#### Final Report: Pesticide Exposure Reduction- Train the Trainers and Educational Puppet Show

#### Agreement # CN170223

#### Principal Investigator: Asa Bradman, PhD, MS

Center for Environmental Research and Children's Health University of California – Berkeley

Prepared for the California Department of Education, Migrant Education Program

#### **Report Authors**

Asa Bradman, PhD James Nolan, MPH Jose Camacho Aaron McDowell-Sanchez, BS

Center for Environmental Research and Children's Health University of California - Berkeley 1995 University Avenue, Suite 265 Berkeley, CA 94704

#### Disclaimer

The statements and conclusions in this report are those of the contractor and not necessarily those of the California Department of Education.

#### Acknowledgements

We want to thank the California Department of Education Migrant Education Office, Melissa Mallory and Lizette Rocha for extensive support and guidance during this agreement. We also acknowledge Migrant Education Program Regional Directors who put in significant time and effort to host our series of trainings.

## University of California, Berkeley Summary Document: Project Analysis

### **Table of Contents**

Train the T	rainers: Pesticide Exposure Reduction Trainings	
-	Program Goals	
-	Achievement of Objectives	7-
-	Challenges and Unfinished Activities	11
Educational	Puppet Show: How Children Can Avoid Pesticides	
Educational •	l <b>Puppet Show: How Children Can Avoid Pesticides</b> Program Goals	12
Educational	Puppet Show: How Children Can Avoid Pesticides Program Goals	12

## **Appendices**

Appendix I: Education Materials

Appendix II: Pre- and Post-Workshop and Puppet Show Evaluation Forms Appendix III: Train-the-Trainer Evaluations– Attendee Verbatim Open-ended Responses Appendix IV: Photos

#### Introduction

California is the leading agricultural state in the nation, producing half of all US-grown fruits and nuts, a third of all US vegetables<sup>1</sup>, and contributing \$46 billion to the state economy. To maintain these levels of production, California uses ~175 million pounds of pesticides annually<sup>2</sup>, more than any other state. California's agricultural industry also depends on approximately 425,000 farmworkers, 93% of whom are Latino, and with a median family income of just \$12,500/year<sup>3</sup>.

Farmworkers are at increased risk for acute and chronic exposures to pesticides, and studies have shown that farmworkers can carry pesticide residues from the fields into their homes, exposing family members and children. Chronic, low dose exposure to some pesticides is associated with poorer neurodevelopment and respiratory disease in children. Children may be particularly vulnerable as their bodies are rapidly developing, may not have the same biological defenses that a fully developed adult has, and have more hand to mouth behaviors and thus more opportunities to ingest pesticides. Further, some research has suggested that children who experience more socio-economic disadvantages exhibit more severe health outcomes related to pesticide exposures compared with more advantaged children.

The University of California, Berkeley (UCB) Center for Environmental Research and Children's Health (CERCH) is a world renowned center investigating environmental exposures to families, especially pregnant women and children. CERCH works to help key stakeholders translate research findings into sustainable strategies to reduce environment-related childhood disease. One of CERCH's flagship research programs, in collaboration with Clinica de Salud del Valle de Salinas, is The Center for the Health Assessment of Mothers and Children of Salinas (CHAMACOS) Study. We began in 1998 and are now the world's largest and longest running birth cohort study of pesticides and other environmental exposures in pregnant women and their children living in an agricultural community.

As part of the CHAMACOS community partnership, extensive outreach and training programs have been developed to address pesticide exposure-prevention for farmworker families. Over the past few months, CERCH collaborated with the Migrant Education Office to extend training programs statewide to address challenges faced by farmworkers across California. Specifically, CERCH developed and refined a Train the Trainers model where farmworker parents, many of whom are unlikely to have received comprehensive or formal training on agricultural pesticide safety, are trained on optimal pesticide safety practices and how to teach them to others in their community. CERCH led trainings in four Migrant Education regions across California. Trainings included curriculum on revised Environmental Protection Agency's Agricultural Workers Protection Standards (WPS) that empowered farmworkers to protect themselves and their families.

<sup>&</sup>lt;sup>1</sup> California Agricultural Statistics Review, 2013-2014. Sacramento, CA: California Department of Food and Agriculture, <u>http://www.cdfa.ca.gov/statistics/PDFs/ResourceDirectory\_2013-2014.pdf</u>, Accessed November 24, 2014.

<sup>&</sup>lt;sup>2</sup> Summary of Pesticide Use Report Data - 2012. Sacramento, CA: California Dept. of Pesticide Regulation; 2014. <u>http://www.cdpr.ca.gov/docs/pur/pur12rep/12sum.htm#pestuse</u>, Accessed November 24, 2014.

<sup>&</sup>lt;sup>3</sup> Aguirre International, California. Office of Binational Border Health, California-Mexico Health Initiative, California Program on Access to Care. The California farm labor force overview and trends from the National Agricultural Workers Survey. 2005, <u>http://www.dhs.ca.gov/ps/dcdc/COBBH/docs/finalNAWS%20fina%2010-05.pdf</u>, Accessed November 28, 2012.

Driven by CHAMACOS' 19 years of research and community education, the trainings addressed how to minimize the risk of pesticide exposures, including strategies to prevent take-home exposures from the fields into the home, and how to reduce the likelihood that children will come into contact with harmful agricultural chemicals. Trainees also developed presentation skills as part of the program.

CERCH also developed and implemented pesticide safety resources for the children of farmworkers using educational puppet shows. Shows addressed key topics related to pesticide safety and were designed to promote audience participation and to be culturally appropriate. Each show was approximately 15-20 minutes in duration and included three potential exposure scenarios, each with a set of suggested actions to reduce potential exposures. CERCH facilitated shows in three regions and created a video recording approximately 18 minutes in duration.

### 1. Train-the-Trainers: Pesticide Exposure Reduction Trainings

#### a) Program Goals

The objectives for this program component were to:

- 1. Develop and refine Train the Trainers pesticide exposure prevention education materials
- 2. Conduct Train the Trainers workshops in 5 regions
- 3. Collect evaluation feedback to improve subsequent iterations

Our overall goal was to improve attendees' knowledge about environmental health and pesticide safety, thereby building capacity to protect themselves and to educate other members of their community. We successfully completed development of pesticide exposure prevention education materials, including creating and refining approximately 175 PowerPoint slides on critical environmental health, pesticide safety, Worker Protection Standards and effective communication topics. In the process, we had iterative and fruitful dialogues with key Migrant Education staff who helped guide our efforts.

