

**LEADER
SALTA**
FACILITATOR'S
GUIDE

ENVIRONMENTAL HEALTH I



SESSION OVERVIEW

SESSION DESCRIPTION: Environmental Justice is the right of all people to work, live, and play in a clean, healthy and safe environment. Environmental Health makes the link between pollution in the environment and human health. This session focuses on how toxic pollution denies this right to many, especially to workers and people living in low-income communities of color. Participants will learn how EHC leaders have taken actions and promoted policies to protect communities. Participants learn the basics of environmental health and the basics of childhood lead poisoning prevention.

CORE CONCEPTS:

1. **Define toxic pollution:** Toxic pollution denies environmental justice to many communities and damages public health.
2. **Right to Know/Right to Act:** Communities have the right to information about the sources and impacts of toxic pollution and the right to act on that information to promote environmental justice.
3. **Children at Risk:** Childhood lead poisoning is completely preventable, but continues to damage the health of low-income children of color.

KEY DEFINITIONS/TERMS:

Environmental Health:

- ▶ Environmental Health makes the link between pollution in the environment and human health.
- ▶ Environmental Health Coalition’s goal is to eliminate environmental and public health degradation caused by toxic pollution.

Agenda

Section	Time
1. Review and Introduction to Session	15 Minutes
2. Defining Environmental Health	10 Minutes
3. Health and Toxic Pollution	35 Minutes
4. Your Right to Know	35 minutes
5. Lead: The #1 Environmental Health Risk for Children	45 Minutes
6. Evaluation	10 Minutes
Total Time	150 Minutes (2-1/2 Hours)

EHC VICTORY(IES)

FEATURED:

Metales y Derivados, Lead in Candy, San Diego Community Right to Know Laws, Lead in Housing

ICON LEGEND



Show Slide

Marks which PowerPoint slide corresponds to the curriculum



Post/Document

Denotes when something should be posted or a discussion should be documented and posted



Alloted Time

Shows how much time is allotted for each section in minutes



Tools

Lists the materials needed for a particular section



Activity

Shows when something is used for an activity

Environmental Health I Session Toolbox

Click here for easy-to-reproduce handouts, activity materials, PowerPoints, and other documents for the session.

Environmental Health I Session PowerPoint



Routes of Exposure Worksheets



Environmental Health Charades



Right to Know Skit: Nail Salon Script



Right to Know Skit: San Diego History Script



Healthy Kids Campaign Timeline



NOTEBOOK MATERIALS

EHC Leader Definition

Lead in Candy Flyer

Reducing Lead in your Home

Food Tips to Help Protect your Child from Lead Poisoning

Session Evaluation

Comic Book Evaluation

SESSION CHECKLIST

Staffing needs:

- Facilitator
- Scribe
- Actors for the Nail Salon Skit (can be staff involved in training or participants)

Equipment/other needs:

- LCD projector
- Laptop computer
- Easel paper/flip chart markers
- Community map from first session showing where participants live (post on wall for part III summary)
- Food packages for the Right-to-Know part IV

Pre-Session Preparation:

- Put up SJ/EJ Timeline from previous session
- Post Right-to-Know data sheets on wall behind projector screen for the skit
- Side note to facilitator - Suggestion for room set-up: group tables so there are 4-5 separate groups (will make dividing into groups easier for different activities). On participant nametags place a colored sticky note corresponding to the table where they should sit in order to divide up people who know one another
- Arrange actors for the Nail Salon skit
- Prepare Build-a-Leader components to post during part V: Lead
- Prepare Environmental Health Charades game slips of paper

RELATIONSHIP TO PRIOR SESSION(S)

EHC's Mission Statement – third sentence: We organize and advocate to **protect public health** and the environment **threatened by toxic pollution**

Environmental Justice: The right of all people to live, work and play in a **clean and safe environment**.

