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BUREAU OF INDIAN AFFAIRS
**WILDFIRE PREVENTION
EDUCATION TECHNICAL GUIDE**

BIA WILDFIRE PREVENTION
TECHNICAL GUIDE # 7

OFFICE OF TRUST SERVICES
DIVISION OF FORESTRY AND WILDLAND FIRE MANAGEMENT
Branch of Wildland Fire Management

FOREWORD

This Bureau of Indian affairs (BIA) Wildfire Prevention Technical Guide provides standards, background, and guidance, for Wildfire Prevention School Presentations.

Human activity causes many wildfires on Indian Lands each year. Many of these fires are preventable with better education, engineering, and enforcement actions. Educating children is a key component of wildfire prevention programs. Today's students become tomorrow's adults. Providing a solid understanding of what it takes to prevent unwanted wildfires needs to start early.

The contents of this Guide are largely based on the now obsolete, National Wildfire Coordinating Group's (NWCG) Conducting School Programs Guide, PMS 453. Even though the NWCG has retired their guide and made unavailable, it contained much unique and still applicable information. The BIA gratefully acknowledges the NWCG development team responsible for creating their Guide. Also, we recognize Judy Okulitch for her seasoned expertise in contributing to the content and editing process.

The intended users of this guide are any Tribal or BIA Agency personnel conducting wildfire prevention activities.

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I. INTRODUCTION

This Guide is one in a series of Wildfire Prevention Guides that are designed to be used as a tool to enhance the delivery of basic wildfire prevention and safety presentations.

The information here provides guidance in presenting wildfire prevention and safety messages to audiences at the following educational levels: 1) Preschool or Pre-K; 2) Primary Grades (Kindergarten through Second Grade); 3) Intermediate Grades (Third through Sixth Grade); and 4) junior and senior high school levels.

PURPOSE

Educational presentations are a critical component of nearly all prevention programs in Indian Country. Educating youth on responsible behavior with fire pays off, as the youth become adults. Indian Country prevention education presentations have a broad range of options available to them as delivery techniques and subject matter for prevention education. As technology changes prevention personnel must learn new techniques to deliver their messages. Opportunities range from traditional Smokey Bear presentations to the Coyote Stories, to more complex problem-solving presentations suited for the higher grades.

The purpose of this guide is to provide an introduction to the principles and most current techniques of delivering effective educational presentations.

WILDFIRE PREVENTION EDUCATIONAL STANDARDS

Standards are an effective way to communicate what is essential and important for any activity. The education of youth is so vitally important to the BIA's wildfire prevention efforts, a solid foundation, expressed as standards, is necessary.

Truthful:

Wildfire prevention educational presentations must be founded in truthful communication. They must not use intentionally misleading, exaggerated, or half-true claims to convey their messages. Care is needed when using absolute terms such as "always" and "never;" understanding that there can often be exceptions.

Inclusive:

Wildfire prevention educational presentations must be delivered inclusively; so that no student feels ignored or left out. Every effort should be made to ensure that the educational presentation affirms each child's sense of belonging and self-esteem. However, when a child chooses to

disengage or avoid interaction; their choice should be respected. There is no tolerance for discriminatory or harassing behavior of any kind in the BIA's educational presentations. Discipline and behavior correction should always be left to the classroom teacher.

Factual:

Wildfire prevention educational presentations must be based on science. To preserve the integrity of the educational efforts, they must not include "popular opinion," unproven relationships, or unsubstantiated claims, presented as facts.

Entertaining:

Wildfire prevention educational presentations must be delivered energetically and with conviction. The delivery method should be interactive and experiential. Students learn more when the content has a tangible connection to their lives and is delivered in a way that keeps their attention.

Age Appropriate:

Wildfire prevention educational presentations must use the right message and delivery technique for the age group. Pre-K and Kindergarteners are lost if a message is too complex, while older students will lose interest if the lesson is too simple.

UNDERSTANDING THE EDUCATIONAL SETTING

The first step in reaching out to students and presenting a fire prevention message is to know and understand the local school system and the educational setting.

Personal contact with school officials by agency personnel is an important part of any wildfire prevention program. To be effective, each contact must be planned carefully in advance and delivered formally or informally with enthusiasm. This is the chance to "sell" the wildfire prevention goals to the school administration. Initial steps to take include the following:

- Contact school administrators first.
- Ensure follow-up contacts are with the approval of school administrators; follow their local policies and communications pathways.
- Be prepared to present an outline and supportive materials to school officials when discussing the purpose of your efforts. Only with school administration's consent, make personal contacts with teachers. Then you should contact the teacher prior to your presentation. Share with the teacher your lesson objectives. Ask them for feedback.

- Have the teacher introduce you to the class. The teacher should remain in the classroom with you during your presentation. Let the teacher handle any behavior issues. Also, ask the teacher if any of the students have been impacted or traumatized by a wildfire.
- Be prepared for the opportunity when a teacher or administrator reaches out to you. These are the golden opportunities to develop a reoccurring relationship with the school.

II. GENERAL EDUCATIONAL PROGRAM GUIDANCE

This section provides information on basic student development to help understand the learning capabilities of each grade level.

Additionally, this section suggests some presentation methods and techniques to assist the instructor in tailoring the presentation to the ability and skill of the students at each level.

PRESCHOOL (PRE-K)

What you should know

Studies have shown that reaching children of preschool age with a fire prevention message is essential in the effort to reduce wildland fires. Effective wildfire prevention and fire safety education geared toward preschool children can substantially reduce the number of wildland fires.

Preschool children are just beginning to be more aware of what goes on around them and may have some mistaken concepts. Preschoolers test their concepts in many ways. Dramatic play and talk are ways of testing what they have seen and heard. Discussing their ideas with adults is one of the most effective ways in which preschoolers clarify their concepts. Firsthand experience is helpful and should be included when talking to preschoolers.

Methods of instruction

You can help these children develop correct concepts of fire prevention by using the following methods:

- **Read or tell an “Origin of Fire” story to them.** Preschoolers love to have stories read to them. They could even draw or color a picture from the story.
- **Give simple information.** Simple fire prevention materials should be used and thoroughly explained to the children. Complicated materials are not understood and should never be used. One of the most important messages about fire for preschoolers is Fire is HOT. Preschoolers have more burn injuries than any other age group. It is important they understand that fire is hot and to stay away. Be sure to use only positive

behavior messages. Avoid saying “don’t play with matches” instead say tell an adult if you find matches or a lighter.

- **Let them touch and see.** To increase the children's understanding of the message, include items that allow the children to use all their senses.
- **Present information a little at a time.** Too much information at once is usually overwhelming and is not absorbed by a preschool child.
- **Answer all questions to the children's satisfaction.** If you're not sure you have done so, ask them. Some children will use this opportunity to tell a story and it is up to you to steer the presentation back to answering questions.

Presentation techniques

There are special techniques that can be used with preschool children. The instructor can become a part of the class and let the children feel at ease. The following tips can aid in the presentation and help the students become more receptive to the message:

- Sit on the floor with them or be at the same eye level.
- During the presentation, pass around items being talked about. This helps the children become actively involved, gives them something for a reference, and enhances their understanding of the message.
- Use visual aids wherever possible (use large, simple images).
- Move slowly; do not use rapid movements.
- Speak slowly in a quiet and calm voice.
- Introduce a few ideas as a time; be sure the children understand them.
- Remember that a workable-size group of preschoolers is between five and 10 students -- the fewer the better. Verify the number of students beforehand in order to better plan the presentation.
- Relate the information in the message to something within the children's experience (barbeque, fireplace, gas or wood stove, birthday candles, etc.)
- Consider using the Smokey Bear character to make the message interesting. However, be aware that some preschool children can be frightened by costumed characters. Be sure to follow the rules regarding the use of Smokey Bear.

PRIMARY GRADES (KINDERGARTEN THROUGH SECOND GRADE)

What you should know

Children in the primary grades (kindergarten through second grade) are usually active 5- to 7 - year-olds. They are alert, keen observers with vivid imaginations. They learn best by participating and being involved in activities with their hands, feet, and body.

The primary-grade child is a pretender and imitator who is easily influenced by the behavior of adults. The image that is portrayed can make a lasting impression on him or her.

Attention spans among age groups vary considerably. Plan the presentation length, class size and course content accordingly. Do not try to present too many ideas at one time. Use one or two simple themes.

Kindergarten and first-grade children require short, easy lessons no longer than 10 to 15 minutes in length. Second graders may accept an interesting, well-illustrated presentation of no longer than 25 minutes. Indoor presentations should never go beyond one school period for any primary class.

The ideal group size is 20 to 30 children. This should be the rule for kindergarten and first grade. Sometimes, to accommodate tight school schedules, it may be necessary to combine classes. However, avoid mixing grade levels if possible.

The language used must be appropriate to the age level being taught. A 7-year-old second grader can grasp the meaning of some words that are foreign to the 5-year-old kindergarten student.

Observe the children when speaking. If they do not understand a concept, try using different words or relate an example in another way.

Presentation techniques

The techniques to use in reaching primary-grade students differ from those used with younger children. The following are some suggested techniques to use when providing a presentation to students at this educational level:

- Identify with the group. For instance, put yourself in the place of the child and it can be observed that by hovering over them, you appear to be a large, overwhelming person. Get down to their level by sitting on the floor or a small chair. Meet them eye-to-eye.
- These are impressionable children who may hold on to every word and action, so be careful what is said or done.
- Use slow, deliberate movements.
- Speak clearly and distinctly.
- Repeat often, emphasizing and explaining important words.
- Look them in the eyes as you glance around the group.
- Answer each question completely and be sure the children understand the answer. Have the class help in answering.
- The Smokey Bear story is ideally suited to this age group.

