

# Lab Safety Video Project

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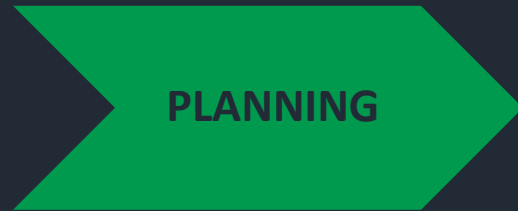
INTRO

# Goals

FOR TODAY'S PRESENTATION

1. Introducing the development process and key **STAGES**.
2. Inviting your **FEEDBACK** to refine and enhance our approach.

# PROJECT STAGES



**Objective Setting**

**Content Outline**

**Style and Format Decision**

**Timeline Development**

## PROJECT STAGES



**PLANNING**

**Objective Setting**

**Content Outline**

**Style and Format Decision**

**Timeline Development**

**PREPARATION**

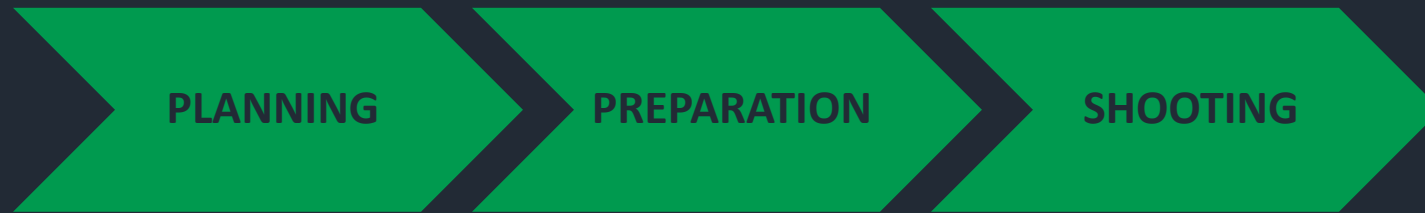
**Scriptwriting**

**Crew Assembly**

**Equipment Setup**

**Rehearsals**

# PROJECT STAGES



**Objective Setting**

**Content Outline**

**Style and Format Decision**

**Timeline Development**

**Scriptwriting**

**Crew Assembly**

**Equipment Setup**

**Rehearsals**

**Execution of Plan**

**Quality Control**

# PROJECT STAGES



**Objective Setting**

**Content Outline**

**Style and Format Decision**

**Timeline Development**

**Scriptwriting**

**Crew Assembly**

**Equipment Setup**

**Rehearsals**

**Execution of Plan**

**Quality Control**

**Rough Cut Edit**

**Enhancement**

**Review and Revisions**

PLANNING  
STAGE

# Objective Setting

Define the **PURPOSE** and **GOALS** of the video

What was the issue with the previous safety video that we decided to create a new one?







VC Chem Dept 1-How to Use the Verner LabQuest Data Collection Device with pH Pro.mp4



