

Flinn Safety Contract Scavenger Hunt

Name: _____
Date: _____
Class: _____

_____ Shoes must completely cover the feet. 15
_____ Wash your hands with soap and water after performing all experiments. 34
_____ Work areas should be kept clean and tidy at all times. 9
_____ Living organisms should be treated humanely. 39
_____ Never use mouth suction to fill a pipet. 34
_____ Always turn the burner off when not in use. 50
_____ While using chemicals or prepared specimens, keep hands away from your body. 35
_____ Be prepared for your work in the laboratory. Read all procedures thoroughly. 7
_____ If you have a medical condition, check with your physician prior to working in lab. 32
_____ If a chemical splashes in your eye(s) or on your skin, immediately flush with water. 39
_____ Containers must be labeled, gas valves, fume hoods, and equipment must be turned off. 19
_____ They should be set aside to cool and picked up with caution. 32
_____ Always carry with tips and points pointing down and away. 35
_____ Do not touch any equipment, chemicals, or materials until instructed to do so. 4
_____ Take only as much chemical as you need. 32
_____ Keep chemicals closed. 34
_____ Follow all written and verbal instructions carefully. 4
_____ Do not wander around the room, distract other students, or interfere with others. 37
_____ Lab aprons should be worn during lab activities. 26
_____ Grasp the plug, not the electrical cord when removing an electrical plug from its socket. 44
_____ Never look into a container that is being heated. 32
_____ Hold them securely and walk carefully. 34
_____ Report any accident immediately. 27
_____ Always work in a well-ventilated area. 32
_____ Be very careful when you insert or remove rubber stoppers from glass tubing. 32
_____ The proper technique for smelling chemicals must be demonstrated to you. 31
_____ Do not eat or drink in the lab or use glassware to eat or drink from. 5

Flinn Safety Contract Scavenger Hunt: A Fun & Engaging Way to Teach Lab Safety

Are you tired of the same old, dry lectures on lab safety? Do your students glaze over when you discuss chemical handling procedures? Then it's time to ditch the monotony and embrace a more engaging approach: the Flinn Safety Contract Scavenger Hunt! This innovative method transforms a potentially tedious task into a fun, interactive learning experience that sticks. This blog post will guide you through creating and implementing a successful Flinn Safety Contract Scavenger Hunt, providing you with tips, tricks, and ready-to-use ideas to boost student engagement and comprehension of crucial lab safety rules.

Understanding the Importance of a Flinn Safety Contract

Before diving into the scavenger hunt, let's reiterate the vital role a safety contract plays in a science classroom. A safety contract isn't just a piece of paper to sign; it's a legally binding agreement demonstrating a student's understanding and commitment to following established safety protocols. The Flinn Scientific company, a renowned supplier of science education materials, often provides templates and resources to aid in creating comprehensive safety contracts. By engaging students actively in the learning process, a scavenger hunt elevates the contract from a passive activity to a dynamic experience.

Designing Your Flinn Safety Contract Scavenger Hunt

The key to a successful scavenger hunt is careful planning. Here's a step-by-step guide:

1. Identify Key Safety Rules:

Begin by reviewing your school's lab safety regulations and the relevant sections of the Flinn Safety Contract (or your chosen template). Focus on the most crucial rules, such as:

Proper attire: Goggles, closed-toe shoes, long pants.

Chemical handling: Safe disposal, proper labeling, avoiding spills.

Equipment usage: Correct operation of Bunsen burners, microscopes, etc.

Emergency procedures: Location of fire extinguishers, eyewash stations, first-aid kits.

Reporting accidents: Immediate notification of any incident.

2. Create Clues:

Transform each safety rule into an engaging clue. Use a variety of clue types to maintain student interest:

Riddle-based clues: "I protect your eyes from splashes and fumes, what am I?" (Answer: Safety goggles)

Picture clues: Show an image of a piece of lab equipment and ask students to identify its safe use.

Location-based clues: "Find me near the exit, I'm ready to fight a fire." (Answer: Fire extinguisher)

3. Design the Hunt Map:

Create a map or diagram of your classroom or lab. Number the clue locations and ensure they are easily accessible and safe to navigate.

4. Prepare the Safety Contract:

Include space for students to answer questions about the safety rules revealed during the hunt. This can be a fill-in-the-blank, multiple-choice, or short-answer format. The contract should be more than just a list; ensure it reflects their learning.

