

For Children 5 to 9 Years of age

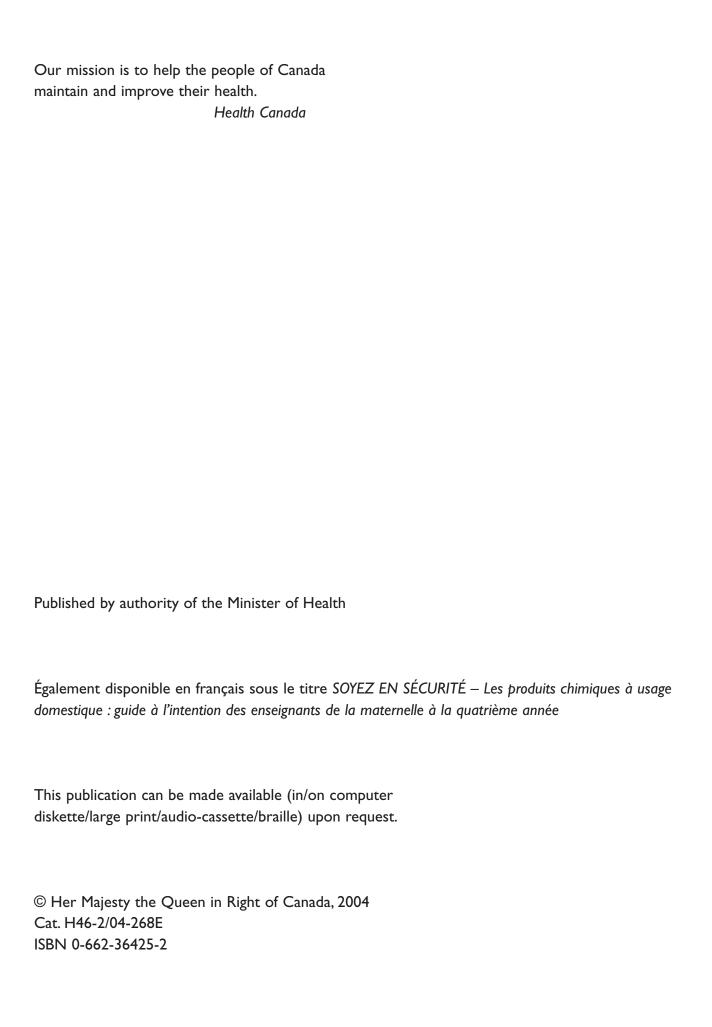
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# Policy for Use of the Hazardous Products Act Consumer Chemical Hazard Symbols

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.







# Message to Educators

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

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

<b>GRADE LEVEL</b>	AGE RANGE
Kindergarten	5 – 6 years
Grade I	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.

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 I - 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. About STAY SAFE

id you know that, for 5 to 9 year-old children, more than 40% of injury-related emergency room visits are for injuries occurring at home? And of these, many are due to injuries from household chemical products?

Children, as they learn and develop, are eager to explore and take on new challenges. Inevitably this involves some risk – a risk we can help to minimize. Most injuries due to household chemical products can be prevented – first by storing hazardous products safely, and second by teaching children how to recognize hazardous products and what to do if they find these products, or if an emergency occurs. That's where you and the STAY SAFE program can make a difference.

STAY SAFE is an activity based awareness program suitable for 5 to 9 year-old children. Its purpose is to provide you, the educator/leader, with information and learning strategies that are easy to use in your program and at home. The activities are age appropriate, focusing on

recognition, assessment and safe actions – the key to **preventing injuries** related to household chemical products.

STAY SAFE provides grade specific, ready-to-use learning activities with support materials, props and ideas for easy integration into your program. It contains:

- the latest information on household chemical product labelling and safe storage;
- >> teacher reviewed learning activities;
- at home activities for families to complete together;
- prevention tips for parents and care givers especially important since most injuries with hazardous products happen at home;
- an appealing mascot named RADAR to help reinforce key safety messages.

STAY SAFE will help you teach children to:

- recognize and relate the dangers associated with each of the four hazard symbols;
- recognize the hazard symbols on containers they find in their environment, assess the situation and act appropriately;



- >> share this information with family and friends;
- understand that children and adults are often injured when household chemical products are not stored or used properly.

As you read through STAY SAFE you will find:

- the four consumer product hazard symbols and what they mean;
- the key safety messages for children to learn and remember:
- ▶ Grade appropriate activities for your program and for children to take home;
- important facts and figures on injuries to children due to household chemical products;
- why some household chemical products have different kinds of labels;
- >> a place to evaluate the program;
- references to learn more about home hazards and child safety.

#### Meet RADAR

To help you introduce the material in this education guide, meet RADAR the safety dog. He is the mascot for many of Health



Canada's children's safety resources, including the Stay Safe program KIDS CARE.

RADAR appears on many of the activity sheets in the education guide, and can be used in a variety of ways as you introduce this program – as the narrator of a puppet play or the lead character in a safety story.

RADAR also acts as a visual cue and a reminder, drawing children's attention to STAY SAFE messages.

You will notice that RADAR's role changes from grade to grade to keep pace with the growth and maturity level of the children. At the earlier levels, RADAR acts as a coach and teacher for the children, reminding them what hazard symbols mean and reinforcing the STAY SAFE messages. At the later levels, RADAR becomes a friend to children as they learn about safety around household chemical products together. RADAR and the children are encouraged to solve puzzles, remember safety messages, make safe choices, and work as a team to help others STAY SAFE.



## B. Get Ready ...

efore you start, there is some information you may find interesting about unintentional injuries due to hazardous household chemical products. You will need to know who is most at risk of injury, what causes these injuries, when and where injuries occur and why they happen. With this information and the activities provided you will be well on your way to help Canadian children STAY SAFE.

Let's start with some facts to help give you a snapshot of childhood injuries in Canada.

#### 1. Injury Facts

#### Our accomplishments ...

Injury prevention efforts in Canada have resulted in dramatic declines in home injury deaths over the past 20 years. For example, we have seen a 50% reduction in deaths from unintentional injuries<sup>1</sup> among children between 1970 and 1991<sup>2</sup>. Between 1971 and 1975, Canada and the United States had similar levels of child injury deaths per 100,000 children aged 1-14 years (24.8 and

27.8 respectively) but by the 1990s, Canada had reduced its rate to 9.7 while the US "languished" at 14.13. Health Canada would like to think that our early work in developing requirements for hazard symbols and packaging made a difference in helping reduce unintentional injuries.

#### Our challenges ...

- School-aged children begin to spend more time away from home during play and social activities, but they remain vulnerable to injuries because of their natural curiosity, sense of adventure and peer influences.
- Injuries at home for children between 5 and 9 years old remain high, but injuries sustained at other locations begin to increase. Some of these injuries include unintentional poisoning that occur in a location other than the child's own home.

<sup>&</sup>lt;sup>3</sup> http://www.cmaj.ca/ - Canadian Medical Association Journal, Barbara Sibbald



<sup>&</sup>lt;sup>1</sup> Unintentional injuries at home are caused primarily by fires, suffocation and choking, drownings, falls and poisonings.

http://www.health.gov.sk.ca/comp\_health\_indicators\_rep/ Section%202%20-%20Chapter%201%20and%20Chapter %202.pdf – A Story About Health Status, ch.2.3 Unintentional Injury & Suicide

- Children are more seriously affected by household chemical products than adults.
  With their smaller size and faster metabolism, breathing and heart rate, they tend to absorb or inhale chemicals more quickly.
- The majority of household chemical product injuries are poisonings by unintentional ingestion, while the second most common injuries are chemical burns from corrosive products.
- Demographics are related:
  - deaths from all types of injuries at home are almost 40% higher among Canada's lower socio-economic families.
  - aboriginal children have a rate of injury
     4 to 7 times greater than the national average.
  - boys have higher rates of injuries compared to girls and encounter more severe injuries. Research has shown that boys tend to engage in more aggressive play, and take more risks during play, thus contributing to the higher injury rates.
  - admissions to hospitals for unintentional poisoning are almost twice as high among children from lower socio-economic families.

#### What we can do ...

We can teach children and parents to STAY SAFE – to know the hazards commonly found in the home and what action to take. STAY SAFE targets household chemical products, teaching injury prevention through child and parent / caregiver awareness and action.



#### 2. STOP and LOOK for the hazard symbol!

Symbol⁴	The Danger	Product Examples	
Explosive	This <b>container</b> can explode if it is heated or punctured. Flying pieces of metal or plastic can cause serious injuries, especially to the eyes.	<ul> <li>water repellant for shoes         or boots in an aerosol         container</li> <li>spray paint in an aerosol         container</li> </ul>	
Corrosive	This <b>product</b> can burn skin or eyes on contact, or throat and stomach if swallowed.	<ul><li>toilet bowl cleaner</li><li>oven cleaner</li></ul>	
Flammable	This <b>product</b> , or its fumes, can catch fire easily if it is near heat, flames or sparks.	<ul><li>contact adhesives</li><li>solvents</li></ul>	
Poison	Licking, eating, drinking, or sometimes smelling, this <b>product</b> can cause illness or death.	<ul><li>windshield washer fluid</li><li>furniture polish</li></ul>	

<sup>&</sup>lt;sup>4</sup> A symbol is made up of a **picture** and a **frame**. The picture tells you the type of danger. The **frame** tells you if it is the chemical inside the container that is hazardous or if it is the container that is hazardous.



#### So, what's new?

There are now only two frames used around the symbols:

Triangle (inverted)	V	This frame looks like a traffic yield sign. It means that the <b>container</b> is dangerous.
Octagon (eight sides)		This frame looks like a traffic stop sign. It means that the <b>contents</b> inside the container are dangerous

Before recent changes to the regulations, three different frames were used to indicate the degree of hazard. Now, only two frames are used to distinguish between the **contents** of the product and the **container** itself.

#### Are all products labelled?

No. Only those household chemical products which meet the classification criteria set out in the Consumer Chemicals and Containers Regulations, 2001 (CCCR, 2001) require specific labelling and packaging. The CCCR, 2001 are established under the authority of the Hazardous Products Act, and restrict the advertisement, sale and importation of products which meet the established classification criteria.

For further information:

- contact your nearest Health Canada, Product Safety Office. See Appendix D, Further Information;
- y go to the Health Canada website at www.hc-sc.gc.ca/psp

### Why are some products labelled differently?

Products intended for use only in the workplace are classified using federal legislation (Hazardous Products Act — Workplace Hazardous Materials Information System (WHMIS)), and these requirements are enforced by the provinces and territories. WHMIS requires special symbols, labelling and information designed to inform the workers about the hazards of the product. The labelling requirements are different than those used for household chemical products. Employee training is also required at workplaces using WHMIS classified products.

Other chemical products used in the home, such as cosmetics, pesticides, drugs and foods, must meet regulatory requirements set out in different federal legislation. As a result, these products would not require the same labelling as those household products covered by the CCCR, 2001.



# Do all classified household chemical products have hazard symbols?

**No, they don't.** There are some classified household chemical products that are required to carry only signal words, hazard statements and/or first aid warnings but no hazard symbol.

For example, there is a category of household chemical products called alkyl cyanoacrylate adhesives or **quick skin-bonding adhesives**. These "super glues" are capable of bonding skin with skin instantly or nearly instantly, an effect that frequently results in trips to the hospital, clinic or doctor's office for treatment.

In addition, products that are only irritant, such as laundry or dishwasher detergents, are not labelled with hazard symbols but do have written warnings.

You can find fact sheets about symbols and hazard statements in Appendix C.

# Does the use of a "child-resistant closure" mean the product is "child-proof"?

No! "Child-resistant" means that the package is difficult for most children under five years of age to open within a reasonable time. This means that young children may still be able to open a container, if given enough time to do so. The term "child-proof" is often incorrectly used, since it implies that a child will never be able to open the container. Child-resistant packaging is a deterrent to children, so parents and caregivers should take the necessary precautions when storing any household chemical products. Look for these and other definitions in Appendix B, Definitions.

# 3. The STAY SAFE Message

STOP! ... when you see a container.

Don't touch!

LOOK! ... for a hazard symbol

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

Use these messages for Kindergarten and Grade I to teach children the following critical points:

- hazard symbols mean Danger! Do Not Touch!
- hazard symbols can be found on containers in the house, in the garage, in the yard and at school
- hazard symbols can be different colours and sizes
- hazard symbols are always on the front of the container and near the bottom of the label
- safe storage: locked away Out of reach and Out of sight

Add these messages for Grade 2 and Grade 3

- in case of an emergency, contact ... your local Emergency Medical Services (EMS). Tell them who you are, where you live and what is wrong. Stay on the line
- help your family STAY SAFE. Tell a grown-up when you find a container that is not out of reach and out of sight



Add these messages for Grade 4

help your friends and family STAY SAFE.
Keep younger children away from labelled containers. Remind grown-ups to move labelled containers out of reach and out of sight. Ask a grown-up if containers with no hazard symbols should be moved to a safer location.

#### **Contacting Emergency Medical Services (EMS)**

Children should know there are many people who can help in an emergency. If there are grown-ups nearby like parents, grandparents, care givers, babysitters, teachers, Block Parents or group leaders, they can go to these people for help. If there is no one close by, children should learn to call the emergency services number in their community. This could be 911, "0" or another designated number. This number will go to an emergency services operator who will determine if ambulance, police or fire services are required and dispatch them promptly to the location.

#### Make sure children know:

- What situations might be emergencies. For example:
  - choking or difficulty breathing
  - someone who won't wake up
  - someone who ate or drank something that is making them very sick
  - someone complaining of a burning feeling to the skin or eyes
  - a fire

If children are not sure if it's an emergency and they are afraid, they should always call for help.

- The emergency services number to call in your community, e.g., 911, "0", or other designated number.
- They need to stay on the phone and answer all of the operator's questions. They should not hang up until they are told to do so.
- In emergency situations where there is no adult to make the call, the child will need to know that they should have the container with them when they call because the operator will need the information on the label.

Some questions that children may be asked include:

- What help do you want? Ambulance, Fire or Police?
- What is the emergency?
- How many people need help?
- What is the location of the emergency? (address)
- What is your name?
- What is your phone number?
- What is being done to help the person that is hurt?

You may want to practice these questions with the children, or perhaps set up a classroom activity to practice using a fake phone or one that is merely a prop.



#### Reinforce the STAY SAFE messages with parents:

- Share the information you're teaching their children. Encourage parents to reinforce this information at home.
- Recommend that parents post all important Emergency Medical Services numbers clearly by each telephone in the home.
- Help parents identify the telephone number for the local Poison Control Centre.

If you, or a parent suspects poisoning, call the Poison Control Centre immediately and follow their instructions for handling the emergency. Be sure to have the container with you when you call or go to the emergency room because they will need the information on the label.



# 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:

- 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?

#### 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)

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 Glassroom 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, I, 2, 3, 4	<ul> <li>glue</li> <li>scissors</li> <li>crayons</li> <li>stiff paper or cardboard</li> <li>hazard symbol templates</li> <li>craft sticks, paper bags or old socks</li> <li>pictures of household chemical products or empty, cleaned and sealed containers</li> </ul>	<ul> <li>puppet script</li> <li>hazard symbol template sheet to make puppets</li> <li>preparation instructions</li> </ul>
Matching Game	Recognition	K, I, 2	<ul> <li>glue</li> <li>scissors</li> <li>stiff paper or cardboard</li> <li>hazard symbol templates</li> <li>activity sheets</li> </ul>	<ul> <li>hazard symbol &amp; wording template sheet (grades 1, 2, 3)</li> <li>preparation instructions</li> </ul>
Dot-to-Dot	Recognition	K, I, 2	<ul><li>crayons or pencil crayons</li><li>activity sheet</li></ul>	<ul><li>activity sheets for each grade</li><li>preparation instructions</li></ul>
Maze	Recognition	K, I, 2	<ul><li>crayons or pencil crayons</li><li>activity sheet</li></ul>	<ul><li>activity sheets for each grade</li><li>preparation instructions</li></ul>
Make Your Own Puzzle	Recognition	K, I, 2	<ul> <li>glue</li> <li>scissors</li> <li>crayons</li> <li>stiff paper or cardboard</li> <li>hazard symbol templates</li> </ul>	<ul> <li>hazard symbol template sheet</li> <li>preparation instructions</li> </ul>



#### Classroom Activities (cont'd)

ACTIVITY	PURPOSE	GRADE	MATERIALS REQUIRED	MATERIALS AVAILABLE IN PROGRAM KIT
Hidden Pictures	Recognition Assessment	K, I, 2, 3, 4	<ul><li>crayons or pencil crayons</li><li>activity sheet</li></ul>	<ul><li>activity sheets for each grade</li><li>preparation instructions</li></ul>
Spot the Difference	Recognition Assessment	K, I, 2, 3, 4	<ul><li>crayons or pencil crayons</li><li>activity sheet</li></ul>	<ul><li>activity sheets for each grade</li><li>preparation instructions</li></ul>
Safety Poster or Colouring Page	Recognition Assessment Action	K, I, 2, 3, 4	<ul> <li>crayons or pencil crayons</li> <li>colouring sheet or blank drawing paper</li> </ul>	<ul> <li>colouring sheets for grades 1, 2</li> <li>preparation instructions</li> <li>topic suggestions</li> </ul>
Journal Entry	Recognition Assessment	K, I, 2, 3, 4	<ul> <li>crayons, pencil crayons or pencils</li> <li>journal activity sheets</li> </ul>	<ul> <li>journal activity         sheets for each         grade</li> <li>preparation         instructions topic         suggestions</li> </ul>
Story Sequencing	Recognition Assessment Action	K, I, 2, 3, 4	<ul><li>crayons, pencil crayons or pencils</li><li>activity sheets</li></ul>	<ul><li>activity sheets for each grade</li><li>preparation instructions</li></ul>
Word Search	Recognition Assessment	3, 4	<ul><li>crayons, pencil crayons or pencils</li><li>activity sheets</li></ul>	<ul><li>activity sheets for each grade</li><li>preparation instructions</li></ul>
Crossword Puzzle	Recognition Assessment	3, 4	<ul><li>crayons, pencil crayons or pencils</li><li>activity sheets</li></ul>	<ul><li>activity sheets for each grade</li><li>preparation instructions</li></ul>



#### Classroom Activities (cont'd)

ACTIVITY	PURPOSE	GRADE	MATERIALS REQUIRED	MATERIALS AVAILABLE IN PROGRAM KIT
Definition and Symbol Identification	Recognition	3, 4	<ul><li>crayons, pencil crayons or pencils</li><li>activity sheets</li></ul>	<ul><li>activity sheets for each grade</li><li>preparation instructions</li></ul>
Word Scramble	Recognition Assessment Action	3, 4	<ul><li>crayons, pencil crayons or pencils</li><li>activity sheets</li></ul>	<ul><li>activity sheets for each grade</li><li>preparation instructions</li></ul>
Story Starter	Recognition Assessment Action	3, 4	<ul><li>crayons, pencil crayons or pencils</li><li>activity sheets</li></ul>	<ul><li>activity sheets for each grade</li><li>preparation instructions</li></ul>

#### **Take-home Activities**

ACTIVITY	PURPOSE	GRADE	MATERIALS REQUIRED	MATERIALS AVAILABLE IN PROGRAM KIT
Board Game	Recognition Assessment Action	K, I, 2, 3, 4	<ul> <li>glue</li> <li>scissors</li> <li>heavy paper</li> <li>split pin</li> <li>crayons or pencil crayons</li> <li>activity templates</li> <li>envelope</li> </ul>	<ul> <li>game board template</li> <li>spinner and marker templates</li> <li>preparation instructions</li> <li>take-home game instructions</li> </ul>
Home Hazard Hunt Guide	Recognition Assessment Action	K, I, 2, 3, 4	<ul><li>scissors</li><li>activity sheets</li><li>envelope</li></ul>	<ul> <li>hazard hunt     activity sheet</li> <li>"sticker" template</li> <li>preparation     instructions</li> <li>take-home     instructions</li> </ul>
Emergency Telephone Directory	Action	3, 4	<ul><li>activity sheets</li><li>crayons or pencil crayons</li></ul>	<ul> <li>emergency         directory activity         sheet</li> <li>preparation         instructions</li> <li>take-home         instructions</li> </ul>



#### **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."



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.

