



SAFE PLAY AT ALL TIMES

www.splaat.com



a resource pack for teaching about

Building Site Safety

through National Curriculum subjects
for **Key Stage 1** pupils



Photographic Resource

The photography shown throughout this document has been set up to show as many potential hazards as possible. They purposely do not show the high safety standards Laing Homes sets itself.



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Building Site Safety

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Photographs

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Introduction

Many children are injured and several die each year as a result of accidents on building sites. This pack aims to raise awareness of the dangers of construction sites amongst teachers, pupils and the wider community.

The pack provides teachers with a means of delivering safety education through a wide range of other subjects. It gives children an understanding of the dangers of construction sites and provides strategies for avoiding them.

Other professionals working with children can also use the pack. This might include interactive safety projects such as Junior Citizen and Crucial Crew, police, local authorities, safety officers, and PSHE advisors and specialists.

The pack provides lesson plans to fit in with the National Curriculum. The plans are organised as units rather than single lessons, to allow teachers to adapt them to the needs of their pupils. They are in National Curriculum subject order, not suggested teaching order.

All the relevant resources are provided along with ideas for further activities and key safety information.

A digital version of this pack, and additional support materials can be found on www.splaat.com (part of the National Grid for Learning (NGfL)).

These resources include:

- (a) Downloadable and editable pupil files and teaching plans
- (b) Safety Inspector role-playing scenario. This can be used as a stand-alone activity, or as a component of the non-chronological report writing activity
- (c) Photographs of building sites and the hazards found there, for use on computer or printing out
- (d) Downloadable building site safety signs
- (e) Reports of recent building site incidents involving children
- (f) New curriculum resources on building sites as they are developed
- (g) News from SPLAAT
- (h) Competition information for schools near Laing Homes developments

For additional free copies of this pack, contact the RoSPA Education Department
Tel: 0121 248 2025 or email: jbrown@rospa.com

We welcome feedback from teachers using this pack. Comments and suggestions will be taken into account in future editions, and improvements can be made to the online version more immediately. Please use the feedback form on www.splaat.com

SPLAAT assembly

Resources

Photographs showing examples of each danger type are available on **www.splaat.com**. These can be printed on to paper, or can be copied for use on a digital projector. Alternatively, the line drawing on page 17, can be copied for an overhead projector. A selection of building site safety signs can be found on page 20 with colour digital versions on **www.splaat.com**.

Introduction

Ask the children what they have noticed about the local building site:

- What specific things have changed recently? (Show line drawing or equivalent to aid discussion)
- What do they notice around the perimeter of the site?
- Why is there a fence/boarding around the edge?
- Show 'Children Keep out' sign
- Why are children picked on especially – why are children more at risk than adults? (Why not grandparents, for example?)
- Size, visibility, experience and awareness are all factors making children more vulnerable (higher risk)

Danger categories

Ask the children to come up with examples for each of these. Use photographs or line drawing as a stimulus if required.

Things falling on you

You falling from things

You falling into things

Electrical dangers

Chemical dangers

Getting hit or squashed

Wounds and cuts

Getting trapped

Remember, there may be no one around to help you if you do have an accident on a building site. People may not see or hear you. They won't know that you are there and so you will not get help. If you have an accident in other places though, you may get help.

Safer places to play

Brainstorm with the children places in which they play that are safer than a building site. Think about dangers even in these places. If an accident did occur, why would you be more likely to get help? You could rank the places in order of perceived risk, if time permits.

Music – The SPLAAT Rap

If time permits, the SPLAAT Rap could be taught or revisited (Unit K page 13).

Conclusion

You can have an accident anywhere, but building sites are a 'high risk' location and you should never play on a building site.

Unit A: Feelings (PSHE/English)

Context

The pupils should take part in the assembly (page 2) before beginning this activity.

Learning objectives/National Curriculum Links PSHE

- 2a) To take part in discussions.
- 2c) To recognise choices they can make and recognise the difference between right and wrong.
- 4a) To recognise how their behaviour affects other people.

What you will need

Pupil Files 1 and 2.

Activities

Select newspaper article and read through to children (e.g. Terrible Times/Daily Disaster.)

Discussion points

- How did the children get into the building site?
 - What happened to each of the children?
 - Why do you think the children went into the building site e.g. exciting, naughty, lots of things to play on? (Emphasising that there are no right or wrong answers.)
-
1. Get children to imagine that they are one of the characters involved.
 2. Pupil File 2: Draw in the middle a picture of what you think this character would look like.
 3. Fill in before and after speech bubbles on the sheet showing how the children are feeling (if necessary, write a list of key words on the board for children to choose from).
 4. As a class, discuss if the children's feelings/responses were the same or different.
 5. Choose two colours. Colour in good/positive feelings in one colour and bad/negative feelings in the other. Create a key at the bottom of Pupil File 2.

