PSHE Association



KS2

Firework safety

Lesson Plans & Resources

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Firework safety (KS2)

This lesson, designed for key stage 2 pupils, focuses on assessing and managing risks around fireworks, bonfires and sparklers.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. This lesson would work well as part of wider learning about managing risk, peer influence or keeping safe, and could be taught prior to Bonfire Night, Diwali or Lunar New Year.

Learning objective

To learn about keeping safe around fireworks, bonfires and sparklers

Key words

Risk, peer influence, sparklers, fireworks, bonfires, age restrictions

Learning outcomes

Pupils will be able to:

- Identify and assess risks associated with fireworks, bonfires and sparklers
- Describe ways to manage risks associated with bonfires and sparklers
- Analyse how peer influence might affect a young person's behaviour around bonfires and sparklers and suggest ways to manage this

Lesson summary

Activity	Description	Timing
Baseline assessment	Agree or revisit ground rules. Pupils answer questions about an overheard conversation to demonstrate their existing understanding of firework safety.	5min
Introduction	Introduce the learning objective and learning outcomes and ask pupils to consider the link between different items.	5min
What's the risk?	In groups, pupils identify and evaluate the firework-related risks at different celebrations.	10min
Safety posters	Pupils complete the missing words in sparkler and bonfire safety posters.	10min
Advice stations	Pupils explore the role of peer influence in firework safety scenarios and identify strategies to help young people manage peer influence.	15min
Reflection and endpoint assessment	Pupils reflect on their learning and give advice to the character from the baseline assessment to help them stay safe.	10min
Signpost support	Sources of support are signposted for pupils who may be worried about firework safety.	5min

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Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, assessment and handling questions effectively.

Resources required

- Box or envelope for anonymous questions
- **Resource 1: Different ways to celebrate** (one per small group of pupils, printed A3)
- **Resource 1a: Different ways to celebrate – support** (support option, one per pupil as required)
- **Resource 1b: Different ways to celebrate – teachers' answers** (one copy for teacher reference)
- **Resource 2: Safety posters** (one per pupil or pair. Note: this activity can also be run using slides 17-18 if prefered)
- **Resource 3: Safety scenarios** (one per pair)

BASELINE ASSESSMENT

Baseline assessment activity

5

Establish or revisit ground rules for the lesson before sharing slide 10, which shows two friends discussing upcoming fireworks celebrations. Ask pupils to answer the questions about the conversation on the next slide, recording their responses in their exercise books.

Circulate while pupils are responding and look out for any strengths, gaps or misconceptions in their knowledge and understanding. For example, are they able to name some celebratory events where fireworks might be used, e.g. Bonfire Night (5th November), Diwali, Lunar New Year? Do they recognise that emotions such as excitement, happiness and expectation might be associated with fireworks? Do they know about any risks associated with fireworks (such as those highlighted in *Core activity 1: What's the risk*)? Do they know any of the strategies for keeping safe mentioned in the Safety Posters activity (see slides 17 and 18 of the PowerPoint)?

Consider how you might adapt teaching (e.g. spending more or less time on a certain activity) and correct any misconceptions during the lesson. Once finished, ask pupils to set their books aside – they will return to this activity at the end of the lesson.

Introduction

5

Introduce the topic by sharing slide 12. In pairs, ask pupils to discuss what might link these images.

Draw out that the link between the images is age restrictions. Explain that fireworks have age restrictions too; most can only be bought by adults over 18, although some – like sparklers – can be used by children, as long as adults are supervising.

Introduce the learning objective and learning outcomes and tell pupils that fireworks might be used at different celebratory events, such as Bonfire Night (5th November), Lunar New Year or Diwali.

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CORE ACTIVITIES

What's the risk?

10

Introduce the character, Zack, using slide 14. Explain that Zack is planning a fireworks event and needs help in assessing the risks involved in his different celebration ideas. In small groups, ask pupils to look at **Resource 1: Different ways to celebrate** and consider:

1. What are the firework-related risks for each scenario? (They should write each risk they identify in a separate row.)
2. How likely is the risk to happen?
3. How serious would the consequences be if it did happen?

Take feedback, using **Resource 1b: Different ways to celebrate – teachers' answers** and slide 15 to guide discussions. While their responses may vary, emphasise that scenario A is the least risky because, at a public display, the audience will be a safe distance from the fireworks, there will be trained stewards operating the fireworks and first aiders will be on hand. Scenarios B and C carry greater risk, but arguably B is less risky than C because Zack is accompanied by adults and wearing gloves, decreasingly the likelihood of being burnt.

