



Kindergarten Good Fire/Bad Fire



INTRODUCTION

Hi kids! My name is _____, and I work for the _____ National Forest. I hope you are ready for some fun today because I came here to have fun. It is school, though, so hopefully we'll learn something as well! We are going to be talking about fire.

LESSON

First I want to ask you a question – Is fire hot or cold? Right, fire is hot. What happens if you touch a fire? Yes, it will burn you. Have any of you ever been burned by fire? Tell us what happened and what it was like. Okay, now how many of you have seen a fire? Where did you see the fire? What was the fire doing? (Answers might include a campfire, cigarette, burning house, etc.) There sure are a lot of different kinds of fires, aren't there?

Now, I want to tell you a little story. I want you to close your eyes while I'm telling you this story so that you can "see" it in your mind. Do you know what you will be using to see the story in your mind? Your imagination! Are you ready? Close your eyes and listen closely. You and your family are walking through the forest. It's a nice day. The sun is shining, and you can feel the warmth on your skin. Can you feel how warm it is? You stop to look at the wildflowers. Can you see the wildflowers in your mind? Good. Then, all of a sudden, you smell something. (Sniff a few times. Ask the kids to sniff too, and say, "Can you smell it?") It smells like SMOKE! You look at the trees up ahead and you see a bright, orange color. Can you see it? That's where the smoke is coming from. What is that bright, orange color? It's a fire that is burning the trees!



Okay, you can open your eyes now. Boy, that got kind of scary at the end, huh? If that really happened to you, what would you do? (Listen to



FOREST SERVICE MESSAGES

- A-5:** The study of the science of fire and its behavior is important.
- B-1:** People need to be careful with fire.
- B-6:** The understanding of fire suppression techniques is important.



ACADEMIC STANDARDS



Arizona Standards

MATH

- 2M-R1:** Compare and sort objects by their physical attributes
- 6M-R1:** Sort and classify objects according to observable attributes
- 6M-R2:** Justify their answers and reasoning processes

SCIENCE

- 1SC-R1:** Identify and use safe procedures in all science activities
- 1SC-R2:** Ask questions about the natural world (e.g., How do trees grow? Why is the sky blue? Where does rain come from?)
- PO 1:** Formulate questions about objects, organisms, events and relationships in the natural world
- 1SC-R3:** Categorize objects, organisms and events in different ways
- PO 1:** Organize (e.g., sort, classify, sequence) objects, organisms and events by different characteristics
- 1SC-R6:** Communicate observations and comparisons through various means such as pictographs, pictures, models and words
- PO 1:** Describe observations with pictographs, pictures, models and words
- PO 2:** Describe similarities and differences of observations

LANGUAGE ARTS

- LS-R1:** Tell or retell a personal experience or creative story in a logical sequence
- LS-R3:** Share ideas, information, opinions and questions
- LS-R5:** Participate in group discussions

ART

- 1AT-R2:** Develop sensory perception and the ability to describe mental pictures by recalling objects and/or events (e.g., use words, movement, or drawings in a

the kids' answers. Depending on what they say, you should mention telling a Forest Service ranger, calling 911, telling a police officer, etc.)



I'd like everyone to get up out of your chairs. Come over here and form a circle. I am going to show you a bunch of items I brought with me, and I am going to have you tell me whether or not they will burn. (Put items in a "will burn" or a "won't burn" pile.)

These are the items:

Burn

- a pine cone
- a piece of wood
- pine needles
- cardboard
- a t-shirt
- paper
- a leaf
- dried grass

Won't Burn

- a small glass bottle
- a rock
- a wrench
- a coin
- dirt (in a small bottle)

Good job! Look at how many things in the forest burn! (Pick up the cone, needles, leaf, grass and wood.) That's why a forest fire burns so hot – because almost everything in the forest can burn.

(Pick up the t-shirt.) What should you do if your clothes catch on fire? Stop, drop and roll. Then go see a doctor. If you or someone else gets hurt and needs help, you should tell an adult or call "911" on the phone.

ACTIVITY



Good-fire



Bad-fire

Fires can either be bad or good. It depends on what kind of fire it is and what its effects are.

variety of ways to illustrate things seen, heard, felt, tasted, or smelled in class or home experiences or created after listening to stories told or read)

After a discussion about mental imaging on specific sensory stimuli:

PO 1: Describe a recalled sensory experience

HEALTH

1CH-F5: Describe how environmental health and personal health are related

2CH-F7: Identify when and how to seek emergency medical assistance and shelter

PO 1: Demonstrate how to contact parents and/or emergency services in emergency situations

PO 2: Recall emergency numbers

New Mexico Standards

MATH

Strand: Algebra

Standard: Students will understand algebraic concepts and applications.

K-4 Benchmark: Understand patterns, relations, and functions.

Grade K Performance Standards

1. Identify the attributes of objects (e.g., the ability to identify attributes is a foundational skill for sorting and classifying).
2. Sort, classify, and order objects by size, number, and other properties.

Strand: Data Analysis and Probability

Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.

