2021

TREX ACTIVITY WORKBOOK

PRESCRIBED FIRE TRAINING EXCHANGE ACTIVITY WORKBOOK

PRESCRIBED FIRE TRAINING EXCHANGE

TREX

Learning Together, Burning Together

IN PARTNERSHIP WITH

Forest Stewards Guild
putting the forest first

THE Ember Alliance

The Nature Conservancy
Protecting nature. Preserving life.

WHAT IS TREX?

Prescribed Fire Training Exchanges (TREX) and similar cooperative burning provide experiential training that delivers workforce capacity-building in support of fire adapted communities and landscape restoration and resiliency. Using various models—from agency assists to neighbors helping neighbors—and operating under NWCG standards, TREX facilitate an all-hands, all-lands approach. TREX emphasize integrated fire management, including skills beyond the fireline, from fire science and traditional ecological knowledge to community outreach.

As the program has grown, TREXs have expanded greatly in geographic range, diversity and number of participants, and acres treated over the past decade. Paralleling this expansion, a core of committed TREX organizers and leaders coalesced into the TREX Coaches Network in 2016. The TREX Coaches Network has expanded the reach of the TREX strategy by providing mentoring, coaching, and support to fire practitioners in various stages of leadership development.

WHAT IS THE TAW?

The intent of the TREX Activities Workbook (TAW) is to capture and categorize training activities and present it in a 'plug and play' format. TREX coaches may reference, expand their current training offerings to participants, or access a cache of rainy-day activities.

HOW DO I USE THE TAW?

Use the Activity Log on pgs. 5 & 6 to find an activity that works for you based on time, resources, and available personnel. The icons on pg. 4 provide a quick reference of Activity Type.

ACKNOWLEDGMENT

The TREX Activities Workbook (TAW) is supported by Promoting Ecosystem Resilience and Fire Adapted Communities Together, a cooperative agreement between The Nature Conservancy, USDA Forest Service and agencies of the Department of the Interior.

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Activity Type Quick Reference

ICE BREAKER/NAME GAMES

HANDS-ON ACTIVITY

STORYTELLING/ SENSE OF PLACE

SAND TABLE/THOUGHT EXERCISE

CREW COHESION

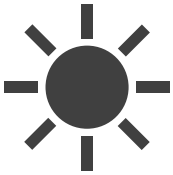
DRILL TO EDGE OF FAILURE

SKILL BUILDING

Other Relevant Symbols

ACTIVITY CAN BE DONE DURING INCLIMENT WEATHER

ACTIVITY CANNOT BE DONE DURING INCLIMENT WEATHER



Activity Type Descriptions

ICE BREAKER/NAME GAMES

Intent: Facilitate team-building in a welcoming environment. Great first activity for a new group to get to know one another.

STORYTELLING/ SENSE OF PLACE

Intent: Allow group members to develop personal connections to one another or their surroundings to foster a sense of attachment & togetherness.

CREW COHESION

Intent: Provide a safe space where members of a group can work together on a shared task to build bonds & create a strong working relationship.

SKILL BUILDING

Intent: Improve or increase participants' skillsets related to a certain subject or activity (ex: chainsaw use or leadership skills) in a safe learning environment.

Activity Type Descriptions

HANDS-ON ACTIVITY

Intent: Activity that is designed to get participant's hands dirty & their minds engaged. Encourages teamwork & active involvement by participants. Great for participants that "learn by doing."

SAND TABLE/THOUGHT EXERCISE

Intent: Get participants thinking in new & innovative ways to solve problems or deal with hypothetical scenarios in a roleplay environment. Traditional "sand table" exercises may need additional equipment or an active imagination.

DRILL TO EDGE OF FAILURE

Intent: Prepare participants for true crises by pushing them to the very edge of their comfort zone in a supported environment. Developing successful mental 'slides' gives individual the tools to respond instantaneously based on past experiences.

Activity Log

Note: “Total Time” includes both planning & implementation time.

Activity can be done during inclement weather

Activity cannot be done during inclement weather

Activity Log

Note: “Total Time” includes both planning & implementation time.

Activity can be done during inclement weather

Activity cannot be done during inclement weather

Activity Log

Note: “Total Time” includes both planning & implementation time.

Activity can be done during inclement weather

Activity cannot be done during inclement weather

Activity 0: Example Activity

Contributor: First & Last Name, Contributor Contact Info in Appendix A on pg. 73 

Activity Type:	**Total Time Expected:**	**Implementation Time:**
In this Example, we have a Hands-On Activity that can be done in inclement weather (see symbol reference on pg. 4)	Includes preparation, briefing, implementation, debrief, breakdown/rehab (mins)	Time that Plans Section/ Instructors would need to allot in the schedule for participants to complete the activity (mins)

Activity Involves: A list of categories where your activity could increase a fire practitioner's knowledge. Ex: Weather/FEMO, Line Construction, Medical Response, Cultural Resources, Personal Preparedness, Extended Attack, Fire Ecology, etc.

Intent

Purpose of the Activity. This should be shared with participants when appropriate.

Learning Outcomes

What participants walk away with. Share when appropriate.

Materials Required

Required equipment/materials and a preferred location, if any (e.g. classroom, parking lot, field, etc.).

Ideal Instructor to Student Ratio and Instructor Qualifications

Number of instructors per number of students, and relevant NWCG qualifications (or similar experience) instructors should have.

Activity 0: Example Activity

Contributor: First & Last Name

Description of Activity

Relevant details and information to implement activity.

Briefing for Other Instructors

Major briefing points critical to success of activity implementation.

Major Briefing Points

Major briefing points critical to the success of participants.

Rules for the Activity

Rules to provide structure for participants.

Maps, Images, and other Relevant Information

Important visuals, supporting documents, prompts, or activity materials. If the training document(s) is/are multiple pages long, it will be placed in the Appendix at the end of the document.

Activity 1: Breaking the Ice

Contributor: Rodolfo Zuniga Villegas

Activity Type:	Total Time Expected:	Implementation Time:
Ice Breaker/Name Games	0-30 mins	0-30 mins

Activity Involves: Crew Cohesion, Communication

Intent

Equalizing crews, getting to know your co-workers.

Learning Outcomes

Building Trust

Materials Required

Two or more participants.

Ideal Instructor to Student Ratio and Instructor Qualifications

1 instructor for every 6 students.

Description of Activity

Pair participants together to discuss their background experience plus a particular event/anecdote. Afterward, they should start talking and getting to know each other. the participants will eventually introduce each other to the team. This activity is an icebreaker: build trust, learn about each other, and tell relevant anecdotes about the person being introduced.

Briefing for Other Instructors

Make sure each participant shares their background experience plus a particular event/anecdote.

Activity 1: Breaking the Ice

Contributor: Rodolfo Zuniga Villegas

Major Briefing Points

Once a pair of participants learn about each other then they will introduce each other to the rest of the team.

Rules for the Activity

Once paired up, ask participants to turn around and give each other a hug or a high-five and repeat/state "I am a fire practitioner."

Maps, Images, and other Relevant Information

None for this activity.

Activity 2: Words on Fire

Contributor: Kate Williams

Activity Type:	Total Time Expected:	Implementation Time:
Storytelling/Sense of Place	30-60 mins	0-30 mins

Activity Involves: Briefings, Leadership Skills, Soft Skills (e.g. conflict management)

Intent

Review how our language influences our intent & actions.

Learning Outcomes

Creating awareness in participants about their use of language & jargon.

Materials Required

No materials required; location can be anywhere the team can circle up.

Ideal Instructor to Student Ratio and Instructor Qualifications

One person can lead this discussion for the whole group.

Description of Activity

Instructor/discussion leader opens with quote from Stephen Pyne on how "words on fire" can have consequences when it comes to fire management. Briefly review the history of fire suppression in the US, discuss differences in understanding of common words/phrases, discuss common fire narratives and what is missing, end discussion with going around the circle and asking everyone how they relate to fire (examples included in attached PDF) and how best to refer to the group as a whole. Discussions can differ based on the interests of the discussion leader and the TREX event but should revolve around the thought that fire management goes beyond just firefighters and "fire professionals".

Activity 2: Words on Fire

Contributor: Kate Williams

Briefing for Other Instructors

Think about the purpose of TREX and how utilizing common terms (ex: firefighters, initial attack, the very long list of acronyms that suppression folks are exclusively familiar with) can isolate non-primary fire/non-agency individuals.

Major Briefing Points

This exercise is meant to open a conversation about language habits (can open this up further beyond just common fire terminology).

Rules for the Activity

Respect that people are attending TREX for reasons that may be different from your own and that they may identify with different values than you. End the discussion asking folks how they identify in relation to fire (firefighter, fire practitioner, biologist, community member, student, land manager, etc.) and define a communal term for the group (practitioners, burners, etc.).

Maps, Images, and other Relevant Information

Words on Fire Exercise Doc in Appendix B on pgs. 74-75.

Activity 3: Crew Cohesion/Personality Traits

Contributor: Jane Park

Activity Type:	Total Time Expected:	Implementation time:
Crew Cohesion	60-90 mins	30-60 mins

Activity Involves: Soft Skills (e.g. conflict management), Crew Cohesion, Communication.

Intent

To learn how different personalities interact with one another on the fireline, as well as contribution to crew cohesion, trust, and safety.

Learning Outcomes

To understand how personnel can work effectively with a diverse range of people and develop understanding and empathy with their crew mates.

Materials Required

PowerPoint presentation, computer, screen, personality test sheets, flip chart paper/markers.

Ideal Instructor to Student Ratio and Instructor Qualifications

Flexible; single instructor can facilitate several groups at once.

Description of Activity

Review the lessons learned document regarding crew cohesion and Mann Gulch and South canyon examples of inter and intra crew cohesion. Talk about experiences with different types of crew members and leaders https://www.fs.fed.us/t-d/lessons/documents/Crew_Cohesion/pdf02512809.pdf

Then have crew do a personality test (DISC or any with four main types). Prior to exercise, draw up operational fireline scenarios where crews must implement solutions to problems (i.e. prioritizing mop-up, dealing with a despondent crew member, dealing with conflict, dealing with an emergency - have scenarios pre-determined). Participants should be paired with others of the same personality type and try solving the problem.

Activity 3: Crew Cohesion/Personality Traits

Contributor: Jane Park

Description of Activity (continued)

Give participants 15 mins to discuss and create a solution. Ask for a representative to present answers, their method of deduction, and any conflicts, etc. Create a new scenario but pair students in diverse personality groups. Debrief in same way. Notice how each personality group will expose their traits. Next scenario - crews in configuration at home base. Finish exercise with discussion about various personality traits requiring different methods of communication, leadership, and problem-solving styles. Stress that learning about each other contributes to better communication, trust, cohesion, and safety on the fireline.

Briefing for Other Instructors

Ensure instructor understands objectives and various personality groups and how they may relate to operational scenarios.

Major Briefing Points

Be open and honest about your traits even if you think some of them are negative.

Rules for the Activity

Be respectful. Engage in open & honest communication. The goal is to learn and accept our differences and learn about our strengths and weaknesses.

Maps, Images, and other Relevant Information

Any important visuals, supporting documents, prompts, or activity materials go here.

Activity 4: 4 X 4 Board Walk

Contributor: Phillip Dye

Activity Type:	Total Time Expected:	Implementation Time:
Hands-On Scenario	30-60 mins	0-30 mins

Activity Involves: Communications, Briefings, Leadership Skills

Intent

Provide briefing, communicate leader's intent, problem solve in a time-compressed situation.

