

## Lesson Guide for Educators: Lesson Five (4-6)

**Lesson Question:** How can people in communities best share responsibility for wildfire safety?

**Lesson Challenge:** Develop four helpful recommendations for a community action plan that encourages shared 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 the responsibility for wildfire safety, consider using at least one of the following activities.

Possible learning activities	Time	Steps
Ask students to make a decision: who plays a more important role when trying to make a community FireSmart, individual people or the community? As students share their answers, guide them in discussing their perspectives and recognizing that wildfire prevention requires collective effort.	10 min	1,3
Invite students to suggest what actions individuals might take to prevent wildfires. After students share, encourage them to select the two most helpful actions for community wildfire prevention. Prompt students to share their decisions and as they share, co-develop or present the criteria for a helpful action.	10 min	3-6
Share the lesson question and challenge, briefly informing students that their challenge is to develop four helpful recommendations for encouraging shared community responsibility for wildfire prevention.	5 min	7

**Grow the Thinking:** To help nurture and deepen students' thinking about the responsibility for wildfire safety, use at least one of these activities.

Possible learning activities	Time	Steps
Provide groups with a copy of Activity Sheet A and Briefing Sheet A. Ask groups to identify at least one helpful action from their assigned news story, reminding them to use the criteria for a helpful action to guide their thinking. Invite groups to share their thinking with the class, highlighting the most helpful actions.	20 min	1-4

**Reflect on the Thinking:** To guide students' reflection on the responsibility for wildfire safety, consider using at least one of the following activities.

Possible learning activities	Time	Steps
Provide students with a copy of Activity Sheet B. Ask students to reflect on the helpful actions discussed during the lesson and to select the best ideas. Encourage students to develop and refine a community fire safety action plan by selecting key recommendations, expanding on their impact and community involvement.	20 min	1-4
Consider inviting wildfire safety experts to speak with the class about practical ideas for creating helpful actions for a community fire safety action plan.	20 min	4,5

### Key terms and vocabulary

<b>Criteria for a helpful action</b>	<p><b>A helpful action will:</b></p> <ul style="list-style-type: none"> <li>fit the community (how well does the action match what the community has and what it needs?)</li> <li>improve wildfire safety (how well does the action make a difference or solve a problem?)</li> <li>last (how long do the benefits of the action last?)</li> </ul>
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