

# Fire Safety Education Programme Key Stage 3

## Heat of the Moment - Teacher's notes

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# Introduction

Children and young people are particularly vulnerable to death and injury by fire. They may also accidentally cause fires, for example by playing with matches. This Film, *Heat of the moment*, and supporting material are part of a **Fire Safety Education Programme** which has been commissioned by the National Community Fire Safety Centre to help teach children and young people safe fire behaviour.

Children and young people disproportionately commit fire-related crime, including arson, hoax calls, attacks on firefighters and anti-social behaviour. Young people should be encouraged to take responsibility for their actions and to understand the consequences of them for themselves and for their communities.

Early education about fire safety can reduce crime, improve life chances and help develop better citizens and safer communities. It can even mean the difference between life and death.

This programme has been designed in collaboration with professional educators and the Fire and Rescue Service. The material can help you to meet aspects of the English curriculum, the non-statutory

framework for PSHE and the Programme of Study for citizenship. Your local fire and rescue service will be able to support you in the delivery of this programme.

The Film has been produced in three parts to allow opportunities for discussion. There is also a range of optional activities, which you can use to look specifically at arson or hoax calls, or both.

# How to use this resource

## What it covers

Arson and hoax calls.

The film, called *Heat of the moment*, has been produced in three parts to allow opportunities for discussion. The film has a common beginning – you can then choose, with your pupils, which outcome to follow: the 'hoax call' route or the 'arson' route.

## Timing

The total running time of the three film parts is around 10 minutes (longer if you choose to explore both the 'hoax call' and 'arson' options together).

You could cover one of the options and the related activities in just one lesson.

## What is included in the programme?

- a film '*Heat of the moment*'
- You can view the film on screen but it is recommended that you download it.
- a range of activities to use after each section of the part of the film. What

you choose is likely to be determined by the available space, facilities and time, and the ability of pupils. The activities are divided into the following categories:

- discussion;
- written work;
- drama.

There are also suggestions on what to discuss with your pupils, what to look for and what might happen next, before continuing with the film;

- worksheets for the written activities, which are optional. For less able pupils, they can be used in small groups with learning support or with the teacher doing the note-taking;
- the full script of the DVD, along with related discussion points and key messages;
- support notes for teachers, with factsheets containing further information on arson and hoax calls.

## Working with the film?

The film is broken down into three sections to allow discussion breaks.

### Part 1: Introduction to the characters

A fire is accidentally started in a school waste bin.

### Part 2: Time on their hands

The group talk about the accidental fire, then try to find something to do – including starting a fire deliberately or making a hoax call.

### Part 3: Let's do it

For this part, there is a choice of options on the DVD:

- option A: making a hoax call;
- option B: starting a deliberate fire.

You (or your class) can choose which action the group takes (either option A or option B). There are some similarities in both scenarios, consistent with the characters, but the final outcomes are different.



# Links to the National Curriculum

If you work through the suggested discussion themes and class activities provided for use after each section of the *Heat of the moment* film, it will help you to meet the following teaching requirements for the National Curriculum Key Stage 3 Programmes of Study for citizenship and English, and the non-statutory guidelines for PSHE.

## Programme of Study for citizenship at Key Stage 3

Teaching should ensure that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry and communication, and participation and responsible action.

### ***Knowledge and understanding about becoming informed citizens***

1 Pupils should be taught about:

- a. the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people.

### ***Developing skills of enquiry and communication***

2 Pupils should be taught to:

- a. think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources;
- c. contribute to group and exploratory class discussions, and take part in debates.

### ***Developing skills of participation and responsible action***

3 Pupils should be taught to:

- a. use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own;
- b. negotiate, decide and take part responsibly in both school and community-based activities.

The following are non-statutory guidelines

## PSHE Key Stage 3

### **Knowledge, skills and understanding**

#### ***Developing confidence and responsibility and making the most of their abilities***

1 Pupils should be taught:

- a. to reflect on and assess their strengths in relation to personality, work and leisure;
- c. to recognise how others see them, and be able to give and receive constructive feedback and praise.

#### ***Developing a healthy, safer lifestyle***

2 Pupils should be taught:

- d. basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs;
- f. to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;



- g. to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.

***Developing good relationships and respecting the differences between people***

3 Pupils should be taught:

- a. about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively;
- b. how to empathise with people different from themselves;
- i. to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises;
- j. to resist pressure to do wrong, to recognise when others need help and how to support them;
- k. to communicate confidently with their peers and adults.

***Breadth of opportunities***

4 During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- a. take responsibility [for example, for carrying out tasks and meeting deadlines such as taking assembly, running the school newspaper];
- b. feel positive about themselves [for example, by taking part in a public performance];
- g. consider social and moral dilemmas [for example, how the choices they make as consumers affect other people's economies and environments].

## **Programme of Study for English at Key Stage 3**

### **En1 Speaking and listening**

***Knowledge, skills and understanding***

***Listening***

2 To listen, understand and respond critically to others, pupils should be taught to:

- a. concentrate on and recall the main features of a talk, reading, radio or television programme;

- b. identify the major elements of what is being said both explicitly and implicitly;
- c. distinguish features of presentation where a speaker aims to explain, persuade, amuse or argue a case;
- d. distinguish tone, undertone, implications and other signs of a speaker's intentions.

***Group discussion and interaction***

3 To participate effectively as members of different groups, pupils should be taught to:

- a. make different types of contributions to groups, adapting their speech to their listeners and the activity;
- b. take different views into account and modify their own views in the light of what others say.

***Drama***

4 To participate in a range of drama activities and to evaluate their own and others' contributions, pupils should be taught to:

- a. use a variety of dramatic techniques to explore ideas, issues, texts and meanings;



- b. use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays [for example, through dialogue, movement, pace];
- d. evaluate critically performances of dramas that they have watched or in which they have taken part.

## Breadth of study

### *Speaking*

8 The range of purposes should include:

- a. describing, narrating, explaining, arguing, persuading, entertaining and pupils should be given opportunities to make:
- b. extended contributions to talk in different contexts and groups.

### *Listening*

9 The range should include listening to and watching:

- b. recordings [for example, radio, television, film];
- c. discussions in which pupils respond straight away.

### *Group discussion and interaction*

10 The range of purposes should include:

- a. exploring, hypothesising, debating, analysing.

### *Drama activities*

11 The range should include:

- a. improvisation and working in role.

# Fire safety themes and learning objectives

## Fire setting and arson

*Fire safety learning objectives:*

**Pupils should be able to:**

- understand the definition of the word 'arson';
  - consider the long- and short-term consequences of arson for society;
  - have an understanding of how the judicial system deals with arson;
  - recognise peer pressure to commit arson and develop strategies for resisting it;
  - consider the reasons why people commit arson.
- understand the cost to society and the Fire and Rescue Service of making a hoax call;
  - realise the legal implications of making a hoax call;
  - recognise peer pressure to make a hoax call and develop strategies of resisting it.

## Hoax calls

*Fire safety learning objectives:*

**Pupils should be able to:**

- make a 999 call to the emergency services and give the required information;
- realise when it is appropriate to make a 999 call and understand the consequences of making a hoax call;

# Part 1: Introduction to the characters

**Duration: 3 minutes**

## Cast summary

**SCOTT (m)** – Group leader: likes to defy authority; the others look to him for direction. Conversation goes through him. Cuts off/puts down anyone who challenges him. Could have been a school football player but wasn't interested enough/didn't go to practices.

**TANYA (f)** – Scott's girlfriend: she repeats what he says and always seems to agree with him. She does, occasionally, display independence. She thinks she could be a model, and dresses and has an attitude like one.

**ASHLEY (m)** – Hanger-on, loner of the group and general irritant – wants to be bigger than he is, and will follow to look big. No other real friends or interests.

