

Wk3 Pre-lab: Lab notebook and safety practical

Your goal: Set up a dated HBS lab notebook and pass a PPE and SDS safety practical.

One product: Completed SDS checklist (Sections 2, 4, 8) plus a photo of your initialized, dated notebook page.

Question: How does a notebook separate a record from a claim?

Start the work

A negative-feedback response opposes the change that started it.

1. Create notebook sections for objective, data, analysis, and reflection, then date page one.
2. Locate the eyewash, sharps container, and SDS binder in the lab.
3. Open one SDS and use its section headings to find the hazards, PPE, and first aid information (Sections 2, 4 and 8).
4. Put on the correct PPE for a mock specimen-handling task and have it checked.
5. Submit your initialized notebook page and completed safety/SDS checklist.

If access or assigned inputs are missing, save your work and tell the teacher. Ask how the labeled fictional preparation counts toward notebook setup. Follow the actual SDS checklist and practical directions when the teacher supplies them; take a photo of your own work and check that Schoology shows Submitted after uploading.

Words you will use

objective

What the task aims to check.

data

The supplied or observed facts in a record.

analysis

An explanation of what facts mean under a stated rule.

reflection

A note about a limit and a next improvement.

dated record

A record labeled with the date it describes.

evidence

Information that supports a claim.

claim

A statement that can be checked against evidence.

fictional

Invented for teaching, not a real event.

observation

Something actually noticed or checked.

source label

A note identifying where information came from.

limit statement

A sentence naming what the evidence cannot establish.

ready for review

Meeting the stated completeness rule so someone can inspect the work.

SDS

Safety Data Sheet: product hazard and safety information.

PPE

Personal protective equipment worn to help protect against hazards.

SOP

Standard operating procedure: written local directions for a specific task.

section

A labeled part of a document.

hazard

Something that can cause harm.

identification

Recognizing or naming what something is.

exposure

Contact with a hazard.

exposure control

A measure used to reduce contact with a hazard.

personal protection

Measures or equipment used to help protect a person.

first-aid measures

Initial help for an injury or illness; here this is only a document heading.

risk

The chance and possible consequences of harm in stated conditions.

supervised

Done with the required teacher oversight.

permission

Approval for a stated action.

Next action

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

not checked

No check has yet been performed.

checkpoint

A point where work is reviewed before continuing.

confirmation

Actual evidence from a system that an action occurred.

practical

An assessment in which someone demonstrates a skill.

sign-off

The authorized person's genuine acknowledgment of a completed check.

eyewash

Safety equipment for eye exposure emergencies; local use instruction is required.

sharps container

A designated container for sharp waste under local rules.

fire extinguisher

Fire-safety equipment whose use requires local instruction.

SDS binder

A collection of safety data sheets.

specimen

A sample used for examination.

mock task

A practice task whose details and controls must be supplied by the teacher.

upload

Transfer a file into the required system.

PDF

A document file format that preserves page layout.

submission

Sending work to the assigned destination.

initialized notebook

A notebook page set up with its date and required sections.

anatomical directional terms

Words used to describe where body structures are relative to each other.

H1: Choose the route that matches your inputs

Today asks for a dated notebook, an actual SDS checklist and a teacher-checked practical. Written preparation can organize your page. It cannot pass the practical or supply a teacher sign-off.

If the teacher supplies the real task and its instructions, use that route for your notebook and checklist. The fictional N1 record is a fallback, not a second required notebook.

If those inputs are missing, use N1 for original paper practice. Label the page fictional practice. Ask for the actual task, checklist and practical directions; use evidence from work you actually do.

For the opening, use this short reference. Personal protective equipment (PPE) is worn to help protect against hazards, which are things that can cause harm.

A Safety Data Sheet (SDS) gives product hazard and safety information. Section 8 is Exposure controls/Personal protection. Exposure controls are measures that reduce contact with a hazard. [CCOHS]

A heading cannot select gear. The actual task, matching SDS and local procedure are still needed, along with teacher protection instructions. This page supplies no universal three-item PPE answer.

Opening questions: which section addresses protection, and why can this page not name a universal set of three PPE items? Name two missing inputs from this reference.

Use the full definitions as each later task needs them. N2 expands heading navigation during minutes 20–40; E2 supports the later practical-readiness discussion.

The previous lesson's rule was: A negative-feedback response opposes the change that started it. That is a supplied reminder, not evidence you completed January 29.

E1: Four parts make a record readable

An objective states what a task aims to check. Data are the supplied or observed facts. Analysis explains what those facts mean using a stated rule. Reflection identifies a limit and next improvement.