Support: Give pupils **Resource 1a: Different ways to celebrate**, which features a partially completed table, and ask them to assess the risks only.

Safety posters

10

Explain that while some of these situations carry greater risk, there are things that Zack can do to manage the risk around sparklers and bonfires and still enjoy them safely.

Show slides 17 and 18 (or provide each pupil with a copy of **Resource 2: Safety posters**) and ask pupils to work in pairs or individually to complete the sentences by identifying the missing words.

Take some ideas from pupils before going through the correct answers on slides 17 and 18.

Ensure pupils understand that both sparklers and bonfires can be very hot (the lit end of a sparkler for example, can burn at 1000°C!) and therefore carry risks of heat-related injuries, but there are simple actions that young people can take to stay safe. It is important that an adult is always present around bonfires or when sparklers are being used.

Support: Provide pupils with the word bank to help them choose the missing words. Click to reveal the word banks on slides 17 and 18.

Challenge: Ask pupils to identify two rules on each poster that they think are most important and explain their reasoning.

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Advice stations

15

Using slide 19, share this definition of peer influence with pupils:

Peer influence is when someone changes their behaviour because of how others around them are behaving – or how they think others around them are behaving. This could cause the person to think, speak or act in a certain way.

In pairs, give pupils **Resource 3: Safety scenarios** and ask them to think, pair, share answers to the questions below (also on slide 20) for each of the three scenarios. Pairs can discuss their responses, or they may wish to jot down their ideas to prepare for a whole-class discussion:

1. Do you think there is any peer influence in this situation?
2. How could peer influence change this young person's behaviour?

Take feedback, drawing out key learning:

- *All of the scenarios contain peer influence.*
- *In some of the scenarios, the influence may be especially strong. For example, in scenario B, Lin may feel especially keen to act in a way that she thinks will please Kim because of their recent falling out.*
- *Scenario C contains an example of positive peer influence – Toni's actions are going to encourage the others to behave safely and minimise potential risks.*

Share slide 21 with the class and ask pupils to discuss the same questions in relation to one final scenario:

Angeli is celebrating Diwali with her older sister and her sister's friend, Alex. They all have sparklers. Alex is using the sparkler in an energetic dance routine!

Take ideas from pairs and highlight that sometimes peer influence can be obvious, such as a peer asking or daring a child or young person to do something, or to behave in a certain way. But sometimes a young person can experience peer influence in a more subtle way, like in this example, where the actions of Alex could cause Angeli to feel like she also should dance around with her sparkler, even though this would be risky.

In the same pairs, ask pupils to use scenarios A and B and Angeli's scenario to discuss the question: How might the characters manage peer influence?

Ask each pair to make a list of strategies or actions that they think could help each character and be ready to feed back their best idea. Once pairs have had enough time for discussion, take feedback and use the template on slide 22 to create a class mindmap of different strategies.

Pupils' ideas will vary but should include suggestions similar to those listed below:

Jay

- *saying 'no' clearly and politely, e.g. "No thanks" or "No, I don't want to do that"*
- *suggesting an alternative, safe activity, e.g. "Why don't we go and talk to X instead"*
- *making a joke out of it, e.g. "I'm not sure throwing rubbish on a bonfire is actually that brave."*

Lin

- *putting her gloves on before handling the firework*

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- *telling Kim, "I'm going to put a glove on the hand I'm using for the sparkler, do you want to borrow my other one?"*

Angeli

- *suggesting a safer alternative, e.g. calmly drawing letters or symbols with their sparklers, while making sure they aren't holding the lit end close to other people or anything flammable*
- *reminding herself of the risks and continuing to handle her sparkler safely*

Emphasise that lots of these strategies can be used to manage peer influence in a range of situations. For example, strategies including saying no, using humour, suggesting a safer alternative, reminding themselves of the risks, may be used in a whole range of social situations including, but not limited to, those involving fireworks/sparklers/bonfires.

PLENARY / ASSESSMENT *FOR* AND *OF* LEARNING

Reflection and endpoint assessment

10

Ask pupils to reflect on and choose one strategy from today's lesson that might be useful for them when managing peer influence in the future, for example suggesting a different and safer action. Pupils should do this as a silent reflection activity, without sharing their ideas with the class.

Next, using slide 23, ask pupils to revisit the baseline assessment activity and consider what advice they might give to Magda to help her stay safe and enjoy the celebrations. Pupils should write some brief advice into their exercise books, and aim to include examples of:

- risks that Magda should know about
- safety rules that will help her to stay safe
- top tips for managing peer influence

Signposting support

5

Emphasise that bonfires and sparklers can be enjoyed as long as everyone remembers simple actions that help to minimise risks. While there are things that children can do to help, adults are responsible for helping to keep children safe, and children should speak to an adult if they have worries around fireworks, sparklers or bonfires, or if there is an accident and someone is hurt.

