

Summer

Delivery Guide (Primary School) – Anti-Social Behaviour

Session Summary

To introduce the audience to some of the key Summer campaign messages, which includes information on anti-social behaviour.

Preparation

You can view and download the school presentation and lesson plan directly from Greater Manchester Fire and Rescue Service (GMFRS) website www.safe4summer.com – then click on the 'Primary School Resources' page.

Before you go (reminder for GMFRS staff):

1. Check if the school can download the relevant presentation(s) from our website before you arrive, or if you can download when you arrive, to their computer. Please allow extra time if downloading from the website, as the files are large. Alternatively, download the relevant presentation(s) onto a suitable storage device, such as a laptop, to take with you (please note most schools no longer allow pen drives).
2. Take with you any other resources/equipment you may want to use to accompany the session.

Test/check before you begin:

- ✓ Check the school have the necessary equipment before you arrive (computer, projector and screen or clear wall). Check and open the PowerPoint before the children enter the room - ****the presentation is a large file and may take a minute or two to load so please be patient** and make sure the sound is working**
- ✓ Check whether or not any of the children or staff who will be in the room have been involved in an incident that relates to the material being delivered – **you may need to make adjustments to accommodate this.**

*Note- If you are presenting to children with Special Educational Needs (SEN) it is worth speaking to the teacher prior to the visit, to show them the resource and adapt to suit as required.

The 'Deliberate Fire' video is based on an actual incident that occurred in Greater Manchester whereby a group of teenagers deliberately set a fire on a school play area causing a devastating amount of damage.

Video: Deliberate Fires



The video is designed to highlight the dangers and consequences of deliberate fire setting, whilst providing time for a facilitated conversation with the audience around key topics in the video.

This method of engagement provides the audience with the opportunity to engage and explore the subject of anti-social behaviour.

****How to use PowerPoint – All you need to do is click the space bar, arrow keys or remote clicker to move from one slide to the next. To play a video, hover over the black box image and a play bar will appear****

The lesson plan is a guideline on how to deliver the session. It contains information on how to facilitate the session and the key messages that should be discussed.

****Please feel free to use your knowledge and expertise to adapt and include further information, this is just a guidance document****



Think about creating cue cards for key information and the questions contained in the presentation.




Options for delivery depends on the time allocated/designated by the school – staff to ensure that this discussion with the designated lead at the school has taken place.

You can deliver the session in the following timeframe: **25 minutes**

You can 'hide slide' on the PowerPoint when the PowerPoint presentation is in 'Normal' view. Right mouse click on the slide you want to hide and choose 'hide slide'. Hiding slides is a good option instead of clicking through slides saying 'we won't cover this today' which might make the students or teachers feel they are missing out and it also looks more professional.

Lesson Plan


Slide number, title and timings	Trainer notes – what to discuss	Source
<p>Slide 1 Introduction 2 minutes</p> 	<p>Provide a brief introduction of yourself, role and the Summer campaign.</p> <p>Introduction could be as follows – A new season is upon us - so whether you're on school holidays or generally out and about more with your friends and family, here is some safety information to help you keep safe.</p>	PowerPoint
<p>Slide 2 Anti-Social Behaviour title 2 minutes</p> 	<p>This section is to provide the audience with an introduction to what anti-social behaviour (ASB) is and the dangers of playing with fire and/or making a hoax call.</p> <p>Ask the children if they have heard of the term anti-social behaviour (ASB) and what they think it means.</p>	PowerPoint


<p>Slide 3 What is Anti-Social Behaviour (ASB)? 1 minute</p> 	<p>Read the slide.</p> <p>What is anti-social behaviour (ASB)?</p> <ul style="list-style-type: none"> • Starting fires on purpose • Hoax calls • Attacks on Firefighters • Causing noise and nuisance <p><i>You might want to check children’s understanding of what “on purpose” means as well as the word “nuisance”. Explain that you will be going through what Hoax calls are later on in the session.</i></p>	<p>PowerPoint</p>
<p>Slide 4 Anti-Social Behaviour Video – deliberate fire 5 minutes</p> 	<p>We are going to watch a video of a Firefighter talking about a fire that was set on purpose at a Primary School in Greater Manchester.</p> <p>**Prior to starting the video inform the audience that they should watch and listen carefully as they will be asked some questions at the end**</p> <p>Hover over the slide and click the play button at the bottom of the slide to play video.</p>	<p>PowerPoint Video</p> <p>Transcript available at the end of the lesson plan</p>
<p>Slide 5 Anti-Social Behaviour Questions 8 minutes</p> 	<p>The purpose of the next 4 questions is to try and draw the key messages from the video out of the audience through engaging in a question and answer session.</p> <p>When asking the questions ask the audience members to raise a hand to provide an answer. Remember to praise correct answers and expand where needed.</p> <p>The questions and key messages are detailed below:</p> <p>Question 1 – Who do you think was affected by the fire at the school?</p> <p>People affected:</p> <ul style="list-style-type: none"> • The school. • The children who attended the school. • The emergency services that attended the incident. • The local community. • The group of young people who set the fire. <p>**The above list is not exhaustive, please feel free add further examples of those affected during your discussions**</p> <p>Question 2 – How do you think they were affected?</p>	<p>PowerPoint</p>

