

# Initial Attack Incident Commander S-200



NFES 2903

**Instructor Guide**  
DECEMBER 2006



## CERTIFICATION STATEMENT

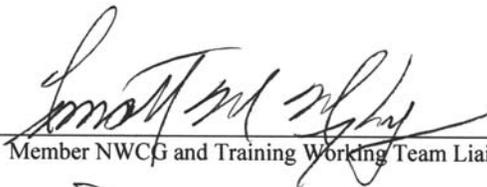
on behalf of the

### NATIONAL WILDFIRE COORDINATING GROUP

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

Initial Attack Incident Commander, S-200  
Certified at Level I

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

  
Member NWCWG and Training Working Team Liaison

Date December 23, 2006

  
Chairperson, Training Working Team

Date 12/12/06

# Initial Attack Incident Commander S-200

## Instructor Guide DECEMBER 2006 NFES 2903

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

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Additional copies of this publication may be ordered from National Interagency Fire Center,  
ATTN: Great Basin Cache Supply Office, 3833 South Development Avenue, Boise, Idaho 83705.  
Order NFES 2903.

**National Wildfire Coordinating Group  
Training Working Team  
Position on Course Presentation and Materials**

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

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

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

**Course Length for NWCG Courses**

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

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

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

## **PREFACE**

Initial Attack Incident Commander, S-200, is a required training course in the National Wildfire Coordinating Group (NWCG), wildland fire curriculum. This course was developed by an interagency group of experts with direction and guidance from NWCG Training under authority of the NWCG. The primary participants in this development effort were:

### **BUREAU OF LAND MANAGEMENT**

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### **NATIONAL INTERAGENCY FIRE CENTER, FIRE TRAINING**

**NWCG Development Unit**

**Scott Anderson**

The NWCG appreciates the efforts of these personnel, and all those who have contributed to the development of this training product.



# CONTENTS

PREFACE .....	i
COURSE INSTRUCTIONS .....	1
Course Introduction .....	1
Course Objectives .....	2
Instructor Prerequisites .....	2
Instructor Preparation .....	3
Course Materials .....	4
Student Target Group.....	5
Student Prerequisites.....	5
Student Pre-Course Work .....	6
Course Selection Letter.....	6
Recommended Class Size .....	6
Space and Classroom Requirements.....	6
Student Evaluation.....	7
Course Evaluation.....	8
Appendixes .....	9
Selection Letter Example.....	11
Suggested Agenda.....	13
UNITS OF INSTRUCTION	
Unit 0 – Introduction .....	0.1
Unit 1 – Foundation Skills.....	1.1
Unit 2 – Intelligence Gathering and Documentation .....	2.1
Unit 3 – Size Up the Incident, Develop a Plan of Action .....	3.1
Unit 4 – Manage the Incident .....	4.1
Unit 5 – Evaluating Incident Objectives .....	5.1
Unit 6 – Post-fire Activities.....	6.1
APPENDIX A – Course Ordering and Support Information .....	A-1



## COURSE INSTRUCTIONS

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

### I. COURSE INTRODUCTION

The Initial Attack Incident Commander, S-200 course will require approximately 16 hours for presentation. More time will be required if agency specific material is added.

The Wildland Fire Qualification System Guide, PMS 310-1 provides guidance and a national wildfire standard for establishing minimum training, skills, knowledge, experience, and physical fitness requirements for the participating agencies of the NWCG.

The intent of this course is to provide students with the tools and techniques to make the transition from Single Resource Boss to Incident Commander. The course focuses on leadership skills as described in L-280, Followership to Leadership. These skills are reviewed in Unit 1 and will be applied throughout the course.

The instructor guide and appendixes contain all the information and references necessary for the course coordinator, instructors, and students. Reference material is provided to assist students in the classroom and on the job.

Subject material is presented in units of instruction. Each unit is designed to present the knowledge necessary for the position of Incident Commander, Type 4 (ICT4). Students will be given the opportunity to execute that knowledge in the form of Tactical Decision Games (see page 3).

Instructors must devote adequate time for their presentations and should draw from their experiences to add realism and credibility to the information provided. Relating personal experiences to enhance the presentation is encouraged. Personal experience examples are very effective tools for illustrating proper or improper processes and alternatives.

## II. COURSE OBJECTIVES

The course objectives are stated in broad terms that define what the student will be able to accomplish after completing the course.

At the successful completion of this course students will:

- Demonstrate effective foundation skills (leadership, risk management, and communications) at the ICT4 level.
- Gather and document essential information about the incident.
- Size up the incident, develop plan of action.
- Manage the incident through effective leadership.
- Demonstrate the ability to evaluate plan of action and make adjustments to the plan when necessary.
- Conduct post fire activities.

## III. INSTRUCTOR PREREQUISITES

Refer to the Field Manager's Course Guide (FMCG), PMS 901-1 for instructor prerequisites specific to this course. This guide is accessible at <http://www.nwcg.gov/pms/training/>.

This is a 200 level course. In addition to the course specific instructor prerequisites, unit instructors should have 32 hours of instructor training (Facilitative Instructor, M-410, or equivalent course). Lead instructors are required to have 32 hours of instructor training.

#### IV. INSTRUCTOR PREPARATION

The material in this course is designed to be presented through a series of facilitated discussions and classroom exercises. The exercises are presented in the form of an incident, the Budder Fire, which will be executed through Tactical Decision Games (TDGS) and Sand Table Exercises (STEX).

**The cadre must understand the techniques and materials required to conduct TDGS and STEX.** Information regarding the facilitation and standard format of TDGS and STEX can be found on the Fire Leadership website: [http://www.fireleadership.gov/toolbox/TDG\\_Library/default.htm](http://www.fireleadership.gov/toolbox/TDG_Library/default.htm).

There are a total of five TDGS that provide incident flow from mobilization to demobilization allowing group interaction and realistic situations for the students. Each TDG will build upon the one that precedes it; therefore, students must be successful at each stage before progressing to the next. The TDGS should be replayed as many times as the cadre deems necessary.

**Units 2 – 5 contain the TDGS. It is strongly recommended that instructors read the instructions and rehearse the TDGS for these units before presenting them.**

- Unit 3 contains two video-driven TDGS.
- Units 4 and 5 contain simulation TDGS that will require the use of sand tables and simulation cards. The simulation cards are located at the end of Unit 4 and should be prepared in advance of the course.

Tactical Decision Games are designed to be modified in order to address local conditions and policies. However, the cadre is encouraged to leave the learning objectives intact. TDG modifications should be posted in the library of the Fire Leadership website for future cadres to access.

## V. COURSE MATERIALS

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

### A. Instructor Guide

The Instructor Guide contains all the information necessary for the course coordinator and instructors. It provides instructor notes to assist with teaching techniques that are presented in **BOLD CAPS** in the lesson plan.

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

- IR – Instructor Reference
- SR – Student Reference
- EP – Electronic Presentation (PowerPoint)
- SW – Student Workbook
- STB – Simulation Task Book

### B. Course Materials CD-ROM

The CD-ROM contains complete copies of the Instructor Guide, Appendixes, and Student Workbook in bookmarked files in portable document format (pdf). A bookmark is an electronic index to aid the reader in finding specific portions of the publication. To access the bookmark function, open the file and click on the bookmark tab.

### C. Student Workbooks and Reference Materials

- Student Workbooks

Student Workbooks should be ordered prior to the beginning of the course, one for each student.

- Reference Materials

The student's home unit should provide them with an ICT4 Position Task Book, Fireline Handbook, Incident Response Pocket Guide, and an Interagency Standards for Fire and Fire Aviation Operations (or an equivalent agency operations guide). However, it is suggested additional copies be ordered for those who do not have one in class.

#### D. Videos

- Units 1 through 6 have an introduction video (within the PowerPoint slides) that depicts the unit objectives in three minutes or less. Instructors are encouraged to reference the videos during their presentations.
- Unit 1 contains several video clips (within the PowerPoint slides) from Apollo 13 as examples of leadership styles.
- Unit 3 contains two videos (within the PowerPoint slides) that provide audio and visual inputs for the TDGS.

#### E. Course Agenda

A sample agenda is located at the end of this course instruction. It is suggested that the timeframes are not included in the agenda handed out to the students.

### VI. STUDENT TARGET GROUP

This course is suggested training for all students who are preparing to qualify as Incident Commander, Type 4.

### VII. STUDENT PREREQUISITES

Refer to the Field Manager's Course Guide, PMS 910-1, for student prerequisites.

## VIII. STUDENT PRE-COURSE WORK

The pre-course work is located in Appendix C and also on the Training Working Team website at: <http://training.nwcg.gov/online.html>.

Students will need to view the movie “Apollo 13” and answer the questions in the pre-course work packet.

Students should bring their completed pre-course work to class. Completion of the pre-course work is highly recommended, but will not fail the student if not completed.

## IX. COURSE SELECTION LETTER

See the Course Coordinator’s Guide, PMS 907, for information on selection letters (<http://www.nwcg.gov/pms/training/>).

An example of the course selection letter is located at the end of these course instructions. This letter must accompany the student pre-course work and explain timeframes for class start time, class location, etc.

## X. RECOMMENDED CLASS SIZE

In order to facilitate exercises and discussion, instructors should maintain a 6:1 ratio of students to instructors/coaches. This is to enable strong mentorship by the cadre to the students. Ideally, class size should be limited to 24 students.

## XI. SPACE AND CLASSROOM REQUIREMENTS

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

- A classroom large enough to accommodate sand table exercises.
- Computer speakers with appropriate audio capabilities to accommodate videos.

## XII. STUDENT EVALUATION

The course has four methods for evaluating student's performance:

- Simulation Task Book (STB)

The Simulation Task Book (located at the end of Unit 0) is designed to give instructors a familiar and simple method of evaluating students as they participate in the unfolding Budder Fire.

- Students must complete 7 out of 10 tasks (70%) in the STB.
- Each task will be scored on a pass/fail basis.

**Note:** Any areas where students may need additional instruction should be identified as early as possible. This will allow opportunities for improvement through coaching.

- Peer evaluations

- Peer evaluations will be performed through AARs, which will be led by students, not instructors.

- Self evaluation

- Students will complete a self evaluation located at the end of the STB.

- Final written exam (open book)

- Students must achieve 70% or higher on the final written exam.

Student's final grade for the course will be averaged by the scores they receive on the Simulation Task Book and the final written exam. A student who completes the course with less than 70% on the STB or the final written exam will not receive credit for the course.

### XIII. COURSE EVALUATION

The course evaluation forms are located in Appendix D.

#### A. Student Final Course Evaluation

This is an opportunity for students to comment on the course and the quality of the instruction. These comments should be used to improve future training sessions. Distribute this form as appropriate.

#### B. Training Course Evaluation

This is an opportunity for the course coordinator and instructors to comment on course design. These comments are used by NWCG Training to identify potential problems with courses and as a resource during the course revision process.

Submit comments to:

National Interagency Fire Center  
Fire Training – Standards Unit  
3833 South Development Avenue  
Boise, Idaho 83705-5354

or via e-mail to: [nwcg\\_standards@nifc.blm.gov](mailto:nwcg_standards@nifc.blm.gov)

#### XIV. APPENDIXES

**The following appendix is included in this Instructor Guide:**

A. Appendix A – Course Ordering and Support Information

A list of materials needed is included in this appendix. Refer to the National Fire Equipment System Catalog, Part 2: Publications ([www.nwcg.gov/pms/pubs/](http://www.nwcg.gov/pms/pubs/)) for materials that need to be ordered.

**The following appendixes are on the S-200 Course Materials CD-ROM:**

B. Appendix B – Electronic Presentations

This appendix contains the electronic presentations in PowerPoint format arranged by units.

C. Appendix C – Pre-Course Work

This appendix contains the pre-course work assignment and answer key.

D. Appendix D – Final Exam, Exam Key, and Course Evaluations

This appendix contains the final exam, exam key, and course evaluation forms (duplicate these forms for student and instructor use).



**Initial Attack Incident Commander, S-200**  
***Selection Letter Example***

Congratulations on being selected to attend Initial Attack Incident Commander, S-200 to be held at *(location)*. The course will begin at *(time, date)* and end at *(time, date)*.

Complete the enclosed pre-course work assignment and bring it with you to the course. Also bring the following:

- Fireline Handbook, NFES 0065  
<http://www.nwcg.gov/pms/pubs/pubs.htm>
- Incident Response Pocket Guide, NFES 1077  
<http://www.nwcg.gov/pms/pubs/pubs.htm>
- Incident Commander Type 4 (ICT4) Position Task Book  
[www.nwcg.gov/pms/pubs/pubs.htm](http://www.nwcg.gov/pms/pubs/pubs.htm)
- Interagency Standards for Fire and Fire Aviation Operations, NFES 2724  
(or appropriate agency equivalent)
- Reference materials from previous courses such as single resource boss

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

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

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



**Initial Attack Incident Commander, S-200**  
***Suggested Agenda***

**DAY 1**

<u>Unit 0</u>			
Introduction	0800 – 0830	Instructors	
<u>Unit 1</u>			
Foundation Skills	0830 – 1130	Instructors	
<u>Unit 2</u>			
Intelligence Gathering and Documentation	1230 – 1400	Instructors	
<u>Unit 3</u>			
Size Up the Incident, Develop Plan of Action	1400 – 1630	Instructors	

**DAY 2**

<u>Unit 4</u>			
Manage the Incident	0800 – 1200	Instructors	
<u>Unit 5</u>			
Evaluating Incident Objectives	1300 – 1530	Instructors	
<u>Unit 6</u>			
Post Fire Activities	1530 – 1630	Instructors	
<u>Final Exam</u>			
<u>Close out</u>			
Grade final exam, Simulation Task Books, course evaluations	1630 – 1700	Instructors	



## UNIT OVERVIEW

**Course** Initial Attack Incident Commander, S-200

**Unit** 0 – Introduction

**Time** ½ Hour

### Objectives

1. Introduce the instructors and students.
2. Discuss the schedule of events/agenda.
3. Introduce the course and course materials.
4. Present the course objectives.
5. Explain the evaluation process.
6. Review the characteristics of the incident, and the duties and responsibilities of the Incident Commander Type 4.

