

# WILDFIRE PREVENTION SCHOOL PROGRAM

## Grade 3

Minnesota Department of Natural Resources

Division of Forestry

Basic Fire Prevention Concepts

Presentation Introduction

Grade 3 Lessons

Lesson I - Smokey's Fire Safety Tips

Lesson II - A Special Person

Lesson III - Campfire

Presentation Conclusion

Handouts

The Story of Smokey Bear

Forest Word Search

## Credits

Ministry of Natural Resources  
Fire Prevention School Program, Ontario, Canada

National Wildlife Federation  
1400 Sixteenth Street, N.W., Washington, D.C. 20036-2266

Project Wild  
Salina Star Route, Boulder, Colorado 80302  
Western Regional Environmental Education Council

Parts Written by and Compiled by Sherry Carlstrom

Provided by the Fire Prevention Committee of the Minnesota  
Department of Natural Resources.

Graphic Design by Beth Petrowske, Graphic Arts Specialist,  
Minnesota Department of Natural Resources, Information and  
Education Bureau.

Project Coordinated by Mark Carlstrom, Minnesota Department of Natural  
Resources, Division of Forestry.



This information is available in an alternative format upon request.

© Copyright 1993, State of Minnesota, Department of Natural Resources.

Equal opportunity to participate in and benefit from programs of the Minnesota Department of Natural Resources is available to all individuals regardless of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, age, sexual orientation or disability. Discrimination inquiries should be sent to MN-DNR, 500 Lafayette Road, St. Paul, MN 55155-4031; or the Equal Opportunity Office, Department of the Interior, Washington, D.C. 20240.

# Video List

Your school may order videos by contacting: DNR Information Center, 500 Lafayette Road, St. Paul, MN 55155-4040, number 651-297-6157. Please order by catalog number.

## **Introduction To Fire**

11 min. VHS Cat. No. V926 Ages 4-6

Provided by DNR, Division of Forestry, Wildfire Prevention Committee. Slide-tape on video narrated by a child who discusses how trees are important to us in our everyday lives. Explains how fire, used properly, can be used to cook our food, heat water, and can be our best friend. Fire used carelessly can damage our homes and forests. Concludes with how children can be safe and avoid dangerous situations with fire.

## **“Ouch” Said the Tree**

6 min. VHS Cat. No. V927 Ages 5-9

Provided by DNR, Division of Forestry, Wildfire Prevention Committee. Slide-tape on video narrated by a child. Storyline is in “Ouch Said The Tree” song. Shows fires started by kids playing with matches, unattended campfire, trash burning, and cigarettes. Many slides of fires and fire suppression activities.

## **Please Don't Light That Fire**

7 min VHS Cat. No. V928 Ages 5-7

Provided by DNR, Division of Forestry, Wildfire Prevention Committee. Grade 2 lesson plan, narrated slide show. Nicholas and Jennifer go for a picnic in the forest. They find some matches and decide to start a campfire. Oakley the oak tree stops them and tells a story of how dangerous fires are to the trees in the forest.

## **Smokey's Fire Safety Tips**

8 min VHS Cat. No. V929 Grade 3

Provided by DNR, Division of Forestry, Wildfire Prevention Committee. Four children go for a hike in the woods; find animal sign and matches. As they try to light a campfire, Smokey comes and tells them about fire prevention and how the forest is home to animals.

## **Smokey Bear**

18 min. VHS Cat. No. V249 Ages 8-12

Provided by DNR, Division of Forestry, Wildfire Prevention Committee. Grandpa (Denver Pyle) and children play in forest through the seasons, have a campfire and tell the story of Smokey Bear. Ends with what Smokey means today. Smokey Bear song at the end.

## **Forest Fire**

8 min VHS Cat. No. V931 Ages 9-12

Provided by DNR, Division of Forestry, Wildfire Prevention Committee. Slide-tape on video. Minnesota oriented. Campfire, debris, and children caused fires; explanation and safety. Results of forest fires (i.e. losses).

## **Forests Are More Than Trees**

19 min VHS Cat. No. V932 Ages 10-18

Provided by DNR, Division of Forestry, Wildfire Prevention Committee. Slide-tape on video. Video covers: wildfire sign in the forest, different parts of forest used by different animals, tree rings, life cycles, tree types, tree ranges, tree and animal adaptation to climatic zones, logging history, old growth and preservation, public and private forest lands, distribution and use, timber products, watershed management, photosynthesis, carbon cycle, multiple use management, reforestation and deforestation due to development, acid rain, fire limiting forest use and recycling.