After the presentation

After concluding the presentation to the class, provide materials to the teacher(s) to continue teaching the subject matter during the school year. Write a thank-you letter to the teacher as soon as possible, using the following suggestions:

- Word it so the teacher can read it to the class.
- Design it so that it serves as a review of the presentation.

INTERMEDIATE GRADES (THIRD THROUGH SIXTH GRADE)

What you should know

Intermediate-grade children have perhaps the greatest range in mental and physical growth than any other age group.

- Some third grade and most fourth-grade students have begun the systematic study of grammar. They are learning to use smart phones, computers, social networks, and the internet. Their vocabularies are increasing, and they have begun to calculate fractions and geometry.
- Ten-year-old fifth graders can be eager, receptive, happy scholars who are willing to accept any doctrine and who will be influenced by it in the future.
- Fifth graders are gaining control of their limbs, so they are less awkward. Their vocabulary is steadily increasing. They are starting to use graphs, decimals, geometric figures, and they solve problems in many ways. Their enthusiasm makes them uninhibited singers with generally good rhythm.
- Fifth-grade students have progressed rapidly in their scientific knowledge and development. They are learning the part individuals and government play in conserving natural resources.
- Fifth graders are beginning to comprehend science and can assimilate the fundamentals of ecology, land management, and combustion. They now can relate watershed fires to loss of water and distinguish between renewable and nonrenewable resources.
- Eleven-year -old sixth graders are applying the basic skills developed in grades four and five. They are being introduced to global geography; relationships that exist among peoples of the world; and the basic facts of the physical world: land, water, air, and the interdependence of natural resources.

Presentation techniques

Through the cooperation of principals and teachers, we can take advantage of the fifth-grade basic course of study to incorporate fire prevention and conservation into spelling, vocabulary, mathematics, science, social studies, and physical education.

Third and fourth graders respond well to storytelling and interactive games. A number of these games exist that can help with this age group.

Fifth-grade fire prevention presentations can range from a simple storytelling to a role play game. Consider using the “Smokey the Bear” song as a teaching tool.

The sixth-grade presentations can be patterned almost entirely after the fifth grade, but they should be more detailed, taking advantage of increased maturity.

At each of these levels, students increasingly understand cause-and-effect relationships. Emphasize these relationships when presenting a message about fire prevention and the use, sharing and appreciation of public lands.

JUNIOR HIGH SCHOOL

What you should know

The typical junior high school student is experiencing an awkward stage of adjustment and development. These youngsters are undergoing the mental and physical challenges of adolescence.

This age group is not only impressionable and creative but also inconsistent. Anyone teaching this age group must be alert and flexible to cope with its challenging behavior patterns. These youngsters are inclined to react spontaneously and somewhat unpredictably to changes in classroom situations. Despite all this, these children are probably the most rewarding of all to instruct.

Seventh through ninth graders are interested in the things that affect them. Therefore, it is critical that natural resource and fire prevention education relate directly to the audience or to some other interest that is important to them. Responsibility and dollars **do not get their attention**. Try to develop lessons that focus on decision making and social interaction. This group likes to problem solve.

Presentation techniques

Show how wildland resource losses from fires affect them. Make the presentation relate to their world and teenage interests. Explain what fires can do to them and their future. Cite examples of recent local or regional fires they may have seen or heard about.

Increase the presentation effectiveness by meeting the students' needs. Ideally, any effort to extend fire prevention presentations into junior high schools should be approached from a curriculum standpoint. In other words, relate the presentation to the specific class.

For example, if a teacher requests a presentation for a general science class, realize that these classes normally explain the principles of combustion but do not show how carelessness is at fault in many fires. The presentation should consist mostly of demonstrations about combustion principles; the fire triangle; Type A, B and C fires; or fire causes. Fire prevention messages can be introduced while the focus remains on the curriculum subject.

In a general science class, for example, the talk might be about the combustion that occurs when a cigarette is tossed into dry fuel and explain the factors leading to fire spread, the effects of topography, and so on. In a biology class, attention can be drawn to the life-science aspects of the forest or rangeland. For instance, relate the effects of fire to the balance of nature. In an English class, slogans or essay contests would be appropriate. For art classes, students can concentrate on signs, posters, paintings, or models.

Junior high school groups are impressionable. Although they tend to resist authority and question traditional values, they readily accept the teaching of nonacademic professionals who make guest appearances in their classes.

The best teaching approach for junior high school students is to orient the presentation to the subject matter they are studying in that class. Involve the students by using material that is relevant to their experience level. The choice of technique (lecture, demonstration, movies, slides, student workshop, or field trip) may vary, but the method selected must fit both the teaching situation and any classroom limitations.

HIGH SCHOOL

What you should know

High schools offer an opportunity to reach young, active citizens with fire prevention messages. There is potential for both immediate and long-range results. Most students are serious and generally well-informed about the world around them.

Some of the best opportunities for working with high school students are through Vocational Agriculture, Future Farmers of America, and 4-H programs. These can be particularly effective when coupled with training in prescribed burning, fire ecology, or fire suppression. Whenever possible, presentations should be given to classes where students' interest and knowledge in a subject are similar. For example, a science class may be limited to pupils who have completed prescribed courses and have shown an interest in the subject matter. In such cases, a presentation could be designed to fit both the interest and knowledge of the students. Scientific aspects of fire prevention and fire-safe communities should be of interest and could be easily understood.

Try to avoid giving presentations to large assembly groups. It is more effective to teach small classroom groups and tailor the lesson to a specific subject matter.

As with all presentations, the preparation should include learning about the audience beforehand. Talk to the teacher(s) or principal. They have an interest in the presentation being a positive learning experience, so they are glad to help by talking about the students' interests, educational level, etc.

Agency personnel have a definite advantage over regular teachers and most other guest instructors. Uniforms are admired and respected by most high school students. Caution must be exercised, however, to ensure technical accuracy. Alert high school students quickly detect errors, so instructors must be careful that they present correct information.

Most high school students have one thing in common: they are testing their sophistication. If they have any interest in a subject, they want to know "why?"

Any sophisticated, complex, well-prepared, and well-presented fire prevention presentation is acceptable for high school use; however, presentations combining visual aids with lectures have more impact. Straight lectures should be avoided except in those rare cases when visual aids are not available or are not feasible.

HANDLING DIFFICULT STUDENTS

First and foremost, it is the teacher's responsibility to maintain order in the classroom. The prevention presenter should not plan on fulfilling that role. However, there are occasions when it comes up.

Preschool through second grade

Sometimes, no matter how much is done, a disruptive child may interrupt the presentation. Do not lose your composure or let things get out of hand. Make the child your helper. Let the child hand out materials, sit next to you, hold up displays, or draw on the presentation surfaces. If necessary, seek the teacher's assistance in dealing with a difficult student. Always maintain your composure and *always* leave discipline up to the teacher.

Intermediate grades through high school

With older students, the disruptive behavior may have nothing to do with the presentation or the presenter. At this age, they are very interested in impressing their friends. Sometimes this is done through disruptive behavior, open bullying of others, or vocally. There is no set pattern because these students are individuals who do not always understand themselves. If possible, learn the student's names, then use their name when needed. Calling a student by their name is a powerful tool. Approach them as young adults. Interject humor and use demonstrations to keep them interested in you and the presentation.

Stimulate students' intellects with facts and concepts that are special or unique to our profession. Sometimes a “war story”, from your experience, related to their behavior may help. As a guest speaker, remember the authority figure in the class is the teacher.

Students at this age can seriously, and with good intent, ask difficult or challenging questions. Answer to the best of your ability, but don't try to deceive or bluff them. This age group is perceptive and alert and can see through your efforts. If you don't know the answer, say so. You might even consider asking them what they think.

III. DEVELOPING PRESENTATION SKILLS: GUIDELINES AND TECHNIQUES

This section provides information that lays the groundwork for improving instructor presentation skills. These guidelines are designed to help give professional and effective fire prevention presentations in school settings.

Thoroughly developed, effective presentations can increase student participation, understanding and support. Therefore, they need to be an integral part of fire prevention programs. Increasing knowledge and experience as a presenter leads to increased confidence and ability, which in turn leads to more informed, adaptable, and effective presentations.

DEVELOPING EFFECTIVE PRESENTATIONS

Good wildfire prevention presentations don't just happen. They require planning, practice, preparation, and performance. The planning stage requires gathering some information.

Planning

There are several important questions to ask the teacher before planning any presentation. The teacher's input can make the difference between a huge waste of time and an effective prevention presentation. Also, asking for the teacher's input demonstrates a high level of professionalism. A template for planning presentations can be found in the Attachments.

Basic Information Needs

What is the age/grade level of the class? As discussed previously, children at different stages of development, learn in different ways.

How much time is available? Today's educational requirements mean that time is precious. Also, student's attention spans, at younger grades, is often short.

How many students are in the class? Class size is important for both planning the presentation style, as well as gathering up any educational supplies to be left with the class.

How many classes will be wanting presentations? Teachers often arrange for an outside speaker to make presentations for the entire grade level. If possible, offer to do each class separately. Too many students from different classes, can cause many distractions that would not be present in their normal classroom. If multiple presentations are to be made, make sure there are enough supplies for each class and that each class is set up to handle the presentation.

What are the students currently studying? If possible, it is always a good idea to integrate the prevention presentation into something the students are studying. There can be many creative ways to work this. Ask about what fire safety and fire science lessons have been discussed in class.

What are the objectives for the lesson/presentation? In other words, what does the teacher want you to talk about? This is an important question, and may require some exploration, as the teacher may be thinking of a simple “Fire is Bad”, or Smokey Bear presentation, with knowing there are other lessons available.

Will the lesson be indoors or outdoors? Preparation for an outdoor lesson is much different than for an indoor one. Noise, support for visual aids, and weather are important considerations for outdoor classrooms.

