

# K-1ST GRADE LESSON

## My Feelings About Fire

### NUTSHELL

*In this lesson, students relate emotions to a variety of fire situations by gluing drawings that represent specific emotions on fire related pictures. Through group discussion, students identify safe and dangerous fire situations. Finally, students use drawings to identify responsible adults to talk to if they feel scared or recognize a dangerous fire condition.*

### BIG IDEAS

- The ignition of wildland fire can be caused by human activity (e.g., debris burning and other outdoor burning, machine sparks, children playing with matches, power lines, fireworks) or natural sources (e.g., lightning, spontaneous combustion). Human activity is responsible for most wildland fires in Wisconsin. (Subconcept 2)
- Individuals have the responsibility to start and stop fires in safe and effective ways. Citizens who illegally start a fire or carelessly allow a fire to escape may be penalized with fines and even imprisonment. (Subconcept 26)

### OBJECTIVES

Upon completion of this lesson, students will be able to:

- Explain their feelings about fire.
- Distinguish between safe and dangerous fire situations.
- Recognize persons of authority who should be present when fire is being used and persons who should be notified in case of dangerous fire situations.

### SUBJECT AREAS

Health, Visual Arts

### LESSON/ACTIVITY TIME

- Total Lesson Time: 65 minutes
- Time Breakdown:
  - Introduction..... 15 minutes
  - Activity 1 ..... 15 minutes
  - Activity 2 ..... 20 minutes
  - Conclusion..... 15 minutes

### TEACHING SITE

Classroom

### BACKGROUND INFORMATION

Imagine a world without fire. It provides light, heat, and the means to cook our food. Fire made human existence more comfortable, if not possible. Fire, however, can have catastrophic effects including the loss of life, property and natural resources. Children are often fascinated by fire, which can lead to experimentation. Even safe fires, such as a candle burning, can lead to a dangerous fire if left unattended. When children are around fire, they need adult supervision. If a child finds a potentially dangerous fire, he or she needs to report it to an adult immediately.

For more information on wildland fire, see the Wildland Fire Background starting on page 152.

### PROCEDURE

#### INTRODUCTION – FIRE CAN BE DANGEROUS

1. With students seated, place a candle on your desk in front of the class and light it. Tell the students that they are going to talk about a very powerful and sometimes dangerous part of nature – fire.

Ask the students what they see flickering on the candle. (*A flame.*) Tell the students a flame is a very small fire. Have students raise their hands if they have ever been to a campfire with their parents or relatives, or if they have ever been near a fire in a fireplace.

## MATERIALS LIST

### FOR EACH STUDENT

- Copy of Student Pages  **1A-B**, *Emotion Cards*
- One pair of scissors
- Glue or tape
- Copies of Student Pages  **2A-B**, *Fire Pictures*
- One red and one green marker, crayon, or colored pencil

- Copy of Student Page  **3**, *Responsible Adults*

- Markers, crayons, or colored pencils

### FOR THE TEACHER

- Candle and matches or lighter
- Copy of Teacher Pages  **1A**, *Emotion Poster: Happy*,  **1B**, *Emotion Poster: Safe*,  **1C**, *Emotion Poster: Sad*, and  **1D**, *Emotion Poster: Scared*

## TEACHER PREPARATION

- Make posters from Teacher Pages  **1A-D**, *Emotion Posters*. You may wish to copy the pictures onto a heavyweight paper.

- Arrange the room so students have space to cut out the emotion cards and color their pictures.
- Create a safe place to light the candle.

## SAFETY PRECAUTIONS

When using the candle, make sure that it is on a saucer and stable on the desk. Move papers and other objects away from the

candle. Do not let students approach or play with it. Be sure to extinguish the candle after its use in the introduction.

Tell the students that in each of these situations the fire is used for a purpose (e.g., heat, fun, and cooking). Have students focus on the candle and ask them what a candle can be used for. (*It can be used for light.*) You may wish to turn the lights out to show the amount of light that a candle provides.

Ask the class if they think that the candle flame is dangerous. (*Yes. Even the small flame can burn your hand, and it could easily start other things on fire if used the wrong way.*)

2. Tell the students that since the candle is dangerous, someone must be responsible for it. Ask the students to help you describe what responsible means. (*Responsible means that a person has to take care of it and use it safely.*) Ask the class who is responsible for the candle on your desk. (*You, the teacher, are responsible for making sure the candle is used correctly and safely.*)

Tell the students that the candle is not dangerous now because you are an adult, you understand the small flame is powerful, you understand it can be dangerous, and you have taken responsibility to use it in a safe way.

