

Summer

Delivery Guide (Secondary 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 such as the dangers and consequences of deliberate fire setting, attacks on Firefighters and hoax calls.

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 'Secondary 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.



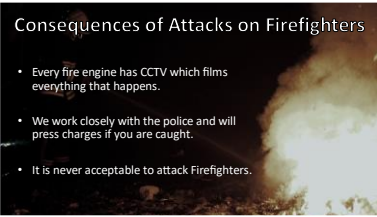
You can deliver the session in the following timeframe: **30 minutes**



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

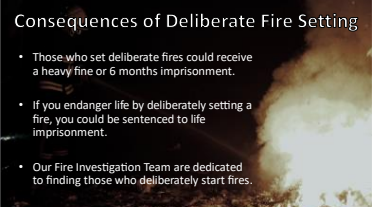


Slide number, title and timings	Trainer notes – what to discuss	Source
<p>Slide 1 Introduction 2 minutes</p> 	<p>Provide a brief introduction of yourself, role and the Summer campaign.</p> <p>Introduction could be as follows – A new season is upon us - so whether you're on school holidays or generally 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 1 minute</p> 	<p>Anti-Social Behaviour title slide.</p> <p>This section is to provide the audience with an introduction to what anti-social behaviour (ASB) is.</p> <p>You can ask the young people if they have heard of the term anti-social behaviour (ASB) and what they think it means.</p> <p>The answer is on the next slide.</p>	PowerPoint



<p>Slide 3 What is Anti-Social Behaviour (ASB)? 2 minutes</p> 	<p>Anti-social behaviour is behaviour that has caused or is likely to cause harassment, alarm or distress to any person. Behaviour that is capable of causing nuisance or annoyance to a person in their own home.</p> <p>Examples of ASB are (reveal one at a time on the powerpoint):</p> <ul style="list-style-type: none"> • Deliberate fire setting • Hoax calls • Attacks on Firefighters • Causing noise and nuisance • Drinking alcohol in the streets <p>We work closely with Greater Manchester Police and other partners to prosecute people who commit ASB.</p>	<p>PowerPoint</p>
<p>Slide 4 The Law and Anti-Social Behaviour 2 minutes</p> 	<p>Read the slide to the audience.</p> <p>Here is some further information you can explain to the children if they ask any questions regarding the points on the slide.</p> <p>The tools and powers used to tackle ASB are taken from the ASB, Crime and Policing Act 2014.</p> <p>The action taken against people committing acts of ASB is presented within the Magistrates Court dealing with Civil Law. The burden of proof in these cases is based on the balance of probability. However if someone breaches the measures put in place, this becomes a criminal matter and they will then have a criminal record.</p> <p>An Acceptable Behaviour Contract (ABC) is a contract undertaken by an individual to state they will not commit any further acts of ASB. In the case of a young person their parents may also be asked to sign. If further incidents of ASB are committed the ABC can be used as evidence in any prosecution. If the parents are in rented property acts of ASB are a breach of the tenancy agreement and can result in eviction.</p> <p>A Criminal Behaviour Order (CBO) is issued for serious incidents of ASB and can carry an immediate power of arrest for any breaches of the order.</p> <p>A Civil Injunction can stop a person from visiting a particular area, house or street. It can put requirements on a person to not do things or to require them to do things. Breaches result in arrest and as with the CBO can carry an immediate power of arrest for any breaches of the order.</p>	<p>PowerPoint</p>
<p>Slide 5 The Law and Anti-Social Behaviour continued</p>	<p>Here is some further information you can explain to the children.</p>	<p>PowerPoint</p>

<p>1 minute</p>  <p>The Law and Anti-Social Behaviour Continued</p> <ul style="list-style-type: none"> Your home may be at risk if your parent/guardian has action taken against them as a result of your behaviour. Your behaviour may impact on your future life, not just your employment prospects. Some countries won't allow you to visit if you have a criminal record. You or your friends may end up with serious injuries or worse. 	<p>Any act of ASB by any person living in or visiting a rented property is a breach of the tenancy agreement and gives the Landlord the power to take action or evict.</p> <p>A criminal record is yours for life and will instantly disqualify you from many professions. You must always tell any employers of convictions.</p> <p>It can and will restrict you from visiting some countries, such as USA, Canada, Mexico, United Arab Emirates, Iran, China, Japan and Malaysia.</p> <p>Some countries will not allow you to visit even if you have a caution.</p> <p>Your act of ASB may have serious consequences for others you did not mean to harm, such as friends and family.</p>	
<p>Slide 6 Damaged Fire Engine 2 minutes</p>  <p>Damaged Fire Engine</p>	<p>This fire engine had to be taken off the run on one of the busiest nights of the year (bonfire night), after the windscreen was smashed.</p> <p>Firefighters were called to an incident where they found two wheelie bins on fire, which had been set alight by young people.</p> <p>As they were leaving, after putting the fire out, a group of young people began to throw bricks at the fire engine, one of which smashed the windscreen.</p> <p>None of the Firefighters were injured, but they were extremely shaken by the incident.</p> <p>Ask the children:</p> <ul style="list-style-type: none"> Do you think it is right that Firefighters have to put up with anti-social behaviour? How might this behaviour impact on others? <p>Can include (if any) your own experiences of ASB.</p>	<p>PowerPoint</p>
<p>Slide 7 Consequences – attacks on Firefighters 1 minute</p>  <p>Consequences of Attacks on Firefighters</p> <ul style="list-style-type: none"> Every fire engine has CCTV which films everything that happens. We work closely with the police and will press charges if you are caught. It is never acceptable to attack Firefighters. 	<p>Talk to the children about the consequences of attacks on Firefighters and how every fire engine has CCTV which films everything that happens.</p> <p>We work closely with the police and will press charges if you are caught.</p> <p>It is never acceptable to attack Firefighters.</p>	<p>PowerPoint</p>

