

Signs, signals and labels

Introduction to Module 1

Safety on a construction site is paramount. Ensuring that a site is as safe as possible is a shared responsibility between employers and their workforce.

Employers must create safe working conditions and provide their workers with adequate training in which safety rules, regulations and guidelines are explained and made available to employees.

Employees for their part must understand what is expected of them and develop the skills to identify and reduce potential hazards in the workplace. This involves watching, listening carefully and responding to safety instructions, as well as reading and acting on written and graphical safety information. The implications for not complying with safety rules and guidelines can be injury and even death.

In this module learners are reminded of the importance of site safety and have opportunities to practise strategies for reading and understanding a wide range of written and graphical information, including:

- signs and symbols used around the site
- hand signals to move loads
- health and safety law
- risk assessment and method statements
- accident report forms.

Some of the information in this module is generic to a range of sectors concerned with the health and safety of their employees. It is essential that learners apply the skills and strategies to their own workplace.

Skills checklist

Safety at work is the most important issue for the construction trade. Your employer is responsible for setting up safe ways of working. You are responsible for knowing them and carrying them out.

You will need the following skills if you are going to work safely and help others to do the same. Tick the skills you have already and then look at the checklist again when you have used the materials.

Skills for understanding signs, signals and labels	Now	Later
Recognising and understanding safety signs		
Understanding and using hand signals		
Understanding risk assessments and site procedures		
Understanding health and safety information		
Reporting an accident verbally		
Completing an accident report form		

PAGES 1:1–1:2

Safety signs, signals and labels (1)

Construction sites have many safety signs. These include general signs at the entrance to a site and many other more specific signs displayed on site as appropriate. Knowing the standard format for different types of sign will help learners to interpret these signs effectively, for example knowing that some signs are warnings and others are prohibitive and that these can be distinguished by shape and colour. This will help learners with Element 3 requirements to contribute to the provision of a safe work environment.

Materials

Examples of safety signs from building sites, including some with symbols and some with writing only

Packs of cards with a wide range of safety signs used on construction sites

A site map on OHT/PowerPoint

Colour copies of Learner materials may be necessary

Learning outcomes

- 1 To know that the shape and colour of signs indicates their purpose (focus page, Task 1)
- 2 To interpret a range of symbols (focus page, Task 2)

Introduction

- Show learners a range of signs (full size) and ask for their meanings – include examples of different types of signs. Ask learners to identify on the site plan where they might find these signs.
- Using packs of cards in small groups, ask learners to sort the signs into different types by colour and shape and then to name each category. (Note: it is important that learners know the purpose of the categories but not necessarily the right terminology at this stage.)

Focus page

- Discuss the categories with the whole group and refer to the focus page to check that they are correct. Go through each category, pointing out the shape and colour and also the purpose of each sign type. Make sure learners understand the meaning of the words mandatory, prohibitive, etc. These can be written up with definitions on the board or added to learners' personal glossaries.
- Move on to explain that writing is often used to support symbols. Give examples. Pick out features of written information, such as underlining to emphasise a word.
- Show examples of signs that are in writing only. These often contain specific information about work on the site and must be read carefully.
- Signs and notices are often written in capital letters – this can present difficulty for some readers as letters are all the same height and the words lack 'shape'.

Curric. refs	NOS/NVQ	Key Skills
Rt/E3.9	VR01	C1.2
Rw/L1.1		

Task 1

Identify types of signs by shape
Rt/E3.9

- Remind learners that the shape of a sign gives an indication of the type of sign it is – prohibitive, mandatory, warning, etc.
- Learners need to be familiar with the correct terms used to describe each type of sign. These are shown on the focus page.

If the learner has difficulty

- If a learner has difficulty with this task, refer back to the examples on the focus page and the sign cards that they have been using previously.
- There may be signs in the learning environment that can be used as examples.

- If learners are colour blind, ask them about their coping strategies. Point out that shape as well as colour can be used to distinguish groups of signs.

Extension

Ask learners to give examples of actual signs that fit into each category shown.

Task 2

Put together shape, colour, written meaning and appropriate symbol to complete a sign
Rt/E3.9

- Remind learners that shape and colour indicate the type of message, and that symbols can give a message on their own.
- Start by matching the shape and colour of the sign to the written message, then add the correct symbol.

If the learner has difficulty

Learners who have difficulty with this task may want to construct the signs using a computer, drawing or cards with the different component parts.

Extension

- Create a sign for a set hazard. Learners can use a computer to do this. Make sure the signs conform to the standard shapes, etc.
- Discuss with learners other signs on their site or in the workshop that are specific to their site (e.g. Report to ... before driving onto site; Your Health and Safety Officer is ...; This site is protected by ...).

Safety signs, signals and labels (1)

Focus

Safety signs on site give vital information to keep you and others safe while you are working. They use a standard colour and shape system to make them instantly recognisable even from a distance.

Think of some examples from any sites you have worked on.



Warning

- Risk of danger or hazard

Green

Safe condition

- Information about safe conditions




Prohibition

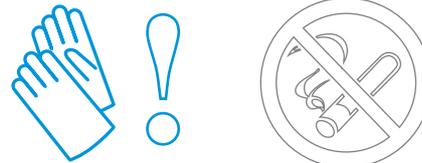
- Stop
- Do not
- Must not
- No

Blue

Mandatory

- Must obey

Safety signs use **symbols**. What do these symbols mean to you?



Match these symbols to the sign types.

Supplementary signs are signs with **writing** on them, rather than just symbols. They can be used on their own or in support of other signs to provide **more** information.

ALL DRIVERS AND VISITORS TO REPORT TO SITE OFFICE

- Can be on a white background.
- Can be the colour of the sign it is supporting.
- Some just use words – often written in **CAPITAL LETTERS**.
- Some use **words** and **symbols**.
- Underlining stresses the importance of the information and draws attention to it.

HAND PROTECTION MUST BE WORN



EYE WASH BOTTLE

NO SMOKING

WARNING SCAFFOLD INCOMPLETE

Safety signs, signals and labels (1)

Task

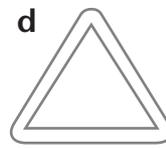
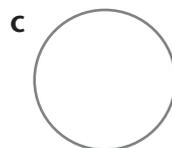
The standard system of safety signs and colours used on site draws your attention to objects and situations that could affect your safety or health.



Task 1

You can recognise signs from their shape. Write in the type of sign, the colour and the general meaning of each of these signs.

Write the **meanings** in your own words.



Type of sign:

Type of sign:

Type of sign:

Type of sign:

Colour:

Colour:

Colour:

Colour:

Meaning:

Meaning:

Meaning:

Meaning:

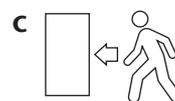
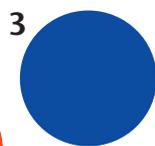
REMINDER!

The four **types of sign** are:

- Safe condition
- Warning
- Prohibition
- Mandatory.

Task 2

Complete the table by writing down the number of the shape and the letter of the symbol that make the four signs.



Meaning of sign	Shape	Letter
Ear protection must be worn		
Danger, electricity		
No unauthorised persons		
Fire exit		

Tip

Use the shape, colour and symbols to help you work out the meaning.

PAGES 1:3–1:4

Safety signs, signals and labels (2)

Safety on site is paramount. Using clear hand signals and following approved procedures for the movement of loads is just one important aspect of site safety. This page builds the skills needed for Unit No. VR01.

Materials

Hand signals sheet from the Source material (0:01)

Learning outcomes

- 1 To recognise and understand hand signals and their contribution to site safety (focus page, Tasks 1–3)
- 2 To understand the technical vocabulary associated with hand signals (focus page, Tasks 1–3)

Introduction

- Set up some simple obstacles in the room (e.g. chairs, waste bin) and ask for two volunteers – one to guide their partner through the obstacles using hand signals, and the other to allow themselves to be guided.
- Ask for feedback from the learner being guided – did they always feel that they knew immediately what the person was telling them to do? If not, why not? Ask the learner doing the guiding if they felt frustrated at what the other person was doing in response to their signals.
- Discuss the need for absolute clarity when giving hand signals on site and the need for everyone to use a common set of signals – it could be a matter of life and death.

Focus page

- Talk through each picture. For each one, ask everyone to demonstrate the hand signal shown.
- Discuss the meanings of any unfamiliar words. Guide learners to use the glossary to reinforce their understanding.

- Give pairs of learners a scenario (e.g. You have a load that is already lifted and now needs to travel right. You have slewed too much to the right, correct it. STOP, the load is slipping.) Ask the pair to ‘act out’ their scenario for the group to interpret.
- Note that dyslexic learners who have particular difficulties connected with direction and orientation may have no problem receiving and interpreting hand signals, but may have difficulty delivering them from written or verbal instructions.

Curric. refs	NOS/NVQ	Key Skills
Rt/E3.9 Rw/L1.1	VR01	C1.2

Task 1

Show understanding of graphical information and technical words by matching pictures of hand signals with their written meanings

Rt/E3.9

Rw/L1.1

- Remind learners that they are looking at nationally approved hand signals for the construction industry. Stress how important they are – shouting does not work in a noisy working environment.
- Remind learners that they can look up meanings of technical words in the glossary.
- Suggest that they do the easiest ones first.

If the learner has difficulty

- Ask the learner what they find difficult. If it is the graphics as well as the words, then more work must be done on creating and interpreting the hand signals. Start with the most obvious and make sure these are well understood. Take the signals one at a time. Demonstrate each one and get the learner to repeat it back to you. Physically doing something helps to fix learning.

- If it is just the words that are causing difficulty, ask the learner to explain what each signal means in his/her own words. Follow this up by helping the learner to find each word in the glossary to confirm the meaning and to reinforce how useful a glossary can be.

Extension

- Give the learner a series of pictures of hand signals and ask him or her to put them into order according to a short work scenario you give them.
- Ask them to write the meaning next to each picture.

Task 2

Number the hand signals to match the instructions

Rt/E3.9

- Remind learners to look carefully at this set of hand signals – the clues are in the pictures.
- Ask learners to demonstrate with their arms what the words 'extend' and 'retract' mean. If there is any confusion remind them that as builders they will be asked to build an **extension** on a house – make it bigger/stretch it. This strategy of linking parts of words with other words that use the same part for the same meaning can help the learner to remember the meaning.

