

# **La Familia Sana: Promotora Program**

**Promotora Training Manual  
Pesticide Education Program**



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# 1

## **PROGRAM BASICS**

## **PROGRAM BASICS**

### Introduction

Welcome to the La Familia Sana Promotora Program. During training, you will be given the information necessary to perform effectively as a La Familia Sana promotora. The training will include information on what a promotora is, how to accomplish the duties of a promotora, a brief overview of what pesticides are and how they affect farmworking families, and how to handle administrative procedures. At the end of training, you will be given the opportunity to practice each step of being an effective La Familia Sana promotora and leader in your community. Practice will include role-play, games, and administrative paperwork.

You are encouraged to participate and be active during training to ensure that the training program is effective in preparing you for your assigned families. The staff will observe, listen and give feedback during the practice sessions. You are encouraged to ask any questions you may have during the training session. The staff wants to prepare you fully for completing the promotora duties.

### Purpose of the Program

The La Familia Sana program is designed to educate farmworker families about the health risks associated with pesticide exposure. One of the major goals of this program is to reduce indoor and outdoor pesticide exposure to farmworkers and their families, thereby allowing families to be healthier, now and in the future. Pesticide exposure causes long-term health effects such as cancer, memory and learning impairment, and sterility. It also causes short-term health effects such as rash, eye irritation, and gastrointestinal disturbances. Pesticides affect farmworkers and members of their family. Children, due to their small body size and rapid development, and pregnant women are at a greater risk for adverse health outcomes from pesticide exposure. Another goal of this program is to demonstrate that community leaders, such as promotoras, have the power to make positive changes within their own communities and the power to solve problems.

## Goals, Beliefs and Principles

### *Goals*

The La Familia Sana program uses a community participation approach that includes promotoras from the community and is based on sound principles of health education. The goals of this program are to:

- ❖ Provide information on adult and child health as it relates to pesticide exposure in the farmworker community.
- ❖ Provide skills and build the capacity of community members to improve their communities.
- ❖ Assist community members in the development of organizations that serve their communities.

These goals are built on several core beliefs and principles.

### *Beliefs*

- ❖ Everyone deserves a home safe from environmental health risks.
- ❖ Everyone has a right to healthcare.
- ❖ Everyone should have access to health information.

### *Principles*

- ❖ Community members have the power to make positive changes within their own communities.
- ❖ Community members have legitimate knowledge that must be respected.
- ❖ Community members must be involved in solving problems in their community.

## Confidentiality Is Essential

Trust is essential to the La Familia Sana program. An important element of trust is confidentiality. Nothing you discuss with any participant in the La Familia Sana program should be discussed with anyone other than the participant or members of the La Familia Sana staff. You should never discuss any information about a participant with any other participants, even if you do not reveal the name. Keep all information in a safe place where no one else can find or read it. Make sure the participants know that you will not discuss anything they tell you with anyone else.

The information that you obtain during the course of this program is protected by the Federal Privacy Act. Individuals or companies that violate this act may be fined up to \$6,000.

It is easy to break confidentiality. Sometimes you do not even realize that you are doing it. Please read the following story below.

### Rosa's Story

Rosa is a very friendly and sincere person and has all the characteristics of a good Promotora. In her passion to help, she found herself in a situation in which she was not sure what to do. As Rosa was doing her Promotora work, she arrived at the home of a woman who was participating in the program. Entering the home of Elena, Rosa was impressed by how pretty her house was decorated. They began talking about the importance of protecting unborn children and infants from pesticide exposure, which was the topic for that month. During the discussion, it became clear to Rosa that Elena's family was not in need of anything; they had more than what they needed to nourish themselves.

Continuing with her monthly visits, Rosa arrived at the very humble and simple home of Marta. During the course of the nutrition lesson, Marta, looking very worried, told the Promotora that she did not have enough food for her young child that day. Rosa, wanting to know more about Marta's situation, asked Marta a series of questions. A very interesting story emerged. Marta told Rosa that she had loaned money to Elena, a friend of hers, because poor Elena did not have any money and Marta did, at the time. Elena had promised to pay her back, but she had not paid her anything yet. Marta thought that Elena was doing better and was able to pay her back, but she wasn't sure...

