

SPEAKING OF FIRE

FIRE PROTECTION PUBLICATIONS • OKLAHOMA STATE UNIVERSITY

A quarterly newsletter of Fire Protection Publications (Headquarters for IFSTA) Summer 2002 Vol. 2 Number 2

From IFSTA!

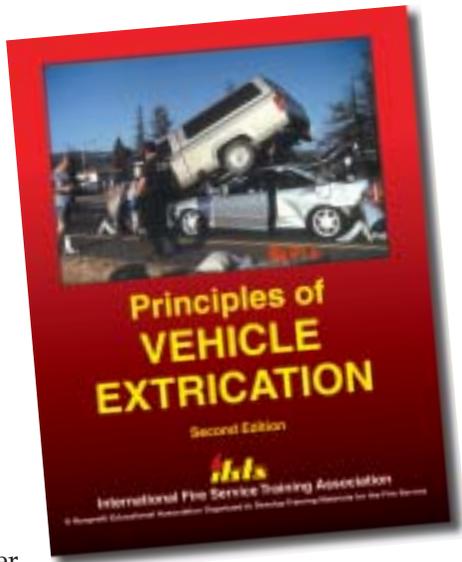
By Carl Goodson

One need only watch the evening news to know that vehicle accidents occur everywhere that land-based vehicles operate — streets and highways, improved and unimproved country roads, railroads and light rail tracks, farms and ranches, and industrial facilities and construction sites. And they occur with depressing frequency. Statistically, motor vehicle crashes are the leading cause of death for Americans between the ages of 5 and 32 and the leading cause of injury for all age groups. They are also responsible for 13 percent of all firefighter deaths.

The majority of vehicle extrication incidents are handled by firefighters (either career or volunteer). Others are handled by dedicated rescue squads or rescue companies (public or private) or by law enforcement personnel. Regardless of their rank, title, or organizational affiliation, emergency responders must be properly trained and equipped if they are to handle vehicle extrication incidents safely and efficiently. And that's where the IFSTA **Principles of Vehicle Extrication** manual comes in.

Since its publication in January of 2000, the second edition has generated many favorable comments from those who have purchased it. The manual provides up-to-date information on vehicle construction and technology, including air bags and other restraint systems, and how rescuers can safely work in close proximity to these systems. In addition, the Maryland Fire and Rescue Institute (MFRI) at the University of Maryland has developed a curriculum based on the book. The MFRI curriculum is currently being field-tested before being made available to the fire and emergency services.

The second edition begins with an introduction to vehicle extrication that provides critical definitions and identifies relevant organizations in both the U.S. and Canada. The introduction is followed by chapters on scene management and incident command, extrication equipment, and extrication techniques. The application of these concepts, tools, and techniques to



continued on page 2

From the Director

In the Fall 2001 issue of *Speaking of Fire*, I spoke of my admiration for author Stephen Ambrose and the way that he is able to capture both the invaluable contributions made by individual soldiers to the overall success of the allies in World War II and the complex leadership and administrative skills necessary to maintain that alliance in order to win the war. On several occasions since September 11th, President Bush has noted that our country is involved in a different type of war in our struggle against terrorism — one that is just as threatening to our country as any other in history and one that for the first time has brought our civilian service to the front lines in a major way. While we may not have a storied history in such endeavors (say to the extent of the London brigade in World War II or Sarajevo in the 1990s), perhaps some of the lessons captured by Ambrose can provide insight and guidance in our efforts.

The operations that began last September involve an incredible long-term effort on behalf of any number of departments, agencies, and other organizations. But it was the collective effort of hundreds of teams of individuals (each critical to overall success), working in a coordinated effort towards a common goal that made the operations the overwhelming success that they are. As Ambrose notes:

But for all that American industrial brawn and organizational ability could do, for all that the British and Canadians and other allies could contribute, for all the plans and preparations, for all the brilliance of the deception scheme, for all the inspired leadership, in the end success or failure came down to a relatively small number of junior officers, noncoms, and privates or seamen in the American, British, and Canadian armies, navies, air force, and coast guards . . . It all came down to a bunch of eighteen-to-twenty-eight-year-olds . . . But when the test came, when freedom had to be fought for or abandoned, they fought. They were soldiers of democracy . . . and to them we owe our freedom.¹

Consider once again last September and allow me to respectfully take a measure of literary license and paraphrase Ambrose's brilliant lesson, but this time considering an army of "citizen soldiers" clad not in fatigues but in turnouts:

continued on page 2

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Predictability Kills

by Michael Marks

This statement is a long-established and proven axiom of military training. The moment enemies know where you will be or what you will do, their ability to hurt you increases dramatically. Sadly, the heroic selflessness that carries a firefighter into a burning building without question can prove to be a powerful tool in a terrorist's arsenal.

The truth of this statement is illustrated in the following scenario, which (while fictional) is based upon real events that have taken place in both the United States and Great Britain:

When Bobby D'Angelo was six years old, he wanted to be a superhero. The logic behind this career choice, he explained with earnest enthusiasm, was simple: Everybody is happy to see the good guys.

