

# FireEd

An educational resource package, which assists teachers in promoting student learning through the exploration of outcome-based and diverse lessons plans which focus on locally relevant topics. FireEd will bring the issues and excitement of forest firefighting to your classroom.



**Community**  
**Weather**  
**B.C. Resources**  
**Teamwork**  
**Human Impact**  
**Physical Fitness**

**Environment**  
**Fire Science**  
**Careers**  
**Prevention**  
**Safety**  
**Leadership**

**Mapping**  
**Forest Ecology**  
**Communication**  
**Smokey-the-Bear**  
**Wildlife**  
**Public Awareness**

# FireEd

## Learning From B.C.'s Forest Firefighters



### Introduction

Each summer, young men and women from across the province come together to accept the immense task of protecting the communities and valuable forests of British Columbia from the devastation of wildfire. They are B.C.'s forest firefighters. Their work is extremely challenging and demands strength of character, in addition to a high level of physical and technical training. Firefighters take great pride in their commitment to this task, leaving friends, family and the comforts of home behind for grueling work in the hot summer months.

In the past, these firefighters have traveled to the remote and inspiring wilderness of B.C.'s uninhabited regions to protect the natural resources and wildlife of our province from the annual cycle of summer forest fires caused by lightning, industry and sadly, by human carelessness. Today, much has changed for our province's forest firefighters. Now, as community development and recreational pursuits spread further into B.C.'s forests and wilderness, firefighters find themselves not only battling to save trees, but to help prevent the destruction of homes and save lives.

Following last season's exhausting battle with the fires which plagued many of B.C.'s communities, two crews, the Coastal and the Valhalla Unit Crews, developed an education package to be used in classrooms across the province to inform and inspire children with respect to wildfire. With the support of FORED BC, the non-profit conservation education charity that manages these crews, and the Ministry of Forests, these professional wild land firefighters worked together to contribute their years of experience, knowledge and passion regarding

the field of firefighting to this project. The following package of information and activities is the result of their efforts. The development team included a certified B.C. school teacher and two senior crew leaders with over twenty years of firefighting to their credit.

As they have for many years, the firefighters of the Coastal and Valhalla Unit Crews also volunteer their time as classroom speakers throughout BC, answering questions, displaying equipment and sharing their knowledge of fire prevention and suppression – making the learning experience “real”. They are also fully prepared to help teachers conduct the enclosed lessons. As positive and influential role models for children, these young men and women are capable of motivating students and leaving a lasting impression upon those eager to learn. Students will also delve into the exciting career possibilities in forest firefighting, not for the faint of heart. In fact, crewmembers have often been told they’re heroes for doing this kind of work, but they take this in stride.

Please consider this educational package as an appropriate learning opportunity for your students and one that will enhance your teaching objectives. Please contact us via the email address [education@foredbc.org](mailto:education@foredbc.org) if you have any questions or to determine if local Unit Crew firefighters are available to come to your classroom.

Have a safe summer,

Sandra Ulmer  
Classroom Teacher/B.C. Unit Crew Firefighter

# Acknowledgements



Photo: Noel Hendrickson

*This FireEd package has been made available with the support and assistance of the following individuals:*

**Paul Miller** – Crewleader, Coastal Unit Crew

**Justin Mulcahy** – Crewleader, Valhalla Unit Crew

**Sandra Ulmer** – Crewmember, Coastal Unit Crew & Teacher, York House School



**Noel Hendrickson** – former wildland firefighter, professional photographer and co-creator of the book, "Coming Through Fire: The Wildland Firefighter Experience"  
(visit: [www.hendricksonphoto.com](http://www.hendricksonphoto.com))

**Kerry Brewer** - Fire Operations Specialist, Preparedness - BCMoF

**Ross Wilde** - Fire Operations Specialist, Detection/Prevention - BCMoF

**Jim Price** - Superintendent, Fire Preparedness & Operations - BCMoF

•Ministry Home

•Government of British Columbia

Protection Branch

Ministry of Forests

**-Vancouver Foundation grant for FOREST CONSERVATION**



**Cheryl Ziola** – President of FORED BC and FireEd project Editor

*Additional thanks to all the members, past and present, of the **Coastal** and **Valhalla** Unit Crews – for all your sacrifice, dedication and hard work.*