Additional activities

How would other people feel if this accident happened to them? (e.g. parents, family, friends and teacher.)

Unit B: Rules (PSHE/English)

Context

The pupils should take part in the assembly (page 2) before beginning this activity. This may be a good time to revisit class rules and the reasons behind them.

Learning objectives/National Curriculum Links PSHE

3g) Rules for and ways of keeping safe and about people who can help them to stay safe.

What you will need

Pupil File 3 or copy of building site sheet from HSE website (see useful links).

Activities

Discussion points

- What is the definition of a rule?
 - Why are rules needed?
 - Where do we have rules? (e.g. home, school and playground, swimming pool).
1. Look at pictures of building sites (e.g. front/back cover or Pupil File 3). In small groups, identify the hazards on the pictures, e.g. pile of bricks, digging hole, vehicles.
 2. In small groups, ask children to come up with a list of five rules that might apply to keeping safe around this site i.e. keep out, always wear a hard hat.

Additional activities

On an A3 copy of the picture, cut out rules and stick them onto the picture in the correct place. You could design safety signs to illustrate each rule (Unit G, page 9).

Useful links

www.hse.gov.uk/pubns/misc447poster.pdf

An alternative line drawing of a building site, from the Health & Safety Executive (HSE).

www.splaat.com

Safety signs, colour photographs of building sites etc.

Unit C: Reports (English/PSHE)

Context

This activity follows naturally from the first two. Highlight the way in which the stories show the consequences of breaking safety rules (Unit B, page 4).

Learning objectives/National Curriculum Links English – writing

- 1a) Use adventurous and wide-ranging vocabulary.
- 1b) Sequence events and recount them in appropriate detail.
- 1c) Put their ideas in sentences.
- 2b) Assemble and develop ideas on paper and on screen.

What you will need

A3 paper.

Pupil File 1: Newspaper Reports.

Activities

1. Select newspaper article and write key vocabulary on board.
2. Divide A3 paper into four boxes using the following headings as guidance:
 - a) Introduction/setting the scene – who/what/where.
 - b) What happens/what do the children do to cause;
 - c) The accident(s)
 - d) Consequences/how do they get help?/who helps them?/feelings.
3. For each box, draw a picture and write a sentence to describe the picture using the key vocabulary.

Additional activities

Present storyboards to the rest of the class/group. Pupils could copy photographs from www.splaat.com and use them to illustrate a word processed version of their writing.

Unit D: Drama (English/PSHE)

Context

Pupils will need to have a working knowledge of the newspaper reports (Unit C, page 5).

Learning objectives/National Curriculum Links English - speaking and listening

- 4a) Use language and actions to explore and convey situations, characters and emotions.
- 4b) Create and sustain roles individually and when working with others.
- 11a) Working in role.
- 11b) Presenting drama and stories to others.

What you will need

Pupil File 1: Newspaper Reports or www.splaat.com (additional reports).

Previously completed storyboards from Unit C: Reports.

Pupil File 4: Storyboard.

Activities

1. Re-read storyboards or read Pupil File 1: Newspaper Reports.
2. Divide children into groups (maximum of four). Select storyboard or use Pupil File 4.
3. Allocate time to prepare drama presentation acting out storyboards.
4. Present to rest of class.

Additional activities

Discussions about what other characters could have been included in the story e.g. builders, passers by, police, ambulance crew, police, doctors, nurses and members of family.

Unit E: Leaflet (ICT/English/Art & Design)

Context

This could follow from the hazards the pupils have outlined on their journeys (see Unit J: Mapping Hazards). It could also be a stand-alone activity.

The task is to design a leaflet for parents. However, it could be just as effective to design some type of flyer or poster. You could discuss this with your class.

The leaflet could be designed on computer software and meet requirements for ICT as well.

Learning objectives/National Curriculum Links

ICT

- 3) Exchanging and sharing information.
- 4) Reviewing, modifying and evaluating work as it progresses.

English

En2 (7) To use the language and features of non-fiction texts, e.g. labelled diagrams, captions for pictures.

En3 (9) To write non-fiction texts, using texts read as models for own writing, e.g. use of headings, sub-headings and captions.

What you will need

Pupil File 5: Draft leaflet to be folded in four. Alternatively use publishing software which will enable you to set out your document more professionally.