Learning Outcomes

Building Trust

Materials Required

Two – 4”x4”x12’ boards with rope handles attached, and three cones.

Ideal Instructor to Student Ratio and Instructor Qualifications

1 instructor for every 4 students.

Description of Activity

See “Major Briefing Points” section on the next page.

Briefing for Other Instructors

- Stop activity if you observe unsafe actions.
- Follow time limits.
- Ensure contact is made with 4x4s at all times.

Activity 4: 4 X 4 Board Walk

Contributor: Phillip Dye

Major Briefing Points

Wildland firefighting requires teams to work together to accomplish a goal or objective. To simulate this, you and your team must successfully navigate this course. Standing and walking on the 4x4s provided, your team must slalom through the cones without touching them. You must go around the last cone and then slalom back to the starting line.
Both feet must always remain on separate 4x4s and if a team member steps/falls off a 4x4, your team must remain in place, silently, for 15 seconds. .. Also, if a cone is touched, a similar 15-second penalty will be assessed. After the penalty, you may resume movement and talking. At the completion of this exercise, your team will conduct an After Action Review (AAR). For AAR reference, see page xiii of the Incident Response Pocket Guide (IRPG).

You have 15 minutes to complete this exercise. The AAR is not timed but should take no longer than 10 – 15 minutes.

You will now have one minute to review this exercise and to ask questions. <Begin timer– 1 min> You now have two minutes to brief your team <Begin timer – 2 minutes>

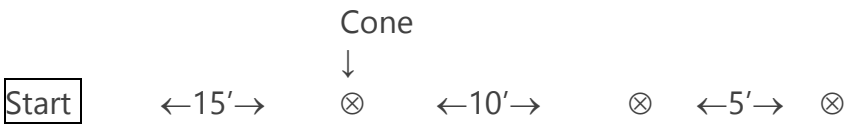
Your 15-minute clock will now begin.

Rules for the Activity

- Stop activity if you observe unsafe actions.
- Follow time limits.
- Ensure contact is made with 4x4s at all times.

Maps, Images, and other Relevant Information

Place cones and bucket like this:



Activity 5: Blindfold Maze

Contributor: Phillip Dye

Activity Type:	Total Time Expected:	Implementation Time:
Hands-On Scenario	30-60 mins	0-30 mins

Activity Involves: Communications, Briefings, Leadership Skills

Intent

Provide briefing, communicate leader's intent, problem solve in a time-compressed situation.

Learning Outcomes

Building Trust

Materials Required

200’ of rope or flagging, objects to tie-off rope/flagging (trees will do but watch for low-hanging branches), blindfolds (something to cover participants eyes).

Ideal Instructor to Student Ratio and Instructor Qualifications

1 instructor for every 4 students.

Description of Activity

Teams will use only verbal instructions to navigate blindfolded participants through course.

Briefing for Other Instructors

- Blind fold members away from maze and carefully walk them to it so they cannot see maze beforehand.
- Place team members evenly around the maze.
- Ensure team members are safe from tripping and overhead hazards. Shuffling feet is encouraged.

Activity 5: Blindfold Maze

Contributor: Phillip Dye

Briefing for Other Instructors (cont.)

- Once a team member explicitly asks for help ("I need some help" or similar phrase) quietly remove their blindfold, and loudly announce "I will show you the way out". Escort that team member to "the exit" and allow them to use verbal cues to help other team members.

Major Briefing Points

Read to team leader: "Sometimes in wildland firefighting we have only verbal instructions to guide us. In this scenario, your team has been temporarily blinded by heavy smoke and must rely on verbal cues to be guided to safety. You must guide your team out of a maze using only voice commands as you will all be blindfolded. You may ask for help if needed." "You have 15 minutes to complete this exercise. You now have one minute to ask questions." "You now have two minutes to brief your team. Afterwards, I will blindfold all of you and walk you to the maze. Time will begin when I tell you that all team members are in place. Again, you may ask for help if needed."

"At the completion of this exercise, your team will conduct an AAR."

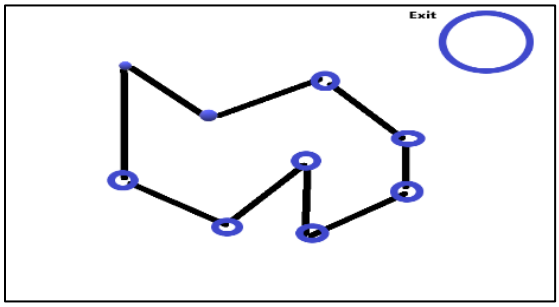
Rules for the Activity

- Stop activity if you observe unsafe actions.
- Follow time limits.
- Ensure contact is always made with 4x4s.

Maps, Images, and other Relevant Information

This video explains the station well:
https://www.youtube.com/watch?v=oPeDplEUv3o

One possible setup:



Activity 6: Toxic Waste

Contributor: Phillip Dye

Activity Type:	Total Time Expected:	Implementation Time:
Crew Cohesion	30-60 mins	0-30 mins

Activity Involves: Communications, Planning

Intent

Lift & carry "toxic waste" to dispose of it safely as a team.

Learning Outcomes

Teamwork, physical activity.

Materials Required

- Two #10 cans
- Two hula hoops
- Three 26" bicycle tubes
- 6 – 10' sections of rope
- 5-gallon container of water

Ideal Instructor to Student Ratio and Instructor Qualifications

1 instructor for every 4 students.

Description of Activity

Lift and carry liquid from one can to the other without spilling or breaking zone of exclusion.

Briefing for Other Instructors

- Ensure team members do not enter the zone of exclusion.
- Use 5-gallon container to re-fill cans if spilled.

Activity 6: Toxic Waste

Contributor: Phillip Dye

Major Briefing Points

Your team has been assigned to dispose of a hazardous liquid. You must dispose of the hazardous liquid by pouring it into an empty container. This will require you to lift the can that is filled with water, transport it, and pour the contents into the other can. You must not spill any of the liquid or you will need to start over.

You may only use the materials provided and may not cut the ropes or bicycle tubes.

You are not allowed to reach inside either hula hoop. This includes above the hula hoop. Think of a cylinder of exclusion extending all the way to the sky with the hula hoop as its boundary. If one enters exclusion zone, they will suffer a 30 second penalty in which they may not move or talk. After the penalty, they may resume moving and talking. At the completion of this exercise, your team will conduct an AAR.

You have 15 minutes to complete this exercise. The AAR is not timed but should take no longer than 10 – 15 minutes.

You will now have one minute to review this exercise and to ask questions. <Begin timer– 1 min>

You now have two minutes to brief your team <Begin timer – 2 minutes>

Your 15-minute clock will now begin.

Rules for the Activity

Do not spill the liquid, enter the zone of exclusion, cut the ropes, or cut the bicycle tubes.

Maps, Images, and other Relevant Information

Set-up course like this:

⊗ ← 30′ → ⊗ ← can inside hula hoop

Activity 7: Helium Stick and Roll

Contributor: Phillip Dye

Activity Type:	Total Time Expected:	Implementation Time:
Crew Cohesion	30-60 mins	0-30 mins

Activity Involves: Communications, Soft Skills (e.g. conflict management)

Intent

Work cooperatively to achieve a common goal.

Learning Outcomes

Teamwork & crew cohesion.

Materials Required

- One 10' – 15' wooden dowel or tent pole (anything relatively lightweight)
- One roll of duct tape

Ideal Instructor to Student Ratio and Instructor Qualifications

1 instructor for every 4 students.

Description of Activity

Team members must lower pole completely to ground without losing touch with pole. Team members then repeat the same task with a roll of duct tape.

Briefing for Other Instructors

- Stop activity if you observe unsafe actions.
- Follow time limits.
- Ensure no one loses contact with the object at any time.

Activity 7: Helium Stick and Roll

Contributor: Phillip Dye

Major Briefing Points

This exercise is designed to allow your team to work cooperatively to achieve a common goal. In this exercise, you must lower the pole to the ground without any team member losing contact with the pole. If someone does, you must start over.

Each member may make only one finger contact with the object. That finger must always stay in contact with the object. No one may grasp the object at any time. At the completion of this exercise, your team will conduct an AAR.

You have 15 minutes to complete this exercise. The AAR is not timed but should take no longer than 10 – 15 minutes.

You will now have one minute to review this exercise and to ask questions. <Begin timer– 1 min>

You now have two minutes to brief your team <Begin timer – 2 minutes>

Your 15-minute clock will now begin.

Rules for the Activity

None for this activity.

Maps, Images, and other Relevant Information

None for this activity.

Activity 8: Module Contract

Contributor: Jennifer Mueller

Activity Type:	Total Time Expected:	Implementation Time:
Crew Cohesion	30-60 mins	30-60 mins

Activity Involves: Communications, Leadership Skills, Soft Skills (e.g. conflict management)

Intent

Collectively create a set of behavioral expectations that the entire module agrees to abide by and can reference to hold each other accountable.

Learning Outcomes

Expectations for all module members and a shared sense of responsibility/accountability to uphold those expectations.

Materials Required

Markers and poster-size sheet of paper (ideally) or white board.

Ideal Instructor to Student Ratio and Instructor Qualifications

Module Lead + all Mod members.

Description of Activity

Explain the intent of the crew contract. Offer a few of your expectations for the group and write them on the white board (e.g.):

- Communication
- Be respectful of everyone
- Embrace vulnerability

Briefing for Other Instructors

The contract is everyone's responsibility and we will agree to it as a group. Together, we will use the contract to hold each other accountable during the TREX.

Activity 8: Module Contract

Contributor: Jennifer Mueller

Major Briefing Points

This activity should be facilitated by the Module/Crew Leader but relies on individuals to participate to construct the contract.

Often it takes time to get buy-in on this idea from the group. Try leveraging those already in leadership positions to get their buy in before the activity. Their participation early on can help draw hesitant folks into the mix.

When complete, post the contract on the wall or email a copy to the group so everyone can see it.

Rules for the Activity

Respect all contributions to the process and openly discuss areas where folks don't see eye to eye.

Maps, Images, and other Relevant Information

None for this activity.

Activity 9: Impromptu Leadership

Contributor: Ben Wheeler

Activity Type:	Total Time Expected:	Implementation Time:
Crew Cohesion	0-30 mins	0-30 mins

Activity Involves: Leadership Skills

Intent

Allow participants to develop leadership skills by sharing their knowledge/ experience in impromptu, informal settings by leading a small group in a specific topic. These activities can be used to build crew cohesion and keep participants engaged for short periods during down time/inclement weather.

Learning Outcomes

Encourage people who are not normally in a leadership position to explore their leadership potential in short bursts. If participants are normally in a leadership position, participation gives additional credibility among subordinates.

Materials Required

None. Can be done anywhere.

Ideal Instructor to Student Ratio and Instructor Qualifications

Ideal group size depends on the content and context, but we recommend no more than 1 instructor/leader to 10 students. No specific qualifications required.

Description of Activity

Talk to the crew/module to see if anyone is interested in volunteering to lead a short section on a topic of their choosing. The topic should be something they are interested in, but they do not need to be an expert – the team is relied on to fill in knowledge gaps. Examples include:

- How to take weather.
- Hand tool rehab.
- What do you carry in your line gear?

