

In spite of these challenges, there are advantages to defining and describing a local WUI. When communities get together and define and describe the local WUI, they come to an agreement about the hazards, values, and **resources** in the community. This helps them develop a better plan to protect the community from a possible wildfire. It also helps them work with public land managers to protect forests across the landscape.

## Reflection Section



❦ Think about the large areas of undeveloped land in the Western United States. Do you think most of that land could be considered the WUI? Why or why not?

❦ Give another example of when getting together to discuss something resulted in a better plan of action.

## FACTivity

### Time Needed

Three class periods

### Materials

Paper, pencils

The question you will answer in this FACTivity is: What type of action plan can we create to help our school?

### Procedure:

In this FACTivity, you will get together with other students and brainstorm a list of challenges or concerns at the school. These can be ongoing challenges or a challenge the school will meet in the future.

## Glossary

**Ecosystem** (ē-kō-sis-təm): Community of plant and animal species interacting with one another and with the nonliving environment.

**Forest manager** ('fōr-əst 'ma-ni-jər): Skilled individual who takes care of natural resources.

**Professional** (prə-'fesh-nəl): People that have specialized training in a particular area.

**Public land** (pə-blik 'land): Land that is owned by the people as a whole; land that is taken care of for the good of all of the people.

**Resource** (rē-'sōrs.): Something that takes care of a need.

**Vegetation** (ve-jə-'tā-shən): Plant life.

Accented syllables are in **bold**. Marks taken from Merriam-Webster Pronunciation Guide.

Adapted from Grayzeck-Souter, S. A.; Nelson, K.; Brummel, R.; Jakes, P.; and Williams, D. 2009. Interpreting federal policy at the local level: The wildland-urban interface concept in wildfire protection planning in the eastern United States. *International Journal of Wildland Fire*. 18: 278–289. <http://www.treesearch.fs.fed.us/pubs/33049>.



For example, a challenge may be that so many parents drive their kids to school that the traffic gets backed up and kids are late to school. Another example is that students have to take standardized tests at the end of the year, and they must prepare throughout the year to pass these tests.

Once a list of challenges has been compiled, your teacher will divide you and the other students into pairs or small groups. These are the Action Plan Teams. An action plan is a plan that can be put into effect to help make the challenging situation easier for the school. In the article just read, community members created plans to help them in case of a wildfire.

Each group will create an action plan for one of the challenges identified during the class discussion.

The action plan should include the following elements (Note: your teacher may have more requirements):

1. Title of action plan
2. Names of action plan team members
3. One or two paragraph summary of the challenge and why it is a challenge for your school
4. Three to five steps that can be taken by students, teachers, administrators, and parents to help improve this challenging situation
5. A timeline for implementing your suggestions
6. One or two paragraphs on why using the action plan will help improve the situation and how the school community would benefit from this improvement

Once the plans have been written, you and the other students will present these plans to the class. After each presentation, discuss the plan and see if there are other ideas that can be added to the plan from other classmates.

## **FACTivity Extension**

These plans can be submitted to the school administration and implemented.



### **National Science Education Standards addressed in the article:**

#### **Science as Inquiry:**

Abilities To Do Scientific Inquiry;  
Understandings About Scientific Inquiry

#### **Science in Personal and Social Perspectives:**

Personal Health;  
Natural Hazards;  
Risk and Hazards

#### **Science and Technology:**

Understandings About Science and Technology

#### **History and Nature of Science:**

Science as a Human Endeavor;  
Nature of Science

### **Additional Web Resources**

University of Wisconsin-Madison's Wildland-Urban Interface Maps and Statistics

<http://silvis.forest.wisc.edu/library/WUILibrary.asp>

Forest Service Wildfire Prevention and Wildland Urban Interface

<http://www.fs.fed.us/r8/fireprevention/>

Firewise Communities

<http://www.firewise.org/>



#### **Teachers:**

If you are a PLT-trained educator, you may use Activity #35, "Loving It Too Much;" #36, "Pollution Search;" #37, "Talking Trash, Not!;" and #38, "Every Drop Counts," as additional resources.