<p>Slide 8 Anti-Social Behaviour Video – deliberate fire 5 minutes</p> 	<p>We are going to watch a video of a Firefighter talking about a deliberate fire set 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 at the end of lesson plan</p>
<p>Slide 9 Anti-Social Behaviour Questions 2 minutes</p> 	<p>The purpose of the next 3 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 one at a time.</p> <p>N.B. - If the audience do not engage then you can ask the questions rhetorically and provide the key messages to the audience yourself.</p> <p>Question 1 – What do you think were the significant events that happened in this incident?</p> <ul style="list-style-type: none"> ▪ The group of young people trespassed on school property – The young people congregated on school property. They should not have been on there in the first place. ▪ They were in possession of smoking materials e.g. lighters / matches – They started the fire using lighters / matches, therefore were in possession of smoking materials. They should not have been in possession of smoking materials, they were aged 14 and 15 years old. ▪ They deliberately set a fire in the school grounds – The group of young people set the fire using a takeaway tray. They left the school and the fire spread onto the wall and roof space. One member of the group said he was “too lazy” to extinguish the initial flame. This could have prevented this incident. 	<p>PowerPoint</p>
<p>Slide 10 Anti-Social Behaviour Questions 2 minutes</p>	<p>Question 2 – Who was affected by this incident and how?</p> <p>Discuss the ‘ripple effect’ with the audience. People affected and how:</p> <ul style="list-style-type: none"> ▪ School – The school had to close due to the severity of the damage. There was a huge cost implication due 	<p>Powerpoint</p>

<p>Who was affected by this incident and how?</p> <p>The school had to close because of the damage, with a cost of £1 million</p> <p>The children were unable to attend school and specialist equipment was damaged</p> <p>The group of young people who committed the offence</p> <p>Firefighters put their lives at risk</p>	<p>to the damage caused to the property and specialist equipment in the building (estimated £1 million).</p> <ul style="list-style-type: none"> ▪ School Children – The children were unable to attend the school due to its closure, therefore temporary arrangements had to be made. All the work they had created / developed within school was destroyed. Specialist equipment used for their disabilities and requirements was also damaged or destroyed. ▪ Emergency Services – Firefighter lives were put at risk tackling such a serious fire. The roof was unstable and visibility was poor due to the amount of smoke causing an increased risk to Firefighter safety. Ultimately, the fire service attended an incident that should never have happened. A lot of resources were used (close to 50 Firefighters) on an incident which was preventable. ▪ Two of the young people received a 12-month intensive referral order and the other was given an 18-month rehabilitation order and placed on a curfew for three months. ▪ 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 committed the offence – The incident was captured on CCTV and evidence was handed to the police for investigation. Each member of the group was arrested and all of them were charged with Arson and received sentences. 	
<p>Slide 11 Anti-Social Behaviour Questions 1 minute</p> <p>What are the dangers of deliberate fire setting?</p> <p>You or someone else could be injured or seriously hurt</p> <p>Potential loss of life</p> <p>Serious damage to property resulting in expensive repairs</p>	<p>Question 3 – What are the dangers and consequences of deliberate fire setting?</p> <ul style="list-style-type: none"> ▪ You or someone could get seriously hurt – You or someone else could get injured e.g. superficial injuries such as slight burns or marks, to life changing injuries for example severe burn to hands / face etc. ▪ Potential loss of life – 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. 	<p>Powerpoint</p>

	<ul style="list-style-type: none"> ▪ Devastating and costly – Relate it to the incident e.g. serious damage to property and/or possessions. The cost of repairs due to the damage. 	
<p>Slide 12 Consequences of deliberate fire setting 2 minutes</p> 	<p>Talk to the children about the consequences of deliberate fire setting.</p> <p>It can lead to prosecution - Those who set deliberate fires could receive a heavy fine or 6 months imprisonment. This could impact on your future life e.g. employment, travel to countries such as the USA.</p> <p>If you endanger life by deliberately setting a fire, you could be sentenced to life imprisonment.</p> <p>Our Fire Investigation Team are dedicated to finding those who deliberately start fires.</p>	PowerPoint
<p>Slide 13 Hoax Calls 3 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? 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.*</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>You can then ask the audience what they think the dangers and consequences of making a hoax call are.</p>	PowerPoint Video
<p>Slide 14 Hoax Calls Consequences 2 minutes</p> 	<p>Go through the consequences of hoax calls on the slide and reinforce any that the children may have missed or not thought of.</p> <p>The dangers and consequences are:</p> <ul style="list-style-type: none"> ▪ All 999 hoax calls are traced and recorded. ▪ Hoax call information is given to the police for further action. ▪ Responding to a hoax call puts people's lives at risk – it could be your family or friends that need our help. 	PowerPoint

	<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. ▪ A convicted hoax caller could face a heavy fine and/or 6 months imprisonment. 	
<p>Slide 15 Crimestoppers 1 minute</p> 	<p>Direct children to Crimestoppers</p> <p>Speak out about anti-social behaviour in your community</p> <p>One person can make a difference</p> <ul style="list-style-type: none"> ▪ No police statements ▪ Anonymous ▪ By phone 0800 555 111 ▪ Online at: www.crimestoppers-uk.org 	PowerPoint
<p>Slide 16 Closing slide 1 minute</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>Think about the consequences of what could happen and how you and others may be affected.</p> <p>Ask the audience if there are any questions. Direct them to the Summer website (www.safe4summer.com)</p> <p>Thank the audience for taking part in the session.</p>	PowerPoint Website

Total time for Anti-Social Behaviour (ASB) section = 30 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 8. '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