#### **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!

The key points to reinforce are:

- ➤ These symbols mean DANGER. DON'T TOUCH!
- The safe action steps are:

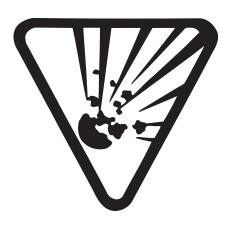
**STOP!** ... when you see a container. Don't touch!

LOOK! ... for a hazard symbol.

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

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

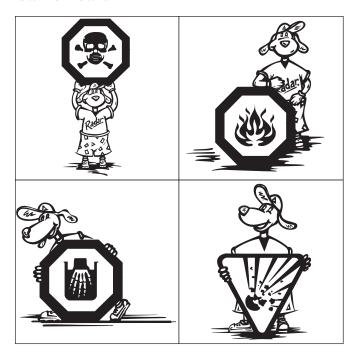
- Place cards face down in random order. Each child picks two cards. If they match, the child then places the pair face up on the corresponding hazard symbol or word on their game board
- This game may be played individually, or with more children, depending on the number of game boards

#### 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**













#### 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.

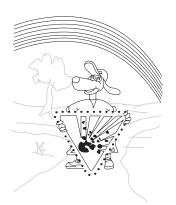
#### How to Use

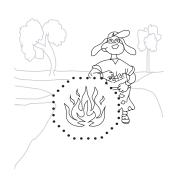
- The child connects the dots with a pencil/ marker/crayon
- >> Once completed, the picture can be coloured

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

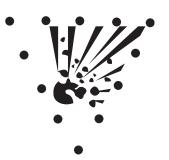


















#### Maze

#### Purpose

To promote recognition of the four hazard symbols

#### **Learning Outcomes**

The children will be able:

>> To recognize the four hazard symbols

#### Preparation

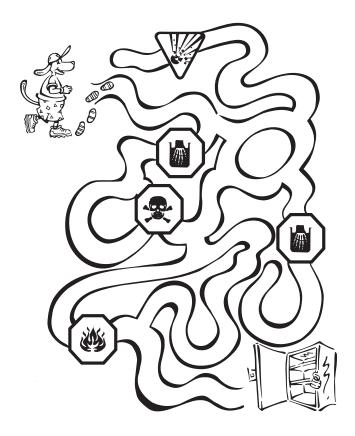
Photocopy the grade appropriate maze for each child found in Appendix A

#### 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.









**EXPLOSIVE** 

**FLAMMABLE** 

#### 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.









#### 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.



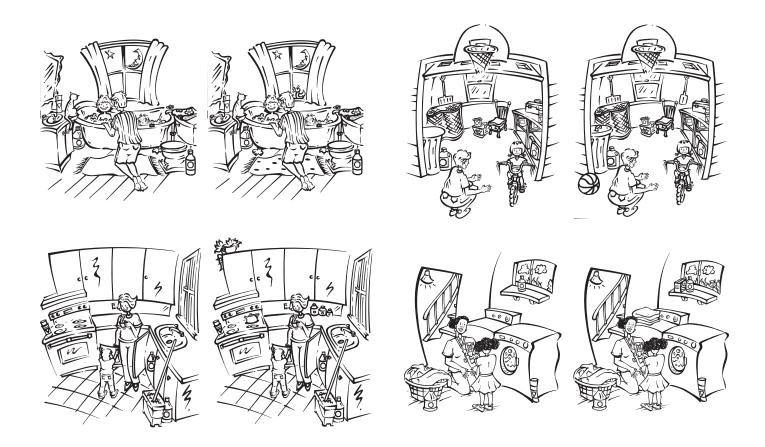
#### Answers to Spot the Difference

**Bathroom:** Towel, duck

Garage: Soccer ball, toolbox

Kitchen: Stool, butter on table

Laundry: T.V., door on washer



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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 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.



# 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





# **Puppet Script**

## **Purpose**

- >> To introduce the four hazard symbols
- >> To introduce the STAY SAFE message
- >> To reinforce the four hazard symbols

## **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 students performs for grade I 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."



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 5 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.

#### **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!

The key points to reinforce are:

- These symbols mean DANGER. DON'T TOUCH!
- ➤ The safe action steps are:

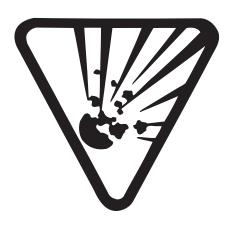
**STOP!** ... when you see a container. Don't touch!

**LOOK!** ... for a hazard symbol.

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

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:

- 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
- 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 I pieces have just the symbol.)
- Make at least 5 copies of each card

#### How to Use

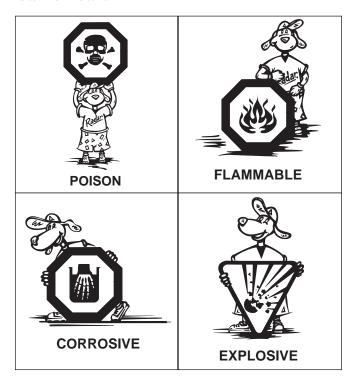
- Place cards face down in random order. Each child picks two cards. If they match, the cards, the child then places the pair on the corresponding hazard symbol or word on their game board
- This game may be played individually, or with more children, depending on the number of game boards

# 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**











## 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

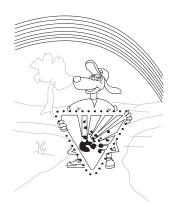
#### How to Use

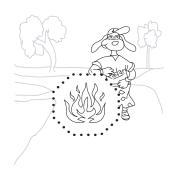
- The child connects the dots with a pencil/ marker/crayon
- >> Once completed, the picture can be coloured

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

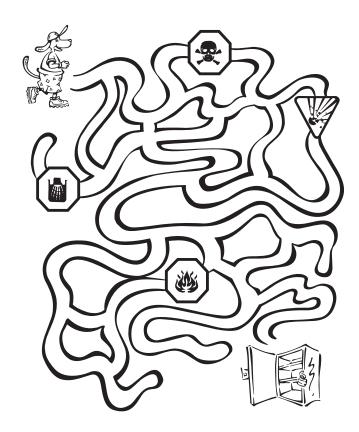
Photocopy the Grade-appropriate maze for each child

#### 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.

#### 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 6 – 8 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 six to eight puzzle pieces.









**EXPLOSIVE** 

**FLAMMABLE** 



## 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 Picture activity sheet for each child

#### 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 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.







# 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 picture activity sheet for each child

#### 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 on the tub 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.



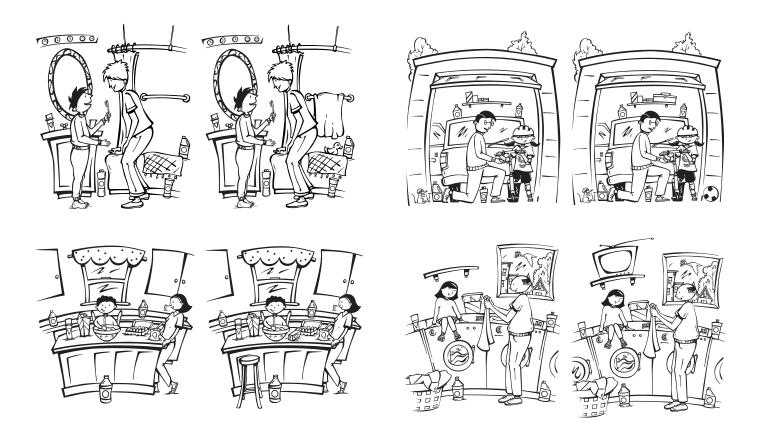
## Answers to Spot the Difference

**Bathroom:** Duck on the tub, Towel

Garage: Basketball, Toolbox

Kitchen: Stool, Butter

Laundry: T.V. on shelf, Dryer window on left



# 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

#### 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.



# 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 label the action steps correctly.

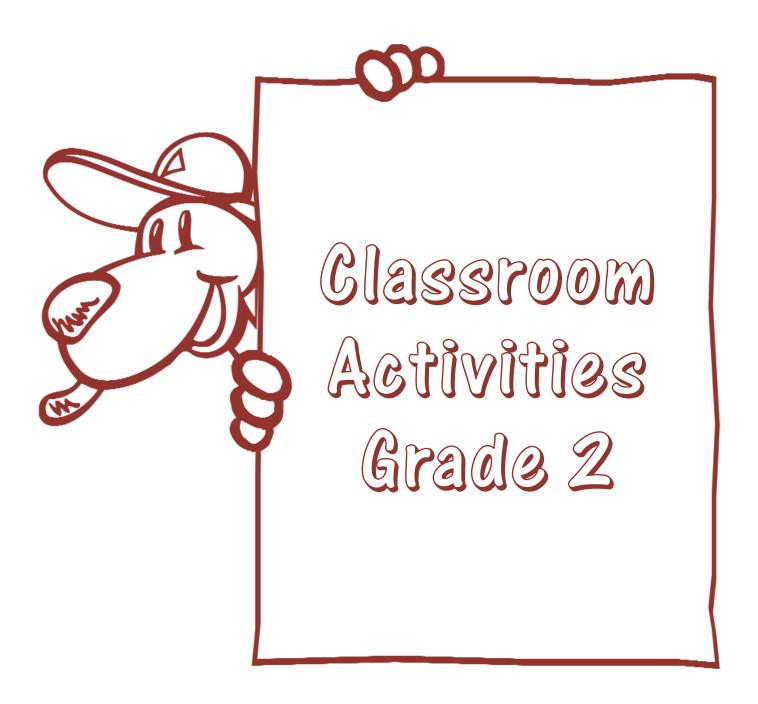
#### **Preparation**

Photocopy a Grade appropriate sequence sheet for each child – see Appendix A.



#### How to Use

- Discuss with the children the content of each picture.
- Read the action steps at the bottom. 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.
- The children cut out the sentences that go with the pictures and glue the correct sentence to the correct picture.
- ▶ 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





# **Puppet Script**

#### **Purpose**

- >> To introduce the four hazard symbols
- >> To introduce the STAY SAFE message
- >> To reinforce the four hazard symbols

## **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 students performs for grade 2 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."



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 5 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.

#### **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!

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.

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
- 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 2 pieces have the hazard symbols on containers.)
- 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 cards, the child then places the pair 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**

POISON	FLAMMABLE
CORROSIVE	EXPLOSIVE

#### **Game Cards**











## 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

#### 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.



## Maze

#### **Purpose**

To promote recognition of the four hazard symbols

#### **Learning Outcomes**

The children will be able:

>> To recognize the four hazard symbols

#### Preparation

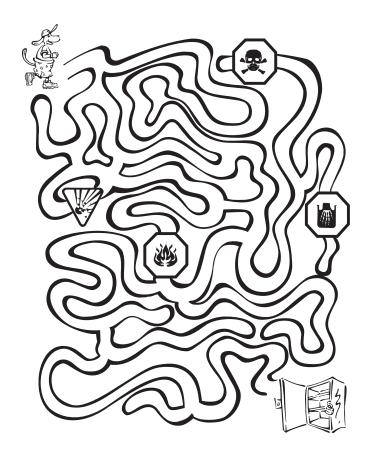
Photocopy the Grade-appropriate maze for each child

#### 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.

#### 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 8-10 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 eight to ten puzzle pieces.









## 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 Picture activity sheet for each child

#### 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 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.









# 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 picture activity sheet for each child

#### 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.



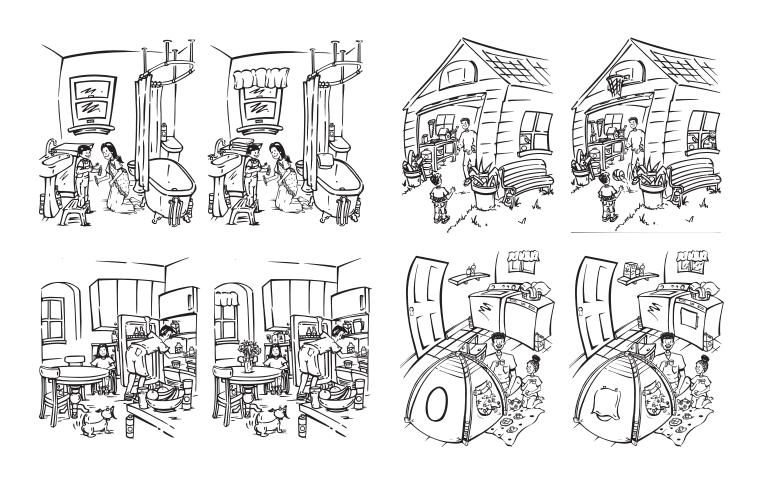
## Answers to Spot the Difference

**Bathroom:** curtain on window, towels on counter, towels in bathtub, tap on sink

**Garage:** cat in window, basketball, hammer on wall, basketball hoop

**Kitchen:** curtain on window, flowers/vase on table, toaster on counter, milk jug in fridge

**Laundry:** laundry box on shelf, rain drops, washing machine door, curtain on tent



# 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. E.g.,
  - "Store Flammable Materials Away from Heat Sources!"
  - "Stop! Look! Stay Safe!"
  - "Keep Poisonous & 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

#### How to Use

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

#### **Variation**

Children may be encouraged to include RADAR in the sentence. E.g., 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:

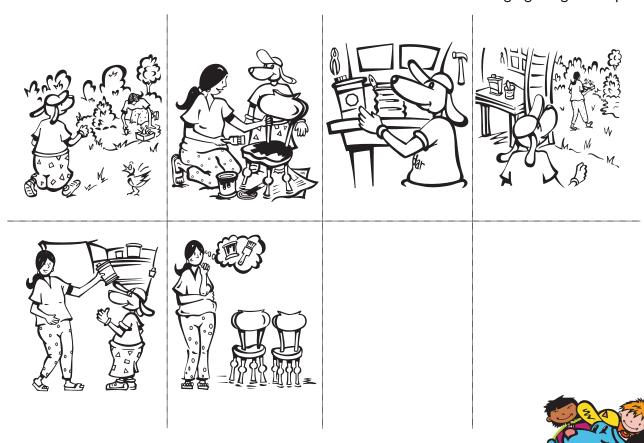
- >> To put the safe action steps in sequence
- >> To write an explanation of each action step

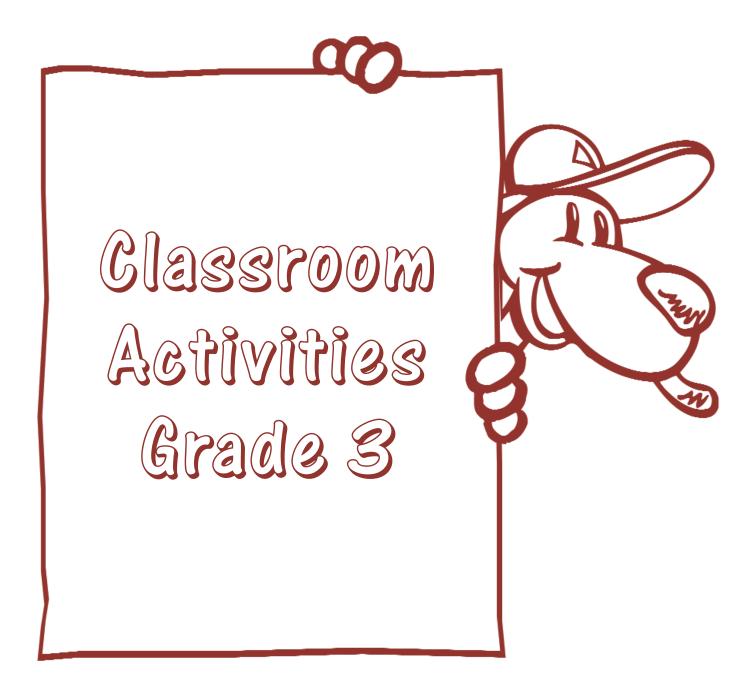
#### **Preparation**

Photocopy a Grade appropriate sequence sheet for each child – see 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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# **Puppet Script**

#### **Purpose**

- >> To introduce the four hazard symbols
- >> To introduce the STAY SAFE message
- >> To reinforce the four hazard symbols

#### **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 – (students perform with the aid of teacher):

- 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.

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."



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.

#### **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!

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.

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 Picture 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 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.











# 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 light in ceiling 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:** light in ceiling, lamp on wall, items on shelf, faucet on sink, towel on table.

**Garage:** wrenches from toolbox, number on car, skis in garage, shovel on wall, pot on table.

**Kitchen:** picture on calendar, lamp on far ceiling, canister on counter, letter "s" and "p" on shakers, sun from child's painting.

Laundry: picture on wall, sweater on table, bushes near garage, peace sign on pants, curtain in kitchen.