#### **Discussion Questions:**

1. How do you think Rosa felt in this situation?
2. What do you think Rosa should do in this situation?
3. What would be the best way for Rosa to help Marta with her problem of needing food?
  - a. What would you do?
4. What would happen if Rosa told Marta what she had seen in Elena's house that morning?
  - a. If Rosa did tell Marta what she had seen in Elena's house, how would this affect the relationship between Elena and Marta?
  - b. How would it affect the La Familia Sana Promotora Program?



# 2

## **ALL ABOUT PROMOTORAS**

## ALL ABOUT PROMOTORAS

### What Is a Promotora?

Promotoras are people who provide important information to other members of their community. They are trained in various educational approaches. Promotoras use their training as a resource for the larger community, and they help to identify and address potential problems. They also use their knowledge to diagnose and respond to local conditions.

### Expectations of a La Familia Sana Promotora

As a promotora for the La Familia Sana program, you will help farmworkers and their families in your community learn more about agricultural and residential pesticide safety.

By attending ongoing health education classes with us, you will be able to use what you have learned to help your neighbors, family, and friends in many important ways.

You will not be a nurse or health professional, but you will have important information that can help other families take better care of their health. Over the next months, you will:

- ❖ Attend health education classes: You are expected to attend training sessions where you will learn information and techniques to be an effective promotora.
- ❖ Locate families: You are expected to find families who live in your area who would benefit from learning about pesticide exposure. They can be people you already know such as friends, neighbors, or classmates. They may also be members of your community who you do not know but will get to know.
- ❖ Visit people and share information: You are expected to visit with each of your families once or twice a month (or more depending on your area) to teach them what you have learned in your health education sessions. The information you provide will help them protect their health and the health of their families.
- ❖ Keep in touch with your supervisor: Let your supervisor know about any questions or concerns you have, or problems that you encounter while working in your community.
- ❖ Keep good records: The work you are doing as a promotora is important, so we want to know about all the families that you talk with and what you talk about. We will discuss all forms that you should complete and give to your supervisor.
- ❖ Keep information confidential: Since you will be working with the community, people will share some of their problems and stories with you as they get to know you better. It is very important that you do not share this information with anyone else.

## Professionalism

- ❖ Leadership: Know that you are an example and will be watched closely in your community. Try to practice all methods that you teach to lead your community by example.
- ❖ Home visits: Please always show up to your appointments. If you cannot visit a participant, let them know in advance so they will not be expecting you.
- ❖ Present materials: Present all materials that you are given for the participants. If you find you are running out of time, at least leave all the documents with the participant so they can read the information themselves.
- ❖ Communicate effectively: When speaking to the participant, hold eye contact, speak clearly and pleasantly and always check for participant understanding.
- ❖ Dress professionally: Dress in a way that portrays you as a knowledgeable community leader. Avoid wearing clothing with large labels, clothing that is tight, or any type of athletic wear.
- ❖ Problem solving: If you find yourself with a problem that you cannot solve, please contact your supervisor so she/he can help you reach the best solution possible.
- ❖ Cultural competency: Although the majority of the participants will be Latino, there will be variations in backgrounds and religions. Please be careful not to offend anyone with any demeaning comments. Generally, if you speak in a positive and encouraging way, you will likely not be offensive. If you do happen to offend a participant, apologize.
- ❖ Recording information accurately: Remember when you are recording information always try to be accurate in recording the participant's responses. Write as clearly and neatly as possible. Always include detailed observations in your notes. You can never write too much.

## Recruiting Families

You will find your own individual style of recruiting participants to be a part of the La Familia Sana program. You will approach people differently depending on their personalities and your relationship with them. Some people are going to be very interested in learning more about protecting their family from pesticide exposure. Others are going to need convincing that participating in the program is worth their time.

As you recruit families, you need to remember, for a person to qualify to be a “participant,” he/she needs to be:

❖ *Specific to each organization*

As you are recruiting families, always remember: **You are the expert in your community.**

### **Discussion Questions:**

1. Where are the kinds of places you can go in your community to find people to participate?
2. If you find someone who is not sure that they want to participate, how can you convince them that the promotora program will be worthwhile?

## Getting Participants Involved

It is important to keep participants interested and enthusiastic about the lessons and your visits.

