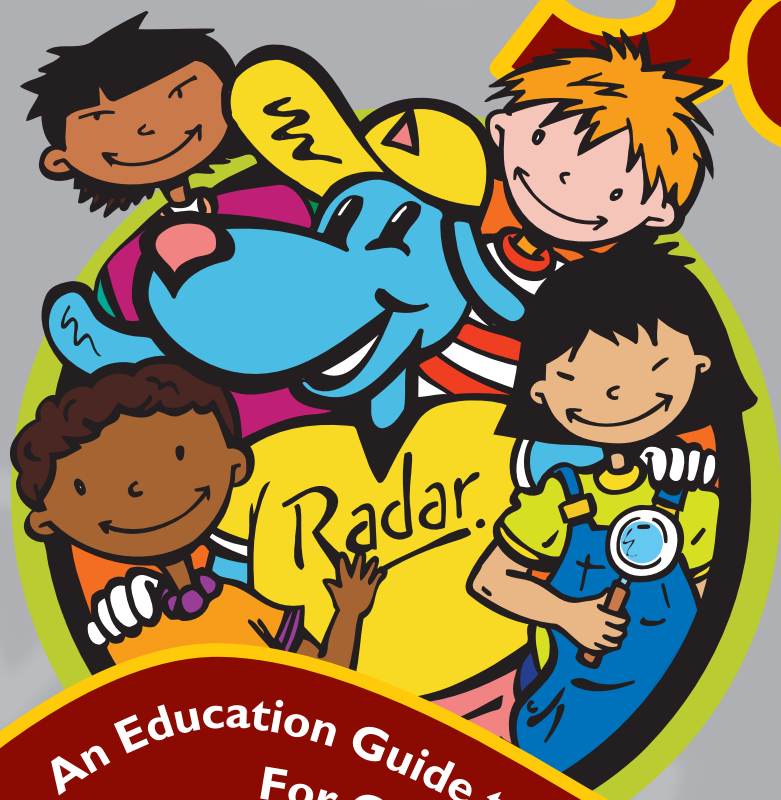




Health
Canada

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*

This publication can be made available (in/on computer
diskette/large print/audio-cassette/braille) upon request.

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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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Activities to
take home
Kindergarten
to Grade 2

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Sample Letter¹

Grades K, 1, 2

Dear Parents:

Did you know that for school age children, more than 40% of injury-related emergency room visits are for injuries occurring at home? Many of the more serious injuries involve **household chemical products**.

Household chemical products can be found in many locations in your home – in the kitchen, the bathroom, the basement or the garage. This week we are learning to STOP and LOOK for the hazard symbols found on household products containing harmful chemicals, and how to STAY SAFE when we see them with the help of our safety mascot, RADAR!

The slogan/message we are teaching your child is:

STOP! ...when you see a container. **Don't Touch!**

LOOK!for the hazard symbol.

STAY SAFE! ...go get a grown-up.

We hope you can help us reinforce this message at home with your child by doing the activities attached to this letter. We have also included tips to help you make sure your family stays safe, what to do if someone is exposed to a chemical hazard, as well as instructions for the activity your child is bringing home.

If you have any questions about the activities, or if you would like more information on this topic, please call me.

Sincerely,

- P.S. ✓ Are your household chemical products stored safely – out of reach and out of sight?
✓ Do you have your local Poison Control Centre and Emergency Services numbers posted by the telephone?

¹ | Attach the Fact Sheets found in Appendix C.



