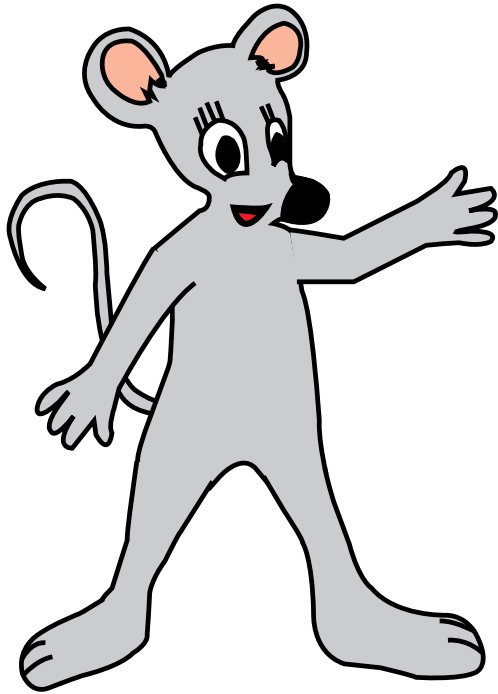


ON THE FARM with Mic Safety Mouse: Farm Animals and Livestock



Resource Package

Compiled by
Marion Leithead

Graphics and Layout by
Daina Friend



Canada 

Alberta



Agriculture and
Agri-Food Canada

Agriculture et
Agroalimentaire Canada

DISCLAIMER OF LIABILITY

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Farm Animal and Livestock Safety Kids' Farm Safety Program (KFSP)



Pre/post test and assessment

1. Which farm animal caused the most injuries, in Alberta, in 2006?
2. Seven Alberta children died of farm-related injuries in 2006. How many of these injuries were caused by cattle?
3. Bulls cause 42 per cent of the livestock-related fatalities on Canadian farms. How many victims survive a bull attack?
 - a) Only one out of 15.
 - b) Only one out of 20.
 - c) Only one out of 25.
4. Broken limbs heal, but head injuries can cause permanent brain damage. What piece of protective gear should you always wear when riding a horse? How can you make sure it provides the maximum possible protection?
5. Dogs are called “man’s best friend,” but one in two children under 12 years of age have been bitten by a dog. What should you do if you meet an unfriendly dog?
6. Describe some warning signs animals use, that tell you not to come near them.

Farm Animal and Livestock Safety Kids' Farm Safety Program (KFSP)



Pre/post test and assessment leader/teacher copy

1. Which farm animal caused the most injuries in Alberta, in 2006?

Answer: Cows or cattle caused the most injuries. In Alberta, the Farm Accident Monitoring System (FAMS) reported 462 livestock-related injuries, in 2006. Of those, 47 per cent were caused by cattle, and 36 per cent were caused by horses.

2. Seven Alberta children died of farm-related injuries in 2006. How many of these injuries were caused by cattle?

Answer: Two of the seven child fatalities were cattle-related (a 17-year old, while moving cattle; a ten-year old, while feeding cattle).

3. Bulls cause 42 per cent of the livestock-related fatalities on Canadian farms. How many victims survive a bull attack?

- a) Only one out of 15.
- b) Only one out of 20.
- c) Only one out of 25.

Answer: b) Only one out of 20 victims survives a bull attack.

4. Broken limbs heal, but head injuries can cause permanent brain damage. What piece of protective gear should you always wear when riding a horse? How can you make sure it provides the maximum protection possible?

Answer: A helmet approved by the Safety Equipment Institute (SEI), when fitted properly, and positioned correctly, provides maximum protection. Follow the helmet manufacturer's fitting instructions.

5. Dogs are called "man's best friend," but one in two children under 12 years of age have been bitten by a dog. What should you do if you meet an unfriendly dog?

Answer: Stand firm if a strange or threatening dog confronts you. Tuck your arms to your sides, or clasp your hands in front of you, and look at the ground until the dog leaves. If the dog pushes you to the ground, curl up into a tight ball with your hands behind your head, because dogs often go after the head and neck of their victim. Keep still.

6. Describe some warning signs animals use, that tell you not to come near them.

Answer: Snorting, pawing, or throwing their heads are all warning signs for you to stay away. Additional signs include: putting their ears back, getting on their knees, or getting a wild/wicked look in their eyes. Raised hair on the dog's back or neck, leaning forward, and staring, are all warning signs that the dog is not happy, even before a dog growls or bares its teeth. A tail that is standing up, combined with ears that are forward, or a tail tucked between a dog's legs can also be warnings. When an animal is showing any of these signs, you should not go near them.

Foreword

The goal of the Kids' Farm Safety Program (KFSP) resource materials is to reduce and/or eliminate childhood farm-related injuries and fatalities. Our resources are suitable for use by community clubs, public library summer programs, out-of-school or after-school programs, and farm fairs. But our primary educative purpose would be best served embedded within Alberta Education's (K-6) Program of Studies.

The Mic Safety Mouse KFSP materials are designed to fill inadvertent rural gaps in the existing Health and Life Skills curriculum modules (e.g. street, fire, personal, bicycle safety), by adding the missing farm safety component, and expanding existing learning outcomes to reflect rural realities for children living in the country. For example, the current strategies for walking home alone (W-K.7), Block Parent signs in the window (W-K.8), calling out loudly, or asking the neighbour "next door" for help are not useful rurally where the nearest neighbours may be several kilometres away. The rural child's safety support network (W-2.10) differs from that of a city or town child, as do some of the needed safety, health and life skills, the coping strategies, and the subsequent specific learning outcomes (e.g. demonstrating telephone skills [W-K.10]; appropriate use of 911 [W-1.10]; accessing assistance [W-2.10]). Note: both "L" and "W" outcomes throughout the KFSP materials are taken directly from the Alberta Education K-6 Health and Life Skills Program of Studies.

The incidence of injuries and fatalities, combined with the isolation and increased vulnerability of rural children, motivated the development of the Mic Safety materials. These resources help fill gaps and incongruities in the current elementary curriculum. Activity Sheet suggestions, such as posting pictorial *911 HELP* Sheets (Appendix B) by *every* phone and repeating role-play scenarios, enable even very young children (prior to grade one, W-1.10) to master the 911 call procedures. Since rural emergency 911 calls have a much longer response time, the rural child has to be prepared to wait longer, and be more resourceful and self-reliant while waiting. The Mic Safety Mouse activities review, refine, and reinforce emergency call conduct, promote transfer of learning, and augment initial learning as the child matures.

To this end, and for two reasons, some basic farm safety principles and skills are reiterated in each resource package. First, repetition promotes retention. Advertisers claim a message must be repeated between eight and 24 times before people remember it. Second, leaders or teachers using the Mic Safety Mouse resource materials to initiate farm safety activities may not use *every* Fact or Activity Sheet suggestion. So, to make sure major safety concepts and activities are stressed and/or repeated with the children, the material in subsequent packages intentionally includes certain previously presented concepts and skills.

The Mic Safety Activity Sheets provide relevant links to daily life, using community contacts and resources along with cross-curricular links to Math, Language Arts, Science, Social Studies, Physical Education (Phys Ed.), and literacy links to additional readings. In accordance with the Alberta Health and Life Skills Program of Studies, Mic's activities enable youngsters to make "responsible and informed" choices regarding "health and safety for themselves and others". The suggested activities take into account characteristics of cognitive, physical, and social development, bearing in mind that young children are naturally curious – exploring, touching, and even tasting the things they encounter. Mic Safety activities capitalize on this potentially risky curiosity by redirecting the children's energy into making responsible decisions in a low-risk environment. Youngsters are encouraged to make informed, safe choices, while simultaneously developing and practicing interpersonal skills basic to healthy interactions (e.g. sharing, taking turns, helping others, etc.). Furthermore, children actively explore, develop, and apply concepts of responsibility and volunteerism (in school, at home, and in the community) that impact their lives in the future.

Note: The websites in the resource packages are currently accurate, but are subject to change over time.

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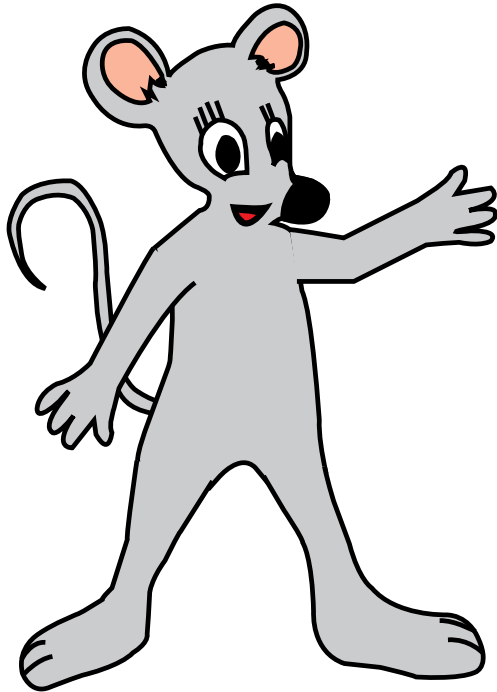
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ON THE FARM with Mic Safety Mouse: Farm Animals and Livestock



FACT/RESOURCE SHEETS

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Fact/Resource Sheet #1
Farm Animal and Livestock Safety
Kids' Farm Safety Program (KFSP)



KFSP format, goals and objectives; farm animal/livestock-related injury and fatality statistics and information

This *Farm Animal and Livestock* KFSP Resource Package provides a collection of safety ideas, resources, and activities for use with children (K-6). The material in this package focuses on safety around farm animals and livestock, and includes:

- Fact/Resource Sheets (#1-#6), which consist of adult-oriented information that can be adapted and shared with youngsters.
- Kids' Activity Sheets (#1-#3), which provide safety-oriented children's activities, to use with adult guidance.
- Appendices (A-F), which include safety resource materials, information, and patterns for Mic Safety puppets that can be used with the suggested activities.
- *ON THE FARM with Mic Safety Mouse: Farm animals and livestock*, a safety story for children to read independently or with an adult.

