

FACILITATOR GUIDE

Lead and Leadership

Taking Action to Prevent Lead Poisoning

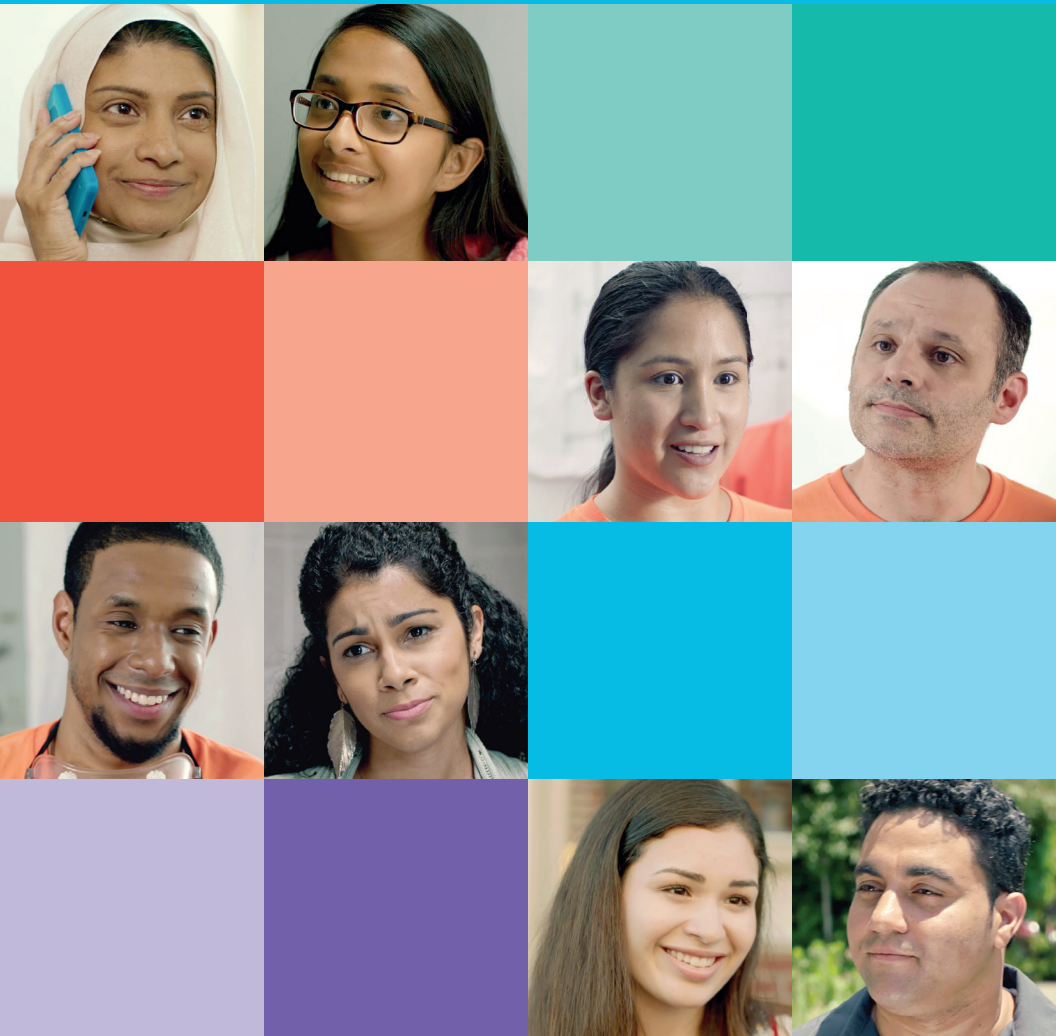




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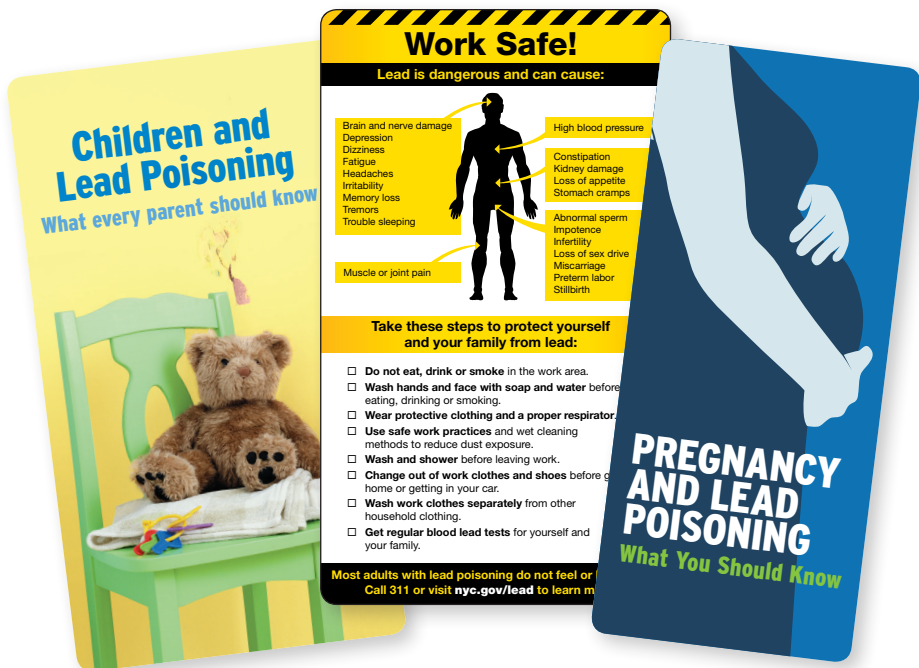
Taking Action to Prevent Lead Poisoning

Lead and Leadership is an ESOL public health curriculum about preventing lead poisoning. It is available for use in adult education programs throughout New York City. The purpose of the curriculum is to equip English language learners with knowledge they can use to prevent lead poisoning. Learners will also develop their reading, writing, speaking and listening skills in English.

The curriculum consists of a **Study Guide** and a **Facilitator Guide**. The Study Guide contains two Lesson Sets with activities and materials for students. This Facilitator Guide provides an overview of the Study Guide and tips on implementation.



