**RISK ASSESSMENT SCHOOL:**

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| **experiment 5.2: Testing phosphorus** |

*Risks should be managed by use of PPE and/or specified control measures.*

Description of procedure (attach a copy of the experiment)

**Oxford Science 10:** pages 116–119 and 211

**Equipment required**

|  |
| --- |
| Each group requires:  Variety of detergents  Phosphorus testing kit  Test tubes and test tube rack  Measuring cylinder |

**Hazardous chemicals required/produced**

| Reactant or product name and concentration | GHS classification | GHS hazard statement | Control measures |
| --- | --- | --- | --- |
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NON-HAZARDOUS substances

|  |  |  |  |
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Other hazards and possible risks

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| **Detergents**:  As the choice of detergents is unknown and varied, the lab technician /teacher will need a list of them in order to look up the SDS (Safety data sheets) for each individual detergent and supplier.  **Phosphorus testing kit:**  Depending on what phosphorus kit is used, will determine the risks involved. Research your own particular kit and note any risks.  Prepare your own risk assessment.  Test tubes and measuring cylinders that are glass, may break and cause cuts. Sweep up broken glass with a brush and dustpan, do not use fingers. Discard any chipped or cracked test tubes to a broken glass bucket. |

Protective measures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lab coat | Safety glasses | Gloves | Fume cupboard | Other |
| Yes | Yes | Yes |  | Dependant on phosphorus kit and detergents used. |

Student clean up and disposal of wastes

|  |
| --- |
| Check SDS (Safety data sheets) for all wastes and dispose of appropriately. |

**Assessor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\*\*\*\*\***This assessment is not valid until it has been completed and signed by an assessor approved by the school.**

***All teachers are to sign the following statement before conducting this experiment.***

I have read this risk assessment and I understand the safety procedures and risks involved.

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| \*\*\*\*NOTES:   * Individual schools have a legal obligation to acquire their own manufacturer’s SDS and produce a risk assessment relevant to their own situation. * This risk assessment sheet is provided for your guidance only. * Disposal of waste is subject to the laws and regulations of states, territories and local authorities. * It is not to be assumed that products bought from supermarkets are non-hazardous.   DISCLAIMER:  These guidelines are designed to serve as a general reference only. It does not replace the school’s legal obligation to provide a valid risk assessment to ensure the safety of the staff and students conducting this experiment. While the Publisher has endeavoured to ensure that the material provided is free from error, the Publisher does not warrant the accuracy, adequacy or completeness of that material or that the material is suitable for your intended use. To the fullest extent permitted by law the Publisher disclaims all responsibility for any actions taken or not taken in relation to the material provided. |

**RISK ASSESSMENT SCHOOL:**

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| **CHALLENGE 5.3: Making a simple barometer** |

*Risks should be managed by use of PPE and/or specified control measures.*

Description of procedure (attach a copy of the experiment)

**Oxford Science 10:** pages 120–123 and 212

**Equipment required**

|  |
| --- |
| Each group requires:  Glass jar, balloon, rubber band, straw, sticky tape, sheet of thick paper with a scale marked on it (see method). |

**Hazardous chemicals required/produced**

| Reactant or product name and concentration | GHS classification | GHS hazard statement | Control measures |
| --- | --- | --- | --- |
|  |  |  |  |

NON-HAZARDOUS substances

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Other hazards and possible risks

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| **ALLERGY ALERT**: Balloons and rubber bands may contain latex. Check for latex allergies before use.  Balloons can also pop and give a fright if they are blown up. Should not be blown up in this experiment.  Glass jar may break and cause cuts. Sweep up broken glass with a brush and dustpan, do not use fingers.  Discard any chipped or cracked jars to a broken glass bucket. |

Protective measures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lab coat | Safety glasses | Gloves | Fume cupboard | Other |
| Yes | Yes |  |  | Vinyl gloves if a latex allergy |

Student clean up and disposal of wastes

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| --- |
| After a few days of measuring the changes in barometric pressure, collect equipment that is finished with and put in one place for the lab technician to reuse. Bin anything else that cannot be reused. |

**Assessor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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I have read this risk assessment and I understand the safety procedures and risks involved.

