

# FireSmart™ BC Education Program

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



# Lesson Five



In this lesson, students will explore different types of materials that can be found on or around a home. They will use their understanding of how different materials can burn to decide how FireSmart a home might be. Based on their decisions, students will help create the advice that Ember, the FireSmart fox, might give to make a home more FireSmart.

## Lesson Question:

How FireSmart is this home?

## Lesson Challenge:

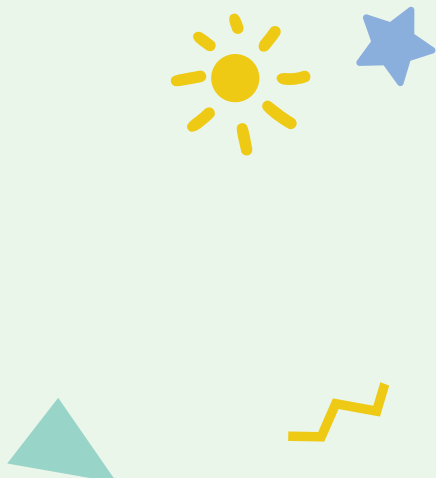
Create three pieces of advice that Ember would give about how to make a home more FireSmart.

## Big Ideas

- Humans interact with matter every day through familiar materials. (K Science)
- Matter is useful because of its properties. (Grade 1 Science)

## Suggested Materials

- **Activity Sheet A:** How FireSmart Is the Home? (either displayed for class use or one copy for each pair of students)
- **Activity Sheet B:** Examining the Materials (either displayed for class use or one copy for each pair of students)



## Start the Thinking



1. Display the image of the home from How FireSmart Is the Home? (Activity Sheet A).
2. If the class has completed the “In which season are wildfires most likely to happen?” lesson, remind students of the examples of things that burn easily and things that do not burn easily. Use these examples to explain that all materials can burn if they get hot enough. However, some materials do not burn as easily as others.
3. Guide students’ attention to each of the materials that are found on or near the home. Invite students to decide whether materials might burn easily or not burn easily.
4. Introduce the lesson question and briefly explain that their challenge is to create three pieces of advice that Ember would give about what materials to use to make a home FireSmart.
5. Show the rating scale at the bottom of the activity sheet and ask students to decide how FireSmart they think the home might be. Students could mark a spot on the scale if using an interactive display. With older students, provide each pair of students with an activity sheet and ask them to note their ranking and reasons on the activity sheet.

## Grow the Thinking



1. Display Examining the Materials (Activity Sheet B). With older students, provide each pair of students with an activity sheet.
2. Ask students to help create a list of all the materials that were near or on the home from Activity Sheet A. Note their ideas in the left-hand column. If students are working on their own, ask them to note the materials on their activity sheet.
3. Decide, as a class, whether each material burns easily or does not burn easily. Place a check mark in the appropriate column of the chart to capture the decisions. Be sure to point out the properties or characteristics that make some materials burn more easily than others. The properties include the following:
  - The material can catch and hold sparks, (Materials that burn easily often are rough or will easily hold sparks and embers. Materials that do not burn easily often have smooth or hard surfaces that sparks and embers slide off of.)
  - The material is dry.

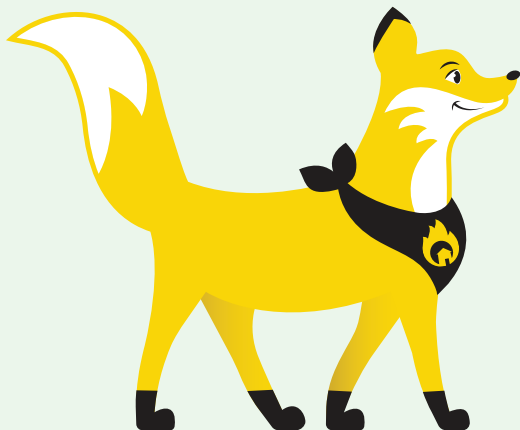


4. Encourage the class to practise their counting by finding the total number of materials that burn easily and the total number of materials that do not burn easily. If students are learning how to create bar graphs, consider having them use the totals to create a bar graph with two bars: one showing the number of materials that burn easily and the other showing the number of materials that do not burn easily.

