

Discovery Lab Description:

Students will learn about the spread and efforts taken to prevent wildfires in the “Wildfire Wonders” field trip at The Discovery. This 45-minute lab delves into the world of wildfires. Through hands-on activities, group work and games, students will learn about wildfire causes, behavior, and prevention strategies. Beyond the flames, they’ll explore the ecological and societal impacts, learning how human activity intertwines with natural phenomena.

During the Discovery Lab students will be expected to:

- Sit in groups of 4-6 students per table.
- Students should be prepared to give their full attention to the Lab instructors when given the quiet signal.
- Work cooperatively with one another at the table.
- Follow the hands-on procedures just as the Lab teacher or assistant explains them.
- Handle materials and equipment carefully

It is important that teachers and chaperones:

- Help focus the students’ attention.
- Assist students with lab activities through questioning allowing the student to do the actual building and decision making. For example a parent might ask, “That wildfire is spreading very quickly what efforts could you use to contain it?”
- Engage students at a higher level by asking open-ended questions throughout the class. For example: why did you choose ____?
- Turn off cell phones and other electronic devices during the class.

Literary connection:

Wildfires are an important part of the ecosystem, to get students ready and excited for the upcoming lesson we suggest the following books for your students :

I Survived the California Wildfires, 2018 (I Survived #20) by Lauren Tarshis.

“California continues to be ravaged by devastating wildfires. Lauren Tarshis’s heart pounding story tells of two children who battle the terrifying flames and -- despite the destruction -- find hope in the ashes.”

Wildfire (A Graphic Novel) Paperback – by Breena Bard.

Emotional and inspiring, *Wildfire* shows readers that healing from tragedy can take many forms and demonstrates what it means to take action in the face of climate change—and how that action can be different for each of us.



Nevada Academic Content Standards in Science (NGSS):

MS-ESS3-3: Earth and Human Activity

Students who demonstrate understanding can apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. This standard essentially requires students to understand the various ways human activity can impact the environment and to think about how these impacts can be monitored and minimized.

MS-ESS3-4: Natural Hazards

Students who demonstrate understanding can construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. This standard requires students to make evidence-based arguments about how human population growth and increased resource consumption affect the Earth.

MS-LS2-4: Ecosystems: Interactions, Energy, and Dynamics

Students who demonstrate understanding can construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. This means students should be able to use empirical evidence to make an argument about how changes to an ecosystem's physical or biological elements impact the populations living within that ecosystem.