

It CAN Happen Here Supplementary Resources

There are so many new books I would use the next time my class explores wildfires, including:

Harder, S., Where's My House?: Sierra National Forest Paperback (2021) Authorable

Potenza, A. All About Wildfires (A True Book: Natural Disasters) (2021) Children's Press

Thomson, S. Wombat Underground: A Wildfire Survival Story Hardcover (2022) Little, Brown Books for Young Readers

Wagstaffe, J. Little Pine Cone: Wildfires and the Natural (2022)

Websites

The National Child Traumatic Stress Network Wildfire page

<https://www.nctsn.org/what-is-child-trauma/traumatypes/disasters/wildfire-resources>

The National Interagency Fire Center www.nifc.gov

Ready.gov <https://www.ready.gov/wildfires>

Hosted by the US Department of Homeland Security, this site also has information for all ages

Ready for Wildfire <https://www.readyforwildfire.org/>

This is a project from the state of California, Cal Fire, and is an excellent resource

Plus more family resources for a variety of disasters

Creating Emergency Contact Cards

A child-friendly communication plan

https://www.ready.gov/sites/default/files/201906/family_communications_plan_kids.pdf

A more portable version of emergency contact cards

https://www.redcross.org/content/dam/redcross/atg/PDF_s/Preparedness_Disaster_Recovery/General_Preparedness_Recovery/Be_Red_Cross_Ready/ECCard.pdf

Family Evacuation Plans

Red Cross has a very easy to follow plan template

https://www.redcross.org/content/dam/redcross/atg/PDF_s/Preparedness_Disaster_Recovery/General_Preparedness_Recovery/Home/ARC_Family_Disaster_Plan_Template_r083012.pdf

Fun Non-scary Games about Disasters and Evacuations

Disaster Master Game <https://www.ready.gov/kids/games/disaster-master-game>

Build a Kit Game <https://www.ready.gov/kids/games/build-a-kit-game>

Supplementary Information It CAN Happen Here

Assessments

Formative assessments were done with each activity, using a combination of student engagement, new knowledge observed. These assessments, recorded in portfolio form, were in line with my state's specific learning goals for this age.

The ember model and the go bag served as more summative assessments, with how the students remembered and transferred information. For the models, I talked with the families. For the go bags, in addition to talking with the families, I observed the maps being drawn and the lists being made

Additional assessments would be constructed easily to cover specific learning guidelines

Modeling Defensible Space Activity

Objectives: Students will:

- demonstrate understanding of two factors in wildfire spread:
 - distance between fuels, force of wind, and the relationships between the two
 - through designing different dramatizations
- conclude how defensible space can halt the spread of wildfires by decreasing the amount of fuel available through increasing the distance between fuel sources and justify their ideas

Materials:

What materials will need to be gathered or prepared for this lesson?

As presented

q tips, paper straws (cut to different lengths). permanent marker, , tissue paper, scissors, rulers / tape measure, student made trees (construction paper cylinders, topped with construction paper crown silhouette), graph paper, construction paper houses

COVID 19 Adaptation

Red pom poms, blocks for pom pom stands, tissue paper, scissors, rulers / tape measure, student made trees (construction paper cylinders, topped with construction paper crown silhouette), graph paper, construction paper houses

Preparation:

What should be prepared in advance?

Cotton swabs: trim one end

(for second and third repetitions, have different shaft lengths available for testing: long, middle, short)

Tissue paper: pre cut into squares, both 2 inch and 1 inch

(after a discussion of fire color, we used red, yellow, blue, and orange)

Tubes: can use old paper towel tubes, or create tubes of similar diameter out of paper.

Construction paper: we used brown, green, yellow, and orange

Space is needed for this activity. My class went out into our piazza to do this activity.

Directions:

For trees, make a cylinder, tape, cut two slits in one end, directly opposite of each other. Cut construction paper in irregular shape to resemble the crown of a tree
(formative assessment point on trees, tree vocabulary, shape vocabulary and scissors use).

Slide construction paper crown into tube slits; you have a tree

For ember shooters (COVID 19 adaptation below), wrap tissue paper around the fluffy end of a cut q tip. Choose a straw, have child write name / initials on straws, reminding of good hygiene practices
(formative assessment: name writing)

Have the student place the tissue paper end of the ember flyer near a tree and blow through the straw. Remind to aim only at tree, not people. Watch the embers fly!

Initially, I let my students use these freely and observed them. Over time, several students started making mini-forests of trees, lining trees in rows, adding houses, and changing distance. There was a lot of discussion between the students as to what was happening. They decided that every time a tree was knocked over, another fire was started. One of my MLL students tried aiming his in the air, later showing me pictures of convection circles in books

As the students continued to use the materials, they began to measure how far the embers flew (which led to an interesting discussion about standard and nonstandard measurements) and moving the trees, etc accordingly

They concluded that fire spread more quickly, and with less wind, when fuels were closer together. To decrease the spread of wildfires, we needed to move fuels further away from each other, and from other flammable objects

COVID 19 Adaptation for embers

For embers, use red pom poms, placing them on blocks to be about the height of the straws. The students then flicked the pompoms with their middle finger and thumb to make the ember fly