Board Game

Purpose

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

Learning Outcomes

The children will be able:

- ▶▶ To recognize the hazard symbols as danger
- ▶▶ To recognize safe action steps
- ▶▶ To share this learning with other family members

Preparation

- ▶▶ Photocopy the board game template, die template, and appropriate instructions (see below), one for each child found in Appendix A
- ▶▶ The children can glue the game board and die onto heavier paper, if desired
- ▶▶ Have the children colour the board squares as follows: colour the squares with a symbol on it red and the squares with a lock green; the other squares alternate between blue and yellow
- ▶▶ Have the children colour the die with two reds, two greens and one each of yellow and blue
- ▶▶ The children cut out markers (playing pieces)

- ▶▶ Grades 3 and 4 will make playing cards for their game so will need card sized construction paper to design the cards
- ▶▶ Have each child in the class make a playing card, then make enough copies to include in each child's take home envelope
- ▶▶ Put all the materials into an envelope for transport home along with the directions for how to assemble the die and how to play the game

How to Use

- ▶▶ The child plays this game with an adult or older child (reading is involved)

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Game Instructions:

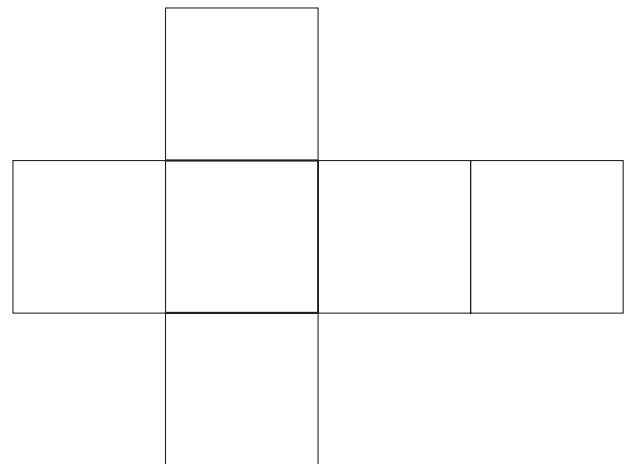
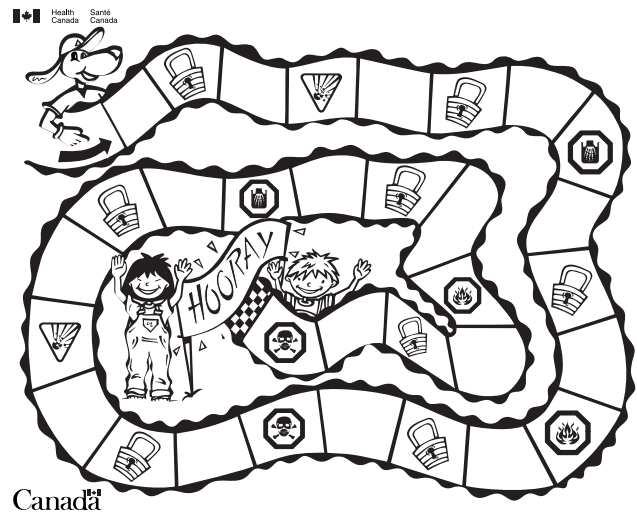
Kindergarten and Grade 1

1. Children roll the die and move their marker to the coloured square indicated by the die.
2. If the child lands on a green square with a lock they advance to the next red square.
3. When the child lands on, or advances to, a red square with a hazard symbol, they must identify that it means danger, and if possible what the danger is.
4. If the child identifies that the symbol means danger, they stay there until their next turn. If they are unable to identify danger, they move back to the nearest yellow square.

Grade 2

1. Children roll the die and move their marker to the coloured square indicated by the die.
2. If the child lands on a green square with a lock they advance to the next red square.
3. When the child lands on, or advances to, a red square with a hazard symbol, they must identify which hazard symbol it is, and what the danger is.
4. If the child identifies the correct hazard symbol and the danger, they stay there until the next turn. If they are incorrect, they move back five squares.

Sample of the Board Game: The actual templates may be found in Appendix A, Board Game.



Home Hazard Hunt Guide

Purpose

- ▶▶ To involve parents in a child's learning and to encourage a safe home environment

Learning Outcomes

The children will be able:

- ▶▶ To transfer knowledge learned at school to home and other environments
- ▶▶ To understand that hazardous chemical products are to be handled by adults only.

