

# Key Stage 1 - Firework Safety

## Links with Citizenship

2. d) to agree and follow rules, and understand how rules help them
  3. g) to know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe
  4. a) to recognise how their behaviour affects other people
  5. a) to take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well)
2. Discuss occasions when they have had bonfires or seen fireworks.
  3. Have a chart up, with 2 columns, one labelled 'safe', (or 'Smiley Face') and the other labelled 'dangerous' (or 'Sad Face').
  4. Show pictures. Decide whether they belong in the 'safe' or 'dangerous' column.
  5. As you put each in their column, discuss why they are good/bad and what the consequences of each of them could be. To emphasise the things that are dangerous, draw a big cross (in dry wipe pen) over the pictures that show something being done wrong.

## Aims

- Never pick up fireworks or play with matches.
- Always get adults to light sparklers.
- Don't stand too close to bonfires.
- Don't join in with older children playing with fireworks. Tell an adult.

## Introduction

1. Read story. Before doing so tell the children that they need to listen out for anything in the story that Jack does wrong.
  2. After story, discuss what he did and what he should have done instead.
  3. What could have been the consequences of each wrong action? (Could have got burned or hurt someone else)
6. Activities - do one or both:  
Complete worksheets independently
    - a) Read captions and draw a picture to go with each one.
    - b) Match the correct caption to the picture. Either cut it out or copy it.
    - c) Cut out the fireworks, find the matching pairs, stick them together on a blank sheet then draw fireworks coming out of them. Make a poster illustrating any of the above points.

## Main

1. Explain that fireworks and bonfires can be beautiful and fun, but it's very important to keep safe when using them.



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## Plenary

1. Act the scene below, or choose a child to follow your narration to act the scene below, getting the remaining children to put their hand up every time you do something wrong. Let them tell you why it's wrong. \* indicates where children should pick up on a wrong action and in brackets afterwards is action that should be taken as a result.

2. Afterwards discuss where you/the child went wrong.

**Role Play (for teacher to act)** - Explain that you are a child. Wear hat, scarf and gloves.

'Brrr...it's cold. I think I'll stand by that bonfire.' Walk over to pretend bonfire. 'Wow! I can even touch the flames!' \* (Move further back).

'Oh good, there's a box of matches on the table. They'll be useful to light my sparkler.' (Pick up matches and start to light sparkler) \* (Give matches to pretend adult and ask them to light sparkler. Pretend to play with sparkler.)

'Oh look! There's a pretty firework tube. I might take it home as a souvenir'. (Go to pick it up) \* (Move away from it)

Walk towards pretend children and look up to give impression of them being bigger and older. 'Hi guys! Can I have a go with those fireworks? It looks fun.' \* (Go over to adult and tell them that some children are playing with fireworks)

**Role play (for teacher to narrate and child to act)**

It was a cold November evening. X (name of

child) was at a firework display and was wearing his hat, scarf and gloves to keep warm. He was still cold though so he decided to go and stand right next to the bonfire to keep warm. 'Wow! I can even touch the flames!' he said as he moved closer to the bonfire.\* (Move X further back)

X had a sparkler which he was dying to use. He spotted some matches on a nearby table. 'Oh good, there's a box of matches on the table. They'll be useful to light my sparkler,' he said and he picked them up. \* Luckily his mother spotted him playing with the matches and she reminded him that only adults are to light matches. She lit it for him and he had a fun time making pretty patterns.

X suddenly spotted what looked like a used firework on the grass. He thought it looked really pretty and decided he'd like to take it home as a souvenir. \* (X leaves firework on ground)

After the fireworks had finished X spotted some older children lighting some fireworks. He was delighted to see some more beautiful sparkly patterns and ran over to join in. \* Luckily he remembered what he'd been told at school about telling an adult if he saw children playing with fireworks so he walked away from them and told his mother.

## Resources provided

- Story with firework rules on back cover.
- Set of 10 safety cards.
- 3 worksheets.

## Additional resources needed

- Gloves, scarf, hat.
- Board with 2 columns drawn
- Pencils, crayons, scissors, glue



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