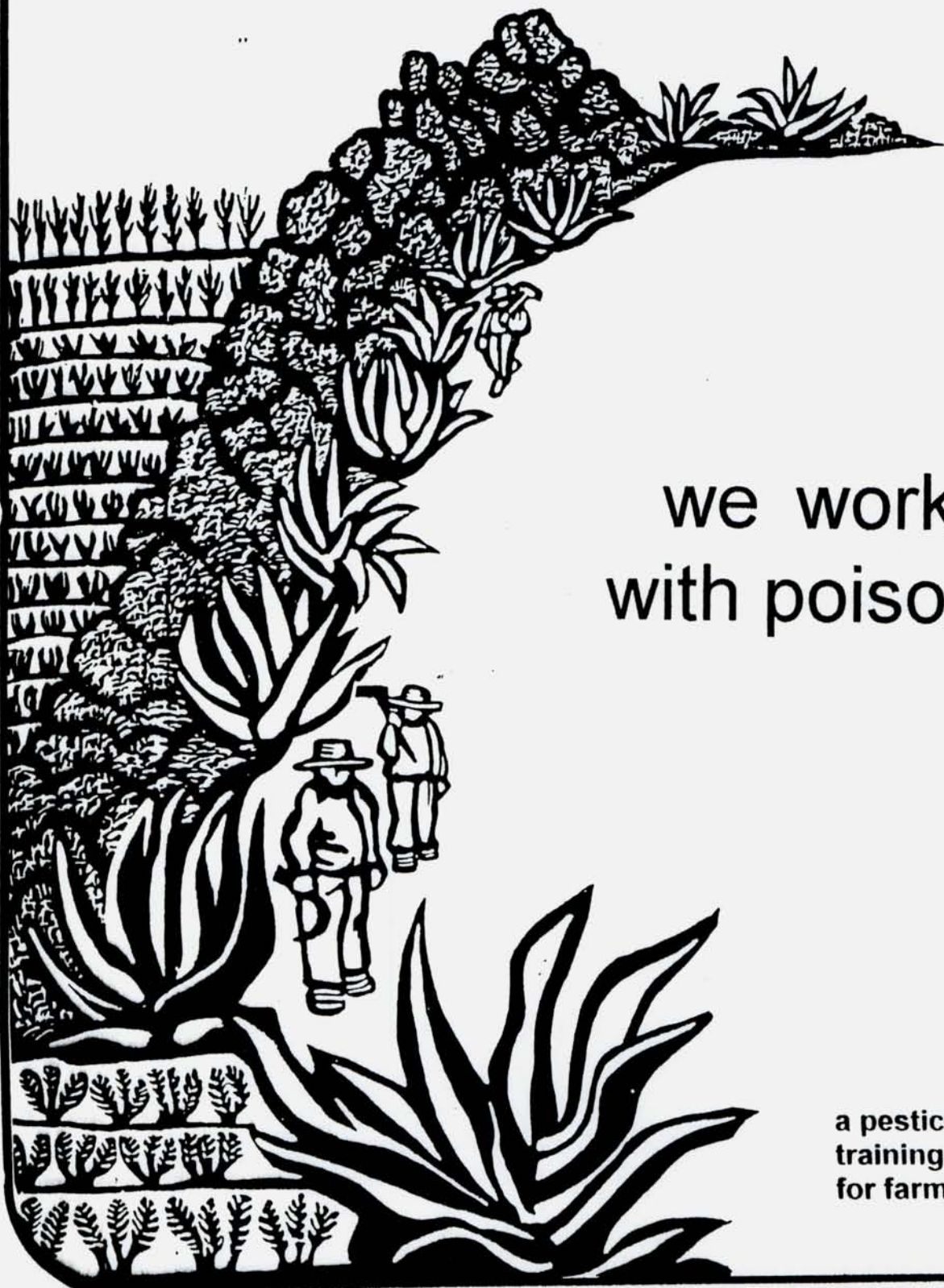


# Danger!



we work  
with poisons

a pesticide  
training manual  
for farmworkers

**Danger!**  
we work with poisons  
a pesticide training manual for farmworkers

This manual was produced by

**The Farmworker Health and Safety  
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# Introduction:



## The objective of this section is:

To establish the relation between the promotor and the participants, as well as define the style of the training.

- \* The role of the promotor is to coordinate and clarify.
- \* The experts are the participants.
- \* The discussion will focus on the issues which the participants think are most important.
- \* The training will be a dialogue between the participants and the promotor.

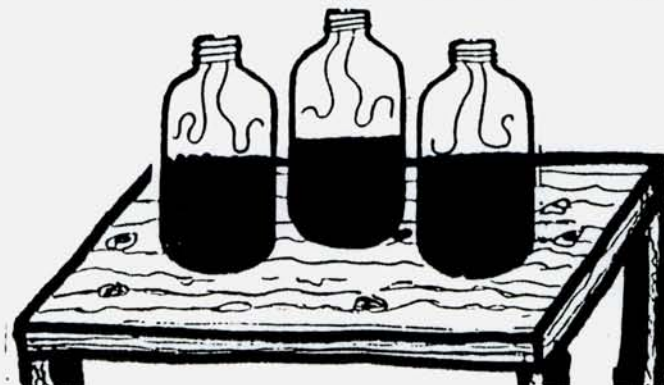
**Methodology:** Sociodrama, using a television "game show" format.

## Materials:

1. Three identical bottles, each one filled with a liquid.
2. Flip-chart paper and large marker.

## Sociodrama:

*(The promotor prepares a table with three bottles in a line. The bottles are identical in shape and size, and full of a liquid of the same color. The promotor then acts as a TV game show host.)*



**Game show host:** Good day ladies and gentlemen, children of all ages, everyone! We are here today to invite you to participate in a stupendous show. We want you all to be part of a sensational experiment. No one should be left out of this exciting event. You will participate... and you...and you...

But before we begin, we ought to explain to you the nature of this scientific experiment. What do we have here? Simply three bottles! They all seem the same, but they aren't. One of these bottles contains the sweetest, most delicious juice in the world; another contains the healthiest milk found on this planet; and the last one contains the most powerful poison in all the universe.

We will give a fantastic prize to the first person who comes up to this table and chooses the bottle which contains the juice. But the only way to know if your choice is correct will be to drink the liquid from the bottle.

**And now, who dares to win the prize?**

**Alternative 1: No one offers to be a volunteer.**

\*\*\*\*\*

**Game show host:** Why doesn't anyone want to participate in this great scientific experiment?

**The participants respond** that they don't know the contents of the bottles, and thus won't risk drinking from them.

**Game show host:** Correct! You shouldn't drink from these bottles without being sure about what's inside. If you do it, it's like playing Russian roulette.

