

Introduction to Incident Information S-203



NFES 2912

Instructor Guide
JANUARY 2008



CERTIFICATION STATEMENT

on behalf of the

NATIONAL WILDFIRE COORDINATING GROUP

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

Introduction to Incident Information, S-203
Certified at Level I

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



Member NWCG and Training Working Team Liaison

Date January 31, 2008



Chairperson, Training Working Team

Date 1/31/08

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National Interagency Fire Center, Fire Training, 3833 S. Development Ave., Boise, Idaho 83705.
E-mail: nwcg_standards@nifc.blm.gov.

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 2912.

NWCG TRAINING WORKING TEAM POSITION ON COURSE PRESENTATION AND MATERIALS

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

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

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

COURSE LENGTH FOR NWCG COURSES

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

- Unit times represent the allotted time to teach the unit and complete the exercises, simulations, and tests.
- Recommended course hours are given to help the students and the course coordinator with planning travel, room reservations, and facilities usage. This represents the time estimated to present the NWCG provided materials including time for breaks, lunch periods, set-up for field exercises or simulations, etc.
- Actual times for both the unit and the course may vary based on number of students, types and complexity of course activities, and the addition of local instructional materials.

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

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

PREFACE

Introduction to Incident Information, S-203 is a suggested training course in the National Wildfire Coordinating Group (NWCG) wildland and prescribed fire curriculum. It was developed by an interagency group of experts with guidance from NWCG Training under authority of the NWCG. The primary participants in this development effort were:

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Leigh Anne Squires-Kazimir, BLM/NIFC Fire Training

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

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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 Introduction to Incident Information, S-203 course will require approximately 30 hours for presentation. More time will be required if agency specific material is added.

This course is designed to provide students with the skills and knowledge to perform as a Public Information Officer trainee on an incident.

The instructor guide contains all information and references necessary for the course coordinator, instructors, and students. The course instructions contain information concerning course administration.

Subject material is presented by lectures, PowerPoints, and exercises, culminating in a simulation. Reference material is provided to assist students in the classroom and on the job.

II. COURSE OBJECTIVE

The course objective is stated in broad terms and defines what students should be able to do after completing the S-203 course:

- Students will demonstrate the skills and knowledge of a Public Information Officer (PIOF) by successfully participating in the simulation and passing the written exam.

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/training.htm>.

This is a 200 level course. In addition to the course specific instructor prerequisites, lead instructors are required to have 32 hours of instructor training such as Facilitative Instructor, M-410 (or equivalent course) as stated in the FMCG. Unit instructors should also have 32 hours of instructor training.

IV. COURSE COORDINATOR/INSTRUCTOR PREPARATION

The NWCG Course Coordinator's Guide, PMS 907, contains the general information necessary for presentation of NWCG courses. The guide can be found online at <http://www.nwcg.gov/pms/training/training.htm>.

The material in this course is designed to be presented through a series of facilitated discussions and exercises. Instructors must devote adequate time for their presentations and should draw from their experiences to add realism and credibility to the information provided.

A. Keynote Speaker

Arrange for an Incident Commander, fire management officer, or other experienced incident manager to speak to students for 15 minutes about the importance of the information function (see Unit 0 for more information).

B. Incident Simulation

Students will participate in an Incident Simulation exercise in Unit 8. Detailed instructions and information on equipment and materials for conducting the incident simulation can be found in Unit 8.

Instructors or the course coordinator must prepare well in advance of the course to acquire role players, an appropriate location, and supplies for this exercise.

V. COURSE MATERIALS

See Appendix A for course ordering and support information.

A. Instructor Guide

The Instructor Guide is designed as a teaching aid to assist instructors in presenting the information. Each instructional unit has a unit overview that outlines the lesson's approximate delivery time, objectives, learning strategy, instructional methods, required materials, and evaluation criteria.

The technical content for each unit is written in outline format and is listed in the "Outline" column. This column also contains notes to the instructor (directions for conducting an exercise, questions to ask students, etc.) which are in **BOLD CAPS**.

The "Aids & Cues" column lists references (slide numbers, publications, handouts) that remind instructors to display or refer to specific materials.

B. Course Materials CD-ROM

The Course Materials 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. DVD - Dealing Successfully with the News Media

The DVD should be played on a DVD player rather than a computer. The length of the video clips may create technical problems when played on some computers.

D. Student Workbook

Student Workbooks should be ordered prior to the beginning of the course, one for each student. An electronic version of the Student Workbook is located on the S-203 Course Materials CD-ROM.

E. Sample Agenda

Two sample agendas are located at the end of these course instructions. It is suggested that the timeframes are not included in the agenda handed out to the students. The agenda can be inserted into the student workbook prior to the beginning of the class.

VI. STUDENT TARGET GROUP

Personnel desiring to become qualified as a Public Information Officer (PIOF) are the target group for this course.

VII. STUDENT PREREQUISITES

Refer to the Field Managers Course Guide for student prerequisites.

VIII. STUDENT PRE-COURSE WORK

The pre-course work is online at <http://training.nwcg.gov/pre-courses.htm>.

It is also located in Appendix C on the CD-ROM. If the hard copy version is used, it should be mailed to students four weeks prior to course presentation. Students are to complete the pre-course work and bring it with them to the course. The pre-course work will be reviewed and discussed during Unit 0.

The S-110 DVD “Basic Wildland Fire Orientation” is available online at the same website for students without incident experience.

IX. COURSE SELECTION LETTER

See the Course Coordinator's Guide for information on selection letters. An example of the course selection letter is located at the end of this introduction section. This letter must accompany the student pre-course work and explain timeframes for class start time, class location, etc.

X. RECOMMENDED CLASS SIZE

The recommended class size is no more than 25-30 students. A ratio of one instructor for every six students is recommended.

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:

- Provide adequate area for students and equipment.
- Be free from outside interruptions and interferences.
- Have controlled lighting, good acoustics, and good ventilation.

Additional space will be required for the Unit 5C Media Interview exercises and the Unit 8 Simulation.

XII. EVALUATING STUDENT PERFORMANCE

Students must obtain 70% or higher on the final examination to receive a certificate of completion for this course.

The Unit 8 Simulation requires students to demonstrate several tasks. Instructors will evaluate students using the simulation input sheets and by taking notes on performance. Teams must complete all elements on the inputs in order to have a satisfactory performance in the simulation.

XIII. COURSE EVALUATION FORMS

Copies of these forms are located in Appendix D.

A. Student Final Course Evaluation Form

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. Course Coordinator/Instructor Course Evaluation Form

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.

XIV. APPENDIXES

The following appendix is included in this Instructor Guide:

A. Appendix A – Course Ordering and Support Information

A list of materials to be ordered is included in this appendix.

The following appendixes are on the S-203 Course Materials CD-ROM:

B. Appendix B – PowerPoints

This appendix contains the PowerPoints for each unit.

C. Appendix C – Pre-Course Work

This appendix contains a pre-course quiz and answer key.

D. Appendix D – Final Examination, Answer Key, and Course Evaluations

This appendix contains the final exam, final exam answer key, and course evaluation forms.

Introduction to Incident Information, S-203
Selection Letter Example

Congratulations on being selected to attend Introduction to Incident Information, S-203 to be held at *(location)*. The course will begin at *(time, date)*, and end at *(time, date)*.

The primary emphasis of this course will be to prepare individuals for the position of Public Information Officer.

Complete the pre-course work online at <http://training.nwcg.gov/pre-courses.htm> and bring it with you to the course *(or, complete the enclosed pre-course work)*. Please view “S-110, Basic Wildland Fire Orientation” at the same website if you have no incident experience. The pre-course work is mandatory.

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*.

Introduction to Incident Information, S-203
Suggested Agenda
(Morning Start)

Day 1

0800-0930	Unit 0	(1.5 hours)
0945-1200	Unit 1	(2.0 hours)
<Lunch>		
1300-1345	Unit 2A	(45 minutes)
1400-1500	Unit 2B	(1 hour)
1515-1615	Unit 3	(1 hour)
1615-1630	daily wrap-up	

Day 2

0800-1015	Unit 4	(2.25 hours)
1030-1200	Unit 5A (panel)	(1.5 hours)
<Lunch>		
1300-1430	Unit 5B	(1.5 hours)
1445-1645	Unit 5C	(2 hours)
1645-1700	daily wrap-up	

Day 3

0800-1200	Unit 5C (interviews)	(4 hours)
<Lunch>		
1300-1430	Unit 6A	(1.5 hour)
1445-1545	Unit 6B	(1 hour)
1600-1700	Unit 7	(1 hour)
1700-1715	daily wrap-up	

Day 4

0800-1230	Unit 8 Simulation	(4.5 hours)
<Lunch>		
1400-1530	Final Exam	(1.5 hours)

Introduction to Incident Information, S-203
Suggested Agenda
(Afternoon Start)

Day 1

1230-1400	Unit 0	(1.5 hours)
1415-1615	Unit 1	(2 hours)
1615-1700	Unit 2A	(45 minutes)
1700-1715	daily wrap-up	

Day 2

0800-0900	Unit 2B	(1 hour)
0915-1015	Unit 3	(1 hour)
1030-1130	Unit 5A (panel)	(1 hour)
<Lunch>		
1230-1300	Unit 5A (after panel)	(0.5 hour)
1315-1530	Unit 4	(2.25 hours)
1545-1715	Unit 5B	(1.5 hours)
1715-1730	daily wrap-up	

Day 3

0800-1000	Unit 5C (I-III)	(2 hours)
1015-1215	Unit 5C (IV: Interviews)	(2 hours)
<Lunch>		
1315-1515	Unit 5C (IV: Interviews)	(2 hours)
1530-1545	daily wrap-up	

Day 4

0800-0930	Unit 6A	(1.5 hours)
0930-1030	Unit 6B	(1 hour)
1030-1130	Unit 7	(1 hour)
<Lunch>		
1230-1700	Unit 8 Simulation	(4.5 hours)

Day 5

0800-0930	Final Exam	(1.5 hours)
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UNIT OVERVIEW

Course Introduction to Incident Information, S-203

Unit 0 – Introduction

Time 1.5 Hours

Objectives

1. Introduce the instructors and students.
2. Discuss administrative concerns.
3. Introduce the course.
4. Review the pre-course work.

Strategy

The intent of this unit is to establish student and instructor expectations for the course and review the pre-course work to ensure students have a working understanding of ICS.

Instructional Methods

- Lecture
- Keynote speaker
 - Arrange for an Incident Commander, fire management officer, or other experienced incident manager to speak to students for 15 minutes about the importance of the information function.
 - The speaker should discuss his/her perspective of the key roles and responsibilities of PIO's, what it takes to be a successful PIO, and their experiences with incident information operations.
 - Instructors should provide key messages to the speaker.

Instructional Aids

- Computer, projector, screen
- Position Task Book for Public Information Officer
- Pre-course work for review (Appendix C on CD-ROM)

Exercises

There are no exercises but there is a suggested introductory icebreaker.

Evaluation Method

No evaluation

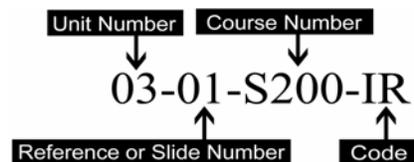
Outline

- I. Introductions
- II. Administrative Concerns
- III. Keynote Speaker
- IV. Course Introduction
- V. Pre-Course Work

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
HO – Handout	PPT– PowerPoint



UNIT PRESENTATION

COURSE: Introduction to Incident Information, S-203

UNIT: 0 – Introduction

OUTLINE	AIDS & CUES
MISSION STATEMENT SLIDE.	00-01-S203-PPT
UNIT TITLE SLIDE.	00-02-S203-PPT
PRESENT UNIT OBJECTIVES.	00-03-S203-PPT
I. WELCOME AND INTRODUCTIONS	00-04-S203-PPT
Do an effective icebreaker to build class rapport and make introductions. Examples:	
<ul style="list-style-type: none">• Interview a fellow student seeking one interesting thing to share with the group.• Have students pair up and tell two truths and one lie about themselves; the partner must share with the class which statement he or she believes to be the lie.• Have students' share their expectations for the class.	

OUTLINE	AIDS & CUES
II. ADMINISTRATIVE CONCERNS	00-05-S203-PPT
<ul style="list-style-type: none"> A. Ground Rules <ul style="list-style-type: none"> 1. Be on time 2. No side conversations 3. Cell phone policy 4. Student participation 5. Respect 6. Others as appropriate 	
<ul style="list-style-type: none"> B. Housekeeping <ul style="list-style-type: none"> 1. Safety issues (fire exits, emergency procedures, etc.) 2. Morning, afternoon, and lunch breaks 3. Availability of coffee, soft drinks, and snacks 4. Distribution of messages 5. Location of restrooms 6. Transportation 7. Location of nearby restaurants 	00-06-S203-PPT

OUTLINE	AIDS & CUES
<p>We will touch on aspects of establishing and maintaining an incident information operation, from getting organized to communicating with internal and external audiences to handling special situations.</p>	00-09-S203-PPT
<p>C. Student Workbook</p> <p>The student workbook is designed to:</p> <ul style="list-style-type: none"> • Minimize the need to take notes. • Serve as a study guide for unit and lesson reviews and the final exam. • Use as a reference when assigned to incidents as trainees. 	00-10-S203-PPT
<p>D. Student Performance Requirements</p> <p>At the end of each unit and lesson (except for this unit), you will complete a review, in quiz format, to determine how well you understood the information presented.</p> <ul style="list-style-type: none"> • Unit and lesson reviews are not graded, but will serve as study guides for the final examination. • You will be evaluated on participation in exercises and an incident simulation. • A final examination covers the material presented in the course. To successfully complete the course, you must attain a minimum score of 70%. 	00-11-S203-PPT

OUTLINE	AIDS & CUES
<p style="text-align: center;">Successful completion of this course will provide you with knowledge and skills needed to serve as a PIO <u>trainee</u> on incidents.</p> <p>V. PRE-COURSE WORK</p> <p>In the Incident Command System (ICS), one incident PIO is designated per incident. Assistants may be assigned to help that primary PIO.</p> <p>Within the world of wildland fire, positions are further broken out to indicate experience levels. The three levels of qualification for Public Information Officers are PIO1, PIO2, and PIOF.</p> <p>The Type 1 and 2 designations recognize higher skill and experience level requirements based on the complexity of the incident.</p> <p>This course, intended for personnel who will be working primarily in wildland fire, is designed to provide students with the knowledge and skills needed for the entry level of qualification, PIOF.</p> <p>PIO's and PIOF's may be assigned to incidents of various levels of complexity. For example:</p> <ul style="list-style-type: none"> • At a Type 1 wildland fire incident, a PIO1 would be the designated Public Information Officer and could have a PIO2 or PIOF as assistants. • At a Type 3 wildland fire incident, it is possible that a PIOF would be the primary or only Public Information Officer. 	<p>00-12-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>REVIEW PRE-COURSE WORK TO ENSURE STUDENTS HAVE A GENERAL UNDERSTANDING OF ICS.</p>	<p>00-13-S203-PPT</p>
<p>IF DESIRED, DISCUSS POSITION TASK BOOKS WITH STUDENTS.</p>	<p>00-14-S203-PPT</p>
<p>TASK BOOKS MUST BE INITIATED BY THE HOME UNIT. IF STUDENTS COME TO THE COURSE WITH INITIATED TASKBOOKS, “O” TASKS MAY BE SIGNED OFF AT THE INSTRUCTOR’S DISCRETION.</p>	

UNIT OVERVIEW

Course	Introduction to Incident Information, S-203
Unit	1 – The Roles and Responsibilities of Public Information Officers
Time	2 Hours

Objectives

1. Describe the purpose and importance of incident information.
2. Identify the roles and responsibilities of Public Information Officers in incident management.
3. List the characteristics and skills of effective Public Information Officers.
4. Describe how current issues affect the scope of incident information.

Strategy

The intent of this unit is to give an overview of the role of Public Information Officers and relate the position to incident management. Instructor should be prepared to discuss current issues or “hot topics” in incident management.

Instructional Methods

- Lecture and classroom discussion
- Optional speaker(s) for discussion of “hot topics”

Instructional Aids

- Computer, projector, screen
- Current key messages from NWCG website (1 copy per student):
http://www.nwcg.gov/teams/wfewt/message/key_message.pdf

Exercise

No exercise

Evaluation Method

No evaluation

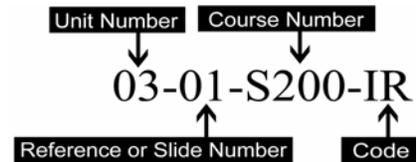
Outline

- I. The Purpose and Importance of Incident Information
- II. Public Information Officer Roles and Responsibilities
- III. The Characteristics and Skills of Effective Public Information Officers
- IV. National Interagency Fire Messages

Aids and Cues Codes

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

IG – Instructor Guide	IR – Instructor Reference
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HO – Handout	PPT – PowerPoint



UNIT PRESENTATION

COURSE: Introduction to Incident Information, S-203

UNIT: 1 – The Roles and Responsibilities of Public Information Officers

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	01-01-S203-PPT
PRESENT UNIT OBJECTIVES.	01-02-S203-PPT
I. THE PURPOSE AND IMPORTANCE OF INCIDENT INFORMATION	
A. What kinds of events arouse human interest and curiosity?	01-03-S203-PPT thru 01-13-S203-PPT
• Fires	
• Floods	
• Earthquakes	
• War	
• Celebrity activities	
• Terrorism	
• Search and rescue	
• Scandals	
• Natural wonders	
• Scientific discoveries	
• Accidents	

OUTLINE	AIDS & CUES
<p>B. What draws us to these events?</p> <ul style="list-style-type: none"> • Crisis • Drama • Danger • Destruction • Conflict • Suspense • Rare/unique 	01-14-S203-PPT
<p>C. What makes an event noteworthy?</p> <ul style="list-style-type: none"> • Is it relevant to me? • What affect is it having on people? • How close is the nearest media outlet? 	01-15-S203-PPT
<p>D. Who needs information?</p> <ul style="list-style-type: none"> • The public • The news media • Elected officials • Special interest groups • Local/jurisdictional agencies • Local emergency response units 	01-16-S203-PPT

OUTLINE	AIDS & CUES
<p>E. Why is providing information important?</p> <ul style="list-style-type: none"> • In a time of crisis or confusion, information is a basic human need like food, water, and shelter. • If information about the incident is not readily available from an official source, the public and the news media will find someone else to talk to. • Public concerns can influence incident management. • Information reduces uncertainty and anxiety. 	01-17-S203-PPT
<p>F. Why is anticipating information needs important?</p> <ul style="list-style-type: none"> • May mean the difference between successful management of the incident and a greater crisis. • The first source frames the issue. • Public information officers can truly make or break the reputation of agencies. 	01-18-S203-PPT
<p>II. PUBLIC INFORMATION OFFICER ROLES AND RESPONSIBILITIES</p> <ul style="list-style-type: none"> • Ensuring safety and welfare of yourself and others. 	01-19-S203-PPT
<ul style="list-style-type: none"> • Developing current, accurate, and complete incident information. 	01-20-S203-PPT

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Providing a central source of information for the media and the public. 	01-21-S203-PPT
<ul style="list-style-type: none"> • Facilitating effective contacts between the public and incident personnel. 	01-22-S203-PPT
<ul style="list-style-type: none"> • Serving as “chief storytellers” for the agency or agencies managing the incident. 	01-23-S203-PPT
<ul style="list-style-type: none"> • Providing information to incident personnel, local agency personnel, and cooperators. 	
<ul style="list-style-type: none"> • Tracking down and dispelling rumors. 	01-24-S203-PPT
<ul style="list-style-type: none"> • Being alert to sensitive political, social, and environmental issues that relate to the incident and keeping the Incident Commander (IC) and other appropriate incident managers apprised of them. 	
<ul style="list-style-type: none"> • Sharing with the IC or other appropriate incident managers any information that might affect the performance or safety of agency personnel. 	01-25-S203-PPT
<ul style="list-style-type: none"> • Using the incident to communicate other approved messages. 	01-26-S203-PPT
<ul style="list-style-type: none"> • Informing individuals and organizations in affected communities. 	
<ul style="list-style-type: none"> • Maintaining positive interpersonal relationships. 	

OUTLINE	AIDS & CUES
III. THE CHARACTERISTICS AND SKILLS OF EFFECTIVE PUBLIC INFORMATION OFFICERS	01-27-S203-PPT
<ul style="list-style-type: none"> • Ability to communicate effectively, both orally and in writing. 	
<ul style="list-style-type: none"> • Ability to organize and schedule activities. 	
<ul style="list-style-type: none"> • Skill in analyzing information and relaying it in terms the media and public can understand. 	
<ul style="list-style-type: none"> • Ability to work under pressure for extended periods of time. 	01-28-S203-PPT
<ul style="list-style-type: none"> • Knowledge of incident terminology and organization. 	
<ul style="list-style-type: none"> • Ability to work as a key member of a team. 	
<ul style="list-style-type: none"> • Ability to maintain composure, even in very difficult situations. 	01-29-S203-PPT
<ul style="list-style-type: none"> • Ability to maintain good interpersonal relationships in the performance of duties. 	01-30-S203-PPT
<ul style="list-style-type: none"> • Knowledge of basic wildland fire suppression techniques, wildland fire behavior, weather, and fireline safety. 	
<ul style="list-style-type: none"> • Familiarity with communications equipment, procedures, and basic functions/capabilities. 	

OUTLINE	AIDS & CUES
<p data-bbox="186 283 1047 325">IV. NATIONAL INTERAGENCY FIRE MESSAGES</p> <p data-bbox="284 367 787 409">Public Information Officers must:</p> <ul data-bbox="284 451 1063 535" style="list-style-type: none"> <li data-bbox="284 451 1063 535">• Know about the current issues facing your host agency or unit. <p data-bbox="349 577 1096 661">These issues can affect incident management and incident information operations.</p> <ul data-bbox="284 703 673 745" style="list-style-type: none"> <li data-bbox="284 703 673 745">• Watch what you say. <p data-bbox="349 787 1112 871">How you talk about an issue can directly affect the perception of the issue (perception is reality).</p> <p data-bbox="349 913 1063 1039">How you talk about wildland fire can affect the perception of prescribed fire/fire use, and prevention activities.</p> <ul data-bbox="284 1081 755 1123" style="list-style-type: none"> <li data-bbox="284 1081 755 1123">• Be aware of key messages. <p data-bbox="349 1165 1079 1291">The interagency fire community and its agencies develop key messages each year that you should be aware of.</p> <ul data-bbox="284 1333 820 1375" style="list-style-type: none"> <li data-bbox="284 1333 820 1375">• NWCG key messages website: <p data-bbox="186 1428 1120 1470">http://www.nwcg.gov/teams/wfewt/message/key_message.pdf</p> <p data-bbox="186 1512 1096 1596">HAND OUT A CURRENT COPY OF THE NWCG KEY MESSAGES.</p>	<p data-bbox="1144 283 1404 325">01-31-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>V. CURRENT ISSUES AND EXPERIENCES</p> <p>EVERY YEAR THERE ARE ISSUES INSTRUCTORS MAY WANT TO TELL S-203 STUDENTS ABOUT. THIS SECTION IS DESIGNED TO GIVE INSTRUCTORS THE OPPORTUNITY TO COVER CURRENT “HOT TOPICS” OR LESSONS LEARNED.</p> <ul style="list-style-type: none"> • Context for Incidents <ul style="list-style-type: none"> – Incidents ARE NOT isolated events. – Incidents DO NOT occur in a vacuum. – Incidents DO occur in environmental, social, and political contexts. <p>The contexts can determine the way incidents are managed and the way the incident information function operates.</p>	<p>01-32-S203-PPT</p>
<p>HOT TOPICS DISCUSSION:</p> <p>This discussion on “hot topics” can be presented by a speaker such as a PIO, Incident Commander, agency administrator, or a panel discussion conducted by all three (or by the cadre).</p> <p>Possible hot topics include:</p> <ul style="list-style-type: none"> • What you can or can’t say about the budget • Resource availability • Sensitive issues such as wildland fire use <p>Allow time for students to ask questions.</p>	<p>01-33-S203-PPT</p>

OUTLINE	AIDS & CUES
REVIEW UNIT OBJECTIVES.	01-34-S203-PPT
UNIT 1 REVIEW:	
Refer students to the unit review (SW page 1.9; IG page 1.11).	01-01-S203-IR/SR
Complete the unit review as a group using slides 35-39.	01-35-S203-PPT thru
Students can write in the answers and use the reviews to help study for the final exam.	01-39-S203-PPT

UNIT 1 REVIEW
ANSWER KEY

1. Why is the information function important? (circle one)
 - A. Information is a basic human need.
 - B. The public and news reporters will find another source to talk to.
 - C. Public concerns influence incident management.
 - D. All of the above**
 - E. None of the above

2. Public Information Officers have the responsibility to: (circle the answers that apply)
 - A. Provide prompt, accurate information to the news media and the public.**
 - B. Provide information to incident personnel and cooperators.**
 - C. Serve as the sole spokesperson for the incident.
 - D. Keep the Incident Commander and other appropriate incident managers apprised of sensitive political, social, and environmental issues that relate to the incident.**

3. List three characteristics or skills needed by a Public Information Officer.

Any three of the ten characteristics or skills listed in Section III are acceptable.

4. Why do you need to know the current issues facing the agencies or the region in which you're working as a Public Information Officer?

These issues can affect incident management and incident information operations.

UNIT OVERVIEW

Course	Introduction to Incident Information, S-203
Unit	2 – Initial Stages – from Mobilization to Action
Lesson:	A – Mobilization
Time	45 Minutes

Objectives

1. Describe steps to prepare for dispatch to an incident.
2. Describe the mobilization process.
3. Explain the importance of documentation.

Strategy

The intent of this unit is to prepare students for life at an incident.

Instructional Methods

Lecture and discussion

Instructional Aids

- Computer, projector, screen
- Incident information kit

Exercises

No exercises

Evaluation Method

No evaluation

Outline

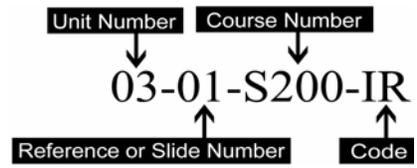
- I. Preparing to be Dispatched
- II. Mobilization
- III. Documentation

Aids and Cues Codes

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

IG – Instructor Guide
SW – Student Workbook
HO – Handout

IR – Instructor Reference
SR – Student Reference
PPT – PowerPoint



UNIT PRESENTATION

COURSE: Introduction to Incident Information, S-203

UNIT: 2 – Initial Stages – From Mobilization to Action

LESSON: A – Mobilization

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	2A-01-S203-PPT
PRESENT LESSON OBJECTIVES.	2A-02-S203-PPT
I. PREPARING TO BE DISPATCHED	2A-03-S203-PPT
A. Kits	
The public information officer kit contains the supplies you need to get started.	
DISPLAY AND DISCUSS INCIDENT INFORMATION KITS.	
REFER STUDENTS TO THE “INCIDENT INFORMATION KIT” (SW page 2A.7; IG page 2A.7).	2A-01-S203-IR/SR
B. Personal Gear	
• Keep a bag packed with personal items.	
• Be aware of weight restrictions.	
CHECK CURRENT WEIGHT LIMITATIONS IN THE MOB GUIDE.	
• Living conditions may vary depending upon the incident; be prepared.	