The parent and child will be able:

- ▶▶ To recognize each of the four hazard symbols
- ▶▶ To practice safe storage of hazardous chemical products

Preparation

- ▶▶ Photocopy a Home Hazard Hunt Guide and four “Radar and friends” identifiers for each child found in Appendix A
- ▶▶ Include directions for the activity in the sample letter

How to Use

- ▶▶ Each child brings home a drawing of a house divided into rooms (kitchen, bathroom, basement, laundry room and garage) to be used as a guide and enough “Radar and Friends” identifiers.
- ▶▶ **With a parent**, the child conducts a “Home Hazard Hunt” of each room to ensure that hazardous chemical products are stored correctly.
- ▶▶ Once each room is completed, a “Radar and Friends” identifier is placed on the corresponding room on the Guide.
- ▶▶ Upon completion of the Home Hazard Hunt, the parent signs the Guide and the child brings it back to school to receive a STAY SAFE certificate

A sample template of the Home Hazard Hunt Guide and “Radar and Friends” identifiers is given on the next page. The actual templates may be found in Appendix A, Home Hazard Hunt. Appendix A, Certificate, provides the template of the STAY SAFE Certificate to use.



Home Hazard Hunt Sticker Chart: a simple drawing of a house divided into rooms (bathroom, kitchen, basement, laundry room and garage). There should be a space for the parent's signature at the bottom indicating that they have gone on a 'Hazard Hunt' with their child.



STAY SAFE CERTIFICATE

This certifies that (child's name) has completed a Home Hazard Hunt.



This certifies that _____

_____ has completed a Home Hazard Hunt.

Signed _____ Date _____





Activities to take home Grade 3 and 4

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Sample Letter¹

Grades 3, 4

Dear Parents:

Did you know that for school age children, more than 40% of injury-related emergency room visits are for injuries occurring at home? Many of the more serious injuries involve common household chemical products found in many locations in your home – in the kitchen, the bathroom, the basement or the garage.

Children are eager to explore and take on new challenges. We know this often exposes them to some risk. The risk associated with the improper handling of household chemical products can be minimized. Most injuries due to these products can be prevented simply by making sure these products are stored safely – out of reach and out of sight.

This [week] we are learning to recognize the hazard symbols found on household products containing harmful chemicals, to understand the hazard and to choose the safest action to take when we find these products.

The slogan/message we are teaching your child is:

STOP! ...when you see a container. **Don't Touch!**

LOOK! ...for the hazard symbol.

STAY SAFE! ...go get a grown-up.

We are also encouraging the children to help friends, family and pets STAY SAFE by keeping them away from labeled containers until a grown-up can place the container out of reach and out of sight. Finally, because children want to make decisions on their own, we are reminding them to “Check your choice. Are **you** are making a STAY SAFE decision? (Ask a grown-up).”

¹ Attach the Fact Sheets found in Appendix C.



We hope you can help us reinforce this message at home with your child by doing the activities attached to this letter. We have also included tips to help you make sure your family stays safe, what to do if someone is exposed to a chemical hazard, as well as instructions for the activity your child is bringing home.

If you have any questions about the activities, or if you would like more information on this topic, please call me.

Sincerely,

- P.S. ✓ Are your household chemical products stored safely – out of reach and out of sight?
- ✓ Do you have your local Poison Control Centre and Emergency Services numbers posted by the telephone?