VC Chem Dept 2-How to Perform a Titration-need direction.mp4



VC Chem Dept 3-Proper Usage of a Balance-rough cut 1 2-11-19.mp4



VC Chem Dept 4-Proper Usage of a Bunsen Burner-rough cut 1 2-11-19.mp4

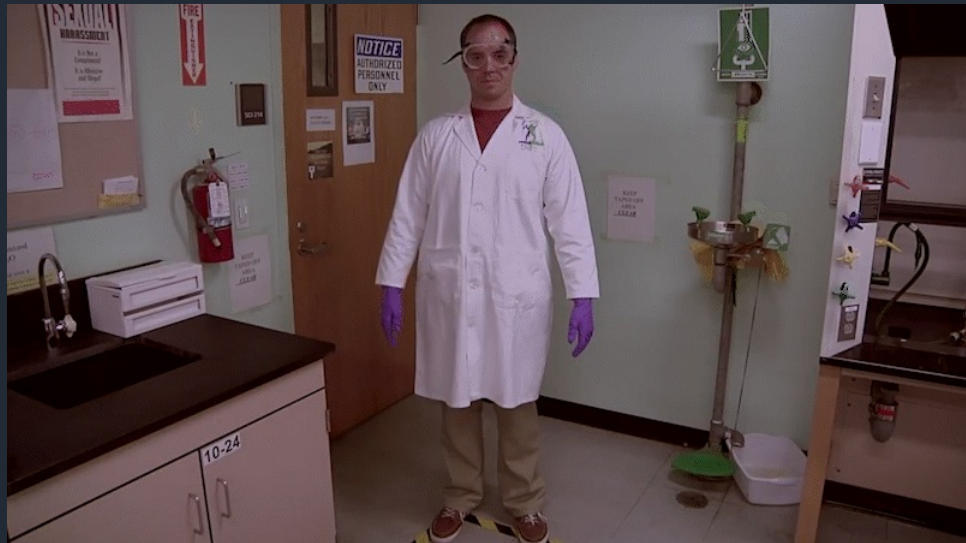


VC Chem Dept 5-How to Set Up a Water Bath rough cut 1 2-11-19.mp4



VC Chem Dept 6-Safety in the Chemistry Lab-rough cut 1 2-11-19.mp4

## Previous CAPS Video



Once a new safety video is made,  
how do you want to incorporate  
it into your teaching?



# Example

## Ventura College Chemistry Department Rules and Regulations



1. Student will provide his own gloves, goggles, and soap
2. An instructor **must** be present whenever a student is working in the laboratory.
3. Eyes are especially vulnerable in the chemistry laboratory; **safety goggles must be worn at all times!**
4. Disorderly conduct/horseplay will result in removal from the lab. This includes water fights, burning non-experimental items, and any behavior that can be deemed hazardous.
5. Students are not allowed to perform unauthorized experiments.
6. Solid Waste must go into the solid waste container provided.
7. Liquid waste must go into the designated liquid containers located under the hood. Waste bottle containers have a **stop line**. Do not over pass the line because you will over flow it, making a mess. Contact the professor or lab tech to provide a new waste container to prevent hazardous mess.  
  
Waste paper used to clean up a chemical is considered solid waste. Paper towels used for general purposes (ex. Drying) should be thrown into the trashcan; never the sink!
8. Do not drain anything into the sink except water. (Think of the fish!)
9. Burnt matches must be disposed of in the properly labeled container located on the benches and in the hoods.
10. **Never clean up broken glass with your hands**, use a dust broom and dispose of the glass in the correctly labeled receptacle located in the front of the lab.
11. **Never put broken glass in the trashcans.**
12. **Before obtaining any chemicals carefully read the label on reagent bottle.**
13. Be economical with reagents; take only what you need! **Never pour reagents back into their bottles** once they have been dispensed.
14. Do not move reagent bottles to your desk; dispense reagents at the side table. The caps and lids of all reagent bottles **should always be replaced properly and not placed face down** where they can pick up contaminants.
15. Always wear closed shoes with socks must be worn at **ALL TIMES**. Open-toed shoes, backless shoes, sling backs, clogs, and sandals **are not permitted**. If the student doesn't have proper shoes student will not be allowed to run experiment. We do not provide any types of boating (scrub) shoes; it is the student's responsibility to wear PPE.

VENTURA COLLEGE  
LAB SAFETY INFORMATION  
Ventura Community College  
Chemistry Department  
Samantha Protog

1

Practice  
SAFE  
CHEMISTRY

2

\*

Rules When Working with  
Chemicals

- ☐ No eating or drinking in lab.
- ☐ Perform only assigned lab activities.

3

\*

Never work alone in the lab.  
You should only be in the laboratory while a professor or lab technician present.  
At home.....

4

Safety Equipment  
Wear Safety Goggles and Lab Aprons at all times!  
- Goggles must be worn over prescription glasses.

