

# FireSmart™ BC Education Program

 **BRITISH COLUMBIA**  
**FireSmart™** (Grades K-1)



# Lesson Three

In this lesson, students create a helpful plan for a clean-up day that will keep their community FireSmart.



## Lesson Question:

What should Ember and her friends do during their community clean-up day?

## Lesson Challenge:

Create a helpful clean-up plan to help Ember and her friends make their community FireSmart.

## Big Ideas

- Rights, roles, and responsibilities shape our identity and help us build healthy relationships. (K Social Studies)
- Healthy communities recognize and respect the diversity of individuals and care for the local environment. (Grade 1 Social Studies)
- We shape the local environment, and the local environment shapes who we are and how we live. (Grade 1 Social Studies)
- Our rights, roles, and responsibilities are important for building strong communities. (Grade 1 Social Studies)
- Stories and other texts can be shared through pictures and words. (K, Grade 1 English Language Arts)

## Suggested Materials

- Image of a park or wooded area
- Ember's Story video: <https://firesmartbc.ca/resource/embers-story-video/>
- **Activity Sheet A:** Which Items Are Likely to Catch Fire? (either displayed for class use or one copy for each pair of students)
- **Activity Sheet B:** Making a Helpful Clean-Up Plan (either displayed for class use or one copy for each pair of students)
- **Activity Sheet C:** My Helpful Clean-Up Plan (one copy for each student)



## Start the Thinking



1. If possible, take students on a brief walk through a local park or forested area. Invite students to notice five things that can burn and three things that do not burn. Alternatively, show a picture of a park or wooded area. Encourage students to look at the details in the image and notice five things in the picture that can burn and three things that do not.
2. Ask students to share the items that burn they were able to identify from their walk or from the picture. Use students' observations to create a class list.
3. Display the ranking ladder (rating scale) from Which Items Are Likely to Catch Fire? (Activity Sheet A). Ask students which of the burnable items are most likely to burn (most easily catch fire). Rank the burnable items with the most likely to burn item on the top of the ranking ladder. For older students, provide each pair of students with a copy of the activity sheet and ask them to rank the burnable items.
4. Introduce the lesson question and challenge, explaining that they will help Ember make a plan to clean up a local area to make sure it is as FireSmart as possible.
5. Show the short video Ember's Story and invite students to suggest what actions they would take to help Ember clean up the community.

## Grow the Thinking



1. Suggest to students that doing a job is often much easier and better done when we have a plan. For example, if their classroom needed to be cleaned, this could be done best if there was a plan and everyone helped.
2. Display Making a Helpful Clean-Up Plan (Activity Sheet B) and the tasks for cleaning a classroom. Review the tasks and invite students to add any other tasks to the list. For older students, provide each pair of students with a copy of the activity sheet.
3. Guide students in putting the steps in the best order using the prompts in the right-hand column of the activity sheet. You may wish to begin by asking students whether "Put away all cleaning tools" should be the first step. When they reject the suggestion, ask them what would make a better first step.
4. Invite students to share their suggestions for the best order of the tasks, using their ideas to co-create, or share the criteria for a helpful clean-up plan. A helpful clean-up plan includes three things:
  - 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.

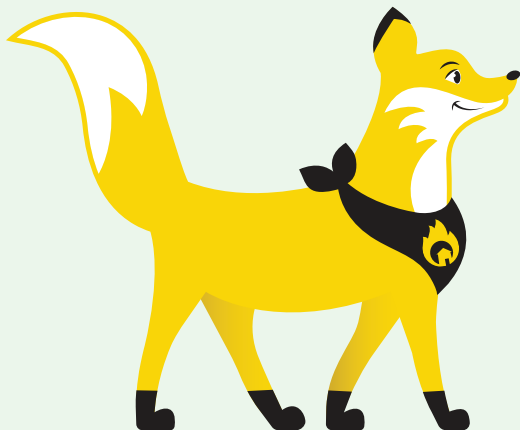


5. Continue adding students' suggestions for the plan to the right-hand column of the activity sheet. Encourage them to use the criteria to make sure that their suggestions build a helpful plan.
6. Guide students' attention back to the lesson question and challenge then display page 2 of Activity Sheet B.
7. Review the tasks for a community clean-up and invite students to add any other tasks to the list. Remind them that their task is to make a plan for cleaning up a local area and making it FireSmart. You may wish to show the Ember's Story video once more, prompting students to look for other actions in the video that could be added to the plan.
8. Guide students in putting the steps in the best order, using the prompts in the right-hand column of the activity sheet. Remind them to use their thinking about items that are more likely to burn and the criteria for a helpful plan to guide their thinking. For older students, ask groups to put the steps in the best order using the prompts in the right-hand column of the activity sheet.

## Reflect on the Thinking



Provide each student with a copy of My Helpful Clean-Up Plan (Activity Sheet C). 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 descriptions.



# Image Handout



# Image Handout




# Activity Sheet A: Which Items Are Likely to Catch Fire?

Rank the burnable items with the item most likely to burn on the top of the ranking ladder and the least likely to burn below.

| Ranking of items | Items that might catch fire |
|------------------|-----------------------------|
| _____            | _____                       |
| _____            | _____                       |
| _____            | _____                       |
| _____            | _____                       |
| _____            | _____                       |
| _____            | _____                       |
| _____            | _____                       |

**Most**  
likely to burn



**Least**  
likely to burn

## Activity Sheet B: Making a Helpful Clean-Up Plan

### What do we need to do to clean up our classroom?

- Empty garbage cans.
- Put all toys, books, and other things where they belong.
- Put away all cleaning tools (cleaning cloths, brooms, ...).
- Organize desks and tables.
- Wipe or wash desks and tables with a cloth.
- Sweep the floor.
- Make sure everyone has a job to do.

### What's the best order for what we need to do?

**First:**

**Next:**

**Then:**

**After that:**

**Finally:**



### A helpful clean-up plan includes three things:

- 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.



## Activity Sheet B: Making a Helpful Clean-Up Plan

### What do we need to do to clean up the community?

- Give each group an area to be cleaned.
- Pick up all garbage that will not burn and put it into the trash or recycling bins.
- Organize people into groups of 3-4.
- Pick up all garbage that will burn and sort into trash or recycle.
- Pick up all natural items that burn easily (sticks) and place them in a pile.

### What's the best order for what we need to do?

**First:**

**Next:**

**Then:**

**After that:**

**Finally:**

### A helpful clean-up plan includes three things:

- 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.



# Activity Sheet C: My Helpful Clean-Up Plan

Use words and pictures to show what Ember and her friends can do to make their community more FireSmart.



**A helpful clean-up plan includes three things:**

- 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 FireSmart.