



How can we be more LeadSmart?

S3 - 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 lessons, or in an arrangement of the school's choosing.

Module overview

In this module students will understand that there are a number of LeadSmart strategies we can use in order to reduce the risk of lead harm. They will focus on the five areas of:

- **Eat smart**
- **Clean smart**
- **Live smart**
- **Work smart**
- **Build smart**

During this module students will have an opportunity to engage in a whole class activity where they will identify, discuss and classify a range of existing LeadSmart strategies while creating a LeadSmart board game to engage the wider community in learning about LeadSmart behaviours.

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:

- There are a variety of LeadSmart strategies that can be used daily to reduce the risk of lead harm

Students will investigate the following strategies that can help them reduce lead harm:

- Eat smart
- Clean smart
- Live smart
- Work smart
- Build smart

Resources

- Health hub space in your school
- Interactive Whiteboard (IWB)
- LeadSmart website - (leadsmart.nsw.gov.au)
- Printed eat smart, clean smart, live smart, work smart and build smart cards
- Yellow, blue, pink, green and orange post-it notes
- LeadSmart board game template
- LeadSmart board game question card template
- Supplementary IWB resources
- LeadSmart brochures
- Laptops or devices for student research

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

Stage 3

PDHPE

- **COS3.3** Communicates confidently in a variety of situations
- **SLS3.13** Describes safe practices that are appropriate to a range of situations and environments
- **PHS3.12** Explains the consequences of personal lifestyle choices.

Geography

- **GE3-1** Describes the diverse features and characteristics of places and environments

English

- **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features

Cross curriculum priorities

- Sustainability

General capabilities

- Critical and creative thinking
- Ethical understanding
- Literacy

Introduction activity: What do we already know?

10 minutes

1. Revise learning from previous module about the harmful effects of lead on the human body. Reinforce that there are lots of strategies that can be put in place to prevent lead harm.
2. Display the following images on the IWB, don't reveal them at this stage. Ask students to think about the areas where they can be LeadSmart. Reveal each area as they are identified and introduce any new areas to students.
3. Show students a printed sign of each area. Stick these signs on an empty wall or space in your classroom to create a LeadSmart wall.
4. Explain to students that they are going to use coloured post-it notes which correspond to each area, recording and displaying any strategies they already use or know of.

For example:

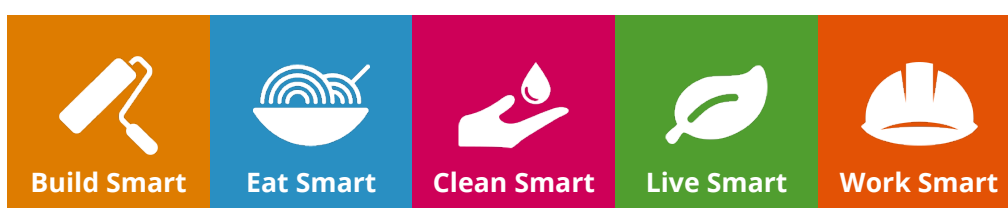
- **Build smart** - yellow post-it notes
- **Eat smart** – blue post-it notes
- **Clean smart** – pink post-it notes
- **Live smart** – green post-it notes
- **Work Smart** – orange post-it notes

5. Model this activity for students using the following example:

Using a pink post-it note, write 'wash hands regularly' and stick the post-it note under the 'clean smart' logo. Discuss how washing your hands is the most effective way to reduce lead exposure.



6. In small groups, with a few post-its of each colour, encourage students to share ideas and record some strategies for each LeadSmart area. Students can stick it straight on to the corresponding area but should be mindful of not doubling up on strategies.



1. Divide students into 5 different groups, assign each group a LeadSmart area (Build Smart, Eat Smart, Clean Smart, Live Smart, Work Smart).
2. Explain that each group will be responsible for researching more strategies to add to the class LeadSmart wall.
3. Display the [LeadSmart website](#) on the IWB.
4. Demonstrate to the students how to navigate the website; click on the 'Being LeadSmart' link located on the navigation bar. Explain to the students that they will find lots of information in this section about their areas. Scroll to the bottom of the page and show students each of the LeadSmart area links, tell students that these links will take them to more information including dedicated webpages and downloadable resources. Laptops or other research devices may be useful for this activity, alternatively, provide students with a range of the LeadSmart brochures and encourage them to search through these to find the required information.
5. When a new strategy is discovered during their research, make sure that they add it to the class LeadSmart wall. Explain that students will have to monitor the group's progress to ensure they don't add a strategy more than once.

Teacher background information:

Eat Smart

- **Eat a healthy diet**
Kids with a healthy diet absorb less lead.
- **Eat breakfast every day**
A child who doesn't eat breakfast can absorb up to seven times more lead than a child who does eat breakfast.
- **Wash hands before eating**
Hand washing is the most effective strategy to keep lead out of our bodies.
- **Drink plenty of tap water, not rainwater**
Rainwater from water tanks looks and smells like clean water but can still contain lead.
- **Avoid eating while sitting on the floor**
If you have to sit on the floor put down a clean sheet or towel first to keep lead dust or dirt out of the food and off hands.
- **Eat small healthy snacks regularly**
A tummy full of healthy food protects us from lead harm.

- **Eat foods high in iron, vitamin C and calcium**
These foods help us absorb more lead.

