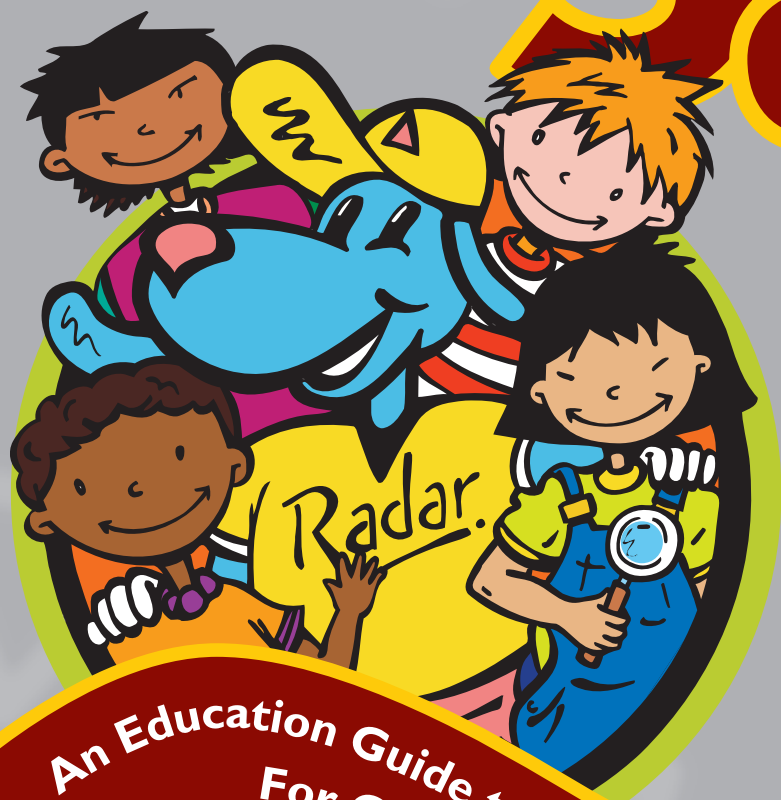




Health
Canada

Santé
Canada

Stay Safe



An Education Guide to Household Chemical Products
For Children 5 to 9 years of age

Canada

Policy for Use of the *Hazardous Products Act* Consumer Chemical Hazard Symbols

The consumer chemical hazard symbols are regulatory requirements set out in the *Consumer Chemicals and Containers Regulations, 2001*. These Regulations are issued under the authority of the *Hazardous Products Act*, which is administered by the Product Safety Programme of Health Canada. The hazard symbols are Official Marks of the Government of Canada and are protected under section 9 of the *Trade-marks Act*.

It is the policy of the Product Safety Programme that these symbols be widely used, in order to make them more recognizable and known to consumers. The symbols were designed to indicate the nature of the hazard that a chemical product may pose to a consumer if exposed during foreseeable use of the product. The symbols can be used free of charge in order to teach about their meaning and for poison-prevention education, as long as they are correctly depicted and explained.

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Our mission is to help the people of Canada
maintain and improve their health.

Health Canada

Published by authority of the Minister of Health

Également disponible en français sous le titre *SOYEZ EN SÉCURITÉ – Les produits chimiques à usage domestique : guide à l'intention des enseignants de la maternelle à la quatrième année*

This publication can be made available (in/on computer
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Message to Educators

home safety. As an educator you will be able to choose the most appropriate activities for your lessons.

Each year there are more than 50,000 incidents involving household chemical products – more than half of these involve children. These incidents can cause injuries and illnesses, temporary and permanent disabilities, and in some cases, death.

Children are most at risk. For the 5 year-old who is curious and interested in experimentation, household chemical products in colourful containers are something new to try. A 9 year-old who wants to show he or she is grown up, may try to open and use household chemical products without supervision.

The purpose of this guide is to provide educators with resources to teach children about safety regarding household chemical products.

The STAY SAFE program has activities for children ages 5 to 9 years (Kindergarten to Grade 4). Activities are grouped by levels with a corresponding age range and grade level, and are suitable for use in existing curriculum on general

GRADE LEVEL	AGE RANGE
Kindergarten	5 – 6 years
Grade 1	6 – 7 years
Grade 2	7 – 8 years
Grade 3	8 – 9 years
Grade 4	9+ years

At each age range, children display distinct learning characteristics that you may want to keep in mind as you plan your STAY SAFE program.

How can these injuries be prevented? Children need to learn to recognize the hazard symbols on household chemical products, and to STAY SAFE when they do see them. Like other safety programs, this information needs to be reinforced as children grow older, and as more products are introduced to the public.

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That's where STAY SAFE fits in. Educators who use this program can help the children in your community STAY SAFE – at home, at school and at play. That's the goal of this program. The STAY SAFE activities in this guide are intended to reinforce hazard symbol recognition and the related safety messages to children. The fact sheets provide additional information to assist adults in creating a safer home environment for children.