### Strategy

Instructors will brief the students on course structure, agenda, evaluation methods, and housekeeping items. Ensure students have a clear understanding of the following:

- Duties and responsibilities of the ICT4. Students will reference the ICT4 Position Task Book, the Interagency Standards for Fire and Fire Aviation Operations (red book), or an equivalent agency operations guide.
- Course evaluation methods. Students must complete the minimum number tasks in the Simulation Task Book to pass the course.

### Instructional Method(s)

- PowerPoint lecture

## Instructional Aids

- Current ICT4 Position Task Book  
([//www.nwcg.gov/pms/taskbook/command/ict4.pdf](http://www.nwcg.gov/pms/taskbook/command/ict4.pdf))
- Incident Response Pocket Guide (IRPG)
- Interagency Standards for Fire and Fire Aviation Operations (or an equivalent agency operations guide)

## Exercise(s)

- No exercises

## Evaluation Method(s)

- Student's performance will not be evaluated in this unit.

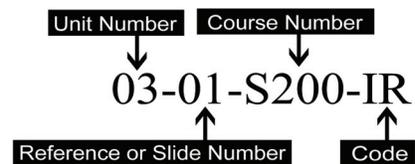
## Outline

- I. Introduce Instructors and Students
- II. Administrative Information
- III. Course Introduction
- IV. Course Objective
- V. Student Performance
- VI. Characteristics of the Incident, and Duties and Responsibilities of the ICT4

## Aids and Cues Codes

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide      IR – Instructor Reference  
SW – Student Workbook      SR – Student Reference  
STB – Simulation Task Book      EP – Electronic Presentation (PowerPoint)



## UNIT PRESENTATION

COURSE: Initial Attack Incident Commander, S-200

UNIT: 0 – Introduction

OUTLINE	AIDS & CUES
<b>MISSION STATEMENT SLIDE.</b>	00-01-S200-EP
<b>COURSE INTRODUCTION SLIDE.</b>	00-02-S200-EP
<b>WELCOME STUDENTS TO THE S-200 TRAINING COURSE.</b>	
I. INTRODUCE INSTRUCTORS AND STUDENTS	00-03-S200-EP
<b>FOR INTRODUCTIONS, USE ANY METHOD DESIRED.</b>	
II. ADMINISTRATIVE INFORMATION	00-04-S200-EP
A. Announcements	
<b>DISCUSS AS APPROPRIATE:</b>	
• Lunch/break schedule	
• Vending machines, drinking fountains, restrooms	
• Message location and available telephones	
• Local information (restaurant locations, local map)	
• Cell phones, radios, and pagers on silent mode	

OUTLINE	AIDS & CUES
<p>B. Course Agenda</p> <p><b>HAND OUT COURSE AGENDA AND DISCUSS.</b></p> <p>C. Course Materials</p> <p><b>BRIEFLY DISCUSS THE FOLLOWING REFERENCES. EMPHASIZE THEY WILL BE EXPECTED TO USE THESE AS AN INCIDENT COMMANDER.</b></p> <ul style="list-style-type: none"> <li>• Interagency Standards for Fire and Fire Aviation Operations (red book) or an equivalent agency operations guide.</li> <li>• Incident Response Pocket Guide (IRPG)</li> </ul> <p>D. Student Course Evaluation Forms</p> <p>On the final day of the course, students will be given the opportunity to evaluate the instructors and the course.</p>	
<p>III. COURSE INTRODUCTION</p> <p>The intent of this course is to provide students with the tools and techniques to make the transition from Single Resource Boss to Incident Commander.</p> <p>This will be accomplished through the application of the leadership principles taught in L-280, Followership to Leadership.</p> <p>The material in this course is designed to be presented through a series of facilitated discussions and classroom exercises.</p>	<p>00-05-S200-EP</p>

OUTLINE	AIDS & CUES
<p>The exercises are presented in the form of an incident, the Budder Fire, which will be executed as Tactical Decision Games (TDGS).</p> <p>There are a total of five TDGS that will provide incident flow from mobilization to demobilization allowing group interaction and realistic situations.</p>	
<p>IV. COURSE OBJECTIVES</p> <p>The course objectives are stated in broad terms that define what the student will be able to accomplish after completing the course.</p> <p>At the successful completion of this course, students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate effective foundation skills (leadership, risk management, and communications) at the Incident Commander Type 4 (ICT4) level.</li> <li>• Gather and document essential information about the incident.</li> <li>• Size up the incident, develop plan of action.</li> </ul>	00-06-S200-EP
<ul style="list-style-type: none"> <li>• Manage the incident through effective leadership.</li> <li>• Demonstrate the ability to evaluate plan of action and make adjustments to the plan when necessary.</li> <li>• Conduct post fire activities.</li> </ul>	00-07-S200-EP

OUTLINE	AIDS & CUES
<p>V. EVALUATING STUDENTS PERFORMANCE</p> <p>The course has four methods for evaluating student's performance:</p> <ul style="list-style-type: none"> <li>• Simulation Task Book (STB)</li> </ul>	<p>00-08-S200-EP</p>
<p><b>REFER STUDENTS TO THE SIMULATION TASK BOOK AND REVIEW (SW PAGE 0.7; IG PAGE 0.9).</b></p> <ul style="list-style-type: none"> <li>– Students must complete 7 out of 10 tasks (70%) in the STB.</li> <li>– Each task will be scored on a pass/fail basis.</li> <li>• Peer evaluations <ul style="list-style-type: none"> <li>– Peer evaluations will be performed through AARs, which will be led by students, not instructors.</li> </ul> </li> <li>• Self evaluation <ul style="list-style-type: none"> <li>– Students will complete a self evaluation located at the end of the STB.</li> </ul> </li> <li>• Final written exam (open book) <ul style="list-style-type: none"> <li>– Students must achieve 70% or higher on the final written exam.</li> </ul> </li> </ul> <p>Student's final grade for the course will be averaged by the scores they receive on the Simulation Task Book and the final written exam.</p>	<p>00-01-S200-IR/SR</p>

OUTLINE	AIDS & CUES
<p data-bbox="188 285 1068 363">VI. CHARACTERISTICS OF THE INCIDENT, AND DUTIES AND RESPONSIBILITIES OF THE ICT4</p> <p data-bbox="285 415 846 449">A. Type 4 Incident Characteristics</p> <p data-bbox="380 499 967 617">The following description is from the Interagency Standards for Fire and Fire Aviation Operations, Chapter 11:</p> <p data-bbox="380 667 1089 1041">All fires, regardless of complexity, will have an Incident Commander (IC). The IC is a single individual responsible to the Agency Administrators for all incident activities; including the development of strategies and tactics, and the ordering, deployment, and release of resources. The IC develops the organizational structure necessary to manage the incident.</p> <ul data-bbox="391 1098 1089 1770" style="list-style-type: none"> <li data-bbox="391 1098 1003 1171">• Ad hoc organization managed by a Type 4 Incident Commander.</li> <li data-bbox="391 1224 943 1257">• Primarily local resources used.</li> <li data-bbox="391 1310 984 1383">• ICS Command and General Staff positions are not activated.</li> <li data-bbox="391 1436 1089 1551">• Resources vary from a single resource to multiple resource task forces or strike teams.</li> <li data-bbox="391 1604 1065 1770">• Incident usually limited to one operational period in the control phase. Mopup may extend into multiple operational periods.</li> </ul>	<p data-bbox="1122 285 1357 319">00-09-S200-EP</p> <p data-bbox="1122 499 1276 533">Red Book</p> <p data-bbox="1122 1310 1357 1344">00-10-S200-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Written incident action plan not required. A documented operational briefing will be completed for all incoming resources (refer to the IRPG Briefing Checklist).</li> </ul>	00-11-S200-EP
<p>B. Duties and Responsibilities of the ICT4</p> <p>The course is based on the tasks in the ICT4 Position Task Book (PTB).</p>	00-12-S200-EP
<p><b>REFER STUDENTS TO THEIR POSITION TASK BOOK AND REVIEW.</b></p> <p><b>ASK STUDENTS IF THEY HAVE ANY QUESTIONS.</b></p>	PTB

**S-200, INCIDENT COMMANDER TYPE 4  
(ICT4)**

**SIMULATION TASK BOOK**

**TASK BOOK ASSIGNED TO:**

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Final Score \_\_\_\_\_

## **Simulation Task Book Student and Evaluator Responsibilities**

1. Students are responsible for the successful completion of 7 out of 10 tasks (70%).
2. At periodic times students will do a “task check” with an instructor. The instructor will then help the student overcome areas of weakness and assist in the pursuit of the minimum 7 tasks.
3. At the conclusion of the Budder Fire Tactical Decision Game, students will complete a self-evaluation and turn in their STB for final grading.
4. Student’s final grade for the course will be averaged by the scores they receive on the Simulation Task Book and the final written exam. A student who completes the course with less than 70% on the STB or the final written exam will not receive credit for the course.

**It is the student’s responsibility to demonstrate the tasks necessary to fulfill the requirements of the Simulation Task Book.**

CRITERIA	EVALUATOR: INITIAL UPON COMPLETION	COMMENTS
<b>Unit 1 – Foundation Skills</b>		
1. Completed Apollo 13 pre-course work assignment.		
2. Applies the five communication responsibilities: <ul style="list-style-type: none"> <li>• Brief others as needed</li> <li>• Debrief your actions</li> <li>• Communicate hazards to others</li> <li>• Acknowledge messages</li> <li>• Ask if you don't know</li> </ul>		
<b>Unit 2 – Intelligence Gathering and Documentation</b>		
3. Collects critical information needed for initial response upon dispatch.		
<b>Unit 3 – Size Up the Incident, Develop Plan of Action</b>		
4. Develops incident objectives.		

CRITERIA	EVALUATOR: INITIAL UPON COMPLETION	COMMENTS
<b>Unit 4 – Manage the Incident</b>		
5. Provides briefing with essential information in the IRPG.		
6. Provides information updates to assigned resources and asks for situation check in return.		
7. Identifies and manages logistical needs.		
<b>Unit 5 – Evaluate Incident Objectives</b>		
8. Evaluates incident progress.		
9. Ensures that After Action Reviews are conducted.		

CRITERIA	EVALUATOR: INITIAL UPON COMPLETION	COMMENTS
<b>Unit 6 – Post Fire Activities</b>		
10. Provides complete briefing and complete documentation to cadre to demonstrate high level of situational awareness.		

**Self-evaluation**

- Strengths:

- Weaknesses:



## UNIT OVERVIEW

**Course** Initial Attack Incident Commander, S-200

**Unit** 1 – Foundation Skills

**Time** 2 Hours

### Objectives

1. Identify and discuss effective leadership skills as they pertain to an ICT4.
2. Discuss command presence and leader's intent.
3. Discuss communication responsibilities that will turn your decisions into an action.
4. Discuss the critical elements required for the development of situational awareness.
5. Identify and discuss the decision-making cycle.
6. Discuss After Action Reviews (AAR).

### Strategy

This unit builds on the principles and theories supporting leadership in high risk environments, as described in L-280, Followership to Leadership. The instructor must be familiar with these.

Discussion will begin with a review of the Apollo 13 pre-course work. The lectures are reinforced by 30 second video clips from the Apollo 13 movie. These are designed to provide examples of the above-mentioned leadership principles and theories.

### Instructional Method(s)

- PowerPoint lecture with embedded videos (check audio system in advance to ensure it is loud enough for students to hear)

### Instructional Aids

- Pre-course work

## Exercise(s)

- Pre-course work discussion

## Evaluation Method(s)

- Student's performance will not be evaluated in this unit.

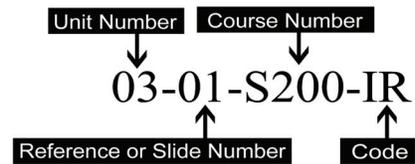
## Outline

- I. Leadership
- II. Communication
- III. Situation Awareness
- IV. Decision Making
- V. After Action Review

## Aids and Cues Codes

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide      IR – Instructor Reference  
SW – Student Workbook      SR – Student Reference  
STB – Simulation Task Book      EP – Electronic Presentation (PowerPoint)



## UNIT PRESENTATION

COURSE: Initial Attack Incident Commander, S-200

UNIT: 1 – Foundation Skills

OUTLINE	AIDS & CUES
<b>UNIT TITLE SLIDE.</b>	01-01-S200-EP
<b>SHOW THE INTRODUCTION VIDEO IN SLIDE 2.</b>	01-02-S200-EP
<b>PRESENT UNIT OBJECTIVES.</b>	01-03-S200-EP 01-04-S200-EP
I. LEADERSHIP	
A. Foundations of Leadership	01-05-S200-EP
<b>REFER STUDENTS TO THEIR PRE-COURSE WORK. DISCUSS THEIR FINDINGS FROM APOLLO 13 FOR THE FOLLOWING FOUNDATIONS OF LEADERSHIP.</b>	
1. Duty	
<b>Duty</b> is how you value your job.	
Duty begins with everything required of you by law and policy, but it is much more than that.	
A leader commits to excellence in all aspects of their professional responsibility so that when the job is done they can look back and say, “I couldn’t have given anything more.”	

