

Lesson Guide for Educators: Lesson Three (K-1)		
Lesson Question: What should Ember and her friends do during their community clean-up day?		
Lesson Challenge: Make a helpful clean-up plan to help Ember and her friends make their community FireSmart.		
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 can help make a community FireSmart, 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.	20-30 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 min	1,2
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.	15-20 min	3
Introduce the lesson question and challenge, explaining that their task is to help create a cleanup plan that will make an area as FireSmart as possible. Watch Ember's Story video and invite students to suggest what actions might help clean up the community and make it FireSmart.	20 min	4-5
Grow the Thinking: To help nurture and deepen students' thinking about actions that can help make a community FireSmart, use at least one of these activities.		
Possible learning activities	Time	Steps
Use Activity Sheet B to review classroom clean-up tasks, inviting students to add tasks to the list. Discuss the importance of planning and teamwork before starting a task.	10 min	1,2
Ask students to suggest the best or most effective order for the tasks, using incorrect steps to start discussion. Use students' ideas to co-create or present the criteria for a helpful clean-up plan.	15 min	3,4
Use page 2 of Activity Sheet B and ask students to arrange the steps for a community clean-up plan in the best order, reminding them to think about what items are more likely to burn and the criteria for a helpful clean-up plan. Ask students to suggest more actions that could help make the community FireSmart.	20 min	5-7
Reflect on the Thinking: To guide students' reflection on actions that can help make a community FireSmart, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Ask students to use words and pictures to show what Ember and her friends can do to make their community FireSmart. Remind them to use information about what objects can burn and the criteria for helpful plans as they create their plans.	15 min	1
Key terms and vocabulary		
Criteria for a helpful clean-up plan	A helpful clean-up plan includes three things: <ul style="list-style-type: none">Everyone has a job or a task to do.The steps are in an order that makes sense.The clean-up makes an area clean and FireSafe	