Is the classroom set up to use digital projectors or show videos? If videos or PowerPoints are part of the presentation, make sure the room can be set up to show them. That means checking to determine if the teacher has a projector in the room, or if not, if one can be set up. Ask if there is need to bring a projector and computer, or if the teacher has one, they use. Ask about lighting. Can the lights be dimmed or turned off? Can the windows be shaded?

If the Smokey Bear costume will be used; ask “Is there someone (an adult or high school senior) who can wear the costume?” Having someone to wear the costume is often a challenge. In combined schools, there may be a student or two that would volunteer from the high school. The seniors are normally the best picks for this. Other options include pre-arranging for a parent or working with the local fire department. Be sure to brief the costume wearer on how they fit into your presentation. Also, have them read the flier on Smokey Bear Costume Use.

Choosing a Topic

Once the background and arrangements are solidified, it’s time to develop or customize the presentation. There are so many options available that the choices can be overwhelming. The first task is to select a topic or two that will meet the teacher’s objectives; and, for which the prevention person is able to craft an entertaining and informative presentation. The following lists can be useful in identifying topics.

Objective is fire safety or fire prevention. Consider Smokey Bear’s Story, Good Fire, Bad Fire, or Fire tools and Toys.

Objective is natural or earth science. Consider fire as an essential, natural process; fire science; fire and forest ecology.

Objective is social studies or geography. Consider: How Fire Maintained the Prairies; Community Ripple Effect; and Coyote Stories.

These are just suggestions. With a little thought and research, prevention personnel should be able to develop original lesson plans customized for their programs. Section IV provides several sample lesson plans.

Note: Indian Country prevention personnel should always try to include culturally appropriate stories or current events happening on their reservation in their presentations. This is entirely acceptable and appropriate.

After selecting a topic, outline the points to cover. For most presentations in the younger grades (pre-K through 2nd grade) the limit should be two to four key points. For older students, the outline can become progressively more complex.

After the key points (also known as Key Messages) are outlined, determine what presentation style will be used.

Presentation Styles

Storytelling

Storytelling is a very powerful educational style. It is entertaining and informative. It is also culturally appropriate and accepted in Indian Country. Storytelling is useful for children and adult education. The story of Smokey Bear is a commonly used fire prevention story. Others include Beaver Steals Fire, the many Coyote stories, and the Origin stories.

Storytelling is not lecturing. It is an artform that the presenter must embrace as a part of the process. Storytelling can be done with or without visual aids. Often, it is the strength of delivery, that the storyteller has developed, that makes the story entertaining. Hand gestures, changes in voice, facial expressions, and even music can all enhance the quality of the story.

With a little creativity, prevention messages can readily be adapted to storytelling formats. There are several tribal organizations and colleges that offer training and assistance with storytelling.

Interactive Lessons

Simulation Games and Narrated Role Play are both powerful tools that can be adapted to fire prevention lessons. These methods are fun for the students and have the advantage of being active and engaging. They work well, where there is a need for the students to experience the need for good fire prevention practices. These lessons, can be short or more involved, depending on the messages and available time.

Simulation Games are where the students are assigned or select roles. The instructor, then describes a scenario to begin the game, and interjects inputs as needed. The game needs to be well thought out and organized before use. The success of the simulation will depend on the effectiveness of the consequences for each decision point the students face. Simulations are used in many NWCG courses.

Narrated Role Play is similar to simulation games. Students select, or are assigned roles. Then the instructor acts as a narrator providing direction for the students to respond to. As the narrated story progresses, the lesson is taught and acted out. It differs from simulation games in that the students do not get to make choices in this method, they simply play out their assigned roles.

Lectures or “Talks”

Lectures are probably the least entertaining style of delivering prevention messages. However, they do have a place. They are useful when the teacher wants a science heavy lesson.

The process of developing the presentation from this point forward is straight-forward:

- Try to start with attention-grabber. In the opening, try to establish rapport with the students. The more that is known about the class beforehand, the easier this will be.
- Fill in the body of the talk with the key messages and supporting points, keeping in mind the background, interests, and concerns of the teacher. Keep it short and to the point/
- Select a good concluding point. Without a definite conclusion, the presentation might flounder helplessly and cause confusion. Sometimes an anecdote is a good closer.
- A good way to close a lecture lesson is with an informal quiz, to see if the points were retained. Another is to play game such as Jeopardy® or a similar knowledge game, to test the efficacy of the lesson.
- Using visual aids improves this presentation style. PowerPoint presentations and use of white boards, dry erase boards and even chalk boards can turn a dry, fact-oriented presentation into something more engaging and entertaining.

Combinations

Presentation styles can be combined. If time allows, combining presentation styles can be very effective. For example, a short lecture could be followed by a narrated role-playing exercise or telling a short story that illustrates the lecture. A storytelling lesson might be followed by a simulation game.

Preparation

Now that the lesson plan is developed, and the lesson has been designed. It's time to consider what sort of preparations are needed. Being thoroughly prepared relieves most of the stress associated with making prevention presentations.

Educational Materials

If part of the lesson plan involves providing some educational materials, these will need to be gathered from existing supplies or ordered. Sometimes, it is difficult to gauge what are the appropriate supplies for a given class or age group. The following are some recommendations for how to match the supplies to the grade level.

Activity Book for Smokey's Friends	1 st through 3 rd grades.
Activity Book, Children's Fire Safety	1 st through 3 rd grades.
Activity Book, Mark Trail	3 rd through 6 th grades.
Smokey Bear Story, Children's Version	Pre-K through 2 nd grades.
Smokey Bear Coloring Book	Pre-K through 2 nd grades.
Smokey Bear Comic Book	Pre-K through 2 nd grades.
Smokey Bear Erasers	1 st through 4 th grades.
Smokey Bear Pencils	1 st through 4 th grades.
Smokey Bear Pencil Sharpeners	1 st through 4 th grades.
Smokey Bear Rulers	1 st through 4 th grades.
Smokey Bear Temporary Tattoos	5 th through 12 th grades.
Smokey Bear Key Chains	3 rd through 12 th grades.
Smokey Bear Luggage Tags	3 rd through 12 th grades.
Smokey Bear's Friend Wristbands	2 nd through 6 th grades.
I Prevent Wildfires Lanyards	6 th through 12 th grades.
I met Smokey Bear Stickers	Pre-K through 3 rd grades.
Crayons	Pre-K through 3 rd grades.

Audiovisual Aids

Too often, people think that motion pictures and slides represent the entire scope of visual aids. This is not so. Charts, graphs, pictures, models, and sketches are classified as visual aids. Visual aids have unlimited possibilities; their use is limited only by the resourcefulness of the people who use them.

Use audiovisual aids whenever possible because they convey information, knowledge, and ideas in the shortest possible time. Such aids, however, must be appropriate for the age and educational level of the class. While audiovisual tools are an important element in presentations to young audiences, the audiovisual aids discussed on the following pages are targeted primarily for older students and adult audiences.

Verbal explanations supplemented by visual aids attract attention and create interest more rapidly than verbal explanations alone. Use a combination of visual aids if the situation permits. A major part of what people hear is forgotten in a relatively short time. On the other hand, things people see and hear make a more lasting impression and increase retention.

Many things cannot be taught, explained, or sold without the aid of demonstrations, models, charts, diagrams, or pictures. Visual aids can be the difference between confusion and understanding.

When deciding what type of visual aids to use in the presentation, consider the following:

The audience. What age and educational level is the audience? What type and complexity of audiovisual aids will get and keep their attention? What audiovisual aids will best impart the message and increase retention of what the audience learns?

The size of the audience. This determines the size of charts and lettering. A small group sitting in front of the instructor does not require large charts and lettering. However, everything must be large enough for the entire audience to see.

Location of the audience. If the presentation is presented in various locations, PowerPoints are best because they can be shown in either close quarters or large auditoriums. They also are relatively easy to transport and handle. Be aware of different media types and restrictions at the school, be prepared to adapt.

Keep it simple. A cardinal principle, simplicity, underlies the preparation of good visual aids. Each aid should deal with one central idea. The material should be rigorously edited to ensure that all nonessentials have been omitted. The remaining material should not be overcrowded. It is better to have two simple illustrations than one that is "busy" or complex.

When the material is presented, consider the following points:

- Do not let the audience see the visual aids until they are discussed, then cover or remove them when finished.
- Never read graphic displays to the audience. Any viewer can do this. Point out the significance of the material.

PowerPoint Presentations

Digital projectors and laptop computers or tablets can improve the speaker's delivery and the audience's interest. Presentations augmented with a good PowerPoint can be a very powerful delivery technique.

An effective PowerPoint presentation cannot be done without preparation. Depending on the complexity of the message and the amount of original material used, it can be a very time-consuming process to develop a high-quality PowerPoint.

Each slide should be developed to make a point, attract attention, or imply a conclusion. The tendency to just repeat the words of the presentation on the slides must be avoided. The PowerPoint should illustrate the points and messages being delivered by the speaker, not repeat them.

Each slide should be evaluated for composition, attractiveness, and flow. Backgrounds, color pallets, and font styles reflecting a consistent theme will make the presentation appear more polished.

PowerPoint slides can display information in a variety of ways including photos, text, charts and graphs, diagrams, and tables. A perfect slide that doesn't relate to the subject or is out of place in the presentation and has no value.

Limit the number of words on the slide to under 10 for clarity.

Tip: once a presentation style is selected, project it on the digital projector. PowerPoint styles can look entirely different on the screen than when projected. White and yellow fonts don't show up well in rooms that are not shaded. Red fonts on blue backgrounds can be irritating visually.

Beware of color combinations affecting those who are color blind. The most common color-blind pattern is red and green. So red fonts on a green background are invisible to them and vice versa. A less common variety of color blindness is blue and yellow. When developing the PowerPoint, avoid these color combinations.