Evaluation forms were administered to participants at each event to evaluate the success of our program. We collected information about the general backgrounds of attendees, pre- and post-training concerns and knowledge about pesticides and participant comfort with educating peers on key topics. All procedures were reviewed and approved by the UC Berkeley Committee for the Protection of Human Subjects.

After MEO staff facilitated introductions, MEO and UCB staff worked with regional directors to schedule five trainings in five respective regions. Despite one cancelation due to lack of site partner capacity and one due to inadequate enrollment, we conducted four Train the Trainers workshops. During each full day training session, all attendees actively engaged in participatory learning. To improve knowledge retention, attendees were regularly asked for their perspectives and quizzed on the appropriate answers to questions or hypothetical scenarios.

Overall training attendance was lower than our goal of 50 participants per training, amounting to 91 in total (Table 1). However, participant evaluations indicate that program quality met or exceeded attendee expectations and that attendee competence on priority subjects was significantly improved (see below).

Date	Location	Attendees	<b>Evaluation Responses</b>
5/19/18	Monterey Office of Ed	20	14
6/11/18	Imperial Office of Ed	37	26
6/15/18	Yolo Office of Ed	18	15
6/16/18	Torino's Hall, Fresno	16	15
	TOTALS:	91	70

**Table 1: Training Dates, Locations, Attendees and Evaluation Responses** 

Several attendees were important stakeholders, including Migrant Education Program (MEP) staff, a representative from the Imperial County Agricultural Commissioner's office, and a representative of the California Department of Pesticide Regulation. These stakeholders are well-equipped to utilize and disseminate key information to their communities, as well as to initiate training efforts within their respective organizations.

As part of the training, we provided USB flash drives containing digital copies of all PowerPoint presentations and other health related materials to attendees (see Appendix I). Additionally, hard-copy folders were disseminated to attendees, each containing the following health related materials:

- Overview of key CHAMACOS study findings;
- Graphic novella titled Advice for Removing Pests and Effects of Pesticides, from the Migrant Clinicians Network;
- Graphic novella featuring key strategies to prevent women and children's exposures to pesticides, from the Migrant Clinicians Network;
- Graphic novella on reducing children's exposures to pesticides, from the Migrant Clinicians Network;
- General environmental health safety guide for young couples planning a pregnancy, from the Center for Integrative Research on Childhood Leukemia and the Environment;
- Shopper's Guide to Pesticides in Produce, from the Environmental Working Group;
- Advice About Eating Fish, from the Environmental Protection Agency;
- How to Have a Healthy Home, poster from Physicians for Social Responsibility;
- Play Safe: A Guide to Healthy Ways That Kids Can Play, poster from Physicians for Social Responsibility;
- Card on who to call for advice on worker's rights and pesticide safety;
- Worker Protection Standards PowerPoint slides printed with spaces for notes, from the CHAMACOS Study;
- Pesticide Safety fact sheets No.4- What to do in an Emergency, No. 7- Washing Work

Clothes that have Pesticides on Them, and No.9- Pesticide Safety Rules for Agricultural Workers (required for Worker Protection Standards), from the California Department of Pesticide Regulation;

- Overview of previous and current updates to Worker Protection Standards, from the UC Statewide Integrated Pest Management Program;
- Recognizing and Reporting Problems with Pesticides, Department of Pesticide Regulation.

To further inform the migrant families within each region, we brought extra copies of materials, disseminating an additional 2,580 copies of key materials to stakeholders for redistribution within their communities.

#### b. Participant Characteristics

Workshop participants were primarily farmworkers (73%), and while most reported that they were in good to excellent health (84%) (Figures 1-2). The balance reporting only fair to poor health (16%) was higher than that reported by the general U.S. population and Latino U.S. residents specifically (~11.5%).<sup>4</sup> The vast majority of respondents (95%) reported that they or their family were concerned about pesticide exposures in their communities.



<sup>&</sup>lt;sup>4</sup> Center for Disease Control. *QuickStats:* Age-Adjusted\* Percentage of Persons Who Reported Fair or Poor Health,<sup>†</sup> by Race and Hispanic Origin — National Health Interview Survey, United States,<sup>§</sup> 2003–2013 <u>https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6422a8.htm</u>

#### c. Achievement of Objectives

There were two primary mechanisms through which Train the Trainers program success was measured: a pre-/post-test of attendee competence on key subjects, and an evaluation of the presentation quality (Appendix II). Participants completed the pre-test before the training began and completed the post-test and course evaluation at the end of the session. Completing these forms was optional but most attendees provided responses. Some questions were open ended. For open-ended questions, respondents sometimes provided multiple answers. Additional verbatim participant responses and information are presented in Appendix III.

In the pre-test, many respondents raised specific concerns about pesticide exposure, air quality, fumigants, asthma, and other issues (Appendix III). The vast majority of concerns related to exposures common in agricultural communities. Respondents also described specific strategies to prevent exposures that are consistent with some recommendations under the Worker Protections Standards (Appendix III). For example, respondents mentioned wearing gloves, masks, and protective clothing; removing work shoes before entering homes; washing hands and produce before eating; and avoiding areas where pesticides have been applied. Pre-test data indicated that there was a large gap in knowledge about pesticides, that most respondents didn't feel they knew how to protect themselves from pesticides and that most respondents didn't feel comfortable teaching others about pesticides. For example, only 28% reported that they were "very comfortable" or "comfortable" about their level of knowledge about pesticides (Figure 3), only 29% reported being "very comfortable" or "comfortable" about their about their ability to protect themselves and their families from pesticides (Figure 4), and only 42% reported being "very comfortable" or "comfortable" about their about pesticide safety (Figure 5).

These proportions increased substantially after the workshop when respondents completed their post-test, which showed that 97% reported being "very comfortable" or "comfortable" about their level of knowledge about pesticides (Figure 3), 97% reported being "very comfortable" or "comfortable" about their ability to protect themselves and their families from pesticides (Figure 4), and 94% reported being "very comfortable" or "comfortable" or "comfortable" or safety (Figure 5), respectively.



#### Figure 3: Participant comfort level about knowledge of pesticides and protection standards.

Figure 4: Participant comfort level about protecting self and family from pesticides.



