**DISASTER DEMO’s (Groups of 3-5)** Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summary**

In groups, you will role play five common lab accidents – Acid in the Eyes, Person on Fire, Person Badly Cut, Person Faints after Breathing in Noxious Gas and Person Spills Corrosive Material on their Body – demonstrating ***both correct and incorrect actions***. You will be given class time to create video’s of the demo’s, and then present this video’s at a later date. Audience members watch the video’s/Animations and observe what caused the accident and how the other people responded. Each video/animation will be followed by a discussion.

**General Guidelines**

* Absolutely no chemicals should be used during the skits!
* Do not act carelessly even if you are demonstrating an incorrect action (e.g. don’t run or flail arms wildly). We don’t want to have an actual accident during our safety video’s!
* All Members of the group should appear in the video and take part in the discussion after the video
* Video’s should be between 2-5 minutes long, and can include alternate endings or responses to the disaster.
* You must complete the video, engage the class in a discussion about your disaster demo and present a safety map of the classroom.
* ***See below for the rubric on which you will be assessed.***

**DISASTER #1 – Acid in the Eyes**

**Introduction**:

The victim and his/her partner are working through a standard chemistry experiment. The victim puts his/her goggles on their forehead, as s/he warms up a test tube and smells it. The victim begins to yell, “Ow, my eyes! I’ve got something in my eyes! It burns!”, and immediately brings his/her hands up to cover her face.

Continue the script (***in Google Classoom***) from the introduction described above until its conclusion; include several incorrect (*but realistic*) responses as well as several correct responses. ***BE CREATIVE.***

Other important information:

1. The Victim is wearing contact lenses
2. The teacher is in the hallway
3. Several groups of students are in the surrounding vicinity
4. Several breakable items surround the victim

Questions that should be answered either in the video or the discussion:

1. What caused the accident?
2. What were the correct responses?
3. What were the incorrect responses?
4. How could this accident be prevented in the future?

In the space below please list 4-6 questions engaging question that will allow you to determine if your audience has understood your safety measure.

**DISASTER #2 – Person on Fire**

**Introduction**:

The victim and his/her partner are working through a standard chemistry experiment. The victim reaches across the table (and under a Bunsen burner) to pick up a beaker. His/her arm catches on fire and s/he immediately begins to panic.

Continue the script (***in Google Classoom***) from the introduction described above until its conclusion; include several incorrect (*but realistic*) responses as well as several correct responses. ***BE CREATIVE.***

Other important information:

1. The Victim is wearing jeans and a long sleeve hoodie
2. The teacher is in the on the other side of the room
3. The student is with his/her partner and two groups completing a make up lab after school
4. Several potentially flammable items surround the victim

Questions that should be answered either in the video or the discussion:

1. What caused the accident?
2. What were the correct responses?
3. What were the incorrect responses?
4. How could this accident be prevented in the future?

In the space below please list 4-6 questions engaging question that will allow you to determine if your audience has understood your safety measure.

**DISASTER #3 – Person Badly Cut**

**Introduction**:

The victim and his/her partner are working through a standard chemistry experiment. Two nearby students are play fighting when they knock over a beaker smashing it on the ground. The victim leans over to help clean up and cuts her wrist badly on a broken beaker and immediately begins to panic.

Continue the script (***in Google Classoom***) from the introduction described above until its conclusion; include several incorrect (*but realistic*) responses as well as several correct responses. ***BE CREATIVE.***

Other important information:

1. The Victim is wearing jeans and a long sleeve hoodie
2. The teacher is in the on the other side of the room
3. The student is with his/her partner and two groups completing a make up lab after school
4. Several potentially flammable items surround the victim

Questions that should be answered either in the video or the discussion:

1. What caused the accident?
2. What were the correct responses?
3. What were the incorrect responses?
4. How could this accident be prevented in the future?

In the space below please list 4-6 questions engaging question that will allow you to determine if your audience has understood your safety measure.

**DISASTER #4 – Person Breathes in Noxious Gas**

**Introduction**:

The victim mixes reagent A into reagent B in the open instead of under the designated fume hood. The victim immediately feels feint and begins having trouble breathing, dropping both reagents on the ground. When trying to sit down s/he collapses to the ground.

Continue the script (***in Google Classoom***) from the introduction described above until its conclusion; include several incorrect (*but realistic*) responses as well as several correct responses. ***BE CREATIVE.***

Other important information:

1. The Victim is known to have asthma
2. The teacher is in the office
3. The student is with his/her partner and two groups completing a make up lab after school
4. Several potentially flammable items surround the victim

Questions that should be answered either in the video or the discussion:

1. What caused the accident?
2. What were the correct responses?
3. What were the incorrect responses?
4. How could this accident be prevented in the future?

In the space below please list 4-6 questions engaging question that will allow you to determine if your audience has understood your safety measure.

**DISASTER #5 – Person Spills Corrosive Material on their Body**

**Introduction**:

On the way back from picking up a strong corrosive agent (Potassium Hydroxide) the student checked his/her phone for potential Snap Chat opportunities and bumps in the back of the victim spilling the reagent on the victims back.

Continue the script (***in Google Classoom***) from the introduction described above until its conclusion; include several incorrect (*but realistic*) responses as well as several correct responses. ***BE CREATIVE.***

Other important information:

1. The Victim is wearing a shirt and long pants
2. The teacher is at his/her desk

Questions that should be answered either in the video or the discussion:

1. What caused the accident?
2. What were the correct responses?
3. What were the incorrect responses?
4. How could this accident be prevented in the future?

