



VIDEO COMPANION

Rhythm of the Seasons...A journey beyond loss

Rhythm of the Seasons...A journey beyond loss

TABLE OF CONTENTS

<i>Video Analysis</i>	4
Group Activity Worksheet	7
Discussion Questions	8
<i>Scenario Investigation</i>	9
<i>Newspaper Stories</i>	12
<i>Community Action</i>	13
<i>Writing and Airing PSAs</i>	14
<i>Additional Resources</i>	15



Marilyn Adams
Earlham, Iowa

Goal

Increase community action that prevents farm injuries.

Objective

Internalize the impacts of grief and positive action by viewing, discussing, and exploring the *Rhythm of the Seasons...A journey beyond loss* video.

Conduct group activities that explore possible community action addressing farm safety and health issues.

Make positive behavior modifications that reduce farm-related injuries.

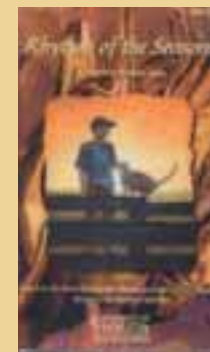
Explanation

In the video, *Rhythm of the Seasons...A journey beyond loss*, Marilyn Adams of Earlham, Iowa, shares her personal story of loss and triumph from the book she authored with Mary Kay Shanley. The 30-minute video includes excerpts from the book read by Marilyn. She explains how her family dealt with the grief of losing her only son, Keith, in a farm-related tragedy.

This video and the video companion can be used as an educational resource to help families learn the importance of staying safe within the farm environment. It encourages personal reflection and interaction among viewers. The emotionally charged dialog can impact attitudes and lead toward positive behavior change. When combined with a facilitated discussion, the video can generate a powerful educational opportunity.

Viewing

The showing of this video and the subsequent dialog and exercises can be powerful tools in helping members of a farm community understand their role in preventing farm-related injuries. To be able to have a meaningful discussion, the audience must be mature enough to comprehend the messages within the video and old enough to internalize the situations. Farm families, talking together, can learn from each other. Adolescents add a perspective that can be beneficial for both them and their parents. If conducting an event where families are asked to participate,








provide childcare for younger children while viewing the video and facilitating the discussion. Call Farm Safety 4 Just Kids at 1-800-423-5437 for farm-related activity ideas for younger kids. Review the video and read through this guide before the meeting. It is

important that you, as the facilitator, feel comfortable with the contents.

Location for the event is limited only by your imagination and community options. Churches, Extension offices, individual homes, and businesses are only some examples. Personal invitations will encourage participation.

During the event you may want to set the stage by asking the audience to reflect on personal situations to help them internalize the messages while watching. Ask the audience to:

-  Think about a specific situation where a neighbor lost a family member. How did it affect you?

-  Whose death has affected you the most and why?
-  Think about a loss you have experienced personally (divorce, financial loss, or property loss due to fire or theft). How did you deal with this loss?
-  If you have experienced a major physical loss (health, sight, hearing, limb, mobility) how has this affected you and your family?
-  How are various family members affected differently by loss?

After Viewing

Often, the audience may be subdued. It is normal for people to be in a reflective mood due to the intensity and emotional impact of the message. Lead the audience in a positive direction by encouraging discussion, interaction, and verbal reflection.

This video companion provides several activities to help your audience understand the important messages in this video and spur discussions. It will help the audience develop a better understanding of the emotional impacts of an agricultural injury, recognize how day-to-day decisions affect safety, and appreciate that one person's activities in a community can make a positive difference.

Activity one is recommended after the video and activity four is recommended for closing. Choose from the additional activities as time allows and to address specific community needs. Each activity can be altered to meet your available time, target audience, or other constraints.

ACTIVITY ONE

one

Video Analysis

DIRECTIONS

Watch the video *Rhythm of the Seasons...A journey beyond loss* first and then break into groups or decide to work as one large group, depending on audience size. **Hand out** the blank **group activity worksheet** (blank worksheet is on page 7) and **have the group complete** it before beginning the discussion questions provided. This activity helps make sense of the information in the video. The process of analyzing and discussing another situation is a useful tool to help people understand the course of action that can be taken to prevent other tragedies.

An example of a completed worksheet for the *Rhythm of the Seasons...A journey beyond loss* video is provided below:

What loss took place?