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Weblinks Page

## FireEd Classroom Kit Contents:

- sample "Nomex" fire-resistant clothing (firefighter's uniform)
- firefighter's boots
- Pulaski (hand tool)
- fire shelter
- Hard hat with eye & ear protection
- Samples of hose & nozzles
- safety whistle

**These materials will be demonstrated when FORED firefighters can attend classroom presentations in person. Otherwise, teachers may try to obtain some samples of "retired" equipment from their local MoF office.**

# Objectives – Primary Level (Kindergarten – Grade 3)

This FireEd package was produced with the B.C. Ministry of Education's *Integrated Resource Package Learning Outcomes* as its basis ([www.bced.gov.bc.ca/irp/](http://www.bced.gov.bc.ca/irp/)). Each of the grade level outcomes achievable through the use of this package is listed below. (K-1 outcomes are highlighted in red, 2-3 outcomes are highlighted in blue)

## Language Arts Outcomes

### Comprehending & Responding - Critical Analysis:

- distinguish between make-believe and reality in print and non-print materials
- offer direct responses to their reading, listening, or viewing experiences supported by reasons, examples, and details
- demonstrate an interest in using information from documentaries, news broadcasts, newspapers, and electronic sources

### Comprehending & Responding – Comprehension:

- identify the main information provided in illustrations
- identify familiar words and images in charts, lists, signs, informational texts, and storybooks
- create simple charts, webs, or illustrations as a way of organizing information
- organize details and information to make simple charts, webs, or illustrations
- describe aspects of stories or mass media narratives, including characters, where and when the events took place, and what happened

### Comprehending & Responding – Presenting and Valuing:

- demonstrate a willingness to experiment with written, visual, kinesthetic, dramatic, oral, and electronic forms of communication
- demonstrate a willingness to participate in a variety of sharing activities that include the use of pictures, charts, storytelling, songs, lists, menus, and storybooks
- demonstrate a willingness to experiment with communication forms to respond to, inform, and entertain others
- create a variety of personal communications, including charts, journals, lists, illustrations, and stories

## Personal Planning Outcomes

### Personal Development - safety and injury prevention:

- identify the hazards and use safe behaviours in the home, school, and community
- demonstrate an ability to access emergency services
- describe appropriate solutions for hazardous situations in the home, school, and community
- describe the emergency response systems in the community

### Career Development:

- identify a variety of job and volunteer situations within the community

## Social Studies Outcomes

### Environment:

- demonstrate awareness of natural and human-built environments
- describe how they interact with different environments
- practise responsible behaviour in caring for their immediate environment
- describe how physical environment influences human activities
- demonstrate understanding of their responsibility to local and global environments
- create and interpret simple maps using cardinal directions, symbols, and simple keys

### Economy & Technology:

- describe the development of various BC communities in relation to their location and availability of resources
- identify contributions of various occupations to BC communities

## Science Outcomes

### Life Science

- Knowledge of the diversity of organisms begins with careful observations. Students use their senses to investigate the diverse characteristics of a variety of local plants and animals. They observe appearances, behaviour, similarities, and differences, and classify the plants and animals accordingly. Through appropriate experimentation, students determine the needs of plants. By following collaboratively developed guidelines, they care for a plant or animal.
- Through investigations and experimentation in a variety of environments, students determine the needs, structure, and adaptations of plants.

### Physical Science

- Students begin to understand the consequences of different changes in the world around them.
- Students demonstrate their scientific skills and processes when they predict, observe, record, and explain a variety of changes.
- Students experiment with common materials to determine the properties of the three states of matter. Through investigating substances, students determine how matter can be changed.