KFSP goals and objectives support the Health and Life Skills Outcomes (K-6 Wellness/Learning) found in the Alberta Education Elementary Program of Studies, and include:

- Identify, know, and follow safety rules (related to farm animals and livestock), and, in an emergency, tell adults and/or call for help (e.g. W-K7).
- Demonstrate the ability to apply safety rules, and to make effective 911 calls for help in an emergency (e.g. W-K.10; W-1.10; L-1.3; W-2.10; W-3.10; W-4.10; W-5.10; W-6.10).
- Be aware of the dangers related to farm animals and livestock, and make safe and appropriate decisions (e.g. W-K.10; W-1.10; W-2.10; W-3.10; L-3.3; L-4.3; L-5.3; L-6.3).

For a more extensive list of the KFSP-curricular fit, see Appendix E.

Injury and fatality statistics and information

Alberta Agriculture, Food and Rural Development (www.agric.gov.ab.ca/farmsafety) records farm-related injuries and fatalities as reported to the Farm Accident Monitoring System (FAMS). Out of 101 hospitals (i.e. "facilities with emergency room departments") in Alberta, six report no farming in their region. Of the remaining 95 hospitals, only 50 reported injuries to FAMS. This means that about half (53%) do not report. So farm-related injuries are highly under-reported, and the 950 injuries in 2007 should be considered a conservative number.

Summary of injuries (2006-2007)

Agents	Number of Injuries	
	2006	2007
Fires	6	3
Chemicals/hazardous products	50	35
Tools	103	74
Machinery	251	227
Other (includes drowning, grain flow, etc.)	276	244
Livestock	462	367
Total	1148	950

In both 2006 and 2007, children seventeen years of age and younger accounted for roughly 14 per cent of all reported farm-related injuries (i.e. 164 in 2006, and 136 in 2007).

Fact/Resource Sheet #1

Farm Animal and Livestock Safety

Injury and fatality statistics and information cont.

In 2002, Alberta Agriculture, Food, and Rural Development reported that “livestock are the number one cause of farm work-related injuries in this province” (*Canfarmsafe*, Spring 2002, p. 11). At that time, about 47 per cent of the reported injuries involved cattle, and 36 per cent involved horses. The 462 livestock-related injuries reported to FAMS during 2006, however, accounted for about 40 per cent of the total farm-related injuries. This decreased (minimally) to 39 per cent in the 2007 Alberta Farm Injury Report, with 367 recorded injuries involving livestock. The 2007 report shows “cows” as causing 167 (45.5%) of the total livestock-related injuries, but does not specify whether this figure includes calves or bulls. Horses accounted for 29 per cent of the injuries. (See Appendix A for further statistics regarding injuries and fatalities. Resources and articles in these Fact Sheets are listed alphabetically by title in Appendix C.)

The Alberta Farm Safety Centre brochure, “Do you work with livestock?” also showed cattle to be the primary source of livestock-related injuries, with cows causing 37 per cent of those injuries, calves 21 per cent, and bulls 17 per cent. Incidents involving horses accounted for 24 percent of livestock-related injuries, and other causes accounted for the remaining one per cent.

Although statistics do not indicate how many of the children involved in farm-related injuries actually live on farms, Doug French, emergency first responder with Mid-River Fire Department, reports that he has been called to “many accidents where children are involved,” and states that “about one fourth of agricultural accidents happen to kids who don’t live on farms.” He adds, “city kids aren’t familiar with the dangers.” (*The Western Producer Farm Safety Handbook*, July 1998, p. 10). This is one reason the Mic Safety Mouse series reworks the City Mouse/Country Mouse fable to reach urban children as well.

Animal and/or livestock-related injuries involving young children *may* in part be due to the children’s insatiable curiosity, which lures them to play in places that are not safe. Playing near animals, no matter how docile they may seem, makes young children extremely vulnerable and subject to considerable risk. According to Jennifer Woods, an Alberta animal-handling expert, “no matter how well you know your animals, they are still animals, and are unpredictable” (*Canfarmsafe*, Spring 2002, p. 11).

Canadian reports

In Canada, in 1995, there were 503 farm-related fatalities, with 50 (10%) being children under 15. Between 1990 and 2003, the Canadian Agricultural Surveillance Program (CAISP) reported 195 childhood fatalities under the age of 15, and 1888 injuries resulting in hospitalization, across Canada.

The Canadian Coalition for Agricultural Safety and Rural Health (CCASRH), in their brochure *Livestock Handling Safety*, reports that one in five injuries that result in hospitalization are livestock-related. Horses account for 46.5 per cent of the injuries, and 40 per cent of the fatalities. Cows are involved in 33 per cent of the injuries and 16 per cent of the fatalities on Canadian farms. Most cow-related incidents involve the presence of a calf, and most often occur during April and May, which is calving time. Bull attacks occur mainly in stockyards and open fields. They comprise only six per cent of the livestock-related injuries, but 42 per cent of the fatalities, because only one in 20 victims survives a bull attack.

Fact/Resource Sheet #1 cont.

Farm Animal and Livestock Safety

Canadian reports cont.

A study by CAISP showed that between 1990 and 2000, there were 2809 children under 19 years of age hospitalized for agriculture-related injuries. Of those, more than half (1460 or 52%) were due to incidents involving animals.

International perspectives

The UK Health and Safety Executive (HSE) states, “There are many hazards to children living on farms and in rural areas – hazards that are attractive, fun, dangerous, and deadly.” Agricultural Inspector Ian Daniells asks, “How many times do you see unattended children around livestock and horses...?” and advises adults to keep their families safe by avoiding preventable injuries, especially during the summer school holidays. The HSE warns, “Consider the risks of injury to children, not only in the farmyard but also out in the fields. Children are not aware how dangerous that passive-looking cow and calf can be. Think of what they see on TV and in books about how friendly the farm and everything on it is.” The HSE provides a useful checklist to help farmers minimize the risk to children on their farms, which includes the oft-repeated stipulation that farmers “provide an attractive and suitable fenced play area” where children can play safely (www.stackyard.com/news/2005/o7/HSE/farm_safety).

An Ohio State University Extension Fact Sheet (AEX-992) acknowledges that the farm is a “great place to find animals,” but advises:

- “Never go near male livestock. They become angry easily. Males will protect their pens, fields, or families.” Snorting, pawing the dirt, or throwing their heads are all signs warning you to stay away.
- Mothers will protect their young if they feel they are in danger. Even though young farm animals are “cute and cuddly” do not pet them, or come between a mother and her baby. Mother animals may snort, kick, run at you, or butt you “as a defense measure to protect their young.”
- Additional animal warning signs may be: putting their ears back, getting on their knees, or getting a wild/wicked look in their eyes. “When an animal is showing any of these signs you should not go near them.”

This Mic Safety Resource Package provides preventative safety information and activities to help reduce risk, prevent injuries, and enable young children (both urban and rural) to make thoughtful, safe, responsible decisions regarding their own safety and the safety of others around farm animals. According to Kate Basford, a livestock technician with Manitoba Agriculture and Food, “animal-handling practices are usually learned while growing up on a farm, by watching a parent.” She adds, “all too often this results in the perpetuation of poor livestock handling practices” (*Canfarmsafe*, Fall 2001, p. 10). However, if we educate the children, it has been shown that safety-conscious children tend to raise adults’ safety awareness and their compliance with safety rules (e.g. youngsters insisting that adults riding in a vehicle “buckle up”). The end result, therefore, is increased protection for children in their daily farm environment.

Fact/Resource Sheet #2

Farm Animal and Livestock Safety

Kids' Farm Safety Program (KFSP)



Farm animal and livestock hazards

Alberta Agriculture statistics show the two main causes for most farm animal-related injuries, as reported to FAMS, are cattle (47%) and horses (36%). Nationally, however, CAISP documents a reversed order, with horses causing more injuries (i.e. 66%) than cattle. Either way, both horses and cattle cause the most animal-related injuries on the farm.

Horses

For many children living in the country, exposure to horses is a given. “Heads up...for safety” reports that 240,000 children are involved in 4-H and pony programs in the United States (Successful Farming, mid-March 1997, p. 57). The article points out that, in 1992 alone, there were 34,636 horse-related emergency-room visits by children and youth. And that “head injury is the leading cause of death, and is responsible for 17% [sic] of all horse-related injuries.” Although the number of horse-related incidents in Alberta is considerably lower (168 reported horse-related injuries in 2006), children should always wear Safety Equipment Institute (SEI)-approved riding helmets when riding a horse. Broken limbs mend, but head injuries can cause permanent brain damage, so the head needs the protection that SEI-approved helmets provide. To properly fit the helmet, follow the manufacturers’ instructions. A properly fitted helmet feels more comfortable, and is snug enough to remain in place during an accident, thereby providing maximum protection. A mirror is useful while learning to do this. (See Activity Sheet #1 for tips on helmet positioning, and Appendix C for articles about horseback riding.)