OUTLINE	AIDS & CUES
<p>2. Respect</p> <p><b>Respect</b> is how you value your co-workers.</p> <p>Respect for the individual forms the very basis for the rule of law in America.</p> <p>This value is a reminder that those who follow you are your greatest resource.</p> <p>Not all of your followers will succeed equally, but they all deserve respect.</p> <p>3. Integrity</p> <p><b>Integrity</b> is how you value yourself.</p> <p>You cannot be in charge of others unless you are in charge of yourself.</p> <p>People of integrity separate what is right from what is wrong and act according to what they know is right, even at personal cost.</p>	
<p>B. Command Presence</p> <p>Your <b>Command Presence</b> will be transmitted by your ability to communicate effectively throughout the incident.</p> <p>A set of positive behaviors and traits that is easily recognizable, yet difficult to achieve.</p>	<p>01-06-S200-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="203 283 1104 409"><b>INSTRUCTORS ARE ENCOURAGED TO USE BRIEF PERSONAL EXAMPLES OR APOLLO 13 TO ILLUSTRATE THE FOLLOWING CONCEPTS.</b></p> <ol data-bbox="389 451 1104 1648" style="list-style-type: none"><li data-bbox="389 451 1104 661">1.     Competent            Recognizing firefighters’ capabilities and giving assignments to fully utilize those abilities.</li><li data-bbox="389 703 1104 871">2.     Composed            Though problems constantly arise, leaders never seem to get flustered.</li><li data-bbox="389 913 1104 1081">3.     Decisive            There is no wavering about decision-making.</li><li data-bbox="389 1123 1104 1375">4.     Self-confident            Leaders are poised, assured, certain, firm and convinced that they can handle any situation, yet not over-confident or cocky where something could be overlooked.</li><li data-bbox="389 1417 1104 1648">5.     Goal oriented            Leaders can shift into a higher gear to achieve their goals, yet be constantly protective of the safety of the firefighters.</li></ol>	

OUTLINE	AIDS & CUES
<p><b>SHOW VIDEO EXAMPLE OF COMMAND PRESENCE ON SLIDE 7 (CLICK ON CENTER OF SCREEN).</b></p>	01-07-S200-EP
<p>C. The Leadership Environment</p> <p>The <b>Leadership Environment</b> has three components that shape the situation a leader must assess in order to determine what leadership style is most appropriate.</p> <ol style="list-style-type: none"> <li>1. The Team <p>The people who make up <b>The Team</b> represent all levels of followers within the framework of the team.</p> <p>Each follower will have a different skill mix and unique personality traits.</p> </li> <li>2. The Leader <p><b>The Leader</b> is you. You must have an honest understanding of your strengths and weaknesses, your capabilities and limitations.</p> </li> <li>3. The Task <p>Every <b>Task</b> presents a different challenge: high consequences, time compression, and special skill needs. The list is endless.</p> </li> </ol>	01-08-S200-EP

OUTLINE	AIDS & CUES
<p>D. Leadership Styles</p> <p>Leaders use <b>Leadership Styles</b> as a tool for adapting to the changing requirements of the leadership environment – specifically for guiding team members appropriately in a given situation.</p> <p>A <b>style</b> is both a method and process for assuring that the tasks are understood, supervised, and accomplished.</p> <p>1. Directing</p>	01-09-S200-EP
<p><b>SHOW VIDEO EXAMPLE OF DIRECTING ON SLIDE 10 (CLICK ON CENTER OF SCREEN).</b></p> <p>The leader provides all instructions and guidance to followers in order to accomplish the task.</p> <p>Followers have minimal opportunity for feedback and little decision making responsibility.</p> <p>2. Delegating</p>	01-10-S200-EP
<p><b>SHOW VIDEO EXAMPLE OF DELEGATING ON SLIDE 11 (CLICK ON CENTER OF SCREEN).</b></p> <p>The leader gives specific responsibilities to followers and expects them to accomplish those delegated tasks without further guidance.</p> <p>Followers have moderate feedback opportunity and moderate to high level of decision making responsibility.</p>	01-11-S200-EP

OUTLINE	AIDS & CUES
<p data-bbox="396 285 683 321">3. Participating</p> <p data-bbox="204 371 1081 447"><b>SHOW VIDEO EXAMPLE OF PARTICIPATION ON SLIDE 12 (CLICK ON CENTER OF SCREEN).</b></p> <p data-bbox="492 499 1073 617">The leader asks followers to assist in determining best methods for solutions for accomplishing a task.</p> <p data-bbox="492 669 1081 787">Followers are expected to provide ideas and may have high levels of decision making responsibility.</p> <p data-bbox="302 840 623 875">E. Leader's Intent</p>	<p data-bbox="1138 371 1370 407">01-12-S200-EP</p>
<p data-bbox="204 926 1057 1001"><b>SHOW VIDEO EXAMPLE OF LEADER'S INTENT ON SLIDE 13 (CLICK ON CENTER OF SCREEN).</b></p> <p data-bbox="396 1054 1065 1213">The rationale behind leader's intent is to provide the basis for subordinates to exercise initiative when unexpected opportunities or barriers arise.</p> <p data-bbox="396 1266 1084 1383">Leader's intent must be developed at all levels and should be understood two levels down the chain of command.</p> <p data-bbox="396 1436 1101 1554">This means that everyone from the agency administrator to a squad boss must develop and communicate their intent.</p>	<p data-bbox="1138 926 1370 961">01-13-S200-EP</p>

OUTLINE	AIDS & CUES
<p>All leaders of firefighters have the responsibility to provide complete briefings that clearly state “Leader’s Intent.”</p> <ul style="list-style-type: none"> <li>• Task = What is to be done?</li> <li>• Purpose = Why it is to be done?</li> <li>• End State = How it should look when done?</li> </ul>	01-14-S200-EP
<p>II. COMMUNICATION</p> <p><b>SHOW VIDEO EXAMPLE OF COMMUNICATION ON SLIDE 15 (CLICK ON CENTER OF SCREEN).</b></p> <p>In high risk environments, the best level of protection against errors and accidents is effective communication.</p> <p>This means that everyone (regardless of rank, rating, or position) has an obligation to communicate critical information.</p> <ul style="list-style-type: none"> <li>• Five Communication Responsibilities</li> </ul> <p>The five communication responsibilities are common doctrine in one form or another to almost all high risk environments. The wildland fire community at the interagency level adopted this doctrine.</p>	01-15-S200-EP
<ul style="list-style-type: none"> <li>– Brief others as needed</li> <li>– Debrief your actions</li> <li>– Communicate hazards to others</li> <li>– Acknowledge messages</li> <li>– Ask if you don’t know</li> </ul>	01-16-S200-EP

OUTLINE	AIDS & CUES
<p>All firefighters and commanders have a duty to understand and practice these communication skills until they are constant, ingrained behaviors.</p> <p>III. SITUATION AWARENESS</p> <p><b>Situation Awareness</b> relates to how people perceive their environment.</p> <p>How well your perception matches reality is called <b>Situation Awareness (SA)</b>. If your SA is high, you have a good perception of what is actually going on.</p> <p>A. Perception</p> <p><b>Perception</b> forms as the result of your experiences and attitudes as well as cues provided by the situation.</p> <p>B. Information Gathering</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Communication</li> <li>• Filtering and Focusing</li> <li>• Distraction</li> </ul> <p>C. Span of Control</p> <p><b>Span of Control</b> is a measure of how many resources a leader should directly supervise at any given time.</p>	<p>01-17-S200-EP</p>

OUTLINE	AIDS & CUES
<p>D. First Impressions</p> <p>Establishes an initial perception of the incident.</p> <p>E. Feedback</p> <p>Asking for feedback implies willingness to listen and act on it. A willingness to ask for and accept feedback is a cornerstone of self-development.</p>	
<p><b>SHOW VIDEO EXAMPLE OF SITUATION AWARENESS ON SLIDE 18 (CLICK ON CENTER OF SCREEN).</b></p>	01-18-S200-EP
<p>IV. DECISION MAKING</p>	01-19-S200-EP
<p>A. Situation Awareness</p> <p>Situation awareness is the foundation of the decision making process. It is tough to make good decisions about situations we don't understand.</p> <p>All people make decisions and go through a natural process to make decisions. The basic individual decision process is intuitive but often not well understood. You just do it, you don't think about what you are doing.</p> <p>The following discussion about the decision-making cycle will provide a better understanding of the components in decision making.</p>	

OUTLINE	AIDS & CUES
<p data-bbox="298 281 750 319">B. Decision Making Cycle</p> <p data-bbox="393 369 1062 449">Most models of the decision-making process consist of five primary steps.</p> <ol data-bbox="393 495 799 533" style="list-style-type: none"> <li data-bbox="393 495 799 533">1. Problem recognition</li> </ol> <p data-bbox="490 579 1084 743">Recognition is when you determine that something needs to be done and you want to impact your environment in some way.</p> <ol data-bbox="393 789 737 827" style="list-style-type: none"> <li data-bbox="393 789 737 827">2. Option selection</li> </ol> <p data-bbox="490 873 1068 1003">Selecting a course of action involves understanding the factors, options, and risks associated with those options.</p> <p data-bbox="490 1050 1068 1129">A course of action is selected based on your experience and perception.</p> <ol data-bbox="393 1176 711 1213" style="list-style-type: none"> <li data-bbox="393 1176 711 1213">3. Decision point</li> </ol> <p data-bbox="490 1260 1101 1423">The final part of the decision process is moving to act. Time marches on. If you decide not to act, the environment does not change.</p> <ol data-bbox="393 1470 594 1507" style="list-style-type: none"> <li data-bbox="393 1470 594 1507">4. Action</li> </ol> <ol data-bbox="393 1554 607 1591" style="list-style-type: none"> <li data-bbox="393 1554 607 1591">5. Change</li> </ol> <p data-bbox="490 1638 987 1684">This is the point of re-evaluation.</p>	<p data-bbox="1140 281 1370 319">01-20-S200-EP</p>

OUTLINE	AIDS & CUES
<p>V. AFTER ACTION REVIEW</p> <p><b>DISCUSS THE INTENT OF THE AAR PROCESS AND HOW TO FACILITATE A GOOD AAR. REFER TO IRPG.</b></p> <ul style="list-style-type: none"> <li>• What was planned?</li> <li>• What actually happened?</li> <li>• Why did it happen?</li> <li>• What can we do next time?</li> </ul> <p>The AAR is a learning tool intended for evaluation of an incident or project in order to sustain strengths and improve on weaknesses. It is performed immediately after the event by the personnel involved.</p> <p>The leader of the incident or project should facilitate this process. It should encourage input from participants focused on what was planned, what actually happened, why it happened, and what can be done the next time.</p> <p>Leaders and units can use this tool to get maximum benefit from any incident or project.</p> <p>AARs may be conducted at the small unit or any multi-resource level. However, all AARs follow the same format, involve the exchange of ideas and observations, and focus on improving proficiency.</p> <p>The climate surrounding an AAR must be one in which the participants openly and honestly discuss what actually transpired, in sufficient detail and clarity, so everyone understands what did and did not occur and why.</p>	<p>01-21-S200-EP</p> <p>IRPG</p>

OUTLINE	AIDS & CUES
<p>Most importantly, participants should leave with a strong desire to improve their proficiency.</p> <ul style="list-style-type: none"> <li>• The leader enters the discussion only when necessary to maintain focus.</li> <li>• Reinforce that respectful disagreement is OK. Keep focused on the what, not the who.</li> <li>• Make sure everyone participates.</li> <li>• End the AAR on a positive note.</li> </ul> <p><b>ASK STUDENTS HOW THEY WILL APPLY THESE LEADERSHIP LESSONS IN THEIR ROLE IN WILDLAND FIRE SUPPRESSION.</b></p> <p><b>REVIEW UNIT OBJECTIVES.</b></p>	<p>01-22-S200-EP 01-23-S200-EP</p>

## UNIT OVERVIEW

**Course** Initial Attack Incident Commander, S-200

**Unit** 2 – Intelligence Gathering and Documentation

**Time** 1½ Hours

### Objectives

1. Discuss the items needed in an Incident Commander's kit.
2. Identify appropriate local incident documentation.
3. Collect critical information needed for initial response upon dispatch.
4. Identify components of the risk management process.

### Strategy

At the end of this unit, the first Budder Fire TDG will be executed. The intent of the TDG is to have students gather important information from the dispatcher regarding their dispatch and begin the documentation process according to local protocols. Radios are recommended to add realism.

### Instructional Methods

- Instructors will deliver a short PowerPoint lecture prior to the execution of the Budder Fire TDG. Lectures should be kept succinct to allow as much exercise time as possible.
- Tactical Decision Game with coaching.

### Instructional Aids

- Radios with multiple frequencies
- Local Fire Report
- Red book
- IRPG

## Exercise

- Budder Fire Tactical Decision Game #1: The Initial Attack Dispatch (pages 2.7 – 2.10).

**It is strongly recommended that instructors read the instructions and rehearse the TDG for this unit before presenting it.**

## Evaluation Method

- The cadre will begin to evaluate the student's performance using the Simulation Task Book. Allow at least 15 minutes at the end of the unit to coach students in their performance.