How many slides should be used?

This is difficult to determine, especially for the beginner. There is no general rule of thumb. Each presentation must be considered separately. In a 30-minute presentation, as few as 12 or as many as 80 slides can be used successfully, depending on how they are used and what needs to be

shown. Generally, the fewer slides used, the more important it is for each one to be clear and convey the information you want to share.

Slides occasionally can be used in a series and projected very quickly for emphasis. There is no end to the possible uses if proper and conscientious thought is given to preparation.

Use note cards.

Note or index cards are very useful for preparing the written portion of the talk. They should be numbered to correspond with the slides as they are shown. Any changes or substitutions can be numbered and slipped into correct order without disturbing or retyping several pages of written material.

If standard 8" x 11" paper is used as a script, a good method is to divide the sheet in half vertically, mark one half audio, and the other half video, and then write the written presentation across from the visual that will be shown during that portion of the talk. Remember to leave plenty of space for easier reading.

You can also add notes within to the PowerPoint slide by clicking on the view menu. This menu also allows you to print the entire presentation with either 3 or 6 slides per page. It is easy to add your notes to the printed copies.

A few tips for speakers using PowerPoints:

- **Don't** apologize for any equipment or slides.
- **Don't** refer to a slide as a slide or picture. For example: "This slide shows ..." or "This is ..." or "This picture was taken ..." The audience knows that it is a picture and that they are watching the screen. Put your message across without these references.
- **Don't** wait until the last minute to arrive and assemble your equipment. It should be done before the intended class arrives. This gives the impression of organization, interest, professionalism, and efficiency.
- **Don't** use slides not related to the discussion.
- **DO** let the audience know if you want them to ask questions during the performance or if there will be a question period after the presentation.

Using a Live Drawing

Live drawings can be a useful way to deliver the prevention message. They can add a lot to a storytelling or lecture style presentation. The chalkboard has historically been the most familiar live drawing format; however, most schools have replaced them with porcelain finish dry erase boards and smart boards. All serve the same purpose.

Sketching before a group holds the attention of the class. For example, when a speaker turns to the board, selects a piece of chalk or a marker, and begins to draw, the movement attracts attention.

A carefully prepared drawing made beforehand does not have the same vitalizing effect as a strong spontaneous sketch, which emphasizes action, or as a key point is made at the right moment during a presentation. The following are some tips to follow when using a live drawing:

- Do not hide the drawing by standing directly in front of it. When printing text, write legibly and make it large enough that everyone can see and read it.
- Do not draw or write too much at one time. Speak to the class, then draw or write a little, then stand aside and talk. Continue this procedure.
- Always speak directly to the class; do not talk to the board.

These principles of using a live drawing also apply to the use of easels and paper pads.

Porcelain-surface boards

One of the features of the porcelain-surface board is it is magnetic. Because of its steel base, magnets adhere to its face and papers can be displayed without tacking, taping, or defacing the board surface. This opens up opportunities to develop presentations using magnetic characters and symbols.

Instructional materials equipped with magnetic holders are available in many colors. Magnetic frame sticks can hold charts to the steel surface, or magnetic pointers or arrows can be used to highlight the item being discussed.

The magnetic board is particularly useful when displayed items are moved as problems change or solutions are developed.

Smart boards

Smart boards are a relatively new tool. Their applications are continuing to evolve. If a smart board is available, it offers expanded capabilities to the presenter to make lessons “come alive” to the students. If you want to use the smart board, be sure to ask the teacher for permission and assistance.

In addition to providing a drawing surface, they have the ability to show videos, access the internet and show Power Points.

Prevention personnel are encouraged to become familiar with and explore this technology.

Easels and paper pads

Another "chalkboard" is a portable easel that holds king-sized paper sheets. The big advantage of this device over the conventional blackboard is that conference notes, sketches or ideas can be saved for future reference. Don't expect the school to provide the easel and paper pads. Bring in your own materials.

The lines on paper pads are usually light blue and barely visible from a short distance. Pads can be purchased unlined or in 1/2-inch or 1-inch squares. The lines can help in making the charts or draw diagrams before groups.

Props and Costumes

Props and costumes can add a lot to a presentation. Some examples of props include dolls; puppets; role playing masks and action cards; and fire tools. The most common costume used in fire prevention is Smokey Bear.

If Smokey Bear is used, become very familiar with the USDA Forest Service's "[Smokey Bear Costume Use](https://www.smokeybear.com/en)" placard. It is available for downloading at: <https://www.smokeybear.com/en>.

When using props, remember to not let the prop overshadow the message being delivered. The prop just helps illustrate the story or message. Also, keep in mind that fire tools are often heavy and sharp, they should have the edge guards or sheaths in place before students are allowed to handle them. Hard hats or helmets can be very heavy on young children. Encourage students to touch the helmets but not wear them.

Physical Preparations

Physical preparations involve making certain that everything needed for the presentation is in good working condition, clean and ready to go. It involves gathering supplies, materials and equipment.

It is sometimes useful to make a checklist of everything that will be needed, and then use it to assemble the supplies before the presentation, and while loading the vehicle. A good plan is to inventory everything needed for the presentation two weeks prior to the event, and then assemble them three days before the event.

Always remember to check on the supplies far enough in advance to properly prepare them and make sure they are available. If supplies must be ordered, allow for enough time for them to be delivered.

- If the lesson involves a PowerPoint:
 - The projector should be checked before each use. Make sure there is a spare bulb, a three-to-two prong adapter, at least one 25-foot or longer extension cord, and a power strip.

- Make sure the projector and laptop, tablet or notebook computers can communicate with the projector. Check to be certain all the cables are in the carrying case. If the projector works with a remote, check the batteries.
- The lens should be clean, so have a static brush. Have a stand for the projector, in case it is needed.
- Consider screen size and the focal length required for the lens. The screen should be filled by the slides, if possible.
- If the presentation will use a smart board, the presenter will need to become familiar with the technology, prior to the presentation.
- If the presentation will use flip charts, make sure to pack a sturdy easel, non-damaging tape (such as painters' tape) and an assortment of markers.
- If the presentation will use a porcelain surfaced white board, pack multiple colors of dry erase markers. Check these beforehand to ensure they are still fresh.
- If the presentation will use props, such as firefighting tools or lighters and matches, check these beforehand to ensure they are child safe, and clean.
- If the presentation involves handing out educational items or supplies, check the inventory well in advance to make sure there are enough to cover the needs.
- If the presentation uses the Smokey Bear, check it well beforehand to ensure it is in useable condition, and hasn't molded, or been damaged during storage and use. Make sure that a copy of "Smokey Bear Costume Use" instructions are included in with the costume.

Mental Preparations

Prepare mentally. Much of the success of the talk depends on the instructor's frame of mind. Think positively about it and the talk will be easier to give. Look forward to the opportunity to present issues of prime concern to the students.

Always make sure your messages are age appropriate.

Prepare for questions and arrive with answers. Sometimes questions can sound like challenges, but most often they are not. They are just a young mind seeing the presentation from a very different perspective.

Remember you are the expert. The presentation has been carefully planned, prepared for and is well thought through. You have prepared for contingencies. And the presentation has been practiced. If all of that has happened, the presentation will go well.

Practice

The saying goes: “Practice makes perfect.” There is definitely some truth in this. If the presentation is practiced a few times, it will require less thought when being made. This allows the presenter to observe the reactions of the students and their attention levels. It also allows the presenter to enhance the presentation with expressions, voice inflections and movements.

It is very helpful to partially memorize the beginning and ending of your talk. However, don’t try to memorize the body of the presentation. Instead, use note cards or notes to prompt discussion of the talking points.

Rehearse the talk. Carefully work out the elements of sequence, timing, and continuity. Remember that more practice time is needed to develop a formal talk that sounds natural and is interesting and personal. Become familiar with any props well in advance of the presentation.

Have someone else listen to the practice talk to help smooth out rough areas. If visual aids are used, determine where to stand so the audience can see without obstructions. PowerPoints, movies, and other visuals need to be run through for timing, sequence, and appropriateness. If possible, rehearse in the actual presentation setting with the projectors, recorders, etc. that will be used during the actual presentation.

Try to include questions for the students in your talk. The students will learn more from your presentation when they are engaged in a discussion with you and with their classmates.

Some unspoken goals of any presentation are to appear professional, knowledgeable, and credible. Preparing a solid lesson plan, developing an interesting delivery style, being prepared, and having practiced the presentation will achieve these goals.

Experiencing nervousness and stage fright is normal for most people. Apprehension about the student’s reaction is often a positive element, because the very nature of this feeling can make the instructor more alert. While there is no single method to remove the nervousness and fears, thorough preparation and practice are likely the most effective tools to help deal with these feelings. The more prepared the instructor is, the more comfortable they will be before, during and after the presentation.

Presentation

Wear your agency uniform, if used, when appropriate. It lends instant authority and credibility. The uniform should be neat, clean, and properly worn. A common mistake made by wildfire prevention personnel is to make their presentation in a “fire camp” T-shirt, or Nomex shirt, with Nomex cargo pants, and boots. These clothes are great for fighting fire and patrolling, but should not be worn in the classroom, unless the presentation includes a discussion of wildland fire fighting clothing. Wearing these clothes to a classroom will not increase the authority or credibility of the speaker.

Presentations are as much about the presenter and the presented material. A likeable personality is one of the most important ingredients of the presentation. If you are nervous, experts on public speaking suggest that you take a deep breath and exhale slowly. The presentation has been carefully planned, prepared for, and practiced. The subject material is familiar ground, so it's time to relax and have some fun with sharing it.

Here are a few tips to making a positive presentation.

