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Working
With English
Series

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ESL for Farm Safety

TEACHER'S MANUAL

AFOP

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The student workbook is included at the end of this manual.

Introduction

ESL for Farm Safety was developed by the Association of Farmworker Opportunity Programs (AFOP) in order to introduce and describe key concepts of pesticide safety for beginning adult English as a Second language (ESL) students. The text may also be adapted for use with new readers.

The information included in this text is based on the Environmental Protection Agency's (EPA) Worker Protection Standard, and on EPA's Worker Protection Handbook and flipchart entitled "Protect Yourself from Pesticides: Safety Training for Agricultural Workers."

Purpose of this text

This English as a Second Language text is intended for use by ESL teachers who work with low-literacy farmworkers. This text serves two purposes: 1) to assist English learners in learning basic English vocabulary and grammar through the context of pesticide worker safety, and 2) to assist farmworkers in learning the concepts of the EPA's Worker Protection Standard (WPS). Workers completing the pesticide safety portion of this book (the first six chapters) can be issued EPA cards that verify that they have been trained in pesticide safety. In order for this to happen, the ESL instructor will need to receive state-level training as a certified pesticide safety trainer.

Notes for the Teacher

How to use this text

ESL for Farm Safety is designed with the goals of educating learners about pesticide safety and teaching them language that is needed to make decisions regarding their personal safety while doing farmwork. The text is meant to be learner-centered. The activities in the book are designed to raise questions and prompt discussion about pesticides and personal safety. Included is an assessment form that the ESL teacher can use to assess the knowledge of students upon completion of the book. The form has both words and pictograms developed especially by AFOP for low-literacy learners.

Lesson opening

Each lesson begins with a picture that introduces the lesson topic. By asking questions about the picture you will be able to discover what vocabulary your learners already understand related to the topic. You will also uncover attitudes and opinions about each topic. Try to relate the topic to the individuals in your class by asking how the situation compares to their own lives. Use the following procedure:

- Ask learners to look at the opening picture. Include some of the following questions: What do you see? Where are they? What are they doing?
- Elicit or supply the needed vocabulary. Write the words on the board.
- Ask the class if they perform the same activity as those in the picture. Ask the learners to relate their own experiences.
- In pairs, have learners look at the picture and practice asking each other questions about the activity in the picture.
- Have learners copy the words from the board into their notebooks. They can then use the vocabulary to write a paragraph about the picture. If the students are not able to write their own stories, the class can write the story together as a Language Experience Approach.

A Language Experience Approach (LEA) is a method of teaching reading and writing by using language that the learners themselves generate. Using the illustration that begins a lesson, have learners contribute to a story. You may have to ask questions in order to prompt response, for example, "What do you think is happening?" or "What is that?" As learners dictate, write their responses on the board. Do not make corrections at this point because it will discourage spontaneity. When the story is completed, read it aloud to the class. Ask learners to read it aloud to you. Later, you may want to ask the class to help you correct it.

How to obtain pesticide safety trainer certification

An ESL teacher does not need to be a certified pesticide safety trainer in order to use this text. However, a teacher who does become certified will be able to provide official EPA verification to the students in his or her class. The text was designed in such a way as to allow students to learn all of the core requirements for farmworker pesticide safety instruction required by EPA. Under current law, farmworkers are required to receive worker protection standard training on pesticide safety within five days of having started work at a farm, greenhouse, or nursery where pesticides have been used in the last 30 days.

Once farmworkers have participated in the full course of training, if the certified instructor feels the individual comprehends all of the major points of pesticide safety, then the instructor can issue a certification card to the worker. The card verifies that the worker has participated in training and understands what has been taught, and this card is valid for up to five years. It is important that workers go through the entire course in order to be trained under EPA rules. If workers miss part of the course, they cannot receive an EPA training verification card, although they still will have learned important safety information. While it is the employer's responsibility under the law to train his or her workers, workers who have the card may have an advantage in obtaining farmwork over workers who do not have the card. The EPA verification card is issued in most states. However, several states, including Ohio and Pennsylvania, have decided not to issue the cards, hoping instead that workers will receive the training again and again.

For an ESL teacher to receive training and certification as a pesticide safety trainer, he/she will need to contact their state worker protection office (also called the state lead agency) with responsibility for WPS implementation. In many states, the cost is free to receive this training instruction and certification. The length of training varies from state to state, ranging from two hours to two days. A national directory of state worker protection offices is included in the appendix to this text. As an additional resource, teachers can contact AFOP's AmeriCorps Pesticide Safety Education program coordinators, if available in their state, to schedule a trainer to come on-site to provide pesticide safety instruction to students and issue verification cards. A directory of AFOP's AmeriCorps program state contacts is included in the appendix to this text. Additionally, included is an assessment form that the ESL teacher/pesticide safety trainer can use to assess the knowledge of students once the ESL text instruction is completed.

1

Lesson 1

Introductions

Vocabulary

address	greenhouse	oranges
name	orchards	tomato
(learners' native countries)	pack	apples
married	plant	carrots
single	pick	corn
children	prune	grapes
son	detassel	lettuce
daughter	harvest	onions
farm	sort	cucumber
fields		

Structures

Simple present tense
Yes/No questions
Either/Or questions
Subject pronouns

Functions

Giving and getting personal information
Giving and getting information about work

Lesson 1

Lesson 1

Introductions

Objectives:

Learners will be able to:

1. Introduce themselves.
2. Give and get personal information.
3. Give information about where they work.
4. Give information about the work they do.

Presentation:

Note: If you are using this book as a supplement and have already taught introductions and basic greetings, start with page 6 "Where do you work?"

What's your name? Where are you from? — page 2

Introduce yourself to the class and point to a map of the world. Say, "My name is...; I'm from..." Ask learners to introduce themselves and point out their native countries on the map. Have learners introduce themselves as well as all the learners who precede them in this activity. For example: My name is Maria. I'm from Mexico. His name is Humberto. He's from Guatemala.

Ask learners for their first and last names. Write their names on the board as they give them to you. Have learners copy their first and last names onto name tags. You may have to assist those who are unable to write.

Have learners turn to page 2 and read, "What's your name? Where are you from?" Point to the picture of Enrique and say, "This is Enrique." Point to Mexico on the map and say, "He is from Mexico." Have learners read the questions and sentences with you.

Finally, ask learners, "What's your name?" Have them write their first and last names in the space provided. Also, ask them to write the name of their native country on the line next to the map.

Where do you live? — page 3

Introduce the question, "Where do you live?" Draw a picture of a house on the board and write your address. Give learners a copy of their address if they do not have it written down. Assist learners in pronouncing the number, street name, city and state. Have them copy their address onto an index card that they can keep with them.

Duplicate the name and address form that appears on page 3 on the board. Read each word as you fill in information about yourself. Have learners take turns copying the information from their index cards onto the board. Then ask learners to copy their name, address, and telephone number onto the form on page 3.

Are you married or single? — page 4

Ask the class to look at page 4. Say that Enrique and Blanca are married. Say that Alma is not married, she is "single." Ask how many in the class are married and how many are single. Point out the chart at the bottom of the page. Explain that there is an "X" to show that Enrique is married. Tell learners to ask four of their classmates whether they are married or single and to place an "X" in the appropriate column. Be sure that learners write the first names of their classmates in the spaces provided.

Lesson 1

Do you have any children? — page 5

Have the class turn to page 5 and look at the pictures of the girl and boy. Tell them that they are children. Also, teach the words "son" and "daughter." Ask different class members, "Do you have any children?" Be sure they answer "Yes, I do" or "No, I don't." If they do have children, have learners tell how many sons and daughters they have.

Have learners ask four classmates if they have any children. If the answer is "yes," tell them to write the name of the learner on the chart under "name" and then fill in the number of children, sons, and daughters. To debrief the activity use an overhead transparency of the chart or copy the chart onto the board. Ask learners to relay the information they have collected about their classmates while you write it on the chart.

Where do you work? — page 6

Point out the illustrations on page 6. Have the learners repeat the names of the places after you. Ask the question at the top of the page, "Where do you work?" Say, "I work in the classroom." Ask each of the learners to answer the question. Allow for other possible places, such as the nursery or the packing house. Finally, have learners answer the question at the bottom of the page by writing in where they work.

Additional Activity:

Write the words, "farm," "fields," "greenhouse," and "orchards" on the board. Have the learners take turns matching pictures of these places with the words.

What do you do? — page 7

Write the above question on the board and say, "I teach." Teach the vocabulary on page 7 by pointing to the pictures, saying the name for the job, and asking the learners to repeat after you. Make sure that everyone can

identify the work in the illustrations. Ask learners to say what they do, for example, "I pick..." Then ask them to write the names of their jobs in the space at the bottom of the page.

Which vegetables or fruits do you work with? — page 8

Find out if your class knows the names of any of the fruits and vegetables on this page. Teach any new vocabulary. Make word cards for the fruits and vegetables and have the class practice matching the name with the picture. Ask learners which vegetables or fruits they pick, prune, or work with in some other way. Help them fill in the blank at the bottom of the page.

Enrique's Story — page 9

Write "Enrique's Story" on the board or a flip chart. Read the story to the class pointing to each word as you read. Explain any new vocabulary. Read the story several times. Next, have the learners read the story aloud with you while you point to the words. Ask the comprehension questions that follow the story.

Additional Activity:

Use the language experience approach (LEA) with the class. Ask learners to help you write a story about someone in the class. Use "Enrique's Story" as a guide. When the story is finished, ask the class to read it with you.

Review — pages 10 and 11

Ask learners to match the words with the pictures and fill in the blanks with information about themselves.

Lesson 2

2

What are pesticides?

Vocabulary

pesticides	toxic	warning	soil
control	label	danger	storage
pests	liquid	swallow	mixers
insects	spray	skin	loaders
weeds	powder	breathe	drift
mold	granule	plants	machinery
rodents	gas	irrigation water	poison
kill	caution	irrigation equipment	

Structures

Simple present tense
Prepositions
"Wh" questions
Superlative — "most"

Functions

Getting/giving information
Giving locations

Lesson 2

Lesson 2

What are pesticides?

Pesticide Safety Objectives

Learners will be able to:

1. Recognize the EPA warning sign and say what it means.
2. List the 4 ways pesticides can get into your body.
3. Identify 3 forms of pesticides.
4. List at least 5 places pesticides are commonly found at work.

Lesson Opening — page 13

Ask learners to look at the picture at the beginning of Lesson 2. Ask them if they can tell you what is happening. Introduce the word “pesticide.” Make a word map with the word “pesticide” in the center of the circle. Make sure that learners know the meaning of the word. Ask the class for related words in order to elicit their knowledge and views about pesticides. Connect the related words to the center circle.

Many migrant farm workers think that pesticides are “medicine” for the plants. It is important that they understand that pesticides can be dangerous to humans.

Pesticides can control pests. — page 14

Have the class look at the pictures on page 14. Ask them if they can name them. Tell them that the general name for each of these things is “pest.” Teach new vocabulary by referring to the illustrations. Ask the learners if these “pests” are good for the fruits and vegetables. Explain that pesticides are needed to control or stop pests from hurting the crops. Have learners name or draw pictures of the pests that they have seen in the fields or

orchards. Identify those pests as insects, weeds, mold or rodents. Explain to them that mold and fungi have almost the same meaning. Have learners copy the names of the pests they have seen in the spaces provided.

Pesticides are poison. "-cide" means kill. — page 15

Explain that pesticides must kill pests in order to control them. Write "cide" on the board and explain that this part of the word means "kill." Next, write "pesticide" on the board and explain that the word means something that kills pests. Ask learners if they can tell you what insecticides, rodenticides, and herbicides can do. Explain that pesticides are dangerous because they are poisonous. Have the class read page 15 and fill in the correct words (insects, weeds, mold, and rodents). Have learners read their answers aloud.

Pesticides are dangerous. — page 16

Have learners tell you what is happening in the picture. Ask them if they can tell you why the man is sick. Point out the paper that the other man is carrying. Ask them to identify the word on the paper. Explain that pesticides are dangerous and that they can hurt or possibly kill people if not used carefully. Read page 16 aloud and have learners point to the words as you read them. Be sure to teach any new vocabulary words.

Look at the warning on the label. — page 17

Ask the class if they have seen any of these warning signs before. Find out if learners know what these signs mean. Ask which one of these signs is the most dangerous. Explain that these warnings can be found on pesticide labels. Use an eyedropper, a teaspoon, an ounce, and a pint container to demonstrate that the most dangerous pesticide can kill a human using the least amount of substance. Have the class practice pronouncing the words of warning.

Show the class three bottles that each has a fictitious chemical name and a warning label on it. One is labeled Weedkill and has the warning "DANGER." The second is labeled Badbug and has "WARNING" on the front. The last is labeled Wormdead with the word "CAUTION." Use the eyedropper to show the class that only 3 drops of

Lesson 2

the Weedkill can kill. Use a teaspoon to show that an ounce of Badbug can kill. Finally, tell the class that they would have to drink an entire bottle of Worrdead to die. Ask which pesticide is most poisonous and have learners explain their answers. Mention that the names used in this book for chemicals or brand names of pesticides are not actual pesticides, but were made up for these exercises. Ask them if they know names of real pesticides and how toxic they are.

Circle the words you know. — pages 18 and 19

Have learners circle the “words of warning” in the labels. The first pesticide (weedkill, an herbicide) is the most dangerous. The second pesticide (Deadbug, an insecticide) is less dangerous. The third pesticide (Moldaway, a fungicide) is the least dangerous. Have learners fill in the blanks after they have identified the type of pesticide.

Depending on the level of your class, you may teach “most” and “least dangerous.” In any case, learners should understand that some pesticides are more poisonous than others for their own protection.

Keep pesticides from entering your body. — page 20

Ask learners to name the body part in this picture. Ask them to explain how the man is taking in the pesticide. Explain that most workers are hurt by getting pesticides on their skin, and that skin is the most common route for pesticides to enter the body. Read each sentence aloud to the class as they follow along in their books. Explain any new vocabulary. Have learners mime taking in pesticides in each of these four ways.

Sprinkle a fruit or vegetable with baby powder. Explain that after 2 to 4 hours, pesticides in liquid become dry and change to dust like the powder, but you often cannot see, feel, or smell pesticide residues. Mention that this dust is found in the soil and irrigation ditches. Ask one of the learners to “pick” the fruit or vegetable that has been covered with powder and then show his hand to the rest of the group. There should be powder on the learner’s hand. Explain that the dust from the fruit or vegetable can now pass from the learner’s hand into his body through his mouth when he smokes, chews tobacco, drinks, or eats.

Pesticides can be... — page 21

Point to the pictures on page 21. Show that there are pesticides in each of the pictures. Ask learners if they can tell you what is different about the pesticides in the three pictures. Explain that the pesticides coming from the airplane are called a "gas," but the pesticides coming from the tractor and the can are sprays. Also, explain that pesticides can be a powder or granule. Bring examples of powder, granules, and sprays into the class to demonstrate the methods in which pesticides can be distributed (don't bring in real pesticides!). Impress upon the class that pesticides are often invisible. Finally, ask learners how they see pesticides at work. Do they appear as liquids, sprays, powders, granules, or gases? Have learners make an "X" under the method of distribution.

You can find pesticides... pages 22, 23, and 24

Before you have learners turn to pages 22, 23, and 24, ask them if they know where they can find pesticides. Write their answers on the board. Next, have them follow along and point to the pictures as you read the words. See how many of their answers were the same as those in the book. Have learners practice the new vocabulary.

Pesticides can drift. — page 25

Teach the word "drift." You can use hair spray to demonstrate how particles of a substance can travel or spread through the air. Have the class look at the illustration on page 25 to see how pesticides can drift.

Which pesticides do you see at work? Ask your boss. — page 26

Before you teach this page to your class, try to find out which pesticides are used where your learners work. Get the names of the pesticides and find out levels of toxicity. Have your learners try to find out this information too. Tell them to ask their boss. Have learners fill in the names of these pesticides on the chart on page 26. Have them place an "X" under the level of toxicity. Help them practice pronouncing the names of these pesticides.

Lesson 2

Tell them that they may also have poison or toxic liquids or sprays in their house. Talk about the chemicals they may use for cleaning and the warning labels they see on these containers. Bring some of these containers to class in order to point out the warning labels.

Additional Activity:

Place the class into small groups. Give each group a large piece of paper and colored markers. Ask each group to draw a map of the farm where they work. Ask them to mark the location of all the hazards they encounter at work. Ask where the pesticides are mixed and stored. Ask them to draw the enclosed areas, such as greenhouses. Also, have them show on the map which fields or crops they have seen sprayed with pesticides. Ask each group to show its map to the class and explain where the dangers are.*

Review — page 27

Ask the learners to check all of the correct answers. Discuss their choices. Since all of the answers on the page are correct, all of them should be checked.

* The idea for this activity was taken from Mark Lyons, Farmworker Health and Safety Institute.

Lesson 3

3

How can pesticides hurt me?

Vocabulary

symptoms
rash
headache
muscle
pain
cramps
sweaty
dizzy
weak

drooling
vomiting
trouble
breathing
pupils
pregnant
unborn

Structures

Simple present tense
with "have" and "to be"
Present continuous tense
Question formation

Functions

Describing symptoms
Identifying body parts
Asking for and giving information

Lesson 3

Lesson 3

How can pesticides hurt me?

Pesticide Safety Objectives:

Learners will be able to:

1. Recognize at least 5 common signs and symptoms of pesticide poisoning
2. Name 3 possible delayed effects of pesticide poisoning.

Lesson Opening — page 29

Have the class look at the illustration on page 29. Ask "What do you see?" "Where is the man?" "How does he feel?" "Why is he sick?" Ask learners to speculate on what could have made him ill. Ask if they have ever felt sick and what was the reason for their illness.

Pesticides are dangerous. They can make you very sick. — page 30

Explain that pesticides are dangerous because they are poisonous and that they can cause sickness. Teach the vocabulary "immediately" and "for many years" and explain that pesticides can cause illness immediately or have a delayed reaction.

Have the class turn to page 28 and read the sentences aloud while learners follow along in their books.

Sometimes you get sick later. — page 31

Have the learners look at the top illustration on page 31 and say that in 1990 this man was exposed to pesticides. Next, say that today, many years later, he is sick. Ask students what kind of illness he might have. Explain that the delayed effects of pesticide exposure may be: cancer, harm to kidneys, liver or nervous system. Point to the

picture at the bottom of the page and explain that a pregnant woman must not be exposed to pesticides because they can also hurt her unborn baby. Read the sentences aloud and have the class follow along.

Symptoms of Pesticide Poisoning — page 32

Before you teach the symptoms for pesticide poisoning, give the learners practice in naming the parts of the body. Also, give the class practice in talking about health problems. Show them pictures of various health problems and have them practice the forms, "I have a sore throat/headache/cold." "I'm hot/cold/tired."

Have the class look at the illustrations on page 32. Teach the names for the health problems or symptoms. Teach the dialogue at the top of the page. Have learners mime some of these symptoms while their classmates say, "He has a ____." "She has ____."

Fill in the blanks. — page 33

Have learners read the sentences with you and fill in the blanks.

More Symptoms — page 34

Have the class look at the illustrations on page 34. Teach the new vocabulary words. Practice the short dialogue at the top of the page. Have learners practice asking each other the questions and answering them. Find out if learners have ever experienced these symptoms and when.

Fill in the blanks. — page 35

Have learners read the sentences with you and fill in the blanks.

Lesson 3

He is... — page 36

Ask the class to look at the illustrations on page 36.. Teach the names for the symptoms, but be sure to stress the difference between "has" and "is." Then point to each of the pictures and ask "What's the matter?" Learners should answer with "He is ____" or "He has ____."

Fill in the blanks using am, is, are, has, or have. — page 37

Have learners read the sentences with you and fill in the blanks.

What's the matter? — page 38

Have the learners look at the illustration on page 38 and ask what they see. Ask them what is happening. Ask learners if they have ever been to a doctor or clinic. Have them guess what might be the matter with Manuel. Finally, say that Manuel went to the clinic because he is weak and has a bad headache. He also has muscle pain and cramps.

Teach the class the dialogue with half of the class playing the doctor and half of the class taking the patient's role. Switch parts. Have pairs practice the dialogue and then switch roles. Finally, have the class read the dialogue on page 38 with you. Ask the whole class to answer the questions at the bottom of the page.

Match the word to the picture. — page 39

Have learners look at the illustrations of the symptoms of pesticide poisoning on page 36. Call out letters and see if the class can name the symptoms. Also, see if they are able to read the words for the symptoms at the bottom of the page. If they can, have them match the picture with the word by writing the letter for the picture on the line next to the word.

Symptoms Bingo — page 40

This is a review of the symptoms of pesticide poisoning. Before you play this game with the class, make photocopies of the symptoms for pesticide poisoning. Enlarge these copies in order to make flash cards. Distribute 12 beans or pennies to each learner to use as a marker. Have learners copy the name of a symptom in each square of the bingo card. There are more symptoms than squares, so learners should have different symptoms in different squares. Also, have them put a marker on the center square. Hold up a picture of a symptom, for example, "rash," and have the learners place a marker on the square that has the word "rash." Continue this way until one person has bingo.

Review — page 41

Have learners check all the correct answers. Correct the answers with the class.

4

Lesson 4

If I'm sick at work, what should I do?

Vocabulary

should
medical help
medical center
near
rinse
cool
soap
swallow
wash

poison control center
first aid
fresh
air
loosen
mouth-to-mouth
pass out

Structures

"Wh" questions
Imperatives

Functions

Following instructions
Giving information
Requesting assistance
Giving directions

Lesson 4

Lesson 4

If I'm sick at work, what should I do?

Pesticide Safety Objectives

Learners will be able to:

1. Describe how to get emergency medical care if they get sick because of pesticides at work.
2. Recognize that their boss will provide transportation to medical help if they think they have been poisoned at work by pesticides.
3. Describe the correct steps to take if:
 - a. pesticides get on their skin.
 - b. someone swallows a pesticide.
 - c. someone breathes in a pesticide.
 - d. pesticides get in their eyes.

Lesson Opening — page 43

Ask learners to look at the picture at the beginning of Lesson 4. Ask them if they can tell you about the illustration. Ask questions, for example, Who are the man and the woman?, What are they doing? What information is on the board? Is there a bulletin board like this where you work? Where is it located? Ask them to describe the board to you.

Explain that the board has the address and telephone number of the nearest medical facility in case any of the workers become ill or have an accident on the job. For homework, ask learners to find this information at work and to copy down the name, address, and telephone number of the nearest medical facility.

Note: If your class is at a very low level of English proficiency, you may have to find this information yourself.

Where can you get medical help? — page 44

If the class has found the name, address, and telephone number of the nearest medical center, ask one of them to write it on the board. If not, write the information on the board yourself. Ask the class to copy it onto the form on page 44.

Emergency Plan for Medical Help — page 45

Help your class make an emergency medical plan using the questions on page 45. Find out if the class knows where the nearest medical facility is. Ask them to give you directions to it. (You might want to include directions to the facility when you teach a unit on directions).

In addition, ask learners to tell you where the nearest telephone is at the worksite. This would be a good time to find out if your class knows how to place phone calls.

If you get sick at work, tell your boss immediately. — pages 46 and 47

Ask the class to say what they would do if they got sick from pesticide poisoning at work like the man in the picture at the top of page 46. Explain that they must tell the boss immediately. The boss must make sure that they get to a medical facility. The boss is also responsible for giving the name of the pesticide responsible for the poisoning to the doctor. Information about what pesticides have been used on the farm are required to be posted at a central location on the farm. Find out if anyone in class has ever been sick because of pesticide poisoning. Ask what they did when this happened.

Have the class help you write a dialogue between a sick worker and the boss. How would they report their symptoms? What would the boss say? Write the dialogue on the board. After the class has helped you construct a short dialogue, have them practice it in pairs.

Lesson 4

You could also construct another dialogue between the worker, the clinic doctor, and the boss. The doctor will ask the worker, "What's the matter?" and will ask the boss, "What's the name of the pesticide?" Explain that if the doctor knows the name of the pesticide, it is easier to find the correct medicine to counteract the poison.

You have a pesticide in your eye. What should you do? — page 48

Have the class look at the illustration at the top of the page and ask what happened to the worker. Explain that he got a pesticide in his eye. Point to the illustration and say that if you get pesticides in your eye, you must hold that eye open and rinse it out with cool water for 15 minutes. (Try not to get water into the other eye.) The worker should then go to the doctor immediately.

Point to the words on the page and have the class follow along as you read aloud. Have learners close their books and tell you what steps they must take if they get a pesticide in their eyes.

You have pesticide on your skin. What should you do? — page 49

Point out the picture at the top of page 49 and ask the class what they think happened to this man. Explain that he got pesticide on his skin and that there are three things he must do to avoid getting sick. Point to the illustrations and explain the procedure. Ask the class to read this page with you. Read the sentences again and see if they can point to the correct pictures.

Note: Be sure to explain that the last step of washing with soap and water should not wait until the end of the day. They should also remember to put clean clothes on after washing with soap and water.

He swallowed a pesticide. What should she do? — pages 50 and 51

Have the class look at the illustration of the man holding his stomach on page 50. Ask the class to tell you what happened. Find out if they know what the woman worker should do next. Explain the steps to the class. It will be necessary to explain what a poison control center is. Have the poison control center's telephone number and

address on the board for learners to copy onto page 51. Remember that poison control centers handle less severe cases. Calling 911 is preferable for urgent cases.

Bring in a household pesticide, or get a sample label so that you can point out the name of the pesticide and the first aid directions.

Additional Activity:

You may want to have a bilingual speaker from the ambulance squad, 911 team, or regional poison control center speak to the class about the center's work.

You feel sick and dizzy in the greenhouse. What should you do? — page 52

Before beginning pages 52, 53, and 54, explain that pesticides in an enclosed space can be more dangerous than in an open space. Ask the class to name an enclosed space where they may encounter pesticides, for example, a greenhouse or nursery. Find out if the learners know what to do if they feel sick or dizzy in an enclosed space.

Have the class turn to page 52 and read the first sentences. Ask volunteers to answer this question. Explain that the woman in the picture must leave the greenhouse immediately in order to breathe fresh air.

She got sick from breathing pesticides. What should he do? — page 53

Ask the learners to look at the illustration at the top of page 53. Ask them what the male worker should do to help the woman. The class should know that the first step is to get her outside immediately in order to breathe fresh air, as in the previous example. Next, he should loosen her clothes and, if the woman is not breathing, he should give her artificial respiration. Finally, he or a coworker should call 911.

Have the class read the sentences on this page with you.

