

STUDENT: \_\_\_\_\_ SITE: \_\_\_\_\_

OBSERVER: \_\_\_\_\_ DATE: \_\_\_\_\_

**PLANNING:**

- Intent to burn reported to agency staff according to county-specific procedures.
- Check weather data from websites - make sure they understand data and know both websites.
- Determine proper tools to bring - why or why not to bring certain items. Explain purpose and usage of each tool.
- Make morning notification calls or emails according to Burn Call Sheet.
- Determine best site for brush pile. Did they understand considerations for aerial fuels, ground fuels, nearby trees, shrubs, animal habitat, and other structures? Was it sited well and safely for the work to be done?

**SAFETY:**

- Were basic fire safety guidelines included or added to the introductory remarks?
  - Footwear Eye protection Clothing Downwind side Adding to fire
- Safety during fire - did they continue to talk with others about any safety concerns in or near the fire?

**MANAGING THE FIRE:**

- Monitor types and rate of additions to the pile - did they understand green vs. dead and control the burn scar size?
- Working with other volunteers around the fire to promote safety and manage fuel additions - did they exhibit a leadership role with other volunteers?
- Smoke management - did they adjust decisions based on smoke behavior if needed?
- Fire management - were they focused on the fire 100% of the time?

**INTERPRETIVE:**

- Explain why we burn - do they understand the pros and cons of burning?
- Burn scars - can they explain short and long term impact of burn scars to the public or other Volunteers?

**EXTINGUISHING:**

- Right decision on when to stop the fire - did they understand timing and estimate intensity left?
- Putting out the fire - did they use the proper tools and communicate effectively to the group?
- Decision on leaving the site - was the burn in the smoldering stage (aka no flames, embers under control)? Post burn calls made?

*(Eff. November 2019)*