

Campfire Safety

Felicia Bedwell, Wasatch Range Writing Project

Summary:

Students will read informational text on the vital issue of campfire safety, categorize the information, and then use the gathered information to assess the safety of a mock campfire. They will record their observations and find solutions to problems.

Objectives:

- I can assess my camping environment for hazards that might cause safety problems when I build a fire.
- I can clear/clean and maintain my camping site so when I start a fire, my family is safe.
- I know and can put out my campfire in a safe way to protect myself and my environment.
- I know and will follow the safety rules of camping and starting a campfire.

Context:

A 4-6th grade elementary lesson. Can be adapted for K-3 (materials provided on Smokey Bear website).

Materials:

- *Wildfires: The Science Behind Raging Infernos*
- <https://smokeybear.com/en/prevention-how-tos/campfire-safety>
- Materials from around the classroom to make a mock campsite/campfire pit
- Paper
- Glue
- Pen/pencil
- Colored pencils/crayons
- Camping items from home (optional)

Time Span:

Three to four class period times, more or less as needed

Procedures:

1. Initiate a discussion with students on camping, vacations, or adventures they may have had in the forest. As the students discuss, list on the board some things that may have happened. Examples could be when something happened while roasting marshmallows, hotdogs, cooking over an open fire, etc. If nothing comes up, discuss with students what could occur around an open fire.
2. Instruct students to make a three column chart on a piece of paper with the following titles:
 - a. What are all the different ways fires are started?
 - b. What types of fuel does a fire need in order to burn?
 - c. How has fire been used in the past or how is it used by humans presently?
3. Read the following preselected chapters of the book *Wildfires: The Science Behind Raging Infernos*:
 - a. "Agua Dulce Burns"



- b. "Understanding Wildfires"
 - c. "What Causes Wildfires?"
 - d. "Staying Safe" (the other chapters can be read for more information)
4. As each chapter is read, discuss what is mentioned in the chapter.
5. Instruct students to list information from the reading in the appropriate column.
6. If you have access to the Internet, go through the Campfire Safety procedures from <https://smokeybear.com/en/prevention-how-tos/campfire-safety>.
7. Give students time to create a 6-page book for their observations (see Lauren Stringer reference in Resources list).
8. Set up a fake campfire pit in which weeds are overgrown, rocks have been removed, garbage is surrounding it, the tent is too close, etc. This can be done with items found around the classroom, i.e., books could be used as "rocks" and base 10 blocks could be "firewood," etc. Also, items can be brought from home to use.
9. Have students observe the mock campfire site and record the following in their books:
 - a. What is wrong with this campsite/campfire pit? Draw and record what you noticed.
 - b. What are some possible problems that could happen?
 - c. How would you solve the problems you see?
10. Discuss and evaluate their solutions.
11. Choose a group of students to "fix" the campsite/campfire pit based on their solutions.

Extensions:

- Utilize information in the chapter "What is Fire?" for a science lesson on matter, chemical reactions, stored energy, etc.
- Utilize information in the chapter "Staying Safe" for students to learn and create an evacuation plan for their home.
- *How Ben Franklin Stole the Lightning* (Weber School District 4th grade Treasures basal reader).
- https://www.nifc.gov/prevEdu/prevEdu_communicatorGuide.html

Rationale:

Every year unnecessary forest fires are started by simple human error. If students are taught at a young age about campfire safety or fire safety in general, forest fires started by humans can be reduced.

Resources:

- "Campfire Safety." *Smokeybear.com*. The Ad Council. 2017. Web. Accessed 11 August 2017. <https://smokeybear.com/en/prevention-how-tos/campfire-safety>. (This Smokey Bear website has information on campsites and firepits. It also has printable materials for all grade levels.)
- Schanzer, Rosalyn. *How Ben Franklin Stole the Lightning*. New York: HarperCollins, 2002. Print.
- Silverstein, Alvin and Virginia, and Laura Silverstein Nunn. *Wildfires: The Science Behind Raging Infernos*. Berkeley Heights, NJ: Enslow Publishers, Inc., 2010. Print. (This book can be used in sections.)
- Stringer, Lauren. "How to Make a Six-Page Book with One Sheet of Paper!" PDF. 2012. Accessed 11 August 2017. http://www.laurenstringer.com/uploads/2/5/6/4/25641572/make_a_six-page_book_out_of_one_sheet_of_paper.pdf



Other online resources:

https://www.psacentral.org/campaign/Wildfire_Prevention

https://www.fs.fed.us/fire/prev_ed/index.html

<https://www.fs.usda.gov/r4>

<https://www.fs.usda.gov/main/r4/fire-aviation>

<https://www.youtube.com/usdaForestService>

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FIRE! FUEGO!