The same thing happens when we work with pesticides without knowing enough about them. What should each farmworker know before working with these poisonous pesticides?

**Group discussion,  
while the promotor  
writes the answers  
on the flipchart.**

**Game show host** (*Pointing to flipchart*): This is the information which you have indicated is the most important to have in order to protect yourselves from pesticides. This will be the major focus of this workshop. And we will also talk about other themes concerning pesticides.



**Alternative 2:** *One of the members of the audience offers to be a volunteer.*

\*\*\*\*\*

**Game show host:** Let's congratulate this valient volunteer with a round of applause. And now... which bottle will he choose? The one filled with the poison? Or the one filled with the juice?..... I'm sorry, but I can't be responsible for his death. I must stop the experiment. When you drink from these bottles without knowing their contents, it's like playing Russian roulette.

The same thing happens when we work with pesticides. What do you think every farmworker should know about these poisonous pesticides before working with them?

**Group discussion, while the promotor writes the answers on the flipchart.**

**Game show host** (*Pointing to flipchart*): This is the information which you have indicated is the most important in order to protect yourselves from pesticides. This will be the major focus of this workshop. And we will also talk about other themes concerning pesticides.

# Section 1:

## Symptoms of pesticide poisoning



### **The objectives of this section are:**

1. To share experiences of poisoning about which the participants are familiar.
2. To be able to recognize acute symptoms of pesticide poisoning.
3. To know chronic diseases caused by pesticide poisoning.

### **Methodology:**

Discussion with flipcharts.

### **Materials:**

Flipcharts 1, 2, 3



## Question 1:

**How many of you have been poisoned with pesticides, or know of a case when someone was poisoned ?**

- \* What were you doing?
- \* What pesticides were being used?
- \* What symptoms did you have?

**Group discussion**

## Information:

1. In flipchart 1, we see the most common symptoms of acute pesticide poisoning, which occur immediately after having contact with pesticides.

The symptoms are (*referring to flipchart*):

**Flipchart  
1**

- \* As you can see, these symptoms are very common, and can be confused with other illnesses such as flu or diarrhea.
- \* These symptoms begin during the first 12 hours after being contaminated with pesticides, and usually begin within 3-4 hours.
- \* If you have these symptoms within 12 hours of working with pesticides, you should consider the possibility of pesticide poisoning.

2. Flipchart 2 shows the most serious symptoms of pesticide poisoning , which are:

- \* Shortness of breath
- \* Loss of consciousness
- \* Drooling from the mouth and nose



If you any of have these symptoms and don't receive medical attention, you could die. **Get help immediately!**

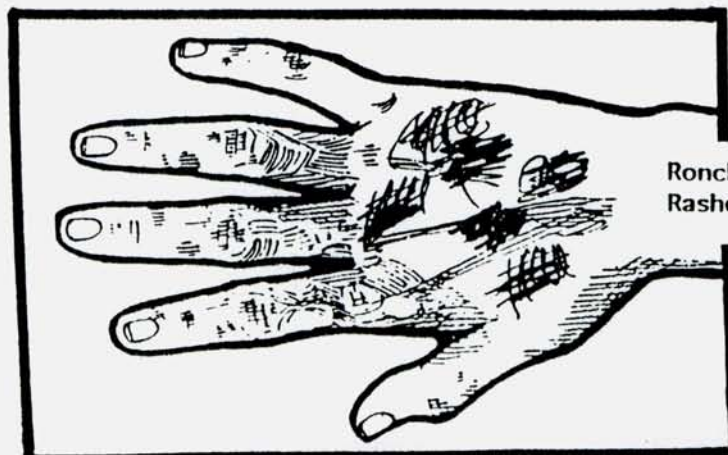
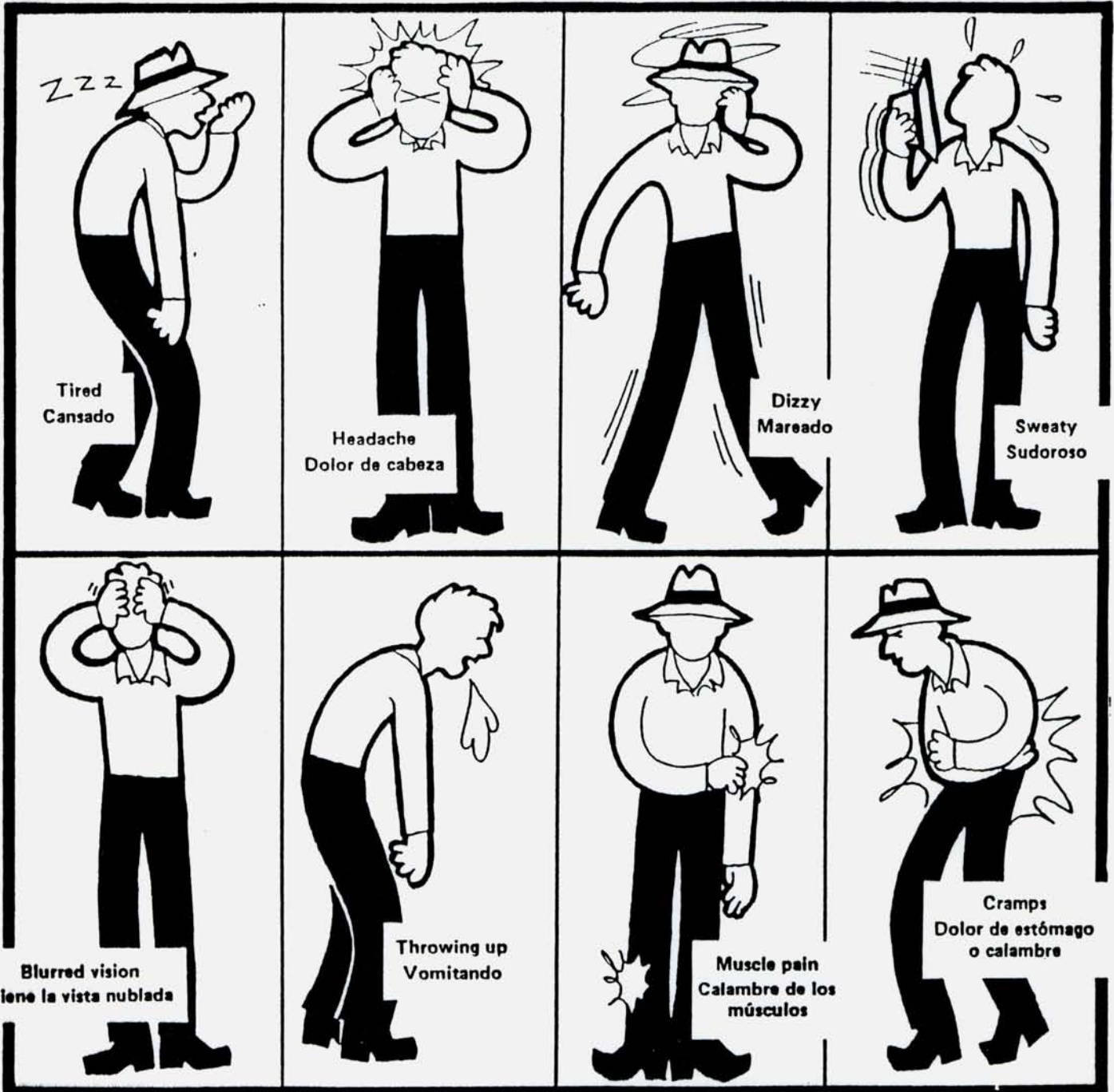
3. Remember, you can be poisoned without feeling any immediate symptoms, without feeling sick.