Date the page when you write it. Keep a supplied record's date with its data too. This makes an earlier fictional record distinct from your own work today.

Put objective, data, analysis and reflection in four labeled sections. Keep facts in data and reasons in analysis. Label copied teaching data as supplied fictional information.

In biomedical work, a clear record helps a reader check where a claim came from. A tidy page alone cannot show that an observation occurred or that permission was given.

The paper rule here is simple: a record is ready for review only if every required part is present. Ready for review does not mean scientifically proven or approved for lab work.

N1: Original notebook record to organize

This is an invented paper exercise about printed information cards. No specimen, chemical, equipment use or measurement is involved. The supplied record date is February 1, 2027.

The question is: which information card meets the stated review rule? A card is ready for review only when it has all four items: title, source label, date and a limit statement.

Card A has a title, source label and date. Card B has a title, source label, date and limit statement. Card C has a title and limit statement.

Write one dated notebook page with four sections. Objective: state the question in your own words. Data: record the supplied facts for A, B and C, including missing parts.

Analysis: classify each card as ready for review or missing information. Give the rule-based reason for each. Reflection: state one limit of this exercise and one next step for a card missing information.

Do not turn a blank into an invented fact. A source label tells where information came from; its presence alone does not establish that the source is correct.

N2: Find the heading before interpreting a sheet

A Safety Data Sheet, or SDS, gives product hazard and safety information. This heading guide is not an actual product's SDS. It contains no chemical-specific findings or instructions.

The Canadian Centre for Occupational Health and Safety lists Section 2: Hazard identification; Section 4: First-aid measures; Section 8: Exposure controls/Personal protection. [CCOHS]

Use those headings to locate information about hazards, first aid and protection. Section 8 includes exposure controls as well as personal protection. A heading alone cannot select equipment for a task.

The cited guide describes Canadian document requirements. We use its headings for navigation practice, not as a statement of Ohio school law.

For the actual checklist, the teacher must provide the matching product SDS, task instructions and local standard operating procedure. Confirm the document matches the assigned material before using its content.

Fallback only: complete three paper matches for hazards, first aid and exposure controls/personal protection. Give each section number and heading, then explain why matches cannot fill the real checklist. Actual route: use the teacher-directed checklist instead; skip these matches and their written limit.

E2: Keep actual checks separate

Personal protective equipment, or PPE, is equipment worn to help protect against hazards. A hazard can cause harm. Exposure means contact with a hazard. Controls are measures used to reduce risk.

This preparation supplies no task-specific PPE list. Ask the teacher for the actual task, matching SDS, local procedure and protection instructions. Do not use the opening question as permission to choose gear.

The actual practical needs teacher supervision, required training and an observed check. Ask the teacher to perform the required assessment before requesting sign-off.

The tour includes four distinct checks: eyewash, sharps container, fire extinguisher and SDS binder. Record only genuine location checks directed by the teacher. This paper has no room map or equipment-use directions.

Any permission, later participation and retake arrangements require teacher confirmation. This page cannot grant clearance for the school year or promise a particular retake time.

Q1: Check the record on your own

For either route, cover the model and check your date and four headings: objective, data, analysis and reflection. Does each section do its own job?

For the fictional N1 route only, check all A, B and C facts against N1 and reapply its four-item rule. Do not present supplied fictional facts as your observations.

For the actual route, compare your objective and data with the teacher-supplied task and genuine record. Check that analysis explains the data and reflection names a limit and next step.

For the fallback heading route only, check each of the three matches against the headings N2 lists, and add the full supplied headings. For the actual checklist route, use the matching SDS and teacher criteria; do not add the fallback matches.

Revise one error or explain why the record meets the rule. Answer the closing question: what can this page show, and which actual action still needs evidence?

If stuck on the fictional route, start with Card A and compare it with the four-item rule. Read M1, then return to all three cards and four notebook sections.

If stuck on the actual route, locate the missing notebook section and use the teacher-supplied task to complete it. Ask about missing real inputs; do not switch to N1 as extra work.

For either route, the short restart does not replace the complete chosen notebook task.

If absent or without materials, finish the written fallback and ask for a supervised completion route. Do not attempt equipment use, handling or a practical at home.

The extension needs two actual matched SDS documents and teacher guidance for comparison. Ask for those materials before starting that work. Do not infer that a longer sheet means more protection is needed.

P1: Actual evidence and the upload

Keep separate rows for notebook setup and the matched SDS, using each for a check you performed or a specific next action. Add a separate row for each checklist section: 2, 4 and 8. Also record local procedure, task-specific PPE instruction, teacher practical and teacher sign-off separately.

