

REDUCING THE RISKS FROM PESTICIDES USED AT HOME

A guide for community health workers to facilitate group talks

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This guide was prepared to help community health workers facilitate group talks with people living on the U.S.-Mexico border. The guide includes background information, step-by-step instructions, handouts to distribute to participants, and a presentation to show. The group talk is intended to help people understand the risks of pesticides and to encourage them to adopt protective actions.

Esta guía fue preparada para ayudar a los trabajadores comunitarios de la salud a dar pláticas sobre las acciones para reducir los riesgos de los pesticidas usados en el hogar. [Está disponible en Español.](#)

BACKGROUND INFORMATION

What are pesticides?

Pesticides (also called poisons by people residing along the U.S.-Mexico border) are substances or mixes made to destroy, repel, or control pests. Pests are any unwanted animal, plant, or insect that may damage the environment or harm humans.

Pesticides are used to produce and preserve food, to prevent diseases, and to protect homes and gardens. Pesticides are also used to kill mosquitoes and insects that carry diseases. Pesticides are used in agriculture, the community, and in homes.

The household pesticides

Pesticides are used in the homes to kill, repel, or control pests. Examples of pests are cockroaches, mosquitoes, flies, mold, fleas, ticks, plants, and insects that damage plants. Pesticides are used by many people. However, using pesticides unsafely and a lot of them can increase the risks and harm humans and the environment.

Can pesticides affect a person's health?

Pesticides can harm people. Children may suffer greater health effects than adults.

Pesticides enter the body in various ways: through the skin and eyes (absorption), mouth (swallowing), or through the air (breathing in by nose and mouth).

The health effects caused by pesticides can be seen right away or many years after being in contact with pesticides. Some symptoms that can be seen right away include headache, dizziness, stomachache, and vomiting, sweating a lot, shortness of breath, runny nose, and muscle aches. Pesticides can also trigger asthma attacks and cause respiratory problems.

Some health effects they can result some time after being in contact with pesticides include problems to have children, birth defects, asthma, problems of the nervous and hormone systems, and some types of cancers.

LEARNING OBJECTIVES

After the talk participants will:

- Identify the ways of exposure to pesticides in the home.
- Recognize the short and long-term health effects caused by pesticides.
- List the actions to reduce pests in the home.
- Describe the actions to reduce the contact with pesticides, before, during, and after using pesticides.

KEY IDEAS

- Pests can be avoided with frequent house cleaning, preventing humidity, and sealing the home to prevent pests entering the home.
- Pesticides are substances or mixes used to destroy, repel, or control pests. Insecticides, rodenticides, fungicides, and repellents are pesticides.
- Pesticides can cause health damages. Children can suffer more harm even before being born.
- Health damages can be seen in the short or long term after being in contact with pesticides.
- The contact of people with pesticides can be reduced by wearing protective clothing and applying them correctly.
- Contamination of objects and surfaces can be avoided by using pesticides correctly, using less pesticides, and using the forms that do not contaminate the indoor air.

People working with pesticides like farm workers and exterminators should take extra precautions to protect themselves and their family members from pesticides.

Why children are more likely to be exposed to pesticides?

Children can suffer greater health damages because:

- Compared to adults, children eat, breathe, and drink more than adults according to their weight and height. This can increase the amount of contaminants that enter in their bodies.
- Children behave or do things that make them more likely to come in contact with pesticides such as putting things and hands in their mouth.
- Their organs are still developing.

What can be done to reduce exposures to pesticides?

People can take steps to reduce the exposure to pesticides by preventing pests and getting rid of pests without using pesticides. In cases where people decide to use pesticides, they can take steps to protect themselves and their children.

1) Preventing pests in the home

Pests love water and food. So you want to try to starve the pests and keep them from having any water. Pests can be prevented with three basic actions: cleaning, drying, and sealing the home.

Clean behind and under furniture and appliances, keep kitchen clean, wash dishes often, and cover food tightly. It is also recommended to take trash out daily, cover the outside trashcan and water containers, and avoid clutter. To reduce humidity or moisture in the home, it is recommended to ventilate by using a fan after taking a shower and cooking and to repair leaks. To prevent pests entering the home it is recommended to seal holes and cracks and put screens in windows and doors.

2) Getting rid of pests without using pesticides

To get rid of pests without using pesticides it is recommended to place traps and glue traps for insects, mice, and rats in the corners and sites where pests usually are. Be sure to use products that do not contain pesticides such as fly swatters, cockroach boxes, or electric devices.

