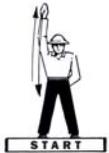


Module 4 - Fire Safety

Objectives:

- 1) **Communication with Aviation Resources:** Given an aerial photograph, effectively describe a ground target to a simulated aviation resource.
- 2) **Indians Fire:** Given the Indians Fire Case Study, students will participate in a class discussion based on the topics provided.

| DVD Module | DVD Action | Content | Facilitator Tasks | Refer To |
|-----------------|--|---|--|----------------------------------|
| Module 4 Part 1 |  (15 min.) | <ul style="list-style-type: none"> • Communication with Aviation Resources – Gil Dustin | <p>Purpose: Give students an opportunity to practice and improve upon their communication skills.</p> <p>Method: Watching video, working in pairs completing a communication exercise.</p> <p>Facilitator Note: Students will be working in pairs for the exercise after the aviation communication video segment. There will be a still photo displayed during the segment that will be used for the exercise. “Directing Retardant and Bucket Drops” from the IRPG has been included in the SW.</p> | SW-32 SW-31 |
| Module 4 Part 1 |  | | <p>Facilitator Note: Emphasis for this exercise should be placed on proper communication skills. Effective communication and radio etiquette is important for all firefighters, not just aviation resources. Exercise directions are included in the FG and SW.</p> <p style="text-align: center;"><i>(Suggested time: 10 minutes)</i></p> | FG-35 through FG-36 SW-31 |

Target Description / Communication Exercise

Resources/Role Players:

- Type 1 Airtanker (Tanker 00): Role played by Student A
- IC/Engine Module Leader (PV IC): Role played by Student B

Exercise set up:

- Photograph is located on **page 32** in the SW and **page 37** in the FG.
- Students should communicate as if they were on the fire talking on the radio.
- If possible, attempt to create pairs that do not know each or do not typically work together.
- Each role player should not be able to see the other’s photograph.

Exercise Continues on Following Page

Facilitator briefing to airtanker pilot (Student A):

- You are assigned to the PV Fire - you have enough flight time for **one** drop.
- Check in with the IC and get briefed.

Facilitator briefing to the IC (Student B):

- Brief the airtanker that is assigned to your incident.
- There is only one airtanker available at this time - no other aircraft are in the area.

Scenario:

- The IC will:
 - Draw a retardant line on their photograph with a marker or pen, showing where *they want* the drop (start and stop point should be identifiable).
 - Give a target description to the airtanker pilot using the guidelines from the IRPG in the SW.
- The airtanker pilot will:
 - Check in with the IC and receive instructions.
 - Get feedback from the IC / Give feedback to the IC.
 - Draw on their photograph with a marker or pen, showing where *they believe* the IC wants the retardant line (start and stop point should be identifiable).
- Following the scenario, the students will compare their two photographs and see if the identified targets actually match up.

Class discussion following the communication exercise:

- Were you successful in describing your target to each other? If so, why?
- If your targets were not the same what were some of the reasons?
- What were some of the barriers that made this exercise challenging?
- **Facilitator** - provide personal examples (if applicable) that would help emphasize the importance of communication.

Optional Scenario (continuation of exercise):

- Have Student A and Student B switch roles and retry the exercise.
- Discuss the difference between the first attempt and second attempt.
- Was it easier to communicate the target description with additional practice? Why or why not?

| | | | | |
|-------------------------------|--|--|---|-------|
| Module 4 Part 1 (cont.) | | | Facilitator Note: Summarize the communications unit by discussing the following aviation communication techniques: <u>Good techniques:</u> <ul style="list-style-type: none">• Know your objective• Use easily identifiable references• Talk when the pilot is in position to see the target• Give specific drop instructions• Use standard and consistent terminology <u>Poor techniques:</u> <ul style="list-style-type: none">• Unsure of objectives• Using references or landmarks unfamiliar or not easily seen by the pilot• Using vague instructions like “cool it off”, “hit the right side of the fire” | SW-33 |
|-------------------------------|--|--|---|-------|