8



### Figure 5: Participant comfort level with teaching other people about pesticide protection.

#### d. Course Evaluation

Responses about the quality of the workshop and presenter were almost unanimously positive (97-100%, Figures 6-10). For example, 100% of respondents rated the course as "excellent" or "good" overall, 100% indicated the course met their expectations, 100% indicated the course content was relevant to their work, 97% indicated that there was enough time for questions, 100% indicated they learned new presenter ideas, techniques or information, and 100% indicated that the presenter's answers to questions were satisfactory. In open ended questions, respondents overwhelmingly indicated satisfaction with the training. Some of the most commonly cited reasons were that they felt the speaker was enthusiastic, interactive, dynamic, or had a "good sense of humor", respectively. Some directly tied these aspects of the presentation to improvements in their ability to learn and retain key information. Some also indicated that examples and scenarios from everyday life helped them to learn content. Many indicated that the materials were presented in a manner that was clear, pleasant and "easy to understand". Some respondents cited the content itself as one of their favorite parts about the training, indicating that they appreciated having a resource that helped

"...it was a pleasant learning experience and the presenter interacted with the people who were present."

"I liked that the presenter always incorporated the audience. The presenter has extensive knowledge about the subject."

"The information was presented in a manner that was very interactive and easy to understand."

"Very good information! I learned a ton in only one day. The presenter has a lot of knowledge about the subject."

address an important gap in their knowledge. Many respondents indicated that they appreciated being able to ask questions and that these questions were thoroughly answered.

Similarly, on a 5-item scale from "best" to "worst", 95% rated the presenter's preparedness as "best", 96% rated the presenter's expertise and enthusiasm as "best", and 97% rated the ease of understanding the presenter as "best".



Responses: 62

# Figure 8: Course content relevant to your work?



#### Figure 7: Course met expectations?



Responses: 66

# Figure 9: Was there enough time for discussion and questions?



Figure 10: Learned new ideas, techniques, or information that you can use in your role as a presenter?



#### e. Challenges and Opportunities to Improve the Train the Trainers Workshop Series

Both informal and formal evaluation feedback indicates that our Train the Trainer program was very well received. Several respondents requested additional information on several health topics, including more information about air pollution (smoke/smog), home garden pesticides, fertilizers and water contamination, work and home fumigation, toxic gas emissions (fracking), chemical coating on fabrics etc., the effects of chronic exposures, how to determine toxicity of a specific pesticide, how to read/interpret in-home pesticide labels, how to protect pets from fleas in a healthy manner, information about pesticide applications near schools/related regulations, and how to safely use/choose cleaning products. Several of these topic areas can be incorporated into future trainings focusing on pesticide exposure prevention and safety. (Note, beginning in September of 2018, CERCH will be conducting a three-year household cleaning chemical study with Salinas Valley residents that runs parallel to our CHAMACOS study).

The main area to improve upon is offering more trainings, each with higher attendance. The greatest challenge we faced was a truncated timeline which resulted in limited time for planning and recruitment. Originally, we planned for a six to eight month period for conducting trainings. However, due to time limitations, all trainings were conducted over the course of just three weeks. We look forward to exploring future opportunities to work with regional partners, especially during the late fall and winter when some farmworkers may be more available. One of our site partners would like to work directly with our center to host additional full-day trainings across their region. Similarly, the Monterrey County Office of Education has reached out to request six to eight follow-up workshops across their region, each two hours in duration. Breaking the training into multiple shorter sessions may better accommodate worker's schedules. Inviting additional stakeholders to participate may also strengthen the program. For example, due to pre-existing relationships, we were able to invite both a representative of the local Agricultural Commissioner's office and the Department of Pesticide Regulation to one of the trainings. Verbal feedback strongly indicated that these stakeholders were welcome, that the stakeholders themselves benefited from learning about the materials, and that other attendees benefited from the chance to enter into dialogue with the stakeholders. Thus, including local stakeholders helped improve capacity, enrich understandings of local challenges, and open pathways for attendees to access additional resources.

#### 2. Puppet Show Program: How Children Can Avoid Pesticides

#### b) Program Goals

The objectives for this program component were to:

- 1. Extensively engage youth to further develop and refine puppet show pesticide exposure prevention educational script and materials
- 2. Conduct puppet show performances in 5 regions and create a video recording
- 3. Collect evaluation feedback to improve subsequent iterations

Childcare services were offered in a separate room while the Train the Trainers sessions were taking place. During three workshops, we offered an educational puppet show as part of the childcare activities to provide children with an opportunity to learn about pesticide exposure safety. The primary goals of the puppet show were to engage children, teach them what pesticides are, explain common ways that they might be exposed, and outline simple low or no cost ways to reduce potential exposures. We modified a preexisting puppet show script we had developed to improve the content and make it more entertaining by



incorporating pop culture references and specific phrases or cues that would capture children's attention and encourage their engagement with the content. We worked extensively with members of our pre-existing CHAMACOS Youth Council, a group of high school youth who are bilingual, Latino, well versed in environmental health topics, and who grew up in an agricultural community. These youth drew upon their experiential expertise to integrate more nuanced culture and age specific items into the script, including key health tips or terms in both English and Spanish to support communication with monolingual parents. Youth Council members also added sequences where both the puppets and the narrator directly ask audience members what they would recommend in specific scenarios and then reiterate key points. Youth Council members helped improve the puppet show stage, developed instructions for its assembly, and selected new puppets to replace older equipment. The new puppets were easier to operate and better represented a range of races/ethnicities and were used for the performances.

Youth Council members also played a significant role in designing an accompanying curriculum to guide other groups of youth learning about key health topics and puppetry tips so that they, in turn, could perform the show for children in their own communities. By using high school students as performers, we create positive and relatable role models for children. Youth Council members in Salinas traveled to one of the trainings in person to perform the show, live-streamed another show via Skype, and pre-recorded a video for a third training. In both the video-based performances, we had an assistant with expertise on relevant subject matter on-site who stimulated dialogue with children and clarified key points.

#### b.) Achievement of Objectives

Due to Human Subjects requirements preventing data collection from child audience members themselves, we collected puppet show evaluation information from adult childcare providers only. Four evaluations were completed based on care provider's perceptions of shows conducted for roughly 26 total children. Evaluations indicated that all respondents thought the puppet show was "excellent or "good," overall, that the show was appropriate and engaging, and agreed the puppet show outlined relevant and actionable steps for children to reduce potential pesticide exposures. They also felt that the performers were generally well prepared and able to effectively answer questions about pesticide safety.

