



How can we be LeadSmart outdoors?

ES1/S1 - Module 3



Program delivery

The LeadSmart modules are designed to allow flexibility for teachers and schools to tailor the delivery of the program in a way that best suits their needs. Each set of modules are designed in a way that they can be delivered in sequential order, as individual activities, or in an arrangement of the school's choosing.

Module overview

In this module students will understand that there is a risk of lead exposure when in outdoor environments. They will identify common outdoor environments found in Broken Hill such as backyards and playgrounds and learn about interactions that may result in lead exposure.

Students will engage in activities that will develop their knowledge and understanding of preventative LeadSmart strategies that they can use in an outdoor environment.

Assessment

There are a number of informal assessment opportunities throughout this module including:

- Brainstorm to assess prior knowledge and experiences
- Class discussion
- Student questioning
- Workbook sample
- Observation

Learning intentions

Students will understand:

- There is a risk of lead exposure in outdoor environments throughout Broken Hill
- Outdoor environments in Broken Hill including their backyard, parks and playgrounds
- Preventative LeadSmart strategies they can use to reduce the risk of lead harm when outdoors

Resources

- Health hub space in your school (we encourage you to book an appropriate area in school for the duration of this module, enabling access to the technology and space required to complete the unit)
- Interactive Whiteboard (IWB)
- How can we wash our hands properly? - activity sheet
- Ball
- Shoes
- Glitter
- Newspaper or plastic (to cover area of floor)
- Supplementary IWB resources

Differentiation

As with all of the LeadSmart Education modules, we encourage you to differentiate the following activities by making any necessary modifications in order to cater for diverse student learning needs.

Note: The suggested duration of the activities found within this module may require adjustment to cater for the needs of your students.

Curriculum links

ES1

PDHPE

- **COES1.1** Expresses feelings, needs and wants in appropriate ways
- **PHES1.12** Display basic positive health practices
- **SLES1.13** Demonstrates an emerging awareness of the concepts of safe and unsafe living

Geography

- **GEE-1** Identifies places and develops an understanding of the importance of places to people

English

- **ENE-1A** Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction

S1

PDHPE

- **COS1.1** Communicates appropriately in a variety of ways
- **PHS1.12** Recognises that positive health choices can promote wellbeing
- **SL1.13** Recognises that their safety depends on the environment and the behaviour of themselves and others

Geography

- **GE1-1** Describes features of places and the connections people have with places

English

- **EN1-1A** Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations

Cross curriculum priorities

- Sustainability

General capabilities

- Critical and creative thinking
- Ethical understanding
- Literacy

Introduction activity: What do we already know?

