



**Card:** FIRE - "We are part fire and part dream." Firedog, Cheyenne

**Prompts:** This card represents "fire." What are the colors of fire? How does fire make you feel? Share one positive memory of fire with your family members.

**Area:** Science, History, Language Arts      **Subject:**

**Main Purpose:** To discuss what it means to be a responsible steward of fire in both the home and in nature.

**Other purposes:** a) To name and talk about at least 3 properties of fire; b) To create a fire safety plan with your family.

\*These lesson plans are meant to be flexible and adaptable for all ages. Your creativity as a family will dictate how you go about implementing each lesson. Time allotted for each section is up to the family based on your unique dynamic or needs. Each lesson can be broken up by section, especial-

### BE INTENTIONAL

Watch Jimmy Santiago Baca reading his poem: ["I am offering this poem"](#) and have the words in front of you (found on EduSpirit.org Lesson Plan 2).

1. Ask the following questions to each family member: a) What do you think this poem is about? How is the poet using the word "fire"? What does FIRE mean in relation to feeling safe, warm or comfortable? What feelings does this poem bring up for each of you?
2. Thinking about FIRE, what do you know about fire? What are its properties? With your family, read the following [information](#) about fire and write down, draw pictures of, or find photos on the Internet, etc. of at least 3 properties of fire, then share aloud.

### BE CRITICALLY/CONSTRUCTIVELY COMPASSIONATE

1. After sharing at least 3 properties of fire, discuss how fire can be both nurturing and destructive (for younger children, "helpful" or "harmful"). EXTRA PROMPTS ARE FOUND ON THE EDUSPIRIT WEBSITE UNDER LESSON PLAN 2.
2. Read the [following story](#) and watch the [video](#) attached about Indigenous Fire Practices. Then read this short excerpt from "Indigenous Fire Stewardship." What does it mean to be a steward of fire? Discuss as a family what stewardship means and what you have learned.
3. Then, considering recent fires that have been occurring all around the world, what is our role as human beings in making sure that we are doing our part to *work with* Nature to protect land, plants, and animals? Here, you can talk more, draw, paint, etc. your understandings on a piece of paper, on a chalkboard or whiteboard, or using chalk on the outdoor pavement to share your ideas.

### TAKE ACTION

1. Part of being responsible with fire means making sure your family has a fire safety plan. Using the [following template](#) (p. 2) and follow the instructions. You will be drawing a map of your home to find safety routes and to consider other important information.
2. In being a responsible steward of fire, [create a diorama](#) or a poster that shows how you and your family can be caretakers of nature. For example, you may want to depict your family out in a forest clearing brush, picking up litter, planting seeds or small trees, etc. You may want to represent each member of the family doing a different task.

### AT THE END, ASK:

1. Did each family member participate in a conversation about what it means to be a responsible steward of fire?
2. Did family members name and discuss at least 3 properties of fire?
3. Did family members create a fire safety plan for the home? OTHER QUESTIONS TO CONSIDER (EXTENSIONS) Is this plan somewhere every one can access it? Does every family member have a responsibility for making sure the plan is being followed regularly?

