



Lead Awareness Curriculum Train-the-Trainer



Agenda

- What is Lead?
- Curriculum Materials
- How to Find the Materials
- Break
- Instructor Preparation
- Demonstration with Module 3
- Break
- Modifying the Curriculum
- Questions?



Objectives

- Understand the purpose of the curriculum and key actions to reduce childhood lead exposure; and
- Have a plan on how to use and modify the curriculum.





Introductions



- Your Name
- How is your work connected to lead?





Flush your home's pipes by running your tap, taking a shower or doing a load of laundry or dishes before drinking or cooking.

Clean your home once a week using a clean, wet or damp cloth, sponge or mop to minimize dust, which may contain lead.

Eat a well-balanced diet with foods high in calcium, iron, and vitamin C to help reduce the absorption of lead.



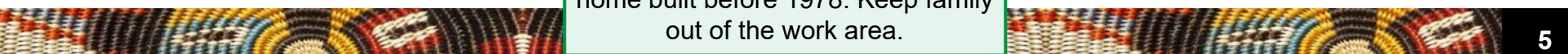
Wash daily any items your child uses regularly, such as pacifiers and toys, to minimize exposure to dust, which may contain lead.

Use soap and water (warm or cold) to wash children's hands several times a day, especially after playing outside or with animals.

Change and wash clothes, remove shoes and shower to avoid tracking lead into the home from soil, work sites, or hobbies.

Hire a certified lead professional when renovation, repair or painting will disturb painted surfaces in a home built before 1978. Keep family out of the work area.

Play in grass and dirt not contaminated with lead, and use designated picnic, camping and hiking areas.





http://mfritz8science.wikispaces.com/file/view/lead_1.jpg/262242078/lead_1.jpg

What is Lead?

- Metal found in small amounts in the earth's crust.
- Used in products to make them durable and last longer.
- Lead does not biodegrade or disappear from the environment over time.





Where do you think lead
can be found?





Lead can be found in...

- All parts of our environment
 - Air
 - Soil
 - Water
 - Inside our homes





Lead-based Paint

- Found in older homes built before 1978
- Major source of exposure when not maintained - peeling, chipping, cracking
- Chips and dust can scatter and become a hazard
- These hazards can be breathed in or swallowed by children, residents and workers



Children can be exposed...

- Through lead-based paint chips and dust in buildings & homes when they put toys, fingers, and other objects in their mouth.
- When licking or biting chewable lead-based paint surfaces
- Lead-based paint has a “sweet” taste

Potential Sources of Exposure

- Painted farm equipment and boats
Imported pottery, candles, older mini blinds, spices
- Toys
- Ceramicware
- Solder
- Batteries
- Ammunition
- Cosmetics
- Plumbing materials



Photo by Randy Fath on Unsplash



Imported pottery from Mexico





Health Effects: Children

- Behavior and learning problems
- Lower IQ and hyperactivity
- Slowed growth
- Hearing problems
- Anemia



The Curriculum

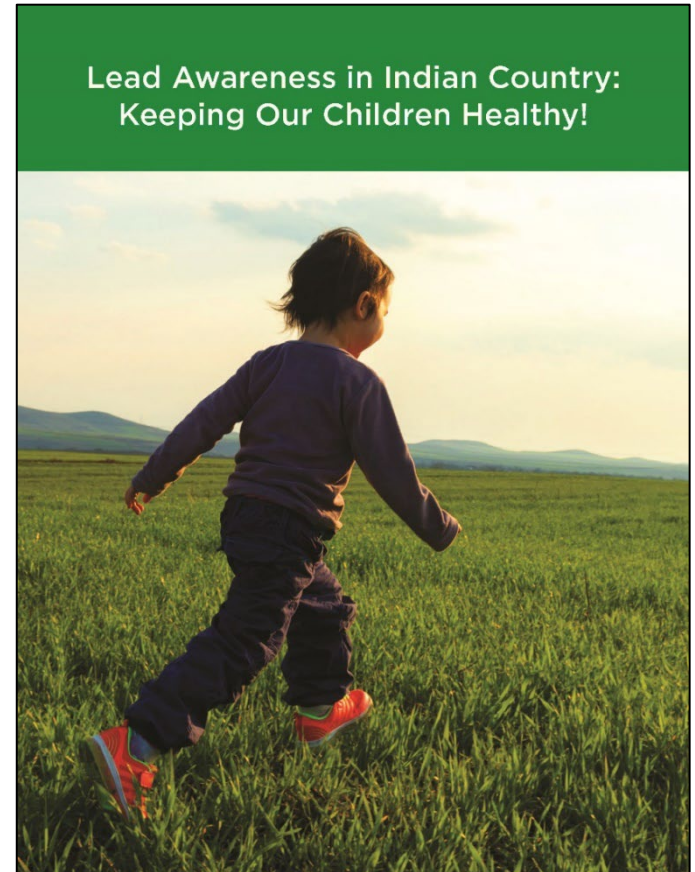




Lead Awareness in Indian Country: Keeping our Children Healthy!

