



Identifying and Using House Cleaning Chemicals Safely

Grade(s): 6

Summary

This resource kit introduces students to valuable skills for identifying and using house cleaning chemicals safely. Students begin by watching an engaging video about the importance of hand hygiene and cleaning your home. Next, students explore the benefits of cleaning your home using the four domains of the Medicine Wheel. Then, a video introduces students to traditional cleaning products First Nations used before commercial products became available. Students will test the effectiveness of a commercial and traditional product through a science experiment. Finally, students will create a Public Service Announcement to help community members use cleaning products safely.



Guiding Questions or Big Idea

How can I clean my home safely?



Learning Activities

1. What's on your hands? (Video)
2. Why is cleaning my home important? (Presentation)
3. What cleaning products were used before commercial cleaning products became available? (Video)
4. Traditional Versus Commercial Cleaning Products (Handout)
5. Spread the Word, Not Germs! (Handout)



Extension Activities

After completing this resource kit, consider asking students to:

- Create a brochure, website, or article explaining how to use a traditional or commercial cleaning product.
- Interview community members about making traditional cleaning products and share this knowledge in a creative way.

Curriculum Outcomes

Saskatchewan

Health

Understanding, skills, and confidences

USC6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

- Examine safety risks for common/local adolescent activities (for example, based on needs and interests of community).
- Reflect on and communicate personal and family attitudes toward safety.
- Represent a personalized, thoughtful, and coherent understanding of the importance of a healthy attitude toward personal safety.
- Investigate and analyze the intent of the rules, regulations, and laws related to safety practices for common and local adolescent activities.
- Evaluate the rights and responsibilities associated with rules, regulations, and laws related to a variety of safety practices to create healthy and safe community environments (for example, tobacco legislation, personal protective equipment).
- Examine the possible physical, social, and emotional consequences of not understanding and/or not following safety rules, regulations and laws.
- Determine when safety and personal standards about individual responsibility for safety and accident prevention may be challenged.
- Affirm personal standards with respect to individual rights and responsibilities for creating and supporting safe environments.
- Defend the statement "community safety is everyone's responsibility."

Nova Scotia

English

Outcome 1: Listening and speaking

Communicate effectively and clearly and respond personally and critically, respecting cultural contexts. (CZ, COM, CI, CT, PCD)

Western and Northern Canadian Protocol

Global Connections

6-K-G-027 Demonstrate awareness of indigenous peoples.

Alberta

Health

Life learning choices

Use resources effectively to manage and explore life roles and career opportunities and challenges.

L-6.2 Identify personal skills, and skill areas, for development in the future.

Northwest Territories

Follows Alberta's curriculum

Nunavut

Follows Alberta's curriculum

Newfoundland and Labrador

Health

Injury prevention and safety

- Demonstrate some basic first aid procedures.
- Identify injuries which are prevalent in the community and describe ways of preventing them.
- Assess an area of the community for injury risk, that is, home, school, recreational facility, neighbourhood or roadways.
- Discuss procedures and responsibilities involved in providing help in lifesaving situations.

Prince Edward Island

Health

Safety and responsibility

- Identify and communicate values and beliefs that affect healthy choices.
 - Analyse how laws, regulations, and rules contribute to health and safety practices.
 - Evaluate the impact of personal behaviour on the safety of self and others.
 - Demonstrate responsibility for, and skills related to, the safety of self and others.
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British Columbia

Health 6

Content outcome: Sources of health information

Elaborations could include:

- magazines
- internet
- advertisements on TV
- flyers from health stores

Content outcome: Basic principles for responding to emergencies

Elaborations basic principles include:

- following safety guidelines
 - having an emergency response plan
 - knowing how to get help
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Yukon Territory

Follows British Columbia's curriculum

New Brunswick

Health Education

Personal wellness

B1) Describe the domains of wellness and identify strategies for promoting their own wellness.

B3) Identify how environments influence health choices.