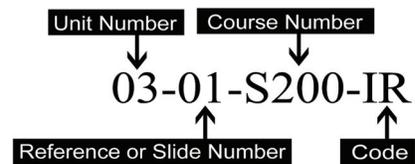
## Outline

- I. Elements of an IC Kit
- II. Types of Documentation
- III. Information Gathering
- IV. Risk Management Process

## Aids and Cues Codes

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide            IR – Instructor Reference  
SW – Student Workbook        SR – Student Reference  
STB – Simulation Task Book    EP – Electronic Presentation (PowerPoint)



## UNIT PRESENTATION

COURSE: Initial Attack Incident Commander, S-200

UNIT: 2 – Intelligence Gathering and Documentation

OUTLINE	AIDS & CUES
<b>UNIT TITLE SLIDE.</b>	02-01-S200-EP
<b>SHOW THE INTRODUCTION VIDEO IN SLIDE 2.</b>	02-02-S200-EP
<b>PRESENT UNIT OBJECTIVES.</b>	02-03-S200-EP
I. ELEMENTS OF AN IC KIT	02-04-S200-EP
• IRPG	
• Local Documentation	
– Incident Organizer	
<b>REFER STUDENTS TO THE INCIDENT ORGANIZER AND REVIEW (SW PAGE 2.13; IG PAGE 2.11).</b>	02-01-S200-IR/SR
• ICS Forms	
<b>DISCUSS ICS FORMS CRITICAL TO AN ICT4.</b>	
• Fire Report	
<b>PROVIDE LOCAL FIRE REPORT FOR REVIEW.</b>	

OUTLINE	AIDS & CUES
<p>II. TYPES OF DOCUMENTATION</p> <ul style="list-style-type: none"> <li>• Formal written</li> <li>• Digital (video, camera)</li> <li>• Tape recording</li> <li>• Dispatch log</li> </ul> <p>Always maintain documentation.</p>	02-05-S200-EP
<p>III. INFORMATION GATHERING</p> <p>A. Pre-Dispatch</p> <ol style="list-style-type: none"> <li>1. Morning briefing elements <ul style="list-style-type: none"> <li>• Weather</li> <li>• Fire behavior</li> <li>• Available resources</li> </ul> </li> <li>2. Fire history <ul style="list-style-type: none"> <li>• Burning Index</li> <li>• Energy Release Component</li> </ul> </li> </ol>	02-06-S200-EP

OUTLINE	AIDS & CUES
<p>B. Initial Dispatch</p> <ul style="list-style-type: none"> <li>• Fire name</li> <li>• Frequency plan</li> <li>• Location and jurisdiction</li> <li>• Access</li> <li>• Resources responding</li> <li>• Aircraft</li> <li>• Hazards and begin risk assessment process</li> <li>• Special consideration</li> </ul> <p>C. During incident</p> <ul style="list-style-type: none"> <li>• Briefings</li> <li>• Situational awareness</li> <li>• Unit log</li> <li>• Dispatch</li> <li>• Weather and fire behavior</li> </ul> <p>D. Maintenance</p> <ul style="list-style-type: none"> <li>• Continuing situational awareness and risk management</li> </ul>	

OUTLINE	AIDS & CUES
<p>IV. RISK MANAGEMENT PROCESS</p> <p>The risk management process can assist in making operational decisions on the fireline.</p> <p>It integrates the approach and doctrine of fireline operations within a decisional process and risk framework that shadows the individual decision making process and helps to reinforce it.</p> <p>The risk management process format can be found in the green operational pages of the IRPG.</p> <p><b>ENSURE STUDENTS UNDERSTAND THAT THIS PROCESS BEGINS WITH THE INITIAL DISPATCH.</b></p> <p>A. Situation Awareness</p> <ul style="list-style-type: none"> <li>• Gather information</li> </ul> <p>B. Hazard Assessment</p> <ul style="list-style-type: none"> <li>• Identify hazards</li> </ul> <p>C. Hazard Control</p> <ul style="list-style-type: none"> <li>• Mitigate hazards</li> </ul> <p>D. Decision Point</p> <ul style="list-style-type: none"> <li>• Go-No-Go</li> </ul> <p>E. Evaluate</p>	<p>02-07-S200-EP</p> <p>IRPG</p>

OUTLINE	AIDS & CUES
<p data-bbox="191 283 1058 321"><b>BUDDER FIRE TDG #1: The Initial Attack Dispatch.</b></p> <hr/> <p data-bbox="191 407 1073 485"><b>Initial Facilitator Information – NOT TO BE SHARED WITH STUDENTS</b></p> <p data-bbox="191 533 508 571"><b>Training Objective:</b></p> <ul data-bbox="191 575 1073 657" style="list-style-type: none"> <li>• Collect critical information needed for initial response upon dispatch.</li> </ul> <p data-bbox="191 705 553 743"><b>Resources Referenced:</b></p> <ul data-bbox="191 747 784 955" style="list-style-type: none"> <li>• Roper Helitack</li> <li>• Engine – 71, Type 4 local engine</li> <li>• Crew – 3, Type 2 hand crew USFS</li> <li>• Air Attack</li> <li>• Helicopter 2KW, Type 2</li> </ul> <p data-bbox="191 1003 396 1041"><b>Sketch Map:</b></p> <p data-bbox="191 1045 946 1083">The map for the Budder Fire TDG is on page 2.10.</p> <hr/> <p data-bbox="191 1169 967 1247"><b>TDG INSTRUCTIONS TO BE SHARED WITH STUDENTS:</b></p> <ol data-bbox="191 1295 1097 1843" style="list-style-type: none"> <li>1. The instructor will play the role of FMO and dispatcher, interact with students, and ensure information is received.</li> <li>2. The instructor will ensure students have critical information. All inputs and answers must support the learning objective.</li> <li>3. Students will use the district in-briefing packet on pages 2.9 – 2.12 of their student workbook.</li> <li>4. Students will begin documentation in their Incident Organizer.</li> </ol>	<p data-bbox="1128 283 1360 321">02-08-S200-EP</p>

**Begin TDG – read the following scenario to students:**

You are members of the Roper Helitack Crew in southwest Idaho. You just sat down for an 0800 briefing with the FMO. Make sure you have a briefing packet.

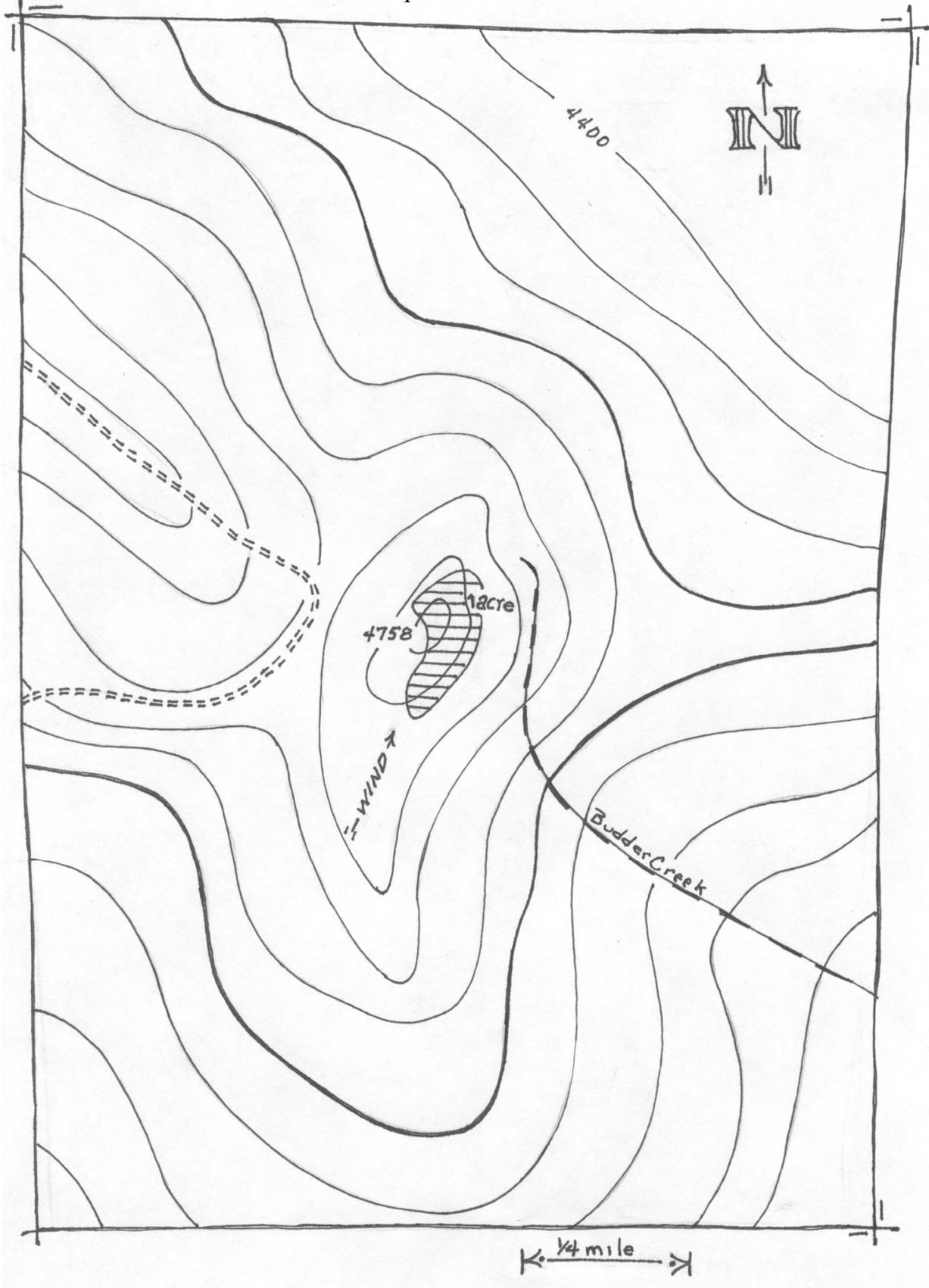
**Read the following FMO briefing to students:**

- The district was hit hard yesterday with lightning and we are still trying to get a handle on how many fires there are.
- Currently we have detected 13 fires and you will probably be dispatched to one of them. I would like to find them quickly and keep them small so we don't get any large fires on the district.
- Fire weather is calling for a Fire Weather Watch for dry thunderstorms, temperatures reaching the high 80s, humidity's down to 24%, winds out of the south. Monitor the radio closely for a "dispatch" to your fire.
- Resources available today are as follows:
  - Roper Helitack
  - Engine – 71, Type 4 local engine
  - Crew – 3, Type 2 hand crew USFS
  - Air Attack
  - Helicopter 2KW, Type 2

**Allow students five minutes to ask questions and review the in-briefing materials. Encourage students to ask questions to dispatch. Caution: your response may affect future TDGS.**

OUTLINE	AIDS & CUES
<p><b>Read the following dispatch information over a radio to students:</b></p> <p>All stations stand by for a report of a wildland fire. We have a report of a wildland fire in Budder Creek: Township 3N, Range 3E, Section 24. Units to respond are:</p> <ul style="list-style-type: none"> <li>• Roper Helitack (Helicopter 2KW)</li> <li>• Engine 71</li> <li>• Crew 3</li> </ul> <p>Access to the fire is from Budder Creek Road off State Highway 21. Units responding need to be aware this is located within sensitive archeological area and near the Buckhorn Ranch.</p> <p><b>Conduct an After Action Review:</b></p> <p>Select a student to facilitate the AAR. Use this opportunity to observe their foundation skills such as command presence. The facilitator should not dominate the AAR but needs to ensure that students have critical information. The AAR must focus on the training objective and what was done and why.</p> <p><b>REVIEW UNIT OBJECTIVES.</b></p> <p><b>REVIEW STBS AND COACH STUDENTS ONE-ON-ONE (15 MINUTES).</b></p>	<p>02-09-S200-EP</p>

Sketch map for Budder Fire TDG



# S-200 Incident Organizer

<b>Incident Name</b>	
<b>Incident Number</b>	
<b>Accounting Code</b>	
<b>Other Code</b>	
<b>Unit</b>	

Incident Commander/s	Time	Date

Yes	No	IC's Checklist
		An Incident Complexity Analysis has been completed.
		Risk Management Process completed.
		Hazard mitigation in place.
		IRPG Briefing Checklist used for all incoming resources and documented.
		Work Rest Guidelines reviewed and tracked.
		Personnel are qualified for positions.
		Performance evaluations completed for resources assigned from outside local area.
		Type 3 IC accepts no collateral duties except for unfilled command and general staff positions.

