



# Fire Prevention Awareness Week 2022

October 9 – 15, 2022 is Fire Prevention Week

The National Indigenous Fire Safety Council has created lesson plan packages to promote fire safety through NFPA's Fire Prevention Awareness Week Campaign. Our lessons were created for students from kindergarten to Grade 6 and prizes are available to participating classes from a Band or federally operated school.

Packages are available to download from the NIFSC website and can be mailed out to a school upon request.

This Year's NFPA Theme is *"Fire Won't Wait, Plan your Escape"*  
Our lessons teach this theme along with Traditional Fire Knowledge

## How do I participate?

1. Teach one or more of the lesson plans provided for during Fire Prevention Week.
2. Take a photograph of the products of student learning from the lesson plan.  
Each lesson plan lists suggestions for what these could be.  
The photographs may include children and educator(s) or be photographs of the outcomes from the lessons.
3. Submit these photographs with the required information to: [info@indigenousfiresafety.ca](mailto:info@indigenousfiresafety.ca)

**The deadline for photograph submissions is October 31, 2022.**

Please ensure that the photograph submission includes the following information: educator name and number, province, community name, school/organization name, grade, and mailing address.

## Prizes

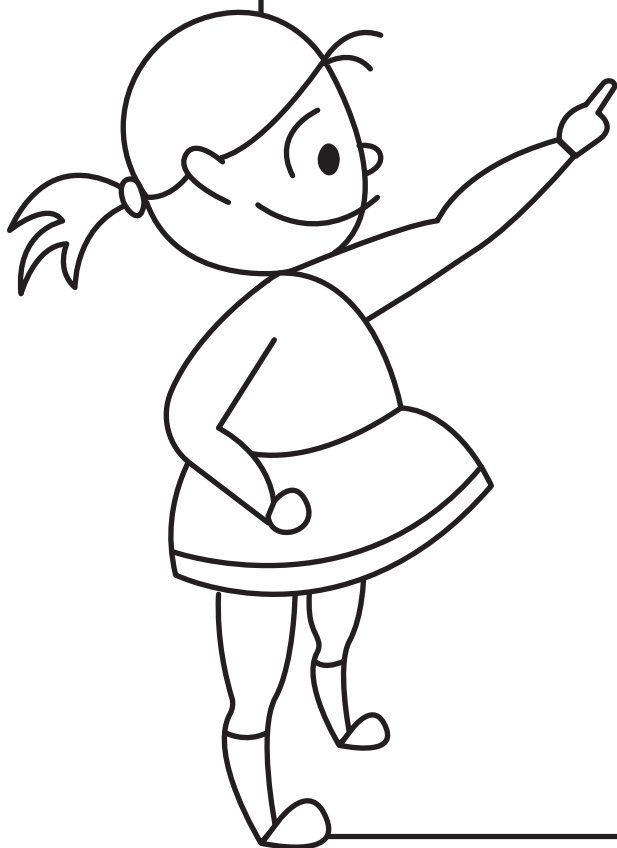
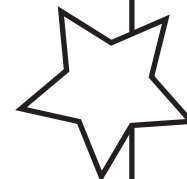
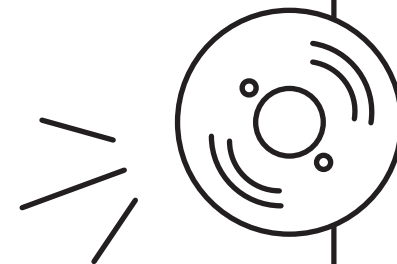
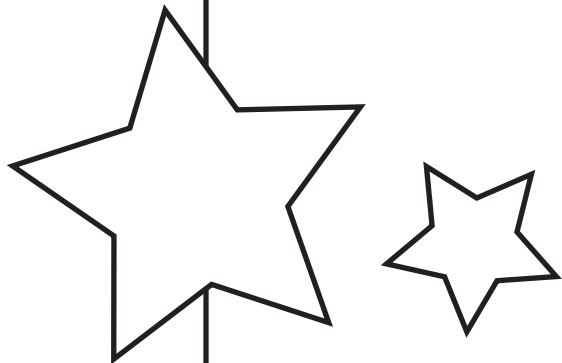
Prizes will be awarded based on the needs of the classroom and will be mailed out to schools in March of 2023.