Activities

1. Explain that the local building company are concerned that some children are playing on their site. They want to make sure that children and their parents understand the dangers of playing on sites.
2. Recap the dangers of playing on building sites and list them.
3. The task is to design a small four page leaflet for parents. the leaflet should explain the dangers of building sites to parents and encourage them to make sure that their children stay off them. The leaflet should be attractive and interesting. You could use the template provided (Pupil File 5), probably as a first draft, or desktop publishing software.
4. Make sure that the children understand the difference between content (words) and design (pictures). Tell them that they will be working on the content first.
5. You could test the children's memory by asking them to write down as many dangers (page 14) as they can remember, or you could do this together. Encourage the children to write about a sentence of text for each danger category. You could model this.
6. When they have drafted text for the inside of the leaflet, you could discuss as a class a good slogan or title for the front.
7. Only when all the text is finalised should the children then design graphics. Discuss with the class how the pictures can help parents to understand the dangers more. Reinforce what the leaflet is trying to do: to make parents keep their children away from building sites.

Unit F: Accidents (Maths – Handling Data)

Context

Make sure the activities below are appropriate to the mathematical abilities of your pupils.

Learning objectives/National Curriculum Links Maths

Ma2 Processing, representing and interpreting data (5)

- Solve a problem by collecting, sorting and organising information in simple ways.
- Make and organise a list.
- Collect data quickly and organise a table.
- Create simple bar charts.

What you will need

Data regarding children on building sites (below) and Pupil File 3.

Activities

1. Using Pupil File 3 (line drawing of building site), ask the children first to circle as many hazards as they can. Then ask them to create a simple list of hazards. Discuss a suitable title for the list with the children.
2. Read the accounts of genuine building site accidents below to the children. Count the number of children of seven and under and the number over seven and draw a graph to show this. They could also count the ratio of boys in accidents to girls, draw a simple bar graph and discuss the results.
3. Discuss and complete the table of accidents involving children. Draw a graph showing the total number of accidents in each year. Discuss any simple trends.

Year	Fatal	Non-fatal	Total
1998	1	119	
1999	0	111	
2000	3	122	
2001	1	81	
2002	2	91	
Total			

Source: HSE Press Release – E130:03 – 11 July 2003.

Building site accidents involving children

- In 2000, a nine-year-old boy died when playing in a storage area on a Yorkshire building site. A concrete ring rolled into another, causing it to break into four pieces and kill the boy.
- A 10-year-old boy tore his leg on a scaffolding bolt when climbing onto a stack of bricks in 2000.
- A five-year-old girl broke her arm when she fell from a stack of concrete blocks on a building site.
- A four-year-old boy cut his head and needed 12 stitches and a seven-year old girl broke her ribs when they played on a building site.
- A boy climbed on to the top of a pile of wood that collapsed. The boy was hit on the head and a girl, who was sitting underneath was trapped.
- A six-year-old boy's leg was broken when a kerbstone fell into the hole he was playing in.
- An 11-year-old boy cracked his skull when a block fell onto his head from some scaffolding.
- A 10-year-old boy broke his wrist when he fell from some scaffolding on the building site where he lived.
- An 11-year-old boy was injured when he was struck by a wooden cable drum which he and his friends were rolling along.
- In 7 July 2002, a two-year-old child died outside a construction site in Leicester. It is thought that concrete slabs crushed the child.
- In January 2000, a 12-year-old boy died when he fell from the fourth level of a scaffold when playing with friends on a building site.
- In August 1999, two children died when they ran under a 32 tonne 12-wheel lorry during a game of hide and seek on a building site. They had not realised that the lorry was moving slowly.

Source: HSE Press Releases – E130:03, E137:02, E094:01.

Unit G: Safety Signs (Maths – Shape & Space)

Context

The activities here could be used as part of or following a class study of symmetry. The children will already need to be familiar with the dangers of a building site and should, at a minimum, have experienced the SPLAAT Assembly on page 2. You might wish to remind them of dangers by showing them the photos on the back and front covers, by playing the online game on www.splaat.com, or by them highlighting dangers themselves on the line drawing on page 17.

Learning objectives/National Curriculum Links Maths

Ma3 Understanding patterns and properties of shape (2d)

- Pupils should begin to recognise line symmetry.
- Understand, use and begin to read: line of symmetry, fold, match, reflection, symmetrical.

What you will need

Mirror(s), selection of basic shapes, large cut outs/OHP or PowerPoint versions.

