

SPLAAT*

SAFE PLAY AT ALL TIMES

www.splaat.com



a resource pack for teaching about

Building Site Safety

through Literacy and Information and
Communication Technology (ICT)

for **Key Stage 2** pupils



Photographic Resource



Building Site Safety

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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 the literacy hour. It gives children an understanding of the dangers of construction sites and provides them with 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 literacy strategy and extend into Information and Communication Technology and PSHE and Citizenship. The plans are organised as units rather than single lessons, to allow teachers to adapt them to the needs of their pupils.

All the relevant resources are provided along with ideas for further activities and key safety information. The pack uses the Health and Safety Executive (HSE) video 'Game Over' as a starting point. If not provided with this pack, the video is available from:

**HSE Books, PO Box 1999, Sudbury, Suffolk,
United Kingdom, CO10 2WA. Tel: 01787 881165,**

or online at www.hsebooks.co.uk (ISBN: 0717618757).
The video is free for schools and costs £25 plus VAT to others.

An online version of this pack, and additional support materials can be found on www.splaat.com.

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

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 form at the back of the pack, or alternatively, use the online 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 23 can be copied for an overhead projector. A selection of building site safety signs can be found on page 22 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.

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: Letter Writing

Aims and Objectives:

Literacy

Y3, Term 3: T16 To read examples of letters written for a range of purposes. T20 To write letters linked to work in other subjects. T21 To use IT to bring to a published form. T23 To organise letters into simple paragraphs.

Y4, Term 3: T16 To read, compare and evaluate examples of arguments and discussions e.g., letters to press. T17 How arguments are presented, e.g., ordering points to link them together so that one follows from another, from examples of persuasive writing to investigate how style and vocabulary are used to convince the intended reader.

T23 To present a point of view in writing e.g., in the form of a letter, linking points persuasively and selecting style and vocabulary appropriate to the reader.

Y5, Term 3: T12 To read and evaluate letters intended to inform, protest, complain, persuade considering 1) how they are set out, 2) how language is used.

T15 To collect and investigate the use of persuasive devices.

T17 To draft and write individual, group or class letters for real purposes, e.g., put a point of view, comment on an emotive issue, protest - to edit and present to finished state.

Information and Communication Technology (ICT)

Developing ideas and making things happen.

2. Pupils should be taught (a) how to develop and refine ideas by bringing together, organising and re-organising text.

Linked QCA Units: 3A Combining text and graphics, 4A Writing for different audiences.

Personal, Social and Health Education (PSHE) - developing a healthier, safer lifestyle

(e) to recognise the different risks in different situations and then decide how to behave responsibly.

(f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

Unit A - Section 1 - Yr 3/4	Shared reading/writing	Sentence/word level	Group/independent activities	Plenary
	<p>Read the sample letter to the children. They can follow the text on screen or paper. If there are any words of which they are unsure, write these on the board to check as a class.</p> <p>Ask the children why they think Priya wrote the letter.</p> <p>Discuss the issues surrounding playing on building sites, list them on the board (www.splaat.com can help you prepare for this discussion). What other people or organisations could Priya have written to? e.g. The Police, the local paper, the local school, a parent of a trespassing child.</p>	<p>Priya uses lots of words (adjectives), which help describe what she has seen and how she is feeling. As a class pick out some examples of these.</p> <p>Write some sentences from the letter on the board and experiment with deleting and substituting the adjectives. The sentences still make sense without the adjectives, but does the meaning stay exactly the same?</p>	<p>Ask the children to imagine they live opposite the building site and have seen children playing on it. Ask them to write a letter to somebody other than the Site Manager. (If this is done on a computer, it will make the next section easier and allow pupils to focus on use of language rather than handwriting).</p> <p>Write the following structure on the board for them to follow: Paragraph 1: Introduce yourself - where you live, who you are. Paragraph 2: Explain clearly what you have seen. Paragraph 3: Outline the possible accidents that could occur. Paragraph 4: State the action that you think the person you are writing to should take.</p> <p>Explain that their first attempt at writing the letter is going to be their first draft. Next lesson they will get the chance to edit and change it, especially in regards to their adjective usage.</p> <p>Support: Provide suggested sentences or sentence starters.</p>	<p>Ask the children to recall why playing on building sites is a bad idea.</p> <p>Taking a sentence that a child has said, relating to this, ask the class to delete/add/change an adjective.</p> <p>Reinforce the safety messages and also how adjectives bring greater meaning to sentences - they allow writers to express themselves more fully.</p>

