

Lesson Guide for Educators: Lesson Four (4-6)		
Lesson Question: How closely related are climate change and wildfires?		
Lesson Challenge: Create a shape or image that accurately represents the connections and relationships between climate change and wildfires.		
In the detailed lesson plan, you'll find three parts: <b>Start the Thinking</b> , <b>Grow the Thinking</b> , and <b>Reflect on the Thinking</b> . 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 relationships between wildfires and climate change, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Ask students to suggest any effects or conditions related to climate change. Note students' suggestions for later in this lesson.	10 min	1
Provide each student with a copy of Activity Sheet A. Discuss possible meanings of the different shapes representing the connection between climate change and wildfires and invite students to decide which shape best represents the relationship between climate change and wildfires. Invite students to share their chosen shapes and reasoning with the class. Use their ideas to co-develop criteria for strong connections.	20 min	3-5
Provide each student with a copy of Activity Sheet B and introduce the lesson question. Ask students to create an initial drawing representing the connection between climate change and wildfires. Assure students that their ideas can be big or small and in words or in pictures,	15 min	6,7
Grow the Thinking: To help nurture and deepen students' thinking about the relationships between wildfires and climate change, use at least one of these activities.		
Possible learning activities	Time	Steps
Provide each small group with a copy of Activity Sheet C. Ask students to decide which examples of climate change effects might be direct causes of wildfires and which might be indirect causes of wildfires. Invite groups to share their decisions and then to visually map these relationships on Activity Sheet C. Prompt students to revisit their drawings on Activity Sheet B, revising their initial drawings using their new learning.	15 min	1-4
Provide each small group with a copy of Briefing Sheet A and ask groups to note at least one more additional climate change effect that is related to wildfires. Invite groups to share their decisions and then to visually map these relationships on Activity Sheet C. Prompt students to revisit their drawings on Activity Sheet B, revising their initial drawings using their new learning.	15 min	5,6
Reflect on the Thinking: To guide students' reflection on the relationships between wildfires and climate change, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Guide students' attention back to Activity Sheet A and prompt them to revisit the lesson question, this time using their new learning to guide their thinking and decision making.	10 min	1-3
Ask students to respond to the lesson challenge by creating a shape that accurately represents the connections and relationships between climate change and wildfires.	15 min	4
Key terms and vocabulary		
Climate Change	Rising temperatures and increased droughts contribute to environmental shifts impacting wildfires.	
Criteria for a strong connection or relationship	<b>A strong connection or relationship would have:</b> <ul style="list-style-type: none"><li>many causes and effects that are clearly and directly linked. These connections would not be coincidences; and</li><li>many causes and effects that are indirectly linked.</li></ul>	