Board Game

Purpose

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

Learning Outcomes

The children will be able:

- ▶ To recognize the hazard symbols as danger
- ▶ To recognize safe action steps
- ▶ To share this learning with other family members

Preparation

- ▶ Photocopy the board game template and die template found in Appendix A, as well as appropriate instructions (see below), one for each child
- ▶ The children can glue the game board and die onto heavier paper, if desired
- ▶ Have the children colour the board squares as follows: colour the squares with a symbol on it red and the squares with a lock green; the other squares alternate between blue and yellow
- ▶ Have the children colour the die with two reds, two greens and one each of yellow and blue
- ▶ The children cut out markers (playing pieces)

- ▶ Grades 3 and 4 will make playing cards for their game; they will need card sized construction paper to design the cards
- ▶ Have each child in the class make a playing card, then make enough copies to include in each child's take-home envelope
- ▶ Put all the materials into an envelope for transport home along with the instructions on how to assemble the die and how to play the game

How to Use

- ▶ The child plays this game with an adult or older child (reading is involved)

STAY SAFE

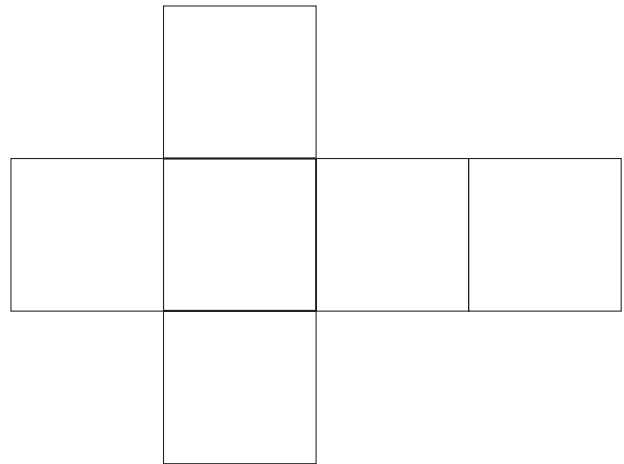
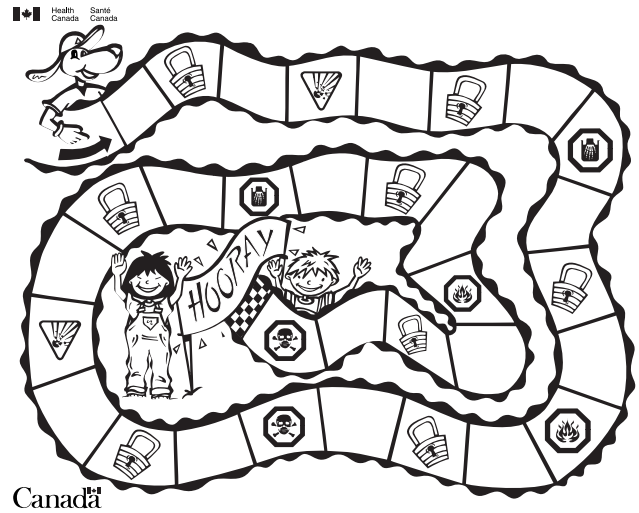
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Game Instructions:

1. Children make cards to be used during the game. The cards should have messages on them pertaining to the content of the lessons. Have the children design playing cards that show the hazard symbols and written instructions, such as picture of the explosive hazard symbol with the instruction to identify the hazard posed by a product with this symbol and where to store the container. Other examples of playing cards may be illustrating unsafe conditions, such as you left the oven cleaner on top of the stove – go back to start.
2. Children roll the die and move their marker to the coloured square indicated by the die.
3. When the child lands on a square with a symbol, they select a card from the pile and follow the instructions.

Sample of the Board Game: The actual templates may be found in Appendix A, Board Game.



Home Hazard Hunt Guide

Purpose

- ▶▶ To involve parents in a child's learning and to encourage a safe home environment

Learning Outcomes

The children will be able:

- ▶▶ To transfer knowledge learned at school to home and other environments
- ▶▶ To understand that hazardous chemical products are to be handled by adults only

The parent and child will be able:

- ▶▶ To recognize each of the four hazard symbols
- ▶▶ To practice safe storage of hazardous chemical products

Preparation

- ▶▶ Photocopy a Home Hazard Hunt Guide and enough "Radar and friends" identifiers for each child
- ▶▶ Include instructions for the activity in the sample letter