- School – The school had to close because of the damage caused by the fire. The damage was so severe that it cost an estimated £1 million to repair.
- School Children – The children were unable to attend their school. The school was closed and temporary arrangements had to be made. All the school work / displays they had created were destroyed by the fire. The specialist equipment used for children with disabilities and special requirements was also damaged or destroyed.
- Emergency Services – Firefighter lives were put at risk tackling this fire (close to 50 Firefighters attended). This incident was preventable, the young people should not have been at the school and more importantly they should not have been playing with fire.
- Local Community – The local community was also affected, as there was a huge fire in their area and local people were unable to use the school for activities such as swimming.
- The group of young people who set the fire – The incident was caught on CCTV and evidence was handed to the police. The youths were arrested and all of them were charged with Arson and received sentences.

Question 3 – Why do you think it is dangerous to play with fire?

- You or someone else could get seriously hurt – playing with fire is very dangerous, you or someone else could get hurt e.g. slight burns / marks, to life changing injuries such as severe burns to hands or face.
- Potential loss of life – Playing with fire can have very serious consequences, someone could be killed. Imagine if there had been someone in the school at the time the group of young people had set that fire.
- Devastating and costly – It is very upsetting and distressing for all those affected by an incident of fire. Also the damage that a fire causes can be very expensive as whatever is damaged needs to be replaced or repaired. Relate it to the incident e.g. serious damage to property and/or possessions and the cost of repairs due to the damage.
- You can get in trouble with the police – Deliberately setting a fire could lead to a large fine or 6 month's imprisonment. If you endanger life by deliberately setting a fire, you could be sentenced to life imprisonment.

	<p>Question 4 – How would you feel if this happened to your school?</p> <p>Remember – As you have seen on the video, playing with fire is very dangerous and can have serious consequences.</p> <p>Please never play with fire – ask the whole class to repeat the key message to you.</p>	
<p>Slide 6 Hoax Calls 5 minutes</p> 	<p>You can introduce the subject matter as follows – in the video the Firefighter said the term hoax calls.</p> <p>Ask the children: What is a hoax call? Get the teacher to choose a child to answer. Correct answer: a telephone call made to trick or deceive someone.</p> <p>Play the google earth video on the slide by hovering over it and clicking the play button. *This is just an example and not based on a real incident.* This video has no sound, you might want to mention this before playing it so the audience knows.</p> <p>While the video is playing, explain to the audience what is happening: Whilst Firefighters are at their station they receive a call out for an incident. It's actually a hoax call, but they are not aware of this until they arrive and there's no fire. Whilst attending the hoax call they receive another call to a different address, which is a real fire. This means they have a longer distance to travel to reach the actual fire.</p> <p>Ask the children what they think the dangers and consequences are for making a hoax call. Then discuss the answers below.</p> <ul style="list-style-type: none"> • Firefighters can risk their lives attending every incident, including hoax calls. • When our Firefighters are attending a hoax call, they cannot be at a real emergency. • Responding to a hoax call puts people's lives at risk. • All 999 hoax calls are traced and recorded. • Hoax call information is given to the police for further action. • A convicted hoax caller could face a large fine and/or 6 months imprisonment. • Never – make a hoax call. 	<p>PowerPoint Video</p>
<p>Slide 7 Closing slide 2 minutes</p>	<p>Final message – Please enjoy yourself with your friends and family but remember never put yourselves in situations that may be dangerous to yourself or others.</p>	<p>PowerPoint Website</p>

 <p>Please Stay Safe this Summer!</p> <p>Visit www.safe4summer.com</p>	<p>Think about the consequences of what could happen and how you and others may be affected.</p> <p>Direct them to the Summer website (www.safe4summer.com).</p> <p>Thank the audience for taking part in the session.</p>	
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Total time for Anti-Social Behaviour Awareness section = 25 minutes

Presenter to inform teachers of our Bury Safety Centre training site, if they are not already aware. To find out more and to book a visit share the website for Bury Safety Centre:

<https://safetycentre.manchesterfire.gov.uk/>

Slide 4. 'Anti-Social Behaviour Video – deliberate fire'

Transcript

[Video, interview style, head and shoulder shot of Fire Service staff member in uniform, who is speaking.]

