

Disaster Preparedness for California's Fourth Graders

# STUDENT NOTEBOOK



#### 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





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#### **ENGAGE: Notice, Wonder, and Feel**

Name: \_\_\_\_\_



**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/thedos-and-donts-of-riding-in-the-rain/ (accessed January 10, 2020)

I NOTICE	I WONDER	I FEEL

Date: \_\_\_\_\_

HO1

#### **ENGAGE: Notice, Wonder, and Feel**

Name:\_\_\_\_\_

Date:

HO1 J

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**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?**

Name:	Date:
1. What is a disaster? Write a definition of th	he word <b>disaster</b> below.
2. Have you ever experienced a disaster? Disaster 1	Describle your experiences below.
Disaster 2	
Disaster 3	
3. What is a <b>natural</b> disaster?	
4. What are some nature events that could	d be considered natural disasters?
Event 1	Event 5
Event 2	Event 6
Event 3	Event 7
Event 4	Event 8

HO2

#### **EXPLORE: What Is a Disaster?**

Name:\_\_\_\_\_

Date:

HO2 J



**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. This page intentionally left blank for printing purposes.

#### **EXPLORE: Gathering Data**

Name:	
INGINE.	

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?	1	   	
How did people respond?	   	   	

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#### **EXPLORE: Gathering Data**

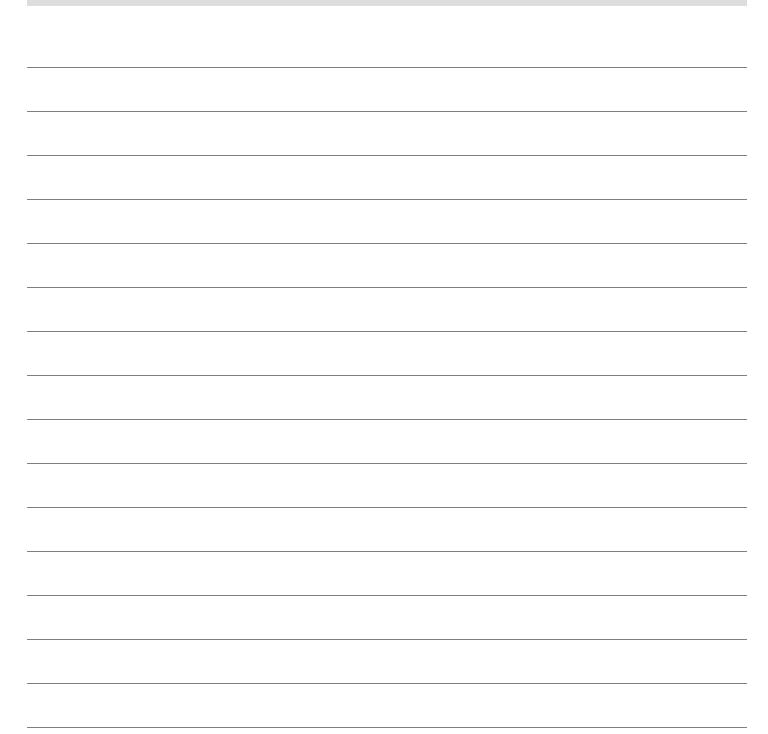
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Date: \_\_\_\_\_