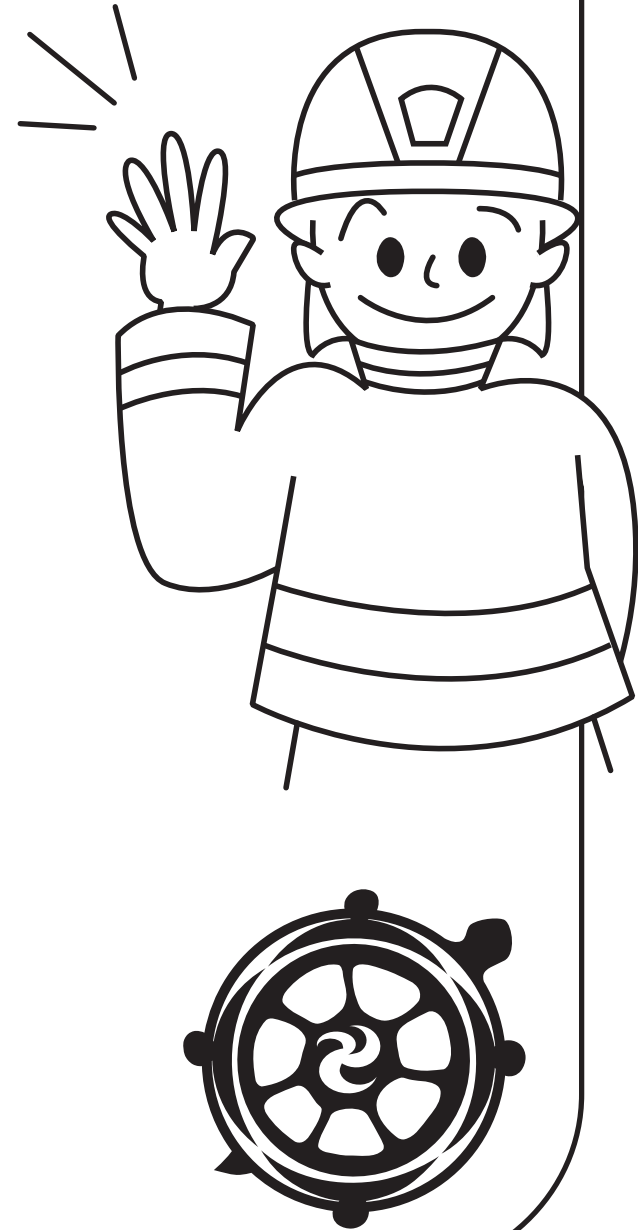
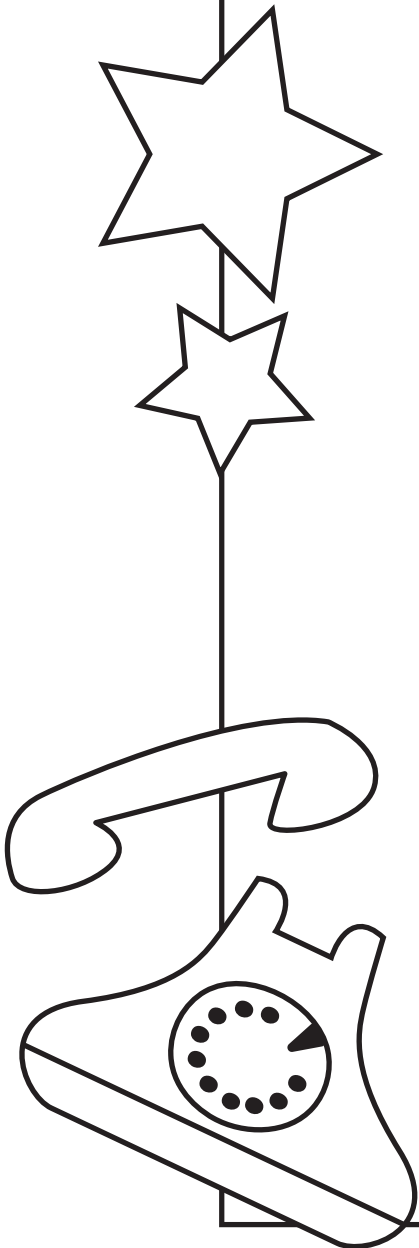
National Indigenous  
Fire Safety Council  
Conseil national  
autochtone de la sécurité incendie



