



Is my family LeadSmart at home?

S2 - Module 4a

Modular 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 lessons, or in an arrangement of the school's choosing.

Module overview

In this module students will investigate ways in which they can be LeadSmart in their own home. As a class, they will create a LeadSmart checklist which will be used to assess if their family has any existing LeadSmart strategies in place when at home.

Students will conduct an audit of their home. They will observe activities throughout one day and night, using the checklist they will report back to the class.

Assessment

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

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

Learning intentions

Students will:

- Create a checklist to assess existing LeadSmart strategies used in their home environment
- Observe daily routines in their home environment to identify existing LeadSmart strategies used
- Identify possible opportunities to implement more LeadSmart strategies in their home environment

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)
- LeadSmart checklist - Activity sheet
- LeadSmart website - leadsmart.nsw.gov.au/
- Letter to Parents/Guardians
- Supplementary teacher IWB resources

Program adjustments

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

S2

PDHPE

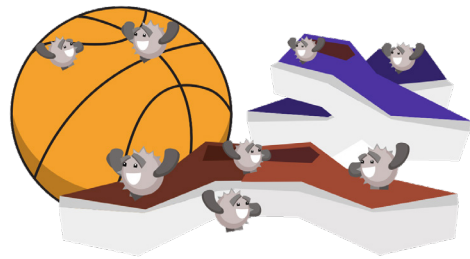
- **COS2.1** Uses a variety of ways to communicate with and within groups
- **IRS2.11** Describes how relationships with a range of people enhance wellbeing
- **PHS2.12** Discusses the factors influencing personal health choices
- **SLS2.13** Discusses how safe practices promote personal wellbeing

Geography

- **GE2-1** Examines features and characteristics of places and environments
- **GE2-2** Describes the ways people, places and environments interact

English

- **EN2-10C** Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts
- **EN2-1A** Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts



Cross curriculum priorities

- Sustainability

General capabilities

- Critical and creative thinking
- Ethical understanding
- Literacy

Introduction activity: What do we already know?

10 minutes

1. Display the Eat Smart, Clean Smart and Live Smart logos on the IWB.



2. Revise the LeadSmart strategies students explored in the previous module, use the LeadSmart posters to access a quick overview of strategies.
3. Ask students to raise their hands if their families already use some of these strategies when at home.



4. Explain that a number of factors could affect how much lead exposure is in their home. For example, if someone in their home works in the mines or in construction, they could carry lead dust in their work clothes, boots and even in their hair. There are lots of easy strategies to put in place that can reduce the risk of lead harm in this situation including; asking them to take a shower, wash their hair, and change out of their clothes as soon as they get home to prevent spreading the lead dust around. They can also make sure to wash their work gear separately from family clothes.
5. Discuss the possible ways of finding out if LeadSmart strategies are used in their home environments, such as asking parents/guardians or observing daily routines.

Activity 2: Where can lead be found indoors?

30 minutes

1. Explain that throughout this module students will assess how LeadSmart their families are in their home environment. To do this each student will observe daily routines that occur in their home.
 - Start the day off with breakfast. A full tummy will absorb less lead.
 - Eat your food sitting at a table, not on the ground.
2. To make this easier, explain that you will be creating a LeadSmart checklist as a class, the checklist will contain a selection of LeadSmart strategies that could be used in common rooms found in homes around Broken Hill. Students will also have space on their checklist to write down some key observations.
3. Identify common rooms found in houses throughout Broken Hill and write them on the IWB. Some suggestions are:
 - Bedrooms
 - Living room
 - Kitchen
 - Bathroom
 - Laundry
4. Ask students to think about possible LeadSmart strategies that could be implemented in each room, record the strategies on the IWB under each of the identified rooms.

Students are to record these strategies in their activity booklets.
5. Show students the 'How LeadSmart is my home' activity booklet. Explain that they will select three rooms in their house to observe, one of these will be the kitchen, the other two will be up to each student to choose. Encourage students to think about the rooms that are most frequently used in their house by all residents. Students will be encouraged to think of 4-5 LeadSmart strategies to look out for in their homes. They will use the LeadSmart brochures and posters they have made previously and any other strategies they might come up with in their pairs/ groups.
6. Students will come across this content in their research by revisiting materials used and produced in previous modules, such as the LeadSmart website, the posters made in Module 3 and the brochures produced in Module 2
7. Once students have finished, invite them to sit in front of the IWB with their activity booklet.

For example: **Kitchen**

- Wash fruit or vegetables before eating them, especially if they have been grown in your garden.
- Clean your hands before touching or eating food.
- Wipe down all surfaces with a damp cloth. Clean floors with a damp mop.

8. Explain students will have one week to select part of an afternoon, evening and morning to observe their chosen rooms. They should tick off existing LeadSmart strategies they observe on their list or cross any ones that aren't currently in place. They should also write down any additional notes/ observations in the space provided.

9. Read the note below to students. Explain that it will be sent home to their Parents or Guardians as it is important to discuss this activity with them prior to completing any observations.

Dear Parents/Guardians,

This term students have been learning about how to be LeadSmart in their home environment. They have been asked to complete an observation of their daily routines at home in order to identify existing LeadSmart strategies.

Students will be required to fill out their 'How LeadSmart is my home?' activity sheet attached. It would be appreciated if you took some time to assist them with this task. The activity sheet should be completed and returned to class by _____. If you have any questions regarding this task, please don't hesitate to contact me.

Thank you for your assistance in reducing blood lead levels and preventing lead harm in Broken Hill. For more information on the LeadSmart Education Program visit [insert hyperlink here]

To find out how much your family already knows about LeadSmart strategies, download our app [insert hyperlink here] and take the quiz.

10. Attach the note to each 'How LeadSmart is my home?' activity booklet. Ask students to put their checklists in their bag and remind them to show their parents or guardians when they get home.

Note: If there are parents/Guardians who feel uncomfortable about observations being made in their home environment, students could observe rooms in the school environment as an alternative.

Reflection activity: What did we discover?

10 minutes

1. As students start to complete their observations, ask them to share some key insights with the class. This is a good way to track who has completed the task and who might need a gentle reminder. This is a good opportunity to revisit why we are doing this activity. What do we hope to find? How will our findings affect our future behaviour?
2. Provide time for class questioning and feedback.
3. Congratulate students on gathering their real-world data, explain that this information is important as it helps us to recognise areas where we can reduce the risk of lead harm even more than we already have.
4. Explain that in the next module, students will be using this data to help create and implement a LeadSmart plan for their family.



How LeadSmart is my home?

Select three rooms in your home to observe. Fill in the numbered lines with possible LeadSmart strategies. Tick off each strategy as you observe it happening in your home. Record any additional observations.

Room: Kitchen	Observed? (tick)		
1.			
2.			
3.			
4.			
Other observations:			

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2.			
3.			
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