



## EDUCATIONAL ACTIVITY GUIDE

# FIRE IN THE COMMUNITY: THE ROLE OF THE SCHOOL

The guide seeks to encourage educators to utilize modern methods and tools to cultivate critical thinking, collaboration, and responsibility in their students. It includes activities and guidelines that enhance understanding of the nature of wildfires, promoting the connection between theory and practice. Its purpose is to support the educational process with the aim of shaping informed and active citizens.



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# FIRE IN THE COMMUNITY: THE ROLE OF THE SCHOOL

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The guide is part of a wildfire risk reduction toolkit that includes a guide for communities, a guide for trainers to implement a relevant workshop, worksheets and four case studies, so that communities can design and implement solutions that meet their own needs and capabilities.

The Wildfire Risk Reduction Toolkit is aimed at communities who wish to take action to reduce the risk they face from wildfires.

It focuses on self-activity and the taking of initiatives by the communities themselves while taking into account the knowledge capital, experience, available resources, as well as the structure and composition of the communities.



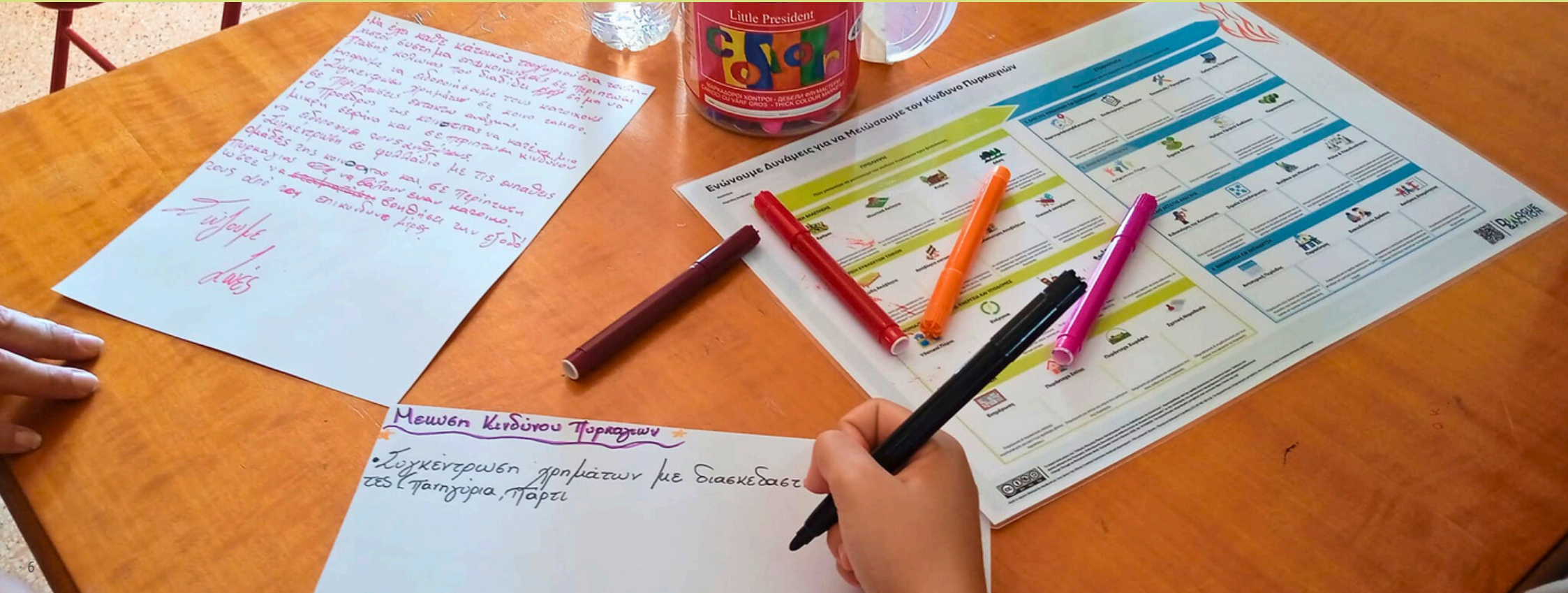
The toolkit is available online at:  
[dock-sse.org/tool/disaster-risk-reduction](http://dock-sse.org/tool/disaster-risk-reduction)

