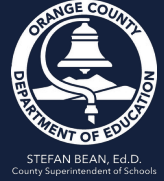


Orange County Field Notebook

Listen. Investigate. Imagine. Build.

GRADES 9–12


LEVEL UP
 ★ CIVICS ★

 STEFAN BEAN, Ed.D.
 County Superintendent of Schools

Take this notebook through the experience. At each NPC, listen first, then jot your answers. **Short notes are fine:** you're collecting evidence for your build, not writing essays. Look for the **LINK** tag: that NPC has a link button worth opening.

Team member 1

Team member 2

Team member 3

Team member 4

Our challenge (check one)

- | | |
|---|---|
| ☐ Huntington Beach · Rigs to Reefs | ☐ Anaheim · Reimagining the Community School |
| ☐ Fullerton · Designing a City for the Future | ☐ Irvine · Community & Mental Wellness |
| ☐ Santa Ana · Civic Leadership & Local Government | ☐ San Juan Capistrano · History, Culture & Community Identity |

Orange County Hub


Dr. Stefan Bean **LINK:** Explore OCDE

Orange County Superintendent of Schools

Which challenge did your team choose, and what real-world issue sits behind it?

Prediction: what do you think will be the hardest tradeoff in this challenge?

How to use this notebook

1. Fill in the pages for **your** challenge only (you can skip the rest).
2. Answer as you meet each NPC.
3. Use **Plan Your Build** at the end of your city's section before you start building.

Huntington Beach

Rigs to Reefs

Listen first. Then write what you heard, not what you guessed.

On the Beach



Randy Poggio

Huntington Beach Player Guide

What were the platforms built for, and what question does their future raise?

First hypothesis: what should happen to Ellen and Elly? (You will revisit this.)



Maria Korcsmaros

[LINK: Shark Info](#)

Shark Stewards · Ocean & Marine Life

How can submerged structures act as habitat, and why does that complicate the decision?

Evidence from Shark Stewards (fact + why it matters for your proposal):



Amber Sparks

[LINK: Rigs Info](#)

Rigs to Reefs · Decommissioning

List the factors Amber says a decommissioning decision can involve.

Link: one Rigs to Reefs example you could cite as evidence.



Jake

Surfer

Where could recreation conflict with habitat protection? How could a design balance both?



Miguel

Local Fisher

Who could be affected economically by the platform decision, and how?



Dr. Wilson

[LINK: AB 2503](#)

Coastal Engineer · Environmental Policy

Under AB 2503, partial removal must show a _____ compared with full removal. What does this mean for your design?

Link: one thing California considers when deciding on partial removal.



Emily Hazelwood

Final Design Mentor · Blue Latitudes

Emily says the structure now has two “histories.” What are they, and what must a decision respect?

Offshore at Ellen & Elly



Diver Maria Korcsmaros

Marine Life Perspective

What will your build show below the water, and how will it demonstrate a benefit to marine life?



Diver Amber Sparks

Design Constraints

Rank Amber’s three considerations for your proposal and explain your ranking.

Huntington Beach

Pull it together before you build



EMILY HAZELWOOD · FINAL DESIGN CHALLENGE

Before you build, make sure you know: **what** you're creating, **who** it serves, **what you learned**, and **why** it matters.

What should happen to Ellen and Elly?

Who or what does it serve?

Our Evidence

Evidence	How it justifies our choice	Source (NPC or credible external source)

At least one row must be a credible external source.

Tradeoffs & constraints (and how we responded)

Safety & long-term responsibility: who maintains it?

What Stays? What Goes? What Changes?

Choice	What part of the platform?	Our reason
Stays		
Goes		
Changes		

Our 4 Purposeful Features

1 Feature

What it does / how it helps

2 Feature

What it does / how it helps

3 Feature

What it does / how it helps

4 Feature

What it does / how it helps

Sketch our build

SKETCH

Board Draft

Project Name	
Our Proposal	
Who or What It Serves	
Evidence That Influenced Us	
Tradeoffs & Constraints	
Why This Coastline	

Our NPC

NPC name	
Purpose / what they explain	
External link (URL + why)	

Virtual Tour Plan · 3 min or less · every voice · MP4

Every team member's voice must be heard. With teacher approval, a student may use captions or on-screen text instead.

Team member	What I will show and explain

Final check (rubric Level 3)

Level 3 = all requirements met. Level 4 = goes beyond. Your full rubric is on page 2 of your Battle Prompt.

- ☐ **Rigs to Reefs Challenge:** Clearly explains what happens above or below the water, who or what it serves, and how it responds.
- ☐ **Evidence, Perspectives & Tradeoffs:** Uses specific learning + a credible external source to justify key choices; addresses a tradeoff or constraint.
- ☐ **Design & Creativity:** 4+ purposeful elements forming an original, coherent, feasible proposal.
- ☐ **Communication & Team Voice:** Concise Board, NPC offers a credible perspective + relevant source, tour explains reasoning with every voice.