Activities

1. Introduce or revise the concept of symmetry with the class by using large cut outs of simple shapes – square and oblong rectangles, triangle, circle. Demonstrate folding to **match** both sides. Introduce concepts of **line and symmetry** and a shape being **symmetrical** or not. With a large shape and mirror, show the class how a symmetrical shape shows **reflection** along its **line of symmetry**, but not against any other line.
2. Show the class the selection of safety signs on Pupil File 6, page 20 (ideally these should be projected on to a whiteboard). Ask them to identify any shapes that they can see. Choose one shape. Ask the children if they can see any **lines of symmetry**. Ask a pupil to show the rest of the class and to draw on the line of symmetry. Use the same process and vocabulary as in the introduction to test the line of symmetry. As a further test, ask the children to cut this sign out on their sheets and fold along the line. Does it match? Differentiate between the shape itself and the picture or symbol on the shape. Test again using a mirror. How many lines of symmetry does this safety sign have?
3. You could discuss warning signs being triangular and ‘must do’ (or mandatory) signs being circular. Pupils choose a shape. Make sure they understand that the shape itself is already symmetrical, but the symbols in it might not be. Their task is to design a safety sign to show a danger on a building site. They could design two signs, one that has a line of symmetry in the symbols and one that does not.
4. Ask pupils to show their designs and ask the rest of the class to find the line of symmetry. Revisit key vocabulary and concepts using the children’s finished work. Also discuss which signs are most effective in communicating safety messages to those working on building sites and others. What makes them effective?

Additional activities

Through questioning, make sure you have identified those who have not understood the concept of symmetry. Make a note of those who will need further input. Ask more able pupils to design a sign with two or more lines of symmetry.

Unit H: Protective Clothing (Science)

Context

This unit can be used as part of the project or independently.

Learning objectives/National Curriculum Links Science

SC1 Scientific enquiry 2a, 2b, 2e, 2f, 2g.

SC3 Materials and their properties 1a, 1b, 1d.

Breadth of study 1a, 1b.

What you will need

Examples of special/protective clothing to stimulate discussion e.g. pumps, aprons, Wellington boots, scarves and gloves. Copy of Pupil File 8 (page 22) enlarged onto A3 or put on to an OHT to demonstrate task. Individual copies of the worksheet. Selection of coloured pencils/crayons. Resources for additional activities if required.

Activities

1. Brainstorming session – can the children think of any types of special clothing they wear? Pumps for PE, aprons for cooking, Wellington boots in the rain, scarves and gloves in the winter etc. Who else wears special clothing? In what jobs might it be necessary to wear special clothing?
2. What clothes do people/builders wear on building sites? Hard hats, boots, hi-visibility jackets, gloves etc. Why do they wear these clothes? Talk about what could happen if they didn't wear protective clothing. Remind the children that only adults are allowed on building sites, children should **never** go onto building sites without an adult who has given them permission.
3. Explore the two pictures. One of them shows the builder properly dressed, the other one not. Ask the children to spot the differences and indicate on the sheet with coloured pencil. Colour the high-visibility jacket in yellow.
4. Reinforce which items must be worn on a building site and why. Remind children that they should **never** go onto building sites without an adult who has given them permission.

Additional activities

Go online to www.splaat.com and click on Safety Inspector. Tell the children that this person works on a building site. Alternatively use Figure A from Pupil File 2. Ask them to dress him/her in appropriate clothes.

Ask the children to write a checklist to remind builders what they should wear before going on to a building site.

Unit I: Change (Geography)

Context

This could be part of the following unit, or a one-off lesson or series of lessons utilising the presence of a building site.

Learning objectives/National Curriculum Links Geography

Geography Key Stages 1 and 2. (Year 1/2)

Adapted unit 1: Around our school – the local area

Section 7: Are there any changes taking place in our area?

Children should:

1. Learn how places change for better or worse over time.
2. Realise that the process of change is continuous and happens in most places.
3. Develop their understanding of chronology and appropriate vocabulary.

What you will need

Local photographs, digital camera and software, local map.

Activities

1. Discuss with the children the changes they have noted during their work on the area or since the building site began. With help from the children, make a list of the changes and mark them on a large map of the area.
2. Take photographs of the changes (from a safe distance) to form an historical record that future classes can use when looking at how the area has changed. Involve children in adding old photographs onto the class 3D map. Choose one or two key aspects (e.g. one specific house, the entrance to the site) and create a chronological display over time. This could take the format below. Pupils could also create their own, smaller versions. An appropriate risk assessment should be carried out prior to the activity taking place.
3. With a selection of changes, discuss both positive and negative aspects. Emphasise that people often disagree about whether a change is a good or bad thing.
4. Choose five things that you think are changing in or near the building site. Draw pictures of the changes. Underneath, write down any possible danger.

Before	During	After

Unit J: Mapping Hazards (Geography)

Context

This will contribute to a topic on the local area if there is a building site near the school or where the children live.

Learning objectives/National Curriculum Links Geography

Adapted Unit 1: Around our school - the local area

Section 7: Are there changes taking place in your area?

Children should:

1. Develop map skills.
2. Become more aware of the local area.
3. Become aware of hazards in the local area and to be able to locate these.

What you will need

Ordnance Survey maps or access to the internet.

Map pins and string.

Coloured pens and pencils.