Lead and Leadership was created by the NYC Department of Health and Mental Hygiene (NYC DOHMH) in partnership with The City University of New York and the NYC Mayor's Office of Immigrant Affairs. The curriculum is built around key information and messages from the NYC DOHMH about actions all New Yorkers can take to prevent lead poisoning. It includes literature from NYC DOHMH (pamphlets and other texts) about lead poisoning prevention.

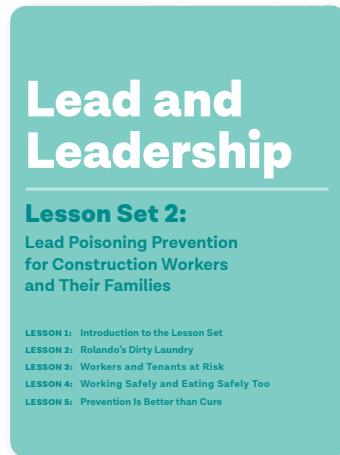
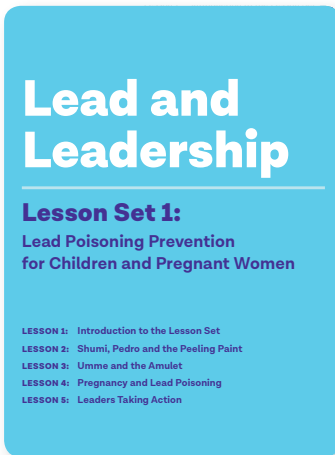


The curriculum also features short stories with characters from the *We Speak NYC* ESOL/civics program. *We Speak NYC* is a program of the NYC Mayor’s Office of Immigrant Affairs that integrates ESOL with learning about topics that are important for the health and well-being of all New Yorkers.