Lesson 4

Additional Activity:

Find out how many in your class are trained in artificial respiration or Cardiopulmonary Resuscitation (CPR). This would be an excellent time to encourage them to take a course in CPR or general First Aid. You can get information on this from your local Red Cross. A course in CPR or First Aid offered in the learners' native language would probably be more successful. These courses are usually low-cost or free of charge. Find out if you can arrange a program at the camp.

Calling 911 — page 54

It is important that your class knows how to call 911 for help. There may be bilingual operators available; however, this is not always the case. The learners should be prepared to ask for help in English and be able to give their address or location and possibly directions to that location.

You can begin this page by talking about the purpose of the 911 service. Have learners anticipate the questions that the operator may ask. Teach the dialogue on page 54. Have the class practice this as a whole group and then in pairs. You may want to substitute information pertinent to your own area. Be sure that learners can give their address and directions to their camp.

He passes out in the greenhouse. What should you do? — page 55

Point to the illustration at the top of page 55 and explain that the man has passed out. Ask the learners whether they should go into the greenhouse. Tell them that if the man has passed out, it is probably too dangerous to go inside without special equipment. In this case, they must get help from someone who has the equipment and training for this situation. Point out the special breathing apparatus that the man is wearing in the illustrations. Ask what would happen if a person went to rescue someone in a greenhouse without wearing a respirator. The answer is they could become the next victim. It is important to always wear a respirator when rescuing someone in a greenhouse.

Have the class read the sentences along with you.

Review — page 56

Review the lesson by asking learners to number the pictures in the first activity on page 56. Next, have them check all of the correct answers to the next question.

Additional Activity:

A role play can also help the class to remember what to do in case someone is poisoned. Divide the class into small groups and assign them an emergency, for example, someone has a pesticide in their eye. Provide a safety poster, a container of baby powder, labeled "Pesticide," a play telephone, and a hat labeled "Boss." Ask each group to present their roleplay to the rest of the class.

Next, ask each group what they would do if they could not find the boss or the number of the nearest medical facility. Suggest that sometimes it may be faster to just drive to the nearest medical facility. Have groups change their role plays in order to solve the suggested problems.

5

Lesson 5

How can I protect myself from pesticides?

Vocabulary

protect
myself
cover
tobacco
towels
smoke
chew
gum

stay away
keep out
stay out
Restricted Entry Interval (REI)
container
empty
clothes
dirty

Structures

Imperatives

Functions

Following instructions
Understanding warnings
Giving warnings

Lesson 5

Lesson 5

How can I protect myself from pesticides?

Pesticide Safety Objectives

Learners will be able to:

1. Name at least 5 ways to keep pesticides out of their bodies.
2. Recognize the EPA warning sign and say what it means.
3. Identify taking pesticide containers home from work as hazardous.
4. Demonstrate routine decontamination practices.
5. Describe how to avoid hazards from pesticide residues on clothing.
6. Describe what to do if pesticides drift into the area where they are working.

Lesson Opening — page 57

Ask learners to look at the lesson opening illustration. Ask them what is happening in the picture. Explain that the man holding the book is teaching about pesticide safety. At this point, ask learners if they can teach you something about pesticide safety. Use the “K-W-L” (know, want to know, learned) technique. First, ask learners to tell you everything they know about protecting themselves from pesticides. You can write this under the word “know” on the board or flip chart. Learners may suggest wearing long pants and shirts with long sleeves. List this suggestion in the “know” column. Next, ask learners what they would like to know about pesticide safety. Start a new column headed with “want to know.” List any questions they may have in this column. They may have questions about being in the fields when pesticides are being applied. Finally, make a third column with the word “learned” at the top. At the end of this lesson go back to the chart and ask the learners what they have learned. The questions they have asked in the second column should have been answered. If you put this list on poster paper, you can go back to it easily at the end of this lesson.

There are eleven rules for pesticide safety. It may help learners to remember if they know that the first seven rules relate to their behavior when out in the fields, while the last four rules relate to behaviors at home or outside of work.

Each of the eleven rules is followed by suggestions for class activities to demonstrate the purpose for the safety rule. After completing the activity and discussion for each rule, go back to the text and have learners read the words with you.

1. Wear clothes that cover your skin. — page 58

Have learners look at the top illustration on page 58 and ask if they wear clothes similar to these to work. Have them review clothing vocabulary. Be sure they know “long-sleeved shirt” and “short-sleeved.” Review the names for different types of hats. Ask the class why they wear clothes like the man in the picture. Discuss the importance of wearing protective clothing at work.

Display different items of clothing on a rack, clothesline, or table. Be sure to include a long-sleeved shirt, a short-sleeved shirt, long pants, short pants, gloves, boots, and sandals. Hold up each item and have the class identify it. Next, ask one of the learners to be the “worker.” Say that it is a very hot day and that the temperature will be 90 degrees. He must work all day picking peppers (or whatever the learners typically pick). Ask the learner to choose clothing for the day in the fields. Have a class discussion about whether the clothes were appropriate or not.*

This may be a good opportunity to discuss the difference between polyester and cotton materials. Explain that cotton is usually more comfortable in the heat because it allows air to pass through it.

* The idea for this activity was taken from Mark Lyons, Farmworker Health and Safety Institute.

Lesson 5

Finally, ask a learner to put on the clothing chosen for field work. Using the baby powder labeled "pesticide," dust the learners clothing to demonstrate how the long sleeves and long pants protect the skin from contamination.

2. Look for soap, water, and towels. — page 58

Ask learners where they go to wash their hands when they are working. List the places on the board. Explain that their employer must provide farmworkers with water, disposable towels and soap.

3. Wash your hands before you eat, drink, smoke, chew gum or tobacco. — page 59

Ask learners to describe what they see in the two illustrations at the top of the page. Ask why the workers washed their hands before they began to eat and smoke. Discuss how pesticides can remain on your hands even when they are invisible. Explain how these pesticides can be ingested.

4. Wash your hands before you use the toilet. — page 59

Explain that it is also very important to wash their hands before using the toilet. Ask the class how convenient it is to wash their hands before eating or going to the bathroom.

5. When people are spraying pesticides, stay away! — page 60

Ask learners to look at the illustration on page 60. Ask them to describe what they see. Ask why the workers are running. Explain that being sprayed with pesticides directly or through drift is much more dangerous than touching the plants that have been sprayed.

To demonstrate how pesticides drift, bring a cheap can of spray paint to class. Have one or two of the learners draw a picture of a farm on a large piece of chart paper. Have them include fruit trees, fields, streams and workers standing nearby. Ask one of the learners to stand about two feet away from the drawing and to spray only the fruit trees. The paint will probably cover other items in the drawing as well. Explain that pesticides can drift in this same manner.*

6. A danger sign means keep out. — page 61

Hold up a large copy of the field warning sign or point out the warning sign on page 61. Ask learners to tell you what the sign means to them. How will they act when they see this sign? Be sure to point out the words “danger” and “keep out.” Explain that when they see a sign like this one it means that pesticides have just been applied and they are extremely dangerous.

Federal and state regulations forbid entrance into that area for a specific time after a pesticide has been applied, depending on how dangerous the pesticide is. The employer is responsible for informing the workers about the restricted entry intervals (REIs) either by telling workers verbally or by posting a sign in the fields telling workers to keep out. Signs are only required for the most dangerous pesticides.

7. Do not enter areas when the boss says, “Stay out!” — page 61

Practice different oral warnings with the class, for example, “stay out,” “keep away,” “stay away,” “don’t go in,” etc. Ask them how they would warn someone of danger.

8. Don’t take pesticide containers home. — page 62

* The idea for this activity was taken from L. Diane Mull, AFOP.

Lesson 5

Show the class a plastic container that you have labeled "Pesticide — DANGER." Ask them how they could use this container. The class should answer that they cannot use this container. Even if they wash the container several times, they will not remove all of the pesticide residue. The law says that pesticide containers can only be used for the pesticide that they contained. Check with your state or county for institutions on how to properly dispose of empty pesticide containers.

Ask learners to look at the illustration at the top of page 62 and ask what is happening. Ask why the woman is forbidding the man to enter the house. Discuss how the empty pesticide container could endanger the whole family if it is brought into the house.

9. Keep children away from pesticides. — page 62

Point to the illustration at the bottom of page 59 and ask what the woman is telling the child. Explain that pesticides are especially dangerous for children. It is important that children stay away from pesticides in the fields. It is also important that children do not have contact with pesticides in the home (this includes staying away from contaminated work clothes and keeping household pesticides and cleaners under lock and key). Ask learners what would happen if they hugged their children when they came home from work.

10. Wash your body and hair after work each day. — page 63

Ask learners what they do when they first get home from work. Have the class look at the illustration at the top of page 63. Ask what the worker in the picture did when he got home. Explain that it is important to take a shower as soon as they get back from work. It is also necessary to use soap. Point out the clean clothes in the second illustration and ask why this man should not put his work clothes on again.

11. Keep dirty clothes away from non-work clothes. — page 63

Discuss why it is necessary to wash work clothes separately from non-work clothes. After the discussion, place a large bowl of water in front of the class. Shake some baby powder onto a bandanna. Ask one of the learners to put the bandanna into the water and then remove it. The water will be cloudy with baby powder. Next, take a clean bandanna and have another learner dip this into the bowl. When it is removed the clean bandanna will feel oily due to the baby powder residue in the water. Explain that this could happen if they wash their family's clothes with their work clothes.*

Review — pages 64 and 65

Have learners check the correct answers. Review and discuss the answers with the class.

Pesticide Safety Game — pages 66 and 67

Have learners play with a partner. One is A and the other is B. Each player has a marker (you can use a piece of paper, paperclip, etc.) to show where they are on the board. They should take turns flipping a coin. If the coin turns up heads, the player moves ahead one space. If the coin turns up tails, the player moves ahead two spaces. When they move their marker and land on a picture, what rule do they see?

Each player has a list of pesticide safety rules. When player A lands on a picture, he/she should look at List A to see if any of the safety rules describes the picture. If there is a match, they should make an "X" in pencil next to the safety rule. When the player B takes a turn, he/she should make an "X" in pencil next to the safety rule if they find a match with the picture and one of the safety rules on List B. If a player doesn't find a match, they

* The idea for this activity was taken from L. Diane Mull, AFOP.

Lesson 5

cannot put an "X" next to a safety rule. After going through the board, the player with the most X's (the most matches) wins the game. (See Pesticide Game rules in the student workbook.)

Make a warning sign. — page 68

Ask students to name the elements of a warning sign (a hand, face and the words: Keep Out, No Entry, Danger, Peligro, Pesticides, Pesticidas). Cut out the words and pictures of the warning sign (the sign is in the illustration on the last page of Lesson 6 in the student workbook). Have students paste the pictures and words in their proper place on the page. A flannel board would be excellent for a larger group. You could have teams to assemble the pieces onto the board in the shortest time. Ask students if they have seen a warning sign and to describe where they saw it.

6

Lesson 6

What are my rights?

Vocabulary

application
areas
mixer
flagger
loader
pesticide handler
training

punish
dangerous areas

Structures

Present tense
“Must”

Functions

Expressing obligation

Lesson 6

Lesson 6

What are my rights?

Pesticide Safety Objectives

Learners will be able to:

1. Identify at least 3 ways their boss must help protect them from pesticides used at work.
2. Name 3 work activities for which they need extra training.
3. Recognize that their boss must not punish them for trying to follow pesticide safety rules.

Lesson Opening — page 69

Ask learners to look at the picture at the beginning of Lesson 6. Ask them if they can tell you what is happening. Explain that the boss is training the workers to use pesticides safely. Tell them that the laws say the boss must make sure they are trained in the use of pesticides. Ask learners if they have been trained. If they have, ask them where and when the training took place. Have them relate what they remember about the training. If the learners have not been trained in the safe use of pesticides, call AFOP's AmeriCorps Program Coordinator contact person in your state or the worker protection office (also called the state lead agency) in your state. A list of worker protection offices can be found at the end of this manual.

Your boss must tell you about pesticide use at work. — page 70

Have the class look at the illustration on page 70. Ask them if they can read any of the words on the sign. Ask them to explain the purpose of the sign. In addition, ask them if they have seen signs similar to this where they work.

Tell them that the boss must warn them about areas where pesticides are being applied, as well as areas that they may not enter. Their boss must post the name of the pesticide, where it was applied, when it was applied, and when the workers may return to this area. This information must be written and posted in a central location where all workers can see it before the pesticides are applied.

Have learners read the sentence at the top of the page with you.

Fill in the pesticide application information. — page 71

Review the question words “where,” “what,” and “when” with the class. Have them match the words and dates at the bottom of the page with the correct question words. Ask the learners why the workers cannot return to the orchard for 48 hours.

Your boss must have soap, water, and towels near your workplace. — page 72

Ask learners what they see in the picture on page 70. Explain that the boss must supply the soap, water, and towels so that they will be able to wash their hands before eating or going to the bathroom. Be sure to emphasize that the boss is required by law to do this. Have the class follow along as you read the sentence at the top of the page.

Your boss cannot make you work in dangerous areas. — page 73

Have the class read the first sentence at the top of the page. Ask them what the dangerous areas are. Be sure they include places where pesticides are being applied and places where pesticides can drift. Review the information about the Restricted Entry Interval (REI). The law sets different safety periods for different pesticides.

Lesson 6

Find the Restricted Entry Interval (REI). — page 74

Have the class turn to the REI chart on page 74. Ask questions about the chart, for example, "What is the REI for Certron 5?" "How many hours must you wait after spraying with Mixchlar?" Also, explain the meaning of "most dangerous" and "least dangerous" and ask learners which pesticide is the most dangerous and which is the least dangerous. Ask them to explain their answers.

For some jobs, the boss must give you special training and protection. — page 75

Have learners look at the illustrations at the bottom of page 75. Ask them if they know what the workers are doing. Ask them to tell you the names of these jobs. Write the words "pesticide handler," "flagger," and "early entry worker" on the board. Discuss the reasons why these jobs are more dangerous than picking and pruning, for example. Explain that the more dangerous jobs require special training, as well as special protection. Point out the protective clothing that the workers are required to wear. Ask if anyone in your class has ever done any of these jobs. What protective clothing did they wear? Did they receive extra training? Read the page with the class.

The boss must not punish you for following rules. — page 76

Have learners look at the first illustration on page 76. Ask learners what they see. Ask why the worker is refusing to go into the field. The class should know that it is not safe to enter a field when it is being sprayed with pesticides. Ask learners if they think the worker is right to refuse his boss.

Next, point out the second illustration on page 76 and explain that the boss cannot punish the worker for refusing to follow pesticide safety rules. Have the class read the sentence at the top of the page.

Get to work! — page 77

Ask the learners to look at each picture and explain what they see. Have them answer the questions at the bottom of the page. Workers may have the right to refuse to enter a field while it is being sprayed, however, they may fear being fired. Discuss the problem with the class. Find out if this has ever happened to any of the learners. Ask what they did in this situation.

Review — pages 78 and 79

Have the class read the sentences and answer the questions by checking “yes” or “no.”

7

Lesson 7

Be Safe on the Farm

Vocabulary

accident
sunburn
cover
heat stress
break
stretch
lift
heavy
muscles
strong

machines
equipment
repeat
motion
rotate
shake

Structures

Imperatives
Simple present tense

Functions

Following instructions
Reporting an accident

Lesson 7

Lesson 7

Be safe on the farm

Safety Objectives:

Learners will be able to:

1. Recognize the dangers of sunburn and heat stress and how to prevent them.
2. Describe how to safely lift an object.
3. Identify sources of accidents on the farm.

Lesson Opening — page 81

Ask the class to look at the illustrations at the beginning of Lesson 7. Ask learners what they see in the illustration. Make a word map on the board with the word "accident" in the center. Ask learners if the workers in these pictures are in any danger. They may suggest that the worker picking apples may fall or that the worker lifting vegetables may hurt his back. Write these suggestions on the board and connect them with a line to the word "accident." Ask learners if they have ever had an accident on the job. Have them describe what happened or have them draw a picture of the incident. Tell them that this lesson will be about safety on the farm. Save a copy of the word map for use later in the lesson.

Be safe in the sun. — page 82

Have learners look at the illustration on page 82. Ask learners why the man in the picture is wearing a hat, a long-sleeved shirt, and long pants when the sun is shining. They should explain that the worker must protect himself against getting pesticides on his skin. If no one mentions it, point out that these clothes will protect him against the sun. Explain that exposing the skin to sun for many years can be dangerous. It may cause skin cancer.

Also, explain that children, including infants, are at the most risk and should be protected from the sun. Also at increased risk are those who take medications like tetracycline, antihistamines, "sulfa" drugs, diuretics and some oral contraceptives. The combination of some drugs and sunlight can decrease the time needed to cause a sunburn.

Be safe in the heat. Don't get heat stress. — page 83

The danger of heat stress increases with higher temperature, humidity, and direct sunlight. Also heavier work and wearing Personal Protective Equipment (PPE), such as a mask and overalls, increase risk because they cover the body and can increase body temperature.

Tell learners to imagine that it is a very hot day—over 90 degrees. Tell them that they are working outside. Ask them to describe how they feel. Ask them if they feel dizzy or weak. Write the symptoms on the board as the class describes them. Tell them that fatigue, headache, dizziness, muscle weakness, loss of coordination, fainting, profuse sweating, pale or moist cool skin, excessive thirst, muscle cramps, nausea, rapid and shallow breathing can all be symptoms of heat stress. Your class will already know many of these words from Lesson 3.

Have the learners turn to page 83 and look at the man wiping his brow. Ask the class what he can do to feel better. Be sure they point out that he should drink plenty of water even if he isn't thirsty. He should also take a break from work, preferably in the shade. It is advisable that people wear breathable clothes if possible when working in the field. You may also want to explain that too much heat can make people lose their concentration, get tired, or grouchy. Understanding how to avoid heat stress can help them avoid accidents.

Don't hurt your back. Do your work safely. — page 84

Tell the class that there is a wrong way to lift objects. Ask for volunteers to demonstrate the right and wrong way to lift. After the demonstration, have learners turn to page 84 and look at the illustrations of correct and incorrect lifting techniques. Explain that the worker who is bending from the waist will probably hurt his back. Also, explain that it is a good idea to stretch before lifting a heavy object just as the man and woman in the top

Lesson 7

illustration are. Read the sentences with the class. Teach the vocabulary of "lift," "stretch," and "bend" using total physical response. In other words, have learners perform the action as you say the words.

Get help to lift heavy things. — page 85

Ask learners to name ways that they use their backs. Since we use our backs in every activity we do, from sitting and standing to bending and reaching, your class should find it easy to name ways that the back is used. Explain that because the back is so important, we must be sure to take care of it. Point out the illustrations on page 80 and remind learners of the correct way to lift objects. Also, mention that it is good to have help when lifting heavy objects.

Point out the second illustration and mention that one way to keep the back strong is by making the stomach muscles stronger. Ask for volunteers to demonstrate a half sit-up. Point out that stomach muscles help support the back. People with strong stomach muscles rarely have back problems.

Do you work close to the ground? — page 86

Ask learners when it is necessary for them to work close to the ground. Ask how they feel after working for a long time in this position. Explain that working close to the ground for long periods can also hurt the back. Ask for suggestions on how to reduce stress on the body when working in this position. Finally, have learners look at page 86 and point out that it is better to work on one or two knees rather than stooping over and that it will also help if they stand and stretch. Have learners read the sentences with you.

Do you have to stand for a long time? — page 87

Ask learners if it is necessary for them to stand for a long time. Point out that standing with one foot higher than the other will relieve stress on the back. In addition, discuss the importance of comfortable shoes. Have learners read page 87.

Do you sit or drive for a long time? — page 88

Ask learners how they feel if they have to sit or drive for a long time. Explain that this activity can also be harmful to the back. Have the class look at the illustrations on page 88 and ask what will help to relieve back stress in this situation.

Additional Activity:

Ask a nurse or health care worker from your local medical facility to talk to the class about back care. Try to find someone who can give the presentation in your students' native language or find an interpreter.

Do your work safely. — pages 89 and 90

Show learners the "accident" word web from the beginning of Lesson 7. Ask learners if they can think of ways that these accidents could have been prevented. Have the class look at the illustrations on pages 84 and 85. Ask learners what accidents might happen in these pictures. Ask how the accidents might be prevented from happening. Read both pages with the class. Explain any new vocabulary.

Do you have children? — page 91

Ask learners if there are children on their farm. Find out if the class thinks that children are more likely to be in danger in the fields. Discuss ways to keep children safe. Be sure to mention that children should be kept away from tractors and dangerous equipment. Discuss how this can be done. Have learners turn to page 91 and read the text with you.

Draw an accident. — page 92

The class has already talked about accidents they have had on the farm or elsewhere. Ask learners to draw a cartoon of the accident in the frames provided on page 92. You may want to model this activity by drawing a

Lesson 7

four-frame cartoon of an accident they have had. When they have finished, ask learners to explain their drawings to partners or to the whole class. Be sure to ask how the accident could have been prevented.

Repeating the same motion can hurt you. — page 93

Have the class look at the illustration at the top of page 93. Ask the class if they think that doing the same action many times will hurt the farmworker in the illustration. Explain that it can cause an injury. However, the injury can be prevented if the worker takes breaks and stretches, rotates, and shakes his hands. Demonstrate the words “stretch,” “rotate,” and “shake” for the class. Have learners perform these actions too.

Also, point out that workers should use safe equipment. Ask the class to look at the illustration at the bottom of the page and explain why the bag that opens at the bottom is safer to use than a bag that has an opening only at the top. Ask the class for examples of safe and unsafe equipment.

Don't drink or wash in irrigation water. — page 94

Explain that irrigation water is often contaminated with pesticides and therefore should never be used for drinking or bathing. Also, rain and irrigation water force pesticides to pass into the ground and eventually into the underground water that feeds shallow wells. (Drinking this contaminated water is not safe because pesticides are in it.) Find out if there is a well that your learners use and remind them that the water it contains may be poisoned with pesticides. Suggest that they check with the county to see if the well water is safe.

Review — page 95

Have learners check the correct answers.

National Worker Protection Offices

REGION I

CONNECTICUT

Pesticides/ PCB Management Division
Dept. of Environmental Protection
165 Capitol Ave.
Hartford, CT 06106-1600
Tel: (203) 566-5148
Fax: (203) 566-4379

MAINE

Board of Pesticide Control
ME Dept. of Agriculture/Food and Rural Resources
Station 28, State Offices Bldg.
Augusta, ME 04333-0028
Tel: (207) 287-2731
Fax: (207) 287-7548

MASSACHUSETTS

Pesticide Bureau/ Dept of Food & Agriculture
Dept. of Agriculture
100 Cambridge Street
Boston, MA 02202-0009
Tel: (617) 727-3020
Fax: (617) 727-7235

NEW HAMPSHIRE

Division of Pesticide Control
New Hampshire Dept. of Agriculture

Caller Box 2042
Concord, NH 03302-2042
Tel: (603) 271-3550
Fax: (603) 271-1109

RHODE ISLAND

Division of Agriculture
Dept. of Environmental Management
22 Hayes Street
Providence, RI 02908-5025
Tel: (401) 277-2781
Fax: (401) 277-6047

VERMONT

Division of Plant Industry
Laboratories and Consumer Assurance
Dept. of Agriculture, Food and Markets
116 State Street
Montpelier, VT 05620-2901
Tel: (802) 828-2431
Fax: (802) 828-2361

REGION II

NEW JERSEY

Pesticide Control Program
New Jersey Dept. of Environmental Protection and Energy
CN 411
Trenton, NJ
08625
Tel: (609) 530-4122
Fax: (609) 530-8324

National Worker Protection Offices

NEW YORK

Bureau of Pesticides Regulation
New York State Dept. of Environmental Conservation
50 Wolf Road
Albany, NY 12233-7254
Tel: (518) 457-7482
Fax: (518) 457-0629

PUERTO RICO

Agriculture Materials Laboratory
Puerto Rico Dept. of Agriculture
P.O. Box 10163
Sanjurjo, PR 00908
Tel: (809) 796-1710
Fax: (809) 796-4426

VIRGIN ISLANDS

Division of Environmental Protection
Virgin Islands Dept. of Planning & Natural Resources
Nisky Center, Suite 231
Nisky 45-A
St. Thomas, US VI 00802.
Tel: (809) 774-3320
Fax: (809) 774-5416

REGION III

DELAWARE

Delaware Dept. of Agriculture
2320 S. Dupont Highway
Dover, DE 19901
Tel: (302) 739-4811

Fax: (302) 697-6287

DISTRICT OF COLUMBIA

DCRA/ERA/ECD
Pesticides Section - Suite 203
2100 Martin Luther King, Jr. Ave. SE
Washington, DC 20020
Tel: (202) 645-6080
Fax: (202) 645-6622

MARYLAND

Pesticide Regulation Section
Maryland Dept. of Agriculture
50 Harry S. Truman Parkway
Annapolis, MD 21401
Tel: (410) 841-5710
Fax: (410) 841-2765

PENNSYLVANIA

Bureau of Plant Industry
PA Department of Agriculture
3201 N. Cameron Street
Harrisburg, PA 17110-9408
Tel: (717) 787-4843
Fax: (717) 783-3275

VIRGINIA

Office of Pesticide Management
& Consumer Services
P.O. Box 1163, Room 403
1100 Bank Street
Richmond, VA 23219
Tel: (804) 371-6558
Fax: (804) 371-8598

WEST VIRGINIA

West Virginia Dept. of Agriculture
P.O. Box 66
Inwood, WV 25428
Tel: (304) 229-0981
Fax: (304) 229-2510

REGION IV

ALABAMA

AL Dept. of Agriculture & Industries
P.O. Box 3336
Montgomery, AL 36109-0336
Tel: (334) 242-2656
Fax: (334) 240-3103

FLORIDA

Florida Dept. of Agriculture
3125 Conner Blvd., Rm 170
Tallahassee, FL 32399-1650
Tel: (904) 487-0532
Fax: (904) 488-8497

GEORGIA

Georgia Dept. of Agriculture
& Entomology & Pesticides
Capitol Square, Suite 550
Atlanta, GA 30334
Tel: (404) 656-4958
Fax: (404) 657-8378

KENTUCKY

Kentucky Dept. of Agriculture
Div. of Pesticides
100 Fair Oaks Lane
5th Floor
Frankfort, KY 40601
Tel: (502) 564-7274
Fax: (502) 564-3773

MISSISSIPPI

MDAC, Bureau of Plant Industry
P.O. Box 5207
Miss. State, MS 39762
Tel: (601) 325-3390
Fax: (601) 325-8397

NORTH CAROLINA

N.C. Dept. of Agriculture
P.O. Box 27647
Raleigh, NC 27611
Tel: (919) 733-3556
Fax: (919) 733-9796

National Worker Protection Offices

SOUTH CAROLINA

Dept. of Fertilizer & Pesticide Control
257 Pools Agricultural Center
Clemson University, Box 340394
Clemson, SC 29634-0394
Tel: (803) 656-3171
Fax: (803) 656-3219

