



PREPAREDNESS AMBASSADORS ★

Disaster Preparedness for California's Fourth Graders



STUDENT NOTEBOOK



Cal OES

GOVERNOR'S OFFICE
OF EMERGENCY SERVICES

Becoming a Preparedness Ambassador for Your Community

Dear Students,

The State of California needs your help! Disasters such as wildfires, floods, and earthquakes can occur in every part of our state. The sad truth is many people are not ready, nor do they know what to do to be safe. In order to help make our communities safer, we are asking you to help us by becoming a **Preparedness Ambassador**.



In becoming a Preparedness Ambassador, you will take a journey into the disaster experiences of your community. Like a **detective**, you will gather community disaster stories and be strategic in mapping where, when, and how they occurred. Like a **scientist**, you will dig deep into case studies and find out how people reacted to specific disasters. Like a **safety manager**, you will create guidelines that inform the community how to better prepare for disasters. And like a **hero**, you will take action to prepare your home, school, and community for the next disaster.

By being a disaster detective, scientist, safety manager, and hero, you can be a **Preparedness Ambassador** for your entire community. The California Governor's Office of Emergency Services has selected a **lead hero** for you to follow on this journey—**your teacher!** So, listen closely and learn as much as you can.

When you complete the **Preparedness Ambassadors** program, you will be part of a statewide group of students who will continue to promote and share disaster readiness tips in your communities for years to come. Help us make California disaster ready.

Thank you, **Preparedness Ambassadors**, for making a difference in your communities.

California Governor's Office of Emergency Services
www.caloes.ca.gov/preparednessambassadors



ENGAGE: Notice, Wonder, and Feel

HO1

Name: _____ Date: _____



Directions: Take a moment to observe the picture. Then document your noticings, wonderings, and feelings in the chart below.

<http://bostonbiker.org/2010/08/25/the-dos-and-donts-of-riding-in-the-rain/>
(accessed January 10, 2020)

I NOTICE . . .	I WONDER . . .	I FEEL . . .

Name: _____ Date: _____



Journal Entry: How did the picture make you feel?
What could someone have done or said to help you feel better?

EXPLORE: What Is a Disaster?

HO2

Name: _____ Date: _____

1. What is a disaster? Write a definition of the word **disaster** below.

2. Have you ever experienced a disaster? Describe your experiences below.

Disaster 1

Disaster 2

Disaster 3

3. What is a **natural** disaster?

4. What are some nature events that could be considered natural disasters?

Event 1

Event 5

Event 2

Event 6

Event 3

Event 7

Event 4

Event 8

EXPLORE: What Is a Disaster?

HO2
J

Name: _____ Date: _____



Journal Entry: Share a time or place where you experienced a **natural disaster**. If not in person, it could be something you experienced through a movie or television show you have watched, or a book you have read.

[illegible]

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EXPLORE: Gathering Data

HO3

Name: _____ Date: _____

Directions:

- 1) Use the questions below to interview members of your family and/or community about **local disasters**. Gather at least **three** events.
- 2) Plot these events on the **region map** on the back of this sheet.

Data Collected	Event #1	Event #2	Event #3
What type of disaster was it?			
Who did you interview?			
Where did it occur?			
When did it occur?			
How did it begin? Was it caused by people or nature?			
How did people respond?			

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Name: _____ Date: _____



Journal Entry: Why do you think it is important to learn about past events?

EXPLORE: Mapping Disaster Data and Land Features – Map 1

HO4
N

Name: _____

Date: _____

Infographic Title: _____

Infographic Key:
















EXPLORE: Mapping Disaster Data and Land Features – Map 2

HO4
S

Name: _____

Date: _____

Infographic Title: _____

Infographic Key: FEATURES	River	Mountains	Lake	Forest	Farmland	Wetlands	
							
EVENTS	Wildfire	Flood	Earthquake	Tsunami	Volcano	Tornado	Power Outage
							



EXPLORE: Mapping Natural Disaster Data and Land Features

HO4
J

Name: _____ Date: _____



Journal Entry: How might your infographic help you share information with others about the history of your local area and the potential for a disaster(s)?

[illegible]

EXPLORE: Case Study Selection

HO5

Name: _____ Date: _____

Directions: Based on the data in your infographic, predict the danger of future disaster events on the line. Place them in order from **most likely** to occur again in the near future to **least likely** to occur again in the near future.

Most likely
to occur

Least likely
to occur



How confident are you in making this prediction about future disaster events?

What information from your infographic makes you confident, or could make you **more** confident?

Your teacher will prepare case studies for you to research, just like a scientist, based on your ordering of disaster events above. It is important to be confident in the ordering of the chances of these events happening in the future so you can help prepare your community.

EXPLORE: Case Study Reflection

HO6

Name: _____ Date: _____

1. What caused the disaster? Where and when did it happen? Could people have done anything to prevent the disaster? If so, what?