Explain that if pupils have worries related to today's learning, they can also talk to:

- Parents, carers, teachers or another trusted adult in the first instance
- Childline 0800 1111 or **www.childline.org.uk/kids**

If there is an emergency at home, people can dial 999 and ask for one of the emergency services; an ambulance if someone is badly hurt, the fire brigade if there is a fire, or the police if someone (including themselves) is in immediate danger. Make pupils aware that if they do ever have to call 999, they will be asked some questions, like their name and their address.

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EXTENSION ACTIVITY

Ask pupils to create a safety leaflet for other key stage 2 pupils who are going to be attending celebrations involving fireworks, bonfires or sparklers (e.g. Bonfire Night, Diwali or Lunar New Year). They could create their own success criteria for the leaflet to ensure it incorporates all the information they have learnt in the lesson (e.g. highlight some risks, describe some safety rules, share top tips for managing peer influence around fireworks, bonfires and sparklers).

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KS2

Firework safety

Pupil resources

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Resource 1: Different ways to celebrate

Part A: Risk assessment

Zack is planning how to celebrate Bonfire Night. Can you help him by analysing the risk in each scenario?

	What might the risks be? (Think about the risks related to fireworks, sparklers and bonfires.)	**How likely is it to happen?** (* = not very likely, *** = very likely)	**How serious would the consequences be if it did happen?** (* = not too serious, *** = very serious)
 **A)** Zack could go to a public firework display with his dad. The organisers will have first aid and safety training, and the public have to stand back.			
 **B)** Zack could celebrate by using sparklers at home with his family. He would be sure to wear gloves.			
 **C)** Zack could ask his mum to build a bonfire for him and a group of his friends, and then tell her to leave them to it!			

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Part B: Risk continuum

Can you order the scenarios A, B and C from least to most risky? Show your thinking by writing the letters onto the continuum below.

Least risky — Most risky

Resource 1a: Different ways to celebrate – support

Part A: Risk assessment

Zack is planning how to celebrate Bonfire Night. Can you help him by analysing the risk in each scenario?

	What might the risks be? (Think about the risks related to fireworks, sparklers and bonfires.)	**How likely is it to happen?** (* = not very likely, *** = very likely)	**How serious would the consequences be if it did happen?** (* = not too serious, *** = very serious)
 **A)** Zack could go to a public firework display with his dad. The organisers will have first aid and safety training, and the public have to stand back.	Burn or heat-related injuries (because fireworks are hot).		
 **B)** Zack could celebrate by using sparklers at home with his family. He would be sure to wear gloves.	Zack could burn his hand or fingers.		
	Zack could put the sparkler close to someone else.		
	Zack could put the sparkler close to something that is flammable, causing it to catch fire.		
 **C)** Zack could ask his mum to build a bonfire for him and a group of his friends, and then tell her to leave them to it!	If someone touches the bonfire, they could get burnt.		
	If the bonfire isn't stable, it could fall apart and the fire could spread.		

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Part B: Risk continuum

Can you order the scenarios A, B and C from least to most risky? Show your thinking by writing the letters onto the continuum below.

Least risky — Most risky

Resource 1b: Different ways to celebrate – teachers' answers

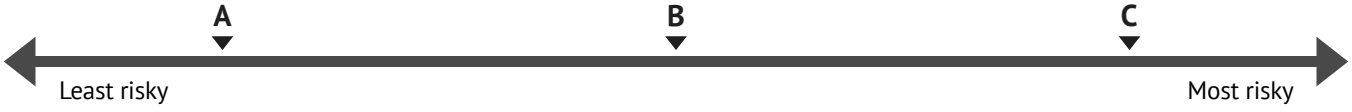
Part A: Risk assessment

Zack is planning how to celebrate Bonfire Night. Can you help him by analysing the risk in each scenario? *Pupil's answers may vary but the responses below can act as a guide*