This school aged education program repeats and builds on the information and activities contained in the pre-school STAY SAFE program. Children who attended day cares or similar establishments may have been taught the first messages in the STAY SAFE progressive program that teaches young children about the hazard symbols and chemical safety in the home.

Let's all STAY SAFE!

Health Canada

Kindergarten – Age 5-6 years

- ▶▶ can follow simple, stepped instructions and make comparisons
- ▶▶ prefers manipulative materials
- ▶▶ likes to imitate adults or other authority figures

Grade 1 – Age 6-7 years

- ▶▶ can anticipate and make basic assessments
- ▶▶ follows instructions and reacts well to praise
- ▶▶ enjoys puzzles, sorting, matching, classifying

Grade 2 – Age 7-8 years

- ▶▶ follows simple, constructive, stepped feedback
- ▶▶ requires examples and reasons for directions
- ▶▶ interesting in improving and developing skills

Grade 3 – Age 8-9 years

- ▶▶ needs positive feedback to help develop competencies
- ▶▶ can recall and retell stories, information
- ▶▶ starting to enjoy more competitive activities

Grade 4 – Age 9+ years

- ▶▶ challenges authority; requires reasons; interested in exceptions
- ▶▶ greater attention span to work on more complex tasks
- ▶▶ abstract thought continues to improve, but still needs concrete examples

For a more detailed description of learner characteristics see Appendix F.

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C. ... To STAY SAFE

Note: A full set of copy-ready templates can be found in Appendix A.

To select the most appropriate activities for your class or group, first find out what each child knows about household chemical products. There are a number of ways you can accomplish this both formally and informally. For example:

Activities for your program

In this section there are **activities** you can use to help children:

- ▶ recognize hazard symbols
- ▶ learn what the hazard symbols mean
- ▶ assess the chemical hazard
- ▶ take the safe action
- ▶ practise ... STOP! LOOK! STAY SAFE!

Each activity is set up the same way:

- ▶ **Name** of the activity and the reference page of where it can be found in the guide
- ▶ **Purpose** of the activity
- ▶ **Learning Outcomes**
- ▶ **Preparation** required
- ▶ **How to Use** the activity
- ▶ **Variations**, if applicable
- ▶ **Template(s)**

- ▶ Show pictures of different hazard symbols. Ask children what they think the symbol means and where they might find it.
- ▶ Ask children to name products at home that only grown-ups or parents may use. How do they know which products are not safe?
- ▶ Make up a list of home safety rules by asking the children to tell you some of the safety rules they have at home.
- ▶ Ask children what they think an emergency is. What would they do if there was an emergency at home?

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Once you've completed your assessment, review the chart on pages 14-16. It provides some key information to help you decide which STAY SAFE activities are suitable for your group. The activity chart includes:

- ▶▶ The purpose of the activity – whether the activity reinforces *recognition* of the hazard symbols, encourages *assessment* of the situation and environment, *practises* a STAY SAFE action or all three!
- ▶▶ The recommended grade level for each activity. In some cases there may be an activity sheet for each grade level (e.g. matching game).
- ▶▶ A list of the materials required for each activity.
- ▶▶ A list of the materials provided in this program guide for each activity.

When should you use these activities?

Children may be exposed to household chemical products at any time, so the sooner they learn how to STOP, LOOK and STAY SAFE, the sooner an injury may be prevented. Consider a seasonal approach since many hazardous chemical products are used more frequently in one season than another. This offers you the flexibility of using the following learning activities at multiple times throughout the year.

Here are some suggestions for incorporating STAY SAFE activities into your existing curriculum:

- ▶▶ Make this program part of a theme on home safety. Do one activity with the children each day for a week. Begin with recognition activities and finish with action activities so that learning to STAY SAFE is reinforced.
- ▶▶ Include STAY SAFE program activities in your seasonal themes. Focus on home and seasonal hazards in the fall and winter when children are indoors (e.g. cleaners, polishes, gas line antifreeze). In spring and summer, highlight hazardous chemical products children may find outside or in garages (e.g. windshield washer fluid, pool chemicals, paints, outdoor lantern fuel, antifreeze).
- ▶▶ Take the opportunity to reinforce key messages about hazard symbols if the right moment comes up during another activity (e.g. when you have used a cleaning product for a spill). Encourage the children to remind you what each hazard symbol means.
- ▶▶ Include the hazard symbols and their names in activities you do for other themes, like matching games or word searches.
- ▶▶ Coordinate your activities with other teachers or group leaders. Designate a week for the entire school (or all groups) to learn about hazardous household products.



- ▶ This theme is very adaptable to a “buddy” program. Have older children help teach younger children about hazard symbols and the STOP, LOOK, STAY SAFE messages. They can put on a puppet play, making up a story using RADAR as the main character, or play matching games with younger children.
- ▶ Have the children include key safety information or emergency numbers in their daily agendas or workbooks. Ask parents to initial the information.