**CLEO (f)** – Confident, funny, fair, vocal and has a mind of her own; likes being the oddball member of the group; strong-willed, not bullied by Scott and respected by the others for being different. Goes to drama classes.

**NISHA (f)** – Friend of Cleo: they often hang out together. Could be easily led, but tends towards being sensible and fears authority. Academic, quiet, lacking confidence, retreats into herself rather than confront others. Has piano lessons and studies classical music.

All are 16 years old.



# Part 1: Introduction to the characters

## SCRIPT

<b>SCENE 1 – School playground</b> This first section highlights attitudes to schoolwork.	
<b>CLEO</b> What's the point of all this stuff?	Intelligent but not interested in schoolwork; can't see the bigger picture.
<b>NISHA</b> Don't ask me.	Keen to do well and do the right thing. This is the first indication that she is not keen to stand up to others to explain her position. Similar to her reaction to the anti-social behaviour later.
<b>CLEO</b> Why's anyone need to know how to purify iron ore?	Doing her homework, but actually copying Nisha's.
<b>ASHLEY</b> Iron or what?	May be intelligent but certainly not prepared to reveal it. Always looking to be funny – what does this say about his character?
<b>CLEO</b> Give it a rest, Ashley.  (ASHLEY grabs across the table at NISHA'S book, knocking over CLEO's drink)	
<b>CLEO</b> You'd better get me another one.	Willing to stand up to Ashley.
<b>NISHA</b> Give it back.	Happy to stand up to Ashley after Cleo has.
<b>ASHLEY</b> This'll dry it out.  (ASHLEY produces a lighter and makes to set fire to the book)	

<b>NISHA</b> It's not funny, Ash.	
<b>TANYA</b> Stop it you lot, man.  (SCOTT arrives)  Hi Scott. I was just texting you.	Detached from the group – more interested in Scott.
<b>ASHLEY</b> What happened then?	
<b>CLEO</b> Have I missed something?	
<b>ASHLEY</b> Don't you know?	
<b>CLEO</b> I'm not talking to you.	
<b>SCOTT</b> Nothing happened. Lamb gave me some hassle in geography. So I told him to cool it. Then he went off on one.	Scott has been in trouble with his geography teacher, 'Baa Baa' Lamb, for misbehaving in class. We don't know how he reacted when confronted by the head; we only see how he reacts when he's back with the group. Was he as defiant as he suggests?  What does his body language say as he leaves the school building? What image is he trying to portray to the group?
<b>TANYA</b> You should have seen him.	Reactions of the group to the story. Each is different.
<b>SCOTT</b> He didn't stop, even after the bell.	

<p><b>ASHLEY</b> (directed at SCOTT)</p> <p>You only walked out while Baa Baa's still going on.</p>	
<p><b>TANYA</b> (directed more at the group)</p> <p>And Baa Baa runs after him.</p>	
<p><b>NISHA</b> (with anxiety)</p> <p>Really?</p>	
<p><b>TANYA</b> So where have you been?</p>	
<p><b>SCOTT</b> Head's office. Gotta go back this afternoon.</p>	
<p>(TANYA's mobile phone rings. It's a call from a friend telling her about an audition)</p> <p><b>TANYA</b> Hiya.</p> <p>(She walks away from the group)</p> <p>What's it for?</p> <p>I've got the photographs I sent the agency. The ones my dad took. They'll do, won't they?</p>	<p>Ambition: Tanya wants to be a model. How realistic are Tanya's hopes? How committed is she to the idea?</p>

<p>(The boys are throwing crisps at each other)</p> <p><b>SCOTT</b> I'm dying for a fag. Give one out, Ash.</p>	<p>Cleo and Tanya ignore the crisp throwing – and Nisha says nothing when Scott scribbles on her book. When is it best to lay low and when best to make a stand?</p>
<p>(ASHLEY digs into his bag. It's full of chocolate bars and cigarettes)</p> <p><b>CLEO</b> Where you get all them?</p>	<p>How did he get the goods in his bag? Why does he bring them to school?</p>
<p><b>NISHA</b> He nicks 'em.</p>	
<p><b>SCOTT</b> Don't care where he gets 'em – hand it over.</p> <p>(ASHLEY opens the pack and throws a cigarette over. He buries the pack back in the bag)</p>	<p>Different reactions to the possibility of Ashley stealing the goods in his bag.</p> <p>There's so much – where has it all come from? Does he keep so much because he wants people to think he steals?</p>
<p><b>CLEO</b> Let me know what it's like when you get cancer.</p>	<p>Attitudes to smoking . . .</p>
<p><b>NISHA</b> Or done for thievin'.</p>	<p>. . . and to shoplifting.</p> <p>Cleo and Nisha disagree with both – should they do more? What more could they do?</p>
<p><b>CLEO</b> Or both.</p>	
<p><b>SCOTT</b> (demandingly)</p> <p>Lighter.</p>	<p>Imposing himself as group leader – expecting to have his cigarette lit for him.</p>

(TANYA returns, coming off the phone) <b>TANYA</b> See you Saturday. Bye.	
<b>CLEO</b> Where are you going?	
<b>TANYA</b> Auditions.	
<b>CLEO</b> What for?	
<b>ASHLEY</b> Horror film.	
<b>TANYA</b> Shampoo advert, actually. For the telly. Got a fag?	Is this consistent with her wanting to be a model? Image versus health consideration.  And what of the other girls – are they jealous, supportive, doubting?
(SCOTT gestures towards ASHLEY) <b>TANYA</b> Hand one over, Ash.	
<b>ASHLEY</b> That was my last.	Clearly not – attempting to exert some power over Tanya.
<b>TANYA</b> Yeah, right ...  (She holds her hand out and takes the cigarette from SCOTT)	

<p>(School bell rings)</p> <p><b>CLEO</b> Oh, no. What's next?</p>	
<p><b>NISHA</b> Science test.</p>	
<p><b>CLEO</b> Anyone done any revision?</p>	
<p><b>ASHLEY</b> Nisha has.</p>	Ashley makes doing revision sound like a crime.
<p><b>TANYA</b> I won't need science when I'm famous.  (TANYA's mobile rings)  Hi Mum, can you take me to an audition on Saturday?</p>	Is she right to pin her future on becoming famous at the expense of academic qualifications?
<p>(They all exit. SCOTT is the last to leave, throwing the still burning cigarette in a bin. We see it smouldering)</p>	

# Part 1: Discussion break

## *Aims of break*

1. To establish the characters and the relationships between them as a basis for recognising and understanding their behaviour.
2. To recognise that there are different viewpoints about the same situation.

## **Suggested activities**

### *Discussion-based activities*

#### **1 Group dynamics (Worksheet 1)**

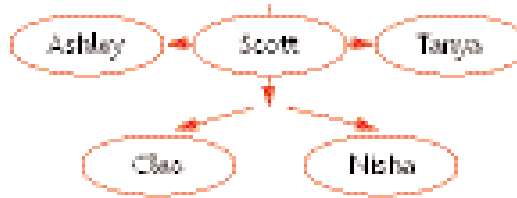
This activity can be carried out individually or in small groups. Print and copy Worksheet 1. You may also need string and cut-out, or drawn, arrowheads.

Discuss the relationships within the group:

- How do Cleo and Nisha get on with Ashley?
- What's Tanya's relationship like with the other members of the group?
- How do your pupils think the group formed in the first place?

Get the pupils to cluster the group to show the relationship between the five members. Pupils can either draw lines to connect the photos or cut out and connect the photos with the string or arrowheads.

You will return to this diagram as you go through the film and amend it as necessary.



This is the suggested initial cluster pattern.