- Blow the candle out. Ask the students if they have had any experiences with fire, either safe or dangerous. Let the students share their experiences. Tell the students that they are going to learn about different uses of fire, discuss if they are safe or dangerous, and explore how they feel about them.

### ACTIVITY 1 – EMOTIONS

- Tell the students that each of us has feelings about the people, things, and events in our lives. Ask the students if anyone would like to share a happy, safe, sad, or scared moment in their life. Show the students each of the emotions found in Teacher Pages  **1A-D**, *Emotion Posters*. Have the students identify the cards as happy, safe, sad, and scared.
- Hand each student copies of Student Pages  **1A-B**, *Emotion Cards* and have them cut out the cards. Have them form a pile of each emotion and review the emotions that each of the cards represents.
- Present the students with the following examples. Have students select an emotion card that goes with each example and hold it up in the air.
  - Ask students how they would feel at a birthday party. (*Happy.*)
  - Ask students how they would feel if they were lost and couldn't find their parents. (*Scared.*)
  - Ask students how they feel when they get tucked in by their parent or guardian at night. (*Safe.*)
  - Ask students how they would feel if they lost or broke their favorite toy. (*Sad.*)

## VOCABULARY

**Dangerous:** Something that can hurt you.

**Responsible Adult:** A grown-up who takes care of something and uses it safely.

**Safe:** Something that won't hurt you.

### ACTIVITY 2 – MY FEELINGS ABOUT FIRE

- Tell students that they are going to look at pictures of different activities that involve fire. They will show how they feel about the activities by gluing one of the emotion cards below the picture.

Hand each student copies of Student Pages  **2A-B**, *Fire Pictures*. Discuss the pictures with the class and help them identify the activities taking place in each. Be sure to point out that adults are present in some pictures and not in others. Ask the students whether the activities are safe or dangerous. As the class identifies each situation as safe or dangerous, have each student draw a green smiley face on safe pictures and a red frowning face on dangerous pictures. Be sure to place special emphasis on the dangers of playing with fire.

- Once you have discussed each picture, have students glue an appropriate emotion card in the box below each.
- Once students have finished, discuss with the whole class how students feel about fire and why. In general, there are no right or wrong answers, but students should be able to correctly identify each emotion and explain why they feel that way.

## CONCLUSION – RESPONSIBLE ADULTS

1. Ask the students to look at the pictures that they marked as a safe pictures. Point out that an adult is present in every safe picture (green smiley face).

Hand each student a copy of Student Page  3, *Responsible Adults*. Ask the students to identify the adults in the pictures. (*Parent or guardian, teacher, police officer, firefighter.*)

2. Discuss with students the meaning of the term “responsible adult.” (*A responsible adult is a grown-up who takes care of something and uses it safely.*) Point out that all of the people in the pictures are responsible adults and that the students should find one of them if they see a fire.
3. Hand out crayons, markers, or colored pencils to students and have them color their pictures.
4. After the students have colored their responsible adult pictures, have them look back at the pictures of the dangerous situations. For each dangerous situation, have students identify which responsible adult they would go to if they saw the event in the picture happening.

### FORESTERS IN THE CLASSROOM

Wisconsin Department of Natural Resources fire personnel make classroom visits. To find a staff member in your county, go on-line to [www.dnr.state.wi.us/staffdir/SearchCounty.asp](http://www.dnr.state.wi.us/staffdir/SearchCounty.asp), click on your county, and type “fire” into the subject box.

## SUMMATIVE ASSESSMENT

Have the students come up with some scenarios that may be safe or dangerous. Have them share their ideas with the class, and have the class decide if they are safe or dangerous by holding their thumb up if it is safe or their thumb down if it is dangerous. You may wish to present the students with the scenarios outlined below as ideas.

### AN CAMPFIRE WITH FRIENDS (SAFE)

On the second night of summer camp, the counselors and parents took a small group of kindergarten children to a campfire. They told stories, played games, and ate roasted marshmallows. The children were escorted back to their rooms by their parents and the counselors stayed behind to put out the fire.

### AN UNSUPERVISED CHILD PLAYING WITH FIREWORKS (DANGEROUS)

Two first-grade students were found in the park with a book of matches and some fireworks. One of the children had taken the matches and fireworks from the table when his older brother wasn't looking.