OUTLINE	AIDS & CUES
<p>REFER STUDENTS TO THE “PERSONAL ITEMS FOR THE PIO TRAVEL BAG” AND REVIEW (SW page 2A.9; IG page 2A.9).</p> <p>C. Availability</p> <ul style="list-style-type: none"> • With supervisory approval, make sure your dispatch knows you are available for an assignment. • Follow agency procedures. • Have a photo ID and a valid qualifications card. 	<p>2A-02-S203-IR/SR</p>
<p>II. MOBILIZATION</p> <p>DISCUSS THE FOLLOWING AT A LENGTH APPROPRIATE FOR THE EXPERIENCE LEVEL OF THE GROUP.</p> <p>A. Dispatch</p> <p>Obtain complete information from dispatch upon initial activation.</p> <ul style="list-style-type: none"> • Incident name and number • Incident order number (O number) • Name and location of IC or on-scene PIO • Expected duration of assignment • Reporting location, time, and date • Phone contacts 	<p>2A-04-S203-PPT</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Travel arrangements • Weather, terrain and living conditions (pack appropriately) <p>B. Check-in</p> <ul style="list-style-type: none"> • Check in according to agency guidelines. • Arrive properly equipped with personal identification, incident qualification card, cell phone, and information kit. • Arrive SAFELY within acceptable time limits. • Receive briefing from IC or PIO who will supervise you. • If possible, get phone number of local PIO. 	<p>2A-05-S203-PPT</p>
<p>SHOW SLIDES 6 - 12. THESE ARE PHOTOS OF THE MOBILIZATION PROCESS TO GIVE STUDENTS AN IDEA WHAT TO EXPECT.</p>	<p>2A-06-S203-PPT thru 2A-12-S203-PPT</p>
<p>III. DOCUMENTATION</p> <p>Documentation becomes the official record of the incident.</p> <ul style="list-style-type: none"> • Begin to document your actions as soon as you're dispatched. • Ask your supervisor what documentation you should be responsible for. 	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Create and maintain important documents related to contacts with communities, reporters, and other key audiences such as: <ul style="list-style-type: none"> – Unit Logs (ICS 214) – General Message Forms (ICS 213) – Copies of news releases, fact sheets, and other products – News clippings related to the incident – Photographs and video • Follow demobilization procedures. <ul style="list-style-type: none"> – You must transfer incident information and pending commitments to the host agency or incoming incident personnel before you demobilize. – Plan ahead for this. 	<p>2A-13-S203-PPT</p> <p>2A-14-S203-PPT</p> <p>2A-15-S203-PPT</p> <p>2A-16-S203-PPT</p>
<p>DISCUSS SITUATIONS WHERE DOCUMENTATION BECOMES CRITICAL SUCH AS CLAIMS, DISPUTES, LAWSUITS, AND INVESTIGATIONS.</p>	<p>2A-17-S203-PPT 2A-18-S203-PPT</p>
<p>REVIEW LESSON OBJECTIVES.</p>	<p>2A-19-S203-PPT</p>
<p>UNIT 2A REVIEW:</p>	
<p>Refer students to the unit review (SW page 2A.11; IG page 2A.11).</p>	<p>2A-03-S203-IR/SR</p>
<p>Complete the unit review as a group using slides 20-23.</p>	<p>2A-20-S203-PPT thru 2A-23-S203-PPT</p>

Incident Information Kit

Qty.	Item	Qty.	Item
1	Stapler	1	3/4" binder clips
1 box	Staples	4	1" binder clips
1	Staple remover	1 box	Small paper clips
1	Heavy duty staple gun	1 box	Push pins
1 box	Staple gun staples	1 box	Sm and med permanent markers
1	Clipboard	2	Highlighter markers
3	Scotch tape in dispensers	3	Pencils
3 rolls	3/4" masking tape	1	Pencil sharpener
1	Calculator (and spare batteries)	1 doz	Pens
1	State road map of incident's state	1 box	Rubber bands
1	Map of USA	1 pkg	File folders
1 box	Map pins	12	Manila folders
1 pkg	Dry erase markers	10 sheets	White computer paper
1	Roll of surveyor flagging	10 sheets	Colored computer paper
1	Hole punch	5	9 x 12 envelopes
5 pads	Post-it notes, assorted sizes	2	Pocket notebooks or ruled tablets
1	Agency phone directory	10	Sheet protectors
1	8" pair of scissors	20	Communication logs
1	6" X-Action knife	2	Telephone message pads
2 sets	Pre-made bulletin board titles	10	ICS 214 unit logs
1	Fireline Handbook (NFES 0065)	1	Incident Response Pocket Guide (NFES 1077)
1	Fire information banner	1	ICS 213 General Message
2	Disposable cameras or 1 digital camera with replacement batteries	1	Laptop/printer; memory stick w/forms loaded on it; phone and answering machine

Personal Items for the PIO Travel Bag

2	Fire shirts (yellow Nomex)	1	Hard hat
2	Fire pants (Nomex)	1	Fire shelter
1 set	Casual clothes	1	Water bottle
6 pr	Heavy boot socks	1 pr	Leather boots with 8" top
1 set	Warm clothes to layer (sweat pants, wind pants, hooded sweatshirt)	1	Pocket knife (pack in your bag if flying; don't try to carry on board a commercial aircraft)
1	Parka, wool sweater, or jacket	1	Small first aid kit
1 set	Face towel, wash cloth, bath towel	1 pr	Leather gloves
1 set	Personal toiletries	16-day supply	Personal medications
1 pr	Camp shoes	1 set	Rain gear
1	Travel alarm clock and spare batteries	1	Sleeping bag
1	Camping pillow	1	Small tarp
1	Insect repellent	1	Sun screen
1	Lip protection	1	Sunglasses
1	Flashlight with spare batteries	1-2 loads worth	Laundry soap
1	Small sewing kit	1	Foam pad or air mattress
1	Cap or hat—without corporate logos	1 pr.	Shower flip flops
1 set	Agency uniform (only if requested by hosting unit)	1	Tent
1	Name tag	1 set	Earplugs

UNIT 2A REVIEW
ANSWER KEY

1. List three actions that you must take before being dispatched to an incident.
 - **Put a kit together**
 - **Gather personal gear**
 - **Indicate availability in ROSS**

2. Get approval from your **supervisor** before you indicate your availability for an assignment.

3. Name at least five pieces of information you need to obtain from the dispatcher upon initial activation. (Section II.A)
 - **Incident name and number**
 - **Incident order number (O number)**
 - **Name and location of IC or Lead Information Officer**
 - **Expected duration of assignment**
 - **Reporting location, time and date**
 - **Phone contacts**
 - **Travel arrangements**
 - **Weather, terrain and living conditions (pack appropriately)**

4. Why is it important to maintain the Unit Log and other documentation?
 - **Claims**
 - **Disputes**
 - **Lawsuits**
 - **Investigations**
 - **Historical record**

UNIT OVERVIEW

Course	Introduction to Incident Information, S-203
Unit	2 – Initial Stages – from Mobilization to Action
Lesson	B – Action
Time	1 Hour

Objectives

1. List the initial incident facts that the public needs.
2. Identify the “Triple A” thought process.

Strategy

The emphasis of this unit is to give students a starting point for action when they arrive at an incident.

Instructional Methods

Lecture, exercise, class discussion

Instructional Aids

- Computer, projector, screen
- Incident information kit

Exercise

Initial Attack Information Needs (see pages 2B.3 – 2B.4)

Evaluation Method

Group participation

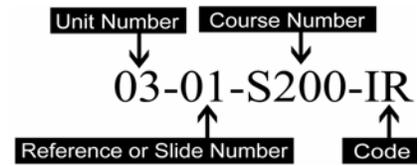
Outline

- I. Initial Incident Facts
- II. “Triple A” Thought 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
HO – Handout	PPT – PowerPoint



UNIT PRESENTATION

COURSE: Introduction to Incident Information, S-203

UNIT: 2 – Initial Stages – from Mobilization to Action

LESSON: B – Action

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	2B-01-S203-PPT
PRESENT LESSON OBJECTIVES.	2B-02-S203-PPT
I. INITIAL INCIDENT FACTS	
EXERCISE: Initial Attack Information Needs	2B-03-S203-PPT
<u>Purpose:</u> Students will identify information needs from different segments of the public.	
<u>Time:</u> 10 minutes	
<u>Instructions:</u>	
1. Divide students into several groups and assign each group a role (for example, homeowners, media, local government, tourists, and local unit employees).	
2. Read the following scenario to the groups. Groups are to listen to the scenario from the perspective of their assigned role.	
<u>Initial Attack (IA) Information Scenario:</u>	2B-04-S203-PPT
You look to the north at a hill behind town. A column of smoke is rising from the hill. You can smell smoke. A helicopter is flying by. You hear sirens and see flashing lights.	

OUTLINE	AIDS & CUES
<p>3. Give each group five minutes to discuss and list what information they want. The idea is that different audiences have different needs and expectations.</p> <p>4. Share lists with entire class.</p> <p><u>End of Exercise.</u></p> <p>A. Basic Facts</p> <p>These are things people want to know immediately and accurately.</p> <ol style="list-style-type: none"> 1. Type of incident 2. Location of the incident 3. Threats to life, property, and resources 4. Time the incident started and who reported it 5. Agencies, equipment, and personnel responding to the incident 6. Agency with jurisdictional authority 7. Cause 8. Evacuations 	<p>2B-05-S203-PPT</p>

OUTLINE	AIDS & CUES
<p data-bbox="285 283 711 321">B. Where to get the facts</p> <p data-bbox="381 369 1039 447">When an incident first breaks, complete and accurate information is difficult to obtain.</p> <p data-bbox="381 497 1026 617">Nevertheless, the media and public will be demanding information. You will need the basic facts, fast.</p> <p data-bbox="381 665 1070 743">Your best sources of information early on will likely be:</p> <ul data-bbox="381 793 878 1171" style="list-style-type: none"> <li data-bbox="381 793 610 831">• Dispatch <li data-bbox="381 879 599 917">• Scanner <li data-bbox="381 966 566 1003">• Radio <li data-bbox="381 1052 737 1089">• Initial responders <li data-bbox="381 1138 878 1176">• Send someone to the scene <p data-bbox="381 1224 1092 1344">The dispatcher may be too busy to talk to you and the scanner or radio may offer only sketchy information.</p> <p data-bbox="381 1392 1019 1470">Sending a public information officer to the scene is a good way to get information.</p>	<p data-bbox="1125 283 1386 321">2B-06-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>II. “TRIPLE A” THOUGHT PROCESS</p> <p>A. During the first stages of any incident, information officers must:</p> <ol style="list-style-type: none"> 1. <u>Assess</u> the current situation and respond to immediate public and news media demands for incident information. 2. <u>Analyze</u> the incident’s potential, project public and news media demands for incident information, and plan a course of action. 3. <u>Act</u> on your plan. <p>Remember – assess, analyze, and act!</p>	<p>2B-07-S203-PPT</p>
<p>B. Early Survival Tips</p> <ol style="list-style-type: none"> 1. Survival Tip #1 – Needs and Expectations <ul style="list-style-type: none"> • If the incident occurs on your home unit, you might be the only public information officer working on it. Check with your local line officer for his or her needs and expectations. • If you are off your home unit, check in with the on-scene PIO or IC regarding immediate needs and expectations. 	<p>2B-08-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>2. Survival Tip #2 – Use your Kit and Delegate when Possible</p> <ul style="list-style-type: none"> • You’ll need the materials in your kit as you begin work. If coworkers are available to help you, assign each person specific tasks, such as: <ul style="list-style-type: none"> – gathering and posting information – preparing maps – responding to telephone calls • Secure an appropriate sized work space and arrange it so that it’s comfortable and efficient. <p>3. Survival Tip #3 – Don’t Panic!</p> <ul style="list-style-type: none"> • Information will probably be hard to come by at first. If nothing else, take down names and telephone numbers of the media and public who call and tell them you will call them back as soon as you have more information. • Be sure and follow up as soon as possible. 	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • It's OK to ask the media and public for cooperation. <ul style="list-style-type: none"> – Explain that initial reports from the scene are sketchy and information is unconfirmed. – Stick to the facts; do not be pressured into guessing or speculating. 	
<p>REVIEW LESSON OBJECTIVES.</p>	<p>2B-09-S203-PPT</p>
<p>UNIT 2B REVIEW:</p>	
<p>Refer students to the unit review (SW page 2B.7; IG page 2B.9).</p>	<p>2B-01-S203-IR/SR</p>
<p>Complete the unit review as a group using slides 10 and 11.</p>	<p>2B-10-S203-PPT 2B-11-S203-PPT</p>

UNIT 2B REVIEW
ANSWER KEY

1. List the initial incident facts that the public needs.
 - **The type of incident.**
 - **The location of the incident.**
 - **Threats to life, property, and resources.**
 - **The time the incident started and who reported it.**
 - **Agencies, equipment, and personnel responding to the incident.**
 - **Agency with jurisdictional authority.**
 - **Cause**
 - **Evacuations**

2. Identify the “Triple A” thought process.
 - **Assess**
 - **Analyze**
 - **Act**

UNIT OVERVIEW

Course Introduction to Incident Information, S-203

Unit 3 – Incident Information Operations

Time 1 Hour

Objectives

1. Describe the duties of a Public Information Officer in a field information operation.
2. Explain the duties of a Public Information Officer in an incident information center.

Strategy

The intent of this unit is to clarify differences in Public Information Officer duties when working in a variety of incident operations.

Instructional Method

Lecture

Instructional Aids

- Computer, projector, screen

Exercises

No exercises

Evaluation Method

No evaluation

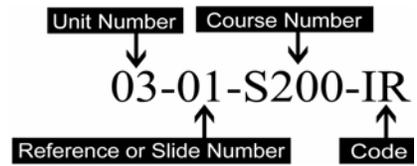
Outline

- I. Types of Incident Operations
- II. Field Information Operations
- III. Incident Information Centers

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
HO – Handout	PPT – PowerPoint



UNIT PRESENTATION

COURSE: Introduction to Incident Information, S-230

UNIT: 3 – Incident Information Operations

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	03-01-S203-PPT
PRESENT UNIT OBJECTIVES.	03-02-S203-PPT
<p>I. TYPES OF INCIDENT OPERATIONS</p> <p>A Public Information Officer may function in various environments.</p> <p>A Public Information Officer may work at a remote incident base in the wilderness. This is an example of a field information operation.</p> <p>At a high profile incident, a Public Information Officer may work with others at a center located in a city or other easily accessible place. This is an example of an incident information center.</p> <p>Public Information Officer duties will differ depending whether the assignment is at a field information operation or incident information center.</p>	
<p>II. FIELD INFORMATION OPERATIONS</p> <p>A. The main duties of Public Information Officers in the field are:</p> <ol style="list-style-type: none">1. Gather information about the incident and provide it to the incident information center.	03-03-S203-PPT

OUTLINE	AIDS & CUES
2. Help identify and track down rumors.	
3. Provide information and interviews to media representatives who visit the ICP, base camp, and incident.	03-04-S203-PPT
4. Arrange for the media to interview other incident personnel.	
5. Provide personal protective equipment to media who want to go to the incident.	03-05-S203-PPT
6. Escort the media around the Incident Command Post, base camp, and incident.	
7. Conduct tours of the Incident Command Post, base camp, and incident for VIPs and the public as appropriate.	03-06-S203-PPT
8. Conduct community relations activities to keep local residents and visitors informed about incident status.	03-07-S203-PPT
9. Photograph and videotape the incident.	03-08-S203-PPT
10. Provide information to incident personnel.	03-09-S203-PPT
11. Document actions.	03-10-S203-PPT
B. Establishing a Field Information Operation	03-11-S203-PPT
Below are work space location requirements for Public Information Officers in the field:	
1. Located in tent, trailer, or under a tarp.	

OUTLINE	AIDS & CUES
2. Serves as check-in point for the public and news media who visit the ICP, base camp, or incident.	
3. Should be in a highly visible area away from the IC's work space.	
4. The ideal location is between the entrance to the Incident Command Post or base camp and the IC's and Planning Section Chief's work spaces.	
5. Should be well signed.	
6. At least two telephones are, or can be, installed. (You should also have a cell phone.)	03-12-S203-PPT
7. The media and public can find you.	
8. You will not interfere with other Incident Command Post activities and they will not interfere with you.	
9. Sufficient space, lighting, and access to tables and chairs.	03-13-S203-PPT
10. A copy machine, fax machine, computer, and printer can be installed or accessed.	
11. Room to expand your operation if and when it is necessary.	
12. Adequate parking for the media and the public.	

OUTLINE	AIDS & CUES
<p>C. Supplies and Equipment</p> <p>A Public Information Officer in the field often has little to work with.</p> <p>Your Public Information Officer kit is key in these situations, to get you up and running until more supplies can be ordered.</p> <p>Ideally, your work space should be equipped with:</p> <ol style="list-style-type: none"> 1. Large table(s) and chairs 2. Identifying sign or banner 3. Large bulletin board 4. Office supplies (information kit) 5. A writing board, easel chart, or easel for sharing the latest information with other Public Information Officers. 6. Reserved telephone for relaying information to the incident information center. 7. Lights for night operation 8. Personal protective equipment for Public Information Officers and news media. 9. First aid kit 10. Magnetized "Public Information Officer" car door signs 	<p>03-14-S203-PPT</p> <p>03-15-S203-PPT</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> 11. Maps 12. Outdoor bulletin board 13. Copy machine, fax machine, computer, and printer 14. Still, video, or digital cameras; film or videotape; battery chargers 15. Incident radio 16. Vehicles on site 	
<p>D. Coordination with the Incident Information Center</p> <p>All Public Information Officers need to cooperate closely to:</p> <ul style="list-style-type: none"> 1. Ensure an effective and efficient incident information operation. 2. Ensure consistency of information, messages, and operating procedures. 3. Reduce duplication of effort. 	<p>03-16-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>3. Information centers can be set up and staffed at various different levels:</p> <ul style="list-style-type: none"> • National • State • Regional • Unit 	
<p>B. Duties of Public Information Officers in Information Centers</p> <p>Public Information Officers who work in incident information centers may:</p> <p>1. Provide media outlets and the public with the incident information center location, phone numbers, operating hours, and webpage addresses (if being used).</p>	03-20-S203-PPT
<p>2. Gather information about the incident and update fact sheets, news releases, and web pages. (For web pages, check with local agency for protocol, procedures, and passwords. Some agencies have databases that create web pages for you.)</p> <p>3. Gather information from the internet and other sources about related aspects of the incident, such as environmental effects, safety, rehabilitation, and national/regional situation.</p> <p>4. Prepare fact sheets and news releases. Clear fact sheets and news releases with the information center manager.</p>	03-21-S203-PPT

OUTLINE	AIDS & CUES
5. Prepare and update maps and other visual aids.	
6. Give interviews and provide updates to media that call the incident information center.	03-22-S203-PPT
7. Arrange telephone and in-person interviews with incident personnel for the media.	
8. Follow up on media requests for updates and additional information.	
9. Document media contacts by maintaining a communications log that includes the name of the caller, the name of the outlet, and the type of information requested.	
10. Arrange and schedule media flights of the incident and obtain information on media representatives and aircraft for the air operations branch director.	03-23-S203-PPT
11. Arrange for escorts for media going to the incident and clear access with the operations section chief.	
12. Notify media of personal protective equipment needed to go to the incident.	
13. Provide photographs and videotape shot by incident personnel to the media when access is limited.	03-24-S203-PPT

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> 14. Provide incident information to members of the public when they call the information center. 15. Keep cooperating agencies informed about the incident status. 	
<p>C. Establishing an Incident Information Center</p> <p>The Incident Information Center should be located in a place where:</p> <ul style="list-style-type: none"> 1. An adequate number of direct line telephones are already in place, or can be readily installed. 2. The Incident Command Post can be reached within a reasonable amount of time. 3. The media and public can find it. 4. You will not interfere with dispatchers and other incident personnel and they will not interfere with you. 5. There is sufficient floor space, wall space, lighting, and access to tables and chairs. 6. Computers, a copy machine, and a fax machine are in place or are readily available. 	<p>03-25-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>7. There is room to expand the operation if and when it becomes necessary.</p> <p>If you are setting up the information center for a unit or agency other than your own, check to see if there are any pre-existing arrangements.</p> <p>There might be a facility already reserved and equipped to function as an incident information center.</p>	
<p>D. Tips for Setting up an Incident Information Center</p> <ol style="list-style-type: none"> 1. Arrange the room carefully to allow for foot traffic and maximize wall space. 2. Situate the tables and chairs so information posted on the walls can be seen easily. 3. Space telephones far enough apart so they will not interfere with one another. Locate a phone reserved for internal use only apart from the other phones. 4. If necessary, provide a separate space and bank of phones for the media and the public, preferably in a different room. <p>In some situations this may not be possible, and you may have to allow the media and public to use phones in the incident information center.</p>	<p>03-26-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>5. Post a map of the incident, preferably one with an acetate overlay so it can be updated, and an incident status board (blackboard style or acetate overlay) where they can be easily seen by Public Information Officers using the phones.</p> <p>6. Post a sign outside the incident information center to direct the media and public.</p> <p>7. Post a bulletin board with incident information and a map outside the incident information center to reduce foot traffic inside.</p> <p>8. Schedule incident information center operating hours to accommodate news media needs.</p> <p>On some incidents, and in some media markets, this may require the incident information center to be open 24 hours a day.</p>	<p>03-27-S203-PPT</p>
<p>E. Supplies and Equipment</p> <p>Supplies can be ordered through the proper channels during an incident, but it may be several hours or even days before they arrive.</p> <p>It is much more efficient to have essential supplies assembled ahead of time and stored either at the facility that will serve as the incident information center or in a kit that can be transported.</p>	<p>03-28-S203-PPT</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Telephones/fax machines • Answering machine and continuous track message tape • Television and video cassette recorder (VCR) or digital video camera. • Incident radio • Computers and printers (with internet access) • Vehicles 	
<p>F. Participation of Cooperating Agencies</p> <p>If the incident involves cooperating agencies, such as the county Sheriff's Department, state emergency, or disaster relief bureaus, you may want to consider asking representatives of those organizations to work in the incident information center.</p> <ul style="list-style-type: none"> • It is very beneficial to have someone with detailed knowledge about cooperating agencies and that can speak for them. • Representatives of cooperating agencies can alert other information center personnel to sensitive issues with their agency, as well as address these issues with the public and media. 	<p>03-29-S203-PPT</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> Participation of cooperating agencies in incident information centers communicates that incident management is an interagency effort. <p>If cooperating agencies cannot commit a representative to the incident information center, it is important to establish a system and schedule to obtain information from cooperating agencies, including the current commitment of resources and key concerns and messages.</p>	
<p>REVIEW UNIT OBJECTIVES.</p>	03-30-S203-PPT
<p>UNIT 3 REVIEW:</p>	
<p>Refer students to the unit review (SW pages 3.13 – 3.14; IG pages 3.17 – 3.18).</p>	03-01-S203-IR/SR
<p>Complete the unit review as a group using slides 31-39.</p>	03-31-S203-PPT thru 03-39-S203-PPT

**UNIT 3 REVIEW
ANSWER KEY**

1. List five functions of a Public Information Officer in the field:

Any five of the eleven tasks listed in Section II.A are acceptable.

2. The PIO in the field should have a work space located in the same tent, trailer, or building as the IC.

- A. True
B. False

3. List three things that should be taken into consideration when determining a location for a PIO's work space in the field.

Any three of the twelve considerations listed in Section II.B are acceptable.

4. Which of the following supplies and equipment are needed in a PIO's work space in the field? (circle all correct answers)

- A. Telephones**
B. Table and chairs
C. Candy bars and soda pops
D. Books and magazines
E. Lights for night operation

5. Describe the two main functions of an incident information center.

- **It is the place where all requests for incident information are channeled.**
- **It is the place where accurate and timely incident information is compiled, organized, and disseminated to the media and public.**

6. List five functions of a Public Information Officer working in an incident information center.

Any five of the 15 tasks listed in Section III.B are acceptable.

7. When locating an Incident Information Center, which of the following should be considered? (Circle all correct answers)

- A. Easy for media and public to find.**
- B. Proximity to good restaurants and movie theaters.
- C. Room to expand the information operation if and when it becomes necessary.**
- D. Will not interfere with Incident Command Post activities, dispatchers, and other incident personnel.**
- E. Sufficient sleeping space for media and public.

8. List three pieces of equipment Incident Information Centers should contain.

Any three of the seven pieces of equipment listed in Section III.E are acceptable.

9. The PIOs in the field and PIOs in an information center should work completely independently of each other.

- A. True
- B. False**

UNIT OVERVIEW

Course Introduction to Incident Information, S-203

Unit 4 – Gathering and Assembling Information

Time 2.25 Hours

Objectives

1. Describe sources of incident information.
2. Prepare a fact sheet.
3. Review a news release.
4. List three examples of other messages and describe the value of incorporating messages into incident information.

Strategy

The intent of this unit is to give students sources for information and give them experience in writing a fact sheet.

Instructional Methods

Lecture and exercises

Instructional Aids

- Computer, projector, screen
- Instructor needs to provide examples of a blank ICS-209; blank IAP; fact sheets; news releases

Exercises

- Fact Sheet Exercise (see pages 4.11 – 4.12)
- News Release Exercise (optional, see page 4.14)

Evaluation Method

Instructors will critique students' fact sheets.

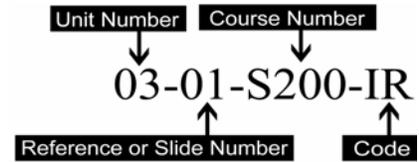
Outline

- I. Sources of Incident Information
- II. Preparing Fact Sheets
- III. Writing A News Release
- IV. Incorporating Other Approved Messages

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
HO – Handout	PPT – PowerPoint



UNIT PRESENTATION

COURSE: Introduction to Incident Information, S-203

UNIT: 4 – Gathering and Assembling Information

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	04-01-S203-PPT
PRESENT UNIT OBJECTIVES.	04-02-S203-PPT
I. SOURCES OF INCIDENT INFORMATION	
A. Agency Administrator Provides delegation of authority, direction on the kinds of messages, the themes of messages, and subjects of special concern. Understands “big picture” and local political issues.	04-03-S203-PPT
B. Incident Management Team Members As an incident progresses, PIOs need to continue to gather information about it. Once an Incident Management Team is assigned to the incident, the team members, as opposed to the dispatcher and the scanner or radio, will become the primary sources of information. It is important to understand the duties and responsibilities of each position in the Incident Command System so that you know who can provide you with specific kinds of information.	

OUTLINE	AIDS & CUES
<p>Incident Management Team information sources include:</p> <ol style="list-style-type: none"> 1. Incident Commander <p>Can provide the general status of the incident, incident objectives, outlook for the incident, progress made, and problems and concerns.</p> 2. Safety Officer <p>Can provide safety concerns and measures and the number and extent of injuries.</p> 3. Liaison Officer <p>Can provide information about the participation of other agencies.</p> 4. Planning Section Chief <p>Can provide the current and predicted status of the incident, day and night operational period plans, and the Incident Action Plan.</p> 5. Situation Unit Leader <p>Can provide maps and intelligence reports, infrared data, weather forecasts, and incident status summaries (ICS 209).</p> 6. Resource Unit Leader <p>Can provide the location of personnel and equipment assigned to the incident.</p> 	<p>04-04-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>7. Operations Section Chief</p> <p>Can provide in-depth details about tactical activities and implementation of the incident action plan. Can also provide information about best places to take photographs and shoot video.</p> <p>8. Logistics Section Chief</p> <p>Can provide information about food, facilities, transportation, supplies, support equipment, communications systems, medical services, and ordering.</p> <p>9. Finance Section Chief</p> <p>Can provide incident costs.</p> <p>10. Agency Administrator</p> <p>Can provide big picture, delegation of authority. Knows local political issues.</p>	
<p>C. Local Agency Personnel</p> <p>Local agency personnel can provide information about:</p> <ul style="list-style-type: none"> • Local media • Community concerns • Political issues • Incident history • Geography • Road access • Weather 	<p>04-05-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>D. ICS 209, Incident Status Summary</p> <p>HAND OUT A BLANK ICS 209 TO STUDENTS.</p> <ul style="list-style-type: none"> • Provides official statistics about the incident. • The Situation Unit prepares the ICS 209 for presentation to the Planning Section Chief before each planning meeting. <p>E. Incident Action Plan (IAP)</p> <p>HAND OUT A BLANK EXAMPLE IAP.</p> <ul style="list-style-type: none"> • Contains valuable information about the incident and is probably the best source of information about strategy. • Includes objectives, crew assignments, safety concerns, and communications information. • Updated twice a day by the Planning Section. <p>F. Briefings and Planning Meetings</p> <p>1. Briefings</p> <ul style="list-style-type: none"> • Excellent source of information about current and predicted conditions. • Often held twice a day at the Incident Command Post. • Open to anyone who wants to attend. 	<p>04-06-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>2. Planning meetings</p> <ul style="list-style-type: none"> • Held to set incident management priorities. • Often occur twice a day, in the morning and evening, at the Incident Command Post. • Attendance at planning meetings is restricted to members of the Incident Management Team. • Usually only the supervisory Public Information Officer participates. 	
<p>G. Visits to the Incident</p> <p>Direct observation of incident activities will help you pull all the information together and make sense of it.</p>	04-07-S203-PPT
<p>H. The Internet</p> <p>Various agency web pages are useful for information gathering.</p> <p>The National Situation Report, historical statistics, and terminology are available at www.nifc.gov.</p> <p>Agency specific policies are found at their respective websites.</p> <p>Following is a list of helpful websites. These websites were current as of the printing of this course.</p>	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • ICS forms http://www.nwcg.gov/pms/forms/icsforms.htm • National Incident Information Center http://www.fs.fed.us/news/fire/ • Fire Terminology http://www.nwcg.gov/teams/ioswt/glossary/glossary.htm • Incident Management Team Center http://www.imtcenter.net/ • Inci Web http://www.inciweb.org • National Information Officers Association http://www.nioa.org/ 	
<p>II. PREPARING FACT SHEETS</p>	<p>04-08-S203-PPT</p>
<p>A. Fact Sheets</p> <ul style="list-style-type: none"> • Organize information quickly and easily for the media and public in a way they can understand. • Present information about the incident in an abbreviated, bullet style. • Are quicker to produce than news releases. • Can be an important element of a briefing packet or be used as a briefing paper. These materials are provided to media and special guests and VIPs. 	

OUTLINE	AIDS & CUES
<p>B. Organizing Information for a Fact Sheet</p> <p>1. Organize by using the principles of good news writing.</p> <p>A good news story always contains five “w’s” and an “h.” Try to include as many as possible in the lead.</p> <p>ASK STUDENTS TO STATE THE FIVE W’S AND THE H OF A GOOD NEWS STORY. DISCUSS ANY ITEMS THEY MIGHT HAVE MISSED.</p> <ul style="list-style-type: none"> • <u>Who</u> is the story about? • <u>What</u> is the subject of the story? • <u>When</u> did it occur? • <u>Where</u> did it occur? • <u>Why</u> did it occur? • <u>How</u> did it happen? <p>2. Order these facts according to their importance to the incident.</p> <p>If the most significant fact about a wildfire is that it burned a county commissioner’s home, “who” would be the most important fact.</p> <p>3. All applicable “five w’s and h” facts should be contained in the first three or four sentences.</p> <p>The rest of the fact sheet should present additional facts in order of importance and interest.</p> <p>You will need to determine which facts are relevant and important and which are not.</p>	<p>04-09-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>C. Fact Sheets - Good and Bad</p> <p>REFER STUDENTS TO THE EXAMPLE “FACT SHEETS” (SW pages 4.15 – 4.18; IG pages 4.19 – 4.22). DISCUSS GOOD AND BAD FEATURES OF ONE OR TWO OF THE FACT SHEETS.</p> <p>Good fact sheets:</p> <ul style="list-style-type: none"> • Should be simple and concise. Never use agency or technical jargon. • Are best if limited to one page so they can be easily posted. • Always include the date and time the fact sheet was prepared and the name and telephone number of a contact person. <p>IN SMALL GROUPS, DISCUSS THE OTHER EXAMPLE FACT SHEETS. ENCOURAGE EACH STUDENT TO DECIDE WHICH FACT SHEET THEY LIKE THE BEST AND DISCUSS IT WITH THEIR GROUP.</p> <p>D. Fact Sheets and the Media</p> <ul style="list-style-type: none"> • Most reporters will write their own stories, based on the facts provided in a fact sheet or news release. • Reporters rarely reprint fact sheets or news releases word for word. • Your goal should be to write in a clear, concise manner so that reporters and editors can understand your meaning and use more of your writing in their stories. 	<p>04-01-S203-IR/SR</p>

FACT SHEET EXERCISE:

Overview: Students will prepare a fact sheet based on “The Day the Dam Broke” scenario.