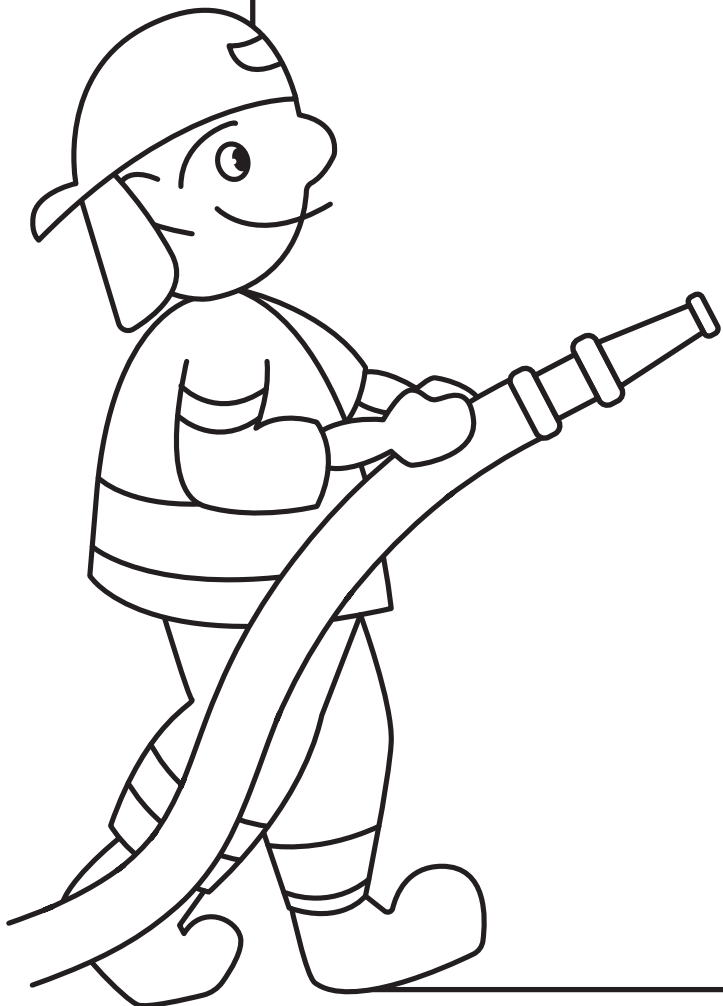
What fire knowledge did I learn today?



What fire knowledge did I learn today?



What fire knowledge did I learn today?



What fire knowledge did I learn today?



What fire knowledge did I learn today?





# Kindergarten & Grade 1 Lesson Plan

## Lesson 1 Fire Moves Quickly and Can be Slowed Down

**Notes:** Incorporation of traditional fire knowledge

- In many, if not all Indigenous cultures the belief that spirit is inherent to all things is the most common basis of understanding
- There is an active attempt in this lesson to attribute living qualities to fire, using language and comparison. This is not to make fire seem human, but to demonstrate that both the requirements of fire and the children themselves are not as different as the Western mindset believes. This is the traditional way of viewing fire, not as a tool or a problem, but as an entity worthy of respect.

**Curricular competencies:**


In this lesson plan students are expected to:

- Question how fire moves,
- Predict how fire will move in different situations
- Apply their learning
- Record what they have learned in a student response sheet

**Entry for Prizes:**

- To enter your regional prize draw, a photograph of the student learning of the class must be submitted to: [info@indigenousfiresafety.ca](mailto:info@indigenousfiresafety.ca)
- Students and educator(s) are welcome to be in the photograph, but it is not required.
- If there are additional classroom activities completed based on this lesson plan (bulletin board displays, plays, artwork etc.) please send photos of them to [info@indigenousfiresafety.ca](mailto:info@indigenousfiresafety.ca) for an additional entry and display on the NIFSC website.
- Things that must be included in your photograph submission:
  - o Province
  - o Community Name
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- The deadline for submitting photographs to the regional prize draw is Monday October 31, 2022.

