

## SPARX!

produced in association with  
West Midlands Arson Task Force

- Cast:
  - Deno:** Dyll Ferreday
  - Sparx:** Colin Dixon
  - Corby:** Dennis Ffrench
  - Mother:** Lesley Beaumont
  - Kirsty:** Gemma Stevens
  - Eggie:** Eleanor Gordon Gray
  - Packman:** Peter Rees
- Stage Management:  
Sharon Ryal, Andrew Green, Nyli Lewis
- Set & Costume Design:  
Sharon Ryal
- Music written by:  
Ryan Pinson, Ed Davies,  
Brian Wright, Tim Hubball  
and recorded at Zip Rockschoool Studio
- Production Advisor:  
Police Sergeant Phil Butler,  
West Midlands Arson Task Force
- Sparx is written and directed by:  
Jon Lingard-Lane

Zip Theatre's very successful play about arson, now in its third year, is designed to raise awareness of the dangers of malicious fires and the importance of fire safety for young people.

'Sparx!' tells the story of a troubled young girl and her fascination with fire. Eggie is tortured by a past experience and encourages her new friend to participate in experimenting with this dangerous element. Kirsty is persuaded to go along with Eggie, not realising how quickly a bright spark can become a raging conflagration that destroys and disfigures property and people. She is pulled by peer pressure into a situation that quickly gets out of hand.

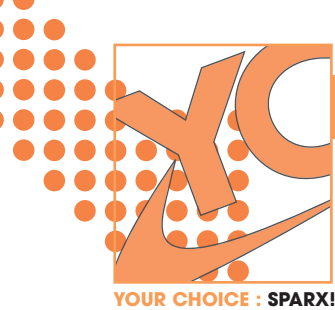
This dangerous, hard-hitting and disturbing play raises awareness among the target group of the costs and very real dangers inherent in malicious firesetting.

The messages of 'Sparx!' are reinforced with contemporary music and original songs. Young people are encouraged to take a responsible attitude towards fire safety.

Zip Theatre, founded in Wolverhampton in 1980, has been touring high quality professional theatre-in-education throughout the West Midlands and beyond for 26 ground breaking years. The company produces a range of work throughout the year, including issue-based plays, workshops in theatre, music, design and craft, support for music in schools and an annual touring pantomime which this year will be Cinderella.

For further details about 'Sparx!' or any of Zip Theatre's work, please telephone 01902 572250, email [admin@ziptheatre.co.uk](mailto:admin@ziptheatre.co.uk) or visit our website.

[www.ziptheatre.co.uk](http://www.ziptheatre.co.uk)



We hope that your students enjoyed the performance of 'Sparx!' and that it has highlighted to them some of the dangers and consequences of fire play, as well as an understanding of the many other fire safety issues that were touched upon.

In an average week in England and Wales, there are:

- 2,000 deliberately started fires
- 50 injuries resulting from arson
- 1 to 2 deaths resulting from arson

During 2005/06 in the West Midlands alone, there were:

- 670 deliberately started dwelling fires
- 2,500 deliberately started vehicle fires
- 11,500 deliberately started secondary fires (bin fires, grass fires etc.)

For this reason we believe that education is a key part of our attempts to reduce the scale of arson in our area.

These lesson plans are intended to be used as a follow-up to the play, to trigger further thoughts and discussions based upon the devastating consequences of arson and to consolidate what the students would have already learnt.

The lesson plans are divided into a number of subjects, and fit within the National Curriculum guidance for those subjects at Key Stage 3 level. They can be adapted to suit your particular class. These subjects are:

- English
- Drama
- Dance
- Citizenship

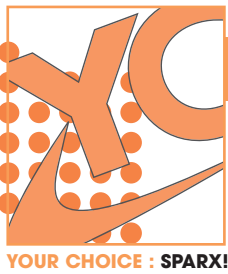
If you would like a member of the West Midlands Fire Service to visit your class for a lesson to reinforce the objectives of 'Sparx!' through interaction, discussion and DVDs, please contact Jo Thomas on 0121 380 6074.

To arrange a visit or additional support for schools throughout Staffordshire from your local fire station/ area command area please contact 08451 221155.

To arrange a visit or additional support for schools throughout Shropshire from the Community Fire SAfety team please contact 01743 260260 or contact your local fire station.

Whether or not you carry out the lessons we would be grateful if you and each pupil in the class would fill in the appropriate evaluation forms (or copies of them) at the back of this pack, and send it back to us by July 27th 2007. All forms will go into a draw and the winning school will receive a cheque for £100. We will use the information to adapt and improve the play and the follow-up notes for next year, in order to achieve our goal of educating the young people of the West Midlands about the dangers and consequences of arson.