TENNESSEE

Tenn. Dept. of Agriculture
Div. of Plant Industries
P.O. Box 40627, Melrose Station
Nashville, TN 37204
Tel: (615) 360-0795
Fax: (615) 360-0757

REGION V

ILLINOIS

Bureau of Environmental Programs
IL Department of Agriculture
State Fairgrounds, P.O. Box 19281
Springfield, IL 62706
Tel: (217) 785-2427
Fax: (217) 785-4884

INDIANA

Office of Indiana State Chemist
Purdue University
1154 Biochemistry Bldg
West Lafayette, IN 47907-1154
Tel: (317) 494-1585

Fax: (317) 494-4331

MICHIGAN

MI Dept. of Agriculture
Pesticides & Plant Pest Mgmt. Division
611 West Ottawa Street
P.O. Box 30017
Lansing, MI 48909
Tel: (517) 373-1087
Fax: (517) 335-4540

MINNESOTA

Pesticide Enforcement Unit
MN Department of Agriculture
90 West Plato Blvd.
St. Paul MN 55107
Tel: (612) 296-5136
Fax: (612) 297-2271

OHIO

OH Dept. of Agriculture
65 South Front Street
Columbus, OH 43068
Tel: (216) 297-6452
Fax: (614) 759-1467

WISCONSIN

WI Dept. of Agriculture
Trade and Consumer Protection
P.O. Box 8911
801 West Badger Road
Madison, WI 53708

Tel: (608) 224-4539
Fax: (608) 224-4655

REGION VI

ARKANSAS

Arkansas State Plant Board
P.O. Box 1069
Little Rock, AR 72203
Tel: (501) 225-1598
Fax: (501) 225-3590

LOUISIANA

LA Department of Agriculture and Forestry
P.O. Box 3596
Baton Rouge, LA 70821-3596
Tel: (504) 925-6914
Fax: (504) 925-3760

NEW MEXICO

New Mexico Department
of Agriculture
P.O. Box 30005, Dept. 3AQ
Las Cruces, NM 88003-0005
Tel: (505) 646-4837
Fax: (505) 646-5977

OKLAHOMA

Plant Industry & Consumer Services
OK State Dept. of Agriculture
2800 North Lincoln Blvd.
Oklahoma City, OK 73105-4298

Tel: (405) 521-3864
Fax: (405) 521-4912

TEXAS

TX Dept. of Agriculture
Stephen F. Austin Bldg.
P.O. Box 12847
Austin, TX 78711
Tel: (512) 463-7717
Fax: (512) 475-1618

REGION VII

IOWA

IA Dept. of Agriculture
& Land Stewardship
Henry A. Wallace Bldg.
900 East Grand
Des Moines, IA 50319
Tel: (515) 281-8506
Fax: (515) 281-6800

KANSAS

Kansas State Board of Agriculture
901 S. Kansas, 7th Floor
Topeka, KS 66612-1281
Tel: (913) 296-5395
Fax: (913) 296-0672
Fax: (913) 296-0673

National Worker Protection Offices

MISSOURI

MO Dept. of Agriculture
P.O. Box 630
Jefferson City, MO 65101
Tel: (314) 751-9198
Fax: (314) 751-0003

NEBRASKA

NE Dept. of Agriculture
Bureau of Plant Industry
301 Centennial Mall, S.
Lincoln, NE 68509
Tel: (402) 471-2394
(402) 471-6892

REGION VIII

MONTANA

Environmental Management Office
Dept. of Agriculture
Agriculture Livestock Bldg.
Capitol Station
Helena, MT 59620
Tel: (406) 444-2964
Fax: (406) 444-5409

NORTH DAKOTA

ND Dept. of Agriculture
State Capitol Bldg.
600 East Blvd., 6th Floor
Bismark, ND 58505-0020
Tel: (701) 328-4756

Fax: (701) 328-4567

SOUTH DAKOTA

SD Department of Agriculture
Division of Regulatory Services
Anderson Bldg.
Pierre, SD 57501
Tel: (605) 773-3481

Pesticide Enforcement Program
Cheyenne River Sioux Tribe
P.O. Box 590
Eagle Butte, SD 57625
Tel: (605) 964-6551
Fax: (605) 964-4151

Pesticide Enforcement Program
Natural Resources Agency
Oglala Sioux Tribe
P.O. Box 468
Pine Ridge, SD 57770
Tel: (605) 867-5624

UTAH

Dept. of Agriculture
350 North Redwood Road
Salt Lake City, UT 84116
Tel: (801) 538-7188
Fax: (801) 538-7126

REGION IX

ARIZONA

Environmental Services Division
Department of Agriculture
1688 W. Adams Street
Phoenix, AZ 85007
Tel: (602) 542-3579
Fax: (602) 542-0466

NAVAJO NATION

Pesticide Regulatory Program
Navajo Environmental Protection Administration
Navajo Nation
P.O. Box 308
Fort Defiance, AZ 86504
Tel: (602) 729-4155
Fax: (602) 729-5245

INTERTRIBAL COUNCIL OF ARIZONA

Inter Tribal Council of Arizona
4205 North 7th Avenue, Suite #200
Phoenix, AZ 85013
Tel: (602) 248-0071
Fax: (602) 248-0080

CALIFORNIA

Pesticides Enforcement Branch
Dept. of Pesticide Regulation
CA Environmental Protection Agency
1220 N Street
Sacramento, CA 95814

Tel: (916) 445-3886
Fax: (916) 445-3907

HAWAII

Pesticides Branch
Division of Plant Industry
HI Department of Agriculture
P.O. Box 22159
Honolulu, HI 96822-0159
Tel: (808) 973-9401
Fax: (808) 973-9418

NEVADA

Division of Plant Industry
NV Dept. of Agriculture
P.O. Box 11100
Reno, NV 89510-1100
Tel: (702) 688-1180
Fax: (702) 688-1178

REGION X

ALASKA

Dept. of Environmental Conservation
500 South Alaska, Suite A
Palmer, AK 99645
Tel: (907) 745-3236
Fax: (907) 745-8125

National Worker Protection Offices

IDAHO

Shoshone-Bannock Tribes
P.O. Box 306
Fort Hall, ID 83203
Tel: (208) 238-3860
Fax: (208) 237-9736

ID Dept. of Agriculture
P.O. Box 790
Boise, ID 83701
Tel: (208) 334-3550
Fax: (208) 334-2283

OREGON

OR Dept. of Agriculture
635 Capitol Street, N.E.
Salem, OR 97310-0110
Tel: (503) 378-3776
Fax: (503) 378-5529

Oregon OSHA
21 Labor & Industries Bldg.
Salem, OR 97310
Tel: (503) 378-3272
Fax: (503) 378-5729

WASHINGTON

WA Dept. of Agriculture
Pesticide Management Division
P.O. Box 42589
Olympia, WA 98504-2589
Tel: (360) 902-2050
Fax: (360) 902-2093

**AFOP's AmeriCorps Pesticide Safety
Coordinating Offices**

(operating in 15 states)

ARKANSAS

Arkansas Human Development Corporation
300 South Spring Street
300 Spring Bldg., #800
Little Rock, AR 72201-2424
Tel: (501) 374-1103
Fax: (501) 374-1413

CALIFORNIA

California Human Development Corporation
2895 Teepee Drive
Stockton, CA 95205
Tel: (209) 466-3053
Fax: (209) 943-5763

Central Valley Opportunity Center
1748 Miles Court
Merced, CA 95348
Tel: (209) 383-2770
Fax: (209) 383-6350

Proteus, Inc.
4612 West Mineral King Avenue
Visalia, CA 93297
Tel: (209) 733-5423
Fax: (209) 738-1137

FLORIDA

Florida Department of Education
Adult Migrant Program
3801 Corporex Park Drive
Suite #100
Tampa, FL 33619
Tel: (813) 744-6303
Fax: (813) 744-6296

GEORGIA

Telamon Corporation
2720 Sheraton Drive
Suite 140, Bldg. D
Macon, GA 31204
Tel: (912) 750-7134
Fax: (912) 750-7375

INDIANA

Transition Resources Corporation
2511 East 46th Street, Suite 0-2
Indianapolis, IN 46205
Tel: (317) 547-1924
Fax: (317) 547-6594

LOUISIANA

Motivation, Education and Training, Inc.
1055 Laurel Street
Baton Rouge, LA 70802
Tel: (504) 343-0301
Fax: (504) 343-7979

AFOF's AmeriCorps Pesticide Safety Coordinating Offices

MAINE

Training and Development Corporation
14 High Street
Ellsworth, Maine 04605
Tel: (207) 667-7543
Fax: (207) 945-5966

MARYLAND

Telamon Corporation
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Salisbury, MD 21801
Tel: (410) 546-4604
Fax: (410) 546-0566

NEW JERSEY

Rural Opportunities, Inc.
645 Delsea Drive
Vineland, NJ 08360
Tel: (609) 696-1000
Fax: (609) 696-4892

NEW YORK

Rural Opportunities, Inc.
339 East Avenue, Suite 401
Rochester, NY 14604
Tel: (716) 546-6325 ext 322
Fax: (716) 546-7337

OHIO

Rural Opportunities, Inc.
247 East Main Street
Alliance, OH 44601
Tel: (216) 821-4740
Fax: (216) 821-8510

PENNSYLVANIA

Rural Opportunities, Inc.
350 East Market Street
West Chester, PA 19382
Tel: (610) 429-8142
Fax: (610) 429-8144

UTAH

Regional Resource Center
Futures Through Training, Inc.
559 AVCLane
Ogden, UT 84404
Tel: (801) 778-6212
Fax: (801) 778-6236

VIRGINIA

Telamon Corporation
6964 Forest Hill Avenue, Unit 11
Richmond, VA 23225
Tel: (804) 330-7006
Fax: (804) 330-7007

WASHINGTON

Washington State Migrant Council
111-A North 6 Street
Sunnyside, WA 98944
Tel: (509) 837-5443
Fax: (509) 837-8046

Worker Protection Assessment Form

Name : _____ Date: _____ Sex: _____ Age: _____

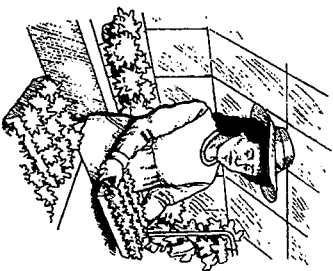
ESL Instructor/ Pesticide Safety Trainer: _____ City: _____ State: _____ Completed _____ lessons

Have you been trained in pesticide safety before today? Yes _____ No _____

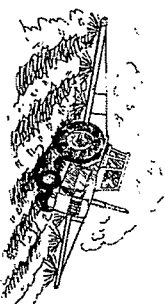
Education (check one) K-8th grade _____ high school diploma/GED _____ some college _____ degree _____

I am a (check one: farmworker _____ ag student _____ other student _____ other(specify) _____

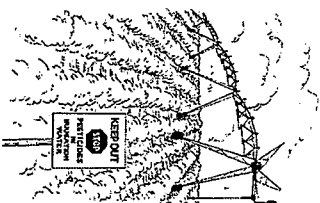
1. Where are pesticides found?



_____ on plants



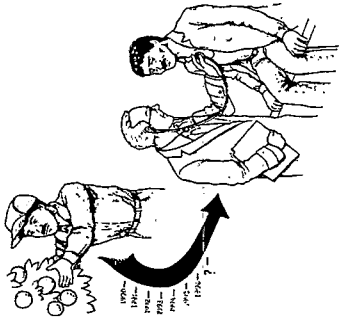
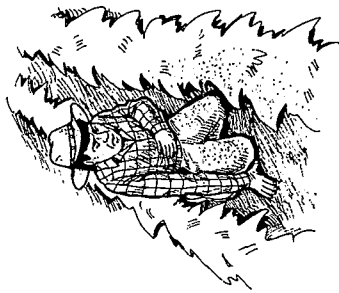
_____ on machinery



_____ in irrigation water

Worker Protection Assessment

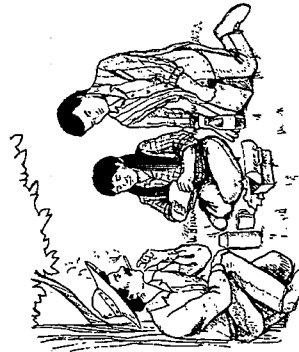
2. If you are exposed to pesticides, when might you get sick?



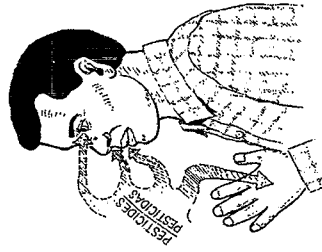
_____ right away

_____ in the future

3. How can pesticides enter your body? (check all that apply)

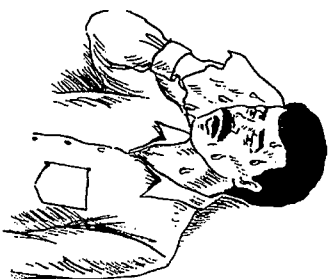


- | | |
|-----------------|------------------|
| _____ eating | _____ drinking |
| _____ smoking | _____ eyes |
| _____ breathing | _____ swallowing |
| _____ skin | |



Worker Protection Assessment

4. What are the symptoms of pesticide poisoning?



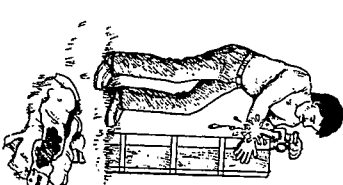
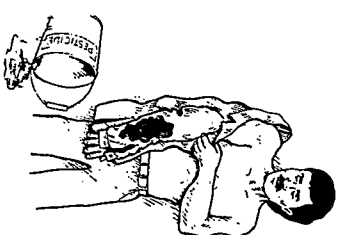
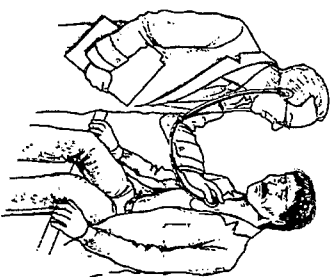
____ throwing up

____ muscle pain

____ sweating

____ headache

5. If pesticides get on your skin, what is the first thing you should do? (check one)

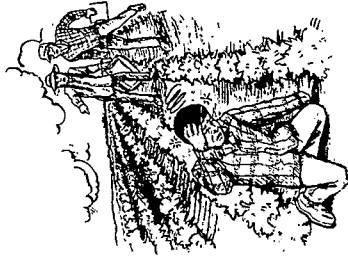
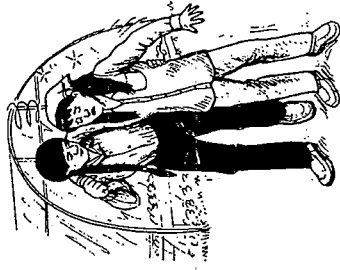
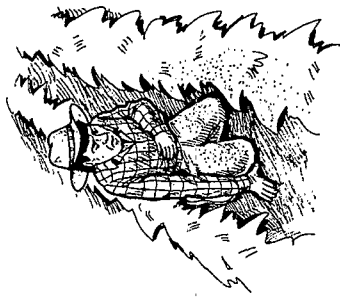


____ go to the doctor

____ remove clothing and wash skin with soap and water

Worker Protection Assessment

6. Who should you tell if you get sick from pesticides?

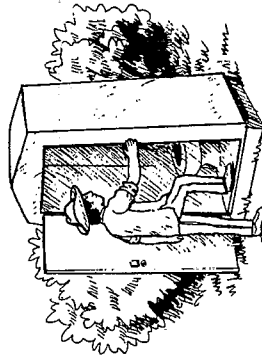
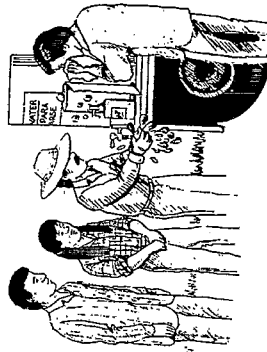


_____ no one

_____ your co-workers

_____ your boss

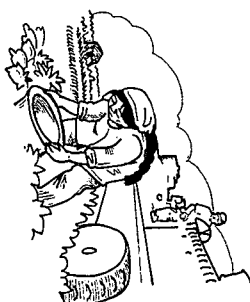
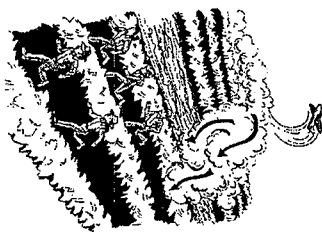
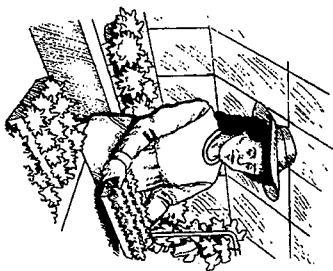
7. When using the bathroom at work, which should you do first?



_____ wash hands with soap and water

_____ use bathroom

8. What should you do if pesticides blow into the area you are working?

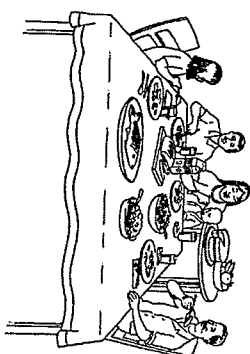
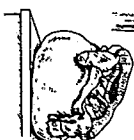
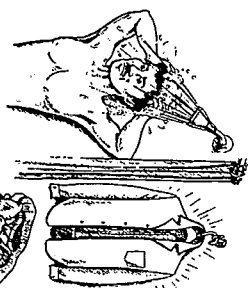


_____ keep on working

_____ get away quickly

_____ continue working

9. What should you do first when you get home from work?

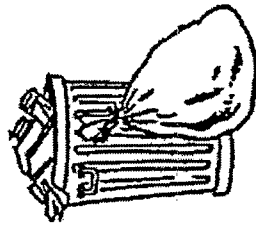
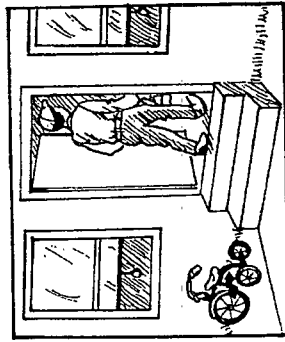
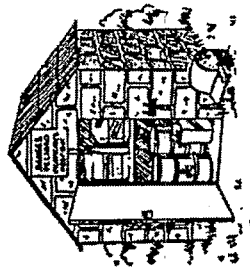


_____ wash body and hair

_____ eat dinner

Worker Protection Assessment

10. Where is the best place to keep empty pesticide containers?

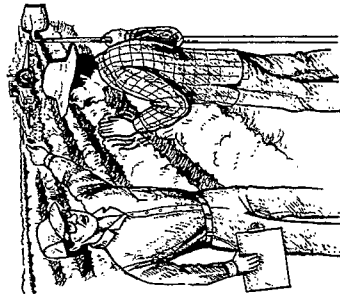


_____ storage shed with lock

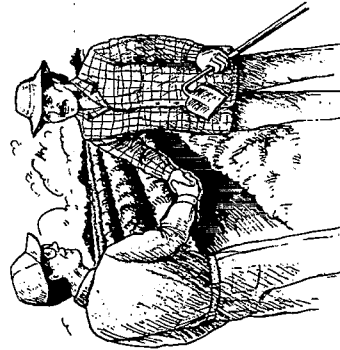
_____ home to reuse them

_____ any trash can

11. Can your boss fire you for protecting yourself from pesticide exposure?



_____ yes



_____ no



ESL For Farm Safety

AFOP's Working with English Series

Student Workbook

Acknowledgements

Special thanks to:

Cathy Kronopolus

Chief, Certification and Occupational Safety Branch

US Environmental Protection Agency, Office of Pesticide Programs

Carol Parker

Project Officer

EPA/OPP

Kevin Keaney

Deputy Chief, Certification and Occupational Safety Branch

EPA/OPP

John Leahy

Environmental Protection Specialist

Health Effects Division

EPA/OPP

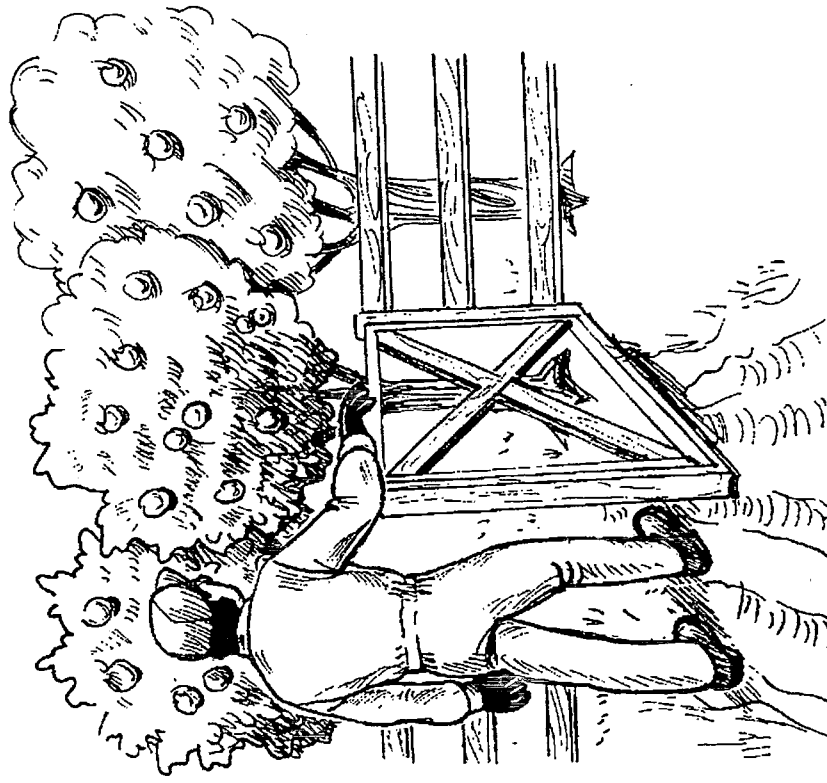
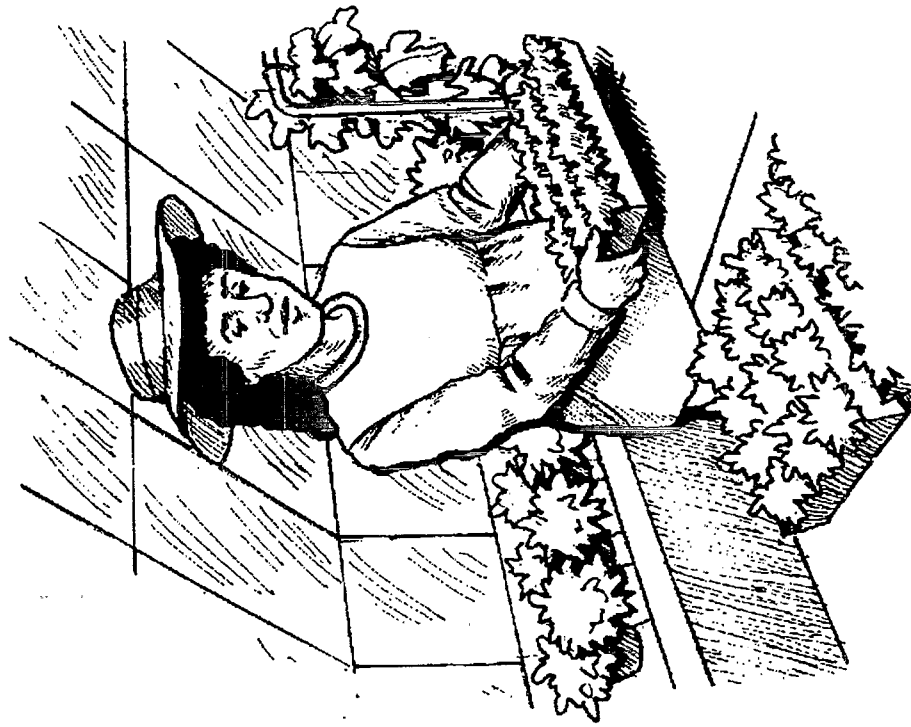
ISBN 1-886567-06-9

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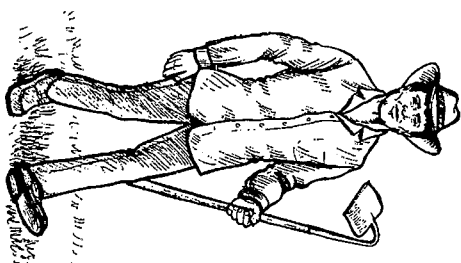
Introductions



Lesson 1

What's your name? Where are you from?

My name is Enrique. I'm from Mexico.



What's your name?

Name _____

First

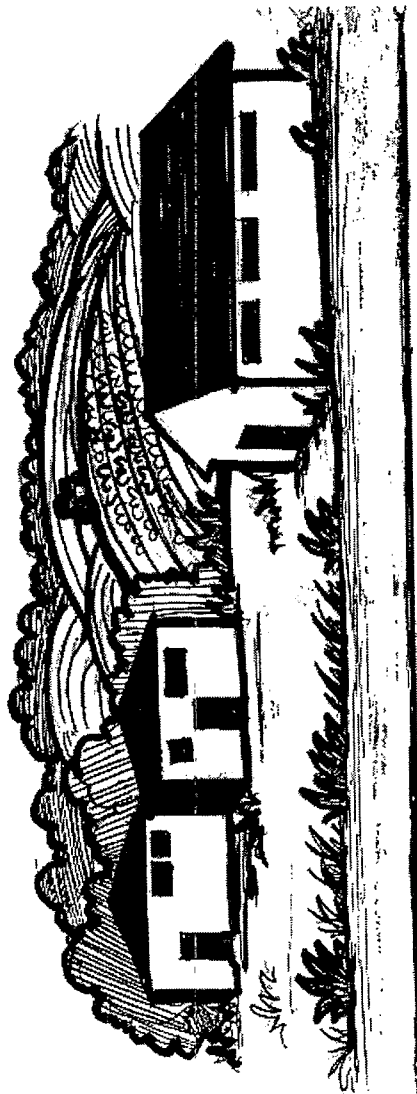
Last

Where are you from?

I'm from _____.



Where do you live?



Name

First

Last

Address

Street

City

State

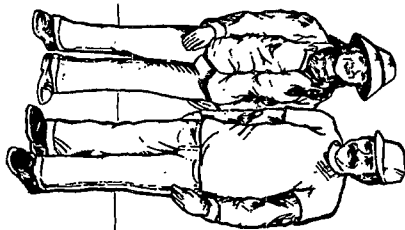
Zip Code

My telephone number is _____.

Lesson 1

Are you married or single?

