

## Grade 3

### Health Objective 5.01

Summarize why household products are harmful if ingested or inhaled.

### Language Arts Objectives

**2.06** Summarize main ideas

**2.08** Listen actively

**4.02** Use oral and written language to present information in a logical manner, discuss, share information

### Materials Needed:

Enough empty cleaned containers of common household products or labels from the containers (try to get an example from the garage, kitchen, office and bathroom) for each group. Some examples: motor oil, houseplant fertilizer, Lysol toilet bowl cleaner, toothpaste, glass cleaner, Fantastic, Clorox, deodorant

Look for the information about the specific examples you bring on the US Dept. of Health and Human Services-Household Products database@ <http://householdproducts.nlm.nih.gov/>

4-column note-taking chart for each student or poster paper and markers

### Focus:

"Boys and girls, today we are going to talk about the dangers of some items that you may have in your home that you might not realize are really dangerous. I am going to show you an example of a common product that many of us use in our homes. In your groups, I want you to help each other make a chart showing what you learn about the product: the name, where in the house the product is found, what it is used for and the dangers of the product. Before we organize into groups, let's practice." Students will put information on the handout or poster paper.

Show students one or two of the examples and model exactly what you want the group to do on a board or chart paper. EXAMPLE:

Name: Cascade

Found: kitchen

Use: to clean dishes in dishwasher only

Dangers: irritate eyes and skin

### Teacher Input:

After the teams have time to work, bring the class back together and discuss each of the items calling on different teams to give you the chart information. At this time, be sure you have checked the Health and Human Services website for the specific dangers of the products you are discussing so you can add to the students' information.

### Practice and Assessment:

After the class discussion, summarize all the ways household chemicals are dangerous. You may ask each group to start at the top of the body and give as many harmful effects as they can think of. How do household products harm our brain, eyes, nose, mouth, skin, or lungs? After reviewing the dangers, discuss prevention and emergency procedures.

- All household products need to be kept out of the reach of children-up high or in locked cabinets.
- Young children need to be watched at all times.
- Have emergency numbers posted. Practice calling 911 on a play phone and giving your address and explaining the problem.

Give students different scenarios and ask what would you do?

Some examples:

- Your little brother or sister climbs under the kitchen sink and spills the cleaner on his legs.
- Your Mom accidentally left the floor cleaner out on the cabinet and you knocked it over.
- Your older brother was cleaning his room and the cleaner sprayed all over the snack you had in your hand.
- Your little brother or sister thought the purple glass cleaner was juice and drank it.