# What did you like the most about the puppet show?

- *"I enjoyed the enthusiasm and determination to convey the information to the children."*
- "Engaging questions"
- "Interaction of the kids with the local presenter."

#### c) Challenges and Opportunities to Improve the Puppet Show Performances

Puppet show performances were limited by time to provide training for the youth performers and transportation challenges. The short timeframe also precluded training youth in each respective region to present the shows, as planned. As such, there were 3 total performances, one which was inperson and all of which were performed by preexisting CHAMACOS Youth Council members.

Based on our experience, the puppet show was best received, and most captivating, when performed in-person. When performed live, performers are better able to gauge children's comprehension and non-verbal cues and identify when certain topics needed to be expanded upon. Scale may also play a part, as the puppet show stage is larger in real life than when it appears on a screen. Because of logistical considerations, we were only able to do one performance live. Also because of time limitations, we conducted performances during the childcare that was offered during the Train the Trainers sessions, as opposed to holding the puppet show as a stand-alone performance to which additional children could be invited.

During live-streamed performances, the lag times between when performers spoke and when audience members answered made it hard to effectively communicate. Further, video quality was limited by internet speed. The built in computer camera had to be placed far back so that the entire puppet stage and narrator would be included in the frame. This also meant that the built-in microphone was further away and made it harder to hear performers. Having our intern on site at the childcare facility was useful as he was able to locate and utilize improved audio equipment and prompt child audience members to engage in the puppet show live stream.

To address these challenges, we made a pre-recorded video for the subsequent training. The initial set-up of this recording session was very time intensive. Multiple "takes" were required and subsequent video edits were needed to ensure that key messages were clearly conveyed. However, we were able to effectively incorporate feedback from the previous live-streaming session into the design of this recording. We secured an amplifier and two microphones to ensure that performers were more audible, spent more time on lighting design so that audience members could more easily focus on just the stage, added additional effects to make the video visually captivating (e.g., colorful lights), left

longer periods of time for audience members to respond to questions that the narrator or puppets asked, zoomed in on the puppets during key periods and improved many other aspects of the video using editing software so that the video would be more appealing. Overall, this medium was far more effective than the live-stream approach. No negative feedback concerning video delay or audio levels was received at this final performance. Nevertheless, having someone on-site with extensive knowledge about pesticides to answer additional questions from children is strongly recommended. Some parents at trainings verbally stated that they would like to have the puppet show video included in the materials they received on USB flash drives.

The most common recommendation from the reviewers was that we add more content. Suggestions included adding new scenarios where children may be exposed to pesticides (and how to prevent it) and to further discuss pesticides used at home. No concerns about existing content were specified. Because of the dialogic format of the performance and the complexity of the puppet show topics, performers need to be thoroughly versed in pesticide and environmental health topics, which is a time and resource intensive process, especially when those performers are youth. Ideally, collaborating partners would have extensive experience working with high school youth, the ability to commit roughly eight hours to lead the youth in learning about environmental health, pesticides, and performance techniques, and could also help transport the puppetry materials to a site, as well as coordinate the high school performers. Though each youth had almost three years experience working on pesticide issues as youth research assistants, none had backgrounds in theatrical performance or in puppetry. Due to this lack of experience, a great deal of time was needed to build these skills, and even in final performances there were still areas for improvement in clarity of speech, realistic movement of puppets, staying in character, and using an engaging and consistent tone of voice.

For future iterations, one option would be to enroll youth with backgrounds in theater performances and that their supervisor be trained in pesticide safety to answer more technical or nuanced questions that these youth might not be equipped for. Thus, we recommend that these supervisors attend our full day Train the Trainers workshop prior to facilitating a group of youth performers. Were this to be possible, we would recommend that the performance be integrated into an existing summer school or equivalent program where dozens or even hundreds of children could be split up into groups, and brought in 15-25 at a time for performances. Groups of this size are recommended so that the performance is personable, directly engaging and dialogic. Thus, for each site, dozens or even hundreds of youth would be reached in total, greatly reducing coordination, transportation and personnel costs of the performances relative to the number of children educated. We also recommend using higher quality audio/video equipment and working with a new group of theatrically trained personnel to make an improved pre-recorded video that could be shown at any site and at any time. For example, puppeteers for the video version could utilize students majoring in theatre at local colleges.

## **Appendix I: Educational Materials**

Please click the links below:

- Químicos que se encuentran en el cuerpo de los niños y sus efectos a la salud
- Chemicals found in children's bodies and their health effects

#### Appendix II: Pre- and Post-Workshop and Puppet Show Evaluation Forms

**Pre-Workshop Evaluation** 

Location:\_\_\_\_DATE: \_\_\_\_\_

First, we would like to ask you a few questions about yourself and community. Please note, all information collected is anonymous.

- 1.) **Do any people living in your home work in agriculture?** (Including yourself) (ex. working in fields, packing or canning facilities, a greenhouse or nursery, driving a truck with agricultural produce, etc)
- O No (0)
- Yes (1)

2.) In general, would you say your health is... (Cruza con X)

	8			,	
0	Excellent (1)	O Very good (2)	<b>O</b> Good (3)	<b>O</b> Fair (4)	<b>O</b> Poor (5)

- 3.) Are you or your family members concerned about pesticide exposures in your community? No (0) Yes (1)
- 4.) Are there any other environmental exposures that are of concern to you or your family? Please describe:

Now, we would like to ask you some questions about your experience preventing pesticide exposures:

- 1. Name three ways to prevent pesticides exposure:
  - a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
- 2. Cross with an X how comfortable you feel about your knowledge of pesticides and protection standards.

Very comfortable	comfortable	Neither comfortable nor uncomfortable	uncomfortable	Very uncomfortable
---------------------	-------------	---	---------------	-----------------------

3. Cross with an X how comfortable you feel to protect yourself and your family from pesticides.

Very comfortable	comfortable	Neither comfortable nor uncomfortable	uncomfortable	Very uncomfortable
---------------------	-------------	---	---------------	-----------------------

#### 4. Cross with an X how comfortable you feel teaching people about pesticide protection.

Very comfortable	comfortable	Neither comfortable nor uncomfortable	uncomfortable	Very uncomfortable
---------------------	-------------	---	---------------	-----------------------

5. What would you like to learn in this workshop about protecting children from pesticides and Farmworker Safety Standards?

