigation training complete</li> <li>2. Community mitigation campaign development implemented</li> <li>3. Youth junior firewise educational program established</li> <li>4. Fire prevention education/mitigation materials available</li> </ul>	5D-53-P410-EP

OUTLINE	AIDS & CUES
5. Fire prevention/mitigation exhibits and displays available	
6. Community homeowner group contact plan complete	
7. Community FIREWISE assessment and structure vulnerability plan complete and implemented	5D-54-P410-EP
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	5D-55-P410-EP
15. Community fire prevention program established	
16. Fire prevention/mitigation plans for communities at risk	
17. Participate in community stakeholder meetings	

F. Conclusion/Recommendations



OUTLINE	AIDS & CUES
<p><b>INSTRUCTOR NOTE: HAND OUT THE RECOMMENDED FIRE PREVENTION PREPAREDNESS CRITERIA AND HAVE STUDENTS WORK THROUGH THE CHECKLIST AS A CLASS EXERCISE.</b></p>	5D-02-P410-HO
<p>VII. THE PREPAREDNESS PLAN</p> <p>Preparedness plans are required at the national, state, forest and local levels. They are determined by using a logical combination of the following parameters.</p> <ul style="list-style-type: none"> <li>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</li> <li>B. An Indicator Of Fine Fuel Loading, Described As A Departure From Normal</li> <li>C. Committed Initial Attack Resources On And Off Unit</li> <li>D. Current And Expected Fire Occurrence (Number And Size Of Fires)</li> <li>E. Fire Weather Watches And Red Flag Warnings</li> </ul>	<p>5D-56-P410-EP</p> <p>5D-57-P410-EP</p> <p>5D-58-P410-EP</p>
<p>VIII. PREPAREDNESS LEVEL ACTION ITEMS</p> <p>Actions should be taken at each planning level with safety being the primary consideration for any action taken.</p> <p>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:</p>	5D-59-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>A. Management Direction And Considerations</li> <li>B. Fire Prevention Actions Including Closures/Restrictions, Media Messages, Signing, And Patrolling</li> <li>C. Pre-Positioning Of Resources</li> <li>D. Cooperation Discussion And/Or Involvement</li> <li>E. Safety Considerations</li> <li>F. Support Considerations</li> </ul>	5D-60-P410-EP
<ul style="list-style-type: none"> <li>G. Augmentation Of Suppression Forces</li> <li>H. Communications Of Fire Weather Watch And Red Flag Warning Conditions</li> <li>I. Fire Danger/Behavior Assessment</li> <li>J. Briefings For Management And Fire Suppression Personnel</li> <li>K. Fire Information, Internal And External</li> <li>L. Multi-agency Coordination Groups/Area Command Activation</li> <li>M. Prescribed Fire Direction And Considerations</li> </ul>	5D-61-P410-EP

OUTLINE	AIDS & CUES
<p data-bbox="181 331 1024 415"><b>IX. FIRE PREVENTION PREPAREDNESS LEVEL RECOMMENDATIONS</b></p> <p data-bbox="282 468 980 636">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.</p> <p data-bbox="282 688 773 730">Management Recommendations:</p> <ul data-bbox="282 779 1122 1665" style="list-style-type: none"> <li data-bbox="282 779 1122 863">• Staffing as per the approved “most efficient level” in place.</li> <li data-bbox="282 915 1019 999">• Adequate fire prevention equipment/vehicle operational.</li> <li data-bbox="282 1052 1105 1136">• Technical fire prevention training complete for all Fire Prevention Mitigation Specialists.</li> <li data-bbox="282 1188 1029 1272">• Fire Prevention/Mitigation Specialists attend technology transfer workshops.</li> <li data-bbox="282 1325 1081 1409">• Ensure public use fire restrictions/closure plans are updated and prepared for implementation.</li> <li data-bbox="282 1461 1024 1577">• Complete necessary local fire preparedness review of all fire prevention operations and resolve findings.</li> <li data-bbox="282 1629 1084 1665">• Review and update the unit fire prevention plan.</li> </ul>	<p data-bbox="1182 331 1422 373">5D-62-P410-EP</p> <p data-bbox="1182 779 1422 821">5D-63-P410-EP</p> <p data-bbox="1182 1461 1422 1503">5D-64-P410-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Fire Prevention/Mitigation Specific Staffing Guide updated and operational.</li> <li>• Media Plan completed.</li> <li>• Community at Risk Assessments completed.</li> </ul>	
<p>X. PREPAREDNESS LEVEL I</p> <p>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.</p>	5D-65-P410-EP
<p>Management Recommendations:</p> <ul style="list-style-type: none"> <li>• All preseason preparedness steps completed.</li> <li>• Media plan and contacts in place.</li> <li>• Signing program implemented.</li> <li>• Community at Risk inspection program implemented.</li> <li>• Fire prevention inspections complete on all agency facilities; campgrounds, dispersed recreation sites, etc.</li> </ul>	5D-66-P410-EP
<ul style="list-style-type: none"> <li>• Industrial fire prevention level system functioning.</li> <li>• Fire cause analysis complete and monitoring system in place.</li> </ul>	5D-67-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Patrol plan complete.</li> <li>• All community involvement and outreach programs in place.</li> </ul>	
<p>XI. PREPAREDNESS LEVEL II</p> <p>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.</p> <p>Management Recommendations:</p>	5D-68-P410-EP
<ul style="list-style-type: none"> <li>• Staffing levels complete, consider increased staffing</li> <li>• Media plan activated with weekly contacts</li> <li>• Special Prevention Activities implemented</li> <li>• Implement targeted specific actions for high use periods/activities</li> <li>• Coordinate patrol efforts with other functions; law enforcement, recreation</li> <li>• Communicate with cooperators</li> </ul>	5D-69-P410-EP

OUTLINE	AIDS & CUES
<p>XII. PREPAREDNESS LEVEL III</p> <p>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.</p> <p>Management Recommendations</p> <ul style="list-style-type: none"> <li>• Fire Prevention Specialists should not be assigned other responsibilities</li> <li>• Fire Prevention Specialists should be committed to their assigned areas</li> <li>• Establish regular press/media briefings</li> <li>• Include fire prevention/mitigation in all severity requests</li> <li>• Consider nontraditional work schedules</li> <li>• Increase communications with all cooperators</li> <li>• Evaluate all prevention activities</li> <li>• Consider non-fire support to the fire prevention program</li> </ul>	<p>5D-70-P410-EP</p> <p>5D-71-P410-EP</p> <p>5D-72-P410-EP</p> <p>5D-73-P410-EP</p>

