

Lead Awareness Curriculum Train-the-Trainer



Welcome to today's Lead Awareness Curriculum Train-the-Trainer session. I would like to start by thanking _____ for inviting us to be here and all of you for joining us to learn how to use and modify the Lead Awareness Curriculum to teach your community about lead and how to reduce lead exposure and protect children's health.

We have a lot to cover so before we get started, I wanted to go through some logistics for today:

1. Today's session is scheduled for x hours to ensure we have plenty of time for questions and discussion, however the time will fly!
2. We have a couple surveys for you today, one for you to fill out now and another at the end. We appreciate you taking the time to fill them out. We will also be emailing everyone a follow-up survey in about 6 months to find out if and how you were able to use the curriculum.
3. We have a couple breaks built into the schedule, however at any point that you need to go to the restroom or get up to stretch please go for it, as we understand this is a long time to sit and listen.
4. We also have several different question and answer times built into the schedule. However, when you think of a question, feel free to walk up and write your question on this markerboard.
5. Everyone should have gotten a USB when they signed in. The USB has a copy of all the Curriculum materials in both English and Spanish that we are going to be discussing today. There is also a PDF of the slides we are using today with our talking points.
6. We will also have some handouts for you as we go along.

Agenda

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



Today's session is designed to introduce you to the Lead Awareness Curriculum. This resource was developed because Tribes identified the need to create a curriculum that included relevant Tribal scenarios and information to increase education and outreach.

Although the Curriculum was built with a Tribal focus, it was intentionally designed to be used by any community leader interested in teaching their community about lead and preventing potential childhood lead exposure.

During today's session we will:

- Start with a short introduction to lead.
- Give a high-level review of the CURRICULUM MATERIALS.
- Discuss how to find the materials
- Then we will take a short break.
- After we regroup, we will discuss the STEPS TO PREPARE and do a demonstration of part of Module 3.
- Discuss several TEACHING STRATEGIES and in small groups, start planning how you want to use and modify the materials.
- And end with a time for more 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.



Our goal for today is to discuss the materials included within the Curriculum, review the topics covered within each module, and discuss ideas and strategies on how to use and modify the curriculum to educate your communities or the population you work with. By the end of today's session, each of you will:

- 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 for your community or as part of your work.

Introductions



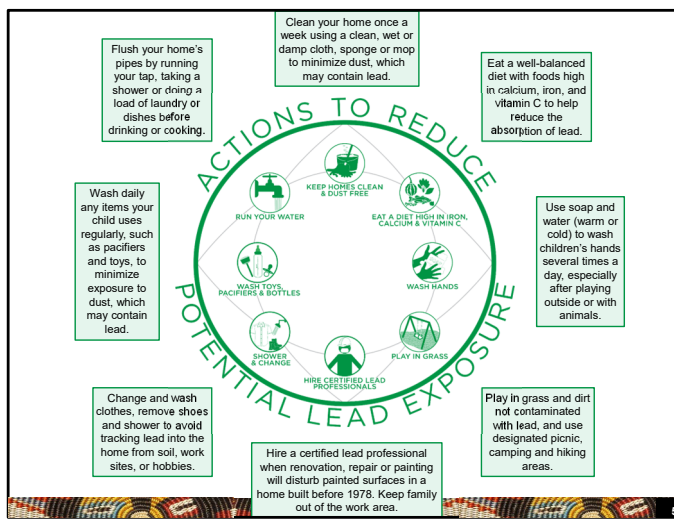
- Your Name
- How is your work connected to lead?

I've shared a little about our plan for today and the objectives for today's Train-the-Trainer session. Now we would like each of you to quickly introduce yourselves to the group – share with the group your name, briefly how your work is connected to lead, and if you have any questions about lead or the curriculum.

I'll start, my name is xxxx and I xxxxxx. Do I have a volunteer to go next, or should I pick someone?

[introductions]

Thanks everyone for introducing yourselves and sharing your questions. Our goal is to answer these questions as we go along, and we are asking for your questions now, as it helps us to know up front what questions you have before we get started. Now let's learn a little about lead before we start discussing the curriculum.



Instructor Note: This slide is animated and the sentences for each action will appear around the infographic as you click (one click=one action)

I would like to acknowledge that the information about lead we are discussing today or what you may already know might seem alarming, but when people and communities become aware of and educated about lead, they become empowered to take action to safeguard the health of their community and families.


Preventing lead exposure in young children (under age six) is especially important because as their bodies grow and develop, they are more vulnerable to the permanent harmful impacts of lead. As parents, grandparents, community leaders, and other community members who care about your community's wellbeing, you can take simple actions right now to prevent lead exposure.

Let's start by go through the Actions to Reduce Potential Lead Exposure infographic shown here which shows simple actions we can take to reduce potential exposure to lead. You might find some actions work better for you than others. We encourage folks to do as many of these actions as makes sense for you and your family.

The 8 actions to reduce potential lead exposure include:

1. Clean your home once a week using a clean, wet or damp cloth, sponge or mop to minimize dust, which may contain lead.
2. Eat a well-balanced diet with foods high in calcium, iron and vitamin C to help reduce the absorption of lead.
3. Use soap and water (warm or cold) to wash children's hands several times a day, especially after playing outside or with animals.
4. Play in grass and dirt not contaminated with lead, and use designated picnic, camping and hiking areas.
5. 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.
6. Change and wash clothes, remove shoes and shower to avoid tracking lead into the home from soil, work sites or hobbies.
7. Wash daily any items your child uses regularly, such as pacifiers and toys, to minimize exposure to dust, which may contain lead.
8. Flush your home's pipes by running your tap, taking a shower or doing a load of laundry or dishes before drinking or cooking.

These are just a few of the actions we can take to reduce our potential exposure to lead. Throughout the curriculum these eight actions and many more are discussed.



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.

6

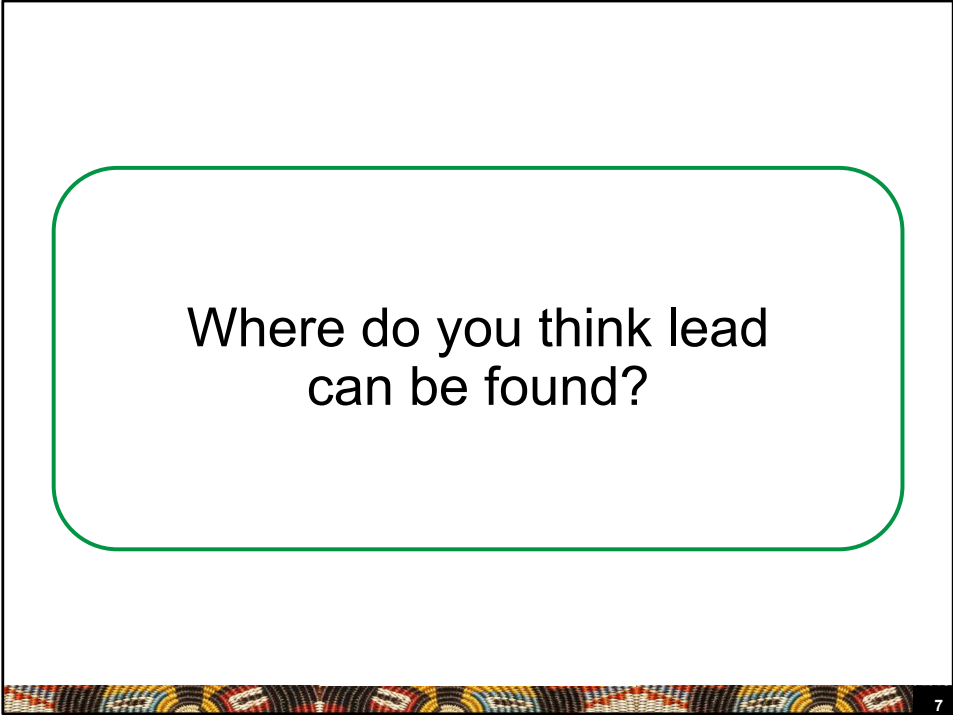
What is Lead?

Lead is a naturally occurring bluish-gray metal found in small amounts in the earth's crust.

Lead is mined and then used in products to make them durable and last longer.

Once lead is used in a product, it is nearly impossible to identify with the naked eye.

Lead does not biodegrade or disappear from the environment over time.



Where do you think lead
can be found?

Lead has been mined and used for a long time and can be found in many different products and places.

I have a question for you, “Where do you think lead can be found? What are some potential sources of lead exposure?” Take a moment to think about your everyday activities or what you have heard on the news. Pencils may come to mind, but they are made with graphite and not lead.



Lead can be found in...


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

8

Unfortunately, lead can be found in all parts of our environment – the air, soil, water and even inside our homes.

Much of our exposure comes from human activities involving the use of fossil fuels, past use of leaded gasoline, some types of industrial facilities (e.g., mining and manufacturing), leaded aviation fuel, and past use of lead-based paint in homes.

Congress has passed several laws related to lead. These laws address lead in paint, dust and soil; lead in the air; lead in water; and disposal of lead waste. As a result, these laws limit the amount of lead that can be in products, outdoor air, emissions from some industrial sources, waste waters and more, including banning the use of lead-based paint in housing, childcare facilities and preschools in 1978.