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**RISK ASSESSMENT SCHOOL:**

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| **Experiment 5.3: Make your own clouds** |

*Risks should be managed by use of PPE and/or specified control measures.*

Description of procedure (attach a copy of the experiment)

**Oxford Science 10:** pages 120–123 and 211

**Equipment required**

|  |
| --- |
| Each group requires:  Ice cubes (evaporating dish full), water, bench mat, tripod, gauze mat, 250ml beaker, evaporating dish, matches, Bunsen burner, safety glasses |

**Hazardous chemicals required/produced**

| **Reactant or product name and concentration** | **GHS classification** | **GHS hazard statement** | **Control measures** |
| --- | --- | --- | --- |
| **Box of Matches** | **WARNING**  GHSFla[1]  Flammable | H228 – Flammable solid | Keep the box of matches away from flames, heat, hot surfaces and sparks.  To safely light a match use a light downward stroke on the striking surface, away from the body, protected from wind.  Wear safety glasses to protect the eyes from matches splintering while being ignited. |

NON-HAZARDOUS substances

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| --- | --- | --- | --- |
| **Ice** | H2O | Not classified as Hazardous | Wear safety glasses, lab coat, gloves and closed in shoes when handling.  Gloves can prevent ice sticking to fingers. |

Other hazards and possible risks

|  |
| --- |
| Bunsen burners, gauze mats, evaporating dishes and beaker may be hot. Allow to cool before putting away.  Check hoses to Bunsen burners show no sign of wear or holes. Replace if they do.  Glass beakers and evaporating dishes may break and cause cuts. Sweep up broken glass/evaporating dish with a brush and dustpan, do not use fingers. Discard to broken glass bucket. |

Protective measures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lab coat | Safety glasses | Gloves | Fume cupboard | Other |
| Yes | Yes |  |  | Heat proof gloves |

Student clean up and disposal of wastes

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| Ice and water may go down the sink.  Allow Bunsen burners, evaporating dishes and beakers to cool before putting away.  Wipe benches and dry. |

**Assessor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**RISK ASSESSMENT SCHOOL:**

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| **CHALLENGE 5.4: Modelling a carbon sink** |

*Risks should be managed by use of PPE and/or specified control measures.*

Description of procedure (attach a copy of the experiment)

**Oxford Science 10:** pages 124–125 and 212

**Equipment required**

|  |
| --- |
| Each group requires:  Dry ice, 100ml water, dropper bottle of universal indicator and colour chart, 200ml beaker, piece of netting, watch glass that covers the top of the beaker, sticky tape |

**Hazardous chemicals required/produced**

| **Reactant or product name and concentration** | | **GHS classification** | **GHS hazard statement** | **Control measures** |
| --- | --- | --- | --- | --- |
| **Universal indicator**  **(diluted in ethanol)** | **WARNING**  https://jr.chemwatch.net/Resources/Images/GHSFla.GIF  Flammable | | H226 - flammable liquid and vapour | Keep away from heat  Wear safety glasses, gloves and lab coat.  IF IN EYES: rinse with water for several minutes. If irritation persists seek medical advice.  IF ON SKIN: wash off with plenty of water.  IF SWALLOWED: Immediately drink 2 glasses of water. Consult Doctor. |

NON-HAZARDOUS substances

|  |  |  |  |
| --- | --- | --- | --- |
| **Dry ice**  **(frozen carbon dioxide)** | **Not classified as hazardous** | H413 – May cause long lasting harmful effects to aquatic life | Avoid release to the environment.  Low temperature solid evaporates to form asphyxiate gas. Suggest when transporting to school a short distance put in a small esky with lid loose, then place in a large Esky in the boot of the car. Open car windows to allow fresh air in. If sealed for too long it may explode. Loosen all lids if in doubt, to allow carbon dioxide to escape.  Avoid contact with moisture when storing. Will tend to react violently.  Contact with dry ice may result in frostbite or cold burns.  Wear safety glasses, gloves and lab coat. Use in a well ventilated room.  IF IN EYES: cold burns may occur. Rinse with tepid water for several minutes.  Seek medical attention.  IF ON SKIN: wash off with plenty of tepid water. Seek medical attention if there are large burns and pain persists. |

Other hazards and possible risks

|  |
| --- |
| Beakers and watch glasses may break and cause cuts. Sweep up broken glass with a brush and dustpan, do not use fingers. Discard any chipped or cracked beakers or watch glasses to a broken glass bucket. |

