

Lesson Guide for Educators: Lesson Three (4-6)		
Lesson Question: What helpful habits could improve wildfire safety and prevention?		
Lesson Challenge: Select three helpful habits that Ember would encourage to help families share the responsibility for wildfire safety and prevention.		
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 habits that could improve wildfire safety and prevention, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Pair students and invite them to list their daily habits. Invite students to share their lists and encourage them "habit" means. Prompt students to find common patterns in their lists and refine their definition, collaboratively developing a clear understanding of a habit.	15 min	1-3
Invite groups to decide which of their habits is “Helpful” or “Not Helpful.” Invite groups to share their decisions and use their thinking to co-develop or present the criteria for a helpful habit.	10 min	4-5
Briefly explain that everyone share responsibility for wildfire prevention. Share the lesson question and challenge and invite students to suggest three key habits that could help reduce or prevent wildfires.	10 min	6-7
Grow the Thinking: To help nurture and deepen students' thinking about habits that could improve wildfire safety and prevention, use at least one of these activities.		
Possible learning activities	Time	Steps
Provide each group with Briefing Sheet A and Activity Sheet A. Guide students in using the facts about wildfire safety to think of corresponding wildfire safety habits. For example, students might suggest that the habit of “raking leaves and collecting dead branches” might be a habit that matches with “Part of nature’s cycle is for leaves and dead branches to fall from trees to the ground and for woody shrubs to die off over time.” Ask students to note their helpful habits on their activity sheet, reminding them to use the criteria for a helpful habit to guide their thinking.	15 min	1,2
Reflect on the Thinking: To guide students' reflection on habits that could improve wildfire safety and prevention, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Ask students to walk around the room to review other groups' charts and discuss different wildfire safety habits. Encourage students to choose the three most helpful habits that Ember would encourage their family to use, drawing from their own and other groups' charts.	20 min	1-2
Invite students to create illustrations of Ember demonstrating or describing the three selected helpful wildfire safety habits.	20 min	3
Key terms and vocabulary		
Criteria for a helpful habit	A helpful habit can: <ul style="list-style-type: none">• help us achieve a goal or complete important actions;• keep us, other people, and the land safe; and• improve our quality of life	