5

\*

Clothing

- ☐ No long flowing sleeves.
- ☐ No dangling jewelry.
- ☐ Tie back long hair.
- ☐ Wear closed toe shoes.  
--No Sandals

6

\*

# Example




2:35 / 6:41 • Eye Protection >

**How to Dress for the Lab? And what about Personal Protective Equipment (PPE)? Video 3**




 **American Chemical Society**  
57.1K subscribers







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**ACS Safety Videos** 

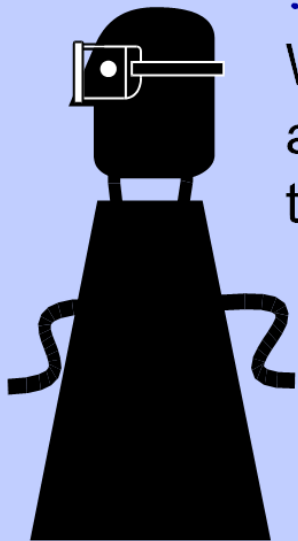
Flowspark Media - 3 / 6

-  **Safety Mindset - Video 1**  
American Chemical Society  
4:14
-  **Safety Data Sheet (SDS) - Video 2**  
American Chemical Society  
6:51
-  **How to Dress for the Lab? And what about Personal Protective...**  
American Chemical Society  
6:42
-  **Preparing for Emergencies - Video 4**  
American Chemical Society  
7:14
-  **RAMP (For Students) - Video 5**  
American Chemical Society  
7:31
-  **RAMP (For Teachers) - Video 6**  
American Chemical Society  
6:19

# Example

## Safety Equipment



Wear Safety Goggles and Lab Aprons at all times!

- Goggles must be worn over prescription glasses.



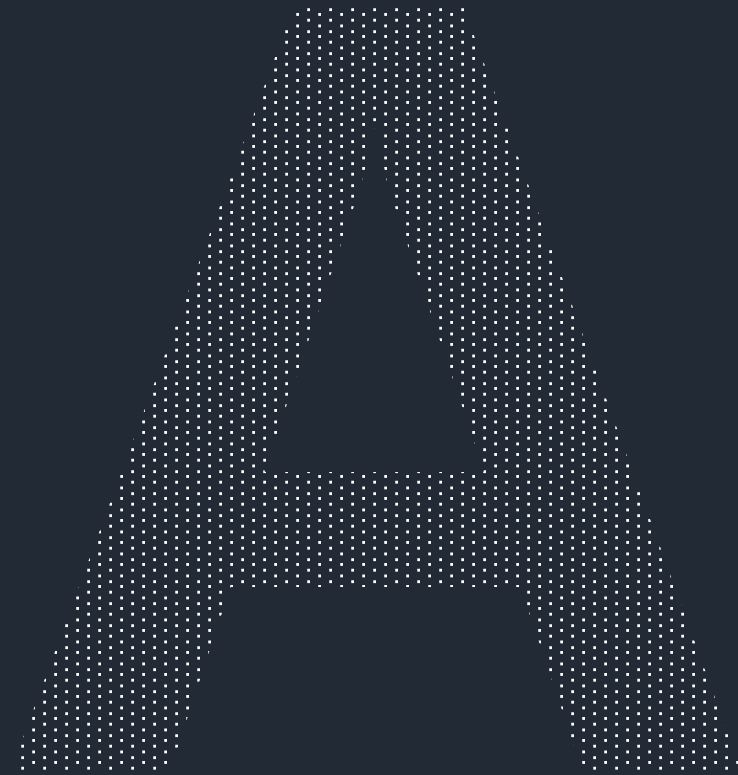
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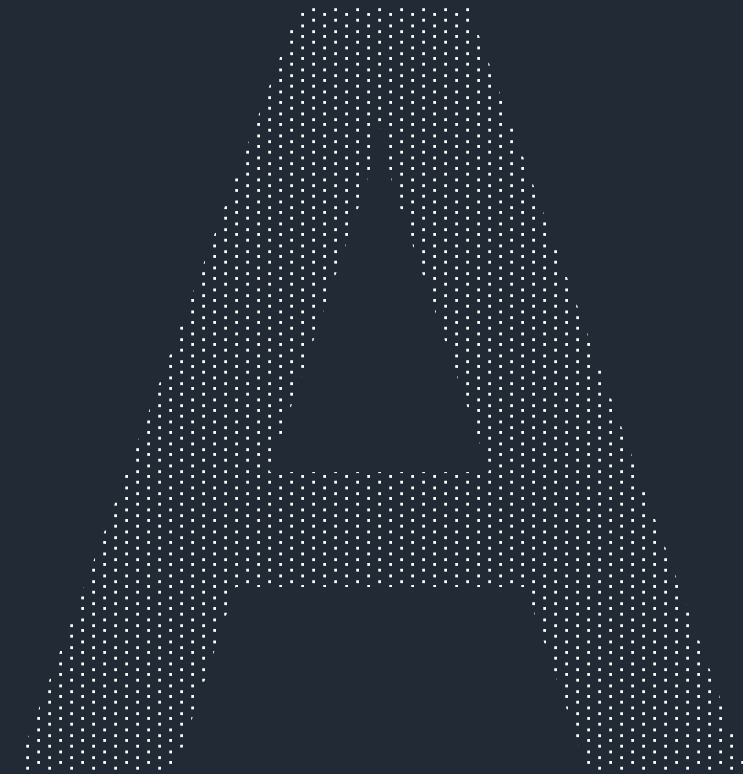
## Desired Elements

