THE BAD GUYS VS. THE GOOD GUYS

K-2

OBJECTIVE

At the end of this lesson, the students shall be able to do the following:

1. Distinguish, orally or in writing, between liquids which are harmful to people and liquids which are not harmful to people.

SUBJECTS:
Science, Art, Math

TIME:
45 minutes

MATERIALS:
2 pieces of construction paper
old magazines
scissors
glue
index cards
student activity page (included)
poster board

BACKGROUND INFORMATION

There are many products that we use in our daily lives which are perfectly safe when used or disposed of as directed. Window cleaner, nail polish, and gasoline are just three such items that can be harmful to people when used and disposed of improperly. When poured on the ground, they can get into our drinking water supplies and make people sick.

ADVANCE PREPARATION

A. Gather materials.

PROCEDURE

I. Setting the stage

A. Share background information.

B. Let each student say the name of some kind of liquid. Discuss and list it on the chalkboard under the heading "Harmful" or "Not Harmful." Optional headings might be "The Bad Guys" or "The Good Guys."

Here is a partial list of common household products which are potentially harmful to people when used or disposed of improperly:

bleach	furniture polish
window cleaner	bathroom cleaner

medicine	nail polish
hair spray	nail polish remover
antifreeze	car wax
diesel fuel	gasoline
motor oil	oil-base paint
rat poison	

II. Activities

A. Divide the class into two groups:

1. Using old magazines and/or labels from old bottles, let one group make a collage on a piece of poster board showing products which can be harmful to people. Also mount some harmful product pictures on index cards.

2. Let the other group make a collage on a piece of poster board showing products which are not harmful to people. Also mount not harmful product pictures on index cards.

B. Sit on the floor with the students. Place one of the collages on each side of you and stack the index cards in front of you. Let each child turn a card over, identify it, and place it on the appropriate collage.

III. Follow-Up

A. Give each student a copy of the student activity page. Have students make a prediction about which group had the most cards and mark their sheets. Show the cards one at a time, allowing time for them to color the graph spaces. Count and discuss. Mark the bottom of the sheet.

B. What do these products have to do with our water supply? How are they used?

IV. Extension

A. Read the warnings on some of these products. Are any of them poisonous? How should we store them, especially if there are toddlers at home? How should some of them be disposed of?

RESOURCE

"Cap a Chemical," The 3-5 Water Sourcebook, Environmental Protection Agency, Atlanta, GA.

I think my class made more:

____ "harmful liquid" cards

____ "not harmful liquid" cards

(check one)

"Harmful Liquid" cards	**"Not Harmful Liquid" cards**

My class made more:

____ "harmful liquid" cards

____ "not harmful liquid" cards

(results after counting and making graph)