OUTLINE	AIDS & CUES
<p>XIII. PREPAREDNESS LEVEL IV</p> <p>Description: Multiple units are experiencing very high or extreme fire danger with NFDRS. Numerous wildland fires escape initial attack.</p>	5D-74-P410-EP
<p>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.</p>	5D-75-P410-EP
<p>Management Recommendations</p> <ul style="list-style-type: none"> <li>• Evaluate restricted public use fire/closure plan and prepare necessary orders</li> <li>• Increase media effort and consider implementing a media center</li> <li>• Increase staffing, implement nontraditional partners</li> <li>• Consider activation of a local/national fire prevention education team</li> <li>• Ensure all previous preparedness levels are activated</li> <li>• Coordinate all restriction activities with cooperators</li> </ul>	5D-76-P410-EP

OUTLINE	AIDS & CUES
<p>XIV. PREPAREDNESS LEVEL V</p>	<p>5D-77-P410-EP</p>
<p>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.</p>	<p>5D-78-P410-EP</p>
<p>Management Recommendations</p>	
<ul style="list-style-type: none"> <li>• Evaluate all previous preparedness levels for effectiveness, modify as necessary</li> <li>• Implement public fire restrictions</li> <li>• Consider closure of specific areas</li> </ul>	<p>5D-79-P410-EP</p>
<ul style="list-style-type: none"> <li>• Evaluate the necessary requirements for significant planned high risk events</li> <li>• Activate a local/national Fire Prevention Education Team</li> <li>• Review specific staffing guide for adequacy</li> </ul>	<p>5D-80-P410-EP</p>



OUTLINE	AIDS & CUES
<p>XV. SUMMARY AND REVIEW LESSON OBJECTIVES</p> <ul style="list-style-type: none"> <li>A. Prepare Strategic Fire Prevention Planning Elements.</li> <li>B. Describe Community Wildfire Protection Planning Elements.</li> <li>C. Prepare A Fire Prevention Program Assessment.</li> <li>D. Describe The Fire Prevention Preparedness Criteria.</li> </ul>	<p>5D-81-P410-EP</p>

COURSE: Fire Prevention Education Team Leader, P-410

UNIT: 5 — Fire Prevention Education Team Activities

LESSON: 5E — Fire/Public Use Restrictions

SUGGESTED TIME: 1 Hour

TESTING METHOD: Interactive Participation, Final Test

PRESENTATION: Lecture, Audio Visual

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

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

Research and implement a fire/public use restriction program.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVE	5E-01-P410-EP
Research and implement a fire/public use restriction program.	5E-02-P410-EP
II. FIRE AND PUBLIC USE RESTRICTIONS - INTRODUCTION	5E-03-P410-EP
A. Fire Prevention Education Teams are faced with the possibility of having to develop, advise, implement, or coordinate fire and public use restrictions.	5E-04-P410-EP
Team Leaders should understand the concepts, legal parameters, implementation criteria, and potential consequences.	

OUTLINE	AIDS & CUES
<p>The Team Leader will be in the position to advise local units in fire use restriction fundamentals.</p> <p>The Team Leader may be asked to develop procedures, communication applications, training, and coordination at all organizational levels.</p> <p>B. The use of fire restrictions or closures is an effective method of dealing with periods of extreme fire risks and hazards.</p> <p>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.</p> <p>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.</p> <p>When restrictions and closures are enacted, only authorized personnel and members of the public with written exemptions may continue restricted activities.</p>	<p>5E-05-P410-EP</p> <p>5E-06-P410-EP</p>

OUTLINE	AIDS & CUES
<p>III. RESTRICTED PUBLIC USE – FIRE RESTRICTIONS AND CLOSURES</p>	<p>5E-07-P410-EP</p>
<p>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.</p>	<p>5E-08-P410-EP</p>
<p>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.</p>	
<p>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.</p> <p>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.</p>	

OUTLINE	AIDS & CUES
<p>IV. THE PROCESS FOR CHANGING THE FIRE DANGER LEVELS</p>	<p>5E-09-P410-EP</p>
<p>A. The Process For Changing The Fire Danger Levels Are Based On Various Factors.</p> <p>Different agencies approach the issue of restrictions and closures differently.</p>	
<p>Generally, the following are indicators of those elements that are given major consideration in the decision process:</p> <ol style="list-style-type: none"> <li>1. Burning indexes</li> <li>2. Live/Dead Fuel Moisture</li> <li>3. Drought indexes</li> <li>4. Draw down levels – Initial Attack Activity</li> </ol>	<p>5E-10-P410-EP</p>
<ol style="list-style-type: none"> <li>5. Fire activity</li> <li>6. Extended Fire Weather Outlook (forecast)</li> <li>7. Fire Danger Rating Levels</li> <li>8. Unusual or Special Circumstances</li> </ol>	<p>5E-11-P410-EP</p>
<p><b>INSTRUCTOR NOTE: CONSIDER UTILIZATION OF LOCAL AREA FACTORS BASED ON THE STUDENT ORGANIZATIONAL PROFILES.</b></p>	

OUTLINE	AIDS & CUES
<p>B. The Fire Manager makes the decision as to when conditions warrant a change in fire danger levels.</p> <p>C. At this time the fire manager may activate the agency management team to validate essential changes.</p> <p>D. Agency Administrator has the authority to implement temporary closures and restrictions.</p>	5E-12-P410-EP
<p><b>INSTRUCTOR NOTE: CONSIDER UTILIZATION OF LOCAL AREA ACTIVATION CRITERIA.</b></p>	
<p>V. THE FIRE DANGER LEVELS AND ACTIVATION CRITERIA (THIS WILL DEPEND ON GEOGRAPHICAL LOCATION)</p> <p>A. Low</p> <ol style="list-style-type: none"> <li>1. Fireworks are never allowed on public lands.</li> <li>2. Spark arresters required.</li> <li>3. Welding, grinding, cutting, and use of explosives with proper permit.</li> </ol>	5E-13-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>4. Wood or charcoal fires allowed only in developed sites/campgrounds within designated fire rings.</li> <li>5. Gas and petroleum stoves allowed in designated wilderness areas, gas and petroleum stoves only.</li> <li>6. Target shooting permitted only at designated shooting areas.</li> </ul> <p>B. Moderate</p> <ul style="list-style-type: none"> <li>1. All previous restrictions apply.</li> <li>2. Welding, grinding, cutting, explosives, and other activities requiring a special permit may be restricted.</li> </ul> <p>C. High</p> <ul style="list-style-type: none"> <li>1. All previous restrictions apply.</li> <li>2. Closures may occur in geographic areas that present a high fire hazard or risk.</li> </ul>	

