

It's Your Turn: Prevent the Burn

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Grade Level K-2
Duration 2 class periods

Adapted from: Wildfire Prevention School Program, Minnesota Department of Natural Resources

National Standards

GEOGRAPHY
Element 5: Environment and Society
14. How human actions modify the physical environment.
15. How physical systems affect human systems.
Element 6: The Uses of Geography
17. How to apply geography to interpret the past
18. How to apply geography to interpret the present and plan for the future

AZ Standards

ELA
Writing
Text Types and Purposes
K.W.2 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
Research to Build and Present Knowledge
1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2.W.8 Recall information from experiences or gather information from provided sources to answer a question.
Language
K.L.1. Conventions of Standard English
Produce and expand complete sentences in shared language activities
K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
1.L.2 and 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Arizona Social Science Standards

GEOGRAPHY
The use of geographic representations and tools help individuals understand their world.
K.G1.2 Explore locations in stories shared.
Human-environment interactions are essential aspects of human life in all societies.
K.G2.1 Explain how water and weather impacts humans.
1.G2.1 Compare how human activities affect culture and the environment now and in the past. Such as agriculture, industrialization, urbanization, and human migration.
2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.
2.G1.2 Describe how human activities affect the communities and the environment of places or regions.
CIVICS
Citizens have individual rights, roles, and responsibilities.
K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community.
2.C2.2 Explain how all people, not just official leaders, play important roles in the world.
An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
1.C3.1 Explain the importance of rules and laws in our community.

Overview

Each summer, in many parts of the United States, wildfires threaten natural resources, wildlife, homes,

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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 the lesson 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. Distribute or project the images from What a Wildfire Can Do. 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 project them 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 drawing a picture for each side.

SESSION TWO

Prior to the Lesson: Create a large sized We Need Our Forest drawing or plan to project the worksheet and write on it.

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. Hand out a ball to a student. Then explain that when a student receives the ball, he/she should state an item we get from wood. They should listen to others as to not repeat the same answers. Then he/she hands the ball to another student who hasn't spoken yet.
10. As students contribute items made of wood, write them inside the outline of the tree. 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(s) inside the large pine tree outline. Have them refer to the class created list.
12. Create a bulletin board forest from the worksheets. Title the bulletin board: **We Need Our Forests – Follow Smokey's Rules!**

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Assessment

ELA and Social Science

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

The We Need our Forests worksheet can also be graded. 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 vocabulary/spelling assignments. 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.

Read the book, *Contain the Flame*. Donahue, Jull Urban. (2009) *Contain the Flame*. Mankato, MN: Picture Window Books. ISBN 978-1-4048-4820-7

Sources

Rice, William B. (2010) *Fires*. Huntington Beach, CA: Teacher Created Materials. ISBN 978-1-4333-0314-2

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

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

http://www.fs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb5107845.pdf

Photos:

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

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