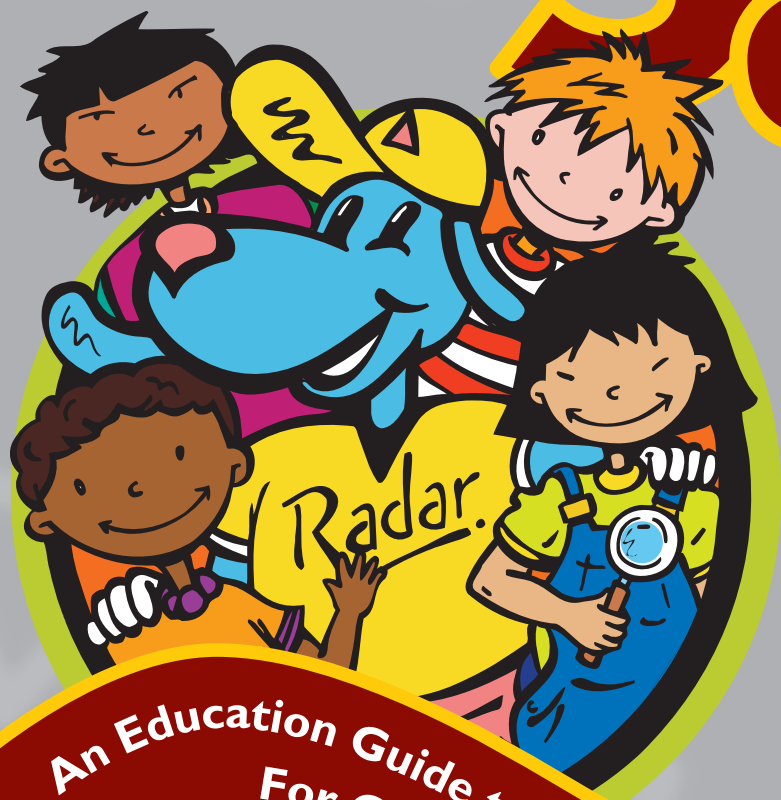




Health  
Canada

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.

### STAY SAFE

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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*

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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.

**E**ach 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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A cartoon dog wearing a cap and holding a large sign with its mouth. The sign is white with a dark red border and contains the title text.

# Classroom Activities Grade 4

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# Puppet Script

## Purpose

- ▶ To introduce the four hazard symbols to younger children while reinforcing the knowledge of the older children

## Learning Outcomes

The children will be able:

- ▶ To explain the hazard symbols to younger children

## Preparation

- ▶ Select four or five children to present a puppet show to a group of younger children (their buddies).
- ▶ Photocopy the script provided. Make enough copies for each 'presenter' to have one.
- ▶ Using the templates provided, have the children 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.
- ▶ Locate or create (table with a sheet draped over it) a puppet theatre. Have either pictures of hazardous chemical products or **empty** containers of hazardous chemical products (securely sealed) for the children to use as props.

- ▶ Using the script provided, have the children practise their 'puppet show'.

**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 – (students perform):

**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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**Grade 4 students** 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.