At twenty-six, Bobby had traded his dreams of spandex tights and a cape for bunker gear and heavy boots, but for the most part his original logic held true. Bobby made the world a better place just by showing up. As a firefighter Bobby didn't judge or criticize. Light or dark, man or woman, young or old – Bobby set out to save them all with equal fervor.

"Yep," Bobby grinned as he climbed down Engine 33's diamond-plate steel steps, "Everybody is happy when I show up."

Reeling off a coil of inch-and-a-half hose, Bobby looked at the burning Toyota. It was a small fire that promised to make for a short run. A young boy in the crowd gathering across the street waved happily, blue eyes shining beneath a thatch of blonde hair. Bobby grinned broadly and returned the gesture. Nobody hurt, small fire . . . it was going to be a good day.

Of the many eyes that watched Bobby's every move from the crowd forming along Deacon Street, one pair watched from the shadows of the Fleming Motel, Room 3C, located diagonally across the intersection. These eyes were happy to see Bobby as well, but for an entirely different reason.

John (the name that appeared on his false passport) sat alone in the darkened room. A cheap remote control sat in his lap. His dark eyes watched as the firefighters converged, just as he knew they would.

continued on page 6

continued from page 1

From the Director

But for all that American fire service expertise and organizational ability could do, for all that the mutual aid companies and other supporting agencies could contribute, for all the plans and preparations, for all the brilliance of the incident management plan, for all the inspired leadership, in the end success or failure came down to a relatively small number of commanders, officers, and firefighters from departments large and small . . . It all came down to a bunch of eighteen-to-twenty-eight-year-olds. . . But when the test came, when lives had to be fought for or abandoned, they fought. They were soldiers of democracy . . . and to them we owe our lives.

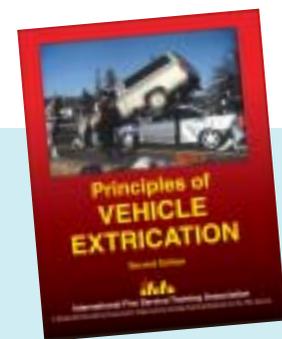
You have heard it here before, and you will undoubtedly hear it again because it is our mission – You are critical to us. We do our job so that you can do yours, and when you succeed, we succeed. Know that as you continue to do your part in this new war, whether in everyday battles or major incidents, we stand committed to support you in every way possible. So stand tall, remember your commitment, support one another, and always be safe!

Sincerely,
Chris Neal
Christopher Neal

2 Ambrose, Stephen E. D-Day June 6, 1944: The Climactic Battle of World War II, New York, N.Y.: Simon & Schuster, 1994. pp 25-26.

continued from page 1

From IFSTA!



Vehicle Extrication... Why Do You Need This Book?

- Vehicle extrication incidents occur everywhere that land-based vehicles operate.
- A critical need exists for all rescue personnel to be fully aware of the challenges they face during vehicle extrication incidents.
- If rescue personnel are to perform extrications safely and efficiently, they need to have the most up-to-date information and training available.
- The book provides rescue personnel with an understanding of the current challenges created by the technological advances in vehicle design and construction.
- The book serves as a reference in formal training courses on vehicle extrication and in self-study by individual firefighters and other rescue personnel.

various types of vehicles and situations is discussed in subsequent chapters. How these tools and techniques are applied in situations involving automobiles, sport utility vehicles, minivans, and pickup trucks is reviewed. Also discussed is the application of techniques to crashed and/or overturned buses and medium and heavy trucks. Extrication incidents involving trains and light rail vehicles are reviewed, along with those involving industrial and agricultural vehicles. Finally, special vehicle extrication situations are discussed.

The introductory chapter identifies the knowledge, skills, and abilities needed to function safely and effectively at vehicle extrication incidents. Also identified are critical success factors and extrication principles. The roles and responsibilities of various emergency responders are discussed. Finally, a section on vehicle anatomy introduces the reader to standard terminology for the various parts and components of vehicles on the road today.

The chapter on scene management and incident command discusses the emergency response from pre-incident planning to arrival at the scene. Also discussed are components involved in taking charge of the scene and estab-

continued on next page

TABLE OF CONTENTS

SPEAKING OF FIRE • Summer 2002 • Volume 2 Number 2

Letter from the Director	1
From IFSTA!	1
Predictability Kills	2
Getting Ready for Fire Prevention Week (FPW) 2002	4
Revision Policy for IFSTA Manuals	7
FPP Profile... ..	7
IFSTA/FPP On the Road	7
First and Goal	8
F.I.R.E. Grant Program 2002-2003	8

From IFSTA!



Photo by Howard Meile II, Baltimore, Maryland

lishing fire protection, isolating energy sources, stabilizing vehicles, determining and creating the best access/egress points, and disentangling and removing victims. All of these components are then tied together to describe a successful extrication incident.

The chapter on extrication equipment describes the traditional as well as the newest innovations in vehicle extrication tools and equipment. Everything from personal protective equipment to the various types of rescue vehicles is discussed.

