

Modifying the Lead Awareness Curriculum

As you begin planning how to implement and facilitate the Lead Awareness Curriculum modules in your community, use the following questions to guide you through the planning process:

- 1. How could the Lead Awareness Curriculum be used by the community?** Can the curriculum be incorporated or easily connected to current projects, work, events, activities, or community outreach?
- 2. Who is the target audience?** Who will your participants be? Will it be parents, grandparents, and caregivers, or will it be professionals, such as the local health and environmental staff? The target audience is important as it will determine how to modify the materials, when to offer the sessions, etc.
- 3. Who should you partner with and consult?** Which local experts should you contact for more information and/or to ask to facilitate sessions with you? Who could you partner with to promote the sessions or provide a meeting space? Would it be appropriate to partner with a local organization?
- 4. Which of the four modules should be presented?** How much information is right for the audience—all of the modules, just some of them, or a shortened version of Module 1?
- 5. When should the sessions be implemented?** Should they be during the day or in the evening? What time of year makes the most sense?
- 6. What factors need to be considered when modifying the Lead Awareness Curriculum modules?**
 - **Age** – Are the participants from a different age group than the activity was designed for?
 - **Education/literacy level** – What is the group’s education level? What is the best way to communicate the information?
 - **Geographic region** – Is the group from an urban, suburban, or rural area?
 - **Language, ethnicity** – What language(s) do they speak?
 - **Availability of resources** – Do you have all the materials listed?
 - **Gender** – Is the group all one gender or a mix?
 - **Experiences (life, professional)** – What types of experiences and/or knowledge do your participants have? Do they already know about the impacts and effects of lead exposure, or will this be an introduction to the topic?
 - **Culture** – Is the activity/lesson sensitive to the community you are working with?
 - **Economic resources** – What kind of economic resources does the community have? For example, will they have the resources available to afford hiring a certified lead professional?
- 7. What modifications need to be made to the Lead Awareness Curriculum modules to enhance the target audience’s learning and understanding?** Do you need to remove any slides you don’t plan to use? What personal, community or regional information, stories and photos can you use in place of the ones in the module? Are there local plants, animals, foods, meals, or cultural traditions that you want to include? What are the potential sources of lead exposure you want to highlight? Where can people in the community get their child a blood lead test and/or their water tested?
- 8. What resources are needed to implement the sessions?** What materials, time, space, and money do you need to implement the sessions in your community?

| My Modifications to the Lead Awareness Curriculum |
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| Community: |
| Host Organization(s): |
| What project, work, event(s), or community outreach can I incorporate and/or connect this to? |
| Target Audience: |
| Age range & education-level: |
| Modules to use (circle): 1 2 3 4 |
| When to schedule the chosen modules (specific dates or time of year, event, meeting, etc.): |
| <p>Factors to consider when modifying the curriculum (circle):</p> <ul style="list-style-type: none"> • Age • Education/literacy level • Geographic region • Language, ethnicity • Availability of specific materials • Gender • Experiences (life, professional) • Culture • Economic resources • Physical abilities |
| Other factors to consider: |
| <p>Major modifications to make to the curriculum/individual modules:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. |
| Resources needed to implement the curriculum sessions (materials, time/people, space, funds): |