### Earth Science

- Through investigation and observation in the community, students interpret the effects of water, weather, and people on rocks and soil. Composting, soil and stream studies, rock collections, and classroom gardens provide opportunities for students to observe the changes that occur naturally or as a result of **human impact**.
- Seasonal changes and weather affect all plants and animals. Students explore the properties of air and its role in observable weather patterns. They discover patterns of weather changes during the year by keeping a daily weather picture based on what they see and feel. They can be guided to make observations and predictions about daily and seasonal conditions and changes.

## “Getting Started”



Prior to the beginning of the unit, incite interest in your students by preparing a small area of your classroom to be devoted to this project. If you are having Unit Crew firefighters into your classroom for a visit, they may be able to bring you the “FireEd Kit” prior to their visit for you to display genuine firefighting materials (see table of contents).

In your designated FireEd area you can create an eye-catching display using any of the following:

- pictures/documents printed from the suggested internet links
- newspaper clippings
- natural materials (leaves, branches, bark, cones, needles...)
- sample firefighting materials (ask at your local MoF protection branch)
- local area maps (check with local tourism offices & parks departments)
- books on wildlife, forests, ecology & wildfire (check your school and public library)
- information pamphlets & posters from local forestry associations
- the Internet



## “Tapping Prior Knowledge”



**Curriculum Link: Language Arts** – sharing ideas & organizing information.

### **Learning Outcomes:**

*Students will relate their prior knowledge of the subject and participate in the creation of a graphic organizer to manage information.*

**Time:** 45 minutes

**Evaluation:** Students will be evaluated on their willingness to participate and share their thoughts and ideas to this new subject. (see blackline master #1 and appropriate rubric).

### **Materials:**

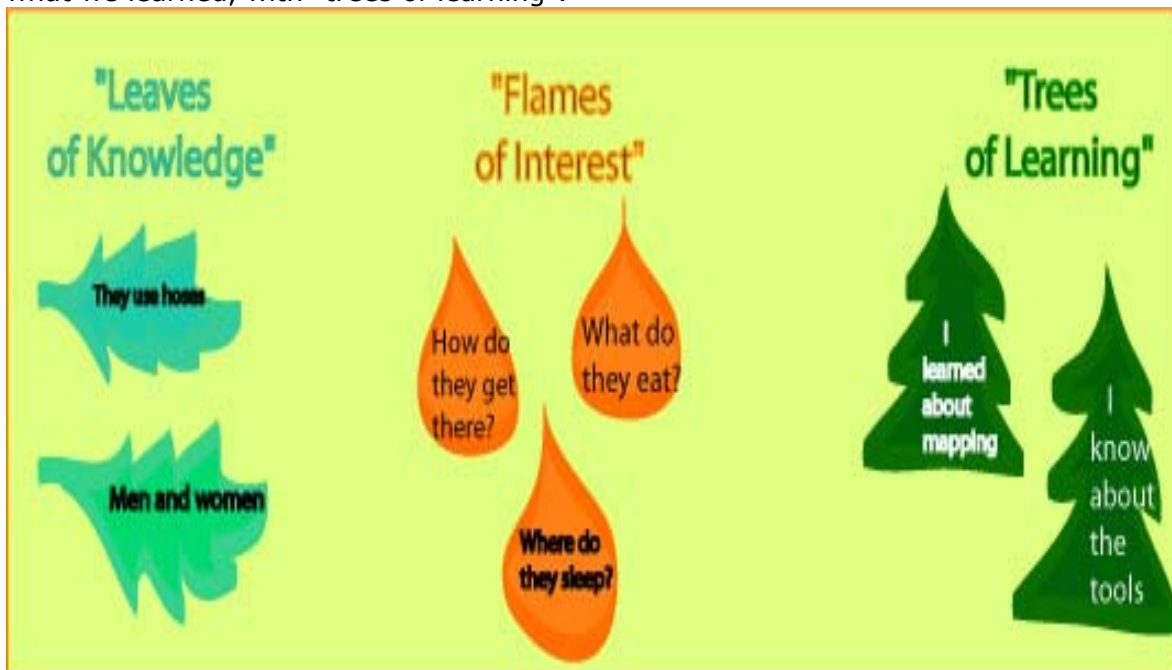
- KWL chart paper
- Felt markers
- Pre-cut “leaves”, “flames” and “trees” to use on KWL chart
- Evaluation form (blackline master #1)
- Discussion topics (blackline master #2)

