

COURSE: Prescribed Fire Planning and Implementation

TOPIC: Final Exercise

SUGGESTED TIME: Allow 3 hours for students to present parts of their burn plans, and for questions and answers.

TRAINING AIDS NEEDED: Flip chart and pens, overhead projector if students would like to use it, overhead transparencies and markers, power point projector and screen.

INSTRUCTOR NOTES:

As a requirement of this course, the student needs to successfully complete a burn plan. The students have been provided with a completed electronic sample burn plan, as well as a hard copy in the student guide. They should come prepared with maps and other information from their home unit to prepare for this exercise.

IT IS HIGHLY RECOMMENDED THAT YOU BRING IN SAMPLE COPIES OF BURN PLANS OF LOW COMPLEXITY FROM THE GEOGRAPHIC AREA THE COURSE IS BEING CONDUCTED IN AS REFERENCE. THE STUDENTS WOULD LIKE TO SEE MULTIPLE COPIES, OR ALTERNATIVE WAYS OF WRITING A BURN PLAN. ADDITIONAL SAMPLES OF SUCCESSFUL BURN PLANS SHOULD BE INCORPORATED INTO THE LESSON PLANS OF THIS COURSE.

Instructors need to act as coaches and mentors for the students throughout the course so the end result is a classroom full of students that understand the components of a burn plan, and can put that knowledge to use by writing one. Completion of the Prescribed Fire Burn Boss Type 3 task book is the final check that a student is ready to be certified by their home unit as a qualified burn boss. This course gives the students the tools they need to be able to conduct prescribed fire planning and the successful writing of a burn plan.

The students need to be encouraged to work on their final exercise throughout the course. It helps if the students can work on specific sections of the burn plan after they have heard the formal presentation sometime during the day. The best students in the class seem to find time to do this at the end of each class day.

Having about six instructors available to mentor students through classroom and evening sessions yields the greatest supportive feedback. This is a major workload on the cadre, often with long hours put in, but it seems to generate a great deal of thought and understanding of the planning process as a result. It provides fresh faces and speakers and provided good coverage to students. It is best to ask the instructors up

front if they can be present at the course throughout the week for this purpose, and not just for their assigned teaching roles.

Comments and discussions by the cadre during student presentations should be encouraged to promote the information-sharing atmosphere. This wrap up session at the end of the course can consist of students presenting various sections of their plan, identifying issues and concerns, mitigation efforts, and thought processes utilized in their development of their burn plan. A general overview of one basic plan at a low complexity can be presented first, identifying each required element of the burn plan. (This could also bog down the final presentations, so be sure you select the right individual). For example, following the overview, you can proceed with presentation of 2 or 3 objectives, 3 complexity analyses, 2 smoke management sections, 2 ignition plans (1 low end and another at the higher end), 1 unit map discussion, 1 preparation section, 2 holding plans, 2 contingency plans, and several mitigation efforts involving sensitive features, special concerns, etc. that had not been identified as a result of discussion up to this point. Exactly how you allow the presentations to be conducted is up to you.

Important points to consider with this final exercise:

- 1) The purpose of the final exercise is to generate discussion amongst students and show the wide range of possibilities that exist in burn plan development. This will require a skilled moderator to generate discussion, provide focus on new or unique points, and keep the process flowing due to time constraints.
- 2) The coaching and mentoring process that should occur throughout this course will lead you to the discovery of students that have well written burn plan sections, that would lend themselves to good discussion in this wrap-up session. It is critical that the cadre is fully involved in evening help sessions as well as devising a strategy for this final exercise. Through their involvement, the cadre can obtain a list of items for discussion during the final exercise should the students not be readily willing to volunteer to share their burn plan ideas with the class (as can be expected for the first few minutes).