PPT Friendly  
Short Clips  
Minimalistic  
Modular



Personal Example

- Putting Large Items At The Front Of Class
- Getting Your Goggles
- How To Used The Eye Wash
- How To Use The Safety Shower
- How To Clean Up Broken Glassware
- How To Neutralize An Acid/Base Spill
- How To Use The Fire Blanket
- How To Evacuate In An Emergency
- How To Knock Properly On The Lab Prep Room Door In Case Of An Emergency And The Instructor Is Not Present
- How Apply Pressure On Cut
- In Case Of Burn
- Fume hood Checking Operator
- Clean The Hotplate And Check The Cord



Survey Result



What was the issue with the previous safety video that we decided to create a new one?

Once a new safety video is made, how do you want to incorporate it into your teaching?



What was the issue with the previous safety video that we decided to create a new one?



## Length and Engagement:

The previous video was too lengthy and failed to maintain student engagement.

## Focus on Essentials:

The new video should be concise (1-5 minutes), highlighting crucial safety procedures like the use of an eyewash station.

## Detail Management:

Less critical details, such as dress code, should be discussed during in-class instruction.

## Accessibility and Customization:

Establish a modular video library that allows instructors to select specific safety videos for different labs.

## Integration and Updating:

Videos can be easily integrated into pre-lab materials on Canvas and updated as safety regulations or lab environments evolve.

“Establish a **modular video library** that allows instructors to select specific safety videos for different labs.”

My Library > CHEM V20L Online Lab - Exploring Physical and Chemical Changes

Date Added View all media More options

Activity 8 Blue and Yellow Dye 00:00:13:12 0:34 Howard Han

Activity 11 - Al and CuSO4 00:03:12:06 1:00 Howard Han

Activity 3 - CuSO4 and Baking Soda\_1 00:00:30:03 1:15 Howard Han

Activity 5 - Water and Sugar 00:00:58:07 0:50 Howard Han

Activity 1 - HCl and Baking Soda 00:00:25:10 1:03 Howard Han

Activity 7 - CuSO4 and NaOH 00:00:30:00 1:15 Howard Han

Activity 10 - CuSO4 and NaCl 00:01:02:11 1:03 Howard Han

Activity 6 A - NaOH and Indicator 00:00:20:24 0:52 Howard Han

Activity 6 B - NaOH and HCl 00:00:48:03 0:50 Howard Han

Canvas Studio

10

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PowerPoint

If a new safety video is made, how do you want to incorporate it into your teaching? What format fits the best?



## Shift from Lectures to Videos:

Avoid starting with lengthy lectures due to low engagement. Use short, focused safety videos instead.

## Bumper Videos:

Implement brief videos (1-5 minutes) that cover crucial safety topics to keep content engaging and manageable.

## Quizzes for Engagement:

Follow each video with quizzes to assess understanding and ensure attention.

## Regular Reinforcement:

Integrate these videos regularly throughout the semester, not just during the first week, for continuous reinforcement.

## Successful Approach:

Apply the effective method used in teaching organic lab techniques, where concise videos precede practical sessions.

## CAPS Media

What equipment do that have?

What is available to borrow?

## Crew

Student workers?

Their schedule?