# 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 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 & 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 includes 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:

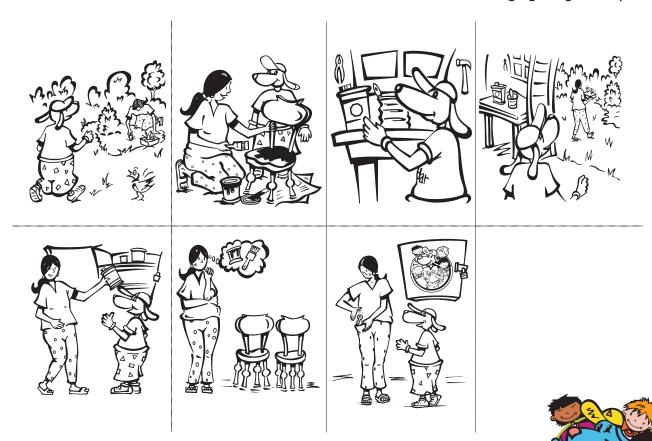
- >> To put the safe action steps in sequence
- >> To write an explanation of each action step

#### **Preparation**

Photocopy the Story Sequencing 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 ste
- >> 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



# 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.

Е	W	Ε	F	Α	S	Υ	Α	Т	S
Х	Н	J	K	L	Е	Т	G	S	X
Р	F	L	Α	M	M	Α	В	L	Е
L	0	N	С	Q	U	Р	I	0	R
0	0	1	S	J	٧	Z	F	0	K
S	G	Р	S	Т	L	J	В	K	Υ
1	Α	Т	D	0	0	W	R	M	ı
٧	С	L	Ε	S	N	Р	F	L	U
Ε	S	G	Н	K	U	С	В	Н	М
Z	Е	٧	T	S	0	R	R	0	С

CORROSIVE FLAMMABLE

STOP STAY SAFE

EXPLOSIVE POISON

LOOK



# **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.

	ľΑ	D	Н	Е	<sup>2</sup> S	ı	٧	E	
					Т				
Radar Radar F	L	Α	M	M	Α	В	L	<sup>4</sup> E	
D- Add					Υ			X	
			-		S			P	
			<sup>5</sup> P		Α			니	
			0		٧				
CORR	0	S		٧	Е			S	
			S					Ш	
			0					V	
			N					E	

#### **ACROSS**

- I. 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]

# 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- This product can burn skin or eyes, or throat

bonding adhesive and stomach, if you drink it.

# **Symbol Identification**

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









# 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.

ESROCVRIO	<u>C</u>	<u>O</u> 5	_R_	R	2	S 			<u>E</u>
NIPSOO	<u>P</u> 3	0		<u>S</u> 7	0	<u>N</u>			
MEBFMALAL	_ <u>F</u>	<u>L</u> 4	A 10	M	_M_		В	_L_	<u>E</u>
POISLVXEE	_E_	X	<u>P</u>	_L_	6	<u>S</u> 9			<u>E</u> 12

#### Secret message



# 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...

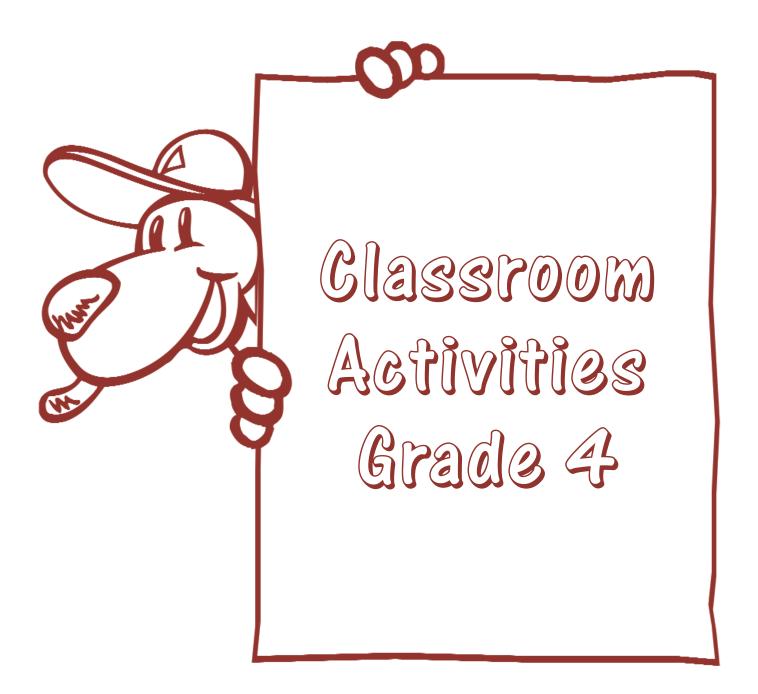
"What a waste of a perfect Saturday," grumbled Jade. She had planned to go biking with her friends. "I can't believe I have to spend the afternoon cleaning the garage! Just because I locked Paul in there all morning! The little monster deserved it for using my bike!"

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.





# **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."



**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.

## **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!

The key points to reinforce are:

- These symbols mean DANGER. DON'T TOUCH!
- ➤ The safe action steps are:

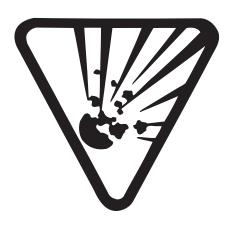
**STOP!** ... when you see a container. Don't touch!

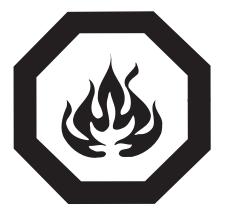
LOOK! ... for a hazard symbol.

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

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.









# 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.



# 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



# 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.

Е	W	Ε	F	Α	S	Υ	Α	Т	S
Х	Н	J	K	L	Е	Т	G	S	X
Р	F	L	Α	M	M	Α	В	L	Е
L	0	N	С	Q	U	Р	I	0	R
0	0	1	S	J	٧	Z	F	0	K
S	G	Р	S	Т	L	J	В	K	Υ
1	Α	Т	D	0	0	W	R	M	ı
٧	С	L	Ε	S	N	Р	F	L	U
Ε	S	G	Н	K	U	С	В	Н	М
Z	Е	٧	T	S	0	R	R	0	С

CORROSIVE FLAMMABLE

STOP STAY SAFE

EXPLOSIVE POISON

LOOK



# **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

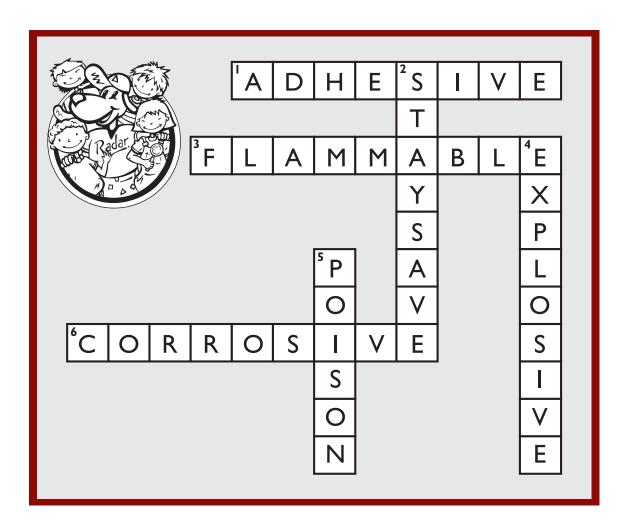
Photocopy a crossword puzzle activity sheet for each child found in Appendix A

#### 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**

- I. 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]

# 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- This product can burn skin or eyes, or throat

bonding adhesive and stomach, if you drink it.

# **Symbol Identification**

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









# 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.

ESROCVRIO	<u>C</u>	<u>O</u> 5	_R_	R	2	S I			_E_
NIPSOO	P 3	0		S 	0	N			
MEBFMALAL	<u>F</u>	<u>L</u> 4	A 10	M	_M_	A 8	В	_L_	<u>E</u>
POISLVXEE	<u>E</u>	X	<u>P</u>	_L_	6	<u>S</u> 9			<u>E</u> 12

## Secret message



# 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.



Activities to take home
Kindergarten
to Grade 2



# Sample Letter<sup>1</sup>

#### Grades K, I, 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?



<sup>&</sup>lt;sup>1</sup> IAttach 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)

#### **Game Instructions:**

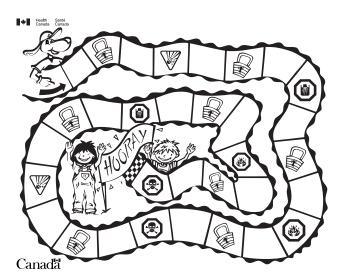
#### Kindergarten and Grade I

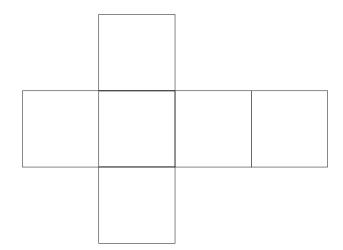
- I. Children roll the die and move their marker to the coloured square indicated by the die.
- 2. If the child lands on a green square with a lock they advance to the next red square.
- 3. When the child lands on, or advances to, a red square with a hazard symbol, they must identify that it means danger, 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

- I. 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.







Activities to take home Grades

# Sample Letter<sup>1</sup>

#### 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)."



<sup>&</sup>lt;sup>1</sup> IAttach 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

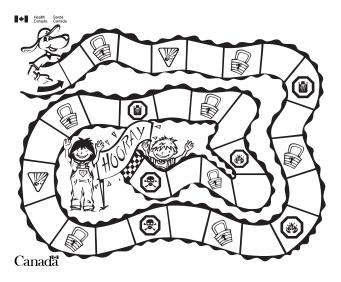
The child plays this game with an adult or older child (reading is involved)

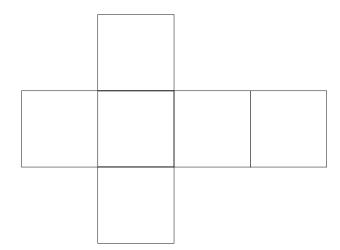


#### **Game Instructions:**

- 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.





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## 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 instructins 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.



# **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).

My Emergency Phone Mumbers	TEPELL STATES
Emergency Ambulance Doctor Hospital	Dad Work  Mom Work  Neighbour  My Emergency Phone Number is



# 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)?



# 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:

I. This guide was:

		9
		easy to use
		somewhat easy to use
		difficult to use
2.	Th	e guide provided:
		too much information about the subject
		just enough information about the subject
		too little information about the subject
3.	Th	e 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				



113

#### 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 fo	or 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 u	se this program?	
	one day		
	one week		
	more than one week		
	other:		
9.	Are there any additions o	changes you would suggest to the program?	
Ple	ease tell us about your pro	gram:	
۱.	Type of Facility/Program		
	☐ elementary school	arts and crafts program	
	day care	□ Scouts, Guides or other organized group	
	after school program	other:	
	☐ day camp		
2.	How many children are in	your program or group?	
	less than 5	between 10-15	
	between 5-9	more than 15	
3.	What are the age of the	children in your program/group?	
•	Check all that apply.	anna on m your program group.	
•	_	□ 8 years	
•	Check all that apply.		

#### **Optional Information:**

Name:				
Name of	Facility:			
Address: Phone/E-r				_

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:

Information and Education Unit, Consumer Product Safety Bureau
Product Safety Program, Healthy Environments and Consumer Safety Branch
Health Canada

MacDonald Building – Room A423 Postal Locator: 3504D

Ottawa, ON KIA 0K9

Fax: (613) 941-4376

E-mail: CPS-SPC@hc-sc.gc.ca





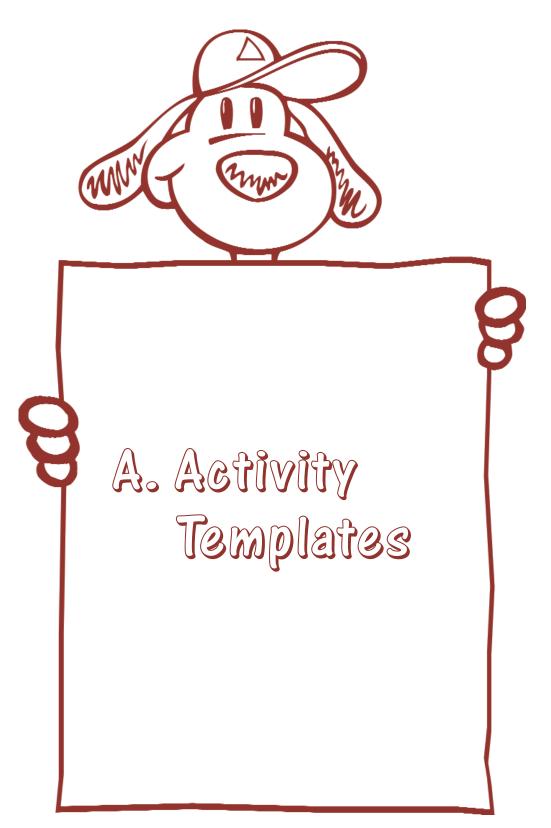
# Appendices:





- A. Templates
- B. Definitions
- C. Fact Sheets
- D. Further Information
- E. Resources
- F. Learner Characteristics











A-2 Matching Game

A-3 Dot-to-Dot

A-4 Maze

A-5 Make Your Own Puzzle

A-6 Hidden Pictures

A-7 Spot the Difference

A-8 Safety Poster/

Colouring Page

A-9 Story Sequencing

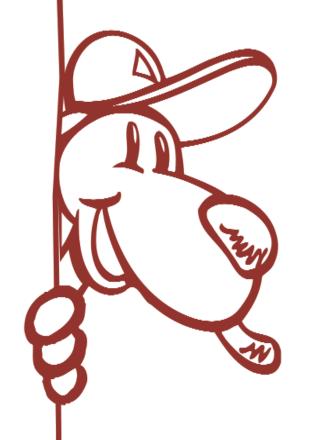
A-10 Journal Entry

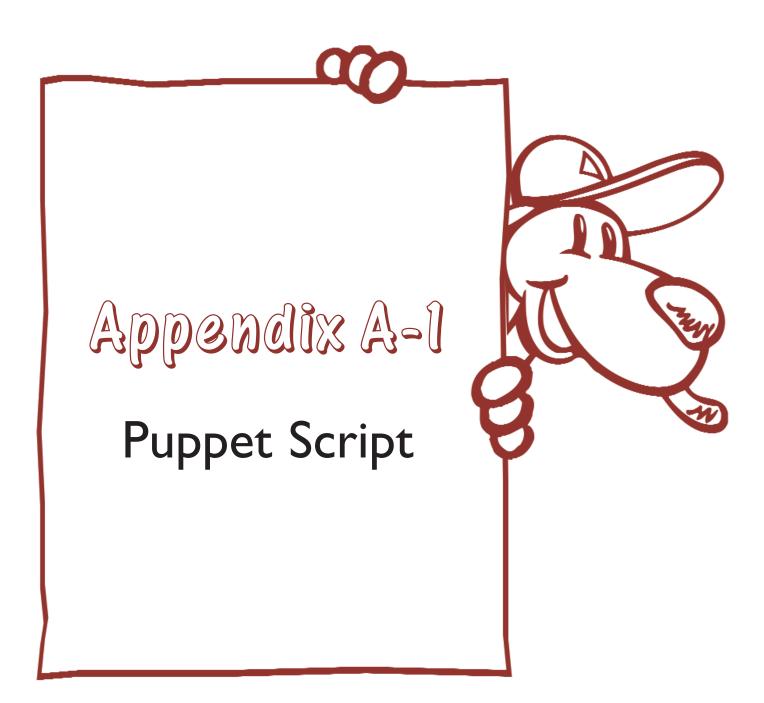




# Appendix A:

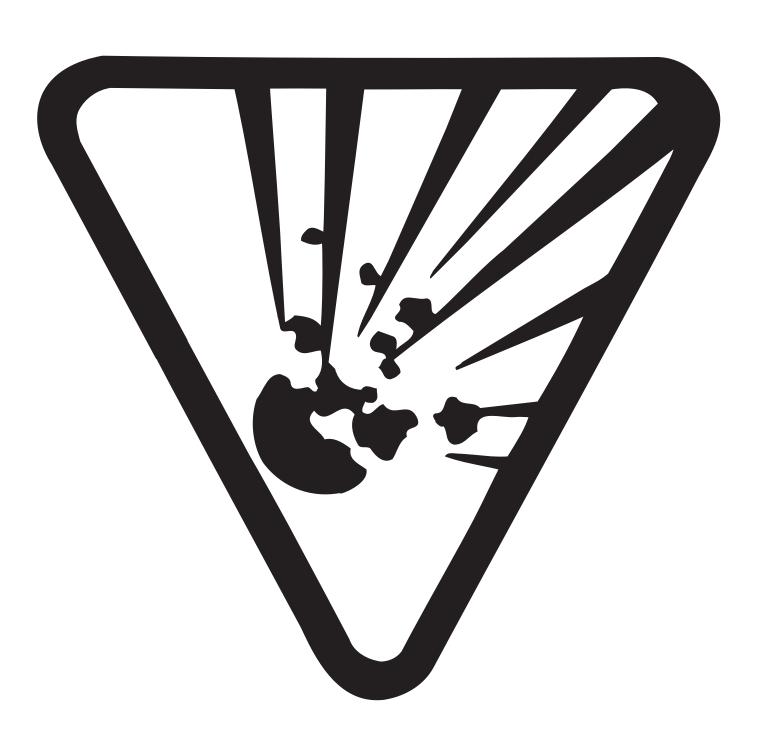
- A-II Word Search
- A-12 Crossword Puzzle
- A-13 Definition Match and Symbol Identification
- A-14 Word Scramble
- A-15 Story Starter
- A-16 Game Board
- A-17 Home Hazard Hunt Guide
- A-18 Certificate
- A-19 Emergency Telephone
  Directory



