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# PROLOGUE



The guide seeks to encourage educators to utilize modern methods and tools to cultivate critical thinking, collaboration and responsibility in their students. It includes planning and implementing activities and provides guidance that enhance understanding of the nature of wildfires, promoting the connection between theory and practice. Its purpose is to support the educational process with the aim of shaping informed and active citizens.

The educational activity is aimed at school-age children and adolescents, but can be easily adapted to a wide range of ages. The tool / table "Reducing the Risk of Disasters from Wildfires" was developed during the project "Dialogue and Action Against Wildfires". It is based on the theory of risk management and includes the phases of Prevention, Readiness, Response and Recovery. For this activity we take into account the phases of Prevention and Readiness.

## LEARNING OBJECTIVES

- Raising awareness about climate change and the dangers of fires
- Enabling students as responsible citizens and understanding the power of community
- Raising awareness for the protection of the natural environment
- Development of collaboration and teamwork skills
- Strengthening critical thinking and decision-making
- Cultivating presentation and communication skills
- Creativity in displaying social messages

## MATERIALS

- Roll prints (see appendix 1 p. 14)
- Invitation prints (see appendix 2 page 17)
- Printouts of scenarios (groups) (see appendix 3 p. 18)
- Table prints (see page 22)
- Markers
- White papers
- Box/bag/hat (optional for sharing roles)

## REQUIREMENTS IN SPACE AND TIME

STEP 1: Introduction to the topic (15 - 22 minutes) / Space for plenary

STEP 2: Group Work (62 - 68 minutes) / Space for groups

STEP 3: Plenary (45 - 50 minutes) / Plenary space



# STEP 1

## Introduction to the topic





As is always useful, we start with a welcome, brief introduction and activation activity (Total 5-7 minutes).

Then, we proceed to a question-and-answer session to get into the topic and remember the area of interest. If the activity takes place in an urban area, we find a spot familiar to the children that resembles a forest area, while if it takes place in a village, we have a corresponding conversation about the village as a whole (Total 10-15 minutes).

*In an application carried out in school units of Messini, the area of interest was the grove of Bouka.*

## INDICATIVE QUESTIONS

- Do you know the grove of Bouka?
- What good does the grove offer?
- Is there anything you don't like about the grove?
- Is there anything dangerous in what you mentioned?
- Do you think there is anything flammable or that it could catch fire in the grove?
- How would a possible bushfire affect the settlement and local businesses?
- How would a possible wildfire affect the city and citizens of Messina?

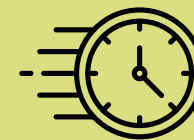


## SPACE REQUIREMENTS

A space where all children are comfortable can be either the school classroom or the school yard, while some schools chose to implement the action during a school outing they held in the area of interest.



## MATERIALS



## TIME REQUIREMENTS

15 - 22 minutes

# STEP 2

## Group Work



To begin, we inform the students that we will be doing an activity for the area we have chosen and they will be assigned roles. We can ask what roles they think we have planned, which groups might be interested in or affected by the condition of the grove? In a box/bag we have the printouts of the roles and each person takes a piece of paper and reads it from inside. (3-7 minutes)

We give 1-2 minutes to read their role individually and then we invite them to find their group. We give the scenarios and the group of students distributes the invitations and the boards. We give another 1-2 minutes to read the material and we encourage clarifications.