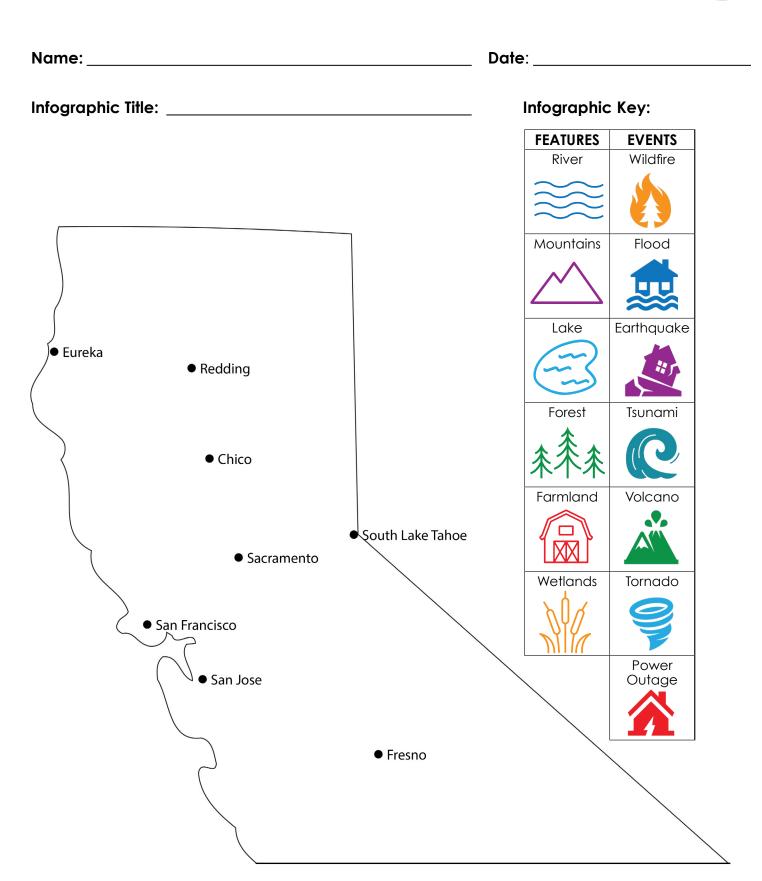
HO3 J



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



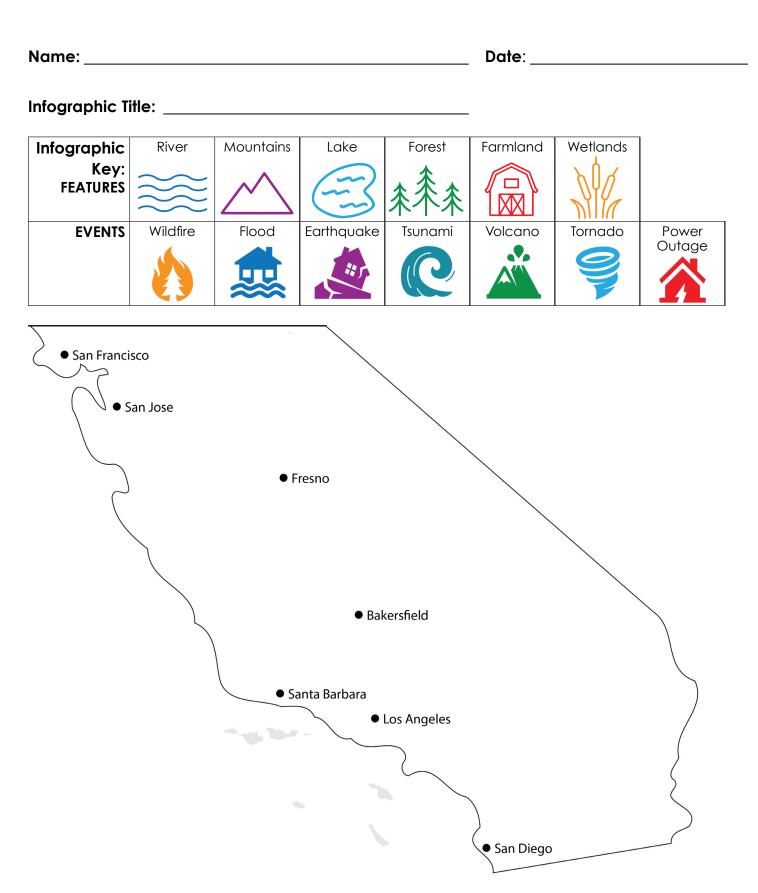
#### EXPLORE: Mapping Disaster Data and Land Features – Map 1



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## EXPLORE: Mapping Disaster Data and Land Features – Map 2



## **EXPLORE: Mapping Natural Disaster Data** and Land Features

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)?