The principles involved in applying extrication techniques to incidents involving a variety of vehicle types remain the same. To avoid repeating these techniques in each chapter relating to each type of vehicle, all extrication techniques are described in one chapter.

Having established a foundation of information on tools and techniques, a chapter on bus extrication follows. Incidents involving all types of buses common to North America are discussed. Of particular interest is the discussion of shoring overturned buses to prevent them from suddenly and unexpectedly righting themselves and perhaps injuring emergency responders or others.

Incidents involving medium and heavy trucks are discussed next. Like buses, these sometimes-massive vehicles can be extremely dangerous to

"The IFSTA Principles of Vehicle Extrication Second Edition is an ideal training source for everyone from the novice to the more experienced rescue personnel. The vast array of rescue tools and stabilization techniques presented will allow rescuers multiple ideas and tactics to safely handle the even more advanced and unusual situations, in addition to the everyday scenarios we commonly encounter."

Garry Ruble, Assistant Chief
Bascom Joint Fire District
Bascom, Ohio

work around if they are not properly stabilized. The tools and techniques needed to stabilize these vehicles and maintain their centers of gravity are reviewed.

The chapter on railcar extrication discusses a wide variety of vehicles that operate on rails. Also discussed are the similarities and differences between the various types and how that affects the extrication operation. For example, how do you stabilize an overturned or derailed railcar that weighs more than 200,000 pounds? Even though the equipment and techniques are somewhat unique, the stabilization principles are no different from other types of vehicles.

The chapter on industrial and agricultural vehicle extrication discusses the problems peculiar to tractors, forklifts, road graders, and other similar vehicles. Also discussed are extrication incidents involving two-wheel and all-wheel drive vehicles as well as track layers. Other industrial vehicles such as those with articulating and telescoping booms are also discussed.

Finally, the application of standard vehicle extrication tools and techniques to special extrication situations is discussed. The special situations reviewed are vehicles in structures, vehicles in water, multiple vehicle incidents, recreational vehicles, amusement park rides, and vehicles hanging from bridges or other high places.

While no emergency responder can expect to become fully proficient at vehicle extrication by reading the second edition of the IFSTA **Principles of Vehicle Extrication** (or any other book on the subject), it is one essential ingredient. If the information contained in this book is combined with hands-on training delivered by competent instructors and experiences working under supervision at actual vehicle extrication incidents, the reader can learn to function safely and effectively in these often-hazardous environments.

Carl Goodson is currently Interim IFSTA Projects Coordinator at Fire Protection Publications.

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Getting Ready for Fire Prevention Week (FPW) 2002 or Everything You Always Wanted to Know About Speaking to School Assemblies

by Nancy Burks

It is still summertime, but it is not too early to think about Fire Prevention Week (FPW) 2002. Fire Prevention Week brings a flurry of activity to most fire departments. This activity usually includes fire safety presentations to local schools. Presenting to a large or small gathering of kids requires special skills.

Speaking of Fire consulted with successful fire and life safety educator Nancy Burks to give readers some helpful tips as preparations begin for fall fire and life safety talks. Nancy is a fulltime ventriloquist and storyteller who performs with her "friends" Larry the Crocodile, Waco the Weasel, Amy-Amanda, the teenaged cheerleader Zebra, and others. They present public safety topics such as fire and burn prevention, motor vehicle safety, drug awareness, character education, literacy, faith-based programs, and many more. She offers some secrets to her success with a Top-10 List that should help us all become better presenters.

Words from Nancy: In an average year, I perform as a ventriloquist more than 300 times. My audiences range from wiggly three-year-olds to drunken conventioners and everything in between. The comments that follow a performance vary wildly as well, from the sweet and complimentary to the just plain bizarre. (A man once suggested to me that I needed an exotic dancer puppet). The one comment that is my favorite, however, is when a school administrator says something like this: *"The kids loved your show and I think they got a lot out of it. But what the teachers appreciated most is the fact that you had not only their attention, but you had control."*

Never underestimate the importance of control during your presentation. It doesn't matter how thought provoking or well researched your fire safety talk is, if the kids don't hear it, they won't remember it. The following is my Top-10 list of suggestions for a successful, controlled presentation:

1. ALWAYS USE A SOUND SYSTEM.

It is surprising how often people balk when confronted with a microphone. *"Oh no, I have a really loud voice,"* they say. NO ONE has a voice loud enough for a cafeteria full of elementary or middle school students! Just because you can hear yourself does not mean that people in the back row can hear you. Presenting to a small group of students that requires sustained speaking for an hour is very tiring for the voice. Even a trained speaker's voice can be stressed. Ensure that all the kids can hear and that your voice will last for the next presentation — in other words, use a sound system.

The use of a microphone also commands immediate respect and attention. Purchase and use a high-quality sound system with multiple microphones. Relying on the school to supply you with one is a risky prospect at best. Consider a wireless microphone headset with portable speakers. This technology is readily available, easy to use, and will make your presentation more professional.