Yes	No	Management Check
		After incident review (AIR) by Agency Administrator, Fire Program Manager, or Safety Program Manager.
		DATE: _____

**IC's Signature:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Version 2003

Initial Attack Fire Size-Up					
Fire Name:		Fire Number		DOI:	
IC Name:				USDA:	
Descriptive Location:				State:	
**Arrival Date:			Time:		
**Legal:	Township	Range	Section(s)		
**Coordinates:	Latitude		Longitude		
	UTM:	E:	N:		
Reported by:					
**Estimated Size:			acres	Ownership:	
Estimated Containment		Date:	Time:		
Estimated Control		Date:	Time:		
Fire Investigator?		<input type="checkbox"/> No <input type="checkbox"/> Yes, on order		Name:	
Resources Responding (show how many of each type):					
Engines (Type )		Handcrews (Type )		Helicopters (Type )	
Engines (Type )		Retardant (Loads )		Dozers (Type )	
Watertenders		Misc Aircraft (Type )		Other	

Initial Fire Size-Up					
**Are any structures threatened? <input type="checkbox"/> No <input type="checkbox"/> Yes - specify:					
Does the fire constitute any control problems? <input type="checkbox"/> No <input type="checkbox"/> Yes - specify:					
Are additional resources needed? <input type="checkbox"/> No <input type="checkbox"/> Yes - specify:					
**Hazard(s):					
**Spread Potential:	1. Low	2. Moderate	3. High	4. Extreme	
**Character of Fire:	1. Smoldering	3. Running	5. Torching	7. Crown/spotting	
	2. Creeping	4. Spotting	6. Crowning	8. Erratic	
**Slope at Head of Fire:	1. 0-25%	2. 26-41%	3. 41-55%	4. 56-75%	5. 76+%
Position on Slope:	1. Ridgetop		4. Middle 1/3 of slope		7. Valley bottom
	2. Saddle		5. Lower 1/3 of slope		8. Mesa/Plateau
	3. Upper 1/3 of slope		6. Canyon bottom		9. Flat or rolling
**Fuel Type:	1. Grass		4. Pinon/Juniper		7. Aspen
	2. Grass/brush		5. Lodgepole/pine		8. Logging/Thinning Slash
	3. Oakbrush		6. Spruce/fir		9. Other (specify)
Adjacent Fuels	1. Grass		4. Pinon/Juniper		7. Aspen
	2. Grass/brush		5. Lodgepole/pine		8. Logging/Thinning Slash
	3. Oakbrush		6. Spruce/fir		9. Other (specify)
Percent Active Perimeter:					
Aspect:	Flat	North	Northeast	East	Southeast
	South	Southwest	West	Northwest	Ridgetop
**Windspeed: mph					
**Wind Direction	1. Calm	3. NE	5. SE	7. SW	9. NW
	2. North	4. East	6. South	8. West	10. Erratic
Ask for B.I. and/or E.R.C. for Fuel Type:			Relationship to 90 <sup>th</sup> Percentile:		

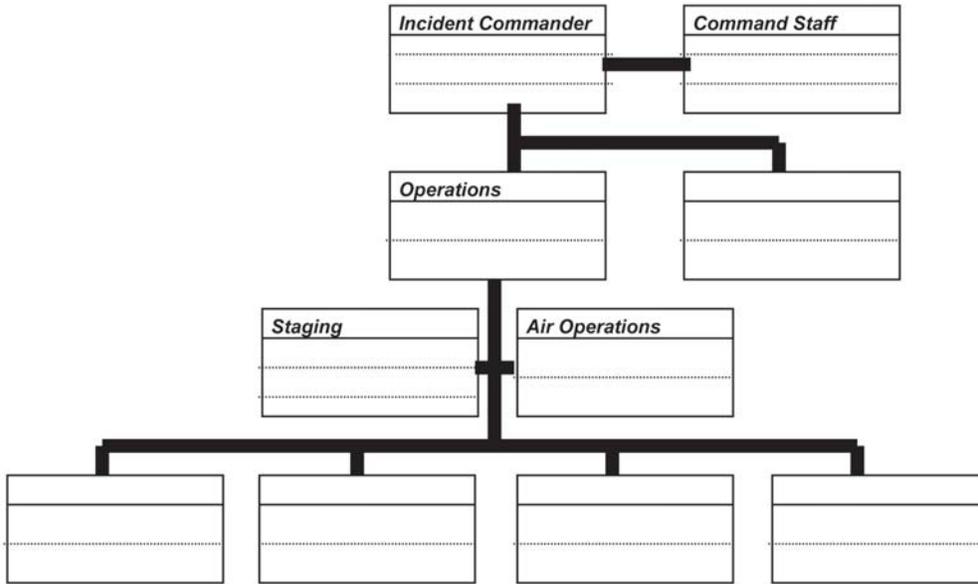
\*\*Call into Dispatch immediately.



Incident Objectives	
1.	<b>Firefighter and Public Safety.</b>
2.	
3.	
4.	
Your goal is to manage the incident and not create another.	

Planning Check				
Is there a life-safety or evacuation problem?	No	Limited	Yes	<b>In progress</b>
Structure loss potential?	None	Possibly	High	<b>Already Involved</b>
Environmental/archaeological sensitive areas?	No	Limited	Yes	<b>Unknown</b>
Resistance to control?	None	Some	Moderate	<b>High</b>
Multi-Agency	No	1	2	<b>3+</b>
Do you have enough resources?	Yes	To be determined	Not sure	<b>No</b>
Probability of success?	High	Moderate	Low	<b>Poor</b>

**INCIDENT ORGANIZATION**



Radio Frequencies	
Net	Frequency
Command	Rx
	Tx
Support/Dispatch	Rx
	Tx
Air-to-Ground	Rx
	Tx
Air-to-Air	Rx
	Tx
Tac 1	Rx
	Tx
Tac 2	Rx
	Tx

Phone Numbers	
Name	Number





## Incident Organization Complexity

### Type 5 Incident

- ✓ The incident is generally contained within the first burning period and often within a few hours after resources arrive.
- ✓ Resources required typically vary from two to six firefighters.

### Type 4 Incident

- ✓ Command staff and general staff functions are not activated.
- ✓ Resources vary from a single module to several resources.
- ✓ The incident is usually limited to one operational period in the control phase.
- ✓ No written IAP is required. However, a documented operational briefing will be completed for all incoming resources.

### Type 3 Incident

- ✓ In-briefings and out-briefings are more formal
- ✓ Some or all of the command and general staff positions may be activated, usually at the division/group supervisor and/or unit leader level.
- ✓ Resources vary from several resources to several task forces/strike teams.
- ✓ The incident may be divided into divisions.
- ✓ Type 3 teams manage initial attack fires with a significant number of resources, an extended attack fire until containment/control is achieved, or an escaped fire until a Type 1 or 2 Team assumes command.
- ✓ The Incident may involve multiple operational periods prior to control, which may require a written action plan.
- ✓ A documented operational briefing will be completed for all incoming resources, and before each operational period. Refer to Incident Response Pocket Guide for outline.
- ✓ Staging areas and a base may be used.
- ✓ A Type 3 IC will not serve concurrently as a single resource boss.

<b>Extended Attack Complexity Analysis</b>		
<i>If you check "Yes" on 3 or more items, consider ordering an Incident Management Team</i>	<b>YES</b>	<b>NO</b>
Fuels extremely dry and susceptible to long range spotting or You are currently experiencing extreme fire behavior.		
Weather forecast indicating no significant relief or worsening conditions.		
Current or predicted fire behavior dictates indirect control strategy with large amounts of fuel within planned perimeter.		
Performance of firefighting resources affected cumulative fatigue.		
Overhead overextended mentally and/or physically.		
Communication ineffective with tactical resources or dispatch.		
150 or more personnel assigned to incident or more than 3 divisions.		
Incident action plans, briefings, etc., missing or poorly prepared.		
Variety of specialized operations, support personnel or equipment.		
Unable to properly staff air operations.		
Limited local resources available for initial attack.		
Heavy commitment of local resources to logistical support.		
Existing forces have worked 24 hours without success.		
Resources unfamiliar with local conditions and tactics.		
Urban interface; structures, developments, recreational facilities, or potential for evacuation.		
Fire burning or threatening more than one jurisdiction and potential for unified command with different or conflicting management objectives.		
Unique natural resources, special designation areas, critical municipal watershed, T&E species habitat, cultural value sites.		
Sensitive political concerns, media involvement, or controversial fire policy.		





## Work Rest Ratio Documentation Worksheet

This worksheet is designed to help IC's document and calculate amount of rest required to meet the 2:1 Work/Rest guidelines.

- Initial Attack operational period is not to exceed 24 hours except if Agency Administrator approves if
  - 1) accomplish immediate and critical objectives or
  - 2) address immediate and critical firefighter or public safety issues.
- The operational period commences when the employee comes on duty that morning. Subsequent operational shifts are not to exceed 16 hours.
- Rest Time is defined as time when the employee has the opportunity to sleep.

Date	Resource	Operational Period Start Time	Operational Period Stop Time	Total Hours Worked	Rest Time <small>(document hours when employee or module rested)</small>
Approval for shift lengths exceeding 16 hrs given by:			Date/Time Approval Given:		
IC Signature:				Date:	





## UNIT OVERVIEW

<b>Course</b>	Initial Attack Incident Commander, S-200
<b>Unit</b>	3 – Size Up the Incident, Develop Plan of Action
<b>Time</b>	2½ Hours

### Objectives

1. Demonstrate an initial size up.
2. Discuss special considerations.
3. Develop incident objectives, strategies, and tactical plan.
4. Discuss ordering of resources and logistical needs.
5. Discuss the information an IC provides to dispatch or supervisor.

### Strategy

This unit contains two video-driven Budder Fire TDGS that build upon the situational awareness developed in Unit 2. Based on the visual and audio inputs in the videos, students will develop a fire size-up and a plan of action.

### Instructional Methods

- PowerPoint lecture with embedded videos.
- Tactical Decision Games with coaching.

### Instructional Aids

- Radios with multiple frequencies
- IRPG

### Exercises

- Budder Fire Tactical Decision Game #2: Size-up (pages 3.4 – 3.5)
- Budder Fire Tactical Decision Game #3: Plan of Action (pages 3.16 – 3.17)

**It is strongly recommended that instructors read the instructions and rehearse the TDGS for this unit before presenting them.**

## Evaluation Method

- The cadre will evaluate the student's performance using the Simulation Task Book. Allow at least 15 minutes at the end of the unit to coach students in their performance. Pay special attention to the quality of incident objectives.

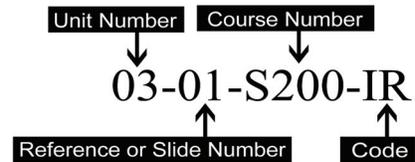
## Outline

- I. Size Up
- II. Develop Plan of Action
- III. Information Sharing
- IV. Logistics
- V. Special Considerations

## Aids and Cues Codes

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide      IR – Instructor Reference  
SW – Student Workbook      SR – Student Reference  
STB – Simulation Task Book      EP – Electronic Presentation (PowerPoint)



## UNIT PRESENTATION

COURSE: Initial Attack Incident Commander, S-200

UNIT: 3 – Size Up the Incident, Develop Plan of Action

OUTLINE	AIDS & CUES
<b>UNIT TITLE SLIDE.</b>	03-01-S200-EP
<b>SHOW THE INTRODUCTION VIDEO IN SLIDE 2.</b>	03-02-S200-EP
<b>PRESENT UNIT OBJECTIVES.</b>	03-03-S200-EP
I. SIZE-UP	03-04-S200-EP
A. Definition	
The continual evaluation of an incident to determine the course of action.	
B. Why	
• Help perception to closely match reality.	
• Increase situational awareness.	
• Basis for Plan of Action.	
• Establish and maintain information flow.	
• Paints a picture for dispatch and managers.	
C. What items are included in a size-up?	03-05-S200-EP
• Refer to IRPG, Report on Conditions	
<b>DISCUSS HOW TO DETERMINE FIRE SIZE.</b>	

OUTLINE	AIDS & CUES
<p data-bbox="203 281 873 321"><b>BEGIN BUDDER FIRE TDG #2: Size-up</b></p> <hr data-bbox="203 359 1094 363"/> <p data-bbox="203 405 1084 483"><b>Initial Facilitator Information – NOT TO BE SHARED WITH STUDENTS</b></p> <p data-bbox="203 531 521 571"><b>Training Objective:</b></p> <ul data-bbox="203 575 1057 699" style="list-style-type: none"> <li>• Using the reference in the IRPG, collect information needed for a fire size-up and communicate it to Dispatch.</li> </ul> <p data-bbox="203 745 566 785"><b>Resources Referenced:</b></p> <ul data-bbox="203 789 906 951" style="list-style-type: none"> <li>• Roper Helitack (Helicopter 2KW, Type 2)</li> <li>• Engine – 71, Type 4 local engine</li> <li>• Crew – 3, Type 2 hand crew USFS</li> <li>• Air Attack</li> </ul> <p data-bbox="203 1001 1120 1253">It is important for students to start building Situational Awareness from everything they see and hear. They must look for any significant landmarks such as roads or indicators of jurisdictional boundaries. The information they obtain from the radio and other crew members is critical information to be used in the following TDGS.</p> <hr data-bbox="203 1291 1094 1295"/> <p data-bbox="203 1337 979 1415"><b>TDG INSTRUCTIONS TO BE SHARED WITH STUDENTS:</b></p> <ol data-bbox="203 1465 1107 1801" style="list-style-type: none"> <li>1. Students will view a four minute “Budder Fire” video. Based on the visual and audio inputs contained in the video, students will develop a fire size-up.</li> <li>2. The video will prompt students to develop a size-up (the video will stop, but the audio will continue for one minute). During this time, students are to capture their size-up on paper to present to the class.</li> </ol>	<p data-bbox="1149 281 1382 321">03-06-S200-EP</p>

OUTLINE	AIDS & CUES
<p>3. Before students are put in the “hot seat” to present their size-up to the class, they will practice giving their size-up to a partner.</p> <p>4. The instructor will use the IRPG to ensure students mention the critical elements of the video such as the “Fire Weather Watch” as read in the fire weather forecast.</p> <hr/> <p><b>Begin TDG – read the following scenario to students:</b></p> <p>You are the assistant foreman of the Roper Helitack Crew. You are aboard Helicopter 2KW with your crew inbound for the Budder Fire. The FMO is in Dispatch waiting to hear your size-up. The time is 1000.</p> <p><b>Show the video in slide 7.</b></p> <ul style="list-style-type: none"> <li>• When prompted, students have one minute to capture their size-up on paper.</li> <li>• Give students a few minutes to practice giving their size-up to a partner.</li> <li>• Ask several students to present their size-up to the class.</li> </ul> <p><b>Conduct an After Action Review:</b></p> <p>Select a student to facilitate the AAR. Use this opportunity to observe their foundation skills such as command presence. The facilitator should not dominate the AAR but needs to ensure that students have critical information. The AAR must focus on the training objective and what was done and why.</p>	<p>03-07-S200-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="203 283 779 315">II. DEVELOP PLAN OF ACTION</p> <p data-bbox="300 367 625 399">A. Leader's Intent</p> <p data-bbox="397 451 1055 535">It is important to understand the relationship between:</p> <ul data-bbox="406 577 706 745" style="list-style-type: none"> <li>• Leader's Intent</li> <li>• Objectives</li> <li>• Strategies</li> <li>• Tactics</li> </ul> <p data-bbox="397 787 1079 997">We must realize this is a process and that it is slightly different for everyone. However, it is critical for all firefighters to recognize their existence and understand their origins and applications.</p> <p data-bbox="397 1039 1104 1165">The process begins with intent, or a description of what the group must do to succeed, and what success looks like.</p> <p data-bbox="397 1207 1096 1417">We provide leader's intent so that our people can adapt plans and exercise initiative to accomplish an objective when unanticipated opportunities arise or when the original plan no longer suffices.</p> <p data-bbox="397 1459 1112 1543">The leader must communicate this through task, purpose, and end state (as described in Unit 1).</p>	<p data-bbox="1144 283 1380 315">03-08-S200-EP</p> <p data-bbox="1144 367 1380 399">03-09-S200-EP</p>

