

## SP5 101.1

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| <b>Hook:</b><br>You must follow me,<br>But I cannot walk.<br>If I am broke,<br>So, too will you.<br>What am I? – A safety rule                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |              | <b>Tutor:</b>                                                                                                                                                                                                    | James Rix                                                                                   | <b>Course:</b>                         | 6219 Construction Skills |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date:</b> |                                                                                                                                             | <b>Resources:</b><br><b>Classroom:</b><br>White Board, White Board Markers, 4 coloured sticky notes,<br><br><b>Lesson Materials:</b><br>Session Plan, Presentations, Assessments, Activity Sheets, Activities, Keywords, Resource Sheet, Homework Packs, Textbooks, videos, Podcasts, H5P content, |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |              | <b>Bridge In:</b><br><br>We are going to be looking at Health & Safety and why it is important, who polices it and the regulations surrounding construction and the responsibilities of employers and employees. |                                                                                             |                                        |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |              |                                                                                                                                             |                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |              | <b>Aims:</b> <ul style="list-style-type: none"><li>Know the Importance of Health and Safety in the Construction Industry</li></ul>                                                                               |                                                                                             |                                        |                          | <b>Objectives:</b> <ul style="list-style-type: none"><li>1.1 state the importance of health and safety in the construction industry</li><li>1.2 state the roles of Health and Safety Executive (HSE)Objective</li><li>1.3 state the main regulations covered under the Health and Safety act 1974</li><li>1.4 state the responsibilities of individuals within the construction industry.</li></ul>                                                                                                                                                                                    |              |                                                                                                                                             |                                                                                                                                                                                                                                                                                                    |
| <b>Assessment of Learning:</b><br>Learners’ understanding is continuously assessed through structured activities such as guided notes, matching tasks, scenario analysis, and practical decision-making exercises. These low-stakes checks allow the tutor to identify misconceptions early and provide targeted support. Progress is evidenced through completed worksheets, verbal responses during discussions, and application of knowledge in real-world scenarios (e.g., identifying correct regulations or responsibilities). The varied assessment methods ensure all learners can demonstrate understanding, while also building confidence and readiness for formal unit assessment. |              |                                                                                                                                                                                                                  |                                                                                             |                                        |                          | <b>Personal Development, behaviour and welfare:</b><br>Builds confidence, responsibility, and professional identity through real-world scenarios, reflection tasks, and safety-focused activities. Learners develop self-awareness, decision-making, communication, and an understanding of industry expectations.<br><br>Reinforces safe, positive behaviour using case studies, penalty/safety cards, and practical examples. Promotes respect, teamwork, wellbeing awareness, and understanding of consequences. Encourages safe conduct, hazard reporting, and consistent PPE use. |              |                                                                                                                                             |                                                                                                                                                                                                                                                                                                    |
| <b>Wider Skills:</b><br>Learners gain transferable skills including communication, teamwork, problem-solving, digital literacy, numeracy (interpreting statistics), organisation, critical thinking, and employability behaviours such as following instructions, professionalism, and safe working practice.                                                                                                                                                                                                                                                                                                                                                                                  |              |                                                                                                                                                                                                                  | <b>Big Picture:</b><br>Know why health and safety is important in the construction industry |                                        |                          | <b>PSMSC and British values:</b><br>Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs                                                                                                                                                                                                                                                                                                                                                                                                                         |              |                                                                                                                                             | <b>Differentiation:</b><br>Highly accessible materials using visual prompts, guided notes, sentence starters, simplified definitions, and structured tasks. Supports SEND learners and mixed-ability groups. Stretch tasks and scenario reasoning provide challenge for higher-ability learners.   |
| Why health and safety are important.<br>Activity: What the numbers say                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |              | Role of the HSE.<br>Activity: The Safety Squad                                                                                                                                                                   |                                                                                             | Regulations<br>Activity: Spin the Regs |                          | Responsibilities<br>Activity: Responsibility Rumble                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |              | <b>Summary/bridge Out:</b><br>In the next session we will be looking at hazards and risks, risk assessments and common causes of accidents. |                                                                                                                                                                                                                                                                                                    |
| Student Led                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Lecturer Led | Student Led                                                                                                                                                                                                      | Lecturer Led                                                                                | Student Led                            | Lecturer Led             | Student Led                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Lecturer Led |                                                                                                                                             |                                                                                                                                                                                                                                                                                                    |
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