



How can we be LeadSmart indoors?

ES1/S1 - Module 4



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 in indoor environments. They will identify familiar indoor environments such as their homes and classrooms, and learn about interactions that may expose them to lead.

Students will engage in activities that will develop their knowledge and understanding of preventative LeadSmart strategies they can use in an indoor 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 indoor environments
- Familiar indoor environments in Broken Hill, including their home and classroom
- LeadSmart strategies they can use that will reduce the risk of lead harm when indoors

Resources

- Health hub space in your school (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)
- Information book activity sheets (available for download at <http://leadsmart.nsw.gov.au/>)
- File folders
- Scissors
- Glue
- Pencils
- 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
- **DAES1.7** Moves in response to various stimuli
- **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
- **DAS1.7** Performs simple dance sequences incorporating basic movement skills and patterns
- **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

History

- **HT1-2** Identifies and describes significant people, events, places and sites in the local community over time

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?

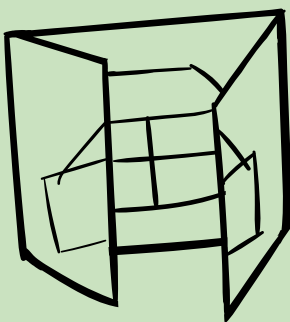
5 minutes

1. Display a picture of Lead Ted Jnr on the board. Explain to students that Lead Ted Jnr is back to help the class become more LeadSmart.
2. Reinforce that lead can be found throughout Broken Hill in dust, bare dirt and soil, and old paint. Remind students that in the last module they investigated where lead is found outside (on objects and surfaces in backyards, parks and playgrounds and other outdoor environments).
3. Display the slide titled 'Indoors' on the IWB and ask students to define (an area inside a building or shelter).
4. Explain that there are many indoor areas in Broken Hill including home and to the classroom, you may like to give more specific examples of local areas that your students frequent e.g. scout hall, classrooms etc.
5. Encourage students to think of some other places they might spend time indoors. Record answers on the IWB.
6. Explain that today students are going to explore more about lead that can be found indoors.

1. Ask students to think of ways that we can learn new information. Prompt them to identify information books as a source.
2. Explain that information books are really useful when we want to learn about something on our own, or to teach others about a specialist area.
3. Tell students that you have created your own information book while investigating lead found indoors in Broken Hill.
4. Show them a completed book to model expectations. Explain that they will be creating their own book using the information they learn today.
5. Complete each step as a class if necessary, ensuring all students understand what to do.

Note: For a Kindergarten class we recommend doing this activity one step at a time together. For a Year 2 class we recommend showing them a completed model and providing the materials for the students to complete this activity independently. We encourage you to adjust these recommendations according to the needs of your class.

6. Show students the materials they will need to complete this activity including activity sheets, file folder, scissors, glue and pencils. Explain where they can find the resources in the classroom.
7. Instruct students to make their way to their desks and to place their hands on their heads when they are ready to begin.



Constructing the book

Demonstrate how to fold the file folder into a lap book (alternatively, you could have these pre-folded before the activity).



Show students the title page and model how to cut it out and glue it onto the front of the book, tell students to record their name on the author line.



Open your book and explain that it now needs some information inside. Show students the 'Where is lead found?' information, explain that there are many indoor places in Broken Hill. Identify 'Home' and 'School' as two examples. Instruct students to draw and/or label each example in the boxes provided.

Cut out and glue onto the left side panel.



Reinforce that lead dust is spread around Broken Hill on dry and windy days as dust in the air, this is one of the ways it can get into inside places too.

Explain to students that they are now going to investigate the different areas that lead can be found indoors. Show the 'Where can lead dust be found indoors?' information. As a class identify and label each of the areas the arrows are pointing to.

