

2019 Annual Wildland Refresher

Welcome: 4 hours, cover topics of: previous season summary, communications, Human Factors, Fire/Environment, Equipment/Aviation, and Shelter Deployment

Introduction(s): lead instructor, students

Leaders Intent: The Wildland Fire Safety Training Annual Refresher is to focus line-going personnel on operations and decision making issues related to fireline and all-hazard incident safety in order to recognize and mitigate risk, maintain safe and effective practices, and reduce accidents and near misses.

(The 2018 season summary will be out near the end of March and should be used if possible)

2017 Season Summary:

<https://www.youtube.com/watch?v=T2aJAYGGYGk>

2018 Season Summary:

Year-to-date statistics		
2018 (1/1/18 - 12/21/18)	Fires: 55,911	Acres: 8,582,609
2017 (1/1/17 - 12/21/17)	Fires: 64,610	Acres: 9,574,533
2016 (1/1/16 - 12/21/16)	Fires: 62,731	Acres: 5,409,343
2015 (1/1/15 - 12/21/15)	Fires: 60,823	Acres: 9,890,151
2014 (1/1/14 - 12/21/14)	Fires: 62,969	Acres: 3,570,693
2013 (1/1/13 - 12/21/13)	Fires: 46,343	Acres: 4,306,851
2012 (1/1/12 - 12/21/12)	Fires: 67,300	Acres: 9,208,454
2011 (1/1/11 - 12/21/11)	Fires: 69,779	Acres: 8,614,667
2010 (1/1/10 - 12/21/10)	Fires: 68,579	Acres: 3,379,042
2009 (1/1/09 - 12/21/09)	Fires: 79,180	Acres: 6,406,420
2008 (1/1/08 - 12/21/08)	Fires: 76,240	Acres: 5,216,814
10-year average Year-to-Date		

2008-2017

Fires: 64,565

Acres: 6,571,242

Camp Fire:

<https://www.youtube.com/watch?v=y3j3GnkSBfs>

Lead a discussion about the fires your agency deployed on:

- What training needs do you have?
- Good experiences?
- Any near misses?
- What could have been done better?
- Is your agency adequately prepared for this upcoming season?
- What are the top priorities to be prepared for the upcoming season?

2019 Season Weather Forecast:

https://www.predictiveservices.nifc.gov/outlooks/monthly_seasonal_outlook.pdf

Fire/Environment:

Three Tier Dispatch System:

<https://www.youtube.com/watch?v=4JdNkmm1cgI>

Students participate with the discussion points

Skywatching:

<https://www.youtube.com/watch?v=hihIP1v-QJs>

Students complete the work sheet

Human Factors/Entrapment Avoidance:

10 Fire Orders/18 Watch Out Situations

<https://www.youtube.com/watch?v=IEuT70r-7-c>

Lead a discussion about the deliberate arrangement of the 10 orders. *Have each participant talk briefly about an experience with one of the 10 Fire Orders.*

The Clay Springs Burnover incident is also a valuable lesson that could be utilized to re-inforce the necessity of using the 10/18 to stay safe.

<https://www.youtube.com/watch?v=qe7nl1tqclk>

Equipment/Other Hazards and Safety Issues:

Conducting a rolling attack with engines:

<https://www.youtube.com/watch?v=GOFFndxIyVM>

<https://www.youtube.com/watch?v=sYpteMV8dYM>

Practical Exercise (emphasizing tandem engine rolling fire attack)

Draw a simple fire perimeter on the white board with a county road running alongside the fire perimeter. Explain that your department has been dispatched to this fire with the usual first response engines and tender. Teach the concept of engines working in tandem along a flank(s) with one engine in front working the black edge. When it runs out of water, the front engine returns to the tender for a refill while the other engines move up and continue working the black edge. When the first engine returns with water it simply takes its place in the back of the line-up looking for anything that was missed/flare-ups. This rotation continues until the individual you are working for releases your resource from the fire. Also, point out that when responding to a fire, the resource works for the IC, not the home unit. Communications should be with who the resource is working for, stay focused on the assignment and the team you are working with.

At the conclusion of this activity, watch the 2019 Safety Video presented by Eastern Idaho Fire Chiefs Association, USIWG and GIFF by clicking on this link:

(Link: https://www.youtube.com/watch?v=RrR_A63LFd4)

Communications and Organizational Leadership:

Boise Bicycle Shop:

<https://www.youtube.com/watch?v=QT3ahdeepfl>

Students participate with the discussion points

Leadership Dance Card exercise:

<http://www.workshopexercises.com/Leadership.htm#L4>

Potential questions for the leadership interviews:

1. How do you maintain your team's focus on specific tasks?
2. How do you ensure your instructions are understood?
3. How do you provide for safety when driving?
4. How do you provide training opportunities while on assignment?
5. How are you training your replacement?
6. How do you reward good behavior?
7. How do you correct improper behavior?
8. How do you protect your engine from damage?
9. How do you refuse an assignment?