Activities

1. Using an Ordnance Survey map or equivalent, create a large map display of the local area, preferably including both the school and the local building site. Ask children to place on the map where they live. They can trace their journey to school.
2. On a copy of the same map, ask the children to plot their regular journeys, e.g. to school, shopping, a club, granny's etc. These could be colour coded. Do any of them pass the building site?
3. Using one child as an example, list the hazards that they pass and, using a key, draw symbols for these hazards on the map. For children who travel mostly by car, hazards will be different. Discuss in more detail what dangers there might be on the building site. Discuss the need for symbols that are clear and simple. Recap on the need for a key and explain again how to set this out correctly.
4. Children plot these hazards on their own maps, using symbols that they can design themselves. They should create a key.

Additional activities

In a plenary discussion, children could think about ways in which the dangers they have identified could be reduced. Mention that the building site will only be there for a short time but that building sites too can be made safer. How can the children make themselves safer? An action plan could be drawn up.

Useful links

www.ordsvy.gov.uk

Ordnance Survey produce digital and paper maps.

www.getmapping.com

Aerial photography and mapping.

www.streetmap.co.uk

Maps of everywhere in the UK.

Unit K: The SPLAAT Rap (Music)

Learning objectives/National Curriculum Links Music

Knowledge, skills and understanding

Controlling sounds through singing and playing – performing skills

Pupils should be taught how to:

- 1a Use their voices expressively by... speaking chants and rhymes.
- 2a Rehearse and perform with others.

Listening and applying knowledge and understanding

Pupils should be taught:

- 4b How the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.

Activities

Learn the rap by heart and practise it. Count the beats in each line. Work out which ending words rhyme with others. Can you see a pattern? Create a new verse of the rap using the same pattern. Can you make up a tune for the song? Children could devise their own actions or movement based on the beat.

Send your new verse to splaat@laing-homes.co.uk and it may be published in splaat.com. Even better, record your class and email the sound file!

The SPLAAT Rap

SPLAAT means SAFE PLAY AT ALL TIMES
it's the best thing to do
It's the meaning of the rhyme
'Cos if you play on a building site
You are being pretty silly
You will get a fright
'Cos a building site is not a place to play
And people get hurt there every day.

So SPLAAT means SAFE PLAY AT ALL TIMES
It's the best thing to do
It's the meaning of the rhyme
If you want a real adventure then you'd
better find
Somewhere better to hang out
Somewhere better to shine
'Cos a building site is not a place to play
And people get hurt there every day.

Yeah SPLAAT means SAFE PLAY AT ALL TIMES
It's the best thing to do
It's the meaning of the rhyme
Next time you pass by a building site
Think for yourself
And do what's right
'Cos a building site is not a place to play
And people get hurt there every day.

Key Safety Information

Accidents and Children

- Accidents are the main cause of death and disability for children in the UK
- As many as 10,000 children are permanently disabled each year in accidents
- Boys – in all age groups – are twice as likely to be injured as girls
- Children from poorer families are five times more likely than children from better off backgrounds to die as a result of accidents
- The risks to children include road accidents, fires, falls and drowning
- There are particular risks involved in playing in dangerous places such as construction sites

Statistics*

- ◆ Between 1998 and 2003, 530 children were injured on building sites in Great Britain.
- ◆ 16 of these accidents were fatalities.
- ◆ In January 2000, a 12 year old boy died when he fell from scaffolding.
- ◆ In August 1999 two children died under a slow moving 32 tonne 12-wheel lorry. It is thought that they were playing hide and seek.
- Children cannot usually avoid being in places where most accidents occur such as roads, the home etc, and we need to reduce the risk in these places and make them safer
- In contrast, children should never play on building sites and so there should never be any accidents at all
- **MOST ACCIDENTS ARE PREDICTABLE AND PREVENTABLE**

**Source: HSE Press Releases E137:02 and E130:03.*

Safety Messages

Under no circumstances play on a building site

These are the reasons why:

Children are a lot smaller than adults. They cannot be seen very easily and if they get hurt it would be a long time before someone came to find them. They are also less experienced than adults. They might not have the knowledge about what might happen to them if they do something dangerous.

The main dangers on building sites are:

- Things falling on you
- You falling from things
- You falling into things
- Electricity
- Dangerous substances
- Getting hit or squashed
- Wounds or cuts
- Getting trapped

Remember there is no one around to help you.

Pupil File 1: Newspaper Reports (Unit A)



Why I abhor the arms trade
and condemn abortion
THE NEW ARCHBISHOP OF CANTERBURY



Great lives
Leo McKern and
PAGES 27 - 30

DAILY DISASTER

Child hurt while playing on building site

By Roger Vincent, industrial correspondent

Schoolgirl Amy Stewart had a lucky escape on Saturday, when she was hurt, after playing on a building site.

