



**Shropshire**  
Fire and Rescue Service

# **Community Fire Safety**

**Education – It's Too Late Now!**

**Key Stage 3 – Year 8**

**Action Plan 5**

## **Aim**

The year 8 lessons called “It’s Too Late Now!” addresses the issues of hoax calls and arson. This lesson will be delivered to all year eight students on an annual basis in those high risk senior schools by the Watches in urban areas and prevention personnel in rural areas. This work will also be incorporated into Watch annual station plans.

## **Objective**

Each Watch will assign a Youth Liaison Officer to coordinate the school appointments which will be scheduled from September until March of each year. The Watch will be issued with a laptop with the presentations on. They will use the film resource and the question sheets provided.

To achieve these objectives, we aim for Watches to engage actively with children. They will educate and empower children, in fire safety skills and responsible citizenship. Shropshire Fire and Rescue personnel working with young people will be trained effectively and sessions will be evaluated by Teachers.

## **National Aims and Objectives**

The national strategy for children and young people 2006 -2010 recommends that Fire Services examine local avenues in order to engage with children and young people to underpin their fire safety knowledge. This is to prevent children and young people being harmed or killed in accidental fires or causing fires through ignorance or carelessness.

Using Shropshire Fire and Rescue Services “Integrated Risk Management Plan” (IRMP) the 14 Watches based at the four whole time stations will each be allocated urban high-risk schools and an opportunity to form close community cohesion. This plan is endorsed and underpinned in the five year “Community Safety Strategy Plan 2006 – 2010”.

This presentation matches to Brigade Strategy/Policy/Brigade Orders:

Strategic Aim 1 - Objective 1 - Reduce the risk to life

Objective 2 - Reduce the incidences of fires and false alarms

Strategic Aim 4 - Objective 8 – Promote a partnership approach in pursuance of continuous improvement, having regard to a combination of economy, efficiency and effectiveness

Objective 9 - Ensure the provision of a service that meets the needs of the community

Strategic Aim 5 – Objective 10 - Provide a service committed to a high level of equality and fairness

Objective 11 - Provide a fair, equitable and dignified place of work for all employees

## Outcomes

Intervention	Outputs	Reason	Outcomes	Indicator / measure
The annual presentation key stage 3	1. All target senior schools to receive an annual delivery	1. Increased knowledge in arson and hoax calls for young people	1. Efficiency gains	1. Best Value Performance Indicators for SFRS
	2. Educating high risk year 8 pupils in arson, hoax calls and consequential thinking	2. Promote partnership working for efficiency, economy and effectiveness	2. Reduction in injuries and accidental death	2. Pre and post evaluation of children's knowledge of "It's Too Late Now!"
	3. Watches adopting a high-risk school building community relations	3. Supporting the "Staying Safe" objective of the Counties Children's and Young Peoples Plan and Local Safeguarding Plan.	3. Reduction in the incidences of accidental, deliberate fires and malicious calls	3. Watch performance as marked by Teachers
	4. Young people making a contribution to crime prevention		4. Reduction in the attacks of fire crews	

## Resource and Contingency Plan

The sessions at the schools will require one crew who will be assigned to intelligent mobilising by control, thus reducing the chance of interruption to the sessions.

Although fourteen Watches has one adopted senior school targeting year 7 and 8 children, there are variables in the amount of classes from 4 - 8.

Personnel	Delivery	Hours worked	Hourly rate	Total
1 crew	Senior school delivery of "It's Too Late Now!"	5	Time per hour per crew £191	14 Watches x 60 hours (£955) = £13,370 + VAT
14 Whole-time Watches		60	£955 per day	
1 CFS Technical Officer	In reserve / support for operational call out	60	£12.34	£740.40 + VAT
				<b>Total Overall resource cost £14,110.40+VAT</b>

## Monitoring

- Dates of completed visits
- Emails to OiCs
- Completed evaluation forms from Teachers
- Pre and post evaluation of pupils' knowledge after "It's Too Late Now!" lesson
- Feedback from Watches recognising any training needs and evaluating the presentation
- Letters of commendation

## Appendices

- It's Too Late Now! guide and script
- It's Too Late Now! questions
- Pre and post questions
- Teachers evaluation

## Guide and Script of the Lesson Plan

- Introductions - Who we are / why we are here?
- To remind the group about expectations of behaviour
- Use the paper pre-evaluation of "It's Too Late Now!" Emphasise it is OK to select "Don't Know", because we have deliberately not given too much information to ascertain pupil's genuine knowledge.
- Ask the class what the correct answers and key words are. This ensures pupils will understand the words used in the film.
- Before playing the film check pupils have a clear view of the screen.
- Introduce the film and emphasise the film is a true story, although played by actors. Reiterate that they must pay attention, because there will be an expectation to participate in small group work later on in the lesson.
- After the film, divide the class into small groups. Each group will have a separate question for discussion
- Distribute flip chart paper, question sheets and marker pens. Ask the group to select a scribe to write down their findings. Emphasise that spelling is **not** important.