**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.



# 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

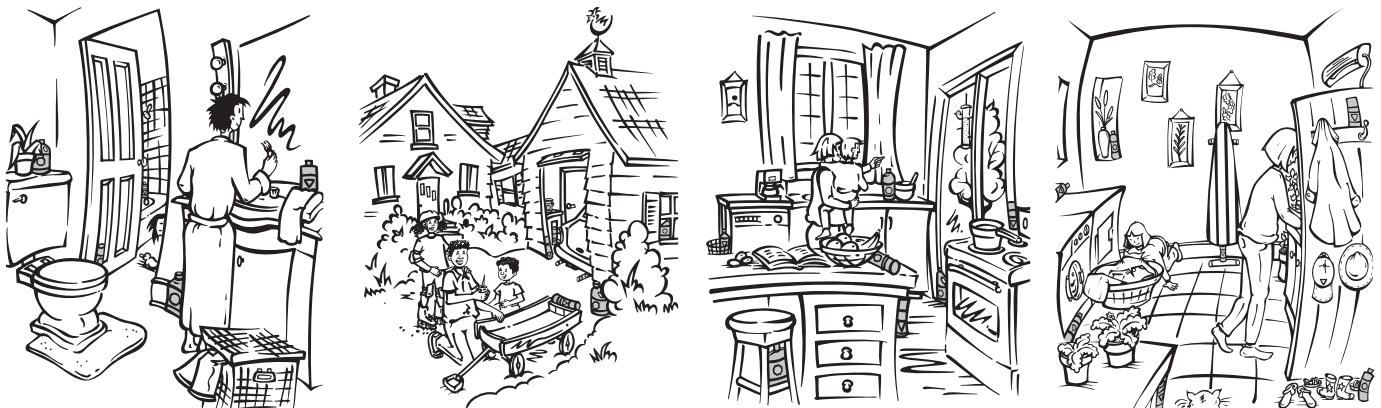
## How to Use

- ▶ The child finds each hazardous chemical product and marks it, using either an “X” or a 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 may be on the stove, containers with the triangle frame may be on the floor of the garage, etc. An option would be to indicate how many hidden pictures exist.

**The actual templates for the 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 a 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 may be 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, such as the plant in pot in the bathroom. 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.**



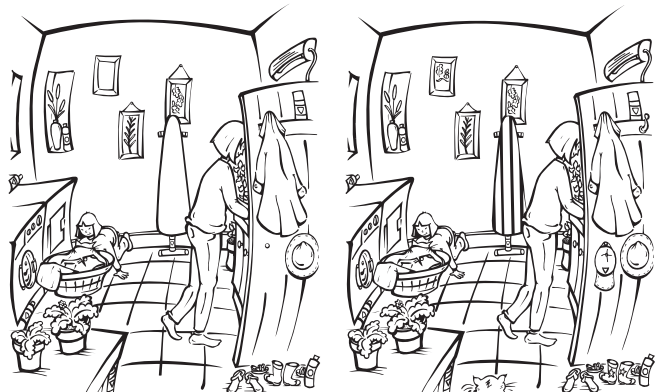
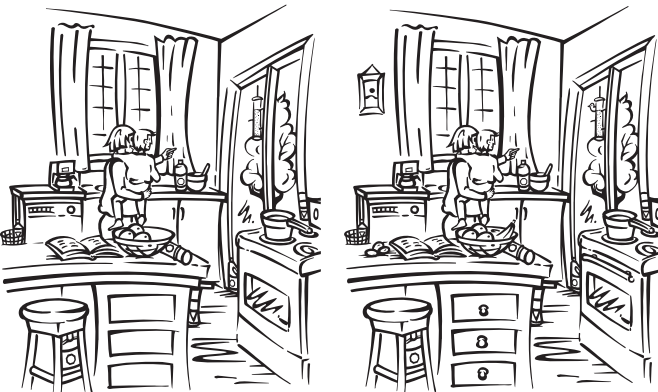
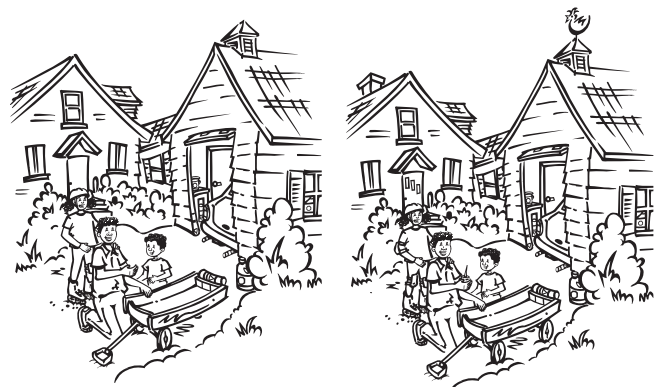
## Answers to Spot the Difference

**Bathroom:** pants in hamper, child around the corner, plant in pot, shower head, light bulb on wall, shaving brush.

**Garage:** windows on house door, kneepads on girl, wheel on wagon, weather vane, oil can in father's hand, chimney on roof.

