

KEY STAGE 3

Age 11-14 year olds
Pre-lesson assessment



Materials required:

- Colour printer.

The aim of the pre-lesson assessment is:

- To measure the level of knowledge and understanding a child has with regard to the grammar of safety signs.
- To identify if a child is able to recognise the geometric shapes of safety signs.
- To ensure that all children identify the key colours of safety signs.
- To ensure that children can recognise a safety sign within the school and public environment.

- The uniformed colours of safety signs:
 - BLUE.
 - RED.
 - YELLOW.
 - GREEN.

- The geometric shapes of safety signs:
 - CIRCLE.
 - TRIANGLE.
 - SQUARE.
 - RECTANGLE.

Instruction

- Give a brief introduction into the grammar of safety signs, placing emphasis on the following information:
 - Safety signs are all around us.
 - Safety signs will be posted in all public places.
 - All safety signs have been posted in order to give information with regard to:
 - Mandatory - what you should do.
 - Prohibition - what you must not do.
 - Safe condition - safe places to go.
 - Hazard/warning - danger ahead.
 - Fire equipment - the location of fire equipment.

- Print off and issue each child with the pre-assessment sheet.
- Allow enough time for each child to complete the activity (usually about 20 minutes).
- Upon completion request the children to swap their activity sheets.
- Using the assessment answer sheet mark the sheet assessment as a whole class.
- When complete re-enforce the introduction of the lesson with regard to:
 - The purpose of safety signs – they give us information about the place we are in.
 - The uniformed colours of safety signs.
 - The geometric shapes of safety signs.

Keep copies of the assessment for comparison, as the children will be asked to re-complete the sheet at the end of the module in order to identify whether the learning objectives have been met.

Lesson 1 and Activity 1



Materials required:

- Printer.
- Pens.
- Paper.

The aim of lesson 1 is to have a thorough understanding of the meaning of the use of safety signs within specific curriculum areas.

This will be achieved by:

- Using effective communication skills in the form of brainstorming sessions in groups.
- Developing presentation skills.
- Using influencing skills to educate other peer groups within the class.

The module aims to be complementary to the curriculum, in particular:

- PSHE&C.

On commencement of the lesson the teacher should explain:

- As children start to develop into teenagers and young adults they should be starting to accept a level of responsibility for their health and safety and the health and safety of others around them.
- The activities that are being carried out within specific curriculum areas can carry higher levels of risk. Teachers are requested to control the risk both legally and morally.
- In order for a lesson to be delivered safely, have maximum educational value, in addition to class participation, the pupils should respect the pre-lesson briefing, in particular, with regard to health and safety and in turn, co-operate with the instruction.
- As part of the pre-lesson instruction pupils will be requested to abide by certain rules in order to protect themselves. This instruction may not always be given verbally. It may be disseminated by the use of a safety sign.
- Safety signs should be placed/posted whenever there is a risk that cannot be controlled by any other means (visitors to a public place must be given safety information – signage is often used).
- This lesson will focus on a variety of safety messages which are delivered through the use of safety signs within curriculum and core subject areas e.g. science.
- All safety signs carry vital information which should be adhered to.

This area of the module has been designed to be carried out over 3 lessons:

- | | |
|------------------------------|--|
| Lesson 1 and Activity 1 | - Brainstorming. |
| Lesson 2 and Activity 2 | - Presentation preparation. |
| Lesson 3 (no activity sheet) | - Delivery of the five minute presentation to the class. |

Lesson 1 and Activity 1

Brainstorming



Lesson 1 and Activity 1 - Brainstorming

Carry out a brainstorming session and then deliver a presentation to the rest of the class on their findings.

PRESENTATION TITLE

WHY DO WE NEED SAFETY SIGNS WITHIN THE SCHOOL ENVIRONMENT, WHAT SAFETY SIGNS WOULD YOU EXPECT TO SEE WITHIN THE CHOSEN SUBJECT AREA, WHAT MESSAGES DO SAFETY SIGNS GIVE?

- Split the class into equal groups.
- Using the three higher risk curriculum subject areas, give each group one of the subject areas to discuss (dependant upon the size of the group you may have more than 1 group discussing each subject area).
 - Science.
 - Design and technology.
 - Physical education.
- Print off and issue Activity Sheet Number 1 for pupil reference.
- Request each group to brainstorm the following 3 questions:

WHY DO WE NEED SAFETY SIGNS WITHIN THE SCHOOL ENVIRONMENT?
WHAT SAFETY SIGNS WOULD YOU EXPECT TO SEE WITHIN THE GIVEN SUBJECT AREA?
WHAT MESSAGES DO THE SIGNS GIVE?

Brainstorming information

- 1 scribe.
- 1 group.
- The scribe writes every thing down.
- If the ideas start to run out change the scribe.
- At this point there is no discussion with regard to the ideas.
- Once all ideas have been written down, the group can start to discuss the relevance of the information.
- During the discussion ideas can now be deleted if not required.
- Following discussion the groups should be left with a list of important points to be included in their presentation.