- 6. Which of the methods to prevent pesticide exposure have you suggested to others? Mark all that apply:
  - Wash hands before eating
  - o Wash hands before using the restroom
  - Shower and change with clean clothes after work
  - Keep car clean
  - Take off work shoes before enter home
  - Wash work clothes separate from family clothes
  - Do not hug children after get home from work with dirty clothes
  - **Oher**

# Thank you for your time.

#### **Post- Workshop Evaluation**

Location:\_\_DATE: \_\_\_\_\_

Now that the workshop is over, we would like to ask the same questions we asked at the beginning of the day. Please note, all information collected is anonymous.

- 1. Mention three ways to prevent exposure to pesticides that you are going to carry out:
  - a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
- 2. Cross with an X how comfortable you feel about your knowledge of pesticides and protection standards.

Very comfortable comfortab	Neither comfortable nor uncomfortable	uncomfortable	Very uncomfortable
-------------------------------	--	---------------	-----------------------

#### 3. Cross with an X how comfortable you feel to protect yourself and your family from pesticides.

Very comfortable	comfortable	Neither comfortable nor uncomfortable	uncomfortable	Very uncomfortable
---------------------	-------------	--	---------------	-----------------------

#### 4. Cross with an X how comfortable you feel teaching people about pesticide protection.

Very comfortable	comfortable	Neither comfortable nor uncomfortable	uncomfortable	Very uncomfortable
---------------------	-------------	--	---------------	-----------------------

# What else would you like to learn about protecting children from pesticides and worker protection standards?

- 5. Which of the methods to prevent pesticide exposure have you suggested to others? Mark all that apply:
  - Wash hands before eating
  - Wash hands before using the restroom
  - Shower and change with clean clothes after work
  - Keep car clean
  - Take off work shoes before enter home
  - o Wash work clothes separate from family clothes
  - $\circ$   $\;$  Do not hug children after get home from work with dirty clothes
  - o Other\_\_\_\_
- 6. Comments / Suggestions \_\_\_\_\_

# Thank you for your time.

#### **Post-Workshop Course Evaluation**

- 1. Though optional, your contribution is essential to determine if this course has been effective and how we can improve it. At the end of the course please consider completing this form.
- 2. General course evaluation: 

  Excellent 

  Good 

  Okay

  Poor

### **3.** Please circle "Yes" or "No" for the following questions:

a. Did the course meet your expectations?	$\Box$ Yes	$\square$ No
b. Is the content of this course relevant to your work?	□ Yes	$\square$ No
c. Was there enough time for discussion and questions?	□ Yes	$\square$ No

# d. Did you learn new ideas, techniques, or information that you can use in your role as a

presenter?	□ Yes	$\square$ No
e. Were the answers to your questions satisfactory?	□ Yes	$\square$ No

#### 4. What did you like the most about the course?

5. What do you like the <u>least</u> about the course?

#### 6. What topics should have been covered that were not?

7. Please rate the presenter using the following scale. 5= best; 1= worst.

a) Well prepared	54321
b) Expert	54321
c) Enthusiastic	54321
d) Easy to understand	54321

#### **Puppet Show Evaluation**

#### Location \_\_\_\_ Date\_\_

Your completion of this form will help us identify key aspects of the program that are effective and any areas that need improvement.

1. Overall Impression of the Puppet Show: 

Excellent 

Good 

Okay 

Poor

#### 2. Please circle "Yes" or "No" for the following questions:

a. Did the puppet show meet your expectations?		$\square$ No
b. Was the content of the show age appropriate?		$\square$ No
	<b>X</b> 7	NT

- c. Was the show engaging for children?  $\Box$  Yes  $\Box$  No
- d. Did the show present the youth with relevant and actionable steps to reduce pesticide exposures? □ Yes □ No
- 3. What did you like the <u>most</u> about the puppet show?
- 4. What did you like the <u>least</u> about the puppet show?
- 5. Did the content of the puppet show align with the content and needs for your curriculum? Please explain how it helped or how there could be better alignment with your teaching goals.
- 6. Are there other topics that you would want us to cover next time?
- 7. Please rate the performers using the following scale. 5= best; 1= worst.

a) Well prepared	54321
b) Experts	54321
c) Enthusiastic	54321
d) Easy to understand	54321

#### Appendix III: Train-the-Trainer Evaluations– Attendee Verbatim Open-ended Responses

Project evaluation forms (Appendix I) included several open-ended questions for respondents to answer in their own words. These responses provided insights on the participant's knowledge and concerns about pesticides and suggestions for curriculum improvements and are discussed in the body of the report. In this Appendix, we include the complete verbatim responses to the open ended questions. This information provides additional depth to our understanding of participant knowledge and can serve as a resource for future revisions and curriculum planning.

Overall, many pre-workshop responses about pesticide exposure prevention were consistent with WPS recommendations and underscores that many of the intended educational messages required under WPS training standards are reaching farmworkers. However, as noted in the body of the report, many respondents also expressed that they were not confident about their knowledge overall, especially with respect to their ability protect themselves, their family, or their ability to teach key concepts to others. In the post-workshop evaluation, the quantity and thoroughness of responses improved overall, providing qualitative corroboration to the increased knowledge and confidence summarized with the closed-end, quantitative data. The vast majority of respondents indicated that they had become confident about their knowledge of pesticides, their ability to take protective actions, and their ability to teach others. As noted in the body of the report, respondents identified several additional subjects that they would like to learn about, including topics relevant to pesticide exposure-prevention training (such as pesticide use near schools ) and other more general environmental health topics (such as fracking). Future iterations of this training can address many of these pesticide-related concerns, and perhaps more general environmental health curriculum would be valuable as a separate module for adults and even curricula for schools with migrant education programs.

#### Pre-Training Self-Evaluation: Open-ended Responses

# Are there any other environmental exposures that are of concern to your or your family? Please describe:

15 total responses:
We live in an agricultural area and the pesticides they use affect us.
The smokes or dirty air / "pollen and dust and smog "/ "The air asthma, allergies" / "the air from the Salton Sea" / "contamination of the air" / "What comes out of the planes" (6x)
Maybe this is not related, but I have seen people that work in yards/gardens with a lot of powder and they do not take precautions to prevent respiratory problems.
I am worried that the fertilizers contaminate the water.
Sulfur
Fumigating offices during work hours
The use of toxic gases, fabrics, etc.

