

# THE BAD GUYS VS. THE GOOD GUYS

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## OBJECTIVE

At the end of this lesson, the students will be able to distinguish, orally or in writing, between liquids which are harmful to people and liquids which are not harmful to people.


**SUBJECTS:** English, Fine Arts, and Math

**TIME:** 45 minutes

## 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 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.

### MATERIALS:

- \*2 pieces of construction paper
- \*Old magazines
- \*Scissors
- \*Glue
- \*Index cards
- \*Student activity page (included in the storybook  P.17)
- \*Poster board

## 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 "The Bad Guys" or "The Good Guys." Optional headings might be "Harmful" or "Not Harmful".  
(English TEKS K.3C, 1.3C, 2.3C)

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

**Bleach, window cleaner, furniture polish, bathroom cleaner, medicine, hair spray, antifreeze, diesel fuel, motor oil, rat poison, nail polish, nail polish remover, car wax, gasoline, oil-base paint.**

## 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 ("Bad Guys"). Also, mount some harmful product pictures on index cards.

**(Fine Arts TEKS K.2A,B,C, 1.2A,B,C, 2.2A,B,C)**

2. Let the other group make a collage on a piece of poster board showing products which are not harmful to people ("Good Guys"). 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. ( P. 17) Have each student turn to the student activity page in their story book. 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 to indicate how many they came up with. Count and discuss. Mark the bottom of the sheet.

**(English TEKS K.4C, 1.4C, 2.4B) (Math TEKS K.12A,B, 1.9A,B, 1.10A, 2.11A,B).**

**(TAAS Reading-Predicting Outcomes-Objective 4)**

**(TAAS Math-Probability-Objective 5)**

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

"The Water Sourcebook: A Series of Classroom Activities for Grades K-2 Produced for Georgia Water Wise Council," Education Research and In-Service Center, University of North Alabama.

ACTIVITY SHEET  
(Storybook P.17)

# BAD GUYS VS. GOOD GUYS

**Predicting: I think my class made more-**

- \_\_\_\_\_ "Harmful liquid" cards  
\_\_\_\_\_ "Not harmful liquid" cards  
(Check one)

(Have the students color in the graph spaces to show how many GOOD GUYS and how many BAD GUYS they came up with).


"Harmful Liquid" cards  
(Bad Guys)

"Not Harmful Liquid" cards  
(Good Guys)

**Conclusion: My class made more-**

- \_\_\_\_\_ "Harmful liquid" cards  
\_\_\_\_\_ "Not harmful liquid" cards  
(Results after counting and making graph-Check one)