

Lesson Guide for Educators: Lesson Four (7-9)		
Lesson Question: What important lessons about wildfire prevention and safety could be learned from Indigenous Peoples?		
Lesson Challenge: Develop a visual to show how Indigenous Peoples’ traditional knowledge and practices could help prevent wildfires and protect communities.		
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 what lessons might be learned about wildfire prevention and safety could be learned from Indigenous Peoples, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Ask students reflect on important lessons they have learned from others and share with a trusted classmate. As students share their thinking, use their ideas to co-construct or present the criteria for an important lesson.	10 min	1,2
Share the lesson question and challenge, briefly explaining that students will use information from various sources to create a visual that describes how Indigenous Peoples’ traditional knowledge and practices could help prevent wildfires and protect communities.	5 min	3
Provide each student with a copy of Activity Sheet A and encourage them to use words or pictures to describe their own ideas about important lessons for preventing wildfires. Invite students to return to these ideas throughout the lesson.	15 min	4,5
Possible learning activities	Time	Steps
Provide each small group with a copy of Activity Sheet B and the Backgrounder. Explain that Indigenous Peoples have specific traditional knowledge and practices that include the use of fire. Ask students to read the Backgrounder, noting on the activity sheet any details about Indigenous Peoples’ traditional knowledge and practices that could help prevent wildfires and protect communities.	15 min	1,2
Prompt groups to use their activity sheet to note how each of the ideas might be used to prevent wildfires and protect communities. Encourage groups to share their ideas with the class and then add the ideas to the list started at the beginning of this lesson. Invite students to revisit Activity Sheet A and to use words and pictures to add any new ideas to their collections.	15 min	3,4
Ask groups to look for additional important learnings in other sources, including sharing from Knowledge Keepers, Fire Keepers, and Elders (see the detailed lesson plan). Invite groups to share at least three important lessons about wildfire prevention that could be learned from Indigenous Peoples. Encourage students to revisit Activity Sheet A and to use words and pictures to add any new ideas to their collections.	20 min+	4-6
Reflect on the Thinking: To guide students’ reflection about wildfire prevention and safety could be learned from Indigenous Peoples, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Provide each student with a copy of Activity Sheet C. Encourage students to use ideas from this lesson to create a visual representation of at least three important lessons that could be learned from Indigenous Peoples.	20 min+	1-4
Key terms and vocabulary		
Criteria for an important lesson	An important lesson can help us <ul style="list-style-type: none">understand something betterchange how we think and/or act in a positive waylive in a good way with ourselves, other people, and the Earth	