Unit A - Section 2: Y3/4	<p>Ask the children to have their draft letters, from last lesson to discuss with the rest of the class.</p> <p>Remind the children of the sample letter.</p> <p>Ask a member of the class to read out the paragraph that details some of the accidents that could happen to children who trespass on building sites.</p>	<p>Recap what an adjective is.</p> <p>Select a few members of the class to read out a sentence in their letter, which includes an adjective. Ask the class to identify the adjective.</p>	<p>Explain to the class that the letter they have in their hand is their first draft. They are going to re-draft it using a computer, to try and make the sentences as interesting as they can.</p> <p>Independently/in pairs the class work on their letters, using the computer if available. At first they type up their first draft and save it. Next, they are to edit and re-draft the letter, paying particular attention to sentences that contain adjectives.</p> <p>They must print both copies out and be able to show you where the amendments have been made and why.</p>	<p>Bring the class back together, with their two drafts.</p> <p>Select a few children to demonstrate how they have improved their letters by reading out a sentence they have changed.</p> <p>Ask the children to recall why it is dangerous to go play on building sites.</p>
Unit A - Section 3: Y5/6	<p>Read the sample letter to the children. They can follow the text on screen or paper.</p> <p>Pick out specific features, e.g. the formality of the language, the layout/format and the issues being addressed.</p> <p>Discuss the issues surrounding playing on building sites, list them on the board (www.splaat.com can help you prepare for this discussion). Discuss other appropriate people/organisations you could write to about this issue, e.g. The police, the local paper, the local school, a parent of a trespassing child.</p> <p>How would the language they use change and why?</p> <p>Ask for some examples, e.g. you may be less formal with a parent, especially if it was someone you knew.</p> <p>Would the action requested be different? How?</p>	<p>Highlight features of different types of sentences. Ask the children to pick out where statements, questions and commands are found in the letter.</p> <p>Give examples of an imperative.</p> <p>Ask the children to tell you some other sentences that contain an imperative.</p>	<p>Ask the children to summarise what Priya has written about in each paragraph, e.g. in the first paragraph she is introducing herself, in the second she is explaining what she has seen etc.</p> <p>When they have finished their paragraph summaries. Ask the children to imagine they live opposite the building site and have seen children playing on it.</p> <p>Ask them to write a letter to somebody other than the Site Manager. Ask them to follow the sample letter's structure as a guide for their own letter.</p> <p>Explain that their first attempt at writing the letter is going to be their first draft. Next lesson they will get the chance to edit and change it.</p>	<p>Ask the children to recall why playing on building sites is a bad idea.</p> <p>Ask the children to give you a sentence about building site safety, which contains an imperative.</p> <p>Reinforce the safety messages.</p>
Unit A - Section 4: Y5/6	<p>Ask the children to have their draft letters, from last lesson to discuss with the rest of the class.</p> <p>Remind the children of the sample letter.</p> <p>Ask a member of the class to read out the paragraph that details some of the accidents that could happen to children who trespass on building sites.</p>	<p>Recap the features of different types of sentences and what an imperative is.</p> <p>Select a few members of the class to read out a sentence that is either a statement, a question or a command.</p> <p>Ask the rest of the class to identify which it is.</p>	<p>Explain to the class that the letter they have in their hand is their first draft. They are going to re-draft it using a computer, to try and make the sentences as interesting as they can.</p> <p>Independently/in pairs the class work on their letters, using the computer. At first they type up their first draft and save it. Next, they are to edit and re-draft the letter, paying particular attention to the formality of the language, the layout of their letter, and making sure their letter contains different types of sentences.</p> <p>(Can be done on paper, allowing you to focus on handwriting, but slowing the editing process).</p>	<p>Bring the class back together, with their two drafts.</p> <p>Select a few children to demonstrate how they have improved their letters by reading out a sentence they have changed.</p> <p>Ask the children to recall why it is dangerous to go play on building sites.</p>

Unit B: Play Script

Aims and objectives :

Literacy

Y3, Term 1: S2 To take account of the *grammar* and *punctuation*, e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud.
 T3 To be aware of the different *voices* in stories using dramatised readings, showing differences between the narrator and different characters used, e.g. puppets to present stories.
 T4 To read, prepare and present play scripts.
 T5 To recognise the key differences between *prose* and play script, e.g. by looking at dialogue, stage directions, lay-out of text in prose and play scripts.

Y4, Term 1: S2 Tenses to revise work on verbs from Year 1 Term 3 and to investigate *verb tenses*: (past, present and future).

T5 To prepare, read and perform play scripts; compare organisation of scripts with stories – how are settings indicated, story lines made clear?

T6 To chart the build-up of a play scene, e.g. how scenes start, how dialogue is expressed, and how scenes are concluded.

Information and Communication Technology (ICT)

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Linked QCA Units: 3A Combining text and graphics, 4A Writing for different audiences.

Personal, Social and Health Education (PSHE) - developing a healthier, safer lifestyle

(e) to recognise the different risks in different situations and then decide how to behave responsibly.

(f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

	Shared reading/writing	Sentence/word level	Group/independent activities	Plenary
Unit B - Section 1: Yr 3/4	<p>Re-watch Game Over. Read the play script to the children. They should follow the text on screen or paper. Pick out specific features, e.g. headings, scenes, instructions (to actors and others, e.g. lighting, props) in italics or brackets, and action portrayed in the present tense. Discuss briefly how this text might change as a story (narrative). How is the story built up?</p>	<p>Discuss punctuation differences between play script and narrative. Make sure children understand that speech marks are not usually used in play scripts. Lack of he/she said. Demonstrate the difference in reading aloud made by commas, question and exclamation marks.</p>	<p>Use conventions that have been learnt. Include production notes that take into account pace, movement, gesture and delivery of lines. Begin to draft the next scene, as they imagine it, of the play script, on screen if available Extension: Devise a set of rules on how to write play scripts Support: Share the writing with the children in a small group.</p>	<p>Recap on the difference between the two ways of recording dialogue. Discuss when each might be used and why. Discuss the reasons as to why each child went on to the site. How could they have responded differently? How could they have dealt with the pressure to act the way they did?</p>
Unit B - Section 2: Yr 3/4	<p>Read the Game Over play script as a class, with different children taking speaking parts and the narrator's role. Discuss differences in expression between the characters and the narrator and the reasons for these. Practise. Discuss and trial how tension can be built up through pace, silences and delivery.</p>	<p>Revise work on verbs from Year 1 term 3. Discuss tenses used in narrative and how these change in a play script. What tense is the play script written in? Demonstrate how sentences would change between each text type.</p>	<p>Develop and finalise play script. Test and evaluate, first in groups, then as a whole class. Discuss and evaluate how characters are being portrayed (as victims, heroes, etc.) Extension: Encourage more able children to add detail to the stage directions including scenery, props, and instructions to actors about expression and gesture.</p>	<p>Present play scripts, reading aloud or as more developed performances. Evaluate the script and the performance for its dramatic interest and impact. Discuss the risks that the characters took. What other risks had they probably taken that day (e.g. crossing the road to the site, walking down the stairs at home etc.) What makes some risks reasonable (walking down stairs) and others less reasonable (building site)?</p>

Resources: Play script (page 18)

Unit C: Narrative

Aims and objectives:

Literacy

Y4, Term 1: T4 To explore narrative order and map out the main stages of the story. T15 To use paragraphs in story writing to organise and sequence narrative.

Y6, Term 2: T1 To understand aspects of narrative structure, e.g. how paragraphs are linked together, how authors handle time, how the passing of time is conveyed to the reader.

T2 To analyse how individual paragraphs are structured in writing, e.g. comments sequenced to follow the shifting thoughts of a character.