10. How are safety concerns communicated?
11. How do you develop a culture of safety?
12. What should be done about a minor injury?
13. How do you request a *good* briefing?
14. How do you respectfully request a lookout to be deployed?

Fire Shelter:

Grassy Ridge Shelter Deployment case study

<https://www.wildfirelessons.net/orphans/viewincident?DocumentKey=23b669e3-9649-4761-86ff-f5fff5a747a6>

Students participate with the discussion points previously identified by the instructor

Shelter deployment:

Identify the need to deploy the shelter wearing the hard hat and gloves with feet toward the oncoming fire front. A fan may also be used to simulate the fire environment.

Individuals who have never deployed a practice shelter should watch the following instructional video:

<https://www.youtube.com/watch?v=QJsY6foLh8o>

Others, with adequate experience should watch the following video to remind them of the importance of the new generation fire shelter:

<https://www.youtube.com/watch?v=mpS-Dpu8jvs>

Students perform a successful shelter deployment wearing helmet and gloves within 30 seconds.



INSTRUCTOR GUIDE



Expectations

Instructors should facilitate a quality refresher program that engages all students no matter their ICS qualification or firefighting experience. The success of this program is dependent on your ability to stimulate meaningful discussion during group exercises.

Requirements for Attending Wildland Fire Safety Training Annual Refresher

Please refer to the Wildland Fire Qualification System Guide (PMS 310-1) at <https://www.nwcg.gov/publications/310-1> for positions that require Wildland Fire Safety Training Annual Refresher Training.

Instructor Qualifications and Responsibilities

- Lead instructor must be a qualified single resource boss.
- Unit instructors must be qualified firefighters type 1 (FFT1).
- Adjunct instructors may be utilized to provide limited instruction in specialized knowledge and skills at the discretion of the lead instructor.
- Lead instructor is responsible for identifying necessary equipment, materials and supplies.
- Student guides will no longer be provided unless the module requires one. Instructor Guides with discussion points will be provided.
- Refer to the Field Managers Course Guide (PMS 901-1) <https://www.nwcg.gov/publications/901-1> for more information.

Tips for Developing Your Program

- Follow the guidance for Annual Fireline Safety Refresher Training in the Interagency Standards for Fire and Fire Aviation Operations (Red Book) or your agency equivalent. https://www.nifc.gov/policies/pol_ref_redbook.html
- Select relevant modules from the WFSTAR website to build your program.
- Download or stream selected modules.
- As an option, include any relevant local unit information and updates with your presentation.

Documentation

Be sure to fully document who attended, the instructor names, what was covered, and when, and where the training took place. Each participant's training records must be updated, which means course completion memos must be sent to appropriate training officers. A WFSTAR sign in sheet to document this information has been provided https://www.nifc.gov/wfstar/downloads/documentation_sheet.doc. Please encourage students to utilize the QR code on the sign in sheet to provide feedback and recommendations.

Instructor Guide

Sky Watching

“Keep informed on fire weather conditions and forecasts.”
Standard Fire Order #1

“When there is an unexpected shift in wind direction or in wind speed.”
Common Denominators of Fire Behavior on Tragedy Fires, #3

Class Exercise:

The refresher video contains three different time lapse weather videos. These time lapse videos are all filmed at the same location but on different days. The video loops are in two parts: one video consists of the morning (approximately 0630 to 1200), and one full day (0630 until the end of the day). When the video pauses at midday, the facilitator will lead a class discussion.

Time lapse video discussion topics:

- What have you observed up to this point?
(General description of the weather, identifiable cloud types, etc.)
- Based on your previous observations, what do you predict the sky will look like in the afternoon?
- If you were assigned to a fire in this area what sort of activity would you expect in the afternoon?
- How closely did your predictions match the actual outcome?
- How will **you** incorporate more frequent sky watching and weather observations into your daily routine?



Instructor Guide

Learning from Successful Organizations

Boise Bicycle Project & McCall Smokejumpers

Intent:

This module is the second in a series designed to focus on learning from organizations outside of the military and wildland fire community.

This module takes a look at the partnership that both the Boise Bicycle Project and the McCall Smokejumpers have in place. These organizations and partnerships are successful because they are collaborative in nature.

Discussion Points:

- Does your crew or organization have a partnership in place? Examples – Volunteer Fire Departments, Search and Rescue, Fish and Game, Timber/Recreation shop Etc.
- What type of training is in place for this partnership? What are the benefits of having training in place?
- What are the success stories from your partnership?
- If you don't have a partnership in place, can you now think of some that could be implemented? What comes to mind?
- Can you think of unsuccessful experiences that could have been avoided if there was a collaborative program in place?
- What wildland fire skills were applied that help build a successful organization?