Format: Students will work individually

Time: 20 minutes

Instructions:

1. Tell students to read “The Day the Dam Broke” scenario and prepare a fact sheet based on the information they determine to be most important and relevant.
2. Instructors should circulate through the room and assist as needed. Have students present their work to their small groups.

Scenario: The Day the Dam Broke

Collapse of earthen dam on the Rio Bravo River. Dam was constructed in 1967 for irrigation and recreation. Dam is maintained by Laughlin Water District. Dam is approximately 4 miles northeast of Grass Valley, Colorado.

The lake behind the dam was stocked in 1980 with 5,000 yellow perch. Last year a similar dam collapsed near Ripton, Colorado, killing seven anglers.

Break occurred at 2:00 p.m. on May 25 (Memorial Day Weekend). Cause of the collapse is unknown. Water is flowing at the rate of 50,000 cubic feet per second. Many homes are located on the banks of the river, downstream from the dam. The river is world famous for rafting and kayaking. The river also provides critical habitat for the endangered spotted salmon. It will take at least five days to repair the dam.

OUTLINE	AIDS & CUES
<p>Laughlin Road destroyed where it crosses river about .5 miles downstream from the dam site; road provides access for exclusive High Peak Resort. Tomatoes are the major crop in this area.</p> <p>Evacuation of New Line Hamlet (population 60), one mile below dam site, called at 1:45 p.m. by Rogue County Sheriff's office; condition unknown. County Sheriff assisted by Laughlin Volunteer Fire Department.</p> <p>Federal Bureau of Reclamation, Colorado Department of Water Resources, US Forest Service, and Bureau of Land Management have provided 75 employees to assess resource damage and help with flood control measures. So far, agencies have spent \$600,000 on emergency efforts.</p> <p>Unseasonably high temperatures are predicted for the next week, which could cause snow to melt faster than normal and increase the amount of water flowing downstream.</p> <p>Piney Bluff campground is severely damaged by water. Several people camping at the campground when the incident occurred. Four persons with minor injuries at the campground. The rumor is that several people reported fissures in the dam's face to the Water District last week.</p> <p><u>End of Exercise.</u></p>	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Read sample news stories from today’s paper to get a flavor for the kinds of words reporters use. <ul style="list-style-type: none"> – Notice that most words are Anglo-Saxon and not Latin derivatives. • Use short words and rely on verbs to paint powerful and vivid pictures in the minds of people not versed in the details you and your incident team work with everyday. <ul style="list-style-type: none"> – “See Spot run,” is more understandable to more people than, “Notice Spot perambulating in a highly excited state.” <p>HAND OUT SAMPLE NEWS RELEASES YOU HAVE COLLECTED; DISCUSS GOOD AND BAD FEATURES.</p> <p>NEWS RELEASE EXERCISE: (optional, if time allows)</p> <p><u>Time:</u> 15 minutes</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. Have students use the fact sheet they just wrote to create a news release. Students may refer to the example on page 4.19 in their student workbook (IG page 4.23). 2. Instruct students to double space the release and not make it more than two pages long. 4. When finished, review the “News Release Points” (SW page 4.20; IG page 4.24). <p><u>End of Exercise.</u></p>	<p>04-02-S203-IR/SR</p>

OUTLINE	AIDS & CUES
<p data-bbox="164 281 1105 317">IV. INCORPORATING OTHER APPROVED MESSAGES</p> <p data-bbox="258 367 1118 575">Gathering and disseminating the “hard facts” about an incident (the type, location, lives and property threatened, etc.) is the information officer’s first responsibility. But there is more to effective incident information than just providing routine facts and figures.</p> <p data-bbox="258 623 680 659">A. Personal Perspectives</p> <ul data-bbox="358 709 1135 1213" style="list-style-type: none"> <li data-bbox="358 709 1135 787">• Direction of the Agency Administrator and the intentions of the Incident Commander. <li data-bbox="358 837 1065 999">• Feelings about how the work is going, assurances that things are well in hand, or carefully worded warnings to expect tough times ahead. <li data-bbox="358 1050 1135 1213">• Observations of the Incident Commander and other incident personnel are often helpful to the public and news media in understanding an incident. <p data-bbox="258 1262 688 1297">B. Educational Messages</p> <p data-bbox="355 1348 1130 1514">An incident also provides opportunities to communicate other important educational messages because agencies have the attention of the public and news media, and they are eager for information.</p> <p data-bbox="355 1562 1130 1770">Take advantage of these “teachable moments.” A few key words or a simple phrase may be all you need to integrate an educational message into an incident fact sheet or news release, media interview, or personal conversation.</p>	<p data-bbox="1161 281 1419 317">04-12-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>FOLLOWING ARE EXAMPLES OF HOW ADDITIONAL MESSAGES CAN BE INCORPORATED INTO BASIC INCIDENT MESSAGES.</p> <ul style="list-style-type: none"> • Prevention <p>Educate the public about how to prevent similar or related events from occurring in the future or how to minimize impacts of the incident that is already underway.</p> <p>A wildfire may provide an opportunity to educate the public about fire prevention.</p> <p>Example: The 5,000-acre Elkins Ranch Fire, now burning out of control 10 miles east of Reno, is the result of a carelessly discarded cigarette. Conditions are very dry and people who work or recreate outdoors should smoke only in their vehicles or cleared areas.</p> • Emergency Preparedness <p>Educate the public about how to prepare for unpreventable types of disasters or emergencies in the future. A flood incident may be an opportunity to educate the public about proper evacuation procedures.</p> <p>A fact sheet, news release, media interview, or personal conversation might incorporate that information as follows:</p> <p>Example: The flood has caused more than 300 people to flee their homes. The weather forecast calls for more rain and warm temperatures, which increases the risk of additional flooding.</p> 	<p>04-13-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>People who live within two miles of the Payette River between Banks and Boise are urged to prepare for the possibility of flooding by packing valuables into their cars, placing sandbags around their home or business, and contacting the Red Cross to find out the location of the nearest emergency shelter.</p> <ul style="list-style-type: none"> • Resource Management <p>Educate the public about other aspects of resource management. A hurricane incident may be an opportunity to educate people about the implications for resource management.</p> <p>A fact sheet, news release, or media interview might incorporate that information as follows:</p> <p>Example: Hurricane Humphrey has downed more than 500,000 pine trees in the National Forests of South Carolina. This has destroyed habitat for three rare species of birds, and damaged hundreds of miles of popular hiking and off-road vehicle trails. Foresters have already started planning salvage timber sales to remove some of the dead trees.</p> • Benefits or Positive Outcomes <p>Many incidents, even natural disasters, have long term environmental benefits. For instance, human caused wildfires can result in improved wildlife habitat.</p> <p>However, benefits should be mentioned only with great sensitivity toward those people who may have suffered losses during the incident.</p> 	<p>04-14-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>In addition, be prepared to answer public and news media questions about why agencies are spending so much money to minimize the impacts of incidents if they are so beneficial.</p> <ul style="list-style-type: none"> • Interagency Cooperation and Volunteer/Community Efforts <p>Recognize the efforts of other agencies in responding to incidents. This recognition is important because turf battles can develop if employees of other agencies feel they are not receiving proper credit.</p> <p>Do not forget to mention the contributions of public service organizations, such as the Red Cross, or local municipal departments, as they are often overlooked.</p> <p>If volunteers have assisted during the incident, be sure to give them credit. Recognition in a newspaper article or on the local news will mean a great deal to them and will encourage their future involvement.</p>	
<p>REVIEW UNIT OBJECTIVES.</p>	<p>04-15-S203-PPT</p>
<p>UNIT 4 REVIEW:</p>	
<p>Refer students to the unit review (SW page 4.21; IG pages 4.25 - 4.26).</p>	<p>04-03-S203-IR/SR</p>
<p>Complete the unit review as a group using slides 16-19.</p>	<p>04-16-S203-PPT thru 04-19-S203-PPT</p>

FACT SHEET Ridge Fire

August 11, 2003

Information Contact: Diane Jakich, Sheila Comings

Phone: (406) 859-3211

What: Wildland fire, lightning-caused

Started: 8/8/2003

Location: 17 miles northwest of Philipsburg

Legal Description: Lat 46° 28.53 Long 113° 32.12

Jurisdiction: USDA-FS, Northern Region, Beaverhead-Deerlodge National Forest

Cooperating Agencies: Granite County Sheriff's Office, Town of Philipsburg

Current size: Estimated 50 acres

Containment: 0%

Estimated Containment Date: 8/16

Estimated Control Date: 8/20

Resources on Fire: There are **94** people, including **three** 20-person hand crews and **one** 14-person initial attack crew, assigned to the fire. Equipment includes **two** helicopters, **three** engines, and **one** dozer. **Two** skidgines have been ordered. A **Type 3 Incident Management Organization** is in place, under the leadership of Type 3 Incident Commander Tom Heintz and Trainee Gary Lambert. Incident Command will transition from the Pintler Ranger District in Philipsburg to the base camp when it's established.

Yesterday's Activity: The fire is located in a remote, inaccessible area of the Beaver Creek Drainage east of Sandstone Ridge. High temperatures, low humidities and erratic winds all contributed to rapid fire growth, but helicopter bucket work and retardant drops helped ease fire growth and brought many of the "spots" under control. Hand crews were not put on the fire due to accessibility issues and safety concerns.

Today's Accomplishments: A dozer-created skid trail increased access to the area and allowed firefighters to begin putting in hoselays around portions of the fire. Retardant proved to be successful and the fire has failed to burn any additional acreage. No handline has been put in at this time.

Special Concerns/Safety: Safety is always #1 among all firefighting agencies. Inaccessibility and difficult terrain limit progress on fire-line construction.

Prevention Message: The fire danger in southwest Montana is very high to extreme. All federal and state lands moved into Stage 2 fire restrictions on July 28, 2003. These restrictions prohibit campfires and charcoal fires, but gas and propane stoves are okay to use. Smoking is prohibited outside of buildings, vehicles, and developed recreation sites unless you're in a 3 foot diameter area cleared of all burnable vegetation. Blasting, welding, chainsaw operation or other use of internal combustion engines or activities that generate flame or flammable material is prohibited between 1 p.m. and 1 a.m. Last, but not least, driving off designated roads and trails is prohibited with either vehicles or ATVs.

For additional information on the Ridge Fire, visit the Beaverhead-Deerlodge Forest website, at www.fs.fed.us/r1/b-d

For further fire information around the region, visit www.fs.fed.us/r1/fire.html

August 13, 2003 10:00 A.M.

Contact: Cooney Ridge Complex information contacts will be available later today after the Incident Command Post is established. A fire information hotline for large fires in Northern Idaho and Western Montana has been set up at the Northern Rockies Incident Information Center, 1-800-781-2811

Website: www.fs.fed.us/r1/fire/2003fires/index.shtml

What: Wildfire, lightning-caused

Started: 8/08/03

Location: About 11 miles east of Florence, Montana

Legal Description: Complex contains Holloman, Cooney Ridge, 3 Mile, and Wanderer Fires

Current Size: Approx. 3000 acres

Containment: 5%

Estimated Containment Date: Unknown

Threats to Human Life/Safety: Potential threat to residents east of Florence and in the Rock Creek drainage but **no** evacuations ordered at this time.

Resources Threatened: Potential threat to major power transmission lines serving the Bitterroot Valley; Miller Peak Electronic Site

Injuries in last 24 hours: 0

Jurisdiction: Montana DNRC- Southwest Land Office, USDA-Forest Service, Lolo National Forest and Bitterroot National Forest.

Other Cooperating Agencies: Ravalli County, Missoula County, BIA, BLM, NPS.

Resources on Fire: Bob Sandman's Northern Rockies Type 2 Incident Management Team will assume management of the incident at noon today. Two dozers and Florence Volunteer Fire Department.

Resources ordered: 12 Type 2 crews, 4 Type 1 crews, 2 Type 1 helicopters, 2 Type 2 helicopters, 2 Type 3 helicopters, 20 Type 6 engines. Resources are limited and will be assigned based on priority.

Remarks: The Incident Management Team is currently sizing up the fire. Infrared flight last night will be analyzed and give us more accurate data on fire size and location. The Incident Command Post will be located 4 miles east of Florence. Camp setup in process today.

Restrictions/Closures: Currently under Stage II Fire Restrictions. Areas and roads in the vicinity of the fires on the Lolo and Bitterroot National Forests have been closed.

FIRE INFORMATION FACT SHEET

DATE:

TIME:

FIRE:

LOCATION:

ACRES:

FIRE CAMP LOCATION:

JURISDICTION:

INCIDENT:

FIRE INFORMATION OFFICER:

CONTACT NUMBER:

FIRE CONTROL AGENCIES:

ACTIONS TAKEN:

CONTAINMENT:

RESOURCES:

PERSONNEL:

TOTAL PERSONNEL:

ENGINES:

BULLDOZERS:

HELICOPTERS:

AIR TANKERS:

OTHER:

SPECIAL CONCERNS:

WEATHER AND FIRE BEHAVIOR:

ROAD AND/OR TRAIL CLOSURES:

This is an example of a news release written from the facts provided in the exercise. This is not the answer, just one of many possibilities.

NEWS RELEASE

Rogue County Disaster Office

News Contact: Helen Jones

3815 Pine Knoll

Grass Valley, Colorado 86547

Telephone: (732) 555-1212

FOR IMMEDIATE RELEASE

May 25, 2009

DAM COLLAPSE FORCES NEW LINE EVACUATION

Grass Valley, Colo.--The 60 residents of New Line, Colo., assisted by Rogue County sheriff's deputies and Laughlin volunteer fire fighters, are scrambling for safety as an earthen dam on the Rio Bravo River collapsed from unknown causes at 2 p.m. today.

The dam is a mile upriver from the central Colorado hamlet.

The evacuees' condition is unknown, said Rogue County Sheriff Ronald Bosworth, but four persons were reported hurt at a nearby campground.

The sheriff said that, while details are sketchy, the injured were presumably in the Piney Bluff campground, which was severely damaged by flood waters unleashed by the dam break.

Several people had been reported camping there at the time of the incident.

Laughlin Road, which provides access to the High Peak Resort, is reported washed out where it crosses the Rio Bravo River, a half-mile downstream from the dam.

The dam, about four miles northeast of Grass Valley, was built in 1967 for recreation and irrigation purposes and was maintained by the Laughlin Water District. It provided water for local tomato growers and sport for perch anglers.

It's similar in construction to one that collapsed last year in Ripton, Colo., killing seven anglers, Sheriff Bosworth said.

NEWS RELEASE POINTS

- Did your news release have a header, with contact address, phone number, name, date?
- Did you use Inverted Pyramid and five W's and an H?
- Did you write in news style (using news style abbreviations, time, capitalization, distance, short grafs, direction, attribution, contractions)? See AP style guide for guidance.
- How did you deal with speculation and rumor about the leaking dam, and which campground was drowned? Avoid speculating, rumor, and unsubstantiated information.
- Did your news release offer assurance that help is being provided?
- Was your writing gender neutral, wherever possible (firefighters, anglers)?
- Did you provide attributions to opinions, claims or quotes?
- Did you use the word “said” instead of “stated” and other words?

**UNIT 4 REVIEW
ANSWER KEY**

1. List one item of information you could get from each of the following Incident Management Team members:
 - A. Incident Commander: **Incident Objectives**
 - B. Safety Officer: **Number of injuries**
 - C. Liaison Officer: **Information on other agency participation**
 - D. Planning Section Chief: **IAP**
 - E. Situation Unit Leader: **Maps**
 - F. Resource Unit Leader: **Location of personnel and equipment**
 - G. Operations Section Chief: **Best places for photos**
 - H. Logistics Section Chief: **Information about supplies, food**
 - I. Finance Section Chief: **Costs**

2. The current official statistics on the incident may be found in the **Incident Status Summary, ICS Form 209.**

3. List the “five W’s and the H” of good news writing:
 - **Who**
 - **What**
 - **When**
 - **Where**
 - **Why**
 - **How**

4. Why do incidents provide good opportunities to incorporate other educational messages?

Because agencies have the attention of the media and the public and they are eager for information.

5. List the three types of educational messages that could be incorporated in incident information.

- **Prevention**
- **Emergency Preparedness**
- **Resource Management**
- **Benefits or Positive Outcomes**
- **Interagency Cooperation**

UNIT OVERVIEW

Course Introduction to Incident Information, S-203

Unit 5 – Working with the News Media

Lesson A – Media 101

Time 1.5 Hours

Objectives

1. Define principles of good media relations during an incident.
2. Explain different needs among media.
3. Describe the role of the news media.
4. List the two main functions of the PIOF in working with the news media.

Strategy

The intent of this unit is to familiarize students with the roles and needs of the news media.

Instructional Methods

Choose one of the following options for presenting Section II:

- Media Panel (see page 5A.5)

The media panel should include representatives of a wire service, newspaper, television station, radio station, and on-line news service. Schedule your panel so it doesn't interfere with news deadlines. Arrange your instruction around the panel's schedule. Allow one hour for the panel.

- Lecture (see page 5A.6)
- DVD - Part 1 of "Dealing Successfully with the Media"

Instructional Aids

- Computer, projector, screen

Exercise

No exercise

Evaluation Method

Class participation

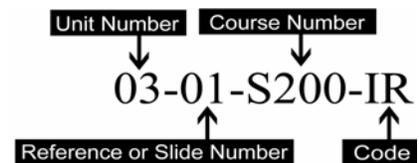
Outline

- I. The Principles of Good Media Relations
- II. Understanding the Differences Between Media
- III. The Role of the News Media During Incidents
- IV. Public Information Officers and the Media

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
HO – Handout	PPT – PowerPoint



UNIT PRESENTATION

COURSE: Introduction to Incident Information, S-203

UNIT: 5 – Working with the News Media

LESSON: A – Media 101

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	5A-01-S203-PPT
PRESENT LESSON OBJECTIVES.	5A-02-S203-PPT
I. THE PRINCIPLES OF GOOD MEDIA RELATIONS	
A. As a PIOF, you must learn:	5A-03-S203-PPT
<ul style="list-style-type: none">• What the media need to put together a report about an incident.• How the media get what they need.• Everything you can about the media in general and local media in particular.• To share your media insights with other public information officers when an incident is in your area.• What questions to ask local agency personnel if you are assigned outside your jurisdiction.	

OUTLINE	AIDS & CUES
<p>B. Some important general principles to follow when working with the media:</p> <ul style="list-style-type: none"> • Assume that each news media representative is a professional trying to do his or her best to convey accurate information to the public. • Spend time getting to know reporters and building working relationships with the media that will be mutually beneficial long after the incident is over. • Treat all reporters equally. Do not give preferential treatment to either your favorite local reporter or famous national correspondents. • Tell the truth. 	5A-04-S203-PPT
<ul style="list-style-type: none"> • Take the initiative to tell the bad news first. Never cover up bad news. • Keep your commitments and don't promise anything you can't deliver. • Understand and respect the fact that a reporter's number one priority is meeting their deadline. • Remember that reporters will get the information with or without you. 	5A-05-S203-PPT

OUTLINE	AIDS & CUES
<p data-bbox="191 281 943 359">II. UNDERSTANDING THE DIFFERENCES BETWEEN MEDIA</p> <p data-bbox="191 453 1092 617">IMPORTANT: Use the information below if you have a media panel. If you are presenting this section as a lecture, see the following page. If you are using the DVD to present this section, show Part 1.</p> <p data-bbox="191 709 391 743"><u>Media Panel:</u></p> <p data-bbox="191 793 997 871"><u>Purpose:</u> To familiarize students with different media outlets and allow them to ask questions of the media.</p> <p data-bbox="191 921 399 955"><u>Time:</u> 1 hour</p> <p data-bbox="191 1005 493 1039"><u>Format:</u> Discussion</p> <p data-bbox="191 1089 378 1123"><u>Instructions:</u></p> <ol data-bbox="191 1176 1092 1854" style="list-style-type: none"> <li data-bbox="191 1176 1092 1297">1. Tell students they do not need to take notes on the media panel. All related information that will be on the final exam is in the student workbook. <li data-bbox="191 1348 906 1381">2. Introduce each member of the media panel. <li data-bbox="191 1432 1092 1770">3. Have each panel member speak for ten minutes about how their medium operates, including: <ul data-bbox="261 1564 1092 1770" style="list-style-type: none"> <li data-bbox="261 1564 483 1598">• Deadlines <li data-bbox="261 1606 634 1640">• Type of information <li data-bbox="261 1648 493 1682">• Interviews <li data-bbox="261 1690 444 1724">• Visuals <li data-bbox="261 1732 1092 1770">• Access they need from public information officers. <li data-bbox="191 1820 1032 1854">4. Allow students to ask the panel members questions. 	<p data-bbox="1130 281 1390 315">5A-06-S203-PPT</p>

Lecture Option (no panel):

The need for information, interviews, visuals, and access to the incident varies greatly between print and electronic media and between national, regional, and local media.

Understanding these differences and working to accommodate them will increase your success in working with the media.

A. General Differences in Media Needs

1. Deadlines

Each media outlet has a specific deadline, a time by which reports must be turned in.

Deadlines vary greatly among media. Instead of trying to memorize all the different deadlines, simply ask the media what their deadline is and provide information they request in time for them to meet their deadline.

2. Scope of coverage

National and regional media usually want the “big picture” while local media want very specific information.

Know who you are talking to so you can properly emphasize the most important items.

OUTLINE	AIDS & CUES
<p data-bbox="289 283 620 321">B. Types of Media</p> <p data-bbox="386 367 690 405">1. Wire Services</p> <p data-bbox="479 457 1089 619">The wire services provide information to almost all major newspapers, television stations, and radio stations across the country.</p> <p data-bbox="479 667 1089 789">News organizations subscribe to wire services and scan them frequently for local, regional, and national information.</p> <p data-bbox="479 840 1015 961">Sometimes, media outlets print or broadcast stories exactly as they are reported on the wire.</p> <p data-bbox="479 1010 1097 1131">Other times, media outlets will contact the source identified in the wire story and write their own report.</p> <p data-bbox="479 1180 1084 1302">Wire services should be the first media outlet you contact when an incident with any significant potential occurs.</p> <p data-bbox="479 1350 1034 1472">Wire service reporters usually want a large amount of detailed information about incidents.</p> <p data-bbox="479 1520 1027 1686">Sometimes they also want sidebar or feature stories. If the incident is significant enough, a wire service reporter may want to visit the site.</p> <p data-bbox="479 1734 1097 1896">Often, local newspaper, television station, and radio station reporters sell their stories to wire services for use at the regional or national level.</p>	

OUTLINE	AIDS & CUES
<p data-bbox="381 283 662 319">2. Newspapers</p> <p data-bbox="479 369 1052 531">There are two types of newspapers, dailies and weeklies. Newspaper reporters usually want a lot of detailed information about incidents.</p> <p data-bbox="479 581 1094 789">They also appreciate suggestions for human interest or sidebar stories. In addition, newspaper reporters want graphics and photographs to illustrate the story.</p> <p data-bbox="479 840 1097 1001">Sometimes, a newspaper reporter will get the information they need over the telephone and a photographer will be sent to the scene to take pictures.</p> <p data-bbox="479 1052 1089 1171">Other times, both the newspaper reporter and the photographer will travel to the scene.</p> <p data-bbox="479 1222 1092 1388">Treat photographers the same way you treat reporters. Work with the operations section chief to determine the best places to photograph the incident.</p> <p data-bbox="479 1438 1089 1604">If a newspaper is covering the incident but does not have a photographer available to send to the scene, they may accept photographs that you can provide.</p> <p data-bbox="479 1654 1073 1820">If you are providing photographs to a newspaper, make sure they are high quality and that they are the appropriate size and have the right finish.</p>	

OUTLINE	AIDS & CUES
<p>If you don't have the skills to shoot photographs yourself, you may want to hire professional photographers to take pictures with all rights reserved for the agency or agencies managing the incident.</p> <p>The photographs can be used for incident documentation, training, and visual presentations after the incident is over as well as for newspaper coverage.</p> <p>3. Radio</p> <p>The medium of radio is one of immediacy. Radio stations usually broadcast news every hour or half hour.</p> <p>Consequently, radio reporters usually want frequent updates, particularly during morning and afternoon drive times.</p> <p>Radio news stories are usually very short, sometimes just two or three sentences, so reporters want only the most important facts about an incident.</p> <p>Some radio reporters may want to visit the incident to obtain interviews and record background sound.</p> <p>Radio reporters often tape record interviews over the telephone. They are required by law to notify you before they begin taping.</p>	

OUTLINE	AIDS & CUES
<p>Sometimes, Public Information Officers will be asked to participate in live radio talk shows. These can last anywhere from a few minutes to as long as an hour if listeners are allowed to call in and ask questions.</p> <p>4. Television</p> <p>In television, pictures are more important than words. Television reporters want to be where the action is. They also want human emotion to help tell the story.</p> <p>Television stories are usually fairly brief, ranging in length from 30 seconds to two minutes, so reporters want general information.</p> <p>Television reporters often cover several stories each day so they usually want to get information and pictures quickly.</p> <p>Television reporters may also want to interview Public Information Officers or other incident personnel live on the telephone or in person during newscasts or have them appear on the set in the studio.</p> <p>Satellite technology, which enables television stations to transmit information instantaneously around the world from even the most remote locations, has changed the way television reporters operate.</p>	

OUTLINE	AIDS & CUES
<p>If the incident develops into a major event, television stations may send satellite trucks to broadcast live from the incident around the clock.</p> <p>5. Internet</p> <p>Although many of the above media maintain web pages, there are news outlets that exist solely on the Internet.</p> <p>They will take news anytime and in any form: audio, video, still photos, or text.</p> <p>III. THE ROLE OF THE NEWS MEDIA DURING INCIDENTS</p> <p>Incident managers must be concerned not only with what is happening on the ground, but also with the public's perceptions of the incident and actions that agencies are taking to respond to it.</p> <p>In most cases, the media serve as the main source of information about incidents for the public. Most of us know this from our own experience of turning on the radio or television, or reading the paper, to find out the latest information about an incident that has occurred in an area where our family or friends live.</p> <p>If we think back to those times, most of us can probably remember feeling grateful when the media had timely, accurate, and in-depth information and frustrated when they couldn't tell us much about what was going on.</p> <p>It's important to keep that perspective when you are serving as a Public Information Officer.</p>	

OUTLINE	AIDS & CUES
<p>Think of the media as allies, not adversaries. The media can:</p> <ul style="list-style-type: none"> • Provide a link between incident managers and the public. • Reduce the number of citizens who call or visit the incident seeking information. • Help stem panic or quash rumors. 	5A-07-S203-PPT
<ul style="list-style-type: none"> • Mobilize volunteers if they are needed. • Provide incident managers with information about public perceptions and community concerns. 	5A-08-S203-PPT
<p>IV. PUBLIC INFORMATION OFFICERS AND THE MEDIA</p> <p>Well-informed Public Information Officers can greatly reduce demands on other incident personnel for information and interviews and can explain activities or actions that might otherwise be misinterpreted by the media.</p>	
<p>A. Good Public Information Officers:</p> <ul style="list-style-type: none"> • Anticipate media needs and pre-plan responses. • Serve as advocates for the media to other incident personnel. • Are pro-active and go to the media with information. 	5A-09-S203-PPT

**LESSON 5A REVIEW
ANSWER KEY**

1. List three principles of good news media relations:

Any of the principles listed in Section I are acceptable.

2. Describe two of the main functions of a Public Information Officer with regard to the news media:

- **Anticipates media needs and pre-plans.**
- **Serves as advocate for the news media to other incident personnel.**
- **Is pro-active and goes to the media with information.**

3. List three ways the media can help Public Information Officers.

Any of the five ways listed in Section III are acceptable.

4. List one specific need of each medium.

A. Television:

Any of the needs identified in the DVD, media panel, or Section II are acceptable.

B. Radio:

Any of the needs identified in the DVD, media panel, or Section II are acceptable.

C. Print:

Any of the needs identified in the DVD, media panel, or Section II are acceptable.

5. The media are adversaries because they provide a link between the incident managers and the public.
- A. True
 - B. False**

UNIT OVERVIEW

Course Introduction to Incident Information, S-203

Unit 5 – Working with the News Media

Lesson B – Fostering Good Media Relations

Time 1 Hour

Objectives

1. List three media access issues that require direction from the IC.
2. Describe the Public Information Officer's role in arranging media briefings, escorts, and flights.
3. Describe three ways to address problems with the news media.
4. Explain the importance of documenting media contacts.

