### Household Hazardous Product Inventory

**Directions:**
1. Complete the following inventory with an adult member of your family.
2. Do not open any hazardous product containers. All the information you need is on the product labels.
3. With an adult family member, choose two hazardous products and answer the questions on the chart.

<table>
<thead>
<tr>
<th><strong>Product Name</strong></th>
<th><strong>Product Name</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Product Name/Product Type →</strong></td>
<td></td>
</tr>
<tr>
<td>1. Where did you find this product (name of room)?</td>
<td></td>
</tr>
<tr>
<td>2. What signal word was on the label? (Caution, Warning, Danger)</td>
<td></td>
</tr>
<tr>
<td>3. Why is this product hazardous? (Toxic, Flammable, Corrosive, Reactive)</td>
<td></td>
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<tr>
<td>4. Does this label list the ingredients? If yes, write the name of one.</td>
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</tr>
<tr>
<td>5. Does the label give you storage directions? If yes, is the product being stored according to those directions?</td>
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<tr>
<td>6. Does the label tell you anything about the health effects of the product?</td>
<td></td>
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<tr>
<td>7. How often is the product used?</td>
<td></td>
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<tr>
<td>8. Does this product list a toll-free consumer information phone number? If yes, call and ask the questions you were unable to answer.</td>
<td></td>
</tr>
<tr>
<td>9. Could this product enter the environment? If yes, how?</td>
<td></td>
</tr>
<tr>
<td>10. Describe any safer alternatives you could use instead of this product.</td>
<td></td>
</tr>
</tbody>
</table>

To be completed by family member. If you have any comments or questions, please list them on the back.

Adult Signature: ____________________________________________________________
4 - 6: Looking at Labels

Subjects
Practical Skills, Social Studies, Science, Language Arts

Skills
Analyzing, designing, engaging in collaborative work, observing

Materials
Product labels, hazardous product advertisements from housekeeping magazines, sale and department store flyers from hardware and paint stores (teacher or student provided), optional: Mr. Yuk stickers (available from Poison Control), empty product containers

Time
Two - three class periods

Vocabulary
Hazardous, toxic, flammable, corrosive, reactive, potential, danger, warning, caution, symbol, ingredient

Related Teaching Toxics Activities
K - 3 Warning Words

Concept
Certain information must appear on hazardous product labels.

Objective
Students will determine how to identify a hazardous product by examining product labels.

Background See Information Section, pages 127-128.
The Federal Hazardous Substances Act requires that certain information appears on the label of hazardous products. One of the signal words (caution, warning or danger) must appear on the front of the label. The label also must describe the types of hazards associated with using the product (flammable, toxic, reactive, corrosive) and give instructions for safe use. The exact product ingredients, however, are not legally required to be listed on the label.

Procedures and Activities
What’s On a Hazardous Product Label?
- Ask students if they know what to look for on a product label to see if it contains hazardous ingredients. As a class, make a list of things you would want to know about a hazardous product.
- Working in small groups, have student use the Product Labels on page 41 to answer the following questions:
  - What type of product is this? What job does this product do?
  - What information tells you that this product contains hazardous ingredients?
  - What are the ingredients in this product?
  - Summarize the label directions on how to store and dispose of this product.

Note: As in real life, students will not be able to answer all the questions all of the time.

- After students are finished, discuss as a class what type of information they found on the labels. Compare the information given on the labels to the above list. What other types of information (that was not on the label) would be useful to know about the product?
Analyzing Advertisements

- Have students collect advertisements of hazardous products.
- As a class, discuss the information in the shaded box on next page.
- In small groups, challenge students to analyze the hazardous product advertisements they collected. Small group discussion questions: Look at the advertisements your group has collected. Do any similar themes appear? How are they similar?
- Choose three advertisements or product labels. For each advertisement, answer the following questions.
  A. What type of technique(s) is the manufacturer using?
  B. What claims are being made about the product?
  C. What is not being mentioned about the product?
  D. Who would be most likely to buy this product? How are the advertisers gearing this information to the consumer?
  E. If you are looking at a product label, compare the cautionary information to the advertising information.
  F. Compare the advertisement to the information that is legally required to be on a hazardous product label.

Label Redesign

- In small groups, have students choose one of the products they examined. Students should redesign the product’s label and an advertisement for the product so that it gives equal information on safety issues and product contents as it does on the product’s performance.
- Students groups should share their designs with the whole class.

Extensions

- For homework, under adult supervision, have students complete the above questionnaire for two hazardous products found in their homes.
- Attain Mr. Yuk stickers from the Poison Control. Ask students to make their homes safer for their younger siblings by placing the stickers on hazardous products.
The following techniques are often used by advertisers to sell a product:

- Convenience - it will save you time and is easy to use.
- Bandwagon - most people believe in or accept it.
- New and improved - The old product is no longer adequate.
- Luxury Image - using this product will help you achieve the finer things in life.
- Appeal to Economic Values - it makes good economic sense to use this product.
- Testimonial (endorsement by famous individual) - if this famous person uses it, you know it must be a good product.
- Plain Folk - (focusing on the average person) people just like you use this product.
- Card Stacking - distort or suppress facts to make the product look better than it is.
- Association - associate an object, person or an idea with something good or bad.
- Comparison to the Leading Brand - this product is just as good as the #1 product.