The name of the curriculum—**Lead and Leadership**—embodies the multiple meanings and pronunciations of the word *lead*. As a noun, *lead* refers to the poisonous metal that is extremely harmful to the health of children and adults. In order to prevent lead poisoning, people need information and to take action. As a verb, *lead* means to take action for yourself and for others. The characters in the stories in *Lead and Leadership* are leaders who take action to prevent lead poisoning in order to support the health and well-being of themselves, their families and their communities.

How the Study Guide Is Organized

There are two Lesson Sets in the Study Guide. **Lesson Set 1** focuses on the risks of lead poisoning to children and pregnant mothers. **Lesson Set 2** focuses on the risks of lead poisoning to construction workers and their families.



From the Study Guide

Both Lesson Sets have five lessons. The activities in each lesson are designed as a sequence. Each activity builds on the learning from the previous activity.

The Lesson Sets can be taught in whole or in part. Instructors can begin with either Lesson Set.

The next page has an outline of the lessons and description of the activities for both Lesson Sets. (Refer to the *Study Guide* when reading the lesson outline and descriptions.)

Lesson 1

(1-2 hours*)

1. Words in the Cloud

Lesson 1 in both Lesson Sets begins with a “Word Cloud.” The Word Cloud has the names of characters and important words that appear in the Lesson Set. There is a chart for students to take notes on names and words they find in the Word Cloud, and to make predictions.

2. Keywords

This is a vocabulary activity that introduces words that appear in the Lesson Set. There are two sets of Keywords. Students talk about the words and match them with definitions.

3. Prediction Guide

In this activity, students say whether they think a statement is true or false. The purpose is to activate prior knowledge about lead poisoning and to elicit discussion. When you do this activity, do not tell students the correct answers. Students will learn the answers as they do the lessons in the Lesson Set.

4. Meet the Characters

This is a brief description of the characters in the stories.

Lessons 2, 3, 4 & 5

(2 hours per lesson*)

1. Words in the Cloud

There is a Word Cloud for each lesson. The Word Clouds include character names and words that appear in the stories. There is a chart for finding words and making predictions following each Word Cloud.

* The times indicated are approximate.

2. **The Story**

Each of these lessons has a story. Each story has important information about the prevention of lead poisoning. Students can read and discuss the stories in pairs or small groups prior to whole-group discussion about the story.

3. **Summary Chart**

There is a summary chart after most of the stories. Students can complete the chart in pairs or small groups, then share their work in whole-class discussion.

4. **Good Question!**

In this activity, students match questions with topics that come up in the story. Students can work in pairs to match questions with topics, then practice saying the questions out loud.

5. **Get the Facts**

This reading activity uses NYC DOHMH pamphlets and other materials about lead poisoning prevention. The texts contain information that answers the questions in **Good Question!**. Different groups of students can read different portions of the texts and share what they learn.

6. **What Can You Say?**

In this activity, students use information from **Get the Facts** to answer the questions in **Good Question!**. After the students complete this activity, they can role-play asking and answering the questions.

Lesson 5 has an additional activity called **What Can You Do?**

In this activity, students match problems with solutions. Students use information from the entire Lesson Set to do this activity.

