

POST-VISIT LESSONS

Now that your students are familiar with hazardous household products and some environmentally friendly alternatives, have your students make up some of the recipes from the lesson to keep in the classroom.

MATERIALS NEEDED

environmentally friendly cleaning recipe, various containers for holding and dispensing products, sponges

SAFE CLASSROOM CLEANERS

Now that your class is experts on cleaning the environmentally friendly way, keep the enthusiasm going by using environmentally friendly cleaners and practices in your classroom and throughout the school.

All you need to do is get some containers (have students bring things from home that may be thrown away) and mix up or collect some of the items on the environmentally friendly cleaner recipes. You may want to laminate a couple of the recipe sheets to post around the room in key cleaning areas, such as the sink.

Now, have the students reinforce their learning by making the cleaners and using them in the room or anywhere in the school they can. You may even wish to show off your cleaning experts by having a demonstration for another class, group of teachers or the school principal.

The important thing is to keep on cleaning with those environmentally friendly cleaners to help keep the environment healthy for all of us.

POST-VISIT
LESSONS
GRADES 2 – 5

Now that your students are familiar with hazardous household products and some environmentally friendly alternatives, have them survey their homes for hazardous materials.

**MATERIALS
NEEDED**

Household Hazardous
Waste Audit Sheet, letter
home

**HAZARDOUS HOUSEHOLD PRODUCT
HOME AUDIT**

Adapted from Hazards on the Homefront

The purpose of this activity is to get your students familiar with the potentially hazardous products found in their homes and to facilitate a discussion with adults in the home about hazardous products and safer alternatives.

You may want to send home a copy of the included letter to parents or guardians to facilitate a safe home audit.

Dear Parent(s) or Guardian(s)

Our class has been learning about hazardous products in the home. The students are learning about words that indicate the chemical properties of products. Some of the words we have learned that appear on labels include, toxic, corrosive, reactive or flammable.

Your child is to make a list of hazardous products in the home from at least two different rooms or sites, identify their use and note the amount of each product. Because of the hazardous nature of some household products, it is very important that you provide supervision for this assignment. This might be an excellent opportunity to talk with your child about your home's safety rules. It would also be a great chance to ask your child what they have been learning about hazardous products and some safer alternatives for those products.

The data collected for this assignment is intended to assist student learning; the data collected will not be used for further study in the classroom.

Thank you for your time and support.

Sincerely,

HOUSEHOLD HAZARDOUS WASTE AUDIT

Use the space below to list hazardous products from at least two different places in your home. List a safer alternative next to each product.

KITCHEN

Product	Amount	Safer Alternative
Product	Amount	Safer Alternative

BATHROOM/LAUNDRY ROOM

Product	Amount	Safer Alternative
Product	Amount	Safer Alternative

GARAGE/SHOP/WORKROOM

Product	Amount	Safer Alternative
Product	Amount	Safer Alternative

POST-VISIT
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GRADES 2 – 5

Now that your students have gotten some real experience with hazardous household products and safer alternatives, read them *The Story of Nellie the Newt*. You can also copy the story for individuals or groups to read (making copies on the back of used paper will help to reduce and reuse).

MATERIALS
NEEDED

The Story of Nellie the Newt

THE STORY OF NELLIE THE NEWT
Taken from Hazards on the Homefront

The purpose of this activity is to give your students an opportunity to put their new found knowledge to work by brainstorming ways to reduce the amount of hazardous products being used in and around their homes.

Once the class has read or listened to the story, have students brainstorm ways to reduce the use of hazardous products in and around their homes. Make a list of common solutions for the hazardous products named and send home a follow up letter with your students. Encourage your students to share their great ideas with the adults in their home and community.

An extension of this activity would be to use the information gained to help reduce the amount of hazardous products being used in and around the school.

THE STORY OF NELLIE THE NEWT

Taken from Hazards on the Homefront

I'm Nellie the Newt. I have quite a story for you! It has been the strangest and scariest day of my life.

It all started on a delightful rainy morning – just the kind of morning we amphibians like. It was very early and I was scurrying from under one leaf to the next, trying to find a breakfast of nice, juicy bugs! I had just spotted a delicious ground beetle when, suddenly, everything changed.

One second I was on the ground and, the next, I was swept up and hanging from the beak of a seagull. Thank goodness my skin gives off a sickening taste. Once that ol' seagull tasted me, it immediately dropped me. I fell down, down, down. It seemed like I was falling forever when, suddenly, I hit the softest mound of grass I had ever felt. I was so grateful that someone had dumped those grass clippings onto a compost pile!

As I lay there, I sensed trouble. I was right! From that point on, I had even more close calls.

For you to fully understand my story, I need to tell you a little bit about myself. I'm a Rough Skinned Newt, which is a kind of salamander. Some of my closest relatives are frogs. We're called amphibians and we all have special needs for staying healthy.