Give each location its own row: eyewash; sharps container; fire extinguisher; SDS binder. Add separate rows for the actual notebook photo, combined file, assignment access, upload and confirmation.

Note a check you performed or a specific next action. Add genuine evidence or a next action. Do not include names, identifying signatures, account details or private records in this preparation.

The required product is the completed SDS checklist plus a photo of your initialized, dated notebook page. Submit both items together as one PDF or combined photo upload.

The assignment is Wk3 Pre-lab: Lab notebook and safety practical. It is in Class Records. Confirm your enrolled HBS section and the current assignment before uploading.

HBS 1292 uses assignment 8544533447. HBS 6792 uses assignment 8544533482. If access is missing, save locally and ask for the correct route. After uploading, check that Schoology shows Submitted.

Take a genuine permitted photo only after the page exists. If you used N1, label it fictional practice and ask whether it meets the notebook portion. It does not supply the actual SDS checklist.

P2: Keep unresolved course work visible

Ask the teacher whether new myPLTW work is assigned today. The course plan names Activity 1.1.2 Language of Anatomy.

Use a separate official-activity row to ask the teacher which task to follow. Do not invent a task or claim the activity complete. The teacher must confirm what is assigned and where to find it.

A remote version of this lesson would need a supplied SDS scenario and handling plan. Those inputs are not supplied here. Ask for the approved assignment; use N1 for notebook practice only.

Bring the earlier homeostasis, safety and course-access work you have; ask the teacher how to address anything you still need. February 2 is catch-up. The next lesson is February 3, Anatomical directional terms.

M1: a different four-section notebook

This complete model is an original fictional paper check of a poster. It uses different facts and a different rule from N1. Record date: January 28, 2027.

Objective: check whether Poster D meets a two-item review rule. The rule requires both a question and a source label.

Data: the supplied fictional Poster D has a question. It has no source label. These are teaching facts, not observations made in a lab.

Analysis: Poster D is missing information because only one of the two required items is present. The missing source label prevents a reader from tracing its information.

Reflection: this check shows format completeness only. It cannot prove that the poster's claim is correct. Next step: ask the author for the actual source instead of inventing one.

Use the structure, not the model's answer. N1 has three cards and a four-item rule. Your page needs its own data and reasons.

Try the decision

The teacher has not yet supplied the actual task or its matching SDS. What can you do now?

- Use the paper preparation and ask for the actual safety directions before performing those actions.
- Select three familiar PPE items and treat the practical as passed.
- Mark the actual SDS checklist complete from the heading matches.

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

Your 80-minute flow

0–8 minutes	Read H1's short reference and answer its two opening questions. Name two missing inputs; use H1's definitions for this opening.
8–20 minutes	Join the teacher-directed tour if available; otherwise mark each location not checked. Read E1/M1 and the definitions of objective, data, analysis and reflection.
20–40 minutes	Read N2 and its relevant definitions. Use the actual matched SDS with teacher guidance if supplied; otherwise complete the three heading matches and their limit.
40–55 minutes	Initialize one dated notebook with four sections. Use the supplied actual task or N1 fallback, not both.
55–75 minutes	Read E2 and its relevant definitions. Complete the supervised practical only with required inputs; otherwise finish the written decision and route-appropriate Q1 review. Begin the check record.
75–80 minutes	Update changed checks and next actions; check the two assigned product parts and your section's assignment. Submit when ready, or save if access fails and tell the teacher what you need.

Your response record

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

Protection and missing inputs

Answer both H1 opening questions using its short reference. Name two inputs needed before task-specific protection can be confirmed.

H1 defines the opening terms and supplies the heading and missing inputs. Read later cards and definitions when their tasks begin.