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



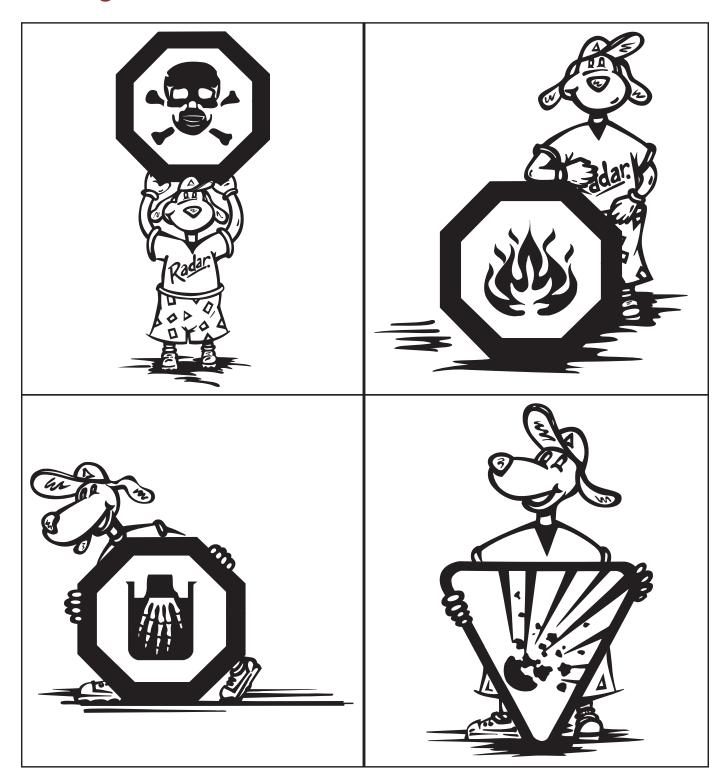


A Safety Education Guide to Household Chemical Products For children 5 to 9 years of age