If the learner has difficulty

- Work on the hand signals that are more readily understood. Read out each statement until the learner chooses the most appropriate one.
- Look at the statements and graphics that are left and demonstrate the action shown in each graphic. This should help the learner to match the real action to the instruction.

Extension

Ask the learner to write down other situations in construction where the words vertical and horizontal can be used (e.g. horizontal ranging lines, horizontal brick courses, vertical walls, vertical plumb lines, vertical piers, etc.)

Task 3

Write down the action to take by correctly interpreting hand signals

Rt/E3.9

- Remind learners that to interpret the action correctly they must imagine themselves standing in front of the signaller, who is looking at them. This should help the dyslexic learner.

If the learner has difficulty

Get the learner to stand in front of you with a box in their hands and to carry out the actions required from your signals.

Extension

Ask the learner to put together a work scenario based around at least five of the hand signals (e.g. loading out bricks, lifting bags of sand, handling pipes). Ask them to try their scenario with another learner – possibly one also doing this extension work.

Safety signs, signals and labels (2)

Focus

Hand signals are recognised as safety signs under Health and Safety legislation. Like signs, hand signals are quickly recognisable. They are the safest and most effective way to give instructions to operators on a busy and noisy site. Here are some examples.

All signs must be given by qualified signallers or slingers.

Stop

Travel in direction indicated

Be clear about the **direction** – such as whether you want the operator to turn **left** or **right**.

Where would you want to stand in relation to the operator?

Know the signals so well that you never get them mixed up.

Danger

Jib down

Use the clues in the **drawings** to understand how to **position** or **move** the arms.

When giving signals:

- Use large and clear movements.
- Separate each signal.
- Don't give signals too quickly.
- Hold the signal while the operator follows it.

Lower slowly

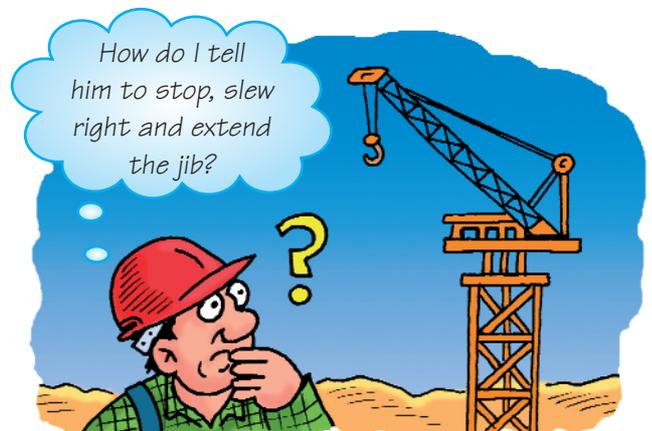
Retract the jib

Find out the **meanings** of any unfamiliar words used in explanations.

extend retract slew horizontal vertical jib

REMINDERS

- Know exactly what movements to use for each signal.
- Know what the signals mean.
- Make sure the other person understands what the signals mean.
- Give clear signals.



Safety signs, signals and labels (2)

Task

Signals are used all the time on site. They must be clear and understood by everyone.

Tip

Look up any words you don't know in the glossary.

Use the clues in the pictures to help you match them with the meanings.

Task 1

Draw arrows to match the five hand signals to their meanings.



Slew right

Jib down

Horizontal distance is this much

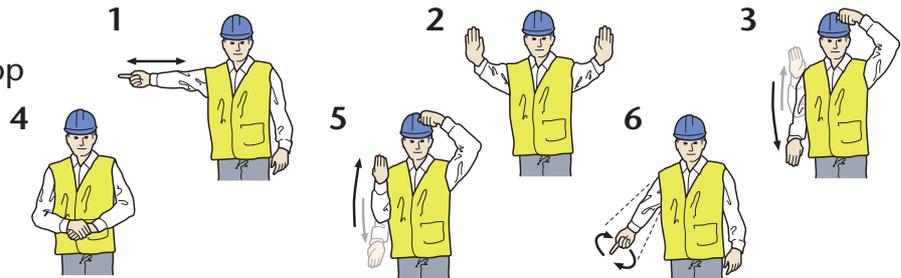
Jib up

Vertical distance

Task 2

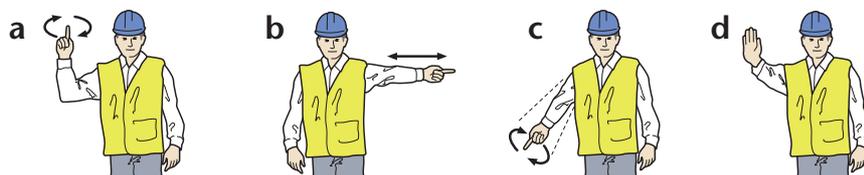
Label the hand signals to match the instructions.

- a Extend the jib
- b Danger, emergency stop
- c Retract the jib
- d Lower slowly
- e Turn left
- f Operations cease



Task 3

Write down the actions you would take if you were following these signals from a signaller standing in front of your vehicle.



Action to take:

a _____ c _____
 b _____ d _____

Tip

Use the clues in the pictures and remember where the signaller is standing to give the instructions.

PAGES 1:5–1:6

Safety signs, signals and labels (3)

Reading and understanding symbols on the labels of hazardous substances is important for everyone in the construction industry. For example, even with an everyday material like cement there is no room for complacency. Learners need to be made aware of just how dangerous it can be if not handled properly. This page develops skills for Unit No. VR01.

Materials

Hazard warning signs (or an OHT of signs)

Signs and symbols sheet from the Source material (0:02–0:03)

Learning outcomes

- 1 To read and understand safety symbols on labels (focus page, Task 1)
- 2 To read and understand written information on labels (focus page, Task 2)

Introduction

- Display a series of hazardous warning signs and ask the group what they all have in common. Extend by asking where learners have seen or may expect to see signs like these.
- If 'on a cement bag' has not been identified, show them a cement bag and point out the 'irritant' warning sign.

Focus page

- Look first at the 'irritant' symbol and discuss the likely effects of a product that is an irritant. Ask learners to look up the word in the glossary.
- Point out if a person wants to work in a particular trade they may have to work with products that can be hazardous. However, knowing about the hazards allows everyone to be careful in how they handle the products.
- Focus now on the part of the label that gives **detail** about the hazards.
- Ask learners to highlight all the key/technical words (e.g. irritation, inflammation, suitable, protective) and to explain them in their own

words. Write the words on the board with definitions; encourage learners to add them to their personal glossaries or notebooks.

- On the flipchart/board draw four columns headed 'Possible damage from cement', 'Causes', 'What to do', 'How to avoid it'. Ask learners to give you the correct details for each column.
- Turn learners' attention to the words used to describe different hazard symbols. Ask them which words they know already and to put the word in the box below the appropriate hazard symbol. Direct learners to the Signs and symbols sheet in the Source material to find those they are uncertain about. Draw learners' attention to examples of symbols that are the same (e.g. flammable). Discuss the fact that while the symbol gives the immediate warning, details of the hazard may vary.
- Conclude by saying that symbols allow everyone to recognise the type of substance/hazard quickly.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3	VR01	C1.2
Rw/L1.1		
Rs/E3.1		

Task 1

Read and understand symbols on a label

Rs/E3.1

Rw/L1.1

- Remind learners of the importance of understanding and reacting appropriately to signs around the work place. Tell them that signs can become like 'wallpaper' – they become so familiar they cease to have an impact. They must try not to let this happen.
- Direct learners to the glossary if they are uncertain about any words.
- ESOL learners may be able to match meanings with symbols by using the glossary, but may need support to understand some of the terms used. For example, the words 'may' and 'avoid' can cause confusion and will need explanation and exemplification.

- Dyslexic learners will also find rewording helpful.

If the learner has difficulty

- Support the learner to find the sign on the Source material's sheet.
- Support the learner to do the task systematically (gradually eliminate options until you are left with a choice of two, or tackle each option in turn).
- Learners may find some of the words easier to read in lower-case letters.
- Support the learner to look up the meaning in the glossary and to match it with the one on the page. Discuss and reinforce the meaning by asking the learner to think of substances they know that may burn the skin on contact (e.g. car battery acid, paint stripper).

Extension

- Ask the learner to highlight any words they find difficult on the Source material sheet and to use the glossary to find their meanings.
- Ask the learner to reword the statements.
- Check learners are secure in their understanding of all signs used in their workplace.

Task 2

Read and understand instructions on a label

Rw/L1.1

Rs/E3.1

- Ask learners to highlight the key words in the questions before trying to find the answers (e.g. in question 1 the key word will be 'eyes').
- Point out that it should now be easier to scan the label just for these key words to find the information they need.

If the learner has difficulty

Support the learner in his or her choice of key words – help them by removing parts of the sentence and asking them if they would still know what it was about (e.g. remove the word 'eyes' and ask them if they could find the answer now. Explain that it is impossible because you have removed the subject of the sentence – in this case the one key word).

Extension

Ask learners to write down the warning details from another product label and present them to the group, asking them to decide from the description which safety symbol was on the label.