EHC Goals for Health, Government, and Corporate Accountability

- a. **Health:** To eliminate environmental and public health degradation caused by toxic pollution
- b. **Government:** To demand government intervention to protect human and environmental rights
- c. **Corporate Accountability:** To establish mandates that corporations are accountable for their actions that affect the public

1 Review & Introduction to Session

Total Time: 15 minutes

Participant Objectives:

1. Review prior sessions
2. Understand concepts of environmental health and relationship to EHC's goals for Health, Government and Accountability
3. Learn about the health effects of pollution



Tools:

- Slips of paper for Charades Game
- PowerPoint Slides 1-5



HOUSEKEEPING

- a. When participants arrive have them collect their nametag and sit at the table corresponding to the color that is on their nametag.
- b. Vote on best comic: when participants arrive have them lay out their finished comic with their name written on the back. During dinner each participant will vote on the one they feel best represents the previous session.
- c. Post daily core concepts



WELCOME/REVIEW

Welcome. Introduce yourself. Welcome participants back to Leader SALTA and to the first of two sessions on Environmental Health.

Review. Ask participants if they have any questions/comments concerning the prior sessions. Ask other participants to help answer/clarify the questions.

MAKE CONNECTION BETWEEN PRIOR SESSIONS AND THE CURRENT SESSION



- a. **Mission Statement.** In Session 1, EHC's Mission was introduced. The focus of this session is the last part of the third sentence:
 - We organize and advocate to protect public health and the environment threatened by toxic pollution.

- b. **Examples of health damage from toxic pollution.** In Session 2, there were several examples of public health being damaged by toxic pollution. Ask participants for examples from their comic books [Bhopal, Love Canal, Master Plating, Metales y Derivados]



- c. **Goals.** In Session 1, EHC's Goals were also introduced. In this session, the participants will examine three of these goals.

NOTE TO FACILITATOR:

When speaking later about different health effects, refer back to the people who acted them out during the charades game.

- ▶ **Health** : To eliminate environmental and public health degradation caused by toxic pollution
- ▶ **Government**: To demand government intervention to protect human and environmental rights
- ▶ **Corporate Accountability**: To establish mandates that corporations are accountable for their actions that affect the public

Environmental Health Charades

- a. Explain Charades Game Rules: a person will pick a slip of paper and then act out what is on that paper without talking or making a sound. The rest of the group has to guess what they are acting out. When someone guesses correctly they get to act next. If someone guesses that has already gone they get to choose the next person to go.
- b. Ask for a volunteer to take the first slip of paper with an Environmental Health symptom listed.
- c. As symptoms are guessed write them on the board or a sheet of paper. Keep this list throughout the session as a reference.
- d. Remind participants that these are many of the results of environmental health issues in their communities that will be discussed later in this session.

2 Defining Environmental Health

Total Time: 10 minutes

Participant Objective:

- » Learn definition of Environmental Health



Tools:

- » PowerPoint Slides 6-9



BRAINSTORM CONCEPTS ABOUT ENVIRONMENTAL HEALTH

Ask participants if they remember what SALTA stands for.

- » Environmental Health, Leaders Taking Action
- » (Salud Ambiental, Líderes Tomando Acción)

The first session discussed leadership. This session is about the “Environmental Health” part of SALTA (which is also part of our name). It’s a very important term but it is not easy to define. Participants **brainstorm** the various aspects of environmental health and then are presented with EHC’s definition. Ask participants what they think ‘environmental health’ is.

Possible answers:

- » Health of the environment
- » How the environment affects human health
- » Link between pollution and health
- » Preventing, regulating, monitoring environmental pollution

Environmental Justice is the right of all people and communities to live, work, and play in a clean, healthy and safe environment. Environmental Health is all those things that allow environmental justice to be achieved.

