



Title: Using Science Kits Responsibly

Topic: Safety, Organization

Outcomes

By the end of this activities students will know how and demonstrate they know how to:

1. Use the kit safely
 - a. Keep kit away from small children under the age of 3
 - b. Not throw any object
 - c. Not eat any material
 - d. Take care of materials so they last, and reuse when possible
2. Keep the kit organized
 - a. Put materials back in bags after they are done
3. Understand the purpose of the kit
 - a. To explore the world, especially for STEAM projects (but for other uses as well)



Grade levels - All grades

Materials

- HUSD Science Kit

Time for Lesson

- 20 - 45 Synchronous Minutes
- 20 - 45 asynchronous minutes

NGSS Alignment

[SEP 3: Planning and Carrying out Investigations](#)

[SEP 8: Obtaining, Evaluating & Communicating Information](#)

ELA Connection



Teacher Background Knowledge

This lesson plan provides some tips and resources for introducing the kits to students prior to distribution.

Lesson Instructions

1. **Synchronous Introduction:** Teacher introduces and discusses science kits to students during synchronous lesson. They probe students asking what materials can be used for,

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and discuss what students should NOT do when using the kit. They should cover all the points in the outcomes during this part of the lesson, encouraging students to come up with the answers as much as possible

a. **Extensions:**

- i. Create **breakout rooms** for students to come up with ideas for how to use the kits responsibly. Have one student from each group report back ideas.



- ii. Have students write down as many different ways they can use the kits as possible. They can use a **t-chart**, putting responsible uses of kits in one column and irresponsible uses in other columns.

2. **Asynchronous:** Teacher assigns video overviewing kits for homework. After the video, students will complete a [Google form](#) to demonstrate knowledge of using kits responsibly



. For younger students, there are videos embedded in the Google form reading each question out loud to help them understand the questions and answers. It's recommended that teachers share screen and overview how to fill out the form before assigning the lesson. Tell students that they should complete this activity before picking up kits.

3. **Art Extension:** Have students watch this [video](#), and explain that these students made a song about science safety in a science lab. Have students brainstorm how science safety is different in a lab compared to science safety at home. Have students make a music video, song, poem, or poster explaining science safety at home.
4. **Follow up activity:** The [Intro to Observation](#) activity is a natural follow up to this lesson. After students get their kits, they choose an object from the kit and discuss what they observe about the object and how to use it safely.

Lesson Resources

[Student instructions for Google Classroom and emails to families](#)

[Youtube Playlist \(includes videos in Google Form in case they don't work in the Google form\)](#)

[Google form](#) - Be sure to make a copy of the form before sending it out!

[Seesaw](#)

Primary Reading

Intermediate Reading

Google Slides

[StuartScience](#)

[Letter to parents and students to give out with kits \[template\]](#)

Primary Modifications

- Have students answer questions synchronously in small groups instead

Intermediate Modifications

- N/A

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of using the Google Form