Then in the future, from a few months to ten years, you can begin to have such serious illnesses as (*referring to flipchart 3*):

- \* Cancer
- \* Infertility
- \* Nervousness and memory loss
- \* Weakness in the arms and legs
- \* Miscarriages or birth defects



# Symptoms



Ronchas  
Rashes



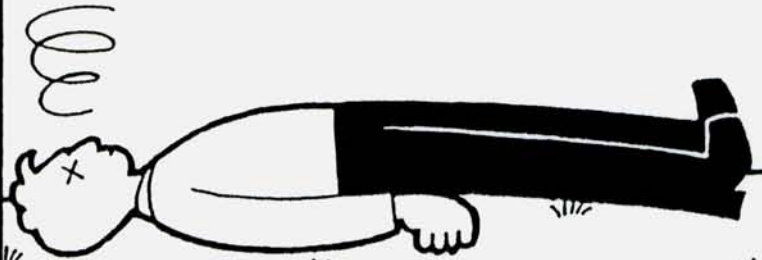


**Trouble breathing**  
**Dificultad en respirar**

**Very serious symptoms**

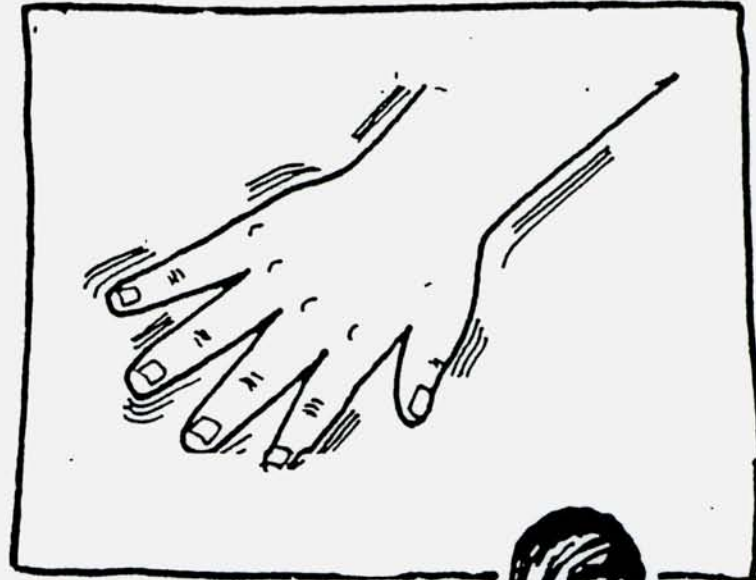
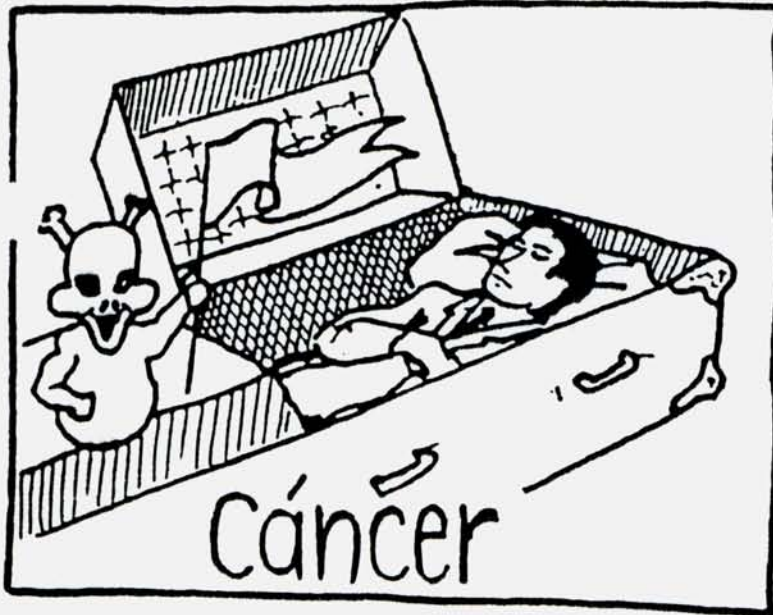
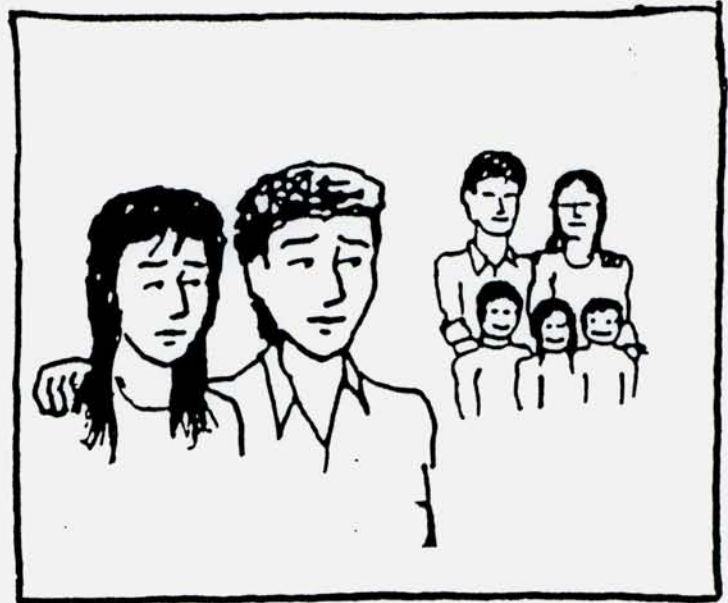
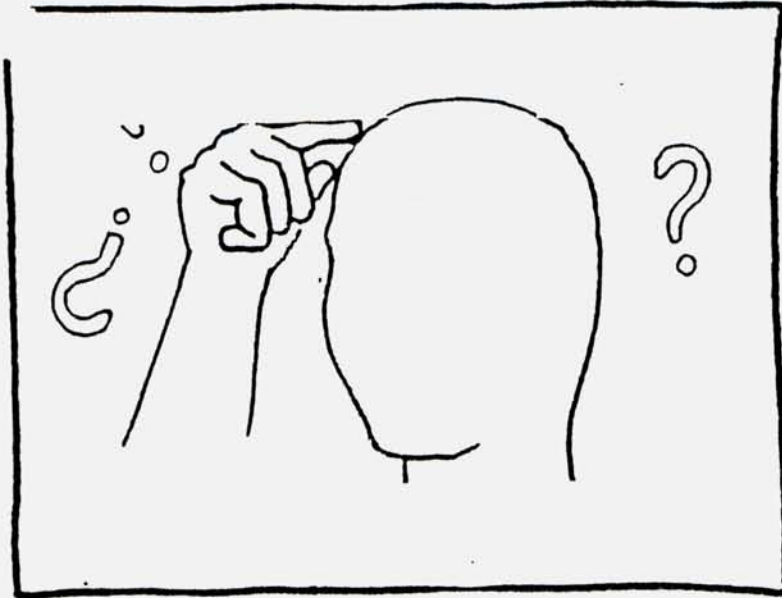


