



Wildfire evacuation plan

Time needed for activity 40 minutes plus

Location Indoors or outdoors

Context

This activity plan highlights the importance of sustainably managing our natural resources, focusing on how to keep yourself and others safe in the event of a wildfire.

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

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

Expressive Arts

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

Digital Competence Framework

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

Interacting and collaborating

- Communication.
- Collaboration.

Producing

- Sourcing, searching and planning digital content.

Objectives

Learners will be able to:

- Recognise that their decisions can have an impact on both themselves and others, both now and in the future.
- Combine knowledge, experience and understanding to plan and communicate creative work for a range of different audiences, purposes and outcomes.
- Begin to reference sources used in their work, and consider if content is reliable.



Resources and equipment

- [Information note - Fire](#)
- [Information note - Wildfire](#)
- [Information note - Investigating the causes of wildfire](#)

What to do

1. Explain that wildfires are extremely dangerous to human lives and the natural environment, and that it is everyone's responsibility to prevent accidental or deliberate wildfires from starting in order to protect lives, property and the natural environment. Use our [Information note - Fire](#), [Information note - Wildfire](#), and [Information note - Investigating the causes of wildfire](#) to inform your teaching throughout this activity.
2. Ask your learners to work in pairs or small groups to come up with a definition of what a wildfire is.
3. Allow them to share their definitions and discuss.
4. Next, consider if wildfires are different from forest fires, grassfires or bushfires?
5. Ask your learners to come up with ways a wildfire might start?
6. Discuss if they know of any wildfires in their area or if they have seen information about wildfires in the news? How did it make them feel?
7. Using an online satellite mapping tool such as [DataMapWales](#), ask your learners to explore the geography of the local area. What environmental and geographical features might affect the strength or movement of a wildfire? Ask your learners to note:
 - How much vegetation lies around and within the area?
 - Are there woodlands, fields, grassed areas, water bodies, etc?
 - What is the topography of the land like? Are there hillsides, valleys, steep slopes, and so on?
8. Ask your learners to imagine that a wildfire has started in their local area. Can they identify any areas that could be a likely hot spot for a wildfire, such as some scrub land or woodland? Can they work out the possible route that a wildfire would naturally take if the conditions were right? This could be demonstrated as an online or paper based annotated picture or map. Ask each group to feedback their thoughts and explain their reasoning and the factors they considered to reach their conclusion.
9. Explain to your learners that they are going to work in their groups to use their conclusions to develop an evacuation plan for their homes or setting in case a wildfire should break out. The evacuation plan can be developed using online tools or can be paper based.
10. Task each group with sketching out the chosen building's footprint. Add in the immediate area and the wider landscape.
11. Thinking about their findings, ask your learners to discuss and then plot the quickest and safest routes to get outside the building.
12. Once clear of the building, where would they go next to keep themselves and others safe? Plot the quickest and safest route to it from the building.
13. In case of something blocking the desired route, can your learners create a plan B and find the next best route. What if the wildfire came from an unexpected direction - would their escape route still work?
14. Ask you learners to flesh out their evacuation plans by listing any actions they might need to take in the event of having to evacuate the area. Ask them to discuss what they might need to plan for. For instance:
 - If they become separated from friends and family, they should make sure that they have emergency contact details for them.
 - Are there any vulnerable members of their family or group who may require extra support during an evacuation?
 - What about pets and other animals that may live at home or at the setting? Do they need a separate evacuation plan, or can they be accommodated in this one?



- Do they have an emergency kit in case they need to evacuate because of a wildfire? What necessary items would they put into their emergency kit? Encourage your learners to think about what is vital, e.g. medication, emergency rations, first aid kit, and so on.
 - Do they know where firefighting equipment is located? You could ask your learners to familiarise themselves with where fire extinguishers, fire blankets, fire alarms are situated.
 - Are there any changes that could be made to the area around the building or within the local landscape that could help to prevent wildfires spreading? Who could help with this?
- 15.** Once the plans are complete, share the finished information with the wider group. Has any information been missed off? Do any of the plans stand out and for what reason? Could information from each plan be pulled together to formulate an agreed, overarching wildfire evacuation plan that could be put into real use? How could this information be shared with other homes in the area, the wider community or others who may be affected?
- 16.** Ask your learners to practice their evacuation plan(s) and escape routes to make sure they work and so that everyone knows what to do in case of a wildfire in the area and adapt if necessary.

Suggested key questions

- How could you stay safe if a wildfire was nearby?
- How could you safely help others during a wildfire?
- What route might a wildfire take in your area?
- How could a wildfire affect your community?

Adapting for different needs/abilities

More support

- Complete the activity as a whole group.
- Provide additional support.

More challenge

- Learners to complete their action plan individually.
- Design a communication plan to sit alongside.

Follow up activity/extension

Why not try our:

- [Activity plan - Catch a wildfire setter](#)
- [Activity plan - Hot topics](#)
- Create a community poster or try our [Activity plan - Campaigning for nature: Running a social media campaign](#), suggesting actions to take in case of a 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 or go to <https://naturalresources.wales/learning>

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