Anaheim

Reimagining the Community School

Listen first. Then write what you heard, not what you guessed.

Listen at the School



Mr. Collar

[LINK: What Is a Community School?](#)

Community School Teacher Lead

Why does Mr. Collar start with community strengths instead of only problems?



Student Leader

Student Voice Representative

How will your proposal respond to students, not just adults?



Erika

Parent · Family Perspective

Name two different family needs and a design feature that could address each.



Classroom Teacher

Classroom Teacher

Why might a partner be better than adding more to a teacher's job? Give an example.



Principal

School Leadership

Shared leadership doesn't mean everyone agrees. How would your proposal handle disagreement?



Community School Coordinator

Connects school and community

Describe the coordinator's process for building a partnership in your own words.

Look Beyond the School

Anaheim Strengths Map

Stop	Strength this place brings	Could it help our school? How?
OCVIBE		
Disneyland Resort		
Angel Stadium		
Honda Center / Ducks		
MACC (Magnolia Agriscience)		



Carlos Hernandez [LINK: AUHSD Info](#)

Director, Community Schools & Family Engagement

Who are the decision makers you would pitch your idea to, and what would convince them?

Anaheim

Pull it together before you build



MR. COLLAR · BACK AT THE SCHOOL

Before you build, make sure you know: **what** you're creating, **who** it serves, **what you learned**, and **why** it matters.

What need, strength, or opportunity are you responding to?

Who or what does it serve?

Our Evidence

Evidence	How it justifies our choice	Source (NPC or credible external source)

At least one row must be a credible external source.

Realistic partners, assets, or expertise (and what each contributes)

Our 4 Purposeful Features

1 Feature

What it does / how it helps

2 Feature

What it does / how it helps

3 Feature

What it does / how it helps

4 Feature

What it does / how it helps

Sketch our build

SKETCH

Board Draft

Project Name	
The Opportunity	
Our Proposal	
Who It Serves	
Community Connection	
Why It Matters	

Our NPC

NPC name	
Purpose / what they explain	
External link (URL + why)	

Virtual Tour Plan · 3 min or less · every voice · MP4

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Team member	What I will show and explain

Final check (rubric Level 3)

Level 3 = all requirements met. Level 4 = goes beyond. Your full rubric is on page 2 of your Battle Prompt.

- ☐ **Community School Challenge:** Responds to a meaningful need, strength, or opportunity; shows who it serves and how it strengthens the school community.
- ☐ **Community Learning & Evidence:** Uses specific Anaheim learning + a credible external source to connect to realistic assets, partners, resources, or expertise.
- ☐ **Design & Creativity:** 4+ purposeful elements forming an original, coherent, feasible proposal.
- ☐ **Communication & Team Voice:** Concise Board, NPC offers a credible perspective + relevant source, tour explains design choices with every voice.

Fullerton

Designing a City for the Future

Listen first. Then write what you heard, not what you guessed.

Downtown & City Hall



Alex

Community Design Guide

How did one transportation decision in 1887 shape Fullerton?

Alex says evidence might change an idea you already have. Note one time that happened for your team.



Lauralyn Eschner

LINK: All the Arts

All the Arts for All the Kids

How could a creative public space strengthen both identity and daily life Downtown?

Link: one program or idea you could adapt (and make your own).



Natalie [LINK: City Plan](#)

City Planner

Why does changing one part of a city affect another? Give an example.

Link: what is the city already planning on a topic you care about? (evidence)



Marcus

Land Use Perspective

If a property did more, how would it affect the people who already use it? (tradeoff)



Frank the Firefighter [LINK: E-Waste](#)

Fullerton Fire Department

What waste would your proposal create, and how would you handle it safely?



Scott [LINK: Transit Info](#)

Transportation Planner / Commuter

The depot upgrade met a current need without forgetting history. How could your proposal do both?



Mia [LINK: Explore FC](#)

Fullerton College Student

Which young-adult need could your proposal address, and what evidence shows it is real?



David [LINK: History](#)

Longtime Resident · Skater

Change or preserve? Where does your proposal land, and why?

Fullerton

Pull it together before you build



JORDAN · BUILD AREA

Before you build, make sure you know: **what** you're creating, **who** it serves, **what you learned**, and **why** it matters.

What are you proposing?

Who or what does it serve?

Our Evidence

Evidence	How it justifies our choice	Source (NPC or credible external source)

At least one row must be a credible external source.

Where does it belong, and why there?