**Kitchen:** bird on feeder, knobs on drawers, banana from bowl, picture on wall, eggs on counter, handle on oven.

**Laundry:** item in left picture frame, coat hook, baseball cap, cat in foreground, stars on boots, stripes on ironing board.



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# 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 demonstrate safe behaviour around hazardous chemical products through drawing
- ▶ To share this information with others

## Preparation

- ▶ None

## How to Use

- ▶ Explain to the children that they will be drawing a safety poster to teach others the safety message they have learned (Stop! Look! Stay Safe!). They may be encouraged to make RADAR the focus of their poster.
- ▶ Give the children several ideas (or brainstorm together) for themes. For example:
  - ▶ “Store Flammable Materials Away from Heat Sources!”
  - ▶ “Stop! Look! Stay Safe!”
  - ▶ “Keep poisonous and corrosive materials on a high shelf!”

**Note:** It is important that each child have your approval for their drawing before they start to ensure that accurate safety information is being presented.

- ▶ The children complete their posters and hang them up where others can see them.



# Journal Entry

## Purpose

- ▶ To promote recognition and understanding of the four hazard symbols

## Learning Outcomes

The children will be able:

- ▶ To recognize and name each hazard symbol
- ▶ To explain what each hazard symbol means

## Preparation

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


## How to Use

- ▶ The children draw a picture of each of the four hazard symbols and write two to three sentences that include the name of the symbol and what it means

## Variation

- ▶ Children may be encouraged to include RADAR in the sentence. For example, "RADAR says that..."

**Journal Entry:** Each sheet has space for a picture of the hazard symbol and a few preprinted lines to write sentences about the symbol and the hazard. Include RADAR on the sheet.

Date	Journal
	





# 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 write an explanation of each action step

## Preparation

- ▶ Photocopy a grade appropriate sequence sheet for each child found in Appendix A

## How to Use

- ▶ Discuss the four safe action steps with the children. Ask them to write the correct number in the sequence beside each sentence. You can correct these as a group or have children pair up to check their answers
- ▶ Have the children write the safe action steps on the worksheet provided. Have them write one or two sentences to explain each action step
- ▶ Review the action steps as a group
  - ▶ **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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# Word Search

## Purpose

- ▶▶ To reinforce the names of the hazard symbols.
- ▶▶ To reinforce the safety message

## Learning Outcomes

The children will be able:

- ▶▶ To recognize the names of the four hazard symbols
- ▶▶ To repeat the safety message

## Preparation

- ▶▶ Photocopy a Word Search activity sheet for each child found in Appendix A

## How to Use

- ▶▶ Children search for and circle the hidden words

## Variation

- ▶▶ Children can work in pairs to find the hidden words and the message

## Word Search – Answer

Look up, down, across, and diagonally to help RADAR find the names of the Hazard Symbols, as well as an important safety message.

E	W	E	F	A	S	Y	A	T	S
X	H	J	K	L	E	T	G	S	X
P	F	L	A	M	M	A	B	L	E
L	O	N	C	Q	U	P	I	O	R
O	O	I	S	J	V	Z	F	O	K
S	G	P	S	T	L	J	B	K	Y
I	A	T	D	O	O	W	R	M	I
V	C	L	E	S	N	P	F	L	U
E	S	G	H	K	U	C	B	H	M
Z	E	V	I	S	O	R	R	O	C

CORROSIVE

FLAMMABLE

STOP

STAY SAFE

EXPLOSIVE

POISON

LOOK

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# Crossword Puzzle

## Purpose

- ▶▶ To be able to associate a given definition with the name of the hazard symbol
- ▶▶ To reinforce the key safety message

## Learning Outcomes

The children will be able:

- ▶▶ To name the hazard symbol after reading its definition
- ▶▶ To repeat the safety message

## Preparation

- ▶▶ Photocopy a crossword puzzle activity sheet for each child found in Appendix A