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	Shared reading/writing	Sentence/word level	Group/independent activities	Plenary
Unit C - Section 1: Yr 3/4	<p>The children may need to watch the video again. Read play script as memory jogger. Read opening text of narrative version. Compare with play script – how is it different? How are the scenes set in each? How are descriptions made in each? Model re-writing existing play script as a narrative. Talk to the children about what you are doing, as you rewrite a section on the board or screen.</p>	<p>Look at the punctuation – speech marks, question marks, exclamation marks – how do they change the meaning of the words? Use a thesaurus to find synonyms for verbs to make them more interesting. This could be done by using the thesaurus in a word processor (SHIFT+F7 in Word). Highlight verbs and read the sentence without them – sentences cannot make sense without the use of verbs. Look at the adverbs and adjectives – are there more exciting and interesting ones that can be used? Build up a word bank of appropriate words – safety, danger, frightened, risk, exciting</p>	<p>Use brainstorming, word association, notes, diagrams, etc. to generate ideas and plan out how to rewrite the play script as a narrative. Rewrite the existing play scripts as narrative. (Give sections of play script to different groups, so that the entire video sequence is written as a class) Edit and revise. After putting together as a whole text, explore narrative order – does the narrative have an introduction, build-up, climax or conflict, a resolution? Use of expressive and descriptive language to create mood, build tension, describe emotions, etc. Use paragraphs to collect, order and build up ideas. Consider the issues raised for the main characters. Support: Provide writing frame for narrative in which a few key words are filled in.</p>	<p>Story telling – reading narrative. Use of vocal expression to convey meaning, feelings, etc. How do these feelings reflect the risks that the children were taking?</p>
Unit C - Section 1: Yr 5/6	<p>Read narrative version of 'Game Over' Compare with play script – how is it different? How are the scenes set in each? How are descriptions made in each? Investigate how characters are presented through dialogue, action and description; how the reader responds to them (victims, heroes, etc.) through examining their relationships with other characters.</p>	<p>Look at the use of synonyms, clichés, expressions and phrases – how can the use of different words and phrases strengthen the meaning of the story? Collect and order sets of words to identify shades of meaning – e.g. fear, fright, alarm, panic, shock, scare, etc. Explore how dialogue is set out in narrative – separate lines for separate speakers, commas and speech marks. Explore the use of onomatopoeia to add interest and expression to narrative.</p>	<p>Rewrite their own play scripts (from previous unit) as narrative, on computer if possible. Discuss, proof read and edit and revise. Make use of flashbacks or the telling of a story within a story to add interest to the narrative.</p>	<p>Story telling – reading narrative. Use of vocal expression to convey meaning, feelings, etc. Use two narrators to tell the story. Which format do the children think communicates the safety message the best? Why?</p>

Resources: Narrative version of the play script (page 18)

Unit D: Newspaper Report

Note: Children undertaking these units will benefit from prior work on newspaper styles, including modelled writing by the teacher

Aims and objectives:

Literacy

Y5, Term 3: T13 To read examples – newspaper comment, headlines. Compare writing which informs and persuades, considering – the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact.

Y6, Term 1: T15 To develop a journalistic style through considering; balanced and ethical reporting, what is of public interest in events, the interest of the reader, selection and presentation of information, T16 To use styles and conventions of journalism to report on an imagined event. T18 To use ICT to plan, revise, edit to improve accuracy and conciseness and to bring it to publication standard, paying attention to accuracy, layout and presentation.

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(2k) To explore how the media present information (4a) That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view

	Shared reading/writing	Sentence/word level	Group/independent activities	Plenary
Unit D – Section 1: Yr 5/6	<p>Read the two newspaper reports to the children. They can follow the text on screen or on paper. Split the board into two. On one side write tabloid, on the other broadsheet. Give a quick definition of both words. Now ask the children to identify which report is in which style.</p> <p>Identify the main differences, write these on the board under the appropriate heading. Note the differences in sentence length, structure and vocabulary.</p> <p>As a class, decide on a writing frame for each style. Play the video. Discuss the video and the safety messages included.</p>	<p>The newspaper reports use a lot of clichés and idiomatic phrases.</p> <p>Explain these terms. Pick out an example from the text and ask the children to give you examples of their own that they have come across.</p> <p>Discuss how the use of idiomatic phrases etc, fits in with the style of tabloid newspapers.</p>	<p>Ask the class to write a report of the Game Over video in the style of a tabloid newspaper. Remind the class of the agreed writing frame. Ask them to include an appropriate idiomatic phrase/cliché etc, within their report.</p> <p>Write the following points on the board and ask the children to consider them when writing their reports.</p> <ul style="list-style-type: none"> ● What is of public interest in the story? ● What is of interest to the reader? ● Pay attention to the selection and presentation of your information. <p>Support: Provide writing frame/bank of sentences/a report with gaps for the children to complete if required. This could be a prepared word-processing file.</p>	<p>Ask the children to recall what happened in the Game Over video and what the main safety messages are.</p> <p>Ask the rest of the class to identify the idiomatic phrases in the stories as well as other features previously identified as being of a tabloid style.</p> <p>Discuss how the newspaper articles present any safety issues. Do they make the building site sound interesting and exciting, or horrific and dangerous? Do they communicate information about hazards? Would reading the articles have a different effect on a parent to a child?</p>
Unit D – Section 2: Yr 5/6	<p>Ask the children to have their newspaper stories with them from last lesson.</p> <p>Remind the children of the sample stories and styles.</p> <p>Ask a few members of the class to read out their stories and then ask the rest of the class to recall some accidents that could happen to children who trespass on building sites.</p> <p>Replay the Game Over video if this is felt to be necessary.</p>	<p>Recap the features of different types of sentences and what clichés and idiomatic phrases are.</p> <p>Select a few members of the class to read out a paragraph that contains an idiomatic phrase or cliché. Ask the rest of the class to identify the sentence contain the phrase or cliché.</p>	<p>Explain to the class that different newspapers have different styles to make their stories attractive to different types of readers. Have ready some examples of different newspapers for the class to look at in groups. Pay special attention to the layout of tabloids. Big headlines, large pictures etc. You could also look at the web sites of national newspapers such as the Guardian or The Independent (links on www.splaat.com).</p> <p>Independently/in pairs the class work on their articles, using the computer. At first they type up their article and save it. Next, they are to experiment with different layouts and fonts for their headlines and the main body of the article. Ask the children to choose an appropriate graphic (try to www.splaat.com or http://dgl.microsoft.com/) to go with their article. They should experiment with: Font size/type/colour, Highlighting, Copy and pasting, Aligning, left, right and centring, Rescale/size and graphics. Ask the children to print off their final version.</p>	<p>Select a few children to demonstrate how they have made their articles more authentic by presenting it in a tabloid style. Ask the class to identify features of the articles that are similar to the example newspapers they looked at earlier in the lesson.</p> <p>Ask the children to recall why it is dangerous to play on building sites. Use some of the pictures from the children's articles to re-emphasise the safety messages.</p>