Enrique and Blanca



married

Alma



single

Ask your classmates.

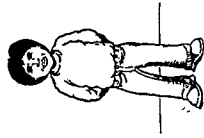
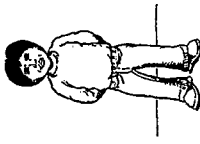
Name	Married	Single
Enrique	X	
Blanca	X	
Alma		X

Do you have any children?

children

son

daughter



Yes, I do. I have one son and one daughter.

Ask your classmates.

How many?

Name	Children	Sons	Daughters

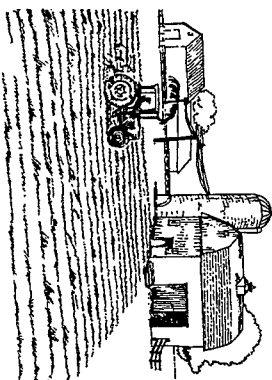
Do you have children?

No, I don't.

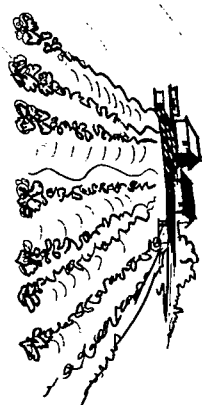
Lesson 1

Where do you work?

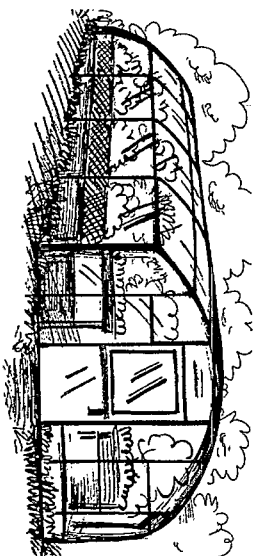
I work on the farm.



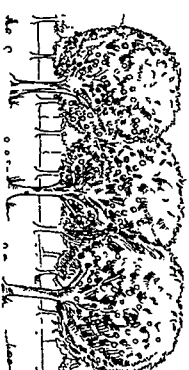
on the farm



in the fields



in the greenhouse



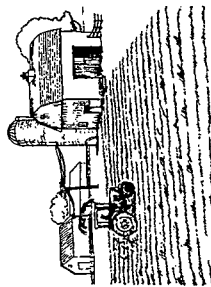
in the orchards

Where do you work?

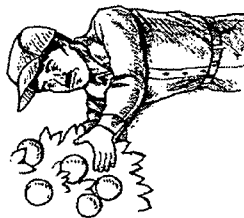
I work _____.

What do you do?

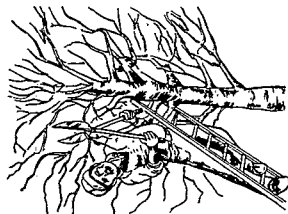
I pick apples.



plant



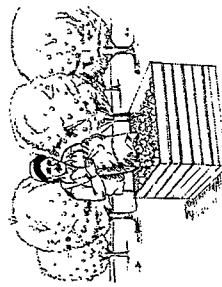
pick



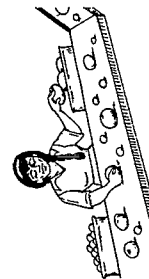
prune



detassel



harvest



sort



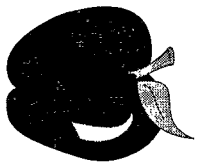
pack

What do you do?

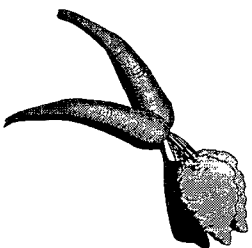
I _____.

Lesson 1

Which vegetables or fruits do you work with?



apples



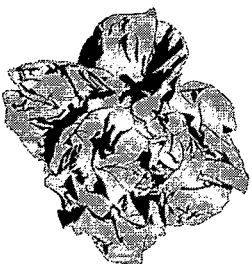
carrots



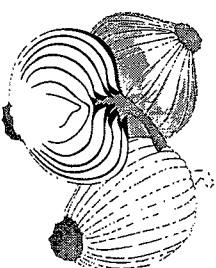
corn



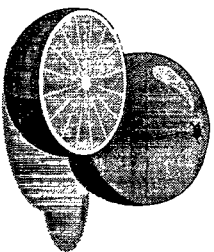
grapes



lettuce



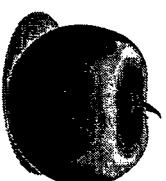
onions



oranges



cucumbers



tomatoes

I work with _____.

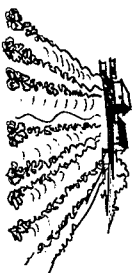
Enrique's Story

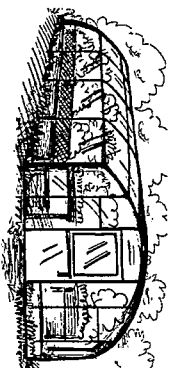
Enrique Torres was born in Mexico. Now he lives at 44 Allen Lane in Belle Glade, Florida. He is married to Blanca. They have 3 sons and 2 daughters. Enrique works in the fields. He picks tomatoes.

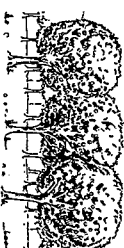
1. What is Enrique's last name?
2. Where is he from?
3. Where does Enrique live?
4. Is he married or single?
5. Does Enrique have any children?
6. Where does Enrique work?
7. What does he do?

**Lesson 1
Review**

Match the words with the pictures.

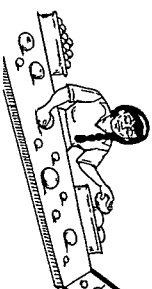












prune

orchards

fields

pick

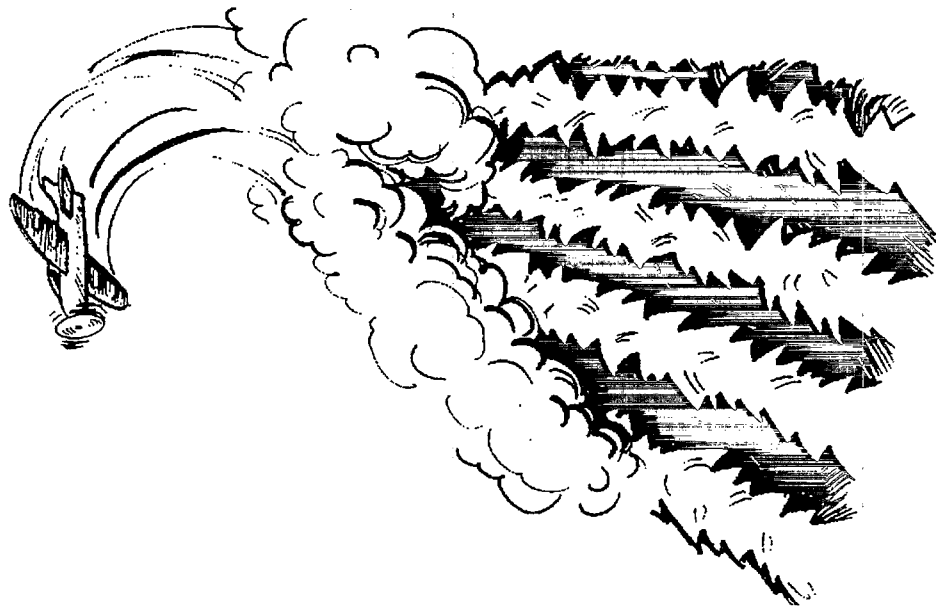
sort

greenhouse

Fill in the blanks.

1. My first name is _____.
2. My last name is _____.
3. My address is _____
_____.
4. My telephone number is _____.
5. My zip code is _____.
6. My city is _____.
7. My state is _____.
8. My country is _____.

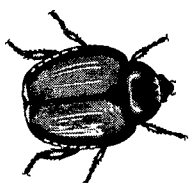
What are pesticides?



Lesson 2

Pesticides can control pests and diseases.

Insects



Weeds



Mold (Fungi)



Rodents



There are other types of pests too. What pests do you see at work?

1. _____
2. _____
3. _____

Pesticides are poison. “-cide” means kill.

Pesticides can kill insects, rodents, weeds, fungi, and other diseases that kill plants.

Pesticides kill pests.

Insecticides kill _____.



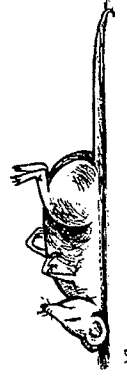
Herbicides kill _____.



Fungicides kill _____.



Rodenticides kill _____.

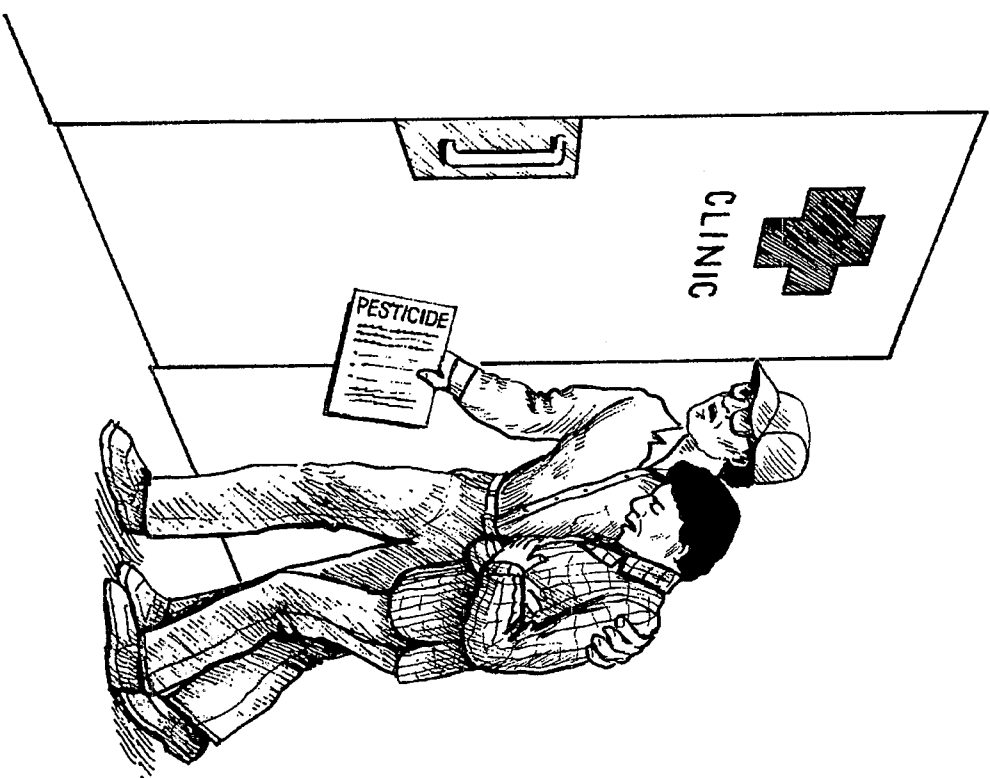


Lesson 2

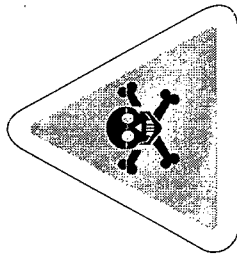
Pesticides are dangerous.

Pesticides can hurt you.

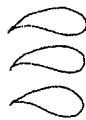
Sometimes pesticides can kill people.



Look at the warning on the label.



=



Danger: Poison

can kill

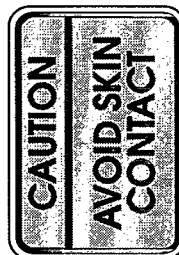
WARNING: Keep out of reach of children.

=

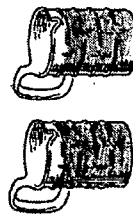


Warning

can kill



=



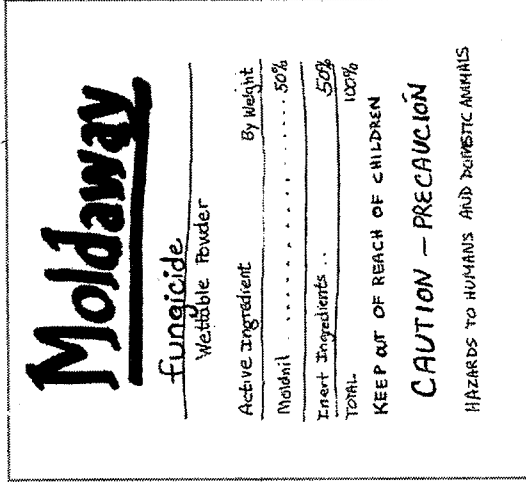
Caution

can kill

Where do you see this label?

This pesticide is a _____ cide. It kills _____.

The name of this pesticide is _____.



Which pesticide is the most dangerous? _____.

Lesson 2

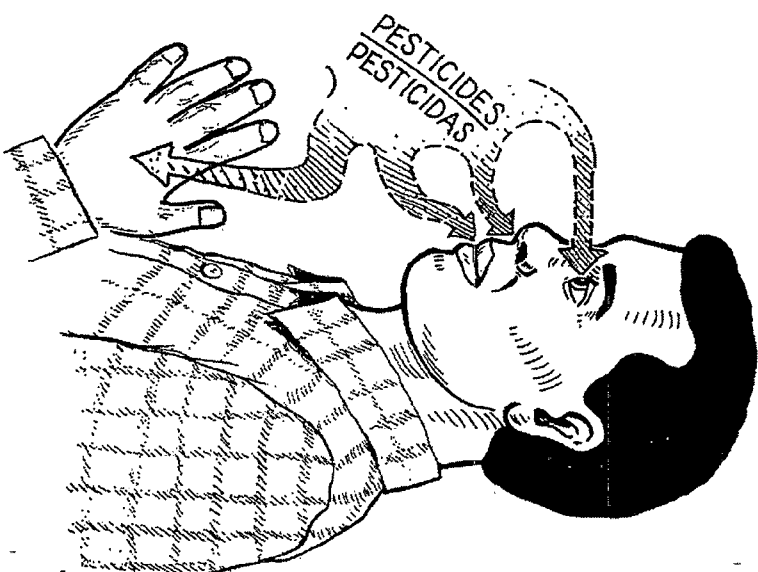
Keep pesticides from entering your body.

Do not get pesticides in your eyes.

Do not breathe in pesticides.

Do not swallow pesticides.

Do not get pesticides on your skin.

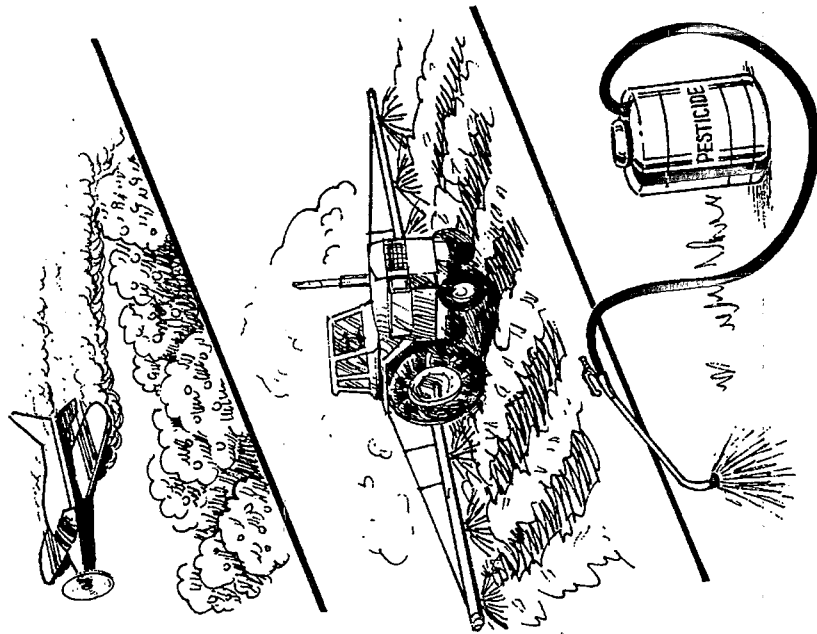


Pesticides can be...

liquids or sprays

powders or granules

gases



Which pesticides do you see at work?

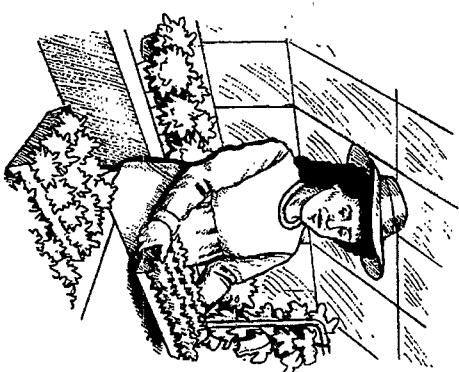
Make an X under the word or words below.

Liquids	Sprays	Powders	Granules	Gases

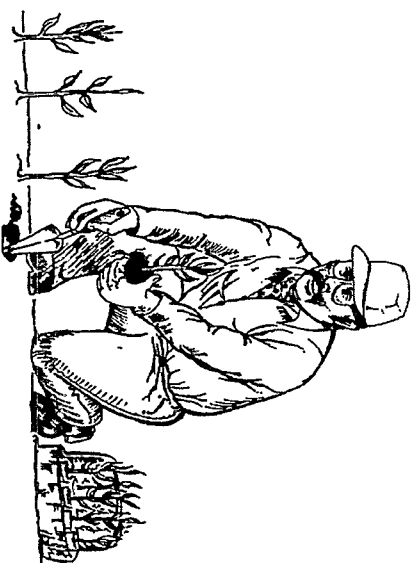
Lesson 2

You can find pesticides...

on plants



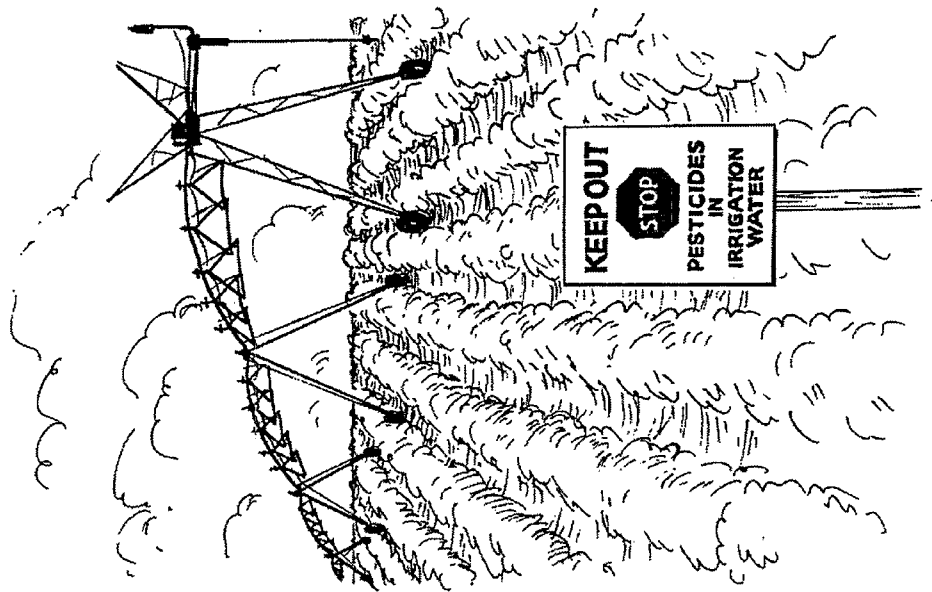
in the soil



You can find pesticides...

in irrigation water

on irrigation machinery

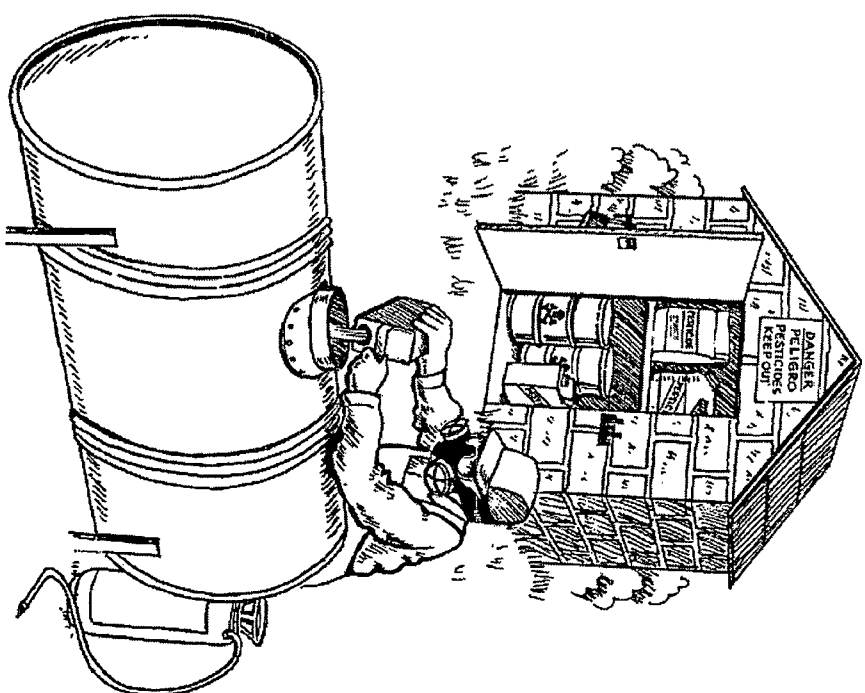


Lesson 2

You can find pesticides...

in storage places

on application equipment



Pesticides can drift.



Lesson 2

Which pesticides do you see at work? Ask your boss.

Pesticide Name	Caution	Warning	Danger
WeedKill			X

Do you have any pesticides or anything else toxic in your house?

What is it?

What word of warning is on the label?

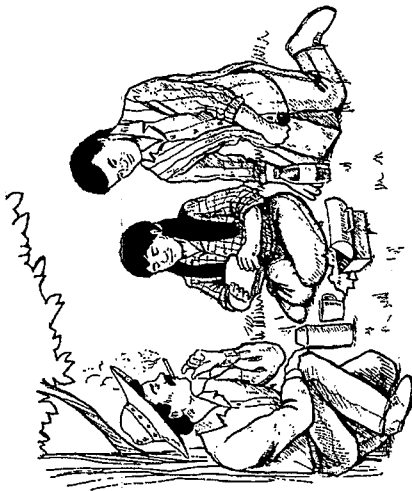
Lesson 2

Review

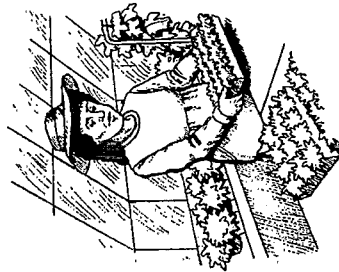
Check the correct answers.

1 How can pesticides get into your body?

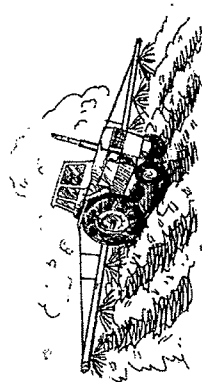
_____ skin _____ eyes _____ smoking
 _____ eating _____ drinking
 _____ breathing _____ swallowing



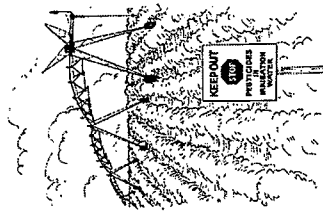
2. Where can you find pesticides at work?



_____ on plants



_____ on machinery



_____ in irrigation water

How can pesticides hurt me?



Lesson 3

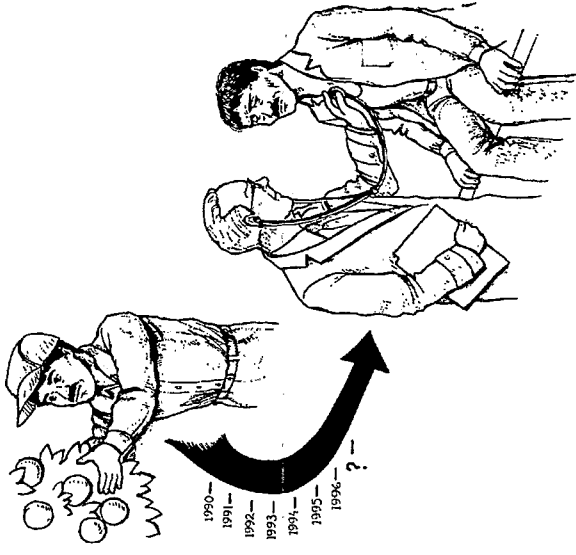
Pesticides are dangerous. They can make you very sick.

Sometimes you can get sick immediately.

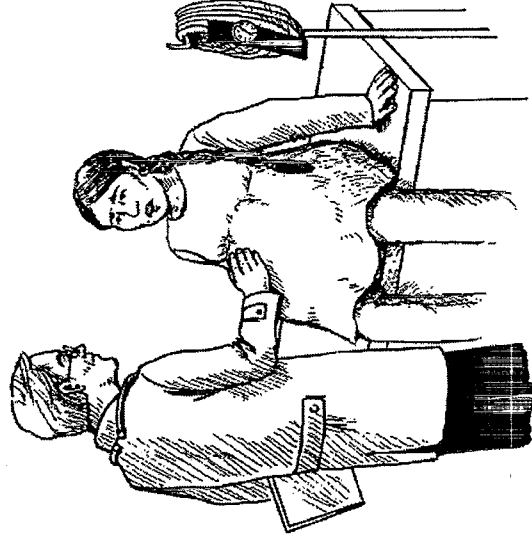


Sometimes you may get sick later.

Pesticides can give you cancer or hurt your body in other ways.



Pesticides can hurt your unborn baby.



Symptoms of Pesticide Poisoning

Doctor:

Do you have a rash?

Juan:

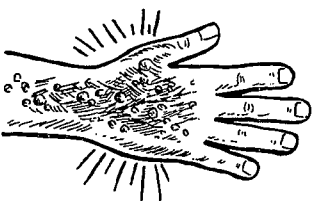
Yes, I do.

Doctor:

Do you have a headache?

Juan:

No, I don't.



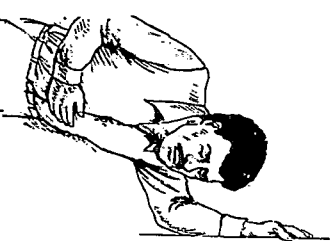
a rash



a headache



muscle pain



cramps

Fill in the blanks.

1. Does he have cramps?

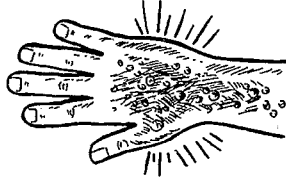
No, _____.

He has _____.



2. Does she have a rash?

Yes, _____.



