

# Waterloo Fire Rescue Fire PALS Injury Prevention Program

## Consequences of Fire Setting

### Grades 4 – 5

*To educate the students on the consequences of setting an intentional fire.*

#### Learning Objectives:

At the completion of this unit, 100% of the students will be able to:

1. identify the good uses of fire
2. differentiate between a fire starter and a fire setter
3. describe what arson is

#### Time Element

Knowledge/Attitude: 20 minutes

#### Introduction/Content: 15 minutes

Begin by introducing yourself and briefly describe a couple of job functions to the students of what a firefighter's job entails. Tell the students that they all know that one of the jobs of a firefighter is to put out fires, but then ask the students if they know that firefighters also start fires? **Be very clear here.** Check for understanding.

#### I. DESCRIBE THE POSITIVE USES OF FIRE

- candles
  - campfires
  - fireplace
- ✓ Check for understanding.
- Have students raise hand if they or any of their family members have started any of these fires.
  - Describe the positive uses of fire
    - as a tool – cooking, heating, metalwork
    - for pleasure- campfire, fireplace

#### II. DIFFERENCE BETWEEN FIRE STARTER/SETTER

Explain:

- most of us have natural curiosity about fire
- Ends typically by age three
- Sometimes pretend – fire fighter, toy fire trucks, play cooking

#### **A. Fire Starter**

- Learns appropriate use of fire
- Learns appropriate technique in starting
- Usually parents/adults help us learn by demonstration and supervised practice
  - birthday candles, campfires
- Through this, proper fire safety behavior is learned
- Sometimes we have learned how bad fire can be by those who have played with fire unsupervised
- War story: FD Lt. who played fireman as a kid and started a small fire in a field that unexpectedly grew out of control and required real FD response. Though no property damage, the result was shame, embarrassment, and punishment to him.
- We can learn our lesson from stories like that and avoid similar circumstance

#### **B. Fire Setter**

- Repeatedly plays with fire unsupervised
- Deliberately sets fires
- Most fire setters don't intend to cause a problem. They are just curious
- Doesn't understand possible consequences
  - Fire can grow rapidly from small, seemingly manageable size
  - Give example of size quadrupling every minute
  - Unable to extinguish, smoke overcomes before escape
  - Property – house, favorite items, smoke damage
  - Physical – Pain, disfigurement, death
  - Requires FD response that may be needed for different emergency
  - But if problem occurs and you're responsible, you're guilty of the crime of arson

**War story - 2nd Ave., Evansdale**

***Devastating effects of fire (Pictures or video.)***

Check for understanding

### **III. ARSON**

- **Arson defined**
  - Fire that causes damage that was recklessly or intentionally set
- **Criminal offense**
  - Arrest
  - Jail

- Fines
- Embarrassment (friends think you're dumb)
- Lost opportunity
- **Other consequences same as fire setter (i.e. property and bodily damage)**

#### **IV. CONCLUSION**

- Most fire setters aren't bad people but they do make bad choices.
- Q. & A.

#### **V. JOURNAL**

- When the students return to their classrooms after attending the Consequences of Fire setting assembly, they should spend some time reflecting on and writing about what they learned.