

WILDFIRE PREVENTION SCHOOL PROGRAM

Kindergarten

Minnesota Department of Natural Resources

Division of Forestry

Basic Fire Prevention Concepts

Presentation Introduction

Kindergarten Lessons

Lesson I - Introduction to Fire

Lesson II - Which?

Lesson III - Leaves Come Tumbling Down

Presentation Conclusion

Handouts

Smokey Bear Song Sheet

Conservation Pledge

Coloring Sheet

Credits

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

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

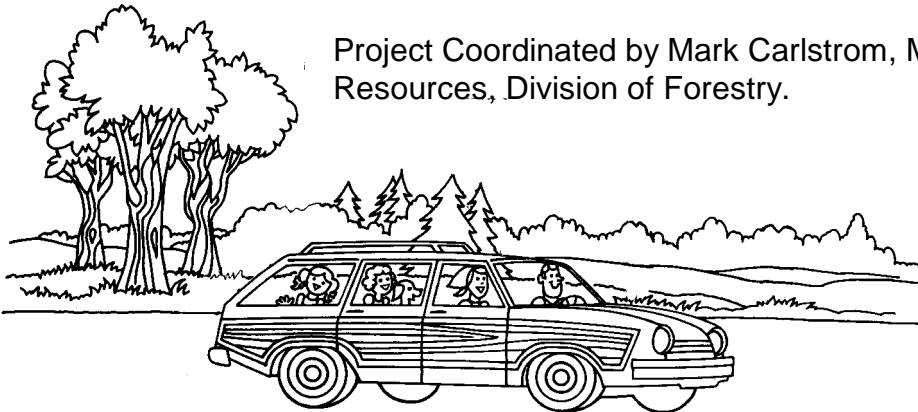
Project Wild
Salina Star Route, Boulder, Colorado 80302
Western Regional Environmental Education Council

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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

There are many things that live and grow in the forest: trees, bushes, flowers, large animals, small animals, birds, and insects.

Trees are important because they give us wood for building and paper to write on.

Fire can destroy small plants, bushes, and trees.

Fire can force animals, birds, and insects away from where they live by destroying their homes and the food they eat.

Some people cause forest fires by not being careful with burning garbage, matches, cigarettes, and campfires.

Children should never play with matches.

Children should tell an adult about any fires that are burning.

Children should never try to put a fire out themselves.

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.

animal
burn
campfire
camping
careful
careless

cigarette
fire
forest
forest fire
garbage

matches
prevention
trash
tree
wood



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 forest fires and ways people can be fire safe so they don't set the forests on fire.

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 Bear Flannel Board Story

Introduction	5 min. maximum
Video: <i>Introduction to Fire</i>	20 min. maximum
Beanbag Question Game	15 min. maximum
Student/Teacher Handouts	5 min. maximum

Objectives

Develop an awareness of forest fire prevention.
Develop an appreciation of the forest.
To understand some of the ways forest fires can start.

Materials

- Ž Video: *Introduction to Fire*
- Ž Video Player (VCR/TV)
- Ž Beanbag
- Ž Recorded Music and a Tape Player or Record Player
- Ž Cookies - Enough for the class
- Ž Student/Teacher Handouts

Introduction to Fire

Begin by telling the children that they will be watching a program about fire prevention. Ask them if they know what prevention means. If not, explain to them that fire prevention means things we can do to stop fires from getting started. Tell them the program will show them ways to be fire safe and things that can happen when people aren't careful with fire.

Tell the children to watch and listen very carefully because you will be asking them questions.

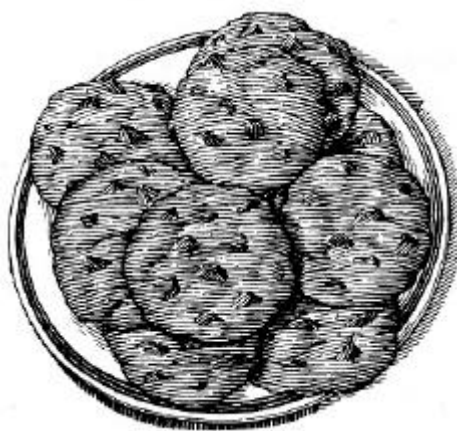
Beanbag Question Game

Have the children sit in a circle on the floor. Give one of the children a beanbag. Start the music, and have the kids pass the beanbag around the circle. When the music stops, ask whoever ends up with the beanbag one of the questions below that refer to the video *Introduction to Fire*. (If someone gives a wrong answer at first, talk about the question until he or she comes up with the right answer.) Continue playing until all the questions have been answered. End the game by saying that all the children are winners because they are all “Smart Cookies” and they are Smokey’s friends.

Reward the class by giving each student a cookie.

