

# Lesson Plan I

## Title: Nutrition and Lead

**Objective:** At the end of this activity, children will be able to verbalize 2 food groups that should be included in their diets which reduce the deposit of lead in the body.



**Materials:** **Leadie Eddie and Paintbrush Pete puppets**

Food models or pictures

Plastic dinner plates

Copies of Parent Communication Page

## Procedure:

**Stage direction-** Sit in a large group area with the children facing you. Have a place next to you that you can place the script so it can be easily read. Have the stick puppets in the pockets of the folder. (Keep an enthusiastic delivery throughout.)

**YOU:** Good morning boys and girls!  
Today I am going to talk to you about lead.

Has anyone here ever heard about lead? (If yes, ask how many remember having had a lead test.)

Today, I brought two friends with me who want to talk to you about lead. They are sleeping right now. Can you help me wake them up? (The kids may get loud just a minute).

**LE:** Hello boys and girls. My name is Leadie Eddie.

**PP:** And I am Paintbrush Pete. We are here today to talk to you about something called lead. Lead is something you don't want to get into your body.

**LE:** One of the ways to help keep your body safe from lead is to eat good healthy foods. Healthy foods will help fight off things that make your body sick. Lead is a yucky poison, just like the stuff you can't touch under the sink.

**YOU:** Now, how many of you want to grow up to be big and strong? I'm going to let you in on a little secret on how you can grow big and strong.

**LE:** Who here drinks milk? Raise your hands. Chocolate or Strawberry milk? Yogurt? Ice Cream? Cheese? (hold up a food model of a glass of milk or additional dairy products if necessary.) All of those things have calcium in them, which makes your bones grow big and strong. Your teeth too!

**PP:** Don't forget about iron. Iron helps us make blood and healthy blood helps our bodies work the way they should. To get iron, we need to eat meat including fish and chicken or eggs and even beans. We get iron in hamburgers, spaghetti, and fish. We also get iron in the eggs we eat and beans in tortillas. We can have meat, beans, and cheese on tacos and burritos and give our bodies both iron and calcium. It makes me hungry just talking about it!!! (Show the plate with a taco or hamburger and add it to the glass of milk model.)

**LE:** I know all of you want to grow up big and strong. We can add fruits, vegetables, and brown bread or rice to what we eat and that is what we will be.

**(Review each of the major points often with the children.)**

**LE:** Ok, so what do we need to drink every day?

**Audience:** milk

**PP:** And we need to eat our...

**Audience:** Meat, fish, eggs, or beans

**LE:** Great!

**Conclusion:** By seeing the food models, children will have more senses stimulated (hearing the message and having a visual image of the foods). If there is an opportunity to actually serve a lunch containing the foods mentioned with the lesson, the sense of taste will also be stimulated.

**Follow-up activity:** Make a group collage by having the children look through magazines and cut or tear out pictures of healthy foods. Set this activity up on a table and allow the children to take turns contributing to the collage.

**Parent Communication Page:** Include in the packet of materials.

# Lesson Plan 2

## Title: Hand Washing and Lead

**Objective:** At the end of this activity, children will be able to demonstrate the proper way to wash their hands.

**Grade Level:** Preschool

**Materials:** Leadie Eddie and Paintbrush Pete puppets

Hand washing picture  
Hand washing song sheet  
Hand washing sequence game  
Copies of Parent Communication Page.

**Procedure:**

**Stage direction-** Sit in a large group area with the children facing you. Have a place next to you that you can place the script so it can be easily read. Have the stick puppets in the pockets of the folder. Keep an enthusiastic delivery throughout.

**YOU:** Does everyone remember our friends Leadie Eddie and Paintbrush Pete?

**LE:** Hi boys and girls. I hope you went home after our last visit and told your Mom and Dad that it is important to eat healthy foods to keep your bodies healthy. Today Paintbrush Pete and I are going to teach you another way to keep your body healthy.

**PP:** Hi everyone, I am really glad to be here today. I want to talk to you about things you can do to help keep lead from getting into your bodies and making you sick. Lead is something that was used a long time ago in paint. If you live in a house that was built a long time ago, the paint used to paint walls, and windows. The outside of houses may have had lead in it. Has anyone here ever seen paint chipping or peeling at your house?

**LE:** If you do, you need to let a parent or adult know about it, and make sure you don't touch it, because it could make you sick. Lead is a yucky poison, just like the stuff you can't touch under the sink.

Now, do you know what the best way is to keep your body lead safe?

**Audience:** (allow children to give answers)

**PP:** Keep your hands out of your mouth and make sure that when you play outside or near painted areas that you wash your hands really, really well to get rid of the lead dust that they might have picked up. What do you have to do every time before you sit down to eat?

**(Stage directions: rub your hands together to prompt the audience)**



**Audience: (continue to rub hands together) Wash Your Hands!!**

**LE:** Right! Germs can make us sick. And no one wants to be sick. Germs are invisible and if you don't wash your hands, they can get in your body SO easily. What if you were eating strawberries and you licked your fingers and you hadn't washed your hands? You would get germs inside of you.