OUTLINE	AIDS & CUES
<p data-bbox="284 310 532 348">D. Very High</p> <ol data-bbox="381 401 1036 793" style="list-style-type: none"><li data-bbox="381 401 922 438">1. All previous restrictions apply.</li><li data-bbox="381 489 1036 611">2. Temporary closures may come into effect due to fire activity, forecasted wind events, or lack of fire resources.</li><li data-bbox="381 661 1036 793">3. Smoking is only allowed in enclosed vehicles, developed recreation sites, or areas cleared three feet in diameter.</li></ol> <p data-bbox="284 829 505 867">E. Extreme</p> <ol data-bbox="381 917 1036 1451" style="list-style-type: none"><li data-bbox="381 917 922 955">1. All previous restrictions apply.</li><li data-bbox="381 1005 987 1089">2. No wood or charcoal fires allowed except in identified campgrounds.</li><li data-bbox="381 1140 1008 1224">3. Certain activities within a permit will be suspended.</li><li data-bbox="381 1274 1036 1358">4. Selected recreation areas and facilities are subject to closure.</li><li data-bbox="381 1409 932 1446">5. Target shooting is not allowed.</li></ol>	



OUTLINE	AIDS & CUES
<p>F. Critical (California based criteria, information only)</p> <ol style="list-style-type: none"> <li>1. When fire danger becomes critical, entry into the National Forest is restricted to federal, state, and county highways only</li> <li>2. All Forest Service recreation facilities are closed to public during these times, except Ranger Stations</li> <li>3. Residents, permittees, and individuals allowed onto forest roads by permit only</li> </ol>	
<p>VI. INTERNAL AND EXTERNAL COMMUNICATIONS</p>	<p>5E-14-P410-EP</p>
<p>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.</p>	
<p>B. This lesson will demonstrate the internal and external communication program developed on the San Bernardino National Forest.</p>	<p>5E-15-P410-EP Thru 5E-40-P410-EP</p>
<p><b>INSTRUCTOR NOTE: CONSIDER OTHER EXAMPLES. INSTRUCTOR EXPERIENCE OR UTILIZATION OF LOCAL AREA COMMUNICATION APPLICATIONS.</b></p>	

OUTLINE	AIDS & CUES
<p><b>INSTRUCTOR NOTE: PROVIDE AN EXAMPLE, BASED ON YOUR EXPERIENCE OF AN IMPLEMENTATION PLAN AND COMMUNICATION STRATEGY FOR FIRE USE RESTRICTIONS.</b></p> <p>VII. SUMMARY AND REVIEW LESSON OBJECTIVE</p> <p>Research and implement a fire/public use restriction program.</p>	<p>5E-41-P410-EP</p>

**COURSE:** Fire Prevention Education Team Leader, P-410

**UNIT:** 5 — Fire Prevention Education Team Activities

**LESSON:** 5F — Fire Prevention Education Training

**SUGGESTED TIME:** 1 Hour

**TESTING METHOD:** Interactive Participation, Final Test

**PRESENTATION:** Lecture, Audio Visual

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

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

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

OUTLINE	AIDS & CUES
<b>I. LESSON OBJECTIVE</b>	5F-01-P410-EP
Provide an assessment of training needs as related to Fire Prevention Education Team outputs	5F-02-P410-EP
<b>II. INTRODUCTION</b>	5F-03-P410-EP
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.	

OUTLINE	AIDS & CUES
<p>III. ASSESSMENT CONSIDERATIONS</p> <p>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.</p> <p>B. When these objectives are established, the Team Leader must inform the host that training will be required for sustainability and program success.</p>	<p>5F-04-P410-EP</p>
<p>C. Things To Consider:</p> <ol style="list-style-type: none"> <li>1. Existing fire prevention education training availability</li> <li>2. What training opportunities are available to be acquired?</li> <li>3. What is the training background of the Host Unit staff?</li> <li>4. Are existing training plans available?</li> </ol>	<p>5F-05-P410-EP</p>

OUTLINE	AIDS & CUES
<p>IV. TRAINING OPPORTUNITIES</p> <p>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:</p> <ul style="list-style-type: none"> <li>A. NIFC Catalog</li> <li>B. Regional Workshops</li> <li>C. NWCG Courses</li> <li>D. Academic Institutions</li> <li>E. Interagency Opportunities</li> <li>F. Other</li> </ul>	<p>5F-06-P410-EP</p>
<p>V. SPECIFIC FIRE PREVENTION TEAM TRAINING DEVELOPMENT</p> <ul style="list-style-type: none"> <li>A. Fire Prevention Education Teams have been asked to develop or present several types of programs: <ul style="list-style-type: none"> <li>1. Homeowner/FIREWISE/fire safe training</li> <li>2. Fire Investigation</li> <li>3. Basic Fire Prevention</li> </ul> </li> </ul>	<p>5F-07-P410-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>4. Risk Assessment and Mitigation Strategies</li> <li>5. Fire Prevention Signing</li> <li>6. Developed program implementation</li> <li>7. Rural and Volunteer Fire Department</li> </ul> <p>B. Training Program Demonstration</p> <p>The Fundamentals of Wildland Fire Orientation For Rural Fire Departments.</p>	<p>5F-08-P410-EP</p> <p>5F-09-P410-EP thru 5F-40-P410-EP</p>
<p><b>INSTRUCTOR NOTE: USE THIS DEMONSTRATION OR ANOTHER TO MEET LESSON OBJECTIVE.</b></p>	
<p>VI. SUMMARY AND REVIEW LESSON OBJECTIVE</p> <p>Provide an assessment of training needs as related to Fire Prevention Education Team outputs.</p>	<p>5F-41-P410-EP</p>

**COURSE:** Fire Prevention Education Team Leader, P-410

**UNIT:** 5 — Fire Prevention Education Team Activities

**LESSON:** 5G — Exhibits & Displays

**SUGGESTED TIME:** 2 Hours

**TESTING METHOD:** Interactive Participation, Final Test

**PRESENTATION:** Lecture, Audio Visual

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

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

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

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVE	5G-01-P410-EP
Plan, organize, develop, and implement exhibits and displays.	5G-02-P410-EP
II. INTRODUCTION	5G-03-P410-EP
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.	