5 minutes

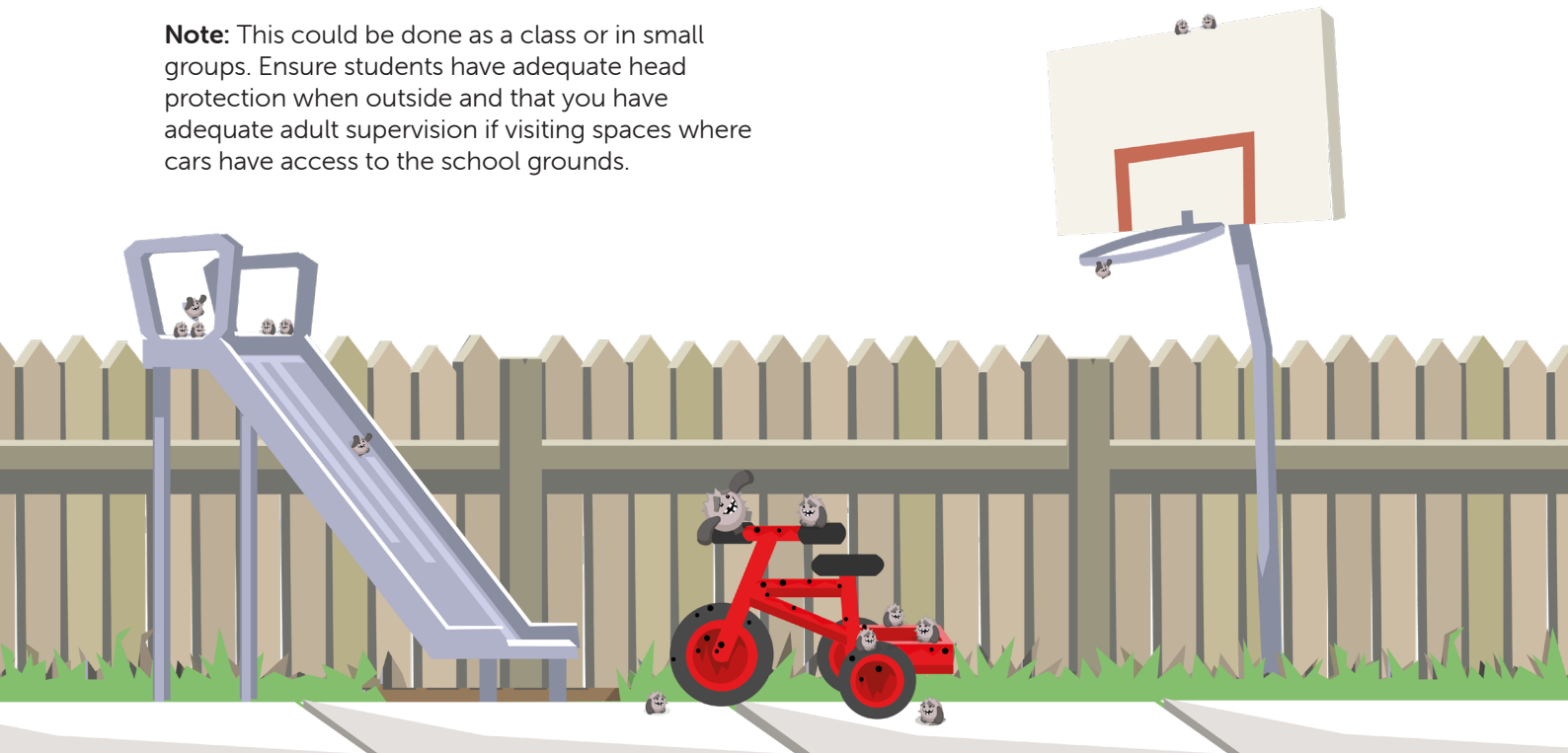
1. Review learning from previous module to reinforce student understanding that lead doesn't belong in the human body, when it enters the body it can build up over time and make us sick.
2. Ask students to remember examples of objects that can cause lead to enter our bodies (dirt, dust, soil, dirty hands, rain water, unwashed toys, unwashed food, old paint flakes and fumes).
3. Display the slide 'Outdoors' on the IWB. Asks students to define (e.g. an open area, outside a building or shelter).
4. Explain that you are going to investigate objects found outdoors that may contain lead.
5. Explain that there are many outdoor areas in Broken Hill including parks, playgrounds and backyards. You may like to give more specific examples of local areas such as Sturt Park. Encourage students to come up with ideas for other outdoor spaces or their own examples and add to the interactive whiteboard.
6. Tell students that for this module, you are going to look closely at backyards.



Activity 2: Where can we find lead outdoors?

1. Explain to the students that they are going to do a walk round of their school to collect information of places where lead dust could be found. Encourage students to make a list of places they spot as they walk around. Ensure all appropriate, student-accessible places are visited.
2. Bring the class back together in your classroom and give students the opportunity to share their ideas.
3. Create a class list of places where lead dust could be found around the school

Note: This could be done as a class or in small groups. Ensure students have adequate head protection when outside and that you have adequate adult supervision if visiting spaces where cars have access to the school grounds.



Activity 3: How does lead dust spread?