We take some time to explain the table to the plenary (see appendix), giving examples and asking questions (e.g. in the management of bulky objects what could be an action?). (10 minutes)

Then, we give the instructions and make it easy for them to work through them step by step. We give them 5 minutes to prioritize the subcategories, noting that priority is given based on their importance, but also their feasibility, always with the group they represent in mind. (7 minutes)

Once they have completed, they are asked to choose a subcategory of actions from the table per group and then propose a specific action. It is important to emphasize that the action must be simple and implementable by their group (perhaps with help from the other groups) in a relatively reasonable time. The group of students is informed that they will coordinate the meeting they have called and we offer to help with how this can be done. If possible, we have planned so that this step is completed during the school break and Step 3 begins when we return to the room. (25 minutes).

**Break (10 minutes)**



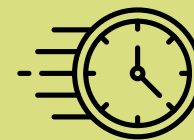
## SPACE REQUIREMENTS

5 distinct spaces in one room or in a courtyard so that different teams can gather and work without distractions



## MATERIALS

- MARKERS
- ANNEX PRINTOUTS



## TIME REQUIREMENTS

62-68 minutes



# STEP 3

## Plenary



For the meeting, we create a circular arrangement in the room and the coordination is undertaken by the student group. Each group has a specific time to present its idea and receives feedback from the other groups. We facilitate the coordination of the student group and encourage collaboration between the groups. (25 minutes)

After feedback and the formation of any collaborations, the teams are asked to visualize their idea. This can be done with a poster where they articulate a first need for implementation (e.g. a poster calling for volunteers, a video for crowdfunding, etc.) or with any other means the teams decide. The teams are given 15-20 minutes to create a draft of the visualization.

We invite them for the closing of the activity and announce that we are looking forward to seeing their works in the exhibition. In the case of the schools of Messini it was in “Dialogue and Action, Forum – Climate Change, Forest Fires and Resilient Places”. (5 minutes)

**Note 1:** *If we want a uniform result, we can ask students to create a poster on the topic of their choice, following the instructions described in the appendix. However, it is suggested to leave the choice of visualization medium open, thus giving greater freedom to their creativity.*

**Note 2:** *If the activity is done independently of an exhibition, the works can be proudly displayed in a shared room or on a school website (social media/website).*



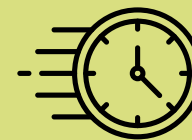
## SPACE REQUIREMENTS

Chairs/seats arranged in a circle



## MATERIALS

- MARKERS
- WHITE PAPERS
- BUT THERE ARE SOME AVAILABLE MATERIALS FOR CONSTRUCTION



## TIME REQUIREMENTS

45 - 50 minutes

# ANNEX 1: Roles

Material for printing

## STUDENT GROUP



### **You are a student and president of a 15-member Council!**

As the President of the 15-member Council, you have the opportunity to lead your team on an important mission! Your role is to inspire your classmates and encourage them to participate passionately, sharing ideas and working together towards a common goal: the protection of the Bouka grove. With you at the helm, the team will unite and create an action plan that will make a difference. Listen to everyone's ideas, give space to collaboration and help your team achieve something great!

### **You are a student and a member of the Student Council!**

You are one of the people who had the great idea for the action plan and now it's time to put it into practice! With your energy and appetite for action, you are ready to inspire the rest of the teams and entice even the most hesitant ones to participate.

Together you can show how powerful a community can be when it comes together for a common purpose. The strength of your team will be the key to moving forward in creating a plan that will make a difference. With your guidance, this meeting will be the start of something great!

## PARENTS' GROUP



### **You are a parent and a member of the Parents' Association!**

As a member of the Parents Association, you have the opportunity to contribute to an exciting initiative started by students to protect the Bouka Grove! This space is not just a piece of nature, but a place where your children have played, walked and created memories. Together with your team, you will work together to protect this space so that future generations can enjoy it. Your experience is valuable and you recognize that when everyone contributes, we can achieve something great for the community. With your participation, the community will show its strength when united for a common cause!