Alternatively these lesson plans and evaluation form can be downloaded from [www.wmarsontaskforce.gov.uk/sparx](http://www.wmarsontaskforce.gov.uk/sparx) or [www.ziptheatre.co.uk](http://www.ziptheatre.co.uk)



## SKILL

To write in a journalistic style considering both balance and bias.

## ORGANISATION

Class discussion primarily to establish some identity to an imagined arson attack – possible motives, possible culprits, possible victims and possible outcomes.

Break class down:

- Individuals work on their own article,
- or
- Activity could be group based. Each group is given the same basic story, but a different set of instructions in order to offer various slants (for example, irresponsible parenting being blamed).

## RESOURCES

- Local newspaper reports on arson attacks in own areas.
- or
- Own story made up by class as basis.
  - Synopsis (Sheet A).
  - Arson reports (Sheet B).

## POSSIBLE EXTENSIONS

- Read the finished articles aloud to class or group, then the other students identify which instructions were allocated in this portrayal.
- Make the chosen report or article into a radio report and then record it on to tape.
- Make the article into a news report and video as for TV.

# 1. A NEWSPAPER REPORT

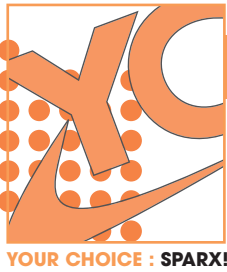
## TASK

Students to be given the task of writing a news article on an imaginary arson attack at a school:

- For local newspaper
- For national broadsheet/tabloid

The article should include main events, witness statements and outcomes.

Students should be asked to write either a fair, balanced account, or with a biased slant – for example anti-teenager, or just in a pure sensationalised style, exaggerating events.



## 2. DIARY

### SKILL

To imagine underlying motives that cause certain people's actions and behaviours, putting themselves in their position.

### ORGANISATION

As a class, discuss various arson attacks from newspaper reports locally or nationally and/or read the 'Sparx!' synopsis.

Give some prompts as to perceived attitudes, personalities etc.

Then each individual writes their own diary entries.

### RESOURCES

- Synopsis (Sheet A).
- or
- Articles on arson attacks – especially on school arson, which may be in local or national newspapers.
- or
- Arson reports (Sheet B).

### POSSIBLE EXTENSIONS

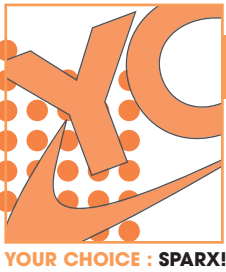
- Each individual could read out their diary entry to the rest of the class.
- Class could be encouraged to debate and question that person – in character role – as to why they did it, what they felt etc.
- Debate moral issues (broadly) and how/when conscience plays a part.

### TASK

Students to write a diary entry for a specific character involved in an arson attack in some way – reflecting on the events and retelling it in a very personal and private way:

- as a character from 'Sparx!'
- as a convicted arsonist
- as a victim
- as a rescuer – Police, Fire Service
- as another person involved.

Students should write in an informal 'chatty' style.



## 3. LETTERS

### SKILL

To be able to construct clear, understandable letters in an appropriate style and format for their purpose.

### ORGANISATION

As a class:

Conventions and layouts of formal and informal letter writing may need to be taught or revised.

Having knowledge of the various expected styles, the students should then work individually.

### RESOURCES

- Examples of different styles of writing.
- The list of 'feelings' vocabulary (Sheet C)

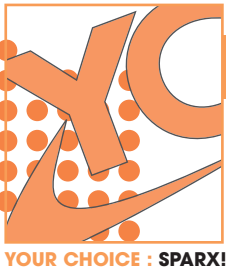
### TASK

Students to write letters.

- Formal – a letter of condolence to parents who lost a child in a school arson attack – from head teacher, local councillor or other public figure.
- Informal – a letter of sympathy to the parents – from the child's friend, from an adult friend or a neighbour.
- Informal – a letter of remorse, guilt and sorrow from the arsonist (who has not been suspected, found or charged) to the parents – sent anonymously.

### POSSIBLE EXTENSIONS

- Class debate could follow on what 'wordings' were most appropriate in the circumstance.
- Discuss how construction of sentences could alter or convey feelings.
- Discuss the difficulty most people have when trying to convey sympathy for a loss of life, rather than, for example happiness at a birth.



## 4. DEBATE

### SKILL

To understand reasons behind actions and to look further into feelings than the obvious.

### ORGANISATION

Class to be split into two. One half to take the 'condemning' view of a character. One half 'justify' the actions.