# Kindergarten & Grade 1 Lesson Plan

PREPARATION	
 <p>National Indigenous Fire Safety Council Project Projet du conseil national autochtone de la sécurité-incendie</p>	
<b>Duration</b>	20-30 Minutes
<b>Learning Objectives</b>	At the end of the lesson students will be able to: <ol style="list-style-type: none"> <li>1. Understand what makes fire move quickly</li> <li>2. Understand what makes fire move more slowly</li> <li>3. Demonstrate the difference</li> </ol>
<b>Prerequisites</b>	This lesson has been designed for kindergarten and grade 1 primary students with limited fire safety knowledge
<b>Pre-class Preparation</b>	Before delivering this lesson, it is recommended that the educator: <ul style="list-style-type: none"> <li>- Pre-read the lesson plan</li> <li>- Have a printed student response sheet for each student. Student response sheets are included in the lesson packages.</li> </ul>
LESSON	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>- Introduce the lesson and additional instructor(s) if applicable</li> <li>- Inspire interest in learning about fire, and what can influence fire.</li> </ul>
<b>1. Discuss observations about how fire moves</b>	<p>Activate prior knowledge by asking students how fire moves.  <i>*Be mindful of students who may have traumatic experiences with structural fires, wildfires, or community evacuations*</i></p> <p>When you have watched a campfire burn, or fire burn in a wood burning stove, how does it move?</p> <p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>- Fire moves without warning, changing shape and blowing around.</li> <li>- It doesn't stay in one spot, and it doesn't have a solid edge.</li> <li>- It is affected by moving air and needs constant food</li> </ul> <p><b>Active Engagement:</b> Analysis</p>



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	<ul style="list-style-type: none"> <li>- Compare the way fire moves to the way the children move. How is it different?</li> </ul>
<p><b>2. Question how the students feel when they are fed different food and apply this to fire</b></p>	<p>Is fire affected by the food it is fed?</p> <p><b>Active Engagement:</b> Questioning</p> <ul style="list-style-type: none"> <li>- When you eat food like vegetables or meat how do you feel?</li> <li>- When you eat food like candy how do you feel?</li> </ul> <p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>- Different food makes you feel differently, and different food makes fire behave differently too.</li> <li>- Fire that eats food like candy (small twigs, grass, dry branches, paper, plastic) burns hotter, faster, and in ways that are harder to control.</li> <li>- Fire that eats food like vegetables or meat (large green logs, damp branches) burns more slowly, giving off consistent heat, which is less hot.</li> </ul>
<p><b>3. Describe how fire will respond to environmental changes.</b></p>	<p>Other than food, what else decides whether you move fast or slow?</p> <p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>- There are two other important things that decide how quickly both us and fire move. These are:             <ul style="list-style-type: none"> <li>o Heat</li> <li>o Air</li> </ul> </li> <li>- If it is cold outside, fire doesn't want to move very quickly, and might go out right away</li> <li>- If it is warm outside, fire will move very quickly and might stay around a long time.</li> <li>- If there is lots of air around fire, like wind, fire will move fast and grow in size</li> <li>- If fire is closed in a box and there is no new air, fire will stop growing and go out</li> </ul>
<p><b>4. Present fire in different situations and have the children act them out</b></p>	<p><b>Active Engagement:</b> Applied learning</p> <p>Fire eats food like we do, so let's act out how fire would move if it ate "candy" or "vegetables/meat".</p> <ol style="list-style-type: none"> <li>1. If we have a campfire burning outside, and we throw paper on it, what will the fire do?</li> </ol> <p><i>Children identify this as fast burning food act out the fire moving really fast.</i></p>