Teachers' notes

Lesson 2 and Activity 2 Presentation Preparation



Lesson 2 and Activity 2 - Presentation preparation

- Each group will need to decide who is going to give the presentation. Some groups may decide one person, other groups may decide that all are going to participate in the presentation.
- Request each group to prepare a five minute presentation.
- Print off and issue Activity Sheet Number 2 for pupil reference.

PRESENTATION TITLE:

**WHY DO WE NEED SAFETY SIGNS WITHIN THE SCHOOL ENVIRONMENT?
WHAT SAFETY SIGNS WOULD YOU EXPECT TO SEE WITHIN THE GIVEN SUBJECT AREA?
WHAT MESSAGES DO THE SIGNS GIVE?**

Each group should ensure that their presentation is:

- Clear.
- Concise.
- Factual.

The aim of the presentation is to:

- Summarise the information and discussions from the brainstorming session.
- Influence the rest of the class with regard to the benefits of safety signs.
- Increase the profile of the importance of safety signs and the key messages that they carry.

Teachers' notes

Lesson 3
Presentation delivery and
Summary



Lesson 3 - Presentation delivery and Summary

- Request each group in turn to deliver their presentation to the rest of the class.

Lesson 1, 2, and 3 Summary

Following the delivery of the presentations, discuss the content as a whole class. Ensure that the pupils have a thorough understanding of:

- The purpose of safety signs within given areas of the school.
- The different types of safety signs.
- The message that is to be delivered through the use of safety signs.

Teachers' notes

Lesson 4 and Activity 4



Materials required:

- Colour printer.
- Pens.
- Paper.

The aim of lesson 4 is to extend the understanding of the use and meaning of safety signs to public places.

This will be achieved by:

- Giving examples of typical safety signs that teenagers are likely to see in public places.
- Discussion around the different types of safety signs.
- Repetition of the grammar of safety signs.

The module aims to be complementary to the curriculum, in particular:

- PSHE&C.

On commencement of the lesson the teacher should explain:

- Safety signs should be placed/posted whenever there is a risk that cannot be controlled by any other means (visitors to a public place must be given safety information – signage is often used).
- All safety signs carry vital information which should be adhered to.
- Safety signs are posted or placed in prominent positions in all public places in order to ensure that all users of the environment understand key, important health and safety information.
- As children start to develop into teenagers and young adults they should be starting to accept a level of responsibility for their health and safety and the health and safety of others around them.
- Visitors should co-operate with the instruction placed on safety signs for their own health and safety.
- This lesson will focus on a variety of safety messages which are delivered through the use of safety signs within public places that teenagers are likely to frequent.

Lesson 4 and Activity 4

Instruction

- Split the group into groups of four.
- Print off and issue Activity Sheet Number 4 to all pupils.
- Request the groups to consider all of the scenarios on Activity Sheet Number 4 and identify which type of safety sign with the associated graphical symbol should be used.

Upon completion, using the answer sheet, discuss the pupil information as a whole class.

Lesson Summary

- Ensure that all pupils understand the different types of signs and their meanings:
 - Mandatory.
 - Prohibition.
 - Hazard / warning.
 - Safe place/condition.
 - Fire equipment.
- Ensure that pupils are familiar with the graphical symbols placed upon safety signs.
- Emphasis the importance of the different types of signage.
- Emphasis the importance of the understanding of the grammar in the form of shape, colour and symbol.

**Pre-lesson assessment
Lesson Sheet**



Name:

Year Group:

Mandatory	Prohibition	Safe Place	Hazard / Warning	Fire equipment

• Place each of the following safety sign messages into the correct box above which will identify the safety sign categories:

- | | |
|--|---|
| <ul style="list-style-type: none"> No smoking Gas leak action Drinking water Caution - Pedestrian route Caution - Beware of the step Caution - Steep steps Fire assembly point Do not use the lift No children Switch mobile phones off No pedestrians Caution - Hot water Caution - Mind your head Emergency alarm Wear eye protection Warning - Trip hazard Mains tap water Use guards Keep clear No ball games Danger - Fragile roof | <ul style="list-style-type: none"> First aid Warning - Vehicles reversing Wear ear protection Do not use mobile phones Emergency stop Slide doors to open No cycling Danger - Sudden drop Keep hands clear Scaffold incomplete Switch off when not in use Wash your hands Push bar to open No skateboards Fire alarm Caution - Slippery surface Electrical mains switch Wear boots Slide doors to open Caution - Steep steps Fire extinguisher No skateboards |
|--|---|

**Pre-lesson assessment
Teachers' Answer sheet**



Name:

Year Group:

Mandatory	Prohibition	Safe Place	Hazard / Warning	Fire equipment
Wash your hands	No smoking	First aid	Caution - Hot water	Fire extinguisher
Gas leak action	Do not use mobile phones	Drinking water	Warning - Vehicles reversing	Fire alarm
Wear ear protection	Do not use the lift	Emergency stop	Caution - Pedestrian route	
Wear boots	No pedestrians	Emergency alarm	Caution - Mind your head	
Wear eye protection	No ball games	Mains tap water	Warning - Trip hazard	
Keep clear	No children	Fire assembly point	Danger - Fragile roof	
Switch mobile phones off	Scaffold incomplete	Electrical mains switch	Danger - Sudden drop	
Keep hands clear	No cycling	Fire exit	Caution - Beware of the step	
Switch off when not in use	No skateboards	Push bar to open	Caution - Slippery surface	
Use guards		Slide doors to open	Caution - Steep steps	

Activity Sheet Number 1

Brainstorming



Group name:

BRAIN STORM – Areas for discussion

- WHY DO WE NEED SAFETY SIGNS WITHIN THE SCHOOL ENVIRONMENT?
- WHAT SAFETY SIGNS WOULD YOU EXPECT TO SEE WITHIN THE GIVEN SUBJECT AREA?
- WHAT MESSAGES DO THE SIGNS GIVE?