Tradeoff or constraint (city systems, history, priorities)

Our 4 Purposeful Features

1 Feature

What it does / how it helps

2 Feature

What it does / how it helps

3 Feature

What it does / how it helps

4 Feature

What it does / how it helps

Sketch our build

SKETCH

Board Draft

Project Name	
The Opportunity	
Our Proposal	
Who It Serves	
Why Fullerton	

Our NPC

NPC name	
Purpose / what they explain	
External link (URL + why)	

Virtual Tour Plan · 3 min or less · every voice · MP4

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Team member	What I will show and explain

Final check (rubric Level 3)

Level 3 = all requirements met. Level 4 = goes beyond. Your full rubric is on page 2 of your Battle Prompt.

- ☐ **Fullerton Challenge:** Responds to a meaningful need or opportunity; shows where it belongs, who it serves, and how it helps Fullerton.
- ☐ **Evidence, Place & Tradeoffs:** Uses specific Fullerton learning + a credible external source to justify location and design, and considers a tradeoff or constraint.
- ☐ **Design & Creativity:** 4+ purposeful elements forming an original, coherent, feasible proposal.
- ☐ **Communication & Team Voice:** Concise Board, NPC offers a credible perspective + relevant source, tour explains design choices with every voice.

Irvine

Community & Mental Wellness

Listen first. Then write what you heard, not what you guessed.

Great Park



Jamie Chen

Community Wellness Guide · Parks & Recreation

Who uses this place, and who might experience it differently than you?



Maya Rodriguez

[LINK: Great Park](#)

Parks & Recreation Planner

Find something that works well in the park. Why does it work?



Jordan Lee

Irvine Student · Youth Perspective

Which design choices help people feel welcome, safe, or able to be themselves?



Dr. Priya Shah [LINK: Mental Health](#)

Community Wellness Professional

How do everyday spaces and direct support services work together?



Katrina Joy

Community Wellness Planner

Katrina plans for the space between recreation and direct services. What gap in that space could your design fill?

Irvine

Pull it together before you build



AMY · COMMUNITY DESIGN MENTOR

Before you build, make sure you know: **what** you're creating, **who** it serves, **what you learned**, and **why** it matters.

Who are you designing for, and what could help them thrive?

Who or what does it serve?

Our Evidence

Evidence	How it justifies our choice	Source (NPC or credible external source)

At least one row must be a credible external source.

How will people use the space?

Tradeoff, accessibility need, or constraint

Our 4 Purposeful Features

1 Feature

What it does / how it helps

2 Feature

What it does / how it helps

3 Feature

What it does / how it helps

4 Feature

What it does / how it helps

Sketch our build

SKETCH

Board Draft

Project Name	
Community Need or Opportunity	
Our Proposal	
Who It Serves	
Evidence & Community Connection	
Why It Matters	

Our NPC

NPC name	
Purpose / what they explain	
External link (URL + why)	

Virtual Tour Plan · 3 min or less · every voice · MP4

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Team member	What I will show and explain

Final check (rubric Level 3)

Level 3 = all requirements met. Level 4 = goes beyond. Your full rubric is on page 2 of your Battle Prompt.

- ☐ **Irvine Wellness Challenge:** Responds to a meaningful need; shows who it serves and how it builds wellness, connection, or belonging.
- ☐ **Evidence, People & Tradeoffs:** Uses Irvine learning + a credible external source to justify design; weighs a tradeoff, access need, or constraint.
- ☐ **Design & Creativity:** 4+ purposeful elements forming an original, coherent, feasible wellness proposal.
- ☐ **Communication & Team Voice:** Concise Board, NPC offers a credible perspective + relevant source, tour explains design choices with every voice.

Santa Ana

Civic Leadership & Local Government

Listen first. Then write what you heard, not what you guessed.

The Civic Center



Sofia [LINK: My Challenge](#)
Community Design Guide

What does it mean that Santa Ana is the county seat?

Which of Sofia's three questions is hardest to answer for a real issue? Why?



City Council Member [LINK: City Council](#)
Santa Ana City Council

Apply the council member's four questions to e-bike safety.

Case Study: E-Bike Safety



Student E-Bike Rider [LINK: E-Bike Info](#)
Student perspective

What does the rider need, and what would they lose under a ban?



Community Member

Pedestrian perspective

Where do the rider's and pedestrian's needs overlap? What common ground exists?



Transportation Planner

[LINK: OCTA Plan](#)

Public agency representative

Link: what are OCTA and Santa Ana already doing? What might still be missing?

Who would need to be involved to make a solution happen?

How Does Change Happen?

Step	What it means	For our issue
1. Notice		
2. Listen		
3. Investigate		
4. Imagine		
5. Propose		
6. Advocate		
7. Act		



Civic Engagement Guide

Civic participation

Which kind of participation fits your proposal best, and why?