## Activity Summary:

Before beginning any unit of study, it is important to relate to the student's prior knowledge of the subject. This link between what they already know, and what you are about to teach them plays a critical role in their interest and success in the coming lessons. In this lesson, you will give your students the essential opportunity to discuss what they know (or think they know) about forest firefighting. Following the discussions and in order to manage the information provided by students, the teacher will assist in the creation of a KWL chart. Depending on your students' ages and abilities, you may wish to divide the class into small groups for pre-discussion sessions before coming together as a large group to make the KWL chart. Blackline master #2 contains topic cards with some of the elements of this unit. Use these cards to keep the students discussion focused and meaningful.

## The KWL Chart:

Create a KWL chart using "leaves of knowledge" (what your students already know about forest fires) and "flames of interest" (what your students would like to learn more about). At the culmination of your unit you could fill in the remaining section, what we learned, with "trees of learning".



# “Fire Starts”



**Curriculum Link: Mathematics** – visual representation & graphing data

## **Learning Outcomes:**

*Students will demonstrate their understanding that wild fires are started by both nature and by humans through the creation of a pie graph. Students will be able to describe that **50% of fires are started by lightning, 25% by human recreation and 25% by industry.***

**Time:** 45 minutes

**Evaluation:** Students are evaluated on their ability to successfully craft a pie graph which represents the three kinds of fire starts in BC's forests (see blackline master #1 and appropriate rubric).

## **Materials:**

- Evaluation form (blackline master #1)
- Fire start information sheet (blackline master #3)
- Fire starter role-playing cards – one for each student (blackline master #4)
- Pie Graph sheets – one for each student (blackline master #5)
- Masking tape



25%



25%

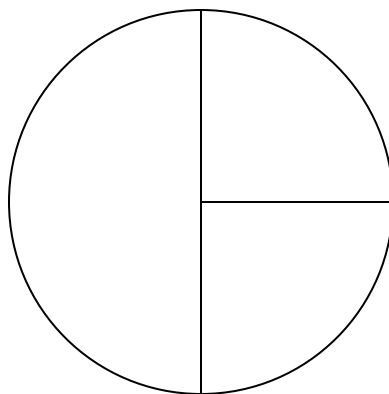


50%

### Activity Summary:

The students will participate in a brief role-playing exercise that involves reporting wildfires. Following this activity, the teacher will facilitate a class discussion regarding the various ways in which fires start in BC. Students will then complete a simple pie graph to illustrate this new knowledge.

1. Begin with a question: "How do forest fires start?" Facilitate a class discussion that leads your students to the realization that fire starts can be categorized into three groups: industrial (25%), recreational (25%) and lightning (50%) starts.
2. Hand out a role-playing card to each of your students (blackline master #3) so that there is an approximate 25%, 25% and 50% representation for each fire start type.
3. The teacher will play the role of the Provincial Forest Fire Reporting Center agent, "taking calls" from the class to report fires.
4. Each student who pretends to make a call must tell whether their fire was started by industry, recreation or lightning.
5. Model how a pie graph is constructed, provide each student with a piece of masking tape and have the class post their start types in a large model pie graph at the front of the class.
6. Hand out the pie graph sheets (blackline master #4) and provide some time for your students to independently practice this task.



# “Only YOU Can Prevent Forest Fires!”



**Curriculum Link: Art** – creating graphic representations & creative expression

**Learning Outcomes:** *Students will demonstrate their knowledge of the conflict between forest ecology, human interests and wild fires through the creation of a poster.*

**Time:** 30 minutes

**Evaluation:** Students are evaluated on their ability to create a poster that effectively highlights the impetus for preventing wildfires. (see blackline master #1 and appropriate rubric).