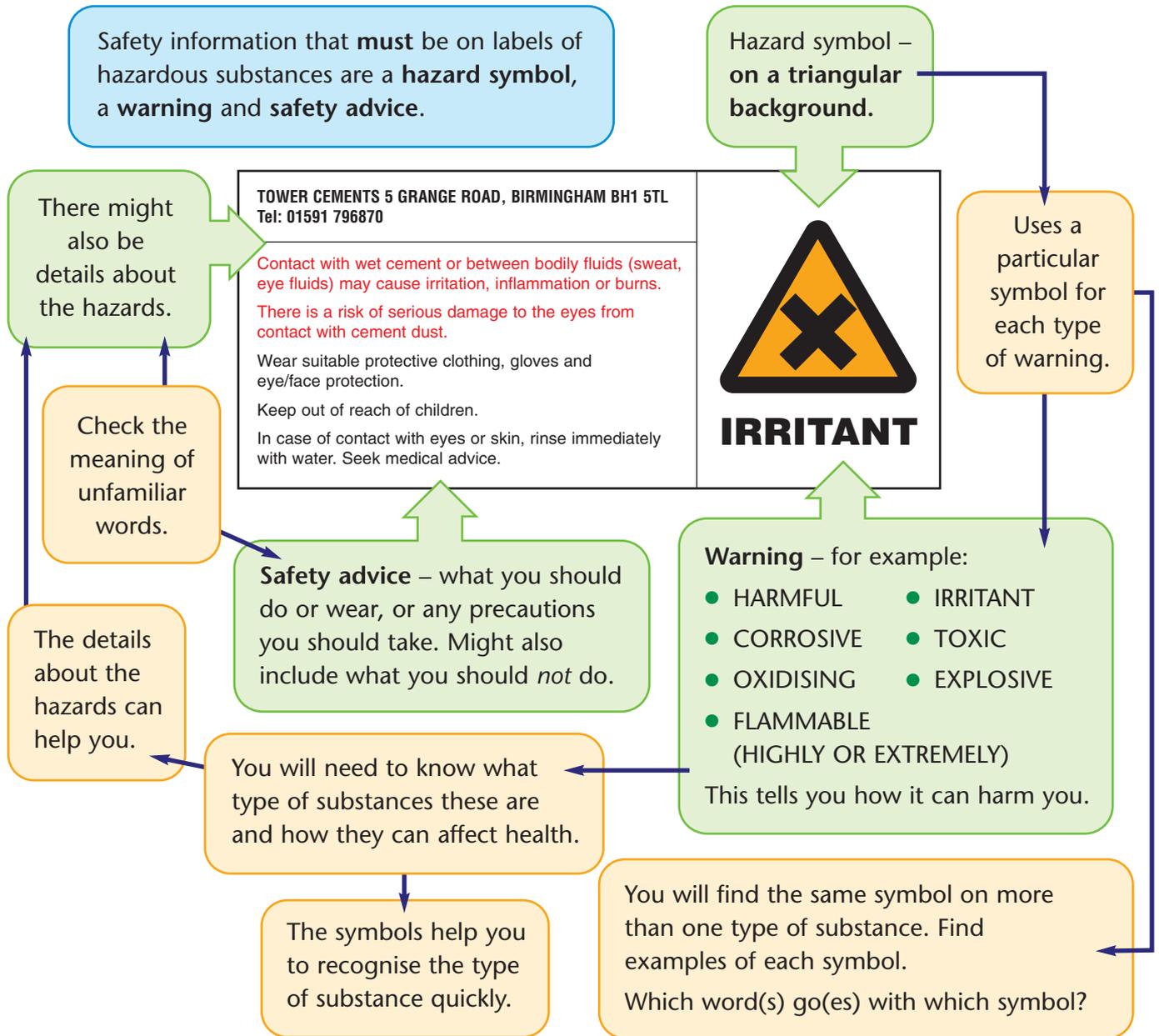
Theme assessment

- Give learners a printed site plan or photograph of a site and ask them to identify appropriate places for safety signs and notices.
- They should write descriptions of the type and content of signs onto the plan or use sticky notes.

Safety signs, signals and labels (3)

Focus

By law, any hazardous chemicals supplied in a package must be labelled in a particular way. This includes building materials such as cement.













Safety signs, signals and labels (3)

Task

Working with hazardous substances can be a safety risk for every craft operative. The labels give vital information to make working with the substances safer.

Tip

Look up any unfamiliar words in the glossary.

Use the symbols to give you clues about the meaning.

Task 1

- a Which warning word is written below this symbol on the label of a hazardous substance? Tick your answer.



HARMFUL
IRRITANT

TOXIC
CORROSIVE

OXIDISING
EXPLOSIVE

HIGHLY FLAMMABLE
EXTREMELY FLAMMABLE

- b Which of these explanations goes with the symbol above? Tick your answer.

- May cause limited health risk
- May cause inflammation and irritation when in contact with the skin
- May cause severe health risk or even death
- May cause burns on contact with skin
- May cause explosion or fire. Reacts with other substances
- May catch fire. Use only in fire-proof areas
- May explode when dry or under the effect of heat

Task 2

Read this label on a spray container to find out more about why it is harmful and what you should do when you use it.

Write your answers to the questions.

CORNAL SUPPLIES Marshly Industrial Estate, Telford
Tel: 01952 794004

Cornal Timber Treatment spray may cause irritation of the nose, throat or eyes.

Keep away from children.

Do not breathe in spray.

Use in a ventilated area.

Avoid contact with skin.

Wash hands thoroughly before drinking, eating or smoking.

In case of contact with eyes rinse immediately with plenty of water and seek medical advice.



IRRITANT

- a What should you do if the spray gets in your eyes?
- b If you have been using the spray, what should you do before eating?
- c What is a 'ventilated area'?
- d What should you not do?
- e Which part of the body can the spray affect?

Tip

Read the information on the label carefully.

Look up any words you are not sure of.

PAGES 1:7–1:8

Risk assessment and method statements (1)

Workers on site should all assess personally the risk of working in particular settings or on particular jobs. At this level, learners will not be recording risk assessment information; however, they should be able to read and understand it. This theme covers the principles of risk assessment so that learners can access risk assessment information and take responsibility for their own health and safety.

Materials

Examples of risk assessments from a range of workplace settings

Accident statistics and case studies from Construction Industry Training Board (CITB) safety information leaflets

Safety video (if available)

Learning outcomes

- 1 Read and understand risk assessment information (focus page, Tasks 1 and 2)
- 2 Access information in a tabular format (focus page, Tasks 1 and 2)

Introduction

- Ask learners what is meant by a hazard. What is a risk? Define these words as a group.
- Ask learners to identify some everyday situations in which they have had to identify a hazard and decide how great the risk is or who is most at risk (e.g. overtaking when driving; the risk of bad weather affecting building work).
- Give some accident statistics and case studies from CITB safety information leaflets or show a safety video (if available). Ask what can be done at site level to prevent accidents. Lead learners towards the idea of risk assessment and safe working methods for different jobs.

Focus page

- Use the risk assessment on the focus page as an example. Go through the step-by-step process of risk assessment. Make sure learners can see the links from identifying the hazard to defining safe methods of work – it is a question-and-answer process.
- Support learners who are having difficulty using the tabular format by using a straight edge or ruler so that they can track across the rows.
- Give small groups different risk scenarios, such as working near water, working in public places, working on the roadside or near railway lines, block laying. Ask them to list the hazards, say who is most at risk and think about some safe solutions. Report back to the group and discuss.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.4	VR01	C1.2
Rt/L1.5	VR02	
HD1/E2.1	VR211	

Task 1

Understand a risk assessment

Rt/L1.4

Rt/L1.5
HD1/E2.1

- Direct learners to the risk assessment on the focus page.
- Remind them how to use the tabular layout to link information about a particular hazard.
- Learners will need to read the information carefully in order to answer the questions.

If the learner has difficulty

- Read the questions one at a time with the learner.
- Make sure learners understand how to use the table. Support learners to use the headings in the table and clue words to help them locate information. Help them to decide the clue words (e.g. public).

- Encourage learners to use a straight edge or ruler if they are having difficulty tracking information across the table.
- Reword questions as needed.

Extension

Ask learners to look on the Internet for health and safety information about risk assessment. Try to find other examples of completed risk assessments and compare these with the model shown.

Task 2

Complete a risk assessment table
Rt/L1.5

- Remind learners that the reason for identifying hazards is to find a safe way to deal with them. This table gives the hazards; they must find some solutions using the information on the page.
- There is more than one solution for each hazard.

If the learner has difficulty

- Tackle the hazards one at a time and ask direct questions. Cross out the safe methods as they are used in order to reduce the number of options.
- Alternatively, look at each safe method in turn and decide where to place it in the table.
- Use a smaller table or cover part of the table to reduce the number of options.
- ESOL learners may have difficulty understanding the use of the passive voice (e.g. 'hearing equipment must be worn' instead of 'you must wear hearing equipment'). Use of passive language is common to many health and safety documents and method statements. Support learners to identify this sentence structure and know when it applies to them.

Extension

- Ask learners to think of other safe methods that may help with these hazards. Discuss the value and practicality of these and add them to the table.
- Ask learners to think of other hazards they are aware of in their workplace and complete a risk assessment form.

- Use the three-step process to record the hazards, the people at risk and the safe working methods that can be used to reduce the risk.
- Encourage learners to discuss areas of risk and their own ideas for safe methods.

Risk assessment and method statements (1)

Focus

Employers carry out formal risk assessments and write down safe working methods or method statements. You should also carry out a risk assessment for yourself every time you start a job.

There are three main steps to risk assessment:

Step 1

Look for the hazards.
Look for things that can cause harm or areas where accidents are more likely to happen.

Step 2

Think about who is at risk from this hazard.
Is it everyone or only workers doing one particular job?
Are members of the public at risk?

Step 3

What can be done to reduce the risk?
Is there a safe method of working that will help to prevent accidents?
Who is responsible for carrying out these safety precautions?

Risk assessment – Working on platforms

Hazard	At risk	Controls/Safe methods
Slips, trips and falls on the platform	All construction operatives working on the platform	Adopt a safe system of work when erecting platforms. Inspect for: guard rails, toe boards, uneven or incomplete platform boards. Adopt a safe system of work when working on the platform. Keep safe way clear of tools and equipment at all times. Clear away debris and loose material safely.
Falls from the platform	All construction operatives	Adopt safe systems of work when moving around the platform and transporting materials.
Falling objects or debris	All construction operatives and members of the public	Adopt a safe system of work when erecting platforms. Inspect for toe boards, double-layered boards with interlay. PPE (personal protective equipment) Cordon off area beneath platform with reflective tape. Warning signs
Ladders	All construction operatives	Safe use of ladders to include: condition of ladders; position of ladders; securing ladders.

If you are looking for a particular hazard, scan down the hazard column to find the one you are looking for.

Track across the row from left to right to find the safe methods you need to deal with a hazard. Read the methods carefully to make sure you cover everything.

Risk assessment and method statements (1)

Task

Construction sites are dangerous places. Risk assessment involves identifying hazards and thinking of safe solutions.

Tip

Use the rows and columns to track down the information you need.

Task 1

Use the risk assessment on the focus page to find this information.

- Which hazard may put members of the public at risk?
- Name three things that a safety representative should check on the working platform to avoid injury through slips and trips on the platform.
- Which hazard can be avoided by keeping the platform clear and tidy?
- What safety features can be built into the platform to prevent falling debris?

Task 2

Match the safe methods in boxes to the hazards to complete this general risk assessment table.

Risk assessment – General site safety		
Hazard	At risk	Controls/Safe methods
Slips, trips and falls	All operatives	Keep site clear of waste materials
Manual handling	All operatives	
Noise	All operatives	
Electrocution	Excavation workers + operatives working on platforms	

Tip

Use linking words to help you match hazards to safe methods, e.g. 'noise' and 'hearing'.