Clean smart

- **Wash hands regularly**
Especially after playing outside, before eating and after playing with pets.
- **Wash pets regularly**
Pets can carry lead dust in their fur, it is encouraged to wash them regularly and not allow them to sleep on your bed.
- **Use a damp cloth and mop when cleaning**
Sweeping or dry dusting causes lead dust to swirl around and settle on other surfaces.
- **Be careful of old lead paint**
Clean up or repair flakes and chips immediately.
- **Close windows and doors on dry and windy days**
To prevent lead dust entering your home and settling on surfaces.

Live smart

- **Keep away from bare dirt, soil and dust**
At home, school and other outdoor areas. These could be potentially high lead areas.
- **Play on grass or other covered surfaces where possible**
A covered surface is the best place to play, it will minimise direct contact with lead.
- **Play in sandpits**
Keep sandpits covered when not in use to stop lead dust getting into it.
- **Wash or wipe down outdoor equipment regularly**
To clean off any lead dust and ensure that the toys and equipment are safe to handle.
- **Keep toys away from your mouth**
This will reduce the risk of ingesting (swallowing) lead dust.
- **Check painted areas regularly**
Keep them in good repair to reduce risk of old paint chipping and flaking which may contain lead.

Work smart

- **Immediately shower, washing hair and cleaning under fingernails after work**
This reduces the chance of exposing other family members to lead. If possible, use washing facilities at work.
- **Remove dusty clothes and work boots before entering the house**
To reduce the risk of spreading lead inside the home.
- **Wash and dry your hands before eating and drinking when at work**
You could have lead on your hands from your work environment, wash hands thoroughly to avoid ingesting (swallowing) lead.
- **Wet wipe work areas and surfaces with a damp cloth**
To minimise the spread of airborne dust.
- **Seal work areas off using plastic and tape**
To minimise the spread of disturbed lead dust.
- **Wear protective clothing including overalls, gloves and work boots**
This will reduce the amount of direct contact you have with lead while in your working environment
- **Wear an AS-1716 approved respirator or face mask fitted with P1 (dust) or P2 (dust or fumes)**
This will reduce the risk of inhaling or ingesting lead dust or fumes.
- **Cover your truck load**
To prevent spreading lead dust around while transporting materials.
- **Keep your vehicles windows closed as much as possible**
Make sure your vehicle has good seals and an air-conditioned cabin. This will minimise the risk of airborne lead dust entering.
- **Wash your work vehicle before taking it offsite or home**
This will reduce the risk of transporting lead offsite.

Build smart

- **Keep pregnant women and young children away from renovation sites**
Keep those most at risk of lead harm well away to reduce the risk of exposure.
- **When renovating be aware of lead dust, lead paint and sheet leading**
Know what to look for, older houses were built with materials containing lead including old paint and sheet leading which can easily be inhaled or ingested when disturbed.
- **When working outside lay plastic under the work area and close windows and doors**
To protect the yard, any kids' play areas and inside the house. Warn neighbours so they can protect themselves if dust blows their way.
- **When working inside, seal the area off from the rest of the house**
Cover surfaces with plastic and tape. Remove household items or cover them with tape.
- **When painting or removing paint make sure you wet sand and scrape**
If you plan to do it yourself, these are the safest methods for preparing a surface. The paint may be old and contain lead.
- **Do not clean the renovation site using a broom or household vacuum cleaner**
Use an industrial or HEPA vacuum or wet wash the whole work area to prevent the spreading of airborne lead dust.

7. Once students have completed their research, invite them to sit in front of the LeadSmart wall. Ask one speaker from each group to share their findings with the class.
8. Explain that for the rest of this module students will be putting their research into action so they can help educate the wider community on how to be more LeadSmart. They will be divided into small groups of 2-3 to create a board game that highlights and promotes LeadSmart strategies across the five areas.
9. Show students the game template and explain that they can reference it while designing their game board or create their own. Encourage students to think of other familiar games they might play to explore the different types and layouts, i.e. a board game versus a card game.

10. Explain that each group will be responsible for:

- Establishing and recording game rules.
- Creating question cards to be used throughout the game covering the five LeadSmart areas.
- Designing their game board using the template provided or by creating their own.
- Creating and organising additional materials such as a dice, spinner and player pawns.

11. Encourage students to complete multiple 'test-runs' of their board games to ensure that their concepts work.

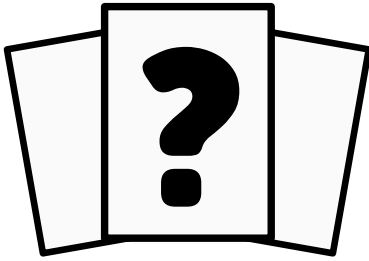
12. The creation of the games may be extended of more than one session to ensure students have adequate time to design and build their game before completing their 'test-runs'.

Reflection activity: What did we discover?

10 minutes

1. Sit students in front of the IWB. Invite each group to present their board game concept to the class and demonstrate how it would work.
2. Ask each group to reflect and evaluate if they think their board game is successful in educating its users about LeadSmart strategies.
3. Give students time to explore and test out each other's board games, encourage them to provide peer feedback.
4. Encourage students to take their board games home and play with friends and family members so they can help educate people on how to be LeadSmart.





LeadSmart board game question card template

Use the template below to create your live smart, eat smart, clean smart, build smart and work smart questions!



Live Smart



Live Smart



Eat Smart



Eat Smart



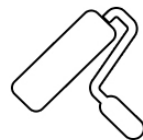
Clean Smart



Clean Smart



Build Smart



Build Smart



Work Smart



Work Smart



Build Smart



Eat Smart



Clean Smart



Live Smart



Work Smart