In the space below please list 4-6 questions engaging question that will allow you to determine if your audience has understood your safety measure.

**The Safety Map** – Completed in your ***Disaster Demo Groups*** and handed in the day of your video Presentations! ***Note: these maps will be displayed within our classroom and therefore must be visible from at list 5 m’s!***

*Draw a map of the classroom and hallway*. Use a ruler and draw the map from a bird’s eye view!

See Disaster Demo Rubric for assessment details!

On the map, label the safety equipment listed below:

* Fire Extinguisher(s)
* Fire Blanket
* Gas Shut Off Button First-aid Kit
* Room details (ex. teacher’s desk, student desks, whiteboard, landmarks).
* Dust Pan and Broom
* Fume Hood
* Broken Glass Container
* Safety Glasses
* Eye Wash Station
* Aprons

**Disaster Demo** Name(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 Disaster Demo Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block:\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  | **Beginning** | **Developing** | **Accomplished** | **Exemplary** | **Grade** |
| **Overall** | *Disaster Demo does not reveal objectives, results, and/or has made serious mistakes in its attempt to address safety issues.* | *Disaster Demo reveals basic objectives and results. Does not thoroughly demonstrate safety for your topic.* | *Organized Disaster Demo video with definite objectives, results, and relevance. Fairly creative.* | *Organized and Disaster Demo with clear communication of creative, original thinking that demonstrates safety thoroughly.* |  |
| **Video** | * Video is **NOT** created on time and handed in on a USB or loaded onto YouTube
* Video is **NOT** between 2- 4 minutes
* Video is i**n**accurate for the our classroom
* Video is **un**realistic
* Video is **NOT** well researched and factually correct
* Video **does not** contain both correct and incorrect student responses
* Video **does not** contains explanations for safety responses
* Scenes are **NOT** clearly shot, and voices **hard** to hear
* Only some members take part (make an appearance) in the video
 | * Video is created on time and handed in on a USB or loaded onto YouTube
* Video is between 2- 4 minutes
* Video is accurate for the our classroom
* Video is realistic
* Video is well researched and factually correct
* Video contains both correct and incorrect student responses
* Video contains explanations for safety responses
* All scenes are clearly shot, and voices **easy** to hear
* All members take part (make an appearance) in the video
 | /10 |
| **Creativity** | * Video shows **no** evidence of imagination and creativity.
* There is **no** thoughtfulness to how the video was created
 | * Video shows **little** evidence of imagination and creativity.
* There is **little** thoughtfulness to how the video was created.
 | * Video shows **some** evidence of imagination and creativity.
* There is **some** thoughtfulness to how the video was created.
 | * Film shows evidence of imagination and creativity.
* There is thoughtfulness to how the video was created.
 | /5 |
| **Questioning** | * Key safety points are **NOT** highlighted/summarised
* Questions for class are **not** relevant, engaging and thought provoking
* Group is **not** able to correctly answer questions from class
* Group members do not share responsibility equally
 | * **Some** key safety points are highlighted/summarised
* Questions for class are **somewhat** relevant, engaging and thought provoking
* Group is able to correctly answer **some** questions from class
 | * **Most** key safety points are highlighted/summarised
* Questions for class are **mostly** relevant, engaging and thought provoking
* Group is able to correctly answer **most** questions from class
 | * **All** key safety points are highlighted/summarised
* Questions for class are relevant, engaging and thought provoking
* Group is able to correctly answer all questions from class
* All group members share responsibility equally
 | /5 |
| **Safety Map** | * Map is drawn in pencil with no ruler
* Map is drawn in 1 colour
* Map does not reflects the design and scale of the classroom
* Map is uncreative, unoriginal and not pleasing to the eye
* Little to no Room Details (landmarks) included
* Map cannot be seen from up to 3m away
 | * Map is not drawn with a ruler and markers (not pencil)
* Map contains 2-3 different colour
* Map mostly reflects the design and scale of the classroom
* Map is somewhat creative, original and pleasing to the eye
* Most Room Details (landmarks) included
* Map can be seen from up to 3m away but not the details
 | * Map is drawn with a ruler and markers (not pencil)
* Map is colourful (multiple colours)
* Map reflects the design and scale of the classroom
* Map is creative, original and pleasing to the eye
* Several Room Details (landmarks) included
* Map details can be seen from up to 3m away
 | /10 |
| **Safety Map** | * Map Contains only some of the following:
	+ Fire Extinguisher ☐
	+ Fire Blanket ☐
	+ Gas Shut Off Button ☐
	+ First-aid Kit ☐
	+ Dust Pan and Broom ☐
	+ Fume Hood ☐
	+ Broken Glass Container ☐
	+ Safety Glasses ☐
	+ Eye Wash Station ☐
	+ Aprons ☐
 | * Map Contains the following:
	+ Fire Extinguisher ☐
	+ Fire Blanket ☐
	+ Gas Shut Off Button ☐
	+ First-aid Kit ☐
	+ Dust Pan and Broom☐
	+ Fume Hood ☐
	+ Broken Glass Container☐
	+ Safety Glasses ☐
	+ Eye Wash Station ☐
	+ Aprons ☐
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