Science Safety First: Guided Notes Check-In

Date Created: August 31, 2026
kaizly.com

Lesson:

Read the passages and examples below to learn about safe practices and safety equipment during science investigations. Pay attention to when goggles are needed, how to avoid tasting or smelling unknown materials, how to wash hands, and what to do if something spills or breaks.

> Science is more fun when everyone stays safe. Safe choices help us do more observing, testing, and exploring. In class and outside, we follow safety rules before, during, and after an investigation.

Safe science: before, during, after

1. Before you start
Goggles on; tie back long hair; find the exit

↓

2. During the investigation
No tasting or smelling; carry with two hands

↓

3. After you finish
Wash hands; report any spill or broken glass

Safety is a routine, not a rule list. Do each step in order every time we investigate.

Wear goggles when there is a chance that liquid, dust, or small pieces could get into your eyes. Goggles protect your eyes, so you can keep working safely. If your teacher says goggles are needed, put them on right away and keep them on until the teacher says to remove them. Also get your body ready: tie back long hair and push up loose sleeves before working near flames or moving materials.

Never taste science materials. Never smell them directly. Some materials can hurt you, even if they look harmless. If a teacher wants you to notice a smell, you should use gentle wafting only when told to do so.

Wash your hands after handling soil, plants, water samples, or other materials. Clean hands help keep you healthy and keep materials from spreading to other students or surfaces.

If you see a spill, broken glass, or a damaged tool, stop and tell the teacher immediately. Do not try to clean broken glass yourself. Adults use the correct tools and safety steps for that job.

Know where the fire extinguisher, eye wash station, and exit are before work begins. If there is an emergency, moving to the right place quickly helps everyone stay safe.

Safety equipment in our room

	What it protects you from	When you use it
goggles	splashes, dust, and small pieces	before mixing or pouring anything
soap and water	materials left on your hands	after handling any material
eye wash station	something that got into your eyes	right away, and tell the teacher
fire extinguisher	a small fire	an adult uses it, not students
the exit route	staying in an unsafe room	when the teacher says to leave

Find each of these in our room today. Knowing where they are is part of being ready to do science.

> Carry equipment carefully so it does not fall, swing, or hit anyone. Use two hands when needed, keep sharp or heavy items pointed down or close to your body, and move slowly and carefully.

> Safe science does not stop the investigation. Safe science makes the investigation possible. When everyone follows the plan, the whole class can learn and explore with confidence.

Mia is given goggles before a lab. She puts them on first, because tiny drops might splash.

Jamal notices a jar has tipped over. He steps back and tells the teacher right away.

Lena finishes exploring soil, then washes her hands before touching her desk.

Noah carries a tray with two hands and keeps it level so nothing falls.

Instructions:

Read each short lesson note, then choose the best answer. Use the hints if you need help. These questions help you practice safe science habits before your first investigations.

1. Mia is about to mix a liquid, and her teacher says there may be tiny splashes. What should Mia do first?

- ◯ A) Taste the liquid carefully
- ◯ B) Put her hands in her pockets
- ◯ C) Smell the liquid directly
- ◯ D) Put on goggles

2. A student says, 'I can sniff this powder quickly to see what it is.' What is wrong with that idea?

- ◯ A) Students should smell all science materials directly.
- ◯ B) Students should never smell science materials directly.
- ◯ C) It is fine if the powder looks clean.
- ◯ D) Only taste tests are unsafe.

3. Two students finish handling soil and water samples. Which student made the safer choice?

- ◯ A) The student who wipes hands on a shirt
- ◯ B) The student who washes hands with soap and water
- ◯ C) The student who touches a desk first
- ◯ D) The student who keeps working right away

4. The class is starting an investigation. A teacher says, 'Before we begin, know where the fire extinguisher, eye wash station, and exit are.' Why is this important?

- ◯ A) It helps everyone reach the right safety place quickly.
- ◯ B) It helps students finish faster than other classes.
- ◯ C) It only matters after the investigation is over.
- ◯ D) It is mainly for decorating the room.