- **Start with a pause.** When you are introduced, rise, begin by thanking the person introducing you. Then pause a few seconds to let things settle down, visually scan the class, then begin the presentation.
- **Smile.** A warm smile will help the students feel safe with the presenter.
- **Be warm and humble.** Do not come across as an authoritarian or pretentiously. The students will remember the lesson better if they like the presenter.
- **Stand upright, if standing.** Sit upright, if sitting. Good posture before the class is a must. Let your hands rest naturally at your sides or rest them on the lectern. If sitting, leaning into the class to emphasize a point, can be very effective. Do not hold eyeglasses, pens or pencils, books, magazines, other objects, or jingle change in your pocket. Handling these objects is a nervous habit that tends to distract your audience from what you are saying.
- **Maintain good eye contact with the class.** Frequently scan the entire class. Do not settle on one individual, the wall, ceiling, floor, or podium. If reading something, look up frequently to let the class know you have not forgotten them.
- **Use gestures.** They add interest. Do not just flail your arms but use gestures pertinent to the presentation. Let the gestures be natural, not artificial.
- **Try to include questions** for the students in your talk. The students will learn more from your presentation when they are engaged in a discussion with you and with their classmates.
- **Involve the class with props whenever possible.** For example, simple, colorful, and creative items that encompass the use of many senses are suggested, especially for young classes.

If you have finished the presentation and realize that you left something out that was very important, don't dwell on it or worry about it. Use it as a learning experience and decide that you will do better next time.

Most of the principles described here are accepted Toastmasters' practices and techniques. If you will be making frequent talks before groups, consider joining a speaker's club or enrolling in an adult education class. Practice public speaking whenever possible. Learn something from each presentation. Each presentation increases confidence for the next one.

Handling Unsolicited and Unplanned Requests

Occasionally unexpected requests are received for a fire prevention presentation. These requests may put prevention staff in the awkward position of wanting to add the presentation to the schedule but being short on time, materials, and promotional items.

While it is difficult to always avoid such predicaments, you can significantly reduce their impact by doing the following:

- Carefully consider the request to see if it meets the fire prevention program goals. Make sure it is in your jurisdictional area, serves a targeted community, and is for a **wildfire prevention** presentation. If the request is from outside of the jurisdiction, refer the teacher to someone with responsibility for their area.
- Determine if it can be accommodated in the schedule including the time needed to gather extra materials and promotional items and organize a presentation.
- If the schedule won't allow you to meet the request, offer to provide a Teachers' Guide, if available, including lesson plans so the teacher can present the material. Include names and phone numbers as a reference in case the teacher has any questions.
- Use existing presentations to meet the needs of the unplanned requests, if applicable. This reduces preparation and practice needs.
- Consider asking other presenters from within the Agency/Tribe or prevention partner/cooperator to fulfill the request.
- When planning the prevention educational materials purchase, budget for and order additional items to help cover unplanned requests. A useful rule of thumb is to estimate the annual needs, based on known presentations, then increase the order for each item by 10-20%.

VIRTUAL PRESENTATIONS

It is quite possible you will be asked if you can provide a virtual presentation. Most of the techniques and messages in this guide can be used in a virtual presentation mode. One of the best techniques for a virtual presentation is storytelling. This technique allows the presenter to do a few things that they couldn't do in person.

Tips:

- Virtual presentations are a very visual experience for the students, make the maximum use of the screen.
- Check out the field of vision of your camera prior to the presentation, to get the width and height of the captured image at varying depths.
- Get familiar with the virtual platform to understand its capabilities.
- Use a professional background, when on camera. If appropriate a wildland engine might convey the firefighter message. If the platform supports changing the background digitally, a digital image of a fire or burned area might be good.
- Don't forget to dress professionally for the presentation. Just because it is virtual is no excuse to be less formal.
- Consider moving about some in the camera's field of vision to avoid being a "talking head."
- Consider using numerous visual aids as you tell the story. For example, if an animal is speaking in the story, show a picture of the animal while it speaks. If telling Smokey's Story, use the Smokey Bear Storyboard.
- If possible, rehearse the presentation with a coworker using a similar videoconferencing platform.

A popular platform for the education community has been Zoom. The other most popular video conferencing platforms, WebEx, and MS Teams work very similar to Zoom. So, these tips can easily be adapted across platforms.

[How to teach one \(top tips for new online teachers\)](https://www.youtube.com/watch?v=x2AILG1iBBE)

<https://www.youtube.com/watch?v=x2AILG1iBBE>

[10 tips for teaching online & using Zoom](https://www.youtube.com/watch?v=KLxbvpLHPRc)

<https://www.youtube.com/watch?v=KLxbvpLHPRc>

[How to teach online with Zoom](https://www.youtube.com/watch?v=lvndgRIOH1w)

<https://www.youtube.com/watch?v=lvndgRIOH1w>

[How to Use WebEx to Teach Online](https://www.youtube.com/watch?v=zdZCGln8yus)

<https://www.youtube.com/watch?v=zdZCGln8yus>

[How to Teach using Microsoft Teams](https://www.youtube.com/watch?v=_nHeFu32aUQ)

https://www.youtube.com/watch?v=_nHeFu32aUQ

[How to properly present PowerPoint slides in Zoom](https://www.youtube.com/watch?v=wNOZRa089-U)

<https://www.youtube.com/watch?v=wNOZRa089-U>

[How to share PowerPoint slides in Zoom](https://www.youtube.com/watch?v=g0z2i_Na3Uo)

https://www.youtube.com/watch?v=g0z2i_Na3Uo

IV. SAMPLE LESSON PLANS

The lesson plans in this section are provided as samples. They can be modified as needed to better fit a given community or environment. They also provide a good example of how to plan a school presentation.

GOOD FIRE IS HELPFUL

Title: Good Fire is Helpful

Source: *NWCG Conducting School Programs Guide, PMS 453*

Grade Level: Kindergarten through 5th Grade

Time Required: 20 minutes (or more if discussion and time allow)

Skill: Students will use their knowledge of helpful and harmful fires to solve problems related to keeping fires helpful and not allowing them to become out-of-control wildfires.

Learning Objectives: Students will understand the concepts of useful and helpful fires as well as harmful fires. Students will also understand aspects of fire safety.

Materials: • Narrative script (on the following pages).

• Props (or slides, if available) to emphasize the appropriate topic.

Procedures: **Interactive presentation and discussion.**

Script: tell the children that we will be discussing fire safety and learning how they can be safe from fire. Ask the children what fire is. The desired response is that it is hot and that it burns. If they do not respond this way, then lead them to this conclusion.

Emphasize to them that fire is DANGEROUS and something that adults must use and supervise.

Let the children discuss whether all fire is bad. Tell them that there are Safe Fires and unsafe Fires. It is important to remind them that fire is dangerous, it CAN hurt them, and they should NEVER play with fire.

Not all fire is bad. Ask them to give an example of a Safe Fire. Also give them a few examples to introduce the concept of Safe fire, for example: fireplace, birthday candles, or campfire.

Similarly, give them some examples of Unsafe Fire and discuss the differences with them, letting them make the distinction between safe and unsafe fire. Stress fire safety along with the concept that whether a fire is Safe or unsafe, ALL fire is dangerous and must only be used or supervised by adults.

A FIRE PREVENTION QUIZ

The following script and prop suggestions provide a framework which can be adapted, built upon, expanded, and tailored to specific geographic areas, audiences, and fire prevention program needs. Props may be slides, pictures or other visual depictions.

Title: Fire Prevention Quiz

Source: NWCG Conducting School Programs Guide, PMS 453

Grade Level: 4th to 6th Grades

Time Required: 20 Minutes

Skills: The students, by participating in this activity, will be able to recognize some common fire prevention opportunities.

Learning Objectives: The students will be able to correctly identify good fires and bad fires. In addition, the children will be able recognize situations where fire prevention precautions are needed.

Materials: Digital Projector, Digital Images, Computer or notebook, handouts

Procedure:

Open discussion with questions about “what is fire prevention”? Work with the students to help them articulate what fire prevention is. (Stopping a wildfire before it happens.)

Then show them a series of PowerPoint slides.

1. Digital image showing parent burning leaves.

Question:

What does parent need to know about and have on hand when using fire?

Answer:

Burning Permit if required by local law.

Weather. Strong winds may cause fire to spread and grow.

Shovel. Always have a shovel nearby in case fire starts to burn beyond planned boundaries.

Garden Hose. Always have water near to help cool fire if it starts to spread.

Never burn near buildings such as garages, sheds or other structures that could catch on fire.

Question:

What are good and bad aspects of these fires?

Answer:

Good - gets rid of dead leaves and weeds. Also, the ashes can be used to help gardens and flowers grow.

Bad - none, as long as fire doesn't get big, out of control or the smoke bothers others.

2. Digital Image showing campfire near tents in a camping area

Question:

What precautions should be or have been taken to safely use the campfire?

Answer:

The campfire area should be cleared of grass, twigs and branches.

Keep it small. Fires should be contained in a pit about two feet by two feet in size and the pit should be lined with rocks and bare dirt (or concrete in some developed campsites).

Keep it away from tents. Fires should never be built near tents or other things that can catch on fire. Remember, sparks may fly out of the fire and travel several feet.

Have a shovel and water handy. Always keep some water and a shovel nearby so that if the fire does start to escape from the fire pit, you can put it out.

Never leave a campfire unattended. If someone isn't there to watch the fire, it could escape its limits. If you are going to bed or you are going off to fish, hike or play, always be sure the fire is dead out.

Even when there are just coals in the fire, put water on it and stir it up with the shovel before leaving.

Don't build a fire on a windy day. Strong wind gusts can blow sparks and fire outside of the fire pit.

Question:

What are the good and bad aspects of a campfire?

Answer:

Good - They keep us warm in the outdoors.

