**It’s Your Turn: Prevent the Burn**

Students learn the rules and consequences of wildfire safety.

<table>
<thead>
<tr>
<th>Author</th>
<th>Sheila Nice and Cheryl Wiens</th>
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<tbody>
<tr>
<td>Grade Level</td>
<td>K-2</td>
</tr>
<tr>
<td>Duration</td>
<td>2 class periods</td>
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</tbody>
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Adapted from: Wildfire Prevention School Program, Minnesota Department of Natural Resources

<table>
<thead>
<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Other Arizona Standards</th>
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<tbody>
<tr>
<td><strong>ELEMENT FIVE: ENVIRONMENT AND SOCIETY</strong></td>
<td><strong>Concept 5 Environment and Society</strong></td>
<td><strong>Strand 3 Civics/Government</strong></td>
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<td>14. How human actions modify the physical environment.</td>
<td><strong>GRADE K</strong></td>
<td><strong>Concept 4 Rights, Responsibilities and Roles of Citizenship</strong></td>
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<tr>
<td>15. How physical systems affect human systems.</td>
<td><strong>PO 1.</strong> Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms).</td>
<td><strong>Grade K</strong></td>
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<td></td>
<td><strong>PO 2.</strong> Recognize that resources are renewable, recyclable, and non-renewable.</td>
<td><strong>PO 2.</strong> Recognize the rights and responsibilities of citizenship: c. why there are rules and the consequences for violating them.</td>
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<td><strong>GRADE 1</strong></td>
<td><strong>Grade 1 and 2</strong></td>
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<td></td>
<td><strong>PO 2.</strong> Identify resources that are renewable, recyclable, and non-renewable.</td>
<td><strong>PO 2.</strong> Describe the rights and responsibilities of citizenship: c. why there are rules and the consequences for violating them.</td>
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<td><strong>GRADE 2</strong></td>
<td><strong>ELA Common Core Standards</strong></td>
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<td><strong>PO 2.</strong> Recognize ways of protecting natural resources.</td>
<td><strong>Writing</strong></td>
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<td><strong>Text Types and Purposes</strong></td>
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<td><strong>K.W.2</strong> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
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<td><strong>Research to Build and Present Knowledge</strong></td>
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<td><strong>1.W.8</strong> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
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<td></td>
<td><strong>2.W.8</strong> Recall information from experiences or gather information from provided sources to answer a question.</td>
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<td><strong>Language</strong></td>
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<td><strong>K.L.1.</strong> Conventions of Standard English</td>
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<td>Produce and expand complete sentences in shared language activities</td>
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<td><strong>K.L.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</td>
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<td><strong>1.L.2 and 2.L.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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Overview

Each summer, in many parts of the United States, wildfires threaten natural resources, wildlife, homes, and communities. People of all ages should be aware of consequences if basic fire safety rules aren’t followed.

Purpose

In this lesson students will gain an understanding of the importance of wildfire safety rules and consequences. Students will also learn about wildfires and steps to reduce wildfire risk. Students will learn that trees are a renewable resource and give us material goods that we use in our everyday lives.

Materials

- Images of What a Wildfire Can Do
- Computer and projection device (optional)
- We Need Our Forests worksheet
- The Story of Smokey Bear
- Follow the Rules/Consequences worksheet

Objectives

The student will be able to:

1. describe wildfires and their human causes.

2. recognize ways to protect homes and communities from wildfires through an awareness of forest fire prevention.

3. describe the importance of trees as a renewable resource from our forests.

Procedures

SESSION ONE

1. Begin with a discussion about forests and fire safety. Use these suggested questions:
   a. Who has been in a forest before and what did you see?
   b. Who has been camping?
   c. Why are trees important to people and the animals of the forest?
   d. Let’s think about fire and the forest.

2. Can you complete these sentences? Turn to your partner and share your answers.

   Fire is helpful to the forest because it
   (makes room for new plants, allows trees to grow larger, cleans out dead wood and sick plants)

   Fire is harmful to the forest because it
   (kills animals, plants and trees; promotes landslides; harms the air, and destroys people’s and animals’ homes)

3. Begin by showing the images from What a Wildfire Can Do. (This can be done by printing off the images or by projecting them.) Have students discuss what is happening in the images. Be sure to discuss that trees are a renewable resource and can come back after a forest fire but it will take years to do this.

4. Then tell the class that today we are going to learn how to protect our forests from wildfires.

5. Introduce Smokey Bear and his fire prevention rules, using The Story of Smokey Bear. (Optional: introduce Smokey by going to www.smokeybear.com.)

6. Write Smokey’s five rules on chart paper or SmartBoard to review together as a class.

7. Discuss the consequences (the result of an action) of not following Smokey’s rules. Mention that wildfires can destroy the lives and homes of forest plants and animals, and people’s homes in the woods, too.

8. Give students the worksheet Follow the Rules/Consequences. Have them explain how you can be careful with fire in the forest and what are the consequences by writing a sentence and draw a picture for each side.

SESSION TWO

9. Remind students that yesterday, we talked about the forest and that trees are a renewable resource (they will return given enough time). Ask students to think of one item made from wood. Pass a ball to call on students. When students receive the ball, they state an item we get from wood. They should listen to others as to not repeat the same answers.
It’s Your Turn: Prevent the Burn

10. On chart paper draw a large outline of a pine tree and title it: We Need Our Forests. Inside the outline of the tree, create a list of items made from wood. Afterwards, ask the children to imagine what the classroom might look like without things made from trees. How different would our lives be without products made from trees?

11. Remind students of Smokey’s rules for the forest from Session One. Pass out student worksheets We Need our Forests. Direct students to write a second sentence about items we use from trees. Students might draw their item inside the large pine tree outline. Have them refer to the posted list.

12. Create a bulletin board forest from the worksheets. Title the bulletin board: We Need Our Forests – Follow Smokey’s Rules!

Assessment

1. On the Follow the Rules/Consequences worksheet, pre-writers will meet mastery by illustrating one example for each statement. Mastery for 1st and 2nd graders will be written statements will include correct end punctuation, spelling, and beginning capitalization.

2. On the student worksheet, We Need our Forests, pre-writers will meet mastery by illustrating a minimum of one item we get from trees. Mastery for 1st and 2nd graders will include writing about one item from trees.

Extensions

Play the interactive games about wildfire prevention found on

www.smokeybear.com/kids/?js=1

Add the word renewable to student’s vocabulary/spelling assignment. Renewable is something that can be replaced—usually in terms of a human’s lifespan.

Invite a park service ranger to share about recent wildfires and how they might have been prevented.

Discuss consequences of not following classroom, school, and community rules.


Sources


Pine tree worksheet found at
http://twistynoodle.com/

www.smokeybear.com/kids/?js=1

http://www.dnr.state.mn.us/education/wildfire/curriculum.html


Photos:
http://www.nps.gov/akso/nature/fire/photogallery.cfm

http://www.loc.gov/pictures/