Death of 11-year-old Keith in a gravity flow wagon while working on a farm.

List the characteristics of each family member.

Family Member	Age	Physical Characteristics ¹	Knowledge/ Training	Farming Background	Individual Situation
Keith	11	Small frame	Moderate	Low	First work experience unloading grain and excited to help
Mom Marilyn	Adult	Not Relevant	Moderate	Moderate	Working away from home
Dad Darrell	Adult	Average physical height and strength	Great	Great	First day of harvest Proud of son
Sisters Kelly/Kim	High School	Not Relevant	Low	Low	At school

¹ Physical Characteristics that could be listed are physical strength, height, reach, mobility, etc.

List the impact of the situation on each member of the family.

Family Member	Keith	Marilyn	Darrell	Kelly/Kim
Emotional Impact	Extreme fear	Ranged from thought of suicide to acceptance Unable to cope with nurturing responsibilities	Traumatic Extreme guilt Withdrawn	Traumatic Feeling of loss Courageous
Physical Impact	Trauma and Death	Extreme fatigue Physically ill		
Financial Impact		Medical and funeral expenses	Medical and funeral expenses	
Coping Strategies		Formation of FS4JK ²	Building gravity wagon model to show others	FFA speech about prevention of similar tragedy to others

² FS4JK has a Chapter network in place that encourages many groups to work together to prevent injuries to children on the farm. If you would like to become involved with a group in your area or start one please call FS4JK at 1-800-423-5437.

After viewing the video and completing the group activity worksheet, lead a discussion using some of these questions. It will assist with internalizing and discovering the messages locked in the story. Below are the questions with possible answers.

Question: What unique characteristics of a rural environment contributed to this situation?

Possible Answer: Isolation of farm, large equipment, children working at young age.

Question: What factors influenced this situation the most?

Possible Answer: Hurried work environment due to first day of harvest, decision-making ability, powerful force of grain, low level of experience of Keith. Darrell, in this case was knowledgeable, but did not explain the hazards of grain. Keith was not old enough to be left unsupervised.

Question: In what ways were others besides the parents and siblings affected by the situation?

Possible Answer: Friends, extended family members, classmates, community people, and neighbors were all affected. The entire farm safety field was impacted by the subsequent focus on preventing the senseless loss of additional farm youth. The whole community was impacted in some way by the loss. The degree has to do with the closeness of the victim's family. Due to Marilyn's efforts, the farm injury prevention advocates have rallied around this one situation.

Question: What can we ask ourselves and others to do differently to reduce the likelihood of injuries like this one?

Possible Answer: Making sure youth are mature enough to participate in farm labor, increase knowledge of the dangers that exist around gravity flow wagons, increase supervision when youth are first starting to participate in farm labor, and better training for youth in working responsibilities.

Question: What can we learn about the role of supervision in farm work and play?

Possible Answer: Keith was not directly supervised while he was learning a specific task.

Question: In what ways did the family members turn their coping mechanisms into positive actions?

Possible Answer: Marilyn realized the importance of preventing this type of tragedy to other families. After conducting numerous interviews and talking to countless people she started an organization dedicated to increasing awareness and education about farm safety and health. Darrell over time became very supportive of Marilyn's efforts. Kelly felt the calling to prevent farm tragedies by writing and giving a speech at the state FFA convention. Kim helped out behind the scenes.

These additional questions specific to the video can also be used.

Question: In the story, the author refers to several simple memories such as fishing with grandparents, collecting fool's gold nuggets, and planting trees. What makes simple memories such as these so vivid and valuable?

Question: How did the tragedy change the marriage relationship in this family?

Question: The point is made that no matter what happens to you, you still make choices after suffering a loss. How does the mother deal with the negative options in her life?

Question: As the story progresses, there is a turning point in the mother's grief process. Which events trigger that turning point?

Question: What roles do friends, family members, and strangers play in helping the family begin to find joy in their lives again?

Question: At least 100 young people under the age of 19 die each year on U.S. farms and thousands are seriously injured. As a community, what can we do to prevent tragedies like this one?

Question: In this story, Marilyn initiated Farm Safety 4 Just Kids out of a desire to make a difference in the lives of others. What are some ways you can impact the lives of a child on the farm?

What loss took place?

List the characteristics of each family member.