3) Using pesticides safely

Sometimes people need to use pesticides to get rid of pests. If it is decided to use pesticides, it is recommended to use these safely. Even if

ACTIONS TO REDUCE EXPOSURE TO PESTICIDES

- Avoid pest proliferation with frequent house cleaning; prevent humidity, and seal holes and cracks to prevent pests entering the home.
- Use products without pesticides as the first step to get rid of pests, for example traps and glue traps.
- If it is decided to use pesticides, purchase products in a form that do not contaminate the indoor air, for example gels, liquids, and solids.
- Purchase products with a label and exactly for the pest you intend to destroy.
- Avoid contamination of people with pesticides during application. Do not apply when children and pregnant women are present. Wear gloves, long sleeves, mask.
- Avoid contamination of food, toys, cookware, furniture, and clothes.
- Wash with soap and ventilate the home after application of pesticides. Store the pesticides unreachable for children and in original containers.
- Seek immediate medical attention if poisoning with pesticides is suspected and bring the product or label to the doctor.

In Ciudad Juárez seek medical attention.

In the U.S., call the Poison Control Center at 1-800-222-1222. The call is free and available 24 hours the entire year and they speak Spanish.

pesticides cannot be seen or smelled, they are still inside the home and can be in the air inside your home and get on toys, food, water, furniture, clothes, etc. Here are some steps to do before, during, and after application of pesticides.

a) What to do before using pesticides

- ✓ Try to buy products in form of gel, liquid, or solid instead of sprays or gases
- ✓ Use the right pesticide for the pest you intend to get rid of
- ✓ Make sure the pesticide you buy has a label
- ✓ Avoid using the pesticide called “*polvo de avión*” because it can be very dangerous [NOTE: this translates as “airplane dust” a slang term on the U.S.-Mexico border for a mixture containing the agricultural pesticide methyl parathion]
- ✓ Make sure the registration number on the label in the U.S. starts with “EPA Reg. #...” In México, the registration number should start with “RSCO-DOM-...”
- ✓ Verify that the label includes at least 5 sections of information: the ingredients, the health hazard information, instructions to use it, first aid information, and the registration number.

b) What to do during the use of pesticides

- ✓ Read and follow the instructions on the label before using pesticides
- ✓ Wear gloves, long sleeves and pants when using pesticides
- ✓ Avoid using too much or more than is needed
- ✓ Use pesticides when children and pregnant women are not present
- ✓ Apply pesticides in places where pests are such as in dark corners and behind furniture
- ✓ Prevent contamination of indoor air, food, cookware, furniture, toys, tables, clothes, etc.
- ✓ Do not let children touch pesticides or breathe them in

c) What to do after using pesticides

- ✓ Wash or take a shower after using pesticides
- ✓ Ventilate the home by opening the windows and doors and turning on the fans
- ✓ Close pesticides tightly and store them in places out of reach of children
- ✓ Avoid putting pesticides in different containers than the original
- ✓ Get rid of empty pesticide containers and do not re-use them

Can insect repellents be harmful to people’s health?

Insect repellents or “bug spray” are pesticides used to keep mosquitoes away. Repellents can be harmful to people’s health if not used correctly, especially with children. Here are some steps to use insect repellent with children safely:

- ✓ Do not let children apply repellents by themselves
- ✓ Apply the repellent only on the exposed skin
- ✓ Avoid using repellent under the clothes
- ✓ Do not use repellents on wounds, cuts, eyes or mouth
- ✓ Adults must apply the repellent in their hands first and then apply the repellent to child’s body
- ✓ Avoid applying repellent in the hands of children because they put their hands in their mouths and can swallow some of the repellent
- ✓ Apply the repellent in open spaces to avoid breathing them in

- ✓ Wash with soap the treated areas when the insect repellent is no longer needed

How to reduce exposure to pesticides sprayed in the community

Here are some steps to take to keep pesticides away from people when they are sprayed in the neighborhood or near the homes:

- ✓ Takedown clothes hanging from a clotheslines that are outside
- ✓ Close windows
- ✓ Avoid turning on the air conditioner during application of pesticides
- ✓ Cover and wash toys left outside that could be contaminated with pesticides
- ✓ Use doormats and wipe shoes off before entering

What to do in case of pesticide poisoning

If a person has been poisoned, it is important to get medical attention as soon as possible. And bring the container or the label. Depending on where you live, do the following:

In the United States:

Call the Poison Control Center at 1-800-222-1222. The call is free and it is available 24 hours a day during the entire year, and they speak Spanish.