#### **2 About the individuals (Worksheets 2a–2e)**

There is a separate sheet for each member of the group. Print and copy and distribute the sheets to your class so that each pupil has one character to focus on. Get pupils to write down character traits on the worksheet, along the following themes:

- appearance/way they are dressed/ how they wear their school uniform;
- behaviour;
- views about schoolwork;
- dialogue with the others.

Ask pupils to give their character a score out of 10 for how successful they are at influencing what the group does (in a good or bad way).

You will return to these worksheets and amend them as you progress through the film.

It may be helpful to view the introductory section of the film again to help the pupils with these activities.

## **Writing-based activities**

#### **1 Scott and Mr Lamb (Worksheet 3: Teacher's assessment form)**

Print and copy this form and distribute it to your pupils. The form is used by the teacher mentioned on the film (Mr Lamb) to assess pupils' work and attitude and to report incidents of misbehaviour. The form is confidential and the school will use it to write references in the future.

In the scene, we hear a little about Scott's confrontation with his teacher in geography. Imagine what happened in the lesson.

- i. Using Worksheet 3, get your pupils to pretend to be Mr Lamb and write an assessment of Scott's work. Ask pupils to give details of the incident described in the scene (where he and Scott have an argument and possibly a fight). This will be Mr Lamb's point of view on Scott's behaviour and how he plans to deal with it.
- ii. Write an email from Scott to a friend outside the group describing what you think happened.
- iii. Write what Tanya, Ashley, Nisha or Cleo think about Scott's argument with Mr Lamb.

## 2 Tanya's ambitions

Tanya expects to be famous. Ask the pupils to list people who have been famous as teenagers. Ask your pupils if they think Tanya's dreams of fame are realistic or not. How do her ambitions to be a model affect her attitude towards schoolwork?

## Drama-based activity

### 1 Group reactions (improvisation)

Put the pupils into groups of five; each will play one of the five characters. The smouldering in the bin has become a fire, and flames have been spotted – they have perhaps even ignited the wooden window frames of the building. The fire alarm has sounded, and the school is evacuated. With fire engines on the scene, the decision is made to close the school for the day, so there is no science test and homework isn't collected. Improvise the group's conversations, with Nisha upset having worked hard with her revision; Cleo relieved as she hadn't revised or finished the homework; and the group's thoughts on what would happen if the school burned down.

## Back to the film

Before continuing the film, discuss with your pupils what they think may happen next.



## Part 2: Time on their hands

**Duration: 3 minutes 45 seconds**

### SCRIPT

<b>SCENE 2 – Shop interior</b>	
<b>RADIO</b> And now local news. Fire crews were called out to Highdean School this afternoon to deal with a blaze believed to have started in a waste bin.  The school was evacuated and classes suspended for the day, although no injuries or damage were reported. A spokesperson for the school ...	Differing reactions to the news: Tanya is alarmed; Ashley thinks it's funny; Scott puts the blame on to Ashley, attempting to deflect possible blame in case the police investigation links the school fire to the bin.
<b>ASHLEY</b> Hey, Scott, they're talking about us.	
<b>RADIO</b> ... although police are investigating the incident, classes would return to normal tomorrow.	
<b>SCOTT</b> Ashley, you're famous, man!	
<b>ASHLEY</b> Me?	
<b>SCOTT</b> Yeah, you.	
<b>ASHLEY</b> Wasn't me. I didn't start it.	

<b>SCOTT</b> Who did then?  (ASHLEY hesitates)  You had the fags. You had the lighter. Your fire.	Why is he doing this – to shift the blame; to isolate Ashley; to demonstrate his superiority and his control of Tanya?
<b>ASHLEY</b> I didn't start nothing.	Is he realising he is being set up – and what does he do about it?
<b>SCOTT</b> If anyone says it was us, we'll say it's you, won't we, T?	
<b>TANYA</b> Yep. I saw you with the lighter.	Tanya is joining in – is this almost bullying? Why is she supporting Scott, and what is Ashley's response?
<b>SCENE 3 – Shop exterior</b>	
<b>NISHA</b> Still can't believe it ... after all the revision I'd done.	
<b>CLEO</b> Three fire engines for just one bin.	Response to a bin fire – the fire may seem small, but the response to a school fire is based on the potential life risk. The Fire and Rescue Service will not necessarily know the size of the fire before getting there.
<b>NISHA</b> Was it us?	
<b>CLEO</b> Scott's fag.	
<b>NISHA</b> Do you think the school could have burned down?	What would happen if the school burned down?

<b>CLEO</b> Now that would have been a result.	
<b>NISHA</b> What, with all our coursework and everything?  (CLEO pulls a face at the thought)	What about the wider disruption – the need for replacement classrooms, teaching resources (e.g. computers, teachers' material, etc) and the associated costs?
<b>NISHA</b> Do you think he did it on purpose?	
<b>CLEO</b> Scott? No, not even Scott.	
<b>NISHA</b> Should we say anything?	Should you say anything? And if you do, are you at risk of being implicated?
<b>CLEO</b> And get us all in trouble? We were all there, weren't we? And we don't <i>know</i> it was us, do we?	Honesty is the best policy. In this scenario, the fire in the bin was accidental. Technically, if it had been a deliberate fire, they could be charged with arson.
<b>SCENE 4 – Shop interior</b>	
<b>TANYA</b> (on the phone)  Yeah, the fire bell went and we all had to go outside. Yeah, yeah. No, no-one's hurt.	
<b>SCOTT</b> (Said loudly so the SHOPKEEPER hears)  Paying for them, Ash?	It's seen as fun to wind up the shopkeeper.

<b>SHOPKEEPER</b> That's it, you three. Out.	
<b>TANYA</b> (still on the phone)  Hold on, we're being thrown out of the poxy corner shop.	
<b>SCOTT</b> Give us 10 fags.	
<b>SHOPKEEPER</b> Out. Or I call the police.	Is the shopkeeper justified? Have they done anything wrong? Why has he reacted to them like this? Do adults pick on young people? Nothing was stolen.
<b>ASHLEY</b> Poxy shop.	
<b>SCENE 5 – Outside</b>	
(TANYA is still on the phone)  <b>TANYA</b> Right. So the black miniskirt, but I haven't got a top to go with it.	
<b>CLEO</b> Did you get my drink?	
<b>ASHLEY</b> He wouldn't serve us, poxy shop.	

<p><b>TANYA</b> (On phone still)</p> <p>See you Saturday, babe. Bye.</p> <p>(Comes off phone)</p> <p>He threw us out. For nothing. What's his problem?</p>	
<p><b>SCOTT</b> Thanks, mate, for getting us the afternoon off.</p> <p>(With a flourish, he kicks a paper chip wrapper. They continue the game with SCOTT running rings round ASHLEY)</p>	<p>Different attitudes to time off.</p>
<p><b>CLEO</b> So what. There's nothing to do.</p>	<p>Young people always want something to do – this contrasts with the way adults spend their spare time (weekends/holidays) often <i>wanting</i> to do nothing. Does this difference lead to misunderstandings between them?</p>
<p><b>NISHA</b> So what are we going to do?</p>	
<p><b>CLEO</b> There is nothing to do. So pointless.</p> <p>(The boys keep kicking the paper)</p> <p>Look, I'm cold and bored. Can we do something?</p>	

<b>SCOTT</b> I've got an idea. (He picks up the paper football and holds it out)	
<b>CLEO</b> Yeah?	
<b>SCOTT</b> You know how we, like, missed Ash's little bonfire?  Ash ... (ASHLEY looks uncomprehendingly)  Lighter, you dork.	
<b>CLEO</b> Yeah? Now what?  (SCOTT makes as if lighting paper)	
<b>SCOTT</b> Come on, Ash.	
<b>CLEO</b> Gutted. You can't even light a bit of paper.  (SCOTT throws the paper down, in the direction of the others)	Initial excitement – at what point does it stop being funny?
<b>CLEO</b> Yeah, and that's clever is it?	