The nine-year-old had been playing a game of Hide and Seek with her friend, Chloe Thomas, when she decided that a pile of wood would make an good hiding place.

While looking for her friend, Chloe

climbed onto the wood, making it fall and trapping Amy underneath. Chloe heard Amy crying and rang the fire brigade.

Amy was taken to hospital and is being looked after.

She said: "I'm a very lucky girl, but it still hurts. At least I'm not dead. I won't play on a building site again".

TERRIBLE TIMES



Toddler in trouble

THREE YEAR OLD Ben Harris was lucky to be alive after falling down a hole on a building site next to his house.

His mum and dad think he got through a hole in the fence. After playing on this site for a few minutes, he fell down a big hole. He broke his leg, bumped his head and tore his favourite t-shirt.

Ben was stuck down the hole for half an hour. His mum then noticed he was not in the garden and followed his footprints through the hole into the building site. Luckily she found him and rang 999. Ben was rescued and is now in hospital.

Pupil File 2: Characters (Unit A)

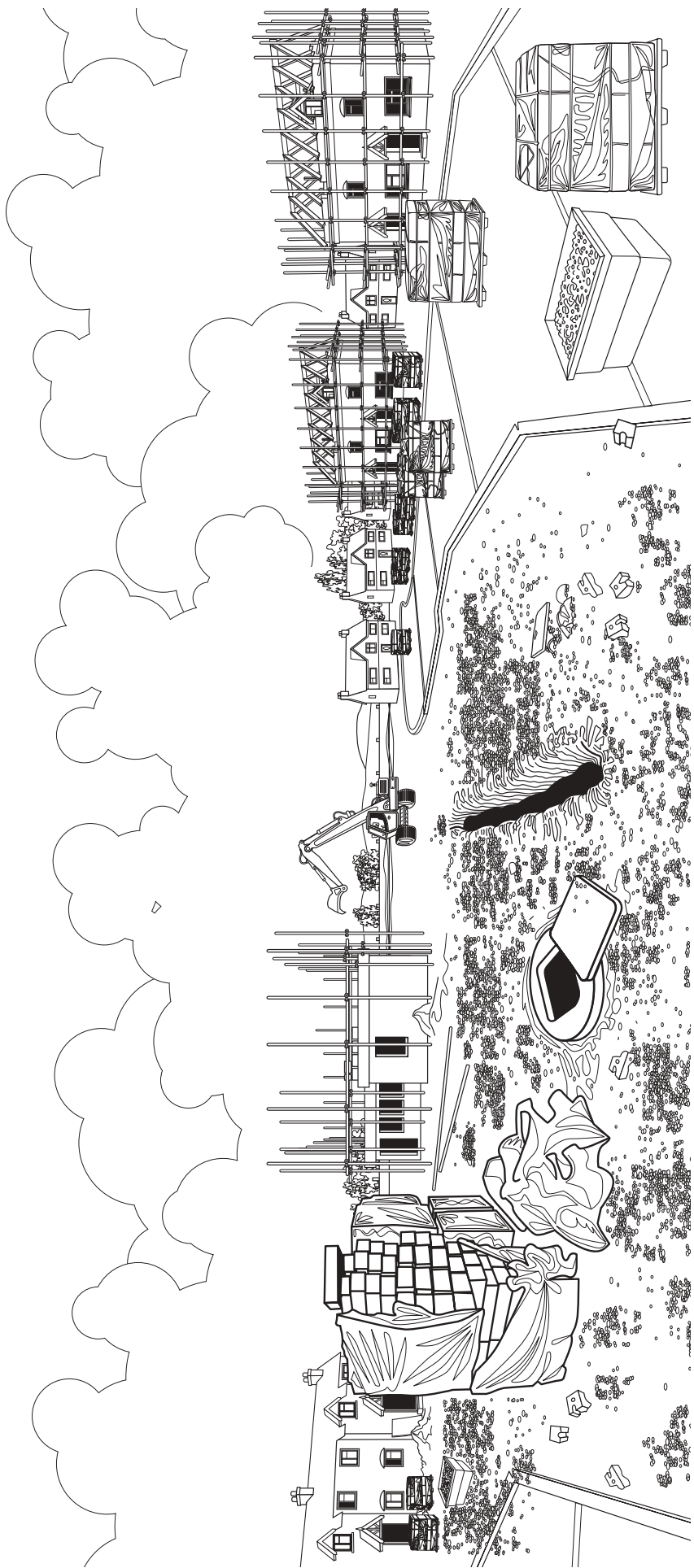
Pupil name:

How do you feel?