How to reinforce the STAY SAFE messages at home

Since so many hazardous chemical product injuries take place in the home, it’s important to encourage parents to adopt the STAY SAFE approach. Please include in your program the material and activities designed to be taken home by the children. STAY SAFE includes the following take-home resources:

- ▶ A grade specific letter and fact sheet(s) for parents.
- ▶ Take-home activities. Encourage the children to bring back some of the finished take-home activities to receive a STAY SAFE certificate.
- ▶ Safety facts and tips. You can:
 - ▶ include a fact or tip in each edition of your program newsletter
 - ▶ place a safety tip of the month in your calendar of activities

Other ways to involve parents include:

- ▶ ask parents to contribute a picture of a container with a hazard symbol (from advertisements) for your activity collection.
- ▶ encourage parents to place the hazard symbols on the fridge and review them with their children on a regular basis, especially when new products are brought into the home.
- ▶ request that parents complete the Emergency Directory with their children and post it near the telephone.
- ▶ suggest parents send information around the community as part of the Block Parent program.
- ▶ encourage parents to set up safety displays at libraries, community centres or other public locations.

A final note before you start:

While there are lots of ideas and activities in this guide, we encourage you to use your own ideas and experiences, and those of the children, as you present the STAY SAFE information and key messages.





STAY SAFE

Activities 'at a
Glance' for the
Classroom and
to Take Home



Classroom Activities

ACTIVITY	PURPOSE	GRADE	MATERIALS REQUIRED	MATERIALS AVAILABLE IN PROGRAM KIT
Puppet Script/ Role Playing	Introductory Activity (includes recognition, assessment, safe action steps)	K, 1, 2, 3, 4	<ul style="list-style-type: none"> ▶ glue ▶ scissors ▶ crayons ▶ stiff paper or cardboard ▶ hazard symbol templates ▶ craft sticks, paper bags or old socks ▶ pictures of household chemical products or <i>empty, cleaned and sealed</i> containers 	<ul style="list-style-type: none"> ▶ puppet script ▶ hazard symbol template sheet to make puppets ▶ preparation instructions
Matching Game	Recognition	K, 1, 2	<ul style="list-style-type: none"> ▶ glue ▶ scissors ▶ stiff paper or cardboard ▶ hazard symbol templates ▶ activity sheets 	<ul style="list-style-type: none"> ▶ hazard symbol & wording template sheet (grades 1, 2, 3) ▶ preparation instructions
Dot-to-Dot	Recognition	K, 1, 2	<ul style="list-style-type: none"> ▶ crayons or pencil ▶ crayons ▶ activity sheet 	<ul style="list-style-type: none"> ▶ activity sheets for each grade ▶ preparation instructions
Maze	Recognition	K, 1, 2	<ul style="list-style-type: none"> ▶ crayons or pencil ▶ crayons ▶ activity sheet 	<ul style="list-style-type: none"> ▶ activity sheets for each grade ▶ preparation instructions
Make Your Own Puzzle	Recognition	K, 1, 2	<ul style="list-style-type: none"> ▶ glue ▶ scissors ▶ crayons ▶ stiff paper or cardboard ▶ hazard symbol templates 	<ul style="list-style-type: none"> ▶ hazard symbol template sheet ▶ preparation instructions



Classroom Activities (cont'd)

ACTIVITY	PURPOSE	GRADE	MATERIALS REQUIRED	MATERIALS AVAILABLE IN PROGRAM KIT
Hidden Pictures	Recognition Assessment	K, 1, 2, 3, 4	<ul style="list-style-type: none"> ▶ crayons or pencil crayons ▶ activity sheet 	<ul style="list-style-type: none"> ▶ activity sheets for each grade ▶ preparation instructions
Spot the Difference	Recognition Assessment	K, 1, 2, 3, 4	<ul style="list-style-type: none"> ▶ crayons or pencil crayons ▶ activity sheet 	<ul style="list-style-type: none"> ▶ activity sheets for each grade ▶ preparation instructions
Safety Poster or Colouring Page	Recognition Assessment Action	K, 1, 2, 3, 4	<ul style="list-style-type: none"> ▶ crayons or pencil crayons ▶ colouring sheet or blank drawing paper 	<ul style="list-style-type: none"> ▶ colouring sheets for grades 1, 2 ▶ preparation instructions ▶ topic suggestions
Journal Entry	Recognition Assessment	K, 1, 2, 3, 4	<ul style="list-style-type: none"> ▶ crayons, pencil crayons or pencils ▶ journal activity sheets 	<ul style="list-style-type: none"> ▶ journal activity sheets for each grade ▶ preparation instructions topic suggestions
Story Sequencing	Recognition Assessment Action	K, 1, 2, 3, 4	<ul style="list-style-type: none"> ▶ crayons, pencil crayons or pencils ▶ activity sheets 	<ul style="list-style-type: none"> ▶ activity sheets for each grade ▶ preparation instructions
Word Search	Recognition Assessment	3, 4	<ul style="list-style-type: none"> ▶ crayons, pencil crayons or pencils ▶ activity sheets 	<ul style="list-style-type: none"> ▶ activity sheets for each grade ▶ preparation instructions
Crossword Puzzle	Recognition Assessment	3, 4	<ul style="list-style-type: none"> ▶ crayons, pencil crayons or pencils ▶ activity sheets 	<ul style="list-style-type: none"> ▶ activity sheets for each grade ▶ preparation instructions



