



# Feelings on fire

**Time needed for activity** 20 minutes plus

**Location** Indoors or outdoors

## Context

This activity plan focuses on the emotional impact felt by members of a community during and after experiencing a wildfire event.

Natural Resources Wales' purpose is to pursue sustainable management of natural resources in all of its work. This means looking after air, land, water, wildlife, plants and soil to improve Wales' well-being, and provide a better future for everyone.

## Curriculum for Wales

### Humanities

- **What matters** - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

- **What matters** - Our natural world is diverse and dynamic, influenced by processes and human actions.

### Health and well-being

- **What matters** - How we process and respond to our experiences affects our mental health and emotional well-being.

- **What matters** - Our decision-making impacts on the quality of our lives and the lives of others.

### Languages, Literacy and Communication

- **What matters** - Languages connect us.

- **What matters** - Expressing ourselves through languages is key to communication.

- **What matters** - Understanding languages is key to understanding the world around us.

## Digital Competence Framework

Completing this activity provides opportunities to meet the following strands of the Digital Competence Framework.

### Citizenship

- Identity, image and reputation.

### Interacting and collaborating

- Communication.
- Collaboration.

### Producing

- Sourcing, searching and planning digital content.
- Creating digital content.

### Data and computational thinking

- Data and information literacy.



## Objectives

Learners will be able to:

- Identify a range of emotions felt by individuals affected by a wildfire.
- Express how they and others might manage emotions following short, medium and long term impacts of a local wildfire.
- Work with others to consider and explain different individual and community perspectives in the event of a wildfire.

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## Resources and equipment

- **Resource cards - Feelings on fire**
- Online research materials (optional)
- Video camera (optional)

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## Background information

Wildfires are a persistent, widespread, costly and potentially dangerous issue, particularly in areas of relative socio-economic deprivation in Wales, which are more prone to experiencing wildfires.

The peak wildfire season is generally between March and May each year, when conditions are warm and dry, with over 60% of wildfires occurring between 4pm and midnight.

## What to do

- Ask your learners if they have ever experienced or witnessed a wildfire (as opposed to a controlled fire such as a garden bonfire). What physical signs of a wildfire did they see, hear or smell, if they were close to an outbreak or blaze? Smoke, flames, fleeing wildlife, crackling or bangs?
- Discuss and explore what it felt like/would feel like, to observe a wildfire close to where they and their families live. What emotion would be the strongest and why? What might affect the depth or type of feelings they might experience? For example, if they had to evacuate their home, or were unsure about the whereabouts of a pet? How soon after a wildfire event would they expect to experience emotional impact? How could they manage their emotions in the short and long term? Perhaps through practising mindfulness, self-care or talking and sharing their feelings with others?
- Ask your learners to consider the makeup of their local community. For example:
  - What is the age range?
  - Are there any groups of people who might experience problems with communication? For example, someone who does not speak the local language.
  - Are there people with health problems in the community?
  - Are there animal/pet owners?
  - Are there any groups of people that they consider to be particularly vulnerable in the local community, such as the residents of a care home?
- Your learners could research the local population to build up a deeper picture by using online tools such as **DataMapWales** and **Statistics Wales - Catalogue (gov.wales)**
- Discuss the challenges different members of the community may face in the event of a local wildfire. How might they feel about such an event? What kind of short, medium and long term impacts might it have on their lives? Are any of these impacts different to ones that your learners might feel themselves?
- Explain that wildfires affect different people in different ways. Divide your learners into small groups and give each group one of the **Resource cards - Feelings on fire**.
- Ask your learners to put themselves in the position of the person depicted, discussing the points on the card. Encourage them to write down specific words that best represent the feelings experienced by those affected by wildfire.



- Once ready ask each group to feedback by:
  - Reading the scenario, then explaining the feelings and the particular difficulties the person on their card may encounter.  
OR
  - Asking each group to create a short news report on their scenario. Each group needs to nominate one member of the group to be a reporter and another one or two people to be the character in their scenario. Ask each group to discuss the key questions for the reporter to use, to find out how the character feels and what impacts they are experiencing. Then discuss the replies that might be given. This can then be performed to the class or filmed as a short interview. Once the task is completed, ask your group to peer assess each other's performance.
- To consolidate the learning ask your group to investigate any news reports on local or nearby wildfires that have occurred in the past. What were the impacts on the local people and wildlife?

## Suggested key questions

- Imagine - How would being close to a wildfire make you feel?
- Put yourself in their shoes. How do you think other people would feel in the face of danger?
- What could individuals or a community do to feel safer from wildfire?
- What effects would a wildfire have on your community?
- How long would individuals or a community take to recover from the effects of a wildfire?

## Adapting for different needs/abilities

### More support

- Discuss one or two of the resource cards as a whole group getting everyone to feed in ideas.
- Pick one resource card and ask how they might feel and what could be done to help that person.

### More challenge

- Discuss how you might be able to help different, more vulnerable people in the community.
- Look up the statistics of the community population.
- Design a personal or community wildfire evacuation plan.

## Follow up activity/extension

Why not try our:

- [Activity plan - Wildfire evacuation plan](#)
- [Activity plan - 3 C's of wildfire](#)

## Learning in, learning about, and learning for the natural environment.

### Looking for more learning resources, information and data?

Please contact: [education@naturalresourceswales.gov.uk](mailto:education@naturalresourceswales.gov.uk) or go to <https://naturalresources.wales/learning>

Alternative format; large print or another language, please contact: [enquiries@naturalresourceswales.gov.uk](mailto:enquiries@naturalresourceswales.gov.uk) 0300 065 3000

