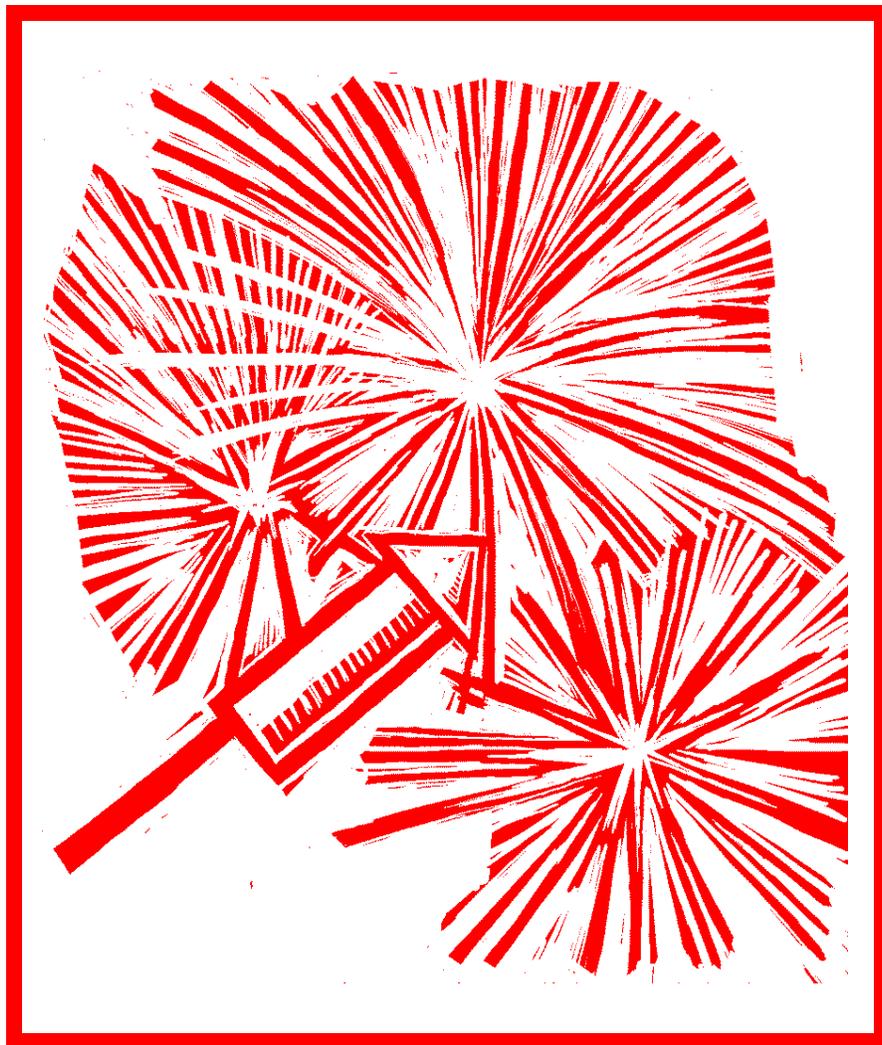
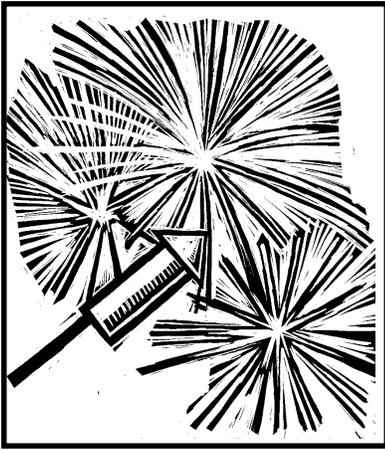


FIREWORKS INTERVENTION

Introduction





Note:

These intervention materials were developed by Patricia Foust, Juvenile Counselor with Multnomah County Juvenile Department, Portland, Oregon. She discovered that many of her clients were experimenting with fireworks and not receiving the educational intervention they needed. As she works with the youth, she also educates the parents on home fire safety.