I can only live in areas that are moist year 'round, because I get some of my air and drinking water through my skin. I began my life about 12 months ago as an egg in a shallow, still place along the edge of a stream. As I grew, I lost my gills and moved onto the stream bank. I lived the first half of my life in water, and now, as an adult, I live on land.

I like to eat worms and spiders but, I especially like bugs. I am considered a carnivore. I don't have many predators (animals that will eat me) because I secrete a toxin from my skin that makes animals very sick if they bite me – something that seagull found out fast.

So I was in this pile of grass clippings when I began to feel itchy all over. My skin needed some moisture and it needed it fast! I looked around and saw something shiny not too far away. I thought it might be water, so I headed in that direction.

The journey seemed to take an eternity. All I needed to do was crawl up the small ledge, then I would be there. I knew going up was going to be a little difficult, because we newts are terrible climbers. Up, up, up I went, and onto the clean, shiny surface.

EEEWWW – not pond water, but a window! The hard surface felt really nice and cool on my skin at first,

but then, OUCH! My feet began to burn. "Oh no," I thought. "What is on this window? The owners of the window must have used some kind of cleaner that is seeping through my toes and hurting me. Yuck!"

I climbed off the window, ready to find my way home. I crawled through a flowerbed and discovered I had trailed my body through slug bait. The mucus that protects the outside of my body began to slide off. I was losing moisture. This was getting dangerous.

Something definitely was going wrong with my insides, as well. I was starting to doubt my future, like mating this spring and producing healthy eggs.

Things went from bad to worse as I staggered through the yard. I was hit by a cloud of gasoline vapors from a lawnmower. It was yet another chemical hurting my thin and fragile skin. But this nightmare of a day wasn't over, yet. Someone was outside, using a household cleaner to wipe down and rinse patio furniture. The water that was running off onto the grass stung my skin and caused it to dry out in patches.

As I escaped that yard, dots of wind-blown spray paint spotted my skin like a ladybug. For me, that paint wasn't pretty. I could hardly breathe. I found the stream and quickly ran for my home where I could feel safe.

What was happening to me? What could I do? I thought back to my other newt friends. One, named Ned, said he was out exploring a concrete driveway when he became very thirsty and stopped to take a small drink of a sweet-smelling green liquid. Ned found his way home, but he was sick for days. Why can't we drink stuff on the ground?

Of course, this story has a good ending or I wouldn't be here to tell you about my day. I finally found the stream late this afternoon, but I'm still feeling really sick and a little scared of the world beyond my stream. Sometimes I wonder if my stream is such a safe place.

Can you help me discover why I got so sick today? What do humans do in their yards and around their homes that can make the environment a hazardous place for animals like me. Could you be affected, too? Let's investigate this together.

What can you do to reduce the use of such hazardous chemicals in your home and yard?

POST-VISIT
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GRADES 2 – 5

Now that your students have gotten some real experience with hazardous household products and safer alternatives; use this fun lesson to assess what they've learned about safer alternatives to hazardous materials.

**MATERIALS
NEEDED**

Safer Subs card sheets

SAFER SUBS

Adapted from Hazards on the Homefront

The purpose of this activity is to assess student learning about alternatives to household hazardous products.

Print out the Safer Subs cards below (you may want to make several copies to have enough for your class). Cut the cards to separate. Mark the back of the card with the appropriate designation: SS = safer sub; HP = hazardous product.

The game (assessment) can be played at least two ways.

One method is to play the game similar to "Go Fish," where students work in pairs to try to match up a hazardous product with its safer alternative. Students take turns asking for cards to make "matches" until all of the cards are gone.

Another method would be to play a "Concentration" type of game, where students play in pairs or groups. Have the group lay out all of the cards face down. One student starts by turning over two cards to try to find a "match," consisting of a hazardous product and its safer alternative. When a match is found, the student takes those cards. If a match is not made, the cards are turned over again and the next student tries to find a match. The game continues until all of the cards are matched.

In either game version, students should make sure that the matches are correct. A student may challenge a match and ask the player for an example of how the product is used.

SS products. Mark SS on the back of each card.

baking soda, vinegar and water	grated onion	moist salt
white vinegar	plunger, baking soda, vinegar and hot water	lemon juice & mineral oil
baking soda	baby oil	cream of tartar, lemon juice & cold water

HP products. Mark HP on the back of each card.

paint brush thinner	ink spot remover	hand cleaner paint & grease
general household cleaner	furniture polish	drain cleaner
air freshener	bathtub & tile cleaner	burn/water mark remover

SS products. Mark .SS on the back of each card.

banana peel	diatomaceous earth	club soda, lemon juice, salt
toothpaste	vinegar (in warm water)	salt
cinnamon & cloves	soap & water (in spray bottle)	vinegar & water

HP products. Mark HP on the back of each card.

coffee cup stain remover	decal remover	general spot remover
water mark remover	window cleaner	oil stain remover
rug cleaner	insecticide	slug repellent