Before going into the building site

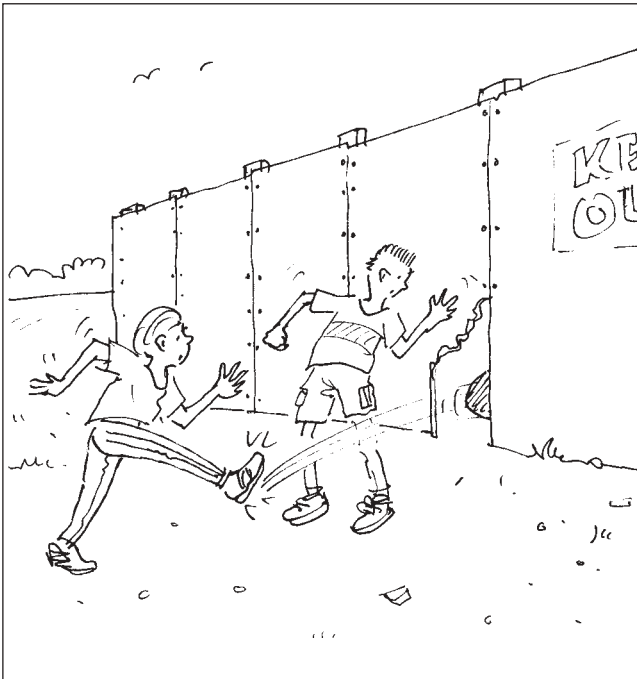
After the accident on the building site

Pupil File 3: Building site drawing (Unit B)



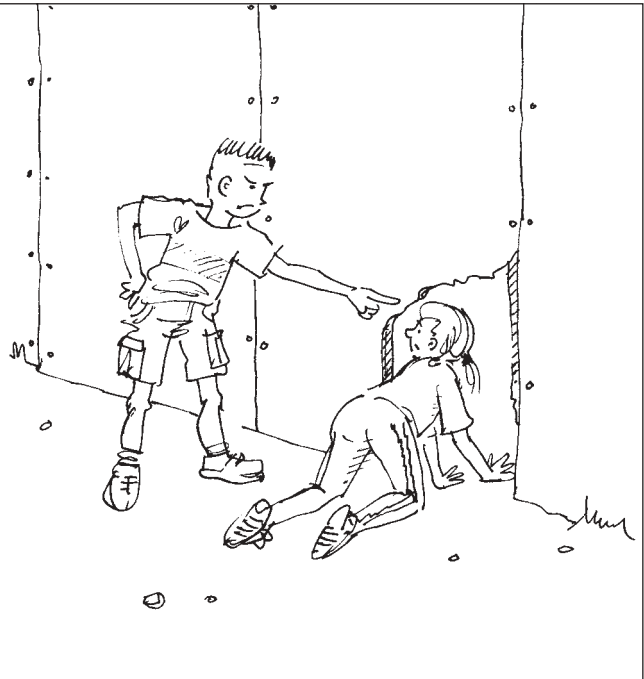
Pupil File 4: Storyboard (Unit D)

Pupil name:



Introduction

Peter and Salma's ball has gone through a hole in the fence around the building site.



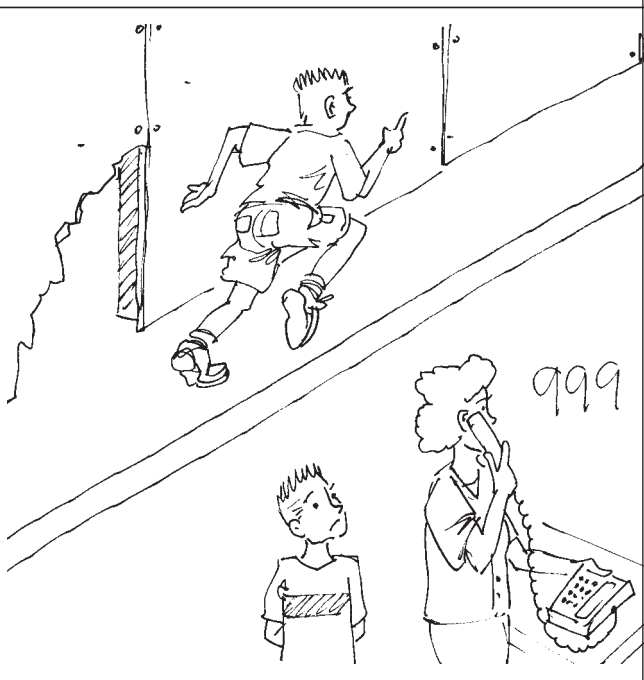
What happens

Peter tells Salma to crawl through the hole in the fence to get the ball back.



The accident

Salma, as she runs to get the ball back falls over and hits her head on the corner of a pile of bricks. She cuts her head badly. Peter sees through the hole in the fence.



