

Safety Moves Matter

Identify choices that protect people during investigations.

6.1.C "use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline every action or equipment choice that helps keep people safe. Then write a small 1 beside one underlined eye-safety choice, a 2 beside one underlined heat-safety choice, and a 3 beside one underlined field-safety choice.

Safety During a Science Investigation

- ① Before their class tests how temperature changes the dissolving rate of sugar, Maya's team checks the lab area. They wear splash goggles before handling water or glass containers. Goggles protect eyes if liquid splashes or a container chips. Long hair is tied back, loose sleeves are secured, and backpacks are stored under the table. The team carries glassware with two hands and tells the teacher at once if it cracks. These choices keep the work space clear and help prevent injuries.
- ② To warm a beaker, the teacher gives directions before the team begins. Maya uses a heat-resistant glove or tongs to move hot equipment, not bare hands. She points the opening of a heated container away from people and sets it on a heat-safe surface to cool. Her group does not taste materials or rush near the hot plate. If someone notices a spill, broken glass, or another hazard, the group stops work and reports it immediately. Quick reporting helps the teacher protect everyone from the danger.
- ③ Later, the class collects leaf-litter samples outdoors. Before entering the study area, students listen to the teacher's boundaries and stay with their assigned group. They wear closed-toe shoes to protect feet from sharp objects and watch where they step. Students do not touch unknown plants, animals, or litter. They use tools as directed and return samples to the labeled tray. After the investigation, everyone washes hands with soap and water before eating or touching their face. This removes possible dirt, germs, or chemicals from their hands.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What equipment protects Maya's eyes, and what two dangers can it protect her from?

2 How should Maya move hot equipment, and why should she avoid using bare hands?

3 What should the group do if it notices a spill or broken glass? Why is this action important?

4 Name two safety practices students use in the outdoor study area. Explain how each practice helps keep students safe.

3 YOUR TURN _____ Your own words

Your class will collect soil samples beside the school garden. Fill in the table with four safety practices for this field investigation. In each row, explain how the practice helps keep people safe.

SAFETY PRACTICE	HOW IT KEEPS PEOPLE SAFE

PART 1 • READ AND MARK

Underline every action or equipment choice that helps keep people safe. Then write a small 1 beside one underlined eye-safety choice, a 2 beside one underlined heat-safety choice, and a 3 beside one underlined field-safety choice. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What equipment protects Maya's eyes, and what two dangers can it protect her from?	Splash goggles. They protect her eyes from liquid splashes and from chips from a glass container.
2	How should Maya move hot equipment, and why should she avoid using bare hands?	She should use a heat-resistant glove or tongs. Bare hands could be burned by hot equipment.
3	What should the group do if it notices a spill or broken glass? Why is this action important?	The group should stop work and report the hazard immediately. This helps the teacher protect everyone from the danger.
4	Name two safety practices students use in the outdoor study area. Explain how each practice helps keep students safe.	Answers include wearing closed-toe shoes to protect feet from sharp objects, staying with the assigned group and within boundaries, watching where they step, not touching unknown plants, animals, or litter, and using tools as directed.

PART 3 • YOUR TURN (SAMPLE ANSWER)

SAFETY PRACTICE	HOW IT KEEPS PEOPLE SAFE
Wear closed-toe shoes	They protect feet from sharp objects on the ground.
Stay with the assigned group and inside the teacher's boundaries	This keeps students from entering unsafe areas or becoming separated from the class.
Do not touch unknown plants, animals, or litter	This helps prevent bites, stings, rashes, or contact with harmful materials.
Wash hands with soap and water after collecting samples	This removes dirt, germs, or possible chemicals before students eat or touch their faces.

Accept equivalent safety practices that fit an outdoor soil investigation, as long as each explanation clearly states how the practice prevents harm. For the open response, each of the four rows needs both an appropriate practice and a specific safety reason.