

Handout 1.3: What Would You Do? Scenarios

For the teacher: this handout has three parts. Page 1 is the room map every student fills in during the room tour. Page 2 is the relay answer sheet, one per team. Page 3 is the eight scenario cards; print one set per team on card stock, cut apart, and stack them face down on the front table. The key is at the end; do not print it for students.

Page 1: Our room map

Name: _____ Date: _____

Directions: During the room tour, draw a quick map of this room in the box. Mark and label these four things. You will be asked to walk to them without looking.

1. The first aid kit
2. The fire extinguisher
3. The Safety Data Sheets (SDS)
4. The exit and where our class lines up

[Draw the room here. Stove, sinks, door, and stations are enough.]

















The four parts of an accident report (write them as I say them):









Page 2: Relay answer sheet (one per team)

Team: _____ Runner order: _____

Directions: The runner brings one card from the front table. Read it out loud. Decide as a team. Write your answer in three lines. Then the runner takes the sheet up for a check. Correct: one point, next card. Wrong: one hint, try again. A new runner every card.

Every answer has three lines:

1. **Stop the danger.** What do you do about the thing that is dangerous?
2. **Help the person.** What do you do for anyone hurt? (If nobody is hurt, say so.)
3. **Tell the teacher.** When and why?

Card	1. Stop the danger	2. Help the person	3. Tell the teacher	Check

Team score: ____ out of 8.

Grade 8 stretch: pick one card your team answered. Write the full accident report for it on the back, all four parts: what happened, when, and where; who was involved and who saw it; what was done; what the room changes so it does not happen again.

Page 3: The scenario cards

Scenario 1: The oil catches A teammate is heating oil in a pan. Flames come up out of the pan. The teammate grabs a cup of water from the sink. What do you do?

Scenario 2: The hot pan A teammate takes a pan out of the oven with a bare hand on the metal handle and drops it on the counter. The teammate is holding their hand and crying. What do you do?

Scenario 3: The slip Someone spilled a cup of water on the floor between the stove and the sink. Nobody wiped it. Your teammate is about to carry a pot of hot pasta across that spot. What do you do?

Scenario 4: The cut A teammate is cutting a roll with a butter knife. The knife slips. There is a small cut on the finger and a little blood on the roll and the board. What do you do?

Scenario 5: The wet mitt The only oven mitt at your station is wet from the sink. A teammate says “it is fine” and reaches for the oven door with it. What do you do?

Scenario 6: The alarm The fire alarm goes off in the middle of a lab. Your burner is on and your team’s food is half done. A teammate says “let me just finish, it is probably a drill.” What do you do?

Scenario 7: The mystery bottle There is a spray bottle at your station with no label. A teammate sprays the counter with it and then wipes the counter with the towel you use to dry dishes. A little of the spray got on the teammate’s hands and they say it stings. What do you do, and where would you look to find out what is in the bottle?

Scenario 8: The report A teammate burned a wrist on the oven rack yesterday. Today the nurse asks the teacher for the accident report. What four things does that report have to say, and why does it matter that it gets written down?

Teacher key

Check fast. A card is correct when all three lines are there, in order, and there is no forbidden move (water on grease, ice or butter on a burn, a towel on a fire, carrying a burning pan, finishing the lab during an alarm). “Tell the teacher” alone is not an answer; send it back with the question “and before I get there?”

Card	1. Stop the danger	2. Help the person	3. Tell the teacher	Forbidden moves to catch
1	Shout “no water.” Turn off the burner. Slide the lid over the pan from the side and leave it. Baking soda for a small one. Step back.	Nobody hurt yet. Keep everyone away from the stove.	Yes, right now, loud. The teacher decides about the extinguisher (PASS: pull, aim, squeeze, sweep) and whether to leave the room.	Water, flour, a towel, carrying the pan to the sink, a student using the extinguisher first.
2	Turn off the oven. Leave the pan where it is.	Take the teammate to the sink and run cool water over the hand for at least 10 minutes. Nothing on it: no ice, no butter, no toothpaste.	Yes, right away. The teacher calls the nurse and writes the accident report.	Ice, butter, popping a blister, wrapping it tight. Also catch: in this class, the teacher handles the oven door and the hot pans.
3	Say “stop.” Wipe the floor with paper towels before anyone walks there.	Nobody hurt. Keep people out of the path until it is dry.	Yes, so the teacher can check the floor and drain the pasta (the teacher drains pasta in this class).	Walking across it “carefully.” A student carrying the hot pot.

4	Put the knife down. The roll and the board are set aside; blood on food means the food is thrown out.	Press the cut with a clean paper towel. Raise the hand above the heart.	Yes. The teacher decides about the nurse and writes the accident report. The station gets a clean board.	Rinsing the roll and using it. Bandaging it without telling anyone.
5	Say “stop.” Take the wet mitt out of use. Steam goes through wet cloth and burns.	Nobody hurt yet.	Yes. Get a dry mitt from the teacher; in this class the teacher opens the oven door anyway.	Using the wet mitt “quickly.” Using a towel instead.
6	Turn off the burner (two seconds, if you are right there). Leave the food. Do not clean up.	Nobody hurt. Everyone goes.	Line up at the door and follow the teacher on the exit route. Every alarm is real until an adult says otherwise.	Finishing the lab. Going back for anything.
7	Take the bottle out of use. The towel goes in the laundry, not on dishes. Do not use the counter for food until it is washed and sanitized.	The teammate washes hands with soap and water; if it still stings, the nurse.	Yes, right away. Where to look: the Safety Data Sheet (SDS) binder [<i>Sal: name its real location</i>], which says what is in a product, what it does to you, and what to do if it gets on skin or in eyes.	Using the bottle anyway. Wiping hands on the dish towel.
8	Not a stop-the-danger card. Accept “does not apply” with the reason that the accident already happened.	Accept “does not apply.”	The report has four parts: what happened, when, and where; who was involved and who saw it; what was done (first aid,	“It does not matter, nobody was hurt badly.”

			nurse); what the room changes so it does not happen again. It matters because the nurse and the family need the facts, and the “what changes” line is how the room gets safer.	
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Grade 6 version: use cards 1 to 6 only.

The two cards teams get wrong most often are 2 (ice on the burn) and 1 (the “small” fire someone tries to move). Use them in the Lesson 1.4 review game.