

# Knife, Fork, Scissors, Light – Module on Household Risks

Methodological and  
didactic comments



Yaps  
Raising  
young people's  
awareness on  
preparedness and  
self protection



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# Knife, Fork, Scissors, Light – Module on Household Risks

## General Information

<p><b>What subjects is this module suitable for?</b></p>	<ul style="list-style-type: none"> <li>• English,</li> <li>• General Knowledge,</li> <li>• Arts,</li> <li>• Cross-Disciplinary Subjects</li> </ul>
<p><b>What age group is this module suitable for?</b></p>	<p>for the age group 7-11</p>
<p><b>What general skills are taught using this learning module?</b></p>	<ul style="list-style-type: none"> <li>• Developing communication, writing and reading skills</li> <li>• Analysing and assessing information, facts and situations</li> <li>• Working with texts and reading comprehension</li> <li>• Evaluating images and recognising key elements</li> <li>• Training speech and active listening</li> <li>• Comprehensibly describing processes and experiences to others</li> <li>• Stimulating motor skills and creativity</li> <li>• Training focusing skills</li> </ul>
<p><b>What thematic skills are taught using this learning module?</b></p>	<ul style="list-style-type: none"> <li>• Knowing and naming household hazards</li> <li>• Knowing how to avoid accidents in the home (prevention)</li> <li>• Knowing the pictograms used for the classification and labelling of chemicals, as well as their meaning (Global harmonised system / GHS)</li> <li>• Reflecting on one's own behaviour at home and reconsidering it, if necessary</li> </ul>

## Context

Accidents involving children under the age of 15 happen daily in Europe and around the world. Parents often underestimate the risks, rating them as rather low. Most accidents happen however at home. The more adults and children know about potential household hazards, the more efficient can accidents be prevented.

This teaching unit can be used to inform pupils in the age group 7-11 about risks in the household. Pupils learn to identify possible hazards and learn how to avoid accidents. Based on the pictograms used for the classification and labelling of chemicals (Global harmonised system/GHS), they can determine the risk posed by chemicals used in the household. Pupils are asked to think about the proper way of dealing with hazards and to exchange ideas in the classroom.

Focusing on the world we live in, on taking action, the variety of methods and learning by discovery are the main didactic principles used. Thus, pupils deal independently and actively with the subject of household hazards through work assignments, stories, images and games. In doing so, they do not only acquire factual knowledge, but also social, decision making and methodological skills. The drawings provided stimulate creativity and imagination as well as motor skills through drawing and cutting out.

## Methodological and didactic comments

The learning module consists of various tasks that deal with the issue of household hazards from different perspectives. Depending on the pupils' level of knowledge and on time at hand, tasks can be solved both separately and as a whole

### Household dangers – can you find them all?

#### General competences conveyed

- Analysing and evaluating information, facts and situations
- Working with texts and reading comprehension
- raising writing and reading skills

Starting from the opening story in which Max has to look after his little sister Mia on an eventful afternoon, pupils deal with the subject of household hazards. They learn to identify the main risks in the household and to identify the dangers associated with them. They are asked to write down the seven hazards named in the opening story in the middle column of the table provided, and to indicate in the right column why something is dangerous.

The task trains the pupils' perception of potential hazards in the household. Depending on the pupils' level of knowledge and writing skills, the task can be solved individually or in pairs, comparing the results in class.

### Lösung für die Lehrkraft:

Number	Hazard	Why is this dangerous?
1	Garden pond	Mia could drown in the garden pond, especially if she can't swim.
2	Pot plant	If Mia swallows the leaves or the fruit, she might suffocate. If the plant is poisonous, Mia could get poisoned. The fruit could also get stuck in her nose, so there is also a risk of asphyxiation.
3	Balcony	Mia could fall off the unsecured balcony and hurt herself.
4	Carpet	Mia could trip over the loose carpet, fall and hurt herself.
5	Stairs	Mia could fall down the stairs and hurt herself.
6	Water kettle	If there is still hot water inside the water kettle, Mia could get burned. Moreover, she could get electrocuted because of the broken water kettle.
7	Bottle with bright green liquid	The bottle is labelled with a pictogram, indicating a danger of poisoning. If Mia swallows the liquid, she could poison herself.

Lines 8 through 14 will be filled in as part of the following picture puzzle task.

### Picture puzzle – Max, Mia and the House of Dangers



#### General competences conveyed

- Analysing and assessing information, facts and situations
- Evaluating images and recognising key elements
- Training speech and active listening
- Comprehensibly describing processes and experiences to others
- Training writing and reading skills

In this task, pupils are asked to identify seven of the ten further hazards depicted in the picture puzzle, and to mark them with the numbers from the table. Then, the pupils complete the table from the previous task. For this, they write down the hazards from the picture puzzle in the table. They indicate the hazard in the middle column. They explain in the right column why something is dangerous. The task trains the pupils' perception of potential hazards. With the help of the picture puzzle, pupils learn to differentiate between what is important and what is irrelevant, and to point out dangerous situations by themselves.

### Lösung für die Lehrkraft:

Number	Hazard	Why is this dangerous?
8	Candle and hot tea on a tablecloth	Mia could burn herself with the candle or the hot tea. Moreover, both could fall if she pulls off the tablecloth. This could lead to a fire (candle) or Mia could burn herself (hot tea).
9	Unsecured shelf	The unstable shelf might tip over and Mia could hurt herself when she tries climbing up.
10	Socket	The broken socket poses a risk of electrocution, which can be fatal. A child safety device is missing in this case as well.
11	Garden rake	The tines of the garden rake are pointing upwards. If Mia steps on them, she could hurt her foot. The handle of the rake could rise quickly and strike Mia in the head.
12	Pot/pan on the stove	The handle of the pan/pot on the stove is sticking out. Mia could reach up to grab it and burn herself on the hot pan.
13	Ladder	The ladder could fall over and injure Mia or another person. Also, Mia could try climbing up the ladder and fall off.
14	Chopping block	Mia could seriously injure herself with the axe on the chopping block.
15	Scythe	The scythe is lying around unsecured in the shed. The scythe could fall with the blade pointing downwards and hit Mia in the head.
16	Knife	The knife is lying around in the kitchen. Mia could grab it and hurt herself. The knife should be therefore kept in a drawer.

### Torn – can you fill in the blanks?



#### General competences conveyed

- Training writing and reading skills
- Working with texts and understanding them
- Analysing and evaluating information, facts and situations

In this task, pupils learn how to avoid dangers at home. They understand what preventive measures can increase safety at home.

Depending on the pupils' level of knowledge and writing skills, the fill-in-the-blanks task can be solved individually or in pairs, comparing the results in class.

### Warning corrosive – do you know the hazard symbols?



#### General competences conveyed

- Analysing and assessing information, facts and situations
- Evaluating images
- Stimulating motor skills.

In this task, pupils figure out the meaning of pictograms used for the classification and labelling of chemicals (Global harmonised system/GHS). They think about what hazard designation belongs to a certain pictogram and connect the two to each other. Optionally, pupils can exchange ideas in class, talking about where they have seen such symbols before.

In this task, pupils learn what risks can pose cleaning agents, solvents, paints and other such chemicals used in the household. Depending on the pupils' level of knowledge and writing skills, the task can be solved individually or in pairs, comparing the results in class.

### Answers for teachers:



Explosive



Toxic



Flammable



Harmful



Corrosive



Dangerous for the environment

## Flocke's safety memory

This is a fixed module to be found in some teaching units. Twelve cards are available for this task. Pupils visualise once again important rules of behaviour for each topic discussed. What's more, the exercise allows students to reflect while playing and strengthen their knowledge on household risks. The ability to focus and memorise is also stimulated.

The safety memory game can be played at school or with the family, which encourages talks about the topic at home, as well.



## Auxiliary learning modules

The following teaching units offer more in-depth thematic knowledge:

- Fire – Module on Fire Safety Education
- Bless you! – Module on the Topic of Influenza and Viruses
- Knife, Fork, Scissors, Light – Module on Household Risks
- Helpfulness – module on the correct behavior in an emergency
- Safety First – Module on the Topic of Safe Ways to School
- Fast as Lightning – Module on Storms
- Completely Soaked – Module on the Topic of Floods and Landslides
- Highly Dangerous – Module on Drought and Forest Fires
- Quaking – Module on the Topic of Earthquakes
- Supportive – Social Engagement in a Community
- A Matter of Honour – Module on Volunteering