**Materials:**

- Evaluation form (blackline master #1)
- Examples of previous “Smokey” advertisements (see blackline master #7)
- Poster paper, crayons and/or pencil crayons

**Background Information:**

Interestingly, the Smokey Bear campaign began as a result of World War II. With many able-bodied men overseas fighting in the war, the remaining American public began to worry about the security of their national forests under the threat of forest fires. Many believed that the enemy would use incendiary shells to ignite the timber of the Pacific Northwest. In an attempt to encourage vigilance, the first Smokey Bear advertisement was produced in 1944. His popularity grew extensively. You can trace the evolution of the Smokey Bear campaign through the web link provided. [www.smokeybear.com](http://www.smokeybear.com)

## Activity Summary:

In this activity, students will have the opportunity to create their own advertisement meant to instill care and concern in the citizens of British Columbia for the protection of our forests from the impact of wild fires.

1. Brainstorm some examples of things that are precious within BC's forests (consider wildlife, natural resources, atmosphere, aboriginal's sacred areas (i.e. totems of Haida Gwaii) and man-made structures, such as people's homes and the Kettle Valley railway).
2. Provide the students with an opportunity to view some examples of previous public campaigns attempting to draw attention to, or prevent, wildfires (the Smokey website is an excellent resource).
3. Try a pair-share activity, in which the students are paired up and given a brief opportunity to discuss their poster plans before beginning. This allows those ready to go to solidify their plans and those who need some ideas to be inspired.
4. Model some simple sketches of your own on the board or overhead, presenting key words and the wild fire reporting number:

**1-800-663-5555**

## Extension:

Hold a school-wide contest for the best fire awareness poster. Choose a small panel of judges, which include students and staff. Have your students advertise the contest around the school, posting details, deadlines and prizes. If you live in an area of the province that has a high risk of forest fires, why not talk to local businesses and the Ministry of Forests to see if you can post your school's posters in their windows. This gets the students involved in their community and working towards a common good, realizing that they CAN make a difference!



# “Protect Your Home”



**Curriculum Link:** Personal Planning – identifying potential hazards, personal safety concerns and devising positive solutions.

## **Learning Outcomes:**

*Students will consider their own personal situation with respect to fire preparedness and fire hazards around their homes and communities, developing a planned approach to limiting the potential threat.*

**Time:** 45 minutes

**Evaluation:** Students are evaluated on their ability to successfully complete a worksheet outlining potential hazards. (see blackline master #1 and appropriate rubric).

## **Materials:**

- Evaluation form (blackline master #1)
- Blackline master #6 “Living in the Wild”
- Blackline master #11 BC’s fire hazard map for summer 2003

## **Background Information:**

Forest firefighters aren’t the only ones who can work to keep homes safe from forest fires. There is a lot an individual or family can do to make their home less likely to burn in the event of a fire. Basic prevention steps include:

- create a “fuel free” zone of 10 metres around your house (removing all combustible materials – this is your **FIRST PRIORITY**)
- keep your grass short and watered
- ensure that trees on your property are well spaced (3 – 6 metres apart)
- have shovels, rakes, garden hoses and roof ladders readily accessible
- make sure your property has adequate access for emergency vehicles

See **The Home Owners FIRESMART Manual** to learn more about protecting homes from wildfire. Available on the B.C. Ministry of Forests' website:  
<https://homeowners-manual.firesmartbc.ca/>

### **Activity Summary:**

1. Class discussion of the fire threat in your local area. See if any of your students have taken measures already to make their homes more fire safe. Plot student's homes and communities on BC's Fire Hazard Map of 2003 (provided).
2. Brainstorm a list of things that you could do to make a home less susceptible to fire damage. Use The Home Owners FIRESMART Manual to add ideas to this list.
3. Students can make a comparison list of all the things that are good about their home's fire safety and all the things that are not good about their home's fire safety.
4. Students can draft a "fire preparedness plan" in which they outline all the steps they might take if their house was threatened by wildfire. Review the emergency phone number used when wildfires are spotted: **1-800-663-5555**
5. Have students complete the "Living in the Wild" activity sheet to check their understanding.

