

WILDFIRE PREVENTION SCHOOL PROGRAM

Grade 2

Minnesota Department of Natural Resources

Division of Forestry

Basic Fire Prevention Concepts

Presentation Introduction

Grade 2 Lessons

Lesson I - Please Don't Light That Fire

Lesson II - Before and After a Fire

Lesson III - "Ouch!" Said The Tree

Presentation Conclusion

Handouts (2handouts.pdf)

Getting Help Maze

Hidden Words Puzzles

Crossword Puzzle

"Please Don't Light That Fire" Song Sheet

"Ouch!" Said the Tree Song 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

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

Forests are important to people because they:

- Provide shade.
- Provide wood for building furniture and homes.
- Beautify our surroundings.
- Provide a place to play.
- Provide paper products.

Trees take many years to grow.

Fires have many good uses. Some of which are:

- Heating homes
- Heating food

Fire can be bad if not used properly. Forest fires can:

- Burn forests.
- Hurt animals, destroy their homes and the food they eat.
- Destroy wood we need.
- Destroy people's homes.

Some forest fires are started by lightning.

Most forest fires are started by people through carelessness, or because they do not know how to be fire safe.

People who burn debris (leaves, branches, brush) should never leave it while it is burning. They should stay with it until the fire is out.

Adults who smoke should always make sure their cigarettes are out when they are finished. Cigarettes should never be thrown out of car windows or discarded anywhere in the forest.

Children should never play with matches because they can be very dangerous.

People should never leave a campfire until it has been put out. Children should never try to start a campfire unless they have help from an adult.

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

Children should never try to put a fire out themselves.

Smokey was the name given to a bear that was rescued from a forest fire many years ago. Today we use Smokey as a fire prevention symbol. Smokey asks us to help him prevent forest fires by following his rules, so we don't get burned or start a fire.

The Department of Natural Resources is responsible for putting out fires that start in the forest. All forest fires should be reported to the Department of Natural Resources or call 9 -1 -1



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.

burn
campfire
careful
careless
cigarette
control

debris
fire
forest
forest fire
garbage
heat

lightning
matches
prevention
Smokey Bear
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 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: Please Don't Light That Fire

Introduction	5 min. maximum
Video: <i>Please Don't Light That Fire</i>	10 min. maximum
Discussion of the Video	10 min. maximum
Smokey Visit	10 min. maximum
Student/Teacher Handouts	5 min. maximum

Materials

- Ž Video: *Please Don't Light That Fire*
- Ž Video Player (VCR/TV)
- Ž Student/Teacher Handouts
- Ž Smokey Bear Costume
(Contact your local DNR Forestry Office to schedule a visit from Smokey)

Objectives

- Ž Develop an awareness of forest fire prevention.
- Ž Develop a respect for the forest.
- Ž Understand some of the ways forest fires can start.
- Ž Develop a realization that people need the forest.
- Ž Develop a general understanding of the DNR's role in forest fire prevention and responsibility for putting out forest fires.

Please Don't Light That Fire

Before you begin, tell the children the program is called "Please Don't Light That Fire" and that it will show what could happen if children play with fire. Tell them to watch and listen very carefully to see if they can tell you some things that happen in a forest fire, because you will be asking them questions after the program.

Questions:

1. What were some of the things Nicholas and Jennifer enjoyed doing in the woods?
2. As Nicholas was taking the food out of the basket, what did he find in the bottom?
3. Why did Nicholas and Jennifer want to light a fire?
4. Oakley told Nicholas and Jennifer that careless people start fires every year. Why did a forest fire scare Oakley?
5. When Nicholas and Jennifer realized that how dangerous a real fire could be, they were going to play their game in a different way. What were they going to do?

Follow this activity with a visit from Smokey.

This lesson has several worksheets that go along with it. The handouts are found in the file 2handouts.pdf. Print these out and make copies for the class as desired.

Lesson II: Before and After a Fire

	Introduction	5 min. maximum
BLACK	Before and After a Fire	10 min. maximum
	Discuss the Basic Fire Prevention Concepts	15 min. maximum
	Develop Poem and Picture	20 min. maximum
UGLY	Student/Teacher Handouts	5 min. maximum

Materials

- Ž Paper for poems
- Ž Large paper for listing adjectives and nouns (or blackboard space)
- Ž Crayons and Marker (or chalk)
- Ž Smokey Costume
(Contact your local DNR Forestry Office to schedule a visit from Smokey)

Objectives

- Ž Develop an awareness of forest fire prevention.
- Ž Develop a respect for the forest.
- Ž Understand some of the ways people can prevent fires.
- Ž Develop a realization that people need the forest.
- Ž Develop a general understanding of the DNR's role in forest fire prevention and responsibility for putting out forest fires.