**YOU:** Lead is invisible and can be in dirt and dust. Lead used to be in paint and gasoline. Dirt and dust can have a lot of lead in it, and we can't see it because it's invisible like germs. When you wash your hands, you are getting rid of germs, dirt and lead too!

**PP:** Who here likes to play outside? Do you play in the sand box? I love making mud pies. But when I'm done playing outside and it's time to eat, I always...do what?

**Audience: Wash Your Hands!!**

**Conclusion:** Children will feel more confident about their hand washing skills by looking at the hand washing pictures, watching you model proper hand washing procedures and allowing time to practice. Singing the hand washing songs with the children while washing their hands will keep the child's interest and encourage them to wash their hands often.

**Follow-up Activity 1:** Discuss the hand washing picture with the children. Look at the pictures and demonstrate the proper way to wash your hands while sitting in the group. Have the children demonstrate how to wash their hands while sitting in the group. Reinforce the procedure as they practice. You pretend to wash your hands again also.

**YOU:** Leadie Eddie and Paintbrush Pete have also brought along some songs for us to learn about washing our hands. I will sing the songs to you first and then we will sing them together.

Use the Hand Washing Songs page and sing the different songs to the children. Then repeat the songs and have the children join in. Practice singing them a few times.

**Follow-up activity 2:** Make a copy of the hand washing sheet. Cut out each picture and adhere it to index cards or tag board. Mix-up the pictures and have the children put the pictures in their proper sequence.

**Parent Communication Page: Include in the packet of materials.**

# Lesson Plan 3

## Title: Keeping our Homes Lead Safe

**Objective:** To make children aware of ways they can help control the spread of lead dust in their homes.

**Grade Level:** Preschool

**Materials:** **Leadie Eddie and Paintbrush Pete puppets**

Copies of the footprint page

Copies of Parent Communication Page



## Procedure:

**Stage direction-** Sit in a large group area with the children facing you. Have a place next to you that you can place the script so it can be easily read. Have the stick puppets in the pockets of the folder. (Keep an enthusiastic delivery throughout.)

**LE:** Hi boys and girls! (Pause for children to say “hello”)

**PP:** Oh Leadie Eddie, I think they forgot who we are. Kids, if you remember us, give a BIG hello! (Pause for children to say “hello”)

**LE:** Now, how many of you have little brothers or sisters at home? Raise your hands! 1, 2, 3 (voice trails off) Wow, that’s great!

**YOU:** Being a big brother or sister is an important responsibility. We’re all really smart here, and we know we should wash our hands to stay healthy, right? (Pause for children to respond).

**LE:** But babies don’t know how to stay healthy, and we’re going to show you something that YOU can do to help protect your little brothers or sisters.

**PP:** I know something that can keep my little sister safe! When I walk outside, there’s dirt and germs that get on the bottom of my shoes!

**YOU:** What do you do Paintbrush Pete? What do you do when you go home and go inside?

**PP:** (Looks at audience) What do YOU think you should do when you get home, as soon as you walk in the door?

**Audience:** **Take off my shoes**

**YOU:** You all know I walked in from outside with these shoes on, right? The bottoms of my shoes don’t look that dirty though, do they?

**PP:** Well, lead and germs are invisible, and when you walk around outside, you might get lead and germs on your shoes. If you don’t take your shoes off when you go home, you could walk right where a baby would be crawling around.

**LE:** That means there could be germs and lead on the floor, right where your little brother or sister might drop a bottle, pacifier, or blanket. We know that we have to wash everything off when it falls on the floor, but sometimes babies put stuff in their mouths, because they don't know any better.

**YOU:** Now when you're here in our classroom, we want you to leave your shoes on. But when you're at home, make sure you take your shoes off at the door.

**LE:** And you, as a big brother or sister, are helping to protect the baby from lead.

**PP:** It's really easy! Do you think you can do that? (pause to let audience respond)

**YOU:** Tell me one more time. What do you do when you get home and walk through the door?

**Audience:** **Take off my shoes**

**Conclusion:** Children will understand that they can play a role in keeping their homes lead safe.

### **Follow –up Activity 1: Matching Shoe Prints**

Use the enclosed prints of shoes. Duplicate so there are two prints for each shoe with one shoe on each page. Laminate the prints or print on cardstock for durability. For younger children the matching prints could be on matching color paper. Allow the children to match the shoe prints. Reinforce the invisible germs and lead on the bottom of our shoes.

### **Follow-up Activity 2: Making Shoe Prints**

Choose a substance that will not harm the soles of children's shoes (water or baby powder for example). Choose an area that the substance will not harm (sidewalk, carpet, butcher paper). Put the substance in a tray and assist children to step into it, allowing the substance to lightly coat the very bottom of a child's shoe. Then allow the child to walk across the chosen surface. Point out how shoes track dirt, lead and germs inside similarly to how the shoes tracked the substance across the surface.