Santa Ana

Pull it together before you build



COMMUNITY DESIGN MENTOR · BUILD AREA

Before you build, make sure you know: **what** you're creating, **who** it serves, **what you learned**, and **why** it matters.

What issue or opportunity are you trying to improve?

Who or what does it serve?

Our Evidence

Evidence	How it justifies our choice	Source (NPC or credible external source)

At least one row must be a credible external source.

Who is affected?

Decision makers, agencies, or groups who could help

Competing perspective, tradeoff, or implementation challenge

Our 4 Purposeful Features

1 Feature

What it does / how it helps

2 Feature

What it does / how it helps

3 Feature

What it does / how it helps

4 Feature

What it does / how it helps

Sketch our build

SKETCH

Board Draft

Project Name	
The Issue or Opportunity	
Our Proposal	
Who It Serves	
Evidence & Perspectives	
Who Could Help	
Why It Matters	

Our NPC

NPC name	
Purpose / what they explain	
External link (URL + why)	

Virtual Tour Plan · 3 min or less · every voice · MP4

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Team member	What I will show and explain

Final check (rubric Level 3)

Level 3 = all requirements met. Level 4 = goes beyond. Your full rubric is on page 2 of your Battle Prompt.

- ☐ **Civic Design Challenge:** Responds to a meaningful need or opportunity; identifies who is affected, who it serves, and the intended impact.
- ☐ **Evidence, Perspectives & Civic Process:** Uses Santa Ana learning + a credible external source, considers a perspective or tradeoff, and names who could help.
- ☐ **Design & Creativity:** 4+ purposeful elements forming an original, coherent, feasible civic proposal.
- ☐ **Communication & Team Voice:** Concise Board, NPC offers a credible perspective + relevant source, tour explains reasoning with every voice.

San Juan Capistrano

History, Culture & Community Identity

Listen first. Then write what you heard, not what you guessed.

Many Stories, One Place



Community Design Guide

[LINK: Local History](#)

Historic district entrance

Why does the guide say your job isn't to memorize a timeline?



Acjachemen Cultural Educator

[LINK: Acjachemen](#)

Elder

"A new chapter doesn't erase the chapters before it." What does this mean for how history is told?

Link: one thing you learned about Acjachemen culture today.



Local Historian

[LINK: Learn More](#)

Toward the Mission

What questions should a historic place help visitors ask?



Historic Preservation Specialist [LINK: Preservation](#)

Mission area

Preservation also means deciding how stories are shared. Why does that matter?



Community Heritage Coordinator [LINK: Heritage](#)

Historic downtown / Los Rios

What story here might need more attention, and why?

Past • Present • Future

	What did we learn?
Past: What happened here?	
Present: How do people experience it today?	
Future: What should we carry forward?	

San Juan Capistrano

Pull it together before you build



COMMUNITY DESIGN MENTOR · BUILD SITE

Before you build, make sure you know: **what** you're creating, **who** it serves, **what you learned**, and **why** it matters.

What are you carrying forward?

Who or what does it serve?

Our Evidence

Evidence	How it justifies our choice	Source (NPC or credible external source)

At least one row must be a credible external source.

Whose stories or perspectives are represented?

What will visitors understand or experience?

Tension we addressed (preservation vs. change, representation, access, living culture)

Our 4 Purposeful Features

1 Feature

What it does / how it helps

2 Feature

What it does / how it helps

3 Feature

What it does / how it helps

4 Feature

What it does / how it helps

Sketch our build

SKETCH

Board Draft

Project Name	
What We Are Carrying Forward	
Our Proposal	
Whose Stories or Perspectives	
Who It Serves	
What People Will Experience	
Why It Matters	

Our NPC

NPC name	
Purpose / what they explain	
External link (URL + why)	

Virtual Tour Plan · 3 min or less · every voice · MP4

Every team member's voice must be heard. With teacher approval, a student may use captions or on-screen text instead.

Team member	What I will show and explain

Final check (rubric Level 3)

Level 3 = all requirements met. Level 4 = goes beyond. Your full rubric is on page 2 of your Battle Prompt.

- ☐ **History, Culture & Identity Challenge:** Identifies what's carried forward, who it serves, and what visitors should understand or experience.
- ☐ **Evidence, Representation & Tradeoffs:** Uses specific learning + a credible external source, represents relevant perspectives, and weighs a meaningful tension.
- ☐ **Design & Creativity:** 4+ purposeful elements forming an original, coherent, meaningful visitor experience.
- ☐ **Communication & Team Voice:** Concise Board, NPC offers a credible perspective + relevant source, tour explains choices with every voice.