Tips for Facilitators

1. Have students work in pairs or small groups before whole-class discussion.
2. Use short sentences. Speak slowly but naturally when you give directions to each activity. Put yourself in the learners' shoes. Remember how difficult it is to understand someone speaking to you in a language that is new to you.
3. Give people time to understand and to find the words they want to say. *Avoid the temptation to jump in and speak when learners are thinking.*
4. Don't worry about correcting grammar. Mistakes are okay. It's the meaning that's important.
5. Say encouraging things. For example: ***That's very interesting. Please continue. Can you tell me more? You said that very well. Take your time.*** If it's difficult for you to understand what someone in your class is saying, **SAY: *I'm interested in what you are saying. Can you say that again, please?***
6. Try not to ask questions that can be answered with "yes" or "no." For example:
 - *Do you understand the story? What's going on in the story?*
 - *Do you know how you can get a blood lead test?
Where can you get a blood lead test?*
7. Make sure everyone gets a chance to speak. **Set rules:** *Everyone gets a chance to talk. Only one person talks at a time.*
8. When a student asks a question, ask other students to respond to it so they learn from each other while also using the language. *Avoid the temptation to answer questions yourself!*

9. You are not expected to be an expert about lead. Remind people to call 311, and that 311 has interpreters in their language.
10. Get to know everyone in your class by name and use their names to engage them in both small and whole-class discussions. For example:
 - *Maria, what do you think?*
 - *Jing, I know you have an important idea. What do you want to say?*

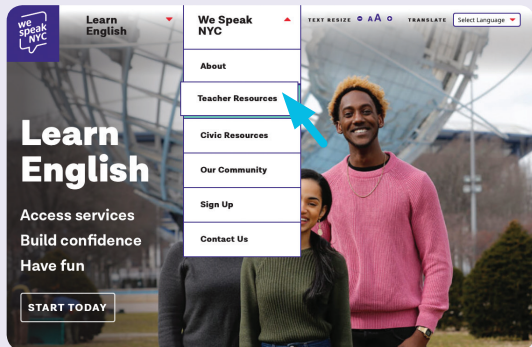
Calling students by name, in an encouraging way, is especially important for getting the quieter people to participate in the conversation.

FACILITATION

The course is designed for instructors to maximize participation through paired and small-group work and student-to-student dialogue. With this in mind, think of yourself as a facilitator—a moderator of activities and discussions.

See the *We Speak NYC* Website for more tips for facilitators:

www.nyc.gov/WeSpeakNYC



Key Information & Messages

What Is Lead and Health Effects of Lead Exposure

INFORMATION / MESSAGE	STORY SET / CHAPTER	ACTIVITY
Lead is a harmful metal that can cause serious health problems in children and adults.	LESSON SET 1 • Lesson 1	Keywords I, Prediction Guide I
	LESSON SET 1 • Lessons 2, 3	The Story / Good Question! / Get the Facts / What Can You Say?
	LESSON SET 1 • Lesson 4	The Story / Good Question! / Get the Facts / What Can You Say?
	LESSON SET 2 • Lesson 1	Keywords I
	LESSON SET 2 • Lesson 2	The Story / Good Question! / Get the Facts / What Can You Say?
	LESSON SET 2 • Lesson 4	The Story / Good Question! / Get the Facts / What Can You Say?
Lead can cause learning and behavior problems in children, and increased risk of miscarriage in pregnant women and infertility in both men and women.	LESSON SET 1 • Lesson 1	Prediction Guide I
	LESSON SET 1 • Lesson 2	The Story / Good Question! / Get the Facts / What Can You Say?
	LESSON SET 1 • Lesson 3	Get the Facts

<i>(continued)</i>	LESSON SET 1 • Lesson 4	The Story / Good Question! / Get the Facts / What Can You Say?
	LESSON SET 2 • Lessons 2, 4	The Story / Good Question! / Get the Facts / What Can You Say?
<p>Most people with lead poisoning do not look or feel sick.</p> <p>The only way to know if lead exposure has occurred is to get a blood lead test. If you think you or other family members are at risk for lead exposure, ask your doctor for a blood lead test. For help finding a doctor, call 311.</p>	LESSON SET 1 • Lesson 1	Prediction Guide I, II
	LESSON SET 1 • Lessons 2, 3	The Story / Good Question! / Get the Facts / What Can You Say?
	LESSON SET 1 • Lesson 4	Get the Facts
	LESSON SET 1 • Lesson 5	Story B / Get the Facts / What Can You Do?
	LESSON SET 2 • Lesson 2	Good Question! / Get the Facts / What Can You Say?
	LESSON SET 2 • Lesson 4	Get the Facts / What Can You Say?
	LESSON SET 2 • Lesson 5	What Can You Do?

