

FireSmart™ BC Education Program



Lesson Four

In this lesson, students create and use criteria to identify personally powerful actions that can help mitigate the causes and impacts of climate change and wildfires.



Lesson Question:

What could individuals do to personally mitigate the causes and impacts of wildfires?

Lesson Challenge:

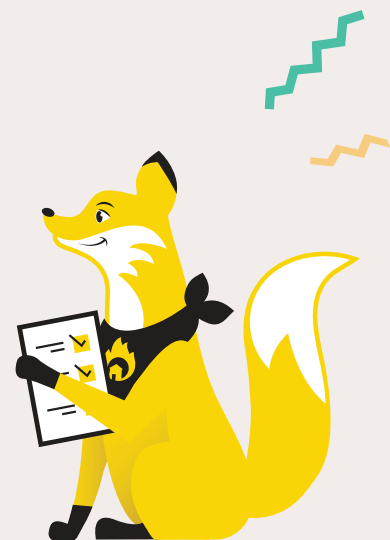
Suggest two powerful actions that individuals could take to personally mitigate the causes and impacts of wildfires.

Suggested Materials

- **Activity Sheet A:** Protecting My Community From Wildfires (one copy for each student)
- **Activity Sheet B:** Exploring Actions for Mitigating the Causes and Impacts of Wildfires (one copy for each small group)

Big Ideas

- Human practices affect the [sustainability of ecosystems](#). (Grade 11 Environmental Science)
- Humans can play a role in [stewardship and restoration](#) of ecosystems. (Grade 11 Environmental Science)
- [Living sustainably](#) supports the well-being of self, community, and Earth. (Grade 12 Environmental Science)
- Scientific understanding enables humans to [respond and adapt to changes](#) locally and globally. (Grade 11 Science for Citizens)
- [Scientific processes and knowledge](#) inform our decisions and impact our daily lives. (Grade 11 Science for Citizens)
- Scientific knowledge can be used to develop procedures, techniques, and technologies that have implications for [places of employment](#). (Grade 11 Science for Citizens)



Start the Thinking



1. Begin the lesson by providing each student with a copy of Activity Sheet A: Protecting My Community From Wildfires. Ask students to sort the actions into one of three types of actions for mitigating the causes and impacts of wildfires: very powerful actions, somewhat powerful actions, and not very powerful actions.
2. Encourage students to share and discuss their decisions and thinking with the class. As they share, use their thinking to co-develop or present the criteria for a powerful action. A powerful action is
 - **practical:** feasible and possible to implement
 - **effective:** achieves the desired results
 - **relevant:** fits or matches the context of the person taking action
3. Invite students to revisit their sorting, this time using the criteria to guide their thinking. Encourage students to add at least one action in each of the groups.
4. Encourage students to share their decisions and thinking with the class.
5. Introduce the lesson question and explain that the students' challenge is to choose at least two powerful actions that individuals could take to mitigate the causes and impacts of wildfires.
6. Ask students to use their activity sheet to note two powerful actions that they could personally take to effectively mitigate the causes and impacts of wildfires.

Grow the Thinking



1. Organize students into small groups and provide each group with a copy of Activity Sheet B: Exploring Actions for Mitigating the Causes and Impacts of Wildfires. Invite groups to choose or assign each group one of the following FireSmart web pages:
 - Prepare yourself and your family: <https://firesmartbc.ca/>
 - Prepare your pets: <https://firesmartbc.ca/>
 - Prepare your property: <https://begins-at-home-guide.firesmartbc.ca/>
 - Last-minute checklist for protecting your home and property from wildfire: <https://firesmartbc.ca/>
 - Click on Home Tools and find the checklist under Key Resources



2. Instruct each group to use information from FireSmart to suggest at least five actions that individuals could take to mitigate the causes and impacts of wildfires. Ask groups to rate each action using the criteria for a powerful action and then select their two most powerful actions.
3. Encourage each group to share their most powerful actions with the class. Consider recording these ideas on chart paper or on the board for use later in this lesson.

Reflect on the Thinking



1. Ask each student to return to Activity Sheet A and choose the two most powerful actions they can personally take to help mitigate the causes and impacts of wildfires.
2. Conclude the lesson by encouraging students to share their thinking and reasoning with the class.

Possible lesson extension: Invite students to design a persuasive and informative visual that convinces other students to take two powerful actions to help mitigate the causes and impacts of climate change and wildfires. The visual may take the form of a poster, advertisement, brochure, collage, social media post, or infographic. Suggest the following criteria for an effective visual:

- **catchy**—grabs the audience’s attention; appeals to the target audience
- **concise**—requires as little reading as possible
- **comprehensive**—presents all the key information; for example, stakeholders, interests, issues, relevant data
- **convincing**—persuades viewers that the information is important and believable



Activity Sheet A: Protecting My Community From Wildfires

Below is a list of personal actions that can be taken to help mitigate the causes and impacts of wildfires. Sort the actions into one of three groups: very powerful action, somewhat powerful action, not a powerful action.

A. Dispose of cigarette butts safely

E. Share FireSmart principles with friends and family.

B. Participate in community fire prevention and preparedness programs

F. Fully extinguish campfires when you are finished with them

C. Clear flammable plants and debris away from your house

G. Report signs of wildfires to your local fire department

D. Reduce your carbon footprint by using only renewable energy sources

H. Start a petition to plant more trees in your community

**Very
Powerful Action**

**Somewhat
Powerful Action**

**Not
a Powerful Action**

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Criteria for a Powerful Action:

Two powerful actions that I can take to mitigate the causes and effects of wildfires:



Activity Sheet B: Exploring Actions for Mitigating the Causes and Impacts of Wildfires

Identify powerful actions that could be taken by individual community members to help mitigate the causes and impacts of wildfires.

- List up to five actions that individuals could take.
- Rate each action using the criteria for a powerful action. Explain the reasoning for your rating.
- Use your ratings and reasoning to decide which two actions are the most powerful.

Personal Actions to Help Mitigate the Causes and Impacts of Wildfires	Rating the Actions 2 = very 1 = somewhat 0 = not at all	Reasoning for the Ratings
1.	<p>Practical</p> <p>2 1 0</p> <p>_____</p> <p>Effective</p> <p>2 1 0</p> <p>_____</p> <p>Relevant</p> <p>2 1 0</p> <p>_____</p>	
2.	<p>Practical</p> <p>2 1 0</p> <p>_____</p> <p>Effective</p> <p>2 1 0</p> <p>_____</p> <p>Relevant</p> <p>2 1 0</p> <p>_____</p>	

3.

Practical

2 1 0
 └──────────┘

Effective

2 1 0
 └──────────┘

Relevant

2 1 0
 └──────────┘

4.

Practical

2 1 0
 └──────────┘

Effective

2 1 0
 └──────────┘

Relevant

2 1 0
 └──────────┘

5.

Practical

2 1 0
 └──────────┘

Effective

2 1 0
 └──────────┘

Relevant

2 1 0
 └──────────┘

Which two actions are the most powerful?