Classroom Activities (cont'd)

ACTIVITY	PURPOSE	GRADE	MATERIALS REQUIRED	MATERIALS AVAILABLE IN PROGRAM KIT
Definition and Symbol Identification	Recognition	3, 4	<ul style="list-style-type: none"> ▶ crayons, pencil crayons or pencils ▶ activity sheets 	<ul style="list-style-type: none"> ▶ activity sheets for each grade ▶ preparation instructions
Word Scramble	Recognition Assessment Action	3, 4	<ul style="list-style-type: none"> ▶ crayons, pencil crayons or pencils ▶ activity sheets 	<ul style="list-style-type: none"> ▶ activity sheets for each grade ▶ preparation instructions
Story Starter	Recognition Assessment Action	3, 4	<ul style="list-style-type: none"> ▶ crayons, pencil crayons or pencils ▶ activity sheets 	<ul style="list-style-type: none"> ▶ activity sheets for each grade ▶ preparation instructions

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Take-home Activities

ACTIVITY	PURPOSE	GRADE	MATERIALS REQUIRED	MATERIALS AVAILABLE IN PROGRAM KIT
Board Game	Recognition Assessment Action	K, 1, 2, 3, 4	<ul style="list-style-type: none"> ▶ glue ▶ scissors ▶ heavy paper ▶ split pin ▶ crayons or pencil crayons ▶ activity templates ▶ envelope 	<ul style="list-style-type: none"> ▶ game board template ▶ spinner and marker templates ▶ preparation instructions ▶ take-home game instructions
Home Hazard Hunt Guide	Recognition Assessment Action	K, 1, 2, 3, 4	<ul style="list-style-type: none"> ▶ scissors ▶ activity sheets ▶ envelope 	<ul style="list-style-type: none"> ▶ hazard hunt activity sheet ▶ “sticker” template ▶ preparation instructions ▶ take-home instructions
Emergency Telephone Directory	Action	3, 4	<ul style="list-style-type: none"> ▶ activity sheets ▶ crayons or pencil crayons 	<ul style="list-style-type: none"> ▶ emergency directory activity sheet ▶ preparation instructions ▶ take-home instructions

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Puppet Script

Purpose

- ▶▶ To introduce the four hazard symbols
- ▶▶ To introduce the STAY SAFE message

Learning Outcomes

The children will be able:

- ▶▶ To recognize the hazard symbols
- ▶▶ To understand that these symbols mean danger
- ▶▶ To understand the safe action steps

Preparation

- ▶▶ Using the templates provided, create a puppet for each of the four hazard symbols and Radar. This can be done by gluing the templates onto stiffer paper/card and gluing them to craft sticks. Alternatively, glue the symbols onto paper bags or attach to old socks to make sock puppets.
- ▶▶ Have either pictures of hazardous chemical products to show the children or **empty and rinsed** containers of hazardous chemical products (securely sealed).

Note: In many schools the older grades are paired up with the younger children, creating a 'buddy system'. If buddies do not exist in your school perhaps the kindergarten class would welcome a visit from your students and the opportunity to learn from other children!

How to Use

Suggested Script – (teacher performs):

- ▶▶ Radar says “I’ve brought some helpers with me to talk to you about staying safe. Would you like to meet our helpers?”
- ▶▶ Radar points to the four hazard symbol puppets and asks the children: “Have you ever seen these before? Where? They live on the labels of dangerous chemicals.”
- ▶▶ Radar shows the children some examples using either pictures cut from magazines or actual photos, or **empty**, securely sealed containers. “If you see them there, it means **Danger! Don’t touch!** They are the Hazard Symbols. Their job is to protect you . Would you like to learn more about them?”
- ▶▶ At this point introduce the puppets one by one using the rhyme.

Suggested Script for when Grade 4 performs for kindergarten students:

Radar: “I’ve brought some helpers with me to talk to you about staying safe. Would you like to meet our helpers?”

All four puppets appear and greet the children.

Flammable: “Hi!”

Corrosive: “Have you ever seen us before?”

Explosive: “Where?”

Poison: “That’s right. We live on the labels of dangerous chemicals.”

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Teacher and/or Grade 4 students (with the help of Radar) Show the younger children some examples using either pictures cut from magazines or actual photos, or **empty** securely sealed containers.