Key Information & Messages

Lead Exposure Sources (Old Paint)

INFORMATION / MESSAGE	STORY SET / CHAPTER	ACTIVITY
Lead is found in old paint.	LESSON SET 1 • Lesson 1	Prediction Guide I
	LESSON SET 1 • Lesson 2	The Story
	LESSON SET 1 • Lesson 4	Get the Facts
	LESSON SET 1 • Lesson 5	Story A / Good Question! / Get the Facts / What Can You Say?
	LESSON SET 2 • Lessons 3, 4	The Story
Lead dust from peeling lead paint can land on window sills, floors, and toys. When children play on the floor and put their hands and toys in their mouths, they can swallow lead dust.	LESSON SET 1 • Lesson 2	The Story / Good Question! / Get the Facts / What Can You Say?
	LESSON SET 1 • Lesson 4	Good Question! / Get the Facts / What Can You Say?
	LESSON SET 1 • Lesson 5	Get the Facts / What Can You Do?
	LESSON SET 2 • Lesson 2	What Can You Say?
	LESSON SET 2 • Lesson 3	The Story

During renovations, repairs and demolitions that disturb old lead paint, workers may swallow lead dust and breathe in lead dust and fumes.	LESSON SET 2 • Lesson 3	The Story / Good Question / Get the Facts / What Can You Say?
	LESSON SET 2 • Lesson 4	The Story
	LESSON SET 2 • Lesson 5	What Can You Do?

Key Information & Messages

Lead Exposure Sources (Food and Spices, Medicine, Candies, Cosmetics, Religious Powders, Toys, and Jewelry from Other Countries)

INFORMATION / MESSAGE	STORY SET / CHAPTER	ACTIVITY
Some food and spices, medicine, candies, cosmetics, religious powders, toys, and jewelry from other countries can contain lead.	LESSON SET 1 • Lesson 1	Prediction Guide I
	LESSON SET 1 • Lesson 2	Good Question! / Get the Facts / What Can You Say?
	LESSON SET 1 • Lessons 3, 4	The Story / Good Question! / Get the Facts / What Can You Say?
	LESSON SET 1 • Lesson 5	What Can You Do?
	LESSON SET 2 • Lesson 2	What Can You Say?
Lead can get into the body after eating foods, spices, and candies or using medications that contain lead.	LESSON SET 1 • Lessons 3, 4	The Story / Good Question! / Get the Facts / What Can You Say?
	LESSON SET 1 • Lesson 5	What Can You Do?
	LESSON SET 2 • Lesson 2	What Can You Say?

<p>Lead can get on hands after touching contaminated traditional cosmetics or religious powders and can be swallowed when hands that have touched these items are placed in the mouth. Children are at special risk because they often put their hands in their mouths.</p>	<p>LESSON SET 1 • Lesson 3</p>	<p>The Story / Get the Facts</p>
<p>Lead can get into food and drinks that are prepared, cooked, stored or served in lead-containing traditional clay tableware or cookware.</p>	<p>LESSON SET 1 • Lesson 3</p>	<p>The Story / Good Question! / Get the Facts / What Can You Say?</p>
	<p>LESSON SET 1 • Lesson 4</p>	<p>The Story / Get the Facts</p>
<p>Lead can be swallowed when jewelry, amulets and toys are placed in the mouth. Children are at special risk because they often put objects in their mouths.</p>	<p>LESSON SET 1 • Lesson 2</p>	<p>The Story / Good Question! / Get the Facts / What Can You Say?</p>
	<p>LESSON SET 1 • Lesson 3</p>	<p>The Story / Good Question! / Get the Facts / What Can You Say?</p>