Activity 9: Impromptu Leadership

Contributor: Ben Wheeler

Description of Activity (cont.)

Additional Examples:

- How to hand jam/program a radio in the field.
- Debrief a medical scenario someone was involved in.
- Troubleshooting Equipment.

Briefing for Other Instructors

1. Get out of your comfort zone, you are in a safe space to learn.
2. Pick something you are passionate about, even if you are not an expert.
3. Choose 3-4 main points you want other to take away.
4. Explain what you know and ask open-ended questions of the group to facilitate discussion (e.g. why is this important?)
5. It doesn't need to be perfect!

Major Briefing Points

1. Support your crewmember as they practice their leadership skills and share their knowledge.
2. Wait to chime in with your knowledge until asked.

Rules for the Activity

Create a safe and respectful space for learning.

Maps, Images, and other Relevant Information

None for this activity.

Activity 10: Media and Communications

Contributor: Jennifer Fawcett

Activity Type:	Total Time Expected:	Implementation time:
Skill Building	Any Amount of Time	Any Amount of Time

Activity Involves: Personal Preparedness, Communications, Soft Skills (e.g. conflict management).

Intent

To allow participants practice with interviews, coming up with answers on the spot, being in front of a camera, talking to the public, etc.

Learning Outcomes

Feeling more comfortable being in front of a camera and answering interview questions or speaking with the public

Materials Required

Cell phone or other camera; Document with template interview questions.

Ideal Instructor to Student Ratio and Instructor Qualifications

1:1 or 2:1 student: Student; if a PIO is available they can move from group to group

Description of Activity

One person is acting as the media/public while videoing, and the other is answering the questions. If there a 3 people in the group, then the third person can video. Rotate through so that each person has a chance to answer the questions in front of a camera. The videos are then sent to ONLY the participant answering the questions so that person can see themselves in front of a camera. For those people that feel comfortable in sharing their videos, a few can be selected to share in front of the entire TREX audience to discuss their interview.

Activity 10: Media and Communications

Contributor: Jennifer Fawcett

Briefing for Other Instructors

Develop a scenario in which participants will need to speak to the media or the public when no PIO is available. Instructor may develop template questions for each group, or everyone can have the same questions. Each group should have at least one phone/video camera among them. Provide participants with the scenario and key points for a successful interview. Talking points about prescribed fire or the TREX itself is acceptable.

Major Briefing Points

Each group should have at least one phone/video camera among them. Each person should understand the scenario before they begin.

Rules for the Activity

See Activity Description for rules.

Maps, Images, and other Relevant Information

Activity 11: Media Ready Communications

Contributor: Jenifer Bunty

Activity Type:	Total Time Expected:	Implementation time:
Skill Building	Total time is about 3 hours but can be broken into shorter (30 min) standalone segments.	Total time is about 2.5 hours but can be broken into shorter (30 min) segments.

Activity Involves: Communications, Briefings, Leadership Skills, Soft Skills (e.g. conflict management).

Intent

To prepare all firefighters with basic media and communications training.

Learning Outcomes

Participants should walk away with a feeling of being essentially "media ready" the way they are "fire ready". They should possess the ability to use storytelling and key messages to address their audience confidently whether in person or on camera; knowledge of preferred terminology and communications techniques; and cultural, social, and other considerations for when they discuss their work with others.

Materials Required

Videos of firefighter/IC interviews, cameras or cell phones that can record short videos.

Ideal Instructor to Student Ratio and Instructor Qualifications

1 instructor per 20 students, instructor should be well versed in communications strategies and media training (PIO).

Activity 11: Media Ready Communications

Contributor: Jenifer Bunty

Description of Activity

This is a media/communications training designed for a 2-4 hour block of time. It can be used as part of initial trainings, briefings, or during inclement weather. General outline and handouts are attached. It may be helpful to have more than 1 instructor depending on your group size, but it isn't necessary. This activity is great for crew cohesion and ice breaking as well. For the Exercise 3 on identifying key messages, it's recommended splitting the example audiences (listed on 2nd page) so that each group only does 1 or 2 and then share the examples and discuss as a larger group.

Briefing for Other Instructors

The timeline of the activity helps each point build on itself. A lot of this will be encouraging participants to be themselves and helping them feel comfortable in front of a camera or with media interviews.

Major Briefing Points

Discuss local population's views of fire (or prescribed fire). Include as much cultural/social info about potential audiences as you can. Encourage participants to think about their audience first and communicate for their listener.

Rules for the Activity

Participate.

Maps, Images, and other Relevant Information

See Appendices C & D (pgs. 76-79) for relevant training documents.

Appendix C: Media Training Handout (pgs. 76-77)

Appendix D: Media Training Presenter Outline (pgs. 78-79)

Activity 12: Gridding

Contributor: Greg Philipp

Activity Type:	Total Time Expected:	Implementation time:
Skill Building	30-60 mins	0-30 mins

Activity Involves: Communications, Briefings, Line Bossing, Leadership skills, Soft Skills (e.g. conflict management).

Intent

Provide opportunity to practice different leadership styles, brief, organize, problem-solve, troubleshoot, implement, monitor, adapt, regroup, lead, follow, and effectively grid an area.

Learning Outcomes

The importance of listening and following all instructions. The experience of being given a task and accomplishing it with the human factors that come along with it. How to lead from below if tactic isn't working. Communicating with tact. Working out challenges from the ranks. Time limitation may increase stress of situation.

Materials Required

Any big outdoor area, flagging tape, and some small items to hide in grass or woods.

Ideal Instructor to Student Ratio and Instructor Qualifications

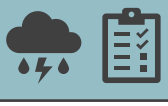
3 instructors per 20 students.

Description of Activity

Gridding for hot spots, challenging new leaders and creating more experienced followers. Activity in communication as well.

Activity 12: Gridding

Contributor: Greg Philipp



Briefing for Other Instructors

Get to know your participants before assigning roles. Instructors need to pay attention to the dynamics of the group and yell "freeze!" in teaching moments yet allow participants a chance to figure out lessons on their own. Let participants develop effective strategies and tactics. Allow them to make corrections where necessary.

Major Briefing Points

Task: find five items which represent smoldering spots. Purpose: To save all the work that went in to building line, burning, and holding it. End state: All the spots are located.

Rules for the Activity

Clearly define area to be searched. Make it harder or easier based on experience level of participants. Odd-shaped areas, up hills, small items, time constraints, tough environmental conditions. Changing roles is up to instructor. "I had a really negative crew member undermine the grid and leader, I put her in charge, and what an eye-opening experience for her." The human dimensions that come out are different every time.

Maps, Images, and other Relevant Information

None for this activity.

Activity 13: FEMO Utility

Contributor: Kate Williams

Activity Type:	Total Time Expected:	Implementation time:
Skill Building	90-120 mins	60-90 mins

Activity Involves: Weather/FEMO, Fire Behavior, Fire Ecology

Intent

Explain NWCG Fire Effects Monitor (FEMO) capabilities to be better utilized by RXB2's/FIRB/Holding and how to write better/specific monitoring objectives into burn plans.

Learning Outcomes

"So that's what FEMOs can do and what goes into a FEMO report!" Reviews some basic forestry measurements (individual's pace, tree height, fuel load sampling).

Materials Required

Phone/camera; photo load frame + reference photos or tape for Brown's transect; FIREMON book for referencing soil burn severity coding (optional); can ask folks to download Dioptra (Android) or Theodolite (Apple) while in cell service or have tablet for sharing; observation data sheets.

Ideal Instructor to Student Ratio and Instructor Qualifications

1 Instructor per every 4 students for hands-on sampling.

Description of Activity

Have FEMOs briefly explain how they use a burn plan using resource objectives & prescription parameters to inform what/how they monitor. Using an example burn plan, have FEMOs/FEMO(t) go over monitoring conducted pre/during/post-fire and what their final FEMO summary might look like to compliment a typical plan. The FEMOs can walk the group through the observations they make (fuel loading & coverage, burn severity, scorch & char heights which can also teach newer firefighters how to estimate tree height, smoke observations, fire behavior, installing photo points).

Activity 13: FEMO Utility

Contributor: Kate Williams

Description of Activity (continued)

Have FEMOs make a very basic plot protocol relevant to that landscape and ask small groups to collect information at each "plot". Ask the group how and what people monitor at their home units & how that information is used.

Tie the lesson together into how burn bosses & SRB can utilize FEMOs during the burn to answer questions like: are we going to be able to finish the unit based on current spread/firing timing? Are we getting the desired fuel consumption listed in the plan? Where is our smoke going? How are the various fuels reacting to lighting tactics? Did we meet our objectives?

Briefing for Other Instructors

Specifically highlight how FEMOs can be used other than taking Weather Observations.

Major Briefing Points

Share how monitoring is typically conducted at your home unit; how does monitoring differ between different ecosystems and different burn objectives?

Rules for the Activity

Get people taking measurements and using equipment (clinometers on their compass, a hypsometer/laser if one is handy, photo-load frames or Browns transects, have individuals measure their pace); contrast and compare different techniques and why one size doesn't fit all (example: how do prairie system managers measure their fuel loading? Where do folks get their fuel moisture #'s from? What do you sample if you have 1 day ahead of the burn vs. 1 hour?).

Maps, Images, and other Relevant Information

None for this activity.

Activity 14: Open Face Felling & Directional Felling

Contributor: David Futa

Activity Type:	Total Time Expected:	Implementation time:
Skill Building	60-90 mins	More than 120 mins

Activity Involves: Chainsaws, Equipment Maintenance/Troubleshooting

Intent

Safe controlled dropping of trees and hazards.

Learning Outcomes

Correct, directional safe felling of hazard trees.

Materials Required

Chainsaw, chainsaw equipment (tools, fuel, etc.), and all appropriate chainsaw PPE.

Ideal Instructor to Student Ratio and Instructor Qualifications

1 instructor to 8-10 students.

Description of Activity

Chainsaw safety.

Briefing for Other Instructor

Participate in the "Game of Logging" training program.

Major Briefing Points

Bring your saws and safety gear.

Rules for the Activity

Pay attention, ask questions, follow rules set out by the instructor.

Maps, Images, and other Relevant Information

None for this activity.

Activity 15: Avenza PDF Training

Contributor: Katie Sauerbrey

Activity Type:	Total Time Expected:	Implementation Time:
Skill Building	More than 120 mins	90-120 mins

Activity Involves: Communications, Planning, Technology

Intent

The purpose of the activity is to teach TREX participants how to utilize Avenza to navigate, collect data, and transfer data to a main database for future use. This will allow participants to collect data on burn units throughout the event and upload the data to the IMT for planning/map making purposes.

Learning Outcomes

Utilize Avenza to navigate around an area (ideally a burn unit if possible), collect data (points, photos, and tracks), and transfer data back to the TREX IMT for future use.

Materials Required

- Devices within the module with Avenza pdf (or similar program depending on the preference of the Incident Management Team. All participants should use the same software platform) which can be shared within the module in the event not all participants have access to a handheld device with the software.
- Base map for data collection available to all participants available through map store or QR code. This map could be of a burn unit, or the facilities where the TREX event is being hosted.
- Print out of directions for using Avenza for students to reference while in the field. Example here https://ucanr.edu/sites/forestry/files/321982.pdf
- Email address for students to send their collected data once the activity is complete.
- Avenza How-To Presentation for students prior to exercise. Examples here: https://www.avenzamaps.com/help/tutorials/
- WIFI connectivity for folks to down the app and maps

Activity 15: Avenza PDF Training

Contributor: Katie Sauerbrey

Ideal Instructor to Student Ratio and Instructor Qualifications

1 instructor to every (+/-) 5 students.