## Kindergarten & Grade 1 Lesson Plan

	<p>2. If we have a campfire burning outside, and we put a big heavy log on it, what will the fire do?  <i>Children identify this as slow burning food and act out the fire not burning very quickly.</i></p> <p>Fire responds to hot and cold like we do, so let's act out how fire would move if it was hot or cold.</p> <p>3. If we have a campfire burning outside and we pour water on it, what will the fire do?  <i>Children identify this as making the fire cold and act out the fire going out.</i></p> <p>4. If we have a campfire burning outside and it is a really warm day, what will the fire do?  <i>Children identify this as making the fire warm and act out the fire moving quickly.</i></p> <p>Fire responds to how much air is around it like we do, so let's act out how fire would move if it had lots of air or none.</p> <p>5. If we have a campfire burning outside and we pour dirt on it so it can't get air, what will the fire do?  <i>Children identify this as removing air from getting to the fire and act out the fire going out.</i></p> <p>6. If we have a campfire burning outside and we blow on it like wind, what will the fire do?  <i>Children identify this as adding air to the fire and act out the fire moving quickly.</i></p>
<b>CONCLUSION</b>	
<b>Summary</b>	Reiterate that fire and people have similar basic needs, and changing the food, air, and heat will speed up or slow down how a fire burns.
<b>Review &amp; Application</b>	Have each student draw what they learned today on the student response sheet, or colour in the designs on the student response sheet. Written answers to the question "What fire knowledge did I learn today?" are encouraged, as are explanations of the children's artwork.
<b>Further Resources</b>	Visit <a href="http://www.fpw.org">www.fpw.org</a> for more Fire Prevention Week resources from the NFPA.



# Kindergarten & Grade 1 Lesson Plan

## Lesson 2 Fire in Nature

**Notes:** Incorporation of traditional fire knowledge

- In many, if not all Indigenous cultures the belief that spirit is inherent to all things is the most common basis of understanding
- There is an active attempt in this lesson to attribute living qualities to fire, using language and comparison. This is not to make fire seem human, but to demonstrate that both the requirements of fire and the children themselves are not as different as the Western mindset believes. This is the traditional way of viewing fire, not as a tool or a problem, but as an entity worthy of respect.

**Curricular competencies:**


In this lesson plan students are expected to:

- Question the world around them
- Imagine things that are different from now
- Visualize knowledge
- Record what they have learned in a student response sheet

**Entry for Prizes:**

- To enter your regional prize draw, a photograph of the student learning of the class must be submitted to: [info@indigenousfiresafety.ca](mailto:info@indigenousfiresafety.ca)
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- The deadline for submitting photographs to the regional prize draw is Monday October 31, 2022.

# Kindergarten & Grade 1 Lesson Plan

<b>PREPARATION</b>	
 <p>National Indigenous Fire Safety Council Project Projet du conseil national autochtone de la sécurité-incendie</p>	
<b>Duration</b>	20-30 Minutes
<b>Learning Objectives</b>	<p>At the end of the lesson students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand that fire is part of nature</li> <li>2. Know why fires start and stop in nature</li> <li>3. Describe how fire was contained by our ancestors</li> <li>4. Describe how Indigenous peoples changed their environments using fire</li> </ol>
<b>Prerequisites</b>	This lesson has been designed for kindergarten and grade 1 primary students with limited Indigenous fire knowledge.
<b>Pre-class Preparation</b>	<p>Before delivering this lesson, it is recommended that the educator:</p> <ul style="list-style-type: none"> <li>- Pre-read the lesson plan</li> <li>- Visualization techniques are used in this lesson, sitting in a circle on the floor can be helpful to set a tone for the lesson, which may require moving the furniture around.</li> <li>- Have a printed student response sheet for each student. Student response sheets are included in the lesson packages.</li> </ul> <p>*Optional addition: As each Indigenous community within the land called Canada had different ancestral homes, and different ways of living seasonally, this lesson plan is purposefully generic. If the educator can provide photos, drawings, etc. of ancestral dwellings to the class that are specific to their community, they would add value to this lesson.</p>
<b>LESSON</b>	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>- Introduce the lesson and additional instructor(s) if applicable</li> <li>- Organize the room in a way that is conducive to visualization and discussion</li> </ul>