Also known as:

- Curriculum
- Tribal Lead Curriculum
- Lead Awareness Curriculum





Collaboration between the:

- National Tribal Toxics Council;
- National EPA-Tribal Science Council; and
- U.S. Environmental Protection Agency



Purpose

- Raise awareness about childhood lead exposure
- Expand understanding of lead's potential impacts on children's health and cultural practices
- Encourage actions that can be taken to reduce and/or prevent childhood lead exposure





Audiences

Instructors

- Teachers
- Outreach specialists
- Educators
- Environmental staff
- Social workers
- Community health workers
- Youth leaders

Participants

- Parents
- Grandparents
- Caregivers
- Community leaders
- Child care workers
- Healthcare providers
- Youth (ages 12 and up)
- Anyone interested in learning more about lead and protecting children





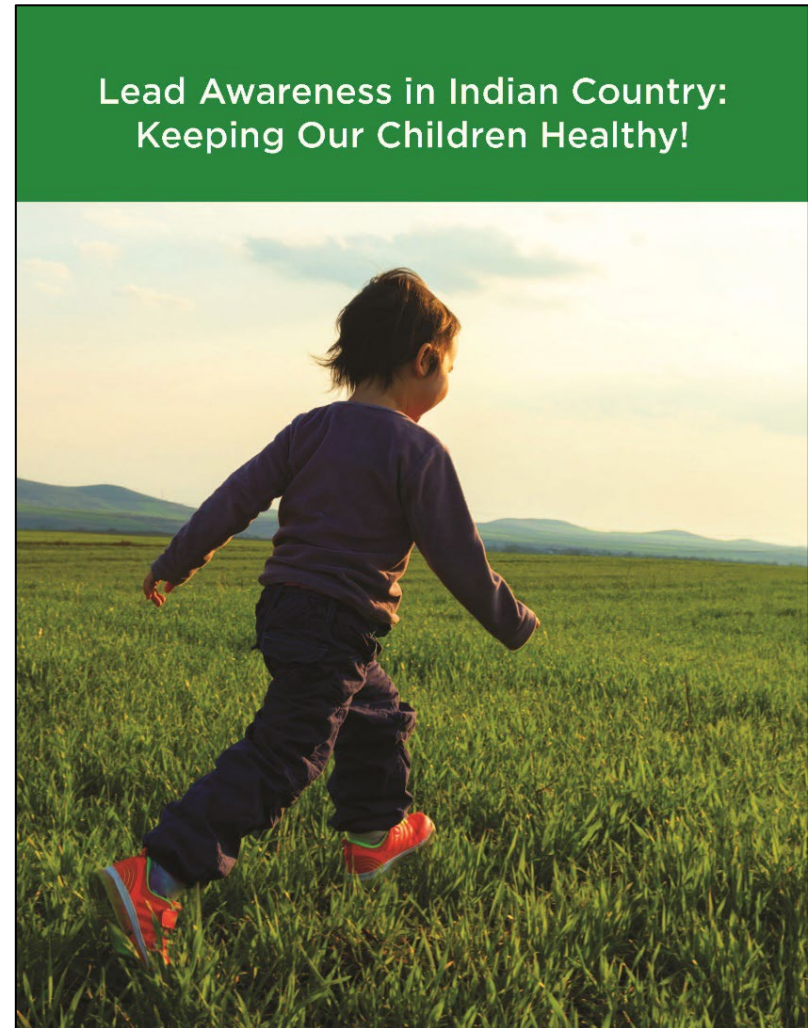
Curriculum Materials





Overview of Materials

- Introduction
- Using the Curriculum
- 4 Modules, each includes:
 - Lesson Plan
 - Presentation
 - Worksheet
 - Key Messages
 - Kids Activity Sheets
- Four Appendices
- New Materials





Module 1: Understanding Lead

Educates participants on potential sources of lead exposure, and lead's impacts and health effects

Photo provided by Zender Environmental and Health Group





Module 1

1. Introduction
2. Potential Sources of Lead Exposure
3. Vulnerable Populations
4. Impacts and Effects of Lead Exposure
5. Taking Action



Module 2: Effective Cleaning Techniques

Explains and demonstrates cleaning techniques recommended to reduce household lead dust and potential lead exposure in the home





Module 2

1. Introduction
2. Lead Dust Traps
3. Recommended Cleaning Techniques
4. Helpful Hints





Module 3: Personal Hygiene and Nutrition

Focuses on how good personal hygiene habits and healthy nutritional practices may assist in reducing the absorption of lead in a child's body





Module 3

1. Personal Hygiene
2. Nutrition





Module 4: Hiring Certified Lead Professionals

Informs participants on what to do if a home, child care facility or preschool built before 1978 contains lead-based paint

Photo provided by Shaun West, Environmental Programs Manager, Cherokee Nation





Module 4

1. Introduction
2. Deteriorating Lead-Based Paint Hazards
3. Testing Your Home for Lead
4. Lead Abatement
5. Renovation, Repair and Painting (RRP) Rule
6. Lead Abatement Versus RRP Projects





Lesson Plan

Lesson Plan | Module 1

Lead Awareness in Indian Country: Keeping ur Children Healthy!
UNDERSTANDING LEAD

Module 1: Understanding Lead provides an overview of lead, its impacts and actions that can be taken to reduce potential lead exposure and lead poisoning. This module is developed to ensure that attendees understand the seriousness of lead exposure and steps to prevent lead poisoning. By the end of Module 1, participants will:

- Recognize potential sources of lead exposure;
- Understand impacts and effects of lead exposure;
- Learn simple actions to reduce lead exposure; and
- Know the importance of testing children for elevated blood lead levels.

Instructor Preparation

To fully prepare for **Module 1: Understanding Lead**, the instructor should take the following steps:

- Preview the Lesson Plan to identify sections where examples, stories and local information may be inserted.
- Reach out to tribal personnel and seek other resources to find local information and partners, if possible.
- Invite a local healthcare provider or environmental health professional to participate in the session and be available to answer attendees' questions about childhood blood lead levels and testing. Review the Center for Disease Control and Prevention's (CDC) website for information on their recommendations on children's blood lead levels: www.cdc.gov/nceh/lead/prevention/blood-lead-levels.htm.
- Research and identify sources of lead exposure(s) in your community.
- Discuss with tribal leaders, elders and staff your intentions to conduct the training and whether they have any stories related to lead and lead exposures they would like shared during this session.
- Make copies of the Module 1 Worksheet, Key Messages and Kid's Activity Sheet (1 copy per participant).
- Edit the Module 1 Presentation Slides to incorporate relevant stories, images and videos. Remove Presentation Slides you do not plan to use during the session.

