

BASIC SAFETY PRACTICES

Performance Standard 13A.A

Students should demonstrate awareness of how to use basic safety practices accordingly:

- *Knowledge*: Identifies what substances are safe to taste and touch.
- *Application*: Classify substances/objects that are safe and unsafe to taste and touch.
- *Communication*: Explain why it is dangerous to taste or touch unknown and unsafe substances.

Procedures

1. ***In order to know and apply accepted practices of science 13 A***, students should experience sufficient learning opportunities to develop the following:
 - Know why it is dangerous to taste or touch unknown and unsafe substances.
 - Explain why it is dangerous to play with electricity.
 - Explain what to do if there is a fire.Note: This assessment should be completed after stressing safety procedures in several science units of study.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Provide each student a copy of the “Basic Safety” task sheet. As you read each item, ask students to make an “X” on all the objects or parts of objects that they should not taste or touch. It is important to be precise in placing the “X.” For example, it is all right to taste the birthday cake, but they should “X” out the candle. The “X” on the stove should be on the burners.
4. Ask each student to explain why he/she did or didn’t put an “X” on the objects on the task sheet. They may offer some unexpected answers based on personal experiences, some of which may be noteworthy for sharing with the class.
5. Have groups of 3 or 4 students role play and explain safety procedures if a fire breaks out at home or school. Students should include the following in their role playing:
 - I know the exit route and safe meeting place for the school fire drill.
 - I know our family’s safe meeting place.
 - I know how to report a fire (e.g., 911).
 - I know my address and phone number.
 - I know how to escape during a fire (e.g., fire exits, crawl under low smoke).
 - I know how to “*stop, drop, and roll*,” if my clothes catch on fire.
6. Evaluate each student’s work using the Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: The identification of what is safe and unsafe to taste or touch was complete and correct.
 - *Application*: The classification of substances/objects safe and unsafe to taste/touch was complete and correct. The role play of fire safety was thoroughly and accurately portrayed.
 - *Communication*: The explanation of the classification and the role playing was thorough, well-reasoned, and well-detailed.

Examples of Student Work not available

Resources





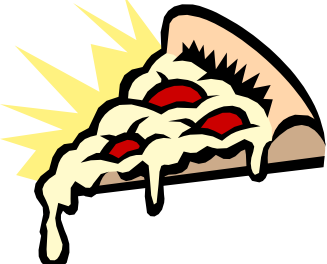
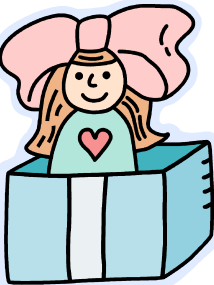

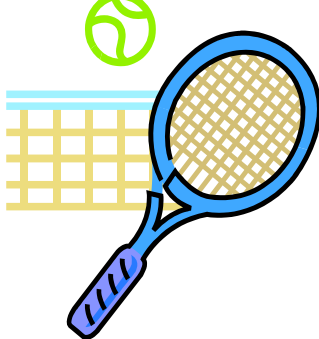

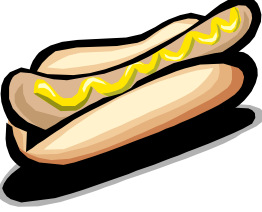

- Copies of the “Basic Safety” task sheet
- Science Rubric

Time Requirements

- 10 minutes for task sheet
- 3 – 5 minutes per role play

NAME _____

BASIC SAFETY

<p>Baseball</p> 	<p>Barbeque grill</p> 	<p>Ice cream cone</p> 
<p>Butane lighter</p> 	<p>Hot Pizza</p> 	<p>Toy doll</p> 
<p>Hot stove</p> 	<p>Raquet and ball</p> 	<p>Cake and Candle</p> 
<p>Hot dog</p> 	<p>Matches</p> 	<p>Soda</p> 