**Drooling from mouth and nose**  
**Babeando**



**Passed out**  
**Inconciente**

# Long-term problems



# Section 2:

## Routes of entry of Pesticides into the body

**The objectives of this section are:**

1. To identify the ways in which pesticides enter your body.
2. To understand that pesticide residues can be very poisonous.

**Methodology:** Role-play.

This section will be a role-play, which has two characters: the farmer and the farmworker. The promotor will play the role of the farmer, and one of the participants will be the farmworker.

**Materials:**

The farmer wears a cap which says "farmer", and will use a pesticide sprayer, talcum powder and a fruit (or a product that is harvested in the area).

The farmworker will wear a cap which says "worker" and use a hoe.

A large rubber insect.





## Role-play:

**Farmer:** *(The promotor, who is dressed in a cap which says "farmer", says to the participants:)*

I'm the owner of this farm. Here's my harvest for this year. I need a good farmworker to hoe some weeds. *(Pointing to a participant, he says):* I'll pay you well, \$4.25 an hour! *(He gives the volunteer a hoe and a cap which says "worker" and tells him):* Listen, start working! *(The farmer grabs the giant insect from the floor and shouts):* These evil insects are destroying my crops, it's time to spray! Keep working until I return.

*(The "farmer" leaves the scene and returns with a pesticide spray can, and begins to spray the insect. He also accidentally sprays the worker. The "farmer" then says):*

Oops! So sorry! But don't worry about the spray. Keep it up, keep on working! *(The "farmer" leaves the scene.)*

**Promotor:** *(Returns to the scene, and asks the audience the following questions:)*

**Question 1:** Here we have a farmworker who has been sprayed with pesticides. I have a question for you. How can this liquid enter in his body? There are three routes of entry-- give me one...

**Group discussion**

## Answer:

1. By breathing
2. By swallowing
3. Through the skin or eyes

(After each answer, for example "the skin", the promotor says the following): Correct! The pesticides can cause rashes on the skin, then pass through the pores, enter the blood and travel to different organs (*pointing out the internal organs on the volunteer*), such as the liver, the kidneys, the lungs, the brain. It can then damage those organs.

(The promotor sprinkles talc on the fruit or other crop from the area).

**Information:** After 2 to 4 hours, this liquid dries and changes into a dust that is on the leaves, fruits, flowers or vegetables. The farmers call this dust **the residue**. Sometimes you can see the dust, sometimes you can't; but it's there.

(The promotor holds up the fruit or other crop which is covered with talc, and says to the volunteer farmworker):  
Mr. farmworker, please pick this fruit.

(The promotor shows the participants the talc dust that has fallen on the farmworker's hand :) Look... the residue that is on the fruit now is on this farmworker's hands. Now this residue or dust can pass through his skin or enter his body through his mouth when he smokes or drinks or eats.

(Note: the next section is a continuation of this scene.)

# Section 3:

## First aid



### **The objectives of this section are:**

1. To practice first aid, and thus be better prepared when a pesticide poisoning occurs.
2. To understand the importance of going to a doctor whenever a pesticide accident occurs.
3. To know where the closest medical services are provided.

### **Methodology:**

This is a continuation of the role-play which began in Section 2.

### **Materials:**

1. A cap which says "worker"
2. A bucket filled with confetti
3. A list of migrant clinics, hospitals and emergency rooms in the area.



*(When section 2 ended, the promotor and the volunteer were in front of the group. The discussion continues....)*

**Promotor (to the participants):** Now remember your friend has been sprayed and his clothing and skin are covered with pesticides.

**Question 1:** What should you immediately do while still in the work area where he was sprayed, to protect him from these pesticides?

**Group discussion**

**Answer:**

1. Remove his clothing as soon as possible.
2. Rinse off his skin immediately *(the promotor gives one of the participants a bucket of confetti, and asks him to use it to rinse off the farmworker.)*

**Question 2:** If the pesticide gets in your eyes, what should you do?

**Answer:** If pesticides get into your eyes, rinse them immediately with water, for at least 15 minutes.

**Question 3:** When you return to your camp or house, what should you do?

**Group discussion**

**Answer:**

1. Bathe with soap and water. Wash your hair with shampoo.
2. Put on clean clothing.

**Question 4:** When should you go to a doctor, if there has been an incident with pesticides?

**Group discussion**

**Answer:** It is important to always go to a doctor whether you have symptoms or not. It is important to document each incident because:

- \* In the future you might begin to have some serious illnesses.
- \* You might be disabled and qualify for Workers' Compensation.

# Section 4:

## Field sanitation facilities



**The objectives of this section are:**

1. To analyze the importance of personal hygiene to protect yourself from pesticides in the work area.
2. To know the legal responsibility which farmers have to provide workers sanitary facilities in the area where they work, including toilets, handwashing facilities, and cold water with disposable cups.