5. Noah needs to carry a tray with cups of water across the room. Which way is safest?

- ◯ A) Swing it to show he is careful
- ◯ B) Hold it above his head
- ◯ C) Carry it with two hands and keep it level
- ◯ D) Carry it with one hand and move fast

6. The teacher wants students to notice a smell in a safe way. Which action should they use?

- ◯ A) Waft gently only when the teacher says to do it
- ◯ B) Shake the material near the face
- ◯ C) Put the material right under the nose
- ◯ D) Taste the material instead

7. A jar tips over on the table. Jamal starts to reach for it, then remembers the safety plan. What should he do first?

- ◯ A) Move it closer to the edge
- ◯ B) Step back and tell the teacher immediately
- ◯ C) Pick it up quickly with his bare hands
- ◯ D) Ignore it and keep working

8. Which student is showing the best safety choice during a lab investigation?

- ◯ A) Ava, who wears safety goggles before mixing liquids
- ◯ B) Ben, who tastes a material to identify it
- ◯ C) Carla, who runs across the room with glassware
- ◯ D) Diego, who points a tube toward a classmate

9. Read the safety note: 'Tie back long hair before using a burner or moving near flames.' What does this note mean?

- ◯ A) Long hair should be left loose during the activity.
- ◯ B) Long hair should be tied back before working near flames.
- ◯ C) Long hair only matters after the lesson ends.
- ◯ D) Long hair is used to help the burner stay lit.

10. A student says, 'Safety rules slow science down, so we should skip them.' Which response best matches the lesson?

- ◯ A) Safety rules make science impossible.
- ◯ B) Safety rules are only for field trips.
- ◯ C) Safety rules help everyone do science safely and keep working.
- ◯ D) Safety rules matter only for the teacher.

Science Safety First: Guided Notes Check-In

(Answer Key)

Date Created: August 31, 2026
kaizly.com

1. Mia is about to mix a liquid, and her teacher says there may be tiny splashes. What should Mia do first?
Hint: Think about protecting your eyes before work begins.

Answer: D) Put on goggles

Explanation: Mia should put on goggles first because they protect her eyes from tiny splashes.

2. A student says, 'I can sniff this powder quickly to see what it is.' What is wrong with that idea?
Hint: Remember the rule about smells.

Answer: B) Students should never smell science materials directly.

Explanation: Students should never smell science materials directly. Some materials can be harmful, so smelling must only happen the way the teacher says.

3. Two students finish handling soil and water samples. Which student made the safer choice?
Hint: Think about clean hands after using materials.

Answer: B) The student who washes hands with soap and water

Explanation: The safer choice is the student who washes hands after handling the materials, because clean hands help keep everyone healthy.

4. The class is starting an investigation. A teacher says, 'Before we begin, know where the fire extinguisher, eye wash station, and exit are.' Why is this important?
Hint: Think about what people may need in an emergency.

Answer: A) It helps everyone reach the right safety place quickly.

Explanation: Knowing the safety locations before work begins helps everyone act fast and stay safe during an emergency.

5. Noah needs to carry a tray with cups of water across the room. Which way is safest?
Hint: Think about keeping the load steady.

Answer: C) Carry it with two hands and keep it level

Explanation: Noah should carry the tray carefully with two hands and keep it level so it does not fall or hit anyone.

6. The teacher wants students to notice a smell in a safe way. Which action should they use?
Hint: Think about gentle air movement.

Answer: A) Waft gently only when the teacher says to do it

Explanation: Students should use gentle wafting only when the teacher tells them to do so.

7. A jar tips over on the table. Jamal starts to reach for it, then remembers the safety plan. What should he do first?
Hint: Think about spills and broken items.

Answer: B) Step back and tell the teacher immediately

Explanation: Jamal should step back and tell the teacher right away so an adult can handle the spill safely.

8. Which student is showing the best safety choice during a lab investigation?
Hint: Think about which action protects people from harm.

Answer: A) Ava, who wears safety goggles before mixing liquids

Explanation: The student who wears goggles when there is a chance of splashes is making the safest choice.

9. Read the safety note: 'Tie back long hair before using a burner or moving near flames.' What does this note mean?
Hint: Look for the safety action that prevents harm near heat.

Answer: B) Long hair should be tied back before working near flames.

Explanation: The note means students should tie back long hair to keep it away from heat and flames during work.

10. A student says, 'Safety rules slow science down, so we should skip them.' Which response best matches the lesson?
Hint: Think about what safe science makes possible.

Answer: C) Safety rules help everyone do science safely and keep working.

Explanation: Safety rules do not stop science; they help the class investigate, explore, and learn with confidence.