Key Information & Messages**Lead Exposure Sources (Water)**

INFORMATION / MESSAGE	STORY SET / CHAPTER	ACTIVITY
New York City water is virtually lead-free when it is delivered from the City's upstate reservoir system, but water can absorb lead from solder, fixtures, and pipes found in the plumbing of some buildings or homes.	LESSON SET 1 • Lesson 1	Prediction Guide II
	LESSON SET 1 • Lesson 4	Good Question! / Get the Facts
	LESSON SET 2 • Lesson 2	What Can You Say?
	LESSON SET 2 • Lesson 5	What Can You Say?

Key Information & Messages**At Risk Populations**

INFORMATION / MESSAGE	STORY SET / CHAPTER	ACTIVITY
South Asians are at increased risk. (Potential sources are described in the pamphlet “South Asians and Lead Poisoning.”)	LESSON SET 1 • Lesson 3	The Story / Good Question! / Get the Facts / What Can You Say?
Risk factors for individuals from Latin America can include: ceramics, foods, pica (eating of non-food items), and traditional health remedies such as Tierra Santa and Litargirio.	LESSON SET 1 • Lesson 3	The Story / Good Question! / Get the Facts / What Can You Say?
Spices purchased in the country of Georgia may contain lead. People who use them are at increased risk of lead poisoning.	LESSON SET 1 • Lesson 3	Get the Facts / What Can You Say?

Key Information & Messages

Methods for Working and Eating Safely for Construction Workers

INFORMATION / MESSAGE	STORY SET / CHAPTER	ACTIVITY
Seal doors and vents. Use wet cleaning and working methods (spray water before sanding and scraping paint).	LESSON SET 1 • Lesson 5	Get the Facts
	LESSON SET 2 • Lesson 3	The Story / Good Question! / Get the Facts / What Can You Say?
	LESSON SET 2 • Lesson 4	The Story
	LESSON SET 2 • Lesson 5	What Can You Do?
Wash and shower before leaving work. Change out of work clothes and shoes before going home or getting in your car. Wash work clothes separately from other household clothing.	LESSON SET 2 • Lesson 2	The Story / Good Question! / Get the Facts / What Can You Say?
	LESSON SET 2 • Lesson 3	The Story
	LESSON SET 2 • Lesson 4	Get the Facts
	LESSON SET 2 • Lesson 5	The Story / What Can You Do?

Do not eat, drink or smoke in work areas. Wash your hands and face with soap and water before eating, drinking or smoking.	LESSON SET 2 • Lesson 1	Prediction Guide
	LESSON SET 2 • Lesson 3	Get the Facts / What Can You Say?
	LESSON SET 2 • Lesson 4	The Story / Good Question! / Get the Facts / What Can You Say?
	LESSON SET 2 • Lesson 5	What Can You Do?
Get a blood lead test regularly, and get your family tested too.	LESSON SET 2 • Lesson 1	Prediction Guide
	LESSON SET 2 • Lesson 2	Good Question! / Get the Facts / What Can You Say?
	LESSON SET 2 • Lesson 3	Get the Facts
	LESSON SET 2 • Lesson 4	Good Question! / Get the Facts / What Can You Say?
	LESSON SET 2 • Lesson 5	What Can You Do?