### RESOURCES

- Synopsis (Sheet A).
- The list of 'feelings' vocabulary, to stimulate ideas and extend group discussions (Sheet C).

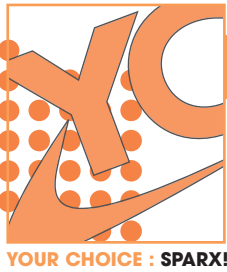
### TASK

Organise a debate in which one of the main characters is chosen and the class debate the actions that the character took, e.g.

- Eggie – was she right to be so angry with her mother and take it out on all those who loved her?
- Kirsty – would she have followed Eggie?
- Mother – did she treat Eggie badly?

### POSSIBLE EXTENSIONS

- Choose a character, write an essay looking at issue from their point of view.
- Write an essay (opposite to above), condemning or justifying the actions of a chosen character.
- Write a poem using either all the negative feelings, or positive feelings, from photocopiable sheets.



## 5. IMPROVISATION

### SKILL

To understand emotions and characteristics and portray them sympathetically, powerfully.

### ORGANISATION

Individuals can select own character and then work up their improvisation on their own.

### RESOURCES

- Synopsis (Sheet A)

### TASK

Students to be given task of selecting a character from the play.

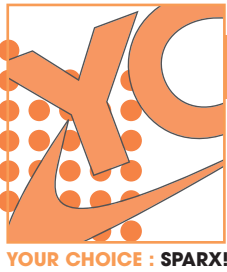
They then imagine that they are that character and tell the story as they see/experience it.

Focus on – how characters respond, the retention of facts and events, reasons and consequence.

Can develop into improvised scenarios between two or three of the characters.

### POSSIBLE EXTENSIONS

- Individual scenarios can be mimed for the rest of the class to guess which characters were involved.



## 6. FREE EXPRESSION

### SKILL

To use different ways to convey action, character, atmosphere and tension in performing playlets.

### ORGANISATION

Group work.

### RESOURCES

- 'Sparx!' playscript extract (Sheet D).
- 'Sparx!' CD.

### TASK

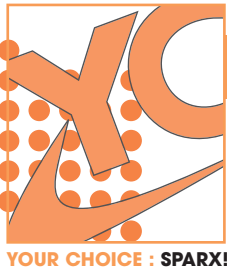
Improvise the action of the play trying to develop an individual character and interpret the tension through pure dance, movement and expression to the CD.

Work on small sections of the play.

When linking these scenarios to the whole, concentrate only on the main events

### POSSIBLE EXTENSIONS

- Look at videos that accompany record releases. Discuss how the story the video portrays is often different from the words of the song, but is often an alternative interpretation of the music.



## SKILL

To become informed citizens and develop skills of participation and responsible action.

## ORGANISATION

This could be an open invitation to the whole school or to a specified year, group or class. It could be an after school club.

## RESOURCES

- Useful resource and contact list.
- Local group listings.
- Yellow pages.
- Any leaflets, publications available from volunteer group in the area.

# 7. SCHOOL WATCH

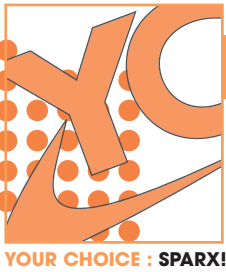
## TASK

Students asked to explore all the possibilities of setting up their own 'School Watch' scheme – partnering the local Neighbourhood/Home Watch if at all possible.

- Study the problem areas in your school:
  - (a) Bullying, peer pressure
  - (b) Drug taking
  - (c) Truancy
  - (d) Graffiti, damage, theft
  - (e) Fire play.
- Seek advice from specialist groups on actions required.
- Devise an action plan.
- Encourage voluntary participation from peers.
- Monitor and evaluate the effectiveness of the group.
- Continue to seek help, advice and meet other partner groups.

## POSSIBLE EXTENSIONS

- Encourage the group/class to meet with other specialists – the Fire and Rescue Service, the Police, drug action teams etc.
- Carry out risk assessments for all problem areas.
- Devise a name, design a logo for the group, e.g. 'THE WATCHERS', 'THE FIRECHECKERS'.



## 8. CHOICES AND ALTERNATIVES

### SKILL

To develop flexible thinking, to be able to consider more than one possibility. To begin to hypothesise.

### ORGANISATION

Whole class, group or individual.

### RESOURCES

- Synopsis (Sheet A).

### TASK

Students to be given a range of situations from the play and asked to consider, then suggest, alternative ways in which the situation could have developed.