2. SEAT KIDS ON THE FLOOR.

It is not always your decision to make, but if you are asked for your input, request that the kids be seated on the floor rather than at tables in the cafeteria. A table in front of them invites finger drumming, coin sliding, knocking and (believe it or not) spit puddling. Legs and feet under a table are just asking for kicking, stomping, and swinging.

Kids on the floor in "criss-cross applesauce" position (lotus position if you do not know kindergartenesse) with legs crossed and hands in their laps is the ideal way to keep them still and out of one another's "personal space." It is also good to have a center aisle so that teachers can reach students for one reason or another. Another thing learned from long experience is this: Administrators always put the youngest children in front and work backwards. This plan makes sense except that it puts very small children in a long line across the front (and many schools have 4-year-old prekindergartners). It is inevitable that the child who is unhappy, is scared, or has to go to the bathroom will be the one right smack in the center of the first or second row. It is better to have the very small children on one side in two or three rows rather than stretched straight across. These are school procedures, but you can make these seating suggestions as you are prearranging your presentation with the school.

3. GROUP AGES TOGETHER.

Children receive information differently, react to things differently, and certainly laugh at different things. If you have the luxury of more than one assembly, ask that they be grouped in contiguous age groups. Kindergarten through second grade works well, as does third grade through sixth grade. When older students see young ones laughing and enjoying a show, they immediately think it's "baby stuff" and put up a wall. Every advertising agency in the country knows that you sell to children by making them think that what they are getting is really for big kids. That's why 12-year-old girls are in Barbie commercials.

4. START WITH A LAUGH!

You don't have to be a standup comedian with a million one-liners in your repertoire to be able to get a laugh. Here are two suggestions that will always work when delivered with confidence:



- *"Good morning! I am Lt. Ron Jones and I am the most popular man in school today because I GOT YOU OUT OF CLASS!"*
- *"Good morning ladies and gentlemen! I am happy to be here at Burberry Elementary School. I am Arnold Schwarzenegger!"* (Or Britney Spears or Sponge Bob Square Pants)

Once you have the laugh you have the audience. They are on your side. Kids and adults want to laugh and have a good time, and even if your presentation is mostly serious they will remember that you made them laugh.

5. MANAGE MISBEHAVIOR.

ALWAYS take care of a discipline problem. It will NOT, no matter how much you want it to, take care of itself. More commonly it creates a snowball effect. You will have a big problem instead of a small one. Be swift, be gentle, and without remorse. It is a guarantee to you that the teachers and administrators of the school where you are speaking want you to do this.

Relocate a child who is acting out. Do not rely on a child to move him or herself. It does not work. If you say *"Son — you there in the red shirt,"* you will have 40 kids looking down at their shirts or looking around until you have them all standing up trying to figure out who you're talking about. You have now created more of an uproar than the child ever did. Instead find a teacher to look at who is sitting close to the child and say *"I need someone to move that little boy with black hair and a red shirt who cannot keep his hands to himself."* Then immediately MOVE ON. Do not dwell on the situation and do not wait for it to be remedied. You have given the care of one child over to someone else — now you need to return to the 300 others who were not being a problem.

If you cannot locate a teacher who could help you and you must take care of it yourself, wait until you have eye contact with the child and say in a no-nonsense voice *"If you do not stop, I am going to come get you and take you to your teacher."* I guarantee you that will fix the problem. Whichever method you choose, do not take more than 15 seconds to employ it.

6. SELECT PARTICIPANTS IN ADVANCE.

If your program calls for children to assist you, arrange for these children in advance. Tell the person who arranges the program for you how many

children you will need and what ages, and then ask for a list of names so that you can call them up on stage at the appropriate time. This avoids a myriad of problems such as children who behave inappropriately or children who are too shy to assist you well. I once made a boy cry by speaking to him from the stage. He had been enjoying the show immensely, but unbeknownst to me the child was autistic, and the sudden attention was devastating to him (as well as to me)! You want the right children to help you so your show will be successful for them and you. Presenters from outside the school do not know the student body well enough to make appropriate selections. Perhaps more importantly, you do not want to make a child uncomfortable for any reason by selecting them.

Teachers or administrators can make these selections for you before the presentation. This process also provides them the opportunity to reward students through the selection process.

7. DON'T SET KIDS UP FOR FAILURE.

No one wants to be embarrassed in front of his or her peers — especially not children. You are not in the school setting to “test” anyone. You can ask questions that you are assured the children will know the answer to such as *“What do you do if your clothes catch on fire?”* or *“What number do you call if you are in danger?”* But *don't* get a kid up on stage with you and ask how many house fires the county had last year or name the leading cause of home fire deaths. If you use children as volunteers, it is your job to make them look good, not bad.

8. ASKING FOR “QUESTIONS” IS RISKY.

Don't extend your presentation by asking *“Does anyone have any questions?”* because kids have a million questions and most of them don't make much sense! Kids love to be seen and heard, and they want the opportunity to speak. Their questions seldom have an impact on the information you just presented. If you've done your job, you don't need to ask for questions. Asking for questions in an assembly setting with 300 kids is never appropriate. The other children cannot hear the questions and even worse, sometimes you can't hear the questions.