**PREPARATION  
STAGE**

**Script  
Writing**

**Crew Assembly**

**Equipment and  
Location Check**

**Rehearsals**

**Example** of

# **Video Planning Elements and End Result Variations**

# STORYBOARD

Putting Large Items At The Front Of Class  
Getting Your Goggles  
How To Used The Eye Wash  
How To Use The Safety Shower  
How To Clean Up Broken Glassware  
How To Neutralize An Acid/Base Spill  
How To Use The Fire Blanket  
How To Evacuate In An Emergency  
How To Knock Properly On The Lab Prep Room Door In Case Of An Emergency And The Instructor Is Not Present  
How Apply Pressure On Cut  
In Case Of Burn  
Fume hood Checking Operator  
Clean The Hotplate And Check The Cord



1. The protagonist looks across with their head laid down looking across at an alarm clock going off



3. We see a quick shot of toast being eaten and coffee being drunk as the protagonist starts their day.



4. We jump forward as our protagonist steps off a bus onto the pavement. Silhouette of St Paul's cathedral in the frame of the bus door as they jump off the bus.



5. We move through an automatic or revolving door and see PageGroup branding in the lobby. Jump forward and the protagonist is greeted enthusiastically with smiles and handshakes by two new colleagues.



6. The protagonist is shown to a shared workspace / open plan office and sits down at a desk.



7. Transition to being in a restaurant with with colleagues as they sit down to a meal - they all raise a glass.

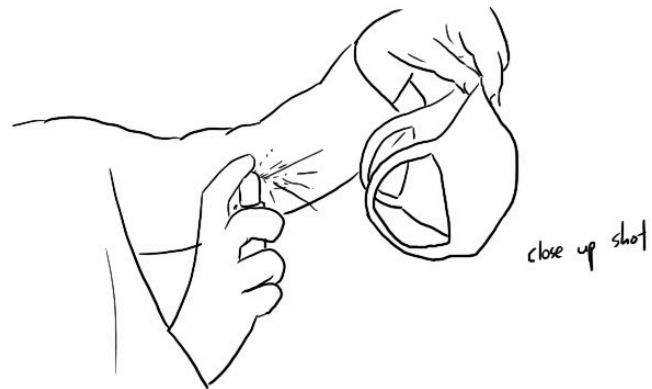
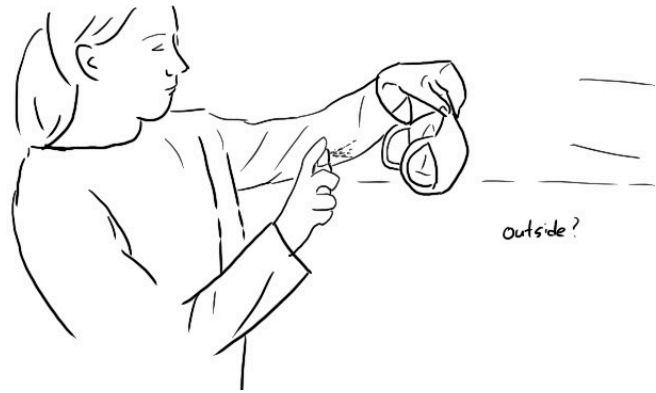