# Kindergarten - Game Board





## Grade 1 - Game Board





**FLAMMABLE** 





**EXPLOSIVE** 



## Grade 2 - Game Board

POISON	FLAMMABLE
CORROSIVE	EXPLOSIVE





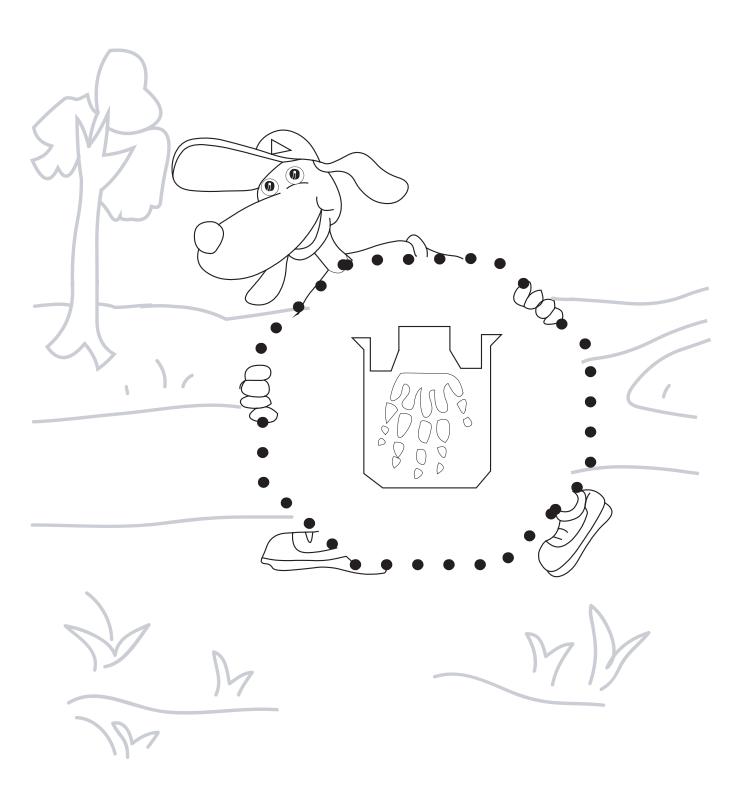
## Game Cards



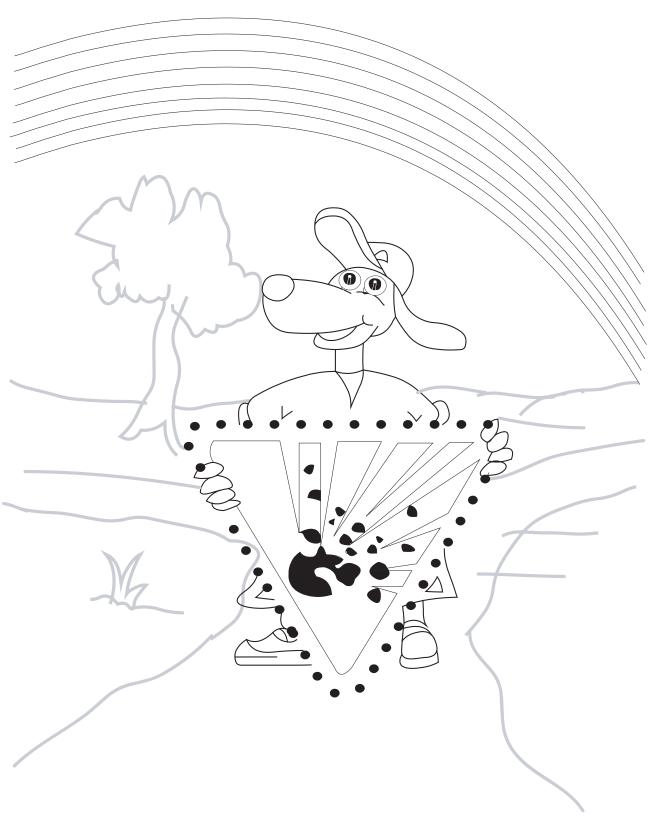






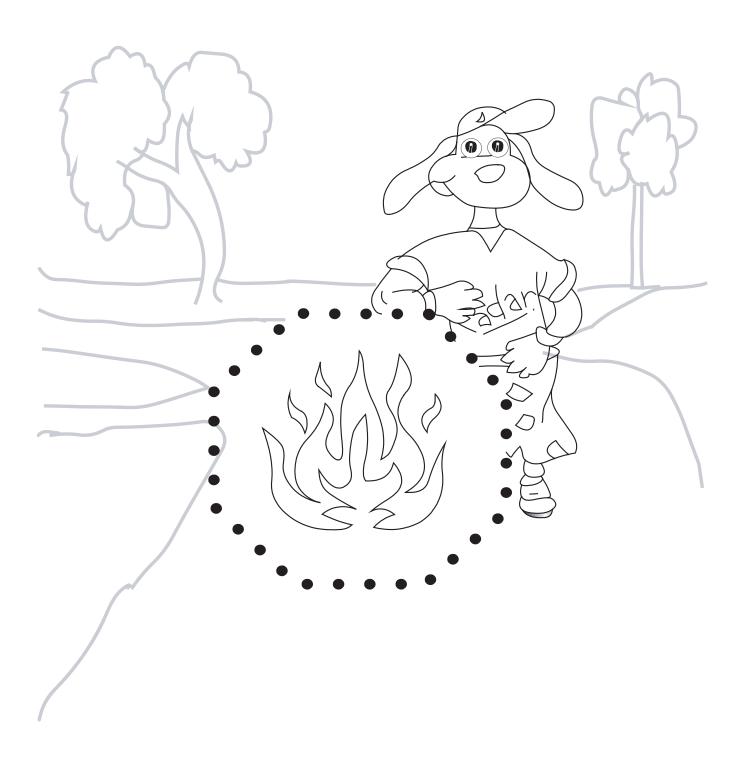










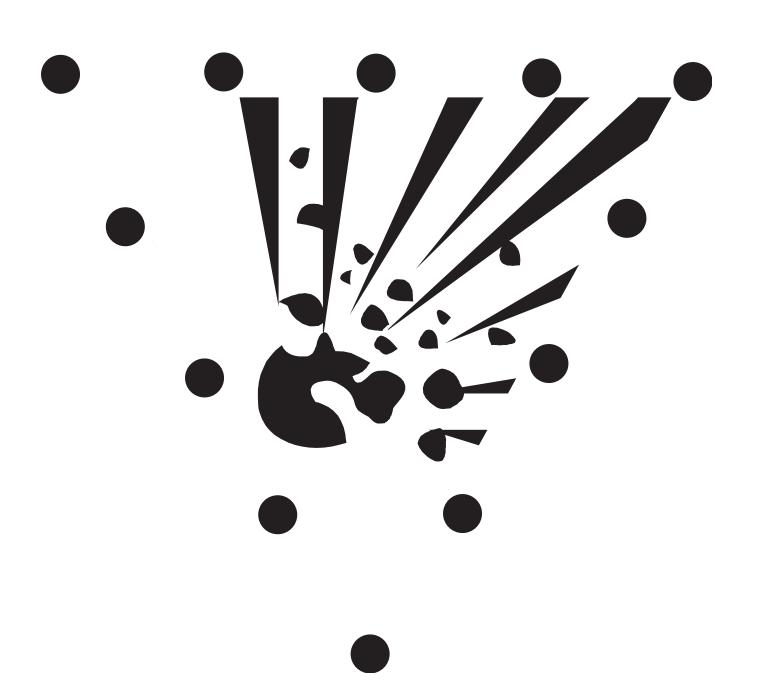




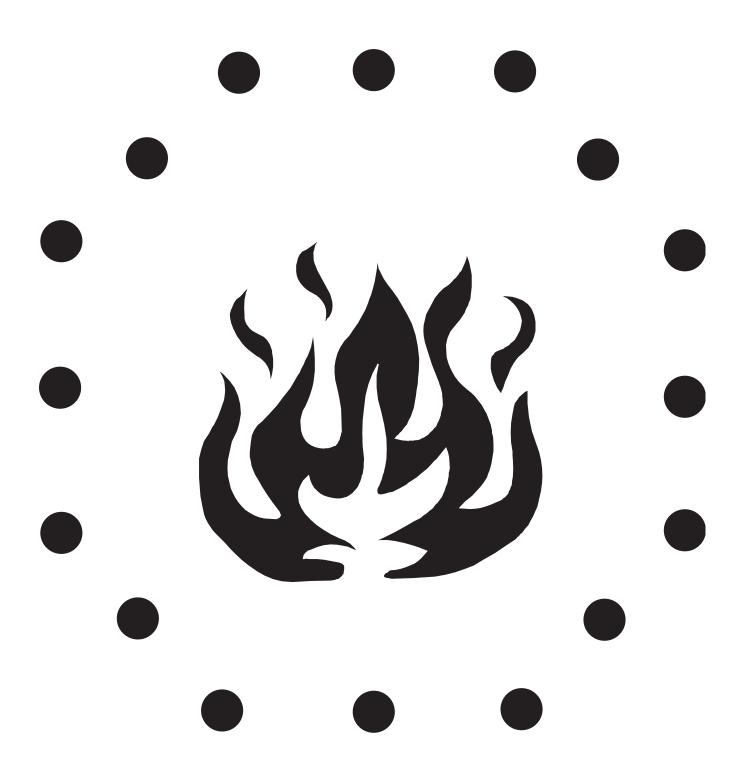








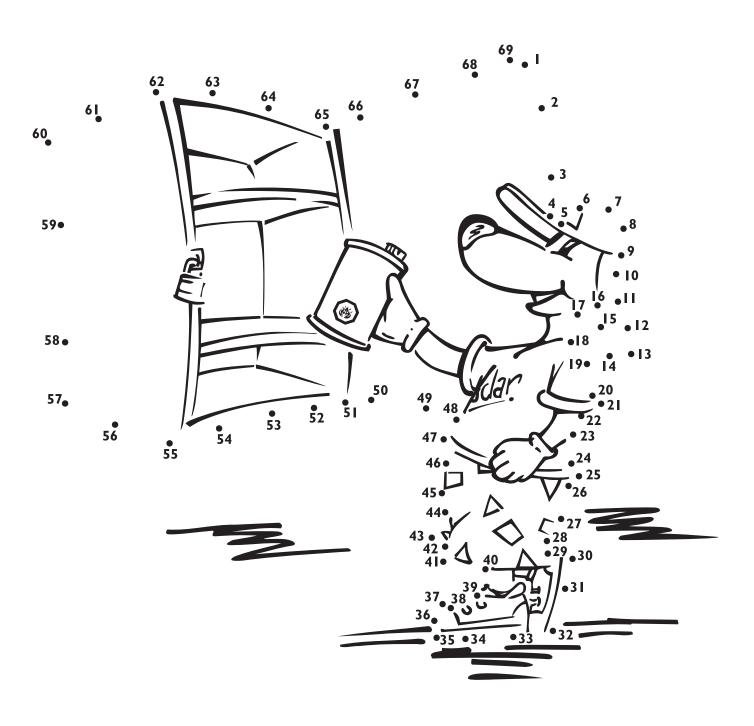






#### STAY SAFE

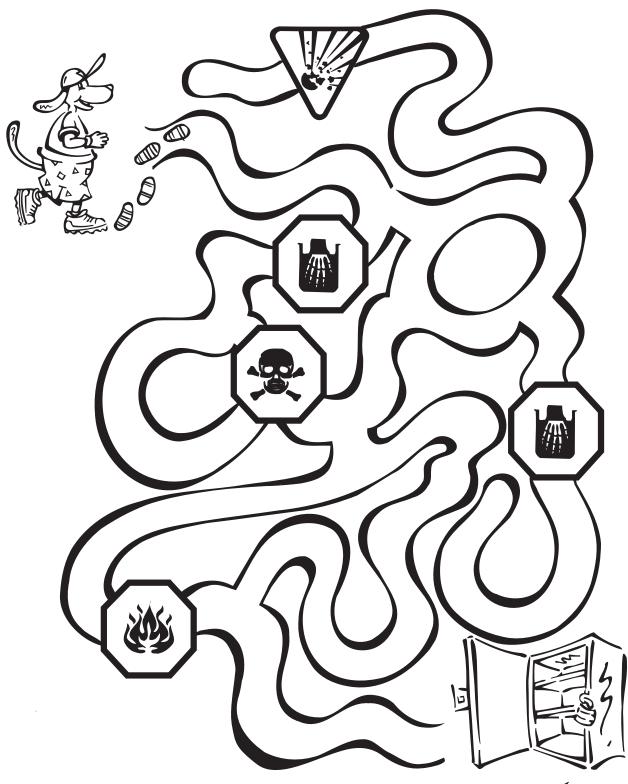






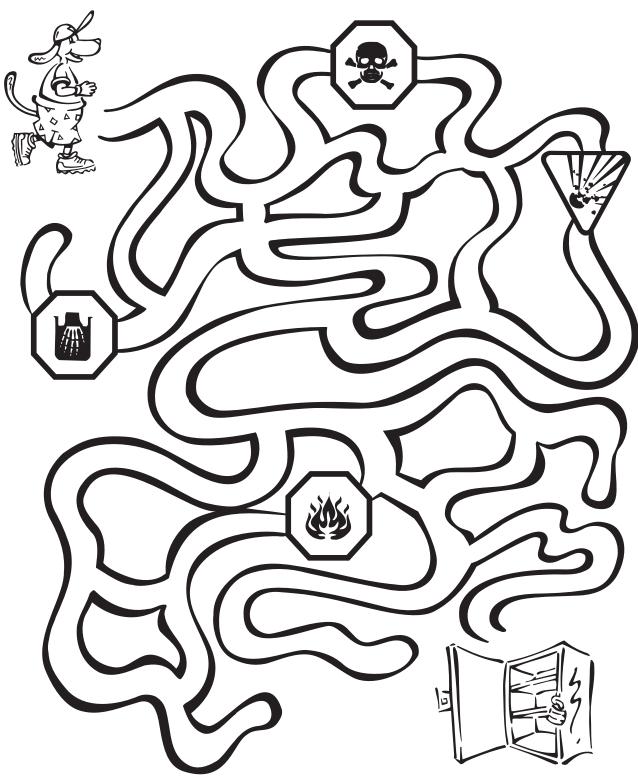


# Maze Game - Kindergarten



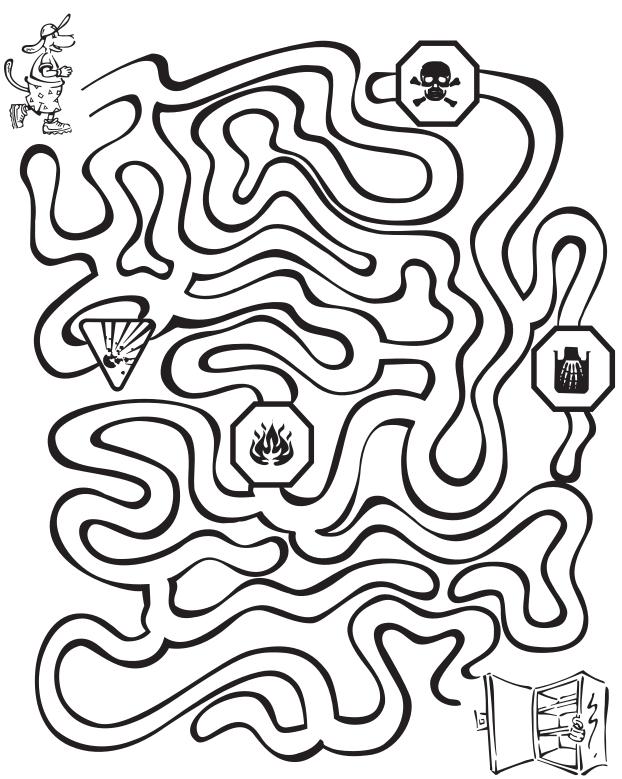


# Maze Game - Grade 1

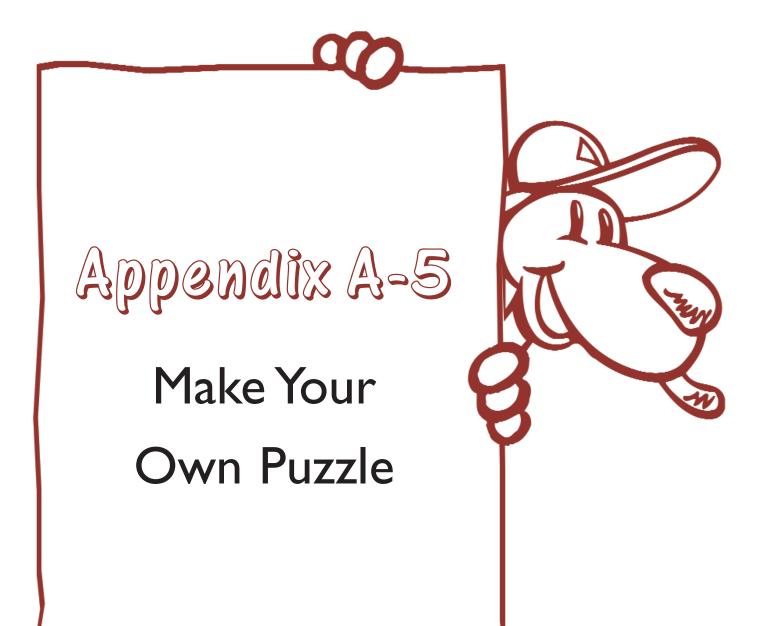




## Maze Game - Grade 2











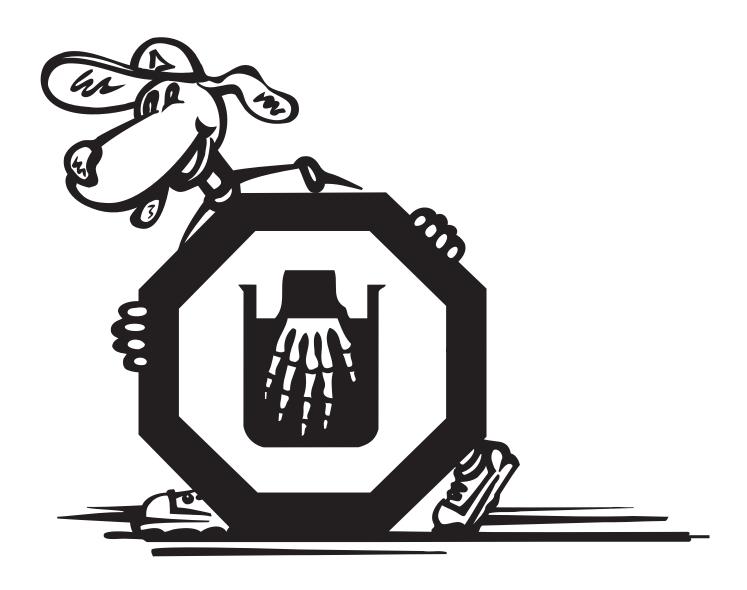
# **POISON**





# **FLAMMABLE**





# CORROSIVE





# **EXPLOSIVE**











#### STAY SAFE





#### STAY SAFE





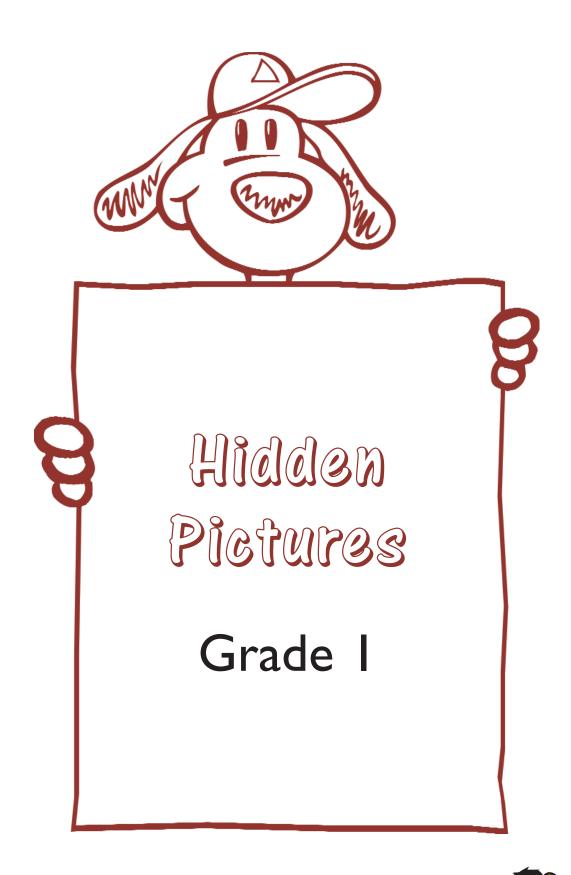
### STAY SAFE



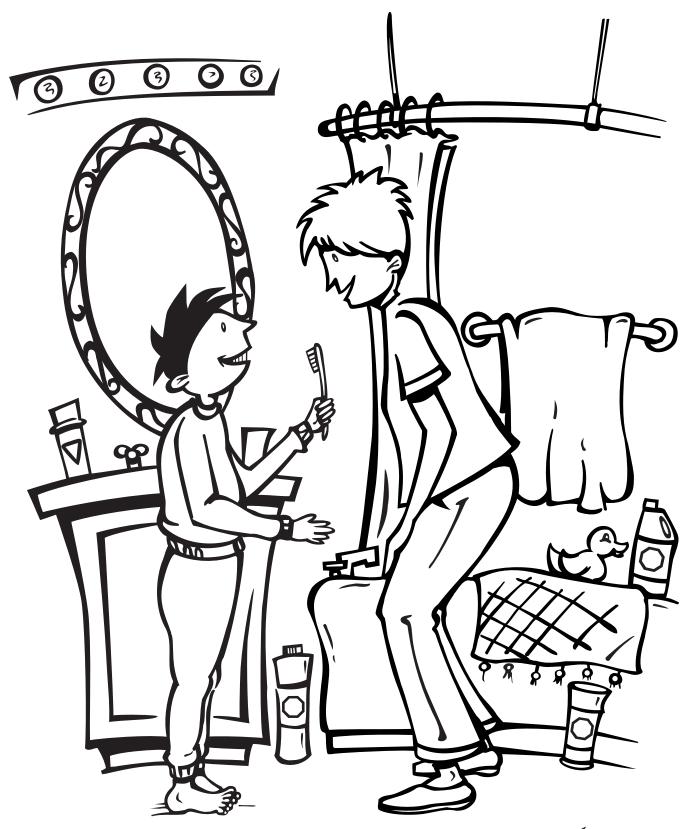


#### STAY SAFE









#### STAY SAFE



## STAY SAFE





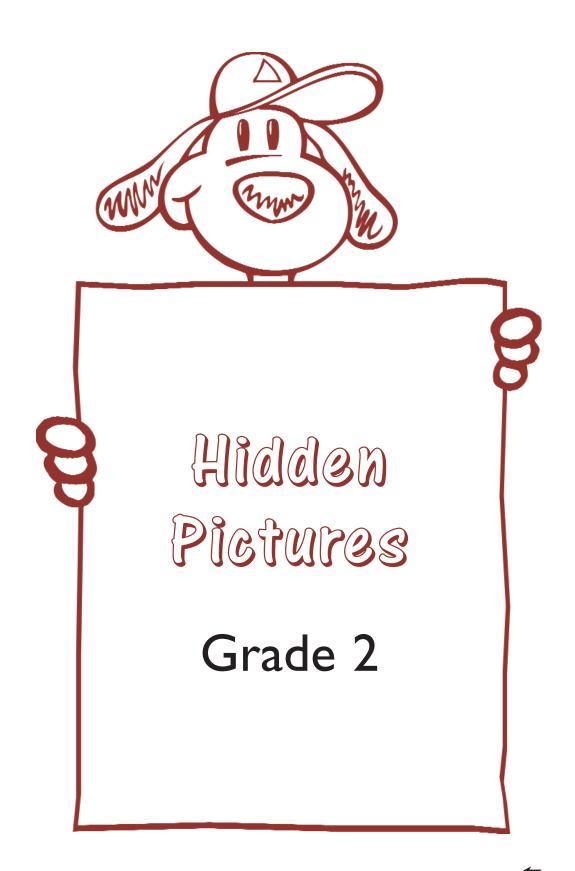
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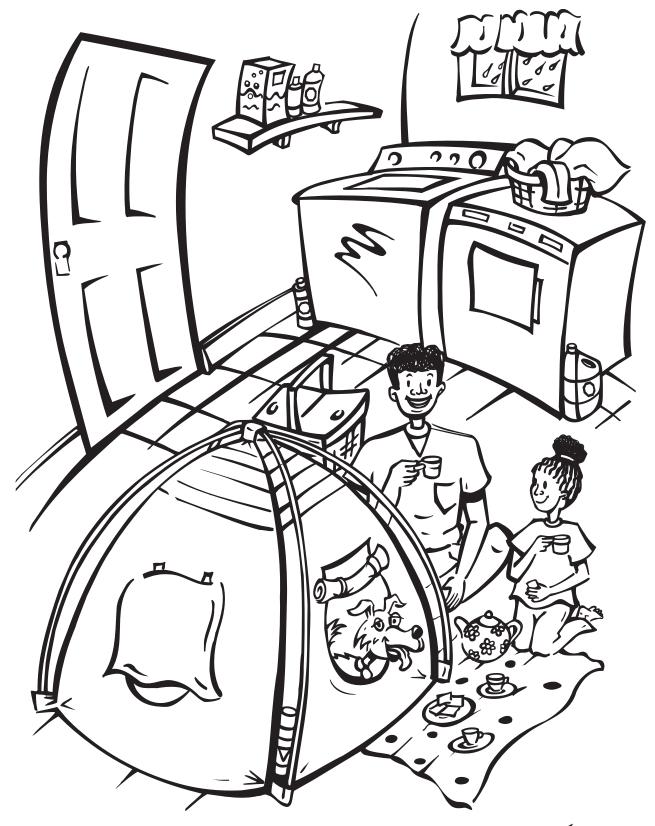
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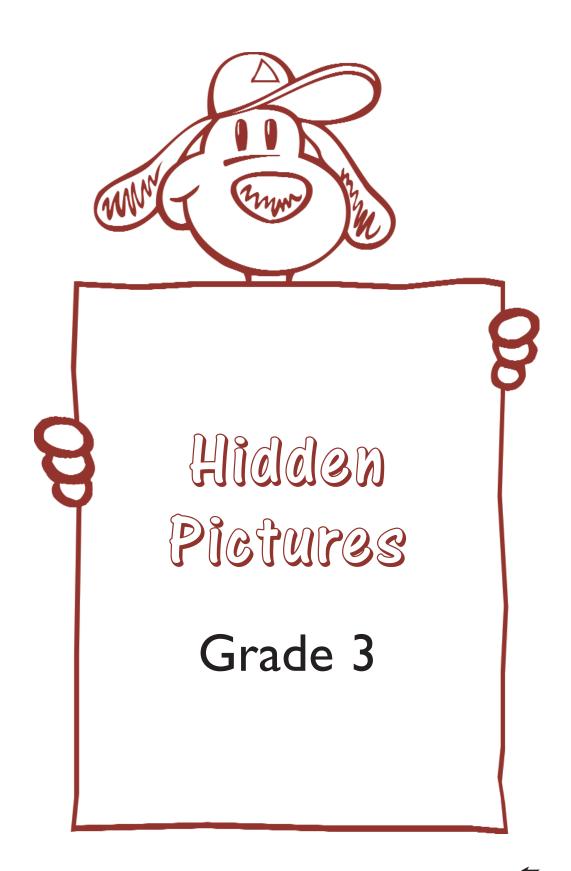
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### STAY SAFE