- Roof – lead dust
- Ceilings – lead dust
- Walls – lead dust
- Floors – lead dust and dirt
- Paint – old paint (paint that is breaking or chipping off things like walls, doors and windows around the home)

Discuss that lead gets inside through doors and windows on windy days, from the roof, from cracks in the ceilings and walls, from dirty shoes, work boots and dirty clothes as well as from renovations, building and other work in and around homes. Lead is also found in old paint, if you find some paint chipping or flaking chances are it could contain lead make sure you don't touch it and tell an adult straight away.

Cut out and glue the onto the centre panel.



Explain to students that although lead can be found indoors, there are lots of actions we can take to be protected from lead harm. Show the 'What can we do?' information. Read the title and discuss why there are four empty boxes. Explain that in each box students will write/draw something they can do inside their home to protect themselves from lead harm.

- Shoes – take off shoes and work boots before going inside.
- Mop – use a wet mop to wash floors and a damp cloth to wipe down hard surfaces regularly, especially before eating and preparing food.
- Soap – wash clothes and hands regularly especially before eating and after playing outside.
- Doors and windows – close doors and windows on windy days.

Cut out and glue onto right side fold.



8. Decorate book. Read in class or encourage students to take home to share information with friends and family.

Activity 3: How can we be LeadSmart at school?

20 minutes

1. Display the following images on the IWB.
2. Select volunteers to reveal each image, one at a time and discuss which LeadSmart strategy each image represents.
 - **Cloth** – wipe down hard surfaces regularly, especially classroom tables and chairs. Mop floors instead of sweeping to avoid spreading dust
 - **Shoes** – if we can't take our shoes off and leave them outside, make sure to at least wipe them on the doormat.
 - **Soap** – always wash our hands before eating and after playing outside.
 - **Doors and windows** – make sure to close all windows and door on windy days.
3. Explain that these strategies can be used at home as well as in the classroom to help protect us from lead harm.
4. Introduce students to the idea of a weekly job roster. Each week you will select special students to be in charge of completing one of the tasks (strategies above) so that your classroom will become a LeadSmart classroom.
5. Discuss the details of each job with students, including:
 - What students will need to do in order to complete each job and the materials they will need to use.
 - How many students will be needed to complete the job.
 - When each job should be completed.
 - If the job should be repeated throughout the day.
6. Create a classroom display with your students so they can monitor and keep track of each job's progress.