### **Extension:**

Students might wish to investigate how "fire smart" their school is. Divide the class up into small groups and have each group assess and then report on one part of your school with respect to fire hazard.





## "A Bird's Eye View"



**Curriculum Link:** Social Studies – this lesson focuses on mapping skills

### **Learning Outcomes:**

*Students will use their observations and simple mapping skills, including symbolism, to draw a map from a bird's eye view.*

**Time:** 45 minutes

**Evaluation:** Students are evaluated on their ability to successfully incorporate symbolism into a map drawn from a bird's eye view. (see blackline master #1 and appropriate rubric).

### **Materials:**

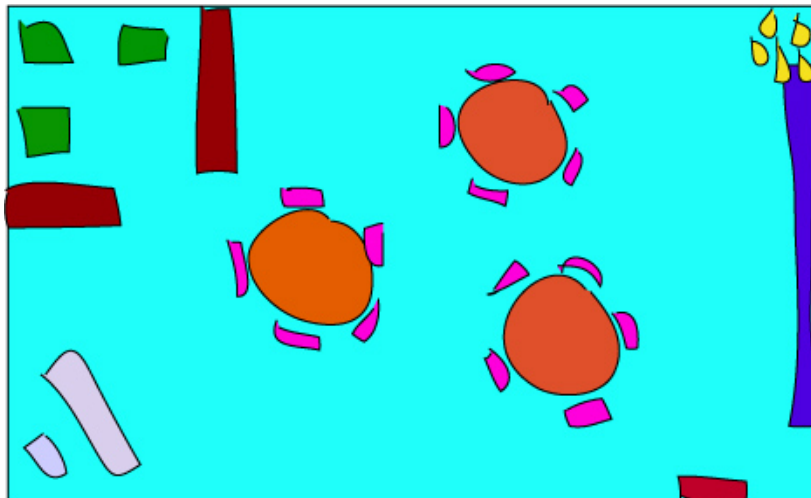
- Evaluation form (blackline master #1)
- Orange paper and a felt marker (to make the "fire" sign)
- Excerpt from firefighter's journal (blackline master #8)

### **Background Information:**

Mapping skills are critical to wild land firefighters. It is important to have a good sense of direction, be able to interpret simple maps and to effectively relate one's position to others using verbal communication. Frequently firefighters arrive at a fire and are given a rough sketch of critical landmarks and water sources to find their way around a foreign landscape. Often, upon arriving at a new fire, the crew's leader will be taken up in a helicopter to fly over the fire, then return to the ground and sketch a simple map in the dirt for his or her crew to better understand their position and the crew leader's plan of attack for extinguishing the fire or preventing its further spread.

### Activity Summary:

1. Using the sample firefighter's journal excerpt (blackline master #6), read to your class about how firefighters use maps to help them – making the lesson "real" for them.
2. Demonstrate how "bird's eye view" and symbols are used on maps to represent certain areas. Use some simple objects around the classroom to illustrate this concept. For example, look at a glass of water from the side and draw in on the board. Then have the students come and look down at the glass of water. What does it look like from above? How can we draw it on the map to clearly show it from a "bird's eye view"? Depending on your class's experience with maps, you may wish to discuss map legends as well.
3. Provide your students with time to do some map-making of their own. Have them imagine that they are "flying over the classroom" and looking down from above. Let them try to draw their classroom, including important landmarks and the location of your mock fire (place sign somewhere obvious).



### Extension:

1. Have your students make a map of their play area at the school including the equipment, fields and play area.

## “Our Team & Our Tools”



Photo: Noel Hendrickson

**Curriculum Link:** Language Arts – dramatic presentation skills & new vocabulary

**Learning Outcomes:** *Students will gain insight into the tools and methods of wild land firefighting before developing dramatic presentations, “skits”, which demonstrate their understanding.*

**Time:** 60-90 minutes (you may wish to do this lesson over two periods)

**Evaluation:** Students are evaluated on their ability to work as team member in developing a dramatic presentation. (see blackline master #1 and appropriate rubric).