<b>ASHLEY</b> This will be.  (ASHLEY gets out his lighter and holds it against some rubbish in the bin)	Ashley seemingly oblivious to burning his fingers in an effort to look brave.
<b>NISHA</b> Stop it, Ash! Stop it!	
<b>ASHLEY</b> (mimics)  Stop it!	Developing the theme of why Nisha is reluctant to stand up to Ashley.
<b>CLEO</b> I'm off.	
<b>TANYA</b> No, wait.	What would happen if a bin burns – social issues, public fear, links to other anti-social behaviour. Does it matter?
<b>CLEO</b> What, and end up in prison?	Arrest and a charge of manslaughter could follow if a death occurs, even if unintentionally. Even without death or injury, ASBOs can be applied.
<b>SCOTT</b> No one will know it's us.	Fire and rescue services can and may investigate even small fires, and identifying offenders has become easier. Some fire and rescue services have specially trained dogs that can help detect how a fire started.
<b>CLEO</b> <i>We'd</i> know.	Cleo being persuasive – taking control of herself, if not the group.
<b>SCOTT</b> Got a better idea?	

<b>TANYA</b> Well, we don't have to start a fire. We could just call and say there is one.	Is this a better alternative?
<b>ASHLEY</b> I know – we'll say the poxy corner shop's on fire. That'll really mess up his day.	
<b>NISHA</b> Yeah, and have you thought what would happen if there was a real fire somewhere else?	
<b>CLEO</b> They haven't thought about anything.	
<b>SCOTT</b> They're not going to miss one fire engine.	Deliberate misleading, or not knowing that three fire engines were sent to the school?
<b>NISHA</b> They'll trace the call.	
<b>TANYA</b> Not from mobiles, they can't.	
<b>ASHLEY</b> Yeah.	
<b>NISHA</b> Bet they can.	
<b>SCOTT</b> They won't. They'll never bother.	Factsheet 1 has information about hoax calls.
<b>ASHLEY</b> Yeah. Let's do it.	



## Part 2: Discussion break

### *Aim of break*

To examine types of anti-social behaviour, differing attitudes to it and how it can affect others.

### **Suggested activities**

#### **Discussion-based activities**

##### **1 Group dynamics**

Have the relationships in the cluster diagram changed?

Get the pupils to suggest a new cluster pattern for the group.

##### **2 Who influences who?**

Pupils should review the scores they gave for 'influencing the others' in Worksheet 2 and change their score if appropriate.

##### **3 What's in a name?**

'Hoax call' – the word 'hoax' makes it sound like a joke. What other dangerous or anti-social activities are given joke names (happy slapping, joyriding, etc)? Ask pupils to suggest more appropriate names for these activities, including 'hoax call'.

##### **4 Up for debate**

Create a debate. Get one half of the class to give reasons why young people are bored and don't have enough to do. Get the other

half to argue the opposite: that with all the facilities, games and opportunities available to young people these days they have no excuse to be bored.

### **Writing-based activities**

#### **1 Arson school fires (Worksheet 4)**

This gives news stories on real school fires, so that pupils can see the impact of a fire. Photocopy it for pupils.

Get them to make a list of what it would mean if their school burned down or rooms were damaged by fire. What would be the effect?

Here are some examples to get them started:

- having to travel further to a different site, so longer days for pupils;
- bigger classes;
- disruption to exam work;
- loss of coursework;
- double classes in rooms;
- loss of textbooks, equipment and community facilities such as clubs that use the school.

Ask pupils to write a brief article for a local newspaper on the impact of fires on a school.

#### **2 Positive/negative activities (Worksheet 5)**

Hand out copies of Worksheet 5 to your pupils. Get pupils to list different types of activities:

- positive ones (music lessons, Duke of Edinburgh's Award, etc);
- anti-social ones (smoking, shoplifting, being rude to shopkeepers, misbehaving in class, graffiti, arson, hoax calls, etc).

List who benefits from these pastimes and how, and who suffers and how. See the table on page 27 for examples.

Then discuss, as a class, the different attitudes to anti-social behaviour. Are some types of anti-social behaviour worse than others? What makes one more acceptable than another?

## Drama-based activity

### 1 Standing up for yourself (improvisation)

One person tries to persuade the group not to get involved in an activity of their choice (for example shoplifting, smoking or bullying). The others have to think of ways to get that person to change their mind and join in, for example by using persuasion or teasing.

See how difficult it is to stand up to ridicule in a group – and how weak the arguments in favour of doing the right thing might appear.

### Back to the film

Before viewing the next part of the film, discuss with the class what will happen next: a hoax call, arson, nothing, the group breaking up? Agree with the class the way the group will go and run the next section of the film.

If you choose the hoax call outcome, select option A (duration: 2 minutes 45 seconds).

If you choose the arson outcome, select option B (duration: 3 minutes 50 seconds).

The options are deliberately not named, so that they won't give away the outcome to your pupils.

ACTIVITY	WHO BENEFITS AND HOW	WHO SUFFERS AND HOW
Shoplifting	Shoplifter benefits from gaining goods for nothing/excitement.	Shop suffers because of loss of revenue. Other shoppers suffer because of higher prices to cover lost stock or suspicious attitudes of shop staff. Shoplifter suffers if caught and punished.
Piano lessons	Pupil benefits through enjoyment and learning a valuable skill.	Pupil suffers because of hard work and practising, and possible ridicule from others less talented.

## Part 3: Let's do it (option A)

### Option A – hoax call

#### SCRIPT

<b>SCENE 6a – Outside shop area</b>	
<b>SCOTT</b> Are we doing anything or not?	Appearing to take the lead, but not.
<b>TANYA</b> I say we make the call.	Thinks the call is the 'safe' option.
<b>SCOTT</b> You do it then, Ash.	Again, appearing to take the lead but not.
<b>CLEO</b> Well, I've got babysitting tonight, so I'm off.	Taking decisive action.
<b>TANYA</b> See you in the morning then?	Pressure, perhaps in the hope they will stay?
<b>NISHA</b> Yeah, I'm off too. I've got a piano lesson. I've got my Grade Five next week.  (ASHLEY mouths 'Grade Five' mockingly)	She waits for Cleo to take the lead, but she knew she had to get away from the start. Or might she have gone along with the group and missed piano if Cleo (or someone else) hadn't made the break?  Psychological pressure of risk of exclusion from group and putting Nisha down.
<b>CLEO</b> (to TANYA)  You coming, Tanya? Better than walking home on your own.	Cleo trying to help her friend.

<b>ASHLEY</b> Like there's a crazed axe murderer hiding in the dark, waiting to chop you up into small pieces. (CLEO and NISHA wait for TANYA, who is hesitating)	Now trying to put Tanya down.  Tanya might well now prefer to be with the girls – what excuse could she have used to get away?
<b>NISHA</b> Shut up, Ash.	
<b>SCOTT</b> Let's make this call.	
<b>ASHLEY</b> My battery's flat.	Ducking out.
<b>SCOTT</b> Give him yours, T.	Continues to make the others do his wrongdoing for him.
<b>TANYA</b> Guess I'll have to stay. (She looks undecided)	Is it too late for Tanya to leave now? Does she mean it? What is she thinking (trapped, doesn't anticipate consequences, attracted by excitement)?
<b>CLEO</b> See you tomorrow then.	Last chance to try and get Tanya to review her position.
<b>ASHLEY</b> Look at them. They'll be holding hands next in case they get lost.	Mocking again.
<b>SCOTT</b> Let them go. Tanya, phone. (CLEO and NISHA walk away)	

<b>TANYA</b> Bye.	Too late!
<b>NISHA</b> At least we've got better things to do.	Would probably have liked to say this out loud to the group, but lacked the courage.
<b>CLEO</b> (As she and NISHA walk away from the rest of the group)  Hope they'll be all right.	Genuinely worried for the others – probably mainly Tanya. But doesn't do anything more to help – they've made their decision and she's made hers.
<b>SCOTT</b> Do it then.	
<b>ASHLEY</b> What shall I say?	
<b>SCOTT</b> Say the shop's on fire.	Always tells others what to do.
<b>ASHLEY</b> What if they don't believe me?	
<b>SCOTT</b> You chicken?	
<b>TANYA</b> You sure they won't trace it?	Factsheet 1 has information about tracing hoax calls.
<b>SCOTT</b> Not you as well. Just do it.	
<b>NISHA</b> Have you really got babysitting?	