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	<ul style="list-style-type: none"> <li>- Set the tone for discovery and imagination.</li> </ul>
<p><b>1. Without people, would there be fire?</b></p>	<p>Activate critical thinking by asking students if fire would exist in nature if there were no humans.  <i>*Be mindful of students who may have traumatic experiences with wildfires and community evacuations*</i></p> <p><b>Active Engagement:</b> Questioning</p> <ul style="list-style-type: none"> <li>- Did fires happen in this place before people lived here?</li> </ul> <p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>- Fires burned down forests that dinosaurs lived in.</li> <li>- Fire has been an important part of the natural world since before our first ancestors walked the earth.</li> <li>- The natural world has relied on fire to clean up dead plants, make way for young plants, and fertilize the soil with ash.</li> </ul>
<p><b>2. How do wildfires start and stop in nature?</b></p>	<p><b>Active Engagement:</b> Questioning</p> <ul style="list-style-type: none"> <li>- What is the most common thing that starts fire in nature?</li> </ul> <p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>- The most common ignition source for a wildland fire is lightning</li> <li>- There are many Indigenous stories about lightning, each people have their own version of who lightning is, or who causes it to come to earth</li> </ul> <p><b>Active Engagement:</b> Questioning</p> <ul style="list-style-type: none"> <li>- What is the most common thing that puts out fire in nature?</li> </ul> <p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>- Rain. Rain falls from clouds in the sky, and as it does it cools down the surface of the earth and puts out fire.</li> <li>- Rain is so good at putting out fire that it can prevent fires from starting. If lightning hits the earth while it is raining, often rain can put out the sparks before a fire starts.</li> <li>- When rain falls on a fire it cools the fire down, and it makes the food (wood, grass, shrubs etc.) for the fire wet. This makes the food harder to burn, which makes the fire smaller.</li> </ul>
<p><b>3. How did our ancestors</b></p>	<p><b>Active Engagement:</b> Visualization</p>

## Kindergarten & Grade 1 Lesson Plan

<p><b>use fire safely?</b></p>	<ul style="list-style-type: none"> <li>- Imagine yourself in your traditional home. There is fire in your home. It keeps you warm, provides light, and you can cook with it. How is this done?</li> </ul> <p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>- Fire has been used by our families since the beginning to keep ourselves warm and cook our food.</li> <li>- Using fire inside a dwelling is done by containing it and keeping it small.</li> <li>- When fire is kept small, and fed certain food, it is much safer to be around.</li> <li>- If the fire got too big, you could put water on or around it to make it smaller or put it out.</li> <li>- If you wanted the fire to be smaller you could spread out the food for the fire or move some away from it so that it runs out of things to eat.</li> <li>- If you wanted it to go out, you could smother it with dirt or a blanket, so that it didn't have any oxygen.</li> </ul>
<p><b>4. How did our ancestors survive and use fire to change nature?</b></p>	<p><b>Active Engagement:</b> Visualization</p> <ul style="list-style-type: none"> <li>- Imagine you are watching a fire burn on the land. How do the animals get out of the path of the fire?</li> </ul> <p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>- Unlike animals, our ancestors understood that certain times of year were dangerous for wildland fires, and they could plan to be in safe parts of their territories for these months.</li> <li>- Often, our ancestors stayed near water, which could protect them if there was a large fire near them. Water is often where animals head if there is a wildland fire.</li> <li>- Many Indigenous peoples purposefully set fire to their traditional territories at safe times of year (Ex. with snow on the ground melting or heavy rains/snow expected)</li> <li>- By setting fires on purpose when it was safe, they removed dead plants (twigs/dead grasses/tree limbs) from their territory, without catching the large living plants on fire.</li> <li>- By keeping the plants in their territories tidy, they could control where game would want to be, move around their territories easier, and cultivate the types of plants they wanted to eat.</li> </ul>

## Kindergarten & Grade 1 Lesson Plan

### CONCLUSION

<b>Summary &amp; Questions</b>	Reiterate that their ancestors lived alongside fire since the very beginning and shared their knowledge so that future generations could do the same. Some of the traditional knowledge for your people may have been lost, but it can be found again.
<b>Review &amp; Application</b>	Have each student draw what they learned or visualized today on the student response sheet. Written answers to the question “What fire knowledge did I learn today?” are encouraged, as are explanations of the children's artwork.
<b>Referenced Documents</b>	All Indigenous fire knowledge as it is presented here is based off the Traditional Fire Knowledge course developed by the NIFSC



# Kindergarten & Grade 1 Lesson Plan

## Lesson 3 Escaping Fire at Home

### Notes: Teacher Information

- This resource is based on the premise that solutions to problems increase understanding of the problem and reduce paralyzing fear.
- Furthermore, it maintains that fire needs to be intimidating so children stay safe, but not paralyzing so that children cannot react in a frightening situation.

