

Our Future Module

Activity, Time	Objectives	Facilitation	Background for Educators	Materials
Restoring Good Fire 1 hr Inside/Outside	<ul style="list-style-type: none"> Explore how people use fire. Identify a forest management practice and how it helps prevent destructive fires. Help students safely reflect and share their feelings about fire. 	<ol style="list-style-type: none"> Word association with fire. Write down how each of those feel on sticky notes. Brainstorm ways people use fire. Categorize word associations with ways people use fire. Watch video or read article. Listen/read for ways fire benefits the ecosystem. Add answers from video/article to new category. Write down new feelings. 	Social Emotional Learning (SEL) is the developmental process through which people learn skills to support healthy development and relationships. Few students in the region are unaffected by wildfire, and students need SEL-informed spaces with trusted adults that acknowledge the feelings around their experiences.	<ul style="list-style-type: none"> Whiteboard Markers Sticky notes Pencils Printed copies of the Mendocino Voice's TERA returns cultural burning to Lake County article, optional
Policy and Tribal Sovereignty in Land Management 2 hrs Inside/Outside	<ul style="list-style-type: none"> Practice extracting historical information from data sources. Understand how fire management practices influence ecosystem health. Share local examples of how good fire is helping the land. 	<ol style="list-style-type: none"> Compare a graph of acres burned in CA for the last 20 years with acres burned pre-1800. Walk through the effects of outlawing fire on native people and wildlife. Watch video. Brainstorm wildlife in local ecosystem. Pick an organism to dress up as and speak from their perspective on its relationship to fire before and after it is illegal. 	Ecological records and oral Indigenous histories describe how fire's vital role in shaping California's landscape for thousands of years. In 1850, California passed the Act for the Government and Protection of Indians, which outlawed intentional burning. Ignorant to fire's service to the ecosystem, the practice was largely suppressed for the last century. A 2022 California law has affirmed the right to indigenous cultural burns.	<ul style="list-style-type: none"> Materials to make and decorate name tags, masks and/or costumes, optional Print copies of the Historic fire comparison graph, optional
Using Fire Data 90 minutes Inside	<ul style="list-style-type: none"> Analyze and interpret wildfire data and graphs. Use data to inform the ways we can mitigate impacts of wildfire. Use local examples and student observations to make statewide connections. 	<ol style="list-style-type: none"> Explore the factors that impact the fire triangle. Analyze graphs for state and local trends. Connect increasing tree density to excess fuels from fire suppression. Brainstorm ways to manage fuels. 	Wildfires can be considered a natural hazard when there is severe impact to air quality, ecosystems, human resources/systems, and loss of life. Wildfires burn hotter due to a combination of too much fuel from the buildup of fuel after more than a century of fire suppression and changing climate conditions.	<ul style="list-style-type: none"> Whiteboard Markers Printed copies of the using fire data graphs
Our Clear Lake Stories 1 hr Inside/Outside	<ul style="list-style-type: none"> Understand different ways of taking action/making change Identify local actions from community examples 	<ol style="list-style-type: none"> Discuss each of the 10 roles. Rotate to 3 stations of different roles. Choose a role. Group reflections. Develop a plan for fire preparedness and response. Assign tasks based on roles. 	In order to make change, we have to identify our talents and skills that we can contribute towards our community when responding to crises, participating in social change movements, or organizing collectively to advance a campaign or a cause related to equity, justice, and solidarity.	<ul style="list-style-type: none"> Whiteboard Markers Pencils Print copies of the role signs Print copies of the social changemakers readings Print copies of the social change T-chart
Career Pathways and Opportunities 90 min Inside/Outside	<ul style="list-style-type: none"> Create questions to ask career area experts. Share examples of career and educational pathways and help students make a networking or mentorship connection. 	<ol style="list-style-type: none"> Prepare youth to meet a guest speaker. Brainstorm and draft questions. Each student picks a top question. Use top questions during a guest speaker visit. 	Youth need opportunities to learn about the career options available to them within their community. Help youth see that satisfying ways of earning a living, being civically engaged, and the career pathways taken in the process exist within each of our larger life journeys. They can ask questions about a guest speaker's path and expand their ideas for what's possible for themselves.	<ul style="list-style-type: none"> Index cards Pencils Printed copies of the career interview materials (pages 1-2) Printed copies of the career interview materials (pages 3-7), optional