5. Implement the Hunt:

Divide students into small groups and provide each team with a map and the first clue. Encourage teamwork and collaboration as they solve the clues and locate the answers.

Adding an Engaging Twist to Your Scavenger Hunt

To make the scavenger hunt even more memorable and effective, consider these enhancements:

Themed Hunt: Tie the scavenger hunt to a specific science unit or experiment.

Incentives: Offer small prizes for the first team to complete the hunt or for exceptional teamwork.
Technology Integration: Use QR codes to link clues to videos or online resources.
Differentiation: Adjust the difficulty of the clues to cater to different learning levels.

Assessment and Follow-up

After the scavenger hunt, review the completed safety contracts. Discuss any misconceptions or areas needing clarification. Ensure students understand the gravity of adhering to the safety rules and the consequences of non-compliance. This reinforces the importance of the contract and ensures a safe lab environment.

Conclusion

A Flinn Safety Contract Scavenger Hunt offers a unique and effective method for teaching lab safety. By transforming a potentially mundane task into an engaging and interactive experience, you can significantly improve student understanding and retention of critical safety protocols. Remember to plan carefully, create engaging clues, and reinforce the importance of the safety contract throughout the process. The result? A safer, more exciting, and more effective science classroom.

FAQs

1. Can I adapt this scavenger hunt for online learning? Yes, you can adapt this to an online environment using virtual breakout rooms and digital clues embedded in documents or videos.
2. What if a student doesn't complete the scavenger hunt? Provide extra time or individual support to ensure all students understand the safety rules before proceeding with lab work.
3. How can I ensure fairness during the scavenger hunt? Ensure that all clues are of similar difficulty and that teams have equal opportunities to find the answers.
4. What if a safety violation occurs during the scavenger hunt? Address the violation immediately and use it as a teaching moment to reinforce the importance of following safety procedures.
5. Can I use this scavenger hunt for different age groups? Yes, you can adjust the difficulty and complexity of the clues to suit the age and understanding of your students. Remember to adapt the language and complexity accordingly.

flinn safety contract scavenger hunt: *Starting With Safety* American Chemical Society, American Chemical Society. Continuing Education Department, 2008-01-31 Provides an overview on

handling chemicals and equipment safely, proper lab behavior, and safety techniques.

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flinn safety contract scavenger hunt: Biology of the Arterial Wall Bernard I. Levy, Alain Tedgui, 2007-11-23 Biology of the Arterial Wall is intended as a general reference text concerned with the biology of the vascular cells and the blood vessel wall under physiological and pathological conditions. One of the major functions of the arteries is to maintain a continuous blood flow to the organs whatever the pressure conditions, thanks to the vasomotor tone of the smooth muscle cells. Great advances have been made over the last decade in the understanding of the endothelial cells as integrators and transducers of signals originating from the blood stream. The pluripotent control functions of the endothelial cells in the vessel wall are now well recognized. A review of endothelial functions and dysfunctions is presented. Cell biology and molecular genetic studies have now identified an array of molecules elaborated by endothelial cells and vascular smooth muscle cells and by the blood-borne elements which interact with artery cells, defending the artery against injury and modulating evolving abnormal processes. Molecules which induce or inhibit endothelial and/or smooth muscle cells are currently under great scrutiny. Angiogenesis, which plays a major role in tumor growth, but may also be beneficial as a healing process in muscle ischemia, is discussed. Apoptosis, or programmed cell death, has only recently been recognized as an essential process in blood vessel modeling and remodeling. An overview of apoptosis in the vascular system is presented. It is increasingly evident that the adjustments of the blood vessel wall are made in the presence of deforming disease processes such as hypertension and atherosclerosis. The second part of the book is concerned with the blood vessel wall in disease conditions. Several chapters review the role of the vessel and vascular cells in inflammation, and vascular remodeling during arterial hypertension and aging. One chapter is devoted to atherogenesis, atheroma and plaque instability, followed by the pathophysiology of post-angioplasty restenosis, which is a crucial issue in modern interventional cardiology.

flinn safety contract scavenger hunt: *New Frontiers in Social Neuroscience* Jean Decety, Yves Christen, 2013-12-11 Traditionally, neuroscience has considered the nervous system as an isolated entity and largely ignored influences of the social environments in which humans and many animal species live. However, there is mounting evidence that the social environment affects behavior across species, from microbes to humans. This volume brings together scholars who work with animal and human models of social behavior to discuss the challenges and opportunities in this interdisciplinary academic field.