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

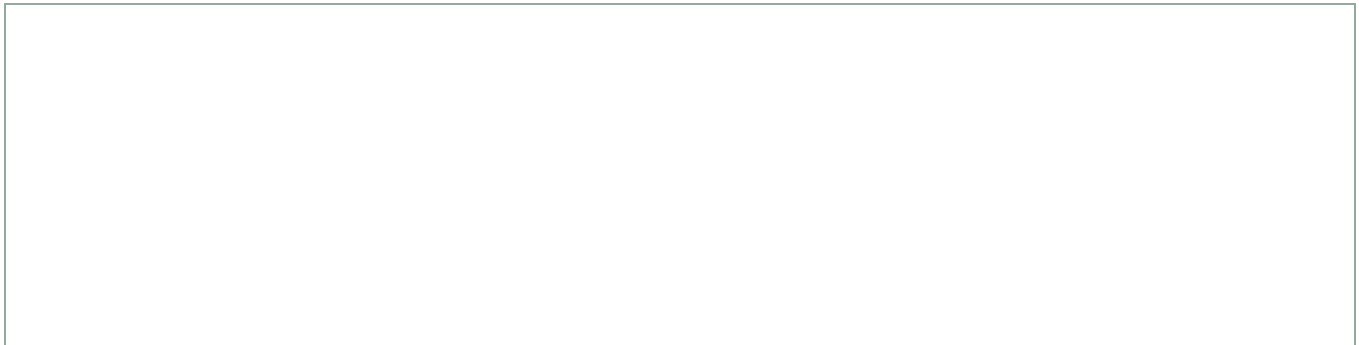


One notebook route

Use the teacher-supplied real-task notebook route if available. Otherwise complete the N1 fictional page with date, objective, all three cards' data, analysis and reflection.

M1 models four sections with different facts. Label N1 data fictional; do not complete a second notebook just for practice.

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

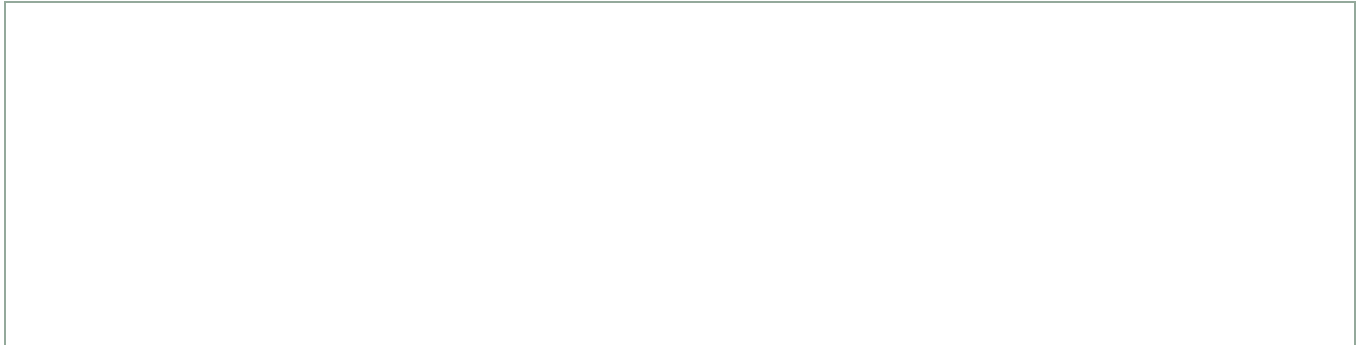


Fallback only: three navigation matches

If the actual checklist inputs are missing, use N2 to match hazards, first aid and exposure controls/personal protection to section numbers and headings. Explain why actual SDS content remains needed.

Actual route: complete the teacher-directed checklist instead; skip these fallback matches and their written limit. Heading matches do not complete the real checklist.

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

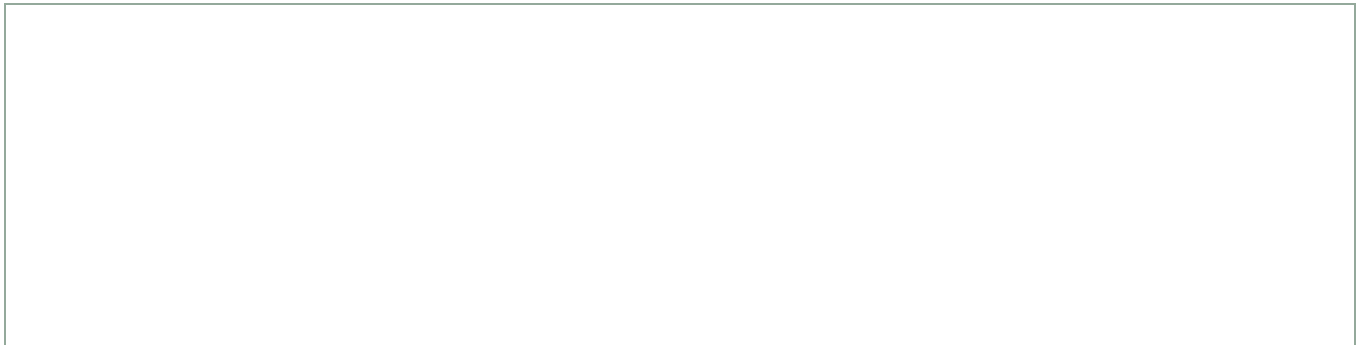


Fallback only: choose an honest next step

If the actual practical inputs are missing, use E2 and P1 to choose a next step. Cite both cards and state one limit.