## Reflect on the Thinking

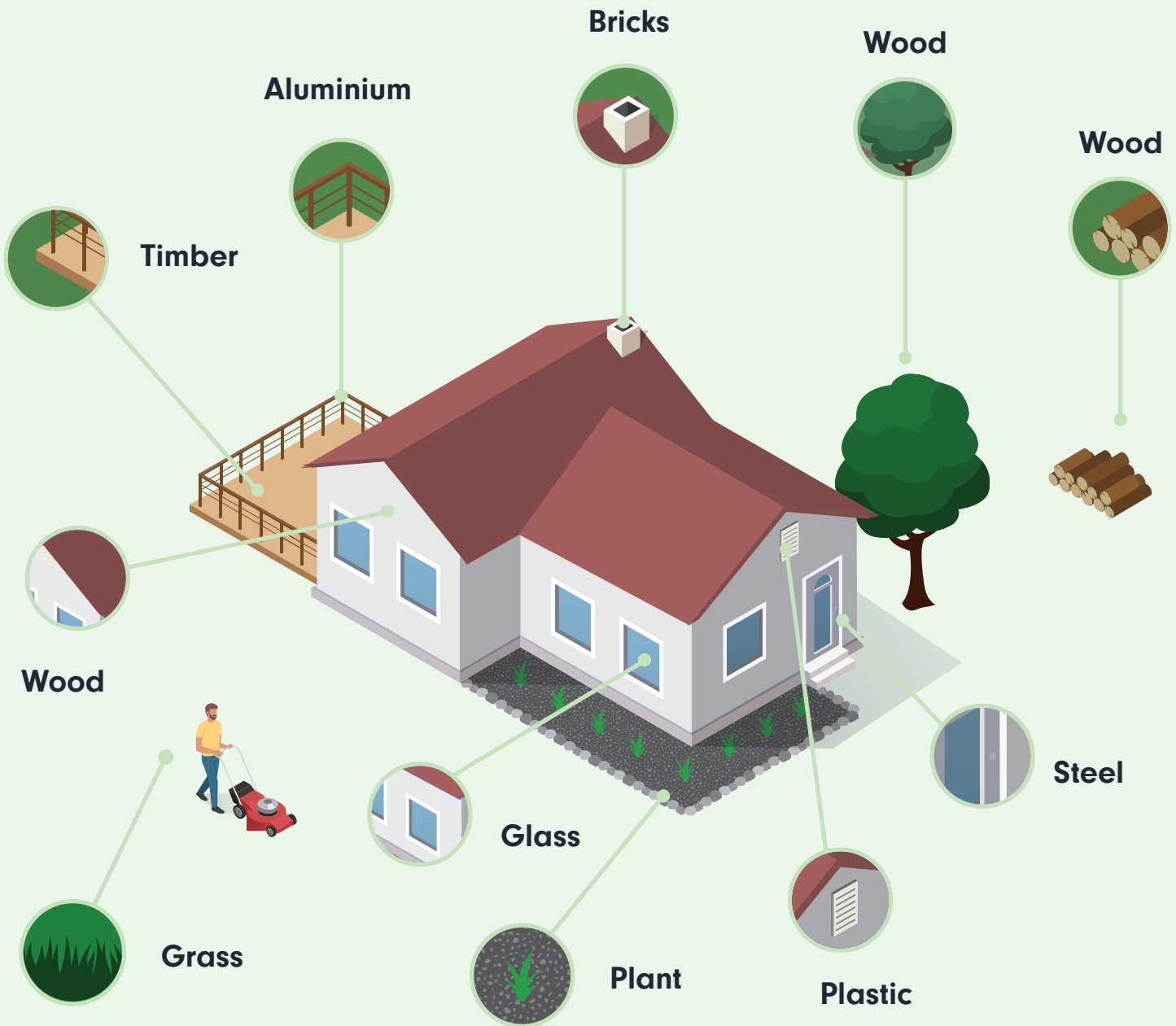


1. Guide students' attention back to the rating scale on Activity Sheet A. Encourage them to reconsider their initial decision, this time using their thinking from Activity Sheet B.
2. Display the prompts for creating Ember's advice from page 2 of Activity Sheet B. Invite students to use what they've learned in this lesson to complete each prompt. With older students, ask pairs of students to complete the prompts.
3. As an extension activity, consider having students recreate the image of the home from Activity Sheet A, making changes to ensure that it is FireSmart.

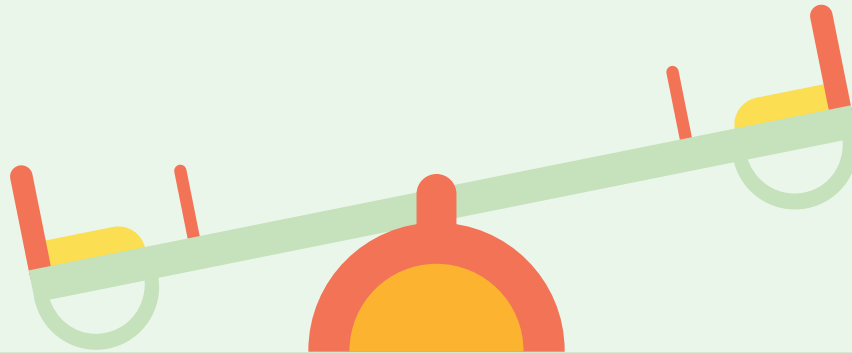


# Images Handout

## Activity Sheet A: How FireSmart Is the Home?



# Activity Sheet A: How FireSmart Is the Home?



## How FireSmart is the home?

Mark your decision on the line below.

Not very FireSmart

Somewhat FireSmart

Very FireSmart

### Because...

- None of the materials on or around the home will burn easily.
- Some of the materials on or around the home will burn easily.
- Many of the materials on or around the home will burn easily.

# Activity Sheet B: Examining the Materials

1. List the materials on or around the home.
2. Decide how easily the material burns.
3. Include a reason for each decision.
4. Count how many items burn easily and how many do not burn easily.

### Things that burn easily are often

- rough and will easily hold sparks and embers
- dry



Materials on or around the Home	How easily does the material burn?		Reasons for Our Decision
	Burns Easily	Does Not Burn Easily	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

# Activity Sheet B: Examining the Materials

Materials on or around the Home	How easily does the material burn?		Reasons for Our Decision
	Burns Easily	Does Not Burn Easily	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Total Tally</b>			<b>×</b>





# Ember's Advice for Creating a FireSmart Home

**To have a FireSmart Home, Ember would say that people should:**

(choose the best words from page 4 to complete each statement below)

- ✓ Use \_\_\_\_\_ to make the roof.
- ✓ Use \_\_\_\_\_ to make the outside walls.
- ✓ Clear gutters of any \_\_\_\_\_.
- ✓ Remove \_\_\_\_\_ from under decks and fences.
- ✓ Clear the yard of any \_\_\_\_\_.
- ✓ Keep materials such as \_\_\_\_\_ away from the home.

