

| Lesson Guide for Educators: Lesson One (4-6) | | |
|---|--|-------|
| Lesson Question: How can we best use an understanding of our local ecozone to make an area FireSmart? | | |
| Lesson Challenge: Create a FireSmart landscaping plan for an area in your community. | | |
| 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 understanding an ecozone can help us create FireSmart areas, consider using at least one of the following activities. | | |
| Possible learning activities | Time | Steps |
| Distribute or display the images of landscapes, inviting students to suggest what features or characteristics make an area "landscaped." As students share their thinking, prompt them to create a definition of landscaping using words or pictures. | 10 min | 1-4 |
| Share key features of landscaping and ask students to compare their definitions with these features. Invite students to refine their first definitions using this new information. | 10 min | 5,6 |
| Introduce the lesson question challenge and question, briefly explaining that the challenge is to create a FireSmart landscaping plan for their community. Provide each student with a copy of My Thoughtbook and then choose a public space in their community and then sketch or write ideas for their landscaping plan. | 20 min | 7-10 |
| Grow the Thinking: To help nurture and deepen students' thinking about how understanding an ecozone can help us create FireSmart areas, use at least one of these activities. | | |
| Possible learning activities | Time | Steps |
| Invite students to identify their four most important design priorities and consider how their landscaping plan matches FireSmart principles. Ask them to revise their original plans based on their reflections. | 10 min | 1,2 |
| Provide each small group with a copy of Briefing Sheet A, and ask students to suggest how understanding their local ecozone might help them make a landscaping plan for their community. Guide students in identifying the key features of their community's ecozone. Prompt students to revisit their initial landscaping plans, looking for details that could be affirmed, refined, or extended, guided by information about ecozones. | 10 min | 3-5 |
| Provide each small group with a copies of Briefing Sheet B and C. Prompt students to revisit their initial landscaping plans, looking for details that could be affirmed, refined, or extended, this time guided by information about FireSmart landscaping tips and wildfires. | 15 min | 5-7 |
| Reflect on the Thinking: To guide students' reflection on how understanding an ecozone can help us create FireSmart areas, consider using at least one of the following activities. | | |
| Possible learning activities | Time | Steps |
| Encourage students to work with peers to refine their FireSmart landscape plans, reminding them to use the criteria to guide their thinking and decision making. | 15 min | 1-3 |
| Key terms and vocabulary | | |
| Criteria for an effective landscaping plan | An effective landscaping plan is <ul style="list-style-type: none">suited to the purpose and environment for which it is designeddesigned to be FireSmartclear and easy to understand | |