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

9


Historically, lead compounds were added to paints to enhance color, reduce corrosion, or shorten drying time.

Lead-based paint, if present in older homes built before 1978, may be a major source of exposure to lead to those who live there. When painted surfaces are not properly maintained, paint can deteriorate, peel, chip, chalk, or crack.

When lead-based paint is old and worn or is subject to constant rubbing (as on doors and windowsills), lead-based paint chips and dust can scatter and become a hazard.

These hazards can be breathed in or swallowed by children, residents, and workers.

Lead dust can also be scattered when paint is disturbed during renovation, repair, or remodeling activities.



**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

10

Today, one of the most common ways children can be exposed to lead is through contact with lead-based paint chips and dust in buildings and homes that have lead-based paint present when they put toys, fingers and other objects in their mouths as part of their normal behavior.

Lead-based paint has a "sweet" taste, which makes it appealing to young children, so they may also lick or bite chewable lead-based paint surfaces.

When lead-based paint is in good condition and is not on an impact or friction surface, like a window, the paint is usually not a hazard.

Childhood lead exposure and lead poisoning from lead-based paint and other sources is preventable.

The key is to keep children from coming into contact with lead. The Lead Awareness Curriculum covers in detail simple actions people can take to limit this exposure, and we will discuss a few of these actions today.

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



11

Lead and lead compounds have been used in a wide variety of products found in and around our homes, including paint used on some farm equipment and boats; imported pottery, scented candles older mini blinds and spices; glassware; toys; ceramicware; solder; batteries; ammunition; and cosmetics (e.g., lipstick).

Lead can enter drinking water when plumbing materials that contain lead corrode. The most common sources of lead in drinking water are from lead pipes, faucets and fixtures. Lead pipes are more likely to be found in older cities and homes built before 1986.

Lead can be released into the environment from industrial sources and contaminated sites, such as former lead smelters. Improper disposal or recycling of lead-acid batteries, improper storage of metal parts such as machinery components, and abandoned mines may also contribute to lead in the environment.

And as mentioned earlier it's important to remember that Congress has passed several laws related to lead to reduce our exposure.



All humans can potentially be exposed to lead; however, certain groups are more vulnerable than others to the harmful effects of lead, including young children under the age of six.

Lead is especially dangerous to children under the age of six because their growing bodies absorb more lead than adults, and their developing brains and nervous systems are more sensitive to lead's damaging effects.

There is no known safe level of exposure to lead. Even small amounts of lead in children can result in:

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

In rare cases, high amounts of lead can have devastating effects, including seizures, coma and in some cases, even death.

That was just a quick overview about lead, taken from the Module 1: Understanding Lead presentation that is part of the Curriculum. Before we start talking about the curriculum itself **does anyone have any questions about lead?**

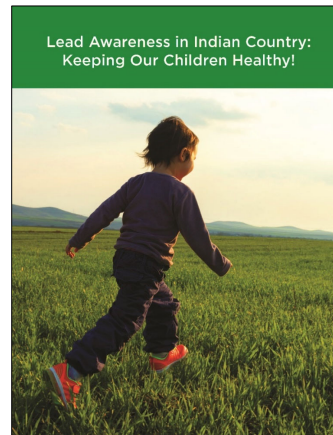
The Curriculum

Now that we have discussed some of the sources of lead exposure and the health effects on children, we want to talk about the curriculum.

Lead Awareness in Indian Country: Keeping our Children Healthy!

Also known as:

- Curriculum
- Tribal Lead Curriculum
- Lead Awareness Curriculum



14

The full name of the curriculum is Lead Awareness in Indian Country: Keeping our Children Healthy!

For the short title, you will hear us refer to it as the Curriculum, Tribal Lead Curriculum or Lead Awareness Curriculum.

It is also available in Spanish. Plan de estudios de concientización sobre el plomo

Collaboration between the:

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



The Curriculum was developed as a collaboration between

- National Tribal Toxics Council,
- National EPA-Tribal Science Council, and
- US EPA.

Members of these Councils and EPA staff formed a Working Group that collaborated with over 200 Tribal representatives from approximately 80 different Tribes and Tribal organizations.

The Working Group designed the Curriculum to be user-friendly, interactive and adaptable with the idea that anyone and any community could use it to educate community members about lead exposure and promote in-home activities to reduce and prevent potential exposure.

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



The Purpose of the Curriculum is to:

- Raise awareness about childhood lead exposure;
- Expand understanding of lead's potential impacts on children's health and cultural practices; and
- 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

The Curriculum has two different audiences:

1. The first are the instructors or the people educating others about lead.
 - These are community leaders with experience educating and training members of their community.
 - Instructors do not need to be experts in lead or lead exposure, the Curriculum will provide you the resources and information to be familiar with the topic and be able to use the curriculum.
 - Examples of potential instructors includes teachers, outreach specialists, educators, environmental staff, social workers, community health workers and youth leaders.
2. Then there are the session participants.
 - The curriculum was designed to educate community members who interact with children, including parents, grandparents, other caregivers, community leaders, child care workers, healthcare providers, youth (ages 12 and up) and anyone interested in learning more about lead and protecting children.

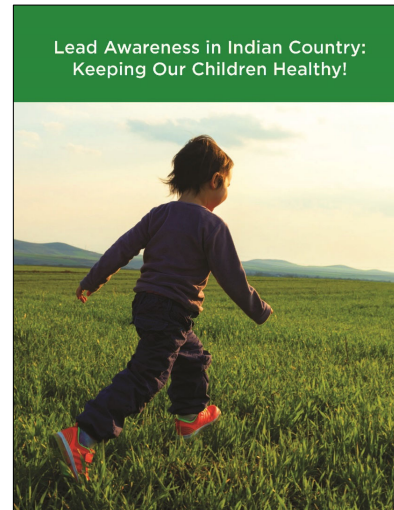
Any initial thoughts on who your participants might be? Make sure to write it down and is anyone willing to share their thoughts with the group?

Curriculum Materials

Before we begin discussing what is included in the Curriculum, does anyone have any questions about the curriculum, its development or the intended audience and users?

Overview of Materials

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



19

Within the curriculum, you will find:

- A short INTRODUCTION to the topic of lead exposure and an overview of what is included in the curriculum
- A guide to USING THE CURRICULUM.
- The Curriculum is comprised of four modules designed to be delivered sequentially, but the modules may be used individually or in a different order. We recommend starting with *Module 1* since it is an introduction to the topic and contains information that is covered in more detail in the other modules.
- Each module has its own lesson plan, worksheet, key messages, presentation slides and kids activity sheet to facilitate interactive sessions with participants.
- There are also 4 APPENDICES
- All of these materials, except the presentation slides, can be found in the Curriculum Guidebook

Since publishing the Curriculum, we have also developed some additional materials.

Now I am going to give a quick overview of each module and the materials, all of which are available online and included on the USBs that everyone received.

Instructor note: When doing this as webinar participants do not receive a USB nor a copy of the Guidebook.

Module 1: Understanding Lead

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

Photo provided by Zander Environmental and Health Group



20

Module 1 Understanding Lead (which starts on p. 11) educates participants on potential sources of lead exposure and lead's impacts and health effects on humans, wildlife, the environment and cultural practices.

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.

Module 1

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



The module is broken down into 5 main sections:

- It starts with a general introduction to the topic, which includes going through the Infographic I went through at the very beginning.
- Next, it talks about Potential Sources of Lead Exposure.
- Followed by a discussion on Vulnerable Populations:
 - While all humans may potentially be exposed to lead, young children under the age of six, pregnant people and adults who are exposed to lead through their jobs, hobbies and/or cultural practices are more vulnerable than others to lead's harmful effects
- Then a discussion about the Impacts and Effects of Lead Exposure including the health effects of lead on both humans and wildlife
- The final section titled "Taking Action" continues the discussion of actions introduced at the beginning that participants can do at home to reduce potential exposure to lead.

Module 2: Effective Cleaning Techniques

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



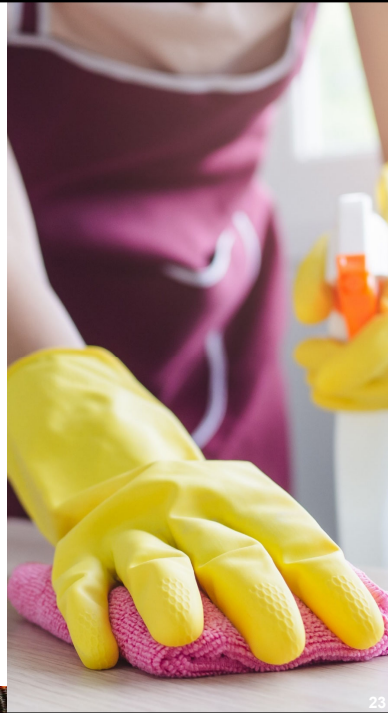
Module 2 Effective Cleaning Techniques (which starts on p. 43) explains and demonstrates cleaning techniques recommended to reduce household lead dust and potential lead exposure in the home.

