***UNIT 1:***

***Introduction***

*objective*

*The students will complete Activity 1.1 by introducing him/herself to the class.*

points for the instructor

When facilitating small group activities throughout the course, keep in mind the following guidelines:

* Whenever possible, limit small groups to no more than five students.
* Assign students to the same scenario with the same tactical assignment. During group reporting, ask each group to compare its approach to that of the other groups assigned to the same scenario.
* As the course progresses, restructure groups so that each student has an opportunity to work within as many functions as possible.
* While groups are working, circulate among the groups and distribute prescript exercise injects and change slide displays as required. This will allow students to ask questions specific to their assigned scenario, and will enable the instructor to pick up on and correct any misunderstandings or misapplications of concepts as early in the process as possible.
* It is important to have a thorough understanding of the content of each unit in order to explain the rationale for suggested responses to the activities. In any event, always keep in mind that suggested responses are provided as a guide; they represent just some of several possible solutions. The key to acceptance of student answers is that they be reasonable, safe, and achievable with given resources.

methodology

This unit uses lecture, discussion, and an individual/large group activity.

**(Total Time: 1 hr.)**

15 min. Lecture/Discussion

Introduction IG 1-3

30 min. Individual/Large Group Activity 1.1

Student Introductions IG 1-5

15 min. Lecture/Discussion

Course Overview IG 1-9

Summary IG 1-12

audiovisual

Slides 1-1 to 1-19

Easel Pad

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Slide 1-1 | | | | | Slide 1-2 |  | |
|  | | | | |  |  | |
|  | |  | |  | | | |
| 15 min. | |  | |  | | | |
| Lecture/Discussion | |  | |  | | | |
|  | |  | | I. Introduction (15 min.) | | | |
|  | |  | |  | | | |
|  | |  | | A. Welcome and instructor introductions. | | | |
| Slide 1-3 | |  | |  | | | |
|  | |  | | B. Course logistics. | | | |
|  | |  | |  | | | |
|  | |  | | 1. Class hours. | | | |
|  | |  | |  | | | |
|  | |  | | 2. Breaks. | | | |
|  | |  | |  | | | |
|  | |  | | 3. Lunch. | | | |
|  | |  | |  | | | |
|  | |  | | 4. Smoking policy. | | | |
|  | |  | |  | | | |
|  | |  | | 5. Restrooms. | | | |
|  | |  | |  | | | |
|  | |  | | 6. Location of fire exits and fire extinguishers. | | | |
|  | |  | |  | | | |
|  | |  | | 7. Examination. | | | |
| Slide 1-4 | |  | |  | | | |
|  | |  | | C. Objective. | | | |
|  | |  | |  | | | |
|  | |  | | The students will complete Activity 1.1 by introducing him/herself to the class. | | | |
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| Slide 1-5 |  | |  | | | |
|  |  | | D. Additional information National Incident Management System (NIMS)/National Response Framework (NRF). | | | |
|  |  | |  | | | |
|  |  | | 1. First responder Department of Homeland Security (DHS) training requirement. | | | |
|  |  | |  | | | |
|  |  | | 2. Factsheet. | | | |

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|  |  |  |
| 30 min. |  |  |
| Individual/ |  |  |
| Large Group |  |  |
| Activity 1.1 |  |  |
|  |  |  |
| Slide 1-6 |  |  |
|  |  | Activity 1.1 |
|  |  |
|  | Student Introductions |
|  |  |
|  | Purpose |
|  |  |
|  | To meet the instructors and other students. |
|  |  |  |
|  |  |  |
|  |  | Directions to Students |
| SM p. 1-5 |  |  |
|  |  | 1. Perform roll call (from student roster). |
|  |  |  |
|  |  | 2. Have course instructors introduce themselves and briefly discuss their backgrounds. |
|  |  |  |
|  |  | 3. Have students introduce themselves and give a brief overview of their background and expectations for the course. Information should include their: |
|  |  |  |
|  |  | 1. Name |
|  |  |  |
|  |  | 1. Rank. |
|  |  |  |
|  |  | c. Department. |
|  |  |  |
|  |  | d. Current position. |
|  |  |  |
|  |  | e. Years of experience. |
|  |  |  |
|  |  | f. Course expectations. |
|  |  |  |
|  |  |  |
| Easel Pad |  | One of the instructors should record the course expectations on an easel pad for review purposes to ensure that student expectations are being met during the course. |
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student activity worksheet