Instructor Notes written in italics can be found throughout the Lesson Plan. These notes are intended to guide the instructor through the discussion and presentation and are not meant to be read out loud during the session.

11

Notes:

Suggested Materials

- Laptop and projector to display Presentation Slides
- Flip chart
- Markers
- Module 1 Worksheet
- Module 1 Key Messages
- Module 1 Kid's Activity Sheet
- Pens or pencils
- Hard copies of presentation slides to hand out to participants (optional)

If access to technology is limited, you can use hardcopies of Presentation Slides.

Outcomes

Upon the completion of Module 1, participants will be able to:

- List three sources of lead exposure;
- List three health effects of lead exposure in children;
- Explain how lead impacts our cultural practices and wildlife; and
- List three actions that can minimize or eliminate potential exposure to lead.

Outline (75 minutes)

- I. Introduction (10 minutes)14
 - a. Actions to Reduce Lead Exposure
- II. Potential Sources of Lead Exposure (15 minutes)16
 - a. What is Lead?
 - b. Where is Lead Found and How is it Used?
 - i. Tar Creek Superfund Site
 - c. Are There Other Sources of Lead in the Community?
- III. Vulnerable Populations (5 minutes)21
 - a. Children
 - b. Adults, Including Pregnant Women
- IV. Impacts and Effects of Lead Exposure (15 minutes)23
 - a. Health Effects of Lead
 - b. Health Effects of Lead on Wildlife
 - c. Potential Impacts of Lead on Cultural Practices

12

Lesson Plan - Module 1



Presentation

The screenshot shows a Microsoft PowerPoint presentation with the following content:

- Slide 1:** Title slide: "Module 1: Understanding Lead".
- Slide 2:** Outline slide with bullet points: "Potential Sources of Lead Exposure", "Vulnerable Populations", "Impacts and Effects of Lead Exposure", and "Taking Action".
- Slide 3:** Outcomes slide with bullet points: "List three sources of lead exposure", "List three health effects of lead exposure in children", "Explain how lead impacts cultural practices and wildlife", and "List three actions that can minimize or eliminate potential exposure to lead".
- Slide 4:** Introduction slide with three numbered questions:
 1. How many of you have ever heard of lead or lead poisoning before today?
 2. What are some things you have heard about lead or lead poisoning?
 3. Does anyone know what year their house or apartment was built; was it before or after 1978?
- Slide 5:** A box containing the text: "What questions do you have about lead and lead poisoning?"

The main content area of the presentation displays the text from Slide 4:

Introduction

1. How many of you have ever heard of lead or lead poisoning before today?
2. What are some things you have heard about lead or lead poisoning?
3. Does anyone know what year their house or apartment was built; was it before or after 1978?

Introduction
Instructor Note: Allow participants to introduce themselves. Use the questions below to determine participants' current knowledge and awareness of lead and lead poisoning. Record participants' responses on a flipchart for future reference. Remember to place an emphasis on the sentence: "Please keep in mind that lead exposure and lead poisoning are preventable – we can take actions to reduce potential exposure to lead, and there are laws in place to protect us."

You may have heard of lead or lead poisoning before today but may not know much about it. Our goal today is for you to walk away with an understanding of lead. We will learn:

- What lead is;
- Where lead is found;
- How lead can harm both children and adults; and
- Potential impacts on the environment, wildlife and cultural practices.

Please keep in mind that lead exposure and lead poisoning are preventable – we can take actions to reduce potential exposure to lead, and there are laws in place to protect us. At the end of this session, we will discuss several actions we can take as a community and as individuals to reduce potential lead exposure.

Before we begin, I have a few questions for the group to gain a better understanding of what you already know about lead and lead poisoning:

1. How many of you have ever heard of lead or lead poisoning before today? **Instructor Note:** This can be as simple as having participants raise their hands or respond with "yes" or "no" or you can allow participants time to share specific stories.
2. What are some things you have heard about lead or lead poisoning? **Instructor Note:** This is another good time to allow participants to share specific pieces of information and/or stories.
3. Does anyone know what year their house or apartment was built; was it built before or after 1978? For those of you who live in a house or apartment built before 1978, this session is going to provide you with information about lead-based paint that may be in your home.

Worksheet & Key Messages

Worksheet | Module 2

Lead Awareness in Indian Country: Keeping Our Children Healthy!

EFFECTIVE CLEANING TECHNIQUES

LEAD DUST TRAPS

Lead in household dust (lead dust) can form when lead-based paint is scraped, sanded or heated. It also forms when painted surfaces containing lead bump or rub together. A lead dust trap is a space or object where lead dust can easily gather on or under.

Directions: This home has at least 6 lead dust traps, find and circle them all.



ANSWERS
1. floors, carpets, rugs, and baseboards 2. windows and window sills 3. air ducts and radiators 4. doors and door frames 5. stairs, railing, and banisters 6. furniture

Key Messages | Module 2

Lead Awareness in Indian Country: Keeping our Children Healthy!

EFFECTIVE CLEANING TECHNIQUES

You can reduce your family's potential exposure to lead dust in the home by using specific cleaning techniques that allow you to safely remove lead dust particles and paint chips.

WHAT IS LEAD DUST?

Lead dust is household dust that contains lead. Lead dust can form when lead-based paint is scraped, sanded or heated. Lead dust also forms when painted surfaces containing lead bump or rub together, such as when windows are opened and closed, or from deteriorating old lead-based paint.