OUTLINE	AIDS & CUES
A. Exhibits And Display Considerations	5G-04-P410-EP
1. What is the main objective? Communicate and educate	5G-05-P410-EP
2. Lesson Key Points a. Identify your audience b. Communication methods c. Basic concepts of display design d. Plan and design a display layout	5G-06-P410-EP
3. To exhibit or not a. Written/publications b. Presentation c. Audio/visual d. Internet e. Exhibits	5G-07-P410-EP 5G-08-P410-EP 5G-09-P410-EP 5G-10-P410-EP 5G-11-P410-EP 5G-12-P410-EP 5G-13-P410-EP 5G-14-P410-EP 5G-15-P410-EP 5G-16-P410-EP 5G-17-P410-EP 5G-18-P410-EP 5G-19-P410-EP 5G-20-P410-EP



OUTLINE	AIDS & CUES
<p>4. Knowing your audience</p> <p>a. Educational level</p> <p>b. Children viewing the exhibit?</p> <p>c. Considerations for all abilities</p>	<p>5G-21-P410-EP  5G-22-P410-EP  5G-23-P410-EP  5G-24-P410-EP  5G-25-P410-EP  5G-26-P410-EP  5G-27-P410-EP</p>
<p>5. Provoke and relate</p> <p>a. Involve visitors</p> <p>b. Have fun learning</p> <p>c. Tell me, I forget, show me, I remember, involve me, I understand</p>	<p>5G-28-P410-EP  5G-29-P410-EP  5G-30-P410-EP    5G-31-P410-EP</p>
<p>6. Exhibit objective</p> <p>a. Be specific</p> <p>b. Be measurable</p> <p>c. Use action words</p> <p>d. Tell who...will do what when</p>	<p>5G-32-P410-EP      5G-33-P410-EP</p>



OUTLINE	AIDS & CUES
<p>C. Theme Versus Topic</p> <ol style="list-style-type: none"> <li>1. What is the topic?</li> <li>2. What is the theme?</li> <li>3. Task - Exercise, the three steps to writing themes</li> </ol> <p style="padding-left: 40px;">Take 5 minutes to complete</p>	<p>5G-38-P410-EP</p> <p>5G-39-P410-EP 5G-40-P410-EP 5G-41-P410-EP 5G-42-P410-EP</p>
<p>D. Other Exhibit/Display Considerations</p> <ol style="list-style-type: none"> <li>1. Information flow</li> <li>2. Organization strategies <ol style="list-style-type: none"> <li>a. Chronological</li> <li>b. Geographical</li> <li>c. Follow a process</li> <li>d. Problem/solution</li> <li>e. By concept</li> <li>f. What organizational strategy would you use for the theme you created?</li> </ol> </li> </ol>	<p>5G-43-P410-EP</p> <p>5G-44-P410-EP</p> <p>5G-45-P410-EP 5G-46-P410-EP 5G-47-P410-EP 5G-48-P410-EP 5G-49-P410-EP</p>

OUTLINE	AIDS & CUES
3. Words, words, words, Rule #1  Must be readable and understandable	5G-50-P410-EP
4. Your message <ul style="list-style-type: none"> <li>a. Be concise, clear, and correct</li> <li>b. Target your writing</li> <li>c. Write from a “you” view</li> <li>d. Omit common wordy phrases</li> <li>e. Avoid jargon, use specific language</li> <li>f. Write positive, avoid negative writing</li> </ul>	5G-51-P410-EP
5. Avoid unnecessary words	5G-52-P410-EP
6. Begin headings with active verbs	5G-53-P410-EP 5G-54-P410-EP 5G-55-P410-EP
7. Understanding type	5G-56-P410-EP
8. Type size <ul style="list-style-type: none"> <li>a. Capitals versus upper/lower case</li> </ul>	5G-57-P410-EP 5G-58-P410-EP 5G-59-P410-EP
<ul style="list-style-type: none"> <li>b. Stacked characters</li> </ul>	5G-60-P410-EP

OUTLINE	AIDS & CUES
c. Distorted baselines	5G-61-P410-EP
d. Lines and borders	5G-62-P410-EP
e. Layout and space	5G-63-P410-EP
f. Simplify	
9. Exploring color  Contrast background and text	5G-64-P410-EP
10. Making a palette	5G-65-P410-EP
11. Hue and saturation	5G-66-P410-EP
12. Black and Blue  a. Hard to see  b. Dark blue on light blue easier to read	5G-67-P410-EP
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.	5G-68-P410-EP
14. Design	5G-69-P410-EP 5G-70-P410-EP
15. Getting started	5G-71-P410-EP 5G-72-P410-EP
16. The exhibit must communicate its message by itself without assistance of a speaker	5G-73-P410-EP 5G-74-P410-EP 5G-75-P410-EP

OUTLINE	AIDS & CUES
<p>E. Task-Exercise</p> <p>Plan and design a display</p> <p>Take 20 minutes to complete</p>	5G-76-P410-EP
<p>F. Action Plan</p>	5G-77-P410-EP
<p>1. A good action plan covers the details of:</p> <ul style="list-style-type: none"> <li>a. Planning</li> <li>b. Designing</li> <li>c. Construction</li> <li>d. Staffing</li> <li>e. Taking down</li> <li>f. Storing the exhibit</li> </ul>	5G-78-P410-EP
<p>2. When and where, some things to consider:</p> <ul style="list-style-type: none"> <li>a. Contract</li> <li>b. The site</li> <li>c. Distractions</li> <li>d. Supporting structure</li> <li>e. Staffing</li> <li>f. Indoors/outdoors</li> </ul>	5G-79-P410-EP

OUTLINE	AIDS & CUES
3. Go forth and exhibit	5G-80-P410-EP
<p data-bbox="190 411 862 485">III. SUMMARY AND REVIEW LESSON OBJECTIVE</p> <p data-bbox="285 537 976 621">Plan, organize, develop and implement exhibits and displays.</p>	5G-81-P410-EP

**COURSE:** Fire Prevention Education Team Leader, P-410  
**UNIT:** 5 — Fire Prevention Education Team Activities  
**LESSON:** 5H — Public Education  
**SUGGESTED TIME:** 1 Hour  
**TESTING METHOD:** Interactive Participation, Final Test  
**PRESENTATION:** Lecture, Audio Visual  
**TRAINING AIDS:** Student Workbook, computer, LCD projector, screen, handouts, presentation software, flip chart/paper, markers  
**OBJECTIVE:** Upon completion of the lesson, the student will be able to:  
 Develop and implement a public education program for the host unit.

OUTLINE		AIDS & CUES
I.	LESSON OBJECTIVE	5H-01-P410-EP
	Develop and implement a public education program for the host unit	5H-02-P410-EP
II.	INTRODUCTION	5H-03-P410-EP
	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	5H-04-P410-EP
	B. Smokey Bear	
	C. FIREWISE Communities	



OUTLINE	AIDS & CUES
D. Fire Prevention Youth Programs	
E. Fire Prevention Campaigns And Programs	
F. Community Outreach	5H-05-P410-EP
G. Community Involvement	
H. Exhibits, Displays	
III. DEVELOPING THE PUBLIC EDUCATION STRATEGY	5B-06-P410-EP
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:	5B-07-P410-EP
1. The media	
2. Homeowners	
3. Vacationers	
4. Local government	
5. Fire prevention organizations	5B-08-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>6. Community organizations</li> <li>7. Local business</li> <li>8. Contractors and builders</li> <li>9. Other</li> </ul>	
<p>C. A major consideration will be the audience characteristics. Some considerations should include:</p> <ul style="list-style-type: none"> <li>1. Age</li> <li>2. Gender</li> <li>3. Income</li> <li>4. Education</li> <li>5. Occupation</li> <li>6. Marital status</li> <li>7. Family size</li> <li>8. Attitude</li> <li>9. Ethnic background</li> </ul>	5H-09-P410-EP

