

**Safety Awareness and Fire Education – Gloucestershire
Lesson Plan – Fire setting**

Class	Key Stage 3	
Topic	Fire setting	
Lesson Outcomes	To identify the causes, effects and consequences of deliberate fire setting.	
Safety Objectives	To consider why individuals may set fires on purpose. To identify the dangers of fire setting. To consider what the impacts of fire setting are on others. To outline the consequences of fire setting.	
National Curriculum Links	Citizenship	1,1b, 1.2a&b, 2.1a, 2.2b&d, 2.3c, 3b,e,g, 4a,b,c,g,,j
	English	1.1a, 1.4a&c, 2.1e&g, 3.1b&e, 4.1b,e,f
	PSHE (PW)	1.1a,b,c, 1.2b, 1.3a, 2.1a,e,f, 2.2a,c,d,e,f, 2.3b&d, 3g, 4c,d,h

Summary of activities		Associated resources
1	Who and what am I?	Powerpoint
2	Fire setting – an introduction	Watch an episode of Teachers TV on fire setting. Projector and speakers. http://www.teachers.tv/search/node/firesetting This resource is also enclosed as a QuickTime Movie or Windows Media Video file.
3	Jigsaw discussion groups	Role play cards
4	Concertina of effects	Concertina of people Creative materials such as scissors, colours etc

Activity 1		Who and what am I?
1	Powerpoint starter	<p>Students use their enquiry skills to consider what the answers could be.</p> <p>1) I'm a fast killer, probably faster than you think. I can contain deadly chemicals that can wipe you out in a matter of minutes, you may have seen me as white and wispy or dense and black. Answer: SMOKE</p> <p>2) I'm 14 and get my kicks out of lighting fires and watching them burn. I like to burn anything, I'm not really bothered. Answer: ARSONIST / FIRESETTER</p> <p>3) I'm the cheapest and most readily available weapon of destruction. You can buy me at many shops and are often found in the home. My tips are often red or brown. Answer: MATCHES</p> <p>4) My job requires me to spend a lot of time talking to people from all walks of life for various reasons. I collect evidence and my ultimate goal is to keep people safe. Answer: POLICE OFFICER</p> <p>The aim of the activity is to encourage students to introduce the concept of fire setting and arson as well as build upon prior learning.</p>

Activity 2	Fire Setting – an introduction
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2.1	Powerpoint introduction on facts and figures	<p>Use the powerpoint as a starting point to introduce fire setting and the damage it causes every week.</p> <p>Arson is deliberate fire setting. Fire is not a toy, it causes damage to property, and can cause severe injury or death.</p> <p>Every week in the UK ...</p> <ul style="list-style-type: none"> • there are 2000 arson attacks. • 1-2 people die as a result of arson. • 55 people are injured as a result of arson. • £40 million of damage is caused. <p>The law and arson</p> <p>An offence committed by destroying or damaging property by fire shall be charged as arson.</p> <p>If found guilty of an offence they will be liable to life imprisonment; and where life is not endangered, six months imprisonment and/or a fine.</p> <p>Higher/Lower game</p> <p>Further information taken from: www.arsonpreventionbureau.org.uk can be used the in the following sections as a higher/lower game. Use the powerpoint as a guide, on advancing the slide the answer will appear. Teacher reads out the statements and students have to guess. The teacher is then allowed to say higher/lower depending on the answer. They can also be found below.</p> <ul style="list-style-type: none"> • Half of all school-time fires in England and Wales are arson attacks. • 93% of school arson attacks are caused by people under 18. • The cost of arson to schools and education is massive. Government estimates that it costs about £115 million.
2.2	Teachers TV programme on Fire setting	<p>The programme is called School Matters – Firesetters. It can be downloaded free of charge from: http://www.teachers.tv/video/12126</p> <p>The programme lasts 30 minutes, but what you need is covered by 17.25 minutes. This resource is also enclosed as a QuickTime Movie or Windows Media Video file.</p>

Activity 3		Jigsaw discussion groups about the effects of fire setting
3	Group work	<p>Put students into groups of five where they have to assign themselves a community name. Alternatively you could choose community names from your catchment area.</p> <p>Tell them just like the school in Swansea (from the Teachers TV clip) their school has also burnt down. Give each of them in the team a role:</p> <ul style="list-style-type: none"> • Firesetter • Teacher • Emergency worker (Fire, Police or Ambulance) • Student at the school • Family member of the firesetter <p>2) Once they have read their role cards they then join as a group of firesetters, teachers etc. Give them 5-10 minutes to discuss in their role</p>

		<p>card groups (i.e. as firesetters etc) and encourage them to make notes as they will be feeding back to their community groups what was discussed.</p> <p>3) Students return to their community groups once again making up firesetter, teacher, emergency worker (Fire, Police or Ambulance), student at the school and family member of the firesetter. They then outline the discussions they have had previously. By the end of the discussion they should have a clear understanding of the causes, effects and consequences of fire setting.</p>
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Activity 4		Concertina of effects – impacts on others and consequences
4	Concertina	In their communities or as individuals they complete their firesetter concertina of people. On each one they have to annotate as appropriate about feelings, causes, consequences etc. A template that can be used to help has been provided to help.