Provide wheel barrows, hoists and handling equipment.

Provide training for safe lifting and handling techniques.

Avoid repetitive laying of heavy blocks.

Suitable hearing protection must be worn.

Check with electricity company to locate existing cables.

Hearing protection zones should be marked.

Holes are marked and protected with fixed covers.

Find out from electricity company recommended safe working zones for overhead cables.

PAGES 1:9–1:10

Risk assessment and method statements (2)

Learners need to be familiar with method statements, their purpose and their use on site. They need to make the link between method statements and risk assessments and the need to understand and comply with both. Method statements may be written in a range of formats and will use some technical language – this may be a barrier to reading and understanding. Some method statements are quite lengthy and apply to a range of different teams. Using headings and format will help individuals to identify the parts of the statement that are relevant to them.

Materials

Examples of method statements from the workplace – these can be presented on OHT or PowerPoint

Learning outcomes

- 1 To read method statements carefully, for detail (focus page, Task 1)
- 2 To express instructions in simpler form (Task 2)
- 3 To find technical terms and abbreviations in the glossary (Task 2)
- 4 To identify the purpose of text (Task 3)

Introduction

- Look at method statements from the workplace and discuss their purpose. Do learners use these? Do they find them easy to understand? What makes (or could make) them hard to understand? Why should you follow method statements? What could happen if you didn't?
- What is the link between method statements and risk assessments?
- Display method statements on OHT or PowerPoint and look at some of the key features. Pick out headings, job identification, numbered instructions and particular aspects of health and safety that will be on the statements, such as PPE and COSHH.

- Pick out some features of the language used, such as a strong use of the imperative 'will' or 'will not'; 'ensure'. Point out that this is not advisory information.
- Flag up key words and check that learners understand them. Words like 'package' are specific to the industry but are not used commonly in other contexts to describe a work task. Check that learners are familiar with this. Write the words on the board and encourage learners to write them in a notebook or to keep a glossary with their own definitions in their portfolio.

Focus page

- Look at the method statement on the focus page and show how the layout helps you to read and use it. Focus particularly on the use of headings in bold and numbered instructions. Ask direct questions related to the method statement, *Which part will tell you how the work area is to be managed?*
- Confirm how this information is derived – from a risk assessment. In pairs, ask learners to work out what risks were identified.

Curric. refs	NOS/NVQ	Key Skills
Rw/L1.1	VR01	C1.2
Rt/L2.2	VR02	
Rt/E3.7	VR211	
Rt/L2.2		
SLc/L1.1		

Task 1

Read a method statement to find detailed information
Rt/E3.7

- Remind learners about the use of method statements in the workplace to ensure that jobs are completed safely and according to the specifications.

- Refer learners to the method statement on the focus page and suggest that they use the headings to find the information they need.
- Encourage learners to look up any unfamiliar words in the glossary.

If the learner has difficulty

- Check first that learners understand the section headings. This may support the learner to understand technical terms such as 'location', 'duration', 'labour requirement' and 'description of works'. The glossary will help, but looking at what is described after the terms in the method statement is also a good way to work this out (e.g. after the word 'duration' the text says '1 day', which is about time, although it needs to be distinguished from date).
- ESOL learners may need additional support with technical terms and place names.

Extension

Set similar questions based on a method statement from the workplace.

Task 2

Reword instructions to make them simpler
SLc/L1.1

- Emphasise the importance of understanding method statements. By rewording these instructions, learners can demonstrate that they understand them.
- Ask learners to highlight difficult words or words that could be made simpler.
- Ask learners to check that everything in the original instruction has been explained.

If the learner has difficulty

- Rewording sentences is quite difficult for dyslexic learners. Encourage them to verbalise their thoughts before attempting to rephrase the sentences.
- Help learners to locate and highlight the instructions in the main text on the focus page. Ask direct questions to identify what is meant by the instructions – you may need to encourage learners to use context clues from text around the instructions.

Extension

Have learners look at other method statements from their own workplace and compare the headings and content with this one. Highlight and interpret any technical or unfamiliar language.

Task 3

Read method statements in detail

Rt/L2.2

- This task requires the learner to infer meaning that is not explicit, using knowledge of building practices. Explain this so that learners don't waste time trying to find information that isn't there.
- The questions need to be read carefully.
- Once completed, go through the responses, and discuss the answers.

If the learner has difficulty

This task requires good knowledge of building practices and may be difficult for inexperienced learners. Encourage those who are having difficulty to answer the questions verbally, thinking about each one carefully in relation to safe working practices observed in the workplace.

Extension

This kind of questioning (Why is this stated? Why does this have to be so?) is a useful way to link good practice with method statements.

Theme assessment

In small groups, ask one learner to describe a particular task that they are asked to do regularly. The other members of the group should question him/her to establish the possible hazards and areas of risk. As a group, discuss and complete a risk assessment with safe working methods to report back to the group. Include a list of people who would be responsible for implementing these safe methods of work.

Risk assessment and method statements (2)

Focus

Method statements are work instructions. They give you information about the job and procedures to follow, including safety measures. Make sure you read and understand all parts of the method statement before you start the job.

Corfield Scaffolding Ltd

Method Statement

Contractor: Buildfull **Site:** Industrial Estate, Dursley, Gloucestershire

1 Package: Scaffolding **Date:** 4th June 2005

2 Description of Works: Safety/crash deck.

3 Task: Erect safety/crash deck.

4 Location: Unit tower 220.

5 Duration: 1 day.

6 Labour Requirement: 2 scaffolders.

7 Supervision: An experienced foreman will supervise this task.

8 Plant: No mechanical plant will be used during initial erection.

9 Materials: All materials will be fully serviced and prepared for use. All scaffolding and fittings required for this task will be delivered from our yard to site as required.

10 Management of Work Area: This scaffold will be erected within the site boundary. Other trades will not be working in the area.

- a) The perimeter of the work area will be cordoned off.
- b) Warning signs (scaffold incomplete) will be posted at either end and remain in place until the job has been inspected at the end.
- c) No one will be allowed into the area unless they have a written permit from the Foreman.

11 Construction Sequence:

- 1 Ensure contractor has prepared the base, which must be firm, level and clear of obstructions.
- 2 All levels to be agreed with site manager and checked.
- 3 Erect the first board layer – to have 2 layers with plastic sheeting in between.
- 4 Erect the second layer – board out using a minimum of 3 board runs for safety.
- 5 Lay plastic sheeting before doing the top layer.

12 Manual Handling: All scaffolders are experienced and aware of safe handling of scaffolding materials.

13 COSHH: The freeing agent used on fittings is non-harmful even after prolonged exposure.

14 PPE: All scaffolders will wear and use hard hats, safety boots, hi-vis vest and body harness.

- Use the **headings** to find out the sort of information given in each section.
- Make sure you are familiar with the **terms** used. For example, location, duration, perimeter, cordoned off.
- Putting things into your **own words** can help.

The first six sections here give **general information** about the job.

The next four sections give **safety information** in **preparation** for the job.

This section gives numbered **instructions** for carrying out the job safely.

The last three sections give particular **safety details**.

These are safety measures for:

- **lifting**
- **hazardous substances**
- **personal protective equipment (PPE)**.

- Numbers will tell you the order to do things in.
- Some steps contain more than one instruction.

Method statements vary from place to place. Make sure you are familiar with the ones you use.

Risk assessment and method statements (2)

Task

You have a responsibility to look after your own safety and that of others on site. The method statement you have for your job tells you what will or should be done to make that job as safe as possible. This is why you need to read it in detail to make sure you understand it.



Task 1

Read the first six sections of the method statement on the focus page. Answer the following questions.

- How long will the job take?
- What is the job?
- Who will carry out the job?
- Where will it take place?

Tip

Section headings help you to find the information you need.

Task 2

These four points are from sections 7 to 10 of the method statement. Explain each one to a partner.

- An experienced foreman will supervise this task.
- No mechanical plant will be used during initial erection.
- All materials will be fully serviced and prepared for use.
- The perimeter of the work area will be cordoned off.

Tip

Look up any unfamiliar words.

Think about the main message in the sentence. How would you explain this to a mate?

Task 3

Think about the reasons for the safety information in point 11 of the method statement.

- Why must the base be firm and level?
- Why is it important for the base to be clear of obstructions?
- Why is it safer to have three board runs on the second layer than one or two?
- Write the two instructions in number 5 in the order they should be done.

Tip

Read the information carefully and think about the safety issues for working at height.

PAGES 1:11–1:13

Health and safety law (1)

The *Health and Safety at Work Act 1974* is a very important piece of safety legislation. It is displayed in every place of work and should be read and understood by all employers and employees. However, the quantity and difficulty of the text can make the task daunting.

Materials

Health and Safety Law poster from the Source material (0:04)

Prepared cards of health and safety statements based on the poster

Accident statistics for the workplace

Learning outcomes

- 1 To scan read for key words (focus page, Task 1)
- 2 To read and understand detailed information (focus page, Tasks 1–3)
- 3 To use effective strategies to find the meanings of unfamiliar words (focus page, Task 2)
- 4 To identify inferred meaning from text (Task 3)

Introduction

- Ask learners where they have seen a Health and Safety Law poster. Point out its importance and write up the word ‘duty’ as you talk. Ask learners to tell you what they understand by the word duty and what it means with regards to workplace safety. Record their thoughts in two columns (employer and employee) but do not explain the rationale at this point.
- Write the headings on each column to show that everyone in the workplace takes responsibility for safety. If the column about employee duties is short, make this the focus when examining the Health and Safety Law poster in more detail.

Focus page

- Look at the employer’s duties. Taking each point in turn, ask the group whether it was raised during their discussion at the start of the session. Is it on the board? If it is not, then add

it, written in everyday language (e.g. providing adequate welfare facilities – provide toilets, washroom and rest room).

- If it is obvious that some learners do not recognise a point made because of the language, ask if anyone can reword it.
- Remind learners that the meaning of unfamiliar words can sometimes be worked out by reading the rest of the statement or sentence.
- If it is still too difficult, get learners to look up words in the glossary (e.g. significant, implementing).
- Take each point made under the employee heading and ask learners to explain in their own words – record additional points in the correct column on the board. Get learners to look at the highlighted words on the focus page that refer to the employee.
- By now the two columns on the board should be similar lengths, emphasising the point that employees and the employer have to work together to ensure safety on site.