Hiya, my name is Phil Nelson. I've worked for Greater Manchester Fire and Rescue Service for 21 years. I'm going to talk to you today about an incident that occurred at a school that was quite local to where I live.

[Dramatic music.]

I was sat in the office undertaking my normal duties and I heard the fire engines go out from the station and all sorts of things run through your mind at that time. What type of incident is it? How big is it? I also knew there was quite a few schools at the same location

[photographs of firefighters in full uniform outside school - image zooming out]
and I remember getting there and thinking this is going to be a really bad job if we don't stop the fire spread as soon as possible. There was thick black smoke pluming up from the school.

[Photograph of firefighter on ladder and another firefighter at the bottom, looking over roof of the school – zooming up image.]

I could see Firefighters trying to get water on to the fire, to stop it from spreading. I then found out that the actual school that was affected was one that I knew very well. I go there and have gone there with my children

[photograph of outside the school, with smoke from top of the roof]
and actually it's a school for young children

[photograph of two firefighters in full uniform, stood outside the school]
with special requirements and I'm taking in a lot of information when I first arrive at an incident - where my Firefighters are in the building, how safe they are. It involved a roof space - whether the roof was going to collapse.

[Photograph of fire appliance, outside building – zooming across.]

As we went along we were made aware of lots of

[photograph of two firefighters stood in front of fire engine, speaking]

special equipment that the children relied on in that school. Things like electric wheelchairs and other specialist equipment, that without this equipment - very expensive equipment - their lives would be affected dramatically.

[Video footage above school, with smoke across the roof.]
And the main school had a huge gym area

[video footage above school, with fire through the roof]
and all these things when you're being told that this could be affected and be burnt to the ground you just realise how many people wider than that school it's going to affect. People who come there every single day, every single week, to utilise the facilities not just in the local area but wider than that. So thousands of people really.

[Black screen.]
Somebody then made me aware that there's some CCTV footage and the footage showed some young people,

[video of empty school playground – small fire by the rope bridge, which gradually grows, with smoke coming off]
14 and 15 years old, and they had lit a fire at the back of the school and left. The CCTV footage showed these children lighting some polystyrene chip papers or something like that, on some artificial grass which started off really small and later on they'd said they were just too lazy to go back and put this fire out. But that spread very quickly up the wall of the school and into the roof space. I remember going into the school later in the incident, when we had the majority of the fire out, and my thoughts were of my memories of walking into a lovely clean school

[photograph of firefighter in uniform, inside building, looking upwards, zooming out. Then image of two firefighters in uniform looking at artwork on the walls of the school]
with lovely artwork upon the walls, loads of pictures that all the children had done at that school. Big fish tank, lots of lovely things. Walking into that school after that fire was heart-breaking.

[Video of firefighters inside school, squirting water from hose at the roof of the building. Materials falling from the roof.]
All the artwork was just on the floor, soaking wet, black stained walls, the smell of the smoke and the flames that had ripped through that school was just devastating. At that point I also knew that it was some young people that had set that fire deliberately,

[screengrab of BBC news article, with title 'Cromwell High School: Boys torched school with takeaway box', scrolling down past image of school roof on fire]
and I knew at that point that they could not possibly know of how many people's lives they had affected by lighting that fire that day. I remember thinking what would happen if this was in normal school time and people would have been in this building? You know, we would have really struggled to rescue all those people, especially the ones with difficulties, disabled difficulties, to get out of that burning building. Smoke travels much faster than fire and the smoke is so dangerous, it contains lots and lots of toxins and

[video in background of school play area on fire]
just a few breaths of that smoke would make you go unconscious, and you would fall down and possibly end up dead. Now if you lit a fire, thinking it was a bit of a joke, and actually it affected lots of people who ended up injured or even dead, the consequences would be much more serious. And that's what you've got to think about when you're messing about with the emergency services, either making hoax calls or

lighting small fires that you think won't affect anybody, you could end up injuring or killing somebody.

End of Transcript