15 minutes

1. Sit the students in a large circle.

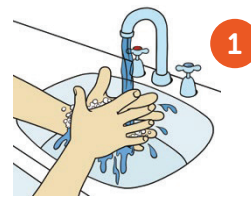
Note: You might want to sit on a plastic mat or another surface that is easy to clean, or even outside for this activity.

2. Explain that you are going to demonstrate how easily lead dust can spread around.
3. Pour some glitter onto your hand and shake the hand of the student sitting to your left. Encourage them to then shake the hand of the person sitting to their left, and so on. Pour more glitter on to your hand and shake the hand of the student sitting to your right. Encourage them to shake the hand of the student sitting to their right and so on.
4. Describe what is happening as the action is passed around the circle.
5. Investigate how far the glitter is spread before it is no longer evident on students' hands.
6. Establish an understanding that lead dust, like glitter, can be transferred easily and quickly and therefore we must ensure we wash our hands regularly!
7. Instruct all students to wash their hands thoroughly before moving onto the next activity.

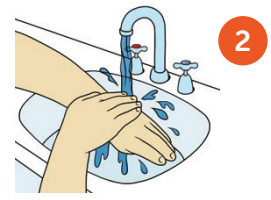


1. Inform students that Lead Ted Jnr has lots of ways that we can keep our bodies healthy while still playing outside.
2. One of Lead Ted Jnr's most important strategies is to make sure that we wash our hands properly. We need to make sure that we wash our hands after being outside in case we have touched anything with lead dust on, including our pets. It is also a good idea to wash our hands every time before we eat or touch food.
3. Display the images of the hand washing steps on the IWB. Tell students that Lead Ted Jnr has special steps for us to follow. Read each step and discuss with students.
4. Tell students that Lead Ted Jnr has left them a challenge to test how much they know about washing their hands. He has created an activity sheet with all the steps, like the ones on the board, except they are now mixed up.
5. Show students the How can we wash our hands properly? - Activity sheet and explain that they will need to cut out, order and paste the steps into their workbooks.
6. You may like to leave the steps on the IWB for students to refer to as they complete the activity

Note: It is recommended that you complete this activity step-by-step with Kindergarten students. If your students are in Year 1 or 2 it is recommended that they do not use the activity sheet, but are invited to draw their own representations of each stage.



1 Lather with soap and wash palm to palm



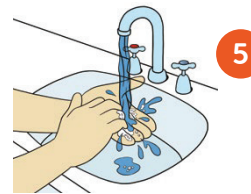
2 Wash back of hands and wrists



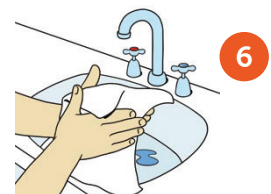
3 Wash between your fingers



4 Wash around your thumb



5 Rub fingertips into palms



6 Rinse and dry well

7. Once students have completed the task, invite them to sit in front of the IWB.
8. Explain that although it's important to wash hands frequently to prevent lead harm, it's not the only thing that we can do to keep ourselves healthy. Ask students to brainstorm what they might do for the following objects:
 - **Shoes** – As much as we should avoid playing in bare soil and dirt, it can still get on our shoes. Take them off and leave them by the backdoor before you come inside and make sure to use a doormat.
 - **Pets** – Pets love exploring, and unfortunately, can get dirt, soil and dust on their fur. Wash your pet frequently, brush them outside and try not to let them sleep on your bed.
 - **Toys** – Wash toys regularly, especially if they are kept outside.

1. Display the image of Jack's backyard that students viewed in the beginning of the module on the IWB. Using the image reinforce the following content:
 - Lead can be found throughout our backyard - in dust, dirt, soil and on uncovered surfaces like toys, balls etc.
 - When we touch or pick up objects with lead dust on them, it can get on our hands and bodies.
 - Lead Ted Jnr has lots of strategies that can help to keep us from the harmful effects of lead.
 - Washing our hands is one of the most important ways we can keep lead out of our bodies, especially after playing outside or before eating.
 - Take your shoes off before going inside. If you can't take your shoes off, use a doormat to wipe your feet before going inside.
 - Wash family pets frequently and brush them outside.
 - Wash hands after patting or playing with your pet.
 - Wash toys and outside equipment frequently.
2. Explain to students that these are all the things we can do to become more LeadSmart outdoors.