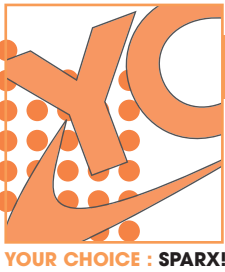
Possible scenes:

- Initial meeting of Packman, Eggie and Kirsty.
- Argument between mother and Eggie.
- Eggie persuading Kirsty to join in with her lighting a fire.
- Discussion near end with Eggie, Kirsty and Sparx while on the way to the sheds.

Focus: the changes/responses must be plausible. Consider relationships and group dynamics. Ideas then presented and discussed with other students – who should debate if these alternatives are workable, sensible options in reality.

### POSSIBLE EXTENSIONS

- Choose an alternative ending to the play, then create into a narrative prose format. Alternatively, replace the ending of the play in script format.
- Improvise possible alternatives as scenarios.
- Decide which ending is more powerful.



## 9. RISKS TO INDIVIDUALS - DISCUSSION

### SKILL

To understand 'risk taking' oneself and the consequences of putting other people's lives at risk.

### ORGANISATION

Whole class debate.

### RESOURCES

- Any videos on explorers, mountaineers, emergency services etc.

### TASK

Class to discuss risk taking:

- Those who risk their own life by pushing boundaries, e.g. mountaineers and Formula One drivers (where training/equipment makes calculated risk).
- Those who risk their own life through wanting to help others, e.g. firefighters, police, paramedics (who again rely on training/equipment to reduce the risk as much as possible).
- Those who risk their own life through peer pressure, boredom or the immediate buzz/thrill e.g. drug takers, joyriders, firesetters (where risk is high).
- Those whose own lives are put at risk through no intention or desire of their own, in an arson attack e.g. victims, innocent bystanders, neighbours etc.

### POSSIBLE EXTENSIONS

- Students could grade risk taking activities on a scale of 1 – 10. 1 being least dangerous through to maximum danger at 10.
- Discussion on whether risk taking has any link with age/maturity/responsibility.



## 10. COMMUNITY ACTION

### SKILL

To become informed citizens through knowledge and understanding, and to develop skills of enquiry and communication.

### ORGANISATION

Individual research leading to class interaction/discussion.

### RESOURCES

- Useful resources and contact list.
- Library and ICT resources.
- Local newspaper, local yellow pages.
- 'Keep Your School in Business' booklet.

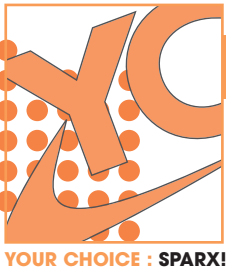
### TASK

Students to research through local newspapers, national media, local authorities, libraries and ICT resources to find out about community action groups.

- (a) Neighbourhood/Home Watch.
  - (b) Victim support.
  - (c) Other local groups such as Resident Associations, Youth Groups, Enterprises, Environmental Groups, Help the Aged, Samaritans etc.
- Look at their history, their development, their aims and objectives, how they are viewed etc.
  - Discuss how groups such as these can make a difference in preventing arson, or how they can help after an incident – their value in today's society.

### POSSIBLE EXTENSIONS

- Look at other 'Watch schemes' e.g. 'Business Watch', 'Pub Watch', 'Church Watch'.
- Join a local voluntary group to see how you can make a difference.
- Set up your own 'Class Watch'.



## 11. THE QUESTION OF ARSON?

### SKILL

To become informed citizens through knowledge and understanding.

### ORGANISATION

Individual research leading to class interaction/discussion.

### RESOURCES

- Useful resources and contact list/library and ICT resources.
- [www.wmarsontaskforce.gov.uk](http://www.wmarsontaskforce.gov.uk).

### TASK

Students to research through libraries and ICT resources and find out the facts on the following:

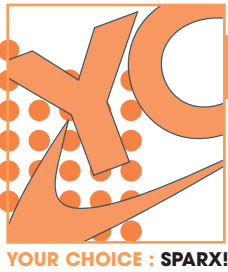
- The increase in arson today since 1950.
- Cost of arson nationally.
- The level of school arson.
- Who the arsonists are.
- How arson is viewed legally.
- The work of the Arson Prevention Bureau.

As a class debate the findings, discuss the issues, their views, their suggested solutions etc.

Discuss why arson was one of the last crimes punishable by the death penalty.

### POSSIBLE EXTENSIONS

- Compare increase in incidents to statistics of other 'crimes' such as:
  - Drug taking
  - Truancy
  - Burglary
  - Car crime
  - Mugging etc.



## 12. IT'S IN THE PICTURE

### SKILL

To analyse visual images and draw conclusions – looking beyond the facts and interpreting physical and emotional repercussions, possibilities and assumptions.

