

2027-01-25 · 80 minutes

Wk2 Pre-lab: Lab safety, myPLTW, and how to submit

Your goal: Pass a lab-safety check and sign the safety contract, tour the myPLTW web portal, and learn exactly how to submit each kind of work.

One product: Lab-safety check: signed safety contract, completed safety scavenger hunt, and course-access check (login screenshot if available, or a note that access is unavailable).

Question: What can a written record prove, and what still needs an actual check?

Start the work

Use a cue, check what you recall, and repair the gap.

1. Icebreaker: Would You Rather, lab edition (goggles for a day or gloves for a week?).
2. Learn lab safety: PPE, reading an SDS, and the SOP for handling, storing, and cleaning up.
3. Lab-safety scavenger hunt: find the eyewash, the fire blanket, the SDS binder, and the PPE in our room.
4. Read and sign the lab-safety contract (a copy goes home for a parent signature).
5. myPLTW student access is not available yet. Follow the teacher's course tour and write access unavailable for your access check. Then practice finding the matching Schoology assignment for a notebook sample, exit ticket, and lab write-up.

If the assignment is unavailable, save the dated written preparation and tell the teacher. Ask for the hunt, signature and course-access directions before doing those activities. Use a login screenshot only when you can open the course; otherwise tell the teacher that access is unavailable.

Words you will use

pre-lab

Preparation before an activity with materials or equipment.

hazard

Something that can cause harm.

exposure

Contact with a hazard.

risk

The chance and possible consequences of harm in stated conditions.

control

A measure used to reduce risk.

PPE

Personal protective equipment worn to help protect against hazards.

SDS

Safety Data Sheet: product hazard and safety information.

SOP

Standard operating procedure: written directions for a specific task.

first aid

Initial help for an injury or illness.

handling

Working with or moving a material.

storage

Keeping a material in a designated place and conditions.

cleanup

Restoring a work area using the authorized method.

permission

Approval for the stated action.

supervised

Done with the required teacher oversight.

goggles

Eye protection designed for specified hazards.

gloves

Hand coverings selected for a particular task and hazard.

eyewash

Safety equipment used to rinse eyes in an exposure emergency.

fire blanket

Fire-safety equipment whose use requires local instruction.

SDS binder

A collection of safety data sheets.

contract

An agreement with stated responsibilities.

signature

A person's own acknowledgment on the required document.

guardian

An adult legally responsible for a child.

scavenger hunt

A task to locate and record specified items.

source

The document or record that provides information.

section

A labeled part of a document.

identification

Information used to check what a product is.

evidence

Information supporting what a record claims.

observation

Something actually noticed or checked.

Next action

A specific action to take after identifying the evidence or input you need.

not checked

No check has yet been performed.

artifact

The piece of work a task produces.

notebook sample

A page showing the requested note-taking format.

cue

A prompt used to recall information.

exit ticket

A short response to a closing question.

lab write-up

A written account organized around a question, evidence and explanation.

limitation

What the available evidence cannot establish.

access

Ability to open the assigned resource.

portal

A website that provides access to course resources.

upload

Transfer a file into the required system.

submission

Sending work to the assigned destination.

confirmation

Actual system evidence that the intended action occurred.

screenshot

An image of what the screen actually displayed.

revision

A change made after checking work.

H1: written preparation and actual checks

Today has written work and actual classroom checks. This page supplies the written practice. It does not sign the contract, locate equipment or pass the teacher's safety check for you.

For the icebreaker, discuss goggles for a day or gloves for a week. This is a question, not an instruction to wear either item for that time.

Answer the opening questions: do you know the actual eyewash location, and what does one PPE item help protect? Write location not checked if you do not know.

Use the reference cards, scenario and model before answering. Leave materials untouched during this paper practice. The teacher directs any real equipment use or room tour.

E1: rules in the local safety contract

The linked Student Safety Contract says to follow written and spoken directions, ask when unclear, and obtain teacher permission before touching equipment or materials. Only approved activities are allowed. [CONTRACT]

It requires reporting accidents, injuries and unsafe conditions to the teacher right away. Follow the teacher's directions for waste and cleanup. This page gives no cleanup method.

It requires learning safety-equipment locations and use. A copied example is not a room observation. Do not operate equipment or enter storage areas just to complete this written work.

