

Lesson Guide for Educators: Lesson One (2-3)

Lesson Question: What important lessons can we learn about fire from First Peoples?

Lesson Challenge: Create a picture that shares three important lessons about fire that can be learned from First Peoples.

In the detailed lesson plan, you'll find three parts: **Start the Thinking**, **Grow the Thinking**, and **Reflect on the Thinking**. While these parts can be used in order, this lesson is designed to be flexible—use the activities in order as a complete lesson or pick and choose individual activities to fit your needs.

Start the Thinking: To begin students’ thinking about important lessons that might be learned about fire from Indigenous Peoples, consider using at least one of the following activities.

Possible learning activities	Time	Steps
Display or provide students with a copy of Activity Sheet A. Ask students to suggest which of the statements might be “important lessons.” Invite students to share their decisions and thinking. As they share, use their ideas to co-develop or present the criteria for an important lesson.	15 min	1-4
Ask students to revisit their initial decisions on Activity Sheet A, this time using the criteria to guide their thinking.	10 min	5
Provide each student with a copy of Activity Sheet B and introduce the lesson question and challenge. Prompt students to use words or images to describe any important lessons about fire that they know.	10 min	6,7

Grow the Thinking: To help nurture and deepen students’ thinking about important lessons that might be learned about fire from Indigenous Peoples, use at least one of these activities.

Possible learning activities	Time	Steps
Distribute Activity Sheet C and background materials and guide students in gathering key details about cultural burning. Model how to find and note key details that match each of the 5Ws on the activity sheet. As students explore the information, encourage them to note any important lessons that might be learned about fire from Indigenous Peoples. Remind them to use the criteria for an important lesson to guide their thinking.	15 min	1-5
Invite students to explore other sources, including videos and stories, about Indigenous Peoples’ relationship with land and fire. An Elder, Knowledge Keeper, or Fire Keeper could also share ideas about First Peoples’ relationships with land and fire. As students explore the information, encourage them to note any important lessons that might be learned from Indigenous Peoples. Remind them to use the criteria for an important lesson to guide their thinking.	15 - 30 min	5-7

Reflect on the Thinking: To guide students’ reflection important lessons that might be learned about fire from Indigenous Peoples, consider using at least one of the following activities.

Possible learning activities	Time	Steps
Encourage students to revisit Activity Sheet B and their initial thoughts about important lessons that might be learned about fire from Indigenous Peoples. Invite students to share their three most important lessons with the class.	10 min	1
Provide students with a copy of Activity Sheet D and ask them to create an image that shows at least three important lessons that could be learned about fire from Indigenous Peoples.	15-20 min	2

Key terms and vocabulary

Criteria for an important lesson	<p>An important lesson can help us:</p> <ul style="list-style-type: none">• understand something better.• change how we think or act.• live in a good way with ourselves, other people, and the Earth.
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