<b>CLEO</b> Tomorrow. Not tonight, though. I just wasn't going to get involved. You really got piano?	Reveals her strategy.
<b>NISHA</b> Yes. I didn't want to say anything though. I knew Ash'd take the mick.	Explains her reluctance – though is this sufficient reason not to get involved in something she knows is wrong?
<b>CLEO</b> (nods understandingly) Don't worry about it.	
<b>ASHLEY</b> Fire Service, please.  Hi. There's a fire. There's a fire in the corner shop near Highdean School. You've got to send somebody, quick.  OK. We'll wait by the shop.  All right. OK. We'll be there.  OK. Bye.  (They run off)	A real call would insist on the caller giving a name. This version is simulated for dramatic purposes. Details of what to do in a real emergency can be found in Factsheet 1.
<b>SCENE 7a – Tanya's house the next morning</b> The group is waiting for CLEO, who is late.	
<b>ASHLEY</b> Why are we bothering to wait for Cleo anyway?	
<b>TANYA</b> Let's just give her two minutes and then we'll go.	

<b>NISHA</b> Why don't you call her?	
<b>TANYA</b> My phone won't work.	
<b>ASHLEY</b> Was fine when I used it.	
<b>NISHA</b> Maybe they've blocked it. They do that when they trace calls, you know.	
<b>SCOTT</b> She's just having a laugh.	
<b>CLEO</b> Sorry I'm a bit late.	
<b>ASHLEY</b> Nobody missed you.	
<b>CLEO</b> The road was closed – there was a big fire at the old people's home. People died.	Result of fire appliances being diverted to hoax calls instead of going to real ones.
<b>CLEO</b> Did you make that call last night?	Revisit the joke term 'hoax'.
<b>SCOTT</b> Of course.	
<b>TANYA</b> Ash did.	

<b>ASHLEY</b> Your phone.	
<b>CLEO</b> Doesn't matter whose phone. You'll all get done.	
<b>ASHLEY</b> Why, are you and Nisha gonna grass us up?	
<b>CLEO</b> I don't need to. I think they know.	



## Part 3: Discussion break (option A)

### *Aim of break*

To look at how to avoid activities that you don't want to be involved in, the potential consequences if you do become involved and the consequences for others of your choices.

Factsheet 1 gives information about hoax calls.

### Discussion-based activities

#### 1 Group dynamics

Revisit the cluster diagram and character point scoring (Worksheet 2) to see how the group has evolved.

#### 2 Under pressure

Get the pupils to consider the different ways pressure is put on Cleo and Nisha to take part. How did Cleo and Nisha get away – was it so difficult? Tanya was almost persuaded to go with them until she handed over her phone. If she was going off the idea, ask pupils to consider what she could have done to get away.

#### 3 Get the facts

What has happened here? Is it realistic to think that:

- a. there might be fatalities at a real fire because the Fire and Rescue Service was elsewhere at a hoax call;

- b. the call could be traced from landlines and mobiles.

Factsheet 1 gives information about hoax calls.

#### 4 Hoax or real?

The Fire and Rescue Service attends every emergency call, regardless of how many calls are received, even if it suspects it is a hoax. Do you think it should do this?

#### 5 What would you do?

Should Nisha and Cleo have reported their friends? What would you do?

### Writing-based activities

#### 1. Anti-social behaviour

Ask pupils to write a list of anti-social behaviour in their neighbourhood (graffiti, hanging around street corners, shoplifting, arson, hoax calls, underage drinking and smoking – suggest others). Why do you think people do these things, and how can they be stopped?

Get pupils to write a report as if they were a local authority officer. The report is for the local council on the anti-social behaviour issues in a particular neighbourhood. They have to give details of who is responsible for

the behaviour and the reasons why they have done it, and recommend what steps to take to solve the problem.

#### 2. The 'hoax' effect

Ask pupils to make a list of the effects of a hoax call on a hotel, hospital, factory or any other local business.

### Drama-based activities

#### 1 Persuasion (improvisation)

Create group scenarios where one person wants to say no to something and the others want them to do it: find different ways of trying to persuade and different ways of/ reasons for saying no. These need not all be related to fire safety awareness. They could be shoplifting, smoking or taking drugs; or incidents not related to anti-social behaviour at all, such as visiting a sick relative or not eating chocolate when on a diet.

#### 2 Consequences (improvisation)

Get pupils to improvise their own 'next day' scene. The focus is the group's response to learning that a hoax call has meant appliances were diverted from a real fire; perhaps they can create alternative outcomes to the one on the film.



## Part 3: Let's do it (option B)

### Option B – arson

#### SCRIPT

<b>SCENE 6b – Outside shop area</b>	
<b>SCOTT</b> So what are we going to do?	Appearing to take the lead, but not.
<b>CLEO</b> Well, I've got babysitting tonight, so I'm off.	Taking decisive action.
<b>TANYA</b> See you in the morning then.	
<b>NISHA</b> Yeah, I'm off too. I've got a piano lesson. I've got my Grade Five next week.  (ASHLEY mouths 'Grade Five' mockingly)	She waits for Cleo to take the lead, but she knew she had to get away from the start. Or might she have gone along with the group and missed piano if Cleo (or someone else) hadn't made the break?  Psychological pressure of risk of exclusion from group and putting Nisha down.
<b>CLEO</b> (to TANYA)  You coming, Tanya? Better than walking home on your own.	Cleo trying to help her friend.
<b>ASHLEY</b> Like there's a crazed axe murderer hiding in the dark waiting to chop you up into small pieces.	Now trying to put Tanya down.
<b>NISHA</b> Shut up, Ash.	

<b>TANYA</b> Nice thought – thanks, Ash. No, I'll be all right Cleo, thanks.	Tanya might well now prefer to be with the girls – what excuse could she have used to get away?
<b>CLEO</b> Sure?  (TANYA hesitates slightly)  See you tomorrow then.	
<b>ASHLEY</b> Look at those two. They'll be holding hands next in case they get lost.	Mocking again.
<b>SCOTT</b> Let them go.  (CLEO and NISHA walk away)	
<b>SCENE 7b – Shop area</b> (CLEO and NISHA are away from the rest of the group)	
<b>NISHA</b> At least we've got better things to do.	Would probably have liked to say this out loud to the group, but lacked the courage.
<b>CLEO</b> Hope they'll be all right.	Genuinely worried for the others – probably mainly Tanya. But doesn't do anything more to help – they've made their decision and she's made hers.
<b>NISHA</b> Have you really got babysitting?	
<b>CLEO</b> Tomorrow. Not tonight, though. I just wasn't going to get involved. You really got piano?	Reveals her strategy.