flinn safety contract scavenger hunt: Imperial Hearst Ferdinand Lundberg, 2017-12-18 Hearst's journalistic ethics were probably never more clearly exposed than during the national election campaign of 1936. It is true that eighty per cent of the newspapers in the United States spread slanders and calumnies against the President. But the Hearst organs pulled all the stops and thundered vilification with all the resources at their command. The President was portrayed as a lunatic, a wastrel and a cartoonist's version of a frothing Communist. Picture and text described him and his advisers as dangerously radical, malicious and altogether feeble-minded. The Hearst press did not hesitate to attribute the source of Roosevelt's social legislation to Moscow. Nor did consistency deter Hearst from charging plagiarism from Hitler and Mussolini. His newspapers shouted denunciation and abuse. Sound familiar? This work is the only complete exposition of the financial, political and social results of the career of William Randolph Hearst.

flinn safety contract scavenger hunt: **The Making of the English Middle Class** Peter Earle, 1989-01-01 This is the first major study of a neglected yet extremely significant subject: the London middle classes in the period between 1660 and 1730, a period in which they created a society and economy that can be seen with hindsight to have ushered in the modern world. Using a wealth of material from contemporary sources—including wills, business papers, inventories,

marriage contracts, divorce hearings, and the writings of Daniel Defoe and Samuel Pepys--Peter Earle presents a fully rounded picture of the middling sort of people, getting to the hearts of their lives as men and women struggling for success in the biggest, richest, and most middle-class city in contemporary Europe. He examines in fascinating and convincing detail the business life of Londoners, from apprenticeship through the problems and potential rewards of different occupational groups, going on to look at middle-class family, social, political and material life--from relationships with spouses, children, servants, and neighbors, to food and clothes and furniture, to sickness, death, and burial. Stimulating, scholarly, and constantly illuminating, this book is an important and impressive contribution to English social history.

flinn safety contract scavenger hunt: Safety in the Chemical Laboratory Norman V. Steere, 1974

flinn safety contract scavenger hunt: *Lakeland*: Lakeland Community Heritage Project Inc., 2012-09-18 Lakeland, the historical African American community of College Park, was formed around 1890 on the doorstep of the Maryland Agricultural College, now the University of Maryland, in northern Prince George's County. Located less than 10 miles from Washington, D.C., the community began when the area was largely rural and overwhelmingly populated by European Americans. Lakeland is one of several small, African American communities along the U.S. Route 1 corridor between Washington, D.C., and Laurel, Maryland. With Lakeland's central geographic location and easy access to train and trolley transportation, it became a natural gathering place for African American social and recreational activities, and it thrived until its self-contained uniqueness was undermined by the federal government's urban renewal program and by societal change. The story of Lakeland is the tale of a community that was established and flourished in a segregated society and developed its own institutions and traditions, including the area's only high school for African Americans, built in 1928.

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flinn safety contract scavenger hunt: *Multicultural Science Education* Mary M. Atwater, Melody Russell, Malcolm B. Butler, 2013-11-19 This book offers valuable guidance for science teacher educators looking for ways to facilitate preservice and inservice teachers' pedagogy relative to teaching students from underrepresented and underserved populations in the science classroom. It also provides solutions that will better equip science teachers of underrepresented student populations with effective strategies that challenge the status quo, and foster classrooms environment that promotes equity and social justice for all of their science students. *Multicultural Science Education* illuminates historically persistent, yet unresolved issues in science teacher education from the perspectives of a remarkable group of science teacher educators and presents research that has been done to address these issues. It centers on research findings on underserved and underrepresented groups of students and presents frameworks, perspectives, and paradigms that have implications for transforming science teacher education. In addition, the chapters provide an analysis of the socio-cultural-political consequences in the ways in which science teacher education is theoretically conceptualized and operationalized in the United States. The book provides teacher educators with a framework for teaching through a lens of equity and social justice, one that may very well help teachers enhance the participation of students from traditionally underrepresented and underserved groups in science, technology, engineering, and mathematics (STEM) areas and help them realize their full potential in science. Moreover, science educators will find this book useful for professional development workshops and seminars for both novice and veteran science teachers. *Multicultural Science Education: Preparing Teachers for Equity and Social Justice* directly addresses the essential role that science teacher education plays for the future of an informed and STEM knowledgeable citizenry. The editors and authors review the beginnings of