3. Do they have headaches?

No, _____.

_____.



4. Do you have muscle pain?

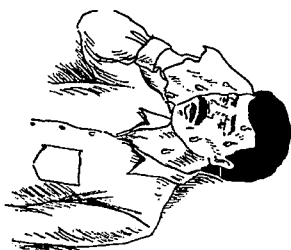
_____, I _____.

Lesson 3

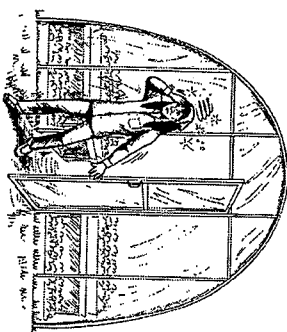
More Symptoms

Doctor:
Carlos:
Doctor:
Carlos:

Are you sweaty?
Yes, I am.
Are you dizzy?
No, I'm not.



sweaty



dizzy



weak

Fill in the blanks.

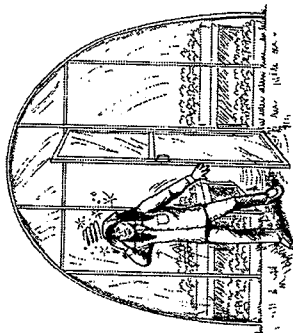
1. Is he sweaty?

No, _____.



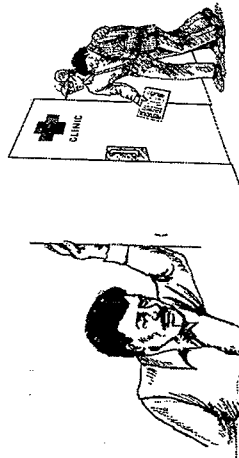
2. Is she dizzy?

Yes, _____.



3. Are they weak?

Yes, _____.

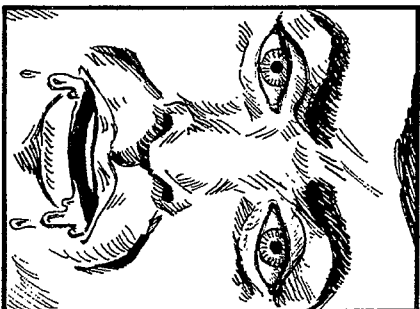


4. Are you weak?

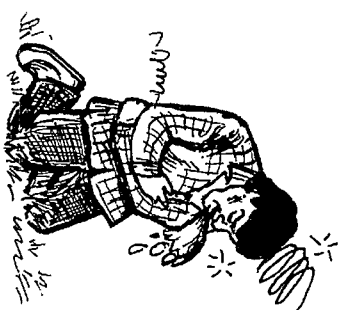
_____, _____.

Lesson 3

He is...



drooling

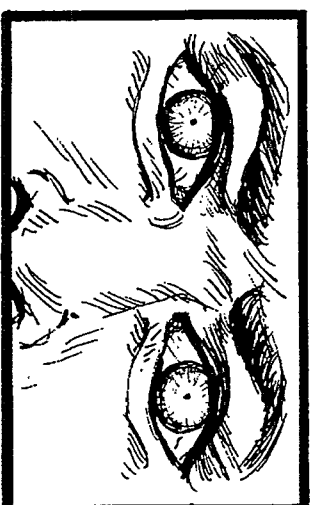


vomiting

He has...



trouble breathing



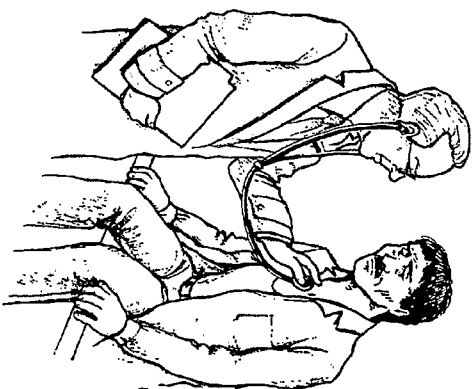
small pupils

Fill in the blanks using am, is, are, has, or have.

1. She _____ weak.
2. You _____ a rash.
3. They _____ trouble breathing.
4. He _____ dizzy.
5. I _____ vomiting.
6. She _____ small pupils.
7. You _____ drooling.
8. He _____ a headache.

Lesson 3

What's the matter?



Doctor:

What's the matter?

Manuel:

I'm weak and dizzy and I have a bad headache.

Doctor:

Do you have muscle pain and cramps?

Manuel:

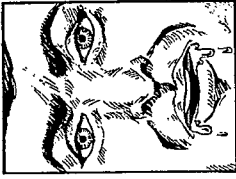
Yes, I do.

1. What's the matter with Manuel?
2. Does Manuel have a rash?
3. Does Manuel have muscle pain?
4. Does Manuel have cramps?

Match the word to the picture.



1.



2.



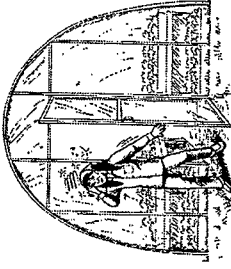
5.



6.



3.



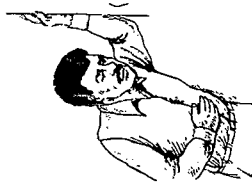
4.



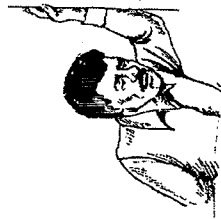
8.



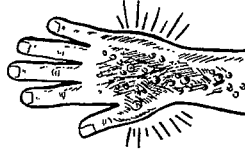
7.



9.



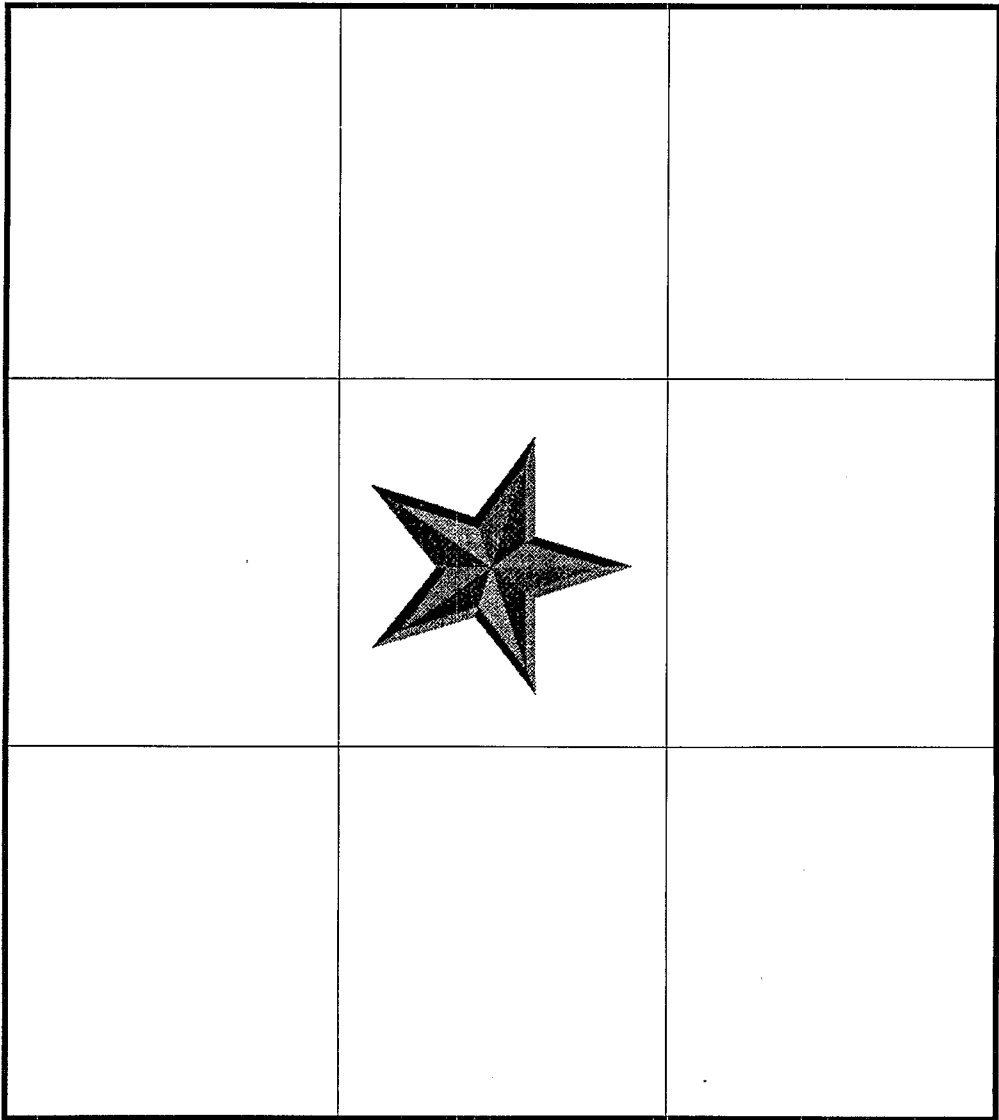
10.



11.

sweaty _____ headache _____ rash _____ trouble breathing _____
 weak _____ cramps _____ muscle pain _____ vomiting _____
 drooling _____ small pupils _____ dizzy _____

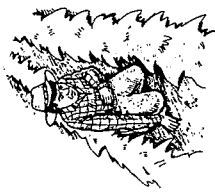
Symptoms Bingo



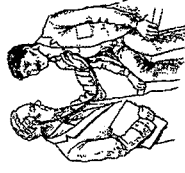
Lesson 3 Review

Check the correct answers.

1. Pesticides can make you sick...



immediately

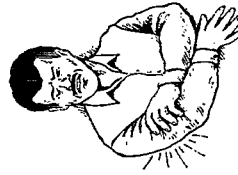


later

2. What are the symptoms of pesticide poisoning?



vomiting



muscle pain

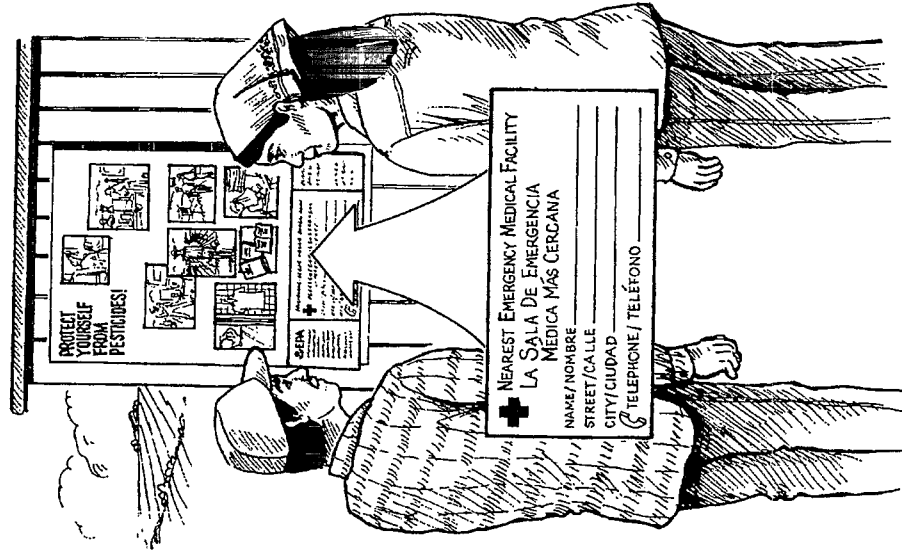


sweating

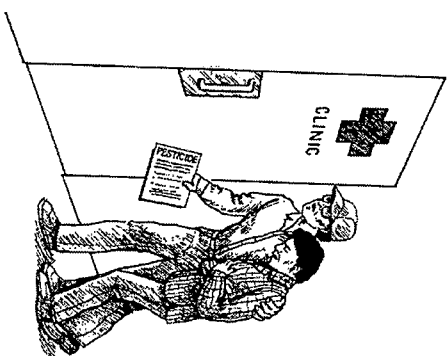


headache

If I'm sick at work, what should I do?



Where can you get medical help?



Nearest medical center

Name _____

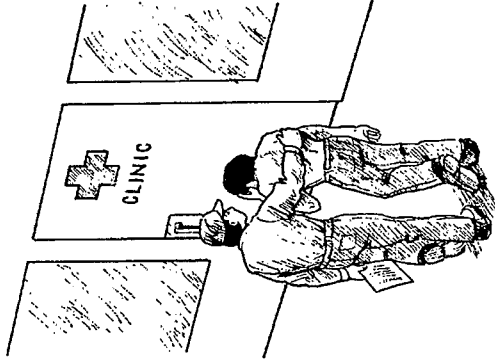
Street _____

City _____

☎ Telephone _____

Where is the nearest telephone? _____

Emergency Plan for Medical Help



Answer these questions.

Where is the nearest doctor?

When is the clinic open?

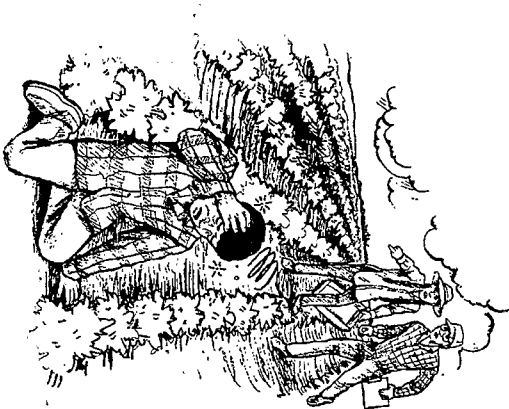
How will you get there?

What are the directions?

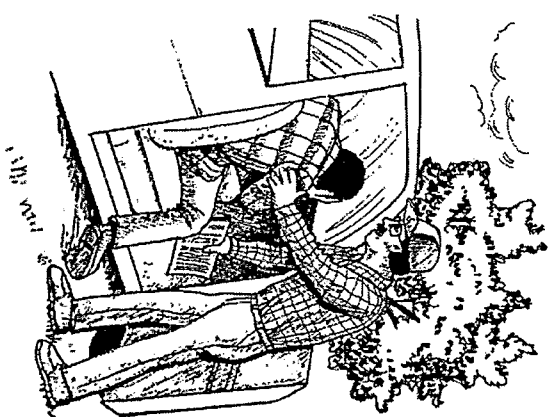
What will you tell the doctor?

Lesson 4

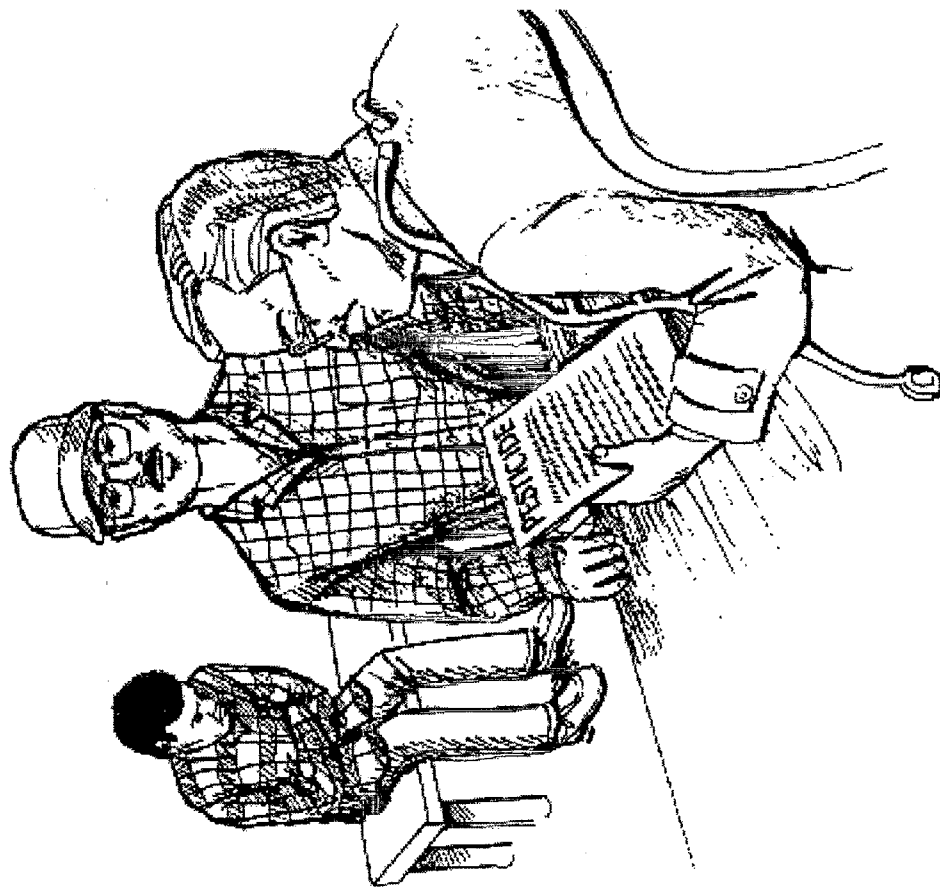
If you get sick at work, tell your boss immediately.



Then, go to the doctor immediately.



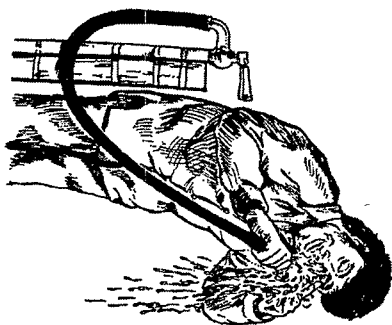
Your boss must tell the doctor the name of the pesticide that made you sick.



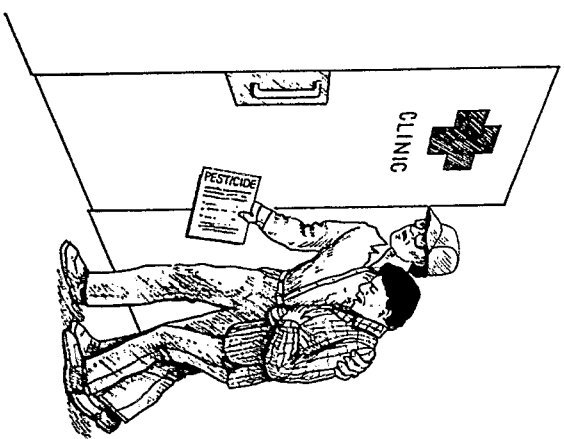
Lesson 4

You have pesticide in your eye. What should you do?

1. Hold your eye open. Rinse your eye with cool water. Rinse for 15 minutes.

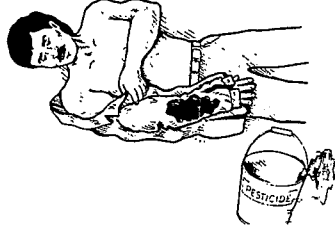


2. Go to the doctor.

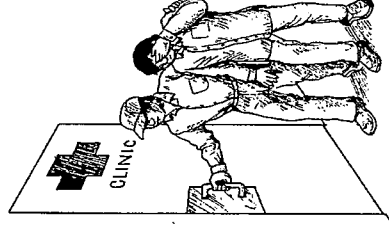


You have pesticide on your skin. What should you do?

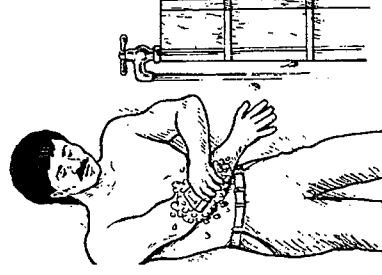
1. Take off your clothes.



2. Rinse your skin with water immediately.

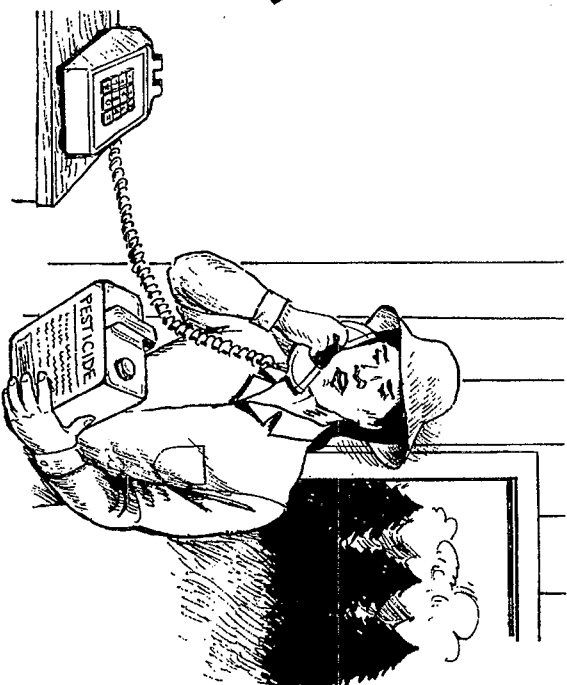
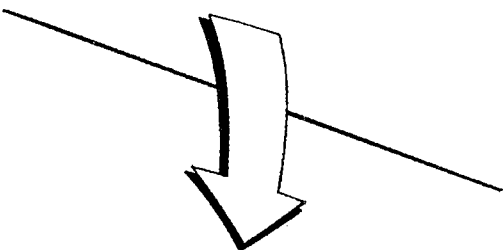


3. Wash with soap and water as soon as possible.




Lesson 4

He swallowed a pesticide. What should she do?



1. Call 911, the poison control center, or go to the doctor.
Give the name of the pesticide.
2. Read the first aid directions on the label. Follow the directions.
3. Go to the doctor as soon as possible.

Poison Control Center

 Telephone

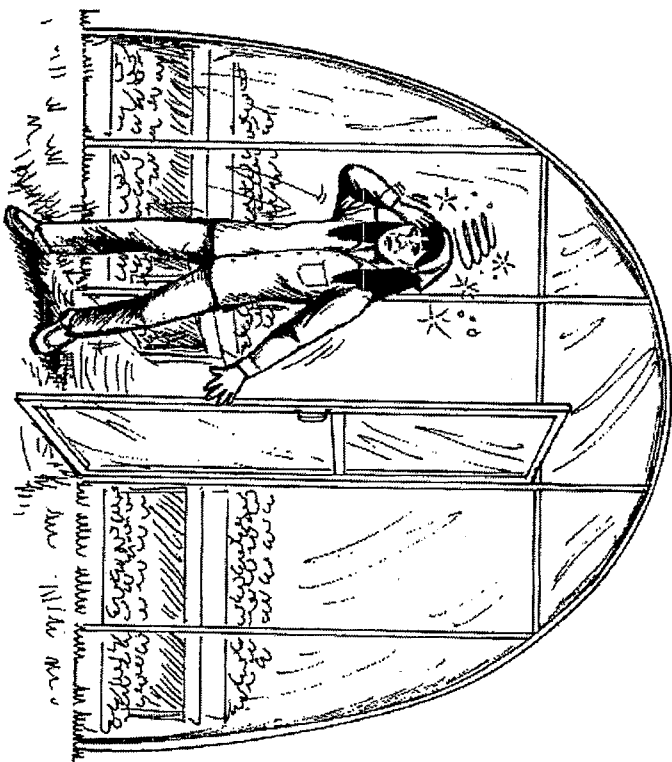
Street

City

Lesson 4

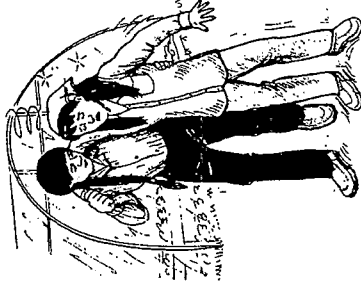
You feel sick and dizzy in the greenhouse. What should you do?

1. Leave the greenhouse immediately.
2. Breathe fresh air.



She got sick from breathing pesticides. What should he do?

1. Get her to fresh air immediately.



2. Loosen her clothes.



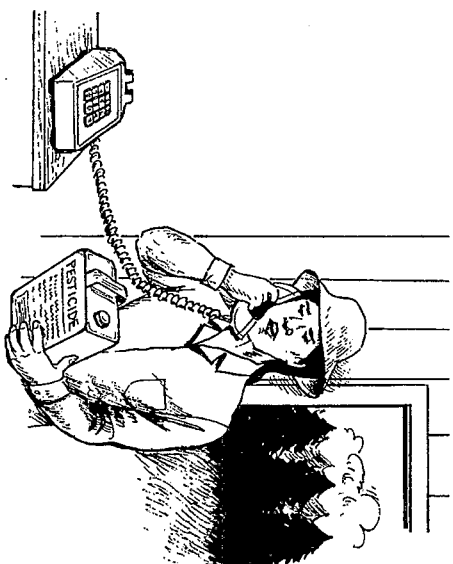
3. The woman is not breathing.

Give mouth-to-mouth.



4 Call 911.

Calling 911



911 Operator:

Hello. What is the nature of your emergency?

Florinda:

My friend just swallowed a pesticide.

911 Operator:

What is your address?

Florinda:

The camp on Route 234. It's two miles from Greensboro Road.

911 Operator:

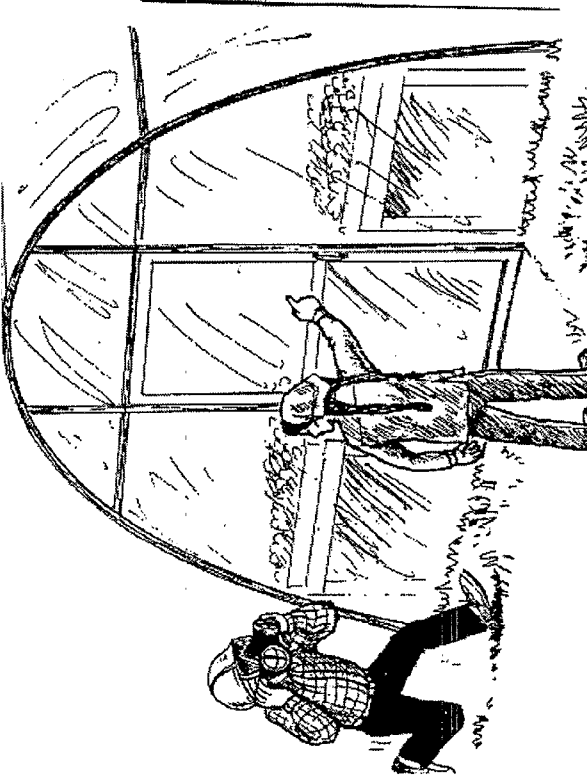
Do you know the pesticide name?