Family Member	Age	Physical Characteristics ¹	Knowledge/ Training	Farming Background	Individual Situation

¹ Physical Characteristics that could be listed are physical strength, height, reach, mobility, etc.

List the impact of the situation on each member of the family.

Family Member				
Emotional Impact				
Physical Impact				
Financial Impact				
Coping Strategies				



DISCUSSION

Questions

1 What unique characteristics of a rural environment contributed to this situation?

2 What factors influenced this situation the most?

3 In what ways were others, besides the parents and siblings, affected by the situation?

4 What can we ask ourselves and others to do differently to reduce the likelihood of injuries like this one?

5 What can we learn about the role of supervision in farm work and play?

6 In what ways did family members turn their coping mechanisms into positive actions?

ACTIVITY TWO

Scenario Investigation

DIRECTIONS

Listed below are several **typical farm situations** that include a variety of agricultural hazards. Each scenario includes a child or adult involved in a farm-related loss. **Situations can be altered** to more closely reflect an actual situation taken from the area. Care should be taken that the situations are not too close to home where individuals could take offense or feel uncomfortable.

Divide the large group into smaller groups. If working with families, include extended family members in the group. **Pass out** a copied situation to each group. Ask the small group to **have someone read** the situation out loud. Then ask the group to **fill in the group activity worksheet** (blank worksheet is on page 7) and prepare for an active discussion. If you have multiple groups then consider having each group assigned a different situation and have them share their results with everyone when finished.

ACTIVITY TWO situation one



Stan and Sue Apple own a 200 head cow/calf operation in northern Iowa. Along with their two children Amber, age 4, and Alex, age 6 they live on the farm Stan's grandparents once operated. Since the death of Stan's grandfather two years ago and his grandmother's relocation to a care facility, the family decided it was time to move to the farm from the city. Stan loved visiting his grandparents as a child. When the opportunity arose for Stan to live in a rural environment and allow his children to attend a small

school, he scraped together the needed finances to buy the family homestead. Stan had been teaching in a large urban school and found a part-time teaching position close to the farm.

Shortly after the relocation to the farm, Stan and Sue rode their all-terrain-vehicles (ATVs) to move cattle from the pasture to the barn on a Saturday morning.

Alex was left in the house to watch cartoons, but Amber wanted to go along with her parents to watch the cattle. Amber begged to ride along with her Mom. Against her better judgment, Sue allowed Amber to climb on in front of her. As the two ATVs sped off toward the pasture with Stan taking the lead, he yelled back to Sue to warn her of an upcoming crevice. Sue and Amber were busy watching geese overhead and didn't hear the warning. When the front wheel of the ATV hit the crevice, it threw Amber off the front of the vehicle. Sue hit the brakes and managed to stay on the ATV. Stan turned just in time to see Amber flying over the vehicle and land in the dirt 20 feet away.

Sue stayed with Amber while Stan drove back to the house to call for help. Twenty minutes later a local ambulance took 4-year Amber to the county hospital 25 miles away. Sue rode with Amber in the ambulance while Stan went to get Alex at the house. Stan and Alex drove the pick-up truck to the hospital. At the hospital they were met with bad news. Amber died while in transport due to head injuries.



Bob and Mona Reynolds live on 20 acres in central North Carolina. They have four grandchildren ranging in age from 3 to 13 who visit them each summer for two weeks. The cousins all have a great time together. They enjoy each other, the time away from their parents, and experiencing the fun times they have riding the horses, climbing in the out buildings, and playing on the handmade play equipment. The children are all being raised in an urban environment and enjoy the freedom that the rural setting allows. The two younger children, Ryan, age 3 and Alexia, age 4 drove in from Chapel Hill with their parents who are college instructors at the university. Their older cousins Robert, age 8, and Molly, age 13, flew in from Las Vegas.

Bob and Mona understand the dangers present on their small farm and how the curiosity of their grandchildren may entice them into situations that can be dangerous. Each summer one of the first items on the agenda before the children are allowed to be set free to play, is to go over the safety rules. Items such as where they can play, who is in charge, and what items are off limits are all addressed and stressed.