OUTLINE	AIDS & CUES
<p>D. A major consideration will be the public relations fundamentals that will take place. Some considerations should include:</p> <ol style="list-style-type: none"> <li>1. Product development</li> <li>2. Product placement</li> <li>3. Product positioning - quality</li> <li>4. Product service</li> </ol>	5H-10-P410-EP
<p>E. Advertising</p> <ol style="list-style-type: none"> <li>1. Media, electronic, written, visual, radio</li> <li>2. Other: Outdoor, transit, speciality, point-of-purchase</li> </ol>	5H-11-P410-EP
<p>F. Media Mix</p> <ol style="list-style-type: none"> <li>1. Magazines</li> <li>2. Newspapers</li> <li>3. Direct mail</li> <li>4. Handbills</li> <li>5. Flyers</li> <li>6. Posters, etc.</li> </ol>	5H-12-P410-EP

OUTLINE	AIDS & CUES
<p>IV. PUBLIC EDUCATION</p> <p>Fire Prevention Education Teams should conduct fire education programs to promote understanding of fire and ecosystem management.</p> <p>Integrate the role of fire and ecosystem management processes and products.</p> <p>Create an understanding of the individual responsibilities in public lands stewardship that relate to prevention of unwanted, human-caused wildland fires.</p> <p>Public education programs should provide attention to bilingual audiences.</p>	<p>5H-13-P410-EP</p>
<p>A. Public Education Activities:</p> <ol style="list-style-type: none"> <li>1. Fire Prevention Signing <ul style="list-style-type: none"> <li>Prepare sign planning standards</li> </ul> </li> <li>2. Interagency Fire Prevention Campaign <ol style="list-style-type: none"> <li>a. Prepare campaign plan</li> <li>b. Implement the program</li> </ol> </li> </ol>	<p>5H-14-P410-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>3. Develop Specific Campaigns <ul style="list-style-type: none"> <li>a. Programs – Bilingual</li> <li>b. Special Events/Holidays</li> <li>c. Elevated Fire Danger Ratings</li> </ul> </li> <li>4. Participate, as appropriate in the following areas: <ul style="list-style-type: none"> <li>a. Parades</li> <li>b. Fairs</li> <li>c. Sports Activity</li> <li>d. Exhibits</li> <li>e. Public Contact</li> <li>f. Community Meetings</li> </ul> </li> </ul>	<p>5H-15-P410-EP</p>
<p>B. Youth Programs - Use Of Smokey Bear</p> <p>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.</p> <p>Fire prevention is his entire message.</p>	<p>5B-16-P410-EP</p>

OUTLINE	AIDS & CUES
<p>C. Policy For The Use Of The Smokey Bear Costume</p> <p>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.</p> <p>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.</p> <p>Obtain assurances in writing.</p>	
<p>D. Individuals Who Wear The Costume Must Agree To:</p> <ol style="list-style-type: none"> <li>1. Use the costume only to further the public information, education, and awareness of the prevention of wildland fires.</li> <li>2. Never appear in less than full costume.</li> </ol>	<p>5B-17-P410-EP</p>

OUTLINE	AIDS & CUES
<p>3. Remain anonymous at every appearance and in any publicity connected with a Smokey Bear appearance.</p> <p>4. Use only costumes that are clean, complete, and in good condition.</p> <p>5. Keep costumes out of sight before and after use.</p> <p>6. Appear dignified, friendly, and firm in presenting the forest fire prevention message. Avoid clowning and horse play.</p> <p>7. Always be accompanied by an appropriate fire prevention person in public appearances, except where not practical, such as on a parade float.</p> <p>8. Refrain from using alcohol or drugs prior to and during the Smokey Bear appearance.</p> <p style="padding-left: 40px;">This condition applies to accompanying officials as well.</p> <p>9. Limit speaking during appearances. Conversations or explanations should be carried out by the accompanying official.</p>	<p>5H-18-P410-EP</p>

OUTLINE	AIDS & CUES
<p>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.</p>	
<p>V. FIREWISE COMMUNITIES COMMUNICATIONS GUIDE</p>	5H-19-P410-EP
<p>A. Overview</p> <p>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.</p> <p>The overview section provides additional detail on the need for consistent communication as well as contract information for the National FIREWISE Communities team.</p> <p>B. Messaging</p> <p>Consistent messaging is critical to communicating effectively with the public.</p>	5H-20-P410-EP
<p><b>INSTRUCTOR NOTE: STUDENTS CAN SEARCH WWW.FIREWISE.ORG, OPEN NEWSROOM ON THE MENU BAR AND THEN OPEN COMMUNICATIONS GUIDE.</b></p>	



OUTLINE	AIDS & CUES
<p>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.</p> <ol style="list-style-type: none"> <li>1. WUIWT Messages</li> <li>2. WFEWT Messages</li> </ol> <p>C. FIREWISE Communication Materials.</p> <p>This section includes a range of new materials to assist in communicating the Firewise message. The first document provides suggestions for using the materials.</p> <ol style="list-style-type: none"> <li>1. Guide to materials</li> <li>2. Fact Sheets</li> <li>3. Newspaper insert</li> <li>4. Community presentation</li> <li>5. Firewise checklists</li> <li>6. Newspaper articles</li> </ol> <p>D. Additional Portable Document Format (PDF)</p> <p>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.</p>	

OUTLINE	AIDS & CUES
<p>E. Community Guides</p> <p>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.</p>	
<p>VI. FIRE PREVENTION YOUTH PROGRAMS</p> <p>A. Fire Prevention Education Teams are encouraged to develop fire prevention youth programs especially with cooperators, such as:</p> <ol style="list-style-type: none"> <li>1. Cause Specific Children's Programs</li> <li>2. School Programs – Team Teaching</li> <li>3. School Classroom Presentations</li> </ol>	5H-21-P410-EP
<p>B. Children's Specific Fire Safety Materials/Programs</p> <ol style="list-style-type: none"> <li>1. Fire Safety Handbook for Hunting</li> <li>2. Fire Safety Handbook for Scouting</li> <li>3. Fire Safety Handbook for Youth Groups</li> </ol>	5H-22-P410-EP