ENVIRONMENTAL HEALTH can be broken down into 2 main categories:



- Things that communities need to support the health of people living and working in them:
 - » Affordable, safe housing
 - » Abundant, nutritious food supply
 - » Clean water
 - » Clean air
 - » Safe places to play and exercise
 - » Clean, safe workplaces



- b. Things that must be eliminated from communities in order to support health:
- » Toxic pollution
 - » Pests that spread disease
 - » Harmful radiation
 - » Loud noise
 - » Smoking

Studying, monitoring, regulating are all important and all the proper role of government. But even with monitoring and regulation, accidents happen, and a whole area of environmental health deals with emergency preparedness.



DEFINE ENVIRONMENTAL HEALTH with EHC's definition of environmental health.

- » Environmental Health **makes the link** between pollution in the environment and human health.
- » Environmental Health Coalition's goal is to **eliminate** environmental and public health degradation caused by toxic pollution.

SUMMARIZE

- a. Environmental Health Coalition addresses the link between toxic pollution in the environment and public health
- b. Environmental health is part of EHC's name and part of this training's name. It is integrated in EHC's mission and goals.
- c. Environmental health is about you, the participants – the health of your communities and the health of your families.

3 Health and Toxic Pollution

Total Time: 35 minutes

Participant Objectives:

1. Identify common toxic pollutants in neighborhoods
2. Identify routes of exposure to toxic pollutants
3. Identify harm done to the body by pollutants



Tools:

- » PowerPoint Slides 10-20
- » Activity Cards
- » Community map used in Session 2 showing where participants live
- » Routes of Exposure Worksheets



TOXIC POLLUTION IN SAN DIEGO/TIJUANA COMMUNITIES



- a. Map of toxics in San Diego County. Use the map of toxics in San Diego County previously shown in the Environmental Justice Session. Explain the symbols – green dots [companies that use/store hazardous materials], red dots [companies that release large quantities of toxic air pollution], white circle [power plant], freeways. Ask participants if they remember the similarity between this map and the others that were shown? *Possible answers:* People of color, low income, where they live – environmental racism.



- b. Map of Combined Social and Health Indicators. Combined Social and Health Risk Factors. Pollution burden is highest in these communities. What are some of the Social and Health Risk Factors? *Possible responses:* race (people of color), income, zipcode



- c. Case studies of toxic pollution in San Diego/Tijuana. Use case studies from Leadership Video shown in Session 1 to discuss forms of toxic pollution



1. **Metales y Derivados.** a photo of Metales y Derivados with piles of lead batteries. Remind participants that this is a view of Metales y Derivados in the industrial park above Chilpancingo before it was cleaned up. Do they remember the pollutant? [lead] view from Metales down to Chilpancingo. Ask participants how they think this pollutant got to the neighborhood at the bottom of the hill? *Possible responses:* when it rained, the polluted water ran down the hillside to the river and streets at the bottom.



2. **Lead in Candy.** a photo of lead in candy. Ask participants if they remember what pollutant EHC Leader Martha Cortez was concerned about. [lead in candy]. Ask participants how they think the lead got into the candy? *Possible Responses:* contaminated ingredients, lead-based inks.



3. **National City.** a photo of a National City auto-body shop next to a home. EHC Leader José Medina talked about the pollution problems in Old Town National City. Ask participants what was his concern? *Possible Response:* air pollution.

4. **Summarize.** In these three cases we see the three forms of pollution – it can be a liquid or a pollutant carried by rain water, like the lead at Chilpancingo; it can be a solid, like the piece of candy; it can be part of the air, like the emissions from the auto body shops in National City.