**Methodology:** Discussion with flipcharts.

**Materials:**

- \* Flipchart 4
- \* Handwashing basin or tap
- \* Toilet seat
- \* Drinking water cooler (such as an "igloo")



## Question 1:

(*Reviewing flipchart 4*) Here we have a group of farmworkers in their work area. Do you think that what they are doing is healthy?

Flipchart  
4

Group Discussion

**Answer:** No, because there is always the possibility that there are pesticide residues in your work area. These pesticides can be very poisonous even several days after being sprayed.

**Question 2:** What should these workers do?

Group Discussion

**Answer:**

1. Leave the work area before eating.
2. Wash your hands before eating, drinking or smoking.

**Question 3:** When you are working, where do you go to wash your hands?

**Group Discussion**

**Information:** (*Showing the wash basin or faucet*) By law, the farmer has to provide farmworkers a handwashing basin with disposable towels and soap, within 1/4 mile of their work area.

**Question 4:** When you are working, where do you go when you have to go to the bathroom? Is there a toilet for you to use?

**Group Discussion**

**Information:** (*Holding up the toilet seat*) The law also says that the farmer has to provide you a toilet within 1/4 mile of the area where you work.

**Question 5:** When you are working, where do you go to drink water when you are thirsty?

**Group Discussion**

**Information:** *(showing the water cooler)*

The law says that the farmer has to provide you fresh water near the area where you work.

**Question 6:** What do you drink water out of? Do you have your own cups, do you use disposable cups, or do you share the same cup?

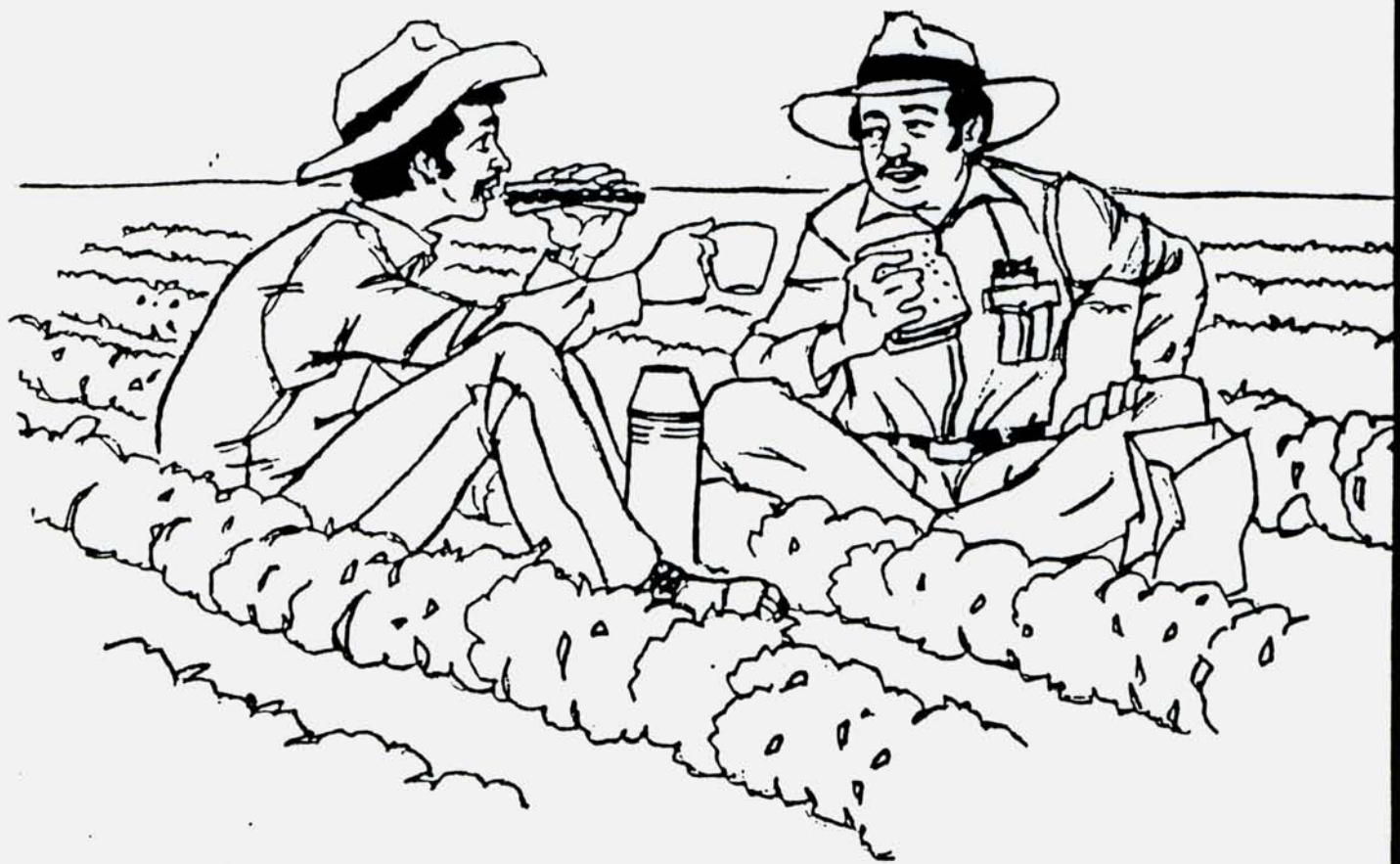
**Group Discussion**

**Information:** Remember, when you share the same cup, you also can share germs which cause diarrhea, colds or the flu. The same law says the farmer has to provide farmworkers disposable drinking water cups *(holding up disposable cup)*.



**To Summarize:** The farmer has to provide you handwashing facilities, a toilet and water with disposable cups in the area where you work.

If in the farm where you work the farmer is not providing you some of these sanitary facilities, at the end of this workshop we can discuss how you can exercise your legal rights to assure that the farmer complies with the law.



# Section 5:

## Work Clothing

**The objectives of this section are:**

To know the appropriate work clothing to wear, which will provide protection from pesticides.

**Methodology:** Role-play.

**Materials:**

A clothesline with the following clothing:

- \* long-sleeved shirt
- \* short-sleeved shirt
- \* long pants
- \* short pants
- \* gloves
- \* boots
- \* sandals

Talcum powder





*(A clothesline is stretched in front of the participants. The promotor then asks for a volunteer, who comes up front. After giving a cap which says "worker" to the participant, the promotor says to him/her:)*

**Promotor:** Today is the 24th of July, and the temperature is going to be 90 degrees. You just got up this morning and are going to spend the day picking peppers (or other local crop). Tell me, what clothing are you going to wear today? *(The volunteer begins to pick the clothing from the clothesline.)* Well, put it on please. There's work to be done.

