Module - Helicopter Operations	
Overview	
Objective: Students will be able to identify four ways they can make air-to-ground communication clearer, more concise, and faster, thus minimizing accident risk for firefighters and aviation resources. **Purpose:** Preparing students to communicate in a way that maximizes the efficiency of helicopter operations. **Method:** Students will watch a video and participate in a communications exercise. **Content:** Helicopter Operations, featuring Cathy Barta and John Quackenbush	
Facilitator Quick Checklist	
<u>**The following are the most important tasks that should be considered before implementing this module:**</u> ✓ **Preview the Aviation Communication DVD Module** ✓ **Read the communication passage and instructions for implementation. Note the suggested answers provided.**	

Time	Facilitator Tasks	Refer To
1 min	• **Introduce objectives and method (optional) listed above.**	

Time	Facilitator Tasks	Refer To
13 min	• **Play DVD Module : <u>Helicopter Operations</u>**	**DVD**
1 min	• **Refer students to the Communication Exercise on the student worksheet.**	**SW**
1 min	• **Introduce the activity (see below), then read the following communication passage aloud to class. Explain that they'll be rewriting the paragraph to reflect clearer, concise communication.** **<u>Introduction</u>** **John is a new firefighter and this is his first time calling in bucket drops. He's very excited for this mission, but needs some advice and help about clear, concise communications. Rewrite the following paragraph as if you were John contacting a non-local helicopter pilot for the first time for bucketwork. Eliminate all the "unnecessary information," and keep the communication as short and concise as possible.**	**SW**

Time	Facilitator Tasks	Refer To
	⁙⁙⁙⁙⁙⁙⁙⁙⁙⁙⁙⁙⁙⁙⁙⁙⁙⁙⁙	SW
	Activity	
	"Hey pilot on November Two Nine Five Mike, I am the guy standing down here with my crew on the top of the fire with the pink, uh, flagging on the top of my tool, it's a combi tool and I'm going to be your dude on the ground and my name is John Tucker so you can talk to me when we are communicating. You're at my twelve o'clock. Well, it's more like 1 o'clock now since you're moving around a little. I need you to get us some water on this hot spot, I mean, uh, stumphole and it's right here next to me, so if that bucket's full now, let's just put her on this stumphole and that would help us out a lot. I can put an orange panel down if that'll help. Do you see me? I'm on channel 2. I gotcha at my 6 o'clock now."	
8 min	• Allow students time to rewrite the paragraph using clear and concise text. This paragraph is in the student worksheet.	SW
8 min	• Ask for volunteers to read their paragraphs. Try to get at least 3-4 volunteers to participate.	

Time	Facilitator Tasks	Refer To
5 min	• **After each paragraph provide constructive feedback. Facilitate class discussion on solutions…keep in mind, there are no "right" or "wrong" answers.** **<u>Ideas for Talking Points or Discussion</u>** → *Was the unnecessary information eliminated?* → *Did the pertinent information flow in logical order?* → *Was the information clear, concise, and to the point?*	
	• **The following are some suggested paragraph solutions. You may or may not need to reference them, but they are provided for a backup if you aren't getting volunteers or are struggling with possible solutions.** 95 Mike, Tucker, on 165.225…I'll be your ground contact for this fire. I'm on the left flank at the top of the hill, waving my tool with flagging, do you have me in sight? For the first mission, we'd like a bucket drop on a stumphole here near me, I've laid out an orange panel for you exactly where we'd like it. **OR**	

Time	Facilitator Tasks	Refer To
Estimate Total Time: **38** *min*	95 Mike, Tucker on 165.225. This is your ground contact, Tucker, establishing communication. Are you ready for your first mission? We have a stumphole in the ground we'd like a bucket dropped. It's on the left flank of the fire near the edge of the fireline. There's an orange panel near it. I'm also standing there waving my tool with pink flagging. I've directed the rest of the crew to clear the area.	