



101.1b

THE SAFETY SQUAD



ACTIVITY PACK



City &
Guilds

Lecturer: James Rix

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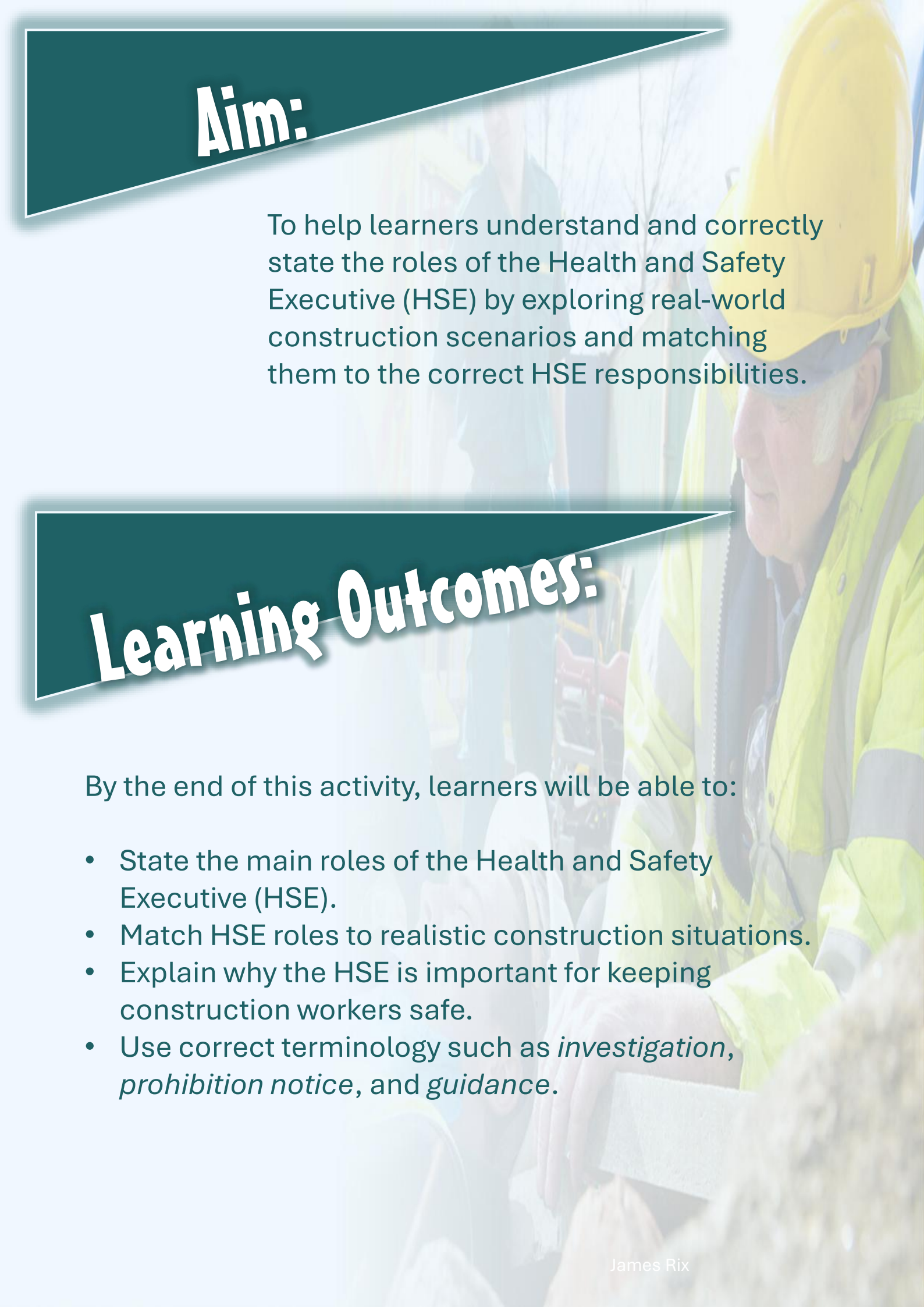
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Intro.

The Health and Safety Executive (HSE) is the organisation that makes sure construction sites are safe places to work. They investigate accidents, check safety records, give advice, stop dangerous work, and act against companies that break the law. Understanding what the HSE does helps you see how safety is controlled across the whole construction industry.