## **The Oregon Fire Disaster - 1987**

18 min. VHS Cat. No. V933 Ages 10 - Adult

Provided by DNR, Division of Forestry, Wildfire Prevention Committee. The 1987 Oregon fire season had some of the worst fire conditions in recent history. During the fire season two people died, many homes were lost, and many people were evacuated. Federal, state and private agencies and companies combined forces to work together to control these forest fires. Assistance came from across the nation to help out in one of the largest mobilizations of fire suppression resources in history. Good description of the job of fire fighters and the support effort necessary to bring major forest fires under control.

## Basic Fire Prevention Concepts

Fire is a necessary part of our lives. We use it for cooking, heating our water and homes.

Fire can be very destructive when not used properly.

Lightning causes some forest fires.

People are the main cause of forest fires, either through carelessness or because they haven't learned how to be fire safe. People cause 9 out of 10 fires. Campers, berry pickers, hunters, homeowners, and children are some of the groups of people who commonly start forest fires through carelessness.

There are things we should know that will help us to prevent forest fires:

- Ž Children should never play with matches. Many children have been hurt playing with matches. Many forest fires have been started as the result of children playing with matches.
- Ž Adults should never discard lighted cigarettes. Cigarettes should be crushed out in ashtrays. If there is no ashtray, cigarettes should be crushed out on a rock or mineral soil. People should never crush a cigarette out on anything that can burn, such as needles or leaves.
- Ž People should compost their yard debris and leaves. If that is not possible, they should burn their yard debris using large metal barrels covered with a screen.
- Ž A campfire should be built on rock or sand – never on anything that could burn such as grass, needles, or leaves. Do not put rocks around a campfire, as they could hide burning embers. Keep the fire small. Don't build campfires under overhanging branches.
- Ž Put a campfire out when you are finished with it. Do not go away and leave it burning.
- Ž To properly extinguish a campfire, pour water on it, stir the ashes with a stick, then pour more water on it. Do these steps until everything looks wet, the ashes don't hiss anymore, no more smoke comes from the ashes, and the ashes feel cold.
- Ž Forest workers should never smoke while they are working. Their equipment should be in good working condition and fire safe.

If you find a fire burning, tell an adult right away. The fire should be reported to the nearest Department of Natural Resources office or call 9-1-1. If you have any information that might help the Department of Natural Resources determine what caused the fire, you should report it.

Many people depend on the forest for jobs. We all depend on the forest because many things we use every day are made of wood that comes from trees that grow in the forest.





## Vocabulary

The following words are listed for the purpose of providing a vocabulary guide for your presentation. Children should become familiar with these words when presented to them in a fire prevention context. A few of these terms may be completely new to students (e.g., prevention), so the meaning should be made clear to them at the point in the presentation the word is used.

camper  
campfire  
careless  
cigarette

debris  
destroy  
extinguish  
forest fire  
matches

mineral soil  
prevention  
protect  
report

## Presentation Introduction

Introduce yourself if you are not the children's regular teacher. Give a simple description of what you do.

Explain to the children that you will be talking about fire prevention and that they will be learning how to be fire safe. Ask the class if anyone knows what prevention means - if not, explain it to them.

Explain to them briefly what you have planned for the program.

Tell the children they will have a chance to ask questions at the end of the program.

## Lesson I: Smokey's Fire Safety Tips

Introduction .....	5 min. maximum
Video: <i>Smokey's Fire Safety Tips</i> .....	15 min. maximum
Discussion of the Video .....	10 min. maximum
Activity .....	15 min. maximum
Student/Teacher Handouts .....	5 min. maximum

### Objectives

- Ž Develop an awareness of forest fire prevention.
- Ž Develop a concern for the protection of our forests.
- Ž Develop responsible attitudes with regards to forest fire prevention.
- Ž Become aware of some of the groups responsible for starting forest fires.
- Ž Understand some of the ways we can become fire safe.
- Ž Develop a general understanding of the DNR's role in forest fire prevention and responsibility for putting out forest fires.

### Materials

- Ž Video: *Smokey's Fire Safety Tips*
- Ž Video Player (VCR/TV)

## Smokey's Fire Safety Tips

Before you begin, tell the children the program is called "Smokey's Fire Safety Tips" and it is about 4 children who find some things in the forest. Tell them to watch and listen very carefully, because you will be asking them questions after the program.

