



3C's of wildfire

Time needed for activity 45 minutes plus

Location Outdoors

Context

This activity plan highlights the importance of sustainably managing our natural resources, focusing on the causes and consequences of wildfire and how we can combat the impacts on human health and the environment.

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 -** Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Science and Technology

- **What matters -** The world around us is full of living things which depend on each other for survival.

- **What matters -** Being curious and searching for answers is essential to understanding and predicting phenomena.

Languages, Literacy and Communication

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

Expressive Arts

- **What matters -** Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

- **What matters -** Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Objectives

Learners will be able to:

- Develop their understanding of the causes and impacts of wildfire.
- Consider ways to manage both the natural environment and human behaviour to prevent or lessen the effects of wildfire.
- Work together in a creative way to express their ideas, think critically and problem solve.

Resources and equipment

- [Resource cards - 3 c's of wildfire](#)
- [Information note - Fire](#)
- Access to natural materials



What to do

1. Begin the activity by discussing what a wildfire is with your group. Can they explain what the 'wild' element is, as opposed to a controlled fire? Use the **Information note – Fire** to fill in any knowledge gaps.
2. Can your learners explain how fire starts? What does a fire need to keep burning? Why do fires stop? Use the **Information note – Fire** to fill in any knowledge gaps.
3. Ask your learners if they have ever seen a wildfire or an area where a wildfire has burnt. What impact did the wildfire have or do they think it would have? How would they feel if a wildfire was to break out close to their community?
4. Explain to your learners that they will work in small groups to research and present information about the causes, consequences and methods to combat wildfire.
5. Divide your learners into three groups and allocate one of the following subjects to each group by giving them one of the title cards:
 - Causes of wildfire
 - Consequences of wildfire
 - Combating wildfire
6. Explain that each group must collect the cards relevant to their title card and subject. Depending on the group, time and location, the cards could be scattered on the ground, hidden within an identified area or distributed in groups along a trail. The cards can be collected as part of a relay race, a scavenger hunt, or as matching pairs. Check that each group has the correct cards. Give your learners time to discuss the issues raised.
7. Ask your learners to read through their cards and discuss the information. Can they think of any other causes, consequences or means of combatting wildfire?
8. Once discussion has taken place ask the groups to complete the challenge card task.
 - The challenge is to use a variety of natural materials – mud, leaves, stones, twigs, moss, and so on, to create a picture, scene or model to represent the group's subject, showing some of the causes, consequences or ways of combatting wildfire. Alternatively, they could create a role play sketch if preferred.
 - Encourage your learners to be imaginative to ensure that their creative work reflects the content of their cards. You and your learners could choose a scene setting scenario to base the activity on such as wildfire near the local community, on farmland or local woodland.
9. After a set time or when the creations are complete, each group can present their work to the other groups. It may help with the flow of learning to start with causes, followed by consequences and round up with combatting wildfire. Do their creative pieces correspond and link together or not?

Suggested key questions

- What is a wildfire?
- How does a wildfire start?
- What are the short, medium and long term impacts of wildfire on nature, on communities, on local businesses?
- Who could be affected by a wildfire?
- What can be done to prevent a wildfire starting?



Adapting for different needs/abilities

More support

- Each of the 3 sets to be colour coded, so cards are easier to group together.
- Create a poster instead of making a 3D model.
- Each card could be explained by the group leader.
- Remove some of the cards for each group.

More challenge

- Learners to find and divide cards into 3 groups without adult assistance.
- Groups could illustrate the flow between a chosen cause, consequence and combatting card and explain how they are linked through a model, picture, or short role play sketch.

Follow up activity/extension

Why not try our:

- [Activity plan - Wildfire minesweepers](#)
- [Activity plan - Catch a wildfire setter](#)
- [Activity plan - Vlogging for nature](#)
- [Activity plan - Campaigning for nature](#)
- Investigate if any wildfires have taken place in your locality.

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

Looking for more learning resources, information and data?

Please contact: education@naturalresourceswales.gov.uk or go to <https://naturalresources.wales/learning>

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