Flammable: “If you see any of us on a container, it means Danger! Don’t touch!”

Corrosive: “We are the Hazard Symbols.”

Explosive: “Our job is to protect you.”

Poison: “Would you like to learn more about us?”

At this point introduce the puppets one by one using the rhyme.

Radar, the Teacher and/or other Grade 4 students should encourage the children to shout **Stay Safe** at the end of each verse.

Variations

- ▶ Use **RADAR** to introduce the hazard symbols, and to remind the children **STOP, LOOK and STAY SAFE!**
- ▶ If you find it difficult to handle all the puppets at once you may need an assistant. Make sure to use the hazard symbols as the ‘bad’ group and Radar as the ‘good’ guy pushing them away.

The key points to reinforce are:

- ▶ These symbols mean **DANGER. DON’T TOUCH!**
- ▶ The safe action steps are:
STOP! ... when you see a container. Don’t touch!
LOOK! ... for a hazard symbol.
STAY SAFE! ... go get a grown-up.

Rhyme

We’re the four hazard symbols.
We’re important to know!
There are things we can tell you
Please listen. Don’t go!

This skull and crossbones means Poison! Beware!
Don’t drink me! Don’t touch me!
Get a grown-up. Take care!
STAY SAFE!

I am Corrosive!
I’ll burn all your skin!
Don’t touch me, not ever
And then you will win!
STAY SAFE!

Flammable means fire!
This stuff burns hot
Keep me where it’s cool
In a nice high spot!
STAY SAFE!

Boom! I’m Explosive!
And just like my friend (*show Flammable puppet*)
Don’t put me near hot things
Or Kaboom! That’s the end!
STAY SAFE!

We’re the four hazard symbols
Don’t touch us...Take care.
Just Stop! Look! And...**STAY SAFE!**

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These are samples of the templates to use. The actual templates may be found in Appendix A, Puppets.



Matching Game

Purpose

- ▶▶ To reinforce visual recognition of the hazard symbols
- ▶▶ To associate a specific word with the correct symbol

Learning Outcomes

The children will be able:

- ▶▶ To recognize the four hazard symbols when found on a container
- ▶▶ To match the correct symbol with the appropriate word

Preparation

- ▶▶ Photocopy the appropriate images on cards and game boards to your Grade level found in Appendix A, Matching Game. (Grade K pieces have just the symbol.)
- ▶▶ Make at least 5 copies of each card

How to Use

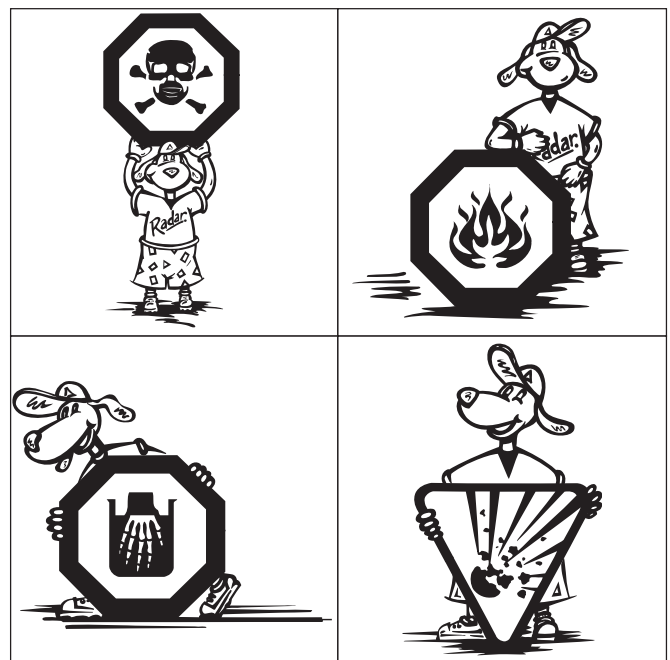
- ▶▶ Place cards face down in random order. Each child picks two cards. If they match, the child then places the pair face up on the corresponding hazard symbol or word on their game board
- ▶▶ This game may be played individually, or with more children, depending on the number of game boards

The templates for the Matching Game may be found in Appendix A, Matching Game.

Graphic for Game board for Matching Game: sheet of paper divided into 4 equal squares. Each square has Radar holding one of the 4 hazard symbols

Graphic for game pieces for Matching Game: graphics of each of the four hazard symbols.