### **Discussion Questions:**

1. How do you think that you can keep people interested in participating in the program?
2. If you were one of the participants, what would help you look forward to a visit from a promotora?
3. Do you think that providing general information about family health, safety from pesticides and other topics would keep people interested?
4. What kind of information would people be most interested in?

## Personal Safety

Traveling to unfamiliar places and interviewing people (some of whom you do not know) can be uncomfortable. It is important that you feel safe and secure at all times while in the field. To help you become more comfortable with the ever-changing work environment, be aware of your surroundings when in the community and note any unusual occurrences. If you feel that your personal safety is compromised at any point, remove yourself from the situation and contact the supervisor immediately. Examples of unsafe situations are listed below, but use your best judgment. Leave the vicinity immediately in these situations:

- ❖ If the participant threatens you verbally or physically.
- ❖ If someone other than the participant is threatening you or creating an unsafe situation.
- ❖ If any weapon is displayed in an unsafe manner or a manner that makes you uncomfortable.
- ❖ If you suspect any sort of abuse.
- ❖ If you pull onto the participant's street or driveway during an unsafe situation, for example, fighting or unusual crowds of people.
- ❖ If you are sexually threatened or harassed by the participant or others in the community.
- ❖ If there are aggressive dogs or other hostile animals in your immediate area or that have access to you.
- ❖ If there is threatening weather that may pose a risk or danger to driving, for example severe thunderstorms or hurricane-like conditions.



# 3

## **SPECIAL SITUATIONS**

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### Child Abuse and Neglect

Child abuse is a situation with which you should be familiar when working with families. Although you are not in people's homes as a social service agent or law enforcement official, we all have some responsibility to help children who may be in danger. We will define what constitutes child abuse and indicate our program's guidelines for dealing with suspected cases. Please keep in mind that the following are guidelines, not policies, on how to recognize signs of child abuse and what to do if you see them.

Child abuse can happen in many different ways, but the result is serious physical or emotional harm. Physical or sexual abuse may be the most striking types of abuse, since they often leave physical evidence behind. However, emotional abuse and neglect are serious types of child abuse that are often more subtle and difficult to spot. The following are signs of child abuse.

- ❖ **Physical signs:** Sometimes physical abuse has clear warning signs, such as unexplained bruises, welts, or cuts. While all children will take a tumble now and then, look for age-inappropriate injuries, injuries that appear to have a pattern such as marks from a hand or belt, or a pattern of severe injuries.
- ❖ **Behavioral signs:** Signs of physical abuse may be more subtle. The child may be fearful, shy away from touch, or appear to be afraid to go home. A child's clothing may be inappropriate for the weather, such as heavy pants and long sleeved shirts on hot days.
- ❖ **Caregiver signs:** Physically abusive caregivers may display anger management issues and excessive need for control. Their explanation of the injury might not ring true, or may be different from an older child's description of the injury.

Child neglect is the most frequent form of child abuse. Neglect is a pattern of failing to provide for a child's basic needs or endangering a child's physical and psychological well-being. Child neglect is not always deliberate. Sometimes, a caregiver becomes physically or mentally unable to care for a child, such as in untreated depression or anxiety. Other times, alcohol or drug abuse may seriously impair judgment and the ability to keep a child safe. The end result, however, is a child whose physical or emotional needs are not met. The following are warning signs of child neglect.

- ❖ **Physical signs:** A child may consistently be dressed inappropriately for the weather, or have ill-fitting, dirty clothes and shoes. They might appear to have consistently bad hygiene, like appearing very dirty, or having matted and unwashed hair or noticeable body odor. Another warning sign is untreated illnesses and physical injuries.
- ❖ **Behavioral signs:** Does the child seem to be unsupervised? The child might show troublesome, disruptive behavior or be withdrawn and passive.
- ❖ **Caregiver signs:** Does the caregiver have problems with drugs or alcohol? While most of us have a little clutter at home, is the caregiver's home filthy and unsanitary? Is there enough food in the house? A caregiver might also show reckless disregard for the child's safety, letting older children play unsupervised or leaving a baby unattended. A caregiver might refuse or delay necessary healthcare for the child.