### **Materials:**

- Evaluation form (blackline master #1)
- Firefighting clothing & tools (from FireEd kit if available)
- Expectations & vocabulary poster (made on chart paper – easy)
- Tool descriptions (blackline master #9)
- Vocabulary quiz (blackline master #10)

### **Background Information:**

Our success as firefighters depends on how well we work together as a team, and how effectively we use the tools of the job. It takes a lot of hard work (especially when you are tired) to do your job right and co-

operate with others, but firefighters know that trust and communication makes all the difference.

**Activity Summary:**

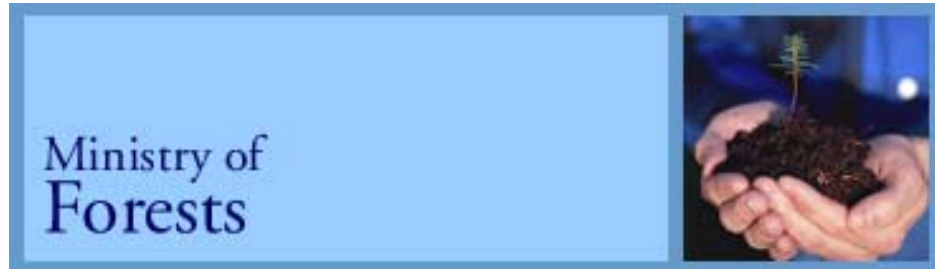
1. Brainstorm the questions: Why is **TEAMWORK** important to firefighters?
  - it is too big a job to do alone
  - communication is key to safety
  - many individuals can come up with more good ideas/plans
  - working together can make arduous tasks enjoyable
  - everyone can have a turn doing different jobs (keeps things interesting)
2. If available, use the FireEd kit's contents to review the various pieces of clothing and tools use by B.C.'s forest firefighters (see blackline master #7 for detailed description of each). If not available, try contacting your local Ministry of Forests protection branch to see if samples can be provided for your classroom.
3. Divide the class into small groups and have them come up with short skits, which demonstrate their understanding of the tools firefighters use. Display the expectations and review the vocabulary before beginning. If available, use the FireEd kit gear as props during their "real" performance.

### Firefighter Groups Skits

<p><b>Each groups must:</b></p> <ul style="list-style-type: none"><li>* co-operate and take turns</li><li>* respect other's ideas</li><li>* everyone says two lines</li><li>* have fun!</li></ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>- pulaski</li><li>- hard hat</li><li>- Nomex clothes</li><li>- boots</li><li>- fire shelter</li><li>- hose</li><li>- nozzle</li></ul>
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**For further evaluation:** see blackline master #10 for vocabulary quiz

## **“Grow a Class Tree”**



**Curriculum Link:** Social Studies – community

**Learning Outcomes:** *Students will develop personal links to their own community, recognizing that they play an important part in community growth and ecological balance.*

**Time:** This project will be ongoing and (hopefully) will take place over years.

**Evaluation:** Students are evaluated on their participation in the care of their class tree and their demonstrated concern for their environment through journaling. (see blackline master #1 and appropriate rubric).

**Materials:**

- evaluation form (blackline master #1)
- “The Importance of Trees” (blackline master #12)
- shovel, peat moss, watering containers
- Select a tree that grows naturally in your area. You could purchase (or ask for a donation from a local nursery) a seedling, or find a young immature tree to dig up and replant (be sure to ask landowner’s permission).

**Activity Summary:**

Students will have an opportunity to become stewards of their own community’s forest. By planting a tree, your class will have the opportunity to develop a connection with their own environment. Provide your students with some background knowledge so that they are aware of the importance of trees to our environment. Then host a “planting ceremony” in which your class’s tree is officially planted. Following the ceremony, provide your students with a chance to write

or draw in their journals, expressing how they feel about being a part of their environment.