### Questions:

1. What are some of the things the children found in the forest that told them that animals lived there? (Bird Nest, Animal Tracks)
2. What other thing did the children find that wasn't part of nature? (Matches)
3. What did Joey and the children want to do with the matches? (Make a fire)
4. How did Brian feel about this? Why?
5. How did Smokey get the children's attention? (Roar)
6. What were some of the things Smokey told the children about matches and forest fires?
7. What would you do if you found matches? (Give them to an Adult)
8. What should you do if you see someone else playing with matches? (Tell an adult)
9. What would you do if you saw a forest fire? (Tell an adult, contact the DNR, or call 9-1-1)



## Activity: When I was in the Forest I....

Make a card for each child in the class. On each card write a saying with an action verb and a noun:

found an acorn  
saw a bird nest  
climbed a tree  
sang a song

The last card should have the saying:

Found some matches and gave them to my parents

Make a circle with the class and give each student a card. Be sure that the card with the saying "found some matches..." is given to the child you plan to end with.

To play the game, have the first student say:

"When I was in the forest, I..." Then have the student read his or her card.

Example: "When I was in the forest I **found an acorn.**"

Have the next student say:

"When I was in the forest I **saw a bird nest.**"

Then have the first student say: "and found an acorn"

Continue this way with the next student reading their card with the saying "When I was in the forest I..." and having each previous student rereading their card.

Example: Student 4: when I was in the forest, I **sang a song.**

Student 3: **and chased a squirrel,**

Student 2: **and saw a bird nest,**

Student 1: **and found an acorn.**

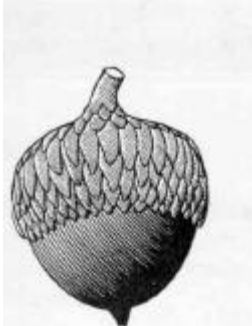
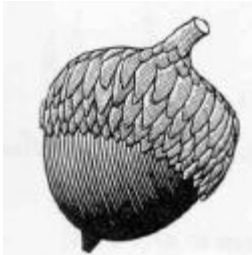
The game ends when the last student reads their card:

When I was in the forest, I **found some matches and gave them to my parents.**

### Suggested Handouts

Story of Smokey Bear - You may want to handout for later reading or read it to the class.

Forest Word Search



## Lesson II: A Special Person

Introduction . . . . .	5 min. maximum
Discuss the Basic Fire Prevention Concepts . . . . .	10 min. maximum
A Special Person . . . . .	10 min. maximum
Student/Teacher Handouts . . . . .	5 min. maximum

### Objectives

- Ž Develop an awareness of forest fire prevention.
- Ž Develop a concern for the protection of our forests.
- Ž Develop responsible attitudes with regards to forest fire prevention.
- Ž Become aware of some of the groups responsible for starting forest fires.

- Ž Understand some of the ways we can become fire safe.
- Ž Develop a general understanding of the DNR's role in forest fire prevention and responsibility for putting out forest fires.

### Materials

- Ž Mirror
- Ž Backing for Mirror

### A Special Person

Begin by discussing the basic concepts of fire prevention that precede this lesson. When the students have a good understanding of the concepts, play the game, "A Special Person."

To perform this exercise, you will need to mount a small mirror on a backing so that it is indistinguishable as a mirror when held in front of the class with the mirror facing away from the class.

Begin by telling the class that you have a picture of a very special person they all know and you would like them to try to guess who it is. Tell them you will provide them with a number of clues to help them out. When a student has made a guess, you can have them come up to peak at "the picture" to see if they are correct. Have them keep the identity of the person a secret until you have had a chance to give a number of clues and given a few children an opportunity to guess. (If the children guess that it is a picture of you, tell them you are in the picture but there is someone else also, so keep guessing.) Have the children raise their hands to answer.

### Sample Clues:

- Ž This person knows how to be fire safe so they don't start forest fires.
- Ž It is this person's responsibility to tell other people how to be fire safe.
- Ž If this person sees someone leaving their campfire before it has been doused with water and sand repeatedly and stirred with a stick until it is dead out, it is their duty to tell that person how to do it.
- Ž Whenever this person finds a fire burning, they know to report it to the Department of Natural Resources, or call 9-1-1, or tell an adult immediately.

## Lesson III: Campfire

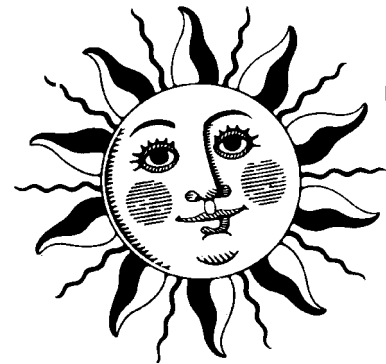
Introduction .....	5 min. maximum
Discuss the Basic Fire Prevention Concepts .....	10 min. maximum
Campfire .....	10 min. maximum
Follow Up Art Activity .....	5 min. maximum
Student/Teacher Handouts .....	5 min. maximum

### Objectives

- Ž Teach students about safe campfire practices by involving them in a decision making exercise.
- Ž Develop an awareness of forest fire prevention.
- Ž Develop a concern for the protection of our forests.
- Ž Develop responsible attitudes with regards to forest fire prevention.
- Ž Become aware of some of the groups responsible for starting forest fires.
- Ž Understand some of the ways we can become fire safe.
- Ž Develop a general understanding of the DNR's role in forest fire prevention and responsibility for putting out forest fires.