OUTLINE	AIDS & CUES
<p>Objectives, strategies, and tactics provide the guidance through which subordinates can realize leader's intent.</p> <p>Tactics are the tools used in the execution of a strategy and strategy is the plan used in the attainment of objectives.</p> <p>It is important to understand the correlation concerning the chain of command. For example, incident commanders normally receive management intent in the form of objectives.</p> <p>The IC will then deliver their intent in the form of strategy and the fireline supervisor's through tactics.</p>	
<p>B. Objectives</p> <p>To successfully manage an incident, the IC must take the incident objectives and translate them into achievable goals that resources on the scene can work towards accomplishing the leader's intent.</p> <p>Objectives will often be given to the IC by local fire manager or guidance from unit fire management plan.</p>	<p>03-10-S200-EP</p>

OUTLINE	AIDS & CUES
<p>1. Objectives should be:</p> <p>Specific. Is it clear and concise so that anyone understands?</p> <p>Measurable. Can progress and success be measured?</p> <p>Attainable. Can the goal be reached with available resources?</p> <p>Realistic. Does it make sense? Does this goal bring people closer to accomplishing the incident objective? Does the outcome justify the risk?</p> <p>Time. Has a deadline been established for this goal? Is there a trigger point that establishes whether or not it is working?</p>	03-11-S200-EP
<p>2. Objectives help define the “box” around the fire.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>• Provide for public and firefighter safety</li> <li>• Keep the fire at 10 acres or less</li> <li>• Keep the fire north of Highway 39</li> <li>• Keep fire east of Hilltop drainage</li> <li>• Protect Long Pine subdivision</li> </ul>	03-12-S200-EP

OUTLINE	AIDS & CUES
<p>C. Strategies</p> <ol style="list-style-type: none"> <li>1. An overall plan of action for fighting a fire which gives regard to: <ul style="list-style-type: none"> <li>• The most cost-efficient use of personnel and equipment in consideration of values threatened.</li> <li>• Fire behavior</li> <li>• Legal constraints</li> <li>• Objectives established for resource management.</li> </ul> </li> <li>2. Leaves decisions on the tactical use of personnel and equipment to supervisors and leaders in the operations section. <p>Examples may include:</p> <ul style="list-style-type: none"> <li>• Construct direct handline along east flank of fire.</li> <li>• Burn out along north side of Highway 39.</li> <li>• Construct indirect fireline around Long Pine subdivision.</li> </ul> </li> </ol>	<p>03-13-S200-EP</p>

OUTLINE	AIDS & CUES
<p>D. Tactical Plan</p> <ol style="list-style-type: none"> <li>1. Operational aspect of fire suppression. <ul style="list-style-type: none"> <li>• Determine exactly where and how to build a control line and what other suppression measures are necessary to extinguish the fire.</li> </ul> </li> <li>2. Tactics must be consistent with the strategy established for suppressing the fire. <p>Examples may include:</p> <ul style="list-style-type: none"> <li>• Construct direct dozer line along west flank of fire anchoring at Fish Creek and proceeding north to Taylor Road. Line should be two blades wide down to mineral soil.</li> <li>• Mop-up two chains inside control lines.</li> </ul> </li> </ol>	<p>03-14-S200-EP</p>
<p><b>SLIDE 15 SHOWS AN EXAMPLE OF AN OBJECTIVE, STRATEGY, AND THE FOLLOWING TACTICS:</b></p> <ul style="list-style-type: none"> <li>• Use drip torches to hand fire along the north side of Highway 39 using a 3-2-1 stripping pattern. Begin burning at the junction of Highway 39 and Topaz Road. Proceed west to the Gila River.</li> </ul>	<p>03-15-S200-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="298 283 610 321">E. Trigger Points</p> <p data-bbox="393 369 1105 449">A trigger point is a predetermined event or time that initiates a preplanned response such as:</p> <p data-bbox="393 497 1122 615">“We will continue to go direct. If we can’t catch the fire before it reaches Elk Ridge, we will go indirect.”</p> <p data-bbox="393 663 1105 789">Trigger points are identified during the stage of planning when planners discuss the “what ifs” and contingencies.</p> <p data-bbox="203 837 1036 917"><b>ASK STUDENTS FOR EXAMPLES OF TRIGGER POINTS.</b></p> <p data-bbox="298 966 675 1003">F. Contingency Plans</p> <p data-bbox="393 1052 1019 1131">Contingency plans are secondary plans of action.</p> <p data-bbox="393 1180 1078 1306">Trigger points and contingency plans are only good if communicated and understood by all personnel.</p>	<p data-bbox="1149 283 1382 321">03-16-S200-EP</p>

OUTLINE	AIDS & CUES
III. INFORMATION SHARING	03-17-S200-EP
A. Periodic Updates <ul style="list-style-type: none"> <li>• Minimum of every two hours</li> <li>• More often if needed</li> <li>• Check local unit requirements</li> </ul>	
B. Dispatch/Supervisor <ul style="list-style-type: none"> <li>• Confirm size up</li> <li>• Plan of action</li> <li>• Special considerations</li> <li>• Structures threatened</li> <li>• Resources on scene</li> <li>• Resource and logistical needs</li> </ul>	03-18-S200-EP

OUTLINE	AIDS & CUES
<p>IV. LOGISTICS</p> <p>A. Resources</p> <p><b>DISCUSS THINGS TO CONSIDER WHEN ASSESSING RESOURCE NEEDS AND PLACING ORDERS.</b></p> <ul style="list-style-type: none"> <li>• Kinds</li> <li>• Types</li> <li>• Availability</li> </ul> <p><b>DISCUSS LOCAL ORDERING PROCEDURES, THE IMPORTANCE OF TIMELINESS IN ORDERING RESOURCES, AND PLACING COMPLETE ORDERS USING COMMON TERMINOLOGY.</b></p>	<p>03-19-S200-EP</p>
<p>B. Supplies and Equipment</p> <ul style="list-style-type: none"> <li>• Quantities needed</li> <li>• Consolidating orders <ul style="list-style-type: none"> <li>– Develop a list and consolidate orders for supplies and resources prior to requesting.</li> </ul> </li> <li>• Order in timely manner (proper lead time) <ul style="list-style-type: none"> <li>– Don't place an order and expect it to be available immediately.</li> </ul> </li> <li>• Prioritize ordered items</li> <li>• Delivery point (when and where needed)</li> </ul>	<p>03-20-S200-EP</p>

OUTLINE	AIDS & CUES
<p>C. Documentation</p> <ul style="list-style-type: none"> <li>• What is ordered?</li> <li>• What time was it ordered?</li> <li>• Unit Log, ICS 214 or Incident Briefing, ICS 201.</li> <li>• Who was the order placed with?</li> </ul>	03-21-S200-EP
<p>D. Be Specific / Follow Up</p> <p>If the items don't arrive in a reasonable amount of time, call dispatch to find out the status of the order.</p>	03-22-S200-EP
<p>V. SPECIAL CONSIDERATIONS</p> <p><b>DISCUSS LOCAL ISSUES. EXAMPLES ARE LISTED BELOW.</b></p> <ul style="list-style-type: none"> <li>• Social/Political</li> <li>• Environmental <ul style="list-style-type: none"> <li>– Threatened and endangered species</li> <li>– Resource values to be protected</li> <li>– Fire rehab</li> <li>– Cultural</li> <li>– Wilderness/WSA</li> </ul> </li> </ul>	03-23-S200-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Wildfire Use</li> <li>• Fire Environment (resistance to control) <ul style="list-style-type: none"> <li>– Fuels</li> <li>– Weather</li> <li>– Topography</li> </ul> </li> <li>• Urban Interface</li> <li>• Personnel Welfare/Fatigue</li> <li>• Policy <ul style="list-style-type: none"> <li>– Where to find</li> <li>– Examples</li> <li>– Significance</li> </ul> </li> <li>• Contractors</li> <li>• Cost Containment <ul style="list-style-type: none"> <li>– Tactics and your Plan of Action impact cost containment (aircraft, special equipment).</li> <li>– DMOB excess resources timely!</li> </ul> </li> </ul>	

OUTLINE	AIDS & CUES
<p><b>BUDDER FIRE TDG #3: Plan of Action</b></p> <hr/> <p><b>Initial Facilitator Information – NOT TO BE SHARED WITH STUDENTS</b></p> <p><b>Training Objective:</b></p> <ul style="list-style-type: none"> <li>• Using the Situational Awareness developed from the size-up TDG, develop, document, and communicate intent, objectives, and plan of action.</li> </ul> <p><b>Resources Referenced:</b></p> <ul style="list-style-type: none"> <li>• Budder Fire IC</li> <li>• Engine – 71, Type 4 local engine</li> <li>• Crew – 3, Type 2 hand crew USFS</li> <li>• Air Attack</li> <li>• Helicopter 2KW, Type 2</li> <li>• Roper Helitack</li> </ul> <hr/> <p><b>TDG INSTRUCTIONS TO BE SHARED WITH STUDENTS:</b></p> <ol style="list-style-type: none"> <li>1. Students will view a short “Budder Fire” video. Based on the visual and audio inputs contained in the video, students will develop a plan of action based on the elements outlined in the IRPG Briefing Checklist.</li> <li>2. The video will prompt students to develop a plan of action (the video will stop, but the audio will continue for four minutes). During this time, students are to capture their plan of action on paper to present to the class.</li> <li>3. Before students are put in the “hot seat” they will practice delivering their plan of action (in the form of a briefing) to a partner. The other students will be allowed to ask questions regarding the briefing.</li> </ol>	<p>03-24-S200-EP</p>

OUTLINE	AIDS & CUES
<p>4. This is a critical part of your incident documentation which will be evaluated by the coaches. Critical documentation includes:</p> <ul style="list-style-type: none"> <li>• Incident objectives</li> <li>• Resources on scene and en route</li> <li>• Frequencies</li> <li>• Map</li> </ul> <hr/> <p><b>Begin TDG – read the following scenario to students:</b></p> <p>You have arrived on the Budder Fire. Your crew is standing in front of you, 2KW is over head doing bucket work, and you have resources en route. As the IC, everyone is waiting for you to develop a plan of action.</p> <p><b>Show the video in slide 25.</b></p> <ul style="list-style-type: none"> <li>• When prompted, students have four minutes to capture their plan of action on paper.</li> <li>• Give students a few minutes to practice delivering their plan of action to a partner.</li> <li>• Ask several students to present their plan of action to the class.</li> </ul> <p><b>Conduct an After Action Review:</b></p> <p>Select a student to facilitate the AAR. Use this opportunity to observe their foundations skills and command presence. The facilitator should not dominate the AAR but needs to ensure that students have included all of the critical elements for a plan of action. The AAR must focus on the training objective and what was done and why. The coach will need to ensure that a good plan of action with trigger points is being considered.</p>	<p>03-25-S200-EP</p>

OUTLINE	AIDS & CUES
<b>REVIEW UNIT OBJECTIVES.</b>  <b>REVIEW STBS AND COACH STUDENTS ONE-ON-ONE (15 MINUTES).</b>	03-26-S200-EP

## UNIT OVERVIEW

**Course** Initial Attack Incident Commander, S-200

**Unit** 4 – Manage the Incident

**Time** 4 Hours

### Objectives

1. Brief and keep subordinates informed of plan of action.
2. Direct and coordinate resources.

### Strategy

This unit contains a “Simulation TDG” that is executed through the use of sand tables and simulation cards.

- The simulation cards will allow the facilitator to focus on the simulation rather than stepping out of the game to give verbal inputs to role players.
- The simulation cards have recommended inputs. The facilitator can develop any inputs they feel will enhance the simulation and support the learning objective.
- Students will be put in the role of IC and begin to execute the plan and manage the incident.
- Every student may not get a chance to be in the role of IC; therefore, the cadre must run the simulation over as many times as deemed necessary.
- Each time the simulation is re-played, it should be started from the beginning (size-up, plan, etc.), and ran only as long as necessary.
- When the simulation learning objectives have been attained, stop.
- Do not attempt a transfer of command in this unit.
- Allow enough time for students to lead and learn from the AARs.

### Instructional Methods

- PowerPoint lecture
- Simulation TDG with sand tables and simulation cards

## Instructional Aids

- Sand tables (minimum of two)
- Simulation cards (located at the end of this unit)

Prepare a minimum of two sets each:

- The green cards need to be copied front to back and cut out accordingly.
- The red cards can be copied single-sided and cut out accordingly.

**NOTE: Two of the red cards are for use in Unit 5.**

- Radios with two frequencies per table
- Simulation clock
- IRPG

## Exercise

- Budder Fire Tactical Decision Game #4: Manage the Incident (page 4.6).

**It is strongly recommended that instructors read the instructions and rehearse the TDG for this unit before presenting it.**

Read the simulation ground rules carefully and be sure you understand them. The cadre should coordinate their efforts in the simulation as they would when managing any incident.