Since Molly is now a teenager she is allowed to watch some of the younger children as they roam

and play. Today Molly and Ryan have decided to take a walk down to the neighbor's pond to look for frogs. The neighbor's pond is a half mile away and they must cross the gravel road on a hill. Mona decides that she will drive all the kids to the pond so the little ones don't have to walk so far. With all four kids in tow she has a dilemma. The pick-up only has three seat belts. She decides Robert and Molly can ride in the back of the pick-up since they will only be on the road for a short amount of time. Everyone climbs in and they pull out of the driveway. Unseen by Mona, another pick-up comes over the hill and crashes into the back of their vehicle. Although both trucks are traveling slowly, the driver still did not have enough time to stop. Both Robert and Molly are thrown from the vehicle cargo area and end up in the ditch.

Later in the hospital Bob calls the kids' parents to tell them about the incident. Luckily it is not as bad as it could have been. The younger children and Mona all had their seat belts on. They were just shaken up and frightened about the other kids. Both Molly and Robert survived, but Robert landed on his back causing nerve paralysis. Doctors believe Robert will recover from the temporary loss of feeling in his legs in about three months. Molly was released from the hospital that day and Robert should be able to leave in about three weeks.



Tom operates a 500-acre corn and soybean farm in southern Wisconsin. Tom was divorced from Sarah two years ago. Their two children, Missy, age 3, and James, age 8, visit Tom on weekends. Sarah is often concerned when she drops off the kids at the farm every other Friday night but understands the importance of having the children spend time with their Dad. On this particular weekend in October, Sarah is preoccupied and does not take time

to give the usual precautionary lecture about staying safe and just waves at Tom as he walks away from the car carrying Missy as they head for the house.

After an enjoyable Friday night of TV and pizza they wake up Saturday morning bright and early. Tom has plans to start combining beans if they are dry enough. Both kids wake up when they hear Tom stirring in the kitchen and are excited about going with him to the field. He instructs James to get dressed as Tom helps Missy change her clothes from pajamas to a sweat suit. They all excitedly walk toward the tractor thinking about the first day of harvest. Knowing his father will be at the field this morning to help with the harvest, Tom knows he will have help watching the kids.

After the kids beg to take the tractor to the field, they climb into the tractor cab. Tom instructs both kids to stay on the instructor's seat. Tom starts the

tractor and heads toward the field. His thoughts are on how nice it is to have the kids with him, how much they mean to him, and how the divorce has affected his life. At the field Tom's father meets them and lifts the kids down from the tractor. They squeal with delight as grandpa gives them each a big hug. Tom climbs into the combine.

Since the beans were dry, Grandpa has already made one trip around the field and is busy using an auger to load the beans into a truck. Grandpa turns his back for a second and little Missy finds just enough space in the auger shield to reach in to touch the turning shaft. Before Grandpa could grab her, the auger was pulling on her shirt sleeve and arm into the mechanism. Grandpa turned off the auger and ran to Missy. Using his cell phone he calls 911 for help. Grandpa and Tom release the hand and arm from the auger. Tom wrapped her in a blanket from the tractor and holds her bleeding arm tightly. Her loud cries slowly subside to soft moans as the ambulance arrives.

Later in the hospital the doctor tells Tom, his ex-wife who holds James on her lap, Grandpa, and Grandma that they would be able to reattach the severed hand but the use of the hand would never be the same. Tom's ex-wife, although grateful for the life of her daughter, vows to never allow either of the children to return to the farm.



Ben and Bill are the 8-year-old twin sons of Nathan and Tricia. They live in central Indiana on an 800-acre row crop operation. Tricia works at the local hospital, primarily to afford health insurance for her family. Tricia helps out with farm work on the weekends.

The boys are very typical curious and inquisitive youngsters. They both like to be with their father when he is

working. One warm September day, Nathan is busy emptying several grain bins in preparation for fall harvest. Nathan started emptying last year's corn just the day before. While Nathan was emptying the bin he noticed that there was quite a lot of mold on the top layer and the side walls of the bin. He made a mental note that the bin needed to be cleaned out before harvest, that he should take better care in managing the stored grain, and should put his respirator on while unloading.

The boys spend most of the day near their father as he unloads his bins again today. The boys decided this makes a great day watching and assisting dad.

Later that evening both boys showed flu-like symptoms and complained about headaches and chills. After hearing the boys' complaint, it dawned on Nathan that he hadn't provided the same respiratory protection he was using. Tricia arrived home that evening and she decides to take the boys to the doctor after hearing about their symptoms and Nathan's explanation about the mold in the bin.