#### Name three ways to prevent pesticides exposure:

#### 58 total responses:

Washing chemical containers 3 times; Store them in a secure place; Stay outside of places that have been sprayed or fumigated

Using the appropriate material to protect; Inform ourselves with people that share the information; Make a check-up with the doctor

Using protection if we work in the fields. But the employers do not provide that type of help or additionally the same workers have to buy their own protective equipment; Do not use pesticides that cause health problems; Plant organic fruits and vegetables

Mask; Gloves

Washing your hands before eating

Cover your nose; Using gloves, if you work with pesticides; Washing your hands after work

Using a mask; Protecting your skin with long sleeved clothes; Using goggles

Wear protective gear when working outside: gloves, hats, shoes that cover feet completely, etc.; Leave work shoes outside; Wash fruits and veggies

The schedule in which they expose the pesticides; Do not expose strong pesticides close to houses; Educate Hispanic families more

Assigned schedules (possibly during the night to avoid exposing others); Using the required equipment to avoid contact with pesticides; Communicating to neighbors about what is being done so that they can avoid being outside when they are applying pesticides

Do not get close to where there are pesticides; Do not touch pesticides; Do not smell pesticides

Wash your hands; Wash clothes separately; Shower when you arrive from work

Shower before having contact with the family or food; Wash fruits and vegetables before using them; Washing clothes separately from the clothes of the family

Using appropriate clothing to handle chemicals; Wash clothes separately; The way and time to apply them

Do not expose the work clothes in the home; Protection with the appropriate clothing; Washing your hands when you have lunch

Being informed; Avoiding contaminants; Change of clothes

Use appropriate work clothes; Proper hygiene (wash fruits and vegetables well); Food supplements against free radicals (vitamins)

Mask; Gloves; Washing

Change out of work clothes and place it separately; Read the caution signs; Use the appropriate and corresponding equipment

Wash your hands well after work; Shower and change your clothes after work; Inform yourself about the effect of pesticides on people

Living far from the fields

Wash work clothes separate from family clothes; Undress work clothes before entering house; Wash hands before you eat

Use the proper equipment to work with pesticides; Separate the clothes used

Store them in a place that is secure and separated; Not being close to a place that has been sprayed

Wash your hands; Do not enter places where pesticides have been applied; Wash work clothes separately

Wash your hands; Wash fruits and vegetables well; Wash work clothes when you arrive at home

Wash work clothes separately; Take a shower right when you get home from work

Take off your work clothes as soon as possible when you arrive at home; Wash your hands frequently throughout the day at work if possible; Always read the signs marking pesticide use in the fields and don't enter if the date and time on the sign have not passed

Wash your hands before eating or drinking; Wash work clothes separately; Do not enter places where there is a do not enter warning sign

Wash work clothes separately; Don't wear work shoes in the house; Take a shower immediately after work

Wash your hands frequently when you are at work; Wear clothes that protect you from chemicals; Wash your hands before eating; Cover yourself with a face mask

Wear appropriate clothing; Don't enter fields that have "do not enter" signs; Get away from where pesticides are being applied

Use a face mask; Don't enter a recently fumigated field until the necessary time has passed for it to be safe

Use natural products, such as vinegar to clean in the home; Kill harmful insects mechanically, such as mites; Respect signs that announce the application of pesticides

Don't work when pesticides are being applied; Don't enter a field that has been treated with chemicals; Don't be in the wrong place

Wash your hands before and after using the restroom and before eating; Wash work clothes separately; Respect the signs in the fields

When we arrive home from work, we should leave work clothes outside; Leave work equipment such as overalls and gloves at work; Wear gloves and face mask when using pesticides in the house

Take off infected clothes once you arrive home from work; Use proper equipment; Use gloves

Wash your hands; Use masks; Shower once you arrive home

Wash your hands frequently

Do not mix chemicals without reading the labels; Wash contaminated clothes separately; Shower or wash your hands after coming into contact with pesticides; Use appropriate clothes and gloves

Do not work in a field that was recently fumigated; Being informed if the produce has pesticides; Being given first aid if you have been recently exposed to a pesticide

Cover your mouth if you pass by a place where pesticides are being used; If you are working and they are fumigating, remove yourself from the area; Shower and wash your clothes when you arrive home from work and you used pesticides

To maintain in a shady area; Not to expose into the sun (direct)

Wash fruits and vegetables; Protect ourselves when we work in the fields

Use gloves; Walk against the wind; Wash your hands and exposed areas

Gloves; Face masks; Proper clothing

Use a face mask; Wear boots; Use gloves

Do not expose yourself when they are fumigating; Protect yourself the most that you can; In the case of exposure, find water

Wash fruits and vegetables well; Shower after being outdoors; Do not go outside when the weather is bad

Keep away from pesticides during the schedule of exposure; Use a face mask

Correctly washing the produce that go to my dinner table; Having knowledge about what to do in the event of pesticide exposure; To know if certain pesticides are more harmful than others

Cover ourselves with long sleeve clothing for work; Cover our mouths and noses when working; Do not eat food from plants or crops

Put contaminated clothes from work outside; Use gloves or glasses

Protection guide (2x); Equipment

Personal hygiene

# What would you like to learn in this workshop about protecting children from pesticides and Farmworker Safety Standards?

#### 51 total responses:

I would like to learn about pesticides for prevention for the well-being of my family. (5x)

How to protect them and myself as an agricultural worker. (2x)

Which ones are the ones that harm people.

How to prevent exposure / "How to reduce risks" / "How to teach the prevention of harm from pesticides and resources in the case of exposure or emergency" (7x)

The correct and appropriate ways to inform other people.

What we should do to prevent exposure to pesticides when there is a field close to us.

I would like to learn different ways to protect children (4x)

Everything / "everything that I can" / "a lot" / "the most that I can" / everything possible" (13x)

Use of pesticides in the home

How we are protecting children who are attending schools near the agricultural fields

I would like to know the consequences if a worker refuses to enter a field because the sign says that the area is not free of danger.

What is the risk of being exposed to pesticides when one does not follow the rules and regulations and is exposed to pesticides/ "The effects of pesticides and information about agencies and one's rights." / "The way to implement the standards to prevent illnesses." / "The safety standards and prevention methods" / "Prevention of pesticide use and rules. Knowledge about pesticide use." (5x)

How harmful the chemicals are for our bodies and for the bodies of children/ "The danger of having pesticide" / "The long-term effects of chemicals." (3x)

Work schedules for when they will be applying pesticides so that kids are not outside during that period of time.

(How) to know which types of pesticides are used in the fields.

I would like to know the consequences of working near pesticides.