*(The volunteer/ worker puts on the clothing.)*

## Question 1:

**Alternative 1 , in which the farmworker dresses appropriately.** *(The promotor says to the volunteer:)* Why did you dress in a long-sleeved shirt, long pants, gloves and boots?

**Group discussion**

**Alternative 2, in which the farmworker dresses inappropriately.** *(The promotor asks the participants:)* What do you think of the way he is dressed? Is it appropriate? Why or why not?

**Group discussion**

**Information:** Remember: it is important to cover your skin in order to protect yourself from the residues which are found in the field (*the promotor dusts the clothing of the volunteer with some talcum powder*).

**Question 2:** What kind of clothing is more comfortable to work in, clothing made of cotton or of polyester?

**Group discussion**

**Answer:** Clothing made of cotton, because it allows the sweat to pass through, and the worker feels cooler.

**Question 3:** Clothes help protect us from pesticide poisoning, but what is the safest way to be protected from pesticides?

**Group Discussion**

**Answer:** The best protection for farmworkers is to not be exposed to pesticides. If pesticides must be used, the least toxic and smallest effective quantity should be applied. We should not have to depend on our workclothes to be our primary defense against pesticides.

# Section 6:

## How to protect ourselves at home



### **The objectives of this section are:**

To understand how to protect ourselves from being exposed to pesticides where we live.

### **Methodology:**

Discussion, using flipcharts.

### **Materials:**

Flipchart 5



## Question 1:

You have been working all day in the fields and your skin and clothing are all covered with pesticide residues. It's the end of the day, and you carry these residues with you when you return to your camp or house. What should you do when you return home?

**Group discussion**

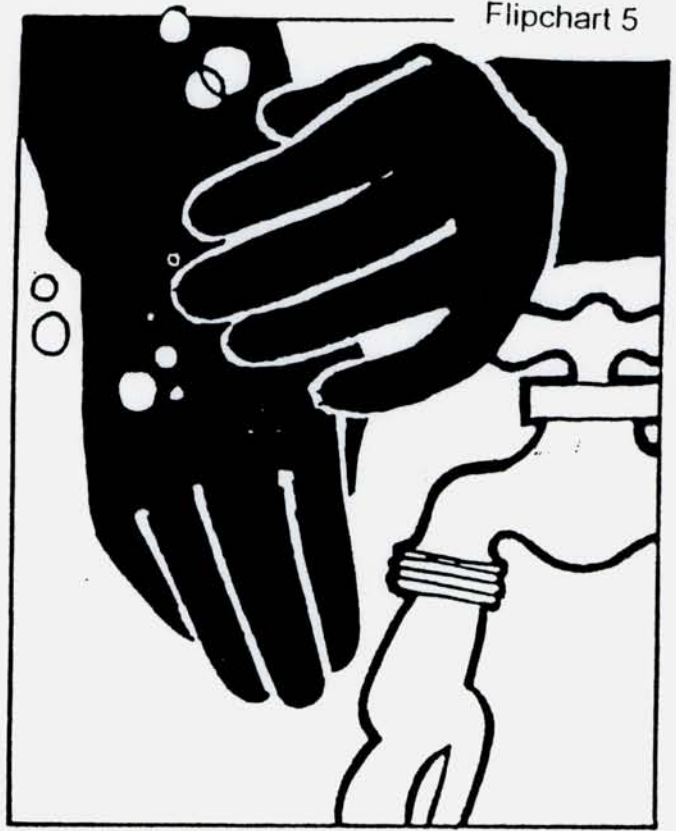
## Answer:

*(Reviewing flipchart 5)*

1. Rinse off your rubber boots.
2. Wash your rubber gloves with soap before taking them off.
3. Shower and wash your hair every day at the end of work.
4. Wash your work clothes before using them again.
5. Keep your dirty work clothes, boots and gloves separate from the rest of the area where you live.

**Flipchart  
5**

**Warning!** Never bring empty pesticide containers from the work area to your home. They should be destroyed.



# Section 7:

## Restricted entry intervals



**The objectives of this section are:**

1. To know the importance of the Restricted Entry Interval of pesticides before entering a recently treated area.
2. To understand that the farmer has the responsibility to give farmworkers information about Restricted Entry Intervals of each pesticide.

**Methodology:** Demonstration and discussion.

**Materials:** 1. Flipchart 6 2. A small bottle of water labeled "Parathion" 3. A 1 liter bottle of water labeled "Metchlor" 4. A teaspoon

## Demonstration:

Here we have two bottles filled with pesticides. This is "Parathion" (*holding up the small bottle*). If you drink less than one teaspoon of this pesticide, **you could die** (*promotor drinks a teaspoonful of water from the bottle labeled "Parathion"*).

This is "Metchlor" (*holding up the large bottle*). You would have to drink this entire bottle before you could die.

**Question 1:** Which pesticide is more poisonous?

**Group Discussion**

**Answer:** "Parathion" is more poisonous, because a very small quantity can kill you.

**Question 2:**

This morning, the farmer sprayed the crops with "Metchlor" (*holding up the large bottle*).

**Do you think it is safe to enter this field immediately after been sprayed with this pesticide?**

**Group Discussion**



**Answer:** No! All pesticides are dangerous immediately after being applied on the crops.

- '' The law says that the farmer cannot order workers to work in an area immediately after it has been sprayed. The pesticide at least has to be dry on the leaves.

### Question 3:

This morning (*pointing to the map on flipchart 6*) the farmer sprayed this field with "Parathion" and sprayed this field with "Metchlor". **In which field do you think it is safer to enter earlier?**

Flipchart  
6

Group discussion

### Answer:

1. It is safer to enter the field earlier where "Metchlor" was sprayed. The law currently says that you can enter this field when the leaves sprayed with "Metchlor" are dry.
2. It is much more dangerous to enter the field where "Parathion" was sprayed. The law says that you have to stay out of this area for 48 hours or more. They call this protective period the **Restricted Entry Interval**.

**For example** (*using flipchart 6*): If this field is sprayed with "Parathion" (the most toxic), on the morning of September 24, you should not enter this field until September 26— or 48 hours later.

## **Information:**

1. The laws set different safety periods or **Restricted Entry Intervals** for different pesticides.
2. These laws are also changing. In 1994, for the least toxic pesticides, the law will say that it is no longer sufficient for the leaves to be dry before workers enter the field. After 1994, the Restricted Entry Interval for these least poisonous pesticides will be 12 hours.
3. The law says that the farmer must inform farmworkers about the Restricted Entry Intervals, and when it is safe to re-enter an area which has been sprayed with pesticides.