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 2

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



Module 2 is broken into four main sections:

- And starts with the question, “Do you think that cleaning your house using specific cleaning techniques could help reduce potential exposure to lead?” What do you all think?
 - **Instructor Note:** *The answer is “Yes!”*
- Then, there is a discussion about lead dust traps which are simply spaces or objects where lead dust can easily gather on, in or under. This section focuses on six areas in the home where lead dust is commonly trapped.
- Next, there is a discussion and demonstration of the recommended cleaning techniques for each of the six areas. These cleaning techniques are all centered around wet washing, which is using wet or damp items for cleaning. These cleaning techniques can be performed by any person and are meant to be done using materials you already have like a mop, cloth, bucket and an all-purpose cleaner.
- At the end, several helpful hints on what to do to avoid re-contaminating your home after cleaning are shared, followed by a review of the information covered during the session.

Instructor Note: *If someone asks, 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. For today’s discussion, lead dust is defined as household dust that contains lead.*

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: Personal Hygiene & Nutrition (which starts on p. 63) focuses on how good personal hygiene habits and healthy nutritional practices may assist in reducing the absorption of lead in a child's body.

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 3

1. Personal Hygiene
2. Nutrition



Module 3 is broken down into 2 main sections.

- The first section is Personal Hygiene which mainly focuses on handwashing, when we should wash our hands and outlines and demonstrates the six steps of handwashing because one way young children ingest lead is through dust or soil contaminated by lead-based paint or other sources of lead that settles on their hands as they play. While the focus is mainly on indoor activities, there is also discussion on how to reduce potential exposure to lead while outdoors.
- The second section focuses on Nutrition and learning about and discussing foods, snacks and meals that contain calcium, iron and vitamin C, which may help reduce the absorption of lead.
 - We will use module 3 for the discussion on how to prepare to present this information and for a short demo.

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



Module 4 Hiring Certified Lead Professionals (which starts on p. 91) informs participants on what to do if a home, child care facility or preschool built before 1978 contains lead-based paint, and when to hire certified lead professionals.

By the end of Module 4, participants will:

- Understand the difference between a lead-based paint inspection and a lead-based paint risk assessment;
- Learn that renovation, repair or 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 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



Module 4 is a little more technical than the other modules but includes lots of details for instructors who may not be familiar with the lead-based paint abatement and/or Renovation, Repair and Painting (RRP for short) programs. It is broken down into 6 main sections:

- and starts with a general introduction that discusses several important points such as the federal government ban on the residential use of lead-based paint in 1978; that lead-based paint may still be present under layers of newer paint; and if paint is kept intact and clean, children can live safely in a home with lead-based paint.
- Then the focus shifts to how deteriorating lead-based paint that is peeling, chalking or cracking paint is a hazard that needs immediate attention. Also, that we should check regularly for deteriorating paint on surfaces suspected of having lead-based paint in pre-1978 homes.
- The only way to know if a home has lead-based paint is to have it tested. We discuss the two options for testing which are a lead-based paint inspection or a lead-based paint risk assessment and that you should hire a certified lead professional to perform the tests.
- The next two sections cover lead abatement and the RRP Rule, what is involved and how to find a certified lead professional for either activity depending on where you live.
- At the end there is a comparison of lead abatement activities and RRP projects since they may look similar but are two separate programs that require different certifications and are regulated differently by EPA.

Does anyone have any questions about the topics covered in the 4 modules before we go through the materials??

Any initial thoughts on the modules you think you might use?

Lesson Plan

The image shows a lesson plan document titled "Lesson Plan | Module 1" with a sub-header "Lead Awareness in Indian Country: Keeping our Children Healthy" and "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:

- Review 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/lead/prevention/childhood-blood-lead-levels
- 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.

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
- Print 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. The 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	

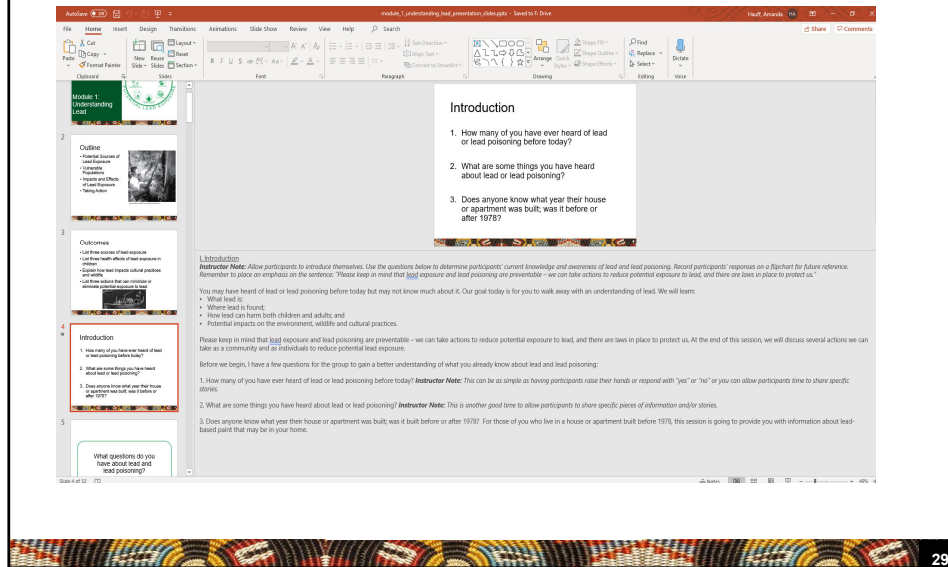
Lesson Plan - Module 1

As mentioned earlier, each module has a lesson plan, worksheet, key messages, kid's activity sheet as well as separate presentation slides.

Let's start with the lesson plan, which provides a detailed guide for instructors on how to teach the information in each module.

Each lesson plan includes steps to prepare, a list of materials, outcomes, an outline with approximate times, references, instructor notes written in italics with suggestions on how to present the information and "Notes" boxes with background information and space for instructors to take their own notes.

Presentation



The PowerPoint Presentations were originally designed with the idea that they would be the main tool used by you to educate your communities about lead.

The presentations were designed so that you can edit and modify the slides to make them more relevant for you and your participants and to incorporate relevant stories, images and videos.

I know you may not be able to read what is in the image, but I want to show you that the Lesson Plan content is copy/pasted into the notes section of each slide to make it a little easier to give the presentation.

Each module has a presentation and then in 2023, we created a shortened 45-minute version of the Module 1 Understanding Lead presentation.

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.

© Healthy Child, Healthy Future | 2019. All rights reserved. Lead dust traps are circled in the diagram.

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 mopping 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 scraped 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 lower window frame) can chip or flake as a home is repainted 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 Registers	The surfaces of covers of air ducts (vents along walls and floors) covered by metal grates and registers 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 registers 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.

30

The **worksheet** is an interactive tool included in each module that is meant to

- Facilitate discussion
- Help participants become familiar with the information and
- Review information covered during the sessions

Each worksheet includes various exercises and questions to engage participants and has a spot on the worksheet for participants to write down an action they are going to take to reduce their families lead exposure.

Each module also has a **key messages** handout that summarizes the main points covered during each session.

It highlights preventative actions and is meant for participants to take home and reference later.

Understanding Lead Handout

Understanding Lead

Preventing lead exposure in young children (under age six) is especially important because as their bodies grow and develop, they are more vulnerable to the permanent harmful impacts of lead. As parents, grandparents, teachers, tribal leaders and others who care about our community wellbeing, we can take simple actions right now to prevent lead exposure, which at the same time can benefit the overall health of our land and our families.

ACTIONS TO REDUCE POTENTIAL LEAD EXPOSURE


- 1. Keep homes clean & dust free
- 2. Run your water
- 3. Wash toys, pacifiers and bottles
- 4. Shower & change
- 5. Hire certified lead professionals
- 6. Eat a diet high in iron, calcium, & vitamin C
- 7. Wash hands
- 8. Play in dirt

Here are eight actions you can start taking today to reduce and prevent potential exposure to lead:

1. Clean your home once a week using a clean, wet or damp cloth, sponge or mop to minimize dust, which may contain lead.
2. Eat a well-balanced diet with foods high in calcium, iron and vitamin C to help reduce the absorption of lead in the body.
3. Use soap and water (warm or cold) to wash children's hands several times a day, especially after playing outside or with animals.
4. Play in grass and dirt not contaminated with lead, and use designated picnic, camping and hiking areas.
5. Hire a certified lead professional when renovation, repair or painting will disturb painted surfaces in a home built before 1978. Also, it's important to keep family out of the work area.
6. Change and wash clothes, remove shoes and shower to avoid tracking lead into the home from soil, work sites, or hobbies.
7. Wash daily any items your child uses regularly, such as pacifiers and toys, to minimize exposure to dust, which may contain lead.
8. Flush your home's pipes by running your tap, taking a shower or doing a load of laundry or dishes before drinking or cooking.

Scan the QR code or visit [epa.gov/lead/actions](https://www.epa.gov/lead/actions) for more ideas on how to reduce and prevent childhood lead exposure.

