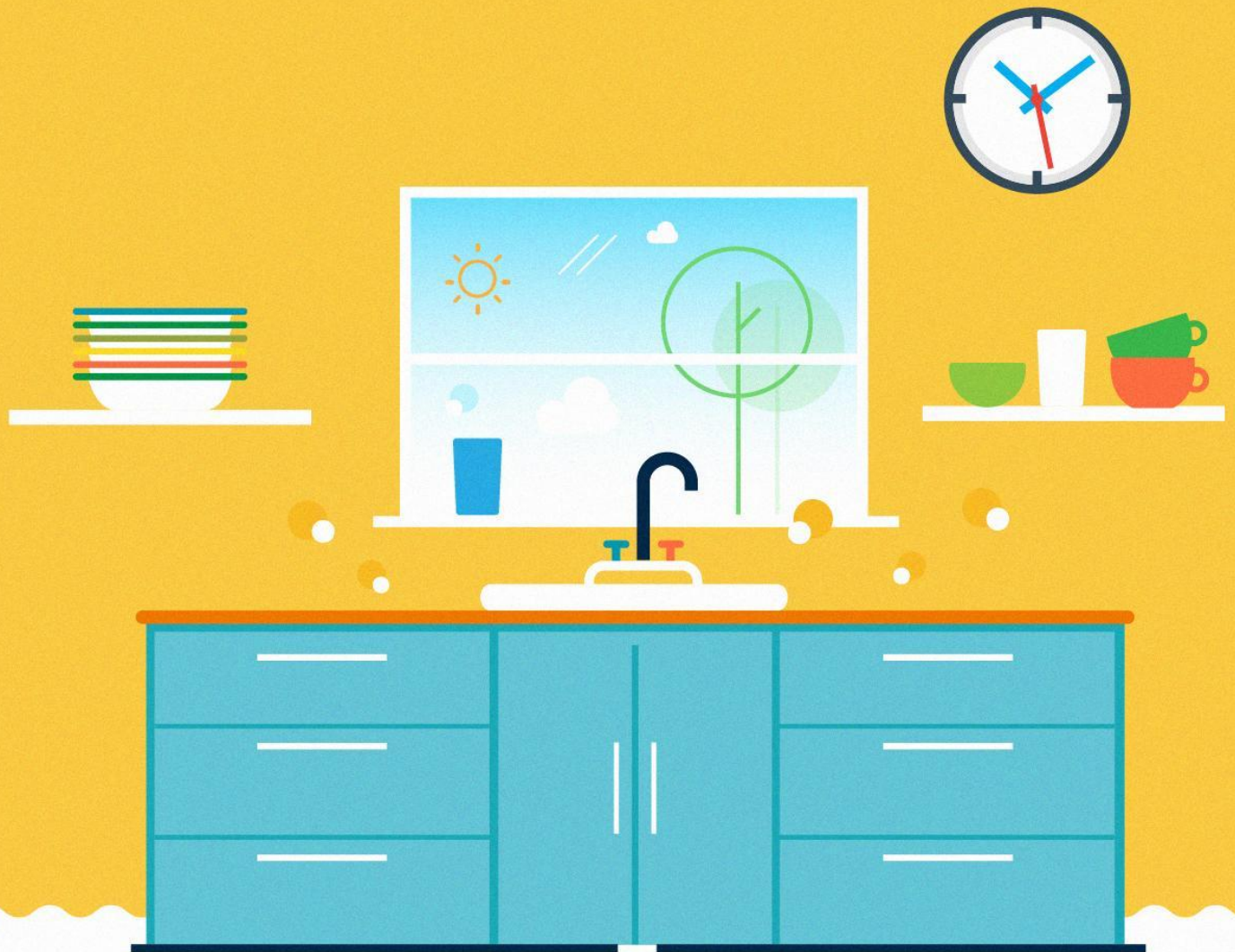


WHAT'S UNDER THE SINK?



Teacher Guidelines



WHAT'S UNDER THE SINK?



Teacher Guidelines

LESSON STRUCTURE

MAIN ACTIVITY

WHAT'S UNDER THE SINK?

The content in this 'Under the Sink' presentation is to illustrate the potential dangers of chemicals at home, what they look like, what they are used for, how the danger is communicated and how important it is to keep dangerous chemicals out of reach of children. The aims and objectives of this presentation correspond with the SPHE curriculum requirements for 1st and 2nd class in relation to chemicals. While the Guidelines are aimed at 1st and 2nd class they are adaptable to all class levels and meet SPHE Curriculum objectives at all levels.

After the lesson the children should understand:

- What household chemicals are
- What household chemicals look like
- What the dangers are
- How the danger associated with chemicals is communicated, and
- To keep away from them

RESOURCES

- ➡ 'Under the Sink' presentation
- ➡ Paper
- ➡ Writing and colouring utensils
- ➡ Empty, clean household chemical containers

INTRODUCTION

Introduce the children to the topic of chemical safety. Relate the topic to their current knowledge of household chemicals. Discuss what chemicals are used for in the home and where they might be stored.

1

What's under the sink?

This presentation shows a cupboard under the sink which can typically be found in a kitchen, utility room or bathroom. What do you find under the sink? Ask the class to discuss what they might expect to find under the sink.