From the curriculum:

“Carrying out investigations, checking records required by legislation. Provide information and guidance. Issue prohibition notices. Prosecute all parties that fail to comply.”



Aim:

To help learners understand and correctly state the roles of the Health and Safety Executive (HSE) by exploring real-world construction scenarios and matching them to the correct HSE responsibilities.

Learning Outcomes:

By the end of this activity, learners will be able to:

- State the main roles of the Health and Safety Executive (HSE).
- Match HSE roles to realistic construction situations.
- Explain why the HSE is important for keeping construction workers safe.
- Use correct terminology such as *investigation*, *prohibition notice*, and *guidance*.

Activity Overview.

Learners will work through a set of scenario cards that describe different situations on a construction site. Each scenario links to one of the HSE's roles. Learners must identify which HSE role applies and record their answers in a sorting grid. The activity ends with a short explanation task to reinforce understanding.

This activity is designed to be simple, visual, and accessible for Level 1 learners, while still meeting the assessment criteria.

Why this activity helps!

- **Concrete examples** help learners understand abstract roles like “prosecution” or “checking records”.
- **Scenario-based learning** supports memory retention and makes the content feel relevant to real construction work.
- **Matching tasks** reduce cognitive load and support SEND learners.
- **Short written explanations** help learners practise using correct terminology.
- **Active discussion** builds confidence and reinforces understanding through peer learning.

Student Instructions.

1. Read each scenario card carefully.
2. Decide which HSE role is being shown.
3. Write the scenario letter in the sorting grid.
4. Complete the explanation question at the end.
5. Be ready to share your answers with the class.

Lecturer Instructions.

1. Introduce the HSE using the introduction section.
2. Hand out the scenario cards and sorting grid.
3. Support learners by reading scenarios aloud if needed.
4. Encourage discussion in pairs or small groups.
5. Circulate and check understanding, prompting with questions like:
 - “What is the HSE doing here?”
 - “Why would they need to step in?”
6. Bring the class together for a plenary and reinforce the correct roles.
7. Collect worksheets for assessment evidence.

Scaffolding Options.

A. Word Bank

- Investigation
- Checking records
- Guidance
- Prohibition notice
- Prosecution

B. Picture Prompts

Use icons for: 🔍 Investigation 📁 Records 💬 Advice 🛑 Stop Work ⚖️ Court

C. Sentence Starters

- “The HSE would...”
- “This role is about...”
- “They need to do this because...”

D. Reduced Task Option

Learners match only 3 scenarios instead of all 5.

Differentiation Strategies.

For Higher Ability Learners

- Explain *why* the HSE would take that action.
- Rank the HSE roles in order of importance and justify.
- Write a short paragraph linking HSE roles to accident reduction.

For Mixed-Ability Groups

- Pair stronger learners with those needing support.
- Allow verbal responses before written ones.
- Provide printed key terms with definitions.

For Learners with Reading Difficulties

- Read scenarios aloud.
- Use colour-coded role cards.
- Provide simplified versions of scenarios.

Printables.

- Scenario Cards
- HSE Action Cards
- Activity Worksheet

Scenario

This is a yellow label template with rounded corners. At the top, there is a yellow ribbon banner with the word "Scenario" in black text. Below the banner is a large, empty yellow rectangular area for writing, and a smaller yellow rectangular area at the bottom.

HSE Action

Prohibition
Notice

This is a red label template with rounded corners. At the top, there is a red ribbon banner with the words "HSE Action" in white text. Below the banner is a large, empty white rectangular area for writing. At the bottom, there is a white rectangular area containing the words "Prohibition" and "Notice" in red text, stacked vertically.

101.1: Know the importance of Health & Safety in the Construction Industry

Activity

101.1.1b: The Safety Squad.

Scenario Cards



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Unsafe Scaffolding

S1.



The HSE inspector observes that the scaffolding lacks guardrails and toe boards, with loose planks and no safe access ladder.

Which course of action do you think the HSE should take?

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Scenario Cards



James Rix

Faulty Electrical Equipment

S2.



The inspector finds damaged extension leads and exposed wiring near wet flooring.

