

USING THE CURRICULUM

The **Lead Awareness in Indian Country: Keeping our Children Healthy!** Curriculum (Curriculum) was designed with the input of over 200 tribal representatives to raise awareness and educate tribal communities about childhood lead exposure. The Curriculum provides technical information and encourages the inclusion of local knowledge and culture. Instructors have the flexibility to plan and deliver messages within each of the four modules to fit their own community and participants' needs. Make the Curriculum your own!

The target audience is broad - parents, grandparents, tribal leaders, teachers, child care workers, healthcare providers, youth (ages 12 and up) and anyone interested in learning more about lead and protecting children. The Curriculum is designed to be taught by community leaders with experience educating and training members of their tribal community but does not require instructors to be experts on lead or lead exposure. These community leaders may include teachers, outreach specialists, educators, environmental staff, social workers, community health workers and youth leaders.

The Curriculum

The Curriculum consists of four modules designed to be delivered sequentially, although the modules may be used individually or in a different order. It is recommended to start with *Module 1: Understanding Lead*, since it is an introduction to the topic and contains information covered in more detail in subsequent modules. To make the sessions personal and relevant to participants, the Curriculum was designed to be adapted by instructors to include relevant stories, images and videos from their communities.

Module 1: Understanding Lead – This module educates participants on potential sources of lead exposure, and lead's impacts and health effects on humans, wildlife, the environment and cultural practices. Module 1 empowers participants with practical actions they can take to reduce potential exposure to lead. 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's blood lead levels.

Module 2: Effective Cleaning Techniques – This module explains and demonstrates cleaning techniques recommended to reduce household lead dust and potential lead exposure in the home. The cleaning techniques can be performed by any person. Module 2 includes a discussion on how to avoid re-contaminating an area once it has been cleaned. By the end of Module 2, participants will:

- Understand the importance of proper cleaning techniques to prevent exposure to lead;
- Learn about lead dust;
- Recognize potential lead dust traps in the home;
- Know which materials are recommended to clean lead dust; and
- Identify cleaning techniques that are most effective in reducing lead dust.

Module 3: Personal Hygiene and Nutrition Practices – This module focuses on how good personal hygiene habits and healthy nutritional practices may limit absorption of and reduce exposure to lead in children. Module 3 includes discussions on the benefits that personal hygiene and good nutritional practices can have to help reduce potential exposure to lead. By the end of Module 3 participants will:

- Learn specific personal hygiene techniques that help reduce potential childhood lead exposure;
- Identify foods that contain calcium, iron and vitamin C; and
- Understand nutritional practices and foods that may limit the absorption of lead.

Module 4: Hiring Certified Lead Professionals – This module informs participants on what to do if a home, child care facility or preschool built before 1978 contains lead-based paint. Module 4 discusses the need to hire certified lead professionals and the differences between a lead-based paint inspection and lead-based paint risk assessment. By the end of Module 4, participants will:

- Understand the difference between a lead-based paint inspection and a lead risk assessment;
- Learn that renovation, repair and painting (RRP) jobs in a pre-1978 home with lead-based paint creates lead dust;
- Recognize the difference between lead abatement and renovation, repair and painting projects; and
- Understand what must be done by Lead-Safe Certified Firms when conducting lead renovation activities.

Module Materials

Each module includes the following materials to facilitate interactive sessions with participants:

Lesson Plan – The lesson plan provides a detailed guide for instructors on how to teach the information in each module. Each lesson plan outlines necessary preparation, suggested materials, outcomes, demonstrations, direct notes to instructors and references. “Notes” boxes with background information and space for instructors to take their own notes are included within each lesson plan.

Presentation Slides – The presentation slides (i.e., PowerPoint) are the main tool used by instructors to deliver the lesson plan to participants. Lesson plan content is included within the notes section of each slide. Instructors should edit the presentation slides to incorporate relevant stories, images and videos, and remove any slides they do not plan to use during the session. If access to technology is limited, instructors can use hard copies (paper handouts of the slides).

Worksheet – The worksheet is an interactive tool to facilitate discussion and review significant concepts. The intention of each worksheet is to help participants become familiar with the information presented. Worksheets include various exercises and questions for participants to record answers and are intended to be completed during sessions. Instructor notes are provided on how and when to use worksheets.

Key Messages – The key messages document outlines main points of information intended for participants to remember. This take-home resource summarizes information covered during each session and highlights preventative actions participants can take in their own homes to reduce their family’s potential exposure to lead. Instructors can provide these documents with the worksheet or at the end of the session.

Kids Activity Sheet – The kids activity sheet is a handout for elementary school children that offers fun puzzles, games and coloring that present easier to understand concepts from each lesson plan. The activity sheet could either be completed by the child on their own or with the help of someone older, and can be given to participants as a take-home resource.