If there are a few minutes left when your presentation is completed, don't succumb to the temptation to use “war stories.” Most of our fire department experiences are not appropriate for young children and do not reinforce the fire safety messages you just delivered. You are there to save lives, not impress kids.

9. BE PREPARED!

Be mentally prepared. A good presentation is a presentation delivered with energy and enthusiasm! A good presentation requires your total concentration. The kids have to know that while you are there, they have your total attention. Kids know if you like them and if you want to be there. Be genuine in what you say and how you say it. Kids have a very sensitive “fake meter.” They can spot insincerity in a minute!

Know your material. Use notes if necessary. Practice what you're going to do and say. Time your presentation. You do not want your

presentation to go over the allotted time or be several minutes short.

Be physically prepared. Know how to use and set up the sound system. Test all audiovisual equipment before the presentation. Have a bottle of water, a trash bag, and a tissue. If you do a puppet show or have other similar props, have a needle and thread, safety pins, and duct tape for last-minute repairs. Travel with a power extension cord and spare bulbs for all projectors.

10. IT AIN'T OVER 'TIL IT'S OVER!

You are not finished with your show just because the script says “The End.” You are only finished with your show when you have delivered CONTROLLED and WELL-BEHAVED students back into the care of the responsible school administrator.

Do not leave 300 students clapping, yelling, and bouncing around for someone else to deal with — that is not fair to the school or to the students — and it will not leave your school representatives with a good impression of you or your presentation.

If the end of your program is an obvious end, the kids will applaud. If not, take matters into your own hand. Children need to learn good audience manners and that includes applauding at the end. You can do this as simply as saying *“Thank you so much!”* and beginning the applause yourself. This technique works well, and it is not as awkward as it sounds.

Don't stop there, say something like this: *“Thank you so much for welcoming us to your school and for being such a good audience! Your teachers were kind enough to let us come today and we'd love to come back. This is what YOU have to do for your teachers to invite us back. YOU have to be on your best behavior. Everybody on their bottoms (watch it happen!) . . . legs crossed (you can hear the rustle) . . . hands in your laps. Wait quietly and patiently. You don't have to clap again because you've already done that. Don't move a muscle until your teacher comes to get you. I'm Lt. Ron Jones reminding you to stay safe!”*

You have now delivered a QUIET controlled group of young people into their teachers' hands. You have no control over what happens next, but you've done your job!

I hope these tips help you. Every one is time-tested and honed through thousands of performances. Remember — they can't LEARN from you if they don't HEAR you — so do everything in your power to make sure that the important message you deliver gets to their ears.

Nancy Burks lives in Granbury, Texas, with her daughter and is a widow of a firefighter.

Tips for Choosing the Right Sound System

A variety of good sound-system choices that are powerful, lightweight and portable are available on the market today. Pawnshops are great outlets for sound equipment, and they are usually very happy to give discounts to their local fire and police departments. In addition, wireless microphones with headset microphones are helpful. The receiver is about the size of a bar of soap and easily affixes to an amplifier. The entire transmitter fits on the headgear, weighs almost nothing, and runs for 4 hours or so on one tiny triple-A battery. There is no pack to worry about — and no need for a pocket!

If you are a one-person show and are just looking for a little boost, smaller systems that weigh around 6 pounds and come with a shoulder strap and microphone are available. It won't fill a cafeteria with sound, but it's great if you do eight or ten classroom presentations per day.

The Internet is good place to start looking. Type the keyword “sound system” into your search engine, and you'll have more information than you'll ever need.



Photo by Rick Montemorra, Mesa, AZ

continued from page 2

Predictability Kills

It was almost too easy. As if on cue, the television trucks arrived with reporters and camera crews piling out to capture the action. The crowd pressed forward.

Quietly John picked up the transmitter, his eyes taking in the scene – good crowd, plenty of media. It was the textbook response he had counted on – a response so few of the sheep below understood. Terrorism was not a simple matter of randomly tossing a pipe bomb out on a street corner. It was about body count and media coverage. With crowded venues drawing greater levels of security, they became more difficult to attack. It was far easier, he realized, to create his own crowd, relying on two well-established patterns:

- *Rule No. 1: The erroneous belief that lightning never strikes twice in the same place. If you blow up something in a public place, everyone assumes that the worst is over and crowds around to see what happened.*
- *Rule No. 2: If you burn it, they will come. They will come in shining trucks, dragging camera crews in their wake. They will come with a childlike innocence – their tactics dictated only by the physical reality of the incident. They will come like moths drawn to a flame.*

The car fire was pathetically simple – its mildly dramatic flames serving as a focal point for media and responders alike, drawing them all within range of the powerful bomb sitting quietly in the next parked car.

Watching Bobby D' Angelo play the first stream of water across the burning Toyota, John grinned. Like everybody else in the crowd below, he was happy to see that Bobby and his crew had arrived. But John was happy for a different reason.