**DANGER**

PELIGRO



**DO NOT ENTER  
NO ENTRE**



THIS PROPERTY TREATED WITH  
Parathion and all persons are warned  
to stay out until September 26

September

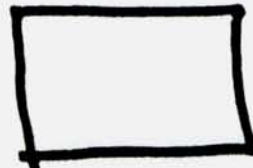
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

A

Metchlor

B

Parathion





# Section 9:

## Know your rights under the law



### **The objectives of this section are:**

1. To know the legal protections provided farmworkers under state and federal pesticide and field sanitation laws.
2. To know which state and federal agencies are responsible for enforcing the pesticide and field sanitation laws.
3. To know how to file a complaint requesting that responsible agencies enforce the laws when they are being violated.

**Methodology:** Discussion, using flip charts.

**Materials:** Flipcharts 8, 9, 10, 11, 12.



## Introduction:

There are two important types of laws which exist to protect farmworkers from pesticides:

- 1. Laws which describe the farmer's responsibility to use pesticides correctly and to provide farmworkers information and training about pesticides.**
- 2. Laws which describe the farmer's responsibility to provide field sanitation facilities.**

Different State and Federal agencies are responsible for being sure that farmers comply with these laws.

In this part of the workshop we will do three things: (1) discuss the contents of these laws, (2) discuss which agencies in your states are responsible for enforcing them, and (3) discuss how to get these agencies to enforce the laws when there is a violation.

**First, let's discuss what the Federal Pesticide Law says** (*Refer to flipcharts 8 and 9, which are on the following pages*):

**Flipchart  
8**

(page 4 of  
this section)

**Flipchart  
9**

(page 5 of  
this section)

The law also says that the farmer must provide farmworkers **sanitation facilities** in the area where they work. The following facilities must be provided (*reviewing flipchart 10*):

**Flipchart  
10**

(page 6 of  
this section)

The agencies in your state which are responsible for enforcing the pesticide and field sanitation laws are the following (*show flipchart 11*):

**Flipchart  
11**

(page 7 of  
this section)

You can file a formal complaint with these agencies, asking them to do an immediate inspection to make the farmer comply with the law.

**IMPORTANT: By law, the inspector cannot give the name of the person(s) filing the complaint to the farmer.**

**Flipchart  
12**

(page 8 of  
this section)

When you file a complaint it is important to do the following (*showing Flipchart 12*):

# **The Pesticide Law**

## **general requirements**

1. Farmworkers should never be sprayed, directly, or by drift.
2. Farmworkers should never have to have direct contact with crops before the Restricted Entry Interval has expired, unless they have had special training and wear special protective equipment.
3. If you mix or apply pesticides, you must have special training and wear special protective equipment.
4. If you get sick while working with pesticides, the farmer must take you to a doctor.

# **The Pesticide Law**

## **Your Right to Know**

It is the farmer's responsibility to:

1. Post application information in a central location:

- \* Name of pesticide
- \* Exactly where applied
- \* When applied
- \* Restricted Entry Interval

2. Provide written information about pesticides if a farmworker requests it.

3. Provide training, if the worker has not been trained in 5 years.



# The Field Sanitation Law

The farmer must provide:

1. Cool drinking water and disposable cups near the work area.
2. A toilet within  $\frac{1}{4}$  mile of the work area.
3. Handwashing facilities within  $\frac{1}{4}$  mile of the work area.

# Who enforces the law?

## **The Pesticide Law:**

The Florida Department of  
Agriculture and Community  
Affairs

## **The Field Sanitation Law:**

The Florida Department of  
Labor and Employment  
Security

## **tips for filing a complaint**

1. File as quickly as possible after the problem occurs.
2. Describe exactly what happened, including date, time, crop, how workers were exposed.
3. Draw a map showing exactly where the problem happened.
4. If affected by pesticides, describe any symptoms that you had.
5. Were other workers affected? Who? What symptoms did they have?
6. Do you know the name of the pesticide involved?

# Section 10:

## The wheel of fortune



### **The objectives of this section are:**

1. To review the information which we have discussed in this workshop.
2. To emphasize the idea that farmworkers have much knowledge about pesticides.

### **Methodology:**

Role-play, using a format of a television game -show.

### **Materials:**

1. The wheel of fortune, with questions (made from a bicycle wheel).
2. Some "prizes" (such as candy).
3. Flipchart 13, which says, "The Wheel of Fortune".
4. A hand-held "microphone", made from tinfoil.



*(In this role-play the promotor acts the role of a TV game-show host, for the famous show, "The Wheel of Fortune". The promotor puts up Flipchart 13, which says "The Wheel of Fortune", takes the microphone, and says to the audience:)*

**Flipchart**

**13**

**The Wheel  
of Fortune**

**Promotor:** As you can see, we have to know a huge amount in order to protect ourselves from these pesticides we work with every day. To refresh our memory, we ought to review some of the themes we have discussed so far in this workshop. And to do this, we have the tremendous show: **THE WHEEL OF FORTUNE!**

But before starting, let's review the rules of the game:

First: the contestant will give a spin of our Wheel of Fortune *(demonstrates by spinning the wheel)*.

Second: When the Wheel stops on a question, the contestant will have 20 seconds to answer.

Third: You-- the audience-- can also give your answer to the question.

Finally: If the audience-- that is, you out there-- agree, we will give a prize to our contestant.

Let's see, what are today's prizes? *(holding up the candy)*  
Candy from heaven! I'd like to be a contestant today and have the chance to win this fantastic prize!

Well, let's begin... Who wants to be our first contestant?

*(A workshop participant comes up front.)*

Well, welcome, sir (or madam). It's a pleasure to have you here today as a contestant in The Wheel of Fortune. And what's your name?

*(The participant answers.)*

Are you ready to play The Wheel of Fortune?

*(The participant answers.)*

OK, then give the Wheel a spin, and let's see where it stops.

*(The contestant spins the wheel, and the game show host stops it and reads the question:)*

The question is... *(reading it)* Sir (or madam), you have twenty seconds to give your answer....

*(The contestant answers).*

And you *(pointing to the audience)*... what is your answer?

*(The audience responds, and a group discussion follows.)*

Finally, do you out there think that our contestant has won the prize?