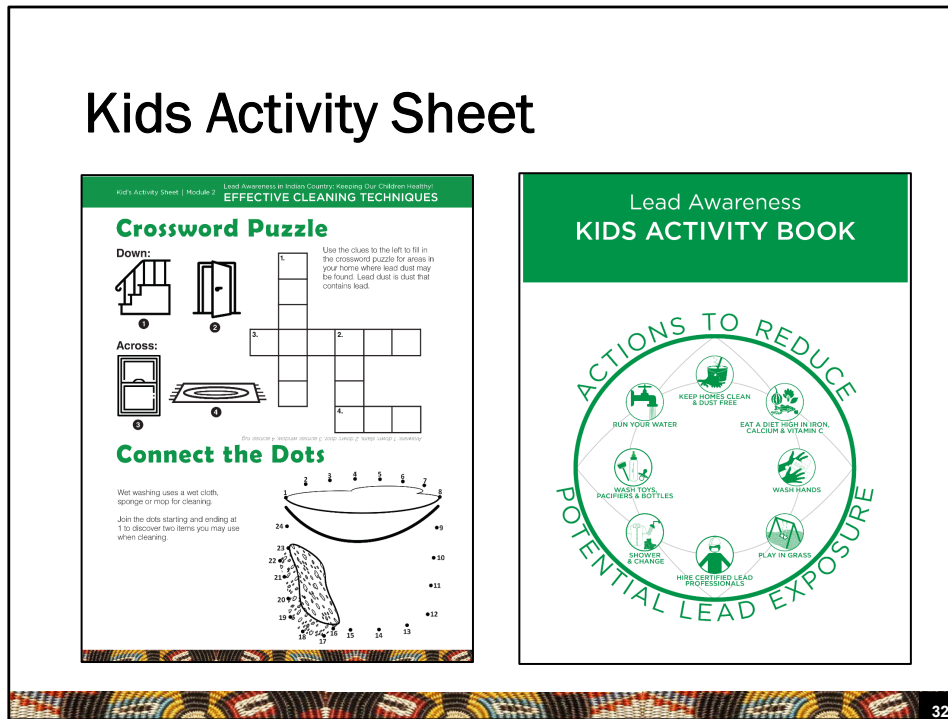
For more information or to ask questions about lead, contact the National Lead Information Center at 1-800-424-6323.



Using the Module 1 Worksheet, this two-sided ½ page Understanding Lead Handout was created with the Actions to Reduce Potential Lead Exposure infographic and detailed information about the 8 actions.

It also has a QR code that is at the bottom of this slide that when scanned opens the **Actions to Reduce Potential Lead Exposure webpage** that has all the actions discussed in the “Taking Action” section from Module 1, Understanding Lead.

Kids Activity Sheet



Each module has a handout created specifically for elementary school kids with puzzles, games and coloring.

- They discuss the same concepts covered in the modules, but with information appropriate and easy for kids to understand.
- Depending on the age of the child, they could complete the kid's activity sheet on their own or with someone's help.

In 2023, we published the **Lead Awareness Kids Activity Book** that includes all the kid's activity sheets and a letter to caregivers with actions to take to protect children from lead exposure.

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 2.

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
Bears	x	x	
Beef		x	
Beef ribs	x	x	x
Bell peppers	x	x	x
Beluga whitefish	x	x	
Biscuit root/Couph		x	x
Bison		x	
Bitler root		x	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
Brooklet amaranth/Water potato/Wapato leaf & root	x	x	x
Broccoli	x	x	x
Brussels sprouts	x	x	x
Butterbuds	x	x	x
Cabbage	x	x	x
Cariboupe	x	x	x
Caribou	x	x	x
Carrots	x	x	x

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.

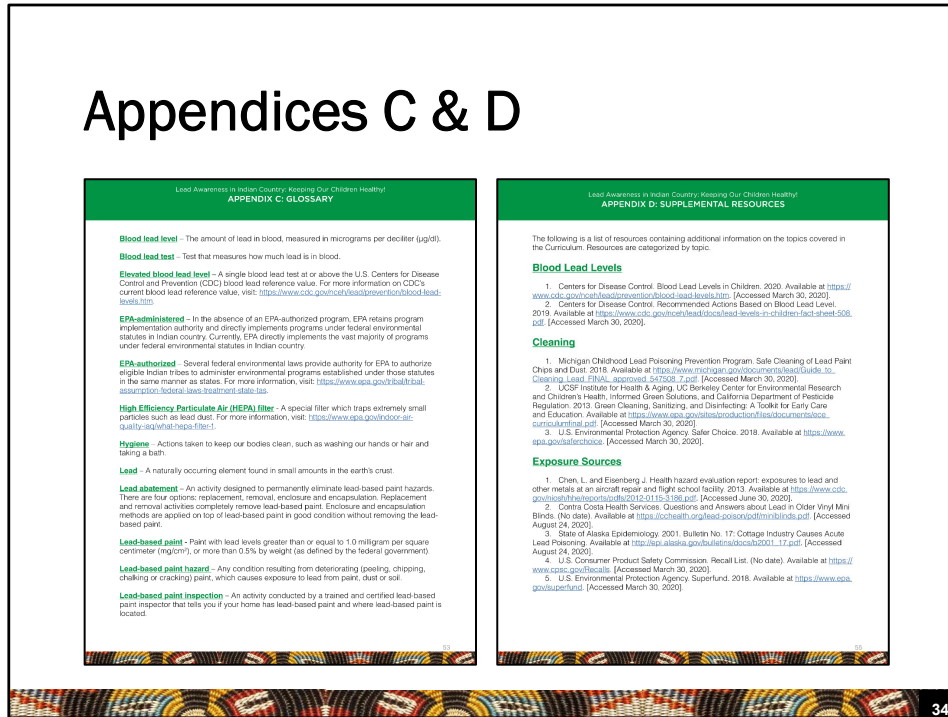
These practices take a small amount of time and money, but are necessary to protect family members, especially children, from exposure to lead dust.

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

The Curriculum has 4 Appendices with information to assist you in presenting the information covered in the modules and educating your community.

- **Appendix A: Foods that Contain Calcium, Iron and Vitamin C** - A table of over 150 foods considered to be good sources of calcium, iron and/or vitamin C.
 - We have also published the document **“More Foods that Contain Calcium, Iron and Vitamin C”** with an additional 50 foods known to be good sources of calcium, iron and/or vitamin C and information on how to determine if a food is a good or excellent source of calcium, iron and/or vitamin C.
- **Appendix B: Renovation, Repair and Painting Program: Do-It-Yourselfers** contains detailed information for DIYers to prevent lead dust from spreading throughout the home when completing do-it-yourself renovation, repair or painting projects which can easily create dangerous lead dust.

Appendices C & D



- **Appendix C: Glossary** – has definitions for key terms used throughout the Curriculum.
- **Appendix D: Supplemental Resources** – is a list of additional resources, including videos, that you may find helpful to understand information covered in the Curriculum.

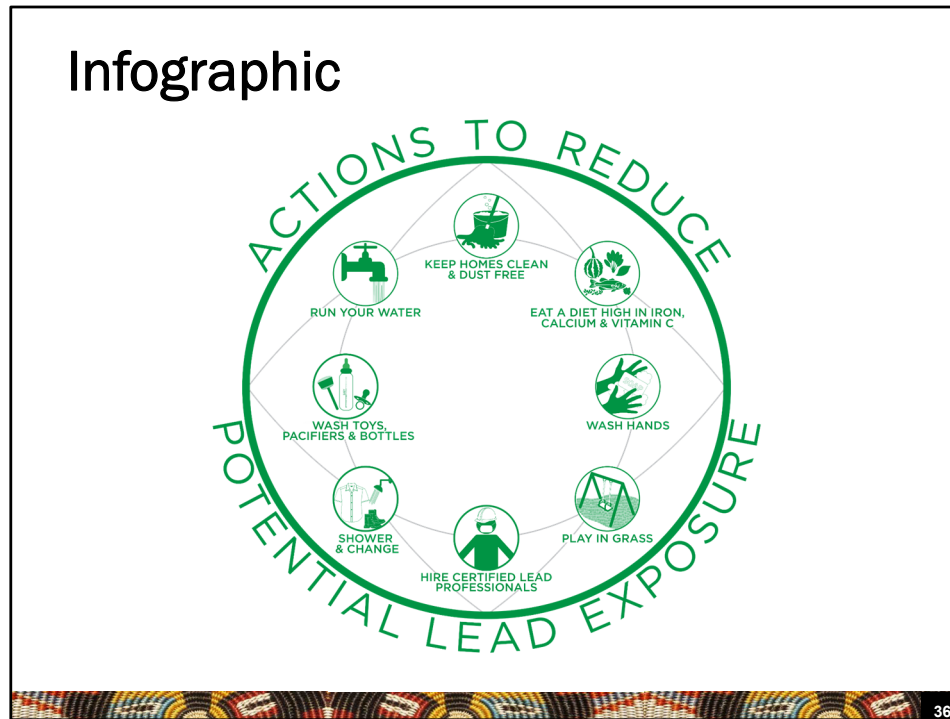
More Materials

- Lead Awareness Curriculum Sessions Frequently Asked Questions
 - Topics covered include lead exposure, health, actions to reduce lead exposure, the curriculum, etc.
- Community Lead Awareness Story Collection
 - 15 fictionalized stories based on common real-life occurrences of lead exposure

Two other resources that can be used when educating others are

1. **Lead Awareness Curriculum Sessions Frequently Asked Questions**, which has to over 30 of the most frequently asked questions during the Understanding Lead and Lead Awareness Curriculum Train-the-Trainer sessions. Some of the topics covered include: lead exposure, health, actions to reduce lead exposure and the curriculum.
2. **Community Lead Awareness Story Collection** – with 15 fictionalized stories, based on common, real-life occurrences of lead exposure to raise awareness and prevent further exposure in communities that were developed to be used with the curriculum. Each story includes links to sources for the stories and to more information.