Cattle

Mixing cattle and children is generally considered to be unwise. The sheer size of cows and bulls puts children at risk. Even relatively calm cattle can inadvertently crush and/or injure a child. Children should NEVER be allowed to go into animal pens alone, and, even when supervised, they should only be in the pens under very limited conditions. The risk of injury is simply too great. According to the National Safety Council, among all farming enterprises, beef cattle farms rank second, and dairy operations rank third, in the number of injuries per hour of work.

Dogs

Dogs are also a “given” in country life. Many farms have a dog, whether for working, for security, or as a pet. Because dogs are common and familiar, have historically been characterized as “man’s best friend,” and are relatively small when compared to cattle and horses, they are seldom perceived as dangerous. However, Briere (*The Western Producer*, December 6, 2007, p. 83) states that, “One in two children are bitten by a dog by the time they are twelve.” Although many bites are not reported, statistics show that between 2000 and 2005, 97 people in Saskatchewan were hospitalized due to dog bites, and more than half of those were children under the age of 14 (see “Children taught to avoid dog bites” in Appendix C).

The Saskatchewan Veterinary Medicine Association has adopted the *Be a tree* Program, which spokesperson Sally Cleland compares to the successful “stop, drop, and roll” strategy of fire safety. The Association has asked the provincial government to incorporate *Be a tree* into the elementary (2-5) curriculum. Cleland tells children and adults to stand firm if a strange or threatening dog confronts them. She tells them to “tuck their arms to their sides or clasp their hands in front of them, and look at the ground until the dog leaves.”

Fact/Resource Sheet #2 cont.
Farm Animal and Livestock Safety

Farm animal/livestock hazards

Dogs cont.

If a dog pushes the victim to the ground, “the person should curl up into a tight ball with hands behind the head to protect the most vulnerable areas,” because dogs often “go after the head and neck of their prey.” Briere adds, “In other words, if you can’t be a tree, be a rock.”

A dog that raises the hairs on its back or neck, leans forward, or stares, is warning you that it is not happy, even before it growls or bares its teeth. A tail that is standing up, combined with ears that are forward, or a tail tucked between the legs, can also send warning messages. Children must be taught to never approach a strange dog, to ask before petting a dog, and to avoid even dogs they know if the dogs are sending any of these warning signs.

Articles about animal safety are found in the “Additional resources” in Appendix C.

Fact/Resource Sheet #3

Farm Animal and Livestock Safety

Kids' Farm Safety Program (KFSP)



Emergency 911 call procedures

Children need to know that if a life-threatening emergency involving animals occurs, they must tell an adult immediately. If no adult is available, the child should call 911, stay on the phone, and follow the instructions of the 911 operator until the emergency vehicle arrives. Once the blanks are filled in, the KFSP *911 HELP* Sheet (see Appendix B) is designed to be of use to even very young children. The illustrations above the information blanks serve as visual cues or prompts. If the child making the call needs to call the contact number listed at the bottom of the *911 HELP* Sheet, the 911 operator should be asked to make the call, so that the child can **stay on the phone until help arrives**.



Having a completed KFSP *911 HELP* Sheet attached to (or beside) every farm phone (shrinking it to fit the cell phones) makes it easier for a child to call 911, and helps the child give exact location information to the emergency crew so they can get to the scene. The visuals cue the child to give the landowner's name and the legal land description, so if a child can read numbers and letters, (s)he can give the needed information. The child also needs to say who the victim is and describe the nature of the emergency, so that the operator knows what kind of help to send.

Additional resources:

- The *Elementary Safety Book for Children* can be ordered from www.regionalmapleleaf.com.
- St. John Ambulance offers a First Aid on the Farm course (www.stjohn.ab.ca; 1 800 665 7114).

Fact/Resource Sheet #4
Farm Animal and Livestock Safety
Kids' Farm Safety Program (KFSP)



Safety checklist

A. Farm safety checklist (adapted with permission from “Take the farm safety challenge” in *KeepSafe*. 1998-2001. p 1).

Put a checkmark in the box beside yes or no.

1. Our family talks about farm safety.

<input type="checkbox"/> Yes, about once a week.	<input type="checkbox"/> Yes, during calving, seeding, haying, harvest, etc.	
<input type="checkbox"/> No, hardly ever.		

2. I know what to say and do if I have to call 911. Yes No

3. I know where we keep our first aid kit(s). Yes No

4. I only go into animal pens/corrals/barns/sheds when an adult is supervising me. Yes No

5. a) I always wear my SEI-approved riding helmet when riding a horse. Yes No
 b) I always wear a Department of Transport (DOT)- approved helmet when riding a bike, quad or ATV. Yes No
 c) I don't ride either of the above.

6. Someone in my family knows where I am at all times. Yes No

7. If I see someone doing something unsafe or dangerous, I ask him or her to stop. Yes No

8. I watch and/or help an adult regularly check and test our smoke alarms in the house and around the farm. Yes No

9. a) We have an at-home fire drill twice a year. Yes No
 b) I know our escape routes, and our safe meeting place. Yes No

10. I stay away from augers, grain trucks, farm machinery, and PTOs. Yes No

11. I stay away from piles of grain, grain bins, and grain trucks and wagons. Yes No

12. I stay away from manure pits, sloughs, and dugouts. Yes No

13. When I go swimming, I always bring an adult who can swim. Yes No

14. I avoid touching hazardous substance and chemical containers. Yes No

15. If I see containers with the hazard symbols where a child can reach them, I tell an adult. Yes No

Scoring: Each “yes” receives one point.

Total -----

15 -17 points = Super safe! Keep it up!

9 -14 points = You are taking chances sometimes. Think safety before acting.

5 - 8 points = You are not being safe, and could easily get hurt.

Below 5 points = You are operating in the danger zone, and are often at risk.

Fact/Resource Sheet #4

Farm Animal and Livestock Safety

B. Mic's kids' safety checklist (adapted with permission from the Farm Safety Association's "How does safety rate on your farm?").

Most children grow up learning to use common sense. They know what is off-limits, how to dress properly (e.g. hard-soled shoes that protect the toes; warm clothes in winter) and how to use protective gear (e.g. sun hats and sunscreen, gloves, ear plugs, etc.) when needed. But there are some specific things that Mic wants kids on the farm to think about, know, and do.

Calling the 911 HELP line:

Put a checkmark in the box beside yes or no ... the one that is right *most* of the time.

- Do I always know where the closest phone is, or have a cell phone with me? Yes No
Is the 911 HELP Sheet attached to each phone or posted beside it? Yes No
Do I know how to call 911 for help in an emergency? Yes No
Do I know what an emergency is? Yes No

Hopefully you answered "yes" above. If not, Mic has some 911 safety tips for you:

- Know where the phones are located on the farm, and/or carry a cell phone. Always have the 911 HELP Sheet filled out and attached to each phone, in case you need to call for help.
- When calling 911 for help, give your land description, phone number, the name of the farm owner, and nature of the emergency. **STAY ON THE PHONE UNTIL HELP ARRIVES.**
- An emergency is something causing severe injury, or threatening the life of the person involved. For example, falling off a bicycle is probably not an emergency, unless the fall causes a great deal of bleeding, or the rider is unable to move or get up after the fall. Falling from a horse, however, is often an emergency, and results in a visit to the hospital (see statistics in Fact Sheet #1 and Appendix A).
- Red Cross and St. John Ambulance courses can help you identify emergencies, and teach you how to treat minor injuries.

Safety around farm animals and livestock.

Put a check mark in the box beside yes or no... the one that is right *most* of the time.

- Do I stay out of animal pens, corrals, and barns, unless an adult is with me? Yes No
Do I use caution around mother animals and their young at all times, even farm pets? Yes No
Do I wait for an adult to go with me when I groom, and/or mount a horse? Yes No
Do I always wear my SEI-approved riding helmet when riding a horse? Yes No
Do I remember to talk to the horse, and touch its hindquarters when walking behind it? Yes No
Do I always take someone with me when I go horseback riding? Yes No
Do I always tell an adult where I am going riding? Yes No
Do I respect all farm animals, behave quietly, and use caution around them, even when an adult is with me? Yes No

Hopefully you answered "yes" to the above. If not, Mic has some tips for being safe around animals and livestock:

- For your own safety, always tell an adult where you are going on the farm, in case you need help, or they need to find you for some reason.
- Animals are unpredictable. Even dogs or cats are not always friendly. So respect them, and ask for permission before petting or handling them.

Fact/Resource Sheet #4 cont.

Farm Animal and Livestock Safety

Mic's tips for being safe around farm animals and livestock cont.