Which course of action do you think the HSE should take?

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Activity

101.1.1b: The Safety Squad.

Scenario Cards



James Rix

Poor Power Tool Training

S3.



The HSE inspector observes that several workers have not received formal training on safe tool operation, and no training records are available.

Which course of action do you think the HSE should take?

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Activity

101.1.1b: The Safety Squad.

Scenario Cards



James Rix

Poor Housekeeping

S4.



The inspector notes that the site is cluttered, with uneven flooring and blocked emergency exits. While not immediately dangerous, these conditions could lead to accidents.

Which course of action do you think the HSE should take?

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101.1.1b: The Safety Squad.

Scenario Cards



James Rix

Missing Scaffold Inspection Tag

S5.



The HSE inspector finds that daily scaffold inspections have not been recorded for the past week. The foreperson claims checks were done but cannot produce evidence.

Which course of action do you think the HSE should take?

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Scenario Cards



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Incomplete Trainer Register.

S6.



The training register lists only half the workforce, with missing signatures and dates.

Which course of action do you think the HSE should take?

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Activity

101.1.1b: The Safety Squad.

Scenario Cards



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Safe Use of PPE

S7.



A new apprentice is unsure which PPE is required when cutting timber with a circular saw.

Which course of action do you think the HSE should take?

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Activity

101.1.1b: The Safety Squad.

Scenario Cards



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Fire Safety

S8.



The site manager contacts the HSE for advice after noticing confusion among workers about fire assembly points and extinguisher types.

Which course of action do you think the HSE should take?

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Scenario Cards



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Activity

101.1.1b: The Safety Squad.

Scenario Cards



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Ignoring Improvement Notices

S9.



Workers continue climbing without fall protection, and one suffers a minor injury.

Which course of action do you think the HSE should take?

Removing Safety Guards

S10.



An employee's hand is severely injured while using an unguarded circular saw.

Which course of action do you think the HSE should take?

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HSE Action Card



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HSE Action



Prohibition
Notice

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Activity

101.1.1b: The Safety Squad.

HSE Action Card



James Rix

HSE Action



Improvement
Notice

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Activity

101.1.1b: The Safety Squad.

HSE Action Card



James Rix

HSE Action



Checking
Records

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Activity

101.1.1b: The Safety Squad.

HSE Action Card



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HSE Action



Guidance

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Activity

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HSE Action Card



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HSE Action



Prosecution

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HSE Action Card



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HSE Action



Investigation



101.1b

THE SAFETY SQUAD



Participant Info.

Team:

Individual:

ACTIVITY PACK



Before you start!



Before You Start

Before you begin this activity, take a moment to get yourself ready. In this task, you'll be looking at short workplace situations and working out what is happening, who is involved, and what steps are being taken. You won't need any specialist knowledge — just your ability to observe, think, and make sensible decisions based on what you see.

You'll be shown different scenarios that could happen on a real site. Your job is to look closely at the details, pick out the important information, and decide what the people in the scene are doing and why. This activity is all about using your judgement, spotting clues, and understanding how workplaces deal with incidents and unsafe situations.

Take your time, read each scenario carefully, and think about the actions being taken. There are no trick questions — just clear examples to help you build confidence in recognising what happens when something goes wrong on site.

HSE Action Table.

Scenario	What happened?	Who is involved?	What actions are being taken?	What might this lead to?
Scenario 1				
Scenario 2				
Scenario 3				
Scenario 4				
Scenario 5				
Scenario 6				
Scenario 7				
Scenario 8				
Scenario 9				
Scenario 10				

Over time, things in construction have changed. We use safer tools, better equipment, and follow more rules to keep everyone safe. The numbers from ten years ago and today show how work and safety have improved.

Now think carefully before you answer the question below.

Q: What has changed over the decade?



Health and safety only improves when everyone on site works together. Small actions, like wearing the right PPE, reporting hazards, and keeping the site tidy, can make a big difference. Before you answer the question below, think about the simple steps that help keep workers safe every day.

Q: What steps should we take to improve health & Safety?



Thank You.

We would like to take this opportunity to thank you for using this learning resource, we hope you found it useful.

If you have any questions regarding this or any of our learning resources, please contact us on:



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