Infographic



The **Actions to Reduce Potential Lead Exposure Infographic** we went through at the very beginning is a visual aid designed to show participants 8 actions they can start taking to lower and prevent their family's potential exposure to lead.

The Curriculum is centered around these 8 actions, and they are highlighted/discussed throughout the Curriculum.

The Infographic is introduced at the beginning of Module 1, providing participants with ideas and advice before diving into the detailed discussions about potential sources and impacts/effects of lead exposure.

- Introducing the Infographic up front can help to lower a participant's anxiety due to the amount and type of information that is going to be discussed in Module 1.

The Infographic is also designed to be a multi-purpose communications tool you can use in many different ways.

As you can see the curriculum includes many different materials and resources. Which of the materials and resources do you think will be the most helpful to educate folks about lead?

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



37

Now we'd like to share with you how you can access all the resources we just discussed. These are the main pages for everything related to the Lead Awareness Curriculum, including all of the materials, in English and in Spanish. We have shared the website links to the chat if you would like to take a look! You can also scan the QR code and it will open the English webpage. I am going to jump to the website now and briefly walk us through the resources that are available for you to download and use.

The page is divided into two main sections.

The first section is Curriculum Materials. Clicking on any link will open a new page where you can download each material.

- This is where you can find all the materials needed to facilitate curriculum sessions in your community. You can download the Curriculum guide, which is a PDF and includes all the original materials, except for the PowerPoint slides.
- The table allows you to download materials individually, including the PowerPoint slides. The first row of the table has the preface, the introduction and Using the Curriculum. The lesson plans, worksheets, key messages and kids activity sheets are listed per module and available as PDF's.
- Following the modules are the 4 Appendices we discussed earlier.
- Next is the *Additional Resources section* with all the resources and materials that have been developed since the Curriculum was originally published. This includes updated versions of the original 90-minute Understanding Lead presentation and also 45-minute versions of the presentation. The Kids Activity Book, 1/2 page Understanding Lead Handout, Frequently Asked Questions, Story Collection, and More Foods documents Judy just mentioned are in that section. Finally, there is a *Resources for EPA Sessions* section where you can find a PDF of the slides we used for today's Train-the-Trainer webinar, those same slides in Spanish and a *PDF of the slides* for the Understanding Lead sessions.

The second section is Outreach Materials. This section has several files you can download to use including:

- A jpeg file of the infographic, poster and flyer templates, and a community toolkit, all of which can be used to promote the sessions in your community.

Does anyone have any questions about the curriculum materials or lead before we take a quick break?

Instructor Preparation

Welcome back! Hopefully, our short break gave everyone a chance to stretch and get re-energized for the second half of today's session.

For the last part, we were discussing the curriculum itself, the materials, and the topics and themes covered in the 4 modules.

Now we are going to switch gears and talk about how to get ready to use the Curriculum

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?



39

We have several suggestions for how to prepare to present sessions and I’m going to use Module 3, with a couple examples from Module 1.

- First, do a quick review of all the Module 3 materials including the lesson plan, PowerPoint presentation, worksheet, key messages, and kid’s activity sheet.
- Appendix A.
 - You should look over Appendix A and the new “More Foods that Contain Calcium, Iron and Vitamin C” document
- Next, go back to the Instructor Preparation section at the beginning of the lesson plan on p. 63 and use that as your checklist of what to do to get ready to facilitate a session.
- First on the list is to do a detailed review of the Module 3 lesson plan to identify where you will want to insert your own examples, stories and local information.
 - In both the Personal Hygiene and Nutrition sections, there is a part about Best Practices to reduce potential exposure to lead while outdoors in areas suspected or known to be contaminated with lead.
 - Ask yourself: Is there a story and/or additional suggestion you can share that is more relevant to your participants?
 - For example, in the Southwest U.S., there isn’t much grass, so you wouldn’t want to talk a lot about playing in the grass and instead would want to talk about playing in areas not contaminated with lead.

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?



As you are identifying what you want to modify, make sure to keep in mind your audience. Are they based in a city, in a more rural area, a tribal community, recent immigrants or refugees? Do they have a Superfund site nearby, do they rent or own their homes etc. Take time to think through the topics covered to make sure you're discussing information relevant to your participants.

And then based on your audience

- Think about subsistence activities like hunting, fishing, and gathering activities, as well as gardening and how that may be important to your participants. How do you want to address and discuss this in addition to the included stories and examples.
- In Module 1 there is a story about gathering water potatoes (tubers that grow in the water in certain parts of the US) in areas known to have lead contamination and how one tribe removes the skin to reduce exposure. This story may not connect with your participants so you may want to focus on gardening and how to reduce exposure, which could be switching to using raised beds or containers versus more traditional gardening.
- Since half of Module 3 is focused on nutrition, think about your participants' access to affordable and nutritious food.
 - Are they located in a food desert with limited access to affordable and nutritious food? Do they receive SNAP benefits? Are they enrolled in the WIC (Special Supplemental Nutrition Program for Women, Infants, and Children) program?
 - If so, are there programs, information and/or resources available within the community that you would want to weave into Module 3?
 - Also, how will this change how you present Module 3?
- Are there additional or different exposure examples or stories you want to think about and include?
 - For Module 1, you may want to include a story about a child found to have an elevated blood lead level that was the result of lead-based paint in their pre-1978 home instead of the included story about child's exposure source being from helping their father make fishing sinkers.
 - And if you need ideas for stories, we suggest looking through the Lead Story Collection found on your USBs and our webpage to see if there is a story you might want to use.

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



- Next think about who you might want to partner with, ask questions of, and any other information or resources you want to include for use in your session and/or share with your participants. You may want to reach out to:
 - Community Health Services/Department
 - Local community health workers
 - Nutritionist or someone from the WIC program since you will be talking about nutrition
 - Community organizations especially those focused on children or children's health
 - Other community leaders
 - **Who else? Is there a group or organization that comes to mind? Anyone willing to share with the group? If you can't think of any yet, no worries because we will talk about this a little later. Instructor note: Allow participants time to think and share with the group**
- Next, start creating a list of foods eaten in the community and especially think about your participants local and traditional foods and snacks not listed in the Module 3 Worksheet and PowerPoint slides.
- Work with other folks to create this list including community leaders, staff from local organizations and other community members.
- If you are not from the community, you are going to want to start by asking community members or working with a cultural resources program or organization to help you create this list.
 - Think about what isn't mentioned that you know is a traditional food for the community and especially your participants. This is especially important to think through when working with tribal members, recent immigrants, and refugees.
 - You may want to include specific nuts like pecans since not all types of nuts are listed
 - Add specific fish, since the list doesn't include all types of fish
- Before we talk about what you are going to do with your list, I have a question for the group. **What is something that popped into your head regarding food and the community or group you work with that you are going to want to add and/or research?**

Foods that May Help Reduce the Absorption of Lead

Nutrients	Local/Traditional Foods
Calcium	
Iron	
Vitamin C	

So why exactly are you being asked to create a list of local and traditional foods? The focus of the Nutrition section of Module 3 is learning about and discussing foods, snacks and meals that contain calcium, iron and vitamin C since a diet rich in those nutrients may play a role in helping reduce a child's absorption of lead.

Module 3 provides a list of general foods known to contain calcium, iron and/or vitamin C that can be found in many grocery stores. Our recommendation is to take the list you created and figure out which of those foods are good (or excellent) sources of calcium, iron and/or vitamin C.

- Start by checking to see if the foods are included in Appendix A: *Foods that Contain Calcium, Iron and Vitamin C* and also the soon to be published "More Foods that Contain Calcium, Iron and Vitamin C" document. If not listed in one of those resources our recommendation is to search for the food in USDA's FoodData Central webpage listed in Appendix A and then the other resources listed in Appendix D to determine which of the community's local and traditional foods contain calcium, iron and/or vitamin C.
- It is important that you take the time to think about any foods relevant to your participants especially those they already eat and that you can point out and highlight as actions they are already taking. You might need to look up the nutritional values of these foods. The USDA resource listed in Appendix A and those in Appendix D can give you a starting point to learn if these nutrients can be found in the foods you come up with.
- Once you've done your research, fill in the blanks on the Local/Traditional Foods slide in the Module 3 Powerpoint presentation that is shown here, with the community's foods in the appropriate row – Calcium, Iron or Vitamin C (or create a table or flipchart paper if needed). This will enable you to hold meaningful conversations with your participants.
- We recommend only listing foods once because of limited space, but of course you should make this a good resource for you and the community.
- After creating the table of local-traditional foods, make sure to create a list of both meals and snacks commonly eaten in the community that contain calcium, iron, and/or vitamin C and then make changes to both the Meal Ideas and Healthy Snacks slides.
- You may also want to look for images of the community's local/traditional foods and snacks, though this is optional.