<b>NISHA</b> Yes. I didn't want to say anything though.	Explains her reluctance – though is this sufficient reason not to get involved in something she knows is wrong?  Even though people know how others behave, they can still have an effect on them.
<b>SCOTT</b> This is no fun.	
<b>TANYA</b> What's the point? Let's just go home.	She is a lone voice, but now has no influence and still doesn't feel able to leave on her own.
<b>SCOTT</b> I know what'll burn.	
<b>ASHLEY</b> What?  (SCOTT gestures towards the rear of the shop, where they see the SHOPKEEPER pushing cardboard boxes into a skip)	
<b>ASHLEY</b> Nice one!	
<b>SCENE 8b – Interior of shop</b> (The SHOPKEEPER is now holding a small baby. He seems quite different – much more friendly)	
<b>SHOPKEEPER</b> I think when these two young ladies go we'll shut the shop early.	

<b>NISHA</b> Aah, look!	
<b>CLEO</b> She's gorgeous. What's her name?	
<b>SHOPKEEPER</b> This is Macey.	
<b>NISHA</b> How old is she?	
<b>SHOPKEEPER</b> She's nine months. I'm looking after her while her mum's at the shops.	
<b>NISHA</b> Hello, Macey. Hello.	
<b>SHOPKEEPER</b> Hey, these aren't good for you, you know.	
<b>NISHA</b> Everything in moderation.	
<b>SHOPKEEPER</b> I should be trying to sell you more, not less.  It's very quiet today. You know, I think I'll close up early because I think she needs a feed and a sleep. And if she doesn't, I do!	

<b>SCENE 9b – Exterior by skip at the rear of the shop</b>	
<b>TANYA</b> You're sure this is safe?	
<b>SCOTT</b> Nothing happened at school. It's just a bigger bin, that's all. Lighter?	Flawed logic – is he trying to persuade the others, or does he really believe this? Also, he has no idea what is in the skip and whether it might contain highly flammable items. Vapours from things like flammable liquids can build up in a skip, perhaps trapped beneath other items and, on ignition with a lighter, can create an explosion.
<b>ASHLEY</b> Yep.	
<b>SCOTT</b> Go on, then.	
<b>TANYA</b> I'm just going to watch.	Is Tanya trying to distance herself from what is happening?
<b>SCOTT</b> Come on, someone will see us.	No thought about what they're doing – just carried away by the moment.
<b>ASHLEY</b> I can't get it lit.	
<b>SCOTT</b> Come on, Ash.	
<b>ASHLEY</b> It won't light.	

<p><b>TANYA</b> Oh, come on. Let's get this over with.</p> <p>(She takes the lighter and lights some paper in the bin. We hear the sound of an explosion)</p>	
<p><b>Scene concludes with CAPTIONS</b> We see still images of each person over images of fire, and the sound of sirens and fire engine activity.</p>	
<p><b>SCOTT</b> Convicted of manslaughter Sentenced to four years in a Young Offender Institution</p>	
<p><b>ASHLEY</b> Convicted of manslaughter Sentenced to four years in a Young Offender Institution</p>	
<p><b>TANYA</b> Severe facial burns Scarred for life Convicted of manslaughter Sentenced to four years in a Young Offender Institution</p>	Is it fair they all received the same sentences?
<p><b>ARTHUR PACKER (SHOPKEEPER)</b> Severe burns</p>	
<p><b>MACEY PACKER</b> Died</p>	

## Part 3: Discussion break (option B)

### *Aim of break*

To look at how to avoid activities that you don't want to be involved in, the potential consequences if you do become involved and the consequences for others of your choices.

Factsheet 2 contains information about arson.

### Discussion-based activities

#### 1 Group dynamics

Get pupils to revisit the cluster diagram and character point scoring (Worksheet 2) and discuss how the group has evolved.

#### 2 Doing time

Discuss the sentencing of Tanya, Ashley and Scott. Is it fair that they all received the same sentence?

#### 3 The effects of the fire

Discuss the impact of the fire and the loss of the local shop on the shopkeeper and on the local community.

#### 4 The truth about skip fires

How likely was the outcome? Is it realistic that a skip fire could kill people? Discuss how fire spreads. Consider how the fire would spread from the burning material in

the skip to, say, the eaves or door of the shop. Factsheet 6 contains case studies of skip fires.

#### 5 What would you do?

Pupils should discuss what they would do if they knew someone was planning to, or had, set fires (similar anti-social behaviour could also be considered). What are their rights and responsibilities? When is it acceptable to 'grass'?

### Writing-based activities

#### 1. Anti-social behaviour

Ask pupils to write a list of anti-social behaviour in their neighbourhood (graffiti, hanging around street corners, shoplifting, arson, hoax calls, underage drinking and smoking – suggest others). Why do you think people do these things, and how can they be stopped?

Get pupils to write a report as if they were a local authority officer. The report is for the local council on the anti-social behaviour issues in a particular neighbourhood. They have to give details of who is responsible for the behaviour and the reasons why they have done it, and recommend what steps to take to solve the problem.

#### 2. In the news

Ask pupils to write an article for their local newspaper, reporting the events they have seen on the DVD. Alternatively, they could write an article for a magazine based on an interview with Macey's parents.

### Drama-based activities

#### 1 Police interview

Get your pupils to act out a police interview with Ashley and Scott (perhaps not revealing the deaths or the injury to Tanya).

#### 2 Court case

Enact different characters giving evidence against Scott/Ashley/Tanya, with witnesses: Mr Lamb, the headteacher, Scott's parent/carer, the shopkeeper.



### 3 Choose your own ending

Improvise a scene with Scott, Ashley and Tanya with a different outcome:

- Perhaps Tanya and/or Ashley refuses to take part, the three of them argue, someone sees them, Cleo and Nisha come back, and the shopkeeper comes out. See if the pupils can give plausible ways in which individuals can change the course of events or create other ways to avoid getting involved.
- Or the arson does not result in a sudden fire, and Scott, Ashley and Tanya safely run off with the skip ablaze. It does burn down the shop, but only after they've gone and they don't know about it. The next day, they are telling Cleo proudly about what they did, each taking credit for their part in the 'game' of setting the skip on fire, when Nisha arrives and tells them that the shopkeeper was hurt and the baby died. Now what do they do?

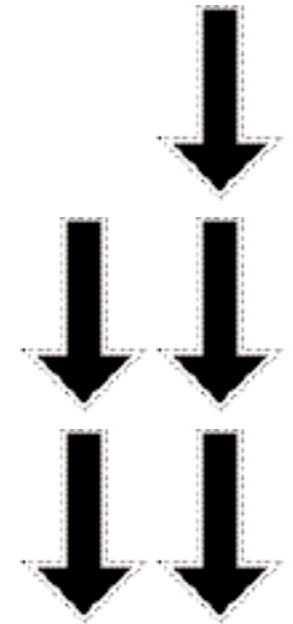
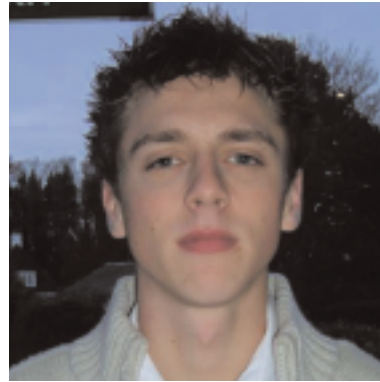
### 4 Restorative justice

Restorative justice is an approach to criminal justice where the victim plays a

major role in the process and receives some type of restitution from the offender, such as compensation, an apology or a chance to confront them.

Get your pupils to improvise a scene where a restorative justice interview takes places between Macey's parents and Ashley, Scott and Tanya.