### Materials

- Ž Flannel Board Pictures (3flannel.zip)
- Ž Flannel Board
- Ž Student/Teacher Handouts
- Ž Toothpicks
- Ž Paper
- Ž Glue
- Ž Crayons



# Campfire

Begin the lesson by discussing the basic fire prevention concepts. You will then need the following flannel board pictures which are located in the file 3flannel.zip.:

large tree  
rocks  
large campfire

small campfire  
wind  
clumps of grass

shovel  
pail of water  
cheerful sun  
hot sweltering sun

Next, tell the students that you are going to arrange a scene on the flannel board and you would like them to tell you if there is anything wrong or missing in the picture.

## Create a scene that contains the following:

- Ž a hot sweltering sun
- Ž wind
- Ž a large campfire with rocks around it
- Ž a large tree with branches hanging over the campfire
- Ž clumps of grass around the campfire

Rearrange or add pictures onto the flannel board as the students identify the changes to be made. You can have the students help you do this.

## The final scene should contain:

- Ž a small campfire
- Ž clumps of grass cleared away from the campfire area
- Ž a campfire moved away from the tree branches
- Ž a shovel and a pail of water near the campfire
- Ž a cheerful sun

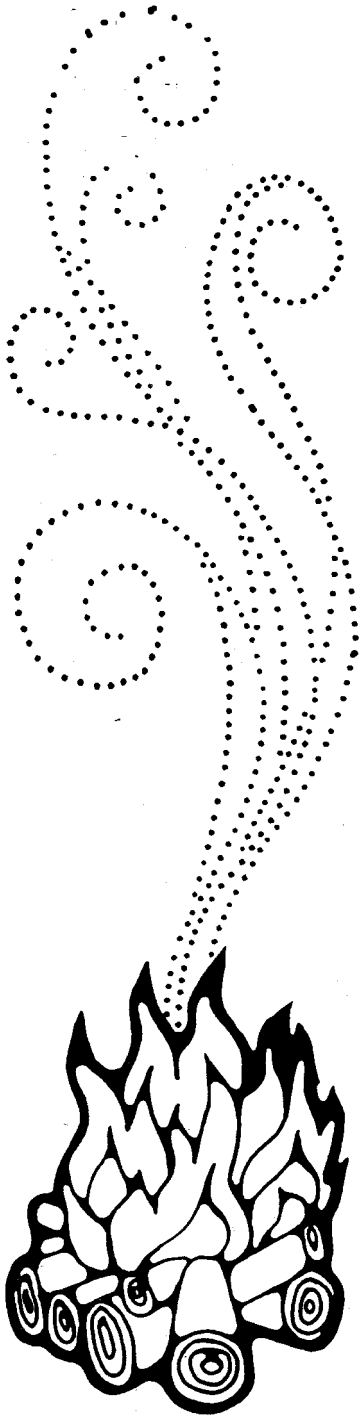
## The final scene should not contain:

- Ž a large campfire
- Ž a hot sweltering sun
- Ž rocks around the campfire
- Ž wind

The children should understand not just **how** to do things properly, but **why**.

Ensure that your discussion of the campfire process answers the following questions:

- Ž What are fire safe weather conditions? (mild temperatures, no wind)
- Ž How do you select a safe campfire site? (away from burnable vegetation)
- Ž Why not surround the campfire with rocks? (hot coals may be hidden under the rocks)
- Ž Why to keep a bucket of water and shovel by the fire? (to put out the fire and any escaped fire)
- Ž Why not to leave a fire unattended? (if fire escapes, there's no one to put it out while it's small)
- Ž How to extinguish a campfire? (pour on water, stir, repeat until there is no smoke and coals are cold)



### **Follow up Art Activity**

Have the students draw a safe campfire using 3 to 4 toothpicks for the campfire wood. They should include a safe campfire site, a means of controlling the fire, and a person who is watching the fire.

The students may have their own paper, crayons and glue to use. You may need to supply the toothpicks.

### **Suggested Handouts**

Story of Smokey Bear - You may want to handout for later reading or read it to the class.