# ANNEX 1: Roles

Material for printing

## COMMUNITY GROUP



### **You are the President of the Community**

As the Community President, you have one of the most important roles, as you can connect the school with the wider community and the Cultural Association. Together with the members of the Cultural Association, you have already collaborated on actions that promote the protection of cultural heritage and the environment, and now you can join forces to protect the Bouka grove. From your long experience, you believe that the Municipality is willing to offer support, but often there are no resources available for funding. If asked, you will act as a liaison with the municipality, ensuring that the needs of the community are heard. Collaboration with the Cultural Association is key to making this action a reality.

### **Are you a member of the Cultural Association?**

As a member of the Cultural Association, you always have the protection of the cultural heritage and natural environment of your community in mind. This time, the school students took the initiative to protect the Bouka grove, and now you have the opportunity to join forces with them for a common cause. Your experience and love for the place will strengthen this effort, and through collaboration with the group of students, you can find ways to protect and promote this precious space. Together you can make a difference and show what true community means.

## GROUP OF TEACHERS



### **You are an Educator and a member of the Teachers' Council!**

You are a teacher and you have the opportunity to support your students in this important initiative to protect the Bouka grove! With your knowledge and experience, you can guide them when needed, but most importantly, encourage them to take action. It is fantastic to see your students take the initiative and work together for a common goal, and you are here to help them succeed. Your support is important, because you know that, with your guidance, they can achieve great things. Together, you will protect a valuable space for the community and show what collaboration can achieve!

# ANNEX 1: Roles

Material for printing

## PUBLIC REPRESENTATIVE



### **You are a Representative of the Municipality (teacher optional)**

As a Representative of the Municipality, you have the responsibility to support the students' efforts to protect the Bouka grove. The Municipality is here to provide assistance with whatever means it has, such as by providing space, providing specialized personnel or providing vehicles and equipment that it already has, but at the moment there are no funds available for financing. Your willingness to help is important and you encourage the teams to seek creative solutions and collaborate. With your support, you can give impetus to the students' efforts, helping to take the first steps towards the implementation of their ideas.

# ANNEX 2: Invitation

Material for printing



Dear... ..,

With great joy and enthusiasm, we invite you to the meeting organized by our School Council for the protection of the Bouka grove!

This initiative was started by us, the students, but we believe that together we can all make a difference! We want to join forces with the community and create an action plan that will help protect this precious space.

We are sending you the Table / Tool: "Community-Managed Disaster Risk Reduction", which is based on the theory of risk management. According to this theory, the risk management cycle includes four phases: Prevention, Readiness, Response and Recovery.

We decided to focus on and ask for your help with the first two phases, Prevention and Readiness, because these are the stages where communities can play the most important role. We want to limit the risk so that we don't have to reach the Response and Recovery phase.

In the table we are sending you, you can see four categories of actions for Prevention, with four subcategories each, and correspondingly four categories of actions for Readiness, with four subcategories each.

We invite you to study these actions and bring your own, as specific as possible, suggestions.

On ..... at ..... At .....

We look forward to working with you to protect this precious space!

With respect and enthusiasm,

**The School Council**



# ANNEX 3: Scenarios

Material for printing

## STUDENT GROUP



### Scenario for a group of students

You are the 15-member Council of your school. Your school adopted the Bouka grove and while you were very happy, you were quite concerned about everything that has been happening lately with the fires and the state of the grove. You decided to take action! You are full of energy and ready to inspire the community to collaborate with you in this great cause. After researching online, you found the "Community-Led Disaster Risk Reduction" Dashboard. This dashboard is based on the theory of risk management and includes the phases of Prevention, Readiness, Response and Recovery. Each phase contains 4 categories of actions and each category consists of 4 subcategories. As students, you have chosen to focus on Prevention and Readiness, because that is where the community can play the most important role and you would like us to avoid getting into Response or Recovery. Now, your first task is to distribute the board and invitation to the other groups and ask them to bring their own suggestions to the meeting.