Strategy

The intent of this unit is to familiarize students with their responsibilities in working with the media.

Instructional Method

Lecture

Instructional Aids

- Computer, projector, screen
- ICS 214, General Message forms (one per student)

Exercise

No exercise

Evaluation Method

No evaluation

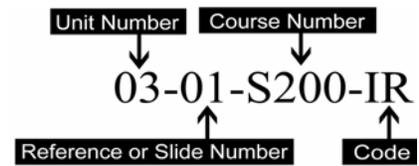
Outline

- I. Early Decisions About Media Access
- II. Media Access Methods
- III. Handling Problems With The Media
- IV. Documenting Media Contacts

Aids and Cues Codes

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

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SW – Student Workbook	SR – Student Reference
HO – Handout	PPT – PowerPoint



UNIT PRESENTATION

COURSE: Introduction to Incident Information, S-203

UNIT: 5 – Working with the News Media

LESSON: B – Fostering Good Media Relations

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	5B-01-S203-PPT
PRESENT LESSON OBJECTIVES.	5B-02-S203-PPT
I. EARLY DECISIONS ABOUT MEDIA ACCESS	
A. Direction from the Incident Commander	5B-03-S203-PPT
1. Expectations for media coverage from the IC and agency personnel.	
2. Availability of the IC and other incident personnel for interviews.	
3. Approval of incident information for release.	5B-04-S203-PPT
4. Whether or not media can fly in agency owned or contracted aircraft.	
5. How much access the media will be allowed to the incident.	

OUTLINE	AIDS & CUES
<p data-bbox="285 283 837 319">B. Alternatives for Media Access</p> <ol style="list-style-type: none"> <li data-bbox="383 369 789 405">1. Provide open access. <ul style="list-style-type: none"> <li data-bbox="480 455 719 491">• Best option <li data-bbox="480 541 1089 701">• Helps ensure that incident personnel are the source of information that appears in news articles and broadcasts. <li data-bbox="383 751 672 787">2. Deny access. <ul style="list-style-type: none"> <li data-bbox="480 837 1070 873">• Almost always counter-productive. <li data-bbox="480 924 1081 1003">• If incident personnel will not talk to the media, other people will. <li data-bbox="480 1054 1073 1213">• These individuals usually have less accurate and complete information about the situation and often have other agendas. <li data-bbox="383 1264 704 1299">3. Control access. <ul style="list-style-type: none"> <li data-bbox="480 1350 1078 1472">• Often preferred by incident personnel but it usually does not sit well with reporters. <li data-bbox="480 1522 1094 1644">• Effort expended in achieving control and the hard feelings created usually come back to haunt you. <li data-bbox="480 1694 1078 1854">• Plan ahead; have enough personnel on hand to provide information and guide each reporter or news crew around the incident. 	<p data-bbox="1127 283 1386 319">5B-05-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>II. MEDIA ACCESS METHODS</p> <p>A. Media Briefings</p> <p>In incidents with a high level of media interest and fast-breaking developments, a daily or twice-daily media briefing featuring the IC, other members of the Incident Management Team, or the agency administrator can:</p> <ul style="list-style-type: none"> • Save time by reducing the number of requests for individual interviews. • Help the media schedule their time. • Alert reporters to good news and photo opportunities during the day. <p>B. When scheduling and conducting media briefings:</p> <ul style="list-style-type: none"> • Discuss the idea with the IC and other appropriate incident personnel and local agency representatives. • Set the time, location, and duration of the briefing to meet the media’s needs – 10 a.m. and 1 p.m. are generally good times for the media. • Use an easily accessible location that doesn’t interfere with incident management. • Keep briefings relatively short – about 15 minutes of information – and then allow time for questions and answers. 	<p>5B-06-S203-PPT</p> <p>5B-07-S203-PPT</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Help prepare the IC and other incident personnel and local agency representatives by preparing talking points and reviewing possible questions that reporters might ask. • Prepare and post maps, charts, status board, and other visual aids to illustrate key points. 	5B-08-S203-PPT
<ul style="list-style-type: none"> • Develop and distribute handouts. • Notify the media of the time and location of the briefing. Make sure to include all media that have expressed interest. • Have a PIO start the briefing, set the rules, make introductions, and conclude the briefing. 	5B-09-S203-PPT
<p>C. Media Escorts</p> <p>Carefully plan and execute escorts:</p> <ul style="list-style-type: none"> • Always provide media escorts around the ICP, base camp, or incident. Unescorted reporters and photographers can unknowingly get into unsafe situations or interfere with incident operations. 	5B-10-S203-PPT
<ul style="list-style-type: none"> • Coordinate media visits to the incident with operations section chief. The operations section chief can provide information about the most accessible locations, as well as the best photo and video opportunities, on the incident. 	5B-11-S203-PPT

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Try to have more than one PIO or other incident personnel available to escort crews. Reporters and photographers do not like to travel in packs. • On a fire incident, media must be escorted to the fire by qualified personnel to ensure safety. Plan ahead to discuss escort guidelines with safety officer or IC. • If several reporters and photographers have requested a flight in agency owned or contracted aircraft, have them select one photographer and/or videographer to fly as a “pool” shooter. This person can provide the images to all interested news organizations and the agencies managing the incident as a condition of the flight. • If there are multiple flight opportunities, but limited space available, you may want to have the media draw straws to determine who gets to fly and require the “winners” to provide their photographs and video to the “losers.” • Plan in advance to have personal protective equipment available for any media who show up without it. The safety of media who visit incidents should be a top priority. <p>If you can’t provide protective equipment, you may find yourself trying to deny access to reporters because you were not prepared to help them. Most reporters will not accept such excuses.</p>	<p>5B-12-S203-PPT</p>

OUTLINE	AIDS & CUES
<p data-bbox="285 283 933 321">D. The News Media and Air Operations</p> <ul data-bbox="383 369 1101 1171" style="list-style-type: none"> <li data-bbox="383 369 1101 491">• The news media often require flights over the incident to obtain photographs and video and to understand the “big picture.” <li data-bbox="383 541 1101 663">• For safety reasons, all media flights must be arranged and scheduled with the air operations branch director. <li data-bbox="383 714 1101 877">• If the airspace has been closed, media aircraft must have the air operations branch director’s permission to enter the airspace prior to flying over the incident. <li data-bbox="383 928 1101 1171">• If you are contacted by the media and they express an interest in flying their own aircraft over the incident, alert them that they must negotiate approval of their entry and exit plans with the air operations branch director. <p data-bbox="451 1222 1101 1339">Get the reporter’s name and phone number and give to the air operations branch director.</p> <p data-bbox="191 1390 1008 1428">III. HANDLING PROBLEMS WITH THE MEDIA</p> <p data-bbox="285 1478 1089 1600">No matter how good your relationship with the media is, there will be times when you have problems with them about the way they have covered an incident.</p> <p data-bbox="285 1650 1057 1856">There are times when it is appropriate to voice your concerns and times when it is best to remain silent. You will need to use your judgment to determine which situations are serious enough to merit addressing and which are not.</p>	<p data-bbox="1127 283 1386 321">5B-13-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>A. Assessing Problems with Coverage</p> <ol style="list-style-type: none"> 1. Lack of coverage or partial coverage. 2. Stories lacking balance and context. 3. Sensational stories that minimize the facts. 4. Editorials critical of incident management operations. 5. Tension or open antagonism toward PIOs. 	<p>5B-14-S203-PPT</p> <p>5B-15-S203-PPT</p> <p>5B-16-S203-PPT</p>
<p>B. Analyzing the Cause of the Problem</p> <ol style="list-style-type: none"> 1. Were relations bad before the incident? 2. Have PIOs been responsive to the media's needs? Have they returned telephone calls, met deadlines, and provided accurate information? 3. Has anyone shown favoritism? Has anyone tried to control access unnecessarily? 4. Have incident personnel been rude, unhelpful, or arrogant? 5. Is this a real problem? Is it an internal problem? 	<p>5B-17-S203-PPT</p> <p>5B-18-S203-PPT</p>

OUTLINE	AIDS & CUES
<p data-bbox="285 281 821 317">C. Actions to Remedy Problems</p> <p data-bbox="380 367 1089 533">If the answers to these questions indicate that the incident information operation is not to blame for the situation, and you decide that it needs to be addressed, take the following steps:</p> <ol data-bbox="380 579 1065 1728" style="list-style-type: none"> <li data-bbox="380 579 1065 701">1. Do not overreact and do not become defensive. Maintain a calm, courteous, and professional attitude. <li data-bbox="380 749 993 831">2. Talk to the reporter, face to face if possible. <li data-bbox="380 879 898 915">3. Offer to clarify information. <li data-bbox="380 963 1008 1045">4. Ask how PIOs can help prevent the situation from occurring again. <li data-bbox="380 1094 1040 1302">5. Try to find areas of mutual interest or define ways you can work together to meet your needs and the needs of the reporter. End the conversation on a positive note. <li data-bbox="380 1350 1052 1558">6. If you are experiencing a significant problem with the media or a particular reporter, keep the IC and everyone involved in the incident information operation informed. <li data-bbox="380 1606 1065 1728">7. If you cannot resolve the issue with the reporter, contact their boss, usually an editor, producer, or news director. 	<p data-bbox="1127 281 1386 317">5B-19-S203-PPT</p> <p data-bbox="1127 963 1386 999">5B-20-S203-PPT</p> <p data-bbox="1127 1606 1386 1642">5B-21-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>8. If the medium you are having trouble with is a newspaper, the article contains a serious factual error, and the reporter and/or editor refuse to run a correction, you may want to consider drafting and submitting a letter to the editor or a guest editorial (with supervisor approval).</p>	5B-22-S203-PPT
<p>IV. DOCUMENTING MEDIA CONTACTS</p> <p>A. Documenting media contacts is important to:</p> <ul style="list-style-type: none"> • Ensure you have the information needed to keep interested news organizations updated with information on incident status. • Document the history of the incident and track any problems with the media should they arise. 	5B-23-S203-PPT
<p>Use a communications log for routine contacts and the ICS 214, Unit Log for significant events.</p>	5B-24-S203-PPT
<p>HAND OUT AN ICS 214 TO EACH STUDENT.</p>	
<p>B. Regardless of which form you use, include:</p> <ul style="list-style-type: none"> • Caller's name. • The news organization they represent. • Time, date, and subject of the call. • Caller's telephone and fax number. • Whether it is an incoming or outgoing call. 	

OUTLINE	AIDS & CUES
<p>C. Monitoring News Coverage of Incidents</p> <p>Public Information Officers should monitor newspaper, television, radio, and online news coverage of the incident for accuracy.</p> <ul style="list-style-type: none"> • Clip newspaper articles or print or save them from the internet • Record news broadcast stories of the incident. <p>Increasingly, documentation is recorded electronically, not on paper. Follow the directions of your supervisor in documenting news coverage of the incident.</p>	<p>5B-25-S203-PPT</p>
<p>REVIEW LESSON OBJECTIVES.</p>	<p>5B-26-S203-PPT</p>
<p>UNIT 5B REVIEW:</p>	
<p>Refer students to the unit review (SW page 5B.11; IG pages 5B.13 – 5B.14).</p>	<p>5B-01-S203-IR/SR</p>
<p>Complete the unit review as a group using slides 27-32.</p>	<p>5B-27-S203-PPT thru 5B-32-S203-PPT</p>

LESSON 5B REVIEW ANSWER KEY

1. Early in an incident, you should meet with the IC to discuss: (list three)
 - **Expectations for media coverage.**
 - **Availability of the IC and other incident personnel for interviews.**
 - **Approval of incident information for release.**
 - **Whether or not media can fly in agency owned or contracted aircraft.**
 - **How much access the media will be allowed to the incident.**

2. The best option is to provide open access for the media to an incident.

3. List three things to do to prepare for a media briefing.

Acceptable answers:

- **Discuss the idea with the IC and other appropriate incident personnel and local agency representatives.**
- **Set the time, location, and duration of the briefing to meet the media's needs.**
- **Help prepare the IC and other incident personnel and local agency representatives by preparing talking points and reviewing possible questions that reporters might ask.**
- **Prepare and post maps, charts, status board, and other visual aids to illustrate key points. Develop and distribute handouts that contain the same information.**
- **Notify the media of the time and location of the briefing. Make sure to include all media that have expressed interest.**
- **An incident information officer should start the briefing, set the rules, make introductions, and conclude the briefing.**

4. What is the top priority in planning to escort reporters?

Safety

5. If a television station calls the Incident Information Center and requests to fly their own helicopter over an incident, you should: (circle one)

A. Forward the call to the IC for action.

B. Tell the television station to have a safe flight.

C. Contact Air Operations and arrange it.

6. When a problem arises with the news media over coverage of an incident, the best way to handle it is to go straight to the editor of the newspaper or producer of the radio or television station.

A. True

B. False (the reporter who wrote the story should be talked to first)

7. Why is it important to document all media contacts?

To be able to provide updates to interested news organizations when new information becomes available, to document the history of the incident, and to track any problems with media coverage if they arise.

UNIT OVERVIEW

Course Introduction to Incident Information, S-203

Unit 5 – Working with the News Media

Lesson C – Media Interview Exercise

Time 6 Hours

Objectives

1. Identify three ways to prepare for interviews.
2. List three do's and don'ts for interviews.
3. Describe how talking points help prepare for interviews.
4. Participate in simulated media interviews.

Strategy

Students will prepare for interviews and be interviewed “for radio” and “for television” by instructors playing the role of reporters.

Instructional Methods

Lecture, exercise

Instructional Aids

- Computer, projector, screen
- DVD “Dealing Successfully With the News Media”

Exercise

The Media Interview Role Playing Exercise (pages 5C.10 – 5C.14) must be reviewed and prepared for in advance. The exercise requires:

- Four telephones
- Four 60-minute VHS videotapes
- Four 60-minute audio cassette tapes
- Two VHS video cameras and tripods
- Two VHS videocassette recorders and monitors
- Two audio cassette tape recorders with telephone jacks

- ❑ Two telephone recording devices for the audio cassette players
- ❑ Two instructors to interview students over the telephone
- ❑ Two instructors to interview students on camera
- ❑ Adequate space to interview students and critique interviews-at least two separate rooms

Evaluation Method

Instructors will critique student interviews.

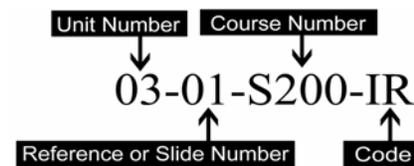
Outline

- I. Preparation For Effective Media Interviews
- II. Interview Do's and Don'ts
- III. Talking Points

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
HO – Handout	PPT – PowerPoint



UNIT PRESENTATION

COURSE: Introduction to Incident Information, S-203

UNIT: 5 – Working with the News Media

LESSON: C – Media Interview Exercise

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	5C-01-S203-PPT
PRESENT LESSON OBJECTIVES.	5C-02-S203-PPT
<p>I. PREPARATION FOR EFFECTIVE MEDIA INTERVIEWS</p> <p>Providing information and interviews to the news media, either on the telephone or in person, can be an intimidating experience, even for people who have done it many times.</p> <p>ASK STUDENTS THE FOLLOWING QUESTIONS TO DETERMINE THEIR LEVEL OF KNOWLEDGE AND EXPERIENCE:</p>	
<ul style="list-style-type: none">• How many have given media information or interviews before?• How many have had media training?	5C-03-S203-PPT

OUTLINE	AIDS & CUES
<p>SHOW PART 1 OF “DEALING SUCCESSFULLY WITH THE NEWS MEDIA” DVD IF IT WAS NOT SHOWN IN UNIT 5A.</p> <ul style="list-style-type: none"> • Part 1 provides details about interviewing principles as well as other methods and techniques that will help students work successfully with the news media. • Tell students they do not need to take notes. All related information that is on the final exam is included in the student workbook. • Take a break and then show Part 2 of the DVD. <p style="margin-left: 40px;">A. How to Prepare for Interviews</p> <ol style="list-style-type: none"> 1. Find out as much as you can about the story the reporter plans to write. Ask: <ul style="list-style-type: none"> • If it is a general or feature story. • What section of the paper or what newscast it is being prepared for. • What questions the reporter is going to ask. 2. If it is a telephone interview and you don't feel prepared, ask if you can call back in a few minutes. <p style="margin-left: 40px;">Take some time to get organized and then follow up.</p>	<p>5C-04-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>B. Determine if you're the right spokesperson.</p> <p>1. The spokesperson should have:</p> <ul style="list-style-type: none"> • In-depth knowledge of the interview subject • A presentable appearance • A pleasant voice <p>If you don't meet these criteria, find another spokesperson that does.</p> <p>2. Prepare for the interview by asking yourself:</p> <ul style="list-style-type: none"> • What would the public want to know about the incident? • Why is it important? • Who is affected by it? <p>3. Develop two to three key messages and other educational messages:</p> <ul style="list-style-type: none"> • Deliver them during the interview. • Try to give the most important first. 	<p>5C-05-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>II. INTERVIEW DO'S AND DON'TS</p> <p>A. Do's</p> <ol style="list-style-type: none"> 1. Be concise; give 10 to 20 second sound bites, regardless of the medium. 2. Be prepared to answer tough questions by anticipating them and roughing out an answer in your mind. 3. Remember, it's okay to make a mistake. Ask the reporter if you can start over if you stumble in your response or you aren't happy with your answer. 4. Speak in personal terms. <ul style="list-style-type: none"> • Don't say, "The (agency) thinks..." • Instead, say "We think..." 5. Remember that you represent the agency or agencies managing the incident. You have no personal opinion. 6. Be quiet when you finish answering a question. <p>Reporters know that silence for some people is uncomfortable and sometimes they use it to get you to say something you didn't intend to say.</p> 	<p>5C-06-S203-PPT</p> <p>5C-07-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>7. Assume the reporter needs help.</p> <ul style="list-style-type: none"> • Use cues such as, “The important thing to remember is...” or “The point is...” • They will help you maintain control of the message. <p>8. Avoid speaking for other agencies or other individuals.</p> <p>9. Keep your answers simple.</p>	
<p>B. Don'ts</p> <ol style="list-style-type: none"> 1. Don't call other people names or talk down to them. Don't try to discredit people or organizations. 2. Don't use jargon and acronyms. 3. Don't say it if you don't want it on the airwaves or in print – even if you think the cameras and microphones are off. Remember, there is no such thing as “off the record.” 4. Don't ever say “No comment.” If you can't answer a question, say so and explain why. 5. Don't get angry or upset. If you are badgered, stay calm, take a deep breath and restate your major point as nicely as possible. 	<p>5C-08-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>6. Don't answer a question if you don't know the answer. Say you don't know the answer and promise to get it. Then follow through. Never guess or speculate.</p> <p>7. Don't repeat language that is negative or uncomfortable.</p> <p>8. Don't try to be cute or funny.</p>	5C-09-S203-PPT
<p>C. TV Do's and Don'ts</p> <p>Because television is a visual medium, on-camera interviews require some additional preparation.</p> <p>1. TV Do's</p> <ul style="list-style-type: none"> • Before you start the interview, look behind you. If you don't like the background, ask the photographer to find another location. • Wear attire that is appropriate for the setting. • Make sure that your appearance is presentable. 	5C-10-S203-PPT
<ul style="list-style-type: none"> • Look at the reporter, not the camera, while you are answering questions. • Watch your body language and facial expressions. 	5C-11-S203-PPT

OUTLINE	AIDS & CUES
<p>2. TV Don'ts</p> <ul style="list-style-type: none"> • Avoid wearing hats. If you must wear one, make sure it is appropriate. • Do not wear sunglasses or photosensitive glasses. 	5C-12-S203-PPT
<p>III. TALKING POINTS</p> <ul style="list-style-type: none"> • Brief statements that you can develop to explain an incident. • Meant to be spoken aloud, in plain language. • Should be approved by your information supervisor or the IC. • Keep you focused during an interview. • Dynamic and may change over the course of an incident. <p>GIVE EXAMPLES OF TALKING POINTS. HAVE STUDENTS USE THEIR FACT SHEETS FROM “THE DAY THE DAM BROKE” AND ASK:</p> <ul style="list-style-type: none"> • What would be some possible talking points? • What would be talking point #1? Number 2? Number 3? • What could be an additional message? 	5C-13-S203-PPT

OUTLINE	AIDS & CUES
<p>MEDIA INTERVIEW ROLE PLAYING EXERCISE.</p> <p><u>Format:</u> Two groups (one group for radio interviews and one group for TV interviews).</p> <p><u>Time:</u> Approximately 2 hours for the radio interview and 2 hours for the on-camera interview (depending on class size).</p> <p><u>Set up Instructions:</u> A minimum of two rooms (in addition to the classroom) will be needed for this exercise. Ample space is required for the interviews and critiques to be conducted without too much noise distraction.</p> <p><u>Radio Interview Instructions:</u></p> <ul style="list-style-type: none"> • Conduct a “radio” interview with students one-on-one. This is the preferred method as you can record and play back the interviews. • As an alternative, instructors can conduct telephone interviews by placing calls from one room while the students who are being interviewed receive calls in another. • During the interview, the instructor will ask students the interview questions on pages 5C.13 – 5C.14. • Record the interviews on audio cassettes. <p><u>On-camera Interview Instructions:</u></p> <ul style="list-style-type: none"> • One instructor will role play a reporter and one instructor will role play as the camera operator. • During the interview, the “reporter” will ask students the interview questions on pages 5C.13 – 5C.14. • Record the interviews on videotape. 	<p>5C-14-S203-PPT</p>

OUTLINE	AIDS & CUES
<p><u>Pre-Exercise Instructions:</u></p> <ol style="list-style-type: none"> 1. Give students an overview of the exercise. Explain that each student will be interviewed for radio and on camera by an instructor. 2. One group can start with radio interviews and the other group can start with TV interviews. These interviews can go on simultaneously. For example, student 1 can do a radio interview in one room with an instructor while at the same time student 2 does a TV interview in a different room with an instructor. 3. Tell students they will receive an incident scenario that will be the only information they have available when they are interviewed. Tell them not to make up answers during the interview. 4. Encourage class to develop and incorporate an educational message in their interviews, as discussed in Unit 4. 5. While students wait to be interviewed, they can write a fact sheet or press release, or instructors may show videos they have collected over time of incidents, television news clips, etc. 6. When half the allotted time has passed, students who were interviewed over the telephone can be interviewed on camera and vice versa. 7. When the interviews are complete, play back the audio cassettes and videotapes of all students and offer constructive criticism of the interviews. 8. If there is still time left, students can be interviewed again to practice what they have learned in the critique. 	

Begin Exercise:

Read the scenario to the class. Instruct students to take notes and then write talking points. Give students approximately 15 minutes to prepare.

Scenario:

In the early evening, on State Highway 22, in a rural area located about 40 miles west of Helena, Montana, a truck swerves to miss a deer running across the road. The driver loses control of the vehicle and it plunges over the highway shoulder and into Coho Creek.

The truck is carrying a load of calcium hypochlorite, a chemical used for disinfecting swimming pools. Apparently, it was headed to a resort town on a delivery.

A “dangerous” placard is posted on the truck. The driver, who survived the accident, has been hospitalized in Billings with fairly serious injuries.

The Montana highway patrol is on the scene, and over the scanner, a report is heard that a cloud of chlorine gas has formed and is drifting downstream.

That report was picked up by several citizens and they telephoned the news media in Billings. Two television stations and at least one newspaper reporter are on their way to the scene.

There is uncertainty about whom or which agency is in charge. The supervisor of the Lewis and Clark National Forest dispatches you as the information officer. She says it appears the truck driver was not certified to be hauling hazardous materials, but that is being checked out.

The small town of Two Forks, located downstream from the spill, is being evacuated due to the danger posed by the chlorine gas cloud. The Red Cross has established an emergency shelter for displaced residents in Billings.

It appears that hundreds of Coho salmon, a federally listed threatened species, have been killed. The forest supervisor has temporarily closed Coho Creek for 25 miles downstream of the spill to swimming and fishing. The forest supervisor does not know if an incident commander is on site.

When you arrive, you find out that one of the television news crews flew to the scene and is already taping. The area about 200 yards from the accident site is cordoned off.

Work is being done to remove the truck from the stream and contain the chemicals that were spilled. The television reporter asks if you can do an interview for the 10:00 p.m. news. A reporter from a local radio station has also called you on your cell phone and would like to tape record an interview with you.

End of scenario.

Interview Questions:

Ask **five** of the following questions; always ask Question #1 and Question #13.

1. What happened here?
2. When this gas gets to Billings, will it be evacuated too?
3. Will all the fish be killed by the spill? How many will die?

OUTLINE	AIDS & CUES
<ol style="list-style-type: none"> 4. What's going to happen to the drunk driver who caused this accident? 5. How many were evacuated and where are they? When can I interview them? 6. What will this tragedy cost and who will pay for it? 7. We heard many deer have died from a poisonous gas cloud—is this true? If so, how many deer are dead? Will the cloud harm humans? 8. Is it true that faulty highway construction caused this accident? 9. I know a guy who has some pumps that might help get the bad stuff out of the river. Do you need them? 10. The local scout group is working on an environmental cleanup merit badge. Can we send them down to help? 11. Our state senator has been pushing for economic development by encouraging the chemical industry and chemical processing in our area. Does this accident set that back? 12. If the chemical that spilled is used to clean swimming pools, it should be safe for people to swim in it. Why would it kill fish? 13. Do you have anything to add? 	
<p><u>End of Exercise.</u></p>	

OUTLINE	AIDS & CUES
REVIEW LESSON OBJECTIVES.	5C-15-S203-PPT
UNIT 5C REVIEW:	
Refer students to the unit review (SW pages 5C.7 – 5C.8; IG pages 5C.17 – 5C.18).	5C-01-S203-IR/SR
Complete the unit review as a group using slides 16-20.	5C-16-S203-PPT thru 5C-20-S203-PPT

**LESSON 5C REVIEW
ANSWER KEY**

1. What can a Public Information Officer do to prepare for a media interview?

Ask the reporter what the interview is about, prepare two or three key messages, anticipate tough questions, or any other technique discussed in the DVD or Section I.

2. What should you do if you make a mistake during an interview?

Ask the reporter if you can start over. Take a moment or two to collect your thoughts and start again.

3. When should you respond to an interview question with “No comment”?

Never

4. If you don’t know the answer to a question, you should:

Say so; then promise to get the answer and follow through.

5. When you finish answering a question you should:

Be quiet. Don’t be tricked into filling the silence with something you’ll likely regret.

6. What are talking points? (Choose all that are correct)
- A. Brief statements that you can develop to explain an incident. Meant to be spoken aloud, in plain language.**
 - B. Long, complex thoughts in bureaucratic jargon that don't explain much at all.
 - C. Should be approved by your information supervisor or the IC.**
 - D. Keep you focused during an interview.**
 - E. Read from a script you recite into a microphone.
 - F. Dynamic and may change over the course of an incident.**
 - G. Never written down.

UNIT OVERVIEW

Course Introduction to Incident Information, S-203

Unit 6 – Working with Other Key Audiences

Lesson A – Community Relations

Time 1.5 Hours

Objectives

1. Describe the importance of working with residents of communities affected by incidents.
2. Describe principles and techniques of community relations.
3. Describe situations that require special community relations actions.

Strategy

The intent of this unit is to give students techniques for community relations.