### ORGANISATION

Class given visual images and discuss as a whole. Then split into groups or work individually.

### RESOURCES

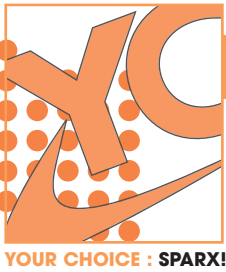
- Synopsis (Sheet A).
- List of feelings vocabulary list (Sheet C).
- Visual images available from [www.wmarsontaskforce.gov.uk/sparx](http://www.wmarsontaskforce.gov.uk/sparx)

### TASK

- (a) Students given visual images in groups. Focus upon fact and all the possible interpretations, e.g. fact – funeral; assume – people sad.
- (b) Students to create their own version of a story around the image.
- (c) Students to look at the emotion list and say how the picture makes them feel.

### POSSIBLE EXTENSIONS

- Each individual to imagine they are a character in that scene, write an account from their point of view.
- Drama – get class to act out the scene/hot seat characters.



## 13. SEQUENCES AND RESPONSIBILITIES

### SKILL

To look at cause and effect, the consequences of actions. To select key events which predict outcomes.

### ORGANISATION

Group activities and discussion, or all to work on tasks individually.

### RESOURCES

- Synopsis (Sheet A).
- Photos available from [www.wmarsontaskforce.gov.uk/sparx](http://www.wmarsontaskforce.gov.uk/sparx).

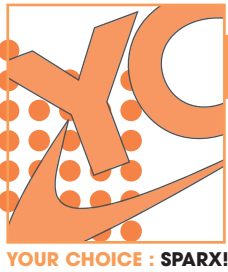
### TASK

- Students given the sequence of photos of main events and asked to explain how one leads to the other (this should serve as a 'warm up' activity for more able pupils to do b and c).
- Using the synopsis for reference, students to select the key events and consider how these influenced the rest of the play.
- Students to predict outcomes for different characters.

Consider various possibilities and consequences, but take into consideration moral issues.

### POSSIBLE EXTENSIONS

- Debate could follow on the outcomes – if they were appropriate, do the group agree.
- Act out/write or improvise possible outcomes.
- Discussion on penalties and punishments, or alternative ways of dealing with convicted arsonists.



## 14. CHOICES

### SKILL

To consider alternatives, to weigh up decisions.  
To encourage taking responsibility for own actions.

To consider the impact of actions or behaviour towards others.

To consider how responses and decisions may change under differing circumstances.

### ORGANISATION

Whole class, group or individual.

### RESOURCES

- 'Choices' (Sheet E).
- You could construct your own scenarios.

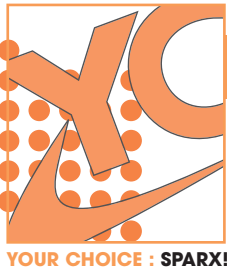
### TASK

For each situation students to discuss:

- What are the possible alternatives and outcomes?
- What would be the most sensible course of action given the circumstances?
- What would happen if the responsible course of action was not followed?

### POSSIBLE EXTENSIONS

- Drama or role play with the audience (other students), responding and commenting on the 'choices' made and speculating on further consequences.



## 15. MEDIA REPRESENTATION

### SKILL

To develop knowledge and understanding of key issues, as shown through recent and contemporary drama and fiction written for young people and adults.

### ORGANISATION

Individual or group work.

### RESOURCES

- Footage or recordings of current soaps, series or performance on television or radio.

### TASK

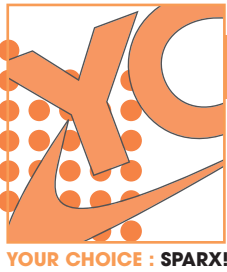
Research soaps and/or popular series such as Coronation Street/Emmerdale/EastEnders/Neighbours/Hollyoaks etc. to see how many have included fire setting, arson or actual fires in their programmes.

Discuss what's been behind each storyline – anger, peer pressure, family breakdown, crime etc.

Discuss whether it's been fairly presented or biased in a specific way.

### POSSIBLE EXTENSIONS

- Groups could give résumés of the events leading up to the incidents in each case.
- Discuss any similarities or differences between different programmes.
- Discuss what effect these storylines have on audiences.
- Debate how key issues in storylines are portrayed if written for an older audience.



## SKILL

To develop skills of enquiry, gain knowledge and understanding about being informed citizens.

## ORGANISATION

Whole class or group project with possibilities of individuals being tasked with researching certain sections.