How to Use

- ▶▶ Each child brings home a drawing of a house divided into rooms (kitchen, bathroom, basement, laundry room and garage) to be used as a guide and enough "Radar and Friends" identifiers
- ▶▶ **With a parent**, the child conducts a "Home Hazard Hunt" of each room to ensure that hazardous chemical products are stored correctly
- ▶▶ Once each room is completed, a "Radar and Friends" identifier is placed on the corresponding room on the Guide
- ▶▶ Upon completion of the Home Hazard Hunt, the parent signs the Guide and the child brings it back to school to receive a STAY SAFE certificate

A sample template of the Home Hazard Hunt Guide and "Radar and Friends" identifiers is given on the next page. The actual templates may be found in Appendix A, Home Hazard Hunt. Appendix A, Certificate, provides the template of the STAY SAFE Certificate to use.



Home Hazard Hunt Sticker Chart: a simple drawing of a house divided into rooms (bathroom, kitchen, basement, laundry room and garage). There should be a space for the parent's signature at the bottom indicating that they have gone on a 'Hazard Hunt' with their child.



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STAY SAFE CERTIFICATE

This certifies that (child's name) has completed a Home Hazard Hunt.



This certifies that _____

_____ has completed a Home Hazard Hunt.

Signed _____ Date _____



Emergency Telephone Directory

Purpose

- ▶▶ To involve parents in child's learning and to encourage a safe home environment

Learning Outcomes

The children will be able:

- ▶▶ To transfer knowledge learned at school to home and other environments
- ▶▶ To contact EMS in the event of an emergency at home or at another location

The parent and child will be able:

- ▶▶ To state the Emergency Medical System (EMS) telephone number for their community
- ▶▶ To identify other contacts to call in case of an emergency

Preparation

- ▶▶ Photocopy an Emergency Telephone Directory template for each child found in Appendix A


How to Use

- ▶▶ Each child brings home a template of an Emergency Telephone Directory.
- ▶▶ **With a parent**, the child fills in the [community appropriate] missing information in the directory. The child then finishes decorating the directory.
- ▶▶ Once the directory is completed, the parent and child decide where and how it will be posted for quick access in the event of an emergency



Graphic for Emergency Telephone Directory:

a page divided into 4 quarters with a dotted line. The line will be used as a guide to fold the page into a booklet. The top left quarter will be the front of the directory and will have the title/picture of RADAR (the lettering and picture should be upside down as you look at the full page). The top right quarter will be the back of the directory and should include questions the EMS operator may ask and space for the child to fill in the answers (also upside down). The bottom left quarter should be a list of other people to call in an emergency with a space to fill in telephone numbers (right side up) and the bottom right quarter should have “My Emergency Telephone Number is...” with space to write in the number (right side up).

<p>My Emergency Phone Numbers</p>	
<p>Emergency _____</p> <p>Ambulance _____</p> <p>Doctor _____</p> <p>Hospital _____</p>	<p>Dad Work _____</p> <p>Mom Work _____</p> <p>Neighbour _____</p> <p>My Emergency Phone Number is _____</p>





D. Final Words

What have we learned?

The question always asked at the end of a program such as STAY SAFE is – what did each child learn? Do the children recognize the four hazard symbols and know what they mean? Do they know to STOP and LOOK for the hazard symbol on household chemical products left within reach? Does each child know to STAY SAFE and get a grown-up? Can they describe how to access the emergency services number in your area?

Here are some suggestions for activities that may help you determine if the instruction/lessons and activities have made a difference.

- ▶ Show the pictures of products displaying hazard symbols. Ask each child to name the symbol and its meaning (i.e. type of danger).
- ▶ As a group, make up a list of home safety rules for hazardous chemical products.