Protective measures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lab coat | Safety glasses | Gloves | Fume cupboard | Other |
| Yes | Yes | Yes |  | Wooden or plastic tongs to be used when moving dry ice. Do not touch with bare hands. |
| Do not seal dry ice in any container as the gas rapidly expands and if trapped may explode. | | | | |

Student clean up and disposal of wastes

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| Allow dry ice to evaporate in a safe place outside or in a very well ventilated place. Do not put down the sink.  Drops of universal indicator and water can go down the sink, followed by water. |

**Assessor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**RISK ASSESSMENT SCHOOL:**

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| **experiment 5.5A: What factors affect a greenhouse?** |

*Risks should be managed by use of PPE and/or specified control measures.*

Description of procedure (attach a copy of the experiment)

**Oxford Science 10:** pages 126–129 and 213

**Equipment required**

|  |
| --- |
| Each group requires:  3 cups of dark soil  3 cups of white sand or perlite  White paint  Water  6 identical clear, empty 600ml soft-drink bottles with labels removed  6 one-hole rubber stoppers with thermometers inserted that fit securely into the bottle top or data-logging equipment (eg Pasco), using long steel temperature probes with Blu-tack to secure the probe in place.  Funnel  Sunlight or one 150W floodlight bulb and stand to support the lamp set-up (retort stand and clamps)  Stopwatch  Permanent marker |

**Hazardous chemicals required/produced**

| **Reactant or product name and concentration** | **GHS classification** | **GHS hazard statement** | **Control measures** |
| --- | --- | --- | --- |
| Perlite | **WARNING**  C:\Users\temp\Dropbox\GHSHar[1].gif | H315 Causes skin irritation  H319 Causes serious eye irritation  H335 May cause respiratory irritation | Use only outdoors or in a well ventilated room. Avoid breathing dust.  Wear safety glasses, lab coat, gloves and closed in shoes when handling.  IF ON SKIN: Wash skin with water and soap.  IF INHALED: remove person to fresh air keep at rest in a position comfortable for breathing. Seek medical advice.  IF IN EYES: Wash eyes immediately with fresh, running water. Continue rinsing lifting upper and lower eye lids for complete irrigation. Seek medical advice if irritation persists.  If SWALLOWED: Rinse mouth. Give a glass of water.  Seek medical attention if required. |

NON-HAZARDOUS substances

|  |  |  |  |
| --- | --- | --- | --- |
| **Sand** | Not classified as hazardous |  | Use clean sand. Do not get in eyes as it will irritate. Wash out with fresh running water. |

Other hazards and possible risks

|  |
| --- |
| **Potting mix may contain pathogenic organisms**. Read manufacturers warning labels. Avoid breathing. Wear dust mask and gloves.  White paint, depending on what you use, will create its own individual risks. Read SDS of the product you are using and follow all safety precautions.  Retort stand may become overbalanced once lamp has been connected to the clamp. Turn the retort stand back to front so the heavy base is at the back of the stand. Add weight to the base of the stand (brick) to counteract the weight of the lamp at the front.  Lamp will generate heat. Allow to cool a little and remove from the clamp using a heatproof glove.  Lamp (150W floodlight) is connected to mains electricity. There is the possibility of an electric shock. Keep away from liquids. Ensure electrical equipment has current tag, safe and operated correctly. Check cords regularly and replace if any signs of damage.  Thermometers are made of glass and may break and cause cuts. Sweep up broken glass with a brush and dustpan, do not use fingers.  Permanent marker may contain solvents, avoid breathing vapour. Replace lid after using. Difficult to remove off clothing and benches. |

Protective measures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lab coat | Safety glasses | Gloves | Fume cupboard | Other |
| Yes | Yes | Yes | Yes | If students make up bottles also prepare in a fume cupboard or outside.  Suggest the lab technician fill the plastic bottles with perlite and potting mix (if used) prior to class in the fume cupboard to limit risks to the students. |