The questions are:

- a. In your group discuss what life is like for you in a Young Offenders Institute.
- b. Do you think Josh deserved to go to prison? Explain why. (Some young people may have the opinion that he was wrongly accused and should not have been sent down. Emphasise Josh's previous crimes of hoax calls and setting other small fires.)
- c. In your group discuss what life is like for you now you have been released from the Young Offenders Institute.
- d. In your group discuss how you think this situation would affect Josh's mum and dad.
- e. As a firefighter, discuss your feelings about being delayed by 10 minutes due to a hoax call. What problems may you have due to the delay?

There are additional issues included on the questions. All these work sheets are worded simply and have proven to be understood by young people. There are no wrong or right answers, the object of the exercise is for young people to explore the consequences of the criminal offence of arson and hoax calls. Circulate around each group ensuring they are clear what is required of them. They must write down their findings, bullet points are ideal as some young people may have literacy problems. Ensure you give the group time to discuss their points of view and to consider the effects of arson and hoax calls on individuals, their families, the community and the Fire Service rather than personnel giving them all the answers.

When circulating, listen to what the young people have to say. If there are issues, they may have failed to recognise, attempt to trigger their chain of thoughts, so that the answers ultimately come from them. When talking to each group, ask for a group member who would be comfortable reading out their findings to the class. Young people may be reluctant, but if you explain they will be supported, this usually reassures them. Write the name of the volunteer reader on the board and the group number.

When everyone has nearly finished give notice that they have a couple of minutes to complete their question. Collect all the marker pens up before the feedback (this stops them writing graffiti and helps stop any distractions or fooling about). Introduce the nominated group's spokesperson and read out the question they had to answer.

After each spokesperson has finished feeding back, collect the flip chart paper and display their findings on the wall with blue-tac. When representatives have finished talking, emphasise their key points highlighting the age of criminal responsibility and the crime of arson and hoax calls. Localise the problems of hoax calls in the fire authority. In 2015-2016 SFRS received 196 malicious calls. The cost of an appliance attending a shout is £400. Overall, annual cost per year is approximately £166,000.

Write on the board 196 malicious calls and £400 per appliance and then the cost equals £78,400. Explain that SFRS has introduced a system called "Call Challenging". This procedure assists control room staff to verify a genuine call. Inform pupils that emergency calls are recorded and have immediate caller identification. Using this format, SFRS only attended 123 hoax calls, ensuring that there are more appliances available to attend genuine emergencies and making savings to the taxpayer. (Inform the group that you are unable to give too much information about the vetting process because it is confidential.)

Explain about the problems of hoax calls being on the increase with the people owning mobile phones. Ask who has a mobile phone and ask them to name their server e.g. EE, Vodafone etc. Explain that we can text them advising that we are aware they have made a malicious call from this number and it is an offence. Inform them of new developments with mobile phone companies, who can bar the phone signal of repetitive offenders. Explain they will lose any credit they have on their phone and may be liable for prosecution. Also, emphasise the problem of the red alarm box which are being activated in schools. It may be a laugh with your mates, but you could be summoning an appliance when it is needed to rescue your family and friends who may be involved in a house fire.

Complete the post evaluation on paper. Explain to the young people that these are the same questions as before but it to measure that the young people have understood the key words used in the session and for us to make a comparison from the pre-questionnaire.

A teacher appraisal form has been developed for monitoring and evaluation purposes to ensure good practice, quality and effectiveness. Ensure the teacher completes the appraisal form and returns it to the crew.

## Preparation and Evaluation

- You will need to ensure you have photocopied enough pre and post evaluation forms and that you have liaised with the Youth Officer for any Technical support (plenty of notice!)
- Prepare the flip chart beforehand with the name of each group numbered 1 – 5.
- Remember to take blue-tac /marker pens, laptop and projector.
- Ensure that laptop and projector is correctly set up before each lesson.
- Return teacher evaluations forms and ensure pre and post questionnaires are added up and forwarded to Youth Officer for data inputting.



Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

What is Arson?	An animal	
	A person who plays with fire	
	A fire started on purpose/deliberately	
	Don't know	
What is a malicious/hoax call?	Shouting at your mates	
	Making a false 999 emergency call	
	Making a real 999 emergency call	
	Don't know	
What is a young offenders' institute?	A youth club	
	A children's home	
	A young person's prison	
	Don't know	
What is peer pressure?	Forced to do things by your friends	
	Being instructed to do things by adults	
	Measuring the air in your tyres	
	Don't know	
What does finance mean?	Money matters	
	Organising your diary	
	A fish dish from Finland	
	Don't know	
What does emotion mean?	Computer virus	
	Strong feelings	
	Strong smell	
	Don't know	
What does tragic mean?	An exciting event	
	Toxic or poisonous	
	Shocking or sad event	
	Don't know	
What is a consequence?	Type of game	
	End of the year	
	End result	
	Don't know	







## Post-evaluation of "It's Too Late Now!"

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

What is Arson?	An animal	
	A person who plays with fire	
	A fire started on purpose/deliberately	
	Don't know	

What is a malicious/hoax call?	Shouting at your mates	
	Making a false 999 emergency call	
	Making a real 999 emergency call	
	Don't know	

What is a young offenders' institute?	A youth club	
	A children's home	
	A young person's prison	
	Don't know	

What is peer pressure?	Forced to do things by your friends	
	Being instructed to do things by adults	
	Measuring the air in your tyres	
	Don't know	

What does finance mean?	Money matters	
	Organising your diary	
	A fish dish from Finland	
	Don't know	

What does emotion mean?	Computer virus	
	Strong feelings	
	Strong smell	
	Don't know	

What does tragic mean?	An exciting event	
	Toxic or poisonous	
	Shocking or sad event	
	Don't know	

What is a consequence?	Type of game	
	End of the year	
	End result	
	Don't know	

Additional comments
---------------------





# 'It's Too Late Now'



## Worksheet 10

### Josh and You

After watching the film 'It's Too Late Now' you are required to put yourselves into Josh's shoes.

**In your group, discuss what life is like for you in a Young Offenders' Institute.**

(Consider the emotional and day-to-day living.)





# 'It's Too Late Now'

## Worksheet 2



### Josh and You

After watching the film 'It's Too Late Now' you are required to put yourselves into Josh's shoes.

**Do you think he deserved to go to prison? Explain why.**

(Consider the effect on the individuals, the community and the Fire Service.)





# 'It's Too Late Now'

## Worksheet 3



### Josh and You

After watching the film 'It's Too Late Now' you are required to put yourselves into Josh's shoes.

**In your group, discuss what life is like for you now you have been released from the Young Offenders Institute.**

(Consider the emotional, financial and day-to-day living issues.)





# 'It's Too Late Now'



## Worksheet 4

### Josh's Parents

After watching the film 'It's Too Late Now' you are required to put yourselves into Josh's parents' shoes.

**In your group, discuss how you think this situation would affect Josh's mom and dad?**

Consider the following:

- Josh's dad's relationship towards his son.
- The relationship between his mum and dad;
- How will the community react?
- Will it cost his parents financially?





# 'It's Too Late Now'



## Worksheet 5

### The Fire Crews

After watching the film 'It's Too Late Now', your group is a crew of Firefighters.

- **Discuss your feelings about being delayed by 10 minutes due to the underpass fire call.**
- **What problems may you have due to the delay?**





## Key Stage 3

### “It’s Too Late Now!”

### Teachers Appraisal Form

Thank you for inviting us to your school. We hope you enjoyed our visits and thought them to be beneficial. Please could you find a few moments to fill in this form using the criteria below? We would value any comments from you in order to maintain and improve the effectiveness of the programme.

Shropshire Fire and Rescue Service aim to develop children’s awareness of:

1. What arson is
2. What a malicious / hoax call is
3. The consequences of their actions regarding arson and malicious calls

	☺	☹	☹
<b>Children’s interaction and interest</b>	Excellent	Fair	Poor
<b>Children’s response to the visit</b>	Excellent	Fair	Poor

**1. Did the content of the lesson cover areas you expected?**

Yes  No

If No, please specify

.....

**2. Was the lesson presented?**

Very well  Quite well  Reasonably  Poorly

**3. Was the film used clearly understood?**

Yes  No

If No, please specify

.....





**4. Were the Officers presenting the lesson smart, polite and did they present the lessons satisfactorily?**

If No, please specify

.....

The safety of all young people is our prime concern. However, we are not trained teachers, so if you have any comments or suggestions to make that you feel would be constructive or useful to us in improving this package, we would be grateful if could note them below.

**Any comments and observations:**

---

---

---

Name of appraiser	
Name of school	
Number of lessons received	
Number of children	
Date of the visit	
Watch, Station and Officer	