In Ciudad Juárez:

Take the sick person to the doctor immediately; bring the pesticide container or the label to the doctor.

How to give a talk about pesticides and health

The following pages include instructions to help you facilitate a talk. This talk is intended to help people reduce contact with the pesticides used at home. The talk is set up to be done along with a simple presentation. The talk is divided into activities. Each activity includes the purpose of the activity, how long it will last, the materials and the pages of the presentation that go with the activity, and the steps to follow on each activity.

We suggest cutting each activity to make cards. The cards will help you to follow the steps easily during the talk. Before the talk, read all the instructions, practice, and prepare the materials. The colored words tell you what to do and what pages of the presentation to use. The presentation is saved on a CD or on the attached file and it is ready for you to use. Each page of the presentation is numbered and you will find on each activity what page numbers of the presentation to show. Make copies of the materials participants will need during some activities.

To make the talk more interactive, we suggest asking participants to sit in a semi-circle. This way all participants look at each other while exchanging information. Try to change your position two or three times during the talk. Ask volunteers to read only if participants can and would like to read. Motivate participants to make comments and to work in teams. Listen to their answers and comments for 1-2 minutes. Try to focus the comments to the topics covered during the activity. Ask participants to respect each other's comments. Thank the participants often for their participation. At the end, take a moment to reflect about their own experiences with pesticides and the challenges to follow the recommendations given during the talk.

STEP-BY-STEP INSTRUCTIONS TO FACILITATE THE TALK

Activity # 1

Purpose: Meet the participants

Time: 10 minutes

Materials: None

- 1) **Explain** that the purpose of this activity is to help create a nice learning environment. **Ask** participants to choose one person to interview.
- 2) **Ask** them to interview the other person by asking the following 3 questions. **Tell** them they have 1 minute to interview the other person.
 - a) What is their name and the name and age of their children?
 - b) What do they expect to learn in this talk?
- 3) **Ask** each participant to introduce her partner to the rest of the group. **Start** by introducing yourself or your assistant. **Tell** them they have 1 to 2 minutes to tell the group about their partner and what their partner hopes to learn today. **Thank** all participants for helping to meet each other.
- 4) **Mention** that during the talk they will do several activities in teams with their partner and ask them to sit next to their partner.

Activity # 2

Purpose: Acknowledge the goal of this talk

Time: 3 minutes

Materials: Page 1 of the presentation

- 1) **Show page 1** of the presentation. **Read** the information. **Explain** that in general, the intention of this talk is:

“to help participants learn about ways to lessen their exposure and their children’s exposure to pesticides to prevent harming their health, how to keep pests away without using pesticides, and how to use them safely if they use pesticides.”
- 2) **Clarify** that the issues on the slide will be the topics discussed today in case there were other expectations stated by the participants. **Mention** that in order to understand the information, it is very important for everybody to:
 - a) Ask questions and make comments
 - b) Respect the comments from others
 - c) Discuss only those ideas that are related to the topics covered

Activity # 3

Purpose: Define pesticides

Time: 5 minutes

Materials: Blank paper, pens or pencils, page 2 of the presentation

- 1) **Read** the following question and listen to the answers:

What are pesticides? Or What are some common names that people call pesticides?

- 2) **Ask** participants to work in teams to discuss the answers. **Distribute** 1 blank sheet of paper and a pen/pencil to each team and **ask** them to write down the answers. **Give** them 1-2 minutes to discuss.

- 3) **Read** the following question and **listen** to the answers:

What do we use pesticides for in the home? Or What are home pesticides used for?

- 4) **Tell** participants to discuss and write the answers. **Give** them 1 minute to discuss.

- 5) **Ask** one team to read their answers or **you read** their answers. **Show page 2**. **Read** the information. **Clarify** to participants that we will use the term “pesticides” and by that we are talking about all poisons used at home for any of the purposes listed on the page (to kill, repel, and control animals, plants, mold and fungi, insects, or any other pest).

Activity # 4

Purpose: Locate the ways pesticides enter to the body

Time: 4 minutes

Materials: Form “The Ways Pesticides Enter to The Body” and page 3 of presentation

- 1) **Give** one form with the drawing of the body and markers to each member of the team. **Ask** the following question:

What are the ways pesticides enter to the body?