- STAY OUT of poultry barns and pens, unless an adult is with you or you have been trained to do certain chores, like gathering eggs.
- STAY OUT of cattle and sheep pens, corrals, barns, and pastures, unless an adult invites you in. Even then, decide if you think it is safe. Behave quietly, and stay alert. Startled livestock do unexpected things that cause injuries.
- Mother animals are very protective of their babies, so never get between a mother and its young. (This includes cows, horses, pigs, sheep, poultry, llamas, dogs, cats, birds, etc.).
- STAY AWAY from bulls at all times. They are known to be especially unpredictable.
- ALWAYS have an adult with you, and follow their instructions, when working with, or riding horses.
- Head injuries are much more serious than a broken arm or leg. When around horses, always protect your head with an SEI-approved riding helmet. Head injury victims need to see a doctor.
- Horses cannot see what is directly behind them. If you have to walk behind a horse, talk to it calmly, keep a hand on its hindquarters, and pat it as you walk around behind it. Keeping close to the horse lessens the impact if kicked.
- Never duck under a horse's neck or belly; it can't see you there.
- Even calves are strong enough to injure an adult. Keep a safe distance, and never go near them without adult supervision.
- Traps set for mice, gophers, or other animals close with enough force to cut or sever children's fingers and toes, so avoid traps of any sort.
- Avoid wild animals such as mice, gophers, skunks, weasels, badgers, snakes, porcupines, coyotes, moose, deer, elk, etc. Never challenge any wildlife like owls, hawks or geese. If confronted by any of these, do not run, as they may give chase. Back away slowly to create space between you and the animal, and go tell an adult.
- For your own safety, learn to respect all animals, and behave with caution around them.

Bus Safety:

Put a checkmark in the box beside yes or no...the one that is right *most* of the time.

- Am I properly dressed for the weather (boots, hat, mittens, etc. when it is cold)? Yes No
- Am I at the bus stop a few minutes ahead of time, so the bus driver can see me? Yes No
- Do I wait about two metres off the road, until the bus stops completely and the door opens? Yes No
- Do I stand still (no running or pushing) while waiting? Yes No
- Do I use the handrail when getting on and off the bus? Yes No
- Do I take my seat right away, and stay seated until I get off the bus? Yes No
- Do I talk *quietly*, face forward, and keep my arms and hands inside the bus? Yes No
- Am I always absolutely quiet when we stop at railway crossings? Yes No
- Do I always obey the bus driver? Yes No
- Do I cross the street or road at least three metres in front of the bus, so that the bus driver can see me? Yes No
- Do I wait for the driver to motion to me that it is safe to cross? Yes No
- Do I look both ways, as I come even with the bus, just in case a car does not obey the flashing bus lights? Yes No
- Do I know what to do if I miss my bus – at school and at home? Yes No
- Do I ALWAYS have my bus card with me? Yes No

Fact/Resource Sheet #4

Farm Animal and Livestock Safety

Mic's kids' safety checklist

Bus safety tips cont.

Hopefully you answered “yes” to the items above. If not, Mic has some school bus safety tips:

- ALWAYS dress for the weather. Exposed skin freezes quickly in cold weather. Frostbite makes the skin white, waxy, and numb. Freezing causes hardening as well. Do NOT rub the frostbitten area. Warm it gradually, by placing it against warm, unfrozen skin. Frozen hands and feet should be thawed in hospital by medical staff. If there are blisters, apply sterile bandages lightly to prevent breaking. Call 911 immediately.
- **Know and stay out of the DANGER ZONE around a bus, because the driver cannot see you there.** The danger zone is marked on your bus card. **Stay out of it!** If you can touch the bus, you are TOO CLOSE! (www.saferoads.com “Bus Safety Rules”). Remember, if you can't see the bus mirror, the driver can't see you.
- **ALWAYS** carry your “missed bus” card (see Appendix D) so you have the needed phone numbers and information, if you miss your bus.
- If you miss the bus at home, go back into the house and tell your parents. If they are not home, phone their contact number, and the school. Tell the school your bus/route number and the bus driver's name, and follow the instructions given by the person answering the phone at school. If there is no answer at the school, or any of your contact numbers or alternative numbers, call 911. Explain that you missed your bus, are home alone, and cannot reach anyone by phone to ask for a ride.
- If you missed the bus at school, go back into the school office and tell them which bus you missed (bus number and bus driver). Follow the instructions of the school office staff, and/or phone your parents to tell them you missed the bus.
- If you can't get back into the school, use your cell phone (or find the nearest phone) to call your parents (or the alternate contact number) and wait for them at an agreed-on safe meeting place outside the school. If you cannot contact anyone listed on your bus card, call 911 and tell them where you are. Wait there (and, if possible, stay on the phone) until help arrives.
- Even if you miss your bus, NEVER take a ride from a stranger.

Note to teacher or group leader: See Appendix D for Mic's Bus Card. Give each child two bus cards to take home. Ask them to keep one in their backpacks at all times, and put the other one beside the phone at home. Fill out a third card for each child, and place it in the school office, so that the office staff also has a copy of all the contact numbers if needed. Discuss and verify what the child is to do if (s)he misses the bus at home or at school. If the child is stranded with no other alternatives, instruct the child to call 911, as a last resort. Stress that they are NEVER to accept a ride offered by a stranger.

Fact/Resource Sheet #5

Farm Animal and Livestock Safety

Kids' Farm Safety Program (KFSP)



Hantavirus warning

KFSP activities use the Mic Safety Mouse and City Mouse puppets to help teach children about farm safety. But children need to understand that real mice eat grain, are often found in grain bins, and can carry disease. Between 1993 and 2005, there were 25 reported cases of hantavirus in Alberta. Tests on deer mice in 2005 in rural East Central Alberta (around Hobbema, Lacombe, Ponoka and Wetaskiwin) showed that up to 50 per cent of the tested mice were infected with hantavirus (“High rates of hantavirus found in Central Alberta,” Camrose Booster, July 5, 2005). Throughout Canada, 16 of the 41 reported cases have resulted in death.

Hantavirus is found in the droppings, urine, and saliva of deer mice. They live in grain bins, fields, bushes, haystacks, machinery, sheds, barns, garages, and houses. The deer mouse is a brownish colour (which varies with age), with a white belly and white feet. Its tail is distinctive: dark on top and white on the underside (see photo on the back of this sheet).

If children see any evidence of mice, such as tracks, nests, or droppings, they must not touch them, and must tell an adult right away. Only an adult wearing protective gear should clean up mouse nests and droppings. To prevent inhalation of the virus, respiratory protection (such as HEPA filters or NIOSH masks beginning with the digits TC-21C) is mandatory. Rubber gloves and goggles are needed. Dampen the area with a 1:9 dilution of household bleach. Refuse should sit for about ten minutes before being double-bagged and disposed of as garbage. The floor should be wet-mopped to eliminate dust. Any contaminated garments need to be laundered separately (or disposed of), and goggles, boots, and gloves disinfected. Hands and exposed skin must be washed thoroughly with soap and hot water.

A person inhaling dust containing hantavirus particles can become very ill. Symptoms include flu-like fever, headache, cough, muscle pains, stomach pain or nausea, followed by shortness of breath and a dry cough. If these symptoms occur within one to five weeks following contact with mouse droppings or a nest, the person should see a doctor. If shortness of breath suddenly occurs, and/or rapidly worsens, immediate medical attention is required. If a child sees an adult with these symptoms, the child should call 911 immediately.

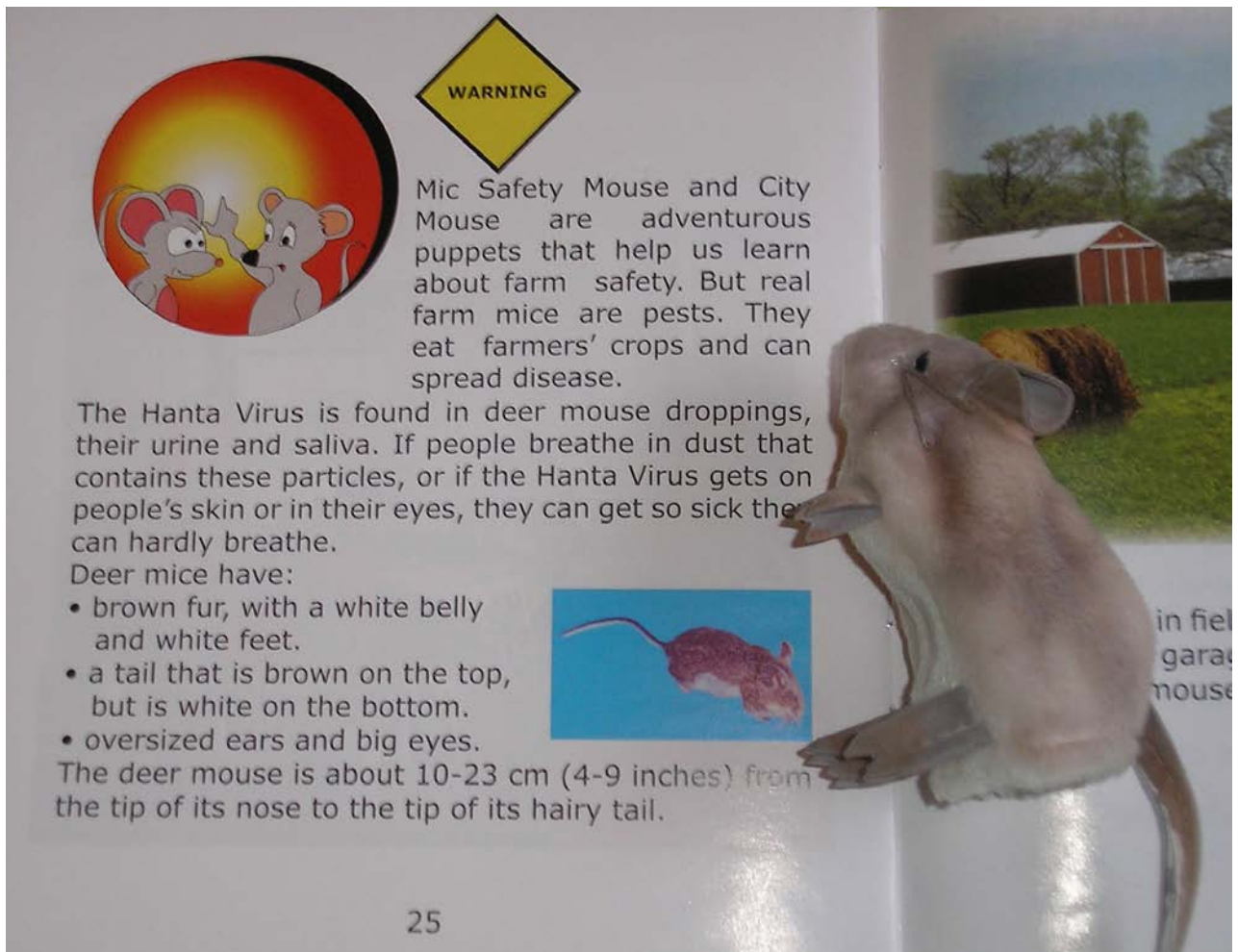
Additional resources:


- For information on hantavirus, visit East Central Public Health (www.ech.ab.ca) and type hantavirus into the search engine.
- *Quick guide to dealing with hantavirus, clean-up procedures and protective measures* is available from Farm Safety Association Inc. (1 800 361 8855).
- To access *Hantavirus disease guidelines for protecting workers and the public* go to the Saskatchewan Labour website (www.gov.sk.ca) and type in a search for hantavirus in Online Services.
- Mouse puppets (as well as an excellent selection of farm animal puppets) are available from Baby Love in Camrose, Alberta (1 780 672 1763; www.kidalog.com). Patterns for the Mic Safety Mouse puppets are found in Appendix F.


Fact/Resource Sheet #5

Farm Animal and Livestock Safety

Hantavirus warning cont.








Mic Safety Mouse and City Mouse are adventurous puppets that help us learn about farm safety. But real farm mice are pests. They eat farmers' crops and can spread disease.

The Hanta Virus is found in deer mouse droppings, their urine and saliva. If people breathe in dust that contains these particles, or if the Hanta Virus gets on people's skin or in their eyes, they can get so sick they can hardly breathe.

Deer mice have:

- brown fur, with a white belly and white feet.
- a tail that is brown on the top, but is white on the bottom.
- oversized ears and big eyes.

The deer mouse is about 10-23 cm (4-9 inches) from the tip of its nose to the tip of its hairy tail.



in field
garage
mouse

25

(ON THE FARM: Chemical Safety with Mic Safety Mouse. p. 25)

Other pests

Mice are not the only pests on the farm. Many farms also have gophers, skunks, porcupines, coyotes, foxes, badgers, or weasels. Farmers often set traps to help eliminate these pests. Children must avoid these animals and the traps that are set out to catch them, because the traps can easily spring on children's toes or fingers, if tampered with.

Never challenge any of the above wildlife, or snakes, moose, deer, elk, and birds such as owls, hawks or geese. If you meet a wild animal, do not run, because they might chase you. Keep calm, back away slowly, and go tell an adult.

Fact/Resource Sheet #6

Farm Animal and Livestock Safety

Kids' Farm Safety Program (KFSP)



Farm safety advocacy summary

Three out of seven Alberta childhood fatalities in 2006 were four years old and younger. Ontario statistics show that children between one and four years of age account for more than half of farm-related fatalities involving children under 15. Advocacy for the safety of children in rural settings is vital. Children have limited control over their environment and the messages influencing it. Vigilance of safety-conscious adults within the rural community can ensure that messages depicting the agricultural environment show safe, responsible behaviour. The overall media portrayal of farming affects public acceptance of what constitutes safe and unsafe practices. When parents and youngsters see unsafe behaviour in the media, it gives them the impression that such practices are acceptable. Positive safety messages, therefore, set safety standards to be aspired to and achieved.

Agriculture is one of the most hazardous industries. According to the US National Safety Council (1995) there were 800 known deaths and 140,000 non-fatal disabling injuries due to farm-related incidents. Farming ranks third (after mining and transport) as the most dangerous occupation in North America and Australia. It is crucial that the media contribute positively to farm safety, by conveying safe farm messages and images. When parents and youngsters see unsafe practices in the media (such as a preschooler kissing a bull on the nose, on the back cover of Alberta Beef's *Grass Routes*, Spring 2006) it gives them the impression that such risky practices are acceptable. Discussing these types of messages with children helps them learn to identify unsafe activities that are being portrayed as harmless by the media.

Unsafe images and messages can be used to encourage youngsters to apply common sense and critical thinking. State clearly and frequently that the image and/or message is unsafe, and follow it up with a strong verbal or visual depiction of a safe way of doing things. Children should also be encouraged to challenge these messages. Rural children, in particular, may have more practical farm-related knowledge than some of the adults working in urban media.

To help educate media producers, and encourage them to contribute positively to farm safety, adults and children can bring the USDA guidelines to their attention. Letters to the editor can also raise general public awareness of potential risk. In most cases, publishers and producers respond positively when approached by consumers and children, who are, after all, a potential market audience.

The following guidelines provide editors, illustrators, cinematographers and photographers with a list of positive safety messages.

Fact/Resource Sheet #6 cont. Farm Animal and Livestock Safety

Excerpts from USDA Farm Safety Fact Sheet (June 1996)

Guide to Communicating Farm Safety for Editors, Illustrators, Cinematographers, and Photographers

Guidelines for “Safe” Safety Communication

DO show tractors and other farm equipment being maintained and operated safely.

- * Tractors should have rollover protection structures (ROPS).
- * If slow-moving farm equipment is shown being operated on a public road, be sure it has a properly mounted SMV emblem, and that the front and rear lighting is clean and in working order.
- * The vehicle must be operated at a reasonable speed, by an adult wearing a seatbelt.

DO NOT show individuals of any age as extra riders in or on tractors, riding on wagons, or in the backs of pickup trucks; stepping over a rotating shaft; leaning over a conveyer; hand-feeding materials into a machine with moving parts or blades; climbing to heights without fall protection, stair or platform guarding; or using augers or ladders near power lines.

DO portray farm workers in proper clothing and personal protective equipment for the job.

- * When showing farm workers with machinery, be sure they are not wearing items that could become entangled in moving machine parts (i.e. jewellery, drawstrings, bandannas or ties, or loose clothing).
- * Farm workers using all-terrain vehicles should be depicted wearing helmets, goggles, pants, work boots, gloves, and long sleeves.
- * Workers handling hay, grain, or silage inside structures should be wearing dust masks.
- * Show farm workers mixing or applying chemicals in proper clothing and personal protective equipment.

DO show children playing in fenced areas and doing supervised age-appropriate chores.

- * Children handling and feeding newborn or small animals is a sure way to catch the public’s attention. But the children being photographed may (also) catch the unwanted attention of adult animals that can be dangerously protective of their offspring.

DO NOT place children in a risky situation for the sake of your story. Always isolate the babies from the adult animals during filming, and never show children playing in grain piles, wagons, or bins.

DO project positive images, in words and pictures.

- * When writing about children, write of normal daily activities and chores appropriate to the age(s) of the children. Remember: unusual responsibility may be admirable in advanced youngsters, but consider what is unsafe for the average child.

DO NOT show children under 14 driving any motorized farm vehicle, or children riding, climbing, standing, or playing on farm machinery.

DO cover positive stories on adult and youth groups involved in safety workshops and projects.

- * Frame photos to exclude any potential safety hazard that is impossible to eliminate physically.
- * Try to include visible safety measures around the farm within overall shots (i.e. smoke alarms and fire extinguishers mounted prominently in barns, sheds, and other outbuildings).
- * Photograph areas free of clutter; show clean, obviously well-maintained machinery and equipment. Dirt, clutter, and rust could imply carelessness.
- * Locate agricultural businesses in your community that have excellent safety records. Detail their safety programs and provide graphic illustrations of accident/cost reduction ratios.

Fact/Resource Sheet #6

Farm Animal and Livestock Safety

Excerpts from USDA Farm Safety Fact Sheet (June 1996) cont.

Excerpt from USDA media/public relations perspective overview

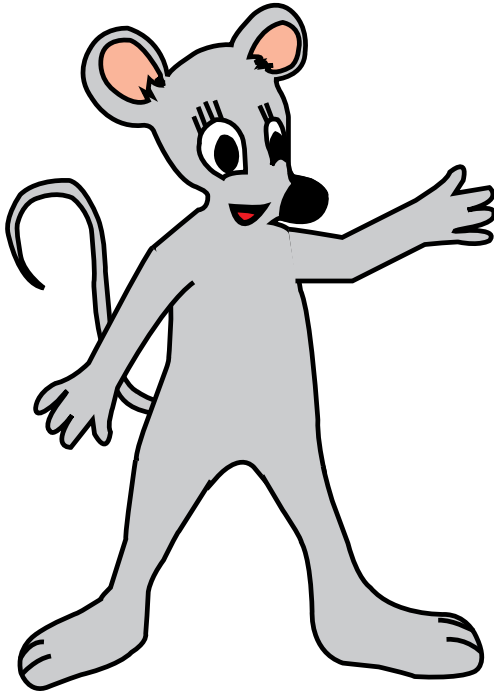
Until the past decade, minimal attention has been accorded to childhood farm injuries in the news, except for articles published in medical or agricultural engineering journals. Health promotion theories explain that our expectations of socially desirable behavior are strongly influenced by what we see on television, read in print, and hear on radio. Therefore, the impact that the media and public relations might have on influencing farm safety attitudes and practices could be powerful...