It requires student and parent or guardian signatures on file before participation in science activities. Reading these cards does not complete either signature or prove permission.

Read the actual full contract with the teacher. Handle its signature and personal questions through the teacher's private local process. Use this practice record for checks and next actions only, not signatures or health details.

E2: protection depends on the task

PPE means personal protective equipment. Suitable eye protection can help shield eyes; gloves can help protect hands; an apron or coat can help protect skin and clothing.

No one item protects against every hazard. CDC's laboratory risk guidance considers the task, hazards, setting, staff training and controls together. [CDC]

The teacher must select suitable protection and teach its use for the actual task. An SDS informs those choices but does not replace the local SOP or permission.

For the prerequisite, observe or try assigned PPE only when the teacher directs you. In written practice, name an item and its general purpose; the record does not establish fit or suitability for an actual task.

N1: a source-navigation reference

This is a section guide, not a chemical's SDS. It contains no chemical name, hazard rating, first-aid treatment or handling procedure.

The Canadian Centre for Occupational Health and Safety lists these SDS headings: 1 Identification; 2 Hazard identification; 4 First-aid measures; 7 Handling and storage; 8 Exposure controls/Personal protection. [CCOHS]

Match each navigation question below to one of these headings by its wording.

A real SDS must match the actual product. Its general information may need further workplace instructions. The Canadian guide explains document structure; it is not a statement of Ohio school law.

Navigation practice: for questions about product identity, hazards, first aid, storage and PPE, write the section number and heading. Then state why this guide cannot answer a chemical-specific question.

Actual remediation requires the teacher-selected matching SDS and its first-aid section. Actual extension requires one hazard from that SDS. If it is missing, ask for that input; do not invent its contents.

S1: a fictional missing-information case

In this invented case, a learner has read the contract. No signatures are on file yet. The teacher has not supplied the task, its SOP, matching SDS or permission to handle materials.

The learner has not checked the room's safety-equipment locations. A peer says that gloves used last time are enough. No actual chemical, equipment location or experiment is described.

Choose the next action for this case. Cite E1 and E2, name two missing inputs and explain why each matters. Note a check you performed or a specific next action.

Challenge statement: I read the rules, so my hunt, signatures and official PLTW activity are complete. Replace it with one accurate sentence and explain two unsupported claims.

R1: three fictional artifacts and route cards

These are paper matching inputs, not live assignments. Route A accepts a notebook sample showing notes, cue questions and a summary. Route B accepts an exit ticket answering one closing question.

Route C accepts a lab write-up organized as question, supplied evidence, explanation and limit. These descriptions explain submission matching; they do not assign or describe an experiment.

Artifact X is an invented page with cue questions, a notes column and a summary about class routines. Artifact Y is one paragraph answering a closing question about checking evidence.

Artifact Z is a fictional document with question, evidence, explanation and limit headings. It contains no measured data. Match X, Y and Z to A, B or C and cite a visible feature.

For each match, describe what you would check before upload: enrolled course, assignment description and intended attachment. Actual assignment names and file requirements must be checked in Schoology.

The website provides the daily target. Schoology carries the matching class assignment. myPLTW contains official course work. Opening a course proves access only, not activity completion.

Today's lesson says student myPLTW access is unavailable. Record access unavailable for that branch and follow the teacher's tour. Do not attempt a sign-in through this written exercise.

If the teacher later confirms access, record the real course-access result and required login screenshot locally. Never share passwords or account details here. A screenshot of access is not an activity submission.

Q1: check and recover

Self-check: what evidence belongs in the actual daily product, and where does it go? Use E1 and P1. Separate the physical contract from the Schoology record.

Answer check: hand the genuinely signed contract to Mr. Mendoza. Send the completed hunt and access check to the confirmed matching assignment. Use a real login screenshot if available, or an access-unavailable note.

For a solo review, check two things: did each answer use a supplied rule or input, and did any sentence claim an action you did not perform? Revise one error or explain why your record is accurate.

If stuck, complete one N1 heading match and explain it. Then finish all five heading matches, all three artifact matches and the case. A short recovery does not replace the complete written work.

If absent, finish this paper work and ask how to complete the supervised hunt, PPE lesson, safety check and contract process. Do not mark those actions complete from home.