#### **EXPLORE: Case Study Selection**

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 to occur

HO<sub>5</sub>

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**

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:

HO6

#### **EXPLORE: Case Study Reflection**

Name:

Date:

HO6

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**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?

## **EXPLAIN: Local Disaster Preparedness Guidelines**

Name:\_\_\_\_\_

Date: \_\_\_\_\_

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

Home:
School:
Community:

## **EXPLAIN: Local Disaster Preparedness Guidelines**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

#### **EXPLAIN: Compare and Contrast**

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 Famly Readiness Guide?

#### **EXPLAIN: Compare and Contrast**

Name:

Date: \_\_\_\_\_

HO8



**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?

#### **ELABORATE: Take Action – 3 Levels of Preparedness**

Name:\_\_\_\_\_

HO9

**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



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?

#### ELABORATE: Take Action, Level 2 – Inform Our Community

Name:\_\_\_\_\_

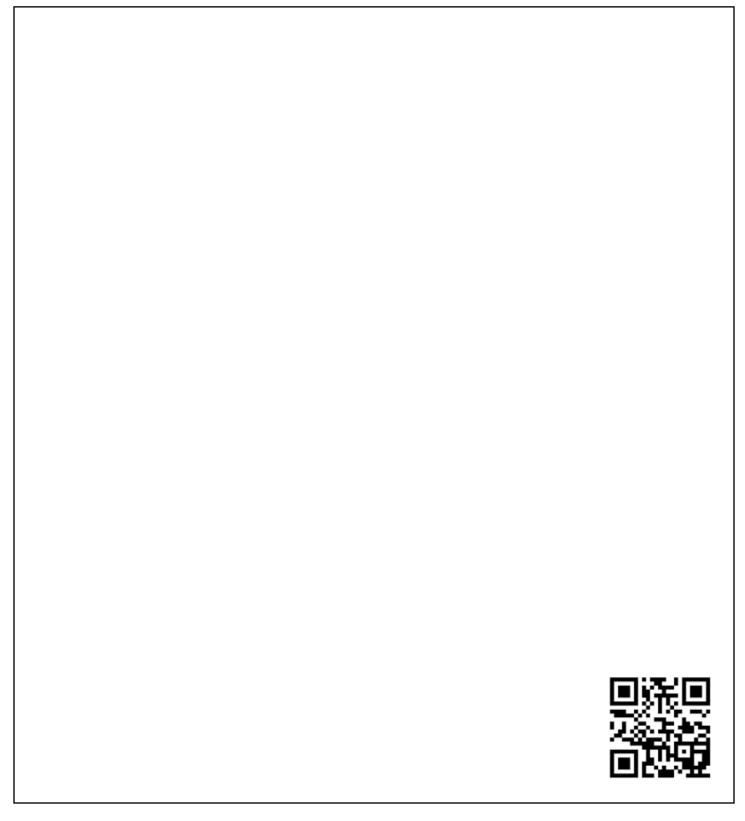
Date: \_\_\_\_\_



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?

#### ELABORATE: Take Action, Level 2 – Inform Our Community

#### Family Readiness Guide



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

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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?

#### **EVALUATE: Self-Asessment**

Name:	
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HO1

**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:

 $\square$  4) I was very encouraging to most of the community.

 $\square$  3) I was encouraging to some of the community.

 $\square$  2) I was encouraging to a few people.

 $\square$  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.

 $\square$  2) I gave little detail in conversations and/or in the work I completed.

 $\Box$  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**

Name: \_\_\_\_\_

Date:

HO10 J

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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? This page intentionally left blank for printing purposes.