OUTLINE	AIDS & CUES
<p>VII. FIRE PREVENTION LOCAL CAMPAIGNS AND PROGRAMS</p> <p>A. The Fire Prevention Education Team may be asked to develop and implement a local public awareness program.</p> <p>Public involvement will create a drive needed to bring about the future success.</p> <p>This effort could require working with state foresters, fire departments, and local communities.</p> <p>Urban areas are growing faster than the suppression departments can protect them.</p> <p>Choosing to live in flammable ecosystems, people must help to protect their own property.</p> <p>B. The Fire Prevention Education Team should conduct an assessment as to the program needs and develop recommendations.</p> <p>Purpose of the program</p> <p>The specific purpose of this program is to guide interagency outreach efforts for fire prevention/education.</p> <p>The ultimate goal is to mitigate loss to life, property, and natural resources and reduce human-caused fires.</p>	<p>5H-23-P410-EP</p>

OUTLINE	AIDS & CUES
<p>VIII. DEVELOP COMMUNITY OUTREACH PROGRAMS</p> <p>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.</p> <p>Examples of these efforts could include:</p> <ul style="list-style-type: none"> <li>A. Community Defense Projects</li> <li>B. Fire Safe Watch</li> <li>C. Safety Fairs/Carnivals</li> <li>D. Community Fire Patrols</li> <li>E. Fire Safe Signing</li> <li>F. Town Meetings/Block Parties</li> <li>G. Local Fire Safe Campaigns</li> <li>H. Sponsor A Chipper To Come Through Neighborhoods On Community Cleanup Days</li> <li>I. Form Speakers Bureaus</li> </ul>	<p>5H-24-P410-EP</p> <p>5H-25-P410-EP</p> <p>5H-26-P410-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>J. Media Events</li> <li>K. Dump Days</li> </ul>	
<p><b>INSTRUCTOR NOTE: DEMONSTRATE A LOCAL COMMUNITY OUTREACH PROGRAM</b></p>	
<ul style="list-style-type: none"> <li>L. Public Service Messages, Print, Billboards, Radio, And Television</li> </ul>	5H-27-P410-EP
<ul style="list-style-type: none"> <li>M. Demonstration Areas</li> </ul>	
<ul style="list-style-type: none"> <li>N. Seminars And Workshops</li> </ul>	
<ul style="list-style-type: none"> <li>O. Publications For Homeowners And Businesses</li> </ul>	
<ul style="list-style-type: none"> <li>P. Work With Local Fire Agencies</li> </ul>	
<p><b>IX. COMMUNITY INVOLVEMENT PROGRAMS</b></p>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	5H-28-P410-EP
<p><b>INSTRUCTOR NOTE: DEMONSTRATE A LOCAL COMMUNITY INVOLVEMENT PROGRAM</b></p>	

OUTLINE	AIDS & CUES
<b>INSTRUCTOR NOTE: DEVELOP A LIST OF STUDENT EVENT EXPERIENCES.</b>	
<p>B. Community Event Management Considerations</p> <ol style="list-style-type: none"> <li>1. Audience targeting</li> <li>2. Concept development</li> <li>3. The proposal</li> <li>4. Event planning</li> <li>5. Pre-event planning</li> <li>6. Personnel, staffing, organization</li> <li>7. Character appearances</li> <li>8. Event logistics</li> <li>9. Timetable</li> <li>10. Promotional material</li> <li>11. Receiving and distribution</li> <li>12. Evaluation</li> </ol>	<p>5H-29-P410-EP</p> <p>5H-30-P410-EP</p>
<b>INSTRUCTOR NOTE: DEMONSTRATE A DEVELOPED PUBLIC AWARENESS PROGRAM, USE THE EXISTING MODEL OR A LOCAL APPLICATION.</b>	<p>5H-31-P410-EP  5H-32-P410-EP  Thru  5H-69-P410-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="190 369 867 447">X. SUMMARY AND REVIEW LESSON OBJECTIVE</p> <p data-bbox="285 499 919 583">Develop and implement a public education program for the host unit</p>	<p data-bbox="1162 369 1398 401">5H-70-P410-EP</p>

COURSE: Fire Prevention Education Team Leader, P-410

UNIT: 6 — Fire Prevention Education Team Closeout

LESSON: 6A — Conduct, Ethics and Sexual Harassment

SUGGESTED TIME: .5 Hours

TESTING METHOD: Interactive Participation, Final Test

PRESENTATION: Lecture, Audio Visual

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

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

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

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVE	6A-01-P410-EP
Adequately inform teams on Conduct, Ethics, and Sexual Harassment Considerations.	6A-02-P410-EP
II. INTRODUCTION	6A-03-P410-EP
A. This lesson has been developed using existing federal agency procedures and utilization of Fire Prevention Education Team subject matter experts.	6A-01-P410-HO
B. The information should be used as a reference for teams upon arrival at an assignment. This is not intended to replace agency standards or local policy and is considered as a reference,	



OUTLINE	AIDS & CUES
<p>B. Definitions</p> <ol style="list-style-type: none"> <li>1. <u>Ethics</u>: 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.</li> <li>2. <u>Conduct</u>: To behave or act, the way a person acts, behavior.</li> <li>3. <u>Sexual Harassment</u>: 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."</li> </ol>	6A-04-P410-EP
<p>C. Work Standards</p> <p>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.</p> <p>The following areas are covered in this section:</p> <ol style="list-style-type: none"> <li>1. Time and Attendance</li> <li>2. Use of Government Facilities</li> <li>3. Alcohol and Drug Abuse</li> </ol>	6A-05-P410-EP

OUTLINE	AIDS & CUES
<p>4. Physical Fitness</p> <p>5. Appearance</p> <p>6. Health and Safety</p> <p>7. Relationships</p> <p>D. Time And Attendance</p> <p>Hours of duty</p> <p>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.</p> <p>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.</p> <p>Annual or sick leave will be approved by the Team Leader. Work/Rest requirements will be followed.</p>	<p>6A-06-P410-EP</p>

OUTLINE	AIDS & CUES
<p>E. Use Of Government Facilities</p> <p>The following should be considered:</p> <ol style="list-style-type: none"> <li>1. Firearms</li> <li>2. Alcoholic beverages</li> </ol>	<p>6A-07-P410-EP</p>
<p>F. Misuse Of Government Time, Equipment, And Information</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Care, use, custody, and operation of government owned/leased motor vehicles <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> </li> </ol>	<p>6A-08-P410-EP</p> <p>6A-09-P410-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>(1) The entire trip is fully and solely justified by its official purpose.</li> <li>(2) No additional expense to the Host Unit is involved.</li> <li>(3) Government business is not delayed and no private profit-seeking activities or commercial dealings, other than normal consumer purchases are involved.</li> <li>(4) No circuitous routes are used.</li> <li>(5) Authorization to approve unofficial passengers lies with the Host Unit Administrator and cannot be re-delegated.</li> <li>(6) Emergency situations.</li> </ul>	<p>6A-10-P410-EP</p>
<p>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.</p>	<p>6A-11-P410-EP</p>

