

## **Smokey Bear Story Correlation to National Educational Standards**

### **National Science Education Standard**

#### **NS.K-4.6: Personal and Social Perspectives**

As a result of activities in grades K-4, all students should develop an understanding of:

- Types of resources
- Changes in the environment

### **National Social Sciences—Geography Education Standard**

#### **NSS-G.K-12.2: Places and Regions**

As a result of their activities in grades K-12, all students should understand the physical and human characteristics of places.

#### **NSS-G.K-12.5: Environmental and Society**

As a result of their activities in grades K-12, all students should:

- Understand how human actions modify the physical environment
- Understand how physical systems affect human systems
- Understand the changes that occur in the meaning, use, distribution, and importance of resources

### **National Physical Education and Health—Health Education Standard**

#### **NPH-H.K-4.3: Reducing Health Risks**

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. They will:

- Compare behaviors that are safe to those that are risky or harmful
- Develop injury prevention and management strategies for personal health
- Demonstrate ways to avoid and reduce threatening situations

### **National Language Arts—Foreign Language (Spanish) Education Standard**

#### **NL-FL.K-12.1: Communication**

Students will:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Understand and interpret spoken language on a variety of topics
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

(see next page)

## **Smokey Bear Story Teacher's Page**

### **Objectives**

The objectives of this DVD are as follows:

1. Students will be able to understand the positive and negative aspects of fire.
2. Students will be able to transfer knowledge of wildfire to their peers and adult caregivers.
3. Students will be able to recognize the importance of fire safety.
4. Students will be able to understand that careless behaviors and practices can be dangerous to people's lives and forest resources.

### **Activities**

1. Fire Prevention Week is in October. You may practice your escape plan with your group of children.
2. Make this DVD one aspect of a fire safety module in connection with Fire Prevention Week.
3. Visit a fire station or national forest ranger station, or have them visit your classroom to talk about fire prevention and fire safety.
4. Visit a forest, or take your class outside to appreciate and learn about the trees in your school yard or a local park.
5. Sign up your class for a hike with a local naturalist.
6. Find Smokey's home in New Mexico and the National Zoo in Washington, DC, on a map.
7. Locate the closest forests and parks to your location on a map.
8. Invite Smokey to your classroom and review Smokey's rules for fire safety.
9. Participate in the National Garden Clubs, Inc., annual poster contest. For more information, log on to <http://www.gardenclub.org/Youth/Contests.aspx>.
10. Ask children to draw what can be lost if a fire strikes the forest.

### **Themes for discussion**

The purpose of these themes is to give you an idea of additional topics you may discuss with your students to enhance their understanding of how wildfires affect forests and other life forms.

1. Forests are communities where trees, plants, animals, and insects live. Forests give shade, food, and shelter to the many animals and plants that live in them.
2. Forests are important for people, too. They are fun to visit. They are important to our health because they give us food, medicine, clean air, and water.
3. We need to help keep forests healthy and safe from wildfires started by careless people.
4. Have the students visited a forest with their family? Invited them to discuss what they liked best about the forest.
  - What did they see? (trees, plants, animals)
  - What did they do there? (hike, camp, fish)