

## Safety Awareness and Fire Education - Gloucestershire Lesson Plan - 'Messing with matches'

<b>Class</b>	Years 5 and 6
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<b>Topic:</b>	Messing with matches
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<b>Aim:</b>	To understand the consequences of fire setting
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<b>Safety Objectives</b>	Firesetting	Recognise the consequences of deliberate fires to themselves and the community. Suggest basic techniques for resisting peer pressure to do things that have negative consequences for themselves and others.
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<b>National Curriculum Links</b>	PSHE/ Citizenship	1a,b,c,d, 2b,c,f, 3e,f,g, 4a,d, 5b,d,g
	English 1	2a,b,c, 3a,b,c,d,e,f, 9a,10a,b,c,11a,b,c
	English 2	5g
	English 3	1a, 9a, 11, 12
	ICT	3a
	Art and design	2c, 5b,c

<b>Activities</b>		Notes available	Worksheets	Resources
1	The Fire Starter: The story	✓		'The Fire Starter' PowerPoint or photos
2	The Fire Starter: how do I feel?	✓	F	
3	The Fire Starter: Conscience Alley			
4	And now; The News:			
5	Happily Ever After			

**If you would like to have a visit by GFRS, please contact GFRS before delivering the activities, using the form in the Introduction section on this website.**

If you are concerned about any issues, which arise as a result of this topic please contact GFRS:  
dave.norman@glosfire.gov.uk

GFRS run a Firesetters Intervention Scheme, working on an individual basis with children involved in firesetting. For more details please contact the scheme administrator:

shirley.jones@glosfire.gov.uk

If anyone wishes to report a crime of any nature, including fire setting, they can call CrimeStoppers anonymously on 0800 555111 (this is not the police).

If anyone wishes to talk anonymously to someone about peer pressure or bullying or other emotional issues they can call ChildLine on 0800 1111

There are many reasons why children and young people play with fire, which may come up as a result of this activity. If you need specialist lesson ideas on ways to discuss dealing with peer pressure, bullying and emotional issues, please use other sources of lessons and activities, for example [www.childline.org.uk](http://www.childline.org.uk).

<b>Activity 1</b>	<b>The Fire Starter: The story</b>
<b>Working</b>	As a class
<b>Resources</b>	The Fire Starter PowerPoint or cards
<b>Notes</b>	Notes available. Please use a local example of something the students will relate to for what was set on fire..
<b>Preparation</b>	Set up PowerPoint if applicable.
<b>Plan</b>	Look at the photographs of The Fire Starter, either as cards in groups or projected as a PowerPoint. Using a local example of a place that could have been set alight by a young person tell the story. The boy set fire to the... He was injured in the fire. He was arrested and questioned by the police. After he was released, what happened
<b>Activity 2</b>	<b>The Fire Starter: how do I feel?</b>
<b>Working</b>	As a class
<b>Resources</b>	<b>Plan 1:</b> Photographs of 'The Fire Starter' per group 'How do I feel' worksheet F one per group Different coloured pens <b>Plan 2:</b> 'How do I feel' worksheet F one per student Different coloured crayons <b>Plan 3:</b> 'How do I feel' worksheet F photocopied on different coloured paper, or on white paper and different coloured crayons. 'Voting boxes'
<b>Notes</b>	
<b>Preparation</b>	Print copies of the photographs and 'How do I feel?' worksheet as required. Create 'Voting boxes' as required.
<b>Plan 1</b>	Split the class into groups. Give each group a set of the Fire Starter photos and photocopies of 'How do I feel?' worksheet F if required. Ask the groups to think how specific people would be feeling in the situation, the 'How do I feel' worksheet F can be used to help. Write feelings around the each picture. If you are asking the group to think about more than one character, write in different coloured pens. Collect up the feelings on each person in each photograph situation. Draw up a table and/ or graph showing the results. Discuss the main feelings about the fire and its consequences.
<b>Plan 2</b>	Each student has a copy of 'How do I feel' worksheet F and thinks about either: 1) One specific character at one specific time: colour in the thought bubble for how the person may be feeling. 2) One specific character at different times: using different colours, colour in a section of the thought bubble for how the person may be feeling in the different photos. 3) More characters: using different colours, colour in a section of the thought bubble for how the person may be feeling. Collect up the feelings on each character in each photograph situation. Draw up a table and/ or graph showing the results. Discuss the main feelings about the fire and its consequences.

<b>Plan 3</b>	<p>Photocopy 'How do I feel' worksheet F on different coloured paper, or assign each 'character' a different colour. NB all students must use the colour assigned for each character.</p> <p>Create a voting box (sealed box with a slit in the top) for each of the photographs.</p> <p>Ask the students to think about how the different people maybe feeling at different stages of the photographs.</p> <p>Colour in (using the assigned colour) and cut out, or cut of from the coloured paper.</p> <p>Ask the students to think about each character in each situation and post the 'feeling' in the voting box.</p> <p>Collect the votes up.</p> <p>Collect up the feelings on each character in each photograph situation.</p> <p>Draw up a table and/ or graph showing the results.</p> <p>Discuss the main feelings about the fire and its consequences.</p>
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<b>Activity 3</b>	<b>The Fire Starter: Conscience Alley</b>
<b>Working</b>	As a class
<b>Resources</b>	'The Fire Starter' PowerPoint or cards
<b>Notes</b>	Notes available (activity 2)
<b>Preparation</b>	
<b>Plan</b>	<p>The students stand in two lines facing each other.</p> <p>One student is chosen to be the Fire Starter, or another character. (See notes for activity 2).</p> <p>Tell the class what situation they are thinking about (see notes).</p> <p>As the chosen student walks down the line, the other students all whisper or say words of how they are feeling.</p>

<b>Activity 4</b>	<b>And now; The News:</b>
<b>Working</b>	In groups or individually
<b>Resources</b>	
<b>Notes</b>	
<b>Preparation</b>	
<b>Plan</b>	<p>In groups, the students prepare a news report concerning a fire started by a young person, or individually write a news report, either for a newspaper or website.</p> <p>The news report can focus on:</p> <ul style="list-style-type: none"> <li>What damage the fire caused</li> <li>What consequences to the fire starter (was s/he injured, arrested etc)</li> <li>What other consequences there may have been. Was anyone else injured, how do the parents feel?</li> </ul>

<b>Activity 5</b>	<b>Happily Ever After</b>
<b>Working</b>	As a class, then in groups
<b>Resources</b>	
<b>Notes</b>	If you need specialist lesson ideas on ways to discuss dealing with peer pressure, bullying and emotional issues, please use other sources of lessons and activities, for example <a href="http://www.childline.org.uk">www.childline.org.uk</a>
<b>Preparation</b>	

<b>Plan</b>	Discuss the reason the Fire Starter may have lit the fire. Discuss ways to resist peer pressure or deal with feelings. What sort of things can you do to say 'No' to something you do not want to do?
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