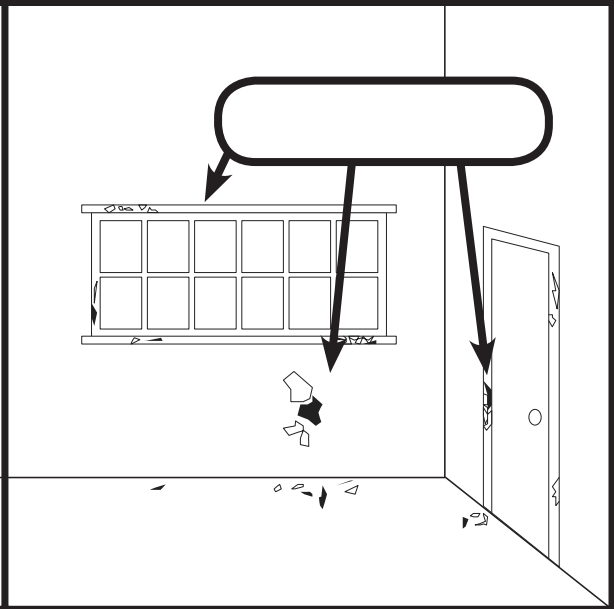
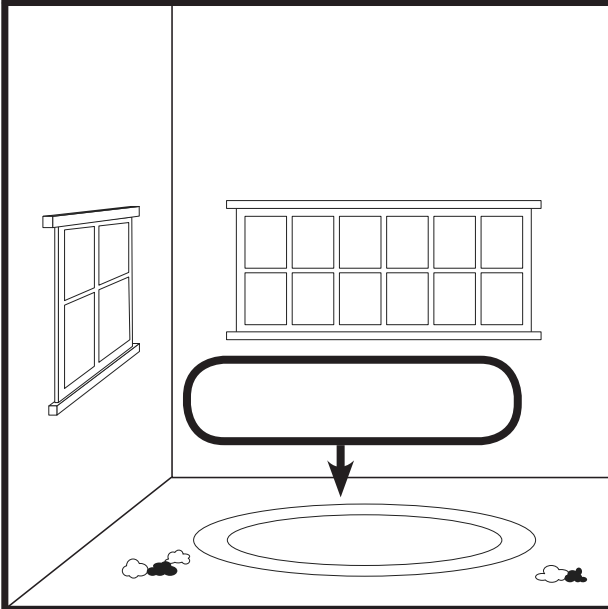
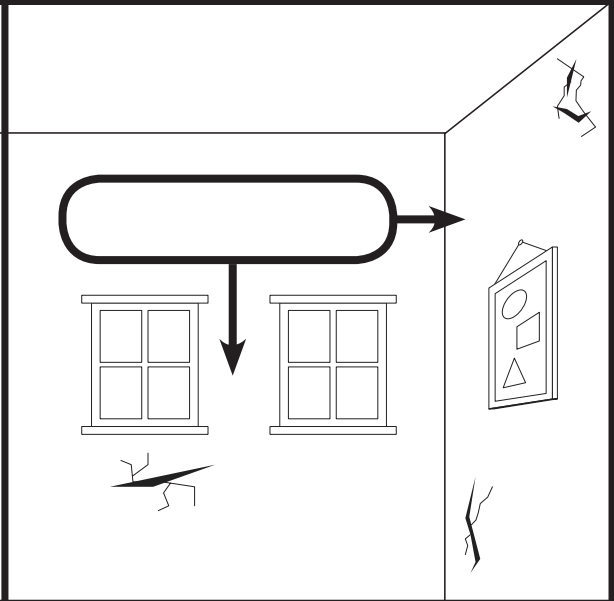
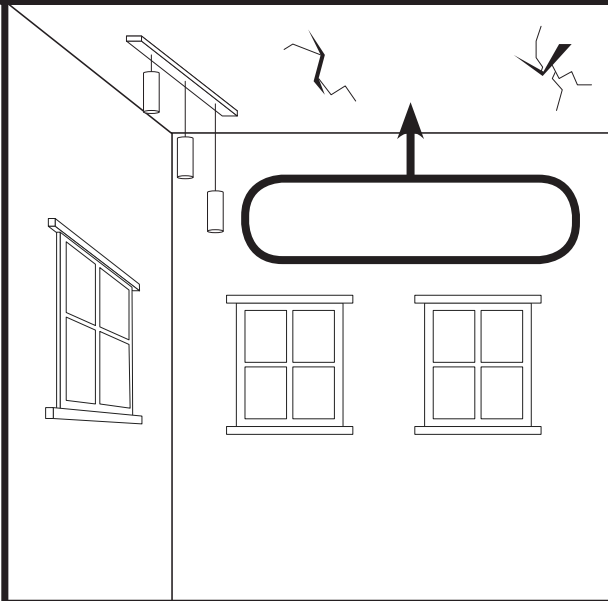
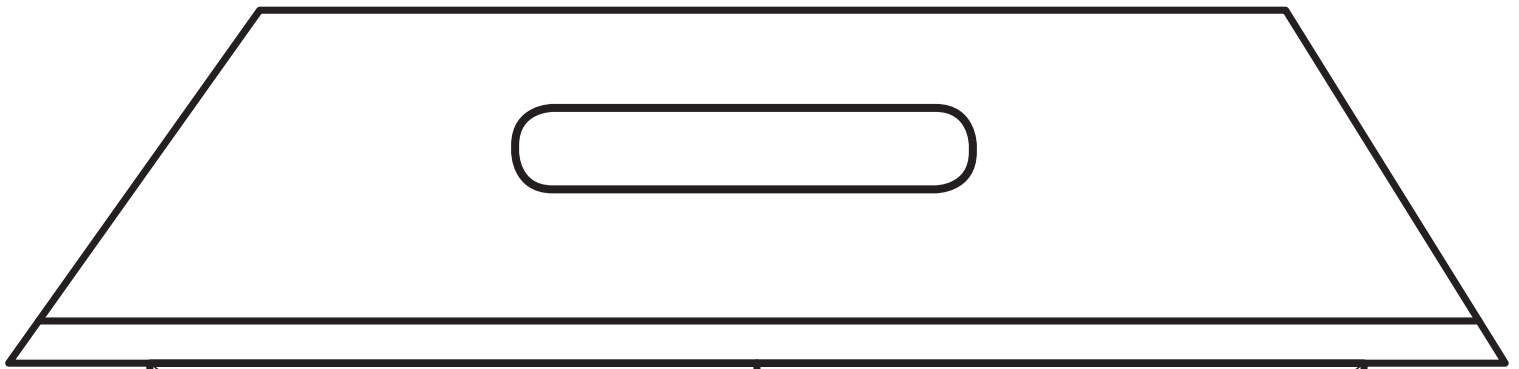
Reflection Activity: What did we discover?

