



# Pesticide Chart: Diatomaceous Earth

Created by Transplanting Traditions Community Farm, Chapel Hill, NC

## Summary

These charts are meant to be used as a reference after showing how to mix and apply the pesticides in a hands-on workshop. After the hands-on workshop we hope that farmers will be able to use the charts as a reference to stimulate farmers' memory and to be able to identify the correct pesticide to use, and to mix and use it correctly. See below for tips on helping farmers understand and use these reference sheets.

## Who made this guide?

This teaching resource was developed by Kelly Owensby and Nicole Accordino of Transplanting Traditions Community Farm and enhanced in collaboration with the Institute for Social and Economic Development (ISED). From 2015-2017, ISED partnered with refugee farmer training programs throughout the country to support the design of new and shareable teaching resources for culturally and linguistically diverse farmers. To access the whole list of newly developed teaching resources for refugee farmer training program, follow this link to New Entry's ['New American Resource Library'](#). For more in-depth explanations of the teaching approaches and activities used in these materials, you can refer to this [Refugee Farmer Teaching Handbook](#).



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Audience (TA Or Tot)	TA or ToT
Language and Literacy Level	Semi-literate to literate and emerging English. Could be used on a basic level if farmer can recognize numbers.
Farmer Experience	All
Pre-Requisites	<ul style="list-style-type: none"> <li>• Vocabulary (see below)</li> <li>• Use of a backpack sprayer or hand sprayer</li> <li>• Ability to measure and mix ingredients</li> <li>• Use of a scale</li> </ul>
Region or Climate	Any
Program Structure	Any
Season	Spring, Summer, Fall
Time	30 – 45 minutes, or longer for farmers who are unfamiliar with a backpack sprayer or with measuring ingredients.
Staff and Interpreters	Staff and interpreter
Additional Supplies Needed	<ul style="list-style-type: none"> <li>• Teaspoon, tablespoon</li> <li>• Cup, ½ cup, gallon</li> <li>• Backpack or hand sprayer</li> <li>• Scale</li> <li>• Mask, gloves</li> </ul>
Background Material	These charts are straightforward and not a lot of background information is needed

## TEACHING MATERIALS INCLUDED

### 1. Pesticide Chart – Diatomaceous Earth

**Pesticide**  
**Diatomaceous Earth**

**How much?**  
Sprinkle as needed

Sprinkle top and bottoms of leaves or near bottom of plant

### 2. Contains detailed contextual directions for staff in English and visual charts and visual directions for farmer reference.

## CORE SKILLS IN THIS LESSON

- Basic calculations
- Understanding a chart
- Measuring and mixing

## SUGGESTED TEACHING METHODS

These pesticide tip sheets are intended for use as a reference guide following a more in-depth workshop on pesticide information and application. The following suggestions are additional ways you can help farmers understand and use the pesticide reference sheets.

### *Dialogue questions*

- You can ask specific questions for each pesticide and have farmers find the answer on the page and point, or find the answer and respond verbally. The following questions can be used for different pesticides: “What pests?” “What do you wear?” “What time?” “Where on the plant?” “How much do you need?”

### *Reading a grid*

- You can practice reading the chart with the farmers so they get used to finding the key information and tracking up and down to find correct amounts. You can do a little quiz: “If we used 2 gallons of water, how many tablespoons would we need?” This may be best suited to higher literacy level farmers, or after a lot of reading and vocabulary practice with farmers at all levels.

### *Sorting, categorizing and matching*

- To help farmers really understand how to use these reference sheets, you can have some of the basic imagery cut out and have farmers correlate and connect certain images to certain pesticides. For example, if the pesticide was Spinosad, they could select the pictures of potato beetle larvae, leaf miners, etc. and select dawn and dusk drawings and any pictures of items to wear if applicable. Picking up pictures for certain pesticides could also be in response to verbal questions: “What do you wear?” “What pests?” “What time?” etc.

### *Hands-on demonstration*

- Using and applying pesticides is less intimidating if farmers can gain hands-on practice using application techniques in a supported setting. Farmers can learn the words and actual techniques of spray, sprinkle etc. Farmers can practice with a backpack sprayer or application tools.

## TEACHING TIPS AND VARIATIONS

- These reference sheets should be used following a hands-on workshop.
- Text in the reference sheets can be used by staff to help farmers and could be removed for farmers with more beginning literacy levels.
- Vocabulary can be pre-taught to make the reference sheets more accessible by farmers. For example, you could pre-teach some of the words below if they are applicable to the resource sheet:

- Spray
- Sprinkle
- Teaspoon
- Tablespoon
- Gallon
- Cup
- ½ C
- Cup
- Pound
- Harvest
- Bed
- Foot
- Mix
- Larvae
- Caterpillar
- Moth
- Eggs
- Mask