## PARENTS' GROUP



### Scenario for the Parents' Association Group

As a Parents' Association, you are given the opportunity to contribute to a great initiative by students to protect the Bouka Grove, which their school has adopted! The Grove is a place full of memories for your children, and now you can help ensure that it remains safe for future generations. Your students have invited you to bring your own ideas, based on the "Community-Led Disaster Risk Reduction" Toolkit. Together you will work to create an action plan that will enhance the protection of the grove.

# ANNEX 3: Scenarios

Material for printing

## COMMUNITY GROUP



### Community Team Scenario

As members of the Cultural Association, in collaboration with the president of the community, you have the opportunity to collaborate with the students in an excellent initiative for the protection of the Bouka grove, which the school has adopted! This space is an integral part of the cultural and natural heritage of the region. Together with the students, you will think of actions that will enhance the protection of the grove and preserve it for future generations.

Students are asking you to study the "Community-Led Disaster Risk Reduction" Toolkit and bring your own suggestions for action.

## GROUP OF TEACHERS



### Scenario for the Teachers' Council Group

You are a teacher at school and you have the opportunity to support your students' efforts to protect the Bouka grove, which the school has adopted. The students took on this initiative with enthusiasm and passion, and you are here to support them if they need your help. Your role is supportive: you respect their efforts and encourage them to take action.

If the Council students ask for your help, you can join them as a group. However, if you do not need them, you will also participate as a separate group and be asked to think of an action that you could propose. You are also invited to the meeting and should be prepared to contribute with your own proposal.

Students are asking you to study the "Community-Managed Disaster Risk Reduction" Toolkit and bring your own suggestions.

# ANNEX 4: Basic Instructions

Material for printing



1. Read the material we have provided you with carefully and if there is anything you do not understand, let us know immediately. We are here to help you!
2. Prioritize the subcategories of actions on the board, prioritizing those that are most important and how easily they can be implemented in your area. Remember, this is the first step to creating an effective plan!
3. Choose a subcategory of action that you think your team can take on. Think about where you can make a difference!
4. Think about what you can do as a group in relation to this action. Imagine how you could contribute and what specific steps you can take to implement your idea.

**Prepare to present your idea to the class. Speak with enthusiasm and show the others why your proposal can make a difference!**



Material for printing



**You've heard all the suggestions, discussed them, and now you're ready to move on to the next step: creating your poster! The poster will help showcase your idea and show what it takes to make it happen.**

1. Decide what your poster will say. Think about the message you want to convey. Is it a call for volunteers? Do you need crowdfunding? Or do you want to raise awareness in the community? The main message should be clear!
2. Think about the image for the poster. What kind of image will grab attention? You can choose something related to your action, such as a map, symbols for nature, or even photos of the forest.
3. Write down the key elements of your poster. What are the main points you want to make? Write them down in a list and make sure your draft includes the essential information: the message, the images, and contact information if needed.
4. Create a draft. It doesn't have to be the final one! Note down what the poster will say, what image it will have, and where the text and images will go. This phase is for putting all your ideas down on paper.

To help you organize your thoughts, you can use the following simple recording tool:

**Poster Title:** What will be the main message?

**Poster Image:** What image or graphic will you use?

**Main Text:** What will the main message say?

**Additional Information:** Is additional information needed, such as contact information, dates, or sponsors?

**Layout:** How will the elements be placed on the poster? Try to make a simple draft on paper.

# Community - Led Disaster Risk Reduction

## WORKSHEET 3: PREVENTION AND READINESS MEASUREMENTS

Community: \_\_\_\_\_

Reference Period: \_\_\_\_\_

### PREVENTION

Proactive measures and practices aimed at minimizing the likelihood of fire outbreaks