- 2) **Ask** participants to draw arrows to where they think pesticides enter to the body. **Ask** them to decide with their team the ways pesticides enter to the body. **Tell** them they have **1 minute**.

- 3) **Ask** two teams to present and show where they think pesticides enter the body. **Show page 3** pointing to the arrows and the ways pesticides enter to the body.

- 4) **Emphasize** the information that the participants may have missed in their drawings and reinforce the arrows that are correctly placed.

Activity # 5

Purpose: List the health effects of pesticides

Time: 10 minutes

Materials: Pages 4, 5, 6 and 7 of the presentation

- 1) **Read** the following question and **listen** to the answers:

Do you think being in contact with pesticides can cause health problems to people?

- 2) **Mention** that some symptoms appear soon after being in contact with pesticides while other health damages could appear much time later.

- 3) **Show page 4. Read** the list of symptoms. **Read** the following question and listen to the answers:

How many of these symptoms do you already know?

- 4) **Read** the following question and **listen** to the answers:

What health effects caused by pesticides could appear several months or years later?

- 5) **Show page 5. Read** the list of health effects. **Ask** volunteers to read one or some of the health effects. **Read** the list again.

Activity # 5 ... continuation

- 6) **Read** the following questions and **listen** to the answers:

Do you think contact with pesticides could be more harmful to children than to adults?
Why?

- 7) **Show page 6. Read** the information. **Read** the following question and **listen** to their answers:

Can pesticides harm an unborn baby if the mother comes in contact with pesticides?

- 8) **Show page 7. Mention** that pesticides can reach unborn babies and damage their health during the pregnancy.

- 9) **Read** the following question and **listen** to the answers:

Could you do something to protect your children from the harm caused by pesticides?

- 10) **Tell** to the participants that this talk will teach some ways to lessen the risks from pesticides.

Activity # 6

Purpose: List the ways to prevent pests without using pesticides

Time: 15 minutes

Materials: Form “Clean, Dry, Seal” and pages 8, 9, 10 and 11 of the presentation

- 1) **Show page 8.** **Say** that the **first thing to do** to reduce the risks with pesticides is to PREVENT PESTS. **Say** that it is recommended to “clean” “dry” and “seal.”
- 2) **Ask** participants to work in teams. **Distribute** the form with 3 columns. **Ask** them to decide on 3 things to do at home for each action to prevent pests. **Tell** them they have **3 minutes** to answer all 3 columns.
- 3) **Ask** one team to read 2 actions selected by the team for the column “clean.” **Ask** the other participants to add examples of the actions under the title “clean.” **Repeat** the exercise with other teams for the other columns (“dry” and “seal”). **Thank** the speakers.
- 4) **Show pages 9 and 10.** **Read** the list of actions for each column and **say** these are the basic steps to prevent pests. **Read** the following question and **listen** to the answers:

If there are any pests, what can be done to get rid of them without using pesticides?
- 5) **Show page 11.** **Say** that the **second thing to do** is to get rid of pests without using pesticides. **Read** the ways to get rid of pests listed on **page 11**.

Activity # 7

Purpose: List the ways to reduce risks when using pesticides

Time: 10 minutes

Materials: Form “Actions to Reduce Contact with Pesticides” and form with the answers, pages 12, 13, 14, and 15 of the presentation

- 1) **Show page 12.** Read the information. **Say** that the **third thing to do** is to follow some actions to do “before” “during” and “after” using pesticides. **Distribute** the form to each participant.
- 2) **Ask** participants to help each other in their teams to discuss the actions and steps listed on the left side of the form with the steps listed in the right side of the form. **Ask** them to link with an arrow the actions from the left with the steps on the right (“before” “during” or “after”). **Tell** them they have **3 minutes** to link with arrows the actions with all the steps.
- 3) **Ask** one team to read the actions that go with the step “before.” **Show page 13.** **Read** the information. **Ask** another team to read the actions that go with the step “during.” **Show page 14.** **Read** the information. **Ask** another team to read the actions that goes with the step “after.” **Show page 15** and **read** the information.
- 4) **Distribute** the form with the answers. **Tell** to participants the answers can vary. **Explain** to participants that **it is very important** to avoid contact with pesticides.

Activity # 8

Purpose: List the basic sections in the label of a pesticide

Time: 15 minutes

Materials: Pesticides (3 pesticides, one with complete, one with incomplete or no information, and one in English or Chinese), pages 16, 17, 18, 19, 20, 21

- 1) **Show page 16.** Read the following question and **listen** to the answers:

What are the five basic pieces of information on the label of a pesticide?