P1: keep each actual requirement visible

Keep separate rows for written practice, full contract reading, student and guardian signature return, supervised safety check and teacher permission. Use each row to note a check you performed or a specific next action. Give each location its own row: eyewash, fire blanket, SDS binder and PPE.

Also record the teacher-selected SDS and SOP lesson, task-specific PPE instruction, teacher portal tour, actual course access and matching Schoology submission. Note the evidence for a check you performed or a specific next action.

Today's physical contract goes to Mr. Mendoza. The hunt and course-access check belong in the matching Schoology assignment. The folder is Class Records.

The assignment is Wk2 Pre-lab: Lab safety, myPLTW, and how to submit. Use your enrolled HBS section and confirm the current assignment before uploading. Save work locally when access is missing.

If the teacher assigns a myPLTW submission, ask for the task and access, then check Schoology after uploading.

Confirm remaining due dates with the teacher. January 26 is the pretest and goal-setting lesson.

No homework is due before this class. Bring the earlier website, notebook and orientation work you have; ask the teacher how to address anything you still need. A separate launch checklist includes later anatomy work; this preparation does not complete it.

An official activity, safety check, signature or submission is complete only when its real requirements are met. Keep missing inputs visible and continue the supplied written practice.

M1: a different record and correction

Original model: an invented learner has a completed notebook sample and has read its assignment description. The intended notebook file is saved, but the real Schoology assignment cannot be opened.

Before statement: My notebook is submitted because I saved it. After statement: My notebook file is saved, but I cannot open the assignment. I will ask for access and check Schoology after uploading.

My reason is that a local file and a received submission are different evidence. I can describe the saved notebook on paper, but cannot claim an actual upload.

My record says: the notebook file is saved, and the upload is not confirmed. I will ask for the correct accessible assignment and check Schoology after uploading. No account or private record is supplied.

This model shows how to replace an unsupported completion claim with evidence and a next action. Apply that distinction to S1 yourself; a notebook example does not answer the missing safety-input case.

Try the decision

In S1, which action follows the supplied rules while the required safety inputs are missing?

- Leave materials untouched and ask the teacher for the missing inputs before starting.
- Use last time's gloves and start because the contract has been read.
- Mark the room hunt and signatures complete because the written answers are accurate.

Explain your choice using the reading. Discuss it or say it to yourself. This practice does not add another submission.

Your 80-minute flow

0–6 minutes	Use H1 and E2 for the icebreaker and both opening questions.
6–25 minutes	Read E1/E2/N1 and M1; complete all five section matches.
25–40 minutes	Answer S1 and repair the overclaim; request the room and contract directions, and note only checks you actually perform.
40–65 minutes	Use R1 to match all three artifacts and practice checking the proposed route. Ask for a tour or course-access help if needed; note only checks you actually perform.
65–80 minutes	Answer Q1, complete the solo review and P1 check record; save or submit through the confirmed route.

Your response record

Use these labels on paper or in your document. The space below also works when this page is printed.

Opening safety questions

Discuss the icebreaker. Record whether the eyewash location is known or not checked; name one PPE item and its general protective purpose.

Do not guess a room location or try equipment. H1 and E2 supply the written route.

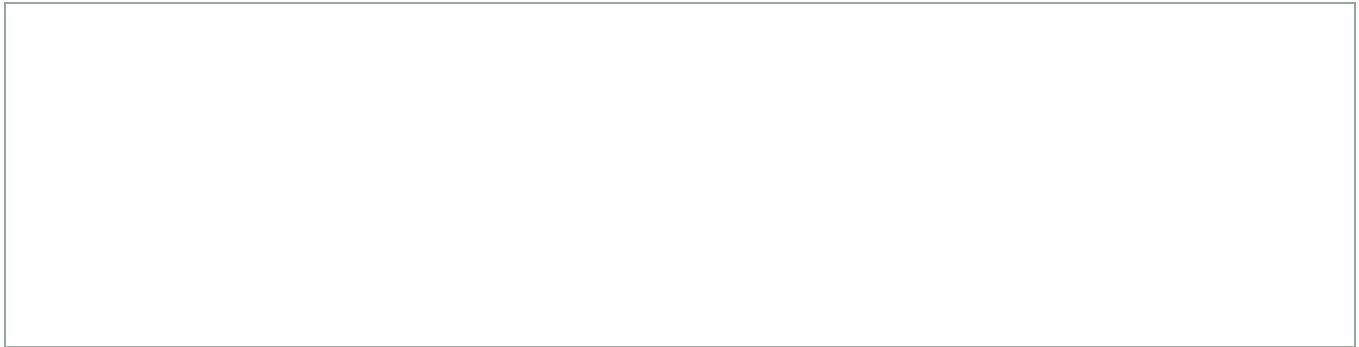
Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Find the information type

Match product identity, hazards, first aid, storage and PPE to N1 section numbers and headings.
Explain one fact this guide cannot supply.