# STORYBOARD AND ITS CORRESPONDING FOOTAGES



Example From My Previous Project

# STORYBOARD AND ITS CORRESPONDING FOOTAGES



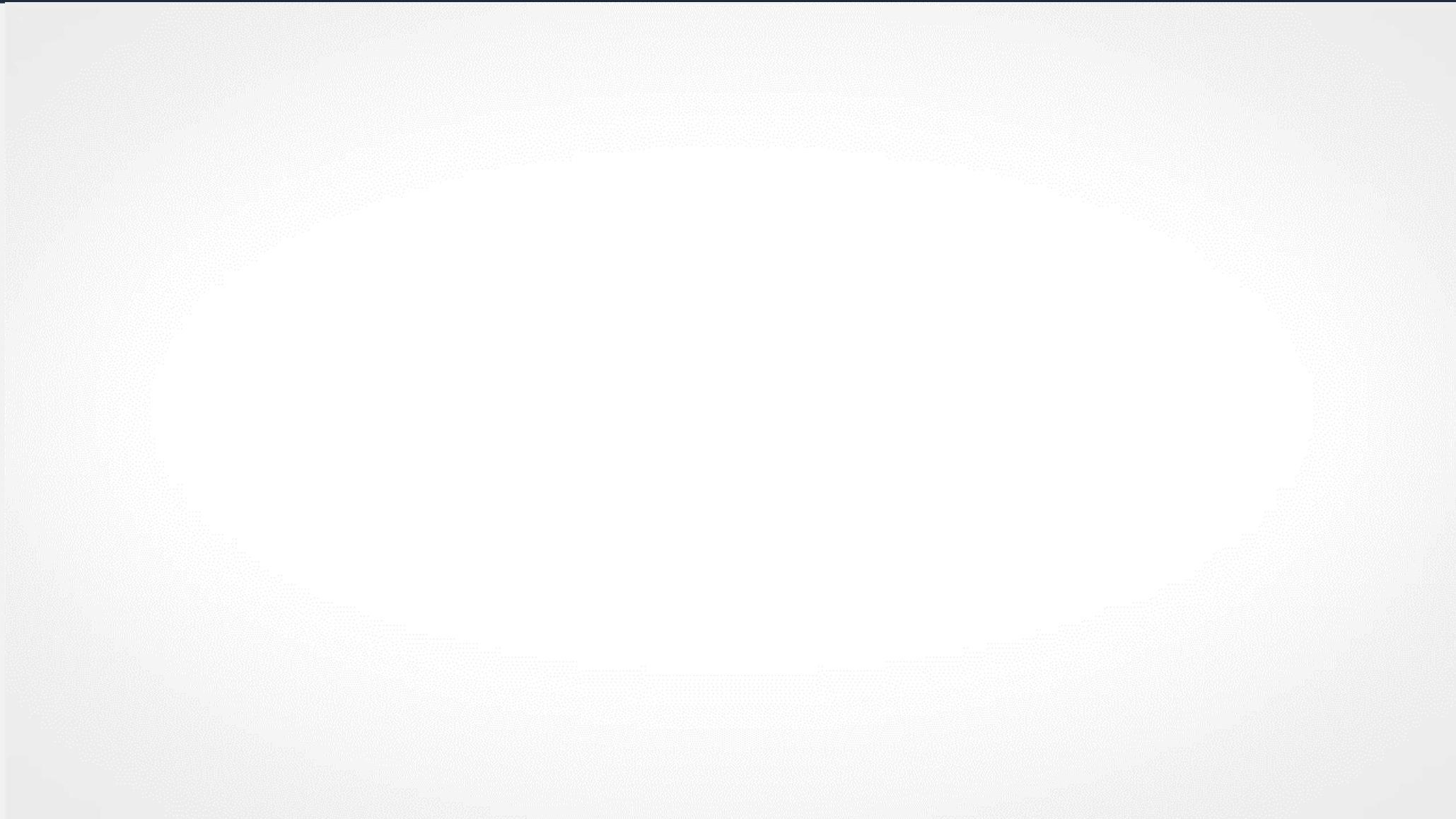
Example From My Previous Project

ROUGH CUT OF THE VIDEO



Example From My Previous Project

FINAL VERSION OF THE VIDEO