Before and After a Fire

(Try the imagination part outdoors. Then discuss the basic concepts of fire prevention that precede this lesson.)

Get the children to close their eyes and imagine their favorite spot in the forest. Help the children to imagine by asking questions such as the following:

1. Look around, what do you see?
2. Look up, what things do you imagine you see up high?
3. Now take a close-up look on the ground – what do you see?
4. What sounds do you hear?
5. What sounds do you hear close by?
6. What sounds do you hear in the distance?
7. What things do you smell?
8. Put your nose to the ground, what does it smell like?
9. Find a flower – what does it smell like?
10. Lie on the ground – what does it feel like?

Give the children adequate time to imagine after each question.

After the children have opened their eyes, ask some of them what they saw when they looked around – refer to the above questions.

Now carry out the same exercise, only the children will imagine the same spot after a forest fire.

Afterwards, get the children to compare their sensations of the spot before and after the fire.

Discuss Fire Prevention Concepts (Indoors)

Then, use a large sheet of paper or the blackboard and write some adjectives and nouns describing the forest after a fire (e.g., black, lifeless, smokey, dead trees.) Have the class form a poem with these words by listing them in an interesting way. You may want to have groups of 4 or 5 per group to come up with a poem and a picture.



Examples of Poems:

**Trees
Burning, Crackling,
Stumps, Twigs, Leaves,
Animals Die,
Ashes!**

Or, you could add a couple of words and compose a haiku:

**Trees burning, crackling.
Rotting flesh, animals die.
Stumps, twigs, leaves, ashes!**

If time permits, you may want to finish the program with a visit from Smokey.

Lesson III: “Ouch!” Said The Tree

Introduction	5 min. maximum
Video: “ <i>Ouch!</i> ” <i>Said The Tree</i>	10 min. maximum
Discussion of the Video	10 min. maximum
Smokey Bear Visit	10 min. maximum
Student/Teacher Handouts	5 min. maximum

Materials

- Ž Video: “*Ouch!*” *Said The Tree*
- Ž Video Player (VCR/TV)
- Ž Student/Teacher Handouts
- Ž Smokey Bear Costume
(Contact your local DNR Forestry Office to schedule a visit from Smokey)

Objectives

- Ž Develop an awareness of forest fire prevention.
- Ž Develop a respect for the forest.
- Ž Understand some of the ways forest fires can start.
- Ž Understand some of the ways people can prevent fires.
- Ž Develop a realization that people need the forest.
- Ž Develop a general understanding of the DNR’s role in forest fire prevention and responsibility for putting out forest fires.

“Ouch!” Said The Tree

Before you begin, tell the children the program is called “Ouch!” *Said The Tree* and that it will show them ways forest fires can start when people aren’t careful. Tell them to watch and listen very carefully to see if they can remember the ways forest fires start, because you will be asking them questions after the program.

Questions:



1. Should children play with matches? Why not?
2. What happened to the boy named Patrick when he played with matches in the forest?
3. What did the family forget to do with their campfire? What happened?
4. Your garbage should be taken to a disposal center or transfer station, it is not longer lawful to burn garbage. Leaves, branches and other debris should be composted, but some people can’t because they have just too much. Some people burn debris and that can start a forest fire if they aren’t careful. Where should people put their debris before they burn it?
5. What is wrong with lighting a fire on a windy day?
6. What happened when the man named Oscar started burning his garbage? Why?
7. How can people start fires with cigarettes?
8. What should people do with their cigarettes when they are finished with them?
9. Do you remember what mistake the lady named Loretta made when she was driving her car?
10. What happened?
11. Why do people need trees?
12. Why do animals need trees?
13. Why do you think the tree said, “Ouch!”?



Follow this activity with a visit from Smokey.

Note: Because of the catchy tune in this program, you may want to sing the song with the children at the end of the program. The music for “Ouch!” *Said The Tree* is found in the teacher handouts on the file 2handouts.pdf.





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 2handouts.pdf and can be photocopied and handed out to students after any of these lessons. The "Ouch!" Said The Tree and Please Don't Light That Fire Songs may be sung by the class. Contact your DNR Forester for a classroom poster.