Curric. refs	NOS/NVQ	Key Skills
Rw/L1.1	VR01	C1.2
Rw/L1.2		
Rt/L1.3		
Rt/L1.5		

Task 1

Find, read and understand relevant details of the Health and Safety Law poster by using key words and sections

Rt/L1.5

- Ask learners to think of any occasions when they could *provide* something that would add to the safety of their workplace – expect little by way of reply. *So who does the providing?* Explain that this is a clue to help learners sort the statements correctly in Task 1.
- Remind learners that the work just done as a group will help them with the task.
- Remind learners to ask someone else or look up any unfamiliar words in the glossary.

If the learner has difficulty

- Read each statement to the learner and remind them again of the meaning of 'provide'.
- Discuss each statement and, before rewording them, ask the learner what he/she thinks each one means.

Extension

Ask the learner to write one statement which shows that they know what they have to do as an employee with regards to health and safety law (e.g. 'I know that as an employee I must work well with my employers on health and safety. I will use sensibly anything that has been provided for my safety and use equipment in the way that I have been instructed. I will try to take care of my own health and safety and the safety of my work mates and report any health and safety problems I might see.').

Task 2

Read, understand and simplify a complex sentence

Rw/L1.1

Rw/L1.2

- Draw learners' attention back to the statements on the board and go through how some of the words/phrases have been simplified.
- 'Model' another example.

If the learner has difficulty

- Provide the learner with the beginning of the sentence – it is easier to complete a sentence once the structure has been suggested (e.g. The law says that the employer must ...').
- Look up together any unfamiliar words in the glossary.
- ESOL and dyslexic learners will need a lot of support in reframing/rewording complex sentences. Help by 'unpicking' the meaning of each part of the statement – sticky notes will help because they can be moved around until both you and the learner are happy with the order of the new sentence.

Extension

Ask the learner to rewrite another statement from the poster.

Task 3

Interpret information from text that is not explicit

Rt/L1.3

- Encourage learners to work in threes so they can discuss the issues involved. Tell them that although you want them to come to a decision about who they feel is the most negligent, they may have additional thoughts about who else should take some of the responsibility.
- At the end of the task ask groups in turn to present their cases.
- Discuss findings as a group. (Note: good workplace knowledge and experience is needed for this task.)

If the learner has difficulty

Try to ensure that learners who may have difficulty work with others who can support them.

Extension

Ask the learner to highlight the parts of the Health and Safety Law poster that helped them to decide who is responsible in each case.

Health and safety law (1)

Focus

The *Health and Safety at Work Act 1974* is a very important piece of safety legislation. It explains your employer's duties and your duties regarding safety at work. You will find a Health and Safety Law poster in your place of work. Here are some extracts.

Find out what your **employer's** duties or responsibilities are.

Read the information carefully as many times as you need to.

Your **employer** has a duty under the law to ensure, so far as is reasonably practicable, your health, safety and welfare at work.

Your employer must consult you or your safety representative on matters relating to your health and safety at work.

In general, your employer's duties include:

- making your workplace safe and without risks to health;
- ensuring plant and machinery are safe and that safe systems of work are set and followed;
- ensuring articles and substances are moved, stored and used safely;
- providing adequate welfare facilities;
- giving you the information, instruction, training and supervision necessary for your health and safety.

If **you** think there is a health and safety problem in your workplace you should first discuss it with your employer, supervisor or manager. You may also wish to discuss it with your safety representative, if there is one.

If **you** think your employer is exposing you to risks or is not carrying out legal duties, and you have pointed this out without getting a satisfactory answer, you can contact the enforcing authority for health and safety in your workplace.

Which information relates to **you** – the **employee** – including your **duties** or **responsibilities**?

In particular, your **employer** must:

- **assess the risks** to your health and safety;
- **make arrangements** for implementing the health and safety measures identified as being necessary by the assessment;
- if there are five or more employees, **record the significant findings** of the risk assessment and the arrangements for health and safety measures;
- if there are five or more employees, **draw up a health and safety policy statement**, including the health and safety organisation and arrangements in force, and **bring it to your attention**;
- **appoint someone competent** to assist with health and safety responsibilities, and consult you or your safety representative about this appointment.

As an **employee** you have legal duties too. They include:

- **taking reasonable care for your own health and safety and that of others who may be affected by what you do or do not do**;
- **co-operating with your employer** on health and safety;
- **correctly using work items** provided by your employer, including personal protective equipment, in accordance with training or instructions, and;
- **not interfering with or misusing anything provided for your health, safety or welfare.**

Find out the meaning of any **unfamiliar** words by:

- asking someone
- looking them up
- trying to work out what they mean from the rest of the sentence.

Health and safety law (1)

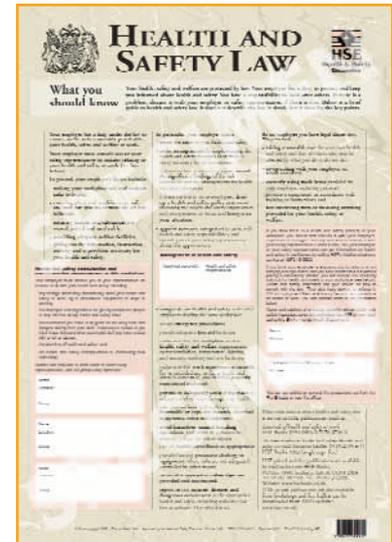
Task

Every year thousands of site operatives are killed or injured at work. You need to be aware of what your employer should be doing to protect everyone's safety. You should also be clear what safety areas you and your colleagues are responsible for.

Task 1

Read the sections from the Health and Safety Law poster that tell you about your employer's responsibilities and your responsibilities.

Put ticks in the table to show who has the responsibility for the duties.



Tip

Find the key sections about the employer's and the employee's duties. Read these sections in detail.

Duties	Responsibility	
	Employer	Employee
Provide a health and safety policy		
Co-operate with employers on health and safety		
Provide and maintain safe machinery, equipment and methods of work		
Provide and maintain a safe place of work with safe access and exits		
Not misuse anything provided for health, safety and welfare		
Use equipment correctly in accordance with training or instructions		
Provide safe methods of storing, handling and moving goods		
Take care of own health and safety as well as that of work colleagues		
Provide information, instruction, training and supervision		
Provide a procedure for reporting accidents		
Discuss or report any health and safety problems in the workplace		

Health and safety law (1)

Task

Task 2

Work out the meaning of this sentence from the Health and Safety Law poster. Write the sentence in your own words.

Your employer has a duty under the law to ensure, so far as is reasonably practicable, your health, safety and welfare at work.

Tip

Look up any unfamiliar words or work out the meaning from the rest of the sentence.

Task 3

Here are descriptions of six accidents on site. For each one, circle who was the most negligent in their duties according to health and safety law.

- a** A labourer was run over by a dumper truck driven by an untrained and untested operator. The employee had been instructed to drive by the employer.
Who was negligent? Employer Labourer Operator
- b** A painter and decorator suffered a skin complaint due to regular contact with solvents. No gloves or hot water for washing had been provided.
Who was negligent? Employer Employee
- c** A bricklayer suffered a back injury when he slipped on some bricks left on a scaffold platform by a colleague.
Who was negligent? Employer Bricklayer Colleague
- d** A site operator lost a finger after an accident with a disc cutter. The operative had removed the safety guard.
Who was negligent? Employer Employee
- e** A bricklayer suffered crushing injuries to her hand from falling debris. She had previously requested that protective shuttering be installed in the location.
Who was negligent? Employer Bricklayer
- f** An apprentice bricklayer damaged his back after being instructed by his supervisor to use the ladder rather than the gin wheel to transport heavy materials to his colleagues working at height.
Who was negligent? Supervisor Apprentice Colleagues

Tip

Refer to the sections on the duties of the employer and the employee from the Health and Safety Law poster to help you decide.

PAGES 1:14–1:15

Health and safety law (2)

This focus page is based on the 'HSE High 5' information, which gives the top five ways to reduce risk on site, and looks at the use of formatting to help with reading and understanding information. It provides a useful opportunity to look at accident statistics, in particular for workers in trowel occupations.

Materials

'High 5' leaflets from the HSE website

www.hse.gov.uk

HSE leaflet 'Working on Roofs'

Statistics for accidents in the building industry

Learning outcomes

- To understand the purpose of text (focus page, Task 1)
- To use format to locate information in longer text (focus page, Task 1)
- To format text, using a range of formatting (Task 2)

Introduction

- Look at and discuss the 'High 5' health and safety information and the 'Working on Roofs' leaflet – this might be a good opportunity to look at the HSE website.
- Look at some statistics for health and safety – find the statistics for falls from a height and look at other major causes of death and serious injury. Ask learners to identify the most common causes of accidents. Is this backed up by their own experience (anecdotal and personal)?

Focus page

- Look at the 'High 5' information and the formatting used in the leaflet. Does the formatting help to identify the most important points? Look at the ticks – what message does the tick give? Is this the best way to show this message? Do people read subheadings? Talk about the red triangle symbol – is this a good way of getting the message across?

- What does 50% mean? What does '1 out for 4 up' mean?
- Check learners' understanding of terms such as 'fragile material', 'over-reach'.
- Apply the information about formatting to other leaflets. In particular, look for the use of symbols such as ticks and crosses. Link with other work done on signs and symbols.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2	VR01	C1.2
Wt/L1.5		

Task 1

Match information type to extracts of text

Rt/L1.2

- Ensure that learners understand what to do: match the information type to the brief text extracts. In order to do this, they need to know the purpose of each text type.

If the learner has difficulty

- You may need to remind learners about each type of information and its purpose (*What is an introductory statement?* – something that introduces you to the text).
- Check the learner understands that the ticks act as bullet points.
- Ask the learner to do the easy/most obvious ones first and cross them off the list, to make the job more manageable.

Extension

Look at the use of format in other documents and categorise each information type.

Task 2

Format a piece of text, using a range of formatting devices

Wt/L1.5

- Remind learners of the health and safety information they have seen and point out how the layout helps to get the message across.

- Introduce the task of making a poster or leaflet based on the information given on the page. This can be set up using ICT if available, giving learners access to a wide range of formats. Otherwise, provide paper, coloured pens, rulers, etc. to enable them to do this task on paper.
- Encourage learners to use a wide range of formatting, thinking about what will help someone to understand the information better.
- Some learners may do better working in pairs for this task.