## RESOURCES

- Library and ICT resources.
- Local media.
- Local Fire and Rescue Service information.
- Local Authority information.
- [www.wmfs.net](http://www.wmfs.net)
- [www.wmarsontaskforce.gov.uk](http://www.wmarsontaskforce.gov.uk)
- 'Maximum Sentences' (Sheet F).

## POSSIBLE EXTENSIONS

- Extend to look at incidents in neighbouring counties.
- Compare local figures with national average.
- Explore the legal system and sentences for arson.
- Make a presentation to the whole school regarding the problem of arson in the area.

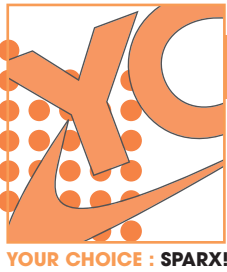
## TASK

Students to plot on a map of the local area – all the cases of arson in the last 10/20 years.

- School arson attacks
- Other sites.

- Are there any cluster areas?
- Have the targeted communities got any similarities – (near wasteland, near rubbish, high crime areas, lower socio-economic areas)?
- Are there any cultural or religious reasons or motives that can be identified?

Use class discussion to debate what influences or reasons could be given.



Eggie is troubled by her past. Her two younger brothers were killed when a chip pan caught fire and set light to their house. She thinks that her mother blames her for the fire as she was arguing with her mother when the blaze started. She and her best friend Kirsty hang around together. Kirsty is unhappy at home since moving to the Midlands.

Eggie's mum is worried about Eggie. She can see Eggie is unhappy but doesn't know how to help.

Deno, Corby and Sparx are all firefighters. They were called out to the fire which killed Eggie's brothers, but arrived too late as they had been called out by a hoax call earlier. They are often called out to fires started by young people.

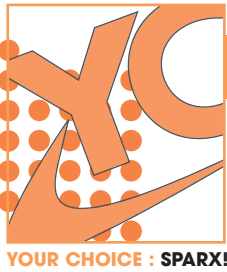
Packman is an ex-firefighter who is now a busker. He used to be close to Eggie's mum, but they are no longer together. He and Sparx are good friends.

Following a row with her Mum, Eggie leaves home. Her mother reports her missing, but cannot find her. Eggie is sleeping rough.

Kisty and Eggie meet up. Eggie talks Kirsty into helping her start a fire in an old shed by a paint factory. Kirsty is scared, but doesn't want to let her friend down. Sparx meets the girls on his way to work just before they set the fire. They tell him that they are going home.

The girls go in the shed and set fire to an old mattress. They are trapped by the flames which spread to the paint and cause a serious fire. Packman manages to rescue Kirsty, but she receives serious burns to her head and hands.

Deno, Corby and Sparx are called to the fire. Corby and Sparx try to rescue Eggie, but the roof falls in and Sparx is killed. Eggie has died in the blaze.



## 1. Arson hits young stars

Young members of Weatherton Football Club were left in tears and others were left sickened after the changing rooms at the club were gutted by fire, and hundreds of pounds' worth of equipment was wrecked by arsonists.

Fire from rubbish set alight beside the portable cabin in Poppy Hill Park spread into the changing rooms and smoke seeped in through an air vent in the storage cupboards, damaging football kits, nets, bibs and balls belonging to the local junior and senior teams.

Manager Harold Black said the attack has left them devastated. "It's It will cost thousands of pounds to sort out the mess and buy new equipment," he said.

Firefighters attended the scene at around 6.30pm last Thursday. Once a haven for vandals, Poppy Hill Park, near Reservoir Road, had undergone a major facelift and boasts walkways, a shrubbery, a wildlife classroom and steel sculptures.

Anyone with information about the fire should contact police on 0153 254783.

## 2. Four dead in arson attack

Four people from the same family have died in a suspected arson attack at their home.

The tragedy occurred in the early hours of Saturday morning when a family were unable to get out of a house before it was gutted by fire.

Emergency services arrived on the scene less than a minute after the first 999 call was made, but were unable to rescue the people trapped in the house. Firefighters entered the property wearing breathing apparatus and searched the house for possible casualties.

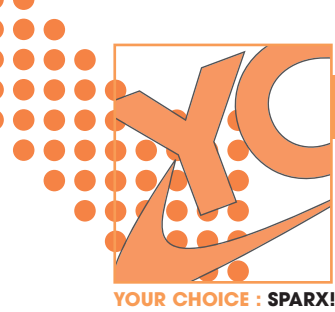
West Halesford Fire and Rescue spokesman Gary Hawkins said: "Clearly the fire was of such ferocity that there was little the fire service could do to save the lives of the four people inside.

