

Lesson Guide for Educators: Lesson Two (4-6)		
Lesson Question: What are the most important lessons about using fire to care for the land that we can learn from First Peoples?		
Lesson Challenge: Design a collage or visual that shows important lessons we can learn from First Peoples about how fire can be used to care for the land.		
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 lessons about using fire to care for the land that could be learned from First Peoples, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Provide small groups of students with copies of Activity Sheet A. Guide students in using the rating scale to suggest how helpful wildfires are for the land. As groups share their decisions and thinking, encourage students to consider that the meaning of “land” can include the earth, air, and all living and non-living members of ecosystems and habitat.	10 min	1-4
Introduce the lesson question about learning from First Peoples' use of fire for land care. Share the lesson challenge to create an illustration showing key lessons on how fire supports ecosystems. Invite students to note their initial ideas for their visual representation on their activity sheet.	10 min	5
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
Provide groups with copies of Activity Sheet B and the Briefing Sheet. Briefly explain that since time immemorial, First Peoples have used cultural burning, or small and controlled fires, as an important part of their relationship with the land. Unfortunately, these practices were made illegal by the government of British Columbia in 1874. Ask groups to read Briefing Sheet A and identify important lessons about relationships with fire. Remind students to use the criteria for an important lesson to guide their thinking. Invite groups to share their important lessons, then revisit their initial ideas about their visual representations.	15 min	1-3,5,6
Show a video on cultural burning and students to note any important lessons about cultural burning on Activity Sheet B. Invite students to revisit their initial ideas about their visual representations, using any important lessons from the video to guide their thinking.	20 min	4,6,7
Consider inviting a local Knowledge Keeper, Fire Keeper, or Elder to share about cultural burning practices. Encourage students to add important lessons to their Activity Sheet.	20 min+	
Reflect on the Thinking: To guide students’ reflection about the lessons about using fire to care for the land that could be learned from First Peoples, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Guide students back to the rating scale on Activity Sheet A and the “My Final Ideas” section, this time using their new understanding of First Peoples' knowledge and practices to guide their thinking. use of fire and new insights gained.	10 min	1
Allow time for students to create their visual representation of important lessons about using fire to care for the land. Encourage students to use the criteria for a powerful visual to guide their work.	20 min+	4
Cultural Burning	First Peoples use generational knowledge of fire and the land to care for ecosystems, prevent large wildfires, and live in a good way with the land.	