

Lesson Guide for Educators: Lesson Four (grades 2-3)		
Lesson Question: How FireSmart is the park?		
Lesson Challenge: Create a diagram or model of a FireSmart park.		
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 how parks and other natural areas might be made more fire-resistant, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Provide students with Activity Sheet A. Invite students to look for details in the image, prompting them to think about what forests give to us and what challenges forests face. Organize students to discuss the benefits and challenges of forests, including climate change and wildfires. Define fire resistance and have groups share their observations, leading to a collaborative discussion on the importance of forests and fire-resistant criteria.	10 min	1-3
Invite students to use the rating scale Activity Sheet A to rate how resistant to fire the park shown on might be. Encourage students to share their ratings and thinking, inviting them to suggest how a park might be made more fire-resistant.	10 min	3-5
Provide students with a copy of Activity Sheet B and share the lesson question and challenge. Ask students to create an initial drawing of a fire-resistant park, assuring them that they can add to and change their drawings throughout the lesson.	15 min	4-6
Grow the Thinking: To help nurture and deepen students’ thinking about how parks and other natural areas might be made more fire-resistant, use at least one of these activities.		
Possible learning activities	Time	Steps
Provide students with a copy of Activity Sheet C. Briefly explain that some trees more fire-resistant than others. Ask students to decide which trees “burn easily” and which might “resist fire.” Invite groups to share their decisions and use their thinking to co-develop or present the qualities that make some trees more fire resistant than others. Prompt groups to resort their cards, this time using the qualities to guide their thinking. Ask to students revisit Activity Sheet A to update their initial drawings of a fire-resistant park, this time using their new learning.	20 min	1-5, 9-11
Ask students to decide: Which would be more fire resistant: trees that are close together or trees that are spaced further apart? As students share, distribute or display Information Sheet A. Discuss how tree density impacts fire spread. Ask to students revisit Activity Sheet A to revise their initial drawings of a fire-resistant park, this time using their new learning.	20 min	7-11
Reflect on the Thinking: To guide students’ reflection how parks and other natural areas might be made more fire-resistant, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Ask students to complete their drawings of a FireSmart park.	10 min	2
Invite students to think about a local forest or park area and to decide how FireSmart the area might be. Encourage learners to use their learning to suggest how the area might be made more FireSmart.	10 min	1
Key terms and vocabulary		
Fire-Resistant Forests	Some trees and plants are more fire-resistant and help slow wildfire spread and protect ecosystems.	
FireSmart Design	Planning parks with fire-resistant vegetation and safe tree placement helps create landscapes that are less vulnerable to wildfires.	