

---

## PLANNING A QUARRY VISIT



1. This should take place well before the visit to ensure the quarry, school and children can safely prepared.
2. Arrange a visit to the quarry to see quarry manager in advance of the children's visit.
3. Find out whether children can go into the quarry or just keep to the public footpaths around the quarry. Ask if the children can go deep into the quarry to experience the scale of the operations and the size of the vehicles.
4. The quarry company will provide high viz jackets, hard hats and goggles if the children are going down into the quarry so check that there will be sufficient on the day for all the children, teachers and other adults.
5. Inform Quarry Manager of any mobility or health issues and make arrangements.
6. Discuss the objectives of the visit with the quarry manager. If the focus is oral history see if the children can talk to quarry workers either during the visit or later at school.
7. The quarry company will provide at least one guide; either quarry manager or geologist to lead the tour.
8. Visits usually take between 1 and ½ to 2 hours.
9. Children with respiratory issues should consider wearing a protective face mask and ensure they have inhalers etc.
10. Teachers and children should wear trousers, strong sturdy boots or wellingtons, warm and waterproof jacket and gloves.
11. Both the school and the quarry company must conduct a risk assessment and exchange these at least 2 weeks in advance of the visit in case there are matters for either party to address.
12. It is unlikely that the children will see a blast in progress but some quarry managers arrange for children to see videos of these.
13. Children can take notebooks and cameras to make their own records but sometimes it is better to let them just absorb the atmosphere and use all their senses.

---

## PREPARATION FOR QUARRY VISIT

## LESSON PLAN

1. Introduction to quarries and quarrying
  - a. What is a quarry? What does it look like?
  - b. What is the quarrying process?
  - c. Show video of quarrying in 1930s
  - d. Show video of contemporary blast
  - e. What is aggregate?
  - f. What is it used for?
  - g. Identify questions
2. Rock types
  - a. What are three main rock types?
  - b. Examples of each type of rock?
  - c. Which rocks are in quarry?
3. Pastel drawing of rock
  - a. Choose a rock from rock samples
  - b. Examine under magnifying glass
  - c. Draw and colour using blendable pastels
4. Health and safety
  - a. Quarries are dangerous places
  - b. Large machinery moving about
  - c. Cliffs, benches 15m high and bunds
  - d. Protective clothing
5. Visit programme
  - a. Travel in mini bus/coach to quarry
  - b. Put on high viz and protective clothing at Visitor Centre/quarry offices
  - c. Listen to safety briefing from quarry manager
  - d. Walk as directed in orderly fashion around quarry (may travel to viewing area in coach)
  - e. Listen to explanations and ask questions
  - f. Look, make note or take photos
  - g. Stand by large lorry or stand in excavator bucket as directed
  - h. Return to visitor centre/office and remove protective items
  - i. Return to mini bus/coach
6. Practical arrangements
  - a. Remind children to wear appropriate clothing
  - b. Carry water and health items
  - c. Packed lunch if appropriate



---

## FOLLOW UP IDEAS AFTER QUARRY VISIT

Here are some of the ways children can respond to their visit to a working quarry. It should take place very soon after the visit while their senses are heightened: Class responses can take the form of Verbal response of feelings and thoughts, Written response – words, Comment on slide show of photos from visit, Visual response – drawing and Movement.

### Verbal response

- a. Class volunteer thoughts and feelings and teacher captures these on whiteboard
  - b. Words can be random or
  - c. Organised into adjectives, nouns and verbs. Divide a piece of paper or mini whiteboard into 4 squares and place words in correct category
2. Written response –
- a. Make into a poem
    - i. Making rhymes at the ends of pairs of lines or
    - ii. Create a haiku – three lines of 5, 7 and 5 syllables. The third line should be a surprise or contrasting idea
  - b. Write a paragraph of impression of the visit
  - c. Write a thank you letter, identifying the thing you liked best or found most interesting or surprising
3. Slide show and commentary
- a. Look at selection of photos taken of the visit and describe what is going on
  - b. Make a selection and identify key aspects
  - c. Write a commentary to selected photos to describe visit
  - d. Make a slide show with captions on a particular aspect of the visit and set to appropriate musical accompaniment or voice over
4. Visual response
- a. In 5 minutes draw a picture of an explosion
  - b. Draw a plan of the quarry, showing the different activities and contours of quarry
  - c. Draw a picture of the machinery
  - d. Draw a picture of staff working in the quarry either from visit or in the past inspired by earlier video
  - e. Draw a picture of the quarry after quarrying has ceased – restored quarry
  - f. Draw some of the plants or creatures living in the quarry
5. Movement response (see Lesson Plans: Breaking and Filling and the Big Machines)
- a. Working actions based on 'breaking and filling' from the 1930s film
  - b. Movements inspired by the machinery