## Reporting Suspected Child Abuse and Neglect

In many states, all adults are mandatory reporters of suspected child abuse or neglect. Remember, it is not your responsibility to decide if something you observe is child abuse or neglect. However, it is your responsibility to report any signs of possible abuse or neglect. Reporting child abuse seems official. Many people are reluctant to get involved in other families' lives. However, by reporting, you can make a tremendous difference in the life of a child and the child's family, especially if you help stop the abuse early. Early identification and treatment can help mitigate the long-term effects of abuse. If the abuse is stopped and the child receives competent treatment, the abused child can begin to regain a sense of self-confidence and trust. Some parents may also benefit from support, parenting training, and anger management. If you ever feel that a child is being abused, contact the supervisor to discuss the situation. She/he will be able to follow-up on the situation.

## Suspected Domestic Violence

Domestic violence is another area with which we should all be familiar. Domestic violence occurs between partners in a relationship. Examples of abuse include:

- ❖ Name-calling or putdowns
- ❖ Keeping a partner from contacting family or friends
- ❖ Withholding money
- ❖ Stopping a partner from getting or keeping a job
- ❖ Actual or threatened physical harm
- ❖ Sexual assault
- ❖ Stalking
- ❖ Intimidation

If you suspect that one of your participants is a victim of domestic violence, discuss this with your supervisor and she/he will decide what the best steps are to help that participant in their situation.

## What Is Unsafe Housing?

- ❖ *Specific to each organization.*

If you are working with a participant and suspect that he/she is living in un-safe housing conditions, contact your supervisor and she/he will investigate the situation.

### Suspected Drug Use

If you suspect that one of your participants or a member of his/her family is using or abusing drugs, report this directly to the supervisor. Some signs or symptoms of drug use are:

- ❖ Unusual calmness, unresponsiveness or looking “spaced out”
- ❖ Apathy and depression
- ❖ Paranoia, delusions
- ❖ Temporary psychosis, hallucinations
- ❖ Suspected drug paraphernalia such as unexplained pipes, roach clips or syringes
- ❖ Lowered threshold for violence
- ❖ Abnormally slow movements, speech or reaction time, confusion and disorientation (often seen in users of opiates, benzodiazepines and barbiturates)

If you see these signs and are concerned about one of your participants or a member of his or her family, we will be able to provide them with information about receiving help.

### Signs of Depression

Depression is an illness that involves the body, mood, and thoughts. It affects the way a person eats and sleeps, feels about himself/herself, and thinks about things. A depressive disorder is not the same as a passing blue mood. Someone with depression usually feels very sad and sometimes does not know the reason why. The following are symptoms/signs of a depressed person:

- ❖ Persistent sad, anxious, or "empty" mood
- ❖ Feelings of hopelessness or pessimism
- ❖ Feelings of guilt, worthlessness, or helplessness
- ❖ Loss of interest or pleasure in hobbies and activities that were once enjoyed, including sex
- ❖ Decreased energy, fatigue, or being "slowed down"
- ❖ Difficulty concentrating, remembering, or making decisions
- ❖ Insomnia, early-morning awakening, or oversleeping
- ❖ Changes in appetite and/or weight loss, or overeating and weight gain
- ❖ Thoughts of death or suicide; suicide attempts
- ❖ Restlessness or irritability

If you suspect that a participant of yours is depressed, report this to the supervisor. Although you are not there to identify medical conditions of the participants, if we see that they need other services, we want to link them to the services that may help them.

# 4

## **PESTICIDE BASICS**

## PESTICIDE BASICS

### What Is a Pesticide?

A pesticide is any substance or mixture of substances intended for preventing, destroying, repelling, and mitigating any pest.

Though often misunderstood to refer only to insecticides, the term pesticide also applies to herbicides, fungicides, and various other substances used to control pests. Any chemical that may be used to kill a pest in the home or in the field is considered a pesticide. The following are the most common pests that are killed with pesticides:

- ❖ Insects
- ❖ Mice and other animals
- ❖ Unwanted plants (weeds)
- ❖ Fungi
- ❖ Microorganisms such as bacteria and viruses

### **Discussion Questions:**

1. Can you define the word pesticide?
2. Can you list 3 intended uses of pesticides?
3. What are 3 examples of pests that a pesticide can destroy or repel?