Game Board



Game Cards



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Dot-to-Dot

Purpose

- ▶ To promote recognition of the four hazard symbols

Learning Outcomes

The children will be able:

- ▶ To recognize the four hazard symbols

Preparation

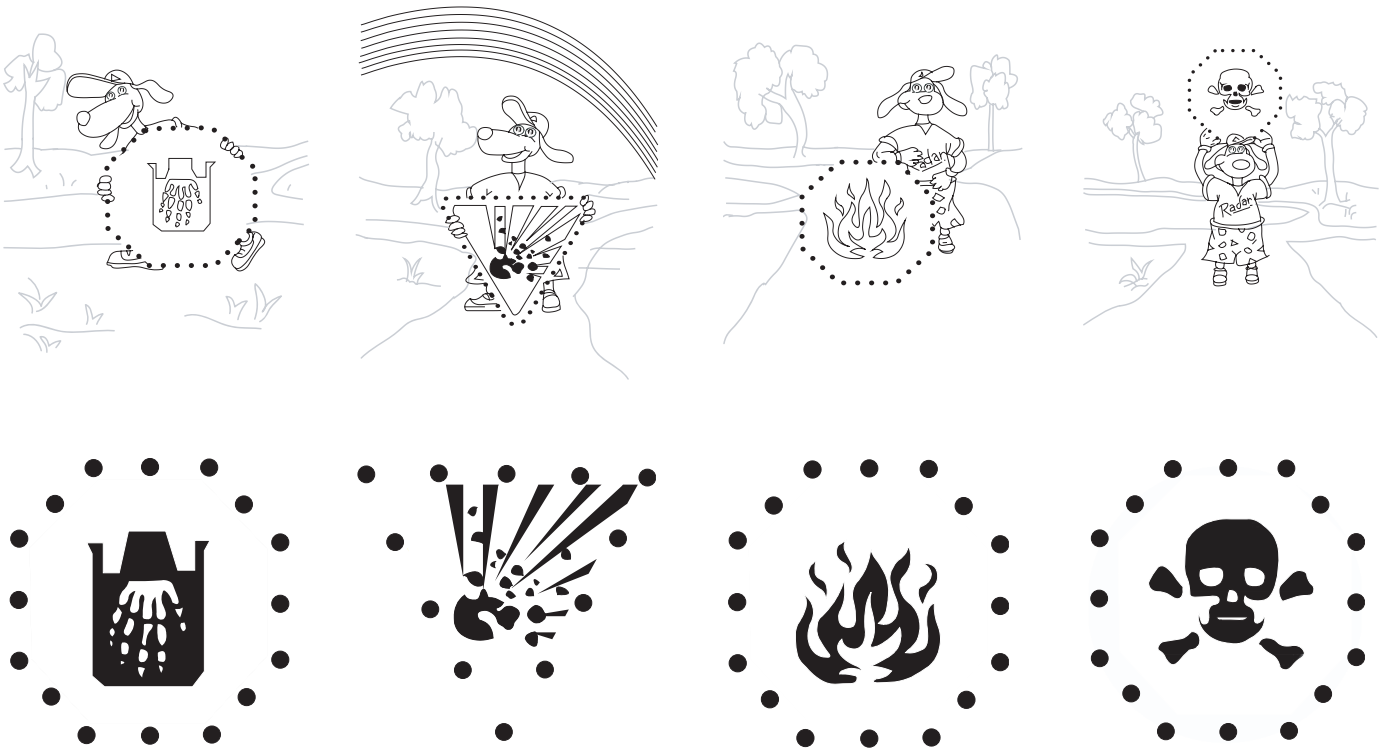
- ▶ Photocopy a grade appropriate Dot-to-Dot sheet for each child found in Appendix A.

How to Use

- ▶ The child connects the dots with a pencil/ marker/crayon
- ▶ Once completed, the picture can be coloured

A sample of the Dot-to-Dot pictures is given below. The templates for the dot-to-dot pictures may be found in Appendix A, Dot-to-Dot.

Graphic for Dot-to-Dot pictures. One page for each of the four Radar holding the hazard symbols



Maze

Purpose

- ▶ To promote recognition of the four hazard symbols

Learning Outcomes

The children will be able:

- ▶ To recognize the four hazard symbols

Preparation

- ▶ Photocopy the grade appropriate maze for each child found in Appendix A

How to Use

- ▶ Instruct the child to show Radar how to get to the locked cupboard without touching any of the hazard symbols

A sample of the maze is given below. This simple maze has the four hazard symbols placed within it. The object is to get to the finish (a cupboard and lock) without encountering any of the hazard symbols. The paths are wide enough to easily accommodate a crayon or marker.

The template for the maze may be found in Appendix A, Maze.

A simple maze with the four hazard symbols placed within it.



Make Your Own Puzzle

Purpose

- ▶ To help the children learn to recognize the four hazard symbols

Learning Outcomes

The children will be able:

- ▶ To recognize and name the four hazard symbols

Preparation

- ▶ Photocopy a grade appropriate puzzle page for each child found in Appendix A.

How to Use

- ▶ Distribute puzzle pages equally among the class
- ▶ The children colour their puzzle page
- ▶ The children then glue their page onto heavier paper and cut into four pieces
- ▶ The children then switch with another student who has a different symbol and try to put together the puzzle
- ▶ After doing that puzzle they may switch with another student who has a different symbol

The actual templates for the four hidden pictures may be found in Appendix A, Make Your Own Puzzle.