The 1983 *SUCCESSFUL FARMING* article regarding the death of a 17-month-old Indiana girl in a farm accident led the way for increasing attention to farm injuries in the lay media, primarily [because it was] associated with the traumatic nature of the incident and human suffering. As readers express greater interest in health and safety issues, editors are likely to continue to include such information in the printed or broadcast media. Additionally, farm parents indicate their own recognition of hazards to children on farms is largely due to information gleaned from the farm media.

Several farm journals and radio programs have capitalized on this emerging interest on farm safety in two ways. The farm media have access to farm audiences for conducting surveys of safety attitudes and behaviors. Survey results then provide the basis for new stories. The farm media can also serve as a “sounding board” for its audience, allowing individuals to express ideas and concerns regarding appropriate safety interventions.

The non-farm media is less predictive [sic] regarding coverage of agricultural safety news and its subsequent influence on attitudes and practices. Generally speaking, the non-farm audience has only a superficial interest in farm safety issues, and as a result, news coverage is sporadic. One recent [recent in 1996] example of coverage by the non-farm media of childhood farm injuries is the People magazine cover story about the North Dakota farm boy whose arms were severed by a power take-off. Coverage related more to the sensational aspects of the incident, and the drama of surgical reattachment of his arms, than it did to a genuine effort to prevent similar tragedies. Another issue in the non-farm media is that brief images portrayed in the media, such as a child riding the fender on a tractor in a food commercial, can send misleading messages regarding [safe] socially acceptable behaviors.

ON THE FARM with Mic Safety Mouse: Farm Animals and Livestock



KIDS' ACTIVITY SHEETS

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DISCLAIMER OF LIABILITY

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Kids' Activity Sheet #1
Farm Animal and Livestock Safety
Kids' Farm Safety Program (KFSP)



Preventative, protective activities

1. SEI-approved riding helmets: Their necessity and proper fit

Focus: to convince children of the importance of wearing helmets approved by the Safety Equipment Institute (SEI)
to become familiar with how helmets should fit

You will need	Set up
The 4-H video/DVD "Every time...Every ride" (see <i>Procedure</i> for source); model of a brain	Put the video/DVD in the machine before the children arrive; set out the brain model.
A variety of SEI-approved helmets and helmet sizes; the manufacturers' fitting instructions; a table	Set out the SEI-approved helmets and the instructions on the table.
A collection of helmets that the children currently are using, or have used in the past; another table	Set out the helmets collected from the group on the separate table.
Two people knowledgeable about equestrian/riding equipment (helmets in particular); several mirrors; a camera; someone to take photos	Set out the mirrors, and enlist a few children who are willing to try on helmets. Have a camera and film ready.
Enough copies of "When can my child ride a horse?" to send home one with each child (see <i>Procedure</i> for source)	Lay out copies of the brochure.

Procedure:

- Acquire the video/DVD (source: adell@wsu.edu)
- Before the activity, print out the brochure "When can my child ride a horse?" which is available in PDF form at <http://asci.uvm.edu/equine/law/amea/amea.htm>, the American Medical Equestrian Association. Scroll down, and click on "When Can My Child Ride a Horse?" Permission to reprint and distribute is given.
- On the day of the activity, before the children arrive, set up the video/DVD player and lay out the helmets (local merchants will sometimes lend out helmets for such events).
- When the children arrive, ask how many ride, have ridden etc. before viewing the video. Explain the American Society for Testing Materials (ASTM), a national organization that sets protective standards, and the Safety Equipment Institute (SEI), a national organization that checks products to find out if they meet the manufacturers' claims.
- Watch the video (it is about 20 minutes long). Ask the children if the video changed their minds about the importance of wearing SEI-approved headgear. Ask why or why not.
- After watching the video, examine all the helmets (on both tables). Compare the SEI-approved ones with those that are not approved. Show and discuss the differences.
- Ask for some student volunteers to have helmets fitted on their heads.
- Have the adult volunteers help the children fit their helmets properly, adjusting straps until the helmets fit snugly, and using the mirrors to see when the helmets are sitting flat, and low in the front to protect the forehead, rather than slanted back (see Appendix C illustrations).
- Take photos of children wearing the helmets correctly and send the photos home.
- Send home a copy of "When can my child ride a horse?" with each child (include the link above, so they can download additional copies).

Kids' Activity Sheet #1

Farm Animal and Livestock Safety

Preventative, protective activities

1. SEI-approved riding helmets: Their necessity and proper fit cont.

Links to curriculum and/or life:

Health and Life Skills

Explain what happens if the brain is injured. Other limbs heal and recover, but the brain doesn't. You can use a model (and/or a gelatin mold) of the brain to demonstrate the effects of an impact. Local health personnel, mental health, or brain specialists can help with this, and can indicate which areas of the brain control the various body functions. Use statistics regarding the types and the severity of injuries sustained in incidents involving horses, the number of fatalities, the ages and gender of the victims. These illustrate the importance of safety and show that head injuries are preventable.

According to a ten-year study by the Canadian Agricultural Injury Surveillance Program (CAISP) between 1990 and 2000, across Canada, animal-related incidents were the major cause of injury for children 0 to 14 years of age. Horses were involved in 197 injuries requiring hospitalization, for children aged one to 14 years (i.e. 66% of the total childhood injuries). Between 1990 and 1997, the Alberta Centre for Injury Control and Research found that horses accounted for 627 (50%) of livestock-related injuries to Albertans. In 2004, a nine-year-old Alberta girl died due to being dragged by a horse. In 2006, in Alberta, 36 per cent of all livestock-related injuries were caused by horses.

Phys Ed

The physical aspects of riding go hand-in-hand with safety. Along with mental alertness, riding requires dexterity, balance, and using legs, hands, and the position of the body to control the horse.

Science

"Experience, training and the quietest horse in the world are no guarantee of safety. It's the height that puts the rider at risk – sometimes fatal risk. A rider's unprotected head can receive over 1000 Gs of force in ANY fall, at ANY speed – simply because the fall begins from on top of a horse or pony." (*Every time... Every ride*, Washington State 4-H Foundation). A "G" is the unit of force that is exerted by the earth's gravitational field. Explain how it is calculated, and what this means in the context of a falling body or an impact.

Follow-up and extension activities:

Rural youngsters often have access to horses, so what they learn about safety around horses transfers directly to their riding experiences at home.

- Explore the possibilities of adding riding lessons at a nearby stable that uses SEI-approved helmets to your Phys Ed program, or take a field trip to a riding stable.
- Have a barrel-racer, roper, jockey, riding instructor, equestrian, or rancher, visit your group and talk about the importance of safety around horses.
- Within the context of safety around horses, explore the history of the horse, and the history and development of riding equipment (e.g. When did riding helmets become the norm?). Discuss how activities with horses moved from being work-related to leisure. Examine horses in art and literature; their varied uses; and the sports connected with them (polo, hunting, racing, jumping, etc.)
- For a literary extension, read some of the innumerable horse stories and/or view and review some horse movies, from a safety perspective.

Kids' Activity Sheet #1 cont.

Farm Animal and Livestock Safety



Preventative, protective activities cont.

2. Who is responsible?

Focus: to help children understand that the choices they make determine their safety
 to have children assume responsibility for their own safety
 to reinforce the rule about staying out of corrals and animal pens

Children's safety is ultimately the responsibility of the supervising adult (see FSA Fact Sheet F-018 in Appendix C, and the NAGCAT Guidelines, which you can download from www.nagcat.com and are available, in booklet format, from Safe Kids Canada). But, Mic says, "No one can watch you every hour of every day to make sure you are being safe." Discuss the question "Who has to make sure I am safe?" with the group. By participating in the following activities, children should conclude that they must assume some responsibility for their own safety.

You will need:	Set up:
A copy of the "Who has to make sure I am safe" sheet for each student (see Appendix D)	Hand out the sheets.
Markers, crayons, scissors, glue, and farm magazines, for cut and paste	Set out the markers, crayons, glue, scissors, and farm magazines.
Large flip chart or large sheet of paper	Set up flip chart or paper

Procedure:

- Make enough copies of the "Who has to make sure..." page (Appendix D), so that each child has one. In the blank space, have the children draw, colour, or cut and paste a picture showing safety rules regarding farm animals. They can also colour the whole page. Show them how to fold the page. When folded, the fence in this illustration answers "Who has to make sure I am safe?" with "ME."
- Have the children help create a list of "cautions" for safety around farm animals and livestock, using a flip chart or large piece of paper. (For example, one rule might be "Always wear a SEI-certified helmet when working around or riding horses.") These helmets are expensive, but could save a life, so stress the importance of wearing one. Children may even consider earning the money, or using their allowance, to buy a helmet.
- The children can also make a checklist of safe playing spaces, and post it in a prominent place to act as a daily reminder to make safe play choices, and avoid areas that are off-limits.

Links to curriculum and/or to life

Health and Life Skills

When children understand that no one can watch them every hour of every day to make sure they are safe on the farm, they should conclude they must assume some responsibility for their own safety. With this should come the understanding that the choices they make affect their safety.

Follow-up and extension activities:

- Read Aesop's *City Mouse, Country Mouse* and the retellings by J. Brett (1994) and L. Young (1996). Have the children list the obvious dangers that the mice encounter in each story (e.g. cat in the city, and owl in the country). Brainstorm about other dangers in both the city and the country (e.g. crossing the street, livestock, wild animals, traps, etc.).