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 (lambs 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, sapodilla, soursop, tangerine, taro, tundra tea, watermelon, wild plum, wild raspberries, yam

- Here is a sample table we created using Appendix A and the new “More Foods that Contain Calcium, Iron and Vitamin C” document. This is not for any community in particular – we just picked foods from Appendix A and the More Foods document that are not already listed in the general foods slide, researched what they contain the most of by % Daily Value and have listed them one time in the row of the nutrient they contain the most of by %Daily Value.
 - The foods in both Appendix A and the “More Foods” document only include foods considered to be either a good or excellent source of the nutrient when eating one serving
 - **Instructor Note:** A food is considered a good source of a nutrient if it contains 10-19 percent of the recommended daily value (% DV) of that nutrient, and an excellent source if it contains more than 20 % DV of the nutrient.
 - The curriculum provides some background information within the Reading Food Nutrition Facts Labels activity about percent daily value and why that is important. And the “More Foods” document includes information and resources on how to determine %DV and if foods are a good or excellent source of a nutrient.
 - Many of the foods listed here do contain more than one nutrient, but we only listed each food once due to space to make the slide easier to read.
 - I also want to acknowledge that since this isn’t for a specific community, there are likely many foods listed here that are not a part of the community’s diet like beluga whale (under iron) or pawpaw (under Vitamin C) and that was intentional to get everyone to start thinking creatively about foods you or the groups you work with eat that may contain calcium, iron or Vitamin C
 - Are there any surprises on this list? Like that lobster is listed under calcium?

- You can fill this out however you want. It was originally thought that this would be foods not mentioned on the general foods slide, however, you could include some of the foods on that slide that are part of the community’s local/traditional foods. Create this table so that it is useful to you and your participants.

- The Module 3 Worksheet, which you will be given in a moment, includes a similar table with the general foods listed and then blank spaces for participants to fill in based off the list you create. And if you want and are able to edit PDFs, you could edit the worksheet to add the foods from your local and traditional foods slide to the table in the worksheet

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



- Once you've created your foods list, gather materials for the Handwashing Demonstration.
 - Are you going to do the demonstration yourself or just show the video?
 - Does your location have running water, or will you need to simulate a faucet using buckets?
 - If needed, you can use bowls and pitchers to simulate running water and how long it takes to wash your hands using the six steps provided.
- Gather foods and utensils needed for the Healthy Snack Activity. Since you will be talking about food, we do recommend including this activity.
 - What snack will the group prepare?
 - Will you facilitate this or invite someone else to present the snack activity?
- You will also want to gather any materials needed for the optional activities. One of those is the "Reading Food Nutrition Fact Labels."
 - If you're in a food desert and/or have limited access to affordable fresh fruits and vegetables you could use this optional activity to highlight how we can get calcium, iron and vitamin C from packaged foods.
 - If you're going to include this activity, will you use the labels included in the presentation, bring in your own and/or ask participants to bring in some labels from home?
- Don't forget to edit the Module 3 PowerPoint to incorporate your changes and remove slides you don't plan to use.
 - Creating your own local/traditional foods slide is what is going to take you the most time, however you can use the table I just showed you to help get you started.
 - And if you are able to edit PDFs, you could edit the worksheet to add the community's local and traditional foods or make other small edits.
- And of course, don't forget to make copies of the Module 3 worksheet, key messages and kids activity sheet (1 copy per participant).



You're Ready!

After going through all the we just talked about, promoting your events and getting community members to sign up, now you're ready!!

Any questions about our suggestions for how to prepare before we move onto a short demonstration?

Now I'm going to demonstrate a very small part of Module 3 to show how the table you create gets used in the presentation. To do that, I am going to actually go through several slides and then explain the rest so we have plenty of time at the end for discussion about how to use the Curriculum.

Instructor Note: At this time, hand out the Module 3 Worksheets, but ask folks to not look at it until you tell them to.

Module 3: Personal Hygiene and Nutrition

- Outline
 - Personal Hygiene
 - Nutrition



Module 3: Personal Hygiene and Nutrition is divided into two main sections, Personal Hygiene and then Nutrition. For our purposes right now, we are going to be focusing on the Nutrition section.

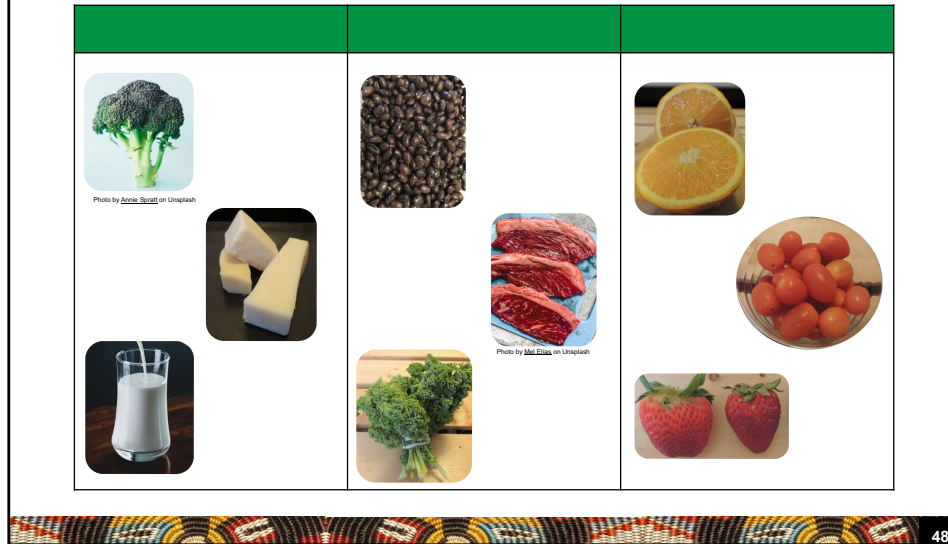
Nutrition

- 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



- Specific nutritional choices you and your children make are crucial. Proper nutrition is important for a child's overall growth, development, learning and more.
 - Creating healthy eating habits will maintain our health and reduce the risk of diseases. Everything we eat and drink matters, which is why it is important to include a variety of vegetables, fruits, whole grains, proteins and dairy products in our diets.
- Eating a variety of foods gives children the vitamins and minerals they need to grow up healthy.
- When children do not have enough calcium or iron in their bodies, their bodies may absorb lead instead of these nutrients.

Key Nutrients



- A diet rich in calcium, iron and vitamin C may help reduce the absorption of lead in the bloodstream:
 - Calcium helps bones stay strong and may keep lead out. Foods that contain calcium include:
 - Broccoli, milk and milk products, such as yogurt and cheese; canned salmon and sardines; and foods with added calcium, such as orange juice and soy milk.
 - Iron may block lead from being absorbed. Foods that contain iron include:
 - Beans, peas, green leafy vegetables and lentils; lean red meats, fish, chicken and eggs; iron-fortified cereal, bread and pasta; and dried fruit, such as raisins and apricots.
 - Vitamin C increases the absorption of iron, which may decrease the absorption of lead. Foods that contain vitamin C include:
 - Citrus fruits, such as oranges and grapefruit; kiwi, strawberries and melon; and tomatoes, potatoes and peppers.

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

A couple of other important facts to understand regarding children and preventing the absorption of lead are:

- An overall unhealthy diet high in fat and oil may increase the rate of lead absorption; and
- A child with an empty stomach will absorb more lead.



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

What other foods, in addition to those already mentioned, do you think we can provide our children to ensure they are getting calcium, iron and/or vitamin C in their diets?

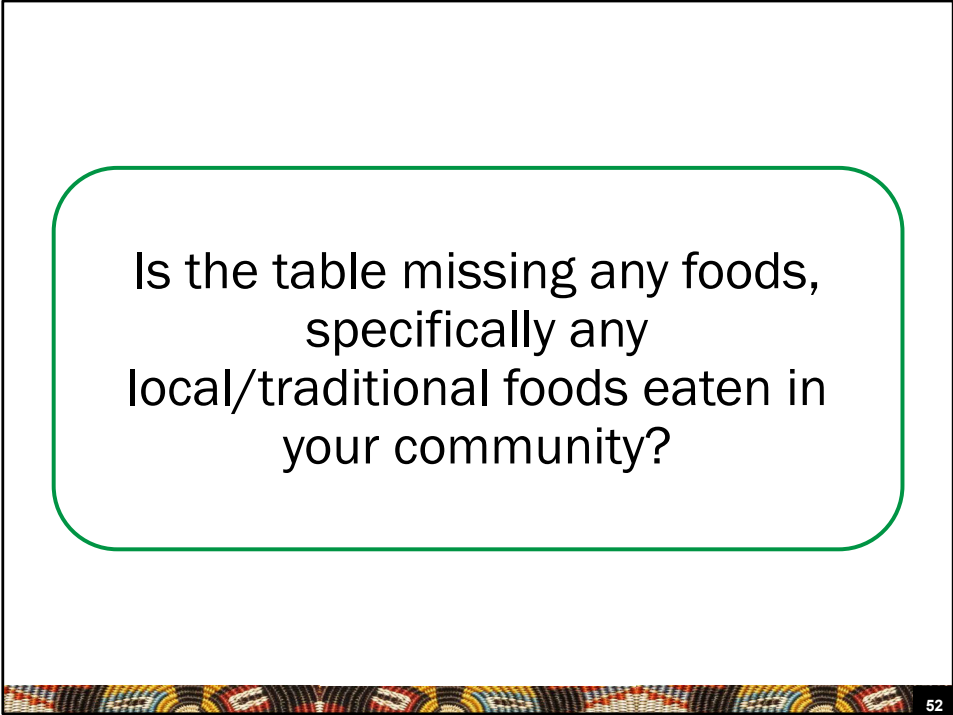
Without looking at your worksheet or Appendix A, take a couple moments to think about this and shout out whatever comes to your mind first.