Resources: Sample newspaper reports (page 19), Game Over video (see introduction on page 1)

Unit E: Chronological Report

Aims and objectives:

Literacy

Y5, Term 1: S3 To discuss, *proof-read* and *edit* their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions. S4 To adapt writing for different readers and purposes by changing vocabulary, tone and sentence structures to suit, e.g. simplifying for younger readers. S8 To revise and extend work on verbs, focusing on tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will. T21 To identify features of recounted texts, e.g. sports reports, diaries, police reports, including: introduction to orientate reader; chronological sequence; supporting illustrations; degree of formality adopted; use of connectives, e.g. *first...next...once*. T24 To write *recounts* based on subject, topic or personal experiences for (a) a close friend and (b) an unknown reader, e.g. an account of a field trip, a match, a historical event.

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Personal, Social and Health Education (PSHE) - developing a healthier, safer lifestyle

(e) to recognise the different risks in different situations and then decide how to behave responsibly.

(f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure.

	Shared reading/writing	Sentence/word level	Group/independent activities	Plenary
Unit E - Section 1: Yr 5/6	Read a safety inspector's report of an accident outside a building site caused by a vehicle. What are the key differences in style and content between this report and the newspaper reports they have done earlier? Is this report factual and accurate, or opinionated and emotional? Identify key features, such as structure (beginning to end), link phrases and vocabulary, use of description. Draft a basic flowchart of events from the text. Identify non-chronological aspects such as introduction and conclusion. Sketch a writing frame for any chronological report i.e. Background – Chronology – Conclusions – Actions.	Identify all the connectives in the report (and, as, because, before) Identify the key link phrases such as however, because, following this, eventually, subsequently) Identify the tenses in the report and how they are used i.e. most of it is in the past tense. Where is the future tense used?	Identify facts and opinions present in their Game Over narrative/ play script continuations of the original story. Thinking about their own stories, draft a flowchart of events that would need to be included in their Chronological Safety Report. In pairs, discuss what safety measures could be taken to prevent the Game Over accident occurring again. Write a list of these, using complete sentences.	Share flowcharts from their own stories, and the safety measures that they recommend should be taken as a result.
Unit E - Section 2: Yr 5/6	Recap on the events of the Game Over video by drawing a flowchart on the board. Draft an opening sentence together. Model using details from the flowchart to turn notes into text written in the past tense and using various connectives and link phrases.	Model taking a simple sentence from a pupil's draft and extending it with the use of additional details and description. Remind the children that the report is for a safety team who will need to know all the details. Contrast this style with a newspaper report that is only trying to interest its readers.	Pupils write their own safety inspector's chronological report on the incident, based on the flowchart they created yesterday. It should conclude with a paragraph or two of safety recommendations. They could present this information using a multimedia programme such as PowerPoint if time and resources allow.	Share safety reports. Check that they follow a logical chronological sequence. Make positive suggestions for improvement through sentence extension, better use of verbs etc.

Resources: Chronological Safety Report (page 20)

Unit F: Non-Chronological Report

Aims and objectives:

Literacy

Y3, Term 1: S4 To use *verb tenses* with increasing accuracy in speaking and writing, e.g. *catch/caught, see/saw, go/went*, etc. Use past tense consistently for narration; Connectives? T23 To write simple *non-chronological reports* from known information, e.g. from own experience or texts read, using notes to organise and present ideas. Write for a known audience, e.g. other pupils in class, teacher, parent.

Y4, Term 1: S2 Compare sentences from narrative and information texts, e.g. narrative in past tense, explanations in present tense (e.g. ‘*when the circuit is...*’); forecasts/directions etc. in future. Develop awareness of how tense relates to purpose and structure of text; to understand the term ‘tense’ (i.e. that it refers to time) in relation to verbs and use appropriately; understand that one test of whether a word is a verb is whether or not its tense can be changed.

Y4, Term 1: T27 To write a *non-chronological report*, including the use of organisational devices – numbered lists, headings for conciseness by: generalising some details; deleting least important details.

Information and Communication Technology (ICT)

Developing ideas and making things happen 2: Pupils should be taught (a) how to develop and refine ideas by bringing together, organising and re-organising text. Linked QCA Units: 3A Combining text and graphics, 4A Writing for different audiences.

Personal, Social and Health Education (PSHE) – developing a healthier, safer lifestyle

(e) to recognise the different risks in different situations and then decide how to behave responsibly.

(f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure.