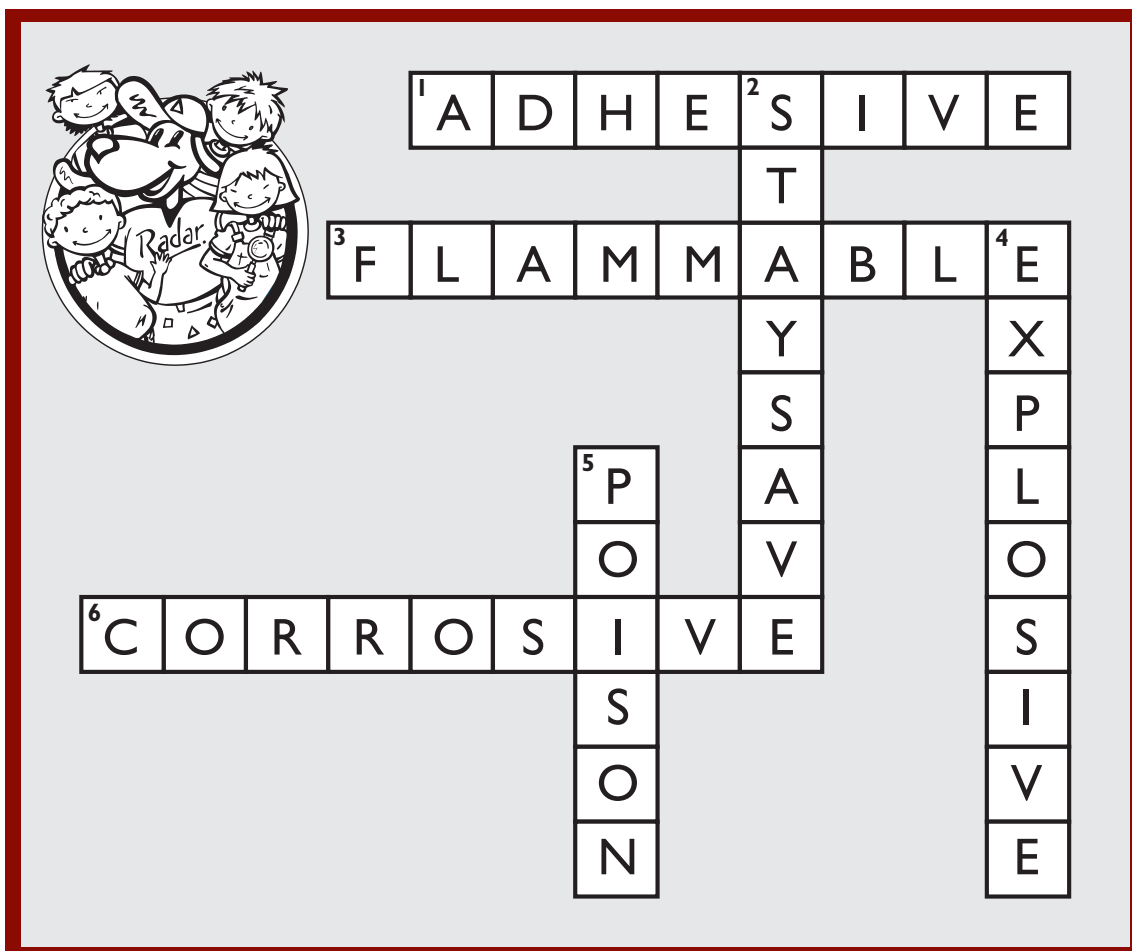
## How to Use

- ▶▶ Children use the clues to fill in the spaces of the crossword puzzle



## Crossword Puzzle – Answer

Use what you know about hazardous chemical products to help RADAR solve this crossword puzzle.



### ACROSS

1. A quick skin-bonding \_\_\_\_\_ is sometimes called a “super glue”.
3. This symbol means that the product or its vapour will catch fire easily if it is near heat, flame or sparks.
6. A product with this symbol will burn skin or eyes, or throat and stomach if swallowed.

### DOWN

2. STOP! LOOK! \_\_\_\_\_ !
4. A container with this symbol can explode if heated or punctured.
5. Licking, drinking, or sometimes smelling a product with this symbol will cause illness or even death.