# Worksheet 1: Cluster diagram



## Worksheet 2a: Focus on Scott

	Observations	
Appearance/clothes/way he wears school uniform		
Behaviour		
Attitude to schoolwork		
How he talks to the others		
Marks out of 10 for how much he influences the others		

## Worksheet 2b: Focus on Tanya

	Observations	
Appearance/clothes/way she wears school uniform		
Behaviour		
Attitude to schoolwork		
How she talks to the others		
Marks out of 10 for how much she influences the others		


## Worksheet 2c: Focus on Ashley

	Observations	
Appearance/clothes/way he wears school uniform		
Behaviour		
Attitude to schoolwork		
How he talks to the others		
Marks out of 10 for how much he influences the others		

# Worksheet 2d: Focus on Cleo

	Observations	
Appearance/clothes/way she wears school uniform		
Behaviour		
Attitude to schoolwork		
How she talks to the others		
Marks out of 10 for how much she influences the others		

## Worksheet 2e: Focus on Nisha

	Observations	
Appearance/clothes/way she wears school uniform		
Behaviour		
Attitude to schoolwork		
How she talks to the others		
Marks out of 10 for how much she influences the others		

# Worksheet 3: Teacher's assessment form

Highdean School

Teacher: Mr Lamb

Subject: Geography

Pupil's name: SCOTT JOHNSON

Number of absences last term:

Number of lates last term:

## Motivation ✓

1) Is well motivated and has shown commitment to studies.

2) Has shown an acceptable level of interest and concentration.

3) Lacks motivation. Needs to show greater interest and commitment.

4) Has made little or no effort.

## Achievement ✓

1) Is working towards a high level of exam achievement.

2) Is working at a standard that should ensure exam success.

3) Is not yet working at a standard that will ensure exam success.

4) Is working well below exam standard. Is not on course for success.

## Organisation ✓

1) Is well organised and produces work on time.

2) Is sufficiently organised and usually produces work on time.

3) Has produced some work, usually late.

4) Has produced little or no work.



Commitment	✓	Level of work	✓	Deadlines met	✓
Very good		Very good		Always	
Good		Good		Usually	
Fair		Fair		Rarely	
Poor		Poor		Never	

Description of incident in class:

Action to be taken:

# Factsheet 1: Hoax calls

Hoax calls cost lives. When an emergency services vehicle is attending to a hoax call, there may be someone in another location who genuinely needs its help. A fire engine cannot be in two places at once.

## Things to remember

### *Hoax calls are illegal*

- Making a hoax call to the emergency services is against the law.
- Anyone caught can face a fine of up to £5,000 or six months in prison.

### *Hoax calls can be traced*

- Hoax calls can be traced. All calls to the emergency services, including those made from mobile phones and payphones, are recorded and, with the latest technology, the telephone number and address of a caller is often displayed in the fire control room even before they have started to speak.
- The Fire and Rescue Service has the power to have a mobile phone disconnected from the networks if they believe a hoax call has been made from it.
- Telephone service providers will terminate contracts if telephones,

particularly mobile telephones, are misused in this manner.

### *Hoax calls waste money*

- Every year nearly 75,000 hoax calls are made to the Fire and Rescue Service.
- Each hoax call the Fire and Rescue Service responds to costs around £1,700.

### *In a REAL emergency*

In a real emergency, follow these steps to make a call to the Fire and Rescue Service:

1. Dial 999 (from any phone, mobile or landline, calls to 999 are free).
2. The operator will ask you which service you require: Fire, Police, Ambulance or Coastguard.
3. When you are put through to the Fire and Rescue Service the operator will ask you:
  - your name, address and telephone number;
  - where the incident is taking place – try to be as specific as possible;
  - what is happening.

Try to stay calm and provide all the information you are asked for by the operator. Remember, if you really believe there is a fire and make an emergency call and it turns out that there is no fire, you will not be prosecuted.

## Hoax call case studies

### *Did hoax call kill woman?*

An elderly widow died while firefighters were attending a schoolboy's hoax call, it was revealed today.

The prank, which diverted a crew from the real fire, could have been responsible for the 73-year-old's death, a fire chief believes.

Barry Jordan, a community commander, said: "We will never know if she would have survived if we hadn't been called out to the other fire. Our engine was heading out in the opposite direction and things could have been very different if we had got there earlier."

### ***999 crash after hoax***

Five firefighters were injured when their engine toppled over and crashed through railings while rushing to respond to a hoax call. The 11-tonne Volvo appliance and its five crew turned out from Wythenshawe station to reports of a fire at Wythenshawe Hospital at 9.30pm last night. As it turned off the roundabout it turned over and knocked down a lamp post before crashing through railings and coming to rest on its side, 10 metres from a community centre. All five firefighters were pulled out by colleagues who had been following in another engine. They were taken to Wythenshawe Hospital to be treated for shock, concussion, cuts and bruises. When they left the hospital they were told that the fire had been a malicious call. Someone had smashed the glass on a fire alarm point at the hospital.

A Fire Brigade investigation team is now trying to find out why the engine toppled over and who triggered the hoax call.

### ***999 hoax death***

A father of three died when his car hit a fire engine answering a hoax 999 call.

### ***Fire hoax caller's phone cut off***

A hoax caller has had his mobile phone disconnected after three calls were made to a fire control centre.

Fire and Rescue Service officials have warned people to think of the consequences of making false 999 calls after receiving a spate of them.

A Fire and Rescue Service spokesperson warned that anyone making hoax calls from a mobile phone would face being cut off.

# Factsheet 2: Arson

## What is arson?

Arson is the crime of setting fire with the intent to cause damage. Deliberately setting light to buildings and cars can put people's lives at risk. Although it seems less dangerous, setting fire to rubbish, dumped furniture or recycling bins can spread fire quickly to nearby property or fencing.

Arson is against the law. Anyone found guilty of setting fires on purpose could face a prison sentence.

### *The law*

Arson is, strictly speaking, a criminal act defined by the Criminal Damage Act 1971 and only offences that meet the definition of the Act can properly be termed arson. The act of arson is also an anti-social activity, which is defined in the Crime and Disorder Act 1998.

### Some facts and figures about arson

1. Arson can be defined as the wilful, or deliberate, setting fire to another's house, car or similar property. Arson is the largest single cause of major fires in the UK and has attracted increasing and critical attention to efforts to tackle it. At its worst, arson leads to loss of life and significant

financial damage, but persistent and pervasive minor fire setting also sets a strongly detrimental (and visually harmful) tone to deprived communities. In some areas, arson now accounts for 70% of all fires attended by the Fire and Rescue Service, rising to 82% in certain localities.

2. Arson is a complex and serious crime and carries a maximum punishment of a life sentence. It has a wide variety of causes: vandalism; playing with fire; crime concealment; revenge; fraud; and mental illness to name just a few. The number of deliberate primary fires (i.e. those involving injury or death and/or loss of property) attended by the Fire and Rescue Service in 2004/05 was 72,700. This is down 22% compared with the previous year. Many deliberate fires occur in road vehicles (44,400 such fires in 2004/05). The Government has introduced an improved vehicle licensing regime and sponsors many vehicle removal schemes to address this issue.

## Arson – the key facts

### *Scale of the problem*

- There were 72,700 deliberate primary fires in 2004/05.
- From 1998 to the peak in 2001 deliberate fires rose by 46%; between 2001 and 2004

there was a 26% fall. If the downward trend continues there are likely to be fewer deliberate fires in 2005 than in 1995.

- The rise and fall has largely been due to patterns in deliberate road vehicle fires, which rose from 40,100 in 1998 to 67,200 in 2001 before falling to 46,400 in 2004. In other words, in 2001 there were 32,200 more deliberate fires compared with three years earlier; of these, 27,100 – 84% of the rise – occurred in road vehicles.
- In the last decade there have been over 835,000 deliberate fires in England, resulting in 900 fatalities and 25,000 injuries.
- Over half of fatalities and two-thirds of non-fatal casualties occur in deliberate fires set in the home.
- Every week arson results in about 2,200 deliberate primary fires, 63 injuries and two deaths and a cost to society of over £42 million.