	Shared reading/writing	Sentence/word level	Group/independent activities	Plenary
Unit F – Section 1: Yr 3/4	<p>Read the non-chronological safety report on the outside of ‘Ideal Villas’.</p> <p>Discuss the structure of the document.</p> <p>What is it about? Who is it for? Who wrote it? Does it tell you about a sequence of events, or about an issue or place in general? Why are there sub headings? Do you need them? What does the introduction do?</p> <p>Find all of the recommendations in the report. Why is there a conclusion?</p>	<p>What is a verb? Children can highlight the verbs in the report.</p> <p>Highlight the verbs in the present tense.</p> <p>Highlight verbs in the past tense in the paragraph about Residents’ Parking.</p> <p>Why are these not in the present tense, as the rest of the report is?</p>	<p>Use the scenario on www.splaat.com, or the drawing of a building site with hazards (from assembly), or the video (summary of hazards towards end) to make list in note form of hazards on site. Model taking one of these hazards and writing a sentence about it in both the past and present tenses. Remind children that a non-chronological report usually uses present tense. Children write sentences in present tense for each identified hazard.</p> <p>Extend more able children by asking for greater description and additional sentences on the same hazard, to create paragraphs rather than single sentences (modelled writing could be done in groups on this).</p>	<p>Discuss sentences written. Extend with use of additional connectives or sentences if possible.</p> <p>Ask the children to recall what the main dangers outside a building site might be and how they and others can minimise risk from these.</p>
Unit F – Section 2: Yr 3/4	<p>Recap hazards and ask children to read some of their sentences. Discuss opening sentence i.e. what has happened; why is a report necessary? Decide if each section needs its own heading or not.</p> <p>What could the different headings be? Is there any order to the sections? Decide what the conclusion of the report should be and draft a concluding sentence or paragraph, depending on the abilities of the children.</p>	<p>Model the development of a note or list of hazards into correct sentences – what words need to be added?</p> <p>Model writing sentences recommending safety actions and decide where these should go in the report.</p> <p>Write two short but linked sentences on the board and discuss how they could be made into a more complex sentence with the use of connectives and more description.</p>	<p>Pupils write their own safety inspector’s non-chronological report on the Game Over building site, using the list they have generated. Their report should be written in the same format as the ‘Ideal Villas’ document.</p> <p>Support The headings could be given to the children. Less able children could be asked to write only one sentence for each hazard. A report with missing verbs could be given to the children to fill in.</p>	<p>Children present their completed reports to the class.</p> <p>Which are really effective and why? What were the best headings/conclusions/recommendations?</p> <p>Review safety points:</p> <p>Even the best regulated building site is hazardous.</p> <p>Not all hazards can be removed:</p> <p>People need to be aware of what they are.</p>

Resources: Non-chronological safety report on ‘Ideal Villas’ (page 21), interactive safety scenario on www.splaat.com

Suggested additional activities

Radio reports

Curricular links

English 1:1 Speaking and 1:2 Listening
ICT 3b To be sensitive to the needs of the audience and think carefully about the content and quality when communicating information
PSHE (2k) to explore how the media present information

Introduction

Watch and listen to examples of news reports on a local radio station. Children could transcribe a report for analysis. Discuss the structure of reports, and the language used. Build up a bank of key phrases and vocabulary.

Main Learning Activity

Prepare a short news report for radio or television, based on the events in the pupil's own version of events. The teacher could model aspects of this beforehand.

Conclusion

Children should practise reading their reports before recording on tape, along with jingles and other features of radio news programmes.

Debate

Curricular links

English 1:3 Group discussion and interaction
PSHE (1a) To talk and write about their opinions, and explain their views, on issues that affect themselves and society
(4a) That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view

Introduction

Set the scene i.e. the accident has happened and reports for safety inspectors and the local media have been produced. Members of the local community are blaming each other for the accident.

Main Learning Activity

Each pupil could be a participant in a local public meeting. They could each be given an identity e.g. teacher, fire-fighter, shopkeeper, retired person, police officer, relative or parents, builder etc. They would need to think about how their background might affect their opinions of the accident. Examples of different perspectives might be:

Builder: The children should not have played on the site

Parent: The builders should have secured the fencing

Local resident: The parents should have known where their children were playing

Police: Local residents should have raised the alarm or challenged the children

The teacher should act as local council chairperson. Conclude the debate by summarising the different points of view and suggesting that we all have a responsibility. One solution might be a local safety campaign involving all the groups.

Conclusion

After the debate, children could record their recollections of the arguments, and present these in report, minutes or letter formats.

Local Safety Campaign

Curricular Links

English: Could include speaking, listening, reading and writing, depending on decisions made in Debate ICT 3a how to share and exchange information in a variety of forms; 3b To be sensitive to the needs of the audience and think carefully about the content and quality when communicating information; 4 Reviewing, modifying and evaluating work as it progresses PSHE (3e) To recognise the different risks in different situations and then decide how to behave responsibly.

Introduction

Recap on Debate, which concluded with a decision to launch a local safety campaign. Identify key audiences and what messages will be communicated e.g. Parents – know where your children are, Children – never play on a building site, Builders – secure your fencing.

Main Learning Activity

Brainstorm methods of communicating key safety messages and changing attitudes of each group identified. Then set different pupils or groups to work on different projects. Ideas could include: advertisement for local paper, local TV advert, jingles and slogans/puns, PowerPoint presentations for different audiences, leaflets, activity booklets for children, letters, posters for public places etc.

Conclusion

Present all the work on a wall display. If you can, present audio and visual aspects to real audiences such as younger children in the school, a parents' meeting, or invite the builders in!

Now the news

Curricular Links

Literacy: Any, depending on focus
ICT (1a) To talk about what information they need and how they can find and use it (1b) How to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking for accuracy.

What to do

Under supervision, children could search BBC News Online and other online news providers for details of building site accidents involving children. These could be:

- a. Analysed as texts as part of a Literacy lesson
- b. Re-written in different formats e.g. broadsheet, tabloid, safety reports
- c. Presented and recorded as television or radio news items
- d. Used as part of the safety campaign

Relevant links to sites can be found in the teacher's section of www.splaat.com

Safety signs

Curricular links

Art and Design: Knowledge and understanding

What to do

Look at the selection of signs on page 22. Discuss their effectiveness in communicating different messages. Children can then choose a different danger on a building site and design their own relevant safety sign, incorporating effective visual elements and techniques discussed.

