



How can I be more LeadSmart at home?

S2 - Module 4b

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 become LeadSmart role models to their family. They will create a plan that will encourage the implementation of LeadSmart strategies into their daily routines in their home environment.

Students will use the data gathered from the previous module to create a tailored LeadSmart plan that their whole family can follow in the form of daily timetables, checklists or reminder posters.

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:

- Understand that LeadSmart strategies can minimise exposure to lead and prevent the risk of lead harm
- Understand that all family members should be involved in implementing LeadSmart strategies
- Create a LeadSmart program that is tailored to their family using data collected in the previous module

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 LeadSmart is my home?' - Activity sheet (from previous module)
- Device for research
- LeadSmart family plan - Activity sheet
- 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

Cross curriculum priorities

- Sustainability

General capabilities

- Critical and creative thinking
- Ethical understanding
- Literacy

Introduction activity: What do we already know?

10 minutes

1. Display an image of Lead Ted Jnr on the IWB. Explain that just like Lead Ted Jnr informs the Broken Hill community about the importance of being LeadSmart, students can inform their families at home.
2. Ask students to raise their hands if they have chores or jobs to do at home, select volunteers to share what these jobs are (cleaning room, making bed, vacuuming etc).
3. Ask students to explain how they keep track of these special jobs, some students may use a chore chart, others might use a timetable.
4. Explain that it is important to have timetables and charts to help us keep track of the important events that occur throughout the day, just like at school where the class has a timetable of the work and events they need to complete each school day, at home we can have timetables to track which jobs need to get done.



Activity 2: Why are healthy foods important?

30 minutes

1. Ask students to review their How LeadSmart is my home? activity booklet, completed with their observations.
2. Discuss that there may be even more ways that their families can be LeadSmart at home. Ask some students to share their observations and brainstorm more strategies that could be implemented.
3. Explain that each student will create their own LeadSmart plan for their family. This could involve a family LeadSmart chore chart, or a family LeadSmart timetable to ensure that the strategies are used throughout the home. The plan should communicate to each family member what strategy they should be implementing as well as have a dedicated space to keep track and monitor when each job is completed. Explain that the aim of this plan is to reduce lead exposure and prevent lead harm in their homes.
4. Display the table on the IWB with 4 columns with the following titles;
 - Throughout the day
 - Once a day
 - Once a week
 - Occasionally
5. Explain that some LeadSmart strategies will be needed to be completed many times throughout the day, such as washing your hands. Others might need to be completed once a day or once a week.
6. Brainstorm some existing LeadSmart strategies as a class and decide how frequently they should be implemented throughout a week. Record them on the IWB in the appropriate column.
7. Show students the LeadSmart Family Plan - Activity sheet. Explain that students are welcome to use this template or create their own for their family LeadSmart plan. Discuss the template and explain each section to students. Provide time for student questioning.
8. Display the LeadSmart website on the IWB and explain that students can use information from here as well as their previously made posters, brochures and observation booklets.
9. Give students time to complete their LeadSmart Family Plan.



Reflection activity: What did we discover?

10 minutes

1. Before students take their LeadSmart Family Plan home, explain to students that because they now have the skills and knowledge to reduce lead exposure in their lives, they are now role models for the rest of their family. As a LeadSmart role model it's important for them to model the LeadSmart strategies outlined in their plan to support the rest of their family members joining in.
2. Revisit the key messages in this module after an adequate period of time where students have implemented their LeadSmart Family Plans. Ask each student to present their progress and address the following questions:
 - Is their whole family getting involved?
 - Has it been easy to implement?
 - Did the students face any challenges?
3. Provide time for class discussion and feedback.
4. Congratulate students on creating and implementing their LeadSmart plan. Reinforce that there are lots of LeadSmart strategies that can be put in place while living in Broken Hill. These can be easily implemented into our daily lives and significantly reduce the risk of lead harm to ourselves and our families.



My Family LeadSmart Plan

Weekly List: Room: Kitchen	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

My Family LeadSmart Plan

Weekly List: Room: _____	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							