Warning!

It is extremely important for the youth and their parents to understand that in Oregon, once a fireworks has been altered from it's original state, it becomes a destructive device. Under Oregon law the youth may be charged with a class C felony and may be in the custody of the juvenile system for up to five years.

IS THERE A NEED FOR FIREWORKS INTERVENTION?

Yes! In Oregon, there were 202 fireworks-caused fires in 1998. The estimated dollar loss associated with these fires was \$304,271. Fifty-four of the fire reports indicated that a juvenile was involved in ignition.

Reports to emergency departments and immediate care clinics for the period from June 23, 1998 to July 20, 1998 show that forty juveniles, ages 0-17, were involved in injury-causing fireworks incidents.

WHO SHOULD USE THESE EDUCATIONAL ACTIVITIES?

This intervention was developed for use by fire educators, juvenile court workers, school personnel or treatment providers working with youth caught misusing fireworks.

WHAT IS THE PURPOSE OF THESE MATERIALS?

These activities are designed to hold a youth accountable for their behavior while teaching the potential consequences (injuries or fires) if they misuse or alter fireworks. They also do not understand the legal or financial obligations they or their parents might incur. Lifelong consequences for their actions could include burn scars to themselves or others, financial hardships on their parents, or a juvenile record.

This intervention is designed for youths who use illegal fireworks (i.e. setting off a bottle rocket that starts a field fire), misuse legal fireworks (i.e. placing a firework inside a can), or who alter a firework (i.e. wrapping tape around a tube-type firework to enhance its power). It is not designed for youths who are manufacturing destructive devices or altering fireworks to intentionally cause injury or property damage.

The intervention packet includes:

- 1) contract between the youth and family and the interventionist
- 2) lesson plans for two projects...a report or a poster
- 3) insert showing legal and illegal fireworks
- 4) insert describing the safe use of fireworks
- 5) newspaper articles about fireworks accidents for use with Project !

All materials can be freely adapted to suit the client and the situation.

YOUTH EXPECTATIONS

The youth agrees to complete *The Youth's Own Story*.

In addition, the youth agrees to complete the _____ project.

The youths own story and project will be completed by _____.

The youth agrees to present his project before the accountability board on _____.

Youth

PARENT EXPECTATIONS

Impress upon your child that they need to follow the rules of the firework program. This includes no possession/play with fireworks.

Monitor you child's internet access to information that can assist them in modifying fireworks or manufacturing of destructive devices.

Parents should have working smoke detectors in bedrooms, hallways, and common living areas. Check smoke detectors monthly to see if they are working. If you cannot afford to purchase smoke detectors, please inform your counselor.

Parents should have (2A:10BC) fire extinguishers accessible on every level in the house.

Matches and lighters should not be freely accessible in the home.

Keep all flammable liquids locked up. Such liquids include turpentine, gasoline, lighter fluids, and charcoal starter fluid.

Keep all aerosol cans that are flammable locked up. This includes hairspray.

Amnesty period during which the child can turn in any firesetting/fireworks material that he/she may possess.