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 1990 and 2000, 818 children were injured on building sites.
 - ◆ 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 Release E137:02 - 17 July 2002)

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

Letter

	41, London Road
Ivor Goodsite	May Town
Ideal Villas	Mayshire
Convenient Street	MA1 2DX
Handyton	
HD12 0BX	1st May 2002
Dear Madam/Sir,	
My name is Priya Patel and I live opposite your building site, on London Road. I am writing to tell you that I have been upset and shocked to see children going on to your building site to play. This is happening in the evenings and weekends when the site is closed, as well as during the day when there are adults around! Do you have any idea how dangerous this is? Children must not be able to get onto the site.	
I am worried that a child will be seriously injured. There are many accidents that could happen to children who trespass on building sites. A child could easily become trapped or crushed under heavy equipment. They might fall from scaffolding, break an arm or a leg or even severely fracture their skull.	
This matter needs to be dealt with immediately. As Site Manager, you have to make it as difficult as possible for children to get onto the site. You should put up signs to warn of the dangers and you must make sure all the builders know that children should never be allowed on the site.	
Please take action before a preventable tragedy happens.	
Yours sincerely,	
<i>Priya Patel</i>	
Ms Priya Patel	

Game Over – Play Script

Used with permission of the Health and Safety Executive (HSE)

Characters: Shauna, Paul, Joe

Section 1

(Opening shot. Shauna, Paul and Joe are next to a river in town, messing about. Shauna is playing with the Game Boy. She loses and is upset).

Shauna: *No!*

Joe: *Can't spin jump then?*

Shauna: *Says who?*

Paul: *One life left Shauna! You can still do it! (Raises fist).*

Joe: *You'll never beat the boss if you can't spin jump!*

(Joe, bored with Shauna's game, starts kicking a shopping trolley and the noise puts Shauna off).

Shauna: *Stop it, Joe!*

Section 2

Joe: *Come on. Give us a go, SHAUN!*

Shauna: *DON'T call me Shaun!*

Joe: *Spin jump. (Waves hand). Dead easy!*

(Joe puts his hands over Shauna's eyes from behind. She can't see the Game Boy any more. Joe takes Game Boy from her and runs off).

Shauna: *Joe you stupid idiot. Get lost!*

(All three run off, Paul and Shauna chasing Joe. They reach the building site, which is surrounded by a metal fence, on which are signs reminding them to stay off the site. A fight begins. Paul bangs Joe's face against the fence and Joe drops the game. He grabs it again and throws it over the fence so that Shauna and Paul can't get it. It lands in a large pool of dirty water).

Section 3

Shauna: *You idiot! You complete and utter divvy!*

Joe: *Should have let me play!*

(Shauna is upset, and looks for a gap in the fence. She finds one and squeezes through. Goes to pool of water. Can't see it. Joe has also come through fence and stands at the opposite side of the pool to Shauna).

Joe: *There isn't nothing you can do about it now, SHAUN!*

Shauna: (Screwing up face in anger). *Just you wait!*

Section 4

(Shauna picks up nearby rock and hurls it at Joe, who is running away from her, further into the site).

(Cut to Paul, gripping metal fencing and peering through to see what is happening. Spots 'DANGER - KEEP OUT' signs and pauses to think. Then slips nervously through the same gap into the site).

(Cut back to Joe and Shauna running through site over obstacles and between tall stacks of heavy bricks. They stop in the middle of the bricks, with a large gas canister between them. Joe is hiding behind it).

Shauna: *Come out Joe. I know where you are!*

(Joe peers out from behind the canister).

Joe: *I didn't know it was going to land in that stuff.*

Section 5

(Shauna throws brick at Joe. It hits the gas canister instead. Joe runs away).

(Cut to Paul, who has found a plank and is placing it across the pool of murky water. He begins crawling across the plank on hands and knees. He can just about see the Game Boy on the bottom. He rolls up his sleeve, reaches in and pulls the Game Boy out).

Paul: *Yes!*

(Cut to half finished house - first level beams are on but no first floor. Joe runs across the ground level and up a ladder left by the builders).

Section 6

(Cut to Paul, who is worried that the soaking his Game Boy has suffered may stop it working. He spots a rag under an excavator, and crawls underneath to get it, which he does without incident. He sits on a pile of bricks, dries the Game Boy with the rag, and switches it on. Nothing happens initially and Paul looks disappointed. Then the game beeps and the screen switches on. Paul looks at it in surprise).

Paul: *Yes! Excellent!*

(Cut to Shauna entering the same house as Paul a few moments earlier. She looks around at things left by the builders, and then up at the beams above).

Shauna: (Looking up through the house). *You're dead Joe Dickson! Do you hear me? Dead!*

Section 7

(Shauna walks backwards and trips over some opened cement packs lying on the floor. She falls backwards onto them, throwing clouds of cement into the air. Sitting up again, she coughs and splutters. Sees milk bottle containing a clear liquid. Thinking that it is water, she raises it to her mouth and then smells that it is odd. She throws it on the floor. The liquid bubbles and froths on contact with the floor. With a horrified look on her face, she runs off, coughing, and comes out of the house under the scaffolding).

Joe: (Standing on scaffolding above Shauna).
Should have let me play. I could have beat you easy.

Shauna: *Well you can stay up there all day, but I'm going.*
(Walks away down side of houses)
(Cut to Paul who wins game on Game Boy)

Section 8

Paul: *I beat the boss! I did it!* (Waves Game Boy in air).
(Shauna returns to building that Paul is now in. She climbs up the ladder on to the scaffolding, ignoring the 'WARNING - SCAFFOLDING INCOMPLETE' sign. On top of the scaffolding, Joe is walking along the edge next to the barriers, trying to spot his house, which is next to the building site).

Joe: (Slowly, counting). *7, 8, 9, that's my house!* (Pause). *No it isn't.*

(Carries on walking, holding on to barriers at edge). *That one!*

(Cut to Paul who is leaping through the site with his Game Boy, past piles of bricks)

(Cut to Joe who suddenly spots his house. He moves along the scaffolding, holding the rail, which is not fixed correctly and suddenly moves outwards from the scaffolding. A loose bar at the bottom is dislodged and falls to the ground with a crash. Joe pulls back quickly from the gap. Shauna catches up to him and grabs him in fright).

Section 9

(Cut back to Paul. Shocked by the noise of falling scaffolding, he turns and heads towards the sound, running).

(Cut to Joe and Shauna).

Shauna: *You OK?* (Looking concerned and no longer angry).

Joe: (In relieved voice). *Yeah!*

(Cut to Paul, running through site. He reaches the ladder).

Paul: *Shauna! Joe! I beat the boss!* (Paul begins to climb the ladder).

Shauna: *We're coming down!*

Section 10

Paul: (Still climbing). *You should see the castle. It's wicked!*

(Joe and Shauna peer down the ladder, watching Paul coming up. Paul sees them, and then looks down at the ground. He suddenly looks very frightened, as he is a long way up).

