



Lesson 4: Go! (Emergency Planning & Response)

Guiding Question: What do we do if a wildfire leads to an evacuation?

Goals:

- To give an overview of what could happen during an evacuation and how to find local information during a wildfire emergency.
- To connect students to resources to share with their families.

Objectives:

Students will be able to:

- 1) Describe how they will put their Family Communication Plan into practice in the event of an evacuation warning or order.
- 2) Recite their home address and what zone number they live in.
- 3) List three or more resources they could use to find information or get help during a wildfire emergency.

Materials and Preparation:

- [Evacuation Map](#) for each student or access it online to project overhead.
- Print an [Emergency Communications Trifold](#) for each student.
- Prepare PowerPoint for *Lesson 4: Go! (Emergency Planning & Response)*

Subjects: Health, Listening and Speaking, Writing

Duration: 60 minutes

Setting: Classroom

Vocabulary: Evacuation Warning, Evacuation Order, Public Assembly Point, Shelter-In-Place

Standards:		
NGSS	Crosscutting Concepts	
	Science and Engineering Practices	
	Disciplinary Core Ideas	ESS3.B Natural Hazards
Environmental Principles and Concepts		Principle 3: Natural Systems Change in Ways that People Benefit From and Can Influence

Lesson Overview:

This lesson builds on personal and family preparedness topics and contains potentially life-saving information about what to do in the event of a wildfire emergency and evacuation. Ideally, continue with this lesson after students have had time to complete their Family Communication Plans. This lesson may be triggering for students who have been through an evacuation or had family members or friends impacted. It is recommended that you have a school counselor on hand to support students who wish to leave the classroom or want to talk with a mental health professional. It is important to keep control of the lesson by focusing discussions on the actions that students can take in the future.

Families may want to designate an emergency envelope on the refrigerator or other prominent place at home that every family member can access to keep important documents such as these and a copy of the Family Communication Plan. These take-home resources support the program's goal of using youth to reach a wider community audience with wildfire preparedness and safety information.

Procedure:

1. Go through the PowerPoint presentation for *Lesson 4: Go! (Emergency Planning & Response)*



Guiding Question: What do we do if a wildfire leads to an evacuation?



Video length: 3:40

[The Official Wildfire Ready Raccoon Rap](#)

Listen for three things that Wildfire Ready Raccoon suggests to help people get ready for wildfire.

What does he say related to evacuation?

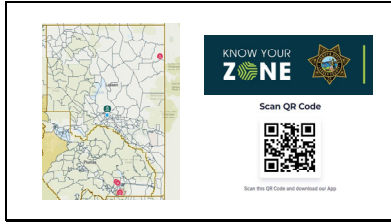


Review the school's wildfire emergency plan with participation from the classroom teacher.

What should happen for the following:

- Shelter-in-place
- Evacuate to another part of campus
- Evacuate off-campus

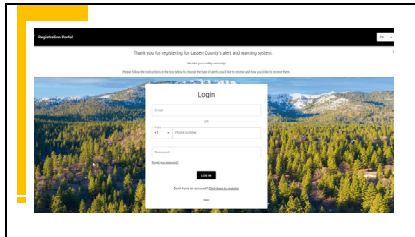
To students: No matter what action your class takes, stay calm, stay with the group, and pay attention to your teacher for directions.



Do you KNOW YOUR ZONE?

There are evacuation zone numbers for all of Lassen County.

Zone numbers will be used for public alerts during a wildfire or other emergency that may require an evacuation. It is important to remember the **numbers** of the zone, as every zone has a different number and no two are the same.

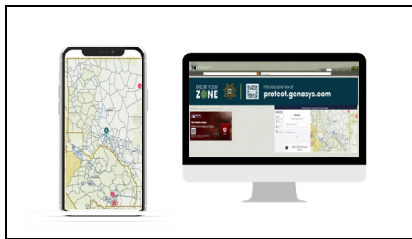


Lassen County’s zone map is available online through <https://www.lassencounty.org/alerts>. The map will auto-update to show an active **Evacuation Warning** or **Order** affecting any zone in Lassen County.

To find your zone number and updates, enter an address in the lower left search bar. You can also drag the map and zoom in to search, if your address is not found.