WHAT IS A LEAD DUST TRAP AND WHAT ARE SOME EFFECTIVE CLEANING TECHNIQUES?

A lead dust trap is a space or object where lead dust can easily gather on, in or under. Many areas in your home could be a potential lead dust trap. Wet washing weekly with a mop, cloth or sponge, warm water and a general all-purpose cleaner is the best way to clean up lead dust.

There are specific cleaning methods for different areas of the home as detailed in the table below.

AREA OF THE HOME	POTENTIAL LEAD DUST TRAP	RECOMMENDED CLEANING TECHNIQUE
Floors, Baseboards, Carpets and Rugs	Lead dust can be dispersed from deteriorated lead-based paint applied on floors and baseboards. Carpets and rugs can contain lead dust dispersed from deteriorated lead-based paint on floors, baseboards and walls.	Clean floors and baseboards with a clean, wet mop, cloth or sponge. Vacuum carpets using a vacuum cleaner equipped with a High Efficiency Particulate Air (HEPA) filter, which traps extremely small particles such as lead dust.
Windows and Windowsills	Lead-based paint on windows, window sills and troughs (area between the interior window sill and the storm window frame) can chip or flake as a home ages and after repeatedly opening and closing resulting in lead dust settling on and around windows.	Clean windows, sills and troughs with a clean, wet cloth or sponge. Window sills and troughs with large amounts of dust may require using a vacuum cleaner equipped with a HEPA filter. After vacuuming, follow up by cleaning with a damp cloth or sponge.
Air Duct Covers and Radiators	The surfaces or covers of air ducts (areas along walls and floors covered by metal grates) and radiators can be covered with dust, although the concentration of lead dust is generally not as high as in other areas of the home.	Wipe the surface of air ducts and radiators monthly using a clean, wet cloth or sponge. Frequently replace all air filters (including HEPA filters) in the furnace and heating, ventilation and air conditioning (HVAC) system.

57

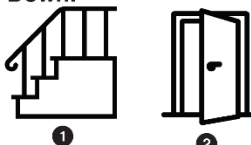


Kids Activity Sheet

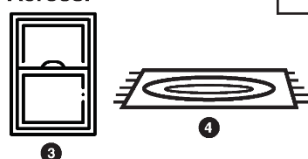
Kid's Activity Sheet | Module 2 Lead Awareness in Indian Country: Keeping Our Children Healthy!
EFFECTIVE CLEANING TECHNIQUES

Crossword Puzzle

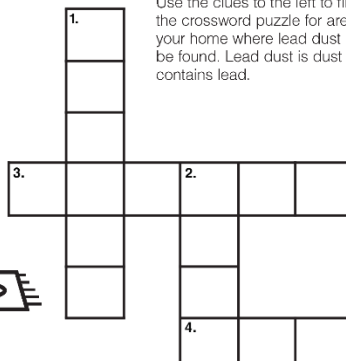
Down:



Across:



Use the clues to the left to fill in the crossword puzzle for areas in your home where lead dust may be found. Lead dust is dust that contains lead.

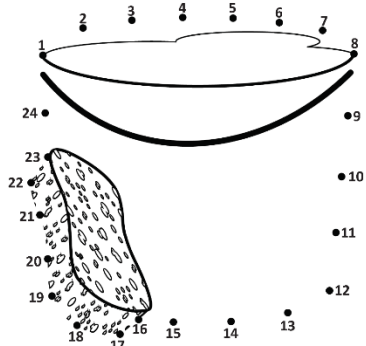


Answers: 1 down: stairs; 2 down: door; 3 across: window; 4 across: rug


Connect the Dots

Wet washing uses a wet cloth, sponge or mop for cleaning.

Join the dots starting and ending at 1 to discover two items you may use when cleaning.



Lead Awareness KIDS ACTIVITY BOOK



**ACTIONS TO REDUCE
POTENTIAL LEAD EXPOSURE**

- KEEP HOMES CLEAN & DUST FREE
- EAT A DIET HIGH IN IRON, CALCIUM & VITAMIN C
- WASH HANDS
- PLAY IN GRASS
- HIRE CERTIFIED LEAD PROFESSIONALS
- SHOWER & CHANGE
- WASH TOYS, PACIFIERS & BOTTLES
- RUN YOUR WATER

Appendices A & B

Lead Awareness in Indian Country: Keeping our Children Healthy!
APPENDIX A: FOODS THAT CONTAIN CALCIUM, IRON & VITAMIN C

Over 150 foods that contain varying amounts of calcium, iron and/or vitamin C are listed below. This table is an unofficial source (provided by tribal representatives) that provides examples of local/traditional foods and items found in a grocery store that can be part of an overall healthy diet. For more detailed information about nutrient content in the foods below, please visit the U.S. Department of Agriculture's FoodData Central at <https://fdc.nal.usda.gov/>.
Instructor Note: Use this table to identify foods during Module 3.

Food	Calcium	Iron	Vitamin C
Acorns	x	x	
Almonds	x	x	
Amaranth	x	x	x
Antelope		x	
Asparagus			x
Avocado	x	x	x
Bananas	x	x	x
Barnacles	x	x	
Beach asparagus	x	x	x
Beans	x	x	
Bear		x	
Beech nuts	x	x	x
Bell peppers	x	x	x
Beluga whale	x	x	
Biscuit root/Coush		x	x
Bison		x	
Bitter root			x
Black walnuts	x	x	
Blackberries	x	x	x
Blue camas bulb	x	x	x
Blueberries	x	x	x
Bone broth	x	x	
Breadfruit	x	x	x
Broadleaf arrowhead/Water potato/Wapato leaf & root	x	x	x
Broccoli	x	x	x
Brussels sprouts	x	x	x
Butternuts	x	x	x
Cabbage	x	x	x
Cantaloupe	x	x	x
Caribou		x	
Carrots	x		x

45

Lead Awareness in Indian Country: Keeping our Children Healthy!
APPENDIX B: RENOVATION, REPAIR AND PAINTING PROJECTS FOR DO-IT-YOURSELFERS

Any renovation, repair, or painting (RRP) project in a pre-1978 home that has lead-based paint can easily create dangerous lead dust. If you are planning an RRP project in a pre-1978 home, EPA recommends homeowners hire a lead-safe certified contractor who is certified and trained in lead-safe work practices, meaning a group of techniques to prevent lead exposure resulting from renovation and repair activities. And in fact, the RRP rule requires that contractors performing RRP projects in pre-1978 homes, child care facilities, and preschools be lead-safe certified.