multicultural science education, and then highlight findings from studies on issues of equity, underrepresentation, cultural relevancy, English language learning, and social justice. The most significant part of this book is the move to the policy level—providing specific recommendations for policy development, implementation, assessment and analysis, with calls to action for all science teacher educators, and very significantly, all middle and high school science teachers and prospective teachers. By emphasizing the important role that multicultural science education has played in providing the knowledge base and understanding of exemplary science education, *Multicultural Science Education: Preparing Teachers for Equity and Social Justice* gives the reader a scope and depth of the field, along with examples of strategies to use with middle and high school students. These classroom instructional strategies are based on sound science and research. Readers are shown the balance between research-based data driven models articulated with successful instructional design. Science teacher educators will find this volume of great value as they work with their pre-service and in-service teachers about how to address and infuse multicultural science education within their classrooms. For educators to be truly effective in their classrooms, they must examine every component of the learning and teaching process. *Multicultural Science Education: Preparing Teachers for Equity and Social Justice* provides not only the intellectual and research bases underlying multicultural studies in science education, but also the pragmatic side. All teachers and teacher educators can infuse these findings and recommendations into their classrooms in a dynamic way, and ultimately provide richer learning experiences for all students. Patricia Simmons, North Carolina State University, Raleigh, USA

This provocative collection of chapters is a presentation in gutsiness. Ingenious in construction and sequencing, this book will influence science teacher educators by introducing them to issues of equity and social justice directly related to women and people of color. The authors unflinchingly interrogate issues of equity which need to be addressed in science education courses. This provocative collection of chapters is a presentation in gutsiness. Ingenious in construction and sequencing, this book will influence science teacher educators by introducing them to issues of equity and social justice directly related to women and people of color. The authors unflinchingly interrogate issues of equity which need to be addressed in science education courses. It begins with setting current cultural and equity issue within a historic frame. The first chapter sets the scene by moving the reader through 400 years in which African-American's were 'scientifically excluded from science'. This is followed by a careful review of the Jim Crow era, an analysis of equity issues of women and ends with an examination of sociocultural consciousness and culturally responsive teaching. Two chapters comprise the second section. Each chapter examines the role of the science teacher in providing a safe place by promoting equity and social justice in the classroom. The three chapters in the third section focus on secondary science teachers. Each addresses issues of preparation that provides new teachers with understanding of equity and provokes questions of good teaching. Section four enhances and expands the first section as the authors suggest cultural barriers the impact STEM engagement by marginalized groups. The last section, composed of three chapters, interrogates policy issues that influence the science classroom. Molly Weinburgh, Texas Christian University, Fort Worth, USA

flinn safety contract scavenger hunt: Pharmacy in Public Health Jean Carter, Marion Slack, American Society of Health-System Pharmacists, 2010 This practical textbook covers key areas like the foundations of public health, concepts and tools of policy, and models of public health programs run by pharmacists. Unlike other books, it includes real-life cases that highlight pharmacists who are starting or getting involved in public health efforts.

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flinn safety contract scavenger hunt: Agricultural Bioterrorism Steven A. Wieneke, 2006 The threat of agricultural terrorism in the United States has awakened the nation to the stark reality that

its agricultural industry may be in jeopardy. Intentional attacks delivered by land air and sea are capable of devastating this nation's agricultural infrastructure its economy and ultimately threaten the survival of the citizens and the quality of life we have taken for granted. Preparations taken to identify vulnerabilities implementation of prevention measures and actions taken in response to an attack will determine the magnitude of the impact of an agricultural incident. This paper will present the bioterrorism threat the United States agricultural infrastructure faces. It will review the nature and threat of agricultural terrorism against livestock and croplands and demonstrate the degree of vulnerability the United States agricultural industry has against a bioterrorism attack. This paper will identify current plans policies initiatives and capabilities available at the local state and federal levels. It will review actions that should be implemented in order to strengthen this nation's ability to prevent prepare for respond to and mitigate long-term consequences that could devastate the nation's economy.

