

Grades 6-8 / 20 minutes / TEACHER PLAN

Before the experiment

Practice asking for clarification and following teacher-approved lab or workshop instructions.

Before class

Student activity page and pencils; no equipment, devices or real-world hazard search required.

Preview the lesson and adapt it to approved school guidance. Use fictional examples; students may pass. Do not collect private student or medical information.

0-3 min / Introduce

Practice asking for clarification and following teacher-approved lab or workshop instructions. Say: "We will use imaginary examples. You can point, draw, speak or pass."

3-7 min / Model

Read the first scenario aloud. Invite a response before sharing the answer guide. Model a calm question that asks the appropriate adult for help.

7-15 min / Practice

Use the student activity sheet. Discuss the other scenarios in pairs or as a class. For younger learners, read every prompt aloud and accept a drawing or pointing response.

15-20 min / Close

Use the exit ticket. Reinforce the approved school process relevant to the topic. Do not invite personal incident disclosures during group discussion.

Access & participation

Read aloud, provide processing time and accept spoken, written, drawn or pointing responses. Follow individual accommodations. No public speaking or personal disclosure is required.

Grades 6-8 / STUDENT ACTIVITY

Before the experiment

Think it through. Choose a helpful next step.

These examples are imaginary. Write, draw or discuss your response. You do not need to share a personal experience. For younger learners: an adult reads the prompts.

01 / A container on the table has an unfamiliar label. Someone suggests opening it to find out what it is.

What could this person do next?

02 / Your group has two different instructions for the next step.

What could this person do next?

03 / A tool looks damaged before the activity starts.

What could this person do next?

One thing to take with you

Write a useful question you could ask before starting an unfamiliar task.

Grades 6-8 / TEACHER ANSWER GUIDE

Talk about the why.

01 / Discussion point

Leave it alone and ask the teacher. Do not taste, smell, mix or handle unfamiliar materials to investigate.

02 / Discussion point

Pause the uncertain step and ask the teacher to clarify the approved procedure.

03 / Discussion point

Do not use it. Tell the teacher and follow the approved process for replacement or support.

Optional family message

We practiced asking clear questions before a lab or practical task. Discuss why guessing is a poor substitute for approved instructions.

Reference / scope

Original classroom discussion; teacher-approved lab procedures take precedence.

Discussion and learning only. This is not emergency response training or a substitute for qualified school guidance.