Use the five supplied headings. Use chemical-specific remediation or extension only with the actual matching SDS.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

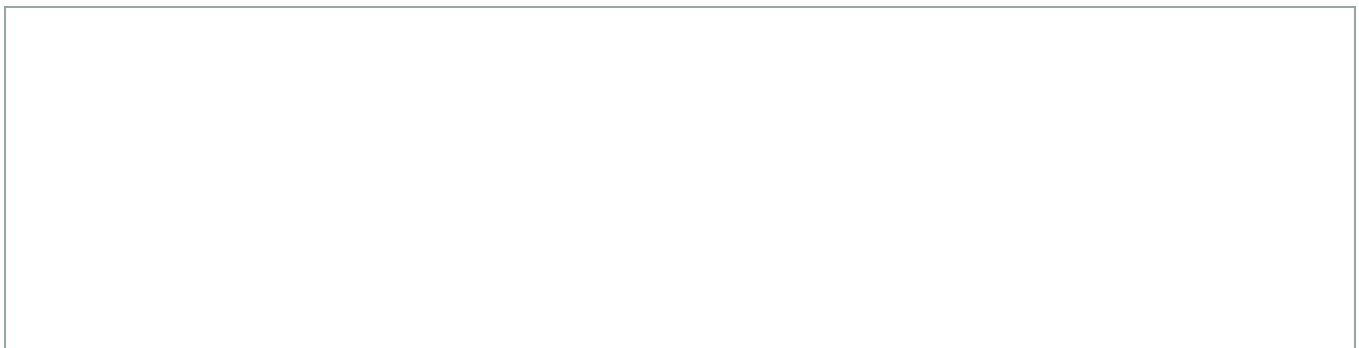


Choose a supported next step

Answer S1 with a next action, E1 and E2 support, and two missing inputs with reasons. Identify what you checked without claiming an action you did not perform.

Distinguish reading from permission, signatures and supervised checks.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

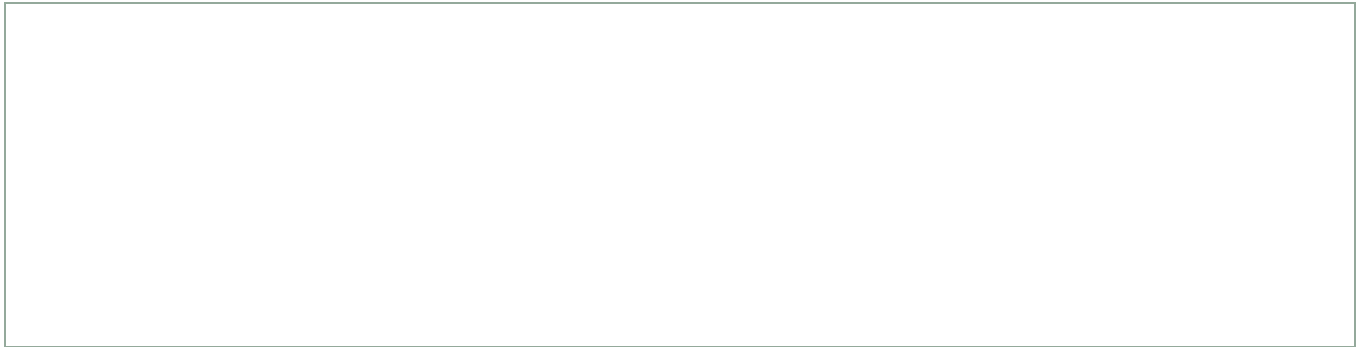


Repair the overclaim

Replace S1's challenge statement with an accurate sentence. Explain two unsupported completion claims.

