



# Education Program

(Grades K-1)



# Lesson Two

In this lesson, students will consider what respectful actions look like. They will identify respectful actions people can take to help us prevent and be safe from wildfires. Students will demonstrate their learning by describing how disrespectful actions with fire can be made respectful.



## Lesson Question:

What does respecting fire look like?

## Lesson Challenge:

Create a picture of Ember showing two respectful actions that can help us prevent and be safe from wildfires.

## Big Ideas

- Humans interact with matter every day through familiar materials. (Science K)
- Matter is useful because of its properties. (Grade 1 Science)

## Suggested Materials

- **Activity Sheet A:** Identifying Respectful Actions (display with younger students; or one copy for each pair of students)
- **Activity Sheet B:** Respecting Fire (display with younger students; or one copy for each pair of students)
- **Activity Sheet C:** What Would Ember Do? (display with younger students; or one copy for each student)



## Start the Thinking



1. Ask students, "What does respecting people, places, and things look like?" Prompt their thinking by displaying images of people, places, and things that would be relevant to them. Encourage students to offer additional ideas of people, places, and things that should be respected.
2. With younger students, consider displaying or projecting Identifying Respectful Actions (Activity Sheet A). With older students, consider organizing students into pairs and providing each group with a copy of the activity sheet.
3. Guide students in sorting the actions into respectful and not respectful actions.
4. Ask students to describe what being respectful might look like. Note their suggestions for use later in this lesson. Summarize the work by sharing that "Showing respect means caring enough to make sure our actions do not hurt or harm others (people, places, and things)."
5. With younger students, guide them in choosing one of the disrespectful actions from the activity sheet and then suggesting what changes might make it respectful. With older students, ask groups to choose at least one of the disrespectful actions from the activity sheet and then suggesting what changes might make it respectful.
6. Ask students, "What does respecting fire look like?" Discuss with students what it might mean to respect fire. Share with students that Ember would say respecting fire can help us to prevent and be safe from wildfires.
7. Introduce the lesson question and explain to students that their challenge is to create a picture of Ember showing two respectful actions that can help us prevent and be safe from wildfires.

## Grow the Thinking



1. Display Action 1 from Respecting Fire (Activity Sheet B). Invite students to decide if the action in the picture respects or disrespects fire.
2. Invite students to share their decision and thinking with the class. Use their ideas to co-develop or share the criteria for respectful fire actions. An action that respects fire
  - Keeps us and other people safe from fire
  - Keeps the environment (plants and animals) safe from fire
  - Keeps our homes and things safe from fire

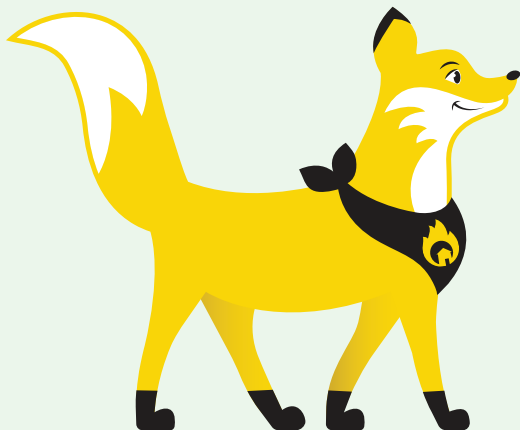


3. Have students sort the rest of the pictures and words into respectful and not respectful actions.
  - With younger students, display the images and guide them in deciding which images show actions that respect fire and those that do not.
  - With older students, ask groups to decide which images show actions that respect fire and those that do not. Encourage students to include at least one reason that supports their decisions.
4. Review students' responses as a class, identifying which criteria for respectful actions were met.
5. Pose the question, "What actions are respectful of fire?" Remind students to consider the criteria for respectful actions as they offer ideas.

## Reflect on the Thinking



1. Guide students in responding to the lesson challenge:
  - With younger students, consider displaying or projecting What Would Ember Do? (Activity Sheet C).
  - With older students, consider providing each student with a copy of the activity sheet.
2. Ask students to select any two of the disrespectful actions from Activity Sheet B. Then, encourage students to describe how Ember would suggest that the action could be made respectful. Prompt students to use words or pictures to rework the disrespectful action so that it is respectful.
3. First Peoples emphasize the importance of treating fire with respect. If possible, consider inviting an Elder or Knowledge Keeper to discuss how fire can be respected.



# Activity Sheet A: Identifying Respectful Actions

Sort the actions into respectful and **not** respectful.

## Actions

Putting recycling where it belongs

Eating someone else's lunch

Moving in front of someone in a lineup

Not cleaning up after a pet

Littering

Using a quiet voice in a library

Sharing a toy with someone else

Raising your hand in class

## Respectful

## Not Respectful



# Activity Sheet B: Respecting Fire

## Action 1



Respectful       Not respectful

I think this because

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## Action 2



Respectful       Not respectful

I think this because

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## Action 3



Respectful       Not respectful

I think this because

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## Action 4



Respectful       Not respectful

I think this because

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# Activity Sheet B: Respecting Fire

## Action 5



Respectful       Not respectful

I think this because

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## Action 6



Respectful       Not respectful

I think this because

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# Activity Sheet C: What Would Ember Do?

**Choose** any two disrespectful fire actions from Activity Sheet B. **Draw** a picture to show how Ember would change the disrespectful actions into respectful actions.

## Remember, an action that respects fire

- ✓ Keeps us and other people safe from fire
- ✓ Keeps the environment (plants and animals) safe from fire
- ✓ Keeps our homes and things safe from fire



### Before

\_\_\_\_\_  
Paste two disrespectful actions  
cards in the spaces below

### After

\_\_\_\_\_  
Draw a picture to show how Ember  
would make the disrespectful action  
into a respectful action

I think this because

\_\_\_\_\_  
\_\_\_\_\_



# Activity Sheet C: What Would Ember Do?

## Before

\_\_\_\_\_  
Paste two disrespectful actions cards in the spaces below

## After

\_\_\_\_\_  
Draw a picture to show how Ember would make the disrespectful action into a respectful action

I think this because

\_\_\_\_\_

\_\_\_\_\_