Example From My Previous Project

# Setup



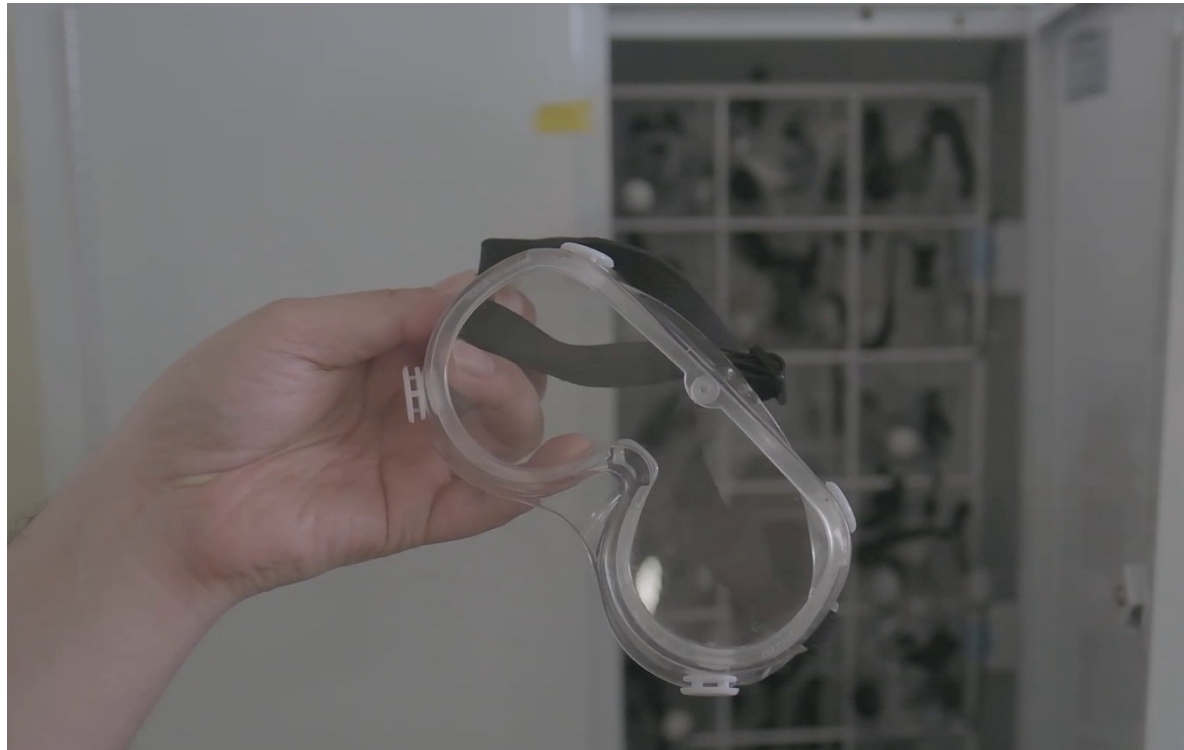




WITHOUT LIGHTING



WITH LIGHTING

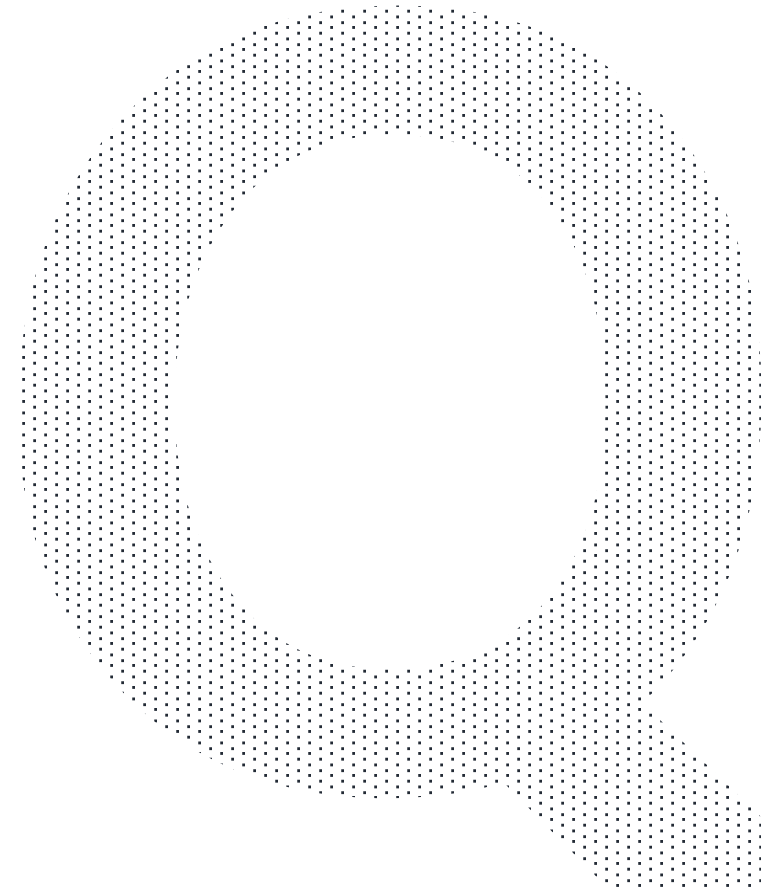


What's  
Next?

**Finalize Items To Shoot**

**Schedule, Due Dates**

**Contact CAPS For Equipment**







Or Email me! [hhan@vccd.edu](mailto:hhan@vccd.edu)