Description of Activity

Participants will be given an instructional presentation on how to use Avenza and utilize attained knowledge for field exercise. Practice and demonstrate competency.

Briefing for Other Instructors

1. Provide a training session via presentation for participants about Avenza, how it is utilized, and how to use it.
2. Work with participants to download the app within their modules. Pair folks who have used the software with those who haven't.
3. Provide a base map QR code for participants to download for data collection.
4. Ask participants to collect X number of points, X number of track logs, X number of photos while navigating with Avenza. Give them an appropriate amount of time to do so based on the site.
5. When participants return, talk them through exporting data back to IMT.

Major Briefing Points

1. Presentation on how to use Avenza.
2. Instructions on what data you would like them to collect. Printed instructions are ideal and this activity can be framed as a scavenger hunt. (IE. Tag X number of holding concerns).
3. Safety and communications briefing while amidst activity.
4. Instructions for data upload to IMT upon return.

Rules for the Activity

Safety is the priority when in the field.

Maps, Images, and other Relevant Information

None for this activity.

Activity 16: Chainsaw Assembly

Contributor: Phillip Dye

Activity Type:	Total Time Expected:	Implementation Time:
Skill Building	30-60 mins	0-30 mins

Activity Involves: Chainsaws, Equipment Maintenance/Troubleshooting, Communications

Intent

Team must safely assemble chain saws and cut two short rounds off each end of log. Although this event involves friendly competition, **it is not a race.**

Learning Outcomes

Teamwork, chainsaw assembly & operation skills.

Materials Required

- Tarp, about 8' x 10'
- Chain saws, disassembled (remove bar and chain from power unit); it is best if saws are different sizes and/or models
- 2 scrench tools
- 2 pairs saw chaps
- Saw fuel and bar oil
- Log for cutting; set-up safely above ground
- Extra chain saw parts and tools
- Back-up chainsaw, if available
- Eye and ear protection (in case sawyer lacks them)

Ideal Instructor to Student Ratio and Instructor Qualifications

1 instructor for every 4 students.

Description of Activity

Teams of 2-4 participants will safely assemble a chainsaw, operate it to cut off two rounds from a log (any size appropriate for equipment & participant experience level), and then disassemble the chainsaws back to the original position they were found in at the start of the exercise. The activity will be timed, but safety is priority. Remember: **this is not a race, and teams deemed to be operating unsafely will be disqualified.**

Activity 16: Chainsaw Assembly

Contributor: Phillip Dye

Briefing for Other Instructors

- Stop activity if you observe unsafe actions. Be particularly mindful of safe saw operation.
- Position yourself to be able to signal sawyer to stop.
- Follow time limits.

Major Briefing Points

Your team has been assigned to perform chain saw work. Participants must assemble the chain saws provided and cut two short rounds off each end of the log. Each cut must be made by a different chain saw. Sawyers must wear *all* proper PPE and ensure operations are conducted safely. You will be stopped upon ANY unsafe actions.

After completing both cuts, team must disassemble both chain saws to the way they were found. Upon completion of exercise, team will conduct an AAR.

15 minutes to complete this exercise. The AAR is not timed but should take no longer than 10 – 15 minutes. See AAR page of the Incident Response Pocket Guide (IRPG) on pg. xiii for AAR guidance.

Teams will have one minute to review exercise and ask questions. <Begin timer– 1 min>

Two minutes to brief your team <Begin timer – 2 minutes>

15-minute clock will now begin.

Rules for the Activity

Wear appropriate PPE & follow general chainsaw safety guidelines throughout the exercise. Teams that are found to be operating unsafely will be disqualified. Follow time limits & have fun.

Maps, Images, and other Relevant Information

None for this activity.

Activity 17: Pump & Hoselay

Contributor: Phillip Dye

Activity Type:	Total Time Expected:	Implementation Time:
Skill Building	30-60 mins	0-30 mins

Activity Involves: Pumps/Hose Lays, Equipment Maintenance/Troubleshooting

Intent

Teams will work together to install hoselay.

Learning Outcomes

Teamwork, pump operation & hoselay installation skills.

Materials Required

- Static water source
- Portable pump with containment dam in the event of fuel spills
- (4) – 100’ sections 1-1/2” hose
- (3) – 100’ sections 1” hose
- (3) – 1-1/2” to 1” “tees”
- Fuel for pump
- Check & bleeder valve
- Various adapters
- (2) - 1-1/2” nozzles
- (2) – 1” nozzles
- Wildland hose clamp

Ideal Instructor to Student Ratio and Instructor Qualifications

1 instructor for every 4 students.

Description of Activity

Team members must install 300’ hoselay with appropriate “tees” and flow nozzle from the end of the hoselay.

Activity 17: Pump & Hoselay

Contributor: Phillip Dye

Briefing for Other Instructors

- Immediately stop any unsafe actions.
- Ensure proper water handling guidelines are utilized.
- Ensure pump does not run dry. If it does, turn off pump and notify team leader.

Major Briefing Points

Your Strike Team Leader has assigned the crew to establish a 300' hoselay using the equipment provided. Crew must draw water from the static water source provided.

Hoselay must have a "tee" installed at every 100'. At 300', attach the nozzle and flow water. After water is flowing from the nozzle, break down, drain, and re-roll the hose. Do not allow the pump to run dry. Make sure pump is adequately primed before starting.

At the completion of this exercise, team will conduct an AAR.

15 minutes to complete this exercise. AAR is not timed but should take no longer than 10 – 15 minutes.

One minute to review this exercise and to ask questions. <Begin timer– 1 min>Two minutes to brief your team <Begin timer – 2 minutes>

15-minute clock will now begin.

Rules for the Activity

Ensure the pump does not run dry. If it does, turn off pump and notify team leader

Maps, Images, and other Relevant Information

None for this activity.

Activity 18: Apple Pump and Roll

Contributor: Jennifer Mueller

Activity Type:	Total Time Expected:	Implementation Time:
Hands-On Activity	90-120 mins	60-90 mins

Activity Involves: Engines, Pumps/Hose Lays, Communications, Briefings, Initial Attack/Spotfire, Leadership Skills

Intent

Provide ENGB/ENGB-t and participants with an opportunity to practice pump and roll in a time-sensitive, non-fire environment. The ENGB/ENGB-t will also practice leadership skills and briefings during an initial attack.

Learning Outcomes

An understanding of how a crew safely works together to smoothly communicate and execute a pump and roll operation and how pump and roll could be used during initial attack.

Materials Required

Whiteboard, dry erase markers, engines (T7 up to T4, full), 2-3 apples per engine, large parking lot.

Ideal Instructor to Student Ratio and Instructor Qualifications

1 ENGB-Q Instructor per Engine Crew.

Description of Activity

Organize participants into 3-4 person engine crews (ENGB-t may need to rotate crews if there are not enough.) Brief ENGB-t on the activity as a group and allow them to brief their crews on the activity and how they will organize/communicate. 2-3 engines will compete simultaneously to pump and roll their apple (one per engine) across a parking lot and back. The return can involve turning the engine around with a spotter or the pump and roll can occur with the engine driving in reverse.

Activity 18: Apple Pump and Roll

Contributor: Jennifer Mueller

Briefing for Other Instructors

Allow ENGB-t to brief on their engines before beginning and allow time to practice correctly starting engines. Provide space for a student-led, 5-minute AAR between rotations ending with instructor feedback so crews can improve each iteration.

Major Briefing Points

Yes, you are squirting water at an apple, but take the exercise seriously! While fun, it builds fundamental skills for engine crews.

Rules for the Activity

No rules for this activity.

Maps, Images, and other Relevant Information

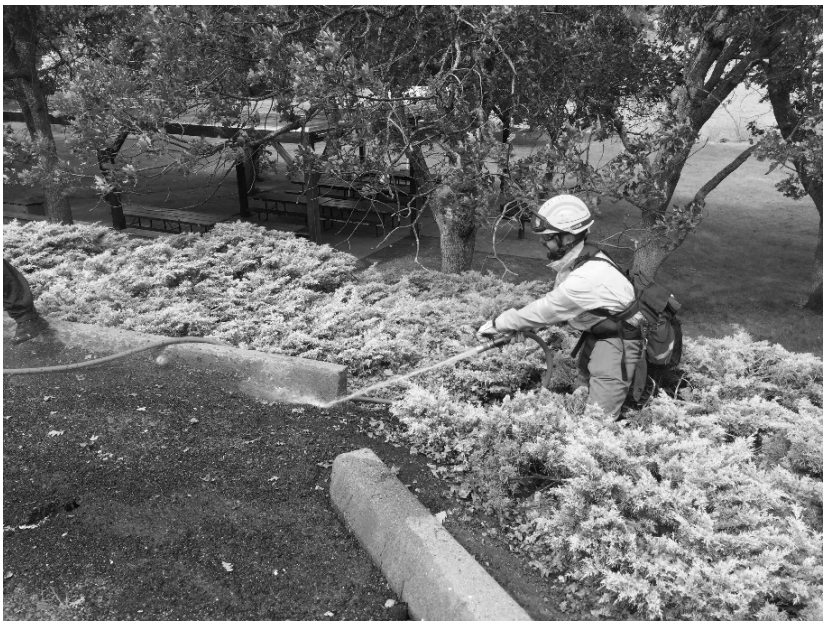


Image: *Apple Pump and Roll.* Ashland TREX 2019. Credit: Jennifer Mueller, The Ember Alliance.

Activity 19: Group Situational Awareness Exercise

Contributor: Jennifer Mueller

Activity Type:	Total Time Expected:	Implementation time:
Hands-On Activity	30-60 mins	30-60 mins

Activity Involves: Communications, Leadership Skills, Soft Skills (e.g. conflict management).

Intent

1. To give participants practice in a complicated communication scenario with limited time to develop situational awareness

2. Develop self-awareness about how one might behave in a stressful group environment.

Learning Outcomes

A new perspective on how individuals may have different situational awareness/communication strategies, and how to problem solve in a group when there are disagreements.

Materials Required

Set of dry erase markers (multiple colors) and a white board per team, paper.

Ideal Instructor to Student Ratio and Instructor Qualifications

1 instructor/4-5 students, no qualifications needed.

Description of Activity

Divide the students into teams with the same number of people in each team (four to five per team is ideal). Each team should quickly make a team name.

Number the students (e.g. 1, 2, 3, 4) within each team. They need to remember this number.

Read students the following directions: Student #1 from each team will come up to look at the drawing. You will have 5 seconds to memorize the drawing.

Activity 19: Group Situational Awareness Exercise

Contributor: Jennifer Mueller

Description of Activity (continued)

After the 5 seconds, Student #1 will go back to their team and describe the drawing with their back turned to the group. The team will have 15 seconds to draw what Student #1 describes. The team may ask questions.

Student #2 from each group will come up and look at the drawing for 5 seconds. Then Student #2 will go back to the team and describe the drawing to their teammates for 15 seconds. Again, the team may ask questions. Repeat with Students #3, 4, (and 5 if applicable) We will continue to rotate through the group, in order, until each person has looked at the drawing twice.