### Post-Training Self-Evaluation: Open-ended Responses

#### Mention three ways to prevent exposure to pesticides that you are going to carry out:

#### 62 total responses:

Taking off your clothes outside of the home; Cleaning your shoes; Showering before making contact with the family

Do not be close to pesticides; Do not touch empty containers; Do not trespass locations with "warning" signs

Washing your hands; Taking off your contaminated clothes/shoes before entering the home; Doormat outside of the door

Washing your hands; Do not bring work shoes inside the home; Washing work clothes separately

Never pick up containers that are left around; Never grab your children after work; Read the labels before using materials that you are going to spray

Wash your hands

Share the information with other people; Apply the ways with our children; Have sufficient hygiene in the home

Wash and bathe; Not to hug your kids; Wash your clothes last

Protect your lungs (face mask); All over special clothing made to protect yourself from pesticide; Remove and wash clothing, immediately after coming home, do not touch your children

Put a doormat outside of the door; Take off our shoes, jacket, sweater, leave the backpack and handkerchiefs outside; Shower immediately

Obey the signs in the fields; Not hugging my children before showering; Reading the pesticide labels

Washing your hands before eating, hugging the children, shower immediately when you arrive at home; Separate your clothes when washing the clothes of the family; Use gloves

Use the proper protection; Use gloves; Wash your hands

Take a shower immediately; Throw away any disposable items; Wash anything exposed

Wash hands and arms; Keep dirty clothing outside; Wash fruits and veggies

Read the warning labels; Wash fruits, vegetables, etc.; Not using pesticide containers to stock other things

Use appropriate clothing; Separate work clothes; Shower before hugging my children when I arrive at home

Move away from the area when the pesticide is being applied; Shower and change clothes; Do not use empty pesticide containers

Use appropriate equipment; Read the labels; Change clothes and shoes before coming into contact with the children

Showering and changing clothes before hugging your children; Taking off your shoes before entering the home; Washing your hands before eating

Washing your hands before eating; Showering before hugging your child; Washing fruits and vegetables adequately

Washing your hands; Keeping an eye out for the pesticide sprayer; Not ignoring the signs

Use a doormat to reduce pesticides from shoe soles; Knowledge about BTP, PETEL, fragrances; Wash clothes separately clean and dirty after two cycles

Adequate hygiene; Check the labels; Appropriate clothing

Use appropriate clothing at work; Take off clothes and shoes and shower before eating; Not drinking the water that is used to irrigate the fields

Wash fruits and vegetables before eating them; Take a shower and change clothes right when you get home from work before hugging children; Use vinegar to clean around the home and bathrooms

Use the proper clothing; Disinfect food products; Respect the signs

Get away from where pesticides are being applied; Don't reuse pesticide containers; Use the proper protective clothing for work

Don't enter the house with my work lunchbox; Pay attention to the chemical labels and eliminate chemical use and look for alternatives; Obligate my spouse to shower immediately after arriving home from work

Wash your hands frequently and before and after using the restroom; Don't eat produce directly from the fields without washing them well with white vinegar; Change clothes once arriving home from working in the fields and don't hug your children before showering so that you do not pass on pesticides to them

Do not have contact with anyone wearing the same clothes from work; Change shoes before entering your car or home; Wash fruits and vegetables very well with running water then with drops of white vinegar

Keep in mind that pesticides are present everywhere; Do not eat produce cut directly from the plant; Do not take pesticide containers home

Put a doormat at the entrance of the home; Know what is in the products we are buying; Clean the house with vinegar instead of chlorine

Wash your hands well before eating or touching something; Read the caution/danger sign; Wash work clothes separately from regular clothes

Wash work clothes separately; Wash your hands; Follow the signs in the fields

Clean clothes; Protect myself with the proper clothing

Take out and separate clothes contaminated with pesticides; Not hug my children until I have showered. Ventilate my house by opening windows

Wash work clothes immediately after work; Shower immediately after work; Wash fruits and vegetables

Use proper clothing; Use hood or sun hat; Shoes or boots

Cover myself with pants and long sleeve shirts; Wash myself with water and soap; Wash work clothes separately

Use clothing that covers more of the body; Determine the direction of the air; Read the labels

Do not enter an agricultural field when there is the danger sign; Making sure that the supervisor always gives us the proper training; Do not hug our children while wearing work clothes, first shower before anything

Wash your hands; Change your clothes; Use gloves, overalls, and cover your head

Use overalls or clothes that cover the entire body; Use gloves and face masks; Keep away from restricted zones

Use the proper equipment (suit, gloves, face mask, etc.); Wash your hands; Leave areas where they are spraying

Take gloves; Proper clothing; Mouth protection

Wash your hands; Wash your clothes; Protect myself with the proper clothing

Use gloves; Face masks; Clothing that covers the body

Education; Training; Protection

Wash your hands; Shower after arriving home from work; Keep your car clean

Wash your hands; Change your clothes; Wash fruits and vegetables

Shower before hugging your children; Wash work clothes separately; Wash kids' toys

Wash clothes separately; Use a towel in the car; Shower before being with your children

Wash fruits and vegetables; Do not let your children eat things without washing first or cleaning toys; Do not mix children's clothes with those of the adults

Shower and change into clean clothes; Take off your shoes; Wash clothes separately

Washing your hands with an abundant amount of soap and water; Take off clothes before entering the house; Do not eat fruits in the fields without washing them

Overall; Gloves; Face masks

Use the proper equipment; Shower before hugging our children; Take off your shoes before entering the home

Wash the toys; Be more careful with cleaning products in the home; Wash your clothes and place a doormat at the entrance

Wash your hands; Use gloves; Take off dirty clothes before entering your home

Do not pass through if the area has been sprayed and there is a sign; Shower before hugging your children; Wash your hands

With a presentation; With a guide

Take off your shoes before entering the home; Do not have contact with your children before showering; Read the labels

# What else would you like to learn about protecting children from pesticides and worker protection standards?

#### 54 total responses:

What to do if they are exposed, (look at the label) apart from that.

What types of things contain more harmful pesticides compared to others. / "The rate of hazardous for each pesticide" / "Most common and aggressive types of pesticides that children are intoxicated with." / "Which ones cause harm and cause death." (5x)

Other ways to protect them. When you are in the car and leaving work to pick up your children.