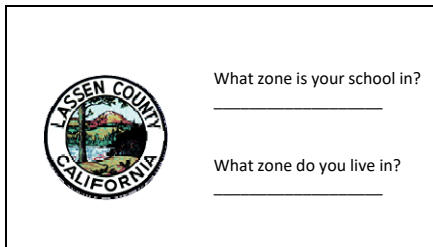
Access the interactive map:

<https://protect.genasys.com/search?z=14.27161186688884&latlon=40.40974003448784%2C-120.64550155672151>



The map can be accessed by computer or phone. It is a good idea to bookmark the map on your computer for easy access.

Search “Lassen County” scroll all the way down and click on the “Alerts”.

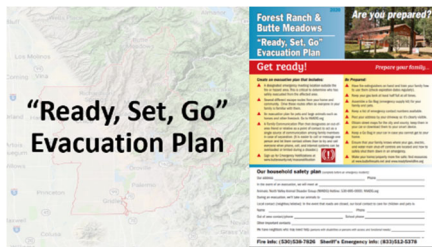


Get out class-provided individual devices, such as Chromebooks, to practice using the interactive map to look up zone numbers. If there is time, you can also give students challenges to find the zone of other well-known locations or businesses in your area.

Access evacuation zoning map here:

<https://protect.genasys.com/search?z=14.27161186688884&latlon=40.40974003448784%2C-120.64550155672151>

After sufficient time for every student to be successful, check in about zone numbers and have students add their home zone number to their Family Communication Plans, if they have them in class. Write the zone number in the information section of the “Ready Set Go” Evacuation Guide.



Compare the digital map with the printed map of your area inside the *“Ready, Set, Go” Evacuation Plan*. The digital map has the most up-to-date information regarding zone numbers and boundaries, but the printed map can be used as a supporting resource. Check your community’s emergency travel route and emergency assembly points.



After a quick discussion, pass out the Emergency Communications Trifolds with information about the zone program, signing up for alerts, and trusted social media sources.



A cell phone is one more tool in the toolbox that students should use if they have one. You can sign up for CodeRED mobile alerts, save emergency contacts and map locations, take a picture of your Family Communication Plan, and upload important photos and documents digitally. If students don’t have a cell phone, they can encourage their family to do this and may remember this information when they do get a phone. Remember, text, don’t talk. In an emergency impacted area, text messages have a better chance of going through than calls. Group texts can share the same information quickly to multiple family members.



Assessment Activity:

Write a letter to Wildfire Ready Raccoon.

Explain expectations for letter format, content, and length. Writing a letter guides students in reflecting on the most important or memorable Wildfire in the Foothills topics. This activity has the option to share student conclusions and stand-out topics back with the Butte County Fire Safe Council to help improve youth outreach. Ready Raccoon loves hearing from students! Illustrations, poetry, and other creative mediums are encouraged as an alternative. You can mail letters in a class envelope to:

Lassen Fire Safe Council
1825 Main St.
Susanville, CA. 96130

Optional sentence starters:

- Something that surprised me about wildfire is _____.
- I used to think _____, but now I think _____ about wildfire.
- Something that my family and I have already done to prepare for a wildfire is _____.
- Something I plan to do in the future to prepare for a wildfire is _____.
- Some things I will put, or already have, in my Go Bag are _____.
- Something important I learned in class that I shared with my family is _____.
- When I talked with my family about the Family Communication Plan they said _____.
- Something I think more people in my community should know about wildfire is _____.
- I can help my family protect our home from embers by _____.
- To prepare my pets for a wildfire I can _____.
- If my friends do not know about wildfire preparedness, I would tell them _____.

Evaluation:

Letter to Ready Raccoon	Good	Fair	Poor
Length and Format	Students write a small paragraph to one page in length in a letter format.	Students write a small paragraph in a letter format.	Students write a few sentences of reflection, but not in a letter format.
Content	The letter demonstrates a strong understanding of three or more program topics with strong personal relevance.	The letter demonstrates an understanding of one or two program topics and gives some personal relevance.	The letter demonstrates a weak understanding of program topics and does not make the connection to personal relevance.

Spelling Punctuation Grammar Readability	The letter is mostly free from errors, easy to understand, and well organized.	The letter contains a few errors and is overall understandable and organized.	The letter contains many errors and is difficult to understand or unorganized.
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Lesson Extension Recommendations:

[REDI Jedi Master Program](#)

Nature Journaling Support For Evacuation Planning

Lesson 9: [Illuminating Fire Practices](#)

Review with Ready!

Play a Jeopardy-style review game covering content from Lessons 1-4.

Pre-schedule a visit with Wildfire Ready Raccoon Lassen Fire Safe Council. Call the Lassen Fire Safe Council office (530)250-4449 to schedule visits.