Briefing for Other Instructors

There are two drawings, A and B. Both are very similar, but slight differences intentionally exist to create communications conflict within the group (in the example the concentric circles are shifted to the left and the colors of the smaller triangles are swapped). This activity will make some groups very frustrated (even heated disagreements) and other groups will handle the situation much more calmly. Unless someone's safety is a concern allow the dynamics to play out.

Students #1, 2, and 4 will view drawing A (the same drawing).

Student #3 will view drawing B (VERY similar to drawing A, but slight differences exist). Discretely swap the drawing between students 2 and 3, and then again between 3 and 4. Make sure the orientation of the drawing is the same. Cover the drawing with a blank piece of paper (or use a folder to cover it) and allow participants to view for five seconds.

Please be mindful of colorblindness and avoid using red and green together in the drawing.

It's crucial that you maintain a good poker face and don't let on that the game is rigged!

Activity 19: Group Situational Awareness Exercise

Contributor: Jennifer Mueller

Major Briefing Points

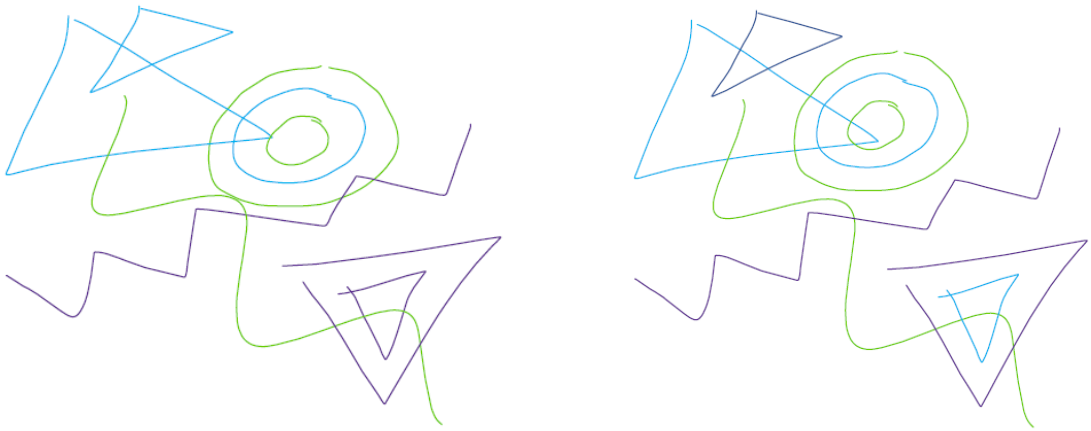
The game is intended to help you quickly develop situational awareness and practice your communications skills conveying limited information in a short amount of time. When you are on a fire, radio communications are effectively painting a picture for the person who is not in the same location as you. Often this occurs during an urgent situation when quick, concise communication is critical. Comms may be broken or hard to understand so this game is designed to simulate a similar situation.

If you have played this game before, please allow others to benefit as you did.

Rules for the Activity

Details matter! The team with the drawing that most closely matches that of the instructors will win a prize.

Maps, Images, and other Relevant Information



These two images above are very similar but have subtle differences. Image Credit Jennifer Mueller, The Ember Alliance.

Activity 20: Chainsaw Parts & Maintenance

Contributor: Jesús Morcillo

Activity Type:	Total Time Expected:	Implementation time:
Hands-On Activity	90-120 mins	30-60 mins

Activity Involves: Chainsaws, Leadership Skills, Lessons Learned

Intent

1. Learn to recognize the chainsaw parts.

2. Learn to recognize the different systems that make up the structure of a chainsaw.

3. Learn how to implement the specific maintenance of each component.

4. Learn how to implement the proper chain maintenance.

Learning Outcomes

Chainsaws are complex tools and their use involves risks for the operator itself. The participants will leave being knowledgeable about all the chainsaw's safety mechanisms and will know the proper way to maintain the tool. This will enable them to work in a safer way and extend the life of the chainsaw itself.

Materials Required

Chainsaws, chainsaw maintenance equipment, and all relevant PPE.

Ideal Instructor to Student Ratio and Instructor Qualifications

1 instructor per 6 students

Description of Activity

On a table or flat surface, the trainer describes the safety elements of the machine.

Each element has a purpose and was developed through accidents and lessons learned.

The machine is then disassembled and the different elements, their operation, cleaning and maintenance are described.

The session ends with the cutting element and sharpening tips.

Activity 20: Chainsaw Parts & Maintenance

Contributor: Jesús Morcillo

Briefing for Other Instructors

The instructor must complete the exposition of all the elements exposed in the attached file. Time management is indicative, and must be adapted to the specificities of the concrete session.

Major Briefing Points

The attached document is delivered to the participants. This way they get an overview of the content they will see in the session.

Rules for the Activity

Respect and mutual learning are the main rules. The instructor leads the exposition of the elements of the chainsaw in a didactic way. Participants can play and practice themselves under the instructor's attention. Doubts and impressions are raised and shared at all times.

Maps, Images, and other Relevant Information

See Appendix E on pgs. 80-81.

Activity 21: 3-Way Medical Training Scenario

Contributor: Kody Wohlers

Activity Type:	Total Time Expected:	Implementation Time:
Hands-On Scenario	60-90 mins	30-60 mins

Activity Involves: Personal Preparedness, Equipment Maintenance/Troubleshooting, Communications, Briefings, Medical response, Basic Fireline First Aid, Planning, Leadership Skills, Situational Awareness/ 10&18s

Intent

To build communication skills, decision-making skills, and crew cohesion while managing an incident within an incident. Also, to involve outside incoming medical responders and 911 dispatchers for their additional training on communication and extraction from a tough location.

Learning Outcomes

Identify proper briefing and size-up to dispatch while calling 911 via cell phone. Medical extraction assistance utilizing crew on tough terrain. Medical triage while waiting for responders to get on site.

Materials Required

1 EMT Qualified Instructor, patient, backboard, UTV, ambulance or helicopter.

Ideal Instructor to Student Ratio and Instructor Qualifications

1 EMT qualified instructor to every 10 students.

Description of Activity

Medical scenario in which the first "on-scene" firefighter will call 911 dispatch. 911 dispatch utilized their system to "ping" the location of the cell phone and dispatched the closest volunteer fire department. The VFD utilized their UTV with a medical extraction skid in the back. Additional firefighters were utilized to assist in moving the patient off a steep grade to the UTV, load the patient, extricate the patient, and load the patient in the ambulance.

Activity 21: 3-Way Medical Training Scenario

Contributor: Kody Wohlers

Briefing for Other Instructors

Preplan with local dispatch/911 center that it is a "staged" scenario. Have responding medical personnel pre-identified and at the fire station to keep timetable minimized.

Major Briefing Points

Only identify the patient to the group who will be playing "hurt".

Rules for the Activity

It can be very basic, or you could go all-out.

Maps, Images, and other Relevant Information

See Appendix F on pages 82-83.

Activity 22: Burn Planning Scenario with Briefing

Contributor: Katie Sauerbrey

Activity Type:	Total Time Expected:	Implementation Time:
Sand Table/Thought Exercise	60-90 mins	0-30 mins

Activity Involves: Briefings, Ignitions, Holding, Planning

Intent

The purpose of the activity is to provide an opportunity for a TREX module to look at real examples of burn plans, work together to plan firing patterns and a holding plan, then to practice briefing others on the plan.

Learning Outcomes

(1) Read through and discuss the portions of the burn plan relevant to the trainees experience level and role (2) Read and interpret a spot weather forecast for the burn area (3) Gain experience developing a firing or holding plan for a specific burn unit under the given weather forecast (4) Work with a team to ensure the plan is coordinated and will meet burn unit objectives, an ICS structure is in place, LCES etc. (5) Gain experience delivering a briefing as the trainee's role within the burn team.

Materials Required

(1) Real burn plan for the local area containing units that have been burned under the plan (ideally somebody on the TREX IMT or Module leadership was on or led the burn so they can answer questions - printed copies x3 (2) Spot weather forecast for the actual day the burn unit was carried out (this can be obtained using the NWS archive) (3) Large print out map of the burn unit so the modules can write/draw on it, and use it for their briefing if they chose to (4) Print out of a burn briefing checklist can be helpful here for RXB2(t) to have something to follow.

Ideal Instructor to Student Ratio and Instructor Qualifications

Number of instructors per number of students, and relevant NWCG qualifications (or similar experience) instructors should have.

Activity 22: Burn Planning Scenario with Briefing

Contributor: Katie Sauerbrey

Description of Activity

This is a team-building, burn planning, and briefing scenario based on real-life burn units from the local area.

Briefing for Other Instructors

Prior to this activity it is helpful to have provided information to the participants about what a burn briefing should entail and have one of the experienced cadre members do an example briefing.

For this activity, break into modules (ideally not greater than 10 participants). You will want to have at least 1 RXB2t, 1FIRBt, 1SRBt (for holding dependent on how the team breaks out duties i.e. divisions or whole burn) within each module. If there are multiple, they may work together as a team based on their trainee roles to develop the plan. For participants who are not in these roles, they will still gain experience in reading the parts of the burn plan listening to / participating in the planning session. Questions should be encouraged!

Provide each group a full copy of a burn plan with maps for a burn unit in the area (outside is okay too as long a somebody in a mentor role can answer questions about local information and fuels), a spot weather forecast used previously to burn on the unit, and a large, printed map of the burn area for the group to draw on. You will also need to provide them a list of available resources to carry out the burn on that given day. In the past I have listed the actual resources that participated on the burn.

Tell the group they have 45 minutes to read the relevant portions of the burn plan to their role and work with their team to plan on how they will implement the burn (firing plan, holding plan, LCES, etc.). Following their planning session, they will be providing a briefing (as a team based on their roles) to the other modules. The other modules will have an opportunity to ask questions about their plan. Cadre will then provide feedback on the briefing.

Activity 22: Burn Planning Scenario with Briefing

Contributor: Katie Sauerbrey

Briefing for Other Instructors (cont.)

I find it helpful to assign a different unit to each module because it makes briefings less redundant and you get better questions. You may prompt the modules to include everybody in the briefing offering opportunities to speak in front of the group from FFT2 to RXB2 (such as providing weather briefing or objectives).

Major Briefing Points

In this exercise you will be broken into teams and you will be planning an implementation plan for a burn. The burn you will be planning is based on a local unit that has been burned before. You will receive a spot weather forecast for the burn area. Once you develop an implementation plan you will provide a briefing to the other burn modules on your specific burn unit.

Within each module you will assign roles for your burn team based on your current trainee role or interest. At a minimum you will need to have assigned a RXB2, a FIRB, and a HOLB. Based on the size of your module you may have multiple people representing each role and working as a team to develop the plan. Group members who are not in the trainee roles may choose to sit in on one planning session, or move around to learn and ask questions. It is also okay to assign more roles as your team sees fit.

Based on your role within your burn team, review the relevant portions of the burn plan to your position. Based on the information in the burn plan (the maps, available resources, and any guidance from instructors,) prepare a plan for your portion of the burn. Coordinate with others in your team to ensure you're accounting for safety, burn objectives, available resources, efficiency, etc. Prepare to give a briefing on your portion of the burn operation (overarching burn boss briefing, firing plan briefing, holding plan briefing, etc.). Everyone in your group should participate in the briefing.