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| Activity 1.1 |
|  |
| Student Introductions |
|  |
| Purpose |
|  |
| To meet the instructors and other students. |
|  |
|  |
| Directions |
|  |
| 1. An instructor will perform roll call. |
|  |
| 2. The instructors will introduce themselves and briefly discuss their backgrounds. |
|  |
| 3. You will introduce yourself and give a brief overview of your background and expectations for the course. Information should include your: |
|  |
| a. Name. |
|  |
| b. Rank. |
|  |
| c. Department. |
|  |
| d. Current position. |
|  |
| e. Years of experience. |
|  |
| f. Course expectations. |
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| 15 min. |  |  |
| Lecture/Discussion |  |  |
|  |  | II. Course Overview (10 min.) |
| Slide 1-7 |  |  |
|  |  | A. Course goal. |
|  |  |
|  | *Decision Making for Initial Company Operations* (DMICO) is designed to develop the decision making skills needed by Company Officers (COs) to accomplish assigned tactics at structure fires. |
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|  |  |  |
| Slide 1-8 |  |  |
|  |  | B. Target audience. |
|  |  |
|  | 1. It is important to understand that this course material was developed for a specific target audience. |
|  |  |
|  | a. Specifically designed for newly appointed COs. |
|  |  |  |
|  |  | b. Excellent review for experienced COs. |
|  |  |  |
|  |  | 2. Firefighters who may have acting CO responsibilities. |
|  |  |  |
|  |  | 3. Firefighters who want to become COs. |
| Slide 1-9 |  |  |
|  |  | C. Activities. |
|  |  |
|  | 1. All activities and scenarios used in this course are based on structure fires. |
|  |  |
|  | 2. There will be a walk-through activity followed by one or more small group, scenario-driven activities for each area covered. |
|  |  |  |
|  |  | 3. A final, message-driven simulation activity will culminate Units 5: The Analytical Sizeup Process and 7: Fireground Decision Making Exercises. |
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| Slide 1-10 |  |  |
|  |  | D. Student Manual (SM). |
|  |  |
|  | 1. Support material (for use in class) for activities. |
|  |  |
|  | 2. Text material (for postcourse reference). |
|  |  |
|  |  | a. Provides background, and supplements course content. |
|  |  |  |
|  |  | b. Students should not try to follow the text while material is being presented. |
| Slide 1-11 |  |  |
|  |  | E. Course units. |
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| Slide 1-12 |  |  |
|  |  | 1. Unit 1: Introduction. |
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| Slide 1-13 |  |  |
|  |  | 2. Unit 2: Integration of the National Incident Management System to Fireground Management. |
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| Slide 1-14 |  |  |
|  |  | 3. Unit 3: Fireground Decision Making. |
|  |  |
|  | A logical thought process to follow for decision making and action planning. |
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| Slide 1-15 |  |  |
|  |  | 4. Unit 4: Building Construction Types. |
|  |  |
|  | Discusses and describes the strengths and weaknesses of building construction types. |
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| Slide 1-16 |  |  |
|  |  | 5. Unit 5: The Analytical Sizeup Process. |
|  |  |
|  | Describes the analytical sizeup and Command sequence process. |
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| Slide 1-17 |  |  |
|  |  | 6. Unit 6: Burn Time Considerations and Line-of-Duty Deaths from Collapse Incidents. |
|  |  |
|  | Describes burn time consideration and identifies collapse potential while focusing on line-of-duty-deaths (LODDs) from firefighting operations. |
| Slide 1-18 |  |  |
|  |  | 7. Unit 7: Fireground Decision Making Exercises. |
|  |  |
|  | Exercises challenge students to address fire incidents at Construction Types I, II, III, IV, and V. |
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| Slide 1-19 |  |  |
|  |  | III. Summary (5 min.) |
|  |  |
|  | In this course you will be required to complete activities and exercises that are designed to enhance your decision making skills as a fireground commander. |
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