The doctor examined both boys, paying close attention to their lungs. The doctor decided that they had Toxic Organic Dust Syndrome (TODS). Often called grain fever, this condition is a result of heavy exposure to grain dust including bacterial and mold spores. The condition will not have long-term health effect on the boys, but the doctor insisted on keeping them in the hospital overnight for observation. The doctor explained that people react differently to grain dust inhalation and it can cause a variety of illnesses. Luckily, this is not a permanent condition like other respiratory illnesses, but the boys may become sensitive to grain dust.



Sonja and her three children have been managing their farm for two years since her husband was killed in a terrible car crash. Both sets of grandparents help Sonja keep the farm running, but lately the majority of the effort is being carried by Sonja and her two oldest boys Adam, 16 years, and Cesar, 13 years. Keesha, the youngest at 7 years, is sheltered from much of the farm work. She is not always pleased by the decision to be left out of the work force and wants to be treated the same as the older boys.

Because of the recent tragic event in their lives, Sonja is extremely strict about following good safe behaviors and enforcing family rules like no extra riders, safe boundaries, and assigning appropriate tasks. The boys have struggled with their overprotective mother. They comply because their loss helps them understand their mother's concern.

It was just another summer morning filled with the typical chores. The boys were already out of the house working when Sonja instructed Keesha about her house chores. Sonja began her work by grinding feed using the power from the tractor's power take off (PTO). Her tasks were so much daily ritual since her husband's death. She was given detailed and careful instruction by her father, especially about the hazards of PTOs. She also knew about a local neighbor who had a close call when his coveralls were ripped off his body.

Sonja always kept clear of the PTO and has never stepped over the PTO until today. During her grinding operations she saw Keesha comes out of the house running towards the workshop in front of a delivery truck that didn't see her coming. Unable to yell over the tractor and grinder, Sonja stepped over the PTO to get to Keesha before she got hurt. Unfortunately, Sonja's leg became entangled in the PTO and stalled the tractor.

After the paramedics arrived and stabilized Sonja, she was transported to the hospital. The doctor told the boys their mother would live but they were unable to reattach her right leg. Sonja would be fitted with a prosthetic leg just above the knee and would need several months of physical therapy.

ACTIVITY THREE

three

Newspaper Stories

DIRECTIONS

Use a **local newspaper story** about an agricultural injury or fatality to emphasize real life situations.

Local articles can be used if they are available. **Select one** with some descriptive information about the event to support the discussion. Care should be taken that the situations are not too close to home where individuals could take offense or feel uncomfortable. If the only newspaper story available is too local, make sure to check with the individual families for their approval.

Share the information provided by the newspaper story and **supplement** with additional information if available. **Divide** the large group into smaller groups. If working with families include extended family members in the group. **Ask** each group to answer a set of questions about this story.

Generate active discussion about the selected newspaper story and surrounding circumstances. The **key elements for discussion** are the multiple decisions made or external causes that resulted in an injury, what differentiates the injured person from those participating in the discussion, what are the long-term financial, emotional, and physical consequences, and how human perception of dangers are not always accurate. Have the **groups share** their answers with everyone.

The **group activity worksheets** (blank worksheet is on page 7) can also be used if the group believes that structure is useful.

Questions:

- ❓ What were the various situations or decisions that influenced the event?
- ❓ What do we know about the person involved?
- ❓ How would those in the group behave differently than the injured person?
- ❓ Were you aware of this agricultural hazard? If so, have you ever been in a similar situation?
If not, why didn't you know about the hazard?
- ❓ What information about this hazardous situation is missing?
- ❓ Who else would be involved as a result of this incident and how might they be affected?
- ❓ What are the long-term consequences of the incident?
- ❓ What are the financial complications of this situation?

ACTIVITY FOUR

four

Community Action

DIRECTIONS

The video can be a **great motivator** to take action, not only on an individual family level, but also on a community level. The video presentation and activities **encourage** people to see the impact of a farm incident on **everyone** in the community. It's not about one person or his/her family members. Everyone suffers when one person is hurt or injured and the repercussions are far reaching. These activities can **generate interest** in making a difference. After conducting one or more activities in this video companion, facilitate a discussion about our role in injury prevention. Have the group list all the participants in the community who are impacted. Using the **developed list of community participants**, have the audience suggest how each can play a role in prevention. **Prevention, awareness, and education** efforts should be included.