- 2) **Show page 17.** Read the basic sections in the label of a pesticide. **Distribute** one pesticide to each team. **Ask** teams to locate each section of the label of the product as indicated on **page 17.** **Tell** them they have **2 minutes.**
- 3) **Ask** each team to mention how many and what sections they found in the label.
- 4) **Read** the following question and **listen** to the answers:

To protect the health of your children, what product would you choose to use: the one with all five basic pieces of information, the one with incomplete information, or the one in a language you do not understand?

Activity # 8 ... continuation

- 5) **Mention** that the product with a label with all the information could help people to use it correctly and to avoid risks.
- 6) **Show page 18.** Read the information. **Mention** that pesticides in form of gel, liquid or solid do not contaminate the indoor air and people are less likely to breathe them in.
- 7) **Show page 19.** **Emphasize** that some pesticides do not have a complete label and the users do not know what they are using or how to use it. The pesticides with incomplete label can be dangerous, like the “*polvo de avión.*”
- 8) **Show page 20.** **Mention** that even if pesticides do not smell, they can still contaminate the air, toys, food, water, tables, furniture, clothes, etc. and it can be dangerous to breathe them in.
- 9) **Read** the following question and **listen** to the answers:

What are you supposed to do in case of pesticide poisoning?

- 10) **Show page 21.** Read what can be done in Mexico and in the United States and **explain** that it will depend on what country you live in.

Activity # 9

Purpose: List the ways to use insect repellent with children

Time: 5 minutes

Materials: Pages 22, 23, 24 of the presentation

- 1) **Show page 22.** **Read** the following question and **listen** to the answers:

Do you remember why children are more likely to be harmed by pesticides than adults?

- 2) **Show page 23.** **Read** the information. **Ask** volunteers to read if possible. **Ask** participants to read carefully the recommendations on page 23. **Tell** them they have **2 minutes**.
- 3) **Show page 24.** **Read** the question. **Form** two teams to compete. **Say** that only one person can provide the answers while the other members of the team advise about the answers. **Tell** they have **1 minute** to answer the question on page 24 of the presentation.
- 4) **Ask** one team to say the recommendations they recall. **Write** the number of recommendations given by the team. **Verify** these are correct (see page 23). When finished, **ask** the other team to repeat the exercise. **Name** a winner, the team listing all the recommendations.

Activity # 10

Purpose: List the ways to reduce the risks of pesticides used nearby the home

Time: 4 minutes

Materials: Page 25 of the presentation

- 1) **Read** the following question and **listen** to the answers:

What can be done to prevent contact with pesticides when sprayed or used near your home and in your neighborhood?

- 2) **Show page 25.** **Read** the information. **Ask** teams to discuss if pesticides had been sprayed in their neighborhoods and if they could follow the recommended actions to protect themselves and their family. **Tell** them they have **2 minutes** to discuss.
- 3) **Ask** teams to share with the group what they discussed. **Promote** the discussion for **2 minutes**.

Activity # 11

Purpose: Summarize the information learned

Time: 10 minutes

Materials: Form “Summary of Ideas Learned”, pages 26, 27, 28, 29, 30, and 31 of the presentation

- 1) **Ask** participants to work in teams. **Distribute** the form “Summary of Ideas Learned” to each participant. **Tell** them to discuss and help each other to answer the questions on the form.
- 2) **Show page 26**. **Read** the instructions on how to answer the form. **Ask** them to write in the second column one of the following marks according to what they know of each question or idea. **Tell** them they have **6-8 minutes**. Ask them to mark:
 - (✓) if she is sure of the answer
 - (?) if she has some doubt on the correct answer
 - (x) if she doesn't know what to answer or needs to learn more
- 3) When finished, **show one by one pages 27, 28, 29, 30, and 31** and **read** the questions on the first column and then the answers on the second column. **Ask** volunteers to read from the slide the correct answer to any question they marked as (x) or (?).
- 4) At the end, **distribute** the handouts with the questions and answers.