Kids' Activity Sheet #1

Farm Animal and Livestock Safety

Preventative, protective activities

2. Who is responsible?

Follow-up and extension activities cont.

- Have children write their own safety rules, tell their own safety stories, or write a fictional safety story about being safe around farm animals and livestock.
- Read *Bibi and the Bull* (Vaage, 1995) with the class. Have the children find and correct the unsafe situations in this book, most notably a child confronting and shouting at a huge bull. Ask “How could this book be changed so it doesn’t show Bibi acting so unsafely?” Use a clear plastic sheet with a big X on it to cover the pages depicting and describing unsafe behaviour.
- Use the clear plastic sheet with a big X on it when reading the following farm-related story books. Have children note the safe (and unsafe) aspects in the stories. Discuss whether the stories are realistic (e.g. *Pigs*), and whether safety rules and strategies are flexible or absolute (e.g. *Tess* is set in pioneer times, and the main character rides without a helmet, unsupervised, and even takes on a pack of wolves.)
 - *Bibi and the Bull*, C. Vaage (1995)
 - *The Day Jimmy's Boa Ate the Wash*, T. Hakes Noble (1980)
 - *Farmer Joe Baby-Sits*, N.W. Richards (1997)
 - *One Duck*, H. Hutchins (1999)
 - *Pigs*, R. Munsch (1996)
 - *Tess*, H. Hutchins (1995)

Kids' Activity Sheet #1

Farm Animals and Livestock Safety



Preventative, protective activities cont.

3. Find and correct unsafe messages

Focus: to help children analyze safe and unsafe messages in the media
to help youngsters understand that some messages in children's literature, and in the media, show risky behaviour that is not to be imitated or emulated

You will need:	Set up:
Farm-related books, magazines, calendars, videos/ DVDs, recordings of television programs or commercials; two tables	Label one table SAFE and one UNSAFE. Have the children place the materials on the appropriate table.
Clear plastic sheets, thick red and black felt markers	Place the sheets and markers on the "unsafe" table.
Large poster paper, pens, markers, glue, scissors, etc.	Set out materials where students can access them.

Use **CAUTION**. If children are exposed to images that portray risky behaviour as acceptable, one must clearly and frequently state that the image and its message are unsafe, and follow it up with a strong verbal or visual message stressing a safe way of doing things. This can then be a useful exercise, and an effective means of making a positive point.

Procedure:

- Find and correct unsafe messages in children's books and in the media.
- Within the above parameters, children can compare images illustrating unsafe behaviour, with images showing safe, responsible choices. Have them use heavy markers, to make a big X over those images that portray the unsafe behaviour, and draw (or cut and paste) pictures showing safe behaviour.
- Have the children mount the safe messages and the unsafe, crossed-out messages side by side in prominent places.
- For the videos, DVDs, TV commercials or programs, make a chart with three columns. Have the children identify and list the unsafe behaviours. In the second column, have them explain what was unsafe about each practice. In a third column, suggest how it could be made safer.

For example:

Farm show ad portrays toddlers running around loose in the same aisle as show bulls.	-bulls could harm toddlers -toddlers need supervision, and if running, they should be running elsewhere	Farm show ad showing parents holding toddlers in arms, on the other side of the rails, away from the bulls.
DVD shows children riding horses, with no helmets, and no adult supervision.	-riders should wear helmets -kids need supervision	Show children wearing helmets when riding, and being supervised by adults.

Kids' Activity Sheet #1

Farm Animals and Livestock Safety

Preventative, protective activities

3. Find and correct unsafe messages cont.

Links to curriculum and/or life:

Health and Life Skills

Correcting unsafe messages teaches children to view TV, film, advertisements, articles, photos, and books more critically, from a safety perspective. They learn to evaluate media messages regarding safe behaviour on the farm, around farm animals and livestock. As stated earlier, unsafe images and messages in the media should inspire youngsters to apply common sense and critical thinking. Encourage them to challenge these messages.

Follow-up and extension activities:

- Certain rural events sometimes make the news (e.g. rodeos, agricultural fairs, harvest time, calving or lambing season). Record the news, rodeo events, or farm show coverage, so you can watch these with the children, and evaluate any farm and/or animal-related portions for safe/unsafe messages. Discuss what is being broadcast from a rural safety perspective. Rural children, with practical farm-related knowledge, may see things differently than the adult programmers and newscasters working in urban media.
- Ask the children to make a list of the things that are not safe in C. Vaage's book, *Bibi and the Bull* (1995), and suggest alternate behaviour that would be less risky. Follow this up with letters to Ms. Vaage and her publisher, stating how this story portrays unsafe behaviour around bulls, and sends false messages about the behaviour of typical bulls. Bring the USDA guidelines (Fact Sheet #6) to their attention.
- Read or watch *Black Beauty* or *The Black Stallion*, and other classics. Critique them for safety around horses.
- Have children write their own safety rules, and tell or write their own safety stories. These could be true life happenings, or fiction that incorporates an emphasis on safety around farm animals and livestock.
- Literary extensions can include reading, dramatizing or making puppet plays that have a farm safety message. Farm-related books (e.g. *Bibi and the Bull*; *A Dog for a Friend*; *Tess*; *Gruntle Piggle Takes Off*; *Farmer Joe Baby-Sits*; *Pigs*) and other tales can be turned into stories with a safety message. (For example, when the wolf comes to the door, have the three little pigs call 911 and follow the steps listed on the *911 HELP* Sheet.)

Related materials:

Bensen, G. & Andrist, P. (1993) *Always Be Careful on the Farm* (with audio cassette) available at www.ndfb.org/safety.

-

Kids' Activity Sheet #2
Farm Animal and Livestock Safety
Kids' Farm Safety Program (KFSP)



Activities to reinforce safety messages

1. Games

A. Card game: *BEE SAFE on the Farm*

Focus: to understand and practice safe behaviour around farm animals and livestock
to review what is off-limits and to commit to playing in safe areas on the farm

You will need:	Set up:
Enough decks of <i>BEE SAFE</i> cards, so that the children can work in pairs	Provide a deck of <i>BEE SAFE</i> cards for each pair of children.
Additional “animal-related” <i>BEE SAFE</i> cards made by the children	Include the extra cards that the children make in every deck of cards.
Puppets (Mic and farm animals) and props	Set out Mic puppets, farm animal puppets and props.

Procedure:

- Use the existing *BEE SAFE* cards (available from your local Co-operators office, or call 780 373 2467) as models to help the children make more cards to add to their deck, depicting different animal-related scenarios. (Children will need help making up the multiple-choice answers to the questions.) Have them think up additional solutions to existing card scenarios as well. For example, for the *BEE SAFE* card that shows a child meeting a strange/threatening dog, have the children provide more extensive answers by using information from the strategies suggested by Karen Briere in “Children taught to avoid dog bites” (see Appendix C).
- Make enough copies of the children’s additional cards to include them in each deck of cards.
- Divide the children into pairs.
- Have one child in each pair deal out the whole deck of cards.
- The children take turns reading out the questions on the front of the *BEE SAFE* cards. The child asking the question also reads out the three multiple-choice options given on the back, and checks the partner’s response to the answers (correct answers are upside down on the backs of the cards).
- The puppets can prompt role-play of various unsafe scenarios, and/or assume instructional roles to help explain the correct answers. Or they can model, suggest, and encourage positive interaction skills, such as turn-taking. Puppets can also help “keep score” to see who is winning the game.

Bonus: Everyone wins by gaining a better understanding of how to behave safely around farm animals and livestock, and learning to think (and practice) safety.

Links to curriculum and/or life:

Health and Life Skills

Card games and interactive puppet play promote social and team skills. The *BEE SAFE* questions force the children to decide what is safe and what isn’t. These cards reinforce safety messages about making safe behaviour choices on the farm. Children can use what they have learned about the dangers around farm animals to determine where and how to play safely in their own farm environments.

Kids' Activity Sheet #2

Farm Animal and Livestock Safety

Activities to reinforce safety messages

Card game: *BEE SAFE on the Farm*

Links to curriculum and/or life cont.

Language Arts

The question and answer format of the *BEE SAFE* cards encourages thought, promotes listening to each other's ideas, and builds communication skills and vocabulary, while reinforcing rules regarding safety around farm animals and livestock.

Math

Basic math skills are used in this card game, to keep score.

Follow-up and extension activities:

- Put three or four children into a group, to invent their own safety games. Have each group teach their game to the whole group/class. Following a trial run, and some reflective discussion about how the game might be improved, send each small group back to refine, and write out the instructions for their safety games. Play the games repeatedly over the next few weeks, to ensure retention.
- Tom Hegan, a beekeeper from Winfield, Alberta, tells how to avoid being stung by bees in "Safety in the bee yard" (see Appendix C). He donated four beekeeper's hats, gloves, a complete suit, and a honeycomb to KFSP, which the children use to role-play safety around bees. Other "bee" extensions include *The Magic School Bus Inside a Beehive* (J. Cole, 1996); and *Hooray for Beekeeping* (B. Kalman, 1998).

Kids' Activity Sheet #2 cont.

Farm Animal and Livestock Safety



Activities to reinforce safety messages cont.

B. Memory game: “To be safe on the farm, I am going to....”

Focus: to help young children create, understand, repeat, and *remember* a list of safety rules that will help them be safe around farm animals and livestock.