Activity 22: Burn Planning Scenario with Briefing

Contributor: Katie Sauerbrey

Major Briefing Points (cont.)

You may ask questions to the instructor who will likely have experience in that specific burn location. Encourage questions within your group, as this is a learning opportunity for folks with all experience levels.

You will have 1 hour to plan your burn and prepare your briefing. Your briefing will need to be fifteen minutes or less - which is fast - so focus on clear and concise communication. Other modules will have an opportunity to ask questions following briefing and the cadre will provide briefing feedback.

Rules for the Activity

Everybody will be engaged in a role or as a team in a role. Everyone will speak during the burn briefing. Questions are encouraged (to the cadre and within the modules).

Maps, Images, and other Relevant Information

See Appendix G on page 85.

Activity 23: 6 Minutes for Safety Skits

Contributors: Erin Banwell and Miller Bailey

Activity Type:	Total Time Expected:	Implementation Time:
Hands-On Scenario	0-30 mins	0-30 mins

Activity Involves: Hands-on scenario, thought exercise, skill building, crew cohesion

Intent

Team Building, Leadership, Communications, Skill Building, Situational Awareness.

Learning Outcomes

Understanding 6 minutes for safety topics, communication skills, team building, leadership, fun.

Materials Required

A handful (use your class size to determine what # is sufficient) of appropriate 6 minutes for safety topics that have been printed out beforehand.

Ideal Instructor to Student Ratio and Instructor Qualifications

1 instructor to any class size.

Description of Activity

6 Minutes for Safety Skits from Squads.

Activity 23: 6 Minutes for Safety Skits

Contributors: Erin Banwell and Miller Bailey

Briefing for Other Instructors

Only one instructor necessary. It is critical instructor chooses appropriate 6 minutes for safety topics that can be taught and acted out. There are many to choose from(i.e. Leading Up, 5 Communication Responsibilities, Leaders Intent, Developing a Learning Organization, Command Presence.)

See briefing below for more information. Each squad should have a different topic.

Major Briefing Points

- Break group into squads (no more than 10 per squad.)
- Each squad will have a different 6 minutes for safety topic (print out for each squad member.)
- Each squad will "teach" the group about their 6 minutes for safety topic via interactive method (skit, facilitative discussion, etc.)
- Squads will have 12 minutes to develop presentation.
- Each squad will have 6 minutes to deliver presentation to the group.
- All squad members are expected to participate.

Rules for the Activity

See above briefing for participants**.**

Maps, Images, and other Relevant Information

None for this activity.

Activity 24: Field Leadership Activity Stations

Contributor: Phillip Dye

Activity Type:	Total Time Expected:	Implementation Time:
Hands-On Scenario	30-60 mins	0-30 mins

Activity Involves: Communications, Briefings, Leadership Skills, Medical response, Situational Awareness/ 10&18s, Soft Skills (e.g. conflict management)

Intent

Provide briefing, communicate leader's intent, problem solve in a time-compressed situation.

Learning Outcomes

Better develop the skills listed above.

Materials Required

See Appendix H on pages 86-88 for materials required in each station.

Ideal Instructor to Student Ratio and Instructor Qualifications

1 instructor for every 4 students.

Description of Activity

Participants will go through stations after receiving briefing about ongoing situation in each scenario.

Briefing for Other Instructors

There are no textbook solutions or “right” answers to any given task. Allow for creativity & solutions different from how instructors would perform them. this should be a fun & experiential learning opportunity. See Appendix H on pages 86-88 for scenario prompts.

Activity 24: Field Leadership Activity Stations


Contributor: Phillip Dye

Major Briefing Points

There are no textbook solutions or "right" answers to any given task. Be creative, participate, & work together as a team to discuss alternative outcomes & potential solutions for each scenario.

Rules for the Activity

If leaders fail to perform hazard assessments and supply risk mitigations, instructors will show importance of doing so by inflicting simulated injuries & thus providing additional challenges to the teams.

Maps, Images, and other Relevant Information

None for this activity. See Appendix H on pages 86-88 for additional details regarding this activity.

Activity 25: AAR and Briefing Philosophy

Contributor: Ben Wheeler

Activity Type:	Total Time Expected:	Implementation Time:
Sand Table/Thought Exercise	0-30 mins	0-30 mins

Activity Involves: Briefings, Leadership Skills

Intent

Participants can discuss different ways to run an AAR and share various AAR cheat sheets. This can be extended to briefings as well.

Learning Outcomes

Improved understanding of the purpose of an AAR and various ways to conduct an AAR depending on the context and audience. Similarly, participants can share tips/tricks for conducting briefings.

Materials Required

IRPG and AAR cheat sheets (see Appendix I on pg. 89) as well as any home unit briefing checklists participants may have.

Ideal Instructor to Student Ratio and Instructor Qualifications

Groups of 5-7 to facilitate discussion.

Description of Activity

Lead a discussion on the intent of AARs and share different ways participants conduct AARs on their home units. This can be extended to include briefings as well.

Briefing for Other Instructors

In true AAR fashion, facilitate the discussion but allow participants to do most of the talking. Focus on open-ended questions such as ‘How can this approach help improve our outcomes?’ or ‘What is your experience when you used this briefing format?’ or ‘How can we get participants more involved in briefings?’

Activity 25: AAR and Briefing Philosophy

Contributor: Ben Wheeler

Major Briefing Points

None for this activity.

Rules for the Activity

None for this activity.

Maps, Images, and other Relevant Information

See Appendix I on pg. 89.

Activity 26: 14 Leadership Traits

Contributor: Jennifer Mueller

Activity Type:	Total Time Expected:	Implementation Time:
Sand Table/Thought Exercise	0-30 mins	0-30 mins

Activity Involves: Leadership Skills, Soft Skills (e.g. conflict management)

Intent

Provide a structured approach to allow participants to improve their leadership traits over time.

Learning Outcomes

An understanding of different traits that individuals can develop to create their own leadership style.

Materials Required

Pen and print out of '14 Leadership Traits' (see Appendix J on pg. 90).

Ideal Instructor to Student Ratio and Instructor Qualifications

None for this activity.

Description of Activity

Introduce the 14 Leadership Traits and give participants time to work through their definitions (independently or in small groups if they prefer). Consider facilitating a discussion about the benefits and limitations of using these traits (e.g. benefit is that it is a proven method to develop leaders, limitation is that it is not inclusive of different leadership styles).

Briefing for Other Instructors

These 14 Leadership Traits were developed by the US Marine Corps and are foundational to their style of leadership.

Activity 26: 14 Leadership Traits

Contributor: Jennifer Mueller

Briefing for Other Instructors (cont.)

Many other styles of leadership exist - this is just one example. Participants can work on the traits they think are best suited to their style and may be inspired to explore new traits.

Major Briefing Points

For each of the 14 leadership traits:

- Write down your definition of the term (if you're unsure you can look it up) and rate yourself.
- Pick one or two traits you would like to improve upon. Work on those traits over the next few months and repeat the exercise once or twice a month to see how you are improving.
- Be honest with yourself and try not to pass judgement – this is an exercise for gradual self-improvement over time.
- Consider sharing your areas for improvement with your co-workers or a supervisor who would be open to helping you improve and will hold you accountable.
- When you have achieved the level you would like, pick a few more traits and start the process over.
- We all have room for improvement. Be kind and patient with yourself – change doesn't happen overnight but with lots of small actions repeated frequently over time.

Rules for the Activity

None for this activity.

Maps, Images, and other Relevant Information

See Appendix J on pg. 90.

Activity 27: Cross the Rivers

Contributor: Phillip Dye

Activity Type:	Total Time Expected:	Implementation Time:
Drill to Edge of Failure	30-60 mins	0-30 mins

Activity Involves: Situational Awareness/ 10&18s, Communications, Leadership Skills

Intent

Team must navigate to safety using communication skills and teamwork.

Learning Outcomes

Teamwork & communication skills.

Materials Required

- Flagging or rope, 4 sections each 20' long.
- 1 - 12"x12" squares of wood, plastic, cardboard, or rubber

Ideal Instructor to Student Ratio and Instructor Qualifications

1 instructor for every 4 students.

Description of Activity

Team must cross rivers using only the squares.

Briefing for Other Instructors

- Stop activity if you observe unsafe actions. Be particularly mindful of safe saw operation.
- Position self to signal sawyer to stop.
- Follow time limits.

Major Briefing Points

Participants must retreat to safety zone but encounter two rivers. Entire team must cross both rivers using only the squares provided. Once a square is placed in the river, all teammates must stay in contact with the square at (cont'd.)

Activity 27: Cross the Rivers

Contributor: Phillip Dye

Major Briefing Points (cont.)

all times or it is lost downstream in the raging river. Feet can make contact with the water at same time if touching the shore or a square. Teammates may never touch the water with their hands. However, squares may be picked up by hand.

If a team member loses contact with a square or the shore, that team member must go back to the starting shore. If entire team makes it successfully across the first river, but someone subsequently falls in the second river, that person only needs to return to the island. At the completion of this exercise, team will conduct an AAR.

You have 15 minutes to complete this exercise before fire overruns teams' position. AAR is not timed but should take no longer than 10 – 15 minutes.

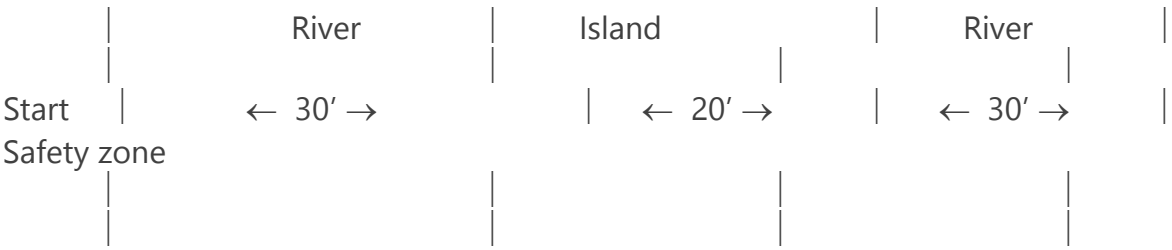
Teams will now have one minute to review this exercise and to ask questions. <Begin timer– 1 min>

Rules for the Activity

- Stop activity if unsafe actions are observed.
- Follow time limits
- Ensure contact is always made with squares. A team member may be touching water if a part of their foot is also touching the "stone".

Maps, Images, and other Relevant Information

Place rope/flagging on ground like this:



Activity 28: Spot Fire Drills

Contributor: Ben Wheeler

Activity Type:	Total Time Expected:	Implementation Time:
Drill to Edge of Failure	60-90 mins	60-90 mins

Activity Involves: Fire Behavior, Engines, Pumps/Hose Lays, Communications, Leadership Skills, Briefings, Initial Attack/spot fire

Intent

Allow participants to drill on multiple spot fires including size-up, initial attack, and prioritizing values at risk in a supported environment. Build a slide in their slide deck that includes a stressful situation where their skills are tested, but not to the point of failure.

Learning Outcomes

1. Experience performing a correct size up using the IRPG and communicating over the radio.
2. Understanding it is better to call for additional resources early on if not immediately able to extinguish the spot.
3. A better understanding of the flow of initial attack.
4. A simulation of real-life stressors that occur when decisions need to be made rapidly with limited information.
5. Provide ICT5 opportunities, when appropriate.
6. Optional – depending on the audience it could be appropriate to practice a conversion to wildfire.