Florinda:

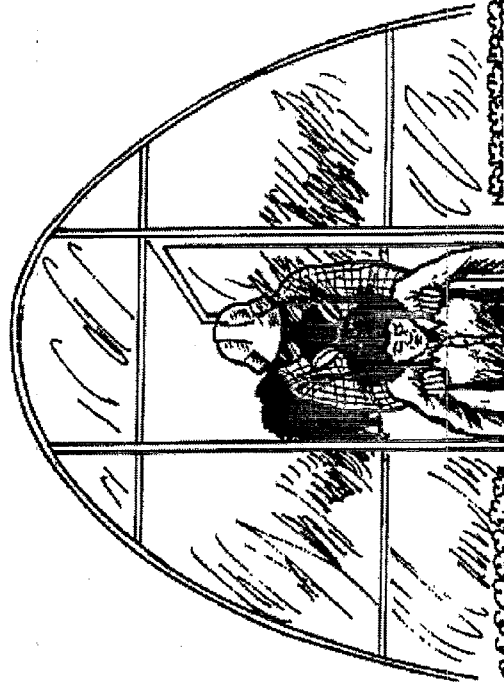
Yes. It's WeedKill.

He passed out in the greenhouse. What should you do?

1. Get help.
2. Do not go in!



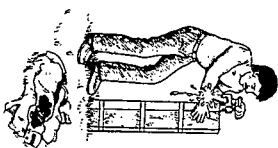
You must have special breathing equipment and training to go into the greenhouse.

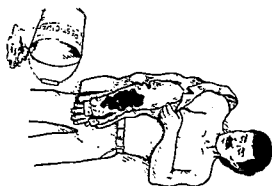


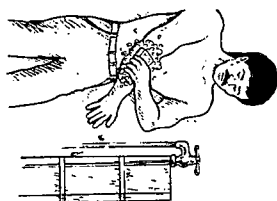
Lesson 4

Lesson 4 Review

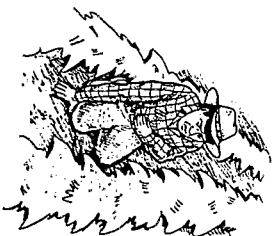
Number the pictures.
You have pesticide on your skin. What should you do?

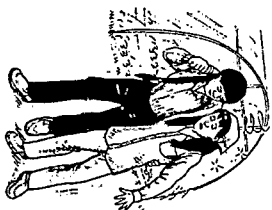






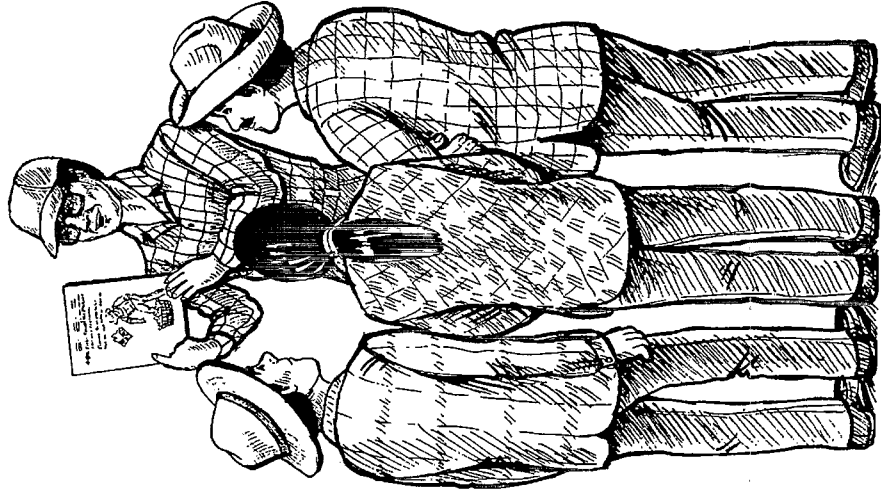
Check the correct answers.
You get sick at work. Whom do you tell?





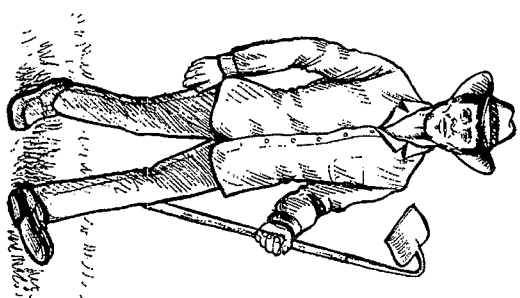


How can I protect myself from pesticides?

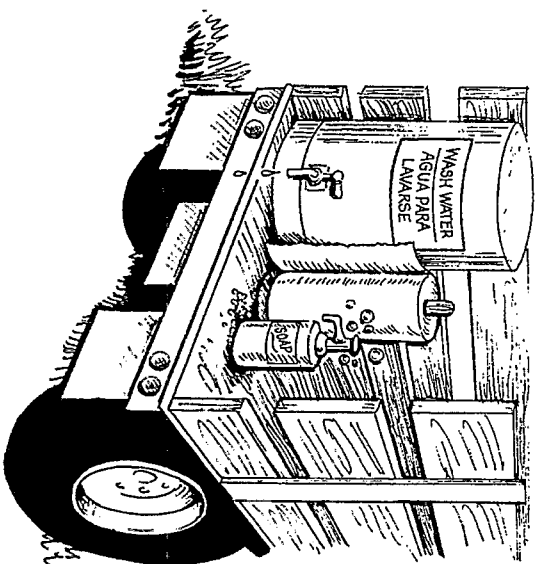


Lesson 5

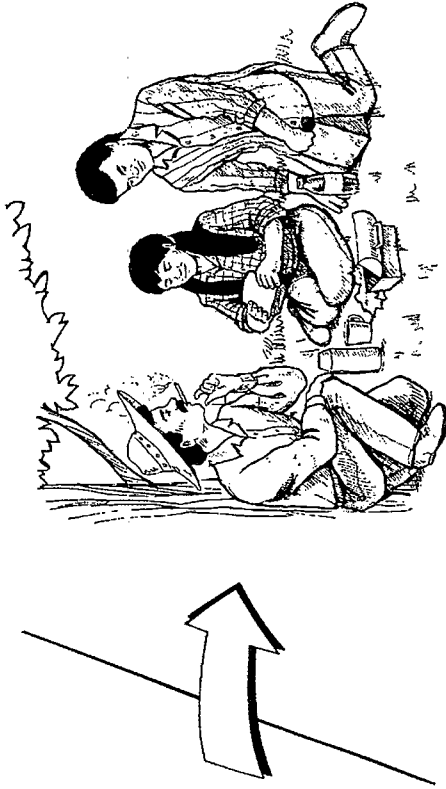
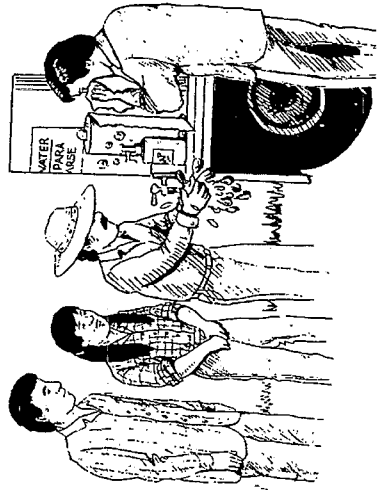
1. Wear clothes that cover your skin.



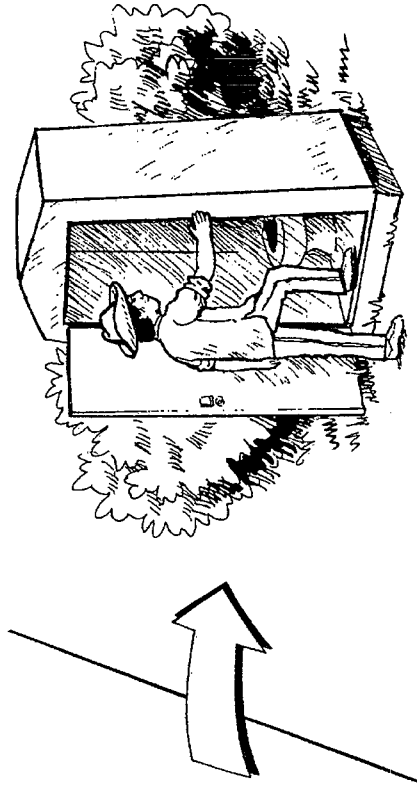
2. Look for soap, water, and towels.



3. Wash your hands before you eat, drink, smoke, chew gum or tobacco.

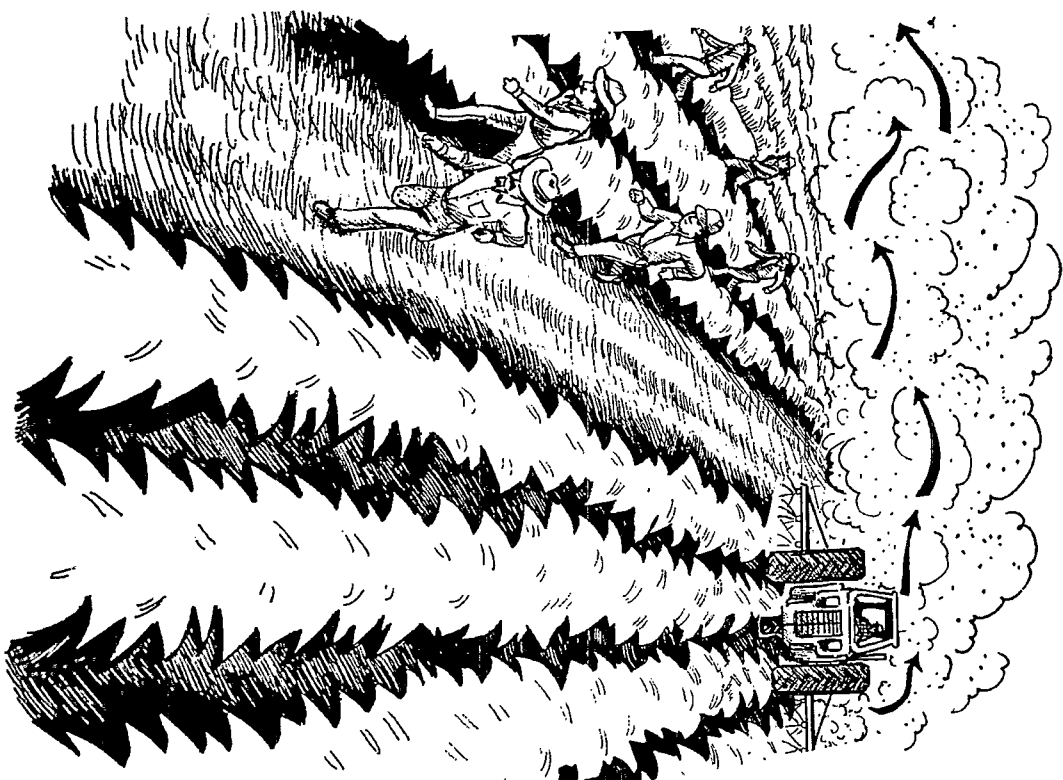


4. Wash your hands before you use the toilet.

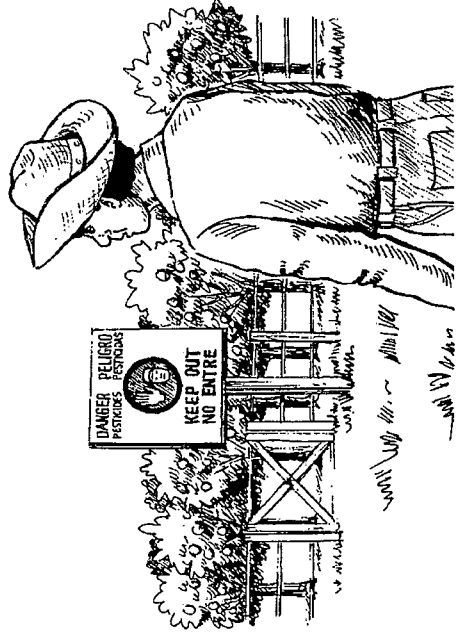


Lesson 5

5. When people are spraying pesticides, stay away!
Pesticides can drift.



6. A danger sign means keep out.



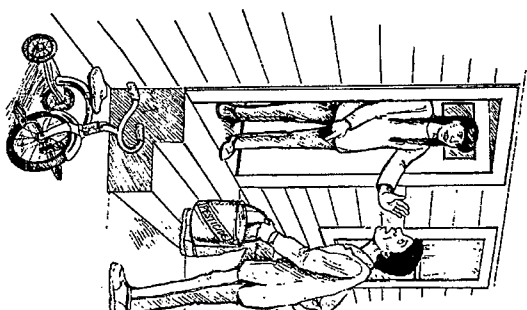
7. Do not enter areas when the boss says, "Stay out!"



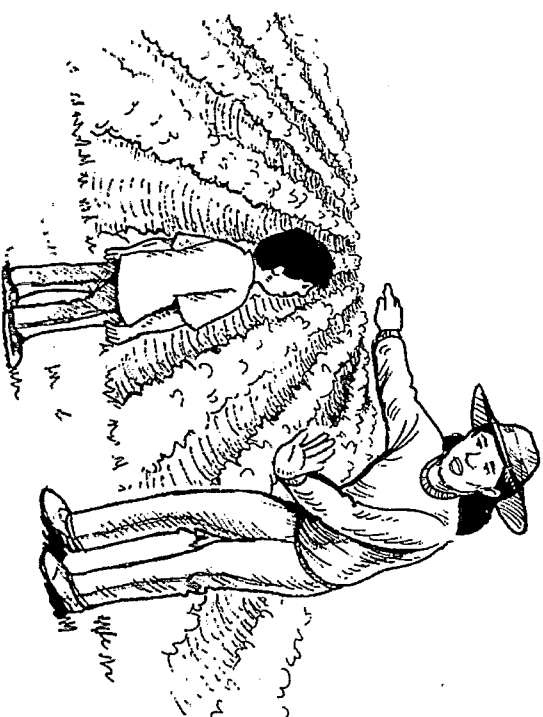
Lesson 5

8. Don't take pesticide containers home.

Don't use empty pesticide containers.

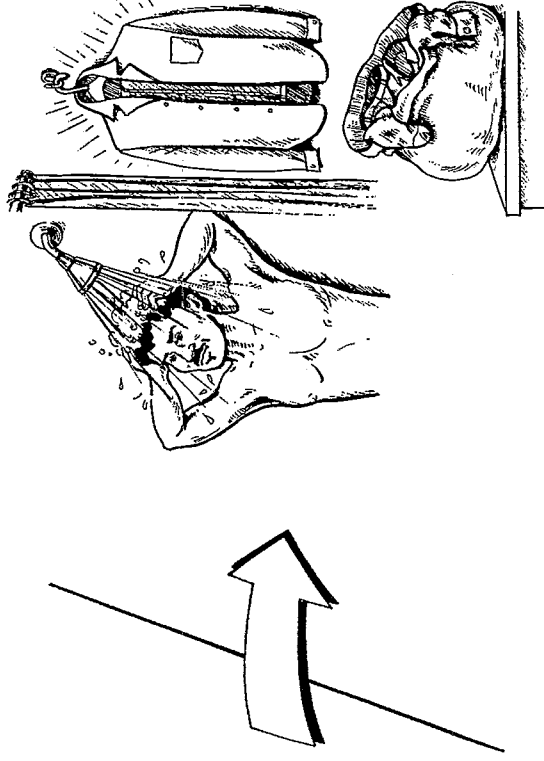
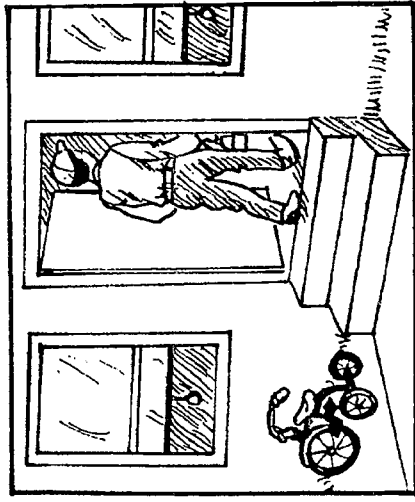


9. Keep children away from pesticides.



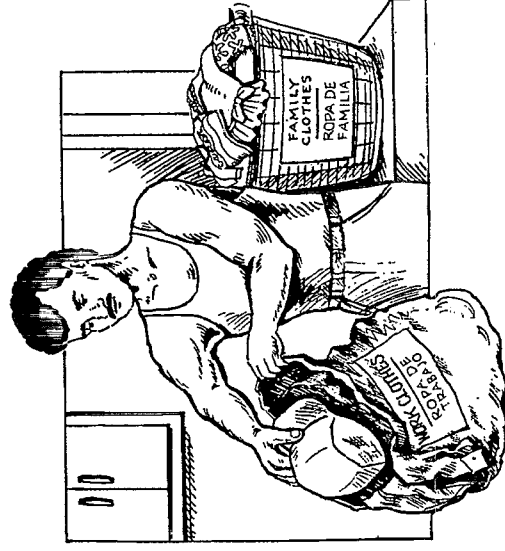
10. Wash your body and hair after work each day.

Use soap. Put on clean clothes.



11. Keep dirty work clothes away from non-work clothes.

Change your work clothes every day.

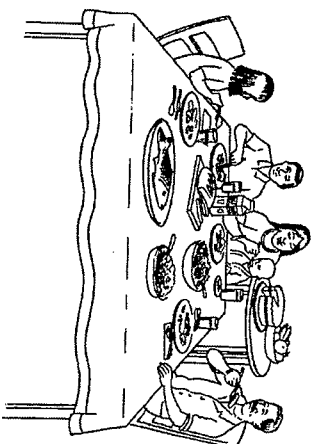
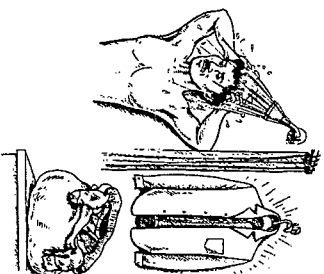


Lesson 5

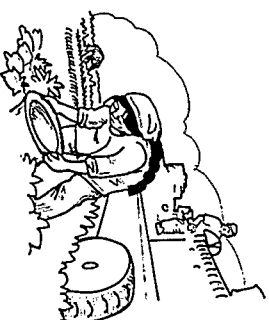
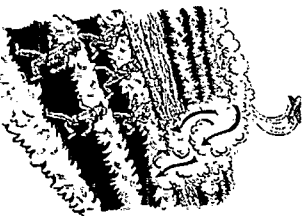
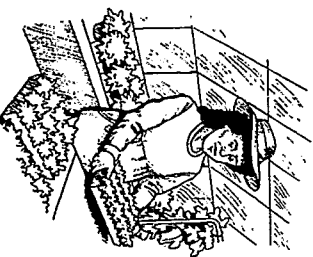
Lesson 5 Review

Check the correct answers.

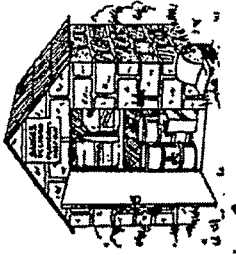
1. When you arrive home from work, what should you do first?

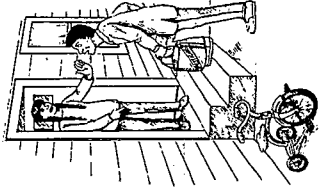


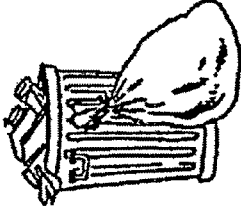
2. If pesticides drift into your work area, what should you do?



3. Where should you put empty pesticide containers?







Pesticide Safety Game

Player A:

Toss a coin.

Look at the words in Box A. Is it there?

Yes: Put an x next to the rule.

No: Player B tosses the coin.

Box A:

Look for soap, water, and towels.

Wash your hands before you use the toilet.

When people are spraying pesticides, stay away!

A sign means keep out.

Keep children away from pesticides.

Keep dirty clothes away from clean clothes.

Player B:

Toss the coin.

Look at the words in Box B. Is it there?

Yes: Put an x next to the rule.

No: Player A tosses the coin.

Box B:

Wear clothes that cover your skin.

Wash your hands before you eat, drink, smoke, chew gum or tobacco.

Don't enter areas when the boss says, "Stay out."

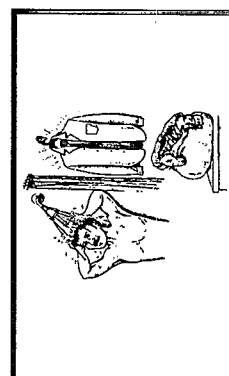
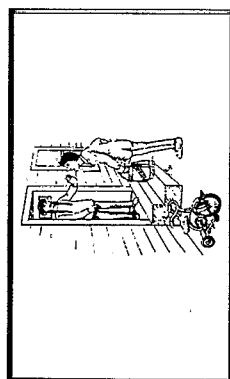
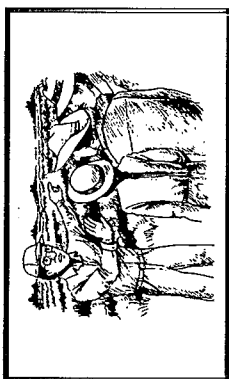
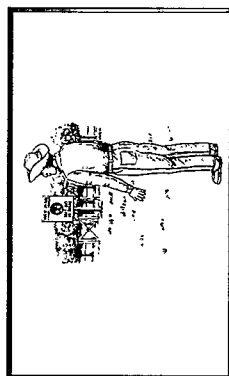
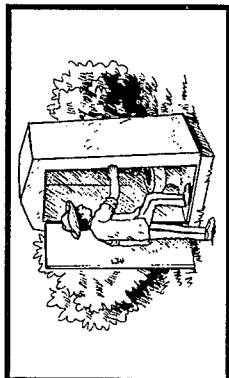
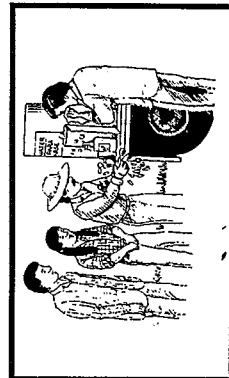
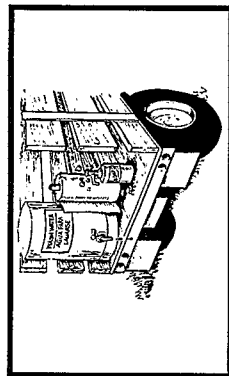
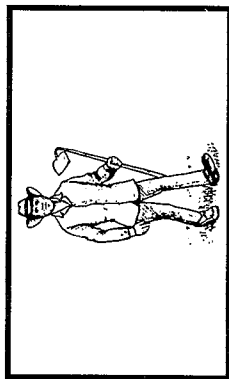
Don't take pesticide containers home.

Wash your body and hair after work.

The winner has the most x's.

Pesticide Safety Game

Start

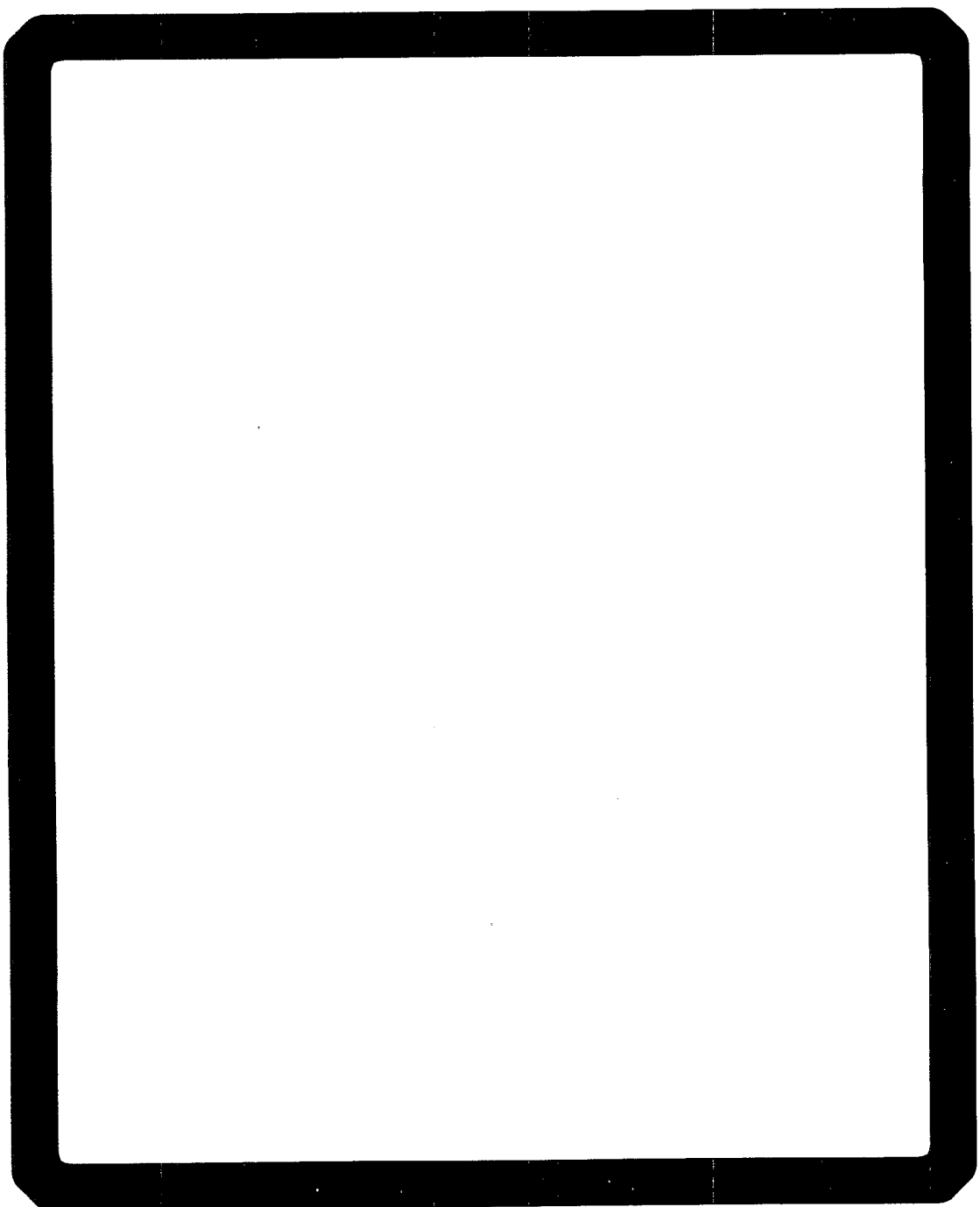


Finish

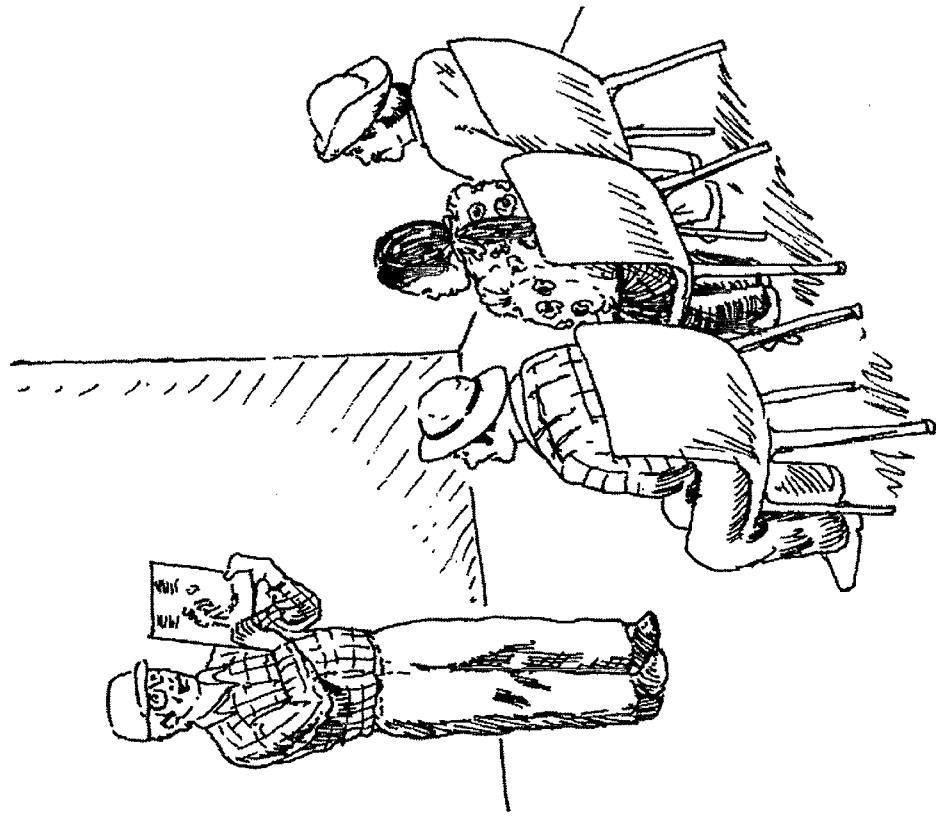


Lesson 5

Make a warning sign.