If the learner has difficulty

- Break down the task into smaller chunks:
- Support the learner to read the information and identify the main message. Use this for the heading or main text. Learners can use their own wording for this for greater impact.
- Read the information again and highlight the information that needs to be included. Discuss the ways in which information can be presented to ensure that it is clear. The learner may need some additional support to understand what is required in terms of formatting.
- Look on the Internet for supporting graphics or use existing materials. Check that learners use images that support the main message.

Extension

Ask the learner to use the information to produce a leaflet/poster to support what he/she has already created (i.e. If they have made a poster, develop this by making a leaflet to include more information. If they have created a leaflet, condense the information further to make a poster).

Theme assessment

Ask the group to sort cards with health and safety statements into two piles – employer duties and employee duties.

Health and safety law (2)

Focus

The health and safety information you get at work will probably be set out in a particular way to make it clear and easy to follow. Here are some examples of the way information might be set out in a leaflet.

Different colours helps information to stand out.

Introductory general information

Key points written as **bullet points** using **symbols**. For example:

- ✓ ticks
- ✗ crosses
- points
- 1 numbers
- a letters
- ☐ boxes

Tip
Look for key instruction words to tell you what you **must** or **must not** do.

Look at the sort of information that is given in each section.

HIGH 2 FALLS FROM HEIGHT

Falls from height are the biggest cause of fatal and serious injuries in construction. They account for 50% of all deaths. Many accidents involve falls from roofs, through fabric materials, from ladders and from leading edges.

Generally, make sure you:

- ✓ Work from a safe and secure place or platform with proper edge protection
- ✓ Use scaffolds and scaffold towers that are competently erected
- ✓ Use powered access equipment safely
- ✓ Protect holes and leading edges, eg with guardrails and toe boards

When working on roofs **never:**

- ✓ Work in poor weather
- ✓ Work on sloping roofs without edge protection
- ✓ Throw down waste or equipment



Ladders:

- ✓ Only use ladders for light work of short duration if there's no safer alternative
- ✓ Angle and secure them to prevent slipping (1 out for 4 up)
- ✓ Always make sure ladders are properly maintained

MORE

HSE free information sheet *General access scaffolds and ladders* CIS49 (rev1)

Headings – often written in CAPITAL letters.

Subheadings are short, separated, and often written in larger print.

The points might be **instructions, advice** or **questions** to consider as a sort of checklist.

Key words might be written in **bold**.

Symbols: This is a warning or caution symbol.

Words written in *italics*
Italics are used here for titles of publications.

Particular information might be separated by putting it in a box.

Health and safety law (2)

Task

Construction is a high-risk industry. Accidents can easily happen. Health and safety information gives you important details that can help to keep you and others safe on site.

Task 1

Match the types of information to the extracts below. Write the letter next to the extract.

- | | |
|--------------------------|--------------------|
| a Heading | d Bullet points |
| b Introductory statement | e Warning/advice |
| c Subheading | f More information |

Tip

Think about the way the information looks as well as what it says.

1 **Generally, make sure you:**

2 **Protect yourself and reduce the strain**

3 Manual handling injuries from working with heavy, awkward materials, often in cold and wet conditions, are one of the most common reasons why workers leave construction

4 **HSE free leaflet *Getting to grips with manual handling* INDG143 (rev1)**

5 **HIGH 3 MANUAL HANDLING**

- 6
- ✓ Use mechanical means, eg hoists teleporters and chutes rather than hods
 - ✓ Choose equipment suitable for the job and keep it maintained
 - ✓ Change to lighter materials, bags etc
 - ✓ Avoid repetitive handling
 - ✓ Avoid awkward movements

Task 2

Read the information below. Make a leaflet or poster highlighting its main points. Make sure it is clear for other people to understand. You can use a computer.

Workplace transport incidents are the second most common cause of deaths after falls from height. There is more information in the HSE free information sheet *Construction site transport safety*. When people and vehicles collide, people come off worst – so keep them apart! You should use barriers and warning signs to separate vehicles and people. Also make sure there is clearance around slewing vehicles. Don't use vehicles on dangerous slopes, however, or take passengers on vehicles not designed to take them. Make sure vehicles are checked regularly and operators are trained to use the vehicles. Don't drive with loads that are not properly secure. Avoid reversing – where you can't, use trained operatives. A person was struck and killed by a van reversing at a roadworks site. The turning area in the site was blocked by parked cars and the driver reversed without assistance.

Tip

You might want to include some or all of these things:

- headings
- subheadings
- italics
- bullet points
- symbols or pictures
- colour
- bold
- different print sizes
- introductory information
- further information
- separate boxes for information.

PAGES 1:16–1:17

Site forms and RIDDOR (1)

Most bricklayers do not complete many forms on a day-to-day basis. Most of the forms they encounter will relate to their employment status, health and safety issues or security. These are important forms and need to be completed accurately.

This theme is about completing forms that require a limited amount of writing, such as personal details. Establishing a habit of reading forms first and thinking about the purpose of these forms will help to ensure that they are completed properly.

Materials

CSCS application form from the Source material (0:05–0:06)

Other examples of straightforward forms from relevant work settings

Learning outcomes

- 1 To read and understand instructions on forms (focus page, Tasks 1–3)
- 2 To understand the need for accuracy on forms (focus page)
- 3 To complete forms in a range of formats (Tasks 1 and 3)

Introduction

Discuss with learners how often they need to fill in forms and the types of forms they come across in their daily lives. Ask learners what they think are the most important things to remember when completing a form.

Focus page

- Use the form on the focus page as an example. Pick out any instructions first. Make sure learners know what is meant by capital letters. Give other examples of instructions found on forms. Point out that some instructions are attached separately or can be found at the bottom of the form.

- Look at headings such as 'Full name'. What does this mean? Ask learners to give examples of other variations they may come across, such as surname, last name, family name, etc.
- Pick out any abbreviations or words that are unfamiliar.
- Ask learners why they need to include information about next of kin, blood group and allergies. Understanding the reasons for completing information will encourage accuracy.

Curric. refs	NOS/NVQ	Key Skills
Rw/E2.1	VR01	N/A
Ww/E3.1	VR02	
Rt/E3.7		
Rt/E3.8		

Task 1

Read and complete a form accurately

Rw/E2.1

Ww/E3.1

- Ask learners what is meant by ID. Does anyone need an ID card for the site they work on?
- Point out that the form shown is similar to the focus page but not the same.
- Encourage learners to read the form through first before completing it in capital letters.

If the learner has difficulty

- Take learners through the task one step at a time, asking direct questions to elicit the information needed for the form.
- Learners who have difficulty with the language or the abbreviations on forms should be encouraged to keep a notebook of terms.
- At this level, learners who are unable to complete the form should be given additional support.

Extension

Move on to related Task 2.

Task 2

Read the form to find out who must sign it
Rt/E3.7

- This task follows on from Task 1.
- Make sure learners read all the instructions on the form.

If the learner has difficulty

Direct learners towards the instructions on the form and support them to read them through.

Extension

Ask learners to list areas where security is important at their workplace.

Task 3

Read a more complex form to answer questions and complete the form using own details
Rt/E3.8

- Are learners familiar with the Construction Skills Certificate Scheme (CSCS)? Explain what this is and how it works in the workplace.
- Make sure all learners have a copy of the CSCS application form from the Source material.
- Encourage learners to answer the questions first before attempting to complete the form.

If the learner has difficulty

- Learners may be daunted by the apparently complex format of this form. Make sure they read the emboldened instructions first.
- Tackle the form a section at a time.

Extension

Move on to more complex forms (e.g. a RIDDOR form), where creation of text is required.

Site forms and RIDDOR (1)

Focus

On all sites it is important that the site manager knows who is on site and who to call in case of an emergency. On big sites you may need a site pass to get on and off the site.

You need to be accurate when filling in forms like this one.

Always read the instructions before you fill in the form. Are there tick boxes or other instructions further down the form?

Check that you understand all the language used.
Next of kin – means closest family member or relation. Why do they need this information?

Are there any abbreviations on the form?

Understanding why the information is needed makes you realise how important it is to get it right.

- What is wrong with this form?
- Does it follow the instructions?
- Is it clear?
- Is there enough information?

Site induction and security pass		Pass number:
<i>Please complete all sections below. Use pen and CAPITAL letters.</i>		
Full name: SHANE ROBERT MORGAN		
DOB: 16/05/85	Blood group: O POSITIVE	Allergies: ASPIRIN
Address: 4, SMALLWOOD DRIVE, ANYTOWN, SOMECOUNTY,		
Postcode: AT4 6FN	Tel no: 09223 657567	
Next of kin: ALICE MORGAN		
Address: 4, SMALLWOOD DRIVE, ANYTOWN, SOMECOUNTY,		
Postcode: AT4 6FN	Tel no: (Day) 07777 666323 Tel no: (Night) 09223 657567	

Contractor (Please tick one)

Work Package	Contractor	
Scaffolding	Putemup Scaffolding	<input checked="" type="checkbox"/>
Crane operations	Hiworks	<input type="checkbox"/>
Concrete works	G.O.Inghard	<input type="checkbox"/>
Blockwork/brickwork	V.Ertical	<input checked="" type="checkbox"/>
Roofing	I.M.Dryer	<input type="checkbox"/>
Doors and joinery	Straite & Trew	<input type="checkbox"/>
Plumbing	D.Pipers	<input type="checkbox"/>
Electrician	Livewire Inc.	<input type="checkbox"/>
Employed by: (if different from above)		

Signed _____ Date _____
(Site manager)

Site induction and security pass		Pass number:
<i>Please complete all sections below. Use pen and CAPITAL letters.</i>		
Full name: <i>Shane Morgan</i>		
DOB: <i>16/05/85</i>	Blood group: <i>Not sure</i>	Allergies: <i>aspirin</i>
Address: <i>4, Smallwood Dr, Anytown AT4 6FN</i>		
Postcode: <i>AT4 6FN</i>	Tel no: <i>09223 657567</i>	
Next of kin: <i>Wife</i>		
Address: <i>same as above</i>		
Postcode:	Tel no: (Day) Tel no: (Night) <i>same</i>	

Site forms and RIDDOR (1)

Task

Filling in forms may not be exciting, but it is necessary. If your personal details are going to be put on an ID card you want them to be accurate.

Task 1

Read this form. Complete it using your details.