More about domestic pesticides / "About the use of pesticides in the home, how to replace them to fight against pests." / "Things that I should use in the house (which brands are better)" / "More information about pesticides in the home" / "How to replace them in our home." / "Alternatives for bug repellents and household disinfectants." (6x)

How to teach children/parents about pesticides and WPS / "How to help teach people so that they know the danger." / "teach others about the risks they run if they do not do things the way they are told." (3x)

Learn how to handle the pesticide before you come home.

How to read the chemical labels to understand them well.

Today I learned many things that I did not know and I would like to know how to protect the pets from fleas without them being affected by the use of pesticides.

A method to protect the children from pesticides.

I would like more about cleaning products that we use in the home.

The most appropriate times to play outdoors and about the changes to how they are used correctly.

Song or a game that teaches the importance of pesticides.

"Knowing real cases of people affected by pesticides that suffered illness" / "Talk more in depth about which illnesses are due to pesticide exposures." (2x)

The distances allowed for pesticides to be applied near schools. / "Information in the schools and what is currently being done" / "I would like to know how to implement this information in schools to inform the administrators and students." / "how to protect children whose schools are next to the fields." / "How they would protect themselves when they are in school." (5x)

I would like to know how to be sure that the protection standards are being met.

All of the information that will be updated and the new recommendations for protecting children.

The children should also receive these trainings.

How to educate other parents to be able to protect children and workers.

That this information reaches all of the agricultural workers in the fields.

How we can copy the pesticide exposure prevention methods from other countries in the world.

### What did you like the most about the course?

#### 64 total responses, summarized:

"The interaction between speaker and audience" / "That it was a pleasant learning experience and the presenter interacted with the people who were present." / "The presenter was very dynamic" / "The presenter who has a good sense of humor." / "The attitude" / "The manner in which the presenter imparted the information" / "Very good presenter" / "Enthusiastic presenter" / "The dynamic presenter and his assistant." / "The way in which Mr. Camacho spoke. He is an excellent presenter." / "Interactive. The presenter's humor made everything easier." (12x)

Everything/ All of the information (19x)

The daily examples given.

"The simple way that it was presented." / "I loved it because it was very easy to understand and a very pleasant environment" / "The way in which they explained things and answered questions." / "The presentation contained a lot of information and was pleasant." / "It was very clear, understandable" / "The information and the way that Mr. Camacho presented it." / "The clear answers that the presenter gave." / "That the presenter spoke to us in a way that was very clear and easy to understand" / "The information was presented in a manner that was very interactive and easy to understand." (8x)

That the instructors answered our questions right away. / "That there was opportunity to ask about our doubts." / "I liked that the presenter always incorporated the audience. The presenter has extensive knowledge about the subject." / "That they allowed us to present our own questions and experiences." / "The presenter involved the audience in every topic and was very outgoing" (5x)

The information and the print-outs in the folder to share.

It had a lot of information that I did not know. / "Did not know that pesticides are everywhere." / "What I did not know about pesticides and the dangers to our children" / "All of the information regarding children" / "Knowing how to protect myself, my family, and my parents." / "The ways in which we can avoid exposing ourselves to pesticides" / "How to take care of my children" (7x)

The different types of pesticides and the studies that were presented with the 601 mothers.

The importance of knowing that we can find important information on the labels of chemical products that we buy for whatever use in the home. / "Learning about the importance of pesticides in ordinary products" (2x)

The examples, the explanation, the resources, the graphs, the discussion, and the standards.

What I liked most about the course was when I learned about the work in the fields.

I liked the examples that they gave.

My answers and doubts about eating food with pesticides.

How the state of California is very contaminated with so much pesticide.

For me, everything was excellent because it shared everything we should do to protect our children when dad is working in the fields.

Information regarding the workers who handle chemicals (carriers)

#### What did you like the least about the course?

#### 45 total responses:

That few people attended. (3x)

That they did not give us a break/ It was a bit long of a day. A lot of information (3x)

A lot of information in the powerpoints

More time needed (4x)

The time that the course took.

The course lost focus many times - many stories that did not have to do with the course.

I was cold.

Everything was interesting/ perfect/ liked everything/excellent (13x)

Knowing the reality of all the bad things that exist.

#### What topics should have been covered that were not?

#### 46 total responses:

Nothing more/ none/ everything was good/everything was excellent/ satisfied (20X)

Like more examples of which foods/things have more pesticides that can harm the health. / "Which fruits and vegetables contain the highest concentration of pesticides. A list would help a lot." / "How pesticides affect adolescents and food." / "Maybe a bit of information regarding fertilizers or which food/crops contain the highest amount of pesticides/ex. dirty dozen." (4x)

What to do when the parents pick up their children from the babysitter after leaving work.

Risks in the schools

Prevention of illnesses that are caused by chemicals.

Replacement of pesticides for use in the home.

About products like sunblock and mosquito repellents.

The immensity of the harm that we cause not only to the environment but also to the world.

'Cleaning products in the home." / "Things we should use in the home for cleaning." (2x)

Pesticides in relation to schools. How can we effectively argue against the use of pesticides?

Who produces the pesticides, try to take into account that they are being produced in other parts of the world so as to not show so much pesticides.

### **General Comments / Suggestions**

#### 50 total responses:

Look for strategies to counteract the dangers of pesticides. Have more trainings to bring awareness to the agricultural workers.

Thank you for worrying about us and our children and showing us the most appropriate ways to prevent us from contamination by chemicals.

Excellent resources.

Participate in a type of virtual exam. I recommend Kahoot

"The presentation was very informative and it is necessary to continue giving educational classes for parents." / "I learned a lot and I would like to have more trainings." / "I loved the presentation. Mr. Camacho has a lot of knowledge about the subject and led the presentation very pleasantly. Excellent person" / "Very good information! I learned a ton in only one day. The presenter has a lot of knowledge about the subject." / "Excellent presentation and training. Very interactive. Thank you!" / "I appreciate the very useful information that was shared, to give families awareness and prevent contamination." / "Very good information! I hope that these studies push towards changing more laws for our well-being." / "It is very important to learn this subject-matter because it is beneficial to the health of the family" / "Very good presentation. Very clear and motivational to make healthy lifestyle changes." / "Good presentation, good sense of humor." / "Thank you very much - excellent presentation. A lot of knowledge and passion for what he does. Thank you so much" (37x)

These trainings should be given in the agricultural companies about everything in the fields.

Next time do more publicity to invite more people.

Create awareness about protecting the planet and humanity.

# **Appendix IV: Photos**



Youth Council members perform the puppet show in Monterrey County.



Youth Council members with their puppets and images of pesticides.