

| Lesson Guide for Educators: Lesson Five (2-3) | | |
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| Lesson Question: What does a FireSmart home look like? | | |
| Lesson Challenge: Create a design for a FireSmart home. | | |
| 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 the qualities and characteristics of a FireSmart home, consider using at least one of the following activities | | |
| Possible learning activities | Time | Steps |
| Provide each pair of students with a copy of Activity Sheet A. Ask them to identify features that make the home FireSmart or more resistant to wildfires. Invite groups to use their thinking to rate “How FireSmart is the home?” by marking the gauge on the activity sheet. | 15 min | 1-3 |
| Provide each student with a copy of Activity Sheet B and introduce the lesson question and challenge. Ask students to create an initial drawing of a FireSmart home, assuring them that they will be able to add to and change their drawings. | 15 min | 4,5 |
| Grow the Thinking: To help nurture and deepen students’ thinking about the qualities and characteristics of a FireSmart home, use at least one of these activities. | | |
| Possible learning activities | Time | Steps |
| Ask groups to classify materials described on Activity Sheet C based on how they react to fire. As groups share their decisions, use their thinking to co-develop or present the criteria for a FireSmart home. Invite students to revisit and revise their initial drawings of a FireSmart home guided by their new learning. | 10 min | 1-3, 9 |
| Display or provide Activity Sheet D to groups of students. Ask groups to rate how FireSmart each feature of the home might be, using their understanding of materials. Invite groups to share their decisions and thinking with the class. (Alternatively, assign groups one of the features of the home). Invite students to revisit and revise their initial drawings of a FireSmart home guided by their new learning. | 20 min | 4-6, 9 |
| Help students revisit their initial rating of Home A, this time using the criteria for a FireSmart home. Next, have students rate Homes B and C using their new learning and the criteria. Invite students to revisit and revise their initial drawings of a FireSmart home guided by their new learning. | 20 min | 7-9 |
| Reflect on the Thinking: To guide students’ reflection on the qualities and characteristics of a FireSmart home, consider using at least one of the following activities. | | |
| Possible learning activities | Time | Steps |
| Encourage students to complete and present their FireSmart home designs. | 15 min | 1 |
| As an extension, students can add to their drawings using information from the additional sources included in the detailed lesson plan. | 15 min | 2 |
| Key terms and vocabulary | | |
| Criteria for a FireSmart home | A home is FireSmart or more resistant to wildfires if: <ul style="list-style-type: none">it is made of materials that do not burn or are not destroyed easily in fire;fuel (material that burn easily) is kept away from the home; anda source of water is available to put out fires. | |