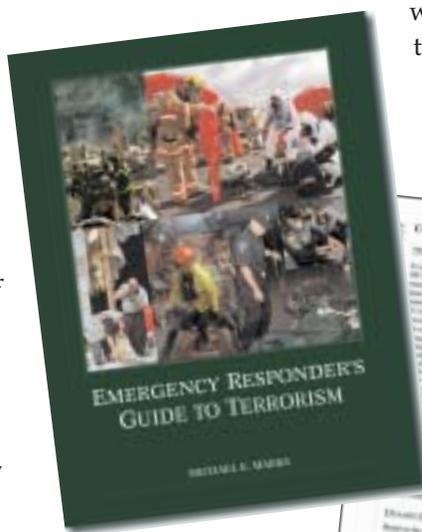
Silently, his thumb pressed down on the red plastic button.

Emergency response tactics are designed to be expressly predictable. They are built on a growing body of common experience to ensure the highest possible level of safety for everyone involved. These procedures were defined when the only known enemies were fire, gravity, and time. They

were developed on the simple belief that nobody wanted to see harm come to a firefighter or paramedic.

Tragically, these fundamentals can no longer be taken for granted. Terrorism has become a growing threat to emergency response personnel (ERP). Around the world, ERP respond to situations only to find themselves the target of secondary terrorist actions.

Modern terrorism has forever altered the way we look at emergency response. From the holocaust of 9-11 to the Atlanta bombing set as an ambush for firefighters, emergency response personnel find themselves increasingly on the frontline of a very active and very targeted wave of hostilities. Yet the nature of emergency response makes it difficult, even impossible at times, to stand back and make a careful search for danger. The response community finds itself balanced on a razor's edge: Move too slowly and people die; move too quickly and you'll miss the warning signs of a trap lurking just ahead.



"The Emergency Responders Guide has very timely material. It gets 'down and dirty' with a lot of specific subject material not covered in other programs such as Explosive Attacks, Armed Attacks, Incendiary Attacks, and Chemical Attacks. It will be a great resource, especially since it includes an interactive e-Book. In addition, there's even an Instructor's Guide on CD-ROM available with lesson plans and PowerPoint presentations for each chapter."

Dennis Johnsen, Arson Investigator
Santa Clara County Fire Department (CA)

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It is for this very reason that the *Emergency Responder's Guide to Terrorism (ERGT)* has been developed. Drawing upon many of the lessons provided to elite military and law enforcement personnel, the *ERGT* focuses exclusively on the practical aspects of terrorism as they relate to firefighters and paramedics. In clear and succinct language, this book establishes the goals and practices of terrorism, providing a chilling insight into the madmen who bring about the unthinkable.

With vivid graphics, the book presents an unprecedented Awareness-Level program on spotting weapons of mass destruction as well as establishing a realistic understanding of what these weapons can do. It provides analysis of traditional staging and approach practices, highlighting points of vulnerability and alternative strategies. As both a classroom tool and easily accessed field guide, the *Emergency Responder's Guide to Terrorism* will become an indispensable weapon in the battle against terror.

The *ERGT* will provide Command and frontline units alike with a sharp, clear, and often chilling insight into an enemy who defies everything we hold dear with respect to morality and humanity. In understanding how they think and armed with a realistic knowledge of their weapons, emergency response personnel will be far better equipped to spot signs of danger. Through knowledge and awareness, ERP become less predictable and at the same time increase their own ability to detect and avoid a terrorist attack. More than any physical armor or tool, the greatest weapon in the fight against terrorism is knowledge. Crisp, concise, vividly illustrated, and written specifically for the emergency response community, the *Emergency Responder's Guide to Terrorism* will become a vital tool in the ongoing war on terror.

With over eighteen years of experience Michael Marks has led teams in the development of advanced training programs adopted by local, state and Federal agencies including the FBI, DEA, BATE, CIA, FLETC, and United States Secret Service, as well as producing support programs for state-mandated emergency response certification in over 27 states. Mr. Marks routinely participates in a variety of military, law enforcement and counter-terrorism seminars and training programs. Mr. Marks holds both Bachelors and Juris Doctorate Degrees from the University of Florida.

Revision Policy for IFSTA Manuals

During the latter half of the 1990's Fire Protection Publications (FPP) adopted an administrative policy dictating that all IFSTA-validated manuals tied directly to National Fire Protection Association (NFPA) professional qualifications standards would automatically be revised on the same 5-year cycle as the corresponding standard. In some cases, this policy led to the development of new editions of IFSTA-validated manuals that were not warranted by any substantial changes in the corresponding NFPA standard. This in turn required many of our customers to make major changes to their curriculum and testing materials in order reference the new IFSTA manuals.