5 minutes

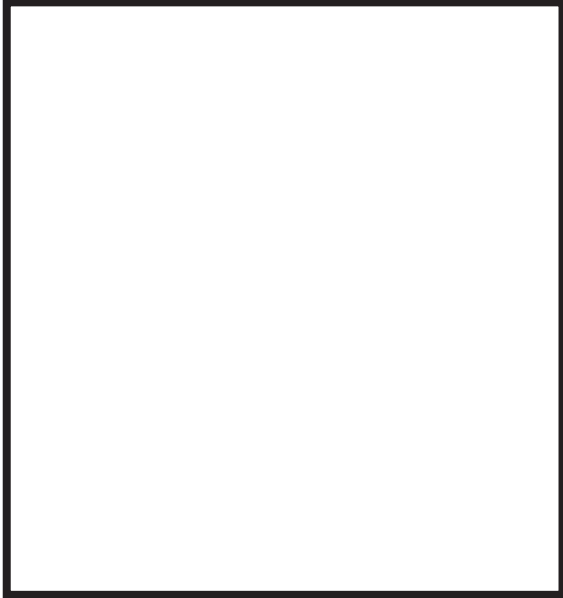
1. Gather students in front of the IWB.
2. Read the information book as a whole class to reinforce that lead can be found indoors at home and at school.
3. Explain that as a class you have set a goal to become LeadSmart in your classroom at home, reinforce the strategies you have put in place in your job chart, explain that students can create a similar chart at home with their family.
4. Challenge students to think of more ways to be LeadSmart. Add these jobs to the roster.



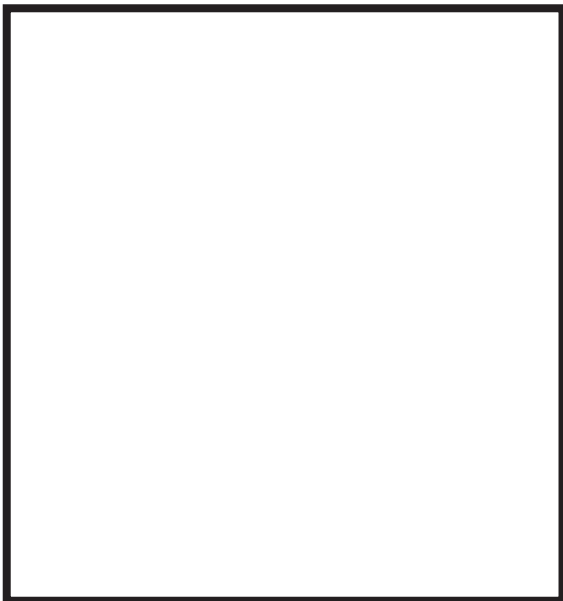
**FINDING LEAD
INDOORS BY:**



Where is it found?



Home



School

What can we do?