Pat Lowe, Wasatch Range Writing Project

Summary:

This lesson will introduce young students to the work of firefighters and associated words in Spanish. The text is written in poetic form and makes rhymes with both English and Spanish words. It can be used for units on community public servants and in classes with students interested in the Spanish language. Many Utah classrooms have students who speak Spanish and this lesson actively involves them.

Objectives:

- Teach about firefighting.
- Explore patterns of rhyme and rhythm in language arts.
- Highlight a group of community workers.
- Offer students an opportunity to explore a language other than their own.
- Validate students whose primary language is Spanish.

Context:

This lesson could be used as part of a social studies unit on community workers or the study of poetry patterns. It would be appropriate for early elementary students.

Materials:

- Book entitled *FIRE! FUEGO! Brave Bomberos* from the Resources list
- Children's Spanish picture dictionary; Spanish versions of Richard Scarry's Word and Numbers books
- Copies of selected passages: individual sheets or pages to be projected on a screen
- Large sheets of poster paper for display in the classroom
- Paper or individual student notebooks/journals

Time Span:

The material can be presented in multiple sessions of 15-20 minutes each, with time in between for student activity and writing.

Procedures:

1. Using large paper, the teacher will record ideas as students brainstorm ideas for a word bank on fire and firefighters. Add to it after reading the book.
2. Read the text together. Teacher could show the pages as the story progresses or show it on a screen with a projector.
3. Discuss the words in bold type. Using illustrations on the page and context clues, let children predict the meaning of those words.
4. Decode words which are similar in English: rapido, mascotas. Cover the last one or two letters. Ask, "What does that mean in English?"



5. Look for rhyming words: protectors—Hector; sound—pound; el capitan—helmets on; botas—mascotas.
6. Notice the diminutive form of words: gato—gatito. Is the word for puppy perrito from perro?
7. Observe the masculine, feminine and plural endings for the Spanish words for boy, girl, and children. Talk about how that is different from the English patterns.
8. Show the text feature of a glossary at the end of the book.

Extensions:

- Make a graph showing the number of students who have a dog or cat as a pet. This could be on paper, by students standing in a line, or with manipulatives at their tables.
- Brainstorm other things from the story which could be graphed: people, trucks, animals, etc.
- Invite students to explore other sources of words in Spanish.
- Ask Spanish-speaking students to teach classmates words and phrases they use daily.
- Challenge the class to incorporate Spanish into their conversations with each other.
- Label parts of the classroom (window, door, pencil, numbers poster) with Spanish words, and use them in daily conversation.
- Point out the woman firefighter in the book. Had students noticed her? Traditionally people used the term fireman. Discuss expectations and challenges of all firefighters, and what/if things might be different for women.
- Ask students to write or draw about an experience visiting a fire station, or seeing a fire put out.
- Allow students to role play an incident from the text or contemporary life.
- Have students identify emotions felt by various individuals in the text.
- Have students write a response to one of the following prompts:
 - Fire is...
 - Firefighters are...
 - If I see a fire...

Rationale:

This book presents a simple situation in a novel way. Not only is it written in a rhyming format, but it introduces Spanish words as part of the delivery of ideas. Students who speak Spanish will readily relate, and may feel included in a way they do not regularly experience in a school setting. It not only offers information about firefighters, but also introduces Spanish words in a familiar context. Students may be intrigued and pursue learning other Spanish words or be willing to associate with someone who speaks Spanish.

Resources:

Elya, Susan Middleton. *FIRE! FUEGO! Brave Bomberos*. New York: Bloomsbury Books for Young Readers, 2012. Print.

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