They can dry both wet clothes and us.

They are fun for roasting marshmallows and hotdogs and other cooking.

Bad - none... as long as it is kept small and under control.

3. Digital image showing vegetation close to a house or structure

Tell students that in case of a wild or uncontrolled fire, this house or structure would be threatened and may burn.

3. Digital image showing fireworks going off, such as a Roman candle or sparkler and large overhead fireworks. (You may want to bring some actual illegal fireworks that have been confiscated by law enforcement officials. Contact local police or fire departments or agency law enforcement personnel).

Tell students that fireworks are fun and exciting, but they must be used carefully so they don't start a wildfire.

Question:

What can we do to be sure fireworks don't start fires?

Answer:

Always have an adult present. Fireworks are dangerous and should only be lit by an adult. Fireworks can burn you.

Don't use fireworks near grass land or forests. Fireworks can get out of control and ignite a fire very easily in dry grass or brush. In the forest they can start fires in pine needles on the ground and burn tall trees.

Always have some water and a shovel nearby when you use fireworks, just in case one misfires or starts a fire.

Stress that fireworks of any type *are not allowed* on public lands!

4. Digital images showing people outdoors (hunters, bikers, or people having a picnic) doing foolish things (littering, throwing a burning cigarette, etc.).

Ask the students if they see these people doing anything they shouldn't be doing and have them tell you why. Help them with some of the following ideas:

Carelessly tossed cigarettes can ignite a wildfire. Always be sure adults use the ashtray. If they smoke outdoors, make sure they do so only in an area cleared to bare dirt and that they crush out the cigarettes cold when they are finished.

Littering ruins a pretty view for others and it's a fire hazard because papers can ignite easily. Broken glass can work like a magnifying glass in the sun and ignite a fire.

Point out to the students that it's fun to enjoy the outdoors but we need to take care of it and leave it clean. Always clean up after yourself. It's always good to pick up litter even if it isn't yours.

5. Digital image showing motorcycle riders and off-road-vehicle drivers in areas of grass and brush or in the forest.

Tell students that some people's recreation includes riding motorcycles or off-road vehicles in the wildlands but they need to be careful so they don't start a fire. Ask the students if they know why/how people in the slide are risking starting a fire.

You may need to prompt the students with this one and explain that sparks from mufflers can ignite a fire in grass or pine needles.

Question:

How can these people be safe about riding in these areas?

Answer:

Be sure they have spark arresters in their mufflers.

Always stay on designated trails and don't wander off into the grass and brush or off the trails in the forest. (You can also incorporate an erosion message here.)

Note: Posters, photographs or other pictures may be obtained from a motorcycle or off-road-vehicle dealer in your area.

These are just a few suggestions for props and prevention messages. You may want to adapt them to your geographical area and specific audiences and incorporate them into your own prevention program.

HOW FIRE MAINTAINED THE PRAIRIE

Title: How Fire Maintained the Prairie

Source: Unknown

Grade Level: 4th to 6th Grades

Time Required: 20 -30 Minutes

Skills: The students, by participating in this activity, will be able to recognize ecological impacts of fire on the landscape.

Learning Objectives: The students will better understand how people have used fire in the past and why it is important to prevent wildfires today.

Materials: Digital Projector, Digital Images, Computer or notebook, handouts

Procedure:

Show digital image of a bison herd. Ask the students how the Plains Tribes hunted the bison. Remind them that before Columbus and the Spanish explorers, they didn't have guns or horses. They had spears, atlatl, or bow and arrow. Bison are big, robust animals. They run fast and can kill people. Hunting them on foot must have been very dangerous. But the Indians had a friend. They used fire to herd the bison into a gully or canyon, where the panicked animals could be more easily killed.

Even after they acquired guns and horses, they continued to use fire to herd the bison.

Their patterns of burning the landscape left a scattered patchwork of burned and unburned areas that continually shifted. The bison constantly followed the greenest grass, and that was often in an area that had recently burned.

Show digital image of a juniper or eastern red cedar. Discuss its very flammable foliage and thin bark. Tell the students about how the tree doesn't like fire. If possible, take a bit of foliage to pass around and possibly a small slice of a juniper/cedar to illustrate how thin the bark is. Remind the students that other than the foliage, the only living part of the tree are a few layers of cells just beneath the bark. Explain that that layer of cells is easily killed by the heat of a fire. Explain that cedars/junipers grow year-round and take a lot of the moisture used by grasses. Explain that in a fire, they burn explosively, showering embers downwind to spread the fire by spotting.

Today, people have moved out onto many of those prairies. They built houses and established fire departments to put out the grass fires around their homes and ranches. The junipers and cedars that were once confined to the areas that didn't burn, moved out onto

the prairies, slowly and over time. Now they represent a threat to the ecology of the Great Plains. However, the landscape restoring burns of the past aren't viable options, because of all the homes and human developments.

Having told this story, now explore it with a question and answer session.

Ask the students: What problems do you think the cedar/juniper expansion present?

Answers: less water available to other plants; less grass for grazing; increased fire hazards; burn explosively; alter habitat.

Ask the students what the solutions might be in uninhabited areas.

Answers: prescribed burning, mechanical thinning.

Ask the students what solutions there might be for the more densely populated areas.

Answers: mechanical and hand thinning, pruning, fire prevention.

This opens the door to describe some of the most common local ignition sources and explain why they are so dangerous. Make it personal, describe it in terms of their homes...

FIRE TOOLS AND TOYS

Title: Fire Tools and Toys

Source: *BIA Youth Fire Intervention, Fire Prevention Lessons for children in Elementary School.*

Grade Level: K through 2nd Grades

Time Required: 20 -30 Minutes

Skills: The students, by participating in this activity, will exercise verbal communication and problem-solving skills.

Learning Objectives: The students will better

- Understand the fire safety message: lighters and matches are fire tools not toys.
- Understand that tools including fire tools are for grown-ups and toys are for children.
- Understand the rules about the use of matches and lighters in the home and outdoors.

Materials:

- A tool box or a Native basket
- A variety of small age appropriate toys (10-15)
- A variety of tools (e.g. pliers, screwdriver, small hammer) {5-10}
- A variety of fire tools (book and stick matches, BBQ lighter, cigarette lighters)
- Optional: Pictures/photos cards in place of actual items

Procedure:

1. Tell the children you are going to play a game.
2. Discuss the difference between toys and tools. Teach the children that a tool is something an adult or grown-up uses and a toy is used by a child. If working at a table, decide which side of the table is the tool side and which is the toy side.
3. Pull an object out of the tool box one at a time and ask the children if it is a toy or a tool. Place the item on the correct side of the table. **OPTIONAL:** Cut out and

lamine the pictures on the following pages. Use the pictures like flash cards holding one card up at time and ask the children if the image is of a toy or a tool.

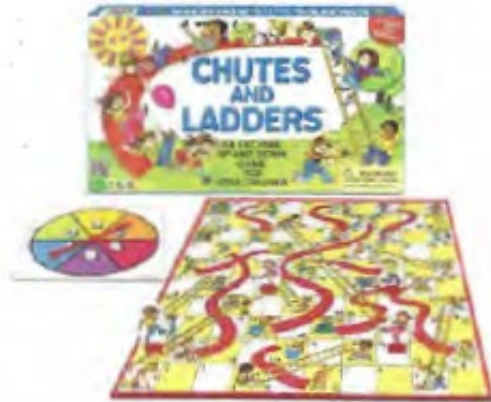
4. When selecting the matches or lighters, explain to the children that a match or lighter is a FIRE tool and should only be used by an adult or grown-up.
5. Ask the children to decide if the object you select from the box or from the flash cards belong on the tool or toy side of the table. Place the item (or card) on the correct side of the table.
6. Praise the children for giving you the right answer.
7. Continue until the toolbox is empty or all of the flashcards have been shown.

Options

8. Build a large notebook using larger photos of tools and toys.
9. Build a pegboard to hang the photos of tools and toys to use for fairs or powwows.
10. Use a felt board with photos.
11. Be sure to talk to the teacher about any children with unique learning needs and ask for help if needed







COMMUNITY RIPPLE EFFECT

Title: Pete and Lindsey: A decision making story for campfires

Source: *BIA Youth Fire Intervention, Fire Prevention Lessons for Children in Elementary School.*

Grade Level: 3rd through 6th Grades

Time Required: 30 Minutes

Skills: Students participating in this activity will practice decision making and social awareness skills.

Learning Objectives: The students will better

- Understand the impact of an uncontrolled fire on the community.
- Understand the role of first responders in an emergency.
- Understand how to respond to peer pressure.
- Understand the importance of making good decisions.

Materials:

- Activity Cards (included) for Scenario 1.

Procedure:

Instructor's note: Children and youth often think that "playing" with matches or lighters; starting an unsupervised campfire; or, setting off fireworks is a fun and safe fire activity. Unfortunately, youth don't fully understand the power of fire, and end up setting a fire that has disastrous results. This lesson helps youth understand the social/emotional impact of an uncontrolled fire on their family, first responders, their community, and Tribal land. It teaches youth the importance of making safe/good decisions to prevent a fire from starting and it provides the opportunity to discuss how to respond to peer group pressure.

1. Explain how a decision to behave in a certain way can have a ripple effect much like throwing a rock into a pond or creek. Give some non-fire examples (e.g. if we don't brush our teeth we may get cavities, if we smile and are nice to someone it may help them feel better and they may in turn smile to the next person or if we are rude to someone it may hurt their feelings and cause them to be in a bad mood).