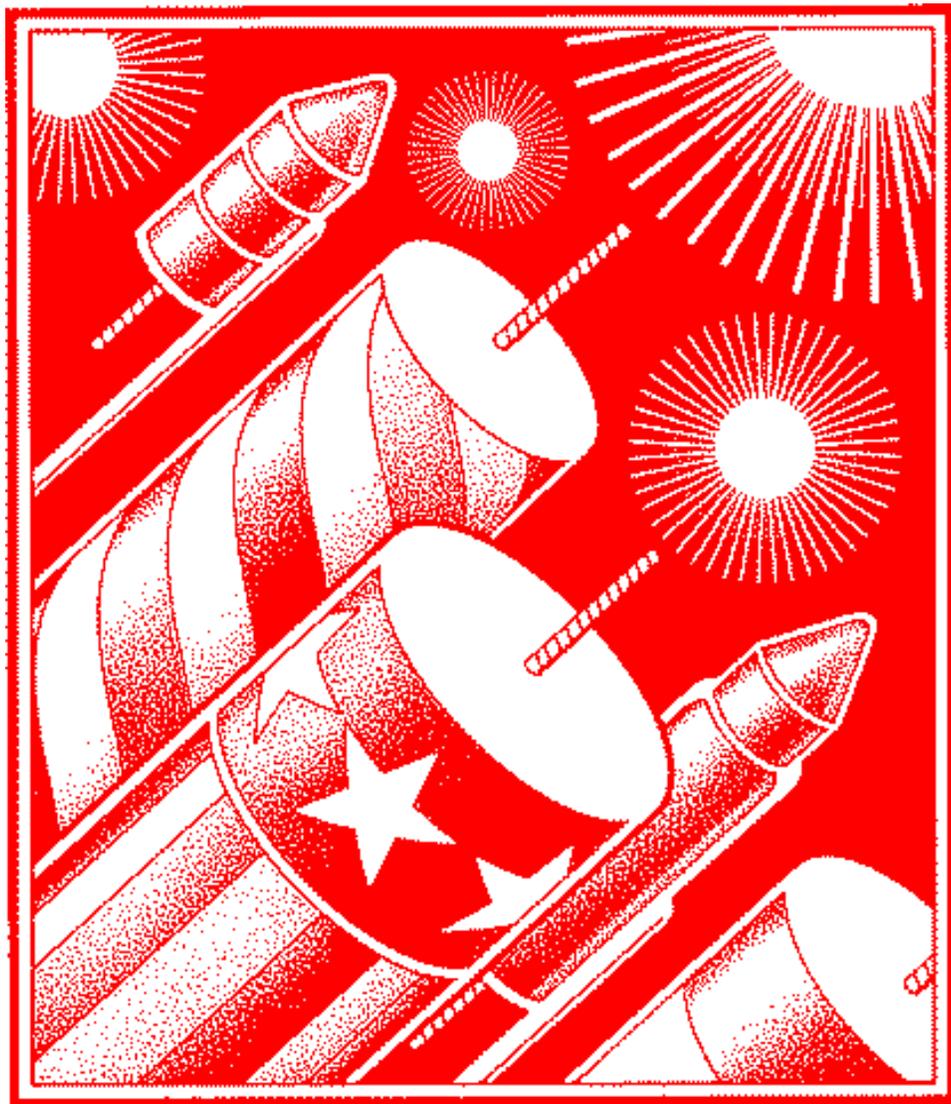
Perform random person and belonging searches.

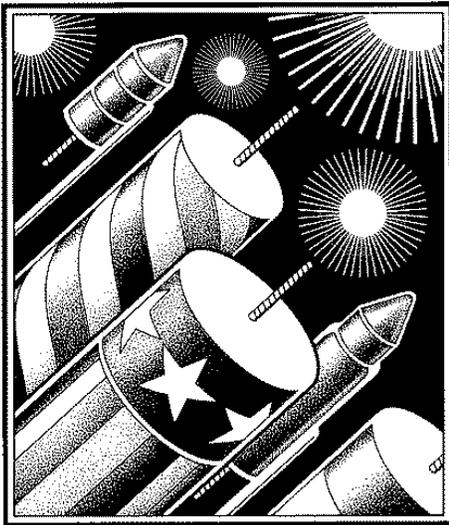
Parent

Interventionist

THE INCIDENT

The Youth's Own Story





THE INCIDENT

The Youth's Own Story

Materials:

Paper
Pencil
Story questions

Notes:

The youth's story is the basis for all the projects.

If the youth is a poor reader or a non-reader, read the questions for him/her, paraphrasing if necessary, and record the answers.

Check police and fire reports for verification of details of the youth's story.