ROUTES OF EXPOSURE



- a. **Background.** People are exposed to pollution in different ways depending on the form of the pollution. Routes of Exposure.
1. The main way toxic chemicals get into people are through ingestion (eating or drinking), inhalation (breathing) and absorption (passing through the skin).
 2. Ask participants if they know the body's largest organ – *correct answer*: the skin. The skin receives about one third of the blood that circulates through the body. Generally, the skin is waterproof, but when certain pollutants get on the skin they can pass through the skin and get into the blood stream.
 3. **Pollutants dissolved or carried in water.** Routes of exposure: ingestion, skin exposure. Polluted runoff can contaminate sources of water.
 - Sometimes people drink the polluted water.
 - Sometimes it's used for washing or kids play in it. Then some pollutants can actually enter the body directly through the skin – into the blood stream and then to other parts of the body.
 - Sometimes we eat something that has been contaminated by being in the polluted water, e.g. eating fish from contaminated waters.
 - Other example of polluted water from EJ/SJ Timeline: Love Canal.
 4. **Contaminated food.** Route of exposure: ingestion. The pollutant gets into the stomach and intestines, and eventually gets into the blood stream where it moves to different parts of the body.
 - Examples of other pollutants ingested: food contaminated with pesticides (refer back to the UFW on the timeline and the discussion of pesticides on the food), food contaminated from packaging or additives.
 5. **Pollutants in the air.** Route of exposure: inhalation [breathing]. When we breathe, we don't have the option of saying we only want to breathe in the good things (oxygen) – everything that is in the air goes into the lungs and from the lungs it either gets stuck in the lungs and/or moves into the blood stream and moves throughout the body.
 - Examples of pollutants found in the air: solvents, diesel; (refer back to Bhopal on the SJ/EJ Timeline); cigarette smoke

Routes of Exposure (Group Activity)

Participants are grouped by table. Each group should appoint a recorder, a time keeper, and a reporter. Give each group a handout with a photo of one of the examples discussed above and a list of questions. They have **5 minutes** to decide how the pollutant entered people's bodies, come up with a list of two other pollutants that might get into the body in the same way, and write down the types of ill effects (injury or illness).

Report-back. Each group has 2 minutes to report back. Facilitator writes down the examples of injury or illness.



TYPES OF ILLNESS/DAMAGE DONE BY POLLUTANTS

NOTE TO FACILITATOR:

If possible, use examples provided by the participants.



- a. **Immediate exposure:** Ask if anyone has ever had their hands become red or itchy after using a cleaning product. Has anyone's skin been burned by a chemical, e.g. battery acid? These are examples of immediate injuries caused by a toxic chemical. They can be very serious, but you realize it has happened. The damage is immediate.
- b. **Long-term exposure.** Use an example provided by the participants of a systemic exposure where the exposure and/or illness is usually chronic, or long-term. Be sure to discuss cancer even if it is not mentioned.



1. **Asthma:** Asthma is a serious concern in EHC communities. The cause of asthma is not completely known, but it is clear that exposure to certain things can make it worse, such as exposure to diesel exhaust, cigarette smoke or other chemicals. Next week's session will include a deeper discussion about asthma and breathing problems.
2. **Cancer.** Cancer can be caused by a number of things, including environmental exposure:



- » **Environmental exposure.** Environmental exposures are the cause for about two thirds of all cancers. Some environmental exposures are voluntary (lung cancer/cigarettes), most are not (exposure of workers, exposure of neighborhoods to toxic chemicals, radiation from the sun, second-hand smoke).
- » **Chemical exposure.** Chemicals known to or highly suspected of causing cancer include arsenic, cadmium, chromium, lead, nickel, asbestos, benzene, diesel exhaust particulates.



- » **Length of exposure** Cancer usually develops over a long period of time; in general, the larger the exposure and the longer it lasts, the more likely it will result in cancer.
- » **Other illnesses.** Once a chemical gets into blood stream – either through the lungs, the intestines or directly through the skin – it can travel to all parts of the body. Certain chemicals are known to hurt specific parts of the body. Some may damage the brain, others the nervous system, the kidneys and liver, the heart, the immune system or the reproductive systems. (Example: Metales y Derivados – although not mentioned in the video, birth defects were one of the health problems that brought people together.)