2. When a person starts a fire that gets out of control, it can have a ripple effect on a family, the community, and the land. Ask if anyone has experienced a fire that had this effect?
3. For Scenario #1: Hand out the activity cards. One to each student. If the class is large, make extra copies of the fire / police department cards to hand out. Every student should have an activity card.
4. Instruct the students to stand up in a semi-circle around the room. Explain that you are going to read a scenario about a fire that got out of control. As you read the part of the story that involves a person/agency on the activity card, have the student come up and stand next to you. There are indicators in the scenario.
5. Begin the story which sets the scene up with the "DECISION" to start a fire. Identify the initiating decision and the persons making it. Have them come to the front of the room and stand next to you.
6. Work through the narrative and raise questions about the scenario as you go through it.
7. At the end of the lesson, students will have a graphic example of the extent of community involvement when a person makes a decision to misuse fire.
8. Option: You could also draw 3 large concentric circles on the blackboard. The first circle is labeled DECISION, the next circle is labeled FAMILY and the largest circle is label community. Put a piece of blue tape on each activity card and hand out one card to each student in the class. As you read the scenario and identify the persons/agency involved in the story, have the student come up and place the activity card on the appropriate circle. Continue the scenario until all the activity cards have been placed on the circle.

Pete and Lindsey: A decision making story for campfires

Narrator to children: This is a story about two kids, Lindsey and Pete and their decision to start a campfire without adult supervision. To show you the ripple effect of their decision on the community, I will start by asking Lindsey and Pete to join me at the front of the room and hold up the decision card. Let's begin.

It was late summer. Pete and Lindsey were hanging out at Pete's house. They were getting bored so Lindsey suggested that they get some beef jerky and walk to the swimming hole. On the way, they got hungry and decided to stop and make a campfire to heat up the beef jerky. Unfortunately, the place they stopped was in a field of dry grasses right next to new housing units. It was there that they built a campfire.

Narrator to children: Was it a good decision to build a campfire in dry grass? Do you think they understood what the possible consequences could be if the fire got out of control? Were they taught how to build a safe campfire? Ask the class for ideas on what makes a campfire safe?

Pete and Lindsey didn't put any rocks around the campfire, and they certainly didn't have any water with them. They found a few dry sticks in the grass and cleared a small area. Pete had a lighter with him and started the fire. Lindsey was starting to think that having a campfire was not a good idea, but she didn't say anything to Pete. The kids sat next to the campfire eating their beef jerky when suddenly it got windy. The wind fanned the fire and as it got bigger, it caught the high grasses surrounding it on fire.

Narrator to children: What do you think Pete and Lindsey did next? Why do you think Lindsey didn't tell her concerns to Pete?

Pete and Lindsey became afraid when they saw the fire spread to the tall grasses and ran away. The grassland was next to a small neighborhood. A neighbor saw the fire and called 911. She also saw Pete and Lindsey running away and took their picture with her cell phone.

(The student with the neighbor card and the student with the 911 card should join you in the front of the room.)

The 911 operator dispatched the firefighters, the wild land firefighters and a fire investigator to the scene. As soon as the firefighters arrived, they began trying to put out the fire. However, the fire was moving too fast through the grassland. They had to call in more resources. In the meantime, more and more of the neighbors were coming out of their homes to see what was going on. They were afraid the fire could reach their homes.

(Students with firefighter and law enforcement cards should join you in the front of the room.)

The fire investigator began to question the neighbors about what had happened and if they saw anybody on the scene. A neighbor had taken a cell phone picture of Pete and Lindsey running away and showed it to the investigator. The fire investigator called in a law enforcement officer.

Narrator to children: Why did the fire investigator call in a police officer? Explain that starting a fire that gets out of control can be a violation of Tribal law and at a certain age, even kids can be held accountable. Do you think Pete and Lindsey understood the consequences of what could happen when they started the fire?

While the fire continued to burn and even more land was consumed, dark black smoke started covering the reservation. An Elder heard the ambulance siren and came out of his house. He wanted to know what was happening.

(Student with the Elder card should join you in front of the room.)

One of the wildland firefighters was injured while fighting the fire. He was taken to the hospital by ambulance. In the meantime, the fire continued to grow. The law enforcement officer recognized the cell phone photo of Pete and Lindsey. He went to their homes and talked to their Grandparents and Parents. He talked to Pete and Lindsey too.

(Students with Parents and Grandparents cards should join you in front of the room.)

He told them by intentionally starting that fire, they were in trouble and would need to see the Tribal Judge. He didn't take them to the detention facility although he could have. The fire caused injury to a firefighter and cost the community over \$350,000 in suppression costs. The neighbors in the housing units were mad too.

Narrator to children: How do you think Pete's parents felt? How do you think Lindsey's Grandmother felt?

The Tribal Council felt that Pete and Lindsey needed to pay restitution to the community for the impact of the fire they set on the community and on the land. Pete and Lindsey were required to do community service work for six weeks every Saturday.

(Student with Tribal Council card Tribal Judge card should join you in front of the room.)

Narrator to children: How many students are left standing without cards? How many students have joined you at the front of the room? What does this tell you about the impact a fire can have on a community? At what point, could all of this been prevented? Did Pete and Lindsey mean to cause this fire? What does this lesson teach us about fire? What does this lesson teach us about community? What would have happened had Lindsey told Pete not to light the campfire?

To conclude, the narrator should stress that a fire that gets out of control can have a huge impact on the community. Review the concept of the ripple effect and the importance of making safe decisions. It is always important to respect fire, use it carefully and safely and always under the supervision of an adult.



Elder



Parents



911 Dispatcher



Grandparents



Fire Department



Neighbor



Ambulance



Police Department

Decision



Pete



Tribal Council



Lindsey



Wildland Firefighter



Wildland Firefighter



Wildland Firefighter



Wildland Firefighter



Tribal Judge



Fire Investigator

SAFE DECISIONS/UNSAFE DECISIONS

Title: Joe and Mike: A decision making story for fireworks

Source: *BIA Youth Fire Intervention, Fire Prevention Lessons for Children in Elementary School.*

Grade Level: 3rd through 6th Grades

Time Required: 30 Minutes

Skills: Students participating in this activity will practice decision making and social awareness skills.

Learning Objectives: The students will better

- Understand the impact of an uncontrolled fire on the community.
- Understand the role of first responders in an emergency.
- Understand how to respond to peer pressure.
- Understand the importance of making good decisions.

Materials:

- Activity Cards (included) for Scenario 1.

Procedure:

Instructor's note: Children and youth often think that "playing" with matches or lighters; starting an unsupervised campfire; or, setting off fireworks is a fun and safe fire activity. Unfortunately, youth don't fully understand the power of fire, and end up setting a fire that has disastrous results. This lesson helps youth understand the social/emotional impact of an uncontrolled fire on their family, first responders, their community, and Tribal land. It teaches youth the importance of making safe/good decisions to prevent a fire from starting and it provides the opportunity to discuss how to respond to peer group pressure.

Note: **This story is adapted from a scenario written by Soledad Holquin, BIA, Pacific Region.** It is an experiential story illustrates the social/emotional impact of a fire started by a youth misusing fireworks on their family, first responders and the community. It teaches youth the importance of making good/safe decisions and it provides the opportunity to discuss peer group pressure and relations. It follows a similar format to "Pete and Lindsey: A decision making story for campfires" but doesn't use activity cards. Instead, students are asked to volunteer for the different parts of the scenario. As in the first scenario, the

objective of the lesson is to have students understand the impact a decision to start an unsupervised fire that gets out of control can impact the entire Tribal community.

1. Explain how a decision to behave in a certain way can have a ripple effect much like throwing a rock into a pond or creek. Give some non-fire examples (e.g., if we don't brush our teeth we may get cavities, if we smile and are nice to someone it may help them feel better and they may in turn smile to the next person or if we are rude to someone it may hurt their feelings and cause them to be in a bad mood).
2. When a person starts a fire that gets out of control, it can have a ripple effect on a family, the community, and the land. Ask if anyone has experienced a fire that had this effect?
3. The fire prevention officer should read the story as a story teller and then ask the questions indicated by the script. Additional questions can be asked as the class responds to the story. This story teller asks students to volunteer for the different roles as the story unfolds. (The story requires 15 to 17 students as role players. If the group is larger, add additional students to the firefighters and family members.)

Joe and Mike: A decision making story for fireworks

Joe and Mike were using fireworks on the reservation. They were following the rules to be extra careful. They knew that they needed to look up, look down, and look around. Joe said to Mike, "Hey! Let's throw our fireworks up in the air." Joe had already made the decision to not follow the fire safety rules. He thought it would be more fun to throw the fireworks in the air. Mike didn't agree with him but didn't say anything to Joe. Mike still had time to make the right decision.

Narrator to Children: As children we do not have a choice when we will be born, who our parents will be, where we will live and how we will live. As we grow older, we have the choice to make the good decisions about our life. For example, we can grow up and decide where and how we will live and who our friends will be.

At first Mike told Joe not to throw fire crackers in the air and after a while he wanted to do the same thing:

Joe got more and more careless and did not pay attention to what he was doing. He wasn't following some of the fire safety rules about staying on gravel or dirt, and not getting too close to houses. But with each fire cracker he kept getting farther away from where he had been standing before and closer and closer to neighboring homes. The next thing that Mike knew, Joe was now standing next to the neighbor's house and did not notice that one of his fire crackers went into the house through an open window.

Mike was starting to think it would be exciting and that maybe he should also throw some fire crackers up in the air. Then Mike noticed smoke coming out of the neighbors' house. Mike told Joe and they both ran back to where they had been standing before.

Joe and Mike looked at each other, but neither said a word.

Narrator to children: What decision can Joe and Mike make? Where they good decisions?

Joe and Mike saw the Kicking Bird family come out of the house and the Dad was calling the fire department from his cell phone. The family was standing outside waiting for the fire department than the Mom started screaming and tried to run back into the house. The Dad held her back. The smoke was getting thicker. The boys heard the fire department truck sirens.