### Commonly Used Household Pesticides

Many household products are pesticides. All of these common products are considered pesticides:

- ❖ Cockroach sprays and baits (e.g. Raid®, Combat®, etc)
- ❖ Insect repellents for personal use
- ❖ Rat and other rodent poisons
- ❖ Flea and tick sprays, powders, and pet collars
- ❖ Kitchen, laundry, and bath disinfectants and sanitizers
- ❖ Products that kill mold and mildew
- ❖ Some lawn and garden products, such as weed killers
- ❖ Some swimming pool chemicals
- ❖ Bleach

These are all pesticides. We will be focusing on the pesticides used to kill insects and rodents in the home and those commonly encountered in agriculture.

### Commonly Used Agricultural Pesticides

There are over 1,000 pesticides that are used in the fields. All are registered with the EPA (U.S. Environmental Protection Agency). All should be stored in their original container.

## Health Effects of Pesticide Exposure

Pesticide exposure has many long-term and short-term effects. Pesticides are categorized by different chemical “families” and can attack the body in different ways.

Mild symptoms of pesticides poisoning include:

- ❖ Headache
- ❖ Fatigue
- ❖ Weakness
- ❖ Dizziness
- ❖ Restlessness
- ❖ Nervousness
- ❖ Excessive perspiration
- ❖ Nausea
- ❖ Diarrhea
- ❖ Loss of appetite
- ❖ Loss of weight
- ❖ Excessive thirst
- ❖ Irritation of the skin, eyes, nose and throat

Moderate to severe symptoms of pesticides poisoning include:

- ❖ Drooling
- ❖ Stomach cramps
- ❖ Trembling
- ❖ Loss of muscle coordination and muscle twitches
- ❖ Extreme weakness
- ❖ Mental confusion
- ❖ Blurred vision
- ❖ Difficulty in breathing
- ❖ Rapid pulse
- ❖ Flushed or yellow skin
- ❖ Very small pupils of your eyes
- ❖ Vomiting
- ❖ Convulsions
- ❖ Unconsciousness
- ❖ Death

Some diseases and conditions resulting from pesticide exposure can result from exposure to small amounts of pesticides over long periods of time, as well as from exposure to large amounts of pesticides on one or several occasions. Many of these diseases and conditions can occur years after pesticide exposure. They include:

- ❖ Cancer
- ❖ Sterility
- ❖ Kidney damage
- ❖ Liver damage
- ❖ Nervous system damage
- ❖ Spontaneous miscarriages
- ❖ Birth defects in unborn children
- ❖ Loss of muscle control

Research is still being done on the other possible effects.

\*Symptom data are from: <http://psep.cce.cornell.edu/Tutorials/core-tutorial/module09/index.aspx>

## Preventing Pesticides from Entering the Home

There are many ways that pesticides can enter the home, and we help the participant learn how to prevent that from happening. The first thing we need to reiterate is how to keep pests out so there will be no reason to use pesticides. These are three main ways to keep pests out of your home. In La Familia Sana Promotora Program we refer to these as Keep Them Out, Starve Them Out, and Dry Them Out.

**Keep Them Out:** Pests can come into the home in many ways. So...

- ❖ Make sure all doors and windows have screens.
- ❖ Close door and windows that do not have screens because an open window or door is an invitation for pests to enter your house.
- ❖ Check doors and window screens for holes and patch them with small pieces of screen or tape. Replace damaged screens that cannot be fixed.
- ❖ Check for holes and cracks around your floor and windows and patch or cover any that you find.
- ❖ Check for openings in walls around your water pipes, and patch or cover any that you find.
- ❖ Use caulk around windows and doors.
- ❖ Wood putty can be used around floors to patch holes and cracks.
- ❖ Openings for pipes under your kitchen and bathroom sinks are open doors for pests! Plug these holes around pipes and keep the pests out. Depending on the size of the hole, you can use steel wool, caulk or plaster to plug these holes.

**Starve Them Out:** Pests will eat just about anything. But, they might leave you alone if you do not give them easy access to food. So...

- ❖ Seal up boxes and bags of food.
- ❖ Do not leave bowls of pet food out over night – keep them in a sealed container.
- ❖ Pick up dirty dishes and clean them right away.
- ❖ Wipe up spills and crumbs.
- ❖ Keep a tight lid on trash.

**Dry Them Out:** Pests will not survive for long without water. So...

- ❖ Always drain dishwater from the sink.
- ❖ Fix leaky faucets.
- ❖ Empty excess water in flower pots and plant stands.
- ❖ Wrap cold water lines with insulation to prevent condensation.