OUTLINE	AIDS & CUES
<p>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.</p> <p>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.</p> <p>b. No smoking: Smoking in all government owned or leased vehicles is prohibited.</p> <p>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.</p> <p>5. The request for approval of repairs should be coordinated with the Team Leader.</p> <p>6. Employees must exercise sound judgment regarding the responsibility for ensuring proper use of all government owned, leased, rented, chartered, or privately owned vehicles.</p>	

OUTLINE	AIDS & CUES
<p>If there are any questions about what is appropriate, please discuss the situation with the Team Leader.</p> <ol style="list-style-type: none"> <li>7. Penalty for using franked mail and official stationery</li> <li>8. Misuse of government time</li> <li>9. Theft, embezzlement, or misuse of government property</li> </ol>	
<p>G. Team Members Responsibilities For The Care And Use Of Government Owned Or Leased Property</p> <ol style="list-style-type: none"> <li>1. Responsibilities <p>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:</p> <ol style="list-style-type: none"> <li>a. Protect property covered by these procedures</li> <li>b. Report a loss</li> </ol> </li> </ol>	6A-12-P410-EP
<p>H. Performance Standards</p> <p>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:</p>	6A-13-P410-EP

OUTLINE	AIDS & CUES
<ol style="list-style-type: none"> <li>1. Official conduct</li> <li>2. Misconduct</li> <li>3. Public contact</li> <li>4. Travel to and from an incident</li> <li>5. Subordination to authority</li> <li>6. Information</li> <li>7. Performance problems</li> </ol>	6A-14-P410-EP
<p>I. Alcohol and Drug Abuse</p> <p>State Policy “Zero” Tolerance</p>	6A-15-P410-EP
<p>J. Physical Fitness Program</p> <p>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.</p>	6A-16-P410-EP

OUTLINE	AIDS & CUES
<p>K. Appearance</p> <ol style="list-style-type: none"> <li>1. Wearing apparel must be such that the appearance of the employee will reflect credit upon themselves and the Team.</li> <li>2. Personal <ol style="list-style-type: none"> <li>a. Appearance should be professional.</li> <li>b. Personal hygiene must be maintained.</li> </ol> </li> <li>3. The Host Unit can determine the appropriate dress code. Ask before you go.</li> </ol>	<p>6A-17-P410-EP</p>
<p>L. Health And Safety</p>	<p>6A-18-P410-EP</p>
<p>It is recommended that the following training be obtained:</p>	
<ol style="list-style-type: none"> <li>1. First Aid</li> <li>2. CPR</li> <li>3. Personal Protective Equipment, as required by the assignment</li> <li>4. Aviation Safety</li> <li>5. Defensive Driving, where appropriate</li> <li>6. Blood Borne Pathogen</li> <li>7. Monitor Stress Levels</li> </ol>	<p>6A-19-P410-EP</p>



OUTLINE	AIDS & CUES
<p>M. Relationships</p> <ol style="list-style-type: none"> <li>1. Relationships on the team: <ol style="list-style-type: none"> <li>a. Should be discouraged.</li> <li>b. Relationships with contractors are to be discouraged.</li> <li>c. Separate facilities for men and women will be made available.</li> </ol> </li> <li>2. Negative impacts that could result from relationships: <ol style="list-style-type: none"> <li>a. Preferential treatment.</li> <li>b. Negative effect on crew.</li> </ol> </li> </ol>	6A-20-P410-EP
<p>III. SEXUAL HARASSMENT PREVENTION – EQUAL EMPLOYMENT OPPORTUNITY</p> <ol style="list-style-type: none"> <li>A. Creating A Respectful Work Environment</li> <li>B. Harassment-Free Work Place Policy</li> <li>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: <ol style="list-style-type: none"> <li>1. Tell the harasser to stop the offensive conduct</li> <li>2. Tell the Team Leader about the conduct</li> </ol> </li> </ol>	6A-21-P410-EP

OUTLINE	AIDS & CUES
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.	6A-22-P410-EP
H. Equal Employment Opportunity  Prohibit discrimination: <ol style="list-style-type: none"> <li>1. Age</li> <li>2. Race</li> <li>3. Color</li> <li>4. Religion</li> <li>5. Sex</li> </ol>	6A-23-P410-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>6. Sexual orientation</li> <li>7. National origin</li> <li>8. Marital/family status</li> <li>9. Disability</li> </ul>	
<ul style="list-style-type: none"> <li>I. Composition Of The Work Force <ul style="list-style-type: none"> <li>1. Provide opportunity to bring together a professional work force that closely reflects the ethnicity and gender of the public they serve.</li> <li>2. Total quality can be attained with a work force that can work toward meeting standards for ethics and conduct.</li> </ul> </li> </ul>	6A-24-P410-EP
<ul style="list-style-type: none"> <li>IV. SUMMARY AND REVIEW LESSON OBJECTIVES</li> </ul> <p>Adequately inform teams on Conduct, Ethics, and Sexual Harassment Considerations.</p>	6A-25-P410-EP

COURSE: Fire Prevention Education Team Leader, P-410

UNIT: 6 — Fire Prevention Education Team Closeout

LESSON: 6B — Team Exercise

SUGGESTED TIME: 1.5 Hours

TESTING METHOD: Interactive Participation, Final Test

PRESENTATION: Lecture, Audio Visual

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

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

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

OUTLINE	AIDS & CUES
<p>I. LESSON OBJECTIVE</p> <p>Work as part of a cohesive team to work on an instructor assigned project.</p> <p><b>INSTRUCTOR NOTE: SELECT AN ACTIVITY THAT MEETS EXISTING FPET NEEDS AND CONDUCT A CLASS EXERCISE TO DEVELOP THE ASSIGNED TASK.</b></p> <p>II. INTRODUCTION</p> <p>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.</p>	<p>6B-01-P410-EP</p> <p>6B-02-P410-EP</p> <p>6B-03-P410-EP</p>

OUTLINE	AIDS & CUES
<p><b>INSTRUCTOR NOTE: THE EXERCISE SHOULD BE DEVELOPED BY THE FACULTY TO MEET CURRENT FPET NEEDS. FACULTY COORDINATION SHOULD TAKE PLACE PRIOR TO COURSE IMPLEMENTATION.</b></p> <p>A. Exercise: Your job is to complete, in an hour, a task assigned by the faculty.</p> <p>B. Previous exercises have included (examples)</p> <ol style="list-style-type: none"> <li>1. Pre-assignment coordination arrangements</li> <li>2. Standard operation fundamentals</li> <li>3. Recommended Team Leader Kit Components-individual</li> <li>4. Recommended Team Leader Kit Components-National</li> <li>5. Team Leader Guide - contents</li> <li>6. Fire Prevention Campaign development</li> </ol> <p>B. Exercise-10 Minute Presentation On The Results Of “A”</p>	<p>6B-04-P410-EP</p> <p>6B-01-P410-HO</p>
<p>III. <b>SUMMARY AND REVIEW LESSON OBJECTIVE</b></p> <p>Work as part of a cohesive team to work on an instructor assigned project.</p>	<p>6B-05-P410-EP</p>