"The fact that the fire has run through the house so quickly raises suspicions about the actual cause and we are therefore treating it as arson."

Police inquiries into the blaze are operating at the same level as a murder probe, despite the cause being unknown.

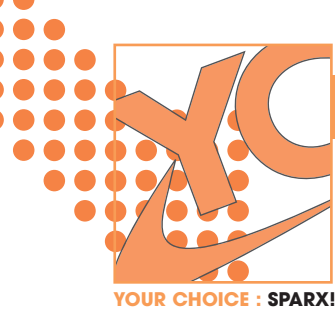
Fire officials do not believe there were any working smoke alarms fitted in the property. If there had been the family would almost certainly have been alerted and escaped unharmed.

## Three people have been arrested on suspicion of arson.



## List of feelings vocabulary: Sheet C

Angry	Giving	Quiet
Anxious	Guilty	Regretful
Ashamed	Hate	Rejected
Bitter	Hatred	Relieved
Brave	Helpful	Resentful
Bullying	Honest	Restless
Caring	Hysterical	Revengeful
Comfortable	Innocent	Secretive
Comforting	Joyous	Sharing
Cruel	Keen	Slow
Devastated	Kind	Sorrowful
Eager	Lazy	Strong
Energetic	Lethargic	Tense
Enjoyable	Loud	Thoughtful
Envy	Loving	Tired
Excited	Mature	Touching
Exhausted	Miserable	Trusting
Exhilarated	Naïve	Truthful
Fast	Old	Uncertainty
Fearful	Open	Understanding
Forgiving	Overwhelmed	Unforgiving
Frightened	Painful	Unhappy
Frustrated	Pitiful	Youthful
Generous	Powerful	



## SATURDAY NIGHT, EGGIE AND MOTHER ARGUING

**Mother:** Why don't you do something to better yourself, Erica? Why don't you just try?

**Eggie:** What's the point?

**Mother:** Try and do well at school.

**Eggie:** I don't do school any more.

**Mother:** You've got exams coming up next year.

**Eggie:** Big deal.

**Mother:** Mrs Wikkins says you never do your homework. Spend a few evenings in.

**Eggie:** What for?

**Mother:** Maybe I could help you.

**Eggie:** You? Help me!

**Mother:** Why not?

**Eggie:** Make me laugh!

**Mother:** I'm sick of this.

**Eggie:** I'm sick of this.

**Mother:** You treat this house like a hotel.

**Eggie:** Maybe I'd better check out then.

**Mother:** Maybe I'd better give you the bill.

**Eggie:** Oh, I pay....

**Mother:** That'll be the day.....

**Eggie:** .....I pay all right.

**Mother:** .....when you start bringing money in.

**Eggie:** Every day you make sure I pay.

**Mother:** What are you talking about?

**Eggie:** You know.

**Mother:** What do you mean I make you pay?

**Eggie:** That.

**Mother:** What?

**Eggie:** Every day.

**Mother:** What?

**Eggie:** What do you think?

**Mother:** How? (No answer) How? How do I make you pay?

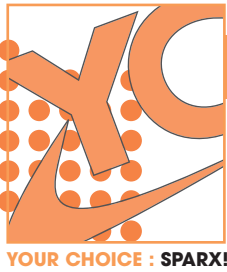
**Eggie:** I've had enough of this. Enough of you. You make me sick. You blame me all the time. Every time you look at me I can see it in your face. I can't stand it, Mom. I'm not stopping here any more! (She goes)

**Mother:** Erica! I never blamed you. Never.



1. You see a rubbish bin on fire near a local shop.
  
2. You see some youths playing with matches near trees in a local park:-
  - (a) It is Winter
  - (b) It is Summer
  
3. You witness your friend involved in the above activities. Does this change how you respond? Why?
  
4. You think you can see flames and smoke coming from:-
  - (a) A nearby house
  - (b) The local school

It is night, you are hurrying as you are late, way past the curfew your parents have set.
  
5. You are concerned that a pupil in your class is obsessed with collecting and playing with lighters.
  
6. Same as 5 but you actually see him/her in what you regard as dangerous situation/actions.
  
7. You overhear some students in your class planning to play a 'prank' at school and set fire to rubbish left behind the bike sheds.
  
8. Your friend wants to get 'even' with a teacher she/he has been in trouble with and asks you to help her/him to burn their briefcase.