## STAY SAFE







#### STAY SAFE

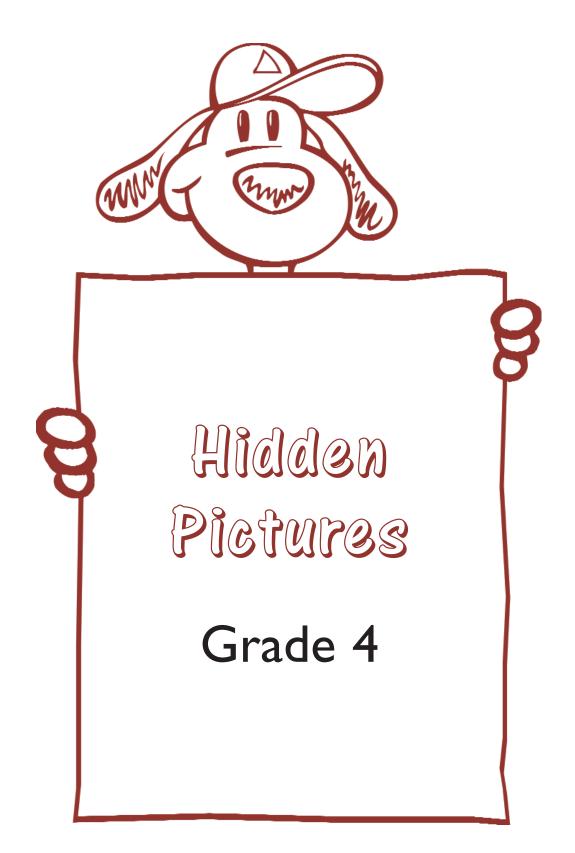






#### STAY SAFE









#### STAY SAFE





Find the Hazard Symbols

#### STAY SAFE

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





Find the Hazard Symbols

### STAY SAFE

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

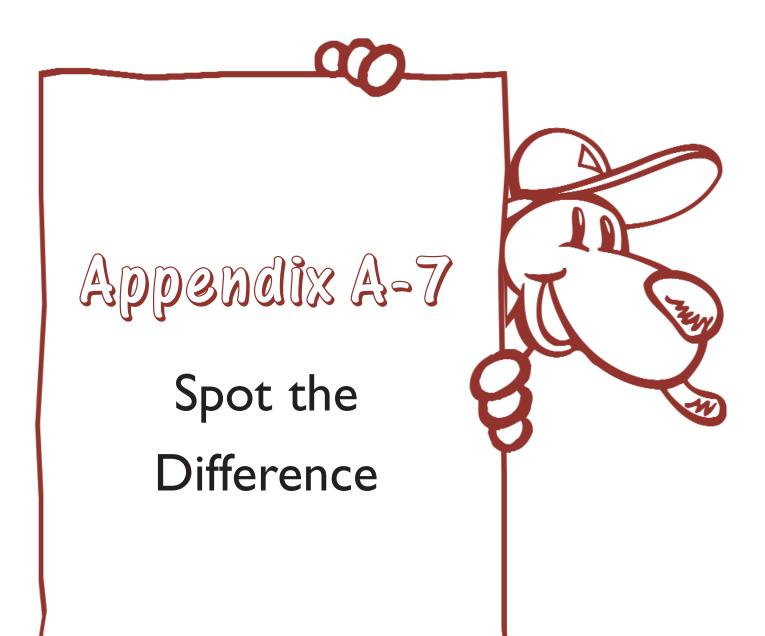




Find the Hazard Symbols

### STAY SAFE

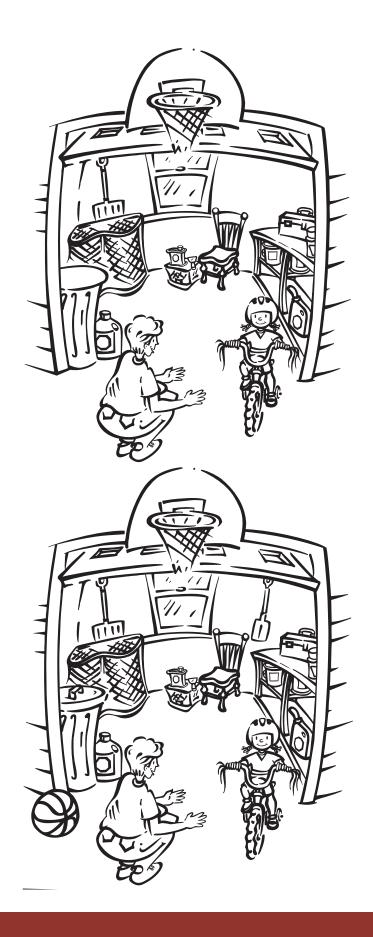






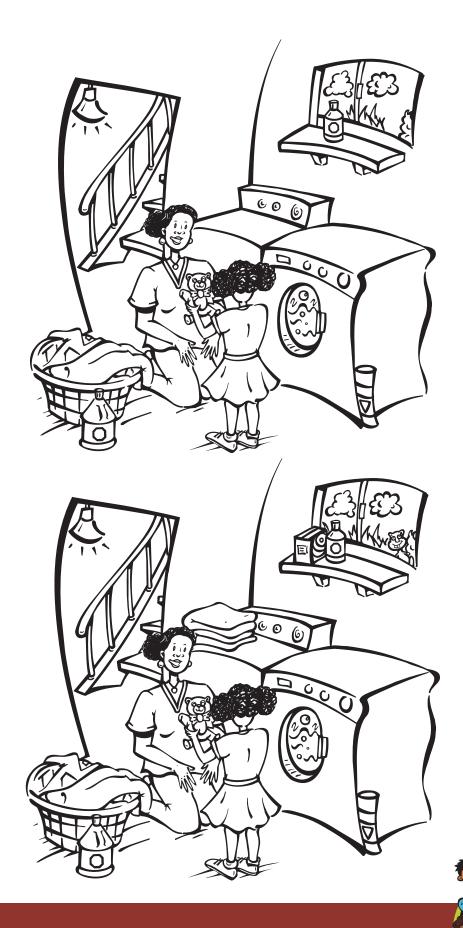


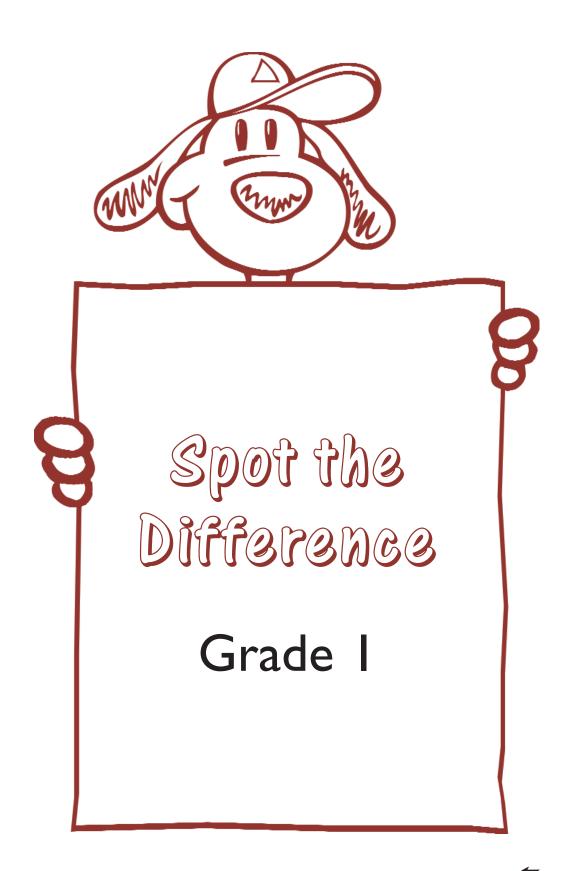




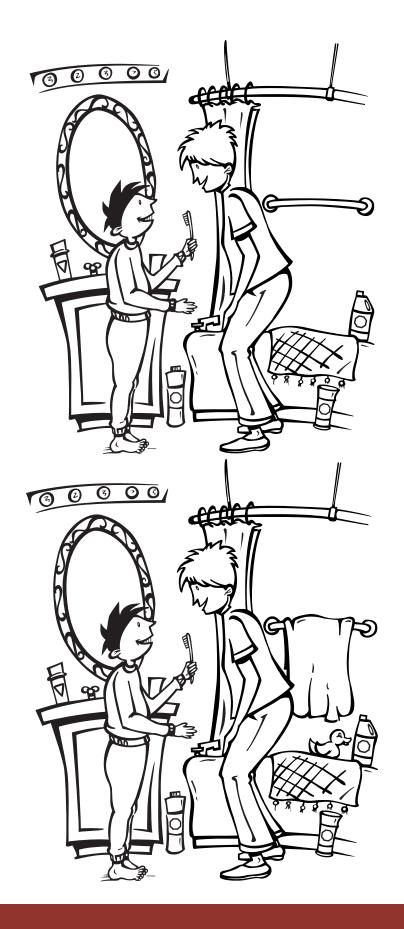








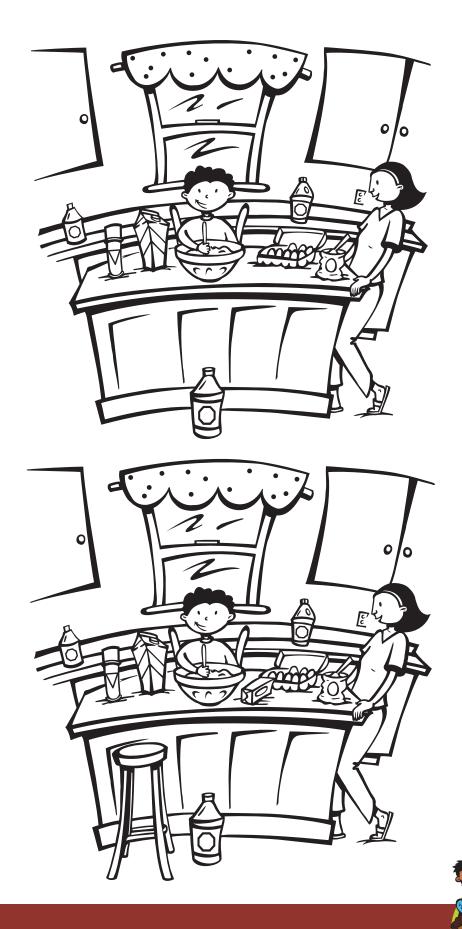






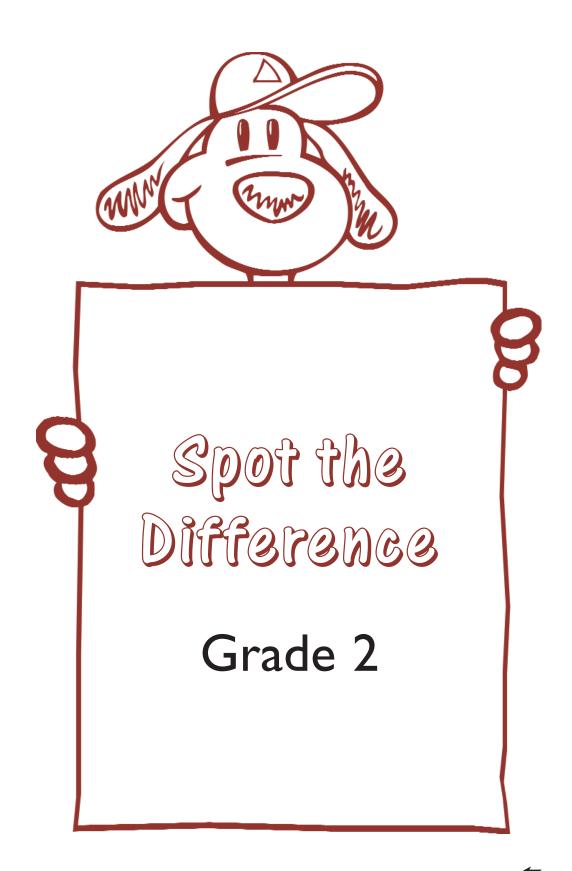




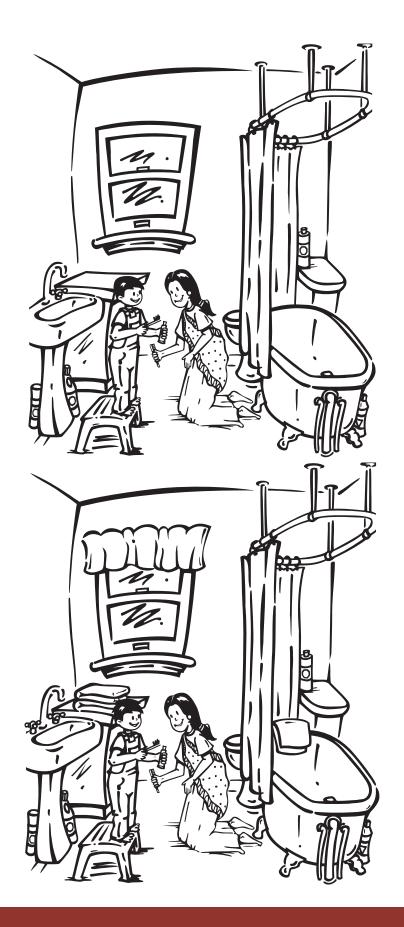






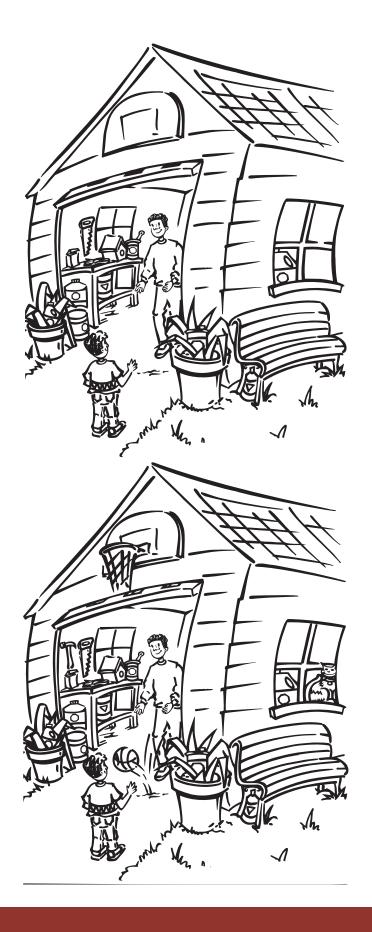














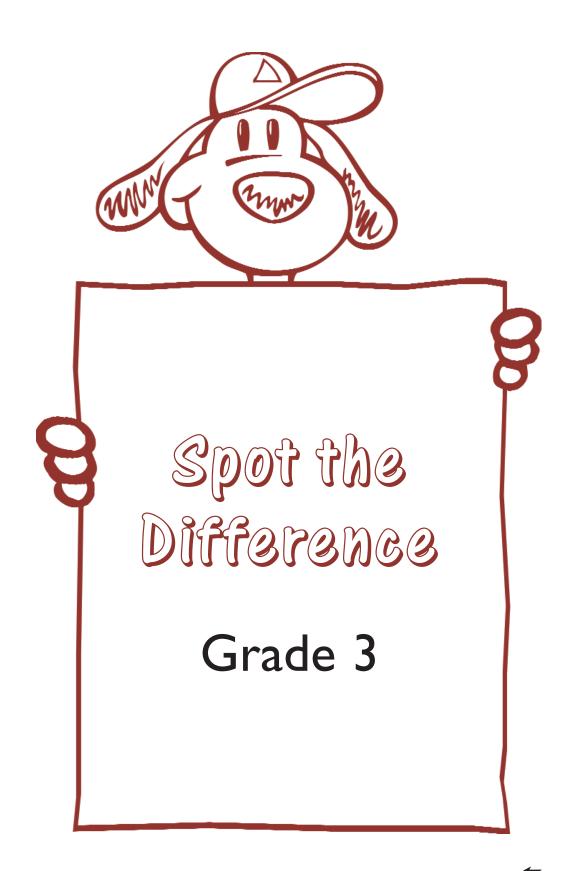


















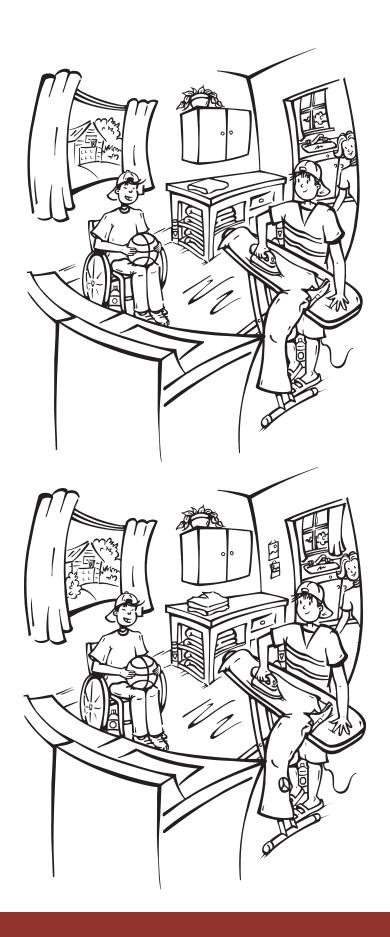


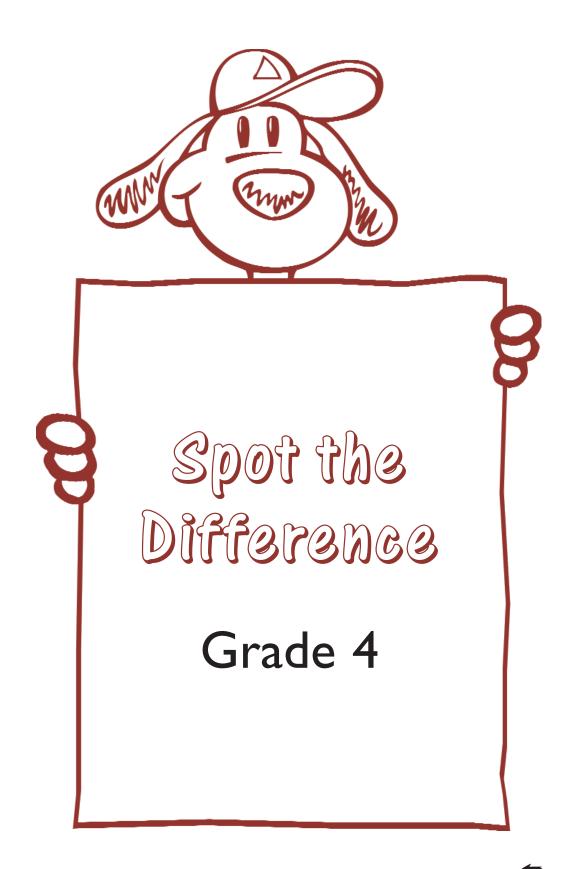
































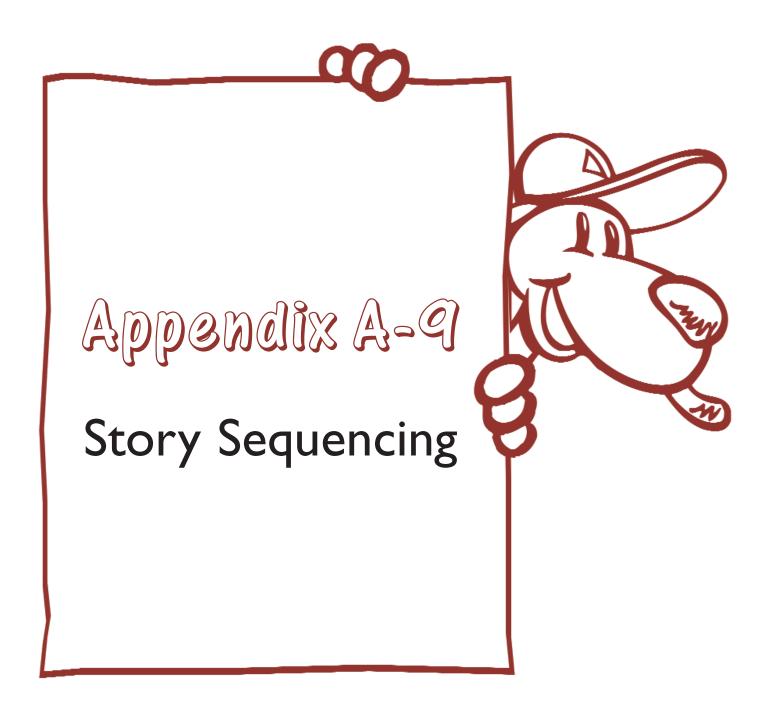






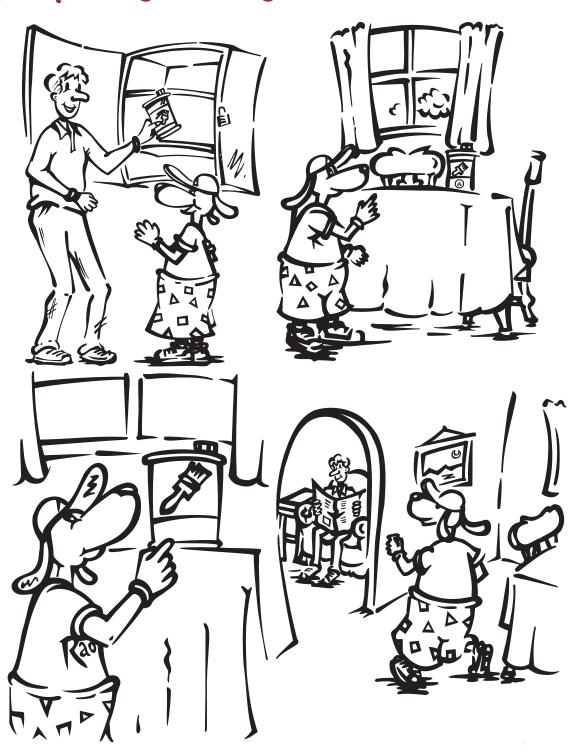








## Story Sequencing - Kindergarten and Grade 1



STOP!

LOOK!

**STAY SAFE!** 

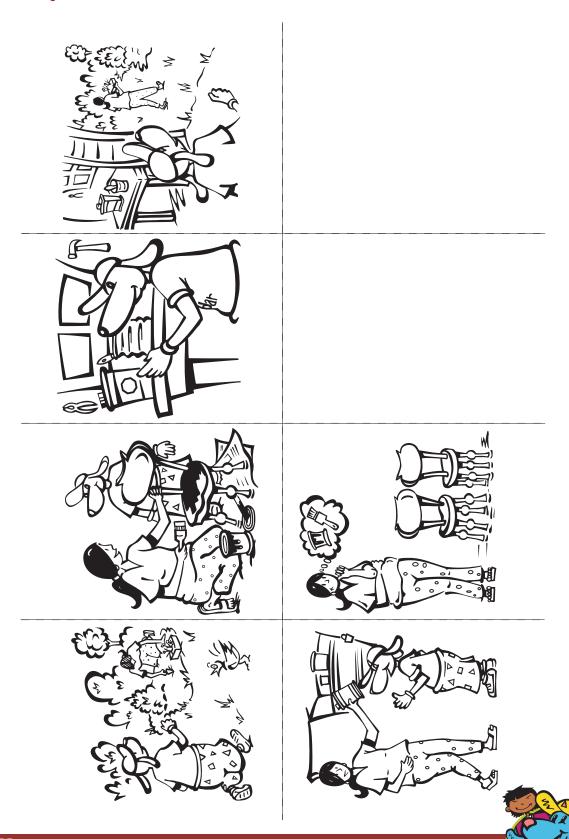
STAY SAFE

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

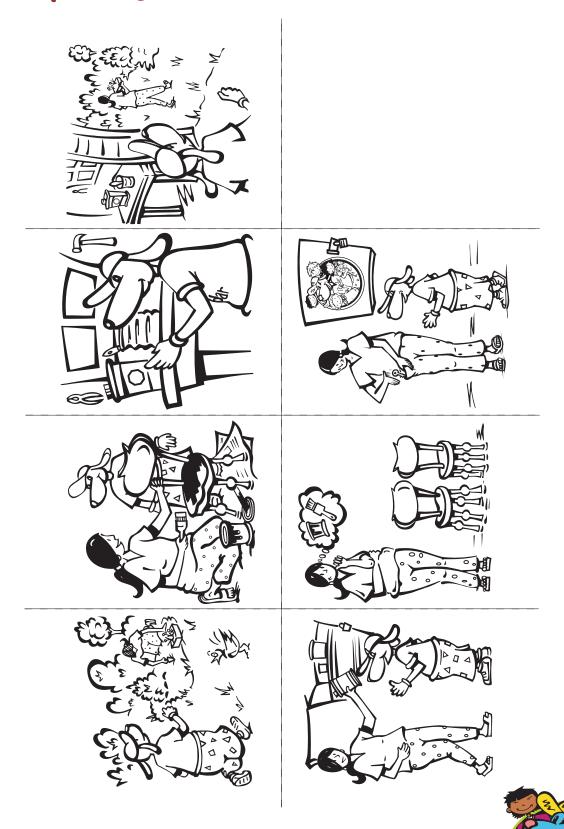




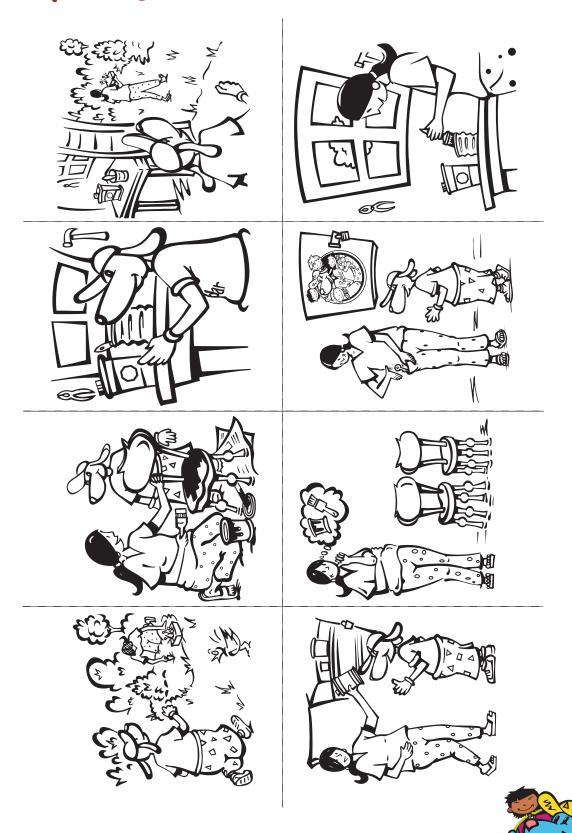
# Story Sequencing - Grade 2



# Story Sequencing - Grade 3



## Story Sequencing - Grade 4





Date	Journal	







# Word Search

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



**CORROSIVE** 

**STOP** 

**EXPLOSIVE** 

LOOK

**FLAMMABLE** 

**STAY SAFE** 

**POISON** 

E	W	Е	F	Α	S	Υ	Α	Т	S
X	I	7	K	L	Е	Т	G	S	X
Р	F	L	A	M	M	Α	В	L	Е
L	0	N	С	Q	U	Р	ı	0	R
0	0	I	S	J	٧	Z	F	0	K
S	G	Р	S	Т	L	J	В	K	Υ
П	Α	Т	D	0	0	W	R	M	ı
٧	С	L	Ε	S	N	Р	F	L	U
E	S	G	Н	K	U	С	В	Н	M
Z	Е	V	ı	S	0	R	R	0	С







# Crossword Puzzle

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

	I		2			
Radar Colonia 1					4	
		5				
6	Τ					

#### **ACROSS**

- I. 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.