Generally speaking, the RRP rule does not apply to homeowners doing RRP projects in their own home. However, it does apply if you rent all or part of your home, operate a child care center in your home or if you buy, renovate and sell homes for profit (i.e., a house flipper). If you decide to do the work yourself, make sure to use lead-safe work practices for do-it-yourself (DIY) home renovation projects to protect you and your family.

You can prevent dangerous lead dust from spreading throughout your home with the following DIY lead-safe work practices:

- Determine if lead-based paint is present;
- Set up safely;
- Protect yourself;
- Minimize dust!
- Leave your work area clean;
- Control your waste; and
- Clean one more time.

These practices take a small amount of time and money, but are necessary to protect family members, especially children, from exposure to lead dust.

When used correctly, these practices prevent lead exposure both during and after a home renovation.

121

Appendices C & D

Lead Awareness in Indian Country: Keeping Our Children Healthy! APPENDIX C: GLOSSARY

Blood lead level – The amount of lead in blood, measured in micrograms per deciliter (µg/dl).

Blood lead test – Test that measures how much lead is in blood.

Elevated blood lead level – A single blood lead test at or above the U.S. Centers for Disease Control and Prevention (CDC) blood lead reference value. For more information on CDC's current blood lead reference value, visit: <https://www.cdc.gov/nceh/lead/prevention/blood-lead-levels.htm>.

EPA-administered – In the absence of an EPA-authorized program, EPA retains program implementation authority and directly implements programs under federal environmental statutes in Indian country. Currently, EPA directly implements the vast majority of programs under federal environmental statutes in Indian country.

EPA-authorized – Several federal environmental laws provide authority for EPA to authorize eligible Indian tribes to administer environmental programs established under those statutes in the same manner as states. For more information, visit: <https://www.epa.gov/tribal/tribal-assumption-federal-laws-treatment-state-tas>.

High Efficiency Particulate Air (HEPA) filter - A special filter which traps extremely small particles such as lead dust. For more information, visit: <https://www.epa.gov/indoor-air-quality-iaq/what-hepa-filter-1>.

Hygiene – Actions taken to keep our bodies clean, such as washing our hands or hair and taking a bath.

Lead – A naturally occurring element found in small amounts in the earth's crust.

Lead abatement – An activity designed to permanently eliminate lead-based paint hazards. There are four options: replacement, removal, enclosure and encapsulation. Replacement and removal activities completely remove lead-based paint. Enclosure and encapsulation methods are applied on top of lead-based paint in good condition without removing the lead-based paint.

Lead-based paint - Paint with lead levels greater than or equal to 1.0 milligram per square centimeter (mg/cm²), or more than 0.5% by weight (as defined by the federal government).

Lead-based paint hazard – Any condition resulting from deteriorating (peeling, chipping, chalking or cracking) paint, which causes exposure to lead from paint, dust or soil.

Lead-based paint inspection – An activity conducted by a trained and certified lead-based paint inspector that tells you if your home has lead-based paint and where lead-based paint is located.

53

Lead Awareness in Indian Country: Keeping Our Children Healthy! APPENDIX D: SUPPLEMENTAL RESOURCES

The following is a list of resources containing additional information on the topics covered in the Curriculum. Resources are categorized by topic.

Blood Lead Levels

1. Centers for Disease Control. Blood Lead Levels in Children. 2020. Available at <https://www.cdc.gov/nceh/lead/prevention/blood-lead-levels.htm>. [Accessed March 30, 2020].
2. Centers for Disease Control. Recommended Actions Based on Blood Lead Level. 2019. Available at <https://www.cdc.gov/nceh/lead/docs/lead-levels-in-children-fact-sheet-508.pdf>. [Accessed March 30, 2020].

Cleaning

1. Michigan Childhood Lead Poisoning Prevention Program. Safe Cleaning of Lead Paint Chips and Dust. 2018. Available at https://www.michigan.gov/documents/lead/Guide_to_Cleaning_Lead_FINAL_approved_547508_7.pdf. [Accessed March 30, 2020].
2. UCSF Institute for Health & Aging, UC Berkeley Center for Environmental Research and Children's Health, Informed Green Solutions, and California Department of Pesticide Regulation. 2013. Green Cleaning, Sanitizing, and Disinfecting: A Toolkit for Early Care and Education. Available at https://www.epa.gov/sites/production/files/documents/ece_curriculumfinal.pdf. [Accessed March 30, 2020].
3. U.S. Environmental Protection Agency. Safer Choice. 2018. Available at <https://www.epa.gov/saferchoice>. [Accessed March 30, 2020].