Consequences

Peter shouts to Salma to lie still and runs home to tell his mum what has happened. His mum then dials 999 for the emergency services.

Pupil File 5: Leaflet (Unit E)

Second fold

Why are building sites dangerous?

Inside back cover

Why are building sites dangerous?

Inside front cover

Back

Remember

Front

Slogan/title

First fold

Second fold

Logo/symbol/picture

Pupil File 6: Safety Signs (Unit G)



Hand protection
must be worn



Head protection
must be worn



Foot protection
must be worn



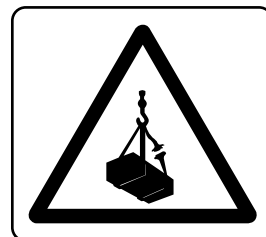
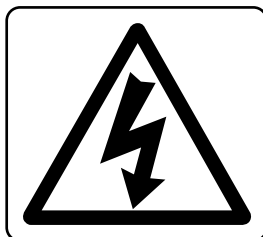
Eye protection
must be worn



A tidy site
is a safe site



Face protection
must be worn

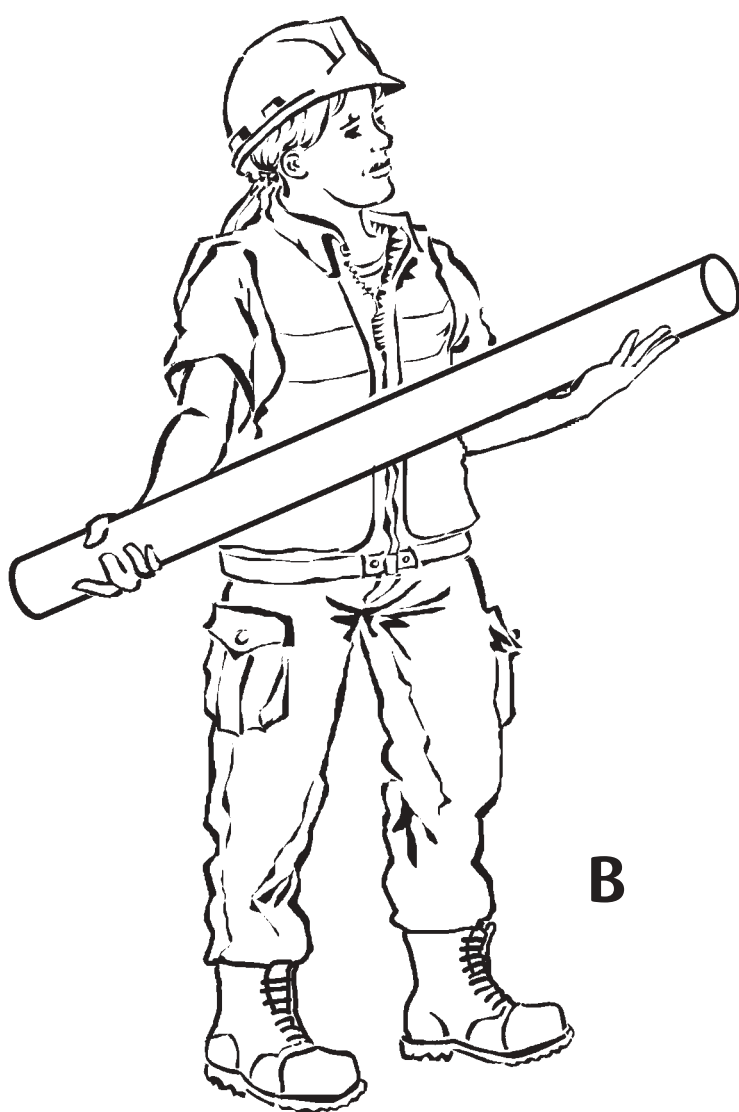


Pupil File 7: Safety Signs Template (Unit G)

Design your own safety sign for a different building site danger.



Pupil File 8: Safety Clothing (Unit H)



B

Pupil File 9: Wordsearch



Accident

Boots

Bricks

Burnt

Cement

Concrete

Concussion

Cut

Danger

Excavation

Fallen

Falling

Gashed

Hardhat

Hazard

Hivisjacket

Hurt

Machinery

Nails

Pipes

Safe

Sand

Scaffolding

Trapped

Wall

Warning

Can you spell them all? Find the answers on www.splaat.com

Visit
www.splaat.com



**Part of the
National Grid
for Learning
(NGfL) for...**

SPLAAT
SAFE PLAY AT ALL TIMES

- an online version of this resource pack
- further resources for teachers on building sites and child safety
- information on house building and safety to aid pupil research
- regularly updated news stories
- activities for children, including competitions and an interactive scenario requiring children to take on the role of safety inspectors and identify hazards on a virtual building site.

Photographic Resource





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