Graphic for Make Your Own Puzzle: There should be four pages. Each page has a picture of a different hazard symbol on it. Teacher demonstrates to the class how to cut the picture into four puzzle pieces.



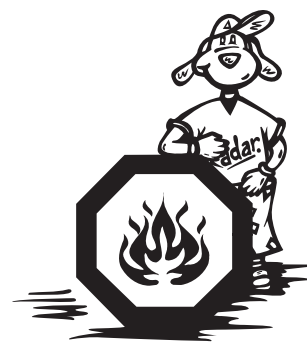
POISON



CORROSIVE



EXPLOSIVE



FLAMMABLE

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Hidden Pictures

Purpose

- ▶ To promote understanding that hazardous chemical products must be stored safely

Learning Outcomes

The children will be able:

- ▶ To recognize each of the **two frames** used for the hazard symbols found on a picture of a real-life object
- ▶ To determine if the hazardous product is in a safe place

Preparation

- ▶ Photocopy a grade appropriate Hidden Pictures activity sheet for each child found in Appendix A

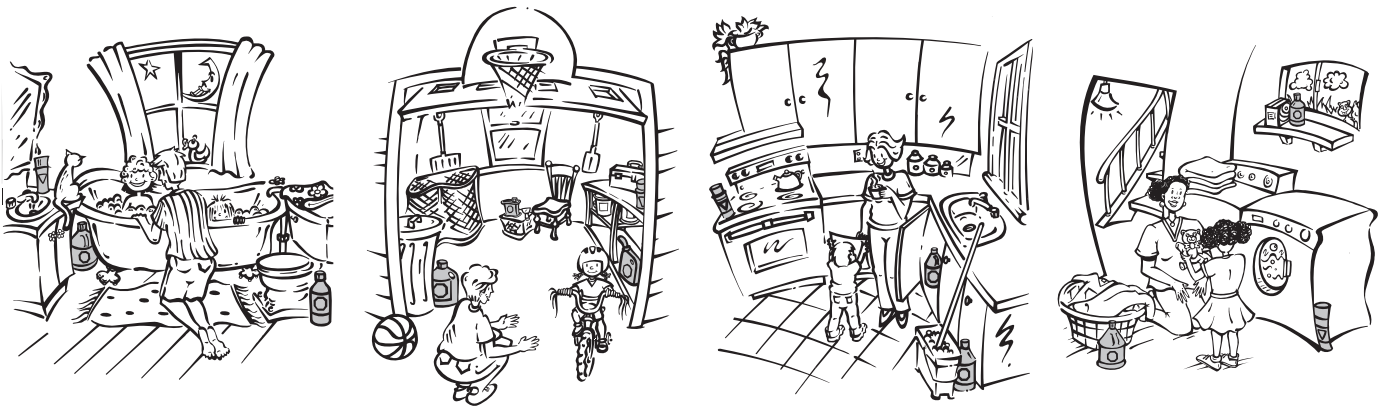
How to Use

- ▶ The child finds each hazardous chemical product and marks it, using either an “X” or circle

A sample of the hidden pictures is found below. Four different sheets are available, one each of a garage, a kitchen, a bathroom and a laundry room. In each picture, chemical products are placed in incorrect places. For example, a container with an octagon frame is on the stove, containers with the triangle frame are on the floor of the garage, etc. An option would be to indicate how many hidden pictures exist.

The actual templates for the four hidden pictures may be found in Appendix A, Hidden Pictures.

Hidden Pictures: 4 different sheets, one each of a garage, a kitchen, a laundry room, and a bathroom.



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Spot the Difference

Purpose

- ▶▶ To promote understanding that hazardous chemical products must be stored safely

Learning Outcomes

The children will be able:

- ▶▶ To recognize each of the **two frames** used for the hazard symbols found on a picture of a real-life object
- ▶▶ To determine if the hazardous product is in a safe place

Preparation

- ▶▶ Photocopy a grade appropriate spot the difference activity sheet for each child found in Appendix A

How to Use

- ▶▶ The child finds each hazardous chemical product and difference between the two pictures and marks it, using either an “X” or circle

A sample of the Spot the Difference pictures is found on the next page. Different sheets are available, one each of a garage, a kitchen, a bathroom and a laundry room. In each picture, chemical products are placed in incorrect places. For example, a container with an octagon frame is on the stove, containers with the other frame may be on the floor of the garage, etc. On the second picture there will also be frames but there will also be something missing from the picture, such as the duck from the window in the bathroom picture. An option would be to indicate how many hidden pictures exist and how many differences there are between the two pictures.

The actual templates for the Spot the Difference pictures may be found in Appendix A, Spot the Difference.



