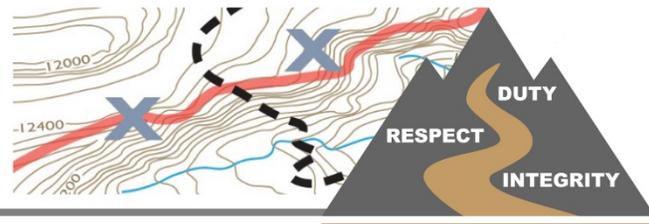


# Tactical Decision Games



Wildland Fire Leadership Development Program

## STRUCTURE PROTECTION – BOUNDARY FIRE

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

#### Author(s)

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#### Target Audience

Task Force Leader, IC Type 4

#### Training Objective

Given the scenario below, the player will decide how to apply the Standard Firefighting Orders, deploy resources, and consider other values at risk on a wildland fire use assignment. Players should verbally communicate their decisions to the appropriate individuals.

#### Resources Referenced

- **1 Task Force Leader/IC type 4**
- 1 Interagency Hotshot Crew
- 2 Engines
- 1 Dozer (available)

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### SCENARIO INFORMATION TO BE SHARED WITH STUDENTS

#### Facilitator Briefing to Student(s)

You are the Task Force Leader for one Type 1 handcrew and two local engines. You have been dispatched to the Boundary fire being managed under a strategy other than full suppression.. This is the first such fire on the forest and must be a success to get the program started. The fire started 3 days ago and has grown to 1,000 acres. The Strategic Operational Planner informs you that the ERC is 45, which is below average, and that this weather (1000 and 20% RH) is expected to continue for about two days, at which time, there is a chance of rain. Fuel is as shown in the photo and the forest has had an above average fire season with several large fires. The fire has been running and spotting until today. Your instructions are as follows: “The Miles Ranch is historic and must be saved. The fire must also be held at the wilderness boundary. I need your resources to protect the ranch and assess the threat to the wilderness boundary. There is a dozer available about two hours away if you need it to reinforce the boundary along

Pinto Creek. Before you start punching any handline in the wilderness, I need to obtain authorization from the Forest Supervisor. Communications may be difficult in the bottom of that canyon. You are the first to go in and assess the situation. Doing fire for resource benefit has been a tough sell around here; if this fire gets out of the wilderness, our program will be set back five years.”

As you approach the fire, you see that there is moderate activity in the interior. As you drop into the drainage, you see that it is indeed a deep, narrow canyon where visibility and communications may both be difficult. The time is 1600 hours. Now what?

Take two minutes to assess the situation and prepare any communication contacts you think are necessary.

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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:

- As you arrive at the Miles Ranch, you cannot see the main fire.
- You are unable to reach dispatch on the radio from the ranch.
- A swamper gets cut on the leg; your only helispot is in wilderness.
- A northwest wind puts a spot across Pinto Creek.

### **Facilitator’s Notes**

This TDGS should focus on Task Force Leader-level decision making and communication. In this scenario, the student has been presented with late-season fire conditions and a structure protection assignment on an incident with regional significance. The Task Force Leader must decide how to handle the assignment and deploy his/her resources.

In this TDGS the student’s actual decision (accepting the assignment vs. offering alternatives, deployment of resources, etc.) is of less importance than the reason why he/she made that choice and the direction given to their resources. Discussion in the AAR should focus on why the student chose a particular option. Once the “why” has been confirmed the discussion can move to the “how” at which point risk mitigation decisions can be discussed.

## 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?

During the AAR items for discussion may also include:

- What qualities should a lookout possess?
- Did the student reference the IRPG? What sections?
- How do land management designations affect your decisions/tactics?

Whatever the decided course of action, ask other participants for their perspective. This may be a good time to discuss the importance of good communications and lookouts with a free-burning fire, potential fire behavior, wildland fire use operations, or how to properly refuse risk.

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

