

## Module - Helicopter Operations

### Overview

**Objective:** Students will be able to identify four ways they can make air-to-ground communication clearer, more concise, and faster, thus minimizing accident risk for firefighters and aviation resources.

**Purpose:** Preparing students to communicate in a way that maximizes the efficiency of helicopter operations.

**Method:** Students will watch a video and participate in a communications exercise.

**Content:** Helicopter Operations, featuring Cathy Barta and John Quackenbush



### Communications Exercise



### Introduction

**John is a new firefighter and this is his first time calling in bucket drops. He's very excited for this mission, but needs some advice and help about clear, concise communications. Rewrite the following paragraph as if you were John contacting a non-local helicopter pilot for the first time for bucketwork. Eliminate all the "unnecessary information," and keep the communication as short and concise as possible.**



## Communication

**“Hey pilot on November Two Nine Five Mike, I am the guy standing down here with my crew on the top of the fire with the pink, uh, flagging on the top of my tool, it’s a combi tool and I’m going to be your dude on the ground and my name is John Tucker so you can talk to me when we are communicating. You’re at my twelve o’clock. Well, it’s more like 1 o’clock now since you’re moving around a little. I need you to get us some water on this hot spot, I mean, uh, stump hole and it’s right here next to me, so if that bucket’s full now, let’s just put her on this stump hole and that would help us out a lot. I can put an orange panel down if that’ll help. Do you see me? I’m on channel 2. I gotcha at my 6 o’clock now.”**

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*The more you can limit exposure (to helicopters), the safer you can perform your firefighting duties.*

**~ Cathy Barta, Lewistown MT BLM; Helicopter Crew Supervisor**

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