# Factsheet 2: Arson

## **Financial cost**

- The Office of the Deputy Prime Minister report *The Economic Cost of Fire* puts the cost of arson to the economy in England and Wales at £2.4 billion per year, with the cost of fire as a whole to the economy at £7.0 billion.
- British business insured fire losses were £812 million in 2004.
- Arson is thought to account for over half of the total insured property losses – perhaps £400 million per year.

## **Social costs – schools and education**

- There were 1,100 fires in schools in 2004/05. Of these, 590 were deliberate.
- Every week 10 schools suffer an arson attack.
- This means three schools suffer some form of arson attack every two days.
- School fires cost the insurers £70 million in 2005.
- Thirty-five per cent of deliberate school fires occur in the seven metropolitan counties: Merseyside, Manchester, Tyne and Wear, Greater London, West Midlands, South Yorkshire and West Yorkshire.
- Eighty-four per cent of schools that suffer an arson attack will have a history of other criminal damage.

- Related costs incurred as a result of school fires have increased by more than 170% over the last 10 years.
- The estimated average number of pupils affected by large school fires is between 90,000 and 100,000 per year as a result of destruction and damage of classrooms and school property.
- A third of all school fires now occur during normal school hours.
- Only about 150 schools (out of 28,000 schools in UK) are fitted with sprinklers.

## **Social costs – communities**

- Those living on the lowest income are 31 times more likely to suffer an arson attack and 16 times more likely to die in a fire than those on higher incomes.
- Many businesses never recover – losing orders, contracts and key employees – and may go out of business, resulting in lost jobs and services to the community.
- There were 44,400 deliberate vehicle fires in 2004/05, resulting in 20 deaths and about 80 injuries.
- Deliberate vehicle fires cost the insurers around £77 million per year.

- Derelict or empty properties are damaged.
- The local environment is blighted.

## **Fire setters**

- Most arson is committed by males. Of the 747 arsonists sentenced in the Magistrates' Courts in 2003, 80% (580) were male. In the Crown Court, 87% of defendants were male.
- Two-thirds of offenders sentenced in Magistrates' Courts are under 18, compared with only 11% of those sentenced in the higher court.
- Over half of arsonists convicted in the courts are under 21.
- Most deliberate school fires are thought to be carried out by pupils, ex-pupils or those living close to the school.
- Arson attacks by children excluded from school are thought to be almost double those of children still in mainstream education.
- Forty-five per cent of deliberate vehicle fires are thought to be to cover up criminal activity.

**BUT WE CAN NOW RECOVER DNA AND OTHER FORENSIC EVIDENCE EVEN IF THE VEHICLE HAS BEEN BURNT OUT!**

## Worksheet 4: Arson school fires

### Arson-hit school forced to close

A local primary school has been wrecked by an arson attack, with damage estimated to be more than £200,000.

Pupils were told to stay away from Edgehill Primary after the attack last week. It took emergency crews more than an hour to bring the fire under control.

Staff were said to be "numb and devastated" by the incident.

The fire destroyed the reception classroom and all its contents, including computers, soft play equipment, dressing-up clothes and all the outdoor play equipment.

Smoke from the blaze also damaged the nearby Local Learning Centre, damaging 17 computers and other equipment. Another classroom was also badly damaged.

Headteacher Jane Brown said: "We just feel numb and devastated. It's a complete shock. I have been here for over a year and we've had virtually no vandalism in that time."

"People are very upset for the children because this is a good community school."

*It is not known how long the school will remain closed.*

### Arson closes school

A blaze at Oldwick School last Thursday has damaged the ground floor and disrupted water and electricity supplies.

Year 2 pupils will be back at the school part-time, but there is nowhere for Reception and Year 1 pupils to be taught.

Police say the fire is being treated as arson after a padlock was cut to gain entry to the school.

They are appealing for witnesses who may have seen anyone acting suspiciously to come forward.

## **£2 million to repair fire damaged school**

Damage from an arson attack at a Derbyshire school could cost more than £2 million to repair, school staff said.

Much of the sixth form block and specialist science classrooms at Simpson School in Matlock were destroyed earlier this month.

Since then, some of the 1,300 pupils have lost a day of school every week.

Eighteen temporary classrooms will be installed on the school playing fields so the school can resume a full timetable, but rebuilding the damaged buildings will take up to 18 months.

## **More arrests after school blaze**

Three teenagers have been arrested on suspicion of arson after fire destroyed part of a school.

More than 100 firefighters tackled the blaze at Ravenswood High School on Tuesday night.

The upper school's main hall and dining area were destroyed, but the lower school escaped damage.

The boys, aged 15 and 16, were later released on bail. Earlier in the week, two other teenagers were also arrested and hailed in connection with the fire.

Headteacher John Smith said there was no electricity or heating in parts of the school but lessons would be held on Monday for pupils in Years 7, 9 and 11.

"As soon as we get classrooms back we'll fill them with students," he said.

"We're concentrating on Years 9 and 11 as Year 9 has SATs and Year 11 is the GCSE year. We'll rotate the lessons and give pupils work to do at home."

## **Six charged over fire-hit schools**

Six people have been charged in connection with fires at two schools.

On Saturday, damage estimated to run into thousands of pounds was caused by a fire at Sacred Heart Primary School.

Fires were also lit in wheelie bins at another school in the area on Sunday, police said.

Four men, one youth and a juvenile face charges ranging from arson to criminal damage and theft.

One man, who is charged with two counts of arson, was remanded in custody at Worcester Magistrates' Court on Tuesday along with the youth, who is charged with three counts of criminal damage and two arson offences.

Police said the remaining men and the juvenile remain in custody while enquiries continue.



# Worksheet 5

ACTIVITY	WHO BENEFITS AND HOW	WHO SUFFERS AND HOW



## Worksheet 6: Skip fire case studies

### **Skip arson causes gas pipe leak**

Eight people were forced to leave their homes after a fire deliberately started in a skip caused a gas leak.

Emergency services were called to Oxford Street, in Darlington, on Sunday night after the contents of the skip were set alight, police said.

The fire is believed to have burned through or fractured a gas supply pipe and the residents of a nearby block of flats were moved from their homes.

### **Arson attack delays fire rescue**

Fire crews have criticised arsonists after they were delayed in attending a house fire because they were dealing with a fire in a skip.

A mother of two was rescued from the fire and taken to hospital.

Neighbours climbed on the roof to save her 13-year-old son and her 11-year-old daughter.

A spokesperson for the Fire and Rescue Service said arson incidents were a major risk to life because they diverted resources away from life-threatening instances such as this.

## **Teenager guilty over skip death**

A 15-year-old boy has been found guilty of the manslaughter of a schoolboy who died in a burning skip.

The boy, also aged 15, was burned alive in a skip on the Valley Retail Park.

On Wednesday a jury at the Crown Court said the teenager, who cannot be named, was guilty of manslaughter.

Earlier, the jury was told the boy had been locked in the waste container, which was full of wood and cardboard from the pine furniture outlet on the retail park.

The court heard the boy's bike had been thrown into the skip to lure him in, before it was locked shut with a bolt on a chain.

The convicted teenager used his lighter to burn some paper, which was thrown into the skip, and the contents quickly caught fire.

Police Detective Superintendent Andrew Brown said no member of the enquiry team had remained untouched by the case.

"Everyone involved in this enquiry has been offered counselling services to help them deal with the events of this tragic death."

## **TV scenery is destroyed in blaze**

A warehouse containing television scenery has been badly damaged after a fire in a skip outside spread to a nearby building.

Firefighters were called to the building in Gas Ferry Road, Bristol, late on Saturday afternoon.

A Fire and Rescue Service spokesman said the fire was quickly put out but care was needed because there were gas cylinders in the building.