During the past two years, the staff of FPP has discussed this policy with state fire training directors, fire department training officers, loyal IFSTA/FPP customers, IFSTA Executive Board and committee members, and amongst our own employees. The overwhelming consensus has been that the previously adopted automatic 5-year revision policy is not in the best interests of our customers or our organization. In reality, IFSTA-validated manuals need only to be revised when substantial changes to the corresponding NFPA standard are anticipated or the material in the manual becomes dated and in need of revision. Thus, the decision has been made to return to the prior IFSTA/FPP policy of revising manuals only when a substantiated need can be determined. This policy has a number of benefits, including:

- IFSTA/FPP customers will not be forced to adopt new materials when revisions to NFPA standards are minor and the existing edition of the IFSTA manuals continues to meet the job performance requirements of the revised standard.
- Self-developed and FPP-provided curriculum materials will have a longer life span.
- FPP staff and IFSTA members will have increased time, opportunity, and resources to develop new manuals on important fire service topics that were not previously addressed.

As we have in the past, FPP staff and IFSTA members will continue to monitor fire service trends, review the current editions of our manuals, accept input from our customers, and participate in the NFPA standards making progress. This will allow us to make decisions on manual revisions that truly benefit all those who are involved.

With this policy in mind, it is the solid belief of FPP staff and IFSTA members that the 4th edition of *Essentials of Fire Fighting* will continue to meet the fire service's needs for a quality, basic firefighter training in the foreseeable future. We do not believe that a new edition of the manual will need to be developed in order for our customers to address the revision of NFPA 1001 in May 2002 and there are no plans to produce a 5th edition of *Essentials* until 2007. We hope this new policy and our decision regarding the *Essentials* manual will increase your ability to forecast your training material needs in the near and distant future.

FPP Profile

Meet Nate Trauernicht

by Andrea Baker

The youngest Fire Chief in Oklahoma and also one of FPP's own employees:

Nathan (Nate) Trauernicht serves as the Fire Chief in Ripley, Oklahoma, and at 22 is the youngest in the state. When the town board and mayor appointed him, he accepted the position and the responsibility of overseeing one of the largest districts in Payne County, spanning 64 square miles. He started with the Ripley Fire Department as a volunteer firefighter and was promoted to Lieutenant, Captain, Assistant Chief, and now Fire Chief. Nate has learned many things while experiencing this series of promotions. *"For the first time, I have the final say as to what goes on in the department,"* said Nate.



Nate has been an FPP employee for two years. He began in the warehouse and transferred to his current position in the library where he archives the FPP slide collection and photographs that are used for the IFSTA manuals. Nate is also a full-time student majoring in Fire Protection and Safety Engineering Technology. Nate plans to graduate with a Bachelor's of Science in May, 2002. He is graduating in four years, which is a year earlier than most people in his major.

"It is difficult to balance two jobs and school," said Nate. He continues, *"It has been tough with 21 credit hours and 20 hours of work a week at FPP. The demands of being Fire Chief feel like a full-time job. However, time management is the key to my success."*

Nate has also held various internships with other fire departments, including Lincoln Fire & Rescue, Ft. Lauderdale Fire & Rescue, and City of Vegas Fire & Rescue. These experiences in the fire service help him with his job at FPP. When people come into the library asking questions, Nate has many resources to use in answering fire-related inquiries.

While working at FPP, Nate met his bride-to-be, Kristyn Peters. Nate and Kristyn will wed in August, 2002. They plan to move wherever Nate finds a job in the fire service field.

IFSTA/FPP On the Road...

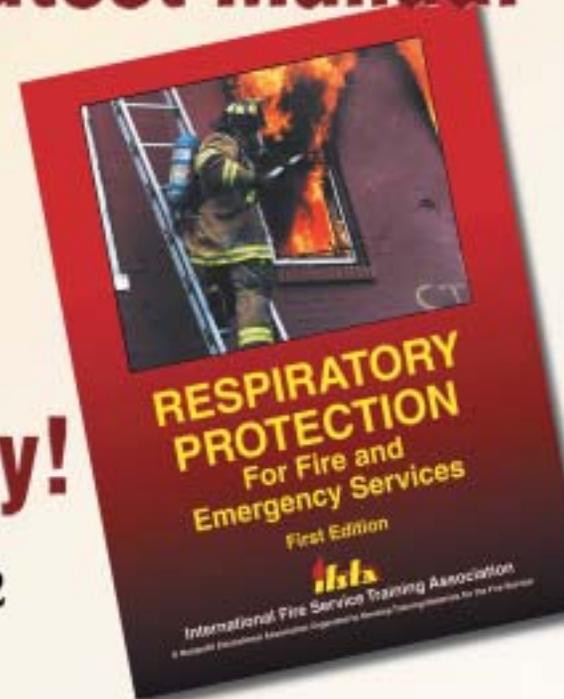
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First and Goal

by Doug Cline

It is the fourth quarter of the Super Bowl with 10 seconds remaining in the game. Your team has possession of the ball on the 5-yard line. You are trailing the opposing team by 5 points. The only way to win the game is to score a touchdown. The goal here is to score that touchdown and win the game. The playing intensity displayed by the offensive team will be immense to accomplish the set goal. An instructor better known as “coach” teaches that intensity.