Activity # 12

Purpose: Reflect about the lessons learned today

Time: 5 minutes

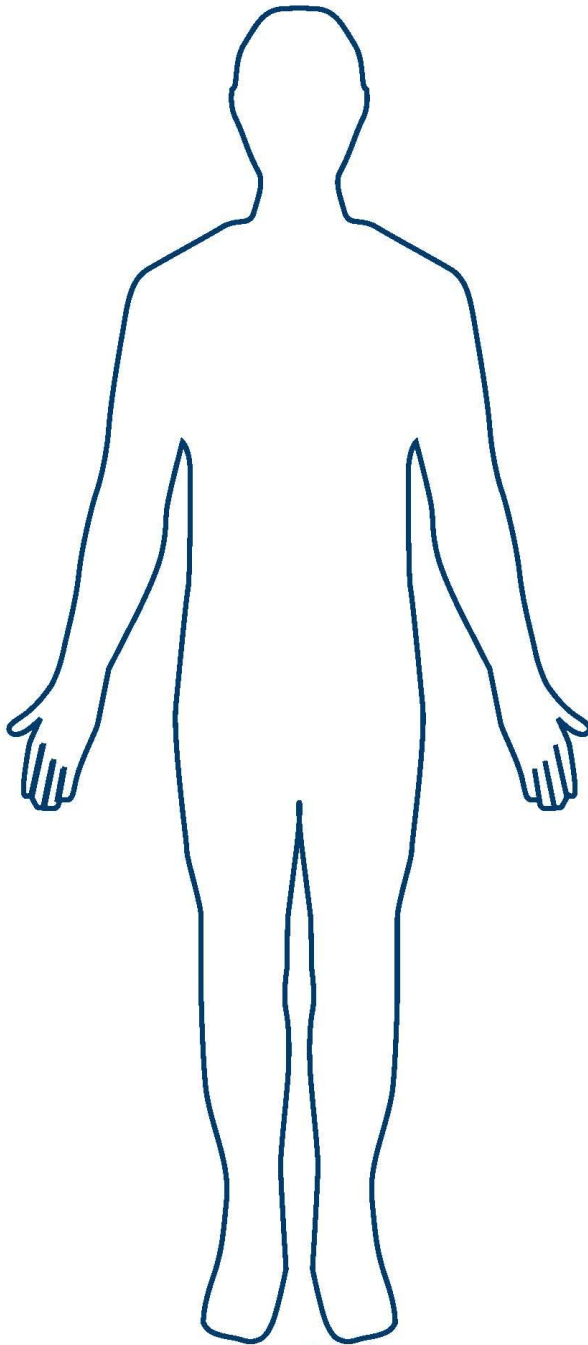
Materials: Pages 32 and 33 of the presentation

- 1) **Promote** a discussion with the **participants to reflect on the information learned**. **Show page 32**. **Explain** that the following questions could help them to reflect about the issues learned today.
 - a) Before this talk, have you ever thought on the risks to your health caused by the pesticides you use?
 - b) What would be the challenges to follow the recommendations you learned today?
 - c) What are the issues or information that impacted you the most?
 - d) What is the first thing you would do to reduce exposure to pesticides?
- 2) **Show page 33**. **Thank** them for coming and **tell** them they have done a great job during the talk.

**HANDOUTS
TO DISTRIBUTE TO PARTICIPANTS**

THE WAYS PESTICIDES ENTER TO THE BODY

Mark with arrows the parts of the body where pesticides can enter to the body.



CLEAN, DRY, AND SEAL

For each action, write on each column what you would do to prevent pests.

CLEAN	DRY	SEAL

ACTIONS TO REDUCE CONTACT WITH PESTICIDES

Link with an arrow the action from the first column to what you think when must be done, “before” “during” or “after” using pesticides?

Store the pesticide container out of the reach of children

Wear gloves

Check if the pesticide has a registration number

Avoid storing pesticides in a container different from the original

Wear long sleeves, pants and mask

Avoid contamination of food and cookware with pesticides

Wash or take a shower

Ventilate the home

Avoid children and pregnant women being present

Use the exact pesticide for the pest you intend to destroy or control

Read the label and follow the instructions

Purchase pesticides in form of gel, liquid or solid

Apply pesticides only in corners and dark places

Get rid of empty pesticide containers and do not re-use these containers

BEFORE
USING PESTICIDES

DURING
THE USE OF
PESTICIDES

AFTER
USING PESTICIDES

ACTIONS TO REDUCE CONTACT WITH PESTICIDES

Link with an arrow the action from the first column to what you think can be done “before” “during” or “after” using pesticides.