Instructional Methods

Lecture, classroom discussion

Instructional Aids

- Computer, projector, screen
- Flip chart and markers

Exercise

Community Relations Exercise (see pages 6A.20 – 6A.22)

Evaluation Method

No evaluation

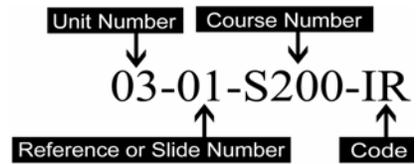
Outline

- I. Working with Communities Affected by Incident
- II. Principles and Considerations
- III. Conducting Community Relations Activities
- IV. Special Community Relations Efforts

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
HO – Handout PPT – PowerPoint



UNIT PRESENTATION

COURSE: Introduction to Incident Information, S-203

UNIT: 6 – Working with Other Key Audiences

LESSON: A – Community Relations

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	6A-01-S203-PPT
PRESENT LESSON OBJECTIVES.	6A-02-S203-PPT
I. WORKING WITH COMMUNITIES AFFECTED BY INCIDENTS	6A-03-S203-PPT
<p>Incidents can:</p> <ul style="list-style-type: none"> • Be traumatic for people who live, work, and recreate in affected areas. • Have physical, psychological, and economic impacts on well-being of communities. • Be relatively simple and easy to resolve, like traffic problems. • Be very complex and seemingly intractable, such as loss of community identity. <p>Even the most efficient and well-trained incident management teams can be confronted with serious community concerns.</p> <p>For instance, the most effective firefighting actions might not satisfy residents if they think their needs and concerns are not being addressed by the incident management team.</p>	<p>6A-04-S203-PPT</p> <p>6A-05-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>A. Community Outreach and Involvement</p> <ol style="list-style-type: none"> 1. Outreach is a key responsibility of PIOs and other incident personnel. <ul style="list-style-type: none"> • There may be little media interest or media information may not be timely or detailed enough to meet community needs. • In remote areas, residents may not have regular access to the media. 2. PIOs have two main functions: <ul style="list-style-type: none"> • Keep individuals and organizations in affected communities informed about, and involved in, the incident and incident management activities. • Enable individuals and organizations in affected communities to express their concerns, needs, and issues to the incident management team. 	<p>6A-06-S203-PPT</p>
<p>B. The Importance of Community Relations</p> <ol style="list-style-type: none"> 1. Reduce uncertainty and anxiety, quell rumors, and stem panic. 2. Help people make informed decisions and take appropriate actions. 3. Inform individuals and organizations about what to expect after an incident. 	<p>6A-07-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>4. Empower people</p> <ul style="list-style-type: none"> • Informed people feel they have some degree of control over their situation. • While incident personnel are generally portrayed as “heroes” by the media, residents of communities are often described as “victims.” Work to avoid reinforcing this idea. • Feelings of helplessness can lead to anger, resentment, and counter-productive actions such as: <ul style="list-style-type: none"> – Negative remarks to the media – Petitions to incident management teams – Disruptive interference in incident management activities 	<p>6A-08-S203-PPT</p>
<p>5. Engage people in the effort.</p> <p>PIOs can provide or support avenues for individuals and organizations to get involved in the incident management effort such as volunteering to complete necessary tasks.</p>	<p>6A-09-S203-PPT</p>

OUTLINE	AIDS & CUES
<p data-bbox="380 285 1073 447">6. Build links or relationships between agencies and communities for the duration of the incident and for the long term.</p> <p data-bbox="475 499 1089 705">Crises bring people together – even people with different values, backgrounds, and beliefs will usually put their differences aside and work together for the common good.</p> <p data-bbox="475 751 1049 919">Effective community information and involvement during an incident can strengthen good agency/community relationships and help repair bad ones.</p> <p data-bbox="380 968 992 1005">7. Help people express their feelings.</p> <p data-bbox="475 1052 1070 1173">Individuals who live in communities affected by incidents often experience a wide range of emotions such as:</p> <ul data-bbox="475 1224 716 1598" style="list-style-type: none">• Fear• Anxiety• Anger• Hostility• Insecurity• Confusion• Frustration• Pleasure• Gratitude	

OUTLINE	AIDS & CUES
<p>8. Demonstrate agency concern, responsibility, and competence.</p> <p>PIOs can reassure individuals and organizations in communities that incident managers understand what the community values such as:</p> <ul style="list-style-type: none"> • Property • Landmarks • The economy • Air quality 	
<p>II. PRINCIPLES AND CONSIDERATIONS</p>	<p>6A-10-S203-PPT</p>
<p>A. Principles</p>	
<p>1. All communities are different and will require different outreach and involvement strategies.</p> <ul style="list-style-type: none"> • People who live, work, and recreate in affected communities need accurate, timely, detailed information about incidents that are impacting them or may impact them. • Good outreach and involvement strategies recognize and plan for the fact that incidents can create a high degree of stress and tension within and among communities. 	
<ul style="list-style-type: none"> • Affected communities recover best when individuals and organizations are involved in some way in incident management activities. 	<p>6A-11-S203-PPT</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Communities consist of a variety of individuals and groups that often have different needs. • Incidents provide opportunities to educate communities about other agency programs and activities. <p>2. Remember, with communities you must:</p> <ul style="list-style-type: none"> • Be flexible • Listen, listen, listen • Meet them on their turf • Answer their questions • Earn credibility • Make sure they hear it from you first • Involve community members in providing info • Follow through on commitments 	
<p>B. Considerations</p> <p>As you think about the community you're working with consider:</p> <ol style="list-style-type: none"> 1. Past similar incidents 2. Potential effect on community 3. Perceived or real threat 	6A-12-S203-PPT

OUTLINE	AIDS & CUES
<p>4. Planned events/historical happenings</p> <p>5. Effects on value systems</p> <ul style="list-style-type: none"> • Rangeland may be more valuable to a rancher than a home. • Pine trees may be more valuable to a cabin owner than the cabin. <p>6. Economic viability</p> <p>7. Community resources available</p>	<p>6A-13-S203-PPT</p>
<p>C. Key Audiences</p> <p>Identify the communities directly affected by the incident and key individuals and organizations within those communities.</p> <ul style="list-style-type: none"> • Local agency personnel are the best source to identify key people. • The agency administrator may have key individuals and organizations that he or she wants you to pay special attention to. 	<p>6A-14-S203-PPT</p>
<p>DISCUSSION: Have students close their books. Ask “What key individuals and organizations need to be included in community information and involvement efforts?” Record their responses on a flip chart at the front of the class.</p>	

OUTLINE	AIDS & CUES
<p>1. Landowners</p> <p>This can be a diverse group with different management objectives for their individual properties.</p> <p>They are likely to feel threatened by an incident and will want to know of planned incident management actions.</p> <p>Their property may be the source of their income.</p> <p>2. Homeowners and homeowners associations</p> <p>These individuals want lots of information and contact with incident personnel – their homes may be at risk.</p> <p>Information officers can help minimize their fears by providing incident information and/or referrals to community service organizations for assistance.</p> <p>3. Elected officials</p> <p>Elected officials at all levels – local, county, state, and federal – will want to be kept informed about incidents that affect their constituents.</p>	<p>6A-15-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>4. Community leaders</p> <p>This group can include prominent teachers, business people, or community service providers.</p> <p>5. Local community service organizations</p> <p>These organizations can often contribute important resources or knowledge to incident management activities. They also need information to plan their own operations.</p> <p>6. Permittees</p> <p>People who have permits to graze livestock, mine, serve as outfitters and guides, and conduct other economic activities in areas involved in, or located near incidents will want to be kept informed about the status of the incident and incident management activities that may affect their operations.</p>	<p>6A-16-S203-PPT</p>
<p>7. Recreationists</p> <p>People who hike, mountain bike, fish, camp, and engage in other outdoor recreation activities located in or near areas involved in incidents will want to know whether to go ahead with plans to visit those areas or go somewhere else.</p>	<p>6A-17-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>8. Business owners</p> <p>Businesses, particularly those that rely on tourists, can be severely impacted during an incident because of loss of revenue.</p> <p>Sometimes the public will perceive a problem where there is none and will avoid businesses and areas that are not affected by the incident.</p> <p>PIOs can help get the word out about what facilities and services are and are not affected.</p>	
<p>9. Conservation groups</p> <p>Conservation groups will want to know how incidents, and incident management activities, affect their area of interest, such as wildlife.</p>	
<p>10. Tribal governments</p> <p>Incident may be in or near Native American tribal lands. Tribal organizations should be informed of plans and activities related to the incident.</p>	

OUTLINE	AIDS & CUES
<p>11. Other groups</p> <p>During an incident, people who live or work in affected areas will want frequent updates about the status of incidents and specific details about incident management activities.</p> <p>Other groups and organizations may include schools, churches, summer homeowners, senior centers, and law enforcement.</p>	
<p>III. CONDUCTING COMMUNITY RELATIONS ACTIVITIES</p> <p>Use existing information networks to communicate with key individuals. For instance, if a local service club has a weekly breakfast meeting, a PIO may be able to appear as a guest speaker.</p> <p>Local agency personnel can provide you with valuable information about credible ways to communicate with key individuals and organizations in affected communities.</p>	6A-18-S203-PPT
<p>A. One-Way Communication</p> <p>1. Neighborhood information centers</p> <p>These centers, which are located in communities affected by an incident, can be used to provide information and assistance to residents and visitors.</p>	6A-19-S203-PPT

OUTLINE	AIDS & CUES
<p>2. Unstaffed information kiosks or bulletin boards at strategic locations.</p> <p>Post incident information and maps at places where incident management activities draw a crowd:</p> <ul style="list-style-type: none"> • Grocery stores • Post offices • Community buildings • Libraries • Banks • Churches • Evacuation centers • Roadblocks, highway turnouts • Fixed wing bases and helibases <p>3. Fact sheets and maps</p> <p>Update these as often as necessary, daily or twice a day, and distribute to local businesses, elected officials, and others.</p>	
<p>4. Programs for local cable television</p> <p>Some communities operate their own cable television channels and will run short incident updates, maps, and other visuals once or twice a day.</p> <p>Other cable television channels feature community message boards between programs that may be used to provide information.</p>	6A-20-S203-PPT

OUTLINE	AIDS & CUES
<p>5. Internet sites</p> <p>Many agencies, communities, and groups already have websites. You may have information that they want to post or link to their webpage.</p> <p>B. Two-Way Communication</p> <p>Individuals and organizations in affected communities often want to express their needs, concerns, and issues to incident personnel.</p> <p>1. Individual contacts and visits</p> <p>If key individuals are spread out over a wide area, PIOs and other incident personnel can visit them in person or call to update them on the status of the incident and receive any input they might have on incident management activities.</p> <p>a. Traplins</p> <p>A series of places, such as local businesses, agency offices, homes, and bulletin boards, where PIOs leave or post incident information on a regular basis. Frequency is determined by need.</p> <p>b. Evacuation centers</p> <p>High priority for one-on-one visits.</p>	<p>6A-21-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>2. Town hall meetings</p> <p>If residents are not spread out over too wide of an area, town hall meetings can be a good way for the IC or PIO to provide a briefing on the incident and incident management activities, listen to comments, and respond to questions.</p> <p>Representatives of cooperating agencies may also want to participate. However, large meetings can be risky when emotions are running high.</p>	
<p>3. Community/civic organization meetings</p> <p>Community and civic organizations will often agree to let a PIO or other incident personnel speak at a meeting.</p>	6A-22-S203-PPT
<p>4. School programs</p> <p>These can be used to help children cope with incidents affecting their communities and convey information to parents.</p>	

OUTLINE	AIDS & CUES
<p>5. Special community events</p> <p>If a special event occurs during an incident, such as a county fair, you may be able to set up a booth to provide information, respond to questions, and listen to concerns of residents and visitors.</p> <p>Reporting and responding to these issues and concerns will build credibility for the incident management team and the agencies they represent.</p>	
<p>6. Relaying community feedback to incident management team</p> <p>Two-way communications allow community members to:</p> <ul style="list-style-type: none"> • Tell you how the community perceives your efforts. • Help you find rumors. • Tell you about specific concerns/issues and local political sensitivities. • Provide recommendations to the incident management organization and local agency about how to respond to community concerns, needs, and issues. 	<p>6A-23-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>C. Getting Individuals and Organizations Involved</p> <p>1. Direct or support volunteer efforts.</p> <p>Volunteers can:</p> <ul style="list-style-type: none"> • Help conduct community relations activities. • Provide food and other supplies for neighbors who have been forced from their homes. • Assist in any number of other incident management activities. <p>2. Provide tours of the incident base and incident.</p> <ul style="list-style-type: none"> • Residents are usually very interested in seeing incidents and incident management activities up close. • Tours can be an excellent way to educate the public and gain their support. 	<p>6A-24-S203-PPT</p>
<p>D. Wrap Up</p> <ul style="list-style-type: none"> • Write thank you notes and forward future commitments to arriving team or home unit. • Collect posted materials. 	<p>6A-25-S203-PPT</p>

OUTLINE	AIDS & CUES
<p data-bbox="188 281 1062 319">IV. SPECIAL COMMUNITY RELATIONS EFFORTS</p> <p data-bbox="285 369 1062 491">Some situations indicate a heightened need to reach out to individuals and organizations in affected communities:</p> <ul data-bbox="285 537 1094 1129" style="list-style-type: none"> <li data-bbox="285 537 1029 617">• When incidents threaten or impact populated areas. <li data-bbox="285 663 964 701">• In the event of deaths or serious injuries. <li data-bbox="285 747 980 827">• When major travel corridors are closed or restricted. <li data-bbox="285 873 1078 953">• When rumors, political concerns, or community actions hamper incident operations. <li data-bbox="285 999 1094 1121">• When communities can take action to prepare for or prevent damage in the midst of an expanding incident. <p data-bbox="188 1176 1045 1381">PROVIDE EXAMPLES OF A NEGATIVE SITUATION TURNED POSITIVE THROUGH COMMUNITY OUTREACH EFFORTS. ASK STUDENTS FOR EXAMPLES FROM THEIR OWN EXPERIENCES.</p>	<p data-bbox="1123 281 1386 319">6A-26-S203-PPT</p> <p data-bbox="1123 877 1386 915">6A-27-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>COMMUNITY RELATIONS EXERCISE.</p> <p><u>Format:</u> Divide the class into four groups</p> <p><u>Time:</u> 30 minutes</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. Have students read the scenario and take notes. 2. When finished, assign an issue to each group (issues are on pages 6A.21 – 6A.22). 3. Instruct groups to develop a community information and involvement strategy to address their assigned issue. 4. Have each group write their answers on a flip chart and present their strategy to the class. Discuss their responses. <p><u>Scenario:</u></p> <p>The Pitchfork Fire started two days ago during a thunderstorm. It has burned almost 10,000 acres and shows little sign of slowing down. Extreme fire behavior is predicted as winds are expected to gust to 35 miles per hour, relative humidity drops into single digits, and temperatures hover in the mid-90s. The fire is located about six miles northwest of Ridgetop, a town of 1,200 people, which depends heavily on summer tourism. Several issues are brewing in Ridgetop and the residents are becoming more vocal about them. The IC is worried that any one of these community concerns could turn into a major issue. He wants to spend more time concentrating on fire strategy and less on dealing with the community. He wants the PIOs to come up with a community relations plan that will resolve as many of these issues as possible.</p>	<p>6A-28-S203-PPT</p>

OUTLINE	AIDS & CUES
<p><u>Group 1 Issues:</u></p> <ul style="list-style-type: none"> • Two grocery stores are in Ridgetop, and the owner of one says all of the fire business is going to his competitor. • The chamber of commerce is very concerned that news of the fire will discourage tourists from coming to town. Pitchfork Creek is one of the best trout fisheries in the state. Summer is the prime tourist season for the town. <p><u>Group 2 Issues:</u></p> <ul style="list-style-type: none"> • The weekly newspaper, “The Pitchfork Prong,” ran a story quoting local people looking for work on the fire who weren’t hired. “They’ll bring in crews from another state, but won’t hire locals,” one resident grumbled. • The mayor of Ridgetop called the IC to complain that while he supported the firefighting effort, he was not getting accurate, up-to-date information, putting him at a disadvantage with townspeople. “I can’t answer their questions,” he says. • Rumors are buzzing that the town itself might be in danger if the prevailing wind changes. Privately, the IC says he has a concern, too. <p><u>Group 3 Issues:</u></p> <ul style="list-style-type: none"> • Two cabins have been destroyed by the fire. The owner of one says he’s disappointed that a greater effort wasn’t made to protect his cabin. “While my cabin burned, firefighters were sleeping in the city park,” he told TV reporters who were covering the fire. 	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> A local conservation group, “Friends of the Pitchfork,” has volunteered to work on firelines in order to help protect habitat for a sensitive plant, the pitchfork livervetch (pitchforkius burnnalotsa). <p><u>Group 4 Issues:</u></p> <ul style="list-style-type: none"> The owner of the local bowling lanes, “The Down and Out Pin,” says he’ll give a 50% discount to anyone who wants to “come in and relax after a shift on the line. Beer will be half price, too.” He wants the IC to get the word to the line. A dozen people who said they were firefighters stayed at a local motel for two nights, then left without paying. The owner of the motel is furious and wants immediate payment. The IC has a message to call Mr. Ronald Fannortner, a cabin owner in the area and the brother-in-law of Congresswoman Betty Lou Fannortner, who was quoted in the paper yesterday as “taking a keen interest in management of the Pitchfork Fire.” 	
<p><u>End of Exercise.</u></p>	
<p>REVIEW LESSON OBJECTIVES.</p>	6A-29-S203-PPT
<p>UNIT 6A REVIEW:</p>	
<p>Refer students to the unit review (SW pages 6A.17 – 6A.18; IG pages 6A.23 – 6A.24).</p>	6A-01-S203-IR/SR
<p>Complete the unit review as a group using slides 30-35.</p>	6A-30-S203-PPT thru 6A-35-S203-PPT

**LESSON 6A REVIEW
ANSWER KEY**

1. Why shouldn't Public Information Officers rely on the mass media to reach individuals and organizations in communities affected by incidents?

Because newspaper articles and radio and television reports don't contain timely or detailed enough information to meet their needs. In addition, some incidents don't attract much media attention and some people live in areas so remote that they don't have regular access to television, radio, or newspapers.

2. List three principles of effective community relations.

Any of the six principles listed in Section II.A are acceptable.

3. Which of the following are not purposes of community relations activities?

- A. Inform individuals and organizations about what to expect after the incident.
- B. Demonstrate agency concern, responsibility, and competence.
- C. Engage people in the effort.
- D. Enable key individuals and organizations to determine incident strategy and tactics.**
- E. Establish links or relationships between publics and agencies for the duration of the incident and for the long term.

4. List three key individuals and organizations that should be included in community outreach activities.

Any three of the individuals and organizations listed in Section II.C are acceptable.

5. Name two community relations methods you could use to provide information to key individuals and organizations and also allow them to ask questions and voice their concerns and suggestions.

Any two of the five methods listed in Section III.B are acceptable.

6. Name three situations that may require special community relations:

Any three of the following:

- **When incidents threaten or impact populated areas.**
- **In the event of deaths or serious injuries.**
- **When major travel corridors are closed or restricted.**
- **When rumors, political concerns, or community actions hamper incident operations.**
- **When communities can take action to prepare for or prevent damage in the midst of an expanding incident.**

UNIT OVERVIEW

Course Introduction to Incident Information, S-203

Unit 6 – Working with Other Key Audiences

Lesson B – Internal Audiences and Cooperators

Time 1 Hour

Objectives

1. Identify internal audiences and cooperators and describe the importance of keeping them informed.
2. Describe tools and techniques to keep internal audiences and cooperators informed and involved.

Strategy

The intent of this unit is to give students tools for working with internal audiences.

Instructional Methods

Lecture, exercise

Instructional Aids

- Computer, projector, screen
- Flip chart and markers
- Instructor needs to provide a list of current, applicable websites that would be of interest to incident personnel

Exercise

Internal Communications Exercise (see pages 6B.13 – 6B.15)

Evaluation Method

No evaluation

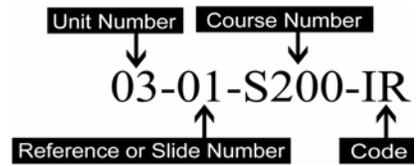
Outline

- I. The Importance of Internal Communications
- II. Internal Communication Methods

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
HO – Handout	PPT – PowerPoint



UNIT PRESENTATION

COURSE: Introduction to Incident Information, S-203

UNIT: 6 – Working with Other Key Audiences

LESSON: B – Internal Audiences and Cooperators

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	6B-01-S203-PPT
PRESENT LESSON OBJECTIVES.	6B-02-S203-PPT
I. THE IMPORTANCE OF INTERNAL COMMUNICATIONS	6B-03-S203-PPT
A. Helps Maintain Morale and Team Spirit Informed employees are happier and more productive.	
B. Ensures Efficient Incident Management Good internal communication ensures that incident personnel have the information they need to make strategic and tactical decisions and avoid duplication of effort.	
C. Promotes Support for Participation in Incident Management Many employees who work on incidents do so at the expense of their “real jobs.” Agency managers and supervisors are more likely to let employees serve on Incident Management Teams or work on incidents that occur on other units if they are informed about the incident.	

OUTLINE	AIDS & CUES
<p data-bbox="285 283 837 321">D. Identifying Internal Audiences</p> <p data-bbox="381 369 1073 449">While each incident will be different, there are generally four main internal audiences:</p> <ol data-bbox="381 497 831 877" style="list-style-type: none"> <li data-bbox="381 497 753 535">1. Incident personnel <li data-bbox="381 751 711 789">2. Command staff <li data-bbox="381 837 831 877">3. Local agency personnel <p data-bbox="475 926 1094 1045">These are mainly the people who work in the agency on whose jurisdiction the incident occurred.</p> <ol data-bbox="381 1094 870 1131" style="list-style-type: none"> <li data-bbox="381 1094 870 1131">4. Cooperating organizations <p data-bbox="475 1180 1089 1302">These include local government agencies as well as private and non-profit service and emergency organizations.</p>	<p data-bbox="1125 283 1385 321">6B-04-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>DISCUSSION: Have students close their books. Ask them for examples of cooperating agencies, and private and non-profit service and emergency organizations. Record their examples on a flip chart at the front of the class.</p>	
<p>Use the following list to cover any agencies or organizations that the students don't mention.</p>	
<ul style="list-style-type: none"> • Other fire agencies and departments (structural and wildland) 	6B-05-S203-PPT
<ul style="list-style-type: none"> • Rural volunteer fire departments 	
<ul style="list-style-type: none"> • Law enforcement agencies 	
<ul style="list-style-type: none"> • Utility companies 	6B-06-S203-PPT
<ul style="list-style-type: none"> • Highway/road departments 	
<ul style="list-style-type: none"> • National Guard and other military units 	
<ul style="list-style-type: none"> • Animal control departments 	6B-07-S203-PPT
<ul style="list-style-type: none"> • American Red Cross and other relief agencies 	
<ul style="list-style-type: none"> • State and local emergency/disaster service agencies 	
<ul style="list-style-type: none"> • State forestry agencies 	6B-08-S203-PPT
<ul style="list-style-type: none"> • NIFC 	
<ul style="list-style-type: none"> • Tribes 	

OUTLINE	AIDS & CUES
<p data-bbox="186 281 993 317">II. INTERNAL COMMUNICATION METHODS</p> <p data-bbox="284 367 943 405">A. Keeping Incident Personnel Informed</p> <p data-bbox="378 453 1018 531">Incident personnel need two main types of information:</p> <ol data-bbox="378 579 1068 657" style="list-style-type: none"> <li data-bbox="378 579 1068 657">1. Information about what's happening on the incident. <p data-bbox="472 707 1088 831">Incident personnel can become overly focused on their particular work task and lose sight of the big picture.</p> <p data-bbox="472 879 1065 1087">It is important to keep them updated on what's happening on the rest of the incident so that they understand the progress and the contributions they are making.</p> <ol data-bbox="378 1136 1024 1171" style="list-style-type: none"> <li data-bbox="378 1136 1024 1171">2. Information about the outside world. <p data-bbox="472 1220 1099 1383">Many incident personnel work on incidents for several weeks at a time, or in the case of firefighters, travel from one incident to the next for months on end.</p> <p data-bbox="472 1432 1099 1640">After a while, they start to feel isolated from the outside world. They want to know what is happening in current events and how their favorite baseball team is doing.</p> <p data-bbox="472 1688 1073 1766">It is the responsibility of PIO to provide that information.</p>	<p data-bbox="1123 281 1386 317">6B-09-S203-PPT</p>

OUTLINE	AIDS & CUES
<p data-bbox="285 283 976 359">B. Methods of Keeping Incident Personnel Informed</p> <p data-bbox="380 411 1089 533">There are many ways to keep incident personnel informed about what is happening on the incident and in the outside world.</p> <p data-bbox="380 579 708 617">1. Bulletin boards</p> <p data-bbox="474 665 1057 831">Posting bulletin boards in strategic locations at the ICP and base camp is a good way to provide information to incident personnel.</p> <p data-bbox="474 879 1036 959">Bulletin boards should be updated at least once a day and preferably twice.</p> <p data-bbox="474 1008 1016 1087">Be careful never to post anything of questionable taste.</p> <p data-bbox="474 1136 1003 1173">The bulletin boards should contain:</p> <ol data-bbox="474 1222 1094 1814" style="list-style-type: none"> a. A map of the incident b. Fact sheets or news releases about the incident c. A copy of the Incident Action Plan d. Safety messages e. A list of crews and agencies assigned to the incident f. An incident management organization chart 	<p data-bbox="1125 579 1385 617">6B-10-S203-PPT</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> g. News clippings and photos of the incident h. A National Interagency Fire Center situation report or a geographic area's situation report i. Front page newspaper stories j. Sports pages k. Comics l. Letters of appreciation from the public m. Other relevant information from the internet 	
<p>PROVIDE A LIST OF CURRENT, APPLICABLE WEBSITES OR HAVE THE CLASS CONTRIBUTE "COOL WEBSITES" THAT WOULD BE OF INTEREST TO INCIDENT PERSONNEL.</p>	
<ul style="list-style-type: none"> 2. Newspapers <ul style="list-style-type: none"> a. Order daily newspapers to monitor media coverage of the incident. b. Order enough so that you can place a few copies in strategic locations at the Incident Command Post and base and send a few copies to satellite locations. 	

OUTLINE	AIDS & CUES
<p data-bbox="380 281 764 317">3. Incident newsletter</p> <p data-bbox="474 367 1039 449">On longer incidents, you may want to publish a simple daily newsletter.</p> <p data-bbox="474 495 764 531">This could include:</p> <ul style="list-style-type: none"> <li data-bbox="474 579 899 615">a. Messages from the IC <li data-bbox="474 663 941 699">b. An incident status report <li data-bbox="474 747 899 783">c. A map of the incident <li data-bbox="474 831 818 867">d. Safety messages <li data-bbox="474 915 867 951">e. General news items <li data-bbox="474 999 769 1035">f. Sports scores <li data-bbox="474 1083 688 1119">g. Comics <li data-bbox="474 1167 1000 1249">h. Human interest stories about incident personnel <li data-bbox="474 1297 1013 1379">i. Feature stories about incident management activities <li data-bbox="474 1428 1071 1463">j. News about cooperating agencies <li data-bbox="474 1512 1032 1635">k. Recognition of individuals and crews for special efforts, contributions, and heroic acts <p data-bbox="474 1684 1075 1766">Make sure to distribute copies of the incident newsletter to satellite locations.</p>	

OUTLINE	AIDS & CUES
<p>4. Television programs</p> <p>If an important news program is scheduled that should be seen by all incident personnel, try to record it on a video cassette recorder and show it several times on a monitor at the ICP and base camp.</p> <p>5. Presentations</p> <p>On long running incidents, you may want to schedule short presentations in the evenings for incident personnel.</p> <p>These presentations could be on almost any appropriate topic of interest, for instance the history and significance of the area where the incident is occurring, or the culture of local residents.</p>	
<p>C. Keeping the Incident Management Team Informed</p> <p>Inform members of the command and general staff of information that can impact incident operations. For instance, reports that incident personnel are using illegal narcotics.</p> <ul style="list-style-type: none"> • Communicate through formal channels, such as briefings and meetings. • Can also communicate through informal conversations. 	<p>6B-11-S203-PPT</p>

OUTLINE	AIDS & CUES
<p data-bbox="285 281 898 317">D. Keeping Local Agencies Informed</p> <p data-bbox="380 369 1052 533">Local agency personnel are usually very interested in incidents that occur in their “backyard” and will be the ones dealing with long-term effects after the incident is over.</p> <p data-bbox="380 581 1062 745">Local agency personnel can respond to basic public and internal inquiries about incidents, relieving pressure on the incident information operation.</p> <p data-bbox="380 793 1057 915">They can also provide people who want more extensive information with the Incident Information Center telephone number.</p> <ul data-bbox="380 963 1089 1430" style="list-style-type: none"> <li data-bbox="380 963 1013 1085">• Develop a list of local agency offices, telephone numbers, fax numbers, and e-mail addresses. <li data-bbox="380 1134 1089 1255">• Send updates to local agency offices, as well as all fact sheets and news releases, at least once a day and preferably twice. <li data-bbox="380 1304 1024 1430">• If you post an Internet site, the local agency may be able to get the incident information they need there. 	<p data-bbox="1125 281 1385 317">6B-12-S203-PPT</p>
<p data-bbox="285 1476 997 1512">E. Keeping Cooperating Agencies Informed</p> <p data-bbox="380 1562 1084 1854">Most incidents involve several different agencies – federal, state, and local. Incidents either occur on land under the jurisdiction of more than one agency, or personnel from different agencies are working on the incident due to mutual aid/closest forces agreements for wildland fires and interagency mobilization.</p>	<p data-bbox="1125 1476 1385 1512">6B-13-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>Incident management teams also consist of employees of many different agencies. In addition, private and non-profit service and emergency organizations are also involved.</p> <ul style="list-style-type: none"> • Communicate with cooperating agencies in the same way you do with local agencies. • Letters of appreciation to cooperating agencies after the incident are also part of good internal communication. <p>F. Keeping Home Offices Informed</p> <p>Personnel who are sent to work on incidents from other areas need recognition on their home turf that what they are doing is worthwhile.</p> <p>This helps build support for participation in incidents and on incident management teams.</p> <ul style="list-style-type: none"> • If time permits, you may want to consider providing incident information to the home offices of personnel from out of the area and to media located in those towns. • You can get information about the home offices of incident personnel from the resources unit leader. 	<p>6B-14-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>EXERCISE: Internal Communications</p> <p><u>Purpose:</u> To give students practice in strategy development.</p> <p><u>Format:</u> Divide the class into four groups</p> <p><u>Time:</u> 30 minutes</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. Read the scenario to the class. 2. When finished, assign each group an issue (see issues on pages 6B.14 – 6B.15). 3. Have each group develop a strategy to address their assigned issue. 4. Have groups present their strategy to the class. Discuss their responses. <p><u>Scenario:</u></p> <p>The Pitchfork Fire has been burning for five days and only gradual progress is being made. It has burned 12,500 acres. About 800 firefighters are working on it. The weather is still not helping much; high temperatures and low humidity continue, although the wind has calmed down. It looks like another 5-7 days before containment. It has been a busy fire season and crews are showing signs of fatigue.</p>	<p>6B-15-S203-PPT</p>

Group 1 Issues:

A story in the “Pitchfork Prong” newspaper featured a firefighter who had worked 14 days in a row. The story was fine, although the firefighter did complain that “after a while, the food gets pretty bad. Yesterday, the bag lunch contained two sandwiches that must have had a pound of margarine and two scoops of mayonnaise on each of them.” The caterer read the story and is very upset, claiming that the quote will hurt his chance of getting called to other incidents. Privately, you agree with the firefighter – the caterer doesn’t exactly run a four-star kitchen. A local community group has volunteered to provide “supplemental meals” to firefighters who are hungry.