This same drive that is in athletes must be instilled in fire fighting students. An instructor has to set goals to accomplish this task. This task is much easier said than done. How do we set these goals as instructors? What goals must we set?

The primary goal of instructors is to *freely give knowledge* to their students. Every time instructors step up to podiums, they must give it their all. We must teach with the same intensity that coaches teach athletes. We must decide what topics we want to convey or teach. These topics are set forth by objectives we want to meet. These objectives are the instructional goals that an instructor wants to accomplish. When delivering instruction, we must execute each session to a level of consummation.

Today’s fire service is drastically different from years past. The amount of responses to actual working fire incidents has decreased drastically over the last 10 years. Keeping proficiency in companies is more difficult than it used to be due to the lack of responses. That lack of responses is why training is so important. That factor brings us to the second goal an instructor should set: *quality training*. To provide quality training, we must have preset goals for ourselves as instructors. The first goal we must set to provide quality training is to use the *objective-based training concept* to focus the learning of students.

Motivation is a key concept in instruction and learning. We as instructors have to set a goal of being motivated — motivated to learn, to experience, and to teach. We set the tone for the facilitation of student learning. It is almost a sure fact that if an instructor is not motivated, then the instruc-



tion will be substandard. Motivation is like a virus; it is contagious to all who are exposed. If students witness the motivation in an instructor, most likely they will follow suit with the same motivation. Motivation for instructors covers a wide area from learning to sharing. We as instructors must exhibit motivation that exceeds all previous levels.

Energetic instructors are usually dynamic and spark the interest of students to become involved and attentive. When a topic is exciting and the instructor is energetic, it brings newfound energy to the instructional programs we deliver. This energy enhances the learning atmosphere. When we reach these levels, we can see a marked improvement in the education of our students.

Creativity in instructors is a goal that we have to set and attain. Creativity in most cases requires that we become very resourceful in facilitating quality training programs. We must exhaust all resources to provide training that meets the needs of our students, our departments, and the fire service in general. A good imagination is also a plus. Creativity combined with resourcefulness equals a winning combination for all.

Educated instructors are students themselves. Evaluate your own knowledge base to determine if it is current or archaic. As instructors, we must be current on the latest techniques, changes in technology, and changes in philosophy that are present in the fire service. It is often difficult to be an instructor in the student role. However, it is imperative that we stay current, which means we must be up to date on current trends, well traveled, and informed on the latest technology. The

saying “when one teaches, two learn” holds a true meaning of goal setting in this article.

The *hands-on concept* is a goal that is often overlooked in the fire service. It is a proven fact that more learning takes place when we combine didactic and practicum with guidance. We perform how we practice. As times have changed and the requirements to use acquired structures have stiffened, a decline in practical activity has occurred. Technology is moving to the simulated presence of actual hands-on training. Technology fortunately has found a way to help us gain a sense of practical evolutions when the community can provide it for us. An instructor who is willing to get “down and dirty” with their students has a positive impact on their students for life.

Knowing what goals to set leaves us with the question of how do we set them. Most of the time we model these goals after a mentor that we have had. To set these goals, we must identify our weaknesses as instructors and strive to correct them. Many times our weaknesses are the same goals we are striving to meet. We must overcome the lackadaisical attitudes that we all have. We must get into the right attitude. We must identify if we are meeting the mission of a fire service instructor. If you are meeting these goals, then you are a step above many. My bet is that we could all use some work at setting our goals and sticking to them or at least striving to push them to a higher level.

The outcome of the game is in your hands. Failure to move the ball from the 10-yard line to the end zone will cost your team the Super Bowl. In reality, we all know this goal can be a difficult task — just ask John Elway. So, why bother with all of these efforts? To make a difference in the fire service’s future, you must! If we lose the game in real life, we may have lost the lives of several firefighters or even a whole company. This importance has been magnified 100-fold as the events of 9-11 have taken us to a new level of educational needs. We must take advantage of the first-and-goal situation. Our goal setting as instructors paves the way for future generations. Let’s not let them down. They are counting on us.

Douglas Cline is a 20-year veteran of the Fire Service and a Captain with the Chapel Hill (NC) Fire Department currently assigned to Tower 71. He is a North Carolina Level II Fire Instructor, National Fire Academy Instructor for the Office of State Fire Marshal and an EMT-Paramedic instructor/coordinator for the North Carolina Office of Emergency Medical Services.

2002-2003 F.I.R.E. Grant Program

2002-2003 F.I.R.E. Grant Program selection is currently underway. Ultimately, such grants will protect the health and safety of public and firefighting personnel against fire and fire-related hazards.

Similarly, it is the hope of Fire Protection Publications to ensure the safety of the fire service through its training materials. In partnership with the International Fire Service Training Association (IFSTA), FPP’s mission is to

be an international leader in the fire and emergency services by producing and distributing high quality, technically accurate, and affordable fire and emergency response training materials.

FPP is committed to the fire service and its future. Please do not hesitate to contact us for the educational materials that you have come to know and trust for almost 70 years.