Manitoba

Health

Safety

K.3.6.B.1 Describe safe and unsafe situations at home, at school, and in the community while caring for self and others (that is, playgrounds, babysitting, internet use, shaken baby syndrome).

Quebec

Science

Common household products

- Associates the uses of certain household products with their properties (for example, cleaning products remove grease, vinegar and lemon juice help preserve certain foods).
 - Recognizes commonly used products that are potentially dangerous (safety-related symbols).
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Ontario

Health

Personal safety and injury prevention

- Identify and describe appropriate methods for preventing and treating ailments (for example, sunburn, minor cuts)
- Identify the responsibilities associated with caring for themselves and others (for example, while babysitting)



What's on your hands?

Topic: Home Safety

Grade(s): 6

Summary

This hook activity sparks student interest in hand hygiene and home cleaning.



Guiding Questions or Big Idea

How many surfaces do we touch in a day?

Why is cleaning your home important?

Materials

- Projector
- Speakers

Instructional Plan

Preparation

- Consider gathering the materials for students to complete the demonstration in the video: pepper, cooking oil, and dish soap.

Introduction

- Play the video for students.

Learning Activities

- Consider having students perform the demonstration described in the video.
- Discuss the questions at the end of the video with students.

Demonstration of Learning

- Ask students to write down their answers to the prompts at the end of the video.



Why is cleaning my home important?

Topic: Home Safety

Grade(s): 6

Summary

In this activity, students use the four domains of self to understand the benefits of cleaning their homes.



Guiding Questions or Big Idea

What is home maintenance?

What are the benefits of home maintenance?

Materials

- Projector

Instructional Plan

Introduction

- Open the presentation and review the definition of home maintenance on Slides 4–6.

Learning Activities

- Use Slides 7–19 to introduce the concept of the four domains of self sometimes found in the Medicine Wheel.
 - Provide time for students to respond to the prompts after introducing each domain.

Demonstration of Learning

- Invite students to respond to the prompt on Slide 20.
 - Consider collecting these responses as an Exit Ticket.



What cleaning products were used before commercial cleaning products became available?

Topic: Home Safety

Grade(s): 6

Summary

In this video, students learn about traditional cleaning products.



Guiding Questions or Big Idea

How can you make your own cleaning products?

What cleaning products were available before commercial products?

Materials

- Projector
- Speakers

Instructional Plan

Preparation

- Consider asking community members if they know of traditional cleaning products used locally before commercial products were available.

Introduction

- Play the video for students.

Learning Activities

- Encourage students to respond to the prompts in the video.

Demonstration of Learning

- Invite students to respond to the prompt at the end of the video.
 - Consider collecting this activity as an Exit Ticket.



Traditional Versus Commercial Cleaning Products

Topic: Home Safety

Grade(s): 6

Summary

In this activity, students experiment with traditional and commercial cleaning products.



Guiding Questions or Big Idea

Are traditional or commercial cleaning products more effective?

How can I tell which product works best?

Materials

- 1 copy of the handout "Traditional Versus Commercial Cleaning Products" per student
- Commercial cleaning products (e.g., Mr. Clean, Windex, Lysol)
- Traditional or homemade cleaning products (varies by community)

Instructional Plan

Introduction

- Guide students while they complete Steps 1–5 of their experiments.

Learning Activities

- Have students conduct their experiments (Step 6).

Demonstration of Learning

- Have students reflect on the results of their experiments (Step 7).



Spread the Word, Not Germs!

Topic: Home Safety

Grade(s): 6

Summary

In this activity, students create an informational poster or a Public Service Announcement (PSA) to demonstrate their learning.



Guiding Questions or Big Idea

How can I clean my home safely?

Materials

- 1 copy of the handout "Spread the Word, Not Germs!" per student
- Coloured pencils or markers

Instructional Plan

Introduction

- Review the instructions for completing an informational poster or PSA with students.

Learning Activities

- Support students as they complete their poster or PSA.

Demonstration of Learning

- Have students display and present their informational posters or PSAs.