Group 2 Issues:

The north end of the fire is particularly troublesome. Access is limited to helicopters because the terrain is rugged. The operations section chief decided to spike out two crews on that edge of the fire during the second day. Both of the crews are from out of state. Radio contact is the only means of communication. At the morning briefing, you pick up information that the spiked-out crews are feeling isolated from the rest of the fire organization and not getting much news about how fire fighting is progressing. You’ve heard that the spiked crews might be there for another week. What can you do to help the crews in spike camp?

Group 3 Issues:

The Pitchfork Ranger District has assigned an agency representative to the fire, but he doesn't seem very interested in the job. Both you and the liaison officer are having a hard time tracking him down. In the meantime, the IC has heard from both the district ranger and the forest supervisor that they'd like to be "better informed" about the fire's progress. The liaison officer is having a difficult time keeping up with just the local non-government interests. At the end of the evening briefing, you hear someone from the district ranger's staff say, "Well, the IC is from the National Park Service and you know they just don't do things like we do." You feel a communication rift is developing between the team and the local jurisdiction, and perhaps, within the fire organization itself. What can you do to address the problem?

Group 4 Issues:

Because of the dangerous weather conditions and the rugged terrain that much of the fire is burning in, injuries are reported every day. The medical unit leader has hired three local EMTs to assist on the fire. Two of the EMTs are doing excellent work, but the third seems to have an attitude problem. He is especially critical of the medical unit leader and will talk about her to almost anyone. Specifically, he accuses her of not responding properly to a firefighter who fell and might have broken an ankle. "She didn't even know how to tell the difference between a sprain and a break," he says at lunch. The EMT has even complained to the IC about the medical unit leader, who has 20 years of experience and a good reputation. The EMT lives in Ridgetop and you can only guess what kind of false information he is spreading around town. What steps do you need to take?

End of Exercise.

OUTLINE	AIDS & CUES
REVIEW LESSON OBJECTIVES.	6B-16-S203-PPT
UNIT 6B REVIEW:	
Refer students to the unit review (SW pages 6B.11 – 6B.12; IG pages 6B.17 – 6B.18).	6B-01-S203-IR/SR
Complete the unit review as a group using slides 17-22.	6B-17-S203-PPT thru 6B-22-S203-PPT

LESSON 6B REVIEW
ANSWER KEY

1. Why is it important to keep internal audiences informed? List two reasons.
 - **Helps maintain morale and team spirit.**
 - **Ensures efficient incident management.**
 - **Promotes support for participation in incident management**

2. Which are not internal audiences for incident information?
 - A. Incident Personnel
 - B. Command and General Staff
 - C. National news media**
 - D. Local agencies
 - E. Local homeowners' association**
 - F. Cooperating organizations

3. Which of the following should be posted on bulletin boards for incident personnel? (circle all correct answers)
 - A. Map of the incident**
 - B. Sports page**
 - C. Safety messages**
 - D. Pages from Sports Illustrated Swimsuit Edition
 - E. List of crews assigned to incident**

4. Public Information Officers should communicate with other members of the Command and General staff only in formal briefings.
 - A. True
 - B. False - PIOs should also communicate with other members of the incident management team through informal conversations.**

5. List three types of cooperating agencies that might be involved in incidents.

Any three of the following:

- **Other fire agencies and departments (structural and wildland)**
- **Rural volunteer fire departments**
- **Law enforcement agencies**
- **Utility companies**
- **Highway/road departments**
- **National Guard and other military units**
- **Animal control departments**
- **The American Red Cross and other relief agencies**
- **State and local emergency/disaster service agencies**

6. Why is it important to provide incident information to local agency offices and cooperating organizations?

Because local agency offices and cooperating organizations will deal with long term impacts after the incident is over; they can answer questions from the public and media, relieving pressure on incident information operations; and they can provide PIOs with valuable information.

UNIT OVERVIEW

Course Introduction to Incident Information, S-203

Unit 7 – Long-Term Planning and Strategy

Time 1 Hour

Objectives

1. Describe why it is important to plan ahead.
2. Describe three special situations.
3. Describe incident characteristics that affect public interest and incident complexity.
4. List the elements of a simple information strategy.

Strategy

The intent of this unit is to provide students with techniques for planning and strategy.

Instructional Methods

Lecture, class discussion, exercise

Instructional Aids

- Computer, projector, screen
- Flip chart and markers
- Agency Administrator's Guide to Critical Incident Management, NFES 1356

Exercise

Information Strategy Exercise (see pages 7.11 - 7.12)

Evaluation Method

No evaluation

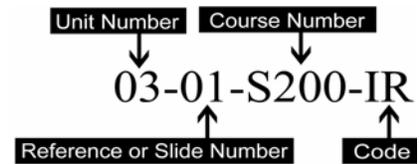
Outline

- I. Planning Ahead
- II. Special Situations
- III. Factors that add Complexity to an Incident
- IV. Developing An Information Strategy

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
HO – Handout	PPT – PowerPoint



UNIT PRESENTATION

COURSE: Introduction to Incident Information, S-203

UNIT: 7 – Long-Term Planning and Strategy

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	07-01-S203-PPT
PRESENT UNIT OBJECTIVES.	07-02-S203-PPT
<p data-bbox="181 751 620 793">I. PLANNING AHEAD</p> <p data-bbox="289 835 1088 961">Planning ahead in an incident is crucial; if the complexity of the incident grows, you'll need to keep up.</p> <p data-bbox="289 1008 1101 1171">In the rush of events, planning can seem like an "extra" you don't have time for. Planning will allow you to get control of the information operation, so you aren't swept along by events.</p> <p data-bbox="289 1218 1094 1428">Planning ahead allows you to anticipate expected changes in complexity, availability of resources, and changes in the size of incident organization, including demobilization. After dealing with initial information needs, begin planning for the longer term.</p> <p data-bbox="289 1474 1094 1684">Usually, <i>at a fire incident</i>, a PIO1 or PIO2 will be assigned to develop an incident information strategy, but you might find yourself in charge as the incident escalates and you need to know the basics of planning ahead.</p>	07-03-S203-PPT

OUTLINE	AIDS & CUES
<p data-bbox="191 281 669 317">II. SPECIAL SITUATIONS</p> <p data-bbox="289 369 1010 491">The reason you plan is so you can handle the unexpected. Every incident has the potential for special situations, such as accidents, to occur.</p> <p data-bbox="289 537 1089 575">A. Special Situations Require Additional Planning</p> <ul data-bbox="386 625 1089 1304" style="list-style-type: none"> <li data-bbox="386 625 1089 747">• These situations can dramatically increase already heavy demands for incident information. <li data-bbox="386 793 1089 873">• They can become incidents within the incident. <li data-bbox="386 919 1089 1087">• If not managed properly, such events can be extremely disruptive to normal incident operations and can seriously damage the managing agency's reputation. <li data-bbox="386 1134 1089 1304">• Be ready to handle special situations by anticipating things that can go wrong during an incident and preparing contingency plans to dealing with them. <p data-bbox="191 1350 1073 1472">DISCUSS WHAT MAY HAPPEN WHEN A SPECIAL SITUATION OR INCIDENT WITHIN AN INCIDENT OCCURS.</p>	<p data-bbox="1128 281 1382 317">07-04-S203-PPT</p>

OUTLINE	AIDS & CUES
<p data-bbox="289 283 849 321">B. Examples of Special Situations</p> <p data-bbox="386 369 797 407">1. Injuries and fatalities</p> <p data-bbox="479 455 1084 831">Never release names or identifying characteristics, such as crew name or base station, of incident personnel or the public who have been injured or killed during an incident until the next of kin have been notified and the IC has given permission. The lead law enforcement agency will usually notify the next of kin.</p> <p data-bbox="386 882 662 919">2. Evacuations</p> <p data-bbox="479 968 992 1092">Evacuations are normally ordered, conducted, and rescinded by law enforcement agencies.</p> <p data-bbox="386 1140 691 1178">3. Investigations</p> <p data-bbox="479 1226 1078 1430">If the cause of an incident is well established and the IC gives permission, the Incident Information Center may release an approved statement about the cause.</p> <p data-bbox="479 1478 1024 1602">In all other cases, it is best to say the cause of the incident is under investigation.</p> <ul data-bbox="479 1650 951 1854" style="list-style-type: none"> • Aircraft crash • Equipment accident • Law enforcement action or investigation • Legislative investigation 	<p data-bbox="1127 283 1382 321">07-05-S203-PPT</p> <p data-bbox="1127 882 1382 919">07-06-S203-PPT</p> <p data-bbox="1127 1140 1382 1178">07-07-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>4. Other special situations</p> <ul style="list-style-type: none"> • Major response error, resulting in loss of property or injuries • Resource shortages • VIP criticism of incident operations • Angry public • Stress related reactions by agency personnel or public • Problems associated with the use of an inmate crew • Conflict between cooperating agencies • Defamation of cooperators • Destruction of homes • Rumors • Religious or cultural insensitivity <p>C. Role Clarification</p> <p>These situations often involve other jurisdictions that may have lead responsibility.</p> <p>1. Before taking action in special situations, be sure of your role.</p>	<p>07-08-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>2. It is critical to know the lead agency's policies for handling special situations and the release of information to the news media and public.</p> <p>Some agencies will want the incident management team to handle special situations while others will want local personnel to take care of them.</p> <p>3. Discuss the policy with the PIOs to whom you report, the IC, or local agency administrator if you are the only information officer assigned to the incident.</p> <p>4. Reach agreement ahead of time on what your role will be in the event of a special situation.</p>	
<p>HAND OUT "AGENCY ADMINISTRATOR'S GUIDE TO CRITICAL INCIDENT MANAGEMENT" AND DISCUSS.</p>	
<p>III. FACTORS THAT ADD COMPLEXITY TO AN INCIDENT</p> <p>When planning ahead, you need to assess the complexity of the incident and the public's interest in it.</p> <p>For example, an incident that threatens human life would probably generate a high level of public and news media interest, whereas an incident in a remote area may not.</p>	<p>07-09-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>DISCUSSION: Have students close their books and divide into groups. Instruct students to list (on a flip chart) factors that would add complexity and public interest to an incident. When finished, review the following factors:</p> <p>A. Factors</p> <ul style="list-style-type: none"> • Visibility, size and location or proximity to important landmarks or sensitive environmental areas. • Rarity of the incident. • Potential for the incident to escalate. • Likely duration of the incident. • Damage or the potential for damage, to property and resources. • Deaths or serious injuries, or the threat of death or serious injuries, to incident personnel or civilians. • Prominent people affected by the incident. • Cause of the incident. • Similar incidents occurring elsewhere. • Values at risk. • Fuel type, fuel load, topography, weather. • Agency policy. • Interagency cooperation on a large scale and complex jurisdictions. 	<p>07-10-S203-PPT</p> <p>07-11-S203-PPT</p> <p>07-12-S203-PPT</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Greater public awareness and concern about environmental issues. • Legal, budget, and political constraints and sensitivities. • Greater potential exposure of the public to wildland fire, especially in the wildland/urban interface. • Public distrust of government agencies. • Increasingly sophisticated and competitive 24-hour news media and internet coverage. 	07-13-S203-PPT
<p>B. Assess, Analyze, Act – Long Term Planning</p> <p>Apply the “AAA” thought process to long-term planning as you did in meeting your initial information needs.</p> <p>1. <u>Assess</u>: Complexity and public interest.</p> <p>If you’re the first PIO to arrive on an incident, consider the things that could make the incident grow beyond your capability to respond.</p> <ul style="list-style-type: none"> • Will the incident last long enough and affect enough people so that you’ll need an information center? • Will you need to order more PIOs to deal with increasing interest? • Will you need to set up bulletin boards or establish a “trapline”? 	07-14-S203-PPT

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Will you need field information operations? • Will you need to order supplies (vehicles, cameras, phones)? <p>2. <u>Analyze</u>: Coming up with a plan.</p> <ul style="list-style-type: none"> • After the Assessment phase, project the effect of these factors on the future of your information operation. • Consider the concerns of the IC and local agency administrator. • Develop an information strategy. 	<p>07-15-S203-PPT</p>
<p>3. <u>Act</u>: Carry out the strategy.</p> <p>After developing the information strategy, as described below, and receiving approval from the IC, it's time to carry out the strategy.</p> <ul style="list-style-type: none"> • Place orders • Lay groundwork for any information centers, traplines, and other steps your plan calls for. • Local agency resources may help you get through the next few hours or days until more help arrives. 	<p>07-16-S203-PPT</p>

OUTLINE	AIDS & CUES
<p>IV. DEVELOPING AN INFORMATION STRATEGY</p> <p>A simple strategy should include:</p> <ul style="list-style-type: none"> • Incident summary (basic facts) • Concerns/issues • Information objectives • Audiences • Methods for reaching audiences • Key messages • Strategy monitoring • Communication methods <p>This strategy can be a one-page write up or a list of bullets on a 3 x 5 card. Don't get stuck in a reactive mode – be positive and “proactive.”</p>	<p>07-17-S203-PPT</p>
<p>REFER STUDENTS TO THE SAMPLE STRATEGIES (SW pages 7.11 – 7.22; IG pages 7.13 – 7.24). DISCUSS PROS AND CONS OF THE VARIOUS FORMATS.</p>	<p>07-01-S203-IR/SR</p>
<p>EXERCISE: Information Strategy</p> <p><u>Purpose:</u> To develop an information strategy.</p> <p><u>Format:</u> Divide the class into four groups</p> <p><u>Time:</u> 20 minutes</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. Use the scenario on the following page to lead the class in developing an information strategy for the next three days. 2. There is no textbook solution; many answers are acceptable. 	<p>07-18-S203-PPT</p>

OUTLINE	AIDS & CUES
<p><u>Scenario:</u></p> <p>A wildland fire in the Pitchfork Creek drainage is now in its second day. The fire has grown from 50 acres to 2,000 acres. News media and resident interest is increasing as rapidly as the acreage. You've been the only PIO and your phone has been busy all day. A thunder cell moved across the fire this afternoon and we have reports of half a dozen new smokes from spot fires. It has been hot and windy this afternoon. You can now see a large smoke column from town. It's a nice area up there, with lots of fir and some pine, and overgrown in places. It's steep, too. A couple of recreation sites and summer homes are in the path of the fire, and evacuations are a possibility in the next 24 hours. Several Type 1 crews are ordered and expected by nightfall. A fire camp is established at the Pitchfork School.</p> <p><u>End of Exercise.</u></p>	
<p>REVIEW UNIT OBJECTIVES.</p>	<p>07-19-S203-PPT</p>
<p>UNIT 7 REVIEW:</p>	
<p>Refer students to the unit review (SW page 7.23; IG pages 7.25 – 7.26).</p>	<p>07-02-S203-IR/SR</p>
<p>Complete the unit review as a group using slides 20-23.</p>	<p>07-20-S203-PPT thru 07-23-S203-PPT</p>

SAMPLE INFORMATION STRATEGY

Situation statement (who, what, where, why):

Concerns:

Communication Objectives:

Audiences:

Internal:

External:

Methods:

Key Messages/Talking Points:

Monitoring Methods (How will you know you're succeeding?):

SAMPLE INFORMATION STRATEGY
NO NAME FIRE
July 16, 20XX

I. Incident Summary: The lightning-caused No Name Fire, which started July 12, is burning in heavy fuel near a popular recreation area and is threatening several homes near the forest boundary. The team took command of the fire today from a local forest Type 3 team. The fire is burning towards X community and evacuations are under way.

II. Information Objectives

- Keep evacuees, other affected residents, business owners, political leaders informed about the fire through personal contacts, radio interviews and other media outlets, the forest website and public meetings.
- Work with the local forest PAO to keep recreational visitors and permittees informed of fire progress, suppression tactics through personal contact.
- Advise the IC of the public perception and any external issues that may arise.
- Communicate with internal audience through information boards, talking with crews and team members, keeping them informed about the outside world and interest in fire.
- Provide timely information to tourists through websites, chamber of commerce and tourism bureaus in area.
- Provide information updates to politicians (including Governor's office), cooperators, district forest employees, state forestry officials, sheriff's department and other key players.
- Provide timely, accurate information to the media, respecting their deadlines and needs.

III. Incident Influences

A. Internal Influences

1. This is first time a national IMT has been ordered for a fire on the forest, so the local unit is not accustomed to working with an outside team.
2. Forest is home to T&E species.
3. Recent budget cuts left the fire staff short two positions, and without needed suppression equipment. The local employees are disheartened because they think the fire would not have gotten out of hand if they were still fully staffed and properly equipped.

B. External Influences

1. Evacuees are blaming the USFS for the fire getting out of control.
2. Active environmental group concerned about the Woodland Mink habitat.
3. Local residents have misconceptions about the firefighting policy on the forest, and believe this fire was allowed to burn for the first several days.
4. Resources are limited due to an active fire season.
5. This is the prime season for hiking, horseback riding and other recreational-users of the forest, and it is a difficult audience to reach.

C. Social Concerns

1. The relationship between the Forest Service and the local political leaders is delicate and must be maintained or even improved through the efforts of the IMT.
2. The sheriff, who is up for election, is very critical of the Forest Service's handling of the fire.

D. Environmental Influences

1. Air Quality: An inversion has left much of the X Valley enveloped in smoke for three days.
2. Water Quality: The fire is burning in the X watershed, the primary watershed for three towns.

E. Cultural Influences

1. A faction of the community is very anti-government.
2. Permittees need to graze sheep in the immediate fire area.
3. Area is a prime recreational use, so closures and restrictions are unpopular.

IV. Target Audience

- A. Evacuees, local residents and business people.
- B. Visitors to the Forest and surrounding tourist attractions.
- C. Elected officials.
- D. Park personnel, so a consistent message is being given to the public.

V. Key Messages

1. We will work aggressively to contain the fire within the forest boundary, while protecting private property and structures.
2. Evacuees will be allowed to return to home as soon as it is safe. We will keep evacuees constantly updated.
3. There is a smoke problem, both in terms of motorist safety and public health. While a burnout operation will cause more smoke initially, it may be a necessary suppression tactic to remove unburned fuel and secure the north line of the fire.
4. Permittees and recreational users will be kept informed through the local forest service office, the forest website and the chamber of commerce.
5. While this fire was likely caused by lightning, recreational forest users and residents need use extreme caution so no additional fires are ignited. Please avoid any open fires, make sure all terrain vehicles have working spark arrestors and properly dispose of all smoking materials.
6. Residents surrounding the Boise National Forest should take proactive steps to create defensible space around their homes by keeping the grass mowed, trees limbed up to six feet and combustibles at least 30 feet from their homes.

VI. Methods of Dissemination

- A. Local Media
 - 1. Radio interviews and updates with the local radio stations
 - 2. Local papers
 - 3. Regional Television
 - 4. Regional Radio
 - 5. Regional Print
- B. Information boards and officers at evacuation centers
- C. Information boards at ICP, mess tent and base camp
- D. Photo support – Since access to the fire is limited, we will try to provide photos to the media when requested.
- E. Fire Awareness Flyers
 - 1. local convenience stores and high traffic places
 - 2. Restaurants
 - 3. Forest website
 - 4. Local forest office, ranger district
- F. Public Meetings – We will schedule them as needed
- G. Personal Contacts

VII. Methods of Monitoring:

- A. Through media coverage
- B. Talking with local politicians
- C. Working closely with forest PAO

SAMPLE INFORMATION STRATEGY
INCIDENT

DATE: _____

PURPOSE: This strategy will help to achieve both immediate (incident) and long-term (agency) communications goals. This Information Strategy will (1) inform in a timely, consistent and appropriate manner; (2) increase awareness and understanding; (3) gain the public's support of incident management objectives and strategies; and (4) influence behaviors positively.

I. THE SITUATION: Discuss Background, Significant Issues/Concerns, and Information Resources.

BACKGROUND:

SIGNIFICANT ISSUES/CONCERNS:

INFORMATION RESOURCES: (Brainstorm list of potential locations as information sites; community meetings; trapline(s); web page; special people or places that may be available).

– Existing:

– Needed:

II. COMMUNICATION GOALS & OBJECTIVES: Goals describe desired outcomes. Objectives are clear, specific and measurable methods to achieve the goals.

III. KEY MESSAGES: Address the important issues identified in the Situation. Effective messages are clear, simple, concise and tailored to the target audiences.

- Public and firefighter safety are our primary concerns. Homeowners near the fire area should stay apprised of the situation through local media, the Bitterroot National Forest website and the fire information center. Know your evacuation route and be ready to leave quickly if an evacuation is necessary.
- We allow some fires to burn in wilderness areas for natural resource benefit as long as the fires are meeting resource objectives but not posing threats to life and property. They are monitored on a daily basis to ensure they are still within the desired range. If they grow outside acceptable parameters, we treat them as a wildfire.
- Homeowners should make sure any flammable materials, including firewood, pine needles, leaves, dead vegetation, are moved at least 30 feet from your home. Clean any needles or leaves from your roofs, water your lawns and keep ample turnaround space for fire equipment.

IV. TARGET AUDIENCES: What specific groups, organizations, or individuals—both internal and external—are affected by or interested in the incident and its outcome.

List Key Target Audiences

EXTERNAL

INTERNAL

ANY ADDITIONAL AUDIENCES?

IV. TARGET AUDIENCES	APPROPRIATE COMMUNICATION TOOLS	RECOMMEND FREQUENCY OF CONTACT	PERSON OR POSITION RESPONSIBLE TO MAKE CONTACT
EXTERNAL: News media; Visitors; Residents; Elected Officials; Landowners; Community Key Contacts; Organizations; Law Enforcement; Tribal; Neighboring Communities; State Gov't (Governor, Legislators, Departments...); Evacuees; INTERNAL: Responsible agency; Cooperating agencies; participating agencies; Incident personnel; Contractors....	DAILY UPDATES PERSON TO PERSON COMMUNITY TRAPLINES ICP INFO. CENTER SATELITE INFO. CENTER WEB SITE TOWN MEETINGS ATTEND COMMUNITY ORGANIZATIONS. FORMAL BRIEFINGS FORMAL TOURS SCHOOL PROGRAMS RADIO PROGRAMS PUBLIC ACCESS TV POSTERS--CAMPGROUNDS FACT SHEETS		
EXTERNAL:			

V. MONITORING METHODS: Methods to measure whether actions meet objectives. Indicate how you will track/measure success of your communication efforts; e.g. review media coverage; talk with community leaders, and ask local residents for feedback.

Monitor the TV, newspaper and radio coverage of the fire to see if it is positive, or what concerns are out there. Talk with media covering the fire. Use time on the traplines to see what the public is saying about the fire and the flow of information. Stay in close contact with Area Command, information officers from surrounding fires, the local public affairs officer, local community leaders, cooperators, business leaders, visitors to the forest.

Talk with the Incident Commander and Area Command, line firefighters, and other team members, about any rumors, concerns or unrest that they have heard.

PREPARED BY: _____ DATE: _____

REVIEWED BY: _____ DATE: _____

**UNIT 7 REVIEW
ANSWER KEY**

1. Describe why it is important to plan ahead.

If the complexity of the incident will grow, you'll need to keep up. Planning will allow you to get control of your information operation, so you aren't swept along by events.

Planning ahead anticipates expected changes in complexity, availability of resources, and changes in size of incident organization.

2. List three special situations:

- **Injuries and fatalities**
- **Evacuations**
- **Investigations**
- **VIP visits.**
- **Aircraft crash**
- **Equipment accident**
- **Serious injury or fatality of incident personnel or the public**
- **Major response error, resulting in loss of property or injuries**
- **Resource shortages**
- **VIP criticism of incident operations**
- **Angry public**
- **Law enforcement action or investigation**
- **Stress related reactions by agency personnel or public**
- **Problems associated with the use of an inmate crew**
- **Legislative investigation**
- **Conflict between cooperating agencies**
- **Defamation of cooperators**
- **Evacuations**
- **Destruction of homes**
- **Rumors**
- **Religious or cultural insensitivity**

3. List five incident characteristics that affect public interest and incident complexity.

- **Visibility, size and location or proximity to important landmarks or sensitive environmental areas.**
- **Rarity of the incident.**
- **Potential for the incident to escalate.**
- **Likely duration of the incident.**
- **Damage - or the potential for damage - to property and resources.**
- **Deaths or serious injuries, or the threat of death or serious injuries, to incident personnel or civilians.**
- **Prominent people affected by the incident.**
- **Cause of the incident.**
- **Similar incidents occurring elsewhere.**
- **Values at risk**
- **Fuel type, fuel load, topography, weather.**
- **Agency policy**
- **Interagency cooperation on a large scale and complex jurisdictions.**
- **Greater public awareness and concern about environmental issues.**
- **Legal, budget, and political constraints and sensitivities.**
- **Greater potential exposure of the public to wildland fire, especially in the wildland/urban interface.**
- **Public distrust of government agencies.**
- **Increasingly sophisticated and competitive 24-hour news media and internet coverage.**

4. List five elements of a simple information strategy.

- **Summary of incident (basic facts)**
- **Information objectives**
- **Audiences**
- **Key messages**
- **Communication methods**

UNIT OVERVIEW

Course Introduction to Incident Information, S-203

Unit 8 – Incident Simulation

Time 4.5 Hours

Objectives

1. Demonstrate incident information principles, tools, and techniques in a simulation.
2. Demonstrate professionalism, good judgment, and teamwork in a simulation.
3. Produce a long-term strategy document based on the simulation.

Strategy

Students will demonstrate techniques learned throughout the course in a simulated incident.

Instructional Methods

Students will role play as Public Information Officers in a simulated incident. They will set up an information center and demonstrate their knowledge of information techniques. Instructors will explain the simulation to students, manage the simulation, act as observers, and provide critiques to students.

Instructional Aids

- Computer, projector, screen, separate rooms for the different teams

Incident Simulation

The simulation requires advance preparation. Before presenting this unit, instructors must:

- Review the logistics and instructions for conducting the simulation.
- Obtain the following equipment and materials:

Equipment and Materials

- 9 telephones
- 4 flip charts
- 4 boxes of markers
- 4 boxes of pens
- 8 pads of notebook paper
- 4 rolls of masking tape
- 16 large manila envelopes
- 4 large ICS 209 forms with acetate overlay
- 12 ICS 214 forms
- 80 ICS 213 forms
- 20 communications log pages
- Each observer needs a complete set of the input sheets
- See page 8.11 for documents the role players need
- Enough rooms so teams have their own separate space

Evaluation Methods

Instructors, acting as observers, will record student performance on the simulation input sheets. After the simulation, instructors will critique group performance with the entire class and discuss individual performance issues one-on-one as necessary.

Outline

- I. Simulation Overview
- II. Simulation Timeline
- III. Facility and Equipment Requirements
- IV. Observers
- V. Role Players
- VI. Tips for Running the Simulation

UNIT PRESENTATION

COURSE: Introduction to Incident Information, S-203

UNIT: 8 – Incident Simulation

OUTLINE	AIDS & CUES
<p><u>IMPORTANT</u></p> <ul style="list-style-type: none">• Before beginning this unit the cadre must:<ul style="list-style-type: none">– Read the Simulation Logistics (pgs. 8.5 – 8.12).– Ensure all materials for the simulation have been prepared.– Ensure all rooms are set up accordingly.• Before beginning the simulation:<ul style="list-style-type: none">– Review the simulation instructions with students (pgs. 8.13 – 8.15).– Ensure students understand how the simulation will be conducted. <p>UNIT TITLE SLIDE.</p> <p>PRESENT UNIT OBJECTIVES.</p>	<p>08-01-S203-PPT</p> <p>08-02-S203-PPT</p>

SIMULATION LOGISTICS

This simulation logistics section is information for the course coordinator and instructors only. Incident simulations can vary in complexity depending on the needs of students and the resources available to instructors.

I. SIMULATION OVERVIEW

This simulation is based on a fictional incident called the “Pitchfork Fire.”

The class will be divided into four information teams. Each team will select a supervisory public information officer. The responsibility of the supervisory public information officer is to organize the team and keep it on track. The other students will act as assistants to the supervisory public information officer.

Each team will be assigned an instructor to serve as an “observer.” The responsibility of the observer is to evaluate individual and team responses to simulation inputs.

During the simulation, role players will provide inputs to the information teams. Each input provides:

- Starting times (morning and afternoon schedule)
- Whether it is a telephone or walk-in visit
- Role player’s character and script guidelines
- Response of individual/team (list of key actions)
- Other observations/comments

When the simulation ends, students and observers will discuss the ways that individuals and the team responded to the inputs, first as a small group and then with the rest of the class.

II. SIMULATION TIMELINE

Two timelines are listed, one for a simulation beginning at 8 a.m. and another for a simulation beginning at 12:30 p.m.

A. Morning Schedule

- 0800 Instructor explains simulation objectives and gives students directions, expectations, and ground rules. Students are assigned to teams. The supervisory public information officers and observers are introduced and their roles are explained.
- 0810 Students receive a briefing from the IC on the status of the Pitchfork Fire.
- 0820 Each information team is assigned a room to work in. Students break into teams and go to their assigned rooms. Students may take whatever materials they wish from the classroom to their simulated information center. Once students have left the classroom, role players may occupy it and set up.
- 0830 Role players begin providing inputs.
- 1100 Simulation ends when simulation coordinator notifies each information center. Observer and students critique individual and team response to input in small groups.
- 1200 Class regroups. Observers share highlights of team critiques with class. Observers and students share their experiences.
- 1230 Lunch break.

