

## **Session One: Guiding Questions**

Participants are asked to read 3 articles in preparation for Session One. To focus your reading, we have provided some guiding questions. Feel free to take notes on these questions, and please bring your notes to Session One.

<b>“A Maturing Partnership” by Rima Rudd</b>
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*Acknowledgements: These questions are drawn from the Health Literacy Study Circles developed by the National Center for the Study of Adult Learning and Literacy.*

- a. What evidence does Rima Rudd provide in support of the link between health outcomes and educational achievement?
  
  
  
  
  
  
  
  
  
  
- b. Is Rudd’s description of the influence of health education on adult education curricula consistent with your experience or knowledge?
  
  
  
  
  
  
  
  
  
  
- c. Rudd talks about the shift in focus from *health content* to *health-related tasks and literacy skills*. What are the implications of this shift for your teaching?
  
  
  
  
  
  
  
  
  
  
- d. Lead poisoning prevention and screening activities require an understanding of complex concepts, such as risk-- including risk when the harm may not be visible -- and health literacy skills, such as finding information and making decisions with that information. What kinds of improvements would you want to see in your adult ESL learners' skills related to lead poisoning prevention and screening?

<b>The Envios of San Pablo Huixtepec, Oaxaca: Food, Home, and Transnationalism” by James Grieshop</b>
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- a. How does James Grieshop define “transnationalism”? Identify 1-2 sentences in this article which you found compelling and helped you understand his definition.
  
  
  
  
  
  
  
  
  
  
- b. How did Grieshop’s description of the *envios* system help you to understand the broad and complex impact of transnational migration on the economy as well as on an immigrant’s sense of identity?
  
  
  
  
  
  
  
  
  
  
- c. Grieshop writes, “The movement of the food, cultural items, letters, pictures and other objects appears to carry the power to re-attach the immigrant to his or her family and community” (p. 404). Based on your own experiences living overseas or your learners’ immigration experiences, would you agree with this statement? Explain.
  
  
  
  
  
  
  
  
  
  
- d. Underline any sentences in this article that gave you some ideas for designing your ESL lesson on lead prevention and awareness.

**“Globalization, Binational Communities, and Imported Food Risks: Results of an Outbreak Investigation of Lead Poisoning in Monterey County, California” by Margaret Handley, Celeste Hall, Eric Sanford, Enrique Gonzalez-Mendez, Kaitie Drace, Robert Wilson, Mario Villalobos, and Mary Croughan**

*Feel free to peruse this entire article. Note, however, that the following questions focus only on the article's discussion section (pp. 904-905), as this section highlights issues most relevant to our curriculum work.*

- a. Underline 1-2 key findings that you would like to share with your ESL learners. How might you present this information? How do you think your learners might react to these findings?
- b. The authors observe that they “were able to identify the lead problem in Seaside as a result of the insightfulness of the clinicians who noticed the cases with high lead levels and were aware of the binational nature of the lives of Oaxacans living in Monterey County” (p. 405). In what ways do you think adult ESL teachers may be able to contribute additional “insightfulness” to the lead problem and the binational lives of immigrant adults? How might the adult ESL practitioner perspective expand and/or complement the public health perspective?
- c. Underline any sentences in this article that gave you some ideas for designing your ESL lesson on lead prevention and awareness.