Exposure Sources

1. Chen, L. and Eisenberg J. Health hazard evaluation report: exposures to lead and other metals at an aircraft repair and flight school facility. 2013. Available at <https://www.cdc.gov/niosh/nhe/reports/pdfs/2012-0115-3186.pdf>. [Accessed June 30, 2020].
2. Contra Costa Health Services. Questions and Answers about Lead in Older Vinyl Mini Blinds. (No date). Available at <https://cchealth.org/lead-poison/pdf/miniblinds.pdf>. [Accessed August 24, 2020].
3. State of Alaska Epidemiology. 2001. Bulletin No. 17: Cottage Industry Causes Acute Lead Poisoning. Available at http://epi.alaska.gov/bulletins/docs/b2001_17.pdf. [Accessed August 24, 2020].
4. U.S. Consumer Product Safety Commission. Recall List. (No date). Available at <https://www.cpsc.gov/Recalls>. [Accessed March 30, 2020].
5. U.S. Environmental Protection Agency. Superfund. 2018. Available at <https://www.epa.gov/superfund>. [Accessed March 30, 2020].

55

Infographic





How to Find the Materials

- Curriculum Guidebook
- USB
 - English & Spanish materials
- Online
 - epa.gov/lead/tribal-lead-curriculum
 - espanol.epa.gov/lead/concientizacion-sobre-el-plomo





Instructor Preparation





Module 3: Instructor Preparation

- Review the Module 3 materials
- Use the “Instructor Preparation” section as your checklist
- Preview the lesson plan
 - Where can you insert your own examples and stories?





Instructor Preparation Cont.

- Who is your audience?
- Do your participants have limited access to affordable and nutritious food, i.e., located in a food desert?
- What stories do you want to share?



Instructor Preparation Cont.

- Reach out to partners and find additional resources
 - Community Health Department
 - Nutritionist
 - Community Organizations
- Compile a list of the community's local & traditional foods and snacks
 - Specific nuts, fish, fruit





Foods that May Help Reduce the Absorption of Lead

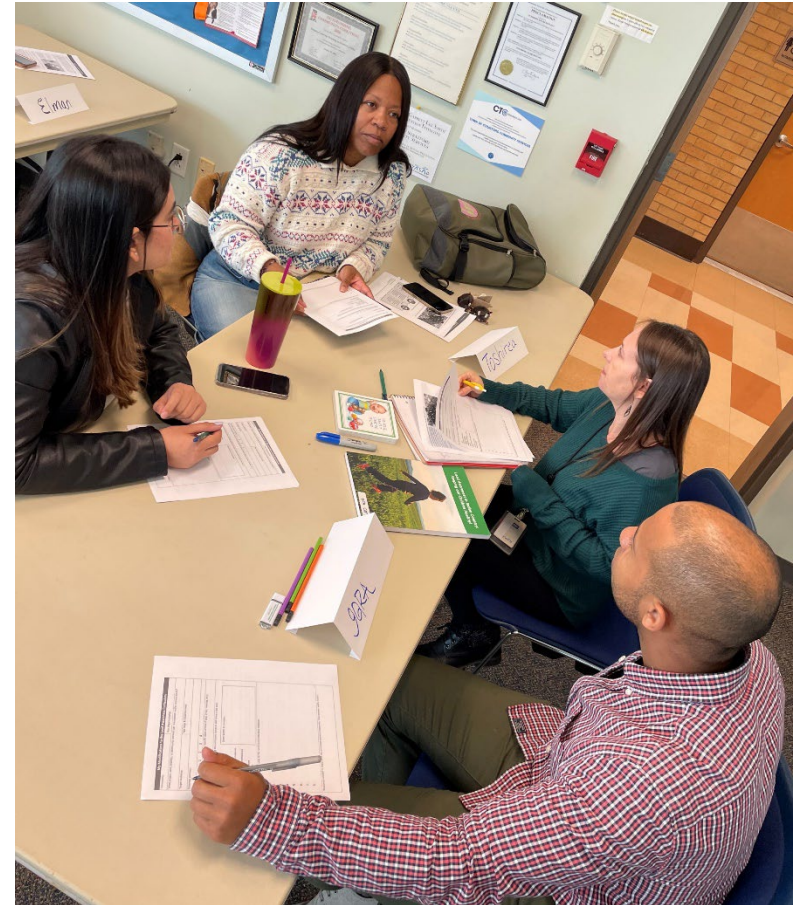
Nutrients	Local/Traditional Foods
Calcium	
Iron	
Vitamin C	

Foods that May Help Reduce the Absorption of Lead

Nutrients	Local/Traditional Foods
Calcium	acorns, barnacles, bluegill, blue camas bulb, cattail, cholla buds, cow parsnip, fireweed leaves, grape leaves, juniper ash, kelp, lobster, mesquite bean flour, nettles, prairie turnip, sea cucumber, smelt, sochan, spruce tip tea, wild spinach (lamb's quarter)
Iron	amaranth (grains and leaves), antelope, beach asparagus, bear, beluga whale, black beans, black-eyed peas, blue corn, butter beans, butternuts, caribou, cashew, chickpeas, duck, elk, fish liver, frog legs, goat, hickory nuts, iguana, jack fish, juneberries, kidney beans, lamb, lamprey eel, mackerel, mahi mahi, moose, morels, oxtail, pima lima bean, pinto beans, pistachios, popcorn, quail, quinoa, rabbit, red beans, sea lion, sea urchin, seal, snail, squirrel, sunflower seeds, tepary bean, tongue, turkey, walrus, willow leaves, wocas
Vitamin C	acai juice, avocado, beech nuts, biscuit root/coush, bitter root, breadfruit, callaloo (taro leaves), carrots, cassava, chokecherries, cloudberry, dandelion greens, elderberries, fiddleheads, grapes, grapefruit, guava, jack fruit, lychee, mango, mulberries, muscadine, New Mexico green chile, nodding onion, oranges, papaya, parsley, passion fruit, pawpaw, pea shoots, peaches, persimmon, pineapple, pine needles, plantain, pomegranate, purslane, quince, ramps, rose hip, rutabaga, salmonberries, saponilla, soursop, tangerine, taro, tundra tea, watermelon, wild plum, wild raspberries, yam

Instructor Preparation Cont.

