

Aim

To better understand how the social and economic development models impact wildfire risk.

Description

The recent economic and social changes in the world are some of the root causes of wildfires and have drastic consequences on vegetation, forestry and agricultural land. Among them, we must highlight the rural abandonment and depopulation, the growth of vegetation biomass ("fuel" in fires), the decrease (if not disappearance) of extensive livestock farming that contributes to so many regulatory functions, the homogenization of the landscape (disappearance of mosaic structures), among others. These social and economic changes cause a very important increase in the risk of severe and extensive wildfires, which if not prevented will be more and more frequent in our territories.

Linked units

- Unit 1: Understanding your environment and connecting it to climate change impacts.
- Unit 2: History of fires
- Unit 3: Fire ecology I
- Unit 4: Fire ecology II
- Unit 6: Living wildfires as a global reality II

Type of results

- A list
- A form
- A document with the origin of the products
- An activity or measure to publicise the productive activity
- An event

Material you may need

- Computer with internet and/or access to a library
- Digital tools
- Projector

Activity: Understand your risk

Discover which daily life activities affect the wildfire risk of your community.

Tasks

1. In the classroom, discuss different land uses and natural processes in groups, and identify which factors are involved in the fire spread and combustion. With your group, make a list of daily life activities that can affect wildfire and identify why (take notice of CO₂ emissions, land uses, social impacts...) (group)
2. In small groups, choose a healthy daily menu typical of your region and try to investigate where the ingredients come from. Can these ingredients be obtained with local producers?. (group)
3. Prepare a form/survey for your families to identify where they buy the products used in your menu (by groups). Individually at home you can ask where your family buy the products, and check the labels of the products to know the origin or go to the shops to ask about the origin of their products (individual). (group/individual)
4. Find a product in your menu that can be produced in your region that can influence the amount or continuity of vegetation in the landscape, providing mosaic and resilience in front of wildfires. Visit the exploitation and design a measure or activity that helps make known the service that this productive activity provides to society related fire safety and wildfire prevention in your area. How can you help to explain this to your community? (group)
5. Share the results with your community using an event in your locality. (group)

Scope of impact

- Classroom
- Household
- Educational centre.
- Community.

Professions related to the topic

- Nutritionist
- Shepherd
- Farmer
- Facilitator