2. What hazards were present during and after the disaster?

3. **Yellow Dots = Prepare:** What were some things people did that helped prepare themselves for the disaster?

4. **Green Dots = Safe Actions:** What were some things people did to stay safe during the disaster?

5. **Red Dots = Unsafe Actions:** What were some things people did during the natural disaster that put themselves in danger?

6. How might we prepare ourselves to be safe in our homes/school/community during a disaster like this one?

Homes:

Schools:

Community:

EXPLORE: Case Study Reflection

HO6
J

Name: _____ Date: _____



Journal Entry: What did you feel as you read about the people in the case studies as they went through the experience of a disaster? How would you have felt if you were there?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

EXPLAIN: Local Disaster Preparedness Guidelines

HO7

Name: _____ Date: _____

Directions: List ways your home, school, and community can be **prepared for potential disasters**.

Home:

School:

Community:

EXPLAIN: Local Disaster Preparedness Guidelines

HO7
J

Name: _____ Date: _____



Journal Entry: When you create a list of helpful behaviors for people to follow **before** a disaster happens, how can that help a community?

[illegible]

EXPLAIN: Compare and Contrast

HO8

Name: _____ Date: _____

Directions: Compare and contrast our Disaster Preparedness Guidelines and the Cal OES Family Readiness Guide.

1. **Same:** Describe what details the Cal OES Family Readiness Guide includes that your guidelines also included.


2. **Different:** Describe what details make the Cal OES Family Readiness Guide different from your guidelines.

3. **Changes:** Are there changes that we should make to our guidelines now? Are there changes that could be made to the Cal OES Family Readiness Guide?

EXPLAIN: Compare and Contrast

HO8
J

Name: _____ **Date:** _____



Journal Entry: Many safety officials and scientists worked together at Cal OES to create the Family Readiness Guide. The Guide outlines actions to take to be better prepared for a disaster and how to stay safe during a disaster. Which disaster type (wildfire, flood, earthquake, tsunami, volcano, tornado, or power outage) would you want to become an expert on? What do you find exciting about this kind of disaster?

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ELABORATE: Take Action – 3 Levels of Preparedness

HO9

Name: _____ Date: _____

Directions: In the boxes below, describe how your class will **support your home, school, and community** in preparing for natural disasters.

Level 1 Actions: Prepare Our Homes and Schools

Describe how the 4th grade class will help prepare their homes and their school for responding safely to disasters.

Level 2 Actions: Inform the Community

Describe how the 4th grade class will help inform their community on how to respond safely to disasters.

Level 3 Actions: Establish a Community Response Network

Describe how the 4th grade class will help create a network of community support to meet the needs of those affected by future disasters.

ELABORATE: Take Action, Level 1 – Prepare Our Homes and Schools

HO9
J

Name: _____ Date: _____



Journal Entry: As you think about helping both the school community and your own household, how does that make you feel as a member of your community?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ELABORATE: Take Action, Level 2 – Inform Our Community

HO9

Name: _____ Date: _____



Journal Entry: Describe one method you have thought of to share the Cal OES Family Readiness Guide with your **whole community**. How successful do you think your class would be using this method to reach the whole community?

[illegible]

Family Readiness Guide



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ELABORATE: Take Action, Level 3 – Create a Community Emergency Response Network

HO9
J

Name: _____ **Date:** _____



Journal Entry: In what ways is a response network important to the community? Can you think of a scenario where this could be very important to help protect people and property?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____ Date: _____

Directions: Below are questions about **promoting preparedness to others**. Please read each question and give yourself an honest evaluation based on your effort to promote healthy choices to others.

1. Did I **encourage** others to make a preparedness plan?

On a scale of 4–1, check the box that most accurately describes your efforts:

- ☐ 4) I was very encouraging to most of the community.
- ☐ 3) I was encouraging to some of the community.
- ☐ 2) I was encouraging to a few people.
- ☐ 1) I didn't encourage people.

How was I **encouraging** to others to make a preparedness plan? Describe your rating above.

2. Did I **explain** why having a preparedness plan is important?

On a scale of 4–1, check the box that most accurately describes your efforts:

- ☐ 4) I gave very detailed explanations in conversations and in the work I completed.
- ☐ 3) I gave explanations with some details in conversation and in the work I completed.
- ☐ 2) I gave little detail in conversations and/or in the work I completed.
- ☐ 1) I did the minimum of explaining when in conversation and/or in the work I completed.

How did you **explain** why a preparedness plan is important? Describe your rating above.

3. How did I **persuade** my family/school/community to make an emergency plan?

Name 2–3 strategies you used to be **persuasive** with your family/school/community.

EVALUATE: Self-Assessment

HO10
J

Name: _____ Date: _____



Journal Entry: Name **two** different feelings that you had while becoming a Preparedness Ambassador. What about becoming a Preparedness Ambassador made you feel this way?

[illegible]

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