Student clean up and disposal of wastes

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| **Teacher note:**  May be done as a demonstration. Suggest 2 or 3 groups maximum. Will depend on equipment availability.  This experiment works best in full sun.  The experiment requires 6x 600ml soft drink bottles per group. Ask the students to bring in if the lab technician is having difficulty getting enough for your class requirements. Keep all bottles for future classes.  Suggest that the appropriate bottles are painted and the soil and perlite are already in the bottles prior to class. Water in the bottles need to be at room temperature.  Ensure the bulbs of the thermometers are in the air just above the soil, perlite or water.  **Student clean up:**  Leave the perlite and soil in the bottles and cap for the lab technician to put away.  Put all equipment in one place for the lab technician.  Allow lamps if used, to cool before putting away. |

**Assessor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**RISK ASSESSMENT SCHOOL:**

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| **experiment 5.5B: Melting ice and its effect on sea levels** |

*Risks should be managed by use of PPE and/or specified control measures.*

Description of procedure (attach a copy of the experiment)

**Oxford Science 10:** pages 126–129 and 214

**Equipment required**

|  |
| --- |
| Each group requires:  Ice cubes  Possible student design equipment: beakers 50ml, clay or plasticine, marker pen, tongs for handling ice, stopwatch |

**Hazardous chemicals required/produced**

| **Reactant or product name and concentration** | **GHS classification** | **GHS hazard statement** | **Control measures** |
| --- | --- | --- | --- |
|  |  |  |  |

NON-HAZARDOUS substances

|  |  |  |  |
| --- | --- | --- | --- |
| **Ice** | H2O | Not classified as hazardous | Wear safety glasses, lab coat, gloves and closed in shoes when handling.  Gloves can prevent ice sticking to fingers. |

Other hazards and possible risks

|  |
| --- |
| Glass beakers may break and cause cuts. Sweep up broken glass with a brush and dustpan, do not use fingers.  Permanent marker may contain solvents, avoid breathing vapour. Replace lid after using. Difficult to remove off clothing and benches. |

Protective measures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lab coat | Safety glasses | Gloves | Fume cupboard | Other |
| Yes | Yes |  |  | Tongs for handling ice |
|  | | | | |

Student clean up and disposal of wastes

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| Ice and water can go down the sink.  Collect all equipment to one place for lab technician.  Wipe benches and dry with paper towel. |

**Assessor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**RISK ASSESSMENT SCHOOL:**

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| **CHALLENGE 5.6: Salt water density** |

*Risks should be managed by use of PPE and/or specified control measures.*

Description of procedure (attach a copy of the experiment)

**Oxford Science 10:** pages 130–133 and 214

**Equipment required**

|  |
| --- |
| Each group requires:  Salt, water, measuring spoons (teaspoons or large spatula’s), food colouring (4 different colours) test- tubes and test-tube rack, 4 x 200ml beakers, pipette, marker pen |

**Hazardous chemicals required/produced**

| Reactant or product name and concentration | GHS classification | GHS hazard statement | Control measures |
| --- | --- | --- | --- |
| **Salt (solid)** | **WARNING**  C:\Users\temp\Dropbox\GHSHar[1].gif  Irritant | H315 – Causes skin irritation  H319 – Causes serious eye irritation.  H350 – May cause respiratory irritation | Wear gloves.  IF ON SKIN: wash hands with soap and water.  Wear safety glasses.  IF IN EYES: flush immediately with fresh running water for several minutes. If irritation continues seek medical advice.  Avoid breathing dust. Use in a well ventilated area. |

NON-HAZARDOUS substances

|  |  |  |  |
| --- | --- | --- | --- |
| **Food colouring** |  | Not classified as hazardous | Wear safety glasses, lab coat and gloves.  Do not spill. It will stain clothing and benches. Difficult to remove. Use bench mat. Wipe up immediately. |

Other hazards and possible risks

|  |
| --- |
| Beakers, jars and test tubes made of glass may break and cause cuts. Sweep up broken glass with a brush and dustpan, do not use fingers.  Permanent marker may contain solvents, avoid breathing vapour. Replace lid after using. Difficult to remove off clothing and benches. |

Protective measures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lab coat | Safety glasses | Gloves | Fume cupboard | Other |
| Yes | Yes | Yes |  |  |
|  | | | | |

Student clean up and disposal of wastes

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| --- |
| Coloured salt water can be put down the sink, followed by water.  Plastic disposable 3ml or 5ml pipettes can be used for transferring the salty water to test tubes.  Plastic teaspoons or large spatulas may be used instead of measuring spoons.  Collect all equipment to one place for lab technician. Wipe benches and dry with paper towel. |

**Assessor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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