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

This is the *Foods that May Help Reduce the Absorption of Lead* table that can be found in your Worksheet. Foods are listed by the nutrient they contain the most of, calcium, iron or vitamin C. Some of the foods in this table do contain more than one nutrient, however they are only listed once.

- Take a moment to look through the foods listed in the table either here or on your worksheet.
 - Did we mention any of these foods earlier?
 - Are any of these foods already in your family's' diet?
 - Now using your worksheet, take a minute and circle those foods on your worksheet. If I were giving this session for a group, I would give them several minutes to look at the list and even chat with their neighbors before asking them to share some of the foods they circled. However, because the goal is to talk about how the list of foods you created gets used, I'm only giving you a minute and then for homework, either tonight or later this week, finish going through and circling foods on the table. Count up how many foods you circled and record the number at the bottom. .
 - Would anyone be willing to share with the group one of the foods they circled? As evidenced by all of the circles on your worksheets and your answers, many of these foods are already in many of our diets.



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

As you were reviewing the foods listed, were any foods missing? If so, what foods do you think the table is missing, specifically any local/traditional foods eaten in your community?

- Raise your hand to share a food you're thinking of.

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, cloudberries, 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, sapodilla, soursop, tangerine, taro, tundra tea, watermelon, wild plum, wild raspberries, yam

Remember the table I showed you earlier when we were talking about how to prepare? This is when it gets used and why it is important to create your own list.

- As evidenced by your answers, the previous table and your worksheet aren't a complete list. There are many other foods that are good or excellent sources of calcium, iron and/or vitamin C. That is why we created this table with additional items. And why we recommend that you create a list specific to the community or group you are working with.
- Since this is a training, the list here isn't for a specific community, but the foods from Appendix A and the new "More Foods" document weren't listed on the previous table.
- There are a couple things you can do here, either have participants copy down the foods from your table onto their worksheet or add them ahead of time to their worksheets.
- You could work together as a big group or in small discussion groups to discuss what other foods to add to the list you started.
- At this moment, it doesn't matter if they are in the right spot, you just want to have a list of more foods that may help reduce the absorption of lead.
- Make sure to acknowledge that there are most likely many other foods that we could include in this table.
- Also, there are many foods that only contain a small amount of calcium, iron or vitamin C and anything that they would have to eat more than a normal serving of for it be a good source of the nutrient wasn't included.

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

After going through and talking about the local and traditional foods table, the next few slides give meal ideas for Breakfast, Lunch and Dinner that are taken from another EPA document.

Here on the screen are a few of the meal ideas from the Module 3 presentation. We recommend you go through and edit the meals listed so they are meals eaten in the community and also switch out the photos.

Instructor Note: Here is the text that goes with this slide, however, in the original presentation there is one slide each for breakfast, lunch and dinner and so there are more meal ideas in that presentation than shown here.

Here are a few meal ideas that contain calcium, iron and/or vitamin C.

Breakfast:

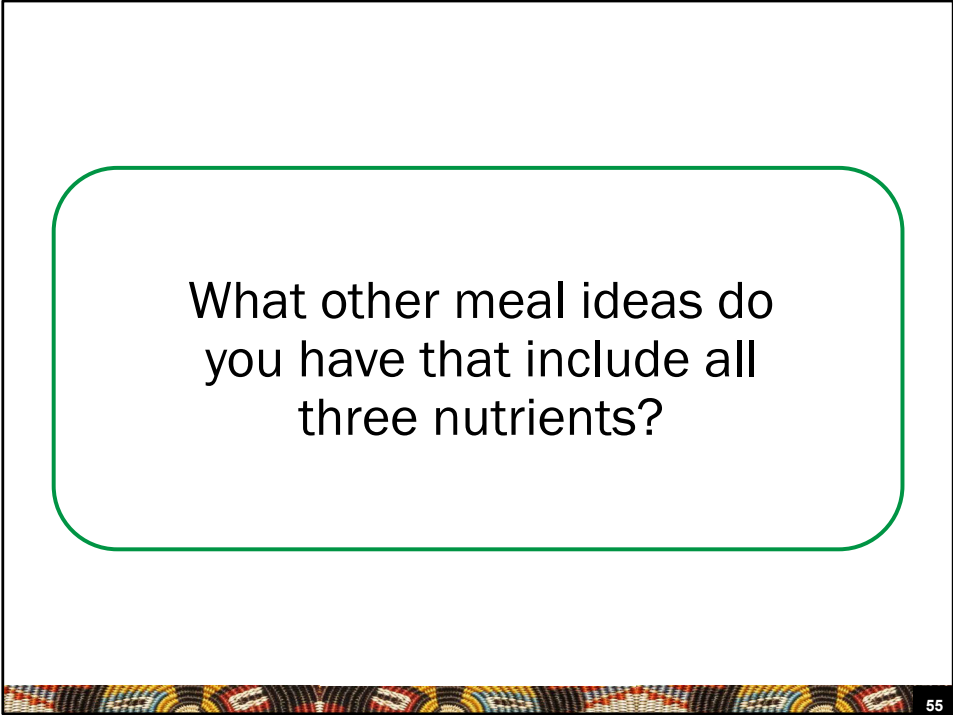
- *Oatmeal, sliced banana and 100% orange juice.*
- *Vegetable omelet, apple sauce and low-fat milk*

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.*



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

Then after sharing several meal ideas, ask the group, “What other meal ideas do you have that include all three nutrients?” You want to make sure you give them time to think.

And before I move on, does anyone have any meal ideas for either breakfast, lunch or dinner they would be willing to share now?

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

Next, talk about healthy snacks because, as was mentioned earlier in the presentation:

- An overall unhealthy diet high in fat and oil may increase the rate of lead absorption; and
- A child with an empty stomach will absorb more lead.

We can provide children tasty, healthy snacks that are part of a nutritious diet. Listed here and on the back of your worksheet are several examples for participants to review and mark the snacks they/their family already eat or could easily add to their family's diet. There are also lots of blank spaces for writing down even more snack ideas.

After this discussion, we recommend taking a break and fixing a healthy snack as a group. This could be one of the snacks on the list or another that is a common snack eaten in the community.

Then Module 3 talks a little bit about reducing lead exposure during food preparation both indoors and outdoors, as well as a little information about fish consumption.

Instructor note: Here are the snacks listed on the slide. You can highlight a couple examples or even share an example or two of your own.

- Air-popped popcorn;
- Applesauce;
- Fruit, such as: strawberries, melons, bananas, pears, oranges or peaches;
- Peanut butter on whole-grain crackers, apples or celery;
- Various jerky such as: salmon, venison, elk or beef;
- Low-fat or fat-free yogurt topped with fruit and/or iron-fortified cereal;
- Frozen 100% fruit juice pops;
- Cheese and whole-grain crackers;
- Nuts, sunflower seeds and dried fruits, including 100% fruit leather; or
- Hummus and raw vegetables.

Review

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

The worksheet features a row of six green food icons: a leafy vegetable, a bunch of grapes, a single leaf, a bunch of berries, a whole onion, and a fish. Below the icons, there are two sections for handwritten answers. The first section is labeled 'This week, I am going to add' and contains the word 'chickpeas'. The second section is labeled 'Other foods and snacks I would like to add to my children's diet include:' and contains a numbered list: 1. 'hummus with veggies', 2. 'apricots', 3. (blank), and 4. (blank). The number '57' is visible in the bottom right corner of the worksheet area.

As part of your conclusion, add a reminder that to help reduce the absorption of lead, children should eat foods high in:

- Calcium;
 - Iron; and
 - Vitamin C.
- There are also several questions for you to ask the group, including the one here on the screen, “Which of these foods, meals or snacks we covered today are you going to add to your children’s diet this week?”
 - They can write their answers in the space at the bottom of their worksheet. You can also have them share with the group and of course remind them to use their worksheet as a reference and to get creative and work to add in more foods over the next several weeks.
 - This was just a small portion of Module 3 that we modified to talk about how the list of foods you created gets used within Module 3.
 - Before taking a stretch break and then moving on **does anyone have any questions about the flow and how this all works?**
 - Does anyone have any comments for the group or thoughts on how to create your own list and/or modifications you already know you want to make?

Modifying the Curriculum

Now that everyone has had a chance to stretch, hopefully everyone is ready talk about how you are thinking you could use the curriculum and also any edits or other changes you would want and need to make before using it to educate your community or the communities you work with.