Shauna: (Realising Paul is panicking). *Go down Paul. It's not safe!*

Paul: (Stops climbing). *I beat your score.*

Joe: *Paul. What are you doing? Go down!*

Paul: (Hesitating). *I, I can't.*

(He is holding the ladder with one hand now, the other still holding the Game Boy).

Joe: *Go on Paul. What's the matter?*

Shauna: *He's stuck you divvy - he can't move!*

Section 11

(Shauna gets on her knees and reaches down the ladder, leaning dangerously away from the scaffolding. She stretches out her hand, trying to reach Paul).

Shauna: *Just a few more steps!*

Joe: (Shaking head, watching). *No way, Shauna!*

Shauna: *Just give me your hand!*

(Paul reaches up with his left hand. His right hand is now round the back of the ladder holding on to the Game Boy, but not the ladder itself).

Paul: (Terrified). *I, I, I can't reach.* (Stretching up as high as he can).

Shauna: *Just one more step!*

(Shauna and Paul's hands very nearly reach, but as he is leaning upwards a long way and is not holding on to the ladder, Paul begins to fall backwards off the ladder. The screen shows the Game Boy landing on the ground and smashing, and then it fades to black).

Game Over - Narrative

Game over

“No!” yelled Shauna in disappointment.

“Can’t spin jump then?” teased Joe. He wanted to play with the Game Boy himself and was hoping Shauna would lose the game so that he could have a go.

“Says who?” replied Shauna angrily, continuing to play.

Paul, wanting to encourage Shauna, shouted that she still had one life left and could still do it, but Joe said she wouldn’t win if she couldn’t spin jump. He became bored and started kicking an abandoned

Game over

Tesco trolley, making as much noise as he could.

CRASH! BANG! SMASH!

Shauna found the noise distracting. “Stop it Joe!” she screamed at him.

“Come on. Give us a go, Shaun!” taunted Joe, knowing that calling Shauna Shaun always really annoyed her.

“DON’T call me Shaun!” she replied, still concentrating on her game.



DAILY DISA

SCHOOLGIRL SECONDS FROM DEATH in timber tomb

A game of Hide and Seek ended in disaster when daredevil schoolgirl Amy Stewart risked her life by lying under tons of timber.

Buried alive

Part of the giant stack collapsed as her pal, Loretta Thomas, clambered on the pile, burying Amy alive.

Terrified

Fire-fighters risked their skins to pluck the terrified nine year old from her tomb, seconds before the remains of the timber mound crashed down.

Foolish

Amy and Loretta stared death in the face after foolishly using a building site as a playground.

Loretta did not know that Amy was hiding under the wood.

Lucky

Lying in her hospital bed Amy put on a brave face, as she nursed a broken leg. She told our reporter: "I'm a very lucky girl. I'm in pain, but alive. I know now why there are signs telling children to keep away from building sites."

The Shock

Child injured while playing on construction site

By Roger Vincent,
industrial correspondent

Schoolgirl Amy Stewart had a lucky escape on Saturday, when she was injured, after trespassing on a construction site.

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

While searching for her friend, Loretta climbed onto the stack, causing it to collapse and inadvertently trapping Amy beneath it.

Hearing her friend's cries, Loretta rang the fire brigade.

Amy was taken to hospital and is presently "poorly, but stable".

Interviewed by our reporter, she said: "I'm a very lucky girl. I'm in pain, but alive. I know now why there are signs telling children to keep away from building sites."

Chronological Safety Report

Background

Willie Wait, a 10-year-old boy is in hospital with a broken leg after an accident outside the Ideal Villas building site in Convenient Street, Handyton. An investigation into this incident has been carried out and the conclusions are set out below.

Incident Chronology

Willie Wait set off for school at 8.50am. He was late as registration was at 8.55am and it usually took him about 15 minutes to walk to school. His route took him along Convenient Street, walking on the same side of the street as the building site.

An eye-witness opposite the site, Esau Etall, 78, was looking out for his daughter, who was to pick him up and take him shopping at 9am. He says that as Willie approached the site entrance, a large lorry bearing stacks of bricks turned into the street and swung into the site entrance. Willie had by now reached the entrance, and stopped to wait, as he should. However, a forklift truck was blocking the way into the site and the lorry had to stop with its back end still sticking out into the street some way.

The road was very busy. Even after only a few seconds traffic began queuing in the direction Willie had come from, as their route was blocked. They couldn't overtake because traffic was coming the other way too, past the lorry.

Following this, Willie stepped out into the road to get past the lorry but couldn't because of the traffic passing. According to Esau Etall, he became agitated, looking at his watch and jumping up and down. Eventually, the first person in the queue on his right tried to pull out and get past the lorry, as there was a gap in the traffic. However, the car accelerated too quickly, and quite slowly hit the car parked opposite. The traffic was now blocked both ways.

There was now a gap of about 30cm between the stopped car and the lorry. As the driver got out to look at the damage he had caused, Willie decided to get through the gap. Unknown to him, the obstruction on the site had now been removed, and the lorry driver had jumped back in his cab.

At just the moment that the lorry driver removed the handbrake to move into the site, Willie was passing through this gap. Unfortunately, the lorry moved back slightly before accelerating into the site. This trapped Willie's leg between the lorry and the car for about two seconds, before the lorry moved away into the site.

Subsequently, he fell on the floor screaming, before fainting completely. Esau Etall rushed outside and then, realising the gravity of the accident, rushed into the site and shouted what had happened. The site manager rang the emergency services before cordoning off the accident scene.

Police arrived within about two minutes and the ambulance in about eight minutes. Willie underwent emergency surgery at the local Accident and Emergency department, before regaining consciousness after about six hours.

Conclusions

Further investigations have proved that the lorry driver would not have been able to see Willie at the back of his vehicle. Willie's parents have accepted that Willie should have waited until he could cross the entrance safely, and that had he not have been late for school he probably would have waited. They are angry, however, that the footpath was blocked for pedestrians, encouraging them onto the road.