### Curricular competencies:

In this lesson plan students are expected to:


- Conceptualize their role in a fire
- Create a plan
- Analyze their personal responses to fire
- Apply their learning both to a physical activity in which they move around, and a quiet activity where they record what they have learned in this lesson

### Entry for Prizes:

- To enter your regional prize draw, a photograph of the student learning of the class must be submitted to: [info@indigenousfiresafety.ca](mailto:info@indigenousfiresafety.ca)
- Students and educator(s) are welcome to be in the photograph, but it is not required.
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- The deadline for submitting photographs to the regional prize draw is Monday October 31, 2022.



# Kindergarten & Grade 1 Lesson Plan

<b>PREPARATION</b>	
 <p style="font-size: small; margin-left: 100px;">National Indigenous Fire Safety Council Project Projet du conseil national autochtone de la sécurité-incendie</p>	
<b>Duration</b>	30 Minutes
<b>Learning Objectives</b>	<p>At the end of the lesson students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand they must leave a home if it is on fire</li> <li>2. Identify signs that they should leave</li> <li>3. Understand how best to escape the home</li> <li>4. Practice getting low to the floor and crawling out</li> </ol>
<b>Prerequisites</b>	This lesson has been designed for kindergarten to grade 1 primary students with no prior knowledge of escape plans.
<b>Pre-class Preparation</b>	<p>Before delivering this lesson, it is recommended that the educator:</p> <ul style="list-style-type: none"> <li>- Pre-read the lesson plan</li> <li>- Acquire a sheet/tablecloth/blanket etc. to use as a prop imitating smoke</li> <li>- Acquire a gym mat or a carpet/carpeted area to soften the area children crawl on</li> <li>- If you are using suggested YouTube video, open it before starting the lesson to save time               <ul style="list-style-type: none"> <li>o Making a Home Fire Escape Plan – NFPA Kids YouTube channel</li> </ul> <a href="https://www.youtube.com/watch?v=ohC9HXfryJc&amp;t=2s">https://www.youtube.com/watch?v=ohC9HXfryJc&amp;t=2s</a> </li> <li>- Have a printed NFPA home escape plan template handout for each student</li> </ul>
<b>LESSON</b>	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>- Introduce the lesson and additional instructor(s) if applicable</li> <li>- Tell the students we are going to discuss the best ways to escape a home if it catches fire</li> </ul>

## Kindergarten & Grade 1 Lesson Plan

<p><b>1. Know what you can do</b></p>	<p><b>Fires in homes are dangerous. If there is a fire in your home you have one job, and that is to leave the home.</b> <i>*Be mindful of students who may have traumatic experiences with structural fires, wildfires, or community evacuations*</i></p> <p><b>Active Engagement:</b> Questioning</p> <ul style="list-style-type: none"><li>- Has anyone ever seen a firefighter in real life who was a child?</li><li>- Why not?</li></ul> <p><b>Lesson:</b></p> <ul style="list-style-type: none"><li>- Children are neither big, nor strong enough to fight fires</li><li>- Only adults who are trained as firefighters can fight a housefire once it has started.</li><li>- When fire starts inside a home, it moves quickly</li><li>- Whether it is daytime or nighttime, you need to leave the house if you:<ul style="list-style-type: none"><li>o hear the smoke alarm</li><li>o smell smoke</li><li>o see flames</li><li>o feel water falling on you (sprinkler system)</li></ul></li><li>- Remember: <b>You are not a firefighter. If there is a large fire near you, you must get away from it.</b></li></ul>
<p><b>2. Know when to leave the house</b></p>	<p><b>Active Engagement:</b> Questioning</p> <ul style="list-style-type: none"><li>- Has everyone heard the sound a smoke alarm makes?</li><li>- Why do we have smoke alarms in our houses?</li><li>- What do we do when we hear the smoke alarm?</li></ul> <p><b>Lesson:</b></p> <ul style="list-style-type: none"><li>- Smoke and carbon monoxide alarms act like our noses. They are always “sniffing” for smoke and can detect smoke much faster than we can.</li><li>- When smoke alarms “smell” smoke, they make many loud “BEEPs”</li></ul> <p><b>Active Engagement:</b> Questioning</p> <ul style="list-style-type: none"><li>- Have you ever seen a smoke alarm on the floor?</li><li>- Why not?</li></ul> <p><b>Lesson:</b></p> <ul style="list-style-type: none"><li>- Smoke alarms are not on the floor because smoke is not on the floor. Smoke rises to the ceilings, which means we need to be on the floor, away from it.</li></ul>