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



59

Over the last several years, we have learned a lot, and based on conversations with everyone who worked on developing the curriculum and past Train-the-Trainer participants, here a few strategies and tips I want to highlight.

- Make sure you are discussing issues of importance to your participants.
- As previously mentioned, identify additional resources that may be important to your participants including brochures, phone numbers and organizations.
- Be aware of how you speak and interact with participants when discussing certain topics (e.g., hygiene)
- This is something that we all know, but never bad to remind ourselves that it's important to remember that for some participants, certain suggestions such as cleaning and good hygiene practices may be sensitive topics. Also, as instructors, we should be aware of how participants react to the information we are sharing and when it makes sense to use terms such as "we" and "us" during your sessions and follow-up discussions.
- Customize your sessions and the presentations.
 - The most important strategy or tip we want to spend the last part of today's session discussing is the idea of customizing and modifying the curriculum for your own use.

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?



The most important strategy or tip we want to spend the last part of today's session discussing is the idea of customizing and modifying the curriculum for your own use.

- It's important that you take the time to adjust each session, so you are capturing and incorporating personal/local observations and real-life scenarios that participants can relate to.
 - Really think through how you can customize the information and materials.
 - What information do they need and want?
- Also make the sessions as interactive as possible:
 - Use the worksheets/handouts
 - Include demonstrations and other activities, and
 - Incorporate large and small group discussion whenever possible.

Before we go through several questions to help with our discussion on how to modify the curriculum for your own purposes, I want to ask a question. **In general, 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?



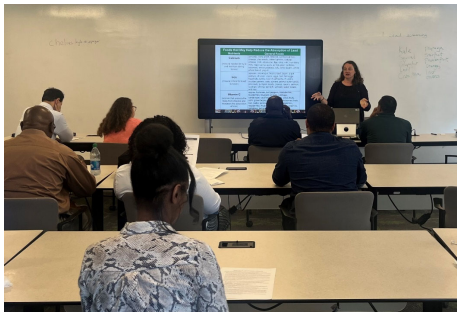
Instructor Note: Hand out the *Modifying the Lead Awareness Curriculum* worksheet

There are several questions we suggest asking yourself when thinking about how to modify the Curriculum for your own use. I am going to quickly walk through the questions here on the screen and encourage you to start thinking through your answers as, once we complete this brief review, we will break into small groups for you to discuss these questions further and think about how you might want to use and modify the Lead Awareness Curriculum. These questions are also on the front of the *Modifying the Lead Awareness Curriculum* worksheet that we just handed out.

1. How could this be used by my community or incorporated into my current work?
 - Does this connect to something you are already doing?
2. Who is my target audience?
 - Who will your participants be? Will it mainly be parents and grandparents, or will it be the health and environmental staff? This is important as it will determine many other things, such as how exactly to modify the materials, when to offer the sessions, etc.
3. Who should I partner with and consult?
 - Consider reaching out to local experts such as healthcare officials to provide information about getting children tested for lead and/or ask them to present this information during the Module 1 Session.
 - Identify resources that may be important to participants such as brochures with additional information and phone numbers for future follow-up
4. Which modules should I present?
 - All of them or maybe just some of them?
5. When should I facilitate my chosen 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?



6. What factors need to be considered when modifying the Curriculum?

- What about your participants do you need to know to plan a session that will work for you and them. This includes thinking about things like their age, education and literacy level, native language, and other factors listed on the worksheet

7. What modifications do I need to make?

- This connects to the previous question. Some potential modification include:
 - Use different words – Do you need to use words that are less technical and more common, everyday words? Do participants have their own word for something?
 - Use more images – Minimize the number of words on PowerPoint slides and switch out for more images that help tell the story or explain the information.
 - Print slides and images poster-size – Identify alternative materials if technology is limited or you do not want to use PowerPoint.
 - Use local plants, animals, foods, and stories when giving examples –
 - For example, in Module 1, pick stories that connect with the participants' own experiences and cultures.
 - For Module 3, make sure to include and emphasize local foods that include calcium, iron, and/or vitamin C
 - Remove any slides you do not plan to use during your session

8. What resources are needed?

- Materials, time, space, money

9. How can I facilitate the sessions online?

This will depend on which platform you use.

- If using Zoom, we recommend using the annotate feature and for Module 3, you can have folks type their answers on the screen and even circle foods they already eat on the General foods table, making sure to explain how to use specific functions of the chosen platform since each is a little different (chat box, reactions, etc.)
- Use the chat box for people to share their answers or maybe have specific times for people to unmute and discuss their answers.

Breakout Groups

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



63

Instructor Note: Now divide folks up into groups. These groups could be with people they are sitting with, our recommendation is for people to work not only with the people they normally work with, but with people from different organizations, with different jobs, who work with different groups of people to help spark new ideas. However, the easiest thing is to have them work with the people they are sitting next to. Divide them up however makes the most sense to you and the community partner and other facilitator(s). When doing this as a webinar, you will give people the instructions below before sending them into breakout rooms.

Now, I would like to take approximately 20 minutes for a small group discussion to review and discuss your ideas regarding the curriculum and fill in the table on the back of the Modifying the Lead Awareness Curriculum worksheet that we handed out a few minutes ago. We highly encourage you to think about elements of the curriculum that would be useful for your community or folks you work with.

We recommend you:

- Start by reviewing the Curriculum
 - Everyone has a copy of the Curriculum to flip through or if you have a laptop, you could open the files on your USB or from the webpage.
- As a group, discuss your initial thoughts/ideas
 - Go through the questions on the front or just discuss your ideas in general.
- Then start filling out the table on the back of the worksheet
 - This matches the questions we just walked through and that are on the front of your worksheet!

Then when I call time, I'm going to ask a few folks to share a little about what you discussed and/or your answers to some of the questions with the whole group.

We will walk around and eavesdrop on what everyone is thinking. Feel free to ask us or other groups questions. We hope the small and large group discussions will spark additional ideas for you on how you can use and modify the Lead Awareness Curriculum.

Instructor Note: The 20 minutes is an approximate time and depending on earlier questions and discussion you may have to shorten it a little. If you have extra time and participants are having good discussions allow them a little extra time. Using their worksheet, ask people to share a little about what they are thinking and some of their answers to a few of the questions.

Additional Information

Before we wrap up today's Train-the-Trainer, there is some additional information we want to share and highlight.

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.

First, I would like to share a little information about the right of homebuyers and renters to know if lead is present before signing a lease or contract.

Federal law requires that anyone selling or renting pre-1978 housing provide specific information about lead-based paint and/or lead-based paint hazards before a contract or lease is signed. However, this is 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.

***Instructor Note:** *If asked what is meant by painted surfaces in #3 that includes doors, windows, walls, any outbuildings, fences, signs, etc.*

Federal Law Requires Buyers & Renters Receive....



- 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

Before signing a contract or lease for a pre-1978 home, federal law requires that buyers and renters receive all of the following:

- A copy of EPA's *Protect Your Family From Lead in Your Home* pamphlet, which is available in multiple languages and shown here on the slide
- Any known information about the presence of lead-based paint and/or lead-based paint hazards in the home or building
 - For multi-unit buildings, this includes reports and records for common areas and other units from building-wide evaluations
- A disclosure of information that is either attached to or included in the contract/lease that includes a "Lead Warning Statement" and confirms that the seller or landlord have complied with all notification requirements
- Buyers also have 10 days to conduct a lead-based paint inspection or risk assessment

If you are not provided this information, ask for it. You can also submit a complaint to EPA by calling the National Lead Information Center at 1-800-424-LEAD [5323].

Instructor note: The "Protect Your Family" pamphlet is available in 12 different languages, both in color and black and white, and can be provided to buyers and renters either in print or digitally.

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**.

Instructor Note: As you start talking about NLIC, hand out the Train-the-Trainer post-survey to the participants.

If you have any questions after the session today or want more information about lead, you can contact the National Lead Information Center (or NLIC) using this toll-free number.

- The NLIC provides the public and professionals with information about lead, lead hazards and lead exposure prevention.
- You can also call NLIC to file a complaint about your landlord or a contractor if they are not following the federal laws about lead mentioned earlier.
- Call to speak with a specialist Monday through Friday, 8:00 am to 6:00 pm Eastern time (except federal holidays) at 1 (800) 424-LEAD [5323]. If it's helpful, you may also access this number through TTY by calling the Federal Relay Service at 1-800-877-8339.

Before we switch to question's we would appreciate everyone filling out the second survey we just passed out and was mentioned at the beginning of today's session.

Questions?

Instructor Note: *This will depend on how much time is left and/or whether there are still unanswered questions.*

We discussed a lot of information and ideas today and appreciate your participation and questions.

We're going to take questions for the rest of our time. If we run out of time to answer your questions, we will stick around to make sure you get your questions answered.

Thank you!

For more information contact:

- Shayna Sellars, sellars.shayna@epa.gov
- Judith Kendall, Kendall.Judith@epa.gov
- Chloe Durand, Durand.Chloe@epa.gov
- www.epa.gov/lead/tribal-lead-curriculum
- <https://espanol.epa.gov/plomo/concientizacion-sobre-el-plomo>

