**ACTIVITY: Fire risk assessment**

**Activity idea**

In this activity, students identify and define fire risks, outdoors and indoors, using a provided image of a rural scene and an indoor scene they draw themselves.

By the end of this activity, students should be able to:

* identify and define exterior and interior fire risks
* identify similarities and differences between fire risks inside and outside.

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[Rural fire risk scene](#scene)

**What you need**

* Rural fire risk scene
* Access to the interactive [Rural fire risk](https://www.sciencelearn.org.nz/image_maps/49-rural-fire-risk)
* Paper or card
* Drawing equipment – pencils, water colours, paint etc

**What to do**

1. Give students copies of the [rural scene](#scene), and working in pairs or groups, ask them to identify some of the factors that contribute to fire risk in the outdoors. Students could research ideas using the video clips and articles from the context linked to this activity. As a class, discuss what they have identified as fire risks and why.
2. Have students engage with the interactive [Rural fire risk](https://www.sciencelearn.org.nz/image_maps/49-rural-fire-risk) and ask them to compare the fire risks they identified with those on the interactive.
3. Ask students to draw or paint a scene showing the inside of a building or home (for example, the kitchen, dining and family area) and add fire risk areas in their scenes. Some risks for the inside area may include:

* untreated (with chemical fire retardants) furniture – will burn very quickly
* loose, flimsy curtains – easy to catch alight and spread fire
* open windows – lots of oxygen
* mat with tassels next to a heater - if too close, tassels could heat and ignite
* bookcase with scattered books – increased surface area for burning
* overloaded electrical plugs – sparking could be the source of a fire
* stove top with chip pan on it – left to heat, the oil will ignite.
* enclosed area – will contain heat increasing the intensity of a fire.

1. Students could then:

* identify the risks in each other’s scenes
* compare their inside scene with the outdoor scene, looking at similarities and differences (For example, a bookcase with scattered books could be similar to a scattering of dry branches and sticks – they are both dry and have a large surface area for easy burning. A difference could be that an indoor fire is contained, which stops immediate spreading, whereas the outdoor fire is open and can spread easily, especially if there is a wind.).
* devise a game with either or both these scenes that encourage players to identify risks.

