



Be an incident meteorologist: Forest Fires



Name _____ Class _____

When a *spark* from a campfire gets on dry grass, it starts a **WILDFIRES**. They are big **fires** that burn **nature** and wildlife.



WILDFIRES leave burn scars on the ground. **Soil** can't take in water, so **trees** and **animals** are very slow to come back. **Firefighters** put them out, but need the help of **weather forecasters** to know how to fight the fire.










First, **weather forecasters** will either tell fire officials or be told by sheriffs if a **WILDFIRE** is happening.

Then, **weather forecasters** then send a **Spot** request, which has the:



- Temperature 
- WIND SPEED 
- Humidity 
- burn scar grid 
- **heat index** 

These help firefighters figure out how big the fire is and how long it could burn for.



The **Incident Meteorologist** will travel to the fire location. They will set up a **Remote Automated Weather Station**.



The **Incident Meteorologist** will be available all day long to give forecasts to fire fighters. They will also talk to **reporters** and

people that live nearby about weather conditions.

Incident Meteorologists are very busy! Their forecasts keep firefighters safe and help them fight the fire.





Be an incident meteorologist: Forest Fires




Name _____ Class _____



can be random, but you can still

prepare for them by:

- Planning an exit with your family if a fire happens near home.
- Make an emergency kit with your parents.
- Watch the news for **watch** and **warning alerts**  on fires.
- Move dry grass, bushes and trees away from your house.

Instructions for teachers:

The symbols have been color-coded with the terms so make sure to emphasize that to the students so they can apply it on their own as meteorologists.

After going through the first three pages as a class, you can run the activity in three different ways:

- Read the questions aloud and have students answer on their own.
- Read the questions aloud and assign a corner/area/side of the room for the answer and have the students move to that area.
- Create groups of 5 and “cast” 1 kid as the fire, 2 as the firefighters, and 2 as the meteorologists, who would be the kid’s playing at the beginning of the prompt, then read the questions aloud and have them act out their answers.