

FIRE MODEL

Home Hardening/Defensible Space/ Ember Aware/Living with Smoke

Materials

Fire Model Project

Learning Objectives

Identify home loss risks

Identify home hardening materials (wood vs metal or stone)

Identify dangers of smoke

Vocabulary

Home hardening, defensible space, evacuation, air quality index (AQI), fuels embers



Fire Model

This activity guide identifies steps related to Fire Adapted Communities outreach. It focuses on defensible space, home hardening, and living with smoke.

At the end of this activity, children will be able to:

Identify more dense vs less dense tree areas and know that less dense areas are more wildfire safe.

Recognize the fire station as a safe spot to evacuate to.

Know the dangers of being outside when the air quality index (AQI) is red.

Share ways that we can keep our communities safe.



Dig Deeper

tahoelivingwithfire.com

Children's Activity Book

Comparing two sides of the model

The right side of the model shows a neighborhood that has little space between structures, excessive trees and shrubs (fuels), and is burning up in flames as firefighters try to stop it. The left side shows a community that has done some defensible space work and home hardening, making it less susceptible to wildfire.

Evacuation

In the model, there are community members standing on their porches watching the fire. This brings up the talking point of evacuation. People should evacuate to keep themselves and their families safe from the fire. Hand out red evacuation bags and encourage people to fill them and have them in a spot that is easily accessible. (what if they cannot evacuate early ?)

Living with Smoke

A second talking point to be brought up around the people standing on their porches is the concern of smoke in the air posing possible health risks. If possible, they should stay inside to avoid inhaling smoke. Other measures include wearing a mask, using an air filter, or building their own air filter if they do not own one!

Activity: Fire Model

1. Let the children observe the model and ask what they notice.
2. Help them identify differences between the two sides of the model.
3. Ask leading questions such as:

Why do you think one side is burning and the other is not?

What differences do you notice about the structures?

What differences do you notice about the landscape?

What do you notice about the animals?

Why do you think people are standing outside? Should they go inside?

How do you think the people are feeling?

4. Encourage conversations with their families about what they learned and why it is important.

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