K-4 Benchmark: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.

Grade K Performance Standards

1. Collect data about objects and events in the environment to answer simple questions (e.g., brainstorm questions about self and surroundings, collect data, and record the results using objects, pictures, and pictographs).

SCIENCE

Strand I: Scientific Thinking and Practice

Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.

Now I have another question for you: Is fire “bad” or is fire “good”? Well, fire can actually be both good and bad. Let’s play a game to find out which fires are good and which are bad. (Begin “Meet the Fire Education Team, Good Fire Bad Fire” activity. Depending on how much time you have left, you could just go through the cards quickly or spend more time on them.)



Now that we know about good fires and bad fires, let’s do an activity together. (Pass out “Good Fire, Bad Fire” Activity Sheet.) We are going to draw a line from the happy flame to the good fires. Then, we’ll draw a line from the angry flame to the bad fires. (Go through this activity with the kids. Give each student a sticker for doing the activity.)

HANDOUT

(Pass out the “Coloring Book for Smokey’s Friends.” Quickly go over the Fire Safety Quiz on the first page. Tell the kids to have fun coloring the pictures and to ask their teacher or family members to read it with them.)

CLOSING

I had a great time with you today, and I hope you did too. I also hope you learned a lot about fire. Remember what Smokey says: “Never play with matches,” and “Always be careful with fire.” To help you remember that fires can be bad or good, I’m going to leave your class this poster called “Fire in Nature.” I hope you’ll put it up on your wall so that you will remember what we talked about today.

SUPPLIES

- Pine cone
- Small glass bottle
- Piece of wood
- Rock
- Pine needles
- Wrench
- Piece of cardboard
- A coin
- A t-shirt
- Dirt (in a small, glass bottle)
- Piece of paper
- Leaf
- Dried grass



K-4 Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.

Grade K Performance Standards

2. Ask and answer questions about surroundings and share findings with classmates.

K-4 Benchmark II: Use scientific thinking and knowledge and communicate findings.

Grade K Performance Standards

1. Communicate observations and answer questions about surroundings.

Strand II: Content of Science

Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.

K-4 Benchmark I: Recognize that matter has different forms and properties.

Grade K Performance Standards

1. Observe that objects are made of different types of materials (e.g., metal, plastic, cloth, wood).
2. Observe that different materials have different properties (e.g., color, odor).

LANGUAGE ARTS

Strand: Writing and Speaking for Expression

Content Standard II: Students will communicate effectively through speaking and writing.

K-4 Benchmark II-A: Demonstrate competence in speaking to convey information.

Grade K Performance Standards

1. Retell, reenact, or dramatize stories or parts of stories, including personal events.
2. Use correct words to name objects or tell actions.
3. Use speaking skills to connect experiences by:
 - listening to and retelling stories
 - discussing and dramatizing stories
 - discovering relationships
 - taking turns, expressing ideas, and asking questions
5. Ask questions to resolve confusion about a topic.

ART

Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.

Visual Arts

- A. Explore and understand works of art based on self, family, community and the world.
2. Participate in a variety of reflective processes (individual tasks, group discussions, journaling, portfolio and display).

- “Meet the Fire Education Team, Good Fire Bad Fire” Activity Kit
 - Available through National Symbols Catalog
 - A complete educators’ guide for a lesson on the difference between good fires and bad fires, also includes basic fire safety tips. The kit includes presentation instructions, color Fire Education Team poster, flash cards (showing good and bad fires), activity worksheets and award stickers.
- Award stickers from activity kit
 - Comes in the Good Fire Bad Fire Activity Kit
- “Good Fire, Bad Fire” Activity Sheets (one for each student)
 - Comes in the Good Fire Bad Fire Activity Kit
- Coloring Book for Smokey’s Friends (one for each student)
 - Available through National Symbols Catalog
 - Eight-page, black and white coloring book for children; perfect for classrooms and community youth groups as a bright reminder to Smokey Bear’s helpers in fire prevention. Book includes a fire safety quiz helping children learn five rules of fire prevention education.
- Fire in Nature poster (one for each class)
 - Available through National Symbols Catalog
 - An animated poster featuring the “Fire Education Team” and the wildland fire cycle in nature. An intro to the “Fire in Nature” poster series designed for a younger audience.



HEALTH EDUCATION

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

4. Students will describe how physical, social, and emotional environments influence personal health.

Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.

4. Students will demonstrate the ability to locate school and community health helpers.

FOREST SERVICE CONSERVATION EDUCATION LEARNER GUIDELINES

Program title: Good Fire/Bad Fire

Target audience: Kindergarten

Primary topic: Different kinds of fire.

Length of program: 30 minutes

Setting: indoors or outdoors

Guidelines addressed are referenced here:

K-4
I. Questioning and Analysis Skills
A1, A3, E1
II. Knowledge of Environmental Processes and Systems
1.
2.
3. D1
4.
III. Skills for Understanding and Addressing Environmental Issues
1.
2.
IV. Personal and Civic Responsibility
B2, D2