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SSR in Practice
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Contributing to *SSR in Practice*

If you have an idea for an article for *SSR in Practice*, please submit your proposal using the form
https://forms.gle/wcgWj1267Bi6RN7x
Writing outlines are available to support the writing of case study, practical idea and hinterland articles.
See www.ase.org.uk/submission-guidelines
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ASSOCIATION FOR SCIENCE EDUCATION

Health & Safety

For all practical procedures described in *SSR in Practice*, we have attempted to ensure that:

- the requirements of UK health & safety law are observed;
- all recognised hazards have been identified;
- appropriate precautions are suggested;
- where possible, procedures are in accordance with commonly adopted model risk assessments;
- if a special risk assessment is likely to be necessary, this is highlighted.

However, errors and omissions can be made, and employers may have adopted different standards. Therefore, before any practical activity, teachers and technicians should always check their employer's risk assessment. Any local rules issued by their employer must be obeyed, whatever is recommended in *SSR in Practice*. Unless the context dictates otherwise it is assumed that:

- practical work is conducted in a properly equipped laboratory;
- any mains-operated and other equipment is properly maintained;
- any fume cupboard operates at least to the standard of CLEAPSS Guide G9;
- care is taken with normal laboratory operations such as heating substances or handling heavy objects;
- good laboratory practice is observed when chemicals or living organisms are handled;
- eye protection is worn whenever there is any recognised risk to the eyes;
- fieldwork takes account of any guidelines issued by the employer;
- pupils are taught safe techniques for such activities as heating or smelling chemicals, and for handling microorganisms.

For further guidance, please see page 3 of *SSR in Depth*.

Copyright

Editorial

Fiona Williams, *SSR* Content Editor

Welcome to the November issue of *SSR*. As you will see, there has been a lot of activity behind the scenes to apply the new brand to the journal. There is a great mix of articles in this issue – I hope that there is something for everyone.

SSR's inaugural photo competition ran over the summer break. Thank you, everyone, who took part in the competition. We had some stunning entries, and you can see the winning and runner up photographs on page 35 of *SSR in Practice*. I would like to showcase the striking pictures taken by twins Charlotte and Patrick, aged 9½. Our youngest entrants have done a splendid job in capturing 'light in the natural world'. Well done!

Photo by Charlotte Hoath

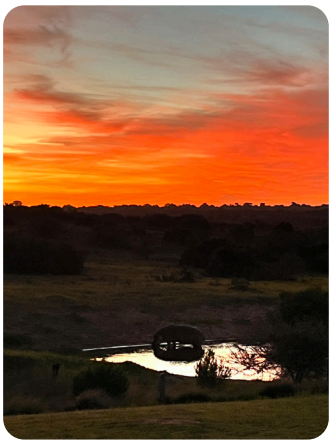

Photo by Patrick Hoath

In *SSR in Practice*, we have included a selection of book reviews written by students on books with a chemistry theme that they have chosen themselves. These reviews have been written by students who are studying science at post-16 and would like to study a scientific discipline at university. It can be difficult to keep abreast of the various popular science books that might be of interest to our students. We hope that you can share this centrefold with your students.

In the area of real-world science, Andy Markwick's articles provide insight into some recent developments in the extraction and recycling of E-metals using deep eutectic solutions. E-metals are those that are used in electronic-based technologies such as batteries, electric motors and smart phones. As we look to move away from fossil fuels, this is an important area, given our increased use of transportation, technology and communication. The article in *SSR in Practice* contains an overview of the extraction and recycling of E-metals and provides great context for teaching, while, in *SSR in Depth*, the use of deep eutectic solution chemistry is explained as an environmentally friendly way of extracting and recycling important E-metals.

In *SSR in Depth*, David Read and Stephen Barnes report the findings of their study into topics that chemistry teachers find difficult, one of these being electrochemistry, while, in *SSR in Practice*, Jennifer Marchant brings to life the topic of electrochemistry with some real-world examples.

Inclusion is very topical at present. Fiona Roberts shares some practical adaptations for students with SEND – a vital read for all as we strive to make our classrooms and teaching inclusive for students with a range of individual needs. In a second article on inclusion, Carole Kenrick writes about her experiences of putting into practice the IOP guidance on inclusive science teaching; it is a very relevant article for teachers of all the sciences.

Finally, on page 36 of *SSR in Practice*, Helen Harden (Commissioning Editor) writes about ways that you can contribute to *SSR*.

This is your journal. As such, we want to read about and share in your knowledge and practice. If you have never written for *SSR* before and are unsure whether your article idea is suitable then please get in touch with Helen at helenhardenase@gmail.com

Fiona Williams

For further articles you can access *SSR in Depth* online at www.ase.org.uk/SSR-in-depth/issue-389

All the weblinks mentioned in articles in this issue are listed in one convenient document available at www.ase.org.uk/ssr-resources