Site induction and security pass			
<i>Please complete all sections below. Use pen and CAPITAL letters. When completed, this form must be signed by your employer and the site manager before a pass can be issued</i>			
Surname:		First names:	
Job description:			
Contractor:			
Date of birth:	NI number:	Blood group:	Allergies:
Address:			
Postcode:		Tel no:	
Next of kin:			
Address:			
Postcode:		Tel no: (Day) Tel no: (Night)	
Signed:			(Employer)
Signed:			(Site manager)

Tip

This form is **not** the same as the one on the focus page.

Task 2

Who must sign this form before you can have an ID card?

Task 3

Find the CSCS application form in the Source material.

- What does CSCS stand for?
- Which section do **you** need to complete?
- Which section does your employer need to complete?
- What do you need to attach to the form?
- What do you need to send with the completed form?
- What should you do if you want some help?
- Complete Section A of the form.

Tip

Read the whole form before you begin.

PAGES 1:18–1:19

Site forms and RIDDOR (2)

All accidents, incidents and near misses in the workplace should be reported. This is the responsibility of the employer or site manager. Serious accidents or accidents resulting in more than 3 days' absence must be reported to the Health and Safety Executive (HSE). Less serious occurrences may be reported and recorded in different ways in different settings, often by means of an accident book.

Trainees and employees in construction should be aware of the reporting system and should be able to: a) report accidents verbally, and b) understand the documentation used to record accidents. It is important that they are clear, accurate and factual about any accident they have to report.

Materials

RIDDOR leaflets from HSE

RIDDOR accident report forms (available from www.riddor.gov.uk)

Examples of other accident reporting forms and documents from the workplace

Audio equipment

Learning outcomes

- 1 To read and understand a RIDDOR form (focus page)
- 2 To complete part of the RIDDOR form to describe an incident (focus page, Task 3)
- 3 To recognise the difference between fact and opinion (Tasks 1 and 3)
- 4 To record events in a logical sequence (Tasks 2 and 3)

Introduction

- Start by asking the group to work out what RIDDOR stands for. Give the clue that it is about reporting accidents or incidents at work.
- Look at RIDDOR leaflets and jot down what must be reported under RIDDOR regulations. There are four main categories.

- Ask the question what is a major injury? (These are listed on the HSE website.) Give examples of different injuries and ask learners to decide whether they would be classified as major or minor injuries.
- Discuss how each type of accident is reported and/or recorded in their own workplace.

Focus page

- Refer to the two pages of the RIDDOR form. Remind learners of the skills used in the previous focus: reading the form, following instructions, accuracy and detail.
- Draw attention to Part G, which is the most demanding aspect of the form, requiring good thinking and writing skills. Learners need to produce an accurate and properly sequenced record of what actually happened. Strategies may include making brief notes, talking it through with each other, having a checklist to include:
 - what happened before the accident
 - the accident itself
 - action taken after the accident.
- Ask learners to read the description on the focus page and split it into these three sections. Ask learners to give their opinions about the accident. What might have caused it? Why had it happened? Highlight the difference between their opinions and the facts on the page.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	VR01	C2.1a
Rt/L1.3	VR02	C2.2
Wt/L1.2		C2.3
Wt/L1.3		
Wt/L2.2		
Wt/L2.3		

Task 1  **1**

Listen to a description of an accident and decide which information is not relevant

SLlr/L1.1

Rt/L1.3

- Remind learners of the need to keep to the facts when reporting accidents and not to include opinions or information that is not relevant.
- Explain that they need to delete any information in the speech-bubble text that will not be written in the accident report.
- Allow learners to listen to the audio more than once.
- Encourage learners to ask questions such as: Who is the report for? Do they need to know this bit of information? How helpful is the information?

If the learner has difficulty

- If learners have difficulty, turn the task around: highlight information that definitely needs to go into the report. Learners can then make decisions about the remaining information.
- Emphasise that the activity does not rely on good spelling.

Extension

There may be some differences of opinion about what should be deleted and what should be included in the report. Learners can discuss their answers with a partner.

Task 2

Sort the information from Task 1 into a logical sequence

Rt/L1.3

Wt/L1.2

Wt/L1.3

- Check and agree answers to Task 1 before proceeding with this task.
- Explain that reports make more sense if sequenced to show the correct order of events.
- Learners can use the headings to write down the sequence of events using their own words and the script from Task 1.

If the learner has difficulty

Extract the information from Task 1 onto sticky notes for learners to sort into order using the headings given.

Extension

- Discuss answers with a partner to agree the sequence of events.
- Think about additional information that is needed for the report.

Task 3  **2**

Listen to another version of the report and add any additional details to their written report

SLlr/L1.1

Rt/L1.3

Wt/L2.2

Wt/L2.3

- Check answers for Task 2 before tackling this task.
- Make sure learners have a copy of the RIDDOR form.
- Ask learners if they feel there are any gaps in the report. Are more details required that would not be on the form already? What questions might a Health and Safety Officer ask?
- Listen to the audio report as many times as needed to pick out and record extra details.
- Complete the report on Part G of the RIDDOR form. Remind learners to write in the past tense as they are describing an event that took place in the past.
- It is useful to draft the report first, as accuracy is important. Learners can try out versions of the report first before deciding which is the best, most accurate version.

If the learner has difficulty

- It is important that the information completed in Task 2 is correct.
- Support learners to listen to the information one section at a time – before, during and after the accident– and add the information that is needed. Ask learners direct questions about what happened first, what then happened and what was done to emphasise the sequence of events.
- Talk about the use of tense if learners are having difficulty with this aspect of writing. Ask the learner to reword sentences from one tense to another.
- ESOL learners may need to spend time on verb phrases such as ‘was walking’, ‘has been’.

Extension

Learners can get more practice by recording an accident that they have experienced, or use an incident from a video.

Theme assessment

Ask learners to share with a partner or small group situations in which they have been involved in an accident or near miss. Other learners can question the learner about the accident but he/she is only allowed to respond with factual, relevant details. If questions lead him to irrelevant or inappropriate information, he/she must respond by saying 'Not applicable' (e.g. 'Whose fault do you think it was?' 'Not applicable,' 'What time was it?' '4 o'clock').

Site forms and RIDDOR (2)

Focus

If you are involved in an accident or near miss at work, you may have to give details to your site manager.

OR

You may be asked to fill in an accident report form as a witness or as an injured person.

These forms can be complicated. They must be read very carefully.

Page 1 of the report form has four parts.

Part A is about the person completing the form. This is usually the employer or supervisor.

Part B is about the details of the accident: when it happened and where it happened. Precise details are needed here.

Part C is about the injured person. This may be you, a colleague or a member of the public. These details must also be accurate.

Part D asks for precise information about the injury and the treatment needed.

Each part can be completed by answering the questions and ticking boxes where appropriate.

Page 2 of the report form continues with precise questions about the injury and the type of accident.

You use the tick boxes and empty boxes to answer these questions.

Part G

Describing what happened.

You must describe what happened in detail. In this section you must

- be clear about what happened
- keep to the facts
- keep the facts in order
- include all relevant details.

Part H asks for a signature. Read everything before you sign anything.

Report of an injury or dangerous occurrence

Part A: About you

Part B: About your organisation

Part C: About the incident

Part D: About the injured person

Part E: About the kind of accident

Part F: Dangerous occurrence

Part H: Your signature

Site forms and RIDDOR (2)

Task

When reporting or recording an accident, you must stick to the facts and keep them in the right order.



Task 1

1

Listen to this description of an accident. Cross out any information that is **not** needed.

Poor bloke. They put him in one of those stretcher things and took him off to Townsend General. They say he's done something to his back – not sure.

We'd only be talking a couple of minutes earlier. He was telling me about the match at the weekend. He's an addict he is – never misses a match.

Fred went along to get some mix from the tub. One minute he's just walking back, whistling away like he does – next minute he went flying right off the edge. Looked like he tripped on something. He went down with a heck of a thump. I thought he'd be out cold, but he was still conscious. When we got to him he was a horrible grey colour – you could see he was in pain. There was nothing obvious but we told him not to move because of his back. Tom got the boss and phoned for an ambulance. It's a shame because we were doing great on this job. We were up to the second lift. The platform had gone up the day before and the boss had checked it, but that guard rail just gave way.

He'll be gutted if he can't get to the match next weekend.



Tip

Cross out information that is not about the accident or is just a matter of opinion.

Task 2

Check that you have the correct facts. Re-write them in order using these headings.

- Before the accident:
- The accident:
- After the accident:

Tip

You may have to change the wording to make it more suitable for a report.



Task 3

2

Listen to Tom's description of the accident. Check that everything has been included. Add any information you want to. Re-write the full report onto Part G of the RIDDOR form.

Check it

1 What does 'irritant' mean?

- A Something that makes you cross
- B Causing itching or skin soreness
- C Causing burns
- D Causing breathing problems

Rw/L1.3

2 Someone has dropped a large container on his foot. Which of these statements does not need to be included in an accident report?

- A The accident happened at about 2pm on Friday 1st June, near the wood store.
- B Jim Field lifted the container using a sack-barrow, following instructions.
- C He was wearing steel toe-capped boots, but the container caused an injury to his left ankle.
- D The container was full of metal scrap and was supposed to go to the waste dump.

Wt/L1.2

3 What does this safety signal mean?



- A Jib down
- B Retract the jib
- C Lower slowly
- D Travel in direction indicated

Rt/E3/9

4 Which of these is not one of the steps you need to carry out in a risk assessment before you start work?

- A Look out for any possible hazards.
- B Avoid the job if it is hazardous.
- C Consider who might be at risk from any hazards.
- D Consider what might be done to reduce the risk of the hazard.

RtL1.1

5 What is this type of sign called?



- A Suggestive
- B Supplementary
- C Supplying
- D Symbolic

Rt/E3.9

6 The purpose of this type of sign when it is used with another sign is to:

- A Give more information.
- B Change the information.
- C Help people to read the sign from a distance.
- D Help people from other countries to understand the sign.

Rt/E3.9

Account of an accident

I'm not sure how it happened - perhaps he slipped on the mud? It had been raining hard and it's a bit churned up over there. I'd been working at the bottom of the site and was on my way back to the shed. Anyway, Jim was lying by the mixer holding his knee and groaning. There was some blood, but I'm not sure if anything was broken. I told him to lie still while I fetched help. We got him into one of the barrows and sent for an ambulance. The driver said he would be OK but he'd probably need to stay in overnight. Maybe he'd fainted or something.

7 Read this account of an accident. Which of these comments is not relevant to an injury report?

- A I told him to lie still while I fetched help.
- B It had been raining hard and it's a bit churned up over there.
- C There was some blood, but I'm not sure if anything was broken.
- D I'd been working at the bottom of the site and was on my way back to the shed.

