**Short-term / Daily session lesson plan – Year 8**

|  |  |  |
| --- | --- | --- |
| Name: Community safety delivery officer | Date: | Duration: 1 hour |

**Learning outcomes**

By the end of the session pupils will be able to:

* Be aware of the causes of arson
* Know preventative measures
* Reflect on the consequences of arson

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Input / Teacher activity / Key questioning | Main / Student discussion / Key questioning | Success criteria |
| 3  minutes | * Can I have your attention please?   + Introduction and job description   + Explain the lesson structure | Prepare students for what they are about to see and hear in the lesson  Provide students with insight into background of Education Team member within the service indicating current and previous roles |  |
| 5  minutes | * Describe learning outcomes to be included:   + Fire safety recap   + Arson   + Consequences of arson   + Link to being a good citizen | Explain using appropriate language the learning outcomes for today, detailing items to be included in the session | Students will remember primary topics and confirm prior learning and understanding |

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Input / Teacher activity / Key questioning | Main / Student discussion / Key questioning | Success criteria |
| 5  minutes | * Smoke alarms * Fire escape plan * Take charge * Cook smart | Recap including request for show of hands to indicate number of households currently fitted / HSV access details to be given and possible HSV generation if appropriate  Confirm the current information regarding smoke alarms, testing and battery change  Positive information on how to make an escape plan and why you need one | Pupils will have knowledge to ensure active involvement in home safety measures including being safe in the kitchen.  Students will have an informed knowledge base around using chargers and equipment safely |
|  |  | Recap how to be safe at home by charging smartly and cooking safely |  |
| 5  minutes | * What is arson? | Discussion point for confirmation of what makes a fire an arson attack  Ensure students are able to distinguish from accidental fire incidents  Highlight dangers of becoming involved | Student input to confirm understanding of definition of arson |
| 3  minutes | * Why Year 8? * With use of current statistics | Highlight current statistics to indicate the involvement of audience aged participants in the activity of arson | Pupils can identify that they are in vulnerable sector by virtue of age |
|  |  | Using information available of current incidents to bring realism to the event | Pupils can gain understanding on effects from stat details |

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Input / Teacher activity / Key questioning | Main / Student discussion / Key questioning | Success criteria |
| 2  minutes | * Play 999 audio clip | Explain that this is a real life 999 emergency call recorded by the KFRS  Discuss with and ask students their thoughts and feelings with regards to the clip  Explain what was actually happening during the call and the consequences for the youths involved | Allows students to explore possible reasons for a fire and think about how consequences could have been different |
| 4  minutes | * Show ‘Evidence’ film | Set the scene of the film by describing what it is about and how this is an ordinary day | Visual display of incident using age appropriate actors to engage pupils and impose realism  Students will be able to align information imparted via the use of the visual |

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Input / Teacher activity / Key questioning | Main / Student discussion / Key questioning | Success criteria |
| 5-10  minutes | * Discussion with student confirming points made in the film using film clips to evidence cause and consequence of arson | * Within time frame deliver reasons for the incident * Outline main impacts on the 4 chosen headings:   + Community   + Environment   + Fire service   + Individual * Talk about the facts around causes and consequences of the incident * Highlight what we as society can do to prevent anti-social behaviour? * Was anybody offended by the film? * Was it too powerful? | Confirmed details of the incident and highlight how quickly planned day was impacted by the choices made  Students are made aware of criminal implications to firesetting behaviour and individual responsibilities as a member of society |
| 5  minutes | * Review | Confirm impacts of arson and its association with anti-social behaviour, encourage ways in which students can engage themselves as members of their community and refrain from involvement in firesetting activities. | Reduced incident numbers in the catchment area of attended school |

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Input / Teacher activity / Key questioning | Main / Student discussion / Key questioning | Success criteria |
| End | * Invite questions (time permitting) |  | Reflect on the lesson, opportunity for any last confirmations of points previously discussed for students |