Store the pesticide container out of the reach of children

Wear gloves

Check if the pesticide has a registration number

Avoid storing pesticides in a container different from the original

Wear long sleeve, pants & mask

Avoid contamination of food and cookware with pesticides

Wash or take a shower

Ventilate the home

Avoid children and pregnant women being present

Use the exact pesticide for the pest you intend to destroy or control

Read the label and follow the instructions

Purchase pesticides in form of gel, liquid or solid

Apply pesticides only in corners and dark places

Get rid of empty pesticide containers and do not re-use these containers

BEFORE
USING PESTICIDES

DURING
THE USE OF PESTICIDES

AFTER
USING PESTICIDES

DO YOU KNOW?

Read each question from the first column and think carefully about the answer. Place the following mark on the second column if...

You are sure about the answer write: ✓

You are unsure about the answer write: ?

You do not know what to answer write: X

Question	Mark
What are pesticides?	
What are 5 ways pesticides enter the body?	
Why are children more susceptible than adults to being harmed by pesticides	
What are 5 symptoms that can appear soon after being in contact with pesticides?	
What are 4 illnesses that can appear some time after being in contact with pesticides?	
What are the 3 main actions to prevent pests in your home?	
What are 2 ways to get rid of pests without pesticides?	
How do you choose a pesticide?	
What are 3 actions to protect yourself when applying pesticides?	
How can you protect your family when applying pesticides?	
What are 4 things to do after applying pesticides?	
What are 4 actions to apply insect repellents correctly to children?	
What can you do if pesticides are applied in your neighborhood or near your home?	
What can you do if you suspect a person has been poisoned?	

Summary, Page 1

Question/Topic	Answers
What are pesticides	Poisons, substances, insecticides, etc. Used for destroying, controlling and repelling pests
Pesticides enter to the body in various ways	Absorption: eyes, skin Breathing: nose, mouth Swallowing: mouth
Children are more susceptible than adults	Children are still developing Children do things that increase risk of contact (hand-mouth, crawling, play in the floor) Compared to adults, children eat, drink, breathe more according to their weight and height
The symptoms that can be seen soon after being in contact with pesticides	Headache, stomach ache, vomiting, excessive sweat, short of breath, salivation, muscle ache, asthma attacks
The illnesses that can be seen some time after being in contact with pesticides	Fertility problems Hormonal problems Nervous system problems Cancer

Summary, Page 2

Question/Topic	Answers
What are the three ways prevent pests?	Clean, Dry, Seal the home to prevent pest
Things to use to get rid of pests without pesticides	Glue papers Traps Fly swatters Trap boxes
How to choose a pesticide	In the form of solid, liquid, or gel The exact pesticide for the right pest With a complete label that includes at least: registration number, ingredients, health hazards, instructions, and emergency information Do not use <i>polvo de avión</i>
What to do during application of pesticides	Read and follow instructions Wear gloves, long sleeves, pants, mask Use only the necessary Do not apply when children and pregnant women are present Apply only where pests are Do not contaminate the indoor air, food, cookware, water, toys, tables, furniture, etc. Do not let children touching or breathing pesticides

Summary, Page 3

Question/Topic	Answers
What to do after using pesticides	Wash or take a shower after applying them Ventilate the house Close containers tightly Store them inaccessible to children Do not pour in another containers Get rid of containers and do not re-use these containers
How to use insect repellents with children	Avoid children applying by themselves Put it on your hands first and then in child's body Use only on exposed skin Do not use under the clothes Do not use in cuts or wounds Do not use in eyes, mouth, and hands of children Apply them in ventilated spaces Wash with soap or shower when not needed
How to protect your family when pesticides are applied in your neighborhood	Take in the clothes hanging outside on the clothesline Close windows Avoid using the air conditioner Cover and wash toys being outside Place doormats to clean shoes before entering
What to do if a poisoning is suspected	In México: Seek medical help and bring the pesticide or label In the United States: Seek medical help and call the Poison Center 1-800-222-1222 Call is free, the entire year, 24 hours a day, and in Spanish Have the pesticide or the label

REFERENCES AND RESOURCES

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Recommended sites for more information and resources:

U.S. Environmental Protection Agency: Pesticides Program: <http://www.epa.gov/pesticides/>

Hesperian Foundation: A community guide to environmental health:

http://www.hesperian.org/publications_download_EHB.php

University of Kansas: The Tool Box: <http://ctb.ku.edu/en/>

Migrant Clinician Network: Resource Library: http://www.migrantclinician.org/resources_intro.html

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