*(If the audience answers "yes", the host gives a prize to the contestant.)*

And thanks to you, sir (madam) for your participation in our game show, **The Wheel of Fortune!**

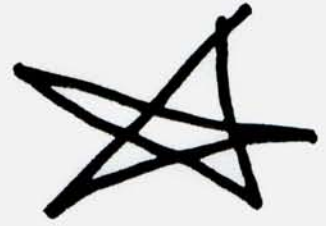
And who is our next participant?

*(The game-show host continues in the same fashion with the new contestant as with the first. Usually there is time for 2 or 3 participants. Each participant can answer 2 or 3 questions.)*

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**Possible questions for the Wheel of Fortune include:**

1. Name 5 symptoms of pesticide poisoning.
2. You have been sprayed in the field with pesticides. What should you do?
3. Name three long-term diseases caused by pesticides.
4. What is the Restricted Entry Interval?
5. What clothing should fieldworkers wear?
6. What agency in your state is responsible for enforcing the pesticide law?
7. What agency enforces the field sanitation law?



# The Wheel of Fortune





# Section 11:

What can we do when there is a problem?



**The objectives of this section are:**

1. To analyze the different obstacles which confront us when there is a problem with the pesticides we work with.
2. To develop collective solutions to resolve those problems.

**Methodology:** Role-play. Three participants will play the roles of the following characters: **Raul**, who does not want to confront reality; **Jorge**, the timid one; and **Antonia**, the activist.

**Materials:** The script for the role-play, "What happened to Juanito?" The promotor will need 4 copies of the script, one for each of the three characters and one for him/herself.

*(The promotor asks for three volunteers from the audience, and assigns a character from the role play to each one: Raul, Jorge, and Antonia. The promotor gives each volunteer the "script" for the role-play, which has a circle around the name indicating their character.)*

**Promotor:** Now we are going to see a short play about an incident which occurred on the Thompson Corporation Farm. We have three characters in this play:

*Raul (he/she presents Raul to the audience).*

*Antonia (who he/she presents to the audience).*

*Jorge (who he/she presents to the audience).*

The characters will read the play to the audience, and then we will discuss it.

Ladies and gentlemen, I present to you the intriguing drama in the life of a farmworker,

## **What happened to Juanito?**

*(The script for the role-play is found on the following page.)*

## What happened to Juanito?

**Raul** (to *Antonia*): Hey, what's happening?

**Antonia**: You know what?... my son Juanito is very sick. Yesterday he was playing out on the farm and a few hours later, he began to feel awful.

**Raul**: What's he got?

**Antonia**: Diarrhea, vomiting, rashes, all that stuff.

**Raul**: Don't worry, he'll get better. I bet it's the flu.

**Antonia**: Hey, you remember that the farm was sprayed with pesticides two days ago? I'm sure that it was those pesticides that poisoned my son. We have to do something before these pesticides kill us.

**Jorge**: I worked in that field, and I've been vomiting. But, hey, forget it... there's nothing we can do. My family needs money. I'm not going to risk getting fired.

*(Group discussion of this role-play continues on next page...)*

*(After the participants read the script, the promotor asks the following questions to stimulate an open discussion):*

**Question 1:** Who can recount for us the short story of "What happened to Juanito"?

**Group discussion**

**Question 2:** Can you describe what is Raul like? Antonia? Jorge?

**Group discussion**

**Question 3:** Does this seem like a real story? Why? Have any of you had a similar experience?

**Group discussion**



**Question 4:** Do you see any problems in this story? What are the problems?

**Group discussion**

**Possible answers to this question include:**

1. Lack of information about pesticides.
2. Attitude that pesticides are not harmful.
3. Fear of being fired.
4. It is more important to earn money than to protect your health.
5. And more...

## **Question 5:** So, how can we resolve these problems?

### **Group discussion**

*(The promotor should focus the discussion on collective solutions, in which the farmworkers work together to resolve their problems. For example:)*

1. Exercise their right to know, and ask for information about the pesticides that the farmer is using on the farm. Ask for training about pesticides, in order to know how to protect themselves.
2. File a complaint, signed by the entire group of workers.
3. Meet with a farmworker organization (such as CATA or the Central Florida Farmworkers Association).
4. Use the resources of Migrant Legal Services in their area.
5. Use the radio and TV and press to inform the public of the problems which farmworkers face.
6. And more...

# Section 12:

## Workshop Evaluation



**The objective of this section is:**

For the participants to give their opinions about the pesticide workshop; and to use their ideas to improve future workshops.

**Methodology:**

Participants will break into small groups and discuss the workshop. Then, they will write their opinions on 5 large papers which are put on the wall. Their comments will be read aloud, and an open discussion will follow.

**Materials:**

1. 5 large flipchart papers, put on the wall. Each will have one of the questions on page 2 of this Section written on it.
2. 5 colored magic markers.
3. 5 sets of five 8" X 11" papers with each of the 5 questions written on them, for use by the small groups.

*(Before beginning this section, the promotor should tape five large flipchart papers on the wall, each with one of the questions listed below written across the top. Five large colored magic markers should be ready to distribute to the participants.)*

**Introduction:** This is the end of the pesticide workshop. I want to thank you all for your interest and participation. Before finishing, I want you to know that this is a "work in progress", and that your participation will help us improve future workshops. Your ideas and opinions will enrich the workshop for other farmworkers.

So, before we finish, we want to ask your cooperation. We need you to break up into small groups, and each group should analyze these questions (*showing the questions on the large papers on the wall*). Afterwards, a representative from each group will write your answers on the large papers on the wall for us to discuss together.

For example, we would like to know (*reading from the large papers on the wall*):

1. What information was the most important?
2. What part of the workshop was unnecessary?
3. How can the workshop be improved?
4. What other information about pesticides do you need to know?
5. Generally, what do you think about the workshop?



First, please break up into small groups to discuss these questions. One of you could write down the answers on these papers (*handing out the five-page set of questions to each group*). Then we will write your answers down on the big papers on the wall, and discuss them together.

Please, don't be shy. **Tell us what you think. We need to hear from each of you.**

*(After the small groups have met and one of their members has written the answers on the five-page set of questions, the promotor asks them to write their answers on the large papers on the wall for all to review. Then a discussion of the entire group follows, depending on the allowable time.)*

**Thanks for your participation!**



Evaluation... Page 4  
Handout

**What information was the most important?**

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Evaluation... Page 5  
Handout

What part of the workshop  
was unnecessary?

Evaluation... Page 6  
Handout

How can the workshop be improved?

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Evaluation... Page 7  
Handout

What other information about pesticides  
do you need to know?

Evaluation... Page 8  
Handout

Generally, what do you think  
about the workshop?