- ▶ Ask children to volunteer their experiences when they share their information about hazardous chemical products at home.
- ▶ Use the following story starters for the children to complete. This can be done verbally or in written format.
 - ▶ One Saturday, [name] decided to help clean up the house so the family could go to the park. [Name] reached into the cupboard and picked up a plastic bottle. The bottle had a picture with fire on it. [Name] knew that this meant...
 - ▶ Radar was walking home when he saw [name] going into the garage. “Hey Radar! Do you want to help me clean up? Then we can go play. I have to pick up all these bottles with the funny pictures” said [name]. Radar said “STOP!...”

Children need all the information they can get to understand the hazards around them and to safely navigate them. With a little knowledge and preparation, injuries can be prevented. We must do all we can to make sure that children and their families are aware of the potential hazards of household chemical products. We want everyone to STAY SAFE!



Teacher's Checklist

Did you:

- ✓ show your children each hazard symbol and explain the type of danger?
- ✓ show your children examples of each symbol on a picture of a household product?
- ✓ explain and give examples of where hazardous chemical products may be found?
- ✓ demonstrate STOP, LOOK, STAY SAFE – go get a grown-up?
- ✓ show how to store a product safely?
- ✓ remind children to check with a grown-up before using glue?
- ✓ practise the steps to contact EMS (if grade appropriate)?

Can the children:

- ✓ recognize and relate the type of danger associated with each hazard symbol?
- ✓ find and identify the hazard symbol on a household container?
- ✓ tell you the three safety steps to follow: STOP, LOOK, STAY SAFE (go get a grown-up) when they find a household chemical product?
- ✓ tell you how to safely store hazardous household chemical products – out of reach, out of sight?
- ✓ explain STOP, LOOK, STAY SAFE to others?
- ✓ recite the EMS number for their community (if grade appropriate)?

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From YOU... about the STAY SAFE program

Please take a moment and tell us what you think about the program. Your comments will help us to continue to improve this program.

Check all the answers that apply:

1. This guide was:

- easy to use
- somewhat easy to use
- difficult to use

2. The guide provided:

- too much information about the subject
- just enough information about the subject
- too little information about the subject

3. The guide provided:

- a large selection of activities to teach the subject
- just enough activities to teach the subject
- not enough activities to teach the subject

4. Rate the activities and their effectiveness to help children learn about hazard symbols and to take the proper safety steps:

	Most Effective	Somewhat Effective	Not Effective	Did Not Use
Puppet Script/Role Playing				
Matching Game				
Dot-to-Dot				
Maze				
Make Your Own Puzzle				
Hidden Pictures				
Safety Poster/Colouring Page				



4. Rate the activities and their effectiveness (cont'd)

	Most Effective	Somewhat Effective	Not Effective	Did Not Use
Journal Entry				
Story Sequencing				
Word Search				
Crossword Puzzle				
Definition and Symbol Match				
Word Scramble				
Story Starter				
Board Game				
Home Hazard Hunt Guide				
Emergency Telephone Directory				

5. Were the materials for the various grades age appropriate?

- yes
- no...if no, what age _____

6. How did you use the take-home materials?

- sent home
- put information in newsletter
- other: _____
- did not use

7. What time of year did you teach this information?

- spring
- summer
- fall
- winter



8. How many days did you use this program?

- one day
- one week
- more than one week
- other: _____

9. Are there any additions or changes you would suggest to the program?

Please tell us about your program:

1. Type of Facility/Program

- elementary school
- day care
- after school program
- day camp
- arts and crafts program
- Scouts, Guides or other organized group
- other: _____

2. How many children are in your program or group?

- less than 5
- between 5-9
- between 10-15
- more than 15

3. What are the ages of the children in your program/group?

Check all that apply.

- 5 years
- 6 years
- 7 years
- 8 years
- 9+ years



Optional Information:

Name: _____

Name of Facility: _____

Address: _____

Phone/E-mail: _____

Thank you for taking the time to provide feedback on the Stay Safe program. Please forward your comments to the Consumer Product Safety Bureau's Information and Education Unit by mail or fax.

Mailing address:

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Product Safety Program, Healthy Environments and Consumer Safety Branch
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