4 Your Right to Know

Total Time: 35 minutes

Participant Objectives:

1. Understand why certain groups such as workers and residents of low income communities are at risk
2. Learn the importance of right to know laws
3. Learn the significance of Prop 65 and how it can be used to protect health
4. Assessment and monitoring of contaminants



Tools:

- Skit script – people already agreed upon to be actors in skit. (Use either Nail Salon or San Diego History of Right to Know Skit)
- PowerPoint Slides 21-25
- An assortment of food packages to review information on labels (at least one product for each table)



SKIT ILLUSTRATING WORKER RIGHT-TO-KNOW

- a. Perform Skit
- b. What should she do? What decisions might she make?

Possible responses:

- quit (but she needs the job)
 - not get pregnant
 - find out if the shop has adequate protection for its workers (a dust mask is good for keeping out dust – and toxic dust is generated when finger nails are filed -- but a dust mask is no good for keeping out solvents. There are special ventilation hoods that remove the fumes from the worker and customer)
 - find out if there are less toxic products that could be introduced
- c. Summarize: Workplace exposure to toxics is particularly important because people tend to spend a lot of time there.

NOTE TO FACILITATOR:

This skit focuses on toxics in work environments - right to know also relates to toxics released outside. Decide which area you choose to focus on and use either the Nail Salon Skit or the San Diego History of Right to Know Skit.



THE ORIGINS OF RIGHT-TO-KNOW LAWS

- a. **Worker Right-to-Know:**

Workers as poison detectors. Ask participants how they think we found out that lead and arsenic and diesel exhaust and benzene and hundreds of other chemicals were toxic? Keep probing until you come to the point that a lot of people exposed to the same chemical got the same illness. Ask where that might happen. Keep probing until someone comes up with the workplace. **Prompt:** Where do people spend 8 hours a day, usually with other

people? Workers have been our poison detectors for many years. [An early example: Mad Hatter in Alice in Wonderland — mercury was used in making felt hats; the hatters breathed in the mercury fumes; symptom of mercury poisoning include loss of coordination, impairment of vision, hearing, speech; insanity.]

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1. **Worker Protection Laws.** Refer back to SJ/EJ timeline. Congress passed the Occupational Safety and Health Act that created the Occupational Safety and Health Administration (OSHA) in 1970. Labor unions were strong after the Second World War and they started demanding more protections. OSHA helped make work places safer, but didn't give them the right to know what chemicals they were being exposed to in the workplace.
 2. **Federal Worker Right-To-Know Law.** A worker Right to Know movement developed in the U.S. and California in the 1980's. A Federal Worker Right-To-Know law was passed in 1985, but miners were not covered until 2002. Material Safety Data Sheets (MSDS) had to be posted in the workplace.
 3. **California Worker Right to Know Law.** California passed a Worker Right-To- Know Law in 1986, but it left out significant groups of workers like farm workers.
- b. **Community Right-to-Know**
- Communities as poison detectors.** Many of the same chemicals used in factories are released into communities. Philadelphia was the first to pass a Community Right-To-Know Law; San Diego County passed one in 1982, thanks to the work of EHC. Community Right-To-Know laws require businesses to report the quantities to hazardous materials used and toxic waste disposed of, but the information is in government data bases and not always easily accessible.
1. A **Federal Community Right-To-Know** law was passed in 1986 as part of the Federal Emergency Planning and Community Right-To-Know Act. A system of reporting known as the Toxic Release Inventory (TRI) was developed.
 2. **San Diego County Right-To-Know** still has one of the best in the Country – better than the State of California or the Federal government.
- c. **How do you know?**

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1. **Prop 65.** In 1985, Californians passed a law that is now known as Prop 65. It requires that the public be notified when a product contains a chemical known to be toxic or if a business uses such a chemical. You have probably seen warning signs in grocery stores or parking lots or on the walls of industrial buildings – or in nail salons. The problem is that they often don't tell what chemicals you are being exposed to or how.