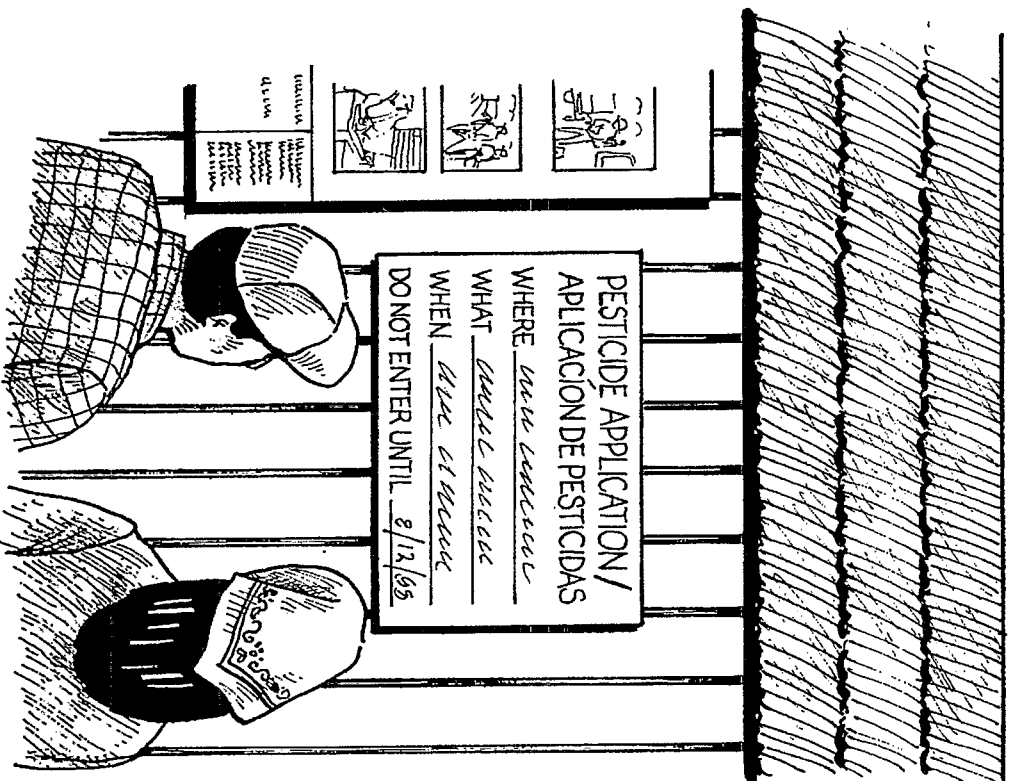


What are my rights?



Lesson 6

Your boss must tell you about pesticide use at work.



Fill in the pesticide application information.

Pesticide Application

Where: _____

What: _____

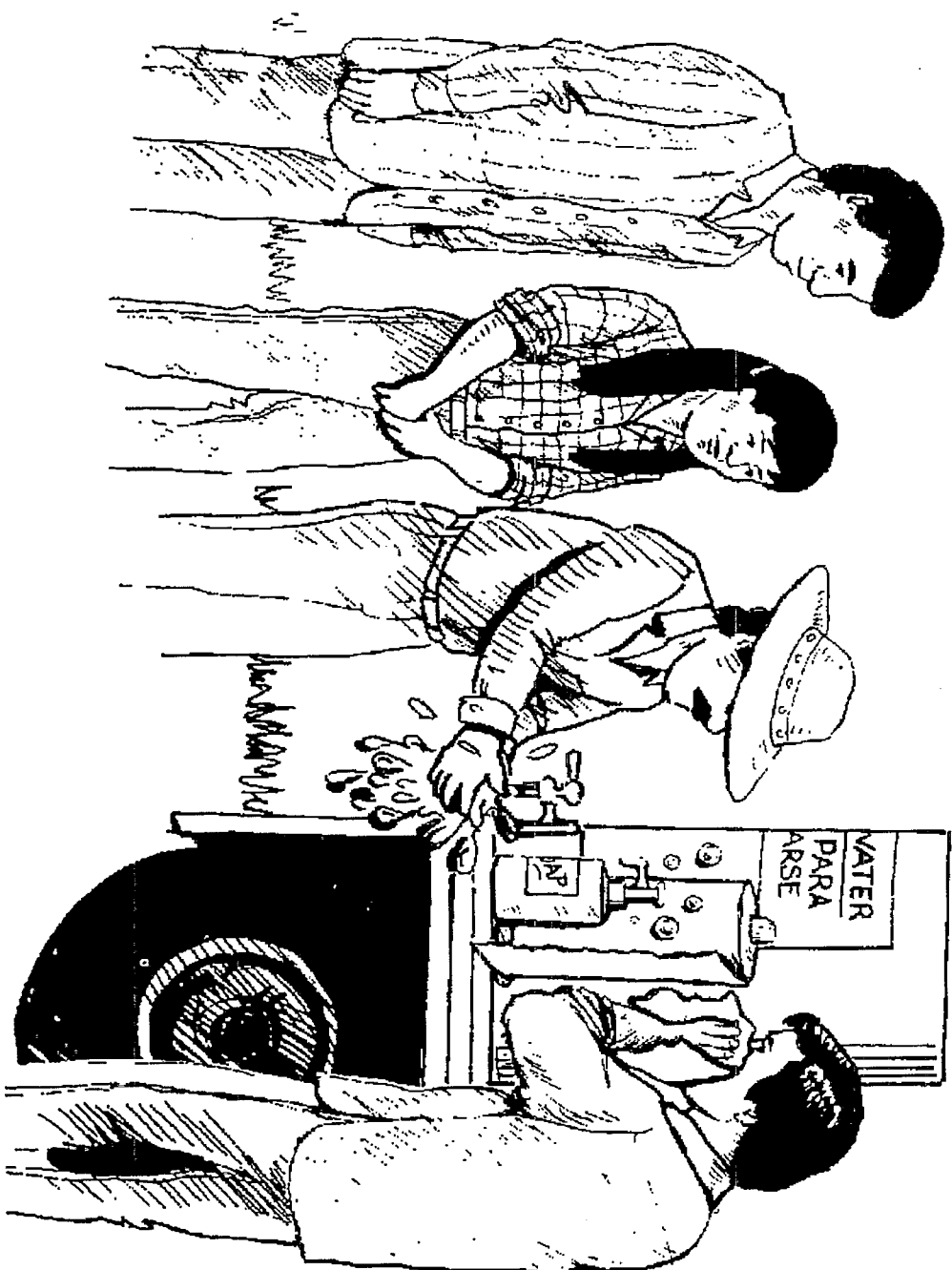
When: _____

Do not enter until: _____

Certron 5	7/29/97	7/27/97	apple orchard
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Lesson 6

Your boss must have soap, water, and towels near your workplace.



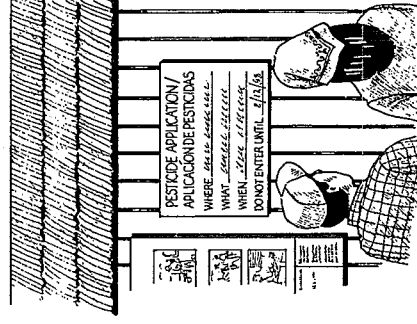
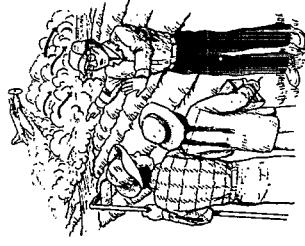
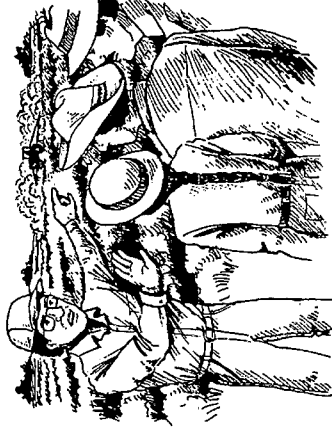
Your boss cannot make you work in dangerous areas.

Dangerous areas are where

workers are putting pesticides on the crops

and pesticides can drift onto you

or under a restricted entry interval.



Lesson 6

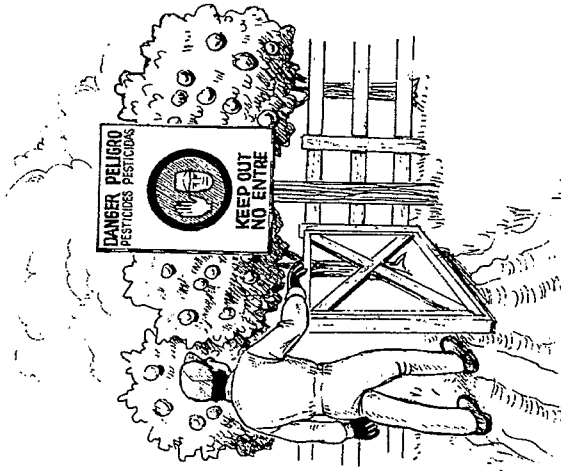
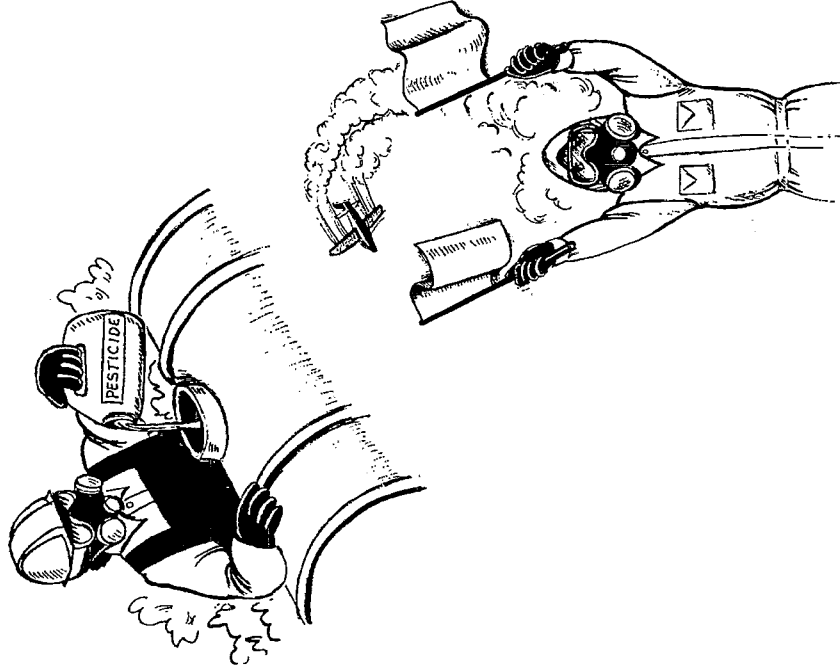
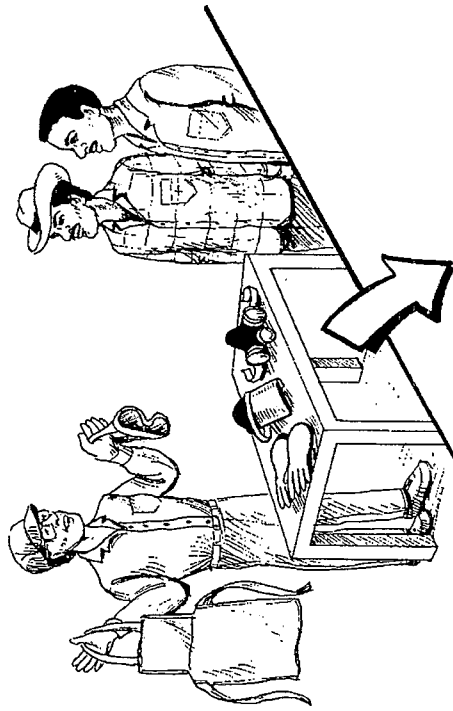
Find the Restricted Entry Interval (REI).

Pesticide	REI
Certron 5	24 hours
Mixchlar	12 hours
Rothione	48 hours

Which pesticide is the most dangerous?

Which pesticide is the least dangerous?

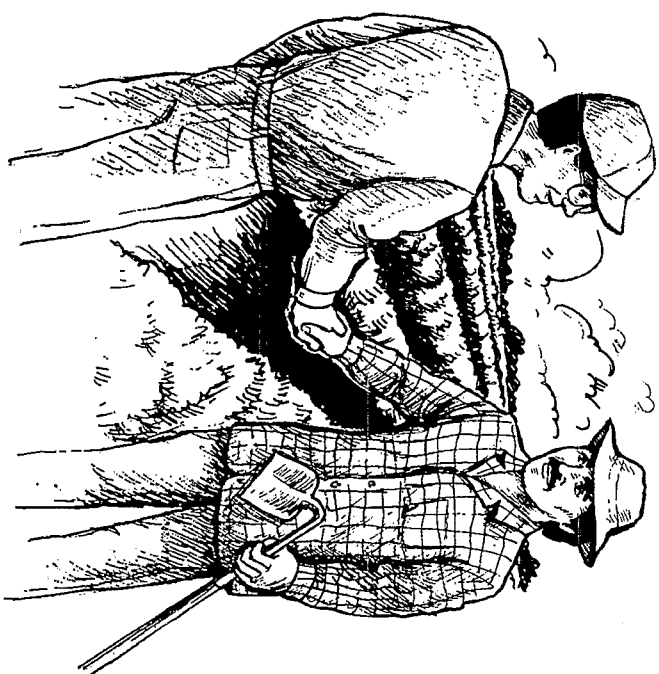
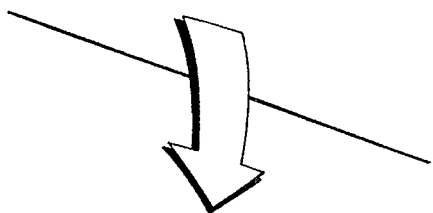
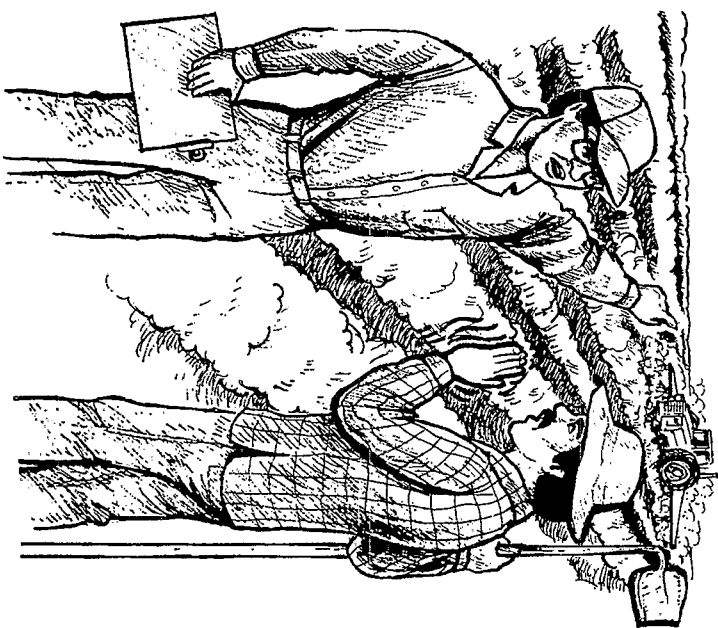
For some jobs, the boss must give you special training and protection.



A pesticide handler, flagger, or early entry worker must have special training.

Lesson 6

The boss must not punish you for following rules.



Get to work!



“Get to work!”



“I can’t now,
it’s dangerous.”

?

Answer the questions.

1. Who are the men?

2. What does the boss want?

3. What does the worker want?

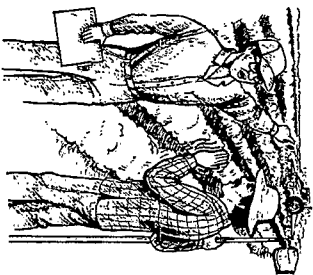
4. What happens next?

Lesson 6

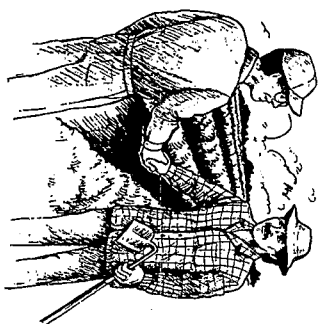
Lesson 6 Review

Check one.

1. Can your boss fire you for following pesticide safety rules?



yes _____



no _____

2. Must your boss tell you about pesticide use at work?

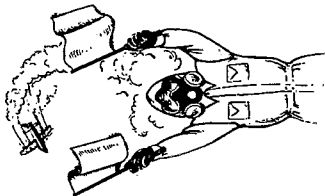


yes _____

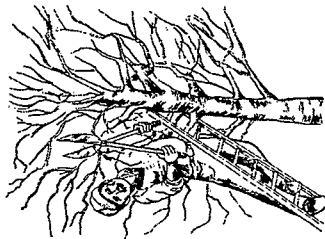


no _____

3. Must your boss give you special training and protection for these jobs?

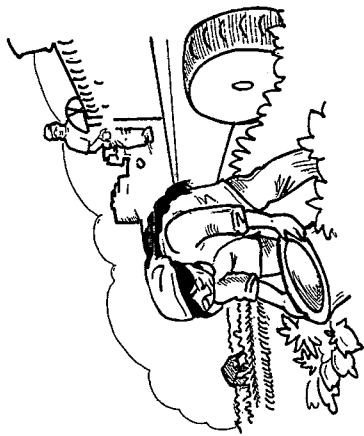
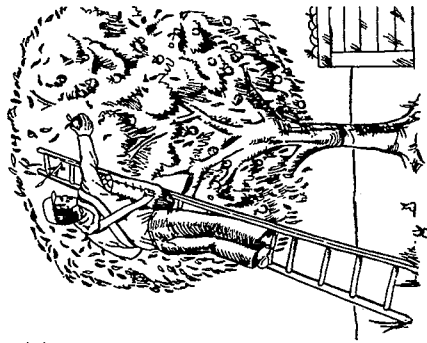
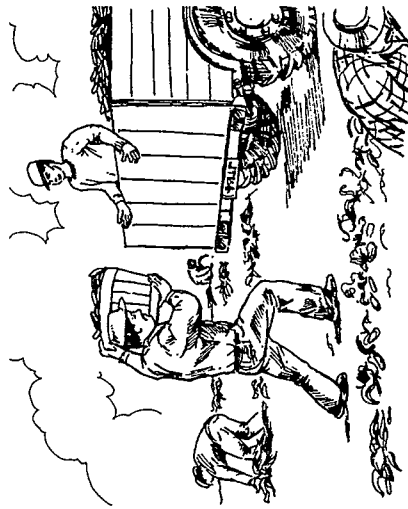


yes _____ no _____



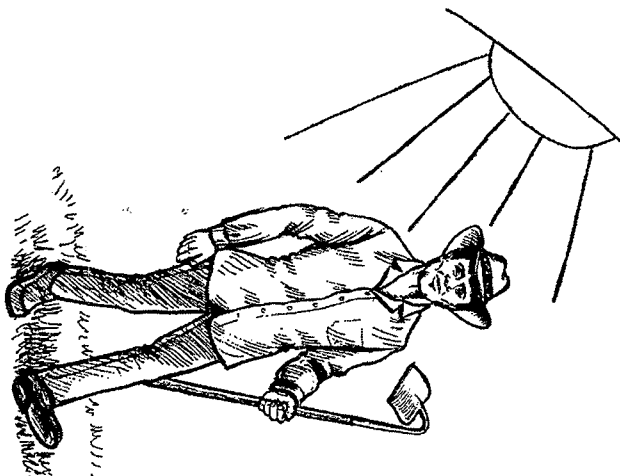
yes _____ no _____

Be safe on the farm.



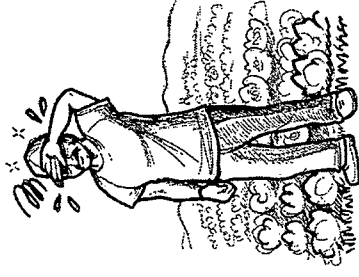
Lesson 7

Be safe in the sun.
Don't get a sunburn.

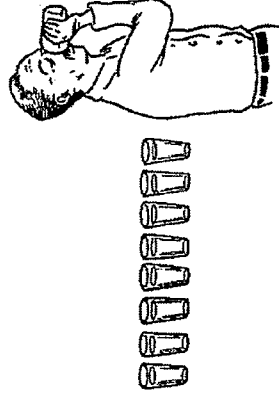


Wear a hat. Cover your arms and legs.

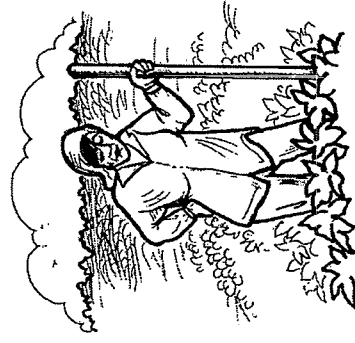
**Be safe in the heat.
Don't get heat stress.**



Drink many glasses of cool water.

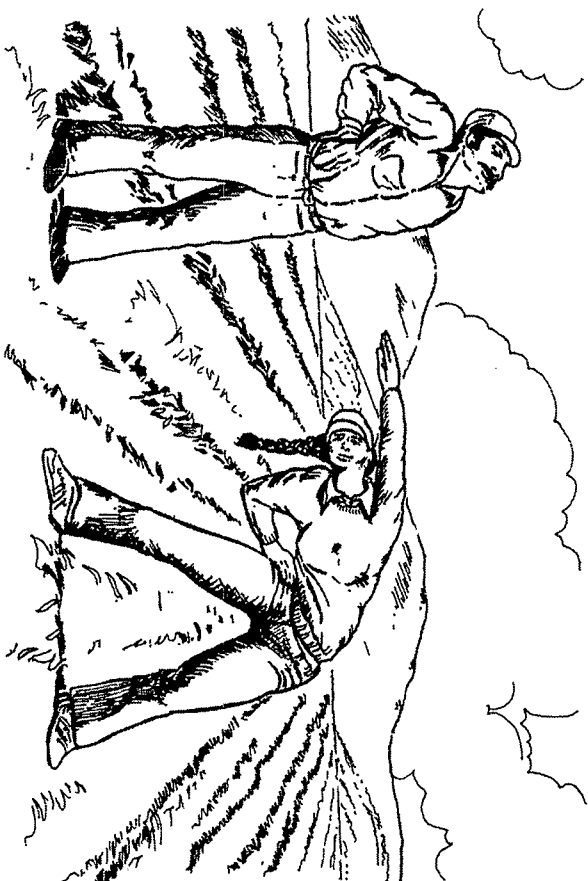


Take breaks often.

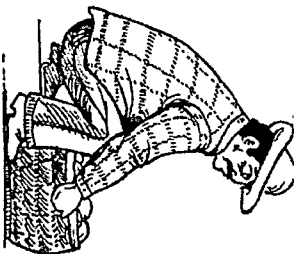


Lesson 7

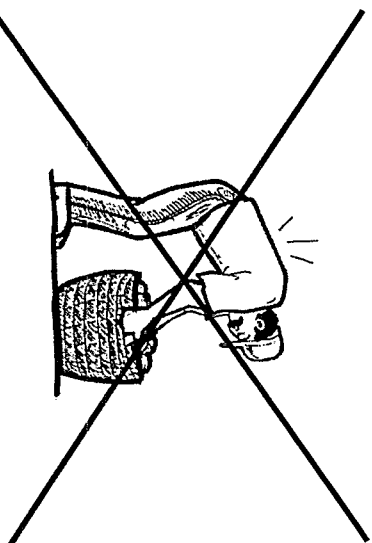
Don't hurt your back. Do your work safely.



Stretch before you lift.

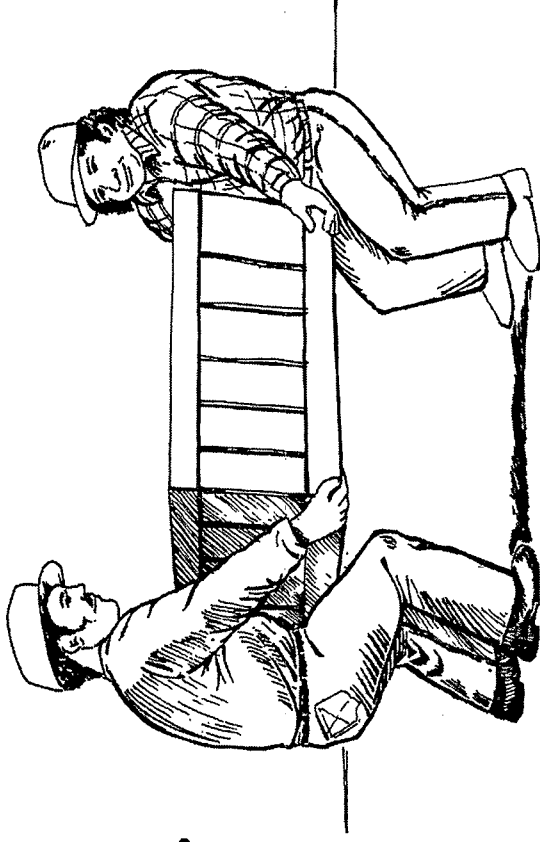


Lift with your legs.