B. Afternoon Schedule

- 1230 Instructor explains simulation objectives and gives students directions, expectations, and ground rules. Students are assigned to teams. The supervisory public information officers and observers are introduced and their roles are explained.
- 1240 Students receive a briefing from the IC on the status of the Pitchfork Fire.
- 1250 Each information team is assigned a room to work in. Students break into teams and go to their assigned rooms. Students may take whatever materials they wish from the classroom to their simulated information center. Once students have left the classroom, role players may occupy it and set up.
- 1300 Role players begin providing inputs.
- 1530 Simulation ends when simulation coordinator notifies each information center. Observer and students critique individual and team response to input in small groups.
- 1630 Class regroups. Observers share highlights of team critiques with class. Observers and students share their experiences.
- 1700 Class ends for the day.

III. FACILITY AND EQUIPMENT REQUIREMENTS

A large room with five telephones or radios will be needed to serve as a “control room” for role players to work in. The simulation coordinator will also work in this room, prompting role players when to begin each input.

Four telephones should be used by role players to make telephone calls to the information centers and one telephone should be reserved for incoming telephone calls from the information centers.

The incoming telephone calls should be answered by the simulation coordinator or another instructor, who should pretend to be whatever role player the students ask for.

Each information team will need a room that can accommodate six to eight students and an observer. The room will serve as “information centers.” Each room should be equipped with a telephone.

IV. OBSERVERS

Observers will evaluate students on their responses to inputs, their interaction with team members, and their participation in information center activities.

Each input sheet lists key actions in the “response of individual/team” section. Individuals or the team should include these actions when responding to the input. A variety of responses may be appropriate; however, it is up to the observer to determine if an action is acceptable.

Each observer will need a copy of the input sheets to make notes on their team’s performance:

- Does each student participate in some aspect of the incident information operation?
- Are teams proactive or just reactive? Do students plan, organize, and anticipate problems and opportunities?

- Does each team keep good records, set up maps and fact sheets, and adhere to them when dealing with the media and public? Do they update their material as appropriate?
- Do they check and clear their facts? Do they share information with one another and keep the entire team briefed as new information is received and key events occur?
- Do students provide all the verified information they are authorized to release and not attempt to speculate from inadequate data? Do they take the opportunity to deliver other messages appropriate to the circumstances?
- Are students polite and helpful to the press and public? Do they show concern for the needs of others?

In the case of an unsatisfactory individual performance, observers should discuss their observations privately with the student after the class critique.

As much as possible, be a “fly on the wall,” and let the team do its thing. If your team heads off in the wrong direction, you can suggest alternatives that might keep them from getting hopelessly lost.

Team members shouldn’t be sent out of the room on errands. You can tell your team (if they ask) that they can simulate trips away from their information center rather than really take trips. They can also call the Simulation Command Post to leave messages for other personnel on the incident. Approximately every half hour, ask your team or its leader to rotate the phone answering duties.

The simulation coordinator will call you when the simulation is over. Spend time with your team at that point, hearing their critique of themselves and then give them your thoughts. We’ll also try to give you written comments from the role players about their interactions with your team.

At 1200 (if following the morning schedule), or at 1630 (for the afternoon schedule), reassemble all the teams in the main training room. We will ask each observer to offer general comments about how things went and then have a group discussion.

V. ROLE PLAYERS

The simulation requires at least 19 role players to provide inputs to the information teams over the telephone and through walk-in visits to the “information centers.”

Although instructors may serve as role players if necessary, the simulation is more realistic if students have not seen the role players before. Local agency personnel and nearby high school or community college drama students are good sources for role players.

A. Assigning Roles

In order not to overbook or overlap roles, view the role player assignments from the team’s point of view and the role players’ point of view. The tables on pages 8.117 – 8.122 may be helpful in your planning. It is recommended to do this planning one week prior to class.

Table 1 will help you see your assignments from each team’s point of view. For example, if Al Happytimes is played by Role Player B for Team 1, you can make sure he repeats his Al Happytimes role for that team throughout the simulation.

Fill in Table 1 with the help of Table 3. Assign each role player a letter. If Role Player B is L. Hallman in Input 2, you’ll see in Table 3 that he/she needs to be L. Hallman in Inputs 16, 26, and 39. Fill in Table 1 accordingly.

You can then fill in Table 2 as you go. This table can help you spread the workload among all the role players. You can use this table to see that Role Players B, C, and D have many assignments, while Role Players P, Q, and R don’t. You can also use this table to see that a particular role player has a big gap in assignments or that a role player has too many assignments in too short a time.

Use all three tables to help minimize the instances when a role player (playing multiple roles) visits a team in person. This isn’t a problem for telephone contacts, but should be avoided for face-to-face visits.

B. Each Role Player:

- Must be provided with a copy of the “Role Player Instructions” (page 8.115).
- Must keep the simulation on time by providing inputs to the information teams starting precisely at the time listed in Table 1 (pages 8.117 – 8.118).
- Must be provided with a copy of the input sheet(s) that pertains to their role assignment (see Table 3 – Simulation Roles, pages 8.121 – 8.122).
- Should follow the character and script guidelines for their role, but may improvise as appropriate.
- Must be realistic for the simulation to be effective.
- Should dress as their character would probably be dressed.
- Should record the time their inputs are given to each information team and then return the input sheet(s) to the instructor.

Some inputs take place simultaneously; role players should pay attention to the starting times for each of their inputs so they can stay on schedule.

VI. TIPS FOR RUNNING THE SIMULATION

You can approach the simulation in one of two ways. It's best to have one person assign roles and oversee the simulation. This person should be in the room with the role players, telling them when to start the inputs.

A. Approach 1

A role player visits all four teams and gives a particular input to each team before going to their next input assignment. This approach makes assigning roles easier, but managing time harder.

You need at least 19 role players if each "walk-in" input is to be done by a different person. If you don't have 19, use the phone when the input allows a choice of either walk-in or phone contact. In this approach, if a role player encounters a busy signal, they can go to the next team requiring that input.

B. Approach 2

A role player visits just one team with four role players for each input. Four different role players go into action simultaneously; this allows each team to get their inputs at approximately the same time.

Only one team will know a certain role player as L. Hallman; therefore, the same role player can play multiple roles. This approach is quite a bit more complex to set up, but once running is easier to keep on schedule.

SIMULATION INSTRUCTIONS

Start the simulation according to the timeline on the schedule you are using. Begin by reviewing the following instructions with students:

Today's exercise is intended to simulate a typical incident. The class will be divided into information teams and you will be expected to put into practice the principles you have learned this week:

- Sizing up the incident's potential
- Developing a strategy
- Building an organization
- Delegating responsibilities
- Organizing information for dissemination
- Participating in media interviews
- Providing information to the public

Each team will select a supervisory public information officer. The responsibility of the supervisory public information officer is to organize the team and keep it on track. The other students will act as assistants to the supervisory public information officer.

An observer will be assigned to each team. The observer's primary role is to record and evaluate you and your team's responses to the situations that arise. You will be evaluated on the appropriateness and timeliness of your response.

The simulation will begin in ten minutes with a briefing from the IC. Listen carefully and take good notes. The IC will provide you with all the information they have at the time regarding the incident.

After the briefing, the information teams will go to their assigned information centers. The information centers will be equipped with basic supplies. Public and media inquiries will begin almost immediately, so it will be essential that you organize quickly and be prepared to respond.

You may order personnel, equipment, and supplies, and get in touch with the IC and other members of the incident management team by sending a written message or by calling. **Give a telephone number that teams can call.**

Throughout the simulation, you will be expected to share responsibilities. All members of each information team should be productively occupied. Team members should rotate telephone duty and media interview responsibilities.

Instructors may wander through your center to observe your team or to consult with the observer. Since it is possible that instructors may also be role players, make sure you ask who they are when they arrive. Remember, documentation is essential.

The simulation will continue without interruption until 1100 (or 1530) today. Updated information on the incident will be provided to your team periodically, but not on a regular basis.

When the simulation ends, the observer will discuss their thoughts about the performance of the team. During this team critique, each of you will have an opportunity to share your own observations about your successes and areas for improvement. Following the team critique, the entire class will reconvene to discuss the exercise.

At this time:

- **Answer any questions the students have.**
- **Announce information team assignments, observers, and information center locations.**
- **Tell students they will now receive a briefing from the IC (students should remain in place for the briefing).**
- **After the briefing, instruct students to go to their assigned information centers.**
- **Prepare for role players to begin providing inputs.**

When the simulation ends, complete the following:

- Each observer should review their team's performance. Ask the team what went well and what could have been done better.
- Review mistakes in a positive, supportive way. How did the team deal with the most critical inputs? What's the team's strategy for dealing with the helicopter crash?
- Review the team's information strategy requested by the Planning Section Chief. Compare the simulation with real life experiences.
- After an hour of discussion, all students should assemble in the main classroom to discuss the simulation. Each observer and each information team should offer their impressions of the simulation to the rest of the class (what went well and what could have been improved).

Simulation Inputs

Input #1

0810 (morning schedule)

1240 (afternoon schedule)

Medium: class briefing

The IC briefs all students on the status of the incident using only the background notes provided. The IC should draw a rough schematic map of the incident, based on the information provided in the scenario, on a flip chart. The IC is pressed for time; he/she is polite, but brief and to the point. The IC has no additional information.

Good afternoon, my name is (Dan or Diane) Adams. I'm the IC of the Type 2 interagency team assigned to manage the Pitchfork Fire. Our team information officer was delayed, but I have ordered a replacement who should be arriving shortly. If you all could get the incident information operation going in the meantime, I'd really appreciate it.

A 209 has not yet been prepared. I don't know when we'll be able to do one. But here's what I know so far. At 1900 hours yesterday, (date), a wildland fire was reported to the Fremont County Emergency Communications Center. The reporting party was a truck driver who called from a pay telephone on Highway 56 in Mitchell. The driver reported that smoke was visible from the highway.

At 0600 (1000 for the afternoon schedule) this morning, the fire was mapped at about 200 acres, but I know it is probably bumping about 300 acres at this point.

The fire is located south of Highway 56 approximately 1 mile east of Mitchell, in Fremont County. It is burning in steep pine and brush-covered terrain. The point of origin is in logging slash immediately adjacent to the east side of Pitchfork Road approximately ½ mile south of Highway 56.

Investigators are at the point of origin. They have not determined a cause but lightning has been ruled out.

The fire is in a mutual aid zone. Its easternmost perimeter is about ½ mile west of the Ponderosa National Forest boundary. The State of (name) has jurisdiction. Stephanie Johnson, director of the (state) Department of Lands is the local agency administrator.

Access to the fire is via Highway 56, Pitchfork Road, and Big Pines Road.

Personnel and equipment on scene right now include: 12 engines, 4 light dozers, 4 Type 1 hand crews, 4 Type 2 hand crews, 3 water tenders, 1 medium helicopter, and 1 air tanker.

Agencies responding include the (state) Department of Lands, the U.S. Forest Service, Bureau of Land Management, and the Mitchell Volunteer Fire Department.

The fire made several runs uphill to the northeast last evening, but laid down somewhat during the night. Activity picked up again this morning.

Fremont County is in the fifth year of a severe drought. Vegetation, which includes mixed conifer, brush and grass, is very dry and drought-stressed. Tree mortality is as much as 60-70% in some areas due to insect infestation.

Currently, Fremont County and the Ponderosa National Forest are experiencing extreme fire danger and restrictions on the use of fire are in effect. These include no open campfires; no smoking except in vehicles; all burning permits are canceled; and all blasting permits are canceled.

The fire has burned around one residence; the building was not damaged. The fire destroyed a small barn last night near the point of origin along Pitchfork Road. A television news crew from KADY-TV station in Elder, which is the Fremont County seat, shot footage of the structure and featured it on their 11:00 p.m. newscast last night but they failed to identify the structure as a barn.

As far as predicted weather, a dry cold front is expected to pass over the area today bringing lower humidity and strong erratic winds, with gusts possibly to 30 miles per hour. Prevailing winds will be out of the north and northeast. Temperatures are expected to be in the low nineties.

Our objective will be to confine the fire to the east side of Pitchfork Road, south of Highway 56 and north of Cat Creek. We want to protect homes along Pitchfork Road and southeast of the fire. Engine crews have been assigned for structure protection along Pitchfork Road and Cat Creek.

Hand crews will be cutting line on the northwest flank of the fire. A helicopter will be making water drops on the head of the fire in an attempt to slow it down. We have ordered three air tankers, but only one has been assigned to the incident. There is another fire in Richmond County and they have priority for the tankers.

A TFR has been established (10 miles/5,000'). VHF for media aircraft is 119.95.

The population of the Mitchell area is 2,700. Mitchell consists of a commercial strip along both sides of Highway 56 and numerous rural residences on scattered 5 to 10 acre parcels in outlying areas. There are several family owned cattle operations in the area. Roads to residences are primarily unpaved, narrow, and winding with vegetation encroaching in many areas. Many of the residences have poor to no vegetation clearance.

Big Pines Ranch is located south of the fire's point of origin along Pitchfork Road. Public access to the ranch has been cut off due to the proximity of the fire and the presence of emergency vehicles. The ranch has not been evacuated.

There is a small privately owned and operated campground located on Osprey Lake northeast of Mitchell, 3/4 miles north of Highway 56 on Timberline Road.

The Pitchfork Fire Incident Command Post has been established at Mitchell Elementary School on Highway 56. Space for an information center is available in the school's multi-purpose room. There is one telephone line in. The telephone number is 407-556-2949.

The Mitchell Emergency Communications Center has been handling all public and media inquiries. Reports from the field indicate that news media have been in the area since yesterday evening. There are no information officers out there. Local agency personnel and fire personnel have been answering media questions as time permits. We are getting complaints from firefighters that the media on the scene are interfering with suppression efforts.

That's all the information I have right now. As soon as I get more, I will update you.

Response of individual/team:

_____ Team members are listening carefully and taking notes.

_____ After the team gets to their information center, members discuss the briefing; assess the incident's potential; begin organizing their operation; determine personnel, equipment and supply needs; and submit the necessary orders.

_____ Team members discuss sending an information officer to the incident scene to work with the news media.

Other observations/comments:

Input #2

0830 (morning schedule)

1300 (afternoon schedule)

Medium: telephone

Larry or Lynn Hallman, a reporter with KBBQ radio in Elder, calls the information center and requests a taped interview on the status of the fire. Hallman is after basic facts about the incident: size, location, personnel and equipment, cause, description of area, threats to lives and property, etc. Hallman is friendly but insistent. Hallman is in a hurry to complete the interview before the station's upcoming newscast.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information;" identifies self; gets caller's name and station.
- _____ Responds in a polite, professional manner.
- _____ Provides complete and accurate information.
- _____ Documents call in communications log.
- _____ Team is considering preparing a fact sheet and contacting news media outlets to give them the information center telephone number.

Other observations/comments:

Input #3

0830 (morning schedule)

1300 (afternoon schedule)

Medium: telephone or walk-in

Concerned parent (Robert or Roberta) Swanson calls or walks into the information center to report that his/her son is on an overnight camping trip with a local church group. Swanson is certain that the group is in the fire area and wants confirmation that they are safe. Swanson tells the information officer that he/she is going to go out and search for the group. Swanson is very distraught. He/she demands to speak to “whoever’s in charge” and is angry that the information officer doesn’t know immediately what the status of the group is. Swanson is determined to go out and search for the group.

Response of individual/team:

- _____ Answers “Fire Information” or “Pitchfork Fire Information;” identifies/introduces self; gets name of caller/visitor.
- _____ Responds in a polite, professional, and caring manner.
- _____ Asks for additional information (i.e., child’s name, group name, group size, leader’s name, itinerary).
- _____ Asks if parent has contacted the Fremont County Sheriff.
- _____ Asks if parent has attempted to contact the leader’s home to see if the group has reported in.
- _____ Discourages caller from coming to the incident scene and explains safety concerns.
- _____ Tells caller that he/she will track down the information and call back as soon as possible.
- _____ Attempts to contact IC or operations section chief to inform him/her that youth group may be in the fire area.
- _____ Briefs team.
- _____ Documents call in communications log and unit log.

Other observations/comments:

Input #4

0835 (morning schedule)

1305 (afternoon schedule)

Medium: telephone or walk-in

Citizen (Keith or Kate) Flores calls or walks into the information center to volunteer as a firefighter. Flores is excited, enthusiastic, and pushy. Flores explains how much he/she loves the outdoors, is good with tools, has been in the military and can take orders, lives right in Mitchell, and wants to protect the town. Flores gets angry when denied and wants to know to whom he/she can write to change the policy.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information;" identifies/introduces self, gets name of caller/visitor.
- _____ Responds in a polite, professional manner.
- _____ Contacts IC or operations section chief to confirm policy on use of volunteer firefighters.
- _____ Explains policy regarding use of volunteer firefighters to caller/visitor.
- _____ Offers to take caller/visitor's address and telephone number in case other volunteer opportunities arise.
- _____ Briefs team.
- _____ Discusses with team the need for keeping track of volunteer inquiries and possibility of using news media to publicize volunteer firefighter policy.
- _____ Documents call in communications log and unit log.

Other observations/comments:

Input #5

0835 (morning schedule)
1305 (afternoon schedule)

Medium: telephone

Assignment Editor (Bill or Blaire) Rogers, of KADY-TV station in Elder, calls the information center and says the station's news helicopter is heading toward the fire. Rogers wants to know where the helicopter should go to get the best visuals. He/she is aggressive and determined. Rogers has never heard of the TFR restriction and wants to know who enforces it. He/she says the helicopter is already up in the air and it's going to cost the station a lot of money if the crew doesn't get its video.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information;" identifies self; gets caller's name and station.
- _____ Responds in a polite, professional manner.
- _____ Provides complete and accurate information.
- _____ Explains TFR restriction and safety concerns; asks for cooperation.
- _____ Requests the following information: description of aircraft, "N" or identification number, estimated time of arrival, and proposed duration over the incident area.
- _____ Gives correct Victor frequency for making contact with Air Attack and advises Rogers to have pilot contact incident air operations for permission to enter.
- _____ Explains that permission may or may not be granted.
- _____ Follows up with incident air operations.
- _____ Tells Rogers if access is granted, will call back with good video locations, and follows through.
- _____ Briefs team.
- _____ Contacts air operations branch director to inform him/her of media's plans and ask where best video opportunities are.
- _____ Team member assigned to contact operations section chief to find out where best on-the-ground photo and video opportunities are.
- _____ Documents contact in communications log and unit log.

Other observations/comments:

Input #6

0840 (morning schedule)
1310 (afternoon schedule)

Medium: telephone

Emergency Communications Center employee (Rich or Renee) Casava calls with new information about the fire which he/she has just received from the Situation Unit Leader. The IC has confirmed the information. The official 209 is not yet complete, but should be ready sometime this afternoon.

Current status of the Pitchfork Fire:

- 600 acres
- 18 engines
- 8 dozers
- 6 Type II hand crews
- 8 Type I hand crews
- 4 water tenders
- 2 medium helicopters
- 2 air tankers

Erratic winds are pushing the fire toward Pitchfork road away from Highway 56. Homes along Pitchfork Road are threatened. A helibase has been established at the Osprey Lake campground. The main access for fire equipment is now Big Pines Road off Highway 56. Casava has no additional information.

Response of individual/team:

- _____ Documents the new information.
- _____ Briefs team members.
- _____ Updates 209, fact sheets, maps, and other documents.
- _____ Contacts news media with new information.
- _____ Documents briefing in unit log.

Other observations/comments:

Input #7

0840 (morning schedule)

1310 (afternoon schedule)

Medium: telephone

Ponderosa National Forest employee (Steve or Sharon) Sterling calls information center from the fire to report that four houses have burned and three more are threatened. He/she says the four houses are located off Pitchfork Road, 3 on the west side and 1 on the east, approximately 1.5 miles south of Highway 56. The houses, which were evacuated approximately one hour before the fire hit, have been completely destroyed. The three threatened homes are located south of the current fire perimeter along unpaved roads in the Fern Creek area. These homes have been evacuated by the Fremont County Sheriff. Sterling has no additional information.

Response of individual/team:

- _____ Answers “Fire Information” or “Pitchfork Fire Information;” identifies self.
- _____ Asks Sterling for more specific information (i.e., location, nature of threat evacuations, injuries, etc.).
- _____ Confirms information with IC and/or operations section chief.
- _____ Documents information and briefs team.
- _____ Updates 209, fact sheets, maps, and other documents.
- _____ Documents contact in communications log and unit log.

Other observations/comments:

Input #8

0840 (morning schedule)

1310 (afternoon schedule)

Medium: telephone

Sergeant (Ron or Rhonda) Perry with the Fremont County Sheriff's Office calls the information center to provide details about an evacuation that is under way in the Rio Blanco subdivision east of Mitchell. Perry is very professional and cooperative. All rural residences east of town and south of Highway 56 are being evacuated. Law enforcement and fire personnel are carrying out the evacuation and the Fremont County Sheriffs office is handling all inquiries about it. The phone number of the Sheriff's office is 462-0787. An evacuation center for people and animals (horses and household pets only) has been established at the Fremont County fairgrounds 3/4 miles west of Mitchell. The Red Cross is managing the evacuation center. The phone number for the evacuation center is 462-7788. A local equestrian group has organized to provide transportation for large animals.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information;" identifies/introduces self; gets name of caller.
- _____ Responds in a polite and professional manner.
- _____ Asks how evacuation is being carried out (door to door, siren, etc.).
- _____ Asks whether information center should provide evacuation information or refer all calls to Sheriff's office.
- _____ Asks for name and telephone number of local equestrian group.
- _____ Briefs team.
- _____ Team discusses possibility of assigning an information officer to the evacuation center and requesting a Sheriff's Office representative be assigned to the information center.
- _____ Notifies IC and local agency administrator.
- _____ Updates fact sheets.
- _____ Documents contact in communications log and unit log.

Other observations/comments:

Input #9

0845 (morning schedule)

1315 (afternoon schedule)

Medium: walk-in

Reporter (Dan or Donna) Spaulding from KADY-TV comes to the information center with a video camera and requests an on-camera interview on “the terrible loss of homes.” Spaulding is aggressive, but courteous. During the on-camera interview, asks the information officer questions such as:

Where are the homes located?

What is their condition?

What happened?

Was anyone injured?

Were residents forced to leave their homes?

Why couldn't the homes be saved?

What was done to save the homes?

Was there adequate clearance around the homes?

Did poor access play a role?

Will the families be permitted to build again in the same area?

Response of individual/team:

_____ Public Information Officer introduces self and gets reporter's name and station.

_____ Responds in a polite, professional manner.

_____ Requests that interview take place outside information center to avoid disruptions.

_____ Provides current, accurate information during interview.

_____ Documents contact in communications log and unit log.

_____ Gets phone or fax number.

Other observations/comments:

Input #10

0850 (morning schedule)

1320 (afternoon schedule)

Medium: telephone or walk-in

Truck driver (Don or Dory) Abrahms calls or comes into the information center and asks where he/she can deliver 60 porta-potties “the fire boss ordered.” Abrahms is tired and harried and wants to leave the porta-potties at the information center. He/she wants the information officer to sign the paperwork. He/she complains about the bureaucracy.

Response of individual/team:

- _____ Answers “Fire Information” or “Pitchfork Fire Information;” identifies/introduces self; gets person’s name.
- _____ Responds in a polite, professional manner.
- _____ Offers to make the necessary contact with the incident management team for Abrahms.
- _____ Contacts Logistics Section or Camp Manager and asks for instructions.
- _____ Documents contact in communications log and unit log.

Other observations/comments:

Input #11

0900 (morning schedule)

1330 (afternoon schedule)

Medium: telephone

(Roy or Roxanne) Del Gravy, Editor of the bi-weekly News Trumpeter newspaper in Haines, a town about 25 miles south of Elder, calls to tell the information center he/she has run a full page ad in today's paper calling for volunteer firefighters to help with the Pitchfork Fire. The ad directs volunteers to the fire camp. It also asks readers to donate pick-up trucks, food, water, and other supplies. Del Gravy is very happy to be of service.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information;" identifies self; gets caller's name and affiliation.
- _____ Responds in a polite, professional manner.
- _____ Thanks Del Gravy for his/her good intentions but asks him/her not to run the ad again and explains volunteer firefighter policy.
- _____ Briefs team.
- _____ Team discusses actions to take to respond to ad.
- _____ Writes news release or calls the media to explain the volunteer firefighter policy.
- _____ Briefs IC and/or operations section chief.
- _____ Documents call in communications log.

Other observations/comments:

Input #12

0900 (morning schedule)

1330 (afternoon schedule)

Medium: walk-in

Incident Commander (Dan or Diane) Adams visits information center to provide an update on the status of the Pitchfork Fire as follows:

800 acres-number of homes lost-4 off Pitchfork Rd.

20 engines

4 water tenders

8 Type II hand crews

10 Type I hand crews

5 medium helicopters

2 air tankers

Army National Guard Communications Trailer and eight 4WD trucks with drivers for transporting crews.

Engines are providing structure protection along the Rim Ridge Road. Crews are firing out along the Rim Ridge Road to stop the westward progression of the fire.

The evacuation of residents is almost complete. Helicopters are dropping water on the head of the fire and the west flank. Air tankers are dropping retardant between the fire and structure. Hand crews are cutting fireline on the northwest flank. Bulldozers are working on the northern perimeter.

Gusty winds over 30 miles per hour, steep terrain, poor access, and dry fuels are hampering suppression efforts. Adams is concerned about the Fern Creek drainage, a wooden bridge on Pitchfork Road, homes along the rim ridge, and powerlines along Highway 56. The IC has no additional information.

Response of individual/team:

- _____ Telephones taken off the hook so information officers can listen to briefing.
- _____ Public Information officers listening and taking notes.
- _____ After briefing, team discusses information.
- _____ 209, fact sheets, maps, and other documents are updated.
- _____ Documents in unit log.
- _____ Follows up with media.

Other observations/comments:

Input #13

0905 (morning schedule)

1335 (afternoon schedule)

Medium: telephone

Reporter (Ken or Karen) Grigsby of the Fremont County Record-Searchlight newspaper calls asking for the cost of suppressing the fire. He/she also asks for the cost of air support. Reporter is direct and gives the impression that he/she thinks there might be some sort of “cover-up” going on regarding costs.

Response of individual/team:

- _____ Answers “Fire Information” or “Pitchfork Fire Information;” identifies self; gets caller’s name and affiliation.
- _____ Responds in a polite, professional manner.
- _____ Promises to call reporter back with information.
- _____ Requests information from finance section chief and air operations branch director.
- _____ Briefs team.
- _____ Updates documents.
- _____ Calls reporter back with information.
- _____ Documents contact in communications log and unit log.

Other observations/comments:

Input #14

0920 (morning schedule)

1350 (afternoon schedule)

Medium: telephone or walk-in

Local rancher (Sam or Sandy) Taylor calls or comes into the information center to say that firefighters are “fantastic” because they just saved 30 head of his/her prize beef cattle. Rancher is very friendly and supportive of the fire suppression effort. He/she wants to do something for the firefighters, such as a barbecue or party or donation of meat.

Response of individual/team:

- _____ Answers “Fire Information” or “Pitchfork Fire Information;” identifies/introduces self.
- _____ Responds in a polite, professional manner.
- _____ Tells caller or visitor the IC and local Agency Administrator will be contacted to determine needs.
- _____ Documents contact, records rancher’s name, address, telephone number, and circumstances surrounding the incident.
- _____ Shares information with team.
- _____ Team discusses internal information opportunities.
- _____ Contacts finance section chief and local agency administrator.
- _____ Follows up with Taylor.

Other observations/comments:

Input #15

0920 (morning schedule)

1350 (afternoon schedule)

Medium: telephone

Al or Allie Happytimes, head of the local Kiwanotory Club, calls to invite people at the incident camp to a special firefighter dessert appreciation night tomorrow night at 7:30. It's being held at the Kiwanotory Club meeting room on Main Street in Mitchell. About 100 community members are busy baking pies right now and "all you people need to do is come on down."

If the information officer doesn't readily accept your offer, tell him or her that tomorrow night is the only night this week that's possible for this event because of Little League and Bowling League.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information," identifies self and gets callers name and affiliation.
- _____ Responds in a polite, professional manner.
- _____ Promises to call back with an answer.
- _____ Discusses situation with the supervisory public information officer.
- _____ Suggests bringing this issue to the IC.
- _____ Considers alternatives that can meet both incident and community needs.
- _____ Documents call on the unit log.

Other observations/comments:

Input #16

0925 (morning schedule)

1355 (afternoon schedule)

Medium: telephone

Reporter (Larry or Lynn) Hallman from radio station KBBQ in Elder calls the information center and requests another taped interview on the status of the Pitchfork Fire. Hallman is in a hurry to complete the interview before the upcoming newscast. He/she wants to know the current number of acres on fire, the number of personnel working to suppress the fire, current threats, strategy, and outlook.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information;" identifies self; gets caller's name and station.
- _____ Responds in a polite, professional manner.
- _____ Provides complete and accurate information.
- _____ Documents call in communications log.

Other observations/comments:

Input #17

0930 (morning schedule)

1400 (afternoon schedule)

Medium: telephone or walk-in

Evacuee (Mike or Mildred) Dillon calls or visits the information center and says he was evacuated from his home and he just heard on radio station KIDO that houses are being looted by firefighters. He/she is frantic and very angry and wants the military to come in and arrest the looters. Dillon wants to talk to “the person in charge.”