**COURSE:** Fire Prevention Education Team Leader, P-410

**UNIT:** 6 - Fire Prevention Education Team Closeout

**LESSON:** 6C - Final Test/Summary

**SUGGESTED TIME:** 1 Hour

**TESTING METHOD:** Interactive Participation, Final Test

**PRESENTATION:** Lecture, Audio Visual

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

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

1. Identify the functions and roles of a FPET Leader.
2. Perform as a FPE Team Leader Trainee.

OUTLINE	AIDS & CUES
I. LESSON OBJECTIVE	6C-01-P410-EP
A. Identify The Functions And Roles Of A FPET Leader	6C-02-P410-EP
B. Perform As A FPE Team Leader Trainee	
II. CLOSEOUT/COURSE REVIEW	6C-03-P410-EP
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	6C-04-P410-EP
1. Introduce students, instructors, and course expectations.	6C-05-P410-EP
2. Identify unit/lesson topics, required performance levels, and logistical concerns.	

OUTLINE	AIDS & CUES
<p>B. Unit 1 Objectives: Team Organization.</p> <p>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.</p>	6C-06-P101-EP
<p>1. Lesson 1A, Fire Prevention Education Teams “A Review”</p>	6C-07-P101-EP
<p>Describe the Fire Prevention Education Team history, mission, vision, utilization, and what teams are expected to do.</p>	6C-08-P101-EP
<p>2. Lesson 1B, Pre-Assignment Coordination</p>	6C-09-P101-EP
<p>Mobilize a team and implement the Host Unit Guidelines.</p>	6C-10-P101-EP
<p>C. Unit 2 Objectives: Developing Fire Prevention Education Teams</p> <p>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.</p>	6C-11-P410-EP
<p>1. Lesson 2A, Delegation of Authority</p>	6C-12-P410-EP
<p>Implement a Delegation of Authority that will govern team activities.</p>	6C-13-P410-EP

OUTLINE		AIDS & CUES
2.	Lesson 2B, Developing the Action Plan	6C-14-P410-EP
	Develop an action plan for Fire Prevention Education Team activities and Host Unit expectations.	6C-15-P410-EP
3.	Lesson 2C, Developing Fire Prevention Education Teams	6C-16-P410-EP
	a. Describe the standards for assigning roles and responsibilities.	6C-17-P410-EP
	b. Conduct Team Member skill assessment.	
	c. Conduct performance ratings.	
4.	Lesson 2D, Team Safety Management	6C-18-P410-EP
	Develop, implement, and manage a team safety program.	6C-19-P410-EP
5.	Lesson 2E, Rapid Team Building	6C-20-P410-EP
	Provide necessary leadership skills to a Fire Prevention Education Team.	6C-21-P410-EP



OUTLINE	AIDS & CUES
<p>D. Unit 3 Objectives: Fire Prevention Education Team Qualifications And Certifications</p> <p>Upon successful completion of this unit, students will identify Position Qualifications and administer Position Task Books.</p>	6C-22-P410-EP
<p>1. Lesson 3A, Qualifications and Certifications</p>	6C-23-P410-EP
<p>a. Describe the Team Leader position requirements.</p>	6C-24-P410-EP
<p>b. Describe the FPET qualification standards.</p>	
<p>2. Lesson 3B, Position Task Book Administration</p>	6C-25-P410-EP
<p>Manage the Position Task Book requirements for team positions.</p>	6C-26-P410-EP
<p>E. Unit 4 Objectives: Program Management.</p> <p>Upon successful completion of this unit, students will be able to describe the Administrative Responsibilities, Management, Coordination, Team Resource Utilization, and Supervising Fire Prevention Education Teams.</p>	6C-27-P410-EP
<p>1. Lesson 4A, Administrative Responsibilities</p>	6C-28-P410-EP
<p>Describe the application of the administrative responsibilities and management of a Fire Prevention Education Team.</p>	6C-29-P410-EP

OUTLINE	AIDS & CUES
2. Lesson 4B, Coordination	6C-30-P410-EP
Describe the coordination efforts of a Fire Prevention Education Team.	6C-31-P410-EP
3. Lesson 4C, Team Resource Utilization	6C-32-P410-EP
Utilize various resources to ensure team success.	6C-33-P410-EP
4. Lesson 4D, Supervising Fire Prevention Education Teams	6C-34-P410-EP
Apply daily supervision skills to a Fire Prevention Education Team.	6C-35-P410-EP
F. Unit 5 Objectives: Fire Prevention Education Team Activities.	6C-36-P410-EP
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	6C-37-P410-EP
Describe the function of media management and campaign development.	6C-38-P410-EP

OUTLINE		AIDS & CUES
2.	Lesson 5B, Fire Prevention Education Materials	6C-39-P410-EP
	Administer fire prevention education materials development following agency standards.	6C-40-P410-EP
3.	Lesson 5C, Team Reporting	6C-41-P410-EP
	Prepare team reporting requirements.	6C-42-P410-EP
4.	Lesson 5D, Program Assessment and Planning	6C-43-P410-EP
	a. Prepare strategic fire prevention planning elements.	6C-44-P410-EP
	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	6C-45-P410-EP
	Research and implement a fire/public use restriction program.	6C-46-P410-EP
6.	Lesson 5F, Fire Prevention Education Training	6C-47-P410-EP
	Provide an assessment of training needs as related to Fire Prevention Education Team outputs.	6C-48-P410-EP

OUTLINE	AIDS & CUES
7. Lesson 5G, Exhibits and Displays	6C-49-P410-EP
Plan, organize, develop and implement exhibits and displays.	6C-50-P410-EP
8. Lesson 5H, Public education	6C-51-P410-EP
Develop and implement a public education program for the host unit.	6C-52-P410-EP
G. Unit 6 Objectives: Fire Prevention Education Team Closeout.	6C-53-P410-EP
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	6C-54-P410-EP
Adequately inform teams on Conduct, Ethics, and Sexual Harassment Considerations.	6C-55-P410-EP
2. Lesson 6B, Team Exercise	6C-56-P410-EP
Work as part of a cohesive team to work on an instructor assigned project.	6C-57-P410-EP

OUTLINE	AIDS & CUES
<p>III. ADMINISTER THE FINAL TEST</p> <p>Final test is in Appendix E</p> <p>IV. SUMMARY</p> <p>A. Student Comments</p> <p>B. Student Course Critique</p> <p>V. Closeout</p> <p>Closing Comments</p>	<p>6C-58-P410-EP</p>