➤ **Advantages of Prop 65.**

- a. **Research.** Prop 65 requires the State to maintain a list of all toxic chemicals. New chemicals are always being reviewed.
- b. **Deterrent.** Companies may prefer not to use a toxic chemical when another safer chemical is available, e.g. lead in tableware.
- c. **Legal action.** If a company fails to provide the warning, they can be sued and

this can lead to changes in manufacturing. For example, EHC used Prop 65 to get candy manufacturers to change.

2. **Assessing/Monitoring.** There are many government agencies and educational institutions responsible for determining which chemicals are toxic and are monitoring the environment to see if it's polluted.

Why Right-To-Know is Important

Packaged food. Distribute a packaged food product to each table. Participants will work with others at their table. They should select a recorder and a reporter. Participants have 5 minutes to identify what information is available on their package and why that information is important. After 5 minutes facilitator will ask each table to report back on one thing. For example:

1. Ingredients – check for food allergens or other ingredients to avoid (e.g. salt, sugar)
2. Nutritional value/Calories – important if you're concerned about weight management or eating healthy foods
3. Expiration/sale by date – ensures freshness
4. Warnings – some products point out ingredients that people are commonly allergic to (CONTAINS..., MAY CONTAIN...)
5. If product is organic – Good for health, good for environment
6. Quantity/weight – important when comparing different brands
7. If container is recyclable or there is a deposit
8. Storage information (refrigerate, refrigerate after opening)
9. Directions for use

Summarize: Consumers have the right to most of this information, and can use this information to make informed choices. Consumer groups work hard to get laws passed to make certain packaging provides essential information and that this information is presented in a consistent way. Soon all sunscreens will be labeled the same way to provide consistent and accurate information.

SUMMARIZE RTK

Community and worker activists fought for these various legal protections. Environmental Health Coalition believes it is the proper role of government to assess, correct, control and prevent toxic pollution. But access to data is meaningless unless it's acted upon. Access to information allows for informed decision making, but it may still require additional research and getting help from experts. This is a major role of Environmental Health Coalition.



CHILDREN AT RISK



- a. Why? Ask participants if they knew that children are at higher risk of developing an illness when exposed to toxic chemicals than adults; then ask them why.

Possible responses:

1. **Still developing** – from the moment of conception to late teens, different parts of the body are being formed and maturing. The following organs/ systems are especially susceptible to chemical damage in young children.
 - Brain
 - Immune System
 - Lungs
 2. **Greater intake of pollutants** – because they are still growing, they need more energy. They take in more air and more food than an adult based on body weight.
 3. **Behavior** – they may be exposed to more pollutants because they are still investigating their environment. They crawl on the ground, play in mud puddles, roll around on the grass, put things in their mouths.
- b. Childhood illness related to the environment:
1. **Cancer** – leukemia, lymphoma and brain cancer are the most common childhood cancers. Rates of leukemia and brain cancer are increasing.
 2. **Asthma** - the cause of asthma is not completely known, but it is clear that exposure to certain things can make it worse, such as exposure to diesel exhaust or other chemicals.
 3. **Birth defects** – exposure (of either parent) to chemicals during first 3 months of pregnancy can lead to birth defects. Birth defects associated with chemical exposure include cleft lip/cleft palate, missing or deformed limbs, underdeveloped or missing organs, neural tube defects, early childhood leukemia
 - chemicals known to cause birth defects: organic solvents, pesticides, lead, mercury

SUMMARIZE

- a. Sometimes toxic pollution is obvious – you could see the toxic waste dump left at Metales y Derivados.
- b. But usually it's hidden – in our food, our water, our air.
- c. When people are exposed to toxic pollution it damages their bodies. Some illnesses appear immediately while others manifest many years after exposure, e.g. cancer.
- d. Put up the community map used in the previous session with the stars showing where participants live. Because participants live in neighborhoods with greater pollution, their exposure is greater and their health is put at risk.