Objective:

To help the youth understand the risk to life and property when fireworks are misused or altered.

Age level:

10 - 17 years of age

Procedure:

Have the youth answer the questions on the question sheet provided. This will help them create a description of their behavior with fireworks.

Meet with the youth to discuss the questions and answers. You may need to question the youth to bring out more detailed information, such as...

- 1) police or firefighters could have been hurt if there had been a fire;
- 2) siblings, family, or friends could have been injured;
- 3) consequences to the youth could include grounding, losing TV privileges, fines or other penalties, suspension from school;
- 4) parents may have lost time from work or money;
- 5) property could have been damaged or destroyed.
- 6) any financial impact to the community as a result of the incident.

Your name _____ Date _____

1. What were you were doing with fireworks when you were caught?

2. Explain why you did what you did?

3. Was anyone hurt? If yes, WHO and HOW?

4. Was there a fire? If yes, describe it and tell who was affected by the fire.

5. If there was a fire how were people affected by it?

6. If no one was hurt, or there was no fire, what COULD have happened?

7. How has your family reacted?

8. What has happened to you as a result of misusing fireworks?

9. Who else talked to you about this incident? (such as firefighters, police officers)

10. If you could do things differently, what would you do?

PROJECTS 1 & 2

Report and Poster





PROJECT 1

Report

Objective:

To help the youth understand the risk to life and property when fireworks are misused.

Age Level:

10 - 17 years of age

Procedure:

Have the youth research articles about fireworks incidents and then write a report which includes his/her fireworks incident. The completed *Youth's Own Story* will be the outline for the part of the report about his/her incident.

The report should be easily legible, typewritten if possible, and at least three pages in length. The information listed below should be included in the report for each incident described...

- 1) Headline of the article (if from a it's from a newspaper)
- 2) Introduction: a basic description of what the article is about
- 3) The type of fire or injury that occurred
- 4) Details on how the firework was misused or altered
 - a) How it was set off
 - b) If it was altered, how it was altered
- 5) Also, for the youth's incident, cost to
 - a) youth
 - b) youth's parents
 - c) fire department
 - d) police department
- 6) If there were no injuries, fires, or costs... description of what COULD have happened
- 7) The impact of the fire or injury on others

Materials:

Youth's Own Story
Writing materials

Notes:

The youth's story is the basis for all the projects.

Go to back page for project conclusion.

PROJECT 2

Fireworks Safety Poster

Objective:

To help the youth understand the risk to life and property when fireworks are misused.

Age Level:

10 - 17 years of age

Procedure:

Discuss with the youth the project goal—to make a fireworks safety poster to share what they learned from their incident.

Help the youth decide what the MOST important lesson they learned from their fireworks incident is (such as always having a hose or bucket ready in case of emergency). Refer to the flyer, *How to Use Fireworks Safely*, for ideas appropriate to the youth's incident.

If your department's budget allows, plan the poster at a size which is easily reproduced on a color copy machine. Discuss poster placement locations with the youth.

An effective poster contains one major idea (such as Nike's "Just Do It" campaign). An effective poster design will emphasize the message through one or more of the following means:

- 1) The message may be larger or brighter in color than the rest of the poster.
- 2) Include an eye-catching illustration of the message.
- 3) Remember, elements in a poster should be large enough to be seen from a distance.

Go to back page for project conclusion.



Materials:

Youth's Own Story
How to Use Fireworks Safely (insert)
Art supplies such as:
colored poster board
paints
colored markers

Notes:

Discuss materials with the youth
Set a time line for completion
Review the *Youth's Own Story*

PROJECT CONCLUSION

When the project is complete, have the youth present the completed project to an accountability board.

The accountability board may contain representatives from any of the following:

- juvenile firesetter intervention network
- the fire department
- Office of State Fire Marshal
- mental health agency
- school
- juvenile court
- law enforcement
- parent
- insurance agency