	What might the risks be? (Think about the risks related to fireworks, sparklers and bonfires.)	**How likely is it to happen?** (* = not very likely, *** = very likely)	**How serious would the consequences be if it did happen?** (* = not too serious, *** = very serious)
 **A)** Zack could go to a public firework display with his dad. The organisers will have first aid and safety training, and the public have to stand back.	*Burn or heat-related injuries (because fireworks are hot).*	** (because the audience will be a safe distance from the fireworks, there will be trained stewards operating the fireworks and first aiders on hand)*	**** (the fireworks at public displays are hotter and travel faster than other fireworks and so could cause more damage)*
 **B)** Zack could celebrate by using sparklers at home with his family. He would be sure to wear gloves.	*Zack could burn his hand or fingers.* *Zack could put the sparkler close to someone else.* *Zack could put the sparkler close to something that is flammable, causing it to catch fire.*	** (not very likely because he is wearing gloves)* ** (adults are present so should be able to support Zack to stay safe)* ** (again, because adults are present they should be able to support Zack and will minimise the risk of fire)*	*** *** ** (a fire could have very bad consequences, but because it would be outside, in an open space, it might spread less quickly and do less damage than it would indoors)*
 **C)** Zack could ask his mum to build a bonfire for him and a group of his friends, and then tell her to leave them to it!	*If someone touches the bonfire, they could get burnt.* *If the bonfire isn't stable, it could fall apart and the fire could spread.*	*** (this could be more likely because Zack and his friends aren't supervised. They also might act in a way that is riskier around their friends to try and impress them)* ** (if Zack's mum makes the bonfire it should be more stable, but only if the children don't add anything more to the bonfire)*	**** *** (a bonfire is more likely to spread a fire than a sparkler)*

Part B: Risk continuum

Can you order the scenarios A, B and C from least to most risky? Show your thinking by writing the letters onto the continuum below.



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Resource 2: Safety posters

Staying safe with sparklers

1. Hold the sparkler at _____ 's length
2. Ask an _____ to light the sparkler.
3. Sparklers should be lit _____ at a time.
4. Wear _____ when handling a sparkler.
5. Do not wave sparklers too _____ to other _____ or yourself.
6. Do not touch the _____ of a sparkler as they are very _____ .
7. When a sparkler has finished, it should be placed in a bucket of cold _____ to cool down before being _____ _____ .
8. Keep lit sparklers away from _____ .





Being safe around bonfires

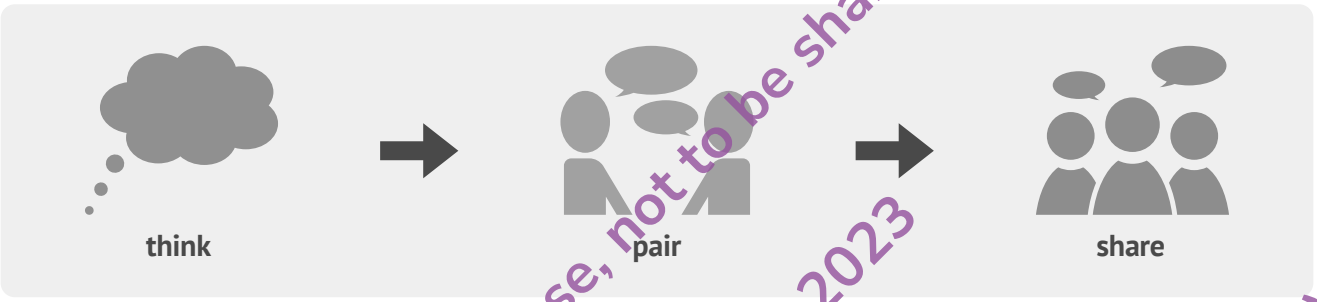
1. Make sure an _____ is around when near a bonfire.
2. Don't get too _____ to the bonfire.
3. To put the bonfire out, an adult can _____ _____ on it, rather than leaving it to burn out.
4. Don't throw things like _____ into the fire.
5. Remember, stop, drop and _____ if someone does have any clothing that catches fire.

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Resource 3: Safety scenarios

For each of the scenarios A-C, **think**, **pair**, **share** answers to these questions:

1. Do you think there is any peer influence in this situation?
2. How could peer influence change this young person's behaviour?



Scenario A

Jay and two of his friends have gone to Bonfire Night celebrations in their local park. They are in year 7, and so they have been allowed to go alone. Jay's friend says to Jay, 'I bet you aren't brave enough to throw that piece of rubbish on the bonfire.'

Scenario B

Lin is celebrating Lunar New Year at her friend Kim's house. Lin is really excited to have been invited round because she and Kim recently fell out when Kim accused her of being boring. They are about to use sparklers, but Kim hasn't put on any gloves. Lin has some gloves in her pocket.

Scenario C

Sarah, Jamal and Toni have all been using sparklers at the local park. When the sparklers go out, Toni spots a bucket of water that has been left out by the display stewards and says, 'Let's put our sparklers in that bucket.'

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