## Kindergarten & Grade 1 Lesson Plan

	<ul style="list-style-type: none"> <li>- Because fire needs air, just like us, it takes the air in the room and turns it into black smoke which you cannot breathe.</li> <li>- To make sure you get air and not smoke, crawl on the floor towards the doors/windows.</li> </ul>
<p><b>3. Know the best way to leave the house</b></p>	<p><b>Active Engagement:</b> Questioning</p> <ul style="list-style-type: none"> <li>- How will you know where to go if there is a fire in your home?</li> </ul> <p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>- Your household should have an escape plan for your house and practice it twice a year.</li> <li>- This plan will tell you:             <ul style="list-style-type: none"> <li>o the fastest ways out of your home</li> <li>o two exits out of every room</li> <li>o where your smoke alarms are</li> <li>o a safe place outside your home where fire cannot get to you</li> </ul> </li> <li>- We can start one in class today, and you can ask other people in your house to help you finish it at home</li> </ul> <p><b>Active Engagement:</b> Questioning</p> <ul style="list-style-type: none"> <li>- What if there is fire in your way when you try to leave?</li> </ul> <p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>- The home escape plan will show you two ways out of every room</li> <li>- When you crawl towards a door, check if it is hot with the back of your hand</li> <li>- If the door is hot, or you see smoke or flames through a window: Do Not Open the Door or Window</li> <li>- Go to your second exit for that room</li> </ul> <p><b>Practicing your home escape plan with the people in your house will help everyone know the fastest ways to get out of your house if a fire happens.</b></p>
<p><b>4. Apply the learning by getting low</b></p>	<p><b>Active Engagement:</b> Questioning</p> <ul style="list-style-type: none"> <li>- How do you move through the house safely if there is smoke in the air?</li> </ul>

## Kindergarten & Grade 1 Lesson Plan

<b>under smoke</b>	<p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>- By practicing your home escape plan, you will know where to go in a fire.</li> <li>- While you are escaping the house, make sure to stay low so you can see and breathe.</li> <li>- As the saying goes: <b>Get Low and Go</b></li> <li>- As you move around close to the floor you can crawl or crouch.</li> <li>- The most important part is to keep your eyes up and keep moving towards the exit.</li> <li>- Make sure you check doors with the back of your hand and open the door slowly if you don't feel heat.</li> <li>- If you do feel heat, go to your other exit</li> </ul> <p style="text-align: center;"><b>Time to practice!</b></p> <p><b>Active Engagement:</b> Getting low under a sheet</p> <ul style="list-style-type: none"> <li>- Have some of the children hold a sheet at a specific height, while other children practice crawling or crouching while moving under it.</li> <li>- You can add the challenge of checking a door with the back of their hand before they open it.</li> </ul>
<b>CONCLUSION</b>	
<b>Summary &amp; Questions</b>	Reiterate that if there is a fire, the only thing children can do is leave the home and let firefighters handle it. Practicing your home escape plan is important, because fire moves fast, and time is precious.
<b>Review &amp; Application</b>	After the children practice crawling under the smoke/sheet and testing doors with the back of their hands before opening them, have the students colour or draw what they learned today on the student response sheets. Written answers to the question "What fire knowledge did I learn today?" are encouraged, as are explanations of the children's artwork.
<b>Further Resources</b>	Visit <a href="http://www.fpw.org">www.fpw.org</a> for more Fire Prevention Week resources from the NFPA.