Forest Word Search



## **Presentation Conclusion**

### **Smokey Visit**

Introduce Smokey. Tell the students that Smokey has come to remind us to be careful with fire and to remind boys and girls never to play with matches or any fire.

Be sure that the person who wears the Smokey costume understands that Smokey is a respected symbol of fire prevention and must act with dignity and respect. Smokey also does not talk, but can communicate through gestures.

A visit from Smokey can be a lasting experience, so be sure the students are aware of what Smokey represents.

You may want to read the story of Smokey Bear or be prepared to answer questions about Smokey.

Book the Smokey costume well in advance of the presentation.

### **Presentation Conclusion**

If there is any area you have failed to cover, you may wish to do so at this point. By the end of the presentation, the students should have an understanding of the basic fire prevention concepts. You may wish to ask a few general questions to ensure the students have understood the main concepts.

At this point, you can answer any questions the students may have.

Thank the students for being attentive listeners.

### **Student/Teacher Handouts**

When a forester visits, they will usually bring a small token or handout for each student to remind them of the visit. Most students will show this to their parents. This encourages the students to talk to their parents about what they have learned and to bring the fire prevention message home.

The number and types of handouts given to each child should be kept to a minimum. It has been found that when too many handouts are passed out, many are discarded.

### **Handouts**

The handout pages following can be photocopied and handed out to students after any of these lessons. Contact your DNR Forester for a classroom poster.

# THE STORY OF SMOKEY BEAR

Once upon a time, many years ago there was a little bear cub that lived with his mother in the forests of New Mexico. One day a terrible forest fire started by a person who was careless. As the fire ripped through the forest animals ran for their lives. Many of them escaped the choking smoke and burning flames, but some, like this little bear cub's mother died. Foresters fought the fire for several days. When they finally had the fire out, the foresters found the little bear cub, all burned and scared and hungry. Since the cub was in so much of the smoke of the fire, they named him Smokey. They doctored

Smokey back to health, and Smokey became a pet. They put a hat on Smokey and brought him to the schools around the country to tell his story, and remind people to be careful with fire. To this day, Smokey and his helpers still visit schools to teach children about fire prevention.



# FOREST WORDSEARCH

Search for the words below in this puzzle and circle them. They may be spelled forwards or backwards, and placed vertically, horizontally or diagonally.

D E S C A L O N I G X T L A S E W A T I R O O B  
 B F I R E P L A C E C G Q C H O A B B E E L U N  
 J D E N L U E X K Y L S K Y O W L K R H N F S O  
 E L O P R I A N E S E S L D S H A K E S P I A R  
 R E I A Q U V K R T L K Y K E N B R W K R R P I  
 M N E D N K E J O N E S O R A V E S M O K E N W  
 I F L X L N S I E M P R E M N Y T O U R S F U T  
 O O D E T F I R O U T G L O S R I V I L O I K P  
 L S E R V I C D O O H R O B H G I E N F N G D R  
 L A N G R A N G E R S N A N T H A N W O F H K P  
 F G N D I S T G A N C E H L P E E R F I L T R D  
 L N E B A R A R U E G A D S P A R K O R C E T O  
 A I N R O K E N J I E S U S A E B O E L V R K R  
 N R B I A N I M A L S W F T I N U T V E B G O L  
 D E E Y R U L F N O T H A I R Y A M N C A L I F  
 E R R C O M I B I A T O E N R W Q T E P R D O G  
 R I G M E S T I C G E K A R L G I H F N J H N U  
 S F O A G I L B F I R A S A F O E N I E G T B T  
 B O O K U L M A K S H Y L O N L A M R I K J E T  
 N R H M I A F E N O S R A R M O T R E E S N D E  
 F U A D T E N K O G N S E Y E L Y O W S M O K R  
 O S R C O Q G S T I N G B I E R O N O G K A N S  
 R N H I R G N I N R U B O V K C R T R O O F E B  
 E E A O K N U V S L Y C O E A R F E K F R A W I  
 S B E N M O N E D A L H K B F B N U S D V G O K  
 T B R I H E C E L L S O S L O W S E M A L F L R

*Fireplace*

*Leaves*

*Extinguisher*

*Fire Ring*

*Neighborhood*

*Wood*

*Shakes*

*Rake*

*Firefighter*

*Flames*

*Gutters*

*Burning*

*Shovel*

*Smoke*

*Trees*

*Home*

*Matches*

*Spark*

*Smokey*

*Arson*

*Fireworks*

*Animals*

*Water*

*Prevention*

*Hose*

*Forest*

*Rangers*

*Roof*