

Introduction

After reading Section One of “*Intentional Structural Fires*,” I would like to choose two causes that affect my community, and these are:

- i) youth-set fires and
- ii) vandalism fires.

These two causes continue to pose a danger to buildings, families, as well as neighborhoods. Both of these problems usually create very serious security hazards and continue to be significant issues in multiple towns and cities. In this assignment, I have explained the type of risk, the target audience, how investigation helps in determining the right group, how I would utilize the five-step model, the message I would share, the community partners who could help, and ways to measure the entire success of the program.

1. Whether Each Cause Shows an Individual or Community Risk

Fires that are generally set by young people demonstrate individual hazards. When children or teenagers start fires because of some inner curiosity, anger, or emotional issues, the danger comes mainly from their personal behavior (Campbell, 2021). It generally begins with one young person or a small group making dangerous choices. Even though the fire could harm the whole community, the root cause is correlated to the individual.

On the other hand, Vandalism fires generally demonstrate a community risk. When people deliberately burn buildings in order to damage property or create fear, the entire neighborhood becomes very unsafe. These types of fires frequently happen in abandoned buildings, schools, parks, or public places (National Commission on Fire Prevention and Control, 1973). The damage extends beyond one person, as well as the whole community pays the price through danger, fear, loss of property, and more enhanced emergency response costs.

2. Who I Would Target With a Fire Safety Education Program and How an Investigation Helps Identify Them

I would like to target children and teenagers who are aged eight to sixteen, along with their parents, as well as teachers, for youth-set fires. Cause-and-origin investigations basically assist in determining this group because investigators look at the patterns of the fire, the tools that are utilized, and where the fire started (Avsec, 2023). If the fire begins in places where children generally assemble or if matches and lighters are found in those spots, it basically illustrates that young people might be accountable. Consultations with neighbors and school workers also help to indicate youth involvement.

I would like to target older teenagers, young adults, as well as community groups in places where vandalism already happens, for vandalism fires. Investigators study things just like broken windows, graffiti, the condition of some abandoned buildings, and past reports, according to the police (Byrne, 2019). If the fire starts in a place that already has vandalism issues, this means investigators can determine the likely group that might be involved. Community complaints also point to certain patterns and also assist in determining the correct audience for the education program.

3. Using the Five-Step Model to Build the Program and One Measurable Objective

For both youth-set and vandalism fires, I would love to utilize the same five-step model in order to build the program. First, I would like to determine the issues by comprehending why these fires happen. Second, I would like to select simple and clear messages that match the age group as well as the situation (Matthews, 2023). After that, I would like to determine how to provide the message, just like school talks, community conferences, videos, or demonstrations.

Then, I would like to plan some ways in order to check if individuals actually learned something. Fifth, I would like to review each and every the results and enhance the program for the future.

It can be stated that one measurable as well as actionable purpose is that at least eighty percent of students would be capable in order to illustrating why utilizing fire without an adult is difficult and harmful after completing the program for youth-set fires.

On the other hand, one measurable and actionable objective is that at least seventy percent of participants would be capable in order to determining two legal consequences of setting a fire deliberately after the training for vandalism fires.

4. The Fire Prevention Message I Would Deliver

My message for youth-set fires would be that fire is not a toy, as well as can also grow faster than anyone anticipates. I would also like to tell children that even a small flame could destroy a house, hurt their family, or also direct to profound injury or death. I would also tell them that if they feel angry or stressed, they must talk to a trusted adult rather than utilizing fire in order to communicate their emotions.

My message for vandalism fires would be that deliberate fire-setting in order to damage property damages the whole community (Mitchell, 2018). I would also like to illustrate that people could go to jail, pay heavy fines, as well as cause suffering to innocent families. I would also tell them that destroying property does not solve any kind of issue and that there are safer, healthier ways in order to deal accompanied by conflict or frustration.

5. Community Groups That Could Help With Message Delivery

In this portion, it can be stated that for youth-set fires, I would like to work with teachers, counselors of the school, parents, youth clubs, as well as local firefighters. These types of people have direct contact with children and could also guide them in a favorable way.

On the other hand, for vandalism fires, I would love to involve the community police officers, neighborhood watch groups, leaders of the city, fire division, and youth organizations. These kinds of groups already help in decreasing any kind of crime and damage in the community, so they could support a fire prevention message that typically concentrates on accountability and security.

6. How I Could Evaluate the Effectiveness of This Program

In order to estimate both programs, I would like to utilize some simple surveys before as well as after the lessons in order to measure what people comprehend and learned. For youth-set fires, I would also like to check if more pupils could comprehend the danger of fire and if they know how to stay secure. I would also check if the audience comprehends the legal and security consequences of vandalism fires.

I would also look at the department of fire and police reports over the next six to twelve months. If the number of youth-set fires or vandalism fires goes down, this demonstrates that the education program is actually working. If the numbers stay the same, I would like to update the message or modify the procedures being taught in order to make them much more effective.

Conclusion

In the end, it can be concluded that “*Youth-set fires*” and “*vandalism fires*” typically affect the communities in various ways, but both create very profound and serious danger. By comprehending the hazards, determining the target audience, utilizing the five-step model, working with community partners, and measuring results, I could make robust and simple fire secure programs. These kinds of programs could secure the families, also help to decrease the intentional fires, and make the community more secure for everyone.

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