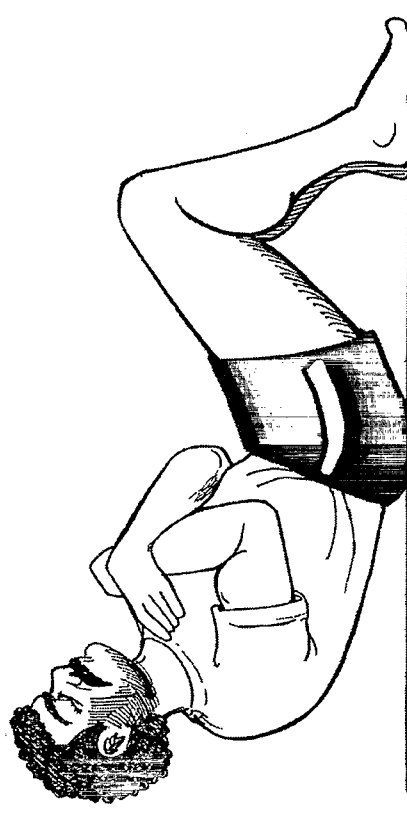


Do not lift with your back.

Get help to lift heavy things.



Make your stomach muscles strong.



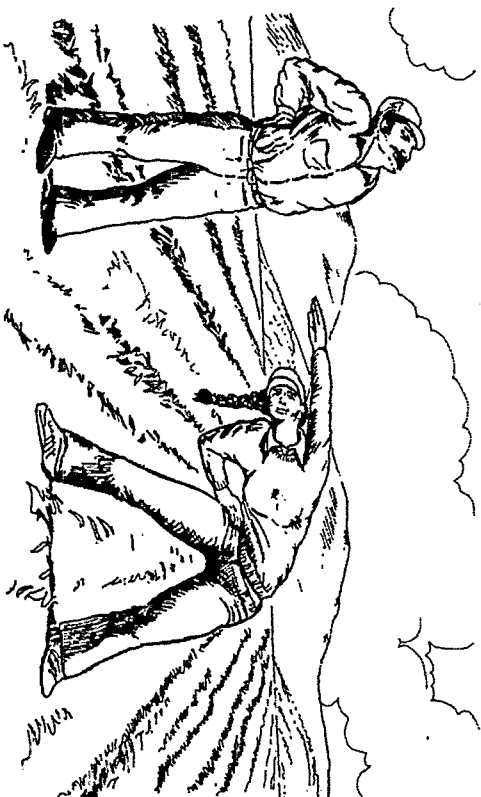
Lesson 7

Do you work close to the ground?

Get down on one or two knees to work.

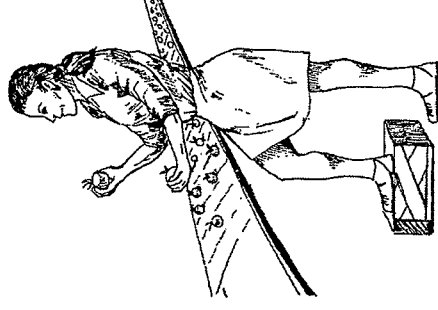


Remember to stand and stretch.

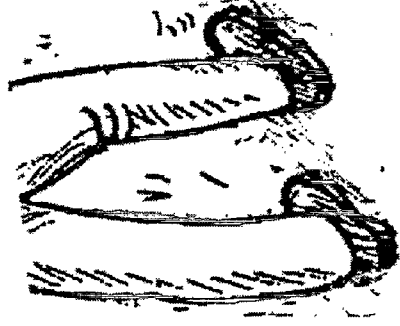


Do you have to stand for a long time?

Stand with one foot on a box.
After a while, put your other foot on the box.



Wear comfortable shoes.

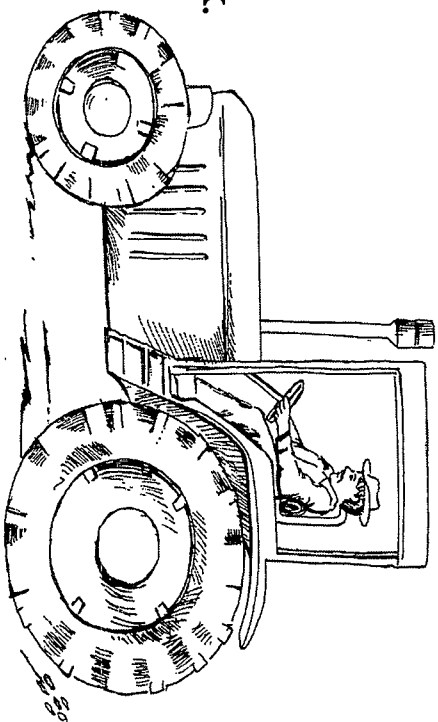


Lesson 7

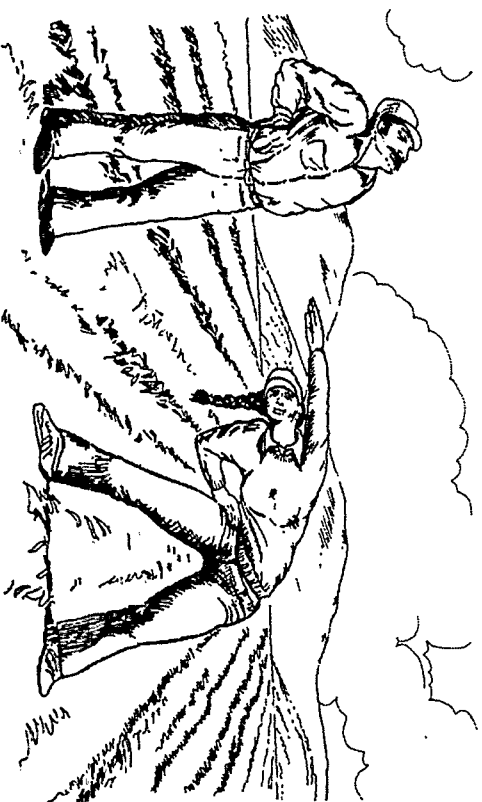
Do you sit or drive for a long time?

Sit up straight.

Put a small cushion behind your lower back.

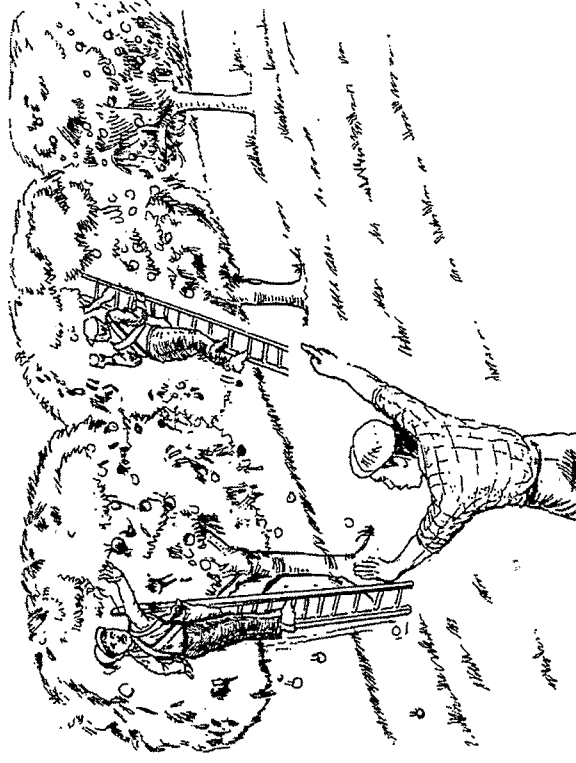
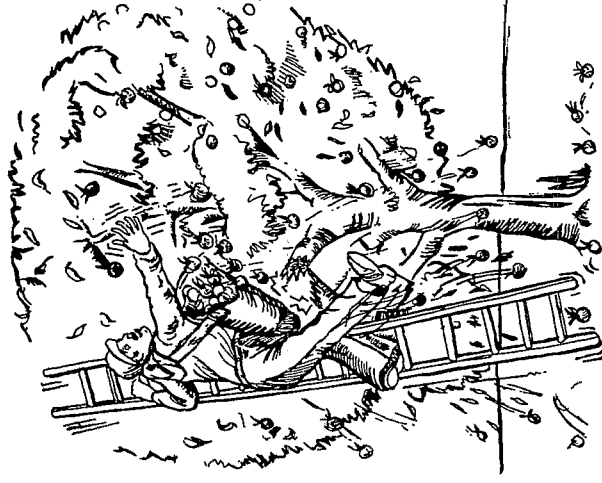


Take a break to stand and stretch.



Do your work safely.
Don't have an accident.

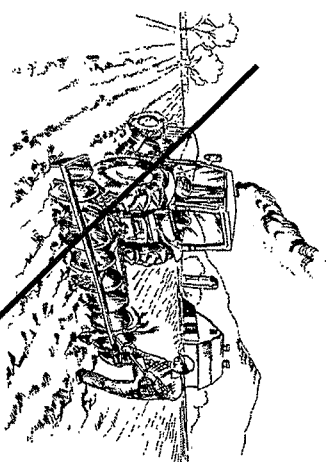
Look out for dangerous jobs.



Tell other workers about possible dangers.

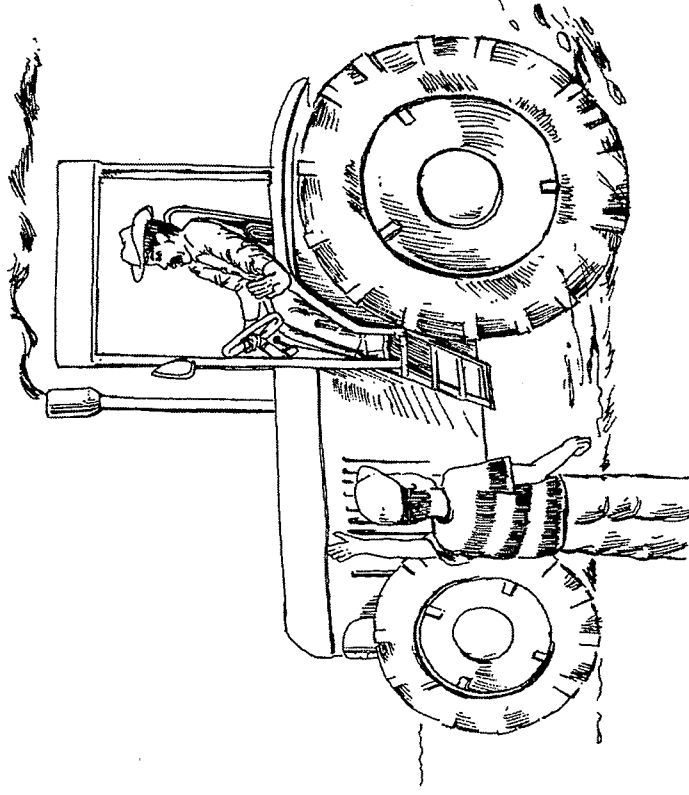
Lesson 7

Be careful with machines.



Turn off equipment before fixing problems.

Do you have children?



Do not let a child ride on a tractor with you.

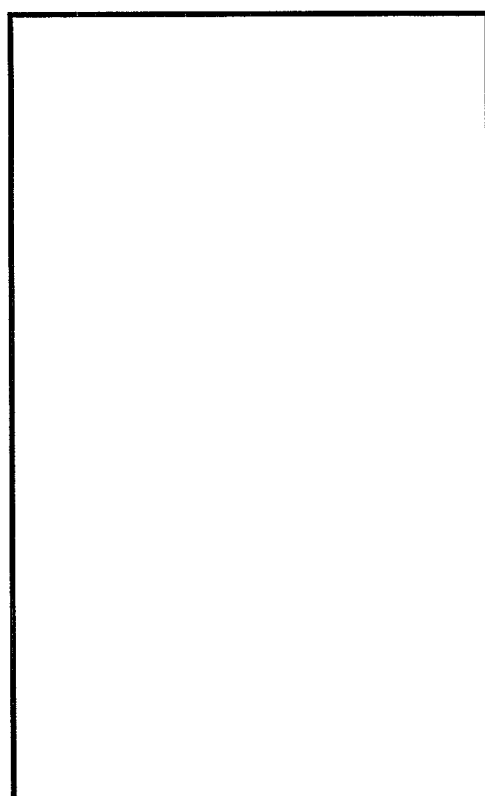
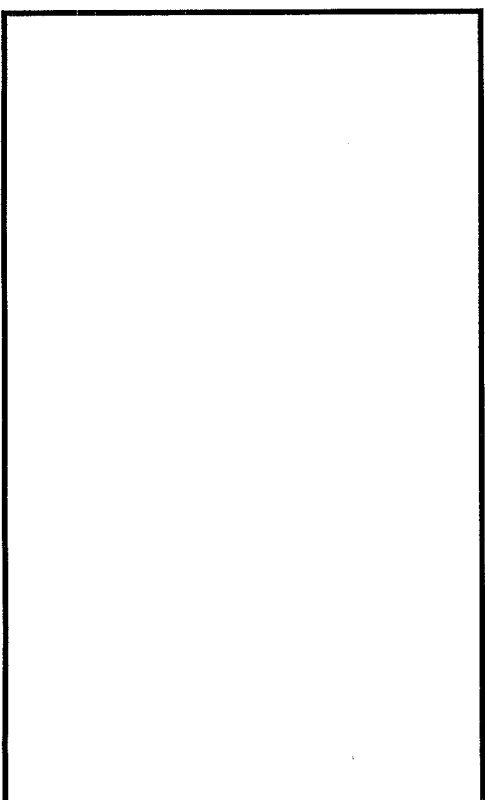
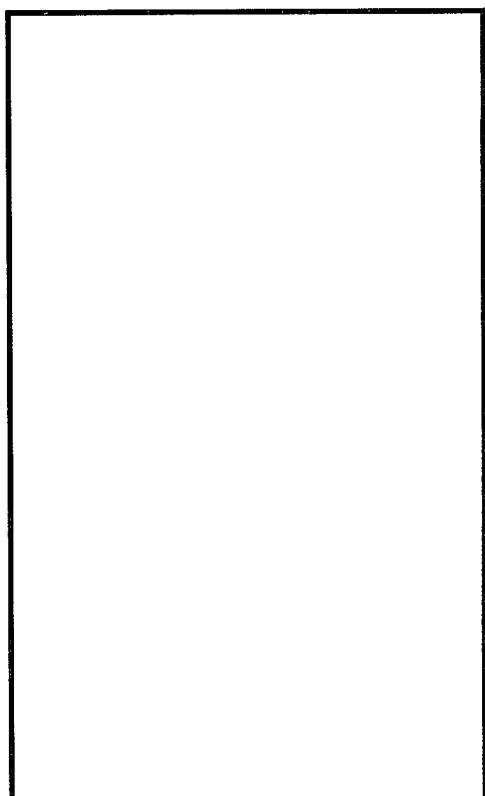
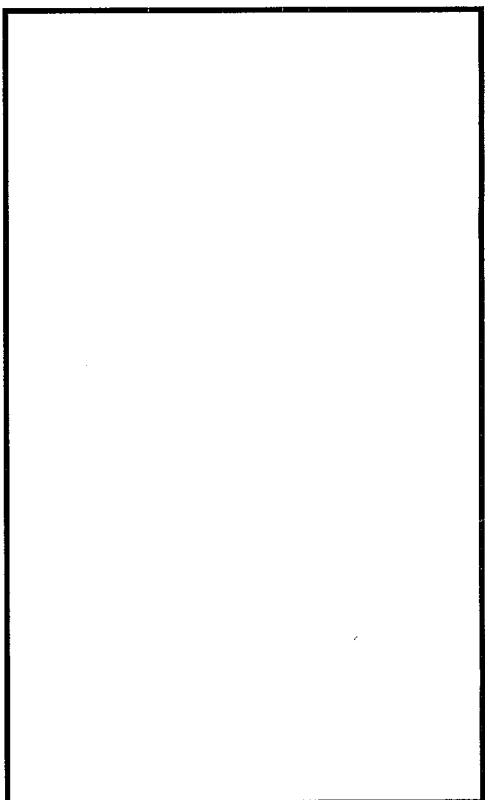
Do not let children go near dangerous equipment.

Look out for children playing near you.

Talk to your children about farm safety.

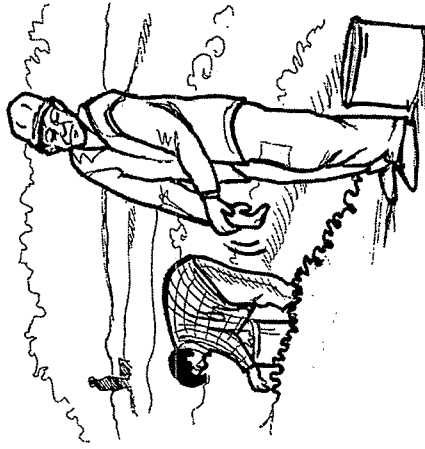
Lesson 7

Draw an accident.

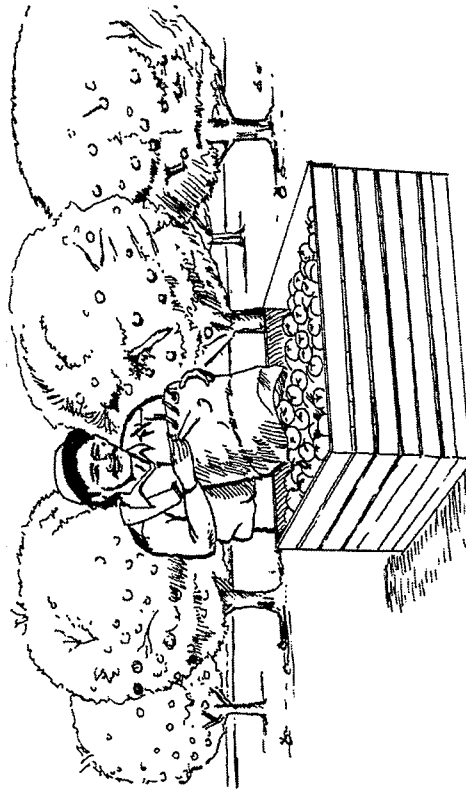


Repeating the same motion can hurt you.

Take a break. Stretch, rotate, and shake your hands.

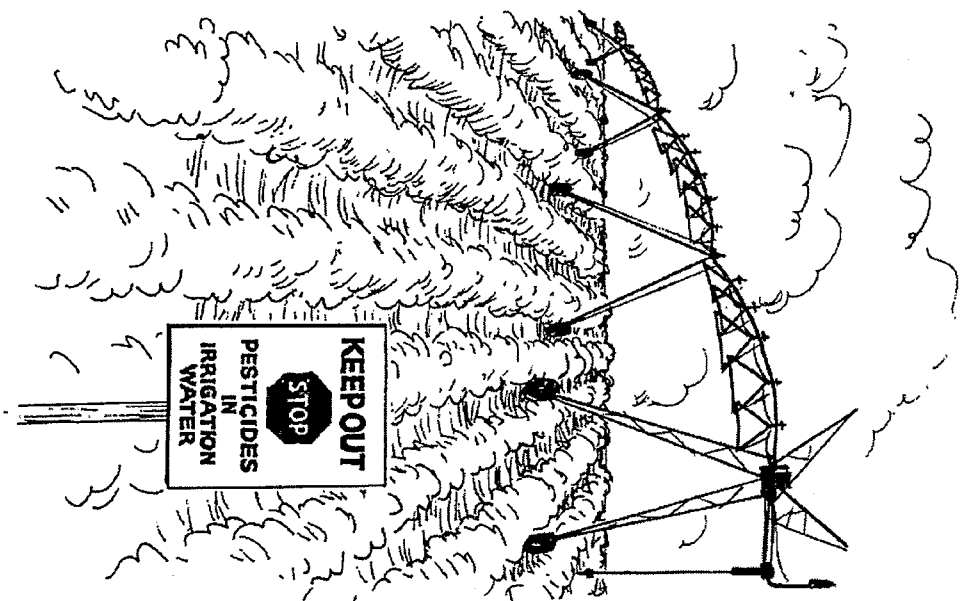


Use safe equipment.



Lesson 7

Don't drink or wash in irrigation water.

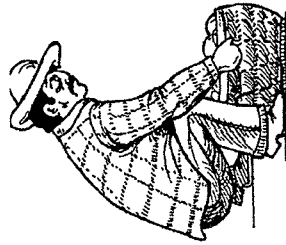


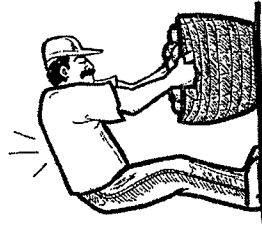
Make sure well water is safe to drink.

Lesson 7 Review

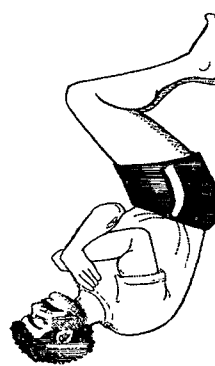
Check the correct answer.

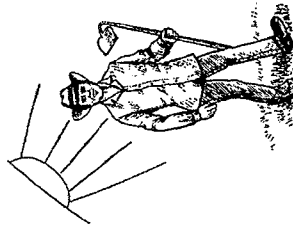
- Which is the correct way to lift things?

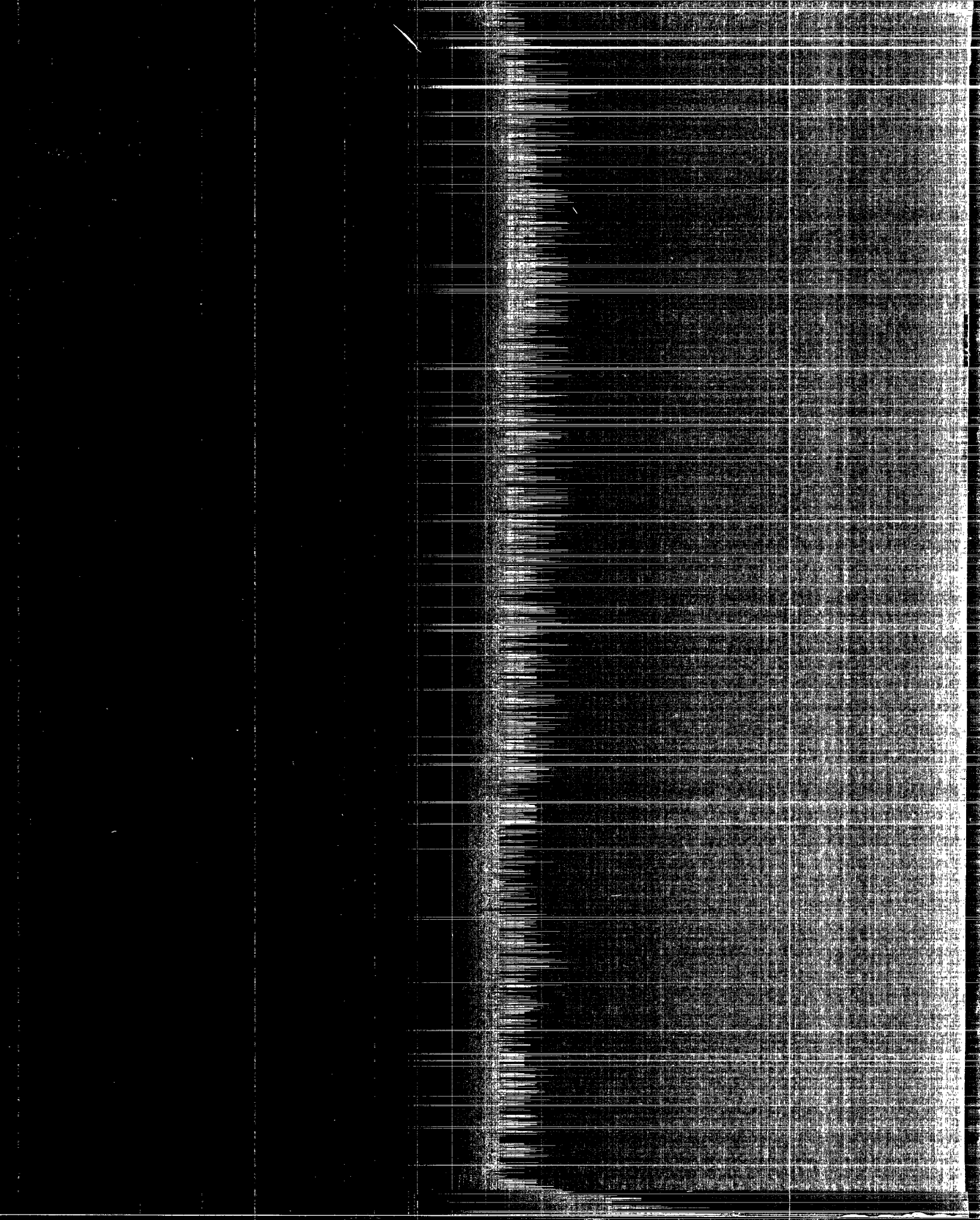




- Which are the correct clothes to wear in the sun?







About AFOP

The Association of Farmworker Opportunity Program (AFOP), founded in 1971, is the not-for-profit national association whose mission is to improve the quality of life for migrant and seasonal farmworkers and their families, and to enhance the capabilities of members who serve them by providing information, education, support, advocacy, and representation at the national level.

Funding for this publication was made possible from the US Environmental Protection Agency, Office of Pesticide Programs.

Other AFOP Publications

In addition to the Working with English series, AFOP has produced several publications that may help in your various educational efforts. These include but are not limited to:

- *A Taste of English* – A beginning ESL text that teaches basic nutrition.
- *Radio Nutrition* – A program for nutrition education with Hispanic farmworkers.
- *Farmworker Nutrition Education Resource Guide* – A compilation of nutrition-related materials for service providers.
- *Developing a Disaster Plan for Farmworkers* – A service provider's guide.
- *Washington Newswire* – AFOP's monthly newsletter on farmworker issues.
- *Radio Pesticida* – A program for pesticide and safety education with Hispanic farmworkers.

If you are interested in ordering these or other materials, or would like to join in our efforts to help migrant and seasonal farmworkers, please write us at:



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