M1 models a different correction. Keep only actions supported by the stated record.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

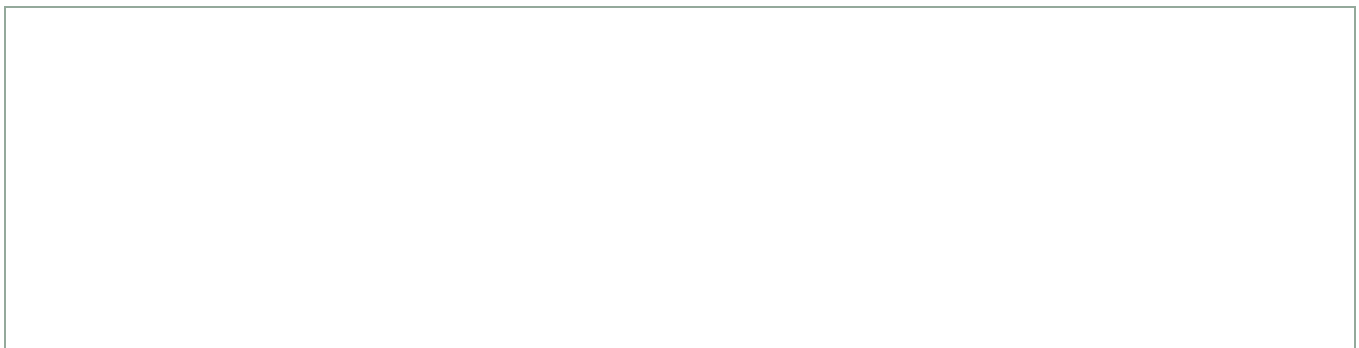


Match three kinds of work

Match X, Y and Z to routes A, B or C. Give a visible feature for each and name the checks needed before an actual upload.

All descriptions are in R1. These fictional routes do not create live assignments.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Evidence and destinations

Answer Q1: list the three actual product parts, their destinations and the access-unavailable alternative. Then complete both solo review checks.

Do not create a signature or screenshot. Cite E1, R1 or P1 and revise an error or justify accuracy.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Separate written work from actual actions

Use each P1 row to note a check you performed or a specific next action; ask for missing materials. Add actual evidence or a next action. Keep the real contract, hunt, access check and submission distinct.

No health details, names, passwords, signatures or invented observations belong in this written record.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Check your product

- The written case uses the supplied rules and identifies missing inputs without guessing.
- All five navigation matches and three artifact matches include their reasons or headings.
- The record distinguishes written work from actual room checks, signatures, safety approval, access and submission.

Keep the limit: This original written preparation cannot authorize handling materials, pass the actual safety check, provide a chemical-specific procedure or complete signatures, official activities or submissions.

Turn in your work

Hand Mr. Mendoza the genuinely signed contract. Submit the completed scavenger hunt and course-access check to Wk2 Pre-lab: Lab safety, myPLTW, and how to submit. HBS 1292:

<https://app.schoology.com/assignment/8544531379/info> . HBS 6792:

<https://app.schoology.com/assignment/8544531391/info> . Confirm your enrolled section and how this written preparation attaches to the same assignment.

If the assignment is unavailable, save the dated written preparation and tell the teacher. Ask for the hunt, signature and course-access directions before doing those activities. Use a login screenshot only when you can open the course; otherwise tell the teacher that access is unavailable.

[Section 1292: Wk2 Pre-lab: Lab safety, myPLTW, and how to submit](#)

[Section 6792: Wk2 Pre-lab: Lab safety, myPLTW, and how to submit](#)

Carry forward

Use the matching rule, note only checks you perform, and ask for missing safety or access directions before starting that work.

Use evidence from work you actually do and a clear next action when setting a learning goal on January 26. Which actual observation of your work should shape your next learning goal?

Sources and resources

[Open today's page](#)

CONTRACT · Student Safety Contract

Local classroom PDF carrying Flinn Scientific copyright, 2022, Publication No. 10642

<https://mendozabiomed.org/safety/flinn-student-safety-contract.pdf>

CCOHS · WHMIS - Safety Data Sheet (SDS)

Canadian Centre for Occupational Health and Safety

https://www.ccohs.ca/oshanswers/chemicals/whmis_ghs/sds.html

CDC · Biological Risk Assessment

CDC Division of Laboratory Systems

<https://www.cdc.gov/laboratory-systems/php/biological-risk-management/assessment.html>