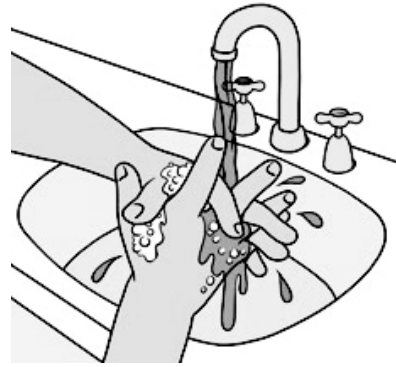
How can we wash our hands properly?

Cut and paste these steps into the correct order.



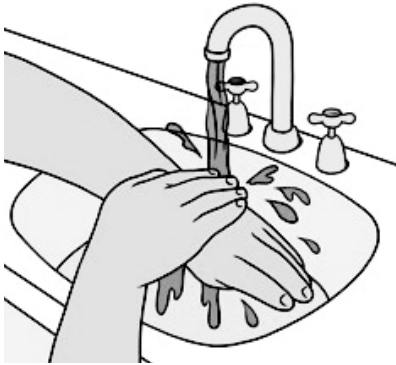
6

Rinse and dry well



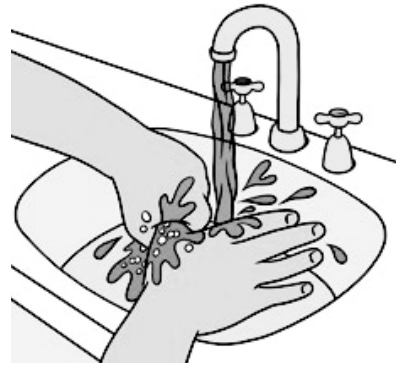
3

Wash between your fingers



2

Wash back of hands and wrists



4

Wash around your thumb



1

Lather with soap and wash palm to palm



5

Rub fingertips into palms

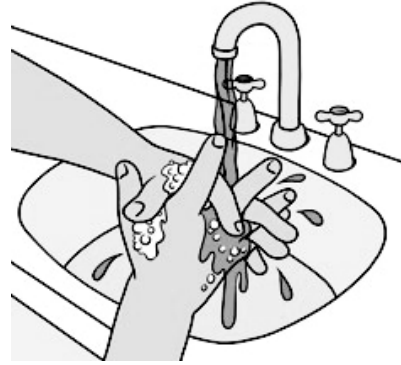


How can we wash our hands properly?

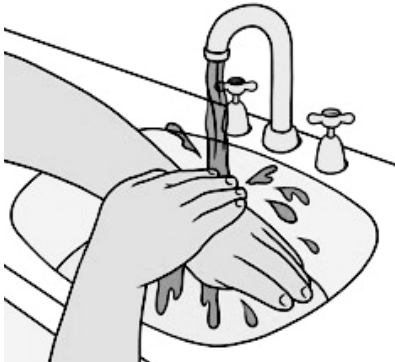
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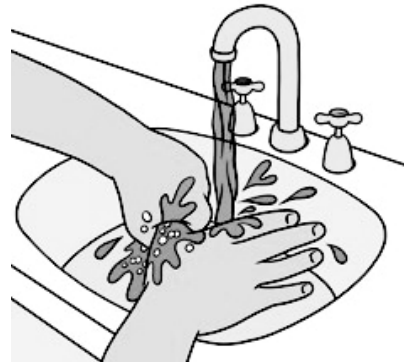
Rinse and dry well



Wash between your fingers



Wash back of hands and wrists



Wash around your thumb



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