Actions You Can Take

WHAT IS THE LEAD HAZARD?	ACTION STEPS	STORY SET / CHAPTER
<p>Peeling Lead Paint / Lead Dust</p>	<ul style="list-style-type: none"> • Report peeling paint to your landlord. Call 311 if your landlord does not fix the problem. If your building owner does not fix peeling paint, or you think the work is not being done safely, you can file a complaint by calling 311. • Wash floors, windowsills, children’s hands and toys often. • Remind your doctor to give your child a blood lead test at ages 1 and 2, as required by NYS law. Ask your doctor about testing older children too. 	<p>LESSON SET 1 Lessons 2, 3, 4, 5</p>
<p>Occupational Lead Hazards</p>	<ul style="list-style-type: none"> • Do not eat, drink or smoke in work areas. • Wash your hands and face with soap and water before eating, drinking or smoking. • Wear protective clothing and a proper respirator. • Use safe working methods such as spraying water before sanding or scraping. • Wash and shower before leaving work. 	<p>LESSON SET 2 Lessons 2, 3, 4, 5</p>

WHAT IS THE LEAD HAZARD?	ACTION STEPS	STORY SET / CHAPTER
Occupational Lead Hazards <i>(continued)</i>	<ul style="list-style-type: none"> • Change out of work clothes and shoes before going home or getting in your car. Wash work clothes separately from other household clothing. • Get a blood lead test regularly, and get your family tested too. 	LESSON SET 2 Lessons 2, 3, 4, 5
Traditional Health Remedies	<ul style="list-style-type: none"> • Avoid using health remedies known to contain lead and other harmful metals. • If you or your family members are using traditional health remedies, ask your doctor for a blood lead test. 	LESSON SET 1 Lesson 3
Spices and Foods	<ul style="list-style-type: none"> • Avoid using spices bought abroad, including spices bought in or sent from the countries Georgia, Morocco, and Bangladesh and other South Asian countries. Buy spices locally instead. • If you regularly use spices or foods bought or sent from abroad, call your doctor to request a blood test for lead. 	LESSON SET 1 Lesson 3

WHAT IS THE LEAD HAZARD?	ACTION STEPS	STORY SET / CHAPTER
<p>Traditional Clay Pottery and Ceramic Ware</p>	<ul style="list-style-type: none"> • Avoid using the following types of ceramic ware to prepare, store or serve food and drinks: <ul style="list-style-type: none"> ▪ <i>Ceramic ware that is labeled for use only as a decorative item.</i> ▪ <i>Handmade ceramic ware with a crude appearance or irregular shape.</i> ▪ <i>Damaged or worn ceramic ware.</i> • If you have used these types of ceramic ware, call your doctor to request a blood test for lead. If you do not have a doctor, call 311. 	<p>LESSON SET 1 Lesson 3</p>
<p>Traditional Cosmetics and Religious Powders (e.g., Kohl, Kajal, Surma, Sindoor)</p>	<ul style="list-style-type: none"> • Always wash your hands thoroughly after handling cosmetics and religious powders. • Keep these products away from children. • If you or your family members use these products, ask your doctor for a blood lead test. 	<p>LESSON SET 1 Lesson 3</p>

WHAT IS THE LEAD HAZARD?	ACTION STEPS	STORY SET / CHAPTER
Jewelry / Amulets / Toys	<ul style="list-style-type: none"> • Never give adult jewelry to children. • Keep amulets away from children when possible. • If your child wears an amulet, place it in a way that it cannot be mouthed. • Never buy or give away recalled, broken or damaged toys, especially if there is chipping paint. If a toy is broken, discard it safely. • If your child often puts jewelry, amulets or toys in their mouth, ask your child's doctor for a blood lead test. 	LESSON SET 1 Lesson 3
Water	<ul style="list-style-type: none"> • Use only cold tap water to make baby formula and for drinking and cooking. Run the water for 30 seconds or until the water gets noticeably colder before using water for drinking or cooking. • Call 311 to get a free water testing kit. 	LESSON SET 1 Lessons 2, 4 LESSON SET 2 Lesson 5
<p>Take these additional steps to protect yourself and your family from lead:</p> <ul style="list-style-type: none"> • Eat a healthy diet with enough calcium, iron and vitamin C. • Call 311 or visit www.nyc.gov/lead to find out more about lead poisoning prevention. 		LESSON SET 1 Lessons 4, 5

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