### AN UNSUPERVISED BURN BARREL (DANGEROUS)

At a house near the edge of town, a man used a match to light a fire to burn old papers and boxes in a barrel. The barrel was at the edge of his property near an open field. After the barrel was lit, the man went inside.

## REFERENCES

Webster's College Dictionary. (1991). New York: Random House.

## RECOMMENDED RESOURCES

### ACTIVITY GUIDES

Smokey and Friends: What You Can Do to Prevent Forest Fires (Lifetime Learning Systems, Inc. 2002). This booklet is a small but well organized and effective collection of Smokey Bear fire prevention activities. This and other Smokey resources are available for free at [www.smokeybear.com/resources.asp](http://www.smokeybear.com/resources.asp).

Wildland Fire Primer: A Guide for Educators prepared by John Owen and Pat Durland. (Boise, Idaho: U.S. Department of the Interior Bureau of Land Management, National Interagency Fire Center, 2002.) The Wildland Fire Primer presents the concepts and messages that the National Interagency Fire Center determines necessary for effective wildland fire education. The guide is well organized and provides a comprehensive overview of the fundamentals of wildland fire education.

### BOOK

Fire! Fire! by Gail Gibbons. (HarperCollins, 1987.) This book depicts how firefighters do their job in city, country, forest, and waterfront settings. Also discussed are the ways different types of fires are fought.

### WEBSITES

#### FEMA for Kids: Wildfires

[www.fema.gov/kids/wldfire.htm](http://www.fema.gov/kids/wldfire.htm)

The Federal Emergency Management Agency website provides links to a variety of classroom resources for fire prevention and fire safety.

#### Firepup Program

[www.firepupmki.com/index1.html](http://www.firepupmki.com/index1.html)

This website from the National Fire Safety Council, Inc. contains information for parents, safety tips for kids, materials for preschool through sixth-grade educators, and more.

#### Minnesota Department of Natural Resources Wildfire Prevention Education

[www.dnr.state.mn.us/education/wildfire/index.html](http://www.dnr.state.mn.us/education/wildfire/index.html)

The Minnesota DNR's wildfire prevention education page provides links to a variety of educational resources for teaching about fire prevention and the use of prescribed fire.

#### Project Learning Tree

<http://plt.org>

The Project Learning Tree website has a resources section featuring special initiatives including fire education. The Fire Initiative page includes links to a fire education curriculum, a glossary of wildland fire terms, and links to information on current wildland fire issues.

#### Smokey Bear

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

Check out all of the pictures, activities, and classroom resources available at Smokey Bear's official website.

#### Sparky the Great Fire Dog

[www.sparky.org](http://www.sparky.org)

The National Fire Prevention Organization has developed this website with interactive games for kids on fire safety and prevention and activities for teachers.

#### Wisconsin Department of Natural Resources Fire Prevention and Safety

[www.dnr.state.wi.us/org/land/forestry/Fire/fire-ps.htm](http://www.dnr.state.wi.us/org/land/forestry/Fire/fire-ps.htm)

The Wisconsin DNR Fire Prevention and Safety page has links to fire statistics, issue summaries, and public service announcements.

