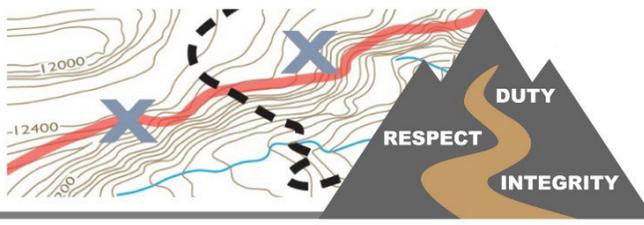


# Tactical Decision Games



Wildland Fire Leadership Development Program

## DIVISION LOOKOUT – BADGER FIRE

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### INITIAL FACILITATOR INFORMATION—NOT TO BE SHARED WITH STUDENTS

#### Author(s)

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#### Target Audience

Squad Boss, Firefighter Type 1, Single Resource

#### Training Objective

Given the scenario below, the players will serve as a lookout and determine trigger points, fire behavior, weather and hazards and clearly communicate this information to the Crew Boss, Division Supervisor and adjoining resources.

Players should verbally communicate decisions to the appropriate individuals.

#### Resources Referenced

- 1 Lookout (Player Role)
- Crew Boss
- Division Supervisor
- Air Attack
- Helicopter pilots

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### SCENARIO INFORMATION TO BE SHARED WITH STUDENTS

#### Facilitator Briefing to Student(s)

You are tasked with being a lookout for Division Alpha on the Scar Fire (Type 2 Fire). Your crew is tasked with prepping the dozer line to the top of the ridge and constructing handline from the end of the dozer line to the burn scar through rocky terrain and thick dead and down.

You're posted on the same ridge as the crew so you will not be able to see the directly, but you can hear their saws off in the distance.

On the ridge to the east, across the drainage from you is the main fire. Its burning to the south up the ridge making short runs but primarily backing into the wind.

Your instructions from your crew boss are to give regular updates on fire behavior, weather and trigger points that you have set for yourself and the crew. The crew boss has made it clear that the crew needs

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ample time to hike down of the ridge to the vehicles if you all are going to make it out safe to the highway and your safety zone.

It is now 1400 and the wind is beginning to shift to the south. You start to see some roll out and spots begin to form mid slope on the adjacent ridge. The main fire starts to become very active pushing up the ridge and rolling out into the bottom of the drainage.

What actions do you take?

## Fire Environment Conditions

- Temp: 85-95
- RH: 15-20%
- Winds: N 5-10 switching to S 7-12 in the afternoon
- Sky: clear

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## ADDITIONAL INFORMATION FOR FACILITATOR ONLY

### Facilitator “Murphy’s Law” Suggestions

The “Murphy’s Law” suggestions listed below can be added as “What ifs” at any time during the scenario to raise the stress level of the leader. You can also use one of your own:

- Division sup calls for and update
- Air attack tries to contact you
- Roll out starts a spot fire that rapidly grows in the bottom of the drainage towards the crew.
- Winds increase and the column leans over the dozer line the crew is on.
- Facilitators play Division, Crew boss, and air attack. Giving multiple radio calls to the players overwhelming them.
- Facilitator plays Air attack assigns Helicopters to the players to work on the spots.

### Facilitator’s Notes

This TDS can be as easy or as difficult as you want it to be depending on the level of experience of the player. The player has been given late august conditions in the northwest with the possibility of challenging winds and topography. The player must keep the fire checked up on the adjacent ridge and use air resources to keep the spot fires from rollout in check so the crew can continue to work. The players must set and communicate trigger points to the crew. The players must also communicate the fire behavior to the crew and division clearly and effectively. The decision point comes when the fire rolls out and starts a spot fire in the bottom of the drainage resulting in fire burning up towards the player and the crew.

If the student uses the IRPG they will realize that there are key components of the 10 and 18 that are being violated. They can also use the risk management process to determine the level of risk and make decisions for the crew and themselves to get out safely.

In this TDG the students trigger points and communication should be the main topic of discussion in the AAR. Talk about the decisions made up to the point of pulling the crew out (assuming this happens before the end of the sim). How did the student make the decisions and what inputs did the student get to influence those decisions?