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flinn safety contract scavenger hunt: **Practical UNIX and Internet Security** Simson Garfinkel, Gene Spafford, Alan Schwartz, 2003-02-21 When Practical Unix Security was first published more than a decade ago, it became an instant classic. Crammed with information about host security, it saved many a Unix system administrator from disaster. The second edition added much-needed Internet security coverage and doubled the size of the original volume. The third edition is a comprehensive update of this very popular book - a companion for the Unix/Linux system administrator who needs to secure his or her organization's system, networks, and web presence in an increasingly hostile world. Focusing on the four most popular Unix variants today--Solaris, Mac OS X, Linux, and FreeBSD--this book contains new information on PAM (Pluggable Authentication Modules), LDAP, SMB/Samba, anti-theft technologies, embedded systems, wireless and laptop issues, forensics, intrusion detection, chroot jails, telephone scanners and firewalls, virtual and cryptographic filesystems, WebNFS, kernel security levels, outsourcing, legal issues, new Internet protocols and cryptographic algorithms, and much more. Practical Unix & Internet Security consists of six parts: Computer security basics: introduction to security problems and solutions, Unix history and lineage, and the importance of security policies as a basic element of system security. Security building blocks: fundamentals of Unix passwords, users, groups, the Unix filesystem, cryptography, physical security, and personnel security. Network security: a detailed look at modem and dialup security, TCP/IP, securing individual network services, Sun's RPC, various host and network authentication systems (e.g., NIS, NIS+, and Kerberos), NFS and other filesystems, and the importance of secure programming. Secure operations: keeping up to date in today's changing security world, backups, defending against attacks, performing integrity management, and auditing. Handling security incidents: discovering a break-in, dealing with programmed threats and denial of service attacks, and legal aspects of computer security. Appendixes: a comprehensive security checklist and a detailed bibliography of paper and electronic references for further reading and research. Packed with 1000 pages of helpful text, scripts, checklists, tips, and warnings, this third edition remains the definitive reference for Unix administrators and anyone who cares about protecting their systems and data from today's threats.

flinn safety contract scavenger hunt: **Vertical** Stephen Graham, 2018-04-17 A revolutionary reimagining of the cities we live in, the air above us, and what goes on in the earth beneath our feet. Today we live in a world that can no longer be read as a two-dimensional map, but must now be understood as a series of vertical strata that reach from the satellites that encircle our planet to the

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flinn safety contract scavenger hunt: *Essential Questions* Jay McTighe, Grant Wiggins, 2013-03-27 What are essential questions, and how do they differ from other kinds of questions? What's so great about them? Why should you design and use essential questions in your classroom? Essential questions (EQs) help target standards as you organize curriculum content into coherent units that yield focused and thoughtful learning. In the classroom, EQs are used to stimulate students' discussions and promote a deeper understanding of the content. Whether you are an Understanding by Design (UbD) devotee or are searching for ways to address standards—local or Common Core State Standards—in an engaging way, Jay McTighe and Grant Wiggins provide practical guidance on how to design, initiate, and embed inquiry-based teaching and learning in your classroom. Offering dozens of examples, the authors explore the usefulness of EQs in all K-12 content areas, including skill-based areas such as math, PE, language instruction, and arts education. As an important element of their backward design approach to designing curriculum, instruction, and assessment, the authors *Give a comprehensive explanation of why EQs are so important; *Explore seven defining characteristics of EQs; *Distinguish between topical and overarching questions and their uses; *Outline the rationale for using EQs as the focal point in creating units of study; and *Show how to create effective EQs, working from sources including standards, desired understandings, and student misconceptions. Using essential questions can be challenging—for both teachers and students—and this book provides guidance through practical and proven processes, as well as suggested response strategies to encourage student engagement. Finally, you will learn how to create a culture of inquiry so that all members of the educational community—students, teachers, and administrators—benefit from the increased rigor and deepened understanding that emerge when essential questions become a guiding force for learners of all ages.

flinn safety contract scavenger hunt: *Fundamentals of Geriatric Pharmacotherapy* Lisa C. Hutchison, Rebecca B. Sleeper, 2015 *Fundamentals of Geriatric Pharmacotherapy*, Second Edition gives practitioners the information they need to improve outcomes and personalize care for elderly patients. New to this edition are new chapters on Death & Dying and Infections and Antimicrobial Stewardship. Additional enhancements in this edition include added links to new guidelines, assessment tools, and videos. Additional cases and a study guide will match the content map for certified geriatric pharmacists examination

flinn safety contract scavenger hunt: *The Founding Fortunes* Tom Shachtman, 2020-01-21 In *The Founding Fortunes*, historian Tom Shachtman reveals the ways in which a dozen notable Revolutionaries deeply affected the finances and birth of the new country while making and losing their fortunes. While history teaches that successful revolutions depend on participation by the common man, the establishment of a stable and independent United States first required wealthy colonials uniting to disrupt the very system that had enriched them, and then funding a very long war. While some fortunes were made during the war at the expense of the poor, many of the wealthy

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