[corrosive, explosive, flammable, adhesive, poison, stay safe]

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# Definition Match and Symbol Identification

## Purpose

- ▶▶ To be able to associate the specific word with the correct hazard symbol and its meaning
- ▶▶ To reinforce visual recognition of the hazard symbols

## Learning Outcomes

The children will be able:

- ▶▶ To recognize the four hazard symbols
- ▶▶ To match the correct symbol with the correct word
- ▶▶ To know the meaning (definition) of each symbol

## Preparation

- ▶▶ Photocopy enough Definition Match and Symbol Identification sheets for each child found in Appendix A

## How to Use

- ▶▶ The children complete the definition match and symbol identification activity worksheets



## Definition Match

Draw a line from the word to its meaning.

### Flammable

Licking, eating, drinking, or sometimes smelling this product can cause illness or death.

### Corrosive

These “super glues” can glue skin with skin.

### Poison

This container can explode if it is heated or punctured.

### Explosive

This product, or its fumes can catch fire easily if it is near heat, flame or sparks.

### Quick skin-bonding adhesive

This product can burn skin or eyes, or throat and stomach, if you drink it.

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## Symbol Identification

Write the correct name of each hazard symbol on the line provided.



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# Word Scramble

## Purpose

- ▶ To reinforce the names of the hazard symbols
- ▶ To reinforce the safety message

## Learning Outcomes

The children will be able:

- ▶ To recognize the names of the four hazard symbols
- ▶ To repeat the safety message

## Preparation

- ▶ Photocopy a Word Scramble activity sheet for each child found in Appendix A

## How to Use

- ▶ The children search for and fill the blanks with the corresponding letter

## Variation

- ▶ Children can work in pairs to find the hidden words and the message

## Word Scramble – Answer

Unscramble the following words to find the names of the hazard symbols. Then, uncover the secret message by filling in the blanks with the corresponding letter.

<b>ESROCVRIO</b>	<u>C</u>	<u>O</u>	<u>R</u>	<u>R</u>	<u>O</u>	<u>S</u>	<u>I</u>	<u>V</u>	<u>E</u>
		5			2	1			
<b>NIPSOO</b>	<u>P</u>	<u>O</u>	<u>I</u>	<u>S</u>	<u>O</u>	<u>N</u>			
	3			7					
<b>MEBFMALAL</b>	<u>F</u>	<u>L</u>	<u>A</u>	<u>M</u>	<u>M</u>	<u>A</u>	<u>B</u>	<u>L</u>	<u>E</u>
	11	4	10			8			
<b>POISLVXEE</b>	<u>E</u>	<u>X</u>	<u>P</u>	<u>L</u>	<u>O</u>	<u>S</u>	<u>I</u>	<u>V</u>	<u>E</u>
					6	9			12

## Secret message

S T O P !      L O O K !      S T A Y      S A F E !

1      2      3      4      5      6      7      8      9      10      11      12





# Story Starter

## Purpose

- ▶ To assess each child's knowledge of the appropriate action steps to take when encountering hazardous chemical products

## Learning Outcomes

The children will be able:

- ▶ To explain the safe action steps through the medium of a story

## Preparation

- ▶ Photocopy a "You finish the story" activity sheet for each child found in Appendix A

## How to Use

- ▶ Read the story starter together as a class. Talk about what might happen next in the story
- ▶ The children complete the story. Each story should include the correct action steps and end with all of the hazardous chemical products being stored correctly.
- ▶ When the stories are finished, **they should be checked for accurate safety information.** (For example, each child can read their story to a partner to check if the information is correct.)

## Variation

- ▶ This would be a good activity to share with younger buddies. Each child can read their story to a younger child

### You finish the story...

"What a waste of a perfect Saturday," grumbled Jade. She had planned to go biking with her friends. "I can't believe I have to spend the afternoon cleaning the garage! Just because I locked Paul in there all morning! The little monster deserved it for using my bike!"

She started walking over to the far corner of the garage where old paint cans were stacked on top of each other. "Oh well, maybe if I get this done quickly, I'll still have time to go biking," thought Jade. "Wait a minute. These things have those symbols on them – the ones we learned about in school! What is it Ms. Humphry told us about them ...?"

Suddenly there was a flash of light and a strange dog in a cap, T-shirt and funky pants appeared in front of the paint cans.

"RADAR!" exclaimed Jade.

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