Ideas for the list could include the following:

Community Participants	Family Support	Prevention Efforts
Extension	Education	4-H programs
Church	Family meals	Articles in bulletin
Neighbors	Emotional support	Child care
FS4JK Chapter	Education/Leadership	Public awareness
Schools	Counseling	In-School programs
Civic groups	Fund raising	Prevention programs
Media	Supportive editorials	Awareness

Ask the audience to think about these questions.

Questions:

- ❓ Which of these community participants are in our community?
- ❓ What is already being done by these community participants to prevent agricultural injury on the farm?
- ❓ What is the next step in prevention of farm-related injuries?
- ❓ Who is responsible for this step?
- ❓ What are you willing to do to make this happen?

ACTIVITY FIVE

five

Writing and Airing PSAs

DIRECTIONS

Public service announcements (PSAs) are used to **increase awareness** about safety and health risks. The prerecorded messages are given to **radio stations** and are used when appropriate. Since they were not purchased, there is no guarantee when or if they are aired. This exercise will allow the audience to use the emotionally charged feeling from the video to express themselves to others within the community.

PSAs preferred lengths are 30, 45, or 60 seconds in length. Keep the message short and to the point. Music is often used to convey feelings. If the PSAs are done for TV, faces and images can be used to more dramatically convey messages.

Divide the large group into small groups. Assign each group a topic such as:

- Dealing with the loss of a child is devastating to the whole family
- The stress of dealing with major health loss is great
- Prevention is worth the effort in reduced heartache
- Learn from the experience of others

After writing the PSAs, have a spokesperson from each group read their message to the rest of the group. As an added activity have each group record the message. Have music available to be added to the background.

These same messages can be put into written and pictorial format for the print media. By shortening the messages into titles and adding pictures you can make compelling ads for prevention efforts in your community. Use these ads along with the press releases supplied in this packet.

45 Second Radio Example:

If you've heard it once, you've heard it a hundred times. Most kids love to ride tractors.

And, no doubt, you'd love to give them a ride. Just a short one around the farm, or over to the field. A 10-minute ride couldn't hurt, could it?

A surprising number of kids are involved in tractor injuries and fatalities. Some victims are as young as one year old.

Kids are at special risk of being run over by a tractor. They're lightweight, and are the first thing to be bumped off during a rough ride. A cab only gives false security.

No matter how much they plead, how innocently they ask, or how much you want to give in to their requests, you've got to be strong and say no to extra riders on your tractor. For more information contact _____ at _____.

30 Second Radio Example:

Children are observing everything you do as an adult and often follow suit without knowing whether it's right or wrong. Adults often forget and perform farm tasks in an unsafe manner. Remember, kids are watching. They WILL be repeating what you say and do. To prevent them from getting hurt, make sure you do things in a safe manner. For more information, contact _____ at _____.

ADDITIONAL RESOURCES

Rhythm of the Seasons...A journey beyond loss

Partial Listing of Organizations to Mobilize for Farm Safety Efforts

- > 4-H
- > Churches
- > Civic Groups
- > Commodity Groups
- > Equipment Manufacturers and Dealers
- > Farm Bureau
- > FFA
- > FS4JK Local Chapters
- > Hospitals
- > Concern Hotline
- > National Children's Center
- > State and Local Extension Offices

Selected Web Sites

- > FS4JK
www.fs4jk.org
- > ISU Extension
www.extension.iastate.edu
- > National Children's Center
<http://research.marshfieldclinic.org/children/>
- > National Agricultural Safety Database
www.cdc.gov/nasd
- > Safe Farm
www.abe.iastate.edu/Safety/

Specific Educational Resources

FS4JK has a catalog of resources. Call or go on line at www.fs4jk.org and click on catalog.

Iowa State University Extension has a listing of resources. These resources are available on the Web at www.extension.iastate.edu/pubs



IOWA STATE UNIVERSITY
University Extension



Prepared by Charles Schwab, Extension farm safety specialist, Iowa State University, Shari Burgus, education director, Farm Safety 4 Just Kids, and Colleen Jolly, Extension family life specialist, Iowa State University. Edited by Jean McGuire, Extension communication specialist. Designed by Juls Design, Inc., Ankeny, Iowa.



FILE: Health and Safety 2-2

...and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.