Questions for beanbag game - *Introduction to Fire*

1. What are some of the things we use trees for?
2. Why must we protect trees from fire?
3. Is fire ever useful or good? How is fire good?
4. What can happen if we do not use fire carefully?
5. How can we be careful with fire?
6. What might happen when children play with matches?
7. Why do the animals need the forest?
8. What happened to the little bear cub in the forest fire?
9. Do they know how the forest fire started?
10. The little bear cub was very sick. He didn’t have a mother to care for him or a forest to live in. What did they name him?
11. Today, when we see and hear Smokey on radio and television, what does he remind us to do?
12. What happened to the Careless Cookie when he was playing with matches?
13. What did the Smart Cookie do when he found matches?
14. What did the Smart Cookie do when he wanted a campfire? Why? What happened to Careless Cookie’s campfire?
15. Which cookie is Smokey’s friend - the Smart Cookie or the Careless Cookie? Why?



Lesson II: Which?

Introduction	5 min. maximum
Discuss the Basic Fire Prevention Concepts	10 min. maximum
Game: Which?	10 min. maximum
Smokey Bear Visit	10 min. maximum
Student/Teacher Handouts	5 min. maximum

Objectives

Develop an awareness of forest fire prevention.
Develop an appreciation of the forest.
To understand some of the ways forest fires can start.

Materials

Ž Flannel Board Cutouts (kflannel.pdf)
Ž Flannel Board
Ž Smokey Costume

Game: Which? (Problem Solving)

Begin by discussing the basic fire prevention concepts. Next, play the game "Which?"

Display pictures on the blackboard or flannel board, and ask the class which would do a certain thing or which could be used for a certain thing. Let the child come up and point to the correct picture.

Example - You could arrange the following pictures:

a cigarette	a beaver
a pail of water	a campfire
a tree	a frog
a match	a flower

Ask the following questions:

1. Which one could you use to put a fire out?
2. Which one makes its home from trees?
3. Which one is your pencil made from?
4. Which one(s) could start a forest fire?
5. Which one(s) live in the forest?



Ask the students if they know the famous bear that lives in the woods and protects it from fire? After they have guessed Smokey, have Smokey visit the class. (Contact your local DNR Forester to schedule a visit from Smokey).

Lesson III: Leaves Come Tumbling Down!

Introduction	5 min. maximum
Discuss the Basic Fire Prevention Concepts	10 min. maximum
Leaves Come Tumbling Down	20 min. maximum
Art Activity	20 min. maximum
Student/Teacher Handouts	5 min. maximum

Objectives

Develop an awareness of forest fire prevention.

Develop an appreciation of the forest.

Understand some of the ways forest fires can start.

Find out why leaves fall from trees and therefore aid in environmental understandings.

Gain a better understanding of the natural environment around them and develop an appreciation of nature.

Materials

- Ž Paper 8 ½ " X 11"
- Ž Crayons
- Ž Student/Teacher Handouts



Leaves Come Tumbling Down!

Begin by discussing the basic fire prevention concepts, then take the students outside to look at some trees. You should include a deciduous and an evergreen for the students to look at. In their investigation of the tree, have the students use their senses.

1. Have the children close their eyes and hug the tree. (How big is it? Can you reach around it?)
2. Keep your eyes closed. Run your hands up and down the tree. (How does it feel? Is it rough? Smooth? Uneven? Even? Is the bark thick or thin? Can you feel any sap, needles, leaves? How do they feel?)
3. Keep your eyes closed and sniff the tree (How does it smell? What does the smell remind you of? Smell the sap, needles, leaves, bark.)
4. Press your ear against the tree. Can you hear its heartbeat? (The heartbeat is best heard in spring with a stethoscope.) What other sounds does the tree make?
5. Open your eyes and look at the tree from top to bottom. (Is it alive or dead? Is it straight or crooked? Can you count the branches? Does it have leaves? Needles? Cones? Blossoms? Nuts? Who are its neighbors? Who lives in the tree? How old do you think it is? Can you see any roots?)
6. Why do the leaves fall in the fall? Do all trees lose their leaves?
7. Have the children collect a fallen leaf or needles. These will be used for a leaf rubbing activity in the classroom.

Leaf Rubbings

Collect several leaves of different sizes and shapes. Put one on a table with its vein side up. Cover it with a piece of thin white paper. Hold the paper with one hand, and with a sharp crayon, outline the shape of the leaf on the paper. Then rub a crayon gently over the paper where it is on top of the leaf. When you have finished, you will have a detailed print of the leaf on the paper. You can use green, yellow, and other shades of crayon that match the colors of the leaves.

Leaves Come Tumbling Down!

**The wind blows the leaves;
(Wiggle fingers up and down)**

**It blows through the trees.
(Move arms up and down)**

**The leaves spin around,
(Turn around - moving arms and fingers)**

**And fall to the ground.
(Fall to the ground)**



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 are found in file handouts_p.pdf and can be photocopied and handed out to students after any of these lessons. The Smokey Song may be sung by the class. Contact your DNR Forester for a classroom poster.