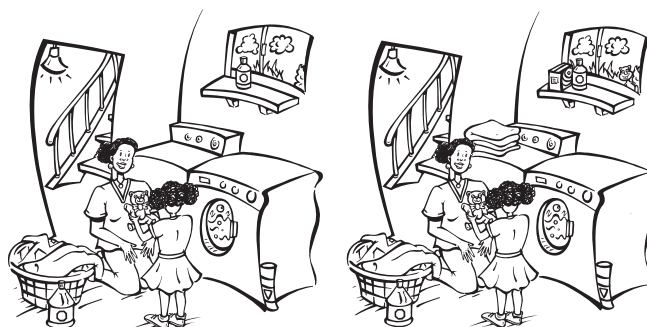
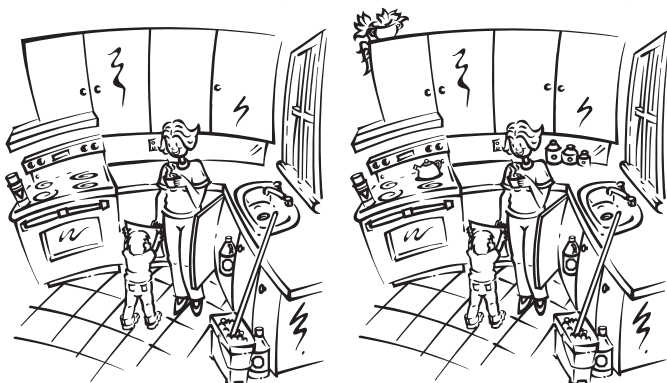
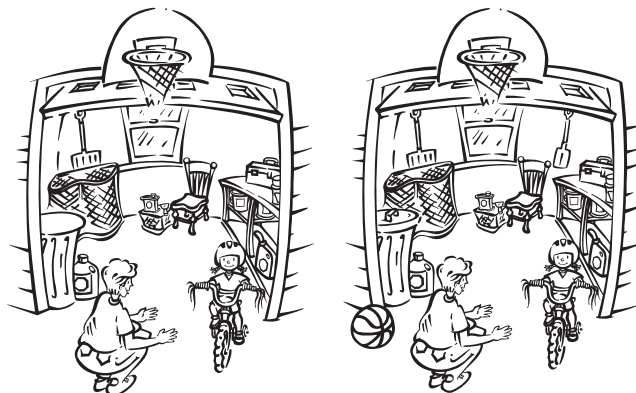
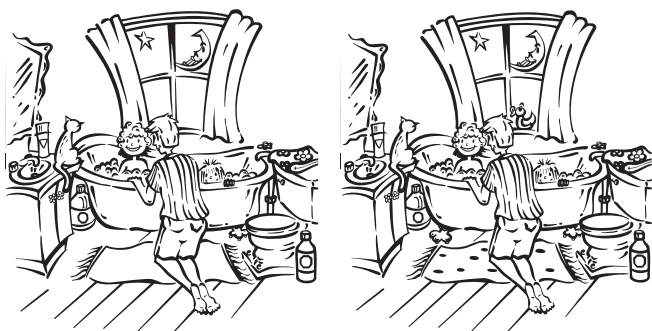
Answers to Spot the Difference

Bathroom: Towel, duck

Garage: Soccer ball, toolbox

Kitchen: Stool, butter on table

Laundry: T.V., door on washer



STAY SAFE

A Safety Education Guide to Household Chemical Products
For children 5 to 9 years of age



Safety Poster/ Colouring Page

Purpose

- ▶ To reinforce the “**Stop! Look! Stay Safe!**” safety message
- ▶ To share the STAY SAFE message with others

Learning Outcomes

The children will be able:

- ▶ To recognize the safe action steps
- ▶ To share this information with others

Preparation

- ▶ Photocopy the colouring page for each child found in Appendix A

How to Use

- ▶ Discuss with the children what **RADAR** is doing in the picture. How is **RADAR** 'staying safe'?
- ▶ The children colour the picture.
- ▶ Post the completed pictures in a place where others will see them.

The actual templates for the colouring page may be found in Appendix A, Safety Poster/Colouring Page.



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Story Sequencing

Purpose

- ▶ To reinforce the safe action steps to take when children encounter hazardous chemical products.

Learning Outcomes

The children will be able:

- ▶ To put the safe action steps in sequence.
- ▶ To explain the safe action steps, verbally.

Preparation

- ▶ Photocopy a grade appropriate Story Sequencing sheet for each child found in Appendix A.

How to Use

- ▶ Discuss with the children the content of each picture. Decide as a group the sequence of action steps.
- ▶ The children cut out each picture and glue them onto another piece of paper in the correct sequence.
- ▶ Review the correct action steps.
 - ▶ **STOP!** ... when you see a container. Don't touch!
 - ▶ **LOOK!** ... for a hazard symbol
 - ▶ **STAY SAFE!** ... go get a grown-up



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