#### 1. VEGETATION MANAGEMENT



Roads



Private Properties



Buildings



Forests

Maintaining roads, gravel roads & trails open

Mandatory Vegetation Management for Property Owners

Removal of trees positioned close to houses and buildings

Use of sustainable forest management practices & protection of biodiversity

#### 2. FLAMMABLE MATERIALS MANAGEMENT



Bulk Waste



Construction Debris



Waste Minimization



Litter

Handling and disposal of large items that do not fit into regular waste collection systems

Waste from construction, demolition, renovation, and remodeling activities

Changing societal patterns of consumption and production

Clean and maintain public spaces, neighborhoods, and natural areas

#### 3. AUTONOMY IN ESSENTIAL SERVICES



Water Resources



Energy



Communication Systems



Infrastructure

Utilization of natural sources ensuring continuous access and effective management

Securing and maintaining an independent reliable, local power supply

Establishing alternative networks for redundancy and reliability

Increasing durability and resilience of infrastructure to ensure continuous operation

#### 4. AWARENESS MANAGEMENT



Raising Awareness



Fire-Resistant Houses



Fire-Resistant Fields



Relevant Legislation

Informing & inducing behavioral change towards prevention strategies

Introducing the concept of fire-resistant homes & buildings

Introducing the concept of fire-resistant fields & crops

Information & counseling on relevant legislation issues

### READINESS

Preparing for potential fire outbreaks to ensure quick and effective respond to fires

#### 1. INFRASTRUCTURE & EQUIPMENT ASSESSMENT



Documentation



Infrastructure Inspection



Repairs / Supply



Use of Technology

Mapping of assets and allocating relevant resources

On-site thorough examinations of physical assets

Depending on the results of the inspection and the specific needs of the community

Utilization of technology to identify further vulnerabilities

#### 2. FIRE DETECTION



Human Resources



Viewpoints



High Risk Days



Monitoring

Ensuring volunteer engagement & availability for fire detection actions

Identification of suitable viewpoints and possible routes for patrols

Identification of which days to perform fire detection actions

Monitoring & performing patrols during high risk days

#### 3. EMERGENCY PLAN



Community Notification



Assembly Points



Mobility Aid



Roles & Responsibilities

Procedures for quickly and effectively informing locals and nearby communities

Identifying designated points for people and equipment gather in case of an emergency

Identifying persons requiring assistance during evacuation

Assignment for coordination, equipment management, and population relocation

#### 4. AWARENESS AND EDUCATION



Fire Season



Engagement



Educational Activities



Exercises

Notification of the start/end of the fire season and useful instructions

Dissemination of the community action plan and encouraging active participation

Training sessions aimed at equipping persons with essential skills and knowledge

Organizing preparedness exercises aimed at improving response capabilities



This is part of the "Community-led Disaster Risk Reduction Guide". It was created by the implementation team of the pilot project "Dialogue and Action against Fires: Empowering Communities for Natural Disaster Resilience" with the support of the ACCRING (Advanced Behavioural Change Through an Inclusive Green Deal): European Union's Horizon 2020 research programme, No 101036504. For more information go to <https://dock-ase.org/>

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*This Educational Activity Guide resulted from the action “Fire in the Community – the Role of the School” that took place in 14 schools in the Municipality of Messini, where 446 students participated. The action was a collaboration of the “Dialogue and Action Against Wildfires” program with the Municipality of Messini and the Center for Environmental Education and Sustainability of Kalamata in the framework of the forum “Dialogue and Action: Climate Crisis, Forest Fires and Resilient Places”. The action included teacher training and workshops, where students proposed actions to reduce the risk of forest fires in their own communities. The results highlighted the ease of use, the enhancement of creative thinking and the activation of the participants.*

**The toolkit is available online at:  
[dock-sse.org/tool/disaster-risk-reduction](https://dock-sse.org/tool/disaster-risk-reduction)**

**More details about the forum:  
[dialogueandaction.gr](https://dialogueandaction.gr)**