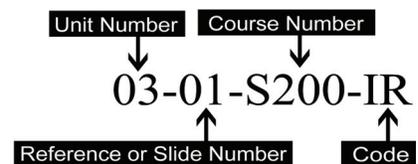
## Evaluation Method

- The cadre will evaluate the student's performance using the Simulation Task Book. Allow at least 15 minutes at the end of the unit to coach students in their performance. There will be a higher level of coaching required in this unit.

## Aids and Cues Codes

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide      IR – Instructor Reference  
SW – Student Workbook    SR – Student Reference  
STB – Simulation Task Book   EP – Electronic Presentation (PowerPoint)



## UNIT PRESENTATION

COURSE: Initial Attack Incident Commander, S-200

UNIT: 4 – Manage the Incident

OUTLINE	AIDS & CUES
<b>UNIT TITLE SLIDE.</b>	04-01-S200-EP
<b>SHOW THE INTRODUCTION VIDEO IN SLIDE 2.</b>	04-02-S200-EP
<b>PRESENT UNIT OBJECTIVES.</b>	04-03-S200-EP
<p data-bbox="201 835 1094 919">I. BRIEF AND KEEP SUBORDINATES INFORMED OF PLAN OF ACTION</p> <p data-bbox="298 961 828 1003">A. Develop Command Presence</p> <p data-bbox="396 1050 1101 1171">Command presence will be transmitted by your ability to communicate effectively throughout the incident.</p> <p data-bbox="396 1218 1088 1339">Prompt and decisive action during the early stages of a fire often determines the success or failure of the initial attack.</p> <p data-bbox="298 1386 1019 1428">B. Be Aware of the Leadership Environment</p> <ul data-bbox="402 1474 649 1684" style="list-style-type: none"><li data-bbox="402 1474 630 1516">• The Team</li><li data-bbox="402 1558 649 1600">• The Leader</li><li data-bbox="402 1642 617 1684">• The Task</li></ul>	04-04-S200-EP

OUTLINE	AIDS & CUES
<p>C. Communicate Leader's Intent</p> <ul style="list-style-type: none"> <li>• Task</li> <li>• Purpose</li> <li>• End State</li> </ul> <p>D. Utilize References</p> <ul style="list-style-type: none"> <li>• IRPG</li> <li>• Incident Organizer</li> </ul>	
<p>II. DIRECT AND COORDINATE RESOURCES</p>	
<p>A. Apply Leadership Styles</p> <ul style="list-style-type: none"> <li>• Directing</li> <li>• Delegating</li> <li>• Participating</li> </ul>	04-05-S200-EP
<p>B. Operational Leadership (as outlined in the IRPG)</p> <p>The most essential element of successful wildland firefighting is competent and confident leadership.</p> <p>Leadership means providing purpose, direction, and motivation for wildland firefighters working to accomplish difficult tasks under dangerous, stressful circumstances.</p>	04-06-S200-EP

OUTLINE	AIDS & CUES
<p>In confusing and uncertain situations, a good operational leader will:</p> <ul style="list-style-type: none"> <li>• TAKE CHARGE of assigned resources.</li> <li>• MOTIVATE firefighters with a “can do safely” attitude.</li> <li>• DEMONSTRATE INITIATIVE by taking action in the absence of orders.</li> <li>• COMMUNICATE by giving specific instructions and asking for feedback.</li> <li>• SUPERVISE at the scene of action.</li> </ul>	
<p>C. Dynamic Environment</p> <ul style="list-style-type: none"> <li>• Maintain LCES and 10 and 18</li> <li>• Monitor weather and fire behavior</li> <li>• Maintain Span-of-Control</li> <li>• Monitor crew welfare</li> <li>• Incident complexity</li> <li>• Re-evaluate strategies, tactics, hazards</li> </ul>	<p>04-07-S200-EP</p>

OUTLINE	AIDS & CUES				
<p><b>BUDDER FIRE TDG #4: Manage the Incident.</b></p> <p>Before beginning the TDG, give students the following Ground Rules Briefing:</p> <ul style="list-style-type: none"> <li>• Two simulations will run simultaneously on two tables.</li> <li>• Each sand table will have an instructor and an appropriate number of coaches.</li> <li>• When players are not face to face on the Budder Fire, communication will be over the radio.</li> <li>• An instructor or coach will be in the Dispatch and FMO roles.</li> <li>• Instructor will have two types of input cards for each simulation (Green Cards and Red Cards):</li> </ul> <p><b>Green Cards:</b> These cards are given to each student at the beginning of the simulation. The front of the card shows position and current status:</p> <div data-bbox="391 1304 919 1713" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: center; vertical-align: middle;"><b>S-200</b></td> <td style="text-align: center; vertical-align: middle;"><b>Engine 71</b> Your Name</td> </tr> <tr> <td colspan="2" style="padding: 5px;"> <p>You think you are getting close to the fire but aren't sure if you are on the right road. Can you get some better instructions?</p> <p><b><u>Crew Qualifications on back of card</u></b></p> </td> </tr> </table> </div>	<b>S-200</b>	<b>Engine 71</b> Your Name	<p>You think you are getting close to the fire but aren't sure if you are on the right road. Can you get some better instructions?</p> <p><b><u>Crew Qualifications on back of card</u></b></p>		<p>04-08-S200-EP</p> <p>04-09-S200-EP</p> <p>04-10-S200-EP</p> <p>04-11-S200-EP</p>
<b>S-200</b>	<b>Engine 71</b> Your Name				
<p>You think you are getting close to the fire but aren't sure if you are on the right road. Can you get some better instructions?</p> <p><b><u>Crew Qualifications on back of card</u></b></p>					

On the back of the card are categories of information which can be developed during the simulation:

<b>Incident</b>	<b>Budder Fire Simulation</b>	_____
<b>Arrival Time</b>	_____	
<b>Work / Rest Hours Remaining</b>	<b>12</b>	_____
<b># Crewmembers</b>	<b>4</b>	_____
<b>___ DIVS</b>	<b><u>1</u></b>	<b>STLD ___ TFLD <u>1</u> EMT</b>
<b>Assignment</b>	_____	

**Red Cards (Murphy’s Law):** During the simulation, the instructor will read the inputs on these cards to the students. Example:

<b>S-200</b> Unit 4	<b>Fire Activity is increasing</b>
<b>The fire just got into some heavier fuels... the flame lengths have just increased to about eight feet. Starting to spot.</b>	

- Simulation Task Book elements can be signed off in all roles.
- Conduct yourself as you would on an actual incident.
- Utilize appropriate references.
- You will be evaluated on your documentation; everyone will document as if they are the IC.

04-12-S200-EP

OUTLINE	AIDS & CUES
<p><b>Initial Facilitator Information – NOT TO BE SHARED WITH STUDENTS</b></p> <p><b>Training Objective:</b></p> <ul style="list-style-type: none"> <li>• Initiate incident management, implement plan of action, and direct and coordinate resources.</li> </ul> <p><b>Resources Referenced:</b></p> <ul style="list-style-type: none"> <li>• Budder Fire IC</li> <li>• Engine – 71, Type 4 local engine</li> <li>• Crew – 3, Type 2 hand crew USFS</li> <li>• Air Attack</li> <li>• Helicopter 2KW, Type 2</li> <li>• Roper Helitack</li> </ul> <p><b>The simulation clock will be set for 1000:</b></p> <ul style="list-style-type: none"> <li>• TDGS will run for 30 minutes</li> <li>• AAR for 10 minutes</li> </ul>	
<hr/> <p><b>TDG INSTRUCTIONS TO BE SHARED WITH STUDENTS:</b></p> <ol style="list-style-type: none"> <li>1. Instructor will divide students into equal groups at each sand table.</li> <li>2. Instructor will give students a good orientation of the board (distance, direction, roads, rivers, etc.).</li> <li>3. Students have developed their Situational Awareness and should have a plan of action ready to deliver in the form of a briefing.</li> <li>4. Students should have their Incident Organizer to track resources and significant events.</li> </ol>	04-13-S200-EP

OUTLINE	AIDS & CUES
<p><b>Begin TDG – start the simulation clock and give students the TDGS scenario briefing:</b></p> <p>Now that you have given dispatch a size-up and developed a plan of action, it is time to execute your plan and manage the incident. The time is 1000.</p> <p><b>Hand out green card position assignments to each student. Run the TDG for 30 minutes and then conduct an AAR.</b></p> <p><b>Conduct an After Action Review:</b></p> <p>Select a student who has not been in the role of IC to conduct the AAR. Conduct an AAR with focus on the training objective. Use the AAR format found in the Incident Response Pocket Guide to facilitate the AAR. There are four basic questions in the AAR. Remember, TDGS shouldn't have a single solution. Keep the focus of the AAR on what was done and why.</p> <ul style="list-style-type: none"> <li>• After completion of AAR, replay simulation as many times as necessary.</li> <li>• Players will rotate to new positions and be allowed to manage the incident from the beginning.</li> <li>• The simulations will run at same complexity level with new input cards.</li> </ul> <p><b>REVIEW UNIT OBJECTIVES.</b></p> <p><b>REVIEW STBS AND COACH STUDENTS ONE-ON-ONE (15 MINUTES).</b></p>	<p>04-14-S200-EP</p>



## Green Cards (Front)

**S-200**

### **Budder Fire IC** Your Name

You are the assistant foreman off of the Roper Helitack Crew. There are a total of six of you that initial attacked the fire.

Crew qualifications on back of card

**S-200**

### **Helicopter 2KW**

Do you have an assignment for me?  
Who is my ground contact?  
Turn around on buckets is about 5 minutes.

Crew qualifications on back of card

**S-200**

### **Roper Helitack** Your Name

You have two saws, two backpack pumps, one crew first aid kit and food and water for 24 hours

Crew qualifications on back of card

**S-200**

### **Engine 71** Your Name

You think you are getting close to the fire but aren't sure if you are on the right road. Can you get some better instructions?

Crew qualifications on back of card

**S-200**

### **Crew 3** Your Name

We're about 10 minutes out. Where can we tie in with you?

Your crew is pretty green and hasn't worked together before. You have two saws, a crew first aid kit and lunches and water to get you through the afternoon.

Crew qualifications on back of card

**S-200**

### **Dispatch** This will be played by coach

Make sure you give us updates and let us know when resources arrive.

Make sure all inputs support the learning objective. If they order resources they will not arrive before the end of the simulation.

Uncertainty is OK in the sim.

**S-200**

### **Air Attack**

Don't know how long I'll be around, there are a lot of other fires.

Active flame on the west flank. There is a structure two miles north. No immediate threat.

Do you have a plan for me?... objectives, ground contacts...

**S-200**

### **FMO** Your Name

There are several other fires; there might be competition for resources. Keep me updated through Dispatch.

**S-200**

### **Engine 29** Your Name

Budder Fire IC, ENG 29 just showed on the fire, do you have a staging area I'm supposed to report to?

Crew qualifications on back of card

**S-200**

### **Lookout** Your Name

Hand this out only if IC selects L.O.

The winds are picking up, getting ready for some wind.

Green Cards (Back)

Incident **Budder Fire Simulation**

Arrival Time **1030**

Hours Remaining **6**

Incident **Budder Fire Simulation IC**

Arrival Time **0930**

Work / Rest Hours Remaining \_\_\_\_\_

# Crewmembers \_\_\_\_\_

\_\_\_ DIVS \_\_\_ STLD \_\_\_ TFLD \_\_\_ EMT

Location / Time \_\_\_\_\_

Incident **Budder Fire Simulation**

Arrival Time \_\_\_\_\_

Work / Rest Hours Remaining **12**

# Crewmembers **4**

\_\_\_ DIVS 1 STLD \_\_\_ TFLD 1 EMT

Location / Time \_\_\_\_\_

Incident **Budder Fire Simulation**

Arrival Time **1030**

Work / Rest Hours Remaining **12**

# Crewmembers **6 including IC**

\_\_\_ DIVS 2 STLD \_\_\_ TFLD 1 EMT

Location / Time \_\_\_\_\_

Incident **Budder Fire Simulation**

Status at simulation rotation

Incident **Budder Fire Simulation**

Arrival Time \_\_\_\_\_

Work / Rest Hours Remaining **7**

# Crewmembers **20**

\_\_\_ DIVS 1 STLD \_\_\_ TFLD 1 EMT

Location / Time \_\_\_\_\_

Incident **Budder Fire Simulation**

Status at simulation rotation

Incident **Budder Fire Simulation**

Status at simulation rotation

Incident **Budder Fire Simulation**

Arrival Time \_\_\_\_\_

Work / Rest Hours Remaining \_\_\_\_\_

# Crewmembers \_\_\_\_\_

\_\_\_ DIVS X STLD \_\_\_ TFLD \_\_\_ EMT

Location / Time \_\_\_\_\_

Incident **Budder Fire Simulation**

Arrival Time \_\_\_\_\_

Work / Rest Hours Remaining **11**

# Crewmembers **4**

1 DIVS \_\_\_ STLD \_\_\_ TFLD \_\_\_ EMT

Location / Time \_\_\_\_\_

Red Cards (for Units 4 and 5)

**S-200**  
Unit 4

**Downhill line construction**

Call the IC and tell him/her that you are faced with a downhill line construction issue.

**S-200**  
Unit 4

**Helicopter 2 Kilo Whiskey**

You are going to have to get fuel, your fuel truck is close, should only take fifteen minutes.

**S-200**  
Unit 4

**Thunderstorm**

We're getting some shifting and increasing winds.

**S-200**  
Unit 4

**We have a sick crew member**

We have a person who appears to have some sort of dehydration, heat illness thing... doesn't appear serious but we probably need to get them off the fire.

**S-200**  
Unit 4

**Rancher COACH**

A rancher just showed up, wants to know what's going on. The helicopter is scaring his cattle. Rancher may have valuable information regarding local roads, water sources and structures.

**S-200**  
Unit 4

**Dispatch COACH**

Dispatch wants an update; do you have any resource or logistical needs?