Materials Required

A lighter or matches and a location where a spot fire can be safely ignited and allowed to grow in size (e.g. in an unburned patch during mop-up or in a burn unit surrounded by black).

Ideal Instructor to Student Ratio and Instructor Qualifications

N/A – whomever you already have on the fireline is appropriate.

Activity 28: Spot Fire Drills

Contributor: Ben Wheeler

Description of Activity

In an appropriate location (unburned patches, an adjacent unit surrounded by black, etc.) put a spot fire where participants will find it after it has had a modest amount of time to grow in size. Once participants are fully committed to the spot, start another one. This will force them to reallocate resources and prioritize. You can continue laying down spots as needed but be careful not to push participants to failure. The idea is to simulate the experience of a stressful simulation in a controlled environment, allow them to make mistakes, and learn how to improve each iteration.

Briefing for Other Instructors

1. This exercise is intended to be a surprise for participants – *do not give them a heads up.*
2. Closely monitor participants to ensure they are being pushed beyond their comfort zone, but not pushed to failure.
3. Do a thorough AAR afterwards.

Major Briefing Points

When participants report the spot, ask for a size up and tell them to put it out.

Rules for the Activity

No rules!

Maps, Images, and other Relevant Information

None for this activity.

Activity 29: Search & Rescue

Contributor: Phillip Dye

Activity Type:	Total Time Expected:	Implementation Time:
Drill to Edge of Failure	30-60 mins	0-30 mins

Activity Involves: Medical response, Basic Fireline First Aid, Leadership Skills, Situational Awareness/ 10&18s

Intent

Determine plan to extract injured patient & search for child involved in a vehicle collision. Participants will be timed or "overrun by a wildfire."

Learning Outcomes

Teamwork, medical response, extraction, SAR skill building.

Materials Required

Any suitable material to represent adult and child (could be manikins, sack of sand or cement, etc.), and a backboard with straps.

Ideal Instructor to Student Ratio and Instructor Qualifications

1 instructor for every 4 students.

Description of Activity

Transport injured adult to engine. Determine how to search for child, if at all.

Briefing for Other Instructors

- Set-up adult and backboard next to each other far enough down road/trail so team cannot make visual. Begin initial briefing to team leader out of sight of "accident" scene.
- Adult must be secured to backboard at end of 15 minutes.
- Provide regular updates to team leader on status of "fire" to create sense of urgency.
- Hide simulated child to make it difficult, but not impossible, to find.

Activity 29: Search & Rescue

Contributor: Phillip Dye

Major Briefing Points

Assume you are travelling in your agency's engine. You are currently assigned to the 237 Fire. You have been requested on the radio to drive down this section of road and tie-in with the Division Supervisor who will have an assignment for you. Fire behavior is significant and erratic.

<Facilitator: Allow team leader one minute to ask questions and two minutes to brief crew>

Follow me.

<Facilitator: Walk down trail and upon arrival at "accident scene" *read this>*

You have just come across a civilian single-vehicle accident. The vehicle appears to have driven off the road and into a tree. There is major damage to the vehicle. The "adult" you see lying on the ground remains conscious only long enough to tell you that his 3-year old child (describe "child") has wandered away from the accident scene and might be hurt also.

After reporting the accident to the Division Supervisor, she advises you that you must leave your current location in 15 minutes or you will be overrun by fire. There is no nearby safety zone and this location is not survivable with shelters or in the engine. The adult must be secured to the backboard and transported to the "engine".

You must leave the area in 15 minutes.

At the completion of this exercise, team will conduct an AAR. <Start 15 minute timer>

Rules for the Activity

Work together & maintain SA to successfully save as many people involved as possible.

Maps, Images, and other Relevant Information

None for this activity.

Appendix A: Contributor Directory

Organized alphabetically by last name.

- **Erin Banwell** and **Miller Bailey**, The Watershed Center, firemanagement@thewatershedcenter.com, 928-707-9574
- **Jenifer Bunty**, Consortium of Appalachian Fire Managers & Scientists jen@cafms.org, 321-745-5941
- **Phillip Dye**, Prometheus Fire Consulting, phil@prometheusfireconsulting.com, 408-807-1963
- **Jennifer Fawcett**, North Carolina State University, jlevans3@ncsu.edu, 919-515-8288
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- **Jennifer Mueller**, The Ember Alliance, jennifer@emberalliance.org, 303-378-4096
- **Greg Philipp**, United States Forest Service, gregory.philipp@usda.gov, 828-460-0049
- **Katie Sauerbrey**, The Nature Conservancy, katie.sauerbrey@tnc.org, 360-601-5681
- **Ben Wheeler,** Nebraska Game & Parks Commission, ben.wheeler@nebraska.gov, 308-750-2652
- **Kate Williams**, Washington Department of Natural Resources, kate.williams@dnr.wa.gov, 360-890-0882
- **Kody Wohlers**, Iowa Natural Heritage Foundation**,** kwohlers@inhf.org, 402-578-1935

Appendix B: Words on Fire Exercise

Contributor: Kate Williams

Instructors can watch Stephen Pyne's key note speech (video at bottom of page): https://liberalarts.oregonstate.edu/feature-story/dr-stephen-j-pyne-words-we-use-describe-world-fire#:~:text=Words%20can%20give%20expression%20to,set%20the%20world%20on%20fire.%E2%80%9D

Main takeaways: "Words, texts, languages – these are normally considered the stuff of the humanities. But words, good, bad, and ugly, saturate fire management. They have consequences. We ought to understand them better." – Stephen Pyne

- Fire is often spoken of as a threat/enemy, but it's not a moral entity (fire cannot have intent)
    - Discuss a summarized version of how our history with fire suppression has shaped our language.
        - The Big Burn of 1910 created a fear of wildfire consuming natural resources and destroying communities
        - Veterans from WWI and WWII became foresters and firefighters, introduced military terms & mentality
        - USFS enacted 10 AM policy utilizing CCC in 1935
        - Forest Service softened policy in 1970 after decades of aggressive suppression and growing scientific evidence that suppression is negatively affecting forest ecology
        - If people are trained to think a certain way, they often continue to think that way even if policy changes. Actions and language follow thoughts.

- Communication about fire can be difficult because we as a fire community haven't always agreed on what we want to say; we can more often identify what we *don't* want to say
    - We tend to take notes from George Orwell: "instead of picking out words for the sake of their meaning and inventing images to make the meaning clearer, we have the reverse…It's not that our words can't say what we want, but that we seem afraid to say clearly what we really do want."
    - Compare: "War is peace" → "Good fire prevents bad fire"
    - Nuance is difficult to communicate so we often generalize
        - Can a burn be bad one year and good the next? Does all of a fire footprint need to be bad/good? Can it be bad for some and good for others?

Appendix B: Words on Fire Exercise

Contributor: Kate Williams

- Modern fire language (ex: hotspotting, coldtrailing, back-firing) speaks to actions, not to ideas
    - Firefighting = nouns → verbs
    - Fire management = verbs → nouns
    - Similar language can mean different things to different people
        - Ex: a "ridge" in the SE can be very different from a "ridge" in the west, black-lining tactics in the Midwest in grass can look different than western timber
    - Discuss "controlled burning" (verb) vs. "prescribed fire" (noun)
        - "Controlled" burning implies burners have control over the outcome vs. "prescribed" implies there are set conditions to achieve a desired end-state
        - How might the public differentiate in understanding between the two?
    - We need new descriptive terms to meet new concepts
- What are common fire narratives, what are the themes we tend to hear in stories about fire?

  Examples:
    - Disaster story → Paradise, CA
    - Firefighter's battlefield → use military tactics to battle the enemy
    - Coming of age story → Young Men and Fire
    - Renewal → fire brings about desired ecological change; what role do people play in this narrative? How widely do you see this narrative shared amongst the public?
- "What society values, it counts." → how do we typically compare "good" vs. "bad" fire? What do we quantify to compare between the two?
- How does the way we identify in fire management affect our actions?
    - Go around the entire group and ask everyone how they relate to fire; what title do they prefer?
    - Ex: firefighter, fire practitioner, prescribed burner, biologist, concerned citizen, community member, student, researcher, rancher
    - What shared term best fits the group as a whole?

Appendix C: Media Training Handout

Contributor: Jenifer Bunty

SBR TREX Media Training Handout

Exercise 1 – Perfect Camera Practice

Work in groups of 2-3 people. Practice delivering your answers to the questions/prompts below while recording:

- What is your name?
- Who do you work for?
- What training are you seeking here? *Avoid acronyms, jargon.
- What do you love about TREX so far?
- Deliver one of the SBR TREX key messages.
  Once you've practiced this, have one of your team members film you. Try to deliver your answers in one take.

Exercise 2 – Story Telling

Tips for Telling a Great Story:

- Make sure it has a beginning, a middle, and an end.
- Be prepared (know your story, but don't memorize it.)
- Talk to your audience like you're talking to "mom."
- Steer clear of rants, and steer back if you find yourself in one.
- Embrace your discomfort.
- Breathe from your stomach (tactical or "box" breathing.)

Plan out and practice your "TREX Story" while recording with your group from Exercise 1.

Appendix C: Media Training Handout

Contributor: Jenifer Bunty

Exercise 3 – Identifying Key Messages

Work in groups of no more than 5 people. Identify three key messages based on the scenario below.

Nantapont Gorges State Park (NGSP) is a popular recreation spot for locals and visitors. Popular activities include hiking, horseback riding, camping, and climbing. It is also home to a reservoir that lies within a watershed used by a nearby town. The forests in NGSP are mostly birch, with pockets of oak, larch, and pine as well as an endemic cork. Wildlife resources include *S.scrofa* and multiple deer species that are hunted by locals. NGSP is also home to a charismatic large predator species, the Nantapont Panther. The panther is beloved by locals and has been named the mascot by the local high school. In recent years, the WUI around NGSP has expanded mostly with homes being built by retirees from other states. Some of the new residents view the panther as a threat. You have been enlisted to assist in scouting a burn unit in NGSP. This will be the first planned burn in 50 years. Local fire research shows that the birch trees regenerate well after fire.

While scouting units you come across _____. They are curious what you're doing there. What are your top 3 messages for them?

Local 3rd graders

Local politicians

A Thru-hiker on the famous Nantapont Trail

A local deer hunter

A man in his 50's whose family has used birch to make skateboards for 30 years

A group of fire professionals visiting for a conference

A family of tourists from the other side of the country

2 elderly women wearing binoculars and carrying a Sibley's guide

A high school biology lab field trip

A local university's biology lab field trip

A family that's new to the area

Jen Bunty's mom

A researcher gathering data

A local newscaster

A local police officer

Appendix D: Media Training Presenter Outline

Contributor: Jenifer Bunty

SBR TREX Media Training Timeline Presenter Timeline

Media Ready Intro. (30 minutes)

- Explanation of Room Setup
    - Set up in a circle so that we are communicating face to face (neuro studies say that when we are communicating while someone is beside us or in our periphery, we feel stressed. For evidence, think of any time you got in a fight while driving somewhere with a spouse/partner/family member.)
- General Itinerary for this morning.

Why is Communication Important?

- It helps us do what we do by gaining public support/understanding.
- **Discussion:** What are the challenges to communication here (in this location/culture/situation)? What are the challenges to communication in your area?