- Make copies
 - 1 copy of each handout per person
- Gather materials
 - Handwashing Demo
 - Healthy Snack Activity
 - *Optional* - Reading Food Nutrition Facts Label Activity
- Edit and modify curriculum/slides





You're Ready!





Module 3: Personal Hygiene and Nutrition

- Outline
 - Personal Hygiene
 - Nutrition














Nutrition

- Nutrition is important for a child's overall growth, development and learning
- When children do not have enough calcium or iron, their bodies may absorb lead instead of these nutrients





Key Nutrients

Calcium	Iron	Vitamin C
 <p>Photo by Annie Spratt on Unsplash</p>  	  <p>Photo by Mel Elias on Unsplash</p> 	  



Important Facts to Consider

- Foods high in fat and oil may increase the rate of lead absorption
- A child with an empty stomach will absorb more lead



Chips



Ice cream





What other foods do you think we can provide so children get calcium, iron and/or vitamin C in their diets?





Foods that May Help Reduce the Absorption of Lead

Nutrients	General Foods
Calcium	almonds, bone broth, broccoli, canned salmon, cheese, chia seeds, collard greens, cottage cheese, crab, edamame, figs, okra, milk, non-dairy milk, nopal cactus pads, prickly pear, sardines, seaweed, sweet potatoes, tofu, white beans, whole wheat bread, yogurt
Iron	apricots, asparagus, beans, beef, bison, black walnuts, chicken, clams, eggs, fish, fish eggs, hazelnuts, lentils, liver, mushrooms, mussels, mustard greens, oats, oysters, peanut butter, peas, pine nuts, pumpkin seeds, prunes, raisins, salmon, scallops, shrimp, spinach, venison, water potato, wild rice
Vitamin C	apples, bananas, bell peppers, blackberries, blueberries, brussels sprouts, cabbage, cantaloupe, cauliflower, chestnuts, citrus fruits, corn, green beans, honeydew, huckleberries, kale, kiwi, leeks, parsnips, pears, plums, potatoes, raspberries, rhubarb, squash, squid, strawberries, tomatoes, turnips, watercress





Is the table missing any foods,
specifically any
local/traditional foods eaten in
your community?



Foods that May Help Reduce the Absorption of Lead

Nutrients	Local/Traditional Foods
Calcium	acorns, barnacles, bluegill, blue camas bulb, cattail, cholla buds, cow parsnip, fireweed leaves, grape leaves, juniper ash, kelp, lobster, mesquite bean flour, nettles, prairie turnip, sea cucumber, smelt, sochan, spruce tip tea, wild spinach (lamb's quarter)
Iron	amaranth (grains and leaves), antelope, beach asparagus, bear, beluga whale, black beans, black-eyed peas, blue corn, butter beans, butternuts, caribou, cashew, chickpeas, duck, elk, fish liver, frog legs, goat, hickory nuts, iguana, jack fish, juneberries, kidney beans, lamb, lamprey eel, mackerel, mahi mahi, moose, morels, oxtail, pima lima bean, pinto beans, pistachios, popcorn, quail, quinoa, rabbit, red beans, sea lion, sea urchin, seal, snail, squirrel, sunflower seeds, tepary bean, tongue, turkey, walrus, willow leaves, wocas
Vitamin C	acai juice, avocado, beech nuts, biscuit root/coush, bitter root, breadfruit, callaloo (taro leaves), carrots, cassava, chokecherries, cloudberry, dandelion greens, elderberries, fiddleheads, grapes, grapefruit, guava, jack fruit, lychee, mango, mulberries, muscadine, New Mexico green chile, nodding onion, oranges, papaya, parsley, passion fruit, pawpaw, pea shoots, peaches, persimmon, pineapple, pine needles, plantain, pomegranate, purslane, quince, ramps, rose hip, rutabaga, salmonberries, saponin, soursop, tangerine, taro, tundra tea, watermelon, wild plum, wild raspberries, yam

Meal Ideas

- Breakfast
 - Oatmeal, sliced banana and 100% orange juice
 - Vegetable omelet, apple sauce and low-fat milk
- Lunch
 - Tuna salad sandwich on whole-grain bread and pear slices
- Dinner
 - Macaroni and cheese, stewed tomatoes and melon slices.
 - Chicken, rice, green beans and berries.



Grilled sandwich



Chicken with rice and broccoli



What other meal ideas do you have that include all three nutrients?



Healthy Snacks

- Air-popped popcorn
- Applesauce
- Fruit
- Peanut butter on whole-grain crackers, apples or celery
- Jerky
- Frozen 100% fruit juice pops
- Cheese and whole-grain crackers
- Nuts, sunflower seeds and dried fruits



Fruit popsicle



Apples and peanut butter



Almonds



Review

Which of these foods, meals or snacks we covered today are you going to add to your children's diet this week?



This week, I am going to add chickpeas to my children's diet.