**Parent Communication Page: Include in the packet of materials.**

# Lesson Plan 4

## Title: Getting Your Blood Tested for Lead

**Objective:** To give children a better understanding of why and how they need to have their blood tested for lead.

**Grade Level:** Preschool

**Materials:** Lead Eddie and Paintbrush Pete Puppets  
*Sesame Street Lead Away* DVD (If you curriculum does not come with a DVD it can be downloaded for free for Amazon and Itunes.)  
Copies of the "Matching Band-Aid Game"  
Copies of Parent Communication Page

### Procedure:

**Stage direction-**Have children sit so they can comfortably watch the video.

**LE:** Who here likes Elmo? (Pause and let children respond) He's my cousin.

**PP:** We're going to watch a video with him, Oscar and Maria from Sesame Street about lead.

**YOU:** I'm going to put Leadie Eddie and Paintbrush Pete away for a bit, but they'll be back after the video if you want to ask them any questions.

**LE:** I'll be back! Don't you just love Elmo?

**PP:** Time for a nap...

**(Stage directions-Sesame Street's Lead Away is perfect with this age group-it airs for 15 minutes. Keep all distractions to minimum so the kids keep focused. Adults appreciate viewing the video also.**

**LE:** Now, there was something that they talked about in the video that we didn't talk about yet, and that is having your blood screened for lead.

**PP:** Has anyone here ever had their blood tested for lead before? (Pause, let children answer.) That's great!

**YOU:** The only way a doctor can tell if you have lead in your body is to look at it under a microscope. Lead can make you sick, and you don't want that, right? The doctor may take the blood out of your finger or your arm.

**LE:** It only takes a minute.

**PP:** When it's all done, the doctor will give you a cool band-aid.

**Conclusion:** Children will have a better understanding of why it is important to go to the doctor to have their blood tested for lead.



**Activity: Band-aid Match**

Cut out each of the band-aid cards and glue them to index cards or pieces of tag board. If possible laminate the cards so they last longer. Have children use the cards to play a memory game. This can be done as a large or small group activity.

**Parent Communication Page: Include in the packet of materials.**

# Lesson Plan 5

## Title: Being Lead Safe



**Objective:** To review the information previous lessons

1. Eating healthy foods helps to fight the lead in our bodies.
2. Good hand washing helps to keep lead dust out of our bodies.
3. Taking off our shoes before we come in our house helps to keep our homes lead safe.
4. Only by taking a blood test will we know if we have lead in our bodies.

**Grade Level:** Preschool

**Materials:** **Lead Eddie and Paintbrush Pete Puppets**

- A copy of the rebus chart printed on chart paper
- Cut outs of each of the rebus words
- Additional copies of the rebus chart for activity

**Procedure:**

**Stage direction-** Sit in a large group area. Have the children facing you and the chart.

**LE:** Hi, boys and girls, Paintbrush Pete and I have really enjoyed our time together learning about how to be Lead Safe..

**PP:** Let's see how much we remember from our past visits.

**Copy the enclosed rebus chart onto large chart paper. Have the children use the pictures to complete the story. Have a chart board ready to record children's answers.**

**LE:** See if you can find the picture of the word that completes the first important message.

**You:** Let us look at all the pictures. Review with the children the five different pictures: There is milk, fish, shoes, hands and a doctor.

**PP:** I will read you the first sentence and if you know what pictures should fill in the blanks raise your hand.

**Eating foods like \_\_\_\_\_ and drinking \_\_\_\_\_, helps fight the dangers of lead in our bodies.**

**You:** Select a child to come up and complete the first blank and then the second blank.

**LE:** Let's all read it and see if it makes sense!

**Audience:** Reads the sentence with the teacher

**You:** Review a few facts about why it is important to eat foods high in calcium and iron.

**PP:** You did a great job! I wonder what the second sentence will be.

**One important way to keep lead out of our bodies is to make sure we properly wash our \_\_\_\_\_.**

**You:** Select a child to come up and place the third picture.

**LE:** Let's all read it and see if it makes sense!

**Audience: Reads the sentence with the teacher**

**You:** Review a few facts pertaining to why it is important to wash our hands.

**PP:** **Two more to go! This one is a hard one.**

If we take off our \_\_\_\_\_ before we come into the house we will help to keep our homes lead safe.

**You:** Select a child to come up and place the fourth picture.

**LE:** Let's read this one and see if we tricked you.

**Audience: Reads the sentence with the teacher**

**You:** Review a few facts pertaining to how taking off our shoes helps to keep our homes safe from lead

**PP:** Last one.

**You need to go to the \_\_\_\_\_ office to have your blood tested for lead.**

**You:** Select a child to come up and place the fourth picture.

**LE:** Let's read this one together

**Audience: Reads the sentence with the teacher**

**You:** Review why it is necessary to go to the doctor to get your blood tested for lead.

**LE:** Boys and girls let's read our whole chart together so we will remember these important messages.

**You:** Lead children in the reading of the chart.

**PP:** You guys have done a great job!

**Conclusion:** Children will have a chance to review the objectives of the four previous lessons.

**Follow-up Activity:** Give each child their own copy of the rebus chart and allow them to cut out the pictures and glue them in the right sentences or draw a line from the picture to the appropriate blank space.