View News Videos (20 minutes)

- Discuss good, bad, messages to focus on (What did the news anchors struggle with that we can emphasize next time?) *save tips for after they practice.

Perfect Camera Practice (40 minutes)

- Give name, who you work for, what training in, what you love about TREX so far, practice delivering one of the key points.

Discussion (15 minutes)

- What did you notice once the camera was turned on?
- What lessons did you learn?/ Any tips or methods you figured out as you were filming or giving interviews?

Appendix D: Media Training Presenter Outline

Contributor: Jenifer Bunty

View NBC Fire Tigers Coverage/ Intro to Story Telling (or any example of media coverage of firefighters) (5 minutes w/ brief discussion)

- *https://www.nbcnews.com/nightly-news/video/next-generation-of-firefighters-train-to-take-on-growing-threat-of-wildfires-1338890819854*

Intro to Storytelling (10 minutes)

Think/Discuss – What is your TREX story? (15 minutes)

Mapping out Key Points for a Story (35 minutes)

Discuss Key Points each group came up with (25 minutes)

Appendix E: Chainsaw Parts & Maintenance

Contributor: Jesús Morcillo

Return to Activity Log

Appendix E: Chainsaw Parts & Maintenance

Contributor: Jesús Morcillo

DISPLAY OF CHAINSAW PARTS AND MAINTENANCE. *Pictures*

TREX Activities Workbook Contribution

Jesús Morcillo i Julià

Timing	
15’	Greetings & Introduction
20’	Safety & ergonomic mechanisms
10’	Lessons learned
45’	Engine systems
20’	Cutting body
10’	Questions & closing

Appendix F: 3-Way Medical Training Scenario

Contributor: Kody Wohlers

Appendix F: 3-Way Medical Training Scenario

Contributor: Kody Wohlers

Images are all from medical scenarios & photo credit goes to Kody Wohlers.

Appendix G: Burn Planning Scenario with Briefing

Contributor: Katie Sauerbrey

Ashland TREX 2019 Burn Plan Scenario

Burn Unit: Ashland Mine Underburn Unit 7

Resources Onsite:

- Oregon Woods Type 6 Engine
- JD Forestry Type 6 Engine
- TNC Type 6 Engine
- GFP Type 6 Engine
- USFS Type 6 Engine
- USFS Type 3 Engine
- 20 Person Handcrew (Type 2IA)

Weather Forecast:

Requested Parameters	Remarks
X X X Sky/Weather	Use observations from Siskiyou Mountain portable.
X X X Temperature	
X X X Humidity	
X X X Chance of Wetting Rain	
X X X Lightning Activity Level	
X X X Wind (20 FT)	
X X X Wind (Eye Level)	
X X X Mixing Height	
X X X Transport Winds	

Forecast:

Spot Forecast for Ashland Underburn Unit 7...USFS
National Weather Service Medford OR
501 PM PDT Monday May 20, 2019

Forecast is based on ignition time of 0800 PDT on May 21.
If conditions become unrepresentative...contact the National Weather Service.

.DISCUSSION...A ridge will build over the area Tuesday, but there will still be a slight chance of showers along the coast, in the Umpqua Basin, and over the Cascades. Amounts will be light. High pressure will build in more strongly Friday, but a weak low will develop to the east. This may bring some showers to Lake and Modoc counties, but the remainder of the area will remain dry with

highs near or just below normal except for the south coast, which will be very warm. The inland areas will warm up significantly this weekend.

Appendix G: Burn Planning Scenario with Briefing

Contributor: Katie Sauerbrey

.Tuesday...
Sky/weather.....Mostly cloudy in the morning then becoming
partly cloudy.
Max temperature.....Around 63.
Min humidity.....38 percent.
Eye level winds.....Northeast 1 to 3 mph becoming northwest winds
1 to 3 mph with gusts to 5 mph in the afternoon.
Wind (20 ft).....Northwest winds 5 to 7 mph.
Mixing height.....2200-3300 ft AGL increasing to 4300-4600 ft AGL
early in the afternoon.
Transport winds.....Northwest around 10 mph.
CWR.....0 percent.
LAL.....1.

.Tuesday NIGHT...
Sky/weather.....Partly cloudy.
Min temperature.....Around 39.
Max humidity.....76 percent.
Eye level winds.....North winds 2 to 4 mph with gusts to 6 mph
in the evening decreasing to 1 to 3 mph.
Wind (20 ft).....North winds 5 to 10 mph. Gusts up to 15 mph in
the evening.
Mixing height.....3100-4300 ft AGL decreasing to 1900-2100 ft AGL
late in the evening.
Transport winds.....Northwest around 15 mph.
CWR.....0 percent.
LAL.....1.

.Wednesday...
Sky/weather.....Partly cloudy in the morning then clearing.
Max temperature.....Around 66.
Min humidity.....29 percent.
Eye level winds.....North winds 1 to 3 mph becoming northeast winds
2 to 4 mph with gusts to 6 mph in the afternoon.
Wind (20 ft).....North winds 7 to 8 mph.
Mixing height.....2000-3200 ft AGL.
Transport winds.....North around 12 mph.
CWR.....0 percent.
LAL.....1.
$$
Forecaster...NELAIMISCHKIES
Requested by...Rob Marshall
Type of request...PRESCRIBED

Appendix H: Field Leadership Activity Stations

Contributor: Phillip Dye

STATION 1 (SPIDER WEB):

Materials: Web (String), Flagging

Team is in a cave with a giant spider in pursuit of them. Team must safely get all members from one side of web to other side to escape. Team may not go over, under or around web… must go through individual holes. Each hole may only be used one time, and once used, that hole is flagged as unavailable. Team may not at ANYTIME touch ANY PART of the web, or spider will be alerted, and a penalty will be assessed (Dying Cockroach). Instructor stress using people in accordance with their abilities (Respect) and Integrity… if team knows they have touched web… Self-penalty? Teams with 5 members allowed 18 minutes to complete… 6 members allowed 20 minutes.

STATION 2 (TOXIC WASTE):

Materials: 55 gal drum, various lengths of Rope

Drum is filled with highly toxic waste. Team must remove toxic waste from current location to site that will neutralize toxin (high spot), without touching the drum at all. Each team member may only utilize one hand (other hand in pocket), and may only use materials given. If team member uses more than one hand, or touches any portion of drum at any time, that member assessed penalty (dead for 1 minute). Second penalty could be out for remainder of incident? Team allowed 20 minutes.

STATION 3 (MAYOR/FLOOD):

Materials: None

Instructor gives leader initial briefing that they must go to bottom of hill (or other location) and retrieve medical kit (or some other important mission). Instructor follows them en-route to mission. While en-route, instructor advises leader (radios) that the dam has broken, and now in an emergency situation. Team must get back to safety zone (high ground) immediately and take any one they encounter with them to safety. While en-route back, Team encounters Town Mayor (role player), and must convince to come along. Stress decision making, communications and possibly conflict resolution… Mayor should provide some sort of challenge, but not be impossible.

Team allowed 20 minutes to complete task.

Appendix H: Field Leadership Activity Stations

Contributor: Phillip Dye

STATION 4 (SAND TABLE):

Materials: Topo map, field expedient materials

Fire Manager (Instructor) is expecting an incoming Incident Command Team very soon. Provides Leader with Topo Map and instructs leader to have their team quickly make a sand table representation of Topo Map (or section of Topo Map). Team must utilize whatever they can find in the way of props (trash, twigs, shoestrings, etc...) Team should be creative. Fire Manager is quite agitated/stressed and may be short with leader to induce stress factors on Team. Fire manager instructs the leader that he must have this sand table completed in 15 minutes, and at that time, the leader must give the fire manager a complete briefing/familiarization of the sand table, so that the manager can utilize the sand table to brief incoming Incident Command Team. Leaders briefing should include things such as: orientation, legend, scale, and how any unique features on map are represented. Fire manager (Instructor) may frequently call leader for updates or create distractions to add difficulty.

Team will have total of 20 minutes to complete; 15 minutes to build/5 minutes to brief Fire Manager.

STATION 5 (MINE FIELD):

Materials: Boundary 3x10m(string or flagging), mines (helmets), blindfolds

The Teams are confronted with a mine field appx. 3m x 10m. All members must get across the mine field while blindfolded. While blind team member is crossing the minefield, another member of the team must communicate to them the path they must follow. Team leader may choose to send as few as one member, or as many as three members across at one time, but no more than three in the mine field at one time. The more people in the minefield at once, the more complicated communications may become. If at any point, a team member touches an obstacle (mine), they must return to the beginning. The team will have 20 minutes to have each member of their team across the mine field while blindfolded. If a team has less than 6 people, instructor may choose to reduce the amount of time available. Difficulty can also be adjusted by increasing or decreasing the number of mines or changing the pattern.

Appendix H: Field Leadership Activity Stations

Contributor: Phillip Dye

STATION 6 (SNAKE BITE VICTIM):

Materials: None

Team Leader is briefed that there has been a report of a snake bite victim in the general vicinity. A helicopter has been dispatched to the scene. Team must find victim and stabilize/prepare them for medevac. At some point, Instructor informs Leader that there has been some problem with the helicopter, and it is now uncertain when or if it will arrive… "They're still doing everything in their power to get here as fast as possible." At that point, instructor informs leader there may be an opportunity to get an ambulance to the nearest road (briefing site?) The idea is to get leader to make a decision while faced with uncertainty. Does he/she wait for possible helicopter, which would be much faster, or do they decide that waiting would compromise the victim, and begin transport to the road? Difficulty may be adjusted by making victim easy/difficult to locate, combative, panic stricken, etc. If the leader fails to provide a hazard assessment for his/her team prior to commencing search, instructor may drive home the point by creating a second victim from one of the team members…(another snake bite or broken leg, etc..) Team will have 20 minutes to complete the task.

Appendix I: AAR and Briefing Philosophy

Contributor: Ben Wheeler

1. What was planned?
    a. What was the leader's intent?
    b. What information were you provided?
    c. What did you feel was missing?
2. What was the situation?
    a. What did you see?
    b. What were you aware of that you didn't see?
    c. What was simplified? Did we miss something by simplifying?
    d. What fire behavior did the new fire practitioners notice?
    e. What were the weak points (on the line or in the organization)? How were they mitigated?
    f. What the pig picture maintained and if so by whom?
3. What did you do?
    a. Why?
    b. What didn't you do?
    c. What could have been done differently?
4. What did you learn?
    a. What might you do differently next time?
    b. What can we learn as an organization?
    c. At any point was the team stretched? If so how well did they respond and have the ability to bounce back?

- What was the most notable success during the incident that others can learn from?
- What were some of the most difficult challenges faced and how were they overcome?
- What changes, additions, or deletions are recommended?
- What issues were not resolved and need further review or discussion? What is your recommendation?

Appendix J: 14 Leadership Traits

Contributor: Jennifer Mueller

14 Leadership Traits

Justice
1-10:_____

Judgement
1-10:_____

Dependability
1-10:_____

Initiative
1-10:_____

Decisiveness:
1-10:_____

Tact
1-10:_____

Integrity
1-10:_____

Enthusiasm
1-10:_____

Bearing
1-10:_____

Unselfishness
1-10:_____

Courage
1-10:_____

Knowledge
1-10:_____

Loyalty
1-10:_____

Endurance
1-10:_____