Activity Sheet Number 2

Presentation



Group name:

PRESENTATION TITLE:

- WHY DO WE NEED SAFETY SIGNS WITHIN THE SCHOOL ENVIRONMENT?
- WHAT SAFETY SIGNS WOULD YOU EXPECT TO SEE WITHIN THE GIVEN SUBJECT AREA?
- WHAT MESSAGES DO THE SAFETY SIGNS GIVE?

Decide who is going to give the presentation. Some groups may decide 1 person, other groups may decide that all are going to participate in the presentation.

Create a five minute presentation using the information given during the brainstorming session.

Each group should ensure that their presentation is:

- Clear.
- Concise.
- Factual.

The aim of the presentation is to:

- Summarise the information and discussions from the brainstorming session.
- Influence the rest of the class with regard to the benefits of safety signs.
- Increase the profile of the importance of safety signs and the key messages that they carry.

Activity Sheet Number 4



Name:

Year Group:

- Identify and draw the type of safety sign (including the graphical symbol) that would be required for each of the following situations:

1. Wet slippery floor following a drink being spilt over the floor at the bowling alley.

2. You must wear a life jacket when using a boat on the river.

3. No smoking within the shelter at a bus stop.

4. Warning - Construction site.

5. The first aid station at the swimming pool.

6. Now wash your hands please.

7. No unauthorised people on the building site.

8. In the event of a fire go straight on from here.

9. The roof where the football has landed is not safe – fragile.

10. A request to not have your phone switched on at the cinema.

Activity Sheet Number 4

Teachers' Answer Sheet



Name:

Year Group:

- Identify and draw the type of safety sign (including the graphical symbol) that would be required for each of the following situations:

1. Wet slippery floor following a drink being spilt over the floor at the bowling alley.



2. You must wear a life jacket when using a boat on the river.



3. No smoking within the shelter at a bus stop.



4. Warning - Construction site.



5. The first aid station at the swimming pool.



6. Now wash your hands please.



7. No unauthorised people on the building site.



8. In the event of a fire go straight on from here.



9. The roof where the football has landed is not safe – fragile.



10. A request to not have your phone switched on at the cinema.



Post-assessment Lesson Sheet



Name:

Year Group:

Mandatory	Prohibition	Safe Place	Hazard / Warning	Fire equipment

• Place each of the following safety sign messages into the correct box above, which will identify the safety sign categories:

- | | |
|------------------------------|------------------------------|
| No smoking | First aid |
| Gas leak action | Warning - Vehicles reversing |
| Drinking water | Wear ear protection |
| Caution - Pedestrian route | Do not use mobile phones |
| Caution - Beware of the step | Emergency stop |
| Caution - Steep steps | Slide doors to open |
| Fire assembly point | No cycling |
| Do not use the lift | Danger - Sudden drop |
| No children | Keep hands clear |
| Switch mobile phones off | Scaffold incomplete |
| No pedestrians | Switch off when not in use |
| Caution - Hot water | Wash your hands |
| Mind your head | Push bar to open |
| Emergency alarm | No skateboard |
| Wear eye protection | Fire alarm |
| Warning - Trip hazard | Caution - Slippery surface |
| Mains tap water | Electrical mains switch |
| Use guards | Wear boots |
| Keep clear | Slide doors to open |
| No ball games | Caution - Steep steps |
| Danger - Fragile roof | Fire extinguisher |
| | No skateboards |

**Post-assessment
Teachers' Answer Sheet**



Name:

Year Group:

Mandatory	Prohibition	Safe Place	Hazard / Warning	Fire equipment
Wash your hands	No smoking	First aid	Caution - Hot water	Fire extinguisher
Gas leak action	Do not use mobile phones	Drinking water	Warning - Vehicles reversing	Fire alarm
Wear ear protection	Do not use the lift	Emergency stop	Caution - Pedestrian area	
Wear boots	No pedestrians	Emergency alarm	Caution -Mind your head	
Wear eye protection	No ball games	Mains tap water	Warning - Trip hazard	
Keep clear	No children	Fire assembly point	Danger - Fragile roof	
Switch mobile phones off	Scaffold incomplete	Electrical mains switch	Danger - Sudden drop	
Keep hands clear	No cycling	Fire exit	Caution - Beware of the step	
Switch off when not in use	No skateboards	Push bar to open	Caution - Slippery surface	
Use guards		Slide doors to open	Caution - Steep steps	