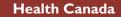
#### **DOWN**

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

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



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





# Appendix A-13

Definition Match and Symbol Identification





# **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- This product can burn skin or eyes, or throat

bonding adhesive and stomach, if you drink it.



# Symbol Identification

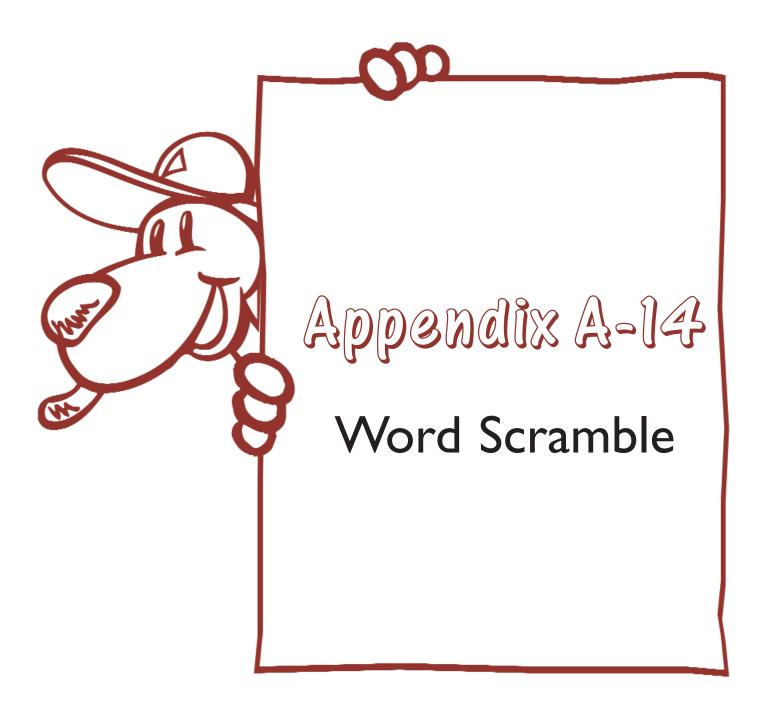
Write the correct name of each hazard symbol on the line provided.





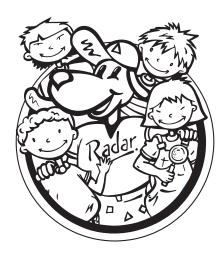






# Word Scramble

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.



ESROCVRIO	5			
NIPSOO	3	7		-
MEBFMALAL		10	8	
POISLVXEE			6 9	<u></u> 12

Secret message



# Story Starter

# 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!"

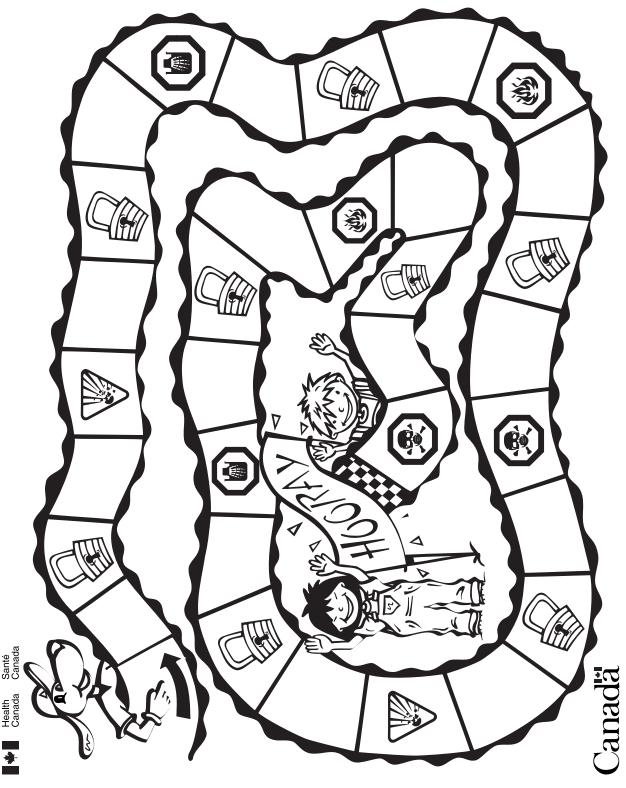
She started walking over to the far corner of the garage where old paint cans were stacked on top of each other. "Oh well, maybe if I get this done quickly, I'll still have time to go biking," thought Jade. "Wait a minute. These things have those symbols on them – the ones we learned about in school!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

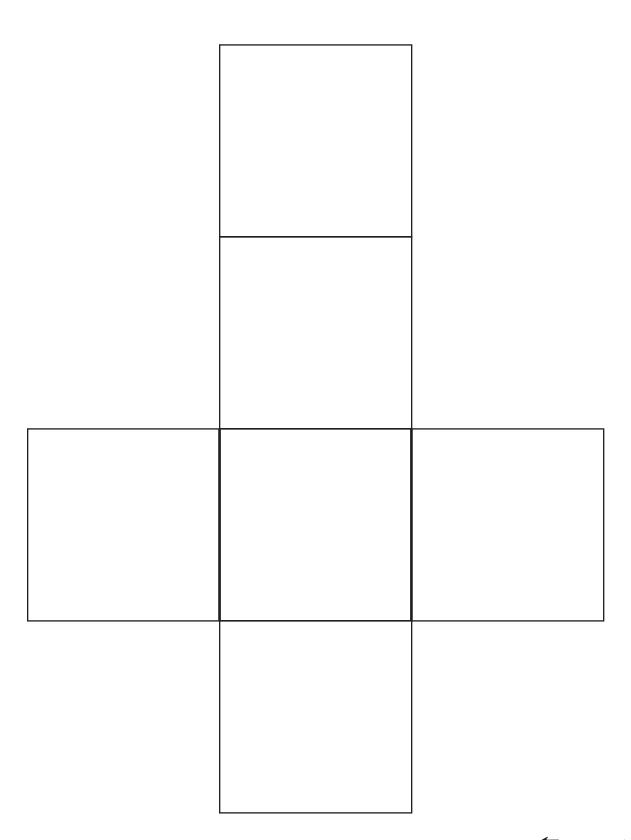
"RADAR!"	exclaimed Jade.			



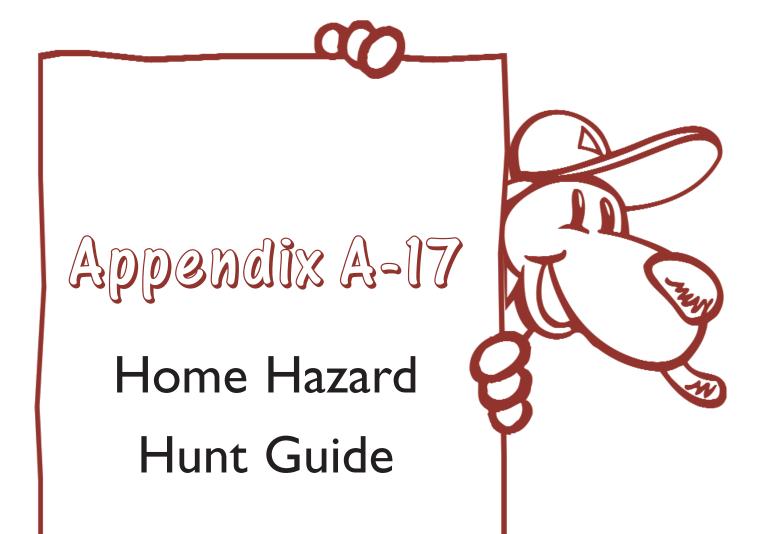
















# Home Hazard Hunt Guide



# STAY SAFE



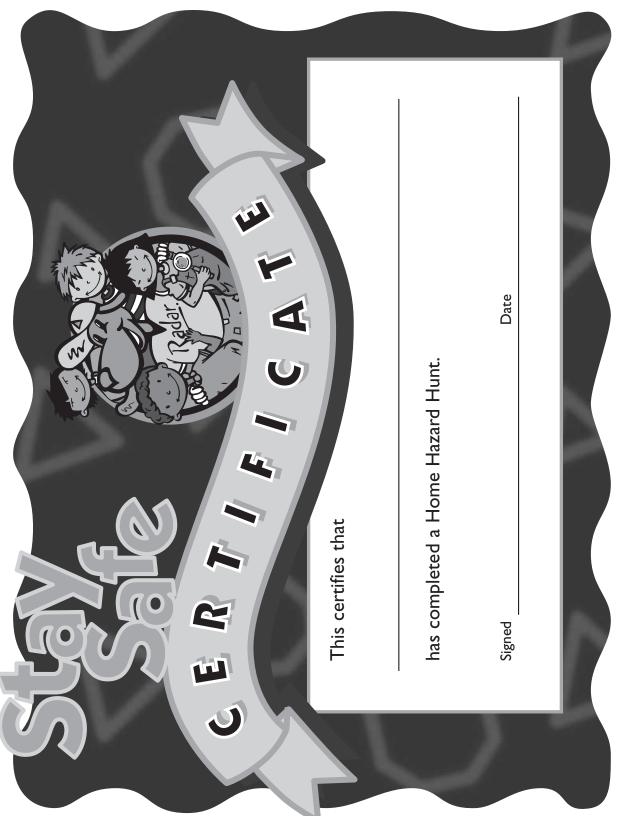










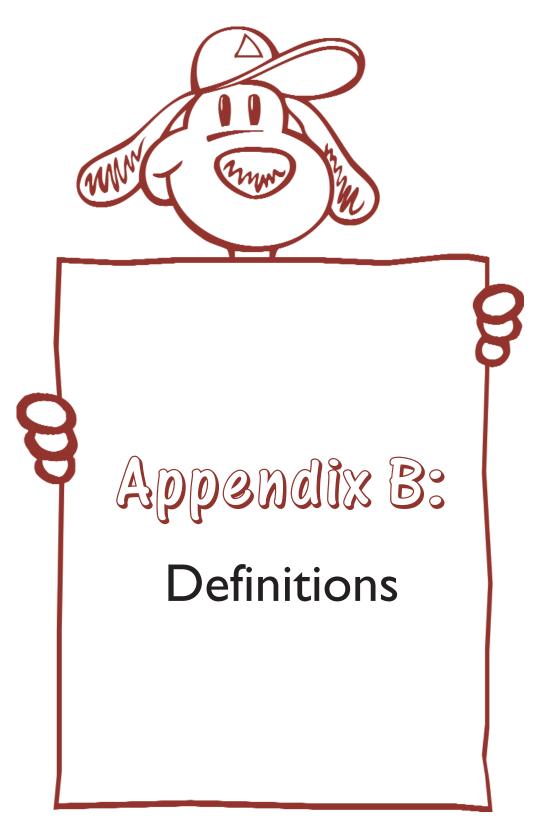








My Emergency Phone Numbers	
Emergency         Doctor           Ambulance         M           Doctor         N           Hospital         P	Dad Work  Mom Work  Neighbour  My Emergency  Phone Number is





# Definitions

# Aerosols

Fine solid or liquid particles suspended in the air.

#### **Aerosol Container**

A disposable metal container, with its contents under pressure, operated by a manual valve which releases a spray of fine particles.

## **Child-resistant Container**

A container that meets the requirements of standards set out in the Regulations. Most protocols require that at least 80% of four-year old children be unable to open the container within ten minutes. Also, a container that cannot be opened without the use of a tool, and the tool is not supplied with the container (e.g. a paint can). Some people use the term 'child-proof' however there is no such thing since some children may still be able to open a container if given enough time.

### **Consumer Chemical Products**

Chemical products sold to Canadians for general household use.

Products that pose certain hazards (toxic, corrosive, flammable) have their packaging and labeling regulated by the Federal Government.

#### **Corrosive**

A substance with the ability to wear away, destroy or dissolve metals or organic (living skin) materials.

# **Explosive**

An object that may expand suddenly and violently with a loud noise, releasing energy. This includes the bursting of a container that is under pressure if it is heated or punctured.

## **First Aid Statement**

A sentence that gives the name of the hazardous chemical in the product, and provides instructions on immediate first aid treatment in case of an injury.

#### **Flammable**

A substance with the ability to burst into flame if exposed to heat, sparks or flames.



#### **Hazard**

A danger or risk that may result in injury or death.

# **Hazard Symbol**

A graphical picture or representation that is used to illustrate the type of danger posed by a product.

#### **Hazard Statement**

A sentence or sentences that describe the specific danger if the product is used incorrectly.

## **Industrial Products**

Products developed for workplace use. They often contain more concentrated chemicals than are found in consumer chemical products. Their containers may not be child-resistant, and are generally in larger quantity sizes.

# **Injury Prevention**

Targeted strategies designed to prevent, control and reduce injuries and fatalities. Strategies focus on preventing exposure to the risk of injury or reducing the severity and consequences if exposure to the hazard does occur. Strategies may include personal education, legislation, community action and product or facility design.

### Poison

A substance that when ingested, absorbed or inhaled may injure health or destroy life. It may also be called toxic.

## **Quick skin-bonding adhesives**

Quick skin-bonding adhesives (e.g. alkyl cyanoacrylate adhesives or "crazy glues") are capable of bonding skin with skin instantly or nearly instantly. These products do not require hazard symbols but they so have hazard statements on the labels.

## Signal Word

The word found directly below the hazard symbol that identifies how hazardous the product is.

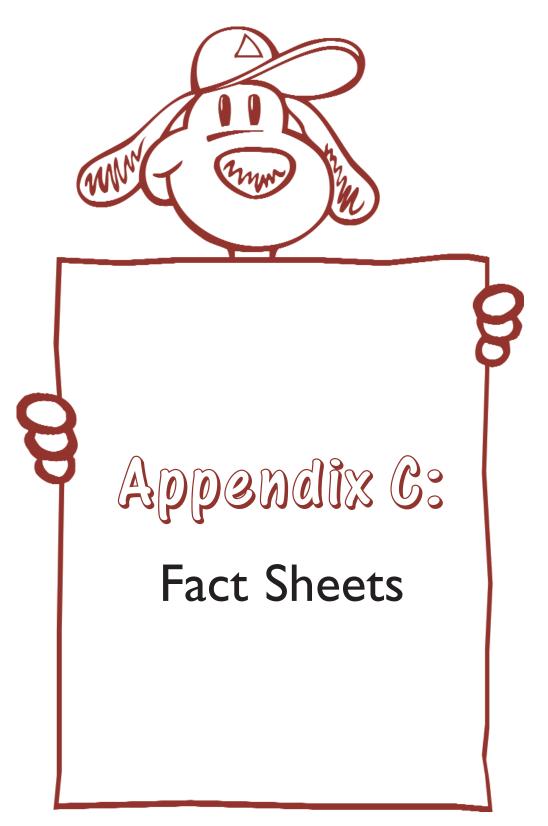
## **Solvent**

A substance that is often used as a dissolving or weakening agent. Water is the most common and safest solvent. Paint thinners or cleaners are examples of hazardous chemical solvents.

#### Toxic

A chemical product labeled "poison" may cause death or a serious permanent injury.







# **Fact Sheets**

- Hand them out at safety fairs or displays, craft shows or home shows.
- Provide them to adult literacy classes or English as a second language program for use in the curriculum.

# How to use these sheets:

- Include them with the letter to parents and the take-home activities.
- Post them on bulletin boards in schools, staff rooms, community centres, libraries and other public locations.
- Request they be inserted in the student agenda prepared annually by your school.
- Use them to provide tips for newsletters, calendars, bulletins, web sites for your school or community group.
- Attach them to news releases or public service announcements for community radio, newspapers or TV when promoting seasonal safety or a Family and Home Safety Week.

# Do you know what these symbols mean?









# They are symbols (or pictures) that mean DANGER!

You will find them on the labels of products in and around your home. You will see them on paint thinners, drain cleaners, windshield washer fluid and different kinds of polish.

Look for them on labels. Learn what they mean.



CORROSIVE The product can burn your skin or eyes. If swallowed, it will damage your throat and stomach.



FLAMMABLE The product or its fumes will catch fire easily if it is near heat, flames or sparks. Rags used with this product may begin to burn on their own.



EXPLOSIVE The container can explode if heated or punctured. Flying pieces of metal or plastic from the container can cause serious injury, especially to eyes.



POISON If you swallow, lick, or in some cases, breathe in the chemical, you could become very sick or die.

# **Safety Tips**

- Teach children that these symbols mean **Danger! Do not touch**.
- Keep all products with these symbols where children cannot SEE or REACH them.
- Read the label and follow the instructions. If you have trouble reading the label, ask for help. Do not cover up or remove the labels from these products.

Copy emergency phone numbers from the first page of your phone book. Keep the numbers close to the phone.

If someone is hurt by a product that has these symbols on the label:

- Call the Poison Control Centre or your doctor right away.
- Tell the person who answers the phone what the label says.
- Bring the product with you when you go for help.