Lead: The #1 Environmental Health Risk for Children

Total Time: 45 minutes

Participant Objectives:

1. Learn routes of lead exposure
2. Learn about corporate accountability
3. Community Based research assessing/monitoring



Tools:

- » Lead Story book with pictures
- » PowerPoint Slides 26-34
- » Fish Sinkers
- » Sugar Packet
- » Reducing Lead in Your Home Handout
- » Lead in Candy Flyer
- » List of recommendations to Prevent Childhood Lead Poisoning
- » Food Tips to Help Protect Your Child from Lead Poisoning
- » Healthy Kids (HK) Timeline Slips of paper
- » Build-a-Leader Components



LEAD POISONING PREVENTION

a. What Is Lead?

1. Childhood lead poisoning is the #1 environmental health hazard impacting children under the age of six. The effects of lead poisoning are permanent. There is no magic pill you can feed your children to reverse the effects of lead poisoning. Prevention is key!
2. Facilitator begins by holding up the lead fishing sinkers; then passes them around. Facilitator asks "Who knows what these are?" Solicit responses.
3. These are fishing sinkers made of lead. Lead is used because it is a very heavy metal. In a chunk like this, it's not really dangerous to hold or touch. But lead comes in many forms and in many cases it is invisible – in a dust like form. It can get inside the body through ingestion and inhalation. Ingestion is the primary avenue for children due to the hand-to-mouth behavior.



b. **Lead poisoned children do not look sick**

1. Ask “who can tell which child has lead poisoning? Solicit responses.
2. It’s hard to tell when children are sick from lead poisoning. In small amounts, there may be no symptoms, or you might not recognize them. But even in very, very small amounts, lead is harmful.
3. Have someone open a packet of sugar and taste their fingers. That invisible sugar dust deposited in their fingers from the sugar packet would be enough dust to poison a child under the age of six. .



c. **Lead affects children’s bodies and brains**

1. Lead can damage your child’s brain, so that she can’t learn as well in school. Lead also causes aggressive behavior. It can make your children have short attention spans, or be what is called “hyperactive”. Hyperactivity means they can’t sit still long enough to learn. You don’t usually think of these things as “illnesses.”
2. In slightly larger amounts, lead poisoning looks like other everyday illnesses children pick up stomach aches, cramps, vomiting, trouble sleeping, no appetite, fatigue. You might easily think your child has the flu, when actually the problem is lead poisoning.
3. In very large amounts, lead can make your child unable to walk or speak, and it can even cause convulsions and death.
4. Unlike most illnesses, many times a child won’t get better even after the lead poisoning is treated. Lead can cause serious, permanent problems for your children.
5. Let’s learn where we may find lead in our homes and what we can do about preventing our children and families from lead poisoning.



d. **Treating lead poisoning**

1. The #1 source of lead poisoning is lead-based paint in homes built before 1978.
2. If you live in an older home, you should assume you have lead in your home and ask your landlord to repair the condition. If you live in the City of San Diego, live in an older home, have children under the age of six or frequent visitors under the age of six, please sign up for a free inspection. You may qualify for a free program to make your home lead-safe. Distribute sign-up sheet.



e. **Test your children for lead**

We recommend that your child be tested every year until the age of six, ask your doctor.



f. **What can you do to reduce lead in your home?**

Point to the brochure “Reducing Lead In Your Home”, Food Tips to Help Protect Your Child from Lead Poisoning, and the Lead in Candy flyer in their binders and ask them to review at home with their families.

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g. **Feed children foods with iron and calcium**

You can help fight the effects of lead poisoning with the right kinds of food. How many of you include beans, eggs, milk and cheese in the food your children eat?

Solicit answers from the group; virtually everyone should answer “I do.”

That’s very good, because those foods are rich in iron and calcium, which are good for children. There are some other foods that are rich in iron too such as green vegetables like spinach and other foods such as lean meats, tuna, and liver. You should try to feed your children these foods whenever you can.

Point to the brochure “Food Tips to Help Protect Your Child from Lead Poisoning” in their binders and ask them to review at home with their families.