Appendices are included at the end of the Curriculum to provide additional information to assist instructors:

- *Appendix A: Foods that Contain Calcium, Iron and Vitamin C* – A table of over 150 foods known to contain calcium, iron and/or vitamin C.
- *Appendix B: Renovation, Repair and Painting Projects for Do-It-Yourselfers* – Safeguards to follow to prevent lead dust from spreading throughout your home when completing do-it-yourself renovation, repair or painting projects.
- *Appendix C: Glossary* – A list that defines key terms used throughout the Curriculum.
- *Appendix D: Supplemental Resources* – A list of additional resources, including videos, that instructors or participants may find helpful to understand information covered in the Curriculum.

Actions to Reduce Lead Exposure Infographic

The *Actions to Reduce Lead Exposure Infographic* (Infographic) is a visual aid designed to show participants actions they can take to lower and prevent their family’s potential exposure to lead. These eight actions are highlighted and discussed throughout the Curriculum:

1. Keep Homes Clean & Dust Free.
2. Eat a Diet High in Iron, Calcium & Vitamin C.
3. Wash Hands.
4. Play in Grass.
5. Hire Certified Lead Professionals.
6. Shower & Change.
7. Wash Toys, Pacifiers & Bottles.
8. Run Your Water.



The placement of these eight actions at the beginning of Module 1 provides real-time advice before diving into detailed discussions. Understanding preventative actions early may lower a participant’s anxiety since the instructor provides methods to prevent potential lead exposures right away. In addition, each preventative action is then

reinforced later with additional information throughout the Curriculum to focus on doable solutions, connecting back to the Infographic.

The Infographic is a flexible communications tool that can be used by instructors and communities to:

- Announce the Curriculum – Use the Infographic on flyers and other promotional materials to advertise a community’s upcoming event;
- Evaluate Learning – Use the Infographic throughout Curriculum sessions to check knowledge and reiterate actions that can be taken in the home;
- Remind Participants – Use the Infographic as part of participant follow-up to remind them how to start new actions that may prevent potential exposure to lead; and
- Inform Non-participants – Use the Infographic as a stand-alone resource to educate the community about actions that can be taken to reduce potential lead exposure.

Teaching Strategies

The Curriculum format is designed to establish community-based learning where learning and teaching strategies come together to focus on meaningful community engagement. With advance preparation, instructors can adjust each session appropriately to capture and incorporate personal and local observations and real-life scenarios unique to that community.

The opportunity to include thoughtful knowledge and ideas is based on the instructor’s interaction with participants and the use of the Curriculum content. The Curriculum was built to enrich learning experiences, discuss pertinent issues of that community and work toward identifying relevant solutions.

Communication and activities play a critical role in the learning process. Within the Curriculum, instructors will find built-in opportunities to interact with participants such as open-ended questions and optional demonstrations. Educating participants in a meaningful way comes from the instructor’s use of materials and planned interactions. For example, the worksheets provide participants the ability to connect with and reinforce Curriculum topics.

Through preparation, instructors will become more comfortable with materials and think through meaningful ways to customize presentation slides and certain topics within lesson plans by adding relevant stories, images and videos, and removing any slides they do not plan to use during that session.

Instructors should familiarize themselves with all the materials provided within the Curriculum to have a strong understanding of the information. Information within each module builds upon previous content. Therefore, instructors need to be familiar with all of that information even if they choose to teach only a few modules. This ensures that instructors have a strong starting point to teach and a thorough understanding of all the lead-related topics covered.

Instructors should read each lesson plan to:

- Identify which module(s) they will present;
- Consult with knowledgeable parties to prepare;
- Invite others to present information with them;
- Gather personal, community or regional information, stories, photos, etc. that would be useful to build learning experiences; and
- Identify additional resources that may be important to participants such as brochures and phone numbers for future follow-up.

For some participants, certain suggestions such as cleaning and good hygiene practices may be sensitive topics if participants have clutter-filled homes, difficulty discarding possessions or bad hygiene habits. Instructors should be aware of how participants react to information presented and use terms such as “we” and “us” throughout teachings and discussions.

Promoting Attendance

Instructors should develop a plan or consider ideas on how to increase attendance and community involvement as they start to review the Curriculum. However, an instructor should keep things simple. Instructors should feel comfortable with organizing sessions and should not overwhelm themselves with too many extra items. To maximize the number of participants from the community, instructors should think about using creative partnerships.

Instructors may want to work with local entities, such as parent groups and associations; school and community organizations; health and community associations; and environmental, housing and government agencies. Partnering with others will provide an existing network of people to invite to sessions as well as identify opportunities to think about what would appeal to the audience (i.e., parents, grandparents, tribal leaders, teachers, child care workers, healthcare providers, youth) and anyone interested in learning about protecting children from potential lead exposure.

Tips for planning a successful session may include:

- Pulling a team together;
- Identifying a budget to provide refreshments, free child care or door prizes - think about giving out items that align with the modules such as cleaning supplies, nutritious foods, free services, etc.;
- Choosing a location that is both convenient and appealing;
- Holding sessions in conjunction with other short events;
- Checking community calendars to ensure there are no scheduling conflicts;
- Scheduling session(s) multiple times;
- Providing translation services;
- Organizing a potluck meal; and
- Getting an announcement out through innovative means - such as sending flyers home with students, advertising sessions in the local paper and partnering with organizations to include flyers in newsletters and weekly items such as paychecks.