**S-200**  
Unit 4

**Making good progress**

It looks like we're about to pinch this fire off...

**S-200**  
Unit 4

**Need to get water**

Our tank is almost empty, will need to get water... water source is very close, 15 minutes away.

**S-200**  
Unit 5

**Fire activity is increasing**

The fire just got into some heavier fuels... the flame lengths have just increased to about eight feet. Starting to spot.

**S-200**  
Unit 5

**FMO wants a complexity analysis**

I'm hearing all kinds of traffic about increased fire behavior, how's it going? Could you do a complexity analysis?

## UNIT OVERVIEW

**Course** Initial Attack Incident Commander, S-200

**Unit** 5 – Evaluating Incident Objectives

**Time** 2½ Hours

### Objectives

1. Evaluate progress towards meeting incident objectives.
2. Determine if incident complexity exceeds IC skill level and comfort level.
3. Transfer command to an incoming Incident Commander.

### Strategy

This unit contains a continuation of the simulation TDG from Unit 4.

- The simulation will escalate beyond the capabilities of a Type 4 IC. Students will make this determination through the use of a complexity analysis in the IRPG.
- Once the determination has been made, the facilitator needs to compress the time allowing an incoming ICT3 to transition with the outgoing ICT4.
- The facilitator should keep a manageable amount of inputs coming at the ICT4 to evaluate their ability to manage the incident throughout the dangerous transition period.
- Be sure not to overwhelm the students with inputs. Allow them to succeed!
- The TDGS will end with the completion of the transfer of command.
- Every student may not get a chance to be in the role of IC; therefore, the cadre must run the simulation over as many times as deemed necessary.
- The intent of this unit is to provide students with the information and tools needed to evaluate an ongoing incident.

### Instructional Methods

- PowerPoint lecture
- Simulation TDG with sand tables and simulation cards

## Instructional Aids

- Sand tables (minimum of two)
- Simulation cards (located at the end of Unit 4)

Prepare a minimum of two sets each:

- The green cards need to be copied front to back and cut out accordingly.
- The red cards can be copied single-sided and cut out accordingly.

**NOTE: There are only two red cards for this Unit.**

- Radios with two frequencies per table
- Simulation clock
- IRPG

## Exercise

- Budder Fire Tactical Decision Game #5: Evaluating Incident Objectives (page 5.6).

**It is strongly recommended that instructors read the instructions and rehearse the TDG for this unit before presenting it.**

The cadre should coordinate their efforts in the simulation as they would when managing any incident.

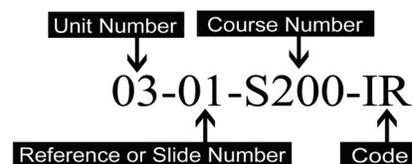
## Evaluation Method

The cadre will evaluate the student's performance using the Simulation Task Book. Allow at least 15 minutes at the end of the unit to coach students in their performance. The coaches should take action to improve any areas of weakness in student performance.

## Aids and Cues Codes

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide            IR – Instructor Reference  
SW – Student Workbook        SR – Student Reference  
STB – Simulation Task Book    EP – Electronic Presentation (PowerPoint)



## UNIT PRESENTATION

COURSE: Initial Attack Incident Commander, S-200

UNIT: 5 – Evaluating Incident Objectives

OUTLINE	AIDS & CUES
<b>UNIT TITLE SLIDE.</b>	05-01-S200-EP
<b>SHOW THE INTRODUCTION VIDEO IN SLIDE 2.</b>	05-02-S200-EP
<b>PRESENT UNIT OBJECTIVES.</b>	05-03-S200-EP
I. EVALUATE PROGRESS TOWARDS MEETING INCIDENT OBJECTIVES	05-04-S200-EP
• Continuous cycle	
• Tactical progress	
• Decision/trigger points	
• Safety concerns	
• Incident complexity changes	
• Logistical needs/issues	
• Others?	

OUTLINE	AIDS & CUES
<p>II. DETERMINE IF INCIDENT COMPLEXITY EXCEEDS IC SKILL LEVEL AND COMFORT LEVEL</p> <ul style="list-style-type: none"> <li>• General Impression</li> <li>• Incident Complexity Analysis <ul style="list-style-type: none"> <li>– IRPG</li> <li>– Incident Organizer</li> </ul> </li> </ul>	05-05-S200-EP
<p><b>EXERCISE:</b></p> <p>Have students complete an Incident Complexity Analysis on the Budder Fire using the Incident Organizer or IRPG.</p>	05-06-S200-EP
<p>III. TRANSFER OF COMMAND</p> <p>The “Transfer of Command” period has been identified as a factor in past fireline accidents and entrapments.</p>	05-07-S200-EP
<p>All resources on the incident need to be informed about any transfer of command on the incident. Resource personnel need to know who the IC is at all times.</p>	05-08-S200-EP
<p>You are responsible for the management of the incident until the transfer is complete.</p>	05-09-S200-EP
<ul style="list-style-type: none"> <li>• Use the Briefing Checklist in the IRPG.</li> <li>• Ensure you have good documentation in the Incident Organizer.</li> <li>• Special considerations</li> </ul>	IRPG

OUTLINE	AIDS & CUES
<p>A transfer of command may occur on an incident where the complexity exceeds the Incident Commanders certification or skill level. It may also occur when transferring command to an IC of the same level or lower level.</p> <p>It is imperative that the IC manage the transfer and the ongoing incident. Remember, you are the leader of the incident until transfer of command is complete.</p> <p>The IRPG includes a briefing checklist that can be used to provide a format for this briefing.</p> <p><b>REFER STUDENTS TO THE IRPG BRIEFING CHECKLIST.</b></p> <p><b>ASK STUDENTS:</b></p> <p>What additional information might an incoming IC want in a briefing?</p> <p><b>SPECIAL CONSIDERATIONS:</b></p> <ul style="list-style-type: none"><li>• <b>WELFARE OF CREW</b></li><li>• <b>QUALIFICATIONS OF PERSONNEL ON INCIDENT</b></li><li>• <b>LOCATION OF DIVISIONS AND RESOURCES</b></li><li>• <b>PROBLEMS/CONCERNS</b></li></ul>	

OUTLINE	AIDS & CUES
<p><b>BUDDER FIRE TDG #5: Evaluating Incident Objectives.</b></p> <hr/> <p><b>Initial Facilitator Information – NOT TO BE SHARED WITH STUDENTS</b></p> <p><b>Training Objective:</b></p> <ul style="list-style-type: none"> <li>• Recognize complexity of the incident and conduct transfer of command.</li> </ul> <p><b>Resources Referenced:</b></p> <ul style="list-style-type: none"> <li>• Budder Fire IC</li> <li>• Engine – 71, Type 4 local engine</li> <li>• Crew – 3, Type 2 hand crew USFS</li> <li>• Air Attack</li> <li>• Helicopter 2KW, Type 2</li> <li>• Roper Helitack</li> <li>• Engine – 29, Type 4 local engine</li> </ul> <p><b>The simulation clock will be set for 1100:</b></p> <ul style="list-style-type: none"> <li>• TDGS will run for 30 minutes</li> <li>• AAR for 10 minutes</li> </ul> <hr/> <p><b>TDG INSTRUCTIONS TO BE SHARED WITH STUDENTS:</b></p> <ol style="list-style-type: none"> <li>1. Instructor will divide students into equal groups at each sand table.</li> <li>2. This simulation is a continuation of the Manage the Incident TDG in Unit 4.</li> <li>3. Students will transition into new roles.</li> </ol>	<p>05-10-S200-EP</p>

OUTLINE	AIDS & CUES
<p><b>Begin TDG – start the simulation clock and give students the TDGS scenario briefing:</b></p> <p>This TDG is a continuation of Manage the Incident. You will receive a ten minute briefing from the outgoing IC and you will assume command. The time is 1100.</p> <p><b>Allow 10 minutes for in-briefing of the outgoing IC with the incoming IC. Hand out green card position assignments to each student. Run the TDG for 30 minutes and then conduct an AAR.</b></p> <p><b>Conduct an After Action Review:</b></p> <p>Conduct an AAR with focus on the training objective. Use the AAR format found in the Incident Response Pocket Guide to facilitate the AAR. There are four basic questions in the AAR. Remember, TDGS shouldn't have a single solution. Keep the focus of the AAR on what was done and why.</p> <p><b>Additional AAR items:</b></p> <ul style="list-style-type: none"> <li>• What are the strongest and weakest aspects of your plan at this point (referring to the trigger points and contingency)?</li> <li>• At what point did you realize you need an ICT3?</li> <li>• If ICT3 was not ordered, at what point did you feel you were going to exceed the ICT4 level?</li> </ul> <p><b>REVIEW UNIT OBJECTIVES.</b></p> <p><b>REVIEW STBS AND COACH STUDENTS ONE-ON-ONE (15 MINUTES).</b></p>	<p>05-11-S200-EP</p>



## UNIT OVERVIEW

**Course** Initial Attack Incident Commander, S-200

**Unit** 6 – Post-fire Activities

**Time** 1½ Hours

### Objectives

1. Prepare and discuss performance evaluations.
2. Brief and submit complete documentation to supervisor or designated officer at end of incident.
3. Identify steps necessary for resource demobilization.
4. Complete a post-incident AAR.

### Strategy

Students will demonstrate their abilities to follow through and close out the incident.

### Instructional Method

- PowerPoint lecture

### Exercise

- AAR of entire incident (page 6.4)

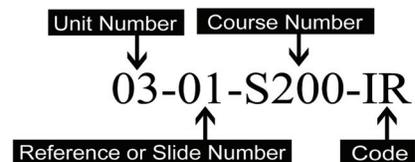
### Evaluation Methods

- Final written exam (open book)
- Close out Simulation Task Books

### Aids and Cues Codes

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide      IR – Instructor Reference  
SW – Student Workbook      SR – Student Reference  
STB – Simulation Task Book      EP – Electronic Presentation (PowerPoint)





## UNIT PRESENTATION

COURSE: Initial Attack Incident Commander, S-200

UNIT: 6 – Post-fire Activities

OUTLINE	AIDS & CUES
<b>UNIT TITLE SLIDE.</b>	06-01-S200-EP
<b>SHOW THE INTRODUCTION VIDEO IN SLIDE 2.</b>	06-02-S200-EP
<b>PRESENT UNIT OBJECTIVES.</b>	06-03-S200-EP
I. PERFORMANCE EVALUATION	06-04-S200-EP
<ul style="list-style-type: none"> <li>• Good evaluation vs. bad evaluation</li> <li>• Contractors</li> <li>• Importance of honesty</li> <li>• Self evaluation</li> </ul>	
II. POST-INCIDENT DOCUMENTATION	06-05-S200-EP
<ul style="list-style-type: none"> <li>• Submit fire report</li> <li>• Equipment needs (post-inspections, payment documents, time, etc.)</li> <li>• Timesheets</li> <li>• Resource and cultural concerns</li> <li>• If it wasn't written, it didn't happen (what a lawyer would say)</li> </ul>	

OUTLINE	AIDS & CUES
<p>III. DEMOBILIZATION OF RESOURCES</p> <ul style="list-style-type: none"> <li>• Post-briefing with resources</li> <li>• Work-Rest concerns</li> <li>• Ensure for safe travel</li> <li>• Logistics for next assignment</li> <li>• Inform dispatch and local management</li> </ul>	06-06-S200-EP
<p><b>EXERCISE: Post-Incident AAR</b></p> <p>Select one student from each group to stand up in front of the class and conduct an AAR for the entire incident (from dispatch to demob) as they experienced it. Ask the student to describe what went well and what didn't go well.</p>	06-07-S200-EP
<p><b>REVIEW UNIT OBJECTIVES.</b></p> <p><b>CLOSE OUT SIMULATION TASK BOOKS WITH STUDENTS. ALLOW AT LEAST 15 MINUTES FOR ONE-ON-ONE COACHING.</b></p> <p><b>ADMINISTER FINAL EXAM.</b></p>	06-08-S200-EP

# **APPENDIX A**

## **COURSE ORDERING AND SUPPORT INFORMATION**



## **COURSE ORDERING AND SUPPORT INFORMATION**

### **Initial Attack Incident Commander, S-200**

The following items may be ordered from the National Interagency Fire Center, Great Basin Supply Office Cache in Boise, Idaho 83705. Consult the current NWCG National Fire Equipment System Catalog, Part 2: Publications for current prices and ordering procedures. This publication is available online at [www.nwcg.gov/pms/pubs/](http://www.nwcg.gov/pms/pubs/)

#### Each instructor will need:

NFES 2903	S-200 Instructor Guide
NFES 2905	S-200 Course Materials CD-ROM

#### Each student will need:

NFES 2904	S-200 Student Workbook
NFES 0065	Fireline Handbook <a href="http://www.nwcg.gov/pms/pubs/pubs.htm">http://www.nwcg.gov/pms/pubs/pubs.htm</a>
NFES 1077	Incident Response Pocket Guide <a href="http://www.nwcg.gov/pms/pubs/pubs.htm">http://www.nwcg.gov/pms/pubs/pubs.htm</a>
NFES 2724	Interagency Standards for Fire and Fire Aviation Operations (or an appropriate agency equivalent).  Current ICT4 Position Task Book <a href="http://www.nwcg.gov/pms/pubs/pubs.htm">www.nwcg.gov/pms/pubs/pubs.htm</a>

Additional material and equipment needed:

- A computer with projector (LCD), speakers, projection screen, and PowerPoint presentation software for electronic presentations.
- A white board with markers or chalkboard with chalk for the instructors.
- Flip charts with paper, markers, tables, chairs, pencils, pens, and notebook paper should be supplied for the students.
- A minimum of two radios with two frequencies per table.