



TakeAction

Teens for Wildfire Safe Communities

Video Series

Part 3

San Diego, California

Ten Years After a Wildfire

Dear Educator,

Welcome to Part 3 of the *TakeAction: Teens for Wildfire Safe Communities* video series, a standards-based program designed by the National Fire Protection Association (NFPA) and Young Minds Inspired (YMI) to help teens understand the dangers of wildfires and the role young adults can play in mitigating their homes, protecting natural resources, and raising community awareness. We hope you enjoy — and share — these valuable materials.

Sincerely,

Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired

About This Guide

Created as part of NFPA's *TakeAction: Teens for Wildfire Safe Communities*, this program comprises a 3-part video series and these accompanying lesson plans. In each video, classes will learn about a major U.S. fire and learn from experts how the people and land have recovered over time. Overall, the materials aim to teach students about the short- and long-term impact of wildfires; introduce key terms and concepts; and empower students to get involved in protecting their homes, neighborhoods, and natural resources and to participate in awareness-raising community projects. Designed for use with students in grades 6-8 who live in or near areas at risk for wildfire, the materials align with Common Core standards for Language Arts and may also be appropriate for science, social studies, or health and safety educators.

About This Video

In this final segment of the *TakeAction: Teens for Wildfire Safe Communities* video series, students learn about the long-term impact of wildfires on watersheds, including the potential danger for erosion, flooding, and pollution, and how to prevent these types of long-term effects. Kendall Bortisser, CAL FIRE Captain, reiterates the importance of homeowners maintaining a Defensible Space around their property, and Glenn Barley, CAL FIRE San Bernardino Unit Chief, details the long-term environmental impact of wildland fires.



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Part 3: San Diego, California - Ten Years After a Wildfire

Teacher's Guide

Show the video to your class, or assign them to watch it at home. Lead a class discussion using the questions below and the discussion points in italics. The follow-up activity extensions are ideas to launch a more in-depth study of the relevant topics.

Discussion Questions:

1. Fire Captain Kendall Bortisser mentions that evacuations from San Diego happened so quickly that most people left with only the clothes they were wearing. Does your family have an evacuation plan? If you had to leave your home because of a wildfire, do you know what you would take with you? What would you do before you left?
2. Glenn Barley, San Bernardino Unit Chief, discusses the risks wildfires pose for watersheds. What is a watershed? What impact can wildfires have on watersheds? *Emphasize the dangers of flooding, habitat destruction, and pollution of water supplies.*
3. How does Chief Barley explain the differences between a low-intensity fire and a high-intensity fire in terms of impact to the watershed?
4. What are some steps people living near watersheds can take to protect a watershed before and after a wildland fire?
5. What natural resources near you would you want to protect from wildland fire damage? What other resources and assets can you think of that might need to be considered? *Depending on where you live, you might ask students to think about forest animals, livestock, pets, horses, etc. Extend this question by assigning students to research various resources and animal recommendations and share emergency planning suggestions with the class.*

Extension Activity:

Have students design an outreach program aimed at raising awareness and encouraging their community to participate in home and wildland mitigation. The project should highlight the most important natural resources and wildfire concerns in their region, and draw awareness and participation in efforts to protect these resources. Alternatively, students who live in a Firewise-recognized community can create an outreach campaign aimed at increasing participation by neighboring communities. If their area is at risk for wildfire but where they live is not part of the Firewise Communities/USA program, students can create a project targeted to neighborhood advocates aimed at establishing participation in the program.

Resources:

- <http://csfs.colostate.edu/forest-management/watershed-management/>
- <http://www.firewise.org/usa-recognition-program.aspx>http://www.swhydro.arizona.edu/archive/V8_N2/feature5.pdf
- http://www.humanesociety.org/issues/animal_rescue/tips/pets-disaster.html
- <http://www.nfpa.org/public-education/campaigns/takeaction/household-pets>

Find out how you can TakeAction to help prepare your community for a wildfire at www.nfpa.org/takeaction.



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