Response of individual/team:

- _____ Answers “Fire Information” or “Pitchfork Fire Information;” identifies/introduces self; gets person’s name.
- _____ Responds in a polite, professional manner.
- _____ Gets caller’s name and telephone number, the call letters of the radio station that broadcast the report, and the approximate time of the report.
- _____ Contacts radio station to confirm that story was aired.
- _____ Notifies IC and local Agency Administrator of report.
- _____ Contacts Sheriff’s Office for additional information.
- _____ Calls radio station back to confirm or deny report.
- _____ Briefs team.
- _____ Team discusses what actions to take in response to report.
- _____ Documents contact on communications log and unit log.
- _____ Follows up with Dillon.

Other observations/comments:

Input #18

0930 (morning schedule)

1400 (afternoon schedule)

Medium: telephone

Al or Allie Happytimes, head of the local Kiwanotory Club, calls to confirm the number of people who'll be coming to tomorrow night's special firefighter dessert appreciation night. Add that the high school band will be performing and that you're so proud of the achievements of this group of young musicians and how much it will mean to them to play for our hero firefighters. Don't take no for an answer, but be very pleasant about it.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information," identifies self and gets callers name and affiliation.
- _____ Responds in a polite, professional manner.
- _____ Promises to call back with an answer.
- _____ Discusses situation with the supervisory public information officer.
- _____ Suggests bringing this issue to the IC.
- _____ Considers alternatives that can meet both incident and community needs.
- _____ Documents call on the unit log.

Other observations/comments:

Input #19

0935 (morning schedule)

1405 (afternoon schedule)

Medium: telephone or walk-in

(Victor or Virginia) Harding, representative of the “Peaceful Pines Homeowners Association” requests an update on the fire. He/she questions the wisdom of the suppression strategy and wants to know “why firefighters are starting fires so close to our homes?” Harding is courteous. He/she would like to speak to the IC and would like him/her to come to a Peaceful Pines Homeowner’s Association meeting that evening at 7:00 p.m. at the Lutheran Church in Mitchell.

Response of individual/team:

- _____ Answers “Fire Information” or “Pitchfork Fire Information;” identifies self.
- _____ Responds in a polite, professional manner.
- _____ Gets name of caller and citizen’s group and telephone number for follow-up.
- _____ Explains how “backfires” are used or promises to have someone call Harding back and explain it.
- _____ Contacts IC and asks him/her to contact Harding.
- _____ Asks IC if he/she is available to attend the Peaceful Pines Homeowners Association meeting.
- _____ Asks IC if he/she needs help preparing for the meeting.
- _____ Briefs team.
- _____ Team assigns an Information Officer to accompany the IC to the meeting.
- _____ Documents contact in communications log and unit log.

Other observations/comments:

Input #20

0935 (morning schedule)

1405 (afternoon schedule)

Medium: telephone

Sally or Sam Bookworm, a 4th grade teacher at Pitchfork Elementary School, wants to bring his/her class of “special needs” students to fire camp for a tour. He/she wants to know if they can come by in an hour or so. He/she is willing to set up a different time, but doesn’t want to hang up until a definite time is agreed on.

Response of individual/team:

- _____ Answers “Fire Information” or “Pitchfork Fire Information,” identifies self and gets callers name and affiliation.
- _____ Responds in a polite, professional manner and politely ends the conversation when it goes on too long.
- _____ Promises to call back with an answer.
- _____ Discusses situation with the supervisory public information officer.
- _____ Documents call on the unit log.

Other observations/comments:

Input #21

0940 (morning schedule)

1410 (afternoon schedule)

Medium: telephone

(Gil or Gillian) Lemonde of National Geographic Magazine, French Language edition, calls the information center to say that two photographers are in the area on assignment and would like to take photographs for a future story on wildland fires in the United States. The photographers will need an escort and transportation for about six hours today. Also, they would like to sleep at the fire camp.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information;" identifies self; gets caller's name and affiliation.
- _____ Responds in a polite, professional manner.
- _____ Tells Lemonde to send the photographers to the Incident Command Post and have them check in with an Information Officer.
- _____ Briefs team.
- _____ Team assigns Information Officer to serve as escort for photographers.
- _____ Contacts Operations section chief to inform him/her that the photographers will be coming and find out where the best photo opportunities are.
- _____ Documents call in communications log.

Other observations/comments:

Input #22

0945 (morning schedule)

1415 (afternoon schedule)

Medium: telephone or walk-in

Parent (Robert or Roberta) Swanson who called or came in earlier in the day regarding his/her missing son, contacts the information center to report that the child and group have returned from their camping trip and that everyone is fine. He/she wants to thank the information officers for their assistance. Swanson is friendly.

Response of individual/team:

- _____ Answers “Fire Information” or “Pitchfork Fire Information;” identifies/introduces self.
- _____ Responds in a polite, professional, and caring manner.
- _____ Notifies IC and operations section chief that the group has returned safely.
- _____ Briefs team.
- _____ Documents call in communications log and unit log.

Other observations/comments:

Input #23

0945 (morning schedule)

1415 (afternoon schedule)

Medium: telephone

Al or Allie Happytimes, head of the local Kiwanotory Club, calls to remind the incident about the special firefighter dessert appreciation night. Then, ask the information officer personal questions like if he or she is married, where he or she lives, how many children he or she has, etc. Al or Allie is very happy just to chat and chat and chat.

Response of individual/team:

- _____ Answers “Fire Information” or “Pitchfork Fire Information,” identifies self and gets callers name and affiliation.
- _____ Responds in a polite, professional manner and politely ends the conversation when it goes on too long.
- _____ Documents call on the unit log.

Other observations/comments:

Input #24

0950 (morning schedule)

1420 (afternoon schedule)

Medium: walk-in

The simulation coordinator delivers a General Message memo to each team's supervisory public information officer from the Planning Section Chief, asking for a brief, written draft information strategy no later than 1530. A messenger will come at that time to pick up the draft document.

Response of individual/team:

_____ Supervisory public information officer communicates assignment to team.

_____ Team members assigned to task.

_____ Draft plan completed on time.

Other observations/comments:

Input #25

0955 (morning schedule)

1425 (afternoon schedule)

Medium: telephone

Ponderosa National Forest employee (Steve or Sharon) Sterling calls information center to report that he/she saw a helicopter crash at approximately 1400 today at the Osprey Lake helibase. He/she provides the following information:

The helicopter is a Bell 212.

There appears to have been four people on board. All seem to be injured to some extent and there might be a fatality.

The injured parties have been transported to the Fremont County hospital in Elder.

Air Operations and the Fremont County Sheriff's Office are on the scene.

A television news truck just pulled in to the helibase.

There were several witnesses to the accident, including the manager of the Osprey Lake campground.

Sterling has no additional information.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information;" identifies self.
- _____ Briefs team.
- _____ Contacts air operations or IC to confirm information.
- _____ Team discusses strategy, what information to release and what information cannot be released.
- _____ Team assigns Information Officer(s) to go to the helibase.
- _____ Contacts sheriff's office to discuss information coordination.
- _____ Documents contact in communications log and unit log.

Other observations/comments:

Input #26

1000 (morning schedule)

1430 (afternoon schedule)

Medium: telephone or walk-in

(Larry or Lynn) Hallman, a reporter with KBBQ radio in Elder calls or comes into the information center and says he/she has received a telephone call from someone who witnessed a helicopter crash. He/she wants confirmation that the crash has occurred and that there is at least one fatality. Hallman is very demanding. He/she wants to know the location of the crash, when it happened, the circumstances surrounding the accident, and the number of injuries.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information;" identifies self; gets caller's name and radio station.
- _____ Responds in a polite, professional manner.
- _____ Acknowledges that an accident has occurred at the Osprey Lake helibase and provides only information that has been confirmed and can be released.
- _____ Briefs team.
- _____ Documents contact in communications log and unit log.

Other observations/comments:

Input #27

1000 (morning schedule)

1430 (afternoon schedule)

Medium: telephone

Al or Allie Happytimes, head of the local Kiwanotory Club, calls to ask for a camp tour for the high school band and the nearly 100 people making pie and dessert for tomorrow night's special firefighter dessert appreciation night. Ask if the tour could be done this afternoon or tomorrow by noon at the latest.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information," identifies self and gets callers name and affiliation.
- _____ Responds in a polite, professional manner and politely ends the conversation when it goes on too long.
- _____ Promises to call back with an answer.
- _____ Discusses situation with the supervisory public information officer.
- _____ Documents call on the unit log.

Other observations/comments:

Input #28

1005 (morning schedule)

1435 (afternoon schedule)

Medium: walk-in

KADY-TV reporter (Dan or Donna) Spaulding comes to the information center with a video camera and requests an on-camera interview regarding the reported helicopter accident. He/she would like to talk to any agency witnesses and the person in charge of safety at the Pitchfork Fire. Spaulding is in a big hurry to cover the story. He/she has a second camera crew en route to the scene and has ordered the news helicopter back to get some aerial shots.

Response of individual/team:

- _____ Introduces self.
- _____ Gets reporters name and affiliation.
- _____ Responds in a polite, professional manner.
- _____ Acknowledges that an accident has occurred at the Osprey Lake helibase and provides only information that has been confirmed and can be released.
- _____ Reminds reporter about the flight restrictions.
- _____ Contacts safety officer regarding the interview request.
- _____ Contacts air operations regarding the news helicopter.
- _____ Documents contact in communications log and unit log.

Other observations/comments:

Input #29

1010 (morning schedule)

1440 (afternoon schedule)

Medium: telephone or walk-in

(Keith or Kate) Flores calls or comes into the information center again regarding volunteering as a firefighter. He/she wants to know if the policy has changed. Flores says he/she has found a job on a local ranch helping the owner burn brush from around the buildings to help protect them in case the fire spreads in that direction.

Response of individual/team:

- _____ Answers “Fire Information” or “Pitchfork Fire Information;” identifies/introduces self; gets name of caller.
- _____ Responds in a polite, professional manner.
- _____ Explains that the policy regarding use of volunteer firefighters is still in place.
- _____ Recognizes that the burning is illegal and asks Flores for the name and telephone number of the rancher he/she is working for.
- _____ Contacts the local agency administrator and informs her of the possible problem at the ranch.
- _____ Documents call or visit in the communications log and unit log.

Other observations/comments:

Input #30

1015 (morning schedule)

1445 (afternoon schedule)

Medium: telephone or walk-in

State Fish and Game Department Captain (Bill or Bonnie) Stark calls or comes into the information center to find out who told the bulldozer operators they could build fireline in Fern Creek. Stark is extremely angry. He/she says that Fern Creek is habitat for the arroyo toad, a listed endangered species, and that a game warden has arrested a dozer operator and will arrest anyone else who tries to disturb Fern Creek. Stark asks to speak to the "person in charge." He/she wants to know who is going to stop the mud from flowing downstream and who is going to pay for restoring the sensitive toad habitat that has been damaged by the bulldozers.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information;" identifies/introduces self; gets name of caller or visitor and agency.
- _____ Responds in a polite, professional manner.
- _____ Documents captain's concerns.
- _____ Notifies IC and operations section chief immediately.
- _____ Notifies finance section chief about possible claim.
- _____ Arranges for photo/video documentation of Fern Creek.
- _____ Briefs team.
- _____ Team discusses strategy to respond to media requests for information about the incident.
- _____ Documents call or visit in communications log and unit log.

Other observations/comments:

Input #31

1020 (morning schedule)

1450 (afternoon schedule)

Medium: telephone or walk-in

Local congressional aide (Tim or Teresa) McCoy calls or comes into the information center and requests an update, a briefing from the IC, and a helicopter flight for Congressman William Lowe this afternoon. McCoy is friendly but demanding. He/she says the incident is in the congressman's district and his office has received several calls from constituents regarding how the fire is being fought.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information" identifies self.
- _____ Gets name of aide and congressman, telephone number, and desired briefing and flight time.
- _____ Responds in a polite, professional manner.
- _____ Provides complete and accurate information.
- _____ Contacts IC and local agency administrator and discusses who will make arrangements.
- _____ Makes arrangements if requested by IC and local agency administrator.
- _____ Offers to keep the Congressman's local office updated on a regular basis.
- _____ Briefs team.
- _____ Documents contact in communications log and unit log.

Other observations/comments:

Input #32

1020 (morning schedule)

1450 (afternoon schedule)

Medium: telephone

(Karen or Kevin) Kotzebue of KFAR radio station in Mitchell calls the information center and requests an interview with the IC on his expectations for containment of the fire. Kotzebue does not want to interview an Information Officer. He/she can do the interview over the telephone, but must do it before 3:30 p.m. today.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information;" identifies self; gets caller's name and affiliation.
- _____ Responds in a polite, professional manner.
- _____ Promises to contact IC about the request and call Kotzebue back.
- _____ Contacts IC.
- _____ Calls Kotzebue back with IC's response.
- _____ Documents call in communications log.

Other observations/comments:

Input #33

1025 (morning schedule)

1455 (afternoon schedule)

Medium: telephone

Citizen calls the information center for an update on the fire but won't give his/her name. He/she is very subdued and cautious about talking to the Information Officer. The caller seems to have a lot of information about the fire and its point of origin and says he/she knows the area very well. He/she asks if the Information Officer has any information about how the fire started and wants to know what the penalty is for starting a fire accidentally. The caller wants to know if any police are investigating the fire. The caller hangs up in the middle of the conversation.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information;" identifies self; asks for caller's name.
- _____ Responds in a polite, professional manner.
- _____ Provides complete and accurate information.
- _____ Briefs team after the caller hangs up.
- _____ Documents the conversation.
- _____ Notifies law enforcement officers of suspicious call.
- _____ Documents contact in communications log and unit log.

Other observations/comments:

Input #34

1025 (morning schedule)

1455 (afternoon schedule)

Medium: walk-in

Riska or Risky Freeze, a reporter for Hard Body News, a tabloid with a low reputation, comes to the information center pretending to be a curious local resident. Freeze asks lots of often repetitive questions about how the fire started, how big it is, how many firefighters are at work. Freeze asks about injuries, costs, and other information that might lead to a good “cover up” story.

Freeze identifies him/herself as a reporter either as he or she is leaving or if asked by an information officer. Freeze doesn't take notes.

Hard Body News is a chain of adult tabloids that features dangerous occupations.

Response of individual/team:

- _____ Politely greets the visitor at the door and finds out who the visitor is.
- _____ Responds in a polite, professional manner.
- _____ Offers the visitor a fact sheet if there is one.
- _____ Documents visit on the unit log.

Other observations/comments:

Input #35

1030 (morning schedule)

1500 (afternoon schedule)

Medium: telephone

Parent (Greg or Gretta) Heinz calls the information center to request that a firefighter come to a cub scout den meeting in Mitchell in one hour to discuss fire prevention with 12 wolf cubs. He/she is very friendly and talkative. The meeting will be held at the Heinz house next door to the Lutheran Church.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information;" identifies self; asks for caller's name, address, and telephone number.
- _____ Responds in a polite, professional manner.
- _____ Promises to find out if anyone is available and call Heinz right back.
- _____ Contacts local agency administrator to see if anyone is available.
- _____ Calls Heinz back with answer.
- _____ Documents contact in communications log and unit log.

Other observations/comments:

Input #36

1030 (morning schedule)

1500 (afternoon schedule)

Medium: telephone

Willard or Wanda Sobbington calls near tears, saying his/her new, nearly grown Newfoundland puppy has wandered off after a fire crew that passed by his/her property and won't come back when called. Sobbington can only say that the crew had "yellow shirts." Sobbington lives on Rim Ridge Road, "above the water tank."

If the information officer isn't helpful enough, Sobbington breaks down in loud sobs and hangs up.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information," identifies self and gets callers name and affiliation.
- _____ Responds in a polite, professional manner.
- _____ Tries to get as much information as possible.
- _____ Promises to call back with an answer or solution.
- _____ Mentions this issue to other IO's.
- _____ Documents call on the unit log.

Other observations/comments:

Input #37

1035 (morning schedule)
1505 (afternoon schedule)

Medium: telephone

(Ken or Karen) Grigsby, reporter with the “Fremont Record Searchlight” newspaper calls the information center and says he/she was just out on the fireline talking to “Fire Captain Samanski” who said that if he had been called earlier, none of the homes would have been lost. Grigsby wants the Information Officer to comment on Samanski’s remark. He/she is very eager to “uncover” this story. Grigsby wants to know if there is bad rapport between the different agencies working on the same incident and if it really works to have several different agencies involved.

Response of individual/team:

- _____ Answers “Fire Information” or “Pitchfork Fire Information;” identifies self; gets caller’s name and newspaper.
- _____ Responds in a polite, professional manner.
- _____ Asks for specifics about Samanski’s remark: agency/time/place.
- _____ Refuses to comment on Samanski’s remark.
- _____ Emphasizes the positive aspects and benefits of interagency cooperation.
- _____ Explains the Incident Command System.
- _____ Notifies Liaison Officer about Samanski’s remark.
- _____ Briefs team.
- _____ Documents contact in communications log and unit log.

Other observations/comments:

Input #38

1040 (morning schedule)

1510 (afternoon schedule)

Medium: telephone

Lieutenant (Ken or Kris) Okamura, National Guard Public Affairs Officer, calls information center to say that the Army National Guard is setting up an information center at the Timberline Motel in Mitchell because of the presence of military personnel and equipment on the Pitchfork Fire. If information officer invites Okamura to integrate with existing information center, he/she is skeptical.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information;" identifies self.
- _____ Responds in a polite, professional manner.
- _____ Invites Okamura to integrate with existing information center.
- _____ Points out benefits of sharing facilities and information.
- _____ Briefs team.
- _____ Documents contact in communications log and unit log.

Other observations/comments:

Input #39

1040 (morning schedule)

1510 (afternoon schedule)

Medium: telephone

Larry or Lynn Hallman, reporter with KBBQ radio in Elder, calls for an update on the fire. As usual, Hallman is in a hurry to meet his/her deadline.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information," identifies self and gets callers name and affiliation. Gets caller's name and station identification.
- _____ Responds in a polite, professional manner.
- _____ Provides complete and accurate information.
- _____ Documents call on the unit log.

Other observations/comments:

Input #40

1045 (morning schedule)

1515 (afternoon schedule)

Medium: telephone

(Rachel or Raul) Vargas, from Spanish language radio station KXNT in Elder, would like an update on the fire, preferably in Spanish. He/she wants to know if any of the information officers or members of the incident management team speak Spanish.

Response of individual/team:

- _____ Answers “Fire Information” or “Pitchfork Fire Information;” identifies self; gets caller’s name and station.
- _____ Responds in a polite, professional manner.
- _____ Promises to find out if any information officers or incident management team members speak Spanish and call Vargas back.
- _____ Asks information officers and incident management team members if anyone speaks Spanish.
- _____ Calls Vargas back with positive or negative response.
- _____ Documents call in communications log.

Other observations/comments:

Input #41

1045 (morning schedule)

1515 (afternoon schedule)

Medium: walk in

Willard or Wanda Sobbington visits the information center, still upset after the his/her phone call earlier, and says his/her dog is still missing and now he/she sees big flames and is frightened for the dog.

If the information officer isn't helpful immediately, Sobbington breaks down in loud sobs.

Response of individual/team:

- _____ Responds in a polite, sympathetic, and professional manner.
- _____ Tries to get as much information as possible.
- _____ Promises to call back with an answer or solution.
- _____ Documents call on the unit log.

Other observations/comments:

Input #42

1050 (morning schedule)

1520 (afternoon schedule)

Medium: telephone

(Bob or Bella) Ryder of Radio Station KOLR in Elder would like an information officer or the IC to come to the station this afternoon at 5:00 p.m. to do a live call-in program. Among other topics, he/she would like to discuss the apparent mismanagement of public forest lands in and near the fire area. Ryder feels that limitations that have been placed on logging on state and federal forest lands have contributed to the fire problem.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information;" identifies self; gets caller's name and station.
- _____ Responds in a polite, professional manner.
- _____ Promises to contact IC and local Agency Administrator and call Ryder back.
- _____ Contacts IC and local Agency Administrator and offers them the opportunity to go on the show.
- _____ Calls Ryder back with positive or negative response.
- _____ Briefs team.
- _____ Documents call in communications log.
- _____ Gets contact information.

Other observations/comments:

Input #43

1050 (morning schedule)

1520 (afternoon schedule)

Medium: walk-in

Sally or Sam Bookworm, a 4th grade teacher at Pitchfork Elementary School, drops in to say his/her principal won't let the class of "special needs" students come to fire camp after today because of a school schedule conflict. Sally/Sam decided to just jump in the bus and come over. The kids are in the bus and very excited. He/she wants to know if they can tour fire camp right now.

Response of individual/team:

- _____ Politely greets the visitor at the door and finds out who the visitor is.
- _____ Responds in a polite, professional manner.
- _____ Looks for a reasonable way to solve this problem.
- _____ Involves the supervisory public information officer if needed.
- _____ Documents the visit on the unit log.

Other observations/comments:

Input #44

1050 (morning schedule)

1520 (afternoon schedule)

Medium: walk-in

Riska or Risky Freeze, a reporter for Hard Body News, a tabloid with a low reputation, returns to the information center asking about the military setting up a camp on the far side of Mitchell. Freeze says an Army information officer told him/her that a firefighter was killed this afternoon and Freezes wants confirmation. This time, Freeze starts writing down what the information officer says.

Response of individual/team:

- _____ Politely greets the visitor at the door and finds out who the visitor is.
- _____ Responds in a polite, professional manner.
- _____ Sticks to the facts that are known about the incident.
- _____ Offers to find out and call the reporter back, explaining that it will take some time to find out more about the allegation.
- _____ Discusses situation with supervisory public information officer.
- _____ Documents visit on the unit log.

Other observations/comments:

Input #45

1055 (morning schedule)

1525 (afternoon schedule)

Medium: telephone or walk-in

(Susan or Stan) Jehnings of the Quarter Deck Restaurant in Elder calls or comes into the information center and states that he/she would like to set up a field kitchen at the fire camp to provide firefighters with meals free of charge. Jehnings has already purchased the food and the truck is being loaded. It will be on the road in about 10 minutes. He/she says they will need a power source and trash cans and wants to know where they should park.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information;" identifies self; gets caller or visitor's name.
- _____ Responds in a polite, professional manner.
- _____ Tells Jehnings he/she needs to talk to Logistics Officer.
- _____ Contacts Logistics Officer and asks him/her to call or meet with Jehnings.
- _____ Documents call in communications log.

Other observations/comments:

Input #46

1055 (morning schedule)

1525 (afternoon schedule)

Medium: telephone

Karen or Kevin Kotzebue of KFAR radio in Mitchell, calls for another update on the fire. Kotzebue explains that he has to produce a news show every hour and so needs something new.

Kotzebue says he heard firefighters stole a Newfoundland puppy from the Sobbingtons, a local family, and that fire officials are preventing kids from Pitchfork Elementary School from touring the fire camp.

Kotzebue asks the information officer if it's OK to record their conversation and then listens.

Response of individual/team:

- _____ Answers "Fire Information" or "Pitchfork Fire Information," identifies self and gets callers name and affiliation. Gets caller's name and station identification.
- _____ OK's the recording of the conversation.
- _____ Responds in a polite, professional manner.
- _____ Doesn't speculate, but deals with rumors effectively.
- _____ Provides complete and accurate information.
- _____ Documents call on the unit log.

Other observations/comments:

Input #47

1100 (morning schedule)

1530 (afternoon schedule)

Medium: walk-in

The simulation coordinator comes by to confirm that the written draft information strategy is completed and to announce that the simulation is over.

Role Player Instructions

Thank you for taking time to participate in this simulation. We hope you'll have fun and "get into" your various roles. The more believable you are, the more our student information officers will learn important skills.

At this time, you should have a copy of the input sheet(s) for the role(s) you are playing. Please read your character and script guidelines listed on the input sheet(s) carefully so you can give an accurate portrayal.

You should also have a copy of Table 1 – Schedule of Inputs. It is very important to begin each input at the appointed time. The simulation coordinator will let you know which input is underway. Please don't begin an input without the simulation coordinator's OK. Also, be aware of the start time for your next role, so we can stay on time.

There are four teams. You'll find yourself visiting and telephoning all of the teams over the course of the simulation, and sometimes you'll contact a team as a different character. You don't need to come up with strange accents to avoid being recognized – different students will be answering the phone each time you call.

You may take your input sheet with you if you have a "walk-in" contact, but don't let the students see it. The input sheet has a space where you can write notes about how you were treated; make notes only if there was something noteworthy (both good and bad) about your contact with a particular information officer team.

Record the time your inputs are given to each information team and then return the input sheet(s) to the instructor. If you have questions, please ask the simulation coordinator. Thanks again and have fun!

Public Information Officer Team Information

<u>TEAM</u>	<u>ROOM</u>	<u>PHONE</u>
1		
2		
3		
4		

Table 1 – Schedule of Inputs

Input	Time	Time	How	Team 1	Team 2	Team 3	Team 4
1	810	1240	Briefing	IC	IC	IC	IC
2	830	1300	Phone				
3	830	1300	Walk-in/ phone				
4	835	1305	Walk-in/ phone				
5	835	1305	Phone				
6	840	1310	Phone				
7	840	1310	Phone				
8	840	1310	Phone				
9	845	1315	Walk-in				
10	850	1320	Phone				
11	900	1330	Phone				
12	900	1330	Phone	IC	IC	IC	IC
13	905	1335	Walk-in				
14	920	1350	Walk-in/ phone				
15	920	1350	Phone				
16	925	1355	Phone				
17	930	1400	Walk-in/ phone				
18	930	1400	Phone				
19	935	1405	Walk-in/ phone				
20	935	1405	Phone				
21	940	1410	Phone				
22	945	1415	Walk-in/ phone				
23	945	1415	Phone				
24	950	1420	Walk-in	Simulation Coord	Simulation Coord	Simulation Coord	Simulation Coord
25	955	1425	Phone				
26	1000	1430	Walk-in/ phone				
27	1000	1430	Phone				
28	1005	1435	Walk-in				

29	1010	1440	Walk-in/ phone				
30	1015	1445	Walk-in/ phone				
31	1020	1450	Walk-in/ phone				
32	1020	1450	Phone				
33	1025	1455	Phone				
34	1025	1455	Walk-in				
35	1030	1500	Phone				
36	1030	1500	Phone				
37	1035	1505	Phone				
38	1040	1510	Phone				
39	1040	1510	Phone				
40	1045	1515	Phone				
41	1045	1515	Walk				
42	1050	1520	Phone				
43	1050	1520	Walk-in				
44	1050	1520	Walk-in				
45	1055	1525	Walk-in				
46	1055	1525	Phone				
47	1100	1530	Walk-in	Simulation Coord	Simulation Coord	Simulation Coord	Simulation Coord

Table 2 - Role Assignments for “Approach 2”

(A=Incident Commander. Assign letters to other role players. Inputs 24 & 47 done by Simulation Coordinator)

Input	Time	Time	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	810	1240	X																	
2	830	1300																		
3	830	1300																		
4	835	1305																		
5	835	1305																		
6	840	1310																		
7	840	1310																		
8	840	1310																		
9	845	1315																		
10	850	1320																		
11	900	1330																		
12	900	1330	X																	
13	905	1335																		
14	920	1350																		
15	920	1350																		
16	925	1355																		
17	930	1400																		
18	930	1400																		
19	935	1405																		
20	935	1405																		
21	940	1410																		
22	945	1415																		
23	945	1415																		
24	950	1420	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
25	955	1425																		
26	1000	1430																		
27	1000	1430																		
28	1005	1435																		
29	1010	1440																		
30	1015	1445																		
31	1020	1450																		
32	1020	1450																		
33	1025	1455																		
34	1025	1455																		
35	1030	1500																		
36	1030	1500																		
37	1035	1505																		
38	1040	1510																		
39	1040	1510																		
40	1045	1515																		
41	1045	1515																		
42	1050	1520																		
43	1050	1520																		
44	1050	1520																		
45	1055	1525																		
46	1055	1525																		
47	1100	1530	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Table 3 – Simulation Roles

Role	Time	Time	Input Number
D Adams, IC	810	1240	1
	900	1330	12
L Hallman, KBBQ	830	1300	2
	925	1355	16
	1000	1430	26
	1040	1510	39
R Swanson	830	1300	3
	945	1415	22
K Flores	835	1305	4
	1010	1440	29
B Rogers, KADY-TV	835	1305	5
R Casava	840	1310	6
S Sterling, Ponderosa NF	840	1310	7
	955	1425	25
R Perry, Fremont Co Sheriff	840	1310	8
D Spaulding, KADY-TV	845	1315	9
	1005	1435	28
D Abrahms	850	1320	10
R del Gravey, News Trumpeter	900	1330	11
K Grigsby, Fremont Co Record-Searchlight	905	1335	13
	1035	1505	37
S Taylor, rancher	920	1350	14
Al Happytimes	920	1350	15
	930	1400	18
	945	1415	23
	1000	1430	27
M Dillon	930	1400	17
V Harding	935	1405	19
S Bookworm	935	1405	20
	1050	1520	43
G Lemonde, Nat'l Geographic	940	1410	21
Simulation Coordinator	950	1420	24
	1100	1530	47
K Kotzebue, KFAR	1020	1450	32
	1055	1525	46

B Stark, State Game & Fish Dept	1015	1445	30
T McCoy, Cong. Aide	1020	1450	31
Citizen	1025	1455	33
R Freeze, Hard Body News	1025	1455	34
	1050	1520	44
G Heinz	1030	1500	35
W Sobbington	1030	1500	36
	1045	1515	41
K Okamura, NG PAO	1040	1510	38
R Vargas, KXNT	1045	1515	40
B Ryder, KOLR	1050	1520	42
S Jehnings, Quarter Deck	1055	1525	45