This Day in History is a summary of a powerful learning opportunity and is not intended to second guess or be judgmental of decisions and actions. Put yourself in the following situation as if you do not know the outcome. What are the conditions? What are you thinking? What are YOU doing?

**Incident Name – Incident Date**This Day in History

**Incident Summary:** (half page or less, including subheadings)

Explain the events of the day. After reading this the reader should understand:

* the context,
* conditions leading to the event,
* major players involved,
* major turning points,
* and the outcome.

Speak right to the heart of what happened. It is tempting to write a minute-by-minute account here but keep the incident summary concise. Think carefully about what information is essential to share to create the learning opportunity and rich discussion. The most valuable learning is likely to occur from the discussion questions you pose, rather than the information you present.

**Subheadings:**

Major parts of the story, concepts, or contributing factors may merit more space on the page—break these out into subheadings. For example, “Trust”, “Extreme Drought”, “Communication”, “Crew Cohesion” are broad concepts. Further explain 1-2 broad concepts from the event that will add value and learning opportunity for the reader.

*Images:*

* + diagram, chart, etc. to illustrate a concept,
	+ photos from the scene that day,
	+ other imagery,
	+ What visual aid would best complement the learning opportunity you are trying to create?

**Discussion** (up to half the page):

Now turn over the above major concepts to the reader. Discussion questions/points should stimulate:

* critical thinking,
* interactive dialogue,
* a thought experiment,
* or a brief exercise (ex: an in-house equipment check, or accessing an online resource).

This section should take the reader off the page and bring them back into their current context with their crew or team, encouraging active engagement with the material. The discussion section must facilitate a learning opportunity or a conversation in which learning firefighters can learn from each other. Create at least a couple of discussion points that may lead to long conversations.

**References:** (Example only—use this formatting to add your own references; add pages and chapters when possible)

*10 Standard Firefighting Orders,* PMS 110, <https://www.nwcg.gov/publications/pms110>

*10 and 18 Poster,* PMS 110-18, <https://www.nwcg.gov/publications/pms110-18>

*18 Watch Out Situations,* PMS 118, <https://www.nwcg.gov/publications/pms118>

*NWCG Incident Response Pocket Guide (IRPG),* PMS 461 (pp. 13-15), <https://www.nwcg.gov/publications/461>

*Interagency Standards for Fire & Fire Aviation Operations (Red Book) (*p. 61*)*, <https://www.nifc.gov/standards/guides/red-book>