Actual route: use the supervised practical and teacher records instead; skip this fallback decision. Do not invent a procedure, location or teacher approval.

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

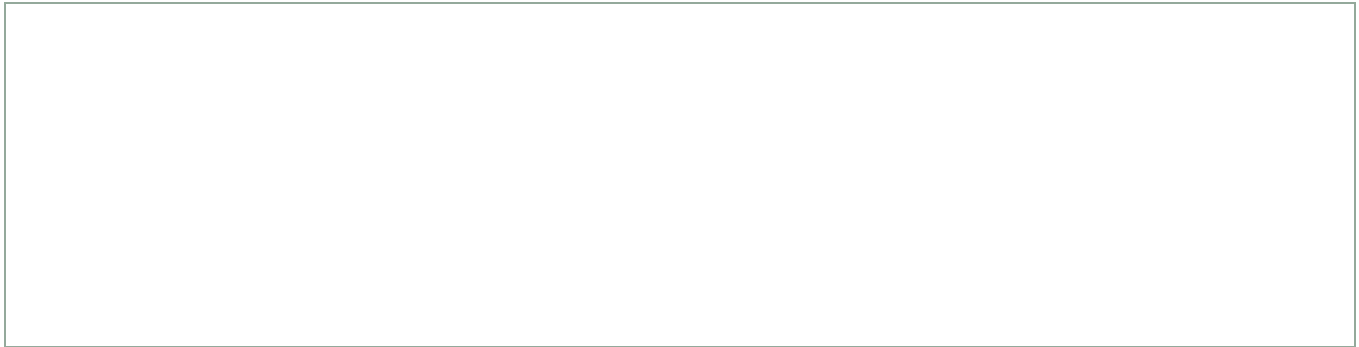


Check, revise and explain

Complete Q1's solo check for your chosen notebook route. Correct one error or justify accuracy, then answer the closing question.

For an actual-task page, check against the supplied task inputs instead of the fictional cards.

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

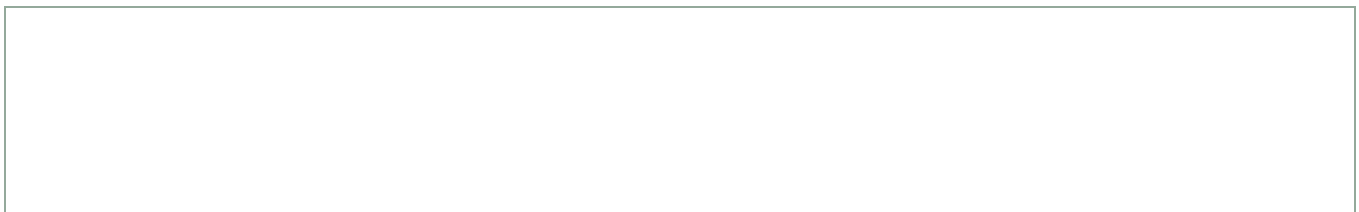


Record actual requirements

Use every P1 row and the P2 official-activity and remote-scenario rows to note your checks or a specific next action. Add genuine evidence or a next action to each.

The actual photo, checklist, practical and upload remain separate. A preparation page is not proof of completion.

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

- One chosen notebook route has a date and four complete sections; fictional data are clearly labeled.
- Fallback route: three heading matches use the supplied reference without inventing chemical-specific content. Actual route: the teacher checks the genuine SDS checklist instead.
- Use the short entries and closing answer to distinguish written practice from checks you performed. Ask for required approval and check Schoology after uploading.
- Fallback route: the E2/P1 decision cites both cards and a limit. Actual route: the supervised practical and teacher records replace that written decision.

Keep the limit: This original paper preparation cannot establish chemical-specific hazards, safe handling, actual equipment locations, task-specific PPE, practical clearance, sign-off, official activity completion or submission.

Turn in your work

Submit both items together as one PDF or combined photo upload. Confirm the actual enrolled section: HBS 1292 <https://app.schoology.com/assignment/8544533447/info> ; HBS 6792 <https://app.schoology.com/assignment/8544533482/info> . Use Wk3 Pre-lab: Lab notebook and safety practical in Class Records.

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[Section 1292: Wk3 Pre-lab: Lab notebook and safety practical](#)

[Section 6792: Wk3 Pre-lab: Lab notebook and safety practical](#)

Carry forward

Date the record, separate data from analysis and identify the next check to perform.

Use a clear dated record when you practice anatomical directional terms on February 3. Which reference position makes an anatomical direction unambiguous?

Sources and resources

[Open today's page](#)

CCOHS · WHMIS - Safety Data Sheet (SDS)

Canadian Centre for Occupational Health and Safety

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