## Discussion Questions:

1. What is the purpose of keeping pests out of the home?
2. What effects does pesticide exposure have on the body?
3. Can you name three main ways to keep pests out of the home?

### Paraoccupational Exposure

Paraoccupational exposure is indirect exposure to agricultural pesticides. Workers can bring pesticides home from work and not even know it. People coming from the fields can bring pesticides on their boots and clothes, their bodies, fruits and vegetables, and in pesticide containers. Family members can then be exposed to pesticides by touching the worker or the objects that came from the field. This type of secondary pesticide exposure is commonly referred to as paraoccupational exposure. Ways to prevent pesticides from entering the home are:

- ❖ Reduce or stop pesticide use at home.
- ❖ Farmworkers should bathe and change clothes immediately after work.
- ❖ Store and wash work clothes separate from other clothes.
- ❖ Wash hands after handling pesticides, work clothes, boots, or other items that come in contact with pesticides.



# 5

## **ADMINISTRATIVE PROCEDURES**

## ADMINISTRATIVE PROCEDURES

### Promotora Evaluation

You will be evaluated by your supervisor while you are giving a lesson to a family. This is done to support you in your development and allow you to ask any questions that may come up during the time that you are giving the lesson. You will be evaluated when and as needed.

### Meetings with the Supervisor

You and your supervisor will be in constant communication, and she/he will meet with you as necessary to discuss all success, questions, obstacles, and information about how you are doing in your meetings with the families.

Promotoras are required to be present for each meeting.

### Illness and Injury

If you are somehow hurt while doing your job or are too ill to give a scheduled lesson to a family, it is very important that you call your supervisor right away. You also need to call the participant family to make sure they understand why you are not coming and they will know when to expect you next.

### Terms of Employment

❖ *Specific to each organization.*

### Payment

❖ *Specific to each organization.*

## Frequently Asked Questions

### **What is the program about?**

This is a program designed to educate Latino farmworkers and their families on how to prevent pesticide exposure. This program also educates families on the negative effects of short-term and long-term pesticide poisoning.

### **Who is conducting this program?**

*Specific to each organization.*

### **What will be done in this program?**

A promotora will recruit the families of farmworkers. The family will receive a total of 6 interactive lessons. All lessons will deal with preventing pesticide exposure to families, including fetal pesticide prevention.

### **How long would the lessons take?**

The promotora will need about 45 minutes to teach each lesson. Sometimes there will be two lessons taught in one visit, but most visits will only consist of one lesson.

### **What if participants decide they do not want to participate anymore?**

If participants decide they do not want to participate in the program anymore, they need to notify their promotoras of their decision so they can be released from the program. We do encourage participants to discuss the reasons for stopping before finishing the program.

## Completing Forms

It is very important that forms are filled out because it is necessary to keep participant records. Make sure that you fill every section with clear and legible writing. Do not leave any spaces blank.

Forms are found in the Forms section of this booklet. The forms that need to be turned into your supervisor are:

- ❖ Participant Activity Form: This form should be completed immediately after each lesson and turned into the supervisor at each meeting.
- ❖ Participant Progress List: This form should be completed after each lesson and should be used to keep track of your participants' progress.



6

**LESSONS**

## LESSONS

Every person learns in a different way, and these lessons can be adapted to any style of learning. The Lesson Plan can be used as guidance throughout each lesson. The Lesson Plans, the story booklets, and all the materials will be reviewed during your training.

In this section you will find an objective summary, materials needed, and activities for each section. If you have any questions or concerns, please call your supervisor.

### The Lessons

La Familia Sana Promotora Program is composed of six lessons. Every lesson teaches a different subject. The subjects for each lesson are:

- ❖ **Pesticides Lesson 1:** Protect Your Family.
- ❖ **Pesticides Lesson 2:** Keep Pesticides Out!
- ❖ **Pesticides Lesson 3:** Clean Pesticides Out!
- ❖ **Pesticides Lesson 4:** Controlling Pests without Pesticides. Use Pesticides as a Last Resort.
- ❖ **Pesticides Lesson 5:** Pesticide Safety and Child Bearing.
- ❖ **Pesticides Lesson 6:** Talk About Change.