Action

- The site manager must ensure that access to the site for vehicles is clear at all times
- More safety signage will be displayed outside the site, warning pedestrians of the dangers of site traffic
- The building firm will be invited into local schools to talk about the dangers of building sites to children in particular
- Road Safety Officers will remind children (and parents) of safe procedures for crossing roads and dealing with obstacles.

Non-Chronological Safety Report



Safety Report: Ideal Villas, Convenient Street, Handyton	
Site Manager: Ivor Goodsite	Safety Inspector: Mr. I. C. Problems

Introduction

The area around this building site has a number of issues that need to be dealt with. It is too dangerous for local people at the moment.

Fencing

There are several gaps in the fencing around the site. Children could easily slip through these gaps and into the site, where they will be in danger. The gaps need to be closed. Several sections of the fence are unclipped and lean into the road when it is windy. These must be safely fixed.

Safety notices

There is only one safety notice on the site, and this is hidden behind a bush so it is hard to read. Parents and other local people need to know that a building site is dangerous. More safety signs need to be put up around the outside of the fence so that people are aware of the hazards.

Residents Parking

On the day of the inspection, a local resident had briefly parked his car across the entrance to the site. This resulted in site traffic going on the pavement to get through, causing danger to pedestrians. Local residents need to be reminded to park their cars in the safer places provided.

Delivery traffic

A lorry delivering bricks had parked over a pavement to allow cars to pass. However, this meant that pedestrians had to walk out into the busy road to pass. This is very dangerous, especially for elderly people, and parents with pushchairs. There is space on the site for lorries, and the site manager must make sure that lorries go on to the site and do not park outside.

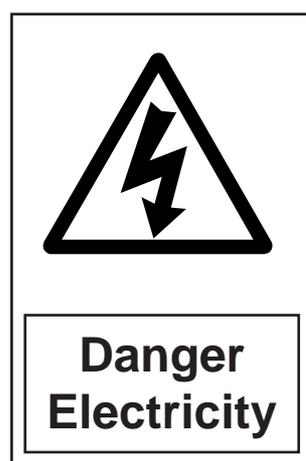
Road surface

The road surface is very muddy and slippery outside the entrance. Although vehicles leaving the site cannot stop dropping some mud on the road, it is important that the mud is cleaned at least once a day, or cars will begin sliding and an accident may occur.

Conclusion

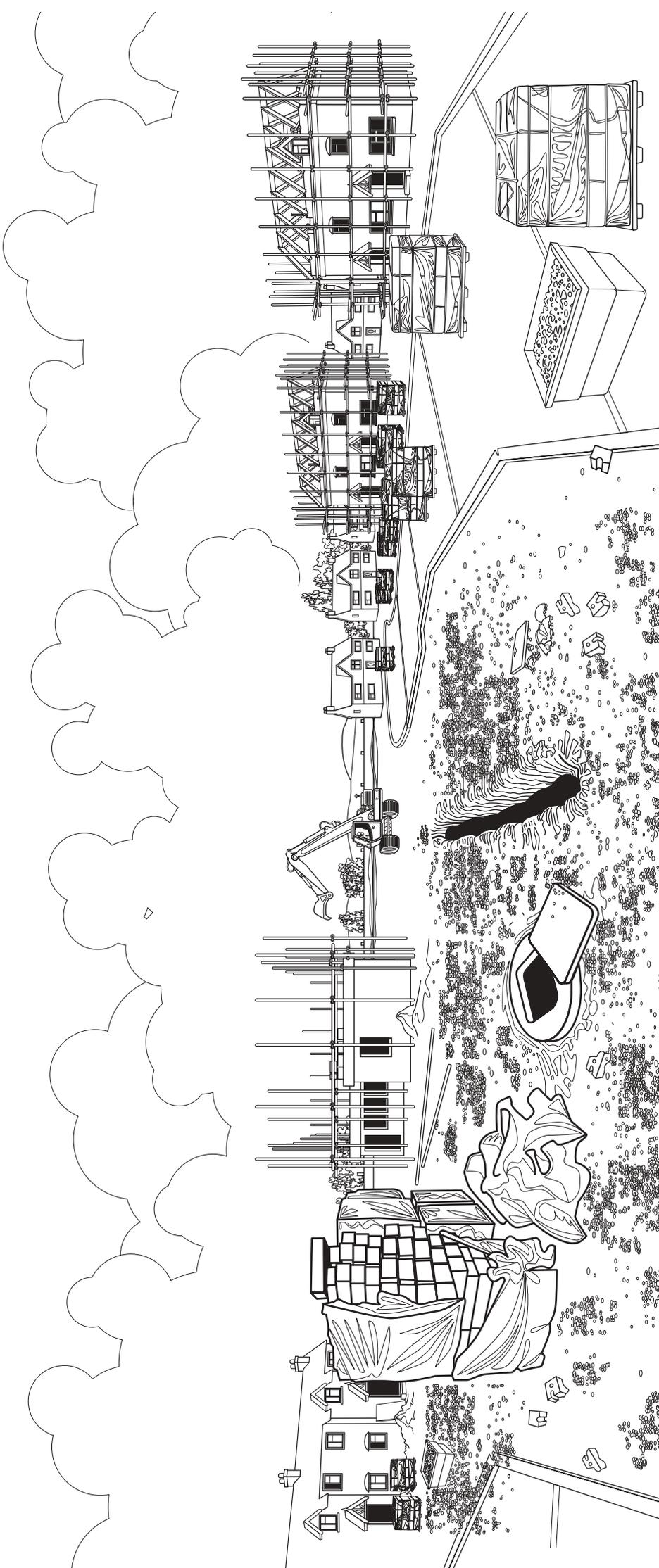
There are a number of improvements to safety outside this site that can be made immediately. This will reduce the risk of accident and injury to members of the public as well as staff. The safety team will return within one week to check that these improvements have been carried out.

Building Site Safety Signs



WARNING TO PUBLIC
THIS BUILDING SITE IS PRIVATE PROPERTY
NO UNAUTHORISED PERSONS ALLOWED
Liability will not be accepted by the builder
for any injury sustained by trespassers
NOTICE TO PARENTS
Parents are especially requested to warn
children of the dangers and consequences
of trespassing on this site





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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