Other foods and snacks I would like to add to my children's diet include:

1. hummus with veggies
2. apricots
3. _____
4. _____





Modifying the Curriculum





Teaching Strategies & Tips

- Discuss issues of importance to your participants
- Identify additional resources
- Be aware of how you speak and interact with participants when discussing certain topics (e.g., hygiene)
- Customize your sessions



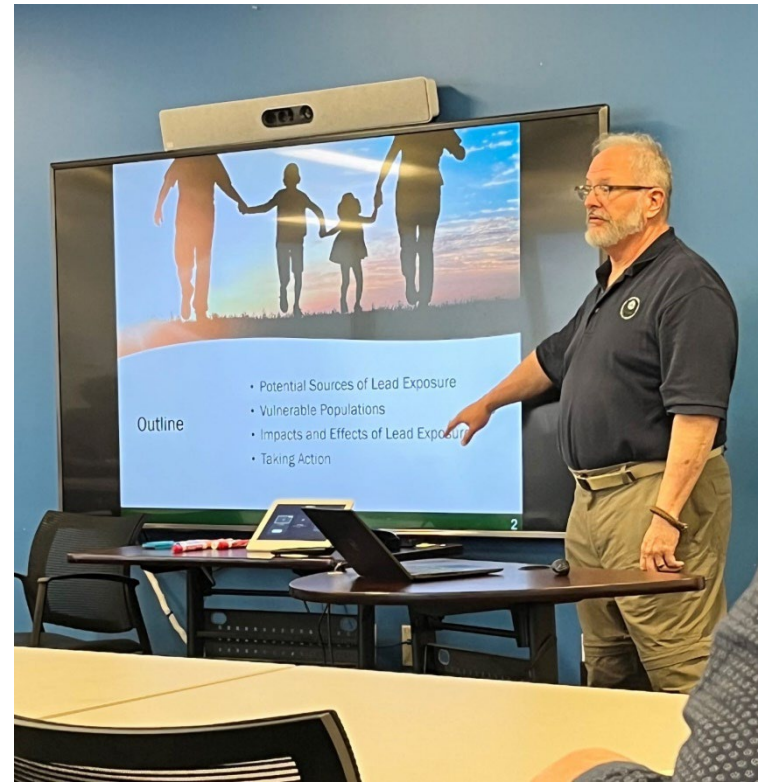
More Strategies & Tips

- Adjust each session to capture and incorporate personal/local observations and relatable real-life scenarios
- Make sessions interactive
- Why is it important to modify educational materials?



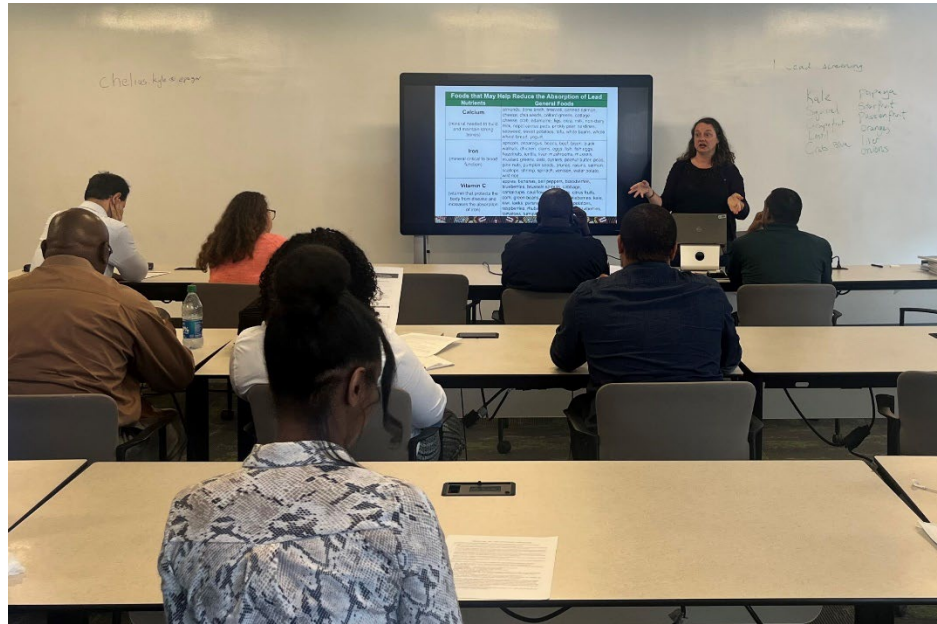
Modifying Materials

1. How could this be used by the community?
2. Who is my target audience?
3. Who should I partner with and consult?
4. Which modules should I present?
5. When should I facilitate sessions?



Modifying Materials Cont.

6. What factors need to be considered when modifying the Curriculum?
7. What modifications do I need to make?
8. What resources are needed?
9. How can I facilitate sessions online?





Breakout Groups

- Review the Curriculum
- Discuss your ideas
- Fill in the table on the back of the Modifying the Lead Awareness Curriculum worksheet





Additional Information





Before You Buy or Rent

- Before signing a lease or contract, homebuyers and renters have the right to know whether lead is present.
- Not required if the housing is
 1. For the elderly or persons with disabilities (unless a child under the age of 6 lives or is expected to live in such housing);
 2. A zero-bedroom dwelling; or
 3. If painted surfaces have been declared lead-free.



Federal Law Requires Buyers & Renters Receive....



Protect Your Family From Lead in Your Home

 United States Environmental Protection Agency

 United States Consumer Product Safety Commission

 United States Department of Housing and Urban Development

March 2021

- A copy of the *Protect Your Family From Lead in Your Home* pamphlet
- Any information about the presence of lead-based paint and/or lead-based paint hazards
- Disclosure of information in or attached to the contract/lease

Submit complaints to EPA
at 1-800-424-5323



National Lead Information Center

1 (800) 424-LEAD [5323]

- Ask for information about lead, lead hazards and lead exposure prevention.
- Monday to Friday, 8:00 am to 6:00 pm ET (except federal holidays).
- Hearing- or speech-challenged individuals may access this number through TTY by calling the Federal Relay Service at **1-800-877-8339**.





Questions?



Thank you!

For more information contact:

- *EPA Name, email*
- *EPA Name, email*
- www.epa.gov/lead/tribal-lead-curriculum
- <https://espanol.epa.gov/plomo/concientizacion-sobre-el-plomo>