INTERMEDIATE SCHOOL PROGRAMS GRADES (Fourth, Fifth and Sixth Grades) 9113

(1987)

As fourth, fifth, and sixth graders are introduced to physical and biological processes, their knowledge of fundamental science increases. They are discovering the interdependence of living things with one another and with their environment. Plant cell growth, plant decay, life cycles, food chains and heredity are part of their studies. Most important to us, they have begun the study of California history and California's position in the world based upon its natural resources. They are taught about conservation and maintenance of California's natural resources. They are learning how the state's topography and climate has made California desirable to millions of people, thus creating rapid growth which brings the problem of air pollution, water shortages, and congested traffic conditions.

To develop their physical coordination, have them do class projects that use their hands; in crafts, drawing posters, building papier-mache watersheds, and presenting basic fire science experiments.

PROGRAM PREPARATION 9113.1

(1987)

Much of our printed material, appropriate to this age, can be used for reading and spelling assignments. Words from these pamphlets introduce new words into their vocabulary. Prepare problems to which they can apply mathematics. For instance, you can have them figure California's land area, figure the percentage of wildland, and how much timber costs in California. Using the board-foot measure, let them figure California's place in the nation in timber production and timber use.

Use tabletop demonstrations and visual aids to explain the fire triangle, the effects of fire on the watersheds, the loss of soil due to erosion, and flood damage. Because of what they are being taught in science, now is the time to explain how a tree grows and how humus, the water cycle, the sun, and other independent living things create an environment. This is the time to start emphasizing what natural resources are, how they are depleted, and how to conserve them.

Because the nine-year-old is studying California, it is easy to show how our climate creates yearlong fire problems in this state. With pictures and drawings, you can point out how the weather and topography of California has drawn the city dwellers to the mountains. This would explain the loss of wildlands and watersheds. At this point, discuss the urban wildland problem as it relates to fire prevention.

FOURTH GRADE PRESENTATION TECHNIQUES 9113.2
(1987)

In the fourth grade, use of films can complement your program. The film, "California and its Natural Resources," can be the basis for your entire fourth grade program. Do not overlook using slides.

FIFTH GRADE PRESENTATION TECHNIQUES 9113.3
(1987)

The ten-year-old fifth grader is a most eager, receptive, happy scholar who is willing to accept any doctrine and will be influenced by it in the future. Fifth-graders are grasping control of their limbs so that they are less awkward. Their vocabulary is steadily increasing. They are starting to use graphs, decimals, geometric figures, and problem solving in many ways. Their happy enthusiasm makes them an uninhibited singer with good rhythm. This is the group that can render 32 choruses of Smokey the Bear, finish with a smile and be ready for more.

Fifth-grade students have progressed rapidly in their scientific knowledge and development. They have expanded their understanding of the world far beyond the state of California to regional and ethnic groups in the United States who contribute to the culture and wealth of our nation. They are learning that both individuals and government play a part in conserving natural resources.

Through the cooperation of the 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. Fifth-grade fire prevention programs can range from a simple Walt Disney display card to a presentation as formal as a locally sponsored Junior Fire Department Program. Or, if money, personnel, and time allow, it can become as comprehensive as the Junior Ranger Program.

For this group, you can continue where you left off in the fourth grade. You can broaden, upgrade, and supplement your presentations, and there are some subjects you may wish to repeat. You can have them plant trees or act out fire prevention plays. The California Forestry Handbook would be an excellent base for your programs. Use it for vocabulary, spelling, grammar, and language study, as well as for the other subjects mentioned above.

Have them apply their mathematical knowledge to determine fire damage costs to timber and grazing land. Have them make simple graphs. Perhaps they can work out the systematic loss of watersheds to coincide with the population growth. You can introduce map reading and cartography. They are beginning to really comprehend science and can assimilate the fundamentals of ecology, silviculture, and combustion. They can now relate watershed fires to loss of water and distinguish between renewable and nonrenewable losses.

A study of the United States can be used to compare California's role in forest production, timber use, cattle raising, recreation, and its place in the national economy.

SIXTH GRADE PRESENTATION TECHNIQUES 9113.4

(1987)

In sixth grade, the eleven-year-old is applying the basic skills developed in grades four and five. They are introduced to global geography, the relationships among the peoples of the world, the basic facts of the physical world, temperature, land and water areas and formations, and the interdependence of natural resources.

The sixth-grade program can be patterned after the fifth grade almost entirely. It can be expanded in more detail, taking advantage of increased maturity.

Individual projects of tree planting, leaf identification and collections, and special craft projects will bring best results. It would be appropriate to tell them about the California Department of Forestry and Fire Protection: how it is organized and its programs and responsibilities. Explain the difference between CDF and other agencies, and touch upon forestry as a career.

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