2

Household chemicals

Images of typical household chemicals products are shown. Ask the class to discuss these products and record the important jobs they are used for around the house. What else might they expect to find under the sink? Perhaps the class could draw images of the products. These tasks can be done in pairs or small groups.

3

What do you see?

Images of typical household products from a small child's perspective are shown. They don't see any potential danger but instead a cupboard full of wonderful shapes, colours and smells. For example, laundry capsules can look like sweets, while other chemical products can look like toys as shown in the Dutch ad campaign, which includes a video (see additional resources.).



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SUGGESTED FOLLOW-UP ACTIVITIES

4

What do chemicals look like?

Explore with the class all the different types of containers, shapes and colours of typical household chemical products. Bring in clean empty containers and let the class see what they look like. In pairs, **design a checklist** to give to parents/guardians to help them to check if chemical products are used and stored safely.

5

Where can you find chemicals?

Explore with the class where else in their home they would expect to find chemicals, ask the class to think about what kind of chemical products are stored in the garage, garden shed or utility room.

6

What are chemicals used for?

Discuss what household chemical products are used for, what important jobs these products do around the house - cleaning, killing germs, painting, fixing things, killing weeds.

7

Why are chemicals dangerous?

Chemicals can be dangerous because they can cause fires, burn skin and eyes or make them itchy. Some chemicals can make you feel sick or give you a headache. Care is needed when disposing of chemicals and their containers as they can harm the environment.

8

How do you know if chemicals are dangerous?

All dangerous chemicals contain a label on the back, which includes diamond(s) with a red border. It's important that the class understand that if they see any products with these diamonds on the labels to keep away from them and never touch them without adult supervision.

9

How to keep safe from chemicals

Ensure that the class understand how important it is to keep away from chemicals whose label contain diamond-shaped pictograms with a red border. They should be stored in a locked cupboard, away from younger brothers and sisters and always in original container, particularly liquid laundry capsules used for washing clothes. **Design a safety poster** for staying safe around chemicals.

Curriculum Integration



The possibilities for curriculum integration include:

- Visual Art (Design a Poster, Drawing: still life: drawing bottles and containers)
- English (Oral Language: Vocabulary Development, Talk and Discussion, Describing, Giving Opinion/ Reading: Labels/ Writing: lists of what might be found in the garage, the garden shed, the kitchen, in the utility room, in school etc.; Creating a quiz; Designing a safety checklist etc.; Creating a lesson for younger children)
- Drama: (Role play/ Dramatic Play); Science (Classifying, Materials and Environmental Awareness and Care)
- Maths: Matching labels to containers; Making Sets of containers of safe and unsafe chemicals/chemicals and non-chemicals

HSA

An tÚdarás Sláinte agus Sábháilteachta
Health and Safety Authority



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CURRICULUM LINKS

The content explored in this 'Under the Sink' presentation corresponds directly with the following parts of the Irish Primary School Curriculum:

Class Level: 1st and 2nd Class

Subject Area: SPHE (Social, Personal and Health Education)

Strand: Myself

Strand Unit: Safety and Protection

The content is also adaptable to all class levels and meets SPHE Curriculum objectives at all levels.

Personal safety:

The child should be enabled to:

- recognise and explore situations where children feel safe and those where safety might be at risk *coming in contact with unsafe or unknown substances*
- discuss and practise appropriate strategies for dealing with these situations *knowing how to seek help, adhering to rules made by others, recognising people who are responsible for keeping him/her safe.*

Safety issues:

The child should be enabled to:

- become familiar with and understand the need to adhere to safety rules that apply in school, at home, on the farm, in water, for his/her own safety and that of others
- recognise places where it is safe to play and understand the importance of adopting responsible and equitable behaviour when playing
- recognise how accidents might be caused and what can be done in order to prevent accidents happening
- distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring them *fertilisers, alcohol, detergents.*

Class Level: 1st and 2nd Class

Subject Area: SPHE (Social, Personal and Health Education)

Strand: Myself and the Wider World

Strand Unit: Developing Citizenship

Environmental care:

The child should be enabled to:

- appreciate the environment and realise that there is a community and individual responsibility in caring for and protecting the environment.



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ADDITIONAL RESOURCES

Additional resources:

- This section provides video links to campaigns used to highlight the importance of reading the label of a chemical product. This will support and refresh the learning. In addition the resources listed below are available to use.



For the classroom:

- **Poster** from the 'readtheback' campaign to remind children about the lesson
- **Cards** with diamonds for printing and laminating in the class. These can help understand what the hazards look like (Point 8 above). Bring in empty, clean containers of detergents and cleaning products and get the class to match up the pictograms with the products to re-affirm their learning and understanding.



For home:

Information note on the importance of reading the back, can be printed off and brought home for the parents/guardians, or placed in the school, website, Facebook page or blog.

KEY VOCABULARY

Chemical



Hazard



Label



Pictogram



Danger



REVISION

In the days following the lesson, ask the class to refresh their learning and understanding about chemical safety - Did they see any chemicals with diamonds on the label at home? Did they show their parents the information note? Do they understand never to touch chemicals without adults supervision or permission?