Rt/L2.4

8 Which of these sentences gives the opinion of the person writing the account?

- A I told him to lie still while I fetched help.
- B Anyway, Jim was lying by the mixer holding his knee and groaning.
- C We got him into one of the barrows and sent for an ambulance.
- D Maybe he'd fainted or something.

Rt/L1.1

9 Which of these things happened before the accident?

- A It rained.
- B Jim slipped.
- C The worker fetched help.
- D Jim broke his leg.

SLc/L2.1

10 Which of these does not offer guidance about health and safety?

- A RIDDOR
- B HSE
- C COSHH
- D NVQ

Rw/L1.3

Audio

PAGES 1:18–1:19

Site forms and RIDDOR (2)

Task 1 1

Poor bloke. They put him in one of those stretcher things and took him off to Townsend General. They say he's done something to his back – not sure.

We'd only been talking a couple of minutes earlier. He was telling me about the match at the weekend. He's an addict he is – never misses a match.

Fred went along to get some mix from the tub. One minute he's just walking back, whistling away like he does – next minute he went flying right off the edge. Looked like he tripped or something. He went down with a heck of a thump. I thought he'd be out cold, but he was still conscious. When we got to him he was a horrible grey colour – you could see he was in pain. There was nothing obvious but we told him not to move because of his back. Tom got the boss and phoned for an ambulance. It's a shame because we were doing great on this job. We were up to the second lift. The platform had gone up the day before and the boss had checked it, but that guard rail just gave way.

He'll be gutted if he can't get to the match next weekend.

Task 3 2

We were up on the second lift on Plot 4. The platform had gone up the day before and the boss had checked it.

Fred had gone to the tower to get some mix from the tub. As he was walking back, he seemed to trip and fell against the guard rail. It just gave way and he fell off the platform. He landed very heavily on the ground.

He was still conscious but very pale. He was in a lot of pain. We didn't move him. I phoned for the ambulance and got the site manager – Sid Goff. The ambulance was there in 10 minutes and they took him to Townsend General.

Answers

PAGES 1:1–1:2

Safety signs, signals and labels (1)

Focus page

Gloves – hand protection must be worn; mandatory

Exclamation mark – general, meaning ‘look out!’; warning

No smoking – prohibition

Task 1

	a	b	c	d
Type of sign	Prohibition	Safe condition	Mandatory	Warning
Colour	Red	Green	Blue	Yellow (or yellow with a black outline)
Meaning	Tells you what you must not do	Informs about safe conditions	Tells you what you must do	Warns about hazards

Task 2

	Shape	Letter
Ear protection must be worn	3	a
Danger, electricity	4	d
No unauthorised persons	2	b
Fire exit	1	c

PAGES 1:3–1:4

Safety signs, signals and labels (2)

Focus page



Task 1

From left to right the hand signals mean:

Vertical distance

Jib up

Slew right

Horizontal distance is this much

Jib down

Task 2

- 1 e 2 b 3 c
4 f 5 a 6 d

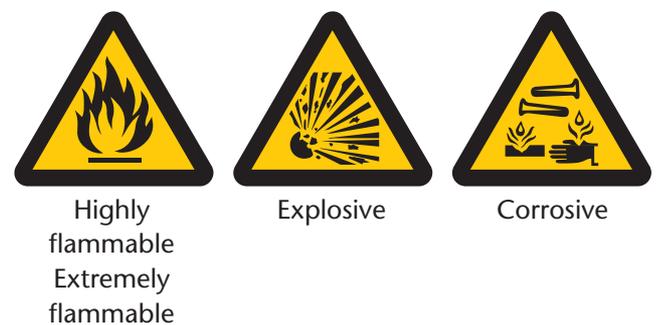
Task 3

- a Raise the load
b Turn right
c Lower slowly
d Stop

PAGES 1:5–1:6

Safety signs, signals and labels (3)

Focus page



Task 1

- a Corrosive
b May cause burns on contact with skin

Task 2

- Rinse your eyes immediately with plenty of water and seek medical advice
- Wash your hands thoroughly
- An airy room, for example a large room or one with the windows open
- Breathe in spray
- Nose, throat and eyes

PAGES 1:7–1:8**Risk assessment and method statements (1)****Task 1**

- Falling objects or debris
- Guard rails, toe boards, uneven boards
- Slips and trips
- Toe boards and double-layered boards with interlay

Task 2

Risk assessment – General site safety		
Hazard	At risk	Controls/Safe methods
Slips, trips and falls	All operatives	Keep site clear of waste materials Holes are marked and protected with fixed covers.
Manual handling	All operatives	Avoid repetitive laying of heavy blocks. Provide training for safe lifting and handling techniques. Provide wheel barrows, hoists and handling equipment.
Noise	All operatives	Suitable hearing protection must be worn. Hearing protection zones should be marked.
Electrocution	Excavation workers + operatives working on platforms	Find out from electricity company recommended safe working zones for overhead cables. Check with electricity company to locate existing cables.

PAGES 1:9–1:10**Risk assessment and method statements (2)****Task 1**

- One day
- To erect a safety/crash deck
- Two scaffolders
- Unit tower 220

Task 2

You may have said something like this:

- A skilled foreman will be in charge of this job.
- There won't be any machinery used when the scaffold is first put up.
- The materials will be properly checked and ready for use.
- Barriers or tapes will be put up around the work area.

Task 3

You may have written something like this:

- So that the scaffold is solid and does not fall over.
- So that workers do not trip on obstacles when going up or coming down the scaffold.
- So that the platform is wide enough to work on with no large gaps to fall through.
- Lay plastic sheeting. Do the top layer.

PAGES 1:11–1:13**Health and safety law (1)****Task 1**

Duties	Responsibility	
	Employer	Employee
Provide a health and safety policy	✓	
Co-operate with employers on health and safety		✓
Provide and maintain safe machinery, equipment and methods of work	✓	
Provide and maintain a safe place of work with safe access and exits	✓	
Not misuse anything provided for health, safety and welfare		✓

continued

Task 1 continued

Duties	Responsibility	
	Employer	Employee
Use equipment correctly in accordance with training or instructions		✓
Provide safe methods of storing, handling and moving goods	✓	
Take care of own health and safety as well as that of work colleagues		✓
Provide information, instruction, training and supervision where appropriate	✓	
Provide a procedure for reporting accidents	✓	
Discuss or report any health and safety problems in the workplace		✓

Task 2

You might have written something like this:

It is my employer's duty under the law to look after, as far as possible, my health, safety and well-being at work.

Task 3

These people were the most negligent. However, you may have felt more than one person was responsible.

- Employer
- Employer
- Colleague
- Employee
- Employer
- Supervisor

PAGES 1:14–1:15

Health and safety law (2)

Task 1

- c (subheading)
- e (warning/advice)
- b (Introductory statement)
- f (More information)
- a (Heading)
- d (bullet points)

Task 2

Show your poster to your teacher.

You may have written something like this:

TRANSPORT

Workplace transport incidents are the second most common cause of deaths after falls from height.

You should:

- ✓ Use barriers and warning signs to separate vehicles and people
- ✓ Make sure there is clearance around slewing vehicles
- ✓ Make sure vehicles are checked regularly and operators are trained to use the vehicles
- ✓ Avoid reversing – where you can't, use trained operatives



A person was struck and killed by a van reversing at a roadworks site. The turning area in the site was blocked by parked cars and the driver reversed without assistance.

You should not:

- ✗ Use vehicles on dangerous slopes
- ✗ Take passengers on vehicles not designed to take them
- ✗ Drive with loads that are not properly secure



When people and vehicles collide, people come off worst – so keep them apart!

PAGES 1:16–1:17

Site forms and RIDDOR (1)

Focus page

What is wrong with this form?

- Capital letters are not used.
- Form is incomplete.
- Important information has been left out (e.g. name of next of kin, instead of 'wife').

Task 1

Check that all sections of the form have been completed in capital letters and that details are full, clear and accurate.

Show your answer to your teacher.

Task 2

The employer and the site manager

Task 3

- Construction Skills Certification Scheme
- Section A
- Section B
- A photograph of myself
- Photocopies of certificates and payment by cheque
- Telephone the helpdesk.
- Show your completed Section A to your teacher.

PAGES 1:18–1:19**Site forms and RIDDOR (2)****Task 1**

~~Poor bloke. They put him in one of those stretcher things and took him off to Townsend General. They say he's done something to his back — not sure. We'd only been talking a couple of minutes earlier. He was telling me about the match at the weekend. He's an addict he is — never misses a match.~~

Fred went along to get some mix from the tub. One minute he's just walking back, ~~whistling away like he does~~ — next minute he went flying right off the edge. Looked like he tripped or something. He went down with a heck of a thump. ~~I thought he'd be out cold,~~ but he was still conscious. ~~When we got to him he was a horrible~~ grey colour — you could see he was in pain. There was nothing obvious but we told him not to move because of his back. Tom got the boss and phoned for an ambulance. ~~It's a shame because we were doing great on this job.~~ We were up to the second lift. The platform had gone up the day before and the boss had checked it, but that guard rail just gave way.

~~He'll be gutted if he can't get to the match next weekend.~~

Task 2

Model answer:

Before the accident: We were working on the second lift. The platform had been erected and checked by the Site Manager the day before.

The accident: Fred was getting some mix from the tub. When he was walking back he seemed to trip, and fell off the platform. The guard rail just gave way. He landed heavily on the ground.

After the accident: We went down to him. He was conscious but very pale and in pain. We told him to keep still in case he had damaged his back. Tom called the ambulance and got the site manager. The ambulance took him to Townsend General Hospital.

Task 3

Model answer: additional information is underlined.

Before the accident: We were working on the second lift on Plot 4. The platform had been erected and checked by the Site Manager Sid Goff, the day before.

The accident: Fred was getting some mix from the tub. When he was walking back he seemed to trip and fell against the guard rail. The guard rail just gave way and he fell off the platform. He landed heavily on the ground.

After the accident: We went down to him. He was conscious but very pale and in pain. We told him to keep still in case he had damaged his back. Tom called the ambulance and got the site manager. The ambulance took 10 minutes to get there. The ambulance took him to Townsend General Hospital.

Check it

- | | |
|-----|------|
| 1 B | 6 A |
| 2 D | 7 D |
| 3 C | 8 D |
| 4 B | 9 A |
| 5 B | 10 D |