# For more information, contact the Product Safety Programme, Health Canada, at:

Vancouver, British Columbia (604) 666-5003 **Edmonton, Alberta** (780) 495-2626 Calgary, Alberta (403) 292-4677 Saskatoon, Saskatchewan (306) 975-4502 Winnipeg, Manitoba (204) 983-5490

Hamilton, Ontario (905) 572-2845 **Toronto, Ontario** (416) 973-4705 Ottawa, Ontario (613) 952-1014 Montreal, Quebec (514) 283-5488 Longueuil, Quebec (450) 646-1353

Quebec City, Quebec (418) 648-4327 **Moncton, New Brunswick** (506) 851-6638 Halifax, Nova Scotia (902) 426-8300 St. John's, Newfoundland (709) 772-4050 http://www.hc-sc.gc.ca/psb

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ousehold chemicals are safe if used and stored in the recommended way. Chemical products are commonly found throughout the home. These products include: cleaning liquids and powders, polishes, drain cleaners, paint thinners and windshield washers.

Product labels appear on all chemicals. Labels with hazard symbols and safety warnings give information you need to know to use the product safely. Learn the symbols. Follow the instructions and you could prevent an injury. You could save a life.

# Safety Tips

· Teach children that the symbols mean: DANGER! DO NOT TOUCH.

- · Keep all chemical products out of sight and out of reach of children.
- · Store household chemicals in their original containers. Make sure the symbols and labels on containers are not removed or covered up.
- · Read the label before each use. If there is anything in the label instructions that you don't understand, ask for help.
- Never mix chemicals together. Some mixtures can produce harmful gases.
- · Make sure that child-resistant containers are working.
- Child-resistant does not mean child-proof. Close the cap on the container all the way even if you set it down for just a moment.



# Keep emergency numbers by the phone.

# If someone is injured:

- Call the Poison Control Centre immediately. Copy the emergency number from the first page of your telephone book or call your doctor.
- · Give the information from the label to the person answering.
- Bring the container with you when you go for help.





# The SYMBOL on a container shows a PICTURE inside a FRAME



# The PICTURE tells you the TYPE of danger.



#### **EXPLOSIVE**

The container can explode if heated or punctured. Flying pieces of metal or plastic from the container can cause serious injury, especially to eyes.



#### **CORROSIVE**

The product can burn your skin or eyes. If swallowed, it will damage your throat and stomach.



#### **FLAMMABLE**

The product or its fumes will catch fire easily if it is near heat, flames or sparks. Rags used with this product may begin to burn on their own.



## POISON

If you swallow, lick, or in some cases, breathe in the chemical, you could become very sick or die.

# READ THE LABELS EVERY TIME AND STAY SAFE

There are two frames used around the symbols:









**CAUTION** means temporary injury may be frequent. Death may occur with extreme exposure.

**DANGER** means may cause temporary or permanent injury or death.

**EXTREME DANGER** means exposure to very low quantities may cause death or temporary or permanent injury

The back or side label of regulated containers will always have some type of bordered area. Inside the border, you will find safety instructions, the words **FIRST AID** 

**TREATMENT** along with instructions in case of injury and a list of harmful substances in the product.



# Child-Resistant Containers for Household Chemical Products

Health Canada requires household chemicals that are very toxic, toxic, very corrosive, corrosive or quick skin-bonding (such as "super"-type glues) be packaged in a child-resistant container. These containers make it difficult for children to open and eat or drink the contents.



- "child-resistant" does NOT mean child-proof!
- child-resistant containers are only a temporary barrier
  - young children are eager to learn and can figure out how to open the container if given enough time
- CLOSE CONTAINERS TIGHTLY
- STORE CONTAINERS OUT OF SIGHT AND OUT OF REACH OF CHILDREN

- Check to make sure that the child-resistant containers are working properly when you buy a product
  and again after you use it. Instructions for use are on the label or the lid of the container.
- ALWAYS REPLACE THE CAP SECURELY on the container before you set it down. It only takes a few seconds for a child to swallow a harmful amount of a poison while you are on the phone or answering the doorbell.
- Keep household chemicals in their ORIGINAL container. The label gives you important information on correct use, storage and what to do in case on an injury.
- Always keep the phone number of a poison control centre, or other emergency help near the phone.



# It Only Takes a Minute!

# Did you know...?

- For children 5 to 9 years of age, unintentional injuries are the second leading cause of hospitalization.
- Most injuries happen at home.
- More than half of all incidents with household chemical products involve children.
- Children are more seriously affected by household chemical products. With their smaller size and faster breathing and heart rate, they may absorb or inhale chemicals faster than adults.
- Most household chemical product injuries are poisonings. The second most common injuries are burns from corrosive products.
- The majority of reported cases of poisoning involve a household cleaning product (49%). Automotive products (12%) are the next most frequent cause of poisoning, then paints (6.4%).
- Poisoning and burns from household chemical products can be very severe.
- Most injuries due to household chemical products can be prevented.

# Practice... PREVENTION!

# Protect your family from the dangers of household chemical products...

- Do an inventory of your home, including your garage and yard. Keep all products with hazard symbols locked away...Out of Reach and Out of Sight.
- Review the hazard symbols and what they mean with your children.
- Product as soon as you bring it home. If there is anything on the label you don't understand, ask for help.
- Keep products in their original containers. Do not transfer the contents to unmarked containers or mix with other chemicals.
- Do not remove or cover up labels.
- Handle products safely. Make sure the cap on the container is closed tightly and place the container out of reach at all times.
- Do not use hazardous chemicals when children are near.
- Keep emergency numbers by the phone, including the Poison Control Centre and your doctor.
- Always supervise your child.

**Explosive** 



Corrosive



**Flammable** 



**Poison** 



# Remember...

## Choose it...

- Read labels carefully before you buy a product.
   Try to choose a product that is not hazardous.
- Buy only as much as you need to do the job. Less to store means less of a hazard.
- Try to buy products with child-resistant caps. Remember, some children can still open containers marked "child resistant".
- Avoid products with colourful labels that may attract young children.
- Home cleaning solutions made from vinegar, baking soda, ammonia, or other products can still be hazardous. Make sure you label the containers and store them out of reach and out of sight.

# Use it...

- Read the label first and use the product as directed. Using more of a product doesn't always mean better results.
- Don't eat or drink while you are working.
   Chemicals may splash onto your food or drink.
- Don't smoke when using a chemical product. Turn off pilot lights or anything that may spark and cause the product to catch fire.
- Use hazardous products when children are not around.
- Always close containers and put them out of reach if you must leave your work.
- Make sure the area you are working in is cool and well-ventilated.

# Store it...

- When you are finished, close all lids, clean up spills and put rags away in a secure place.
- Store all products out of reach and out of sight when not in use.
- Store hazardous chemical products in locked storage areas.
- Make sure your storage area is well ventilated and cool. Keep products away from furnaces, wood stoves or other sources of heat.
- Never let children use empty containers as toys even if they have been cleaned and sealed.
- Watch your child at other homes; hazardous products may not be stored safely.

# ...Carefully!

**Explosive** 



**Corrosive** 



**Flammable** 



**Poison** 







# Further Information

# Examples of household chemical products found under each type of hazard symbol

# **Poison**

- windshield washer fluid
- furniture polish
- antifreeze
- paint thinners

# **Flammable**

- lighter fluid stains/varnishes
- >> contact adhesives
- cleaning solvent

# **Corrosive**

- drain cleaner
- toilet bowl cleaner
- oven cleaner
- >> silver cleaner

# **Explosive**

- pressurized containers of:
  - shoe spray
  - oven cleaner
  - spray paint
  - lock de-icer



# Health Canada **Product Safety** Regional Offices:

City, Province	Telephone Number
Vancouver, BC	(604) 666-5003
Calgary, AB	(403) 292-4677

(780) 495-2626 (306) 975-4502

Winnipeg, MB (204) 983-5490

Hamilton, ON (905) 572-2845

Toronto, ON (416) 973-4705

Montréal, QC (514) 283-5488

Longueuil, QC (450) 646-1353

Québec, QC (418) 648-4327

Moncton, NB (506) 851-6638

Halifax, NS (902) 426-8300

St. John's, NFLD (709) 772-4050

# E-Mail Address

Bby\_Prodsafe@hc-sc.gc.ca

Cal\_Prodsafe@hc-sc.gc.ca

Edm\_Prodsafe@hc-sc.gc.ca

Sk\_Prodsafe@hc-sc.gc.ca

Mb\_Prodsafe@hc-sc.gc.ca

Tor\_Prodsafe@hc-sc.gc.ca

Tor\_Prodsafe@hc-sc.gc.ca

Quebec\_Prod@hc-sc.gc.ca

Quebec\_Prod@hc-sc.gc.ca

Quebec\_Prod@hc-sc.gc.ca

Atlantic\_ProdSafe@hc-sc.gc.ca

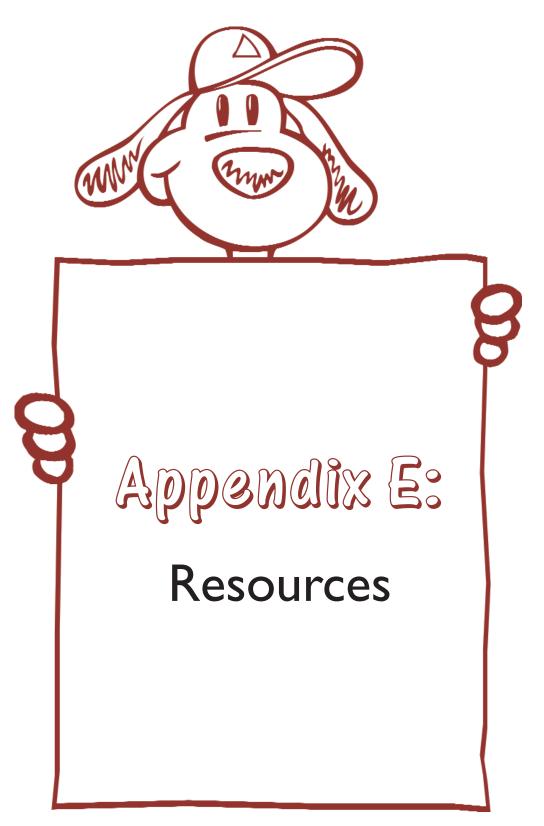
Atlantic\_ProdSafe@hc-sc.gc.ca

Atlantic\_ProdSafe@hc-sc.gc.ca



Edmonton, AB

Saskatoon, SK





# Resources

There are many resources available on this topic and on general home and child safety.

# 1. To read the Consumer Chemicals and Containers Regulations, 2001 SOR/2001-269:

http://canadagazetteducanada.gc.ca/archives-e.html

... click on 2001 under Canada Gazette, Part II, then go to Wednesday, August 15, 2001; Vol. 135, No. 17, then click on Bilingual pdf and finally click on SOR/DORS/2001-269

... OR you can obtain or order a copy from a government bookstore or your public library

... OR use this link http://canadagazetteducanada.gc.ca/partII/tempPdf/g2-13517.pdf

consolidation http://laws.justice.gc.ca/en/h-3/sor-2001-269/

... OR use this link for a non-official

#### 2. Poison Control Centres

#### **ALBERTA**

P.A.D.I.S.
Foothills General Hospital 1403 29<sup>th</sup> Street N.W.
Calgary, AB T2N 2T9 1-800-332-1414 toll-free (403) 670-1414 local (403) 670-1472 fax

## **BRITISH COLUMBIA**

British Columbia Drug and Poison Information Centre

St. Paul's Hospital
1081 Burrard Street
Vancouver, B.C. V6Z 1Y6
1-800-567-8911 toll-free
(604) 682-5050 Greater Vancouver &
lower mainland
(604) 631-5262 fax

## **MANITOBA**

Provincial Poison Information Centre, Children's Hospital Health Sciences Centre, 840 Sherbrook St., Winnipeg, MB R3A ISI (204) 787-2591 local (204) 787-1775 fax

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text.html

## **NEW BRUNSWICK**

Poison Information Centre Clinidata

774 Main St. 6<sup>th</sup> floor Moncton, NB EIC 9Y3 (506) 857-5555 (506) 867-3259 fax

## **NEWFOUNDLAND**

Poison Control Centre
The Janeway Child Health Centre
710 Janeway Place
St John's, NF AIA IR8
(709) 722-1110
(709)726-0830 fax

### **NORTHWEST TERRITORIES**

Emergency Department
Stanton Regional Hospital
P.O.B. 10
Yellowknife NT XIA 2NI
(403) 669-4100
(403) 669-4171 fax

## **NOVA SCOTIA/PEI**

Poison Control Centre
The IWK/Grace Health Care Centre
P.O. Box 3070
Halifax, NS B3J 3G9
I-800-565-8161
(902) 428-8161
(902) 428-3213 fax

#### **ONTARIO**

Ontario Regional Poison Information Centre Children's Hospital of Eastern Ontario 401 Smyth Road Ottawa, ON KIV 8LI I-800-267-1373 toll-free (613) 737-1100 local (613) 738-4862 fax Ontario Regional Poison Information Centre
The Hospital for Sick Children
555 University Avenue
Toronto, ON M5G IX8
I-800-268-9017 toll-free
(416) 598-5900 local
(416) 813-7489 fax

# **QUÉBEC**

Centre Anti-Poison du Québec 1050 Chemin Ste-Foy, I<sup>er</sup> étage Québec, QC GIS 4L8 I-800-463-5060 Toll-free (418) 656-8090 local (418) 654-2747 fax

### **SASKATCHEWAN**

Regina
Emergency Department
Regina General Hospital
1440 14<sup>th</sup> Avenue
Regina, SK S4P 0W5
1-800-667-4545 toll-free Southern Saskatchewan
(306) 766-4545 local
(306) 766-4357 fax

Saskatoon
Emergency Department
Royal University Hospital
Saskatoon, SK S7N 0X0
I-800-363-7474 toll-free
(306) 655-1010 local
(306) 655-1011 Fax

#### YUKON

Emergency Department
Whitehorse General Hospital
5 Hospital Road
Whitehorse YK YIA 3H7
(867) 667-8726 local
(867) 667-8762 fax



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



## 3. Organizations that deal with child safety:

CANADIAN INSTITUTE OF CHILD HEALTH www.cich.ca

CANADIAN PAEDIATRIC SOCIETY www.cps.ca

SAFE KIDS CANADA www.safekidscanada.ca

# 4. Organizations that deal with home safety and the health of all family members:

CANADA SAFETY COUNCIL www.safety-council.org

CANADIAN HEALTH NETWORK www.canadian-health-network.ca

FIRE PREVENTION CANADA
www.cafc.ca

HEALTH CANADA

www.hc-sc.gc.ca

Many of these sites have links to other sites with information on home and child safety.

Publications available on-line or that can be ordered on-line.

# Canadian Institute of Child Health (CICH)

➤ The Health of Canada's Children – A CICH Profile

### **Health Canada**

# **Consumer Product Safety Bureau**

www.hc-sc.gc.ca/psp

Stay Safe – A pre-school guide to the hazard symbols

# Child, Youth and Family, Safe and Supportive Environments

www.hc-sc.gc.ca

- Systematic Review of the Relationship between Childhood Injury and Socioeconomic Status.
- Unintentional Injuries in Childhood: Results from Canadian Health Surveys
- The Economic Burden of Unintentional Injury in Canada (SmartRisk Foundation)
  See also www.smartrisk.ca
- For the Safety of Canadian Children and Youth
- Building Towards Breakthroughs in Injury Control
- Parental Attitudes Towards Unintentional Childhood Injuries

#### Safe Kids Canada

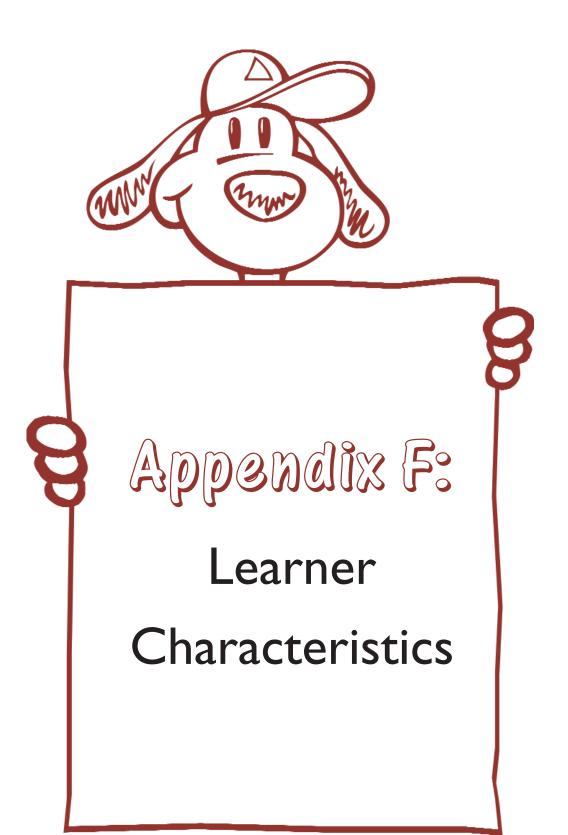
www.safekidscanada.ca

▶ Community Action Kit – Home Safety

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➤ Keep Your Kids Safe Fact Sheet – "You Can Prevent Poisoning"







# Learner Characteristics

# Grade K - Ages 5-6

- energetic, enthusiastic; likes to move quickly from one activity to another
- likes to watch, investigate and experiment, but unconcerned about outcome
- >> understands cause and effect
- prefers individual activity, but can play in small groups
- follows simple, stepped instructions
- >> can make comparisons
- >> able to understand simple abstract concepts
- able to play slightly more complex games
- prefers manipulative materials
- imitates adults
- loud, vigorous active play
- focuses on one thing at a time, quick change
- >> talks a lot, while working, asks many questions
- difficulty empathizing or understanding a differing point of view

# Grade 1 - Ages 6-7

- >> very imaginative
- ▶ likes "active" activities
- prefers individual activity, but becoming more interested in the group
- >> can anticipate and make basic assessments
- >> follows instructions and reacts well to praise
- >> enjoys simple group games
- >> puzzles, sorting, matching, classifying

# Grade 2 - Ages 7-8

- individualistic, but interested in the group
- follows simple, constructive, stepped feedback
- interesting in improving, developing skills
- requires examples and reasons for directions
- >> enjoys more complex group activities
- egocentric..still not able to come to terms completely with other perspectives, but trying to process other's ideas
- understands directions
- understands conservation, reversibility, reciprocity (2 dimensions)



# Grade 3 - Ages 8-9

- interested in the group, friends, needs positive feedback, develop competencies
- starting to enjoy more competitive activities with others
- starting to challenge authority; needs reasons for rules, directions
- >> recall and retell stories, information
- more intense reading abilities

# Grade 4 - Ages 9<sup>+</sup>

- >> peer approval important
- 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
- likes individual challenges and stunts





