Lab Safety Notesheet C. Kohn, Waterford WI

Name: Hour Date:

Date Assignment is due: Why late? Score: + ✓ -
 Day of Week Date If your project was late, describe why**Directions**: Use the accompanying PowerPoint (*available online*) to complete this sheet. This sheet will be due upon the completion of the PowerPoint in class. These assignments are graded on a +/✓/- scale.

1. What are 11 general safety expectations that should always be observed in this classroom?

1. What are the five situations in which protective eyewear is needed?
2. Eyeglasses as .
3. What are the two cases in which gloves are needed?
4. What should you do if your glove rips or tears?
5. If you notice that the box of gloves is ¾ empty, what should you do?
6. What are the three situations in which lab coats or aprons are needed?
7. What should you do after you are done using your lab coat? Why?
8. When are closed-toed shoes needed?
9. Do not wear when performing a .
10. If your instructor informs you that we have a lab outside and it is December, what should you bring to class on that particular day?
11. If you get something in your eye and you wear contacts, what extra thing do you have to do?

1. Just because a spill in your eye does not does not mean

 . Always

in an in the event of .
2. What are four things to remember when using glassware?
3. Always carry sharps with the
4. Never try to . Move

away as it while
5. Always cut .
6. Glass can when and gas flames can have

\_ - always use when

\_ or something.
7. Never leave a burner or flame . Always have a
8. If you have long hair or loose clothing and we are working with flames or heat, what must you do?
9. What are the six rules of working with chemicals in this classroom?
10. If you took way too much of a chemical out of its container, is it ok to return the unused portion to the bottle?

\_\_\_\_\_\_\_\_ Explain:
11. Before dumping anything in the sink, what should you do first?
12. What are five things to remember when working with animals?
13. What are three things to remember if performing a dissection?
14. What are four general principles related to all emergency responses?
15. During school hours, what number should you dial if there is an emergency? After hours?
16. If you ever have to dial the phone during an emergency, what else needs to be done?
17. If there is spilled or broken glass….

First

Next
18. Do not broken glass with your . Do not hesitate to

Do not wait to
19. If a fire breaks out
20. If a fire alarm goes off

In our room, , go down the

 and exit
21. Where do we meet if there is a fire? . What should you NOT do?
22. If a tornado watch is issued, what should you do?
23. If a tornado warning is issued, what should you do?
24. Why should you not wait or hesitate?
25. Once in the locker room hallway, what do you do?
26. What is a “Code Red”?
27. If there is a Code Red….

Immediately . Move into

Check to

Remain

Be prepared to

If you are no longer safe in your area and an escape is not possible, be prepared to

using
28. What is a Code Yellow?
29. If you have allergies, what two additional responsibilities do you have?
30. If you have a need for an Epi-pen,
31. What if another student is having an allergic reaction?
32. If someone is choking
33. Seek additional help by
34. Be prepared to .
35. If someone has a seizure, what four things must you remember?
36. Unconsciousness is always . Seek

from the , , and

\_ if someone becomes .
37. What are the ABCs?

A: B: C:
38. What are the three rules of this classroom?

1

2

3

Unit Wrap-up C. Kohn, Agricultural Sciences - Waterford WI

This page is designed to help raise your grade while enabling you to develop skills you will need for after high
school. You will need to complete every question and blank in order to receive full credit for your notes. Note: if you cannot come up with a strategy to remember a difficult concept on your own, see your instructor for help.

1. What is a topic or concept from this unit that you found to be more challenging? Write or describe below:

In the space below, create a mnemonic, rhyme, analogy, or other strategy to help you remember this particular concept:
2. What is a 2nd topic or concept from this unit that you found to be more challenging? Write or describe below:

In the space below, create a mnemonic, rhyme, analogy, or other strategy to help you remember this particular concept:
3. What is a 3rd topic or concept from this unit that you found to be more challenging? Write or describe below:

In the space below, create a mnemonic, rhyme, analogy, or other strategy to help you remember this particular concept:
4. Circle the most appropriate response. You will only be graded on whether or not you completed this section, so be entirely honest with yourself when completing this section.

Circle one: *I used my notes outside of class to prepare for the quiz.* Definitely – Yes – Sort of - No

Circle one: *I took extra notes in the margins for very difficult concepts.* Definitely – Yes – Sort of - No

Circle one: *I created a personal strategy for at least three difficult items.* Definitely – Yes – Sort of - No

Circle one: *I was very involved and actively studying during the quiz review.* Definitely – Yes – Sort of - No

Circle one: *I think I will be satisfied with the quiz grade I received this week.* Definitely – Yes – Sort of - No

Circle one: *My instructor is cool & I want to pay dues to be in their fan club.* Definitely – Yes – Sort of - No