Joe and Mike looked at each other, but never said a word.

Narrator to children: Who was now involved in this besides Joe and Mike? Who would Like to volunteer to stand next to me to represent the Kicking Bird Family?

When the fire truck got there, people were upset, and the firefighters started putting water on the fire and two more firefighters went into the house. It felt like a long time as everyone waited for the firefighters to come out of the house. They finally came out and one of the firefighters had a little girl in his arms. The firefighter placed her on the ground; and took off her face mask and began to give 'Lilly' CPR. People all around looked upset and some of them were crying. Everyone in the neighborhood knew 'Lilly' and they were worried about her.

Joe and Mike looked at each other, but never said a word.

Narrator to children: Who else is now involved? The firefighters and the people standing around 'Lilly. Who would like to volunteer to stand next to me to represent the Fire Department, the neighbors, Lilly?

The firefighters started working at putting the fire out. There was a lot of smoke inside the house. The firefighters knew the Kicking Birds family; some of the firefighters were related to the family. The ambulance arrived; everyone knew that they were taking the Lily to Rapid City Hospital The mom, dad, brother, and a few of the aunts and uncles were also rushing to the hospital.

Joe and Mike looked at each other, but never said a word.

Narrator to children: Who else is now involved? The firefighters who are fighting the fire and are related to Lilly, the ambulance, aunts, and uncles. How do you think they

feel right now? Who would like to volunteer to stand next to me to represent the relatives of the Kicking Bird family and the ambulance?

What Joe and Mike did not know was that the wind was causing the smoke to go across the highway. About that time, Grandmother Hunter was driving home, and the smoke confused her. She could not see where she was going, and her car went into the ditch. Grandmother sat inside the car startled and dazed. Her car was stuck in the ditch. She called her granddaughter on her cell phone. Her granddaughter was watching the firefighters when her cell phone rang. Everyone knew something was wrong because she immediately ran to her car and looked very upset. Before she left in her car, she yelled out the window, Grandmother just got into an accident down the road, someone call the ambulance! And as she drove away, the Hunter family members looked upset and a few of the children and women began to cry.

Joe and Mike looked at each other, but never said a word.

Narrator to children: Who else is now involved because Joe caused a fire? Now Grandmother Hunter may be hurt, she is an Elder and an accident like that could really be serious. Also, let's talk about the granddaughter. Do you think she is in a panic and may be in danger of having an accident herself? Now who else is involved? Who would like to represent Grandmother Hunter, Granddaughter Hunter, and the Hunter family? What about the second ambulance do they also need to check on Grandmother and maybe take her to Rapid City?

The policeman had been busy taking down everyone's information and every once in a while, he would look over at Joe and Mike. The policeman knew that a lot of people were now impacted because of this fire. He has taken information on what people saw before the fire started. The policeman decides to call in a fire investigator.

Joe and Mike looked at each other, but never said a word.

Narrator to children: Who else is now involved because Joe caused a fire? The police and the fire investigator. Who would like to represent policeman and the fire investigator? What do you think will happen when the fire investigator finishes his investigation and finds out it was two boys playing with fire crackers next to the house that started the fire? Who else will be involved? How about the boys' parents? Does your tribe have a court? Does your tribe have a detention center? Now we need to four people for each set of parents and each family unit (On the reservation, we have ties because of our relatives or by marriage and everyone by the end of the day will know what happened.)

Both boys knew that what Joe had done was serious. So many people were involved. Joe had started the fire, but Mike had stayed around to watch.

Narrator to children: Now let's look at all the people who were involved. The boys had opportunities to make the right decisions. First - Decided to do the right thing and follow the rules. Second - Mike could have walked away and maybe discouraged Joe. Third-Told the family immediately about the fire.

Any decision we make has huge consequences. It is always important to ask the question: What can happen if I make this decision? Will other people be hurt or impacted in a positive or negative way by my decision? What would be the right decision to make?

FIRE SAFETY

Title: Fire Safety Pledge

Source: *BIA Youth Fire Intervention, Fire Prevention Lessons for Children in Elementary School.*

Grade Level: 2nd through 6th Grades

Time Required: 15 Minutes

Skills: Students participating in this activity will practice reading skills and making social commitments.

Learning Objectives: The students will better:

- Understand what it means to make a promise.
- Understand fire rules.

Materials:

- Copies of the Fire Safety Pledge
- Pens and pencils.

Procedure:

Note: This short lesson can work well at the end of a longer lesson or video to provide closure.

1. Discuss what it means to make a promise to someone.
2. Read the fire safety pledge to the class.
3. Read the first few words of the fire safety pledge and have the children repeat after you.
4. Keep reading a few words until you have read the entire pledge.

Note: The pledge on the following page should be copied on to certificate paper or have a fancy border put around it. Make it special, so the child feels it is something of value. An option is to stamp it on the bottom with a Smokey Bear paw print.

Fire Safety Pledge

I, promise:

- I will never play with matches, cigarette lighters, fire, or fireworks.
- If I find matches, cigarette lighters, or fireworks I will tell my parent or another adult right away.
- If I see other children playing with matches, cigarette lighters, or fireworks I will tell them to stop and tell them they can hurt themselves or someone else or start a fire; and I will tell my parent or another right away.
- I understand that a safe fire has a reason to be made and must always have an adult present.
- I promise to respect my community by respecting fire and how it is used for safety on my reservation.
- I promise to help the firefighters keep our community safe from uncontrolled fires.

X

SMOKEY BEAR

Title: Smokey Bear Story

Source: *USDA Forest Service, Program Aid 1951, Smokey Bear Story*

Grade Level: pre-K through 1st Grades

Time Required: 20 Minutes

Skills: Students participating in this activity will practice listening and evaluation skills.

Learning Objectives: The students will better:

- Understand the importance of fire safety.
- Understand that careless behaviors and practices can be dangerous to people's lives and forest resources.
- Be able to transfer knowledge of wildfire to their peers and adult caregivers.
- Be able to recognize that there are agencies that help prevention and fight wildfires.

Materials:

- Smokey Bear Story, Teacher's Version. (USDA-FS, Program Aid 195) National Symbols Cache Product Number 99288.
- Optional: Assorted Smokey Bear School Supplies
- Optional: Smokey Bear Costume

Procedure:

The Smokey Bear Story book is to be read to young children. The story is narrated in both English and Spanish languages. The book is designed so that large colorful illustrations can be shown to the children as the storyteller reads the story from the back. There is a smaller matching image with the narrative, so the storyteller can see what the children are seeing.

Its colorful illustrations can be used to incorporate a variety of topics and concepts while reading the story.

This activity works well as an outdoor lesson during a school/class outing. It also works well with Fire Prevention Week in October. The targeted class size is about 20 students.

Have the students sit on the ground in a semi-circle around the storyteller. The storyteller should be seated in a chair at the center, with the book either on a knee, or held high enough for all children to see.

When telling the story, it is appropriate to mix in current events, recent wildfires or related science or health themes.

Option: At the end of the story, have the students call out for Smokey Bear, then after two or three call outs, have Smokey Bear come out from a concealed location. Smokey may also deliver some age-appropriate Smokey Bear school supplies.

V. EVALUATING YOUR PREVENTION EDUCATIONAL PRESENTATIONS

School presentations for wildfire prevention education are dynamic and always have room for change and improvement. A written evaluation provided by your audience is a valuable tool for measuring the effectiveness of your presentations and identifying strengths and weaknesses.

The Wildfire Prevention Presentation Evaluation form in the Attachments is one example of a written evaluation. It can be used as is, adapted to a specific audience, and requested from the teacher or students or both. The feedback you receive through this form can be referred to and used as you further develop and improve your program.

Because of busy schedules and time constraints, some teachers may prefer to complete the evaluation and return it to you before you leave the classroom. Others may want to take more time or have a follow-up discussion with their students before responding. If the evaluation form is to be returned later, ask that it be sent within a specified time, such as five days. This helps ensure that the information is fresh, and the form won't be delayed indefinitely. Also, if you ask that the form be mailed back to you, attach a self-addressed, stamped envelope.

VI. ATTACHMENTS

Prevention Presentation Planner

General Information

Community Name: _____

Name of School: _____ Principal: _____ Phone number: _____

Name of Teacher/Contact: _____ Phone number/e-mail: _____

Date of Program: _____ Time of presentation: _____

Grade Level (s): _____ Total number of students: _____

Time available? _____ How many presentations _____

Requested topic: _____

Students will be studying: _____

Location (circle any that apply): indoors outdoors auditorium classroom school park
other: _____

Directions (if needed): _____

Audio/visual Aides:

Classrooms have: Digital projector with computer White Board Chalkboard

Prevention brings: Digital Projector Computer Easel Flipcharts

Props and Supplies:

Smokey Bear Suit Smokey Bear Story Flip Book

Pencils _____ Erasers _____ Sharpeners _____ Rulers _____ Activity Books _____

Other: _____

Other: _____

Other: _____

Other: _____

Other: _____

Other: _____

Confirmed: Yes No

WILDFIRE PREVENTION PRESENTATION EVALUATION

We would appreciate it if you would take a few moments to fill out this evaluation sheet and return it within five days to: {Name, Agency and Address} Thank You.

Question	Response	Comments
1. What is the age and grade level of your students?	Age Grade	
2. Is the lesson appropriate and/or effective for this age and grade level?	Yes No	
3. How many students are in your group?		
4. Do you feel that your students understand the concepts that were presented?	Yes No	
5. Was the lesson plan delivered in a manner that was easy for your students to understand?	Yes No	
6. What was YOUR response to the presentation? Please score using a scale of 1 to 5 where 1 = poor and 5 = excellent.	Score	
7. What was your students' response to the presentation?	Score	
8. Would you be interested in having our agency visit your school again?	Yes No	

Continued Next Page

