

## Lesson Guide for Educators: Lesson Two (K-1)

**Lesson Question:** What does respecting fire look like?

**Lesson Challenge:** Create a picture of Ember showing two respectful actions that can help us prevent and be safe from wildfires.

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 actions that respect fire, consider using at least one of the following activities.

Possible learning activities	Time	Steps
Lead students in a discussion about what respecting people, places, and things might look like by showing relevant images and inviting them to provide more examples. Facilitate students in categorizing actions as either respectful or disrespectful.	15 min	1,2
Show images and have students rank seasons by wildfire risk. Older students can use the Our First Thoughts section of the activity sheet to rank the seasons.	15-20 min	3-5
Engage students in a discussion about the concept of respecting fire while introducing Ember's suggestion that respecting fire can help us to prevent and be safe from wildfires. Present the lesson question and challenge.	10 min	6,7

**Grow the Thinking:** To help nurture and deepen students' thinking about actions that respect fire, use at least one of these activities.

Possible learning activities	Time	Steps
Show students Action 1 from Activity Sheet B and ask students to decide if the action displayed respect or disrespected fire. Use students' ideas to co-develop or present the criteria for actions that respect fire.	15 min	1,2
Invite students to sort the remainder of the images from Activity Sheet B using the criteria to guide their thinking.	10 min	3, 4
Encourage students to suggest additional actions, habits, and choices that respect fire. Remind them to use the criteria to guide their thinking	10-15 min	5

**Reflect on the Thinking:** To guide students' reflection on actions that respect fire, consider using at least one of the following activities.

Possible learning activities	Time	Steps
Guide students through Activity Sheet C using images to suggest how Ember might change two disrespectful fire actions into respectful actions.	10 min	Steps 1-3
If possible, consider inviting an Elder or Knowledge Keeper to share more about First Peoples' respect for fire.		

### Key terms and vocabulary

Criteria for respectful fire action	<b>An action that respects fire:</b> <ul style="list-style-type: none"> <li>Keeps us and other people safe from fire</li> <li>Keeps the environment (plants and animals) safe from fire</li> <li>Keeps our homes and things safe from fire</li> </ul>
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