Instructor Guide

An Introduction to the Three Tiered Dispatch System

Intent:

This module is designed to familiarize wildland firefighters with the basics of the dispatch system and how resources are mobilized.

Discussion Points:

- How do the three tiers differ?
- What are your local unit processes for ordering resources through your dispatch?
- What are three factors that could influence resource prioritization?
- What are some examples of stress that can impact dispatchers? How can you help alleviate some of that stress?
- Can you think of a time when you were on an incident and an order was difficult to fill? Why do you think that may have happened?



Instructor Guide

Menan Scenario

Intent:

The associated map (Map Link: https://eifca.org/Menan_Scenario_Map_Smaller.png) and the points listed below are not meant to be rigid or all-encompassing. The map and simulated fire are provided to help illustrate some of the points listed below. The instructor(s) can pick and choose any or all of the points below to review based on their audience and use the map/simulated fire to aid in discussion/visualization of the topic. The three case studies in bold italic may aid in discussion and can be utilized as the instructor(s) sees fit. The Arimo/Inkom incident doesn't have a formal report but the other two do and those can be found through a Google search if need be.

Discussion Points:

1. Size-ups:
 - a. Incident Organizer (Highlight the top half of the first page).
 - b. Lat/Long is critical.
 - c. We're trying to paint a picture for the Duty Officer to help prioritize resources/response.
2. Check-in and Accountability:
 - a. How do we check in and what is the process? Who should we look for?
 - i. Quick ICS recap if applicable.
 - ii. Information that expedites the process:
 1. What resource are you?
 2. Who do you work for?
 3. How many personnel are with you?
 - b. Staging areas:
 - i. Where should they be?
 - ii. What is their purpose?
 - c. Accountability:
 - i. Who are you working for?

- ii. Did you get a briefing?
- iii. Always let your supervisor know of any deviation from your assignment (i.e. leaving to get water, equipment malfunctions, hazards, etc.)

d. ***Richfield Fire case study review.***

(Link: https://eifca.org/Richfield_Accident_Investigation_Final_Report_URL.pdf)

3. Direct Attack Tactics (Engines and Equipment):

- a. Anchor, Flank and Pinch
- b. One foot in the black
 - i. What does it mean?
 - ii. How does it tie in with LCES?
- c. Attack from the green or the black?
 - i. Pros and Cons of each?
 - ii. What is your agency/dept. policy?
- d. Direct Attack:
 - i. What is it?
 - ii. Terms
 - 1. Tandem, Leap-Frog, Splitting (an engine each way from an anchor), securing the edge, mopping up, patrolling, spot fire, slop over, etc.
 - 2. Pros and Cons of different methods.
 - iii. Hazards
 - 1. Topography (side hills, ravines, lava fissures and blisters, rock piles, loose soil, etc.)
 - 2. Equipment (maintenance/performance, sagebrush stobs, rocks in duals, hoses getting wrapped in duals, barbed wire or other garbage)
 - 3. People riding on engines or equipment and/or supplies on engines or equipment (fuel cans, foam pails, etc.) falling off, being run over, etc.
 - 4. ***Arimo/Inkom burn incident review.***

4. Indirect Attack (Engines and Equipment):

- a. How is it different from direct attack?
 - b. What are some indirect attack strategies?
 - i. Backfire from barriers.
 - ii. Indirect fireline construction.
 - iii. “Holding a road.”
 - 1. Stress letting the fire get to the road and maximizing our resources (water, retardant, etc.) by catching spots or slop overs on the “green side” of the road.
 - c. Hazards:
 - i. Which 10/18 apply to indirect attack and how do we mitigate them?
 - ii. Do we have anchor points or “tie-in” points? Are we going to get out-flanked?
 - iii. Driving in smoke.
 - iv. Looky loos/public.
 - v. Shutting down roadways (local, county, state LEO and DOT cooperation).
 - d. ***Point Fire case study review.***
(Link: https://eifca.org/Point_Fire_Investigation_1995.pdf)
5. Mid-flank engagement:
- a. This was a concern noted throughout the 2018 fire season on more than one occasion both locally and outside of the region.
 - b. What is it and why is it potentially hazardous?
 - i. Tactics – Is it a viable tactic?
 - ii. Safety Concerns:
 - 1. How does it interact with the 10/18 and LCES?
 - 2. Numerous case studies (injuries/fatalities) involving being outflanked. The ***Clay Springs incident***, though not a midflank engagement, highlights the hazards of being outflanked and losing decision space.