## **Arson - Criminal Damage by Fire**

- Crown Court: Up to life imprisonment
- Magistrates Court: Up to six months imprisonment and/or fine

## **Arson - Recklessly Endangering Life**

- Crown Court: Up to life imprisonment

## **Arson - With Intent to Endanger Life**

- Crown Court only: Up to life imprisonment

## **Public Order - Riot**

- Crown Court only: Up to ten years imprisonment and/or fine

## **Public Order - Violent Disorder**

- Crown Court: Up to five years imprisonment
- Magistrates Court: Up to six months imprisonment and/or fine

## **Affray - Unlawful Violence**

- Crown Court: Up to three years imprisonment
- Magistrates Court: Up to six months imprisonment and/or fine

## **Using Threatening/Abusive/Insulting Words or Behaviour**

- Magistrates Court only: Up to six months imprisonment and/or fine

## **Criminal Damage (value under £5,000)**

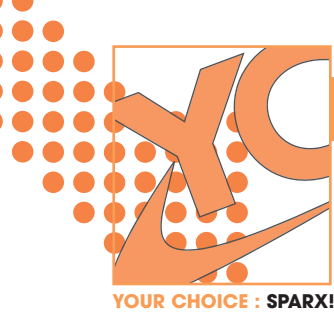
- Magistrates Court: Up to ten years imprisonment
- Magistrates Court: Up to six months imprisonment.

## **Criminal Damage (value under £5,000)**

- Magistrates Court only: Up to three months imprisonment and/or fine

## **Have an Article with intent to Destroy/Damage Property**

- Crown Court: Up to ten years imprisonment
- Magistrates Court: Up to six months imprisonment and/or fine



## PUPIL EVALUATION OF 'SPARX!'

School: \_\_\_\_\_

1. On a scale of 1 – 6, how much did you like the play? **(Please circle)**

**really bad**   1   2   3   4   5   6   **excellent**

2. Did you do any of the follow-up work afterwards? If yes, what?

**No**   **Yes** \_\_\_\_\_

3. Overall, was it too long, too short or just right? **(Please circle)**

\_\_\_\_\_

4. What did you enjoy the most?

\_\_\_\_\_

5. What did you enjoy the least?

\_\_\_\_\_

6. What does 'arson' mean?

\_\_\_\_\_

7. Before the play, had you been involved in any kind of fire setting, e.g: setting fire to bins, playing with matches? If yes, please write down the kinds of things.

**No**   **Yes** \_\_\_\_\_

8. Since you've seen the play, have you been involved in any kind of fire setting as above? If yes, please write down the kinds of things.

**No**   **Yes** \_\_\_\_\_

9. What are the 3 most important things you learnt from the play?

• \_\_\_\_\_

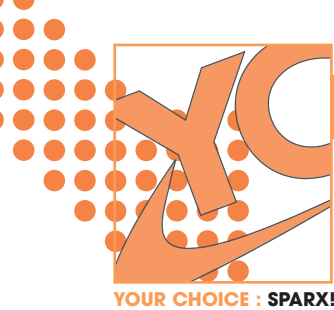
• \_\_\_\_\_

• \_\_\_\_\_

10. Has anything you learnt in the play made a difference to things you do or think? If so, what?

**No**   **Yes** \_\_\_\_\_

**Thank you for your time in completing this.**



School: \_\_\_\_\_

## THE PLAY

1. On a scale of 1 – 6, how interesting did the students find the play? (Please circle)

**Very boring**    1   2   3   4   5   6    **Very interesting**

2. Which aspects did they enjoy the most (particular scene, music, lighting, effects etc.)?  
\_\_\_\_\_

3. Which aspects did they enjoy the least (as above)?  
\_\_\_\_\_

4. Which key messages do you feel were put across well?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. How could the play and the organisation of it be improved?  
\_\_\_\_\_

6. Which do you prefer - the play coming to the school or children visiting a theatre to see the play? Please explain why.

Play in school      Theatre visit      Comment: \_\_\_\_\_

7. Have the students made any comment or reference to the play in the following days or weeks?  
\_\_\_\_\_

8. Do you feel it has made any changes in their attitude to firesetting or behaviour in general?  
\_\_\_\_\_

## THE FOLLOW-UP

1. Did you use any of the follow-up activities? If so, which?

Yes                  No                  Comment: \_\_\_\_\_

2. On a scale of 1 – 6 how easy were they to follow?

**Difficult**    1   2   3   4   5   6    **Easy**

3. On a scale of 1 – 6 how interesting did the students find them?

**Not at all interesting**    1   2   3   4   5   6    **Very interesting**

4. Do you have any comments on how they could be improved?  
\_\_\_\_\_

Thank you for your time in completing this. Please return it to: **Jo Thomas, Fire Service Headquarters, Lancaster Circus Queensway, Birmingham, B4 7DE, by July 27th 2007.**