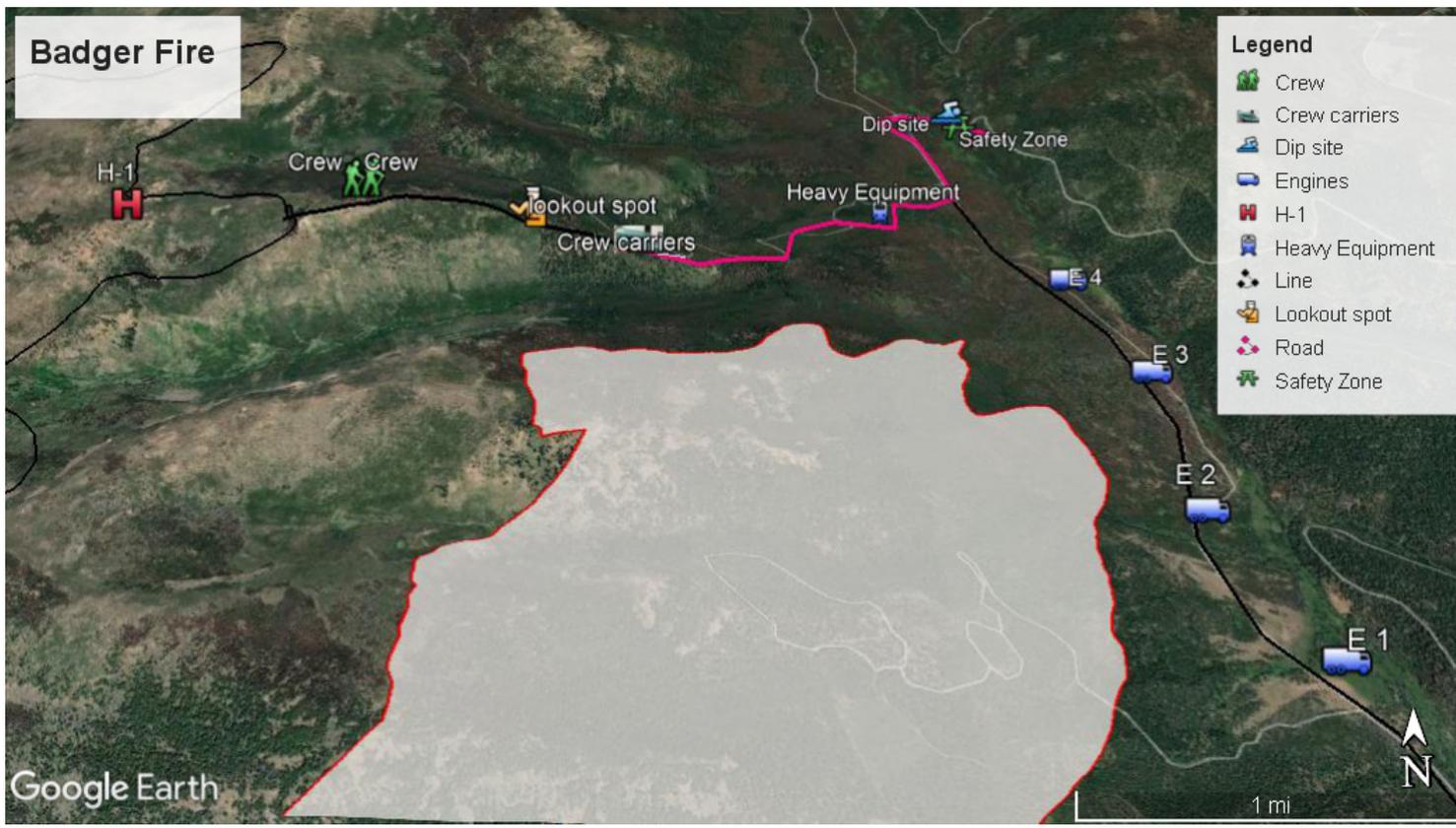
Whatever the decisions of the student may have been, ask the group what kind of decisions they considered and why.

## After Action Review

Conduct an AAR with focus on the training objective. Use the AAR format found in the Incident Response Pocket Guide to facilitate the AAR. There are four basic questions in the AAR.

1. What was planned?
2. What actually happened?
3. Why did it happen?
4. What can we do next time?

TDGS shouldn't have a single solution, keep the focus of the AAR on what was done and why.



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