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h. **Don’t bring home lead from work**

Some adults may be exposed to lead at work. Adults can be seriously hurt by lead, too. Lead damages the liver, kidneys, brain, nerves, bones and blood. Common symptoms of lead poisoning for adults are bad stomach cramps, vomiting and constipation. In severe cases, a person might die. Usually, it takes more lead to damage an adult than it does a child. Also, adults can pass on the lead to their children. How could that happen?

Solicit responses. Lead in your body or in your partner’s body can affect your unborn children. In women, lead can pass from their blood through the placenta to the child. In men, lead can damage their sperm and this can damage the baby right from their very start. So it is very important to reduce lead exposure for your entire family.

Lead Check Swab Hands-on Demonstration

1. Have participants gather around the table that has the following items: bean pot, salsa bowls, painted board, soil, tin can, candy pot, keys, and candles.
2. Ask them to guess what these items have in common.
3. Demonstrate how to use the Lead check Swab on one of the items; some of the items will contain lead; some will not. Demonstrate the confirmation test on a product that didn’t appear to contain lead and a swab that was defective.
4. Have the participants help you test additional items.
5. Inform them that pregnant women should not use the swabs nor touch the confirmation card as they contain lead, unless they wear gloves.
6. Gather the test swabs, and confirmation cards in a small plastic bag. Dispose of them in the trash. Hand out moist towelettes to everyone to clean their hands before continuing.

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WHERE YOU LIVE MATTERS

Show lead hot spots map. EHC’s community-based research confirms that where you live matters. Age of housing, poverty rates, % people of color, age of children all combine to put children in certain neighborhoods at higher risk for lead poisoning.

Healthy Kids Campaign Timeline Use HK Timeline Printouts



1. Hand out slips of paper with dates and events describing part of the history of the campaign. Write a timeline of decades – 1980's, 1990's, 2000's, 2010's on the board. Participants who have papers must stand and get in order by date in front of the board and then read their slip to the group in order. Choose participants who haven't spoken up lately, those who haven't been involved in many activities.
2. Summarize. EHC leaders played a pivotal role in our Lead Campaign – the relationships they built with community members made the program a success. Leaders conducted research, provided community members with education and helped them access services. Refer to the expanded Leadership Definition. The skills and responsibilities that are most important when we think about environmental health are the willingness of Leaders to learn (both in formal training settings such as this and from their neighbors) and to share what they have learned.

BUILD-A-LEADER COMPONENTS

Ask participants to add to the poster the following components:

- a. Enjoys Learning
 - ▶ Shares information with other groups about EHC
 - ▶ Participates in trainings that increase their effectiveness
- b. Represents the interests of the community
 - ▶ Listens and learns about residents concerns
- c. Researches Issues
 - ▶ Collects information and researches topics



6 Evaluation

Total Time: 10 minutes

Participant Objectives:

1. Review and evaluate understanding of core concepts.
2. Evaluate the delivery of the content, information, activities and materials.
3. Receive a preview of the next session.



Tools:

- Session Evaluation
- Comic Book Evaluation



EVALUATION

Pass out session evaluation sheets for participants to fill out.

1. Ask participants to take their time in filling out the evaluation, their input will allow us to continually improve the sessions.
2. Thank participants for taking the time to fill it out, and we may use a quote from the evaluations in the SALTA publicity.

WRITTEN REVIEW

This week's comic book has 4 squares. Participants should fill in following information.

- a. Define environmental health in their own words
- b. Role of information
- c. Health effects of lead poisoning
- d. Which environmental health issue is of greatest concern in their community

PREPARATION FOR NEXT WEEK'S SESSION

- a. In this session the topic of environmental health was introduced and the #1 environmental health hazard to children under 6 – lead poisoning – was discussed in some detail.
- b. Next week, the focus shifts to air pollution – how it affects health and its relationship to global warming and climate change.