You will need:	Set up:
One adult for every group of five children	Arrange circle seating for groups of six.
Paper, pencils, and markers, to record safety rules and suggestions	Set out paper, pencils, and markers for each Group.

Procedure:

- With the whole group, start a list of safety suggestions and/or rules regarding safe behaviour around farm animals and livestock.
- Familiarize the children with the activity by leading the whole group on a “trial run.” For example, the leader could begin with, “To be safe on the farm, I am going to stay away from bulls, because bulls are unpredictable and big, and can easily hurt me.” The second person repeats this strategy, and adds one of his/her own.
- This activity is similar to the travel game, “I’m going on a trip and I’m going to pack...” except the children produce a safety list instead of a packing list. They still have to remember each item in order, and repeat it, before adding their own suggestion.
- Divide the children into groups of five and have them write down all the safety ideas they come up with.
- Encourage each group to share their ideas when they come together in a whole group session. When possible, role-play or dramatize each suggestion or rule.
- Ask the children to illustrate, make posters, or demonstrate their safety rules.
- Post their creations in prominent places, and submit them for publication to local newspapers, which sometimes use safety messages as “filler.”

Links to curriculum and/or life:

Health and Life Skills

The children discuss and record what they learn about safety around farm animals and livestock. They examine the reasons for having rules, and indicate an understanding of why it is important not to play in corrals or near livestock. The children also explain, demonstrate, and/or illustrate what they will do to stay safe, and how they will put their informed, responsible choices into practice.

Language Arts

This memory game expands vocabulary, and uses listening and memory skills. The children link similar ideas in series using complex sentences. Recording their ideas gives writing practice.

Science

Discuss the physics of a bull that weighs 1100 kg, charging towards, and connecting with, a child or adult (see “And in this corner...” Appendix C). Students can also learn about the force with which a child’s head would hit the ground when falling from a horse. The *Every time... Every ride*, brochure states that “a rider’s unprotected head can receive over 1000 Gs of force in ANY fall, at ANY speed – simply because the fall begins from on top of a horse or pony” (Washington State 4-H Foundation).

Kids' Activity Sheet #2

Farm Animal and Livestock Safety

Activities to reinforce safety messages

B. Memory game cont.

Follow-up and extension activities:

- Divide the children into groups of three or four to create their own safety games. They can also modify, or make a Mic Safety version, of Alberta Agriculture's *Take the Farm Safety Challenge* game. The original (see the sample and instructions in Appendix D) is much like the game show "Jeopardy." Have the children use categories like chemicals/hazardous products, machinery, flowing grain, and farm animals, when creating their version. If reworking the *Farm Safety Challenge* game, Alberta Agriculture invites children to submit their version of the game (call 1 780 427 4231 for information).
- Once the children have completed their games, they can teach them to the whole group. Following a trial run, and some reflective discussion on how the game might be improved, send the small groups back to refine, and write out the instructions for, their safety games. Play the games repeatedly over the next few weeks, to ensure retention.
- Discuss safe and unsafe play areas, and safe behaviour around animals, both before and after reading *ON THE FARM with Mic Safety Mouse: Farm Animals and Livestock*. Make a chart with the group, showing what they thought was safe behaviour before, and after, the reading the booklet.

Kids' Activity Sheet #2 cont.

Farm Animal and Livestock Safety



Activities to reinforce safety messages cont.

2. Bus safety

Focus: to know that traveling safely on the school bus is part of living safely on a farm
to understand the reasons behind bus safety rules, and to commit to obeying them
to recognize and stay out of the “danger zone”
to make sure children know what to do if they miss their bus at home, or at school
to have children know and understand they must never take a ride from a stranger

You will need:	Set up:
A signed permission slip from each child; phone numbers and the contact information needed to fill in the blanks on each child's bus card	
At least four adult volunteers	
Three copies of Mic's Bus Card (see Appendix D) for each child	
One enlarged bus card visible to the whole group	Put the enlarged bus card on an easel or flipchart at the front of the room.
A large chart showing the school bus danger zone	Place the chart of the danger zone where all can see it, and demonstrate the danger zone (see <i>Procedure</i> below).
Disabled/disconnected phones; 911 HELP Sheets; table	Lay out phones and <i>HELP</i> sheets on a table.
A school bus and a bus driver	Before the event, ask the driver to explain and show the children the danger zone. Have the driver plan a route that includes railway crossings.

Procedure:

- Send permission slips for the bus trip home a week before the bus safety event. Make sure you have all the signed slips back prior to the day of the event.
- Make three copies of Mic's Bus Card for each child (one for the backpack; one beside the phone at home; one in the school office).
- Show the group the enlarged version of Mic's Bus Card. Discuss Mic's rules, and the reasons for them. To demonstrate the danger zone, set up chairs to represent the bus, and explain the danger zone (i.e. if you are close enough to touch the bus, you are too close), and why it is dangerous (i.e. you can't be seen and could be run over).
- Hand out three of Mic's Bus Cards to each child. Ask the adult volunteers to help the children fill them out.
- Collect one card from each child. These will be kept in the school office.
- Using the Mic Bus Cards as guidelines, role-play what to do if a child misses the bus, in several different scenarios. Have phones and 911 HELP Sheets available to practice calling 911, as though the children cannot get an answer at any of their contact numbers, and are stranded.
- Line up the children, and go out to the bus. Ask the bus driver to demonstrate the danger zone, before the children board the bus, explaining again that this is an area where the driver cannot see the children.
- Have the children board the bus, following Mic's rules (i.e. using handrails, sitting quietly facing front, etc.) Role-play someone having been left behind, and what should be done.

Kids' Activity Sheet #2

Farm Animal and Livestock Safety

Activities to reinforce safety messages

Bus safety procedure cont.

- Before crossing the railway tracks, review rule #6 (i.e. be absolutely quiet so the driver can listen for an approaching train). It is excellent if train times are known, and this can be coordinated with the actual arrival of a train.
- Upon returning to the school or the point of departure, have the children leave the bus in an orderly manner.
- Discuss which rules were followed, and why.

Links to curriculum and/or life:

Health and Life Skills

Taking the school bus is a part of everyday life for rural children. Bus safety is relevant and mandatory for their safety and well-being. Riding the bus safely can be a matter of life or death, and incorporating bus safety into the Health and Life Skills curriculum makes good sense in rural elementary schools.

Math and Science

Discuss the physics of a train colliding with a bus, and solve math problems using different speeds.

Follow-up and extension activities:

- Use the tune from “The wheels on the bus go round and round” to make up lyrics about bus safety (e.g. “kids waiting for the bus, stand off the road” ... “the driver of the bus says please don’t shove”... “the children on the bus face the front”...etc.)
- Read *The Day Jimmy’s Boa Ate the Wash* (T. Hakes Noble, 1980) and discuss school bus trips. Compare the safety concepts presented in Noble’s bus trip and the ones in *ON THE FARM with Mic Safety Mouse: Farm Animals and Livestock*. Encourage the children to write a bus trip story of their own, either based on a field trip they have taken, or creating a purely fictional one, that incorporates bus safety concepts.

Kids' Activity Sheet #2 cont.

Farm Animal and Livestock Safety



Activities to reinforce safety messages

3. Sing a safety song: "Down on the farm"

Focus: to emphasize respect for farm animals and livestock, and help children understand the potential danger the animals represent to repeat, and reinforce, the dangers of children interacting with farm animals and livestock, so that children will stay out of corrals and animal pens unless they are being supervised

You will need:	Set up:
A singer, a musical instrument	
Music for: "Old Macdonald..."; "The farmer in the dell"; "B-I-N-G-O"; "The wheels on the bus"; "Turkey in the straw"; etc.	
Printed sheets with the lyrics to "Down on the farm" for each child; a large version on a flip chart	Put the flip chart where everyone can see it

Procedure:

- Ask the children if they know any songs about farm animals. Sing the ones they suggest. Try altering them to include farm safety messages, and see what the children come up with.
- Introduce "Down on the farm," and see what kind of animal-related messages they suggest. Build on what they know. Help them make up lyrics to the "Down on the farm" tune that send safety messages about farm animals. (Use the tune from one of their other suggestions, if safety lyrics fit it easily).



Either of the first two stanzas can be used as a chorus, in between the other verses.

There are some dangers down on the farm, on the farm, on the farm.

There are some dangers down on the farm, down on the farm.

Remember to be safe, down on the farm, on the farm, on the farm.

Remember to be safe, down on the farm, down on the farm.

The bull can really charge and butt, on the farm, on the farm.

The bull can really charge and butt, down on the farm.

An angry dog can really bite, on the farm, on the farm.

An angry dog can really bite, down on the farm

The horse can buck, down on the farm, on the farm, on the farm.

The cows can kick... etc.

You can have fun if you are safe, on the farm, on the farm... (repeat).

Kids' Activity Sheet #2

Farm Animal and Livestock Safety

Activities to reinforce safety messages

3. Sing a safety song: "Down on the farm" cont.

Follow-up and extension activities:

- Invite someone who plays the guitar to join the group and sing farm-related songs.
- Make and add percussion instruments, so the children can accompany the lyrics and songs they have created. Add farm animal sounds (cow, horse, sheep, pig, etc.) to turn their songs into a production for an audience, to remind the audience about safety around farm animals and livestock.

Kids' Activity Sheet #3

Farm Animal and Livestock Safety

Kids' Farm Safety Program (KFSP)



Calling 911 for help

1. Using the 911 HELP Sheet