## **Planting your class tree:**

- 1. PICK A SPOT FOR YOUR TREE.** Most trees like plenty of sun and water, but some will grow in the shade. Remember, your tree is going to grow up and out, so don't plant it too close to a building or other trees.
- 2. DIG A HOLE** that is approximately 12 inches wider and 12 inches deeper than the root ball.
- 3. LOOSEN THE SOIL** at the sides of the hole by cutting it with a shovel. This will allow the roots to grow into the surrounding soil.
- 4. MIX THE SOIL** that was removed from the hole with peat moss or another organic material to make it soft and ready to absorb water.
- 5. PUT PREPARED SOIL** (around 12 inches) back into the hole. Pour water into the hole until it makes a puddle.
- 6. PLACE THE TREE INTO THE HOLE.** The top of the root ball should be at, or just above, ground level. Make sure the stem is straight, then replace the soil around the tree.
- 7. PACK THE SOIL LIGHTLY** with your foot and water until a puddle forms on top of the soil.
- 8. APPLY COMPOST** to the ground around the base of the tree. Watering may be necessary if rainfall is limited, especially during the first four weeks after planting. If so, water twice a week.



## “Fireline Safety”



**Curriculum Link:** Personal Planning – personal safety & risk reduction

**Learning Outcomes:** *Students will identify unsafe situations for forest firefighters in their line of work.*

**Time:** 20-30 minutes.

**Evaluation:** Students are evaluated on their ability to recognize the hazards faced by forest firefighters and to describe them. (see blackline master #1 and appropriate rubric).

**Materials:**

- evaluation form (blackline master #1)
- "If in Doubt, Back Out!" poster (blackline master #13)

**Activity Summary:**

Students discuss their prior knowledge of forest firefighter's jobs with specific attention to how much risk is involved. Brainstorm the ideas on the board and then allow the students to complete blackline master #13 worksheet. Following the independent practice, have the students write about and/or draw 5 or more of these hazards and how they affect the work of firefighters.

## **Useful Web Links**

**[www.bced.gov.bc.ca/irp/](http://www.bced.gov.bc.ca/irp/)**

This link provides you with access to the BC Ministry of Education's K-12 Curriculum and learning resources page. From here, one is able to access all of the IRP's created by the Ministry of Education.

**[www.for.gov.bc.ca/protect/](http://www.for.gov.bc.ca/protect/)**

This link allows you to access the Ministry of Forests' Protection Branch homepage. From here, a wealth of information is available on the current wildfire situation, planning a "fire smart" community, information on firefighting and becoming a firefighter, weather and excellent maps of the province related to wildfire.

**<http://www.cbc.ca/news/indepth/fightingfires/>**

This address links you directly to a special CBC in-depth report on fighting fires in Canada. All of the information is current and Canadian. This site provides you with many excellent news stories, including: "The Tools", "The People", "The Ecological Benefits" and "Consequences of Climate". In addition to great access to relevant external links, this site allows you to enter the CBC archives and a special "for teachers" section.

**[www.smokeybear.com](http://www.smokeybear.com)**

This is an excellent site for children and teachers. An extremely user-friendly site, Smokeybear.com is divided into three sections. In the "Smokey Kids" section, one can play games, read stories, and learn interesting bear facts. In the "Only You" section, visitors are



invited to discover the science of wildfire, how to fight wildfire, how to prevent wildfires, and to consider the positive and negative impacts of fire on the land. Any finally, Smokey's Vault allows you access to the history and development of the Smokey the bear public awareness campaign.

**[www.nrcan-rncan.gc.ca/cfs-scf/science/prodserv/firereport/firereport\\_e.html](http://www.nrcan-rncan.gc.ca/cfs-scf/science/prodserv/firereport/firereport_e.html)**

Great resource from the Canadian Forest Service for graphing – access to many wonderful fire related graphs.