# EMOTION POSTER: HAPPY



# EMOTION POSTER: SAFE



# EMOTION POSTER: SAD



# EMOTION POSTER: SCARED



# EMOTION CARDS

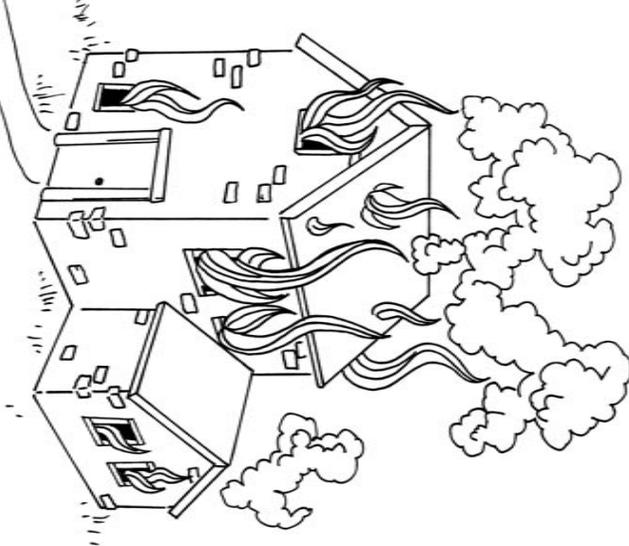


# EMOTION CARDS



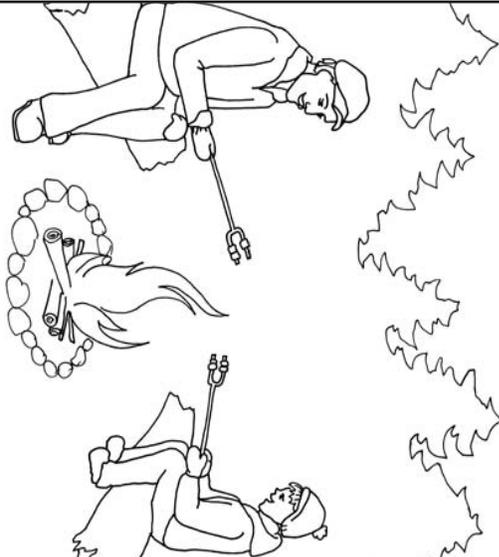
# FIRE PICTURES

**1.**  
**HOUSE ON FIRE**



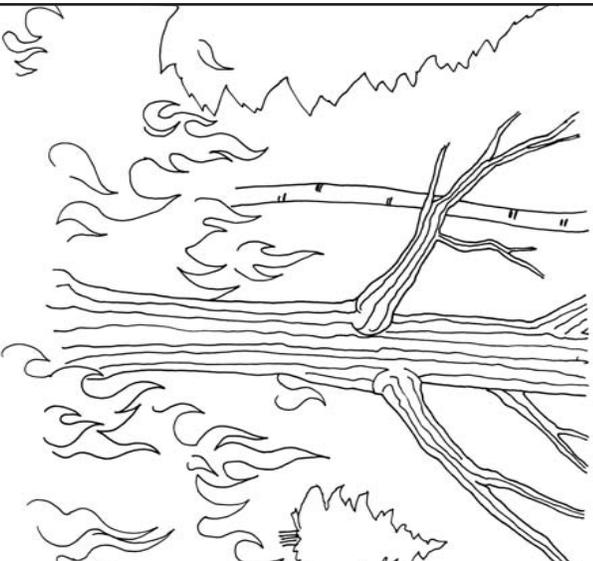
EMOTION

**2.**  
**FAMILY CAMPFIRE**



EMOTION

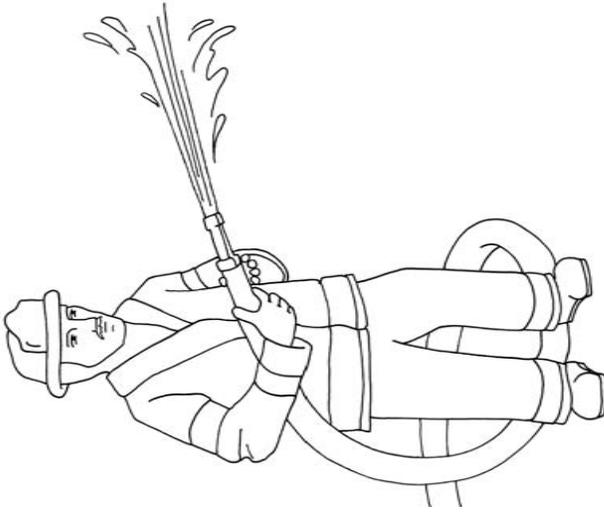
**3.**  
**FOREST FIRE**



EMOTION

# FIRE PICTURES

6.  
**FIREFIGHTER**



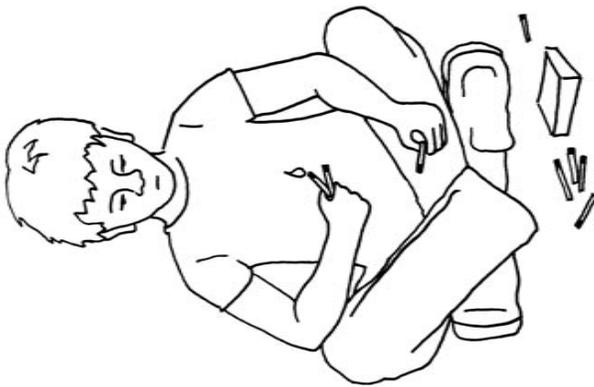
EMOTION

5.  
**FIREWORKS**



EMOTION

4.  
**PLAYING WITH MATCHES**



EMOTION

# RESPONSIBLE ADULTS

