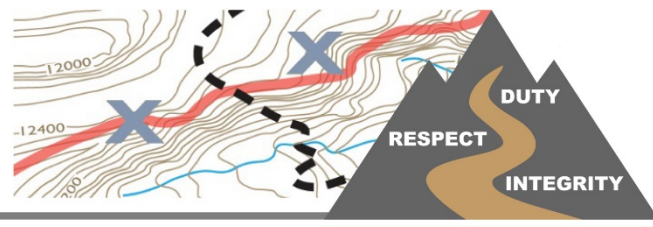


Tactical Decision Games



Wildland Fire Leadership Development Program

SIZEUP AND EQUIPMENT ORDERING – KERN FIRE

INITIAL FACILITATOR INFORMATION—NOT TO BE SHARED WITH STUDENTS

Author(s)

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Target Audience

Fire Effects Monitor (FEMO)

Training Objective

Given the following scenario, the Fire Effects Monitor (FEMO) will need to assess the protection of a backcountry cabin and order the necessary equipment to implement their plan. The player should verbally communicate their responses to the appropriate individuals.

Resources Referenced

- **Fire Effects Monitor from the Unagi Wildland Fire Module, (Player Role)**
- 3 Unagi Wildland Fire Module members with hand tools only
- Type 3 Helicopter
- Resource Advisor

SCENARIO INFORMATION TO BE SHARED WITH STUDENTS

Facilitator Briefing to Student(s)

Current conditions:

- Location – Western US, dry mountainous terrain
- Date – July 12
- Time – 0830
- Maximum predicted temperature – low 80s
- Minimum predicted relative humidity – high teens
- Predicted winds – up canyon @ 5-7 with gusts to 12 miles per hour
- Fuels – Ponderosa pine, western juniper, sage brush
- Fire size – approximately 6,000+ acres

You are a Fire Effects Monitor on the Unagi Wildland Fire Module and assigned to the Kern fire managed under a strategy other than full suppression. You have been dropped off with three other Unagi module members at a historic backcountry cabin to do an assessment for structure protection and to order the necessary equipment. You have been designated chief of party. Your assignment is to have the structure protection in place for the cabin and associated outbuildings prior to being flown back to the base camp at 1900.

The cabin is located about 800 feet from a river. There is an outhouse, old tool shed, and a small corral located in the immediate vicinity (within 100 feet). There are trees of varying size growing within 10 feet of the structures. Tree size ranges from 6 to 30 inches diameter. Because you're in a wilderness area, your instructions are to not cut any trees larger than 8 inches.

Fire behavior has consisted of afternoon runs of varying intensity. Runs are dependent on terrain and wind aligning, without alignment fire behavior has remained on the ground. Winds are primarily influenced by local terrain features. There has been no stand replacement runs observed. The fire is not expected to reach the area of the cabin until the following afternoon.

The Agency Administrator has made it very clear to the team that it is critical this cabin does not burn. Minimum impacts suppression tactics (MIST) are expected to be applied. There is a helispot located in between the cabin and the river. The helispot is a viable safety zone.

Take 3 minutes to develop an equipment list to be ordered through the appropriate channels.

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:

- The equipment order comes in with the wrong equipment or not enough equipment.
- The equipment order is delayed indefinitely due a mechanical problem with the helicopter.
- Some of the equipment malfunctions.
- It looks like the fire will arrive later that day which is earlier than expected.
- A den of rattlesnakes is discovered underneath near the cabin.
- A Resource Advisor is flown in who starts to take charge of the assignment.
- One of the module members insists upon going fishing.
- It's late in the day and helicopter won't be able to pick the FEMOs up forcing them to spend the night with only their fire packs.

Facilitator's Notes

This scenario is designed as a seminar-style TDGS but can also be used stretched into a simulation.

The idea with this TDGS is for the FEMO to quickly assess a situation and order the necessary equipment to complete an assignment. The scenario can evolve depending on what type of equipment the FEMO orders. As a secondary objective, the Facilitator can create an opportunity for the FEMO to brief their subordinates on an implementation plan after the equipment arrives. This should be dependent on the FEMO's skill level. The Facilitator should be careful to not let the FEMO get overly focused on tactics. The idea is for the FEMO to make a quick assessment, create an equipment list, and then communicate their needs.

There is no right or wrong answer to the type of equipment which should be ordered. It is up to the Facilitator whether they want to limit the availability of anything. Items to consider during the AAR are:

- Was the FEMO's choice of equipment logical?
- Did they order a chainsaw? pump? hose? hoselay hardware? sprinklers? shelter wrap? other?
- Did the FEMO effectively communicate their equipment order through the appropriate channels?
- Did the FEMO effectively brief his/her subordinates on a plan of action?
- Did the FEMO assign one of his/her subordinates to function as a lookout?
- Was the FEMO able to deal with any of the what-ifs?

The Facilitator has the option of role playing one or more of the additional roles. This may be effective with the original dilemma to ensure the objective of the game is achieved. However, the Facilitator should take care not play too many roles or to dominate the exercise. There should be some room for flexibility to allow the game to take unforeseen directions. Facilitators should be creative and experiment each time they put this game on based on prior experiences with this scenario.

The original scenario relates to the primary objective. The "Murphy's Law what-ifs branch into the secondary objectives. These mostly relate to the players being distracted by other people or events. The secondary objectives are best delivered by other role players. The Facilitator should designate other members of the group to act as the additional role players during the two minutes the player is considering their original response. The Facilitator should brief all role players on when to enter into the scenario. In this way the Facilitator can control the pace of the game and throw in what-ifs as their discretion to keep the game flowing. As with any real life scenario, events are influenced by the personalities of the people involved. These are the unknown human factors. The role playing scripts are intended to allow the role players flexibility to add a human factor component throughout the game. The Facilitator should encourage this to run its natural course as long as the players remain serious and stick to the intent of the dilemmas.

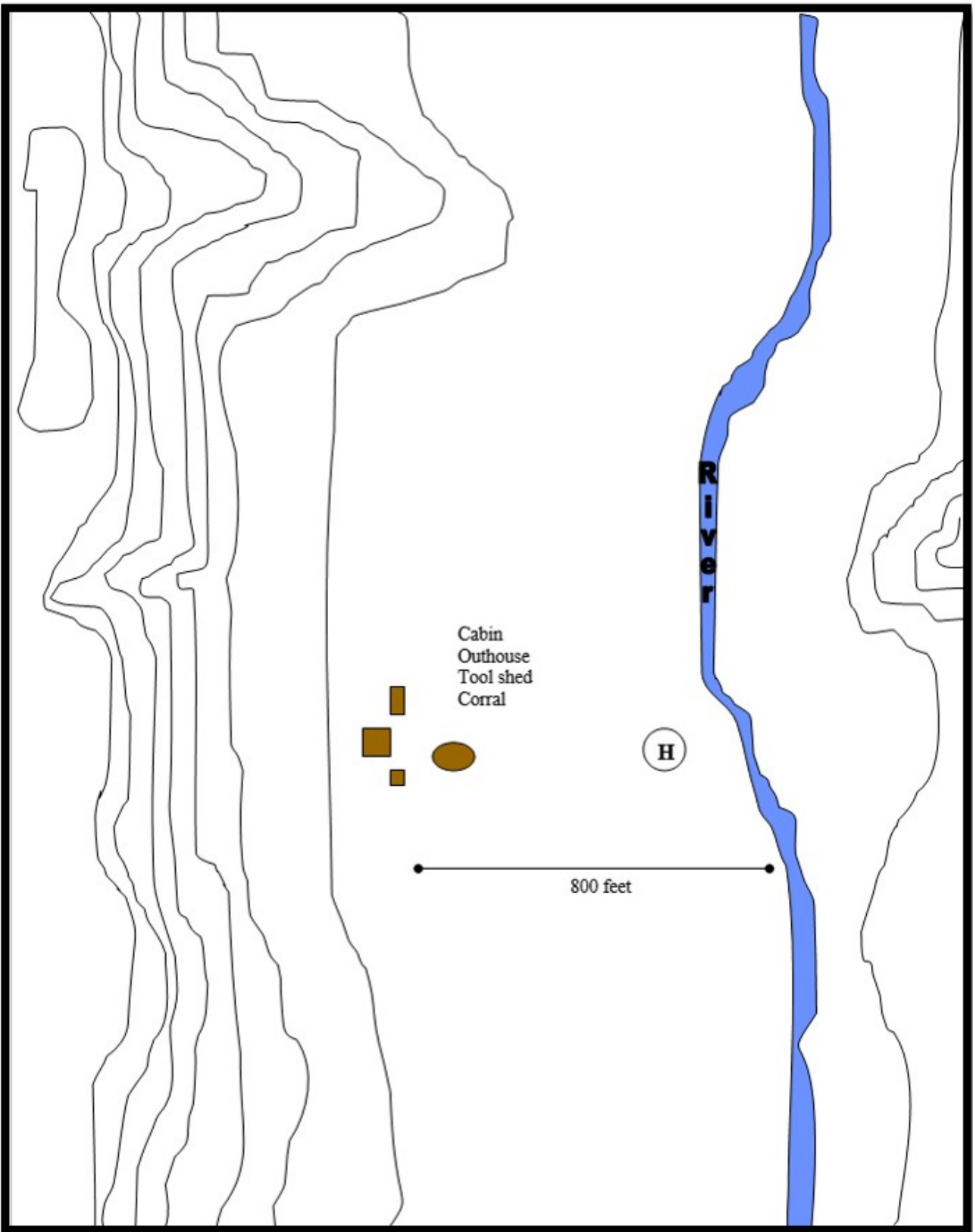
The Facilitator must find the balance as to not overload the players but keep as much pressure on them as they can handle.

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.



ROLE PLAYING SCRIPTS

You are a resource advisor who gets flown in. You have a lot of concern about the cabin and a lot of ownership in how the structure protection is done. You immediately start questioning the FEMO's plan and decisions and try to take over supervising the operation. You are a classic "type a" personality and are used to getting your way.

You are a module member who wants to take advantage of being in a pristine wilderness area by going fishing. You insist on being able to fish and promise to provide lunch for the rest of the module members. You won't take no for an answer.

You are a module member who has just discovered a den of rattlesnakes near the cabin. You have a snake phobia and are in a panic. You refuse to continue working on the assignment and recommend that everyone leave the vicinity immediately.