

# Household Risks

## Objectives:

- Recognise possible hazards in the home and associated risks
- Create and share a participatory map of possible risks
- Promote safety in the home

## STEP BY STEP

### BEFORE STARTING

What is the most dangerous place in the house? The teacher asks the class this question. Once everyone has indicated a place in the house, she gives the correct answer: It is the kitchen.

The teacher then asks: Have you ever had an accident in the kitchen? What caused it?

### HOUSEHOLD HAZARDS

The teacher prepares sheets at home with the correct behaviour to adopt for each type of risk, following the outline below:

#### a) Actions to avoid accidents involving electricity

- unplug unused electrical appliances
- have your relatives check the condition of electrical cables
- never use electrical appliances if you are wet or damp

#### b) Tools

- do not do things in a hurry
- maintain adequate space and lighting
- do not use them for anything other than what they are to be used for

#### c) Fire

- keep a small fire extinguisher in the house
- do not let appliances get too hot
- do not approach the cooker while wearing long, loose sleeves

#### d) Water

- turn off the main tap before leaving
- do not leave the washing machine and dishwasher running when you are away from home
- put non-slip mats in the bathroom and kitchen

#### e) Poisonous substances

- keep them in safe places where children cannot reach them
- keep them in their original packaging
- learn to recognise the symbols on the labels
- never use them without an adult being present

#### f) Gases

- if you smell it, open the windows immediately
- if you notice a leak do not turn on the switch

## THE HAZARD PLANIMETRY

In this phase you draw a floor plan of a hypothetical house and write down all the places and possible

hazards present for each of them. For each room, one indicates what could be a danger.

On the blackboard, the teacher then writes the following words:

*Tools - Fire - Water - Electricity - Poisons in the home - Gas*

The teacher then distributes the previously prepared slips of paper on the table and asks at this point to associate the possible hazards with the actions that

counteract them. To avoid confusion you can proceed one at a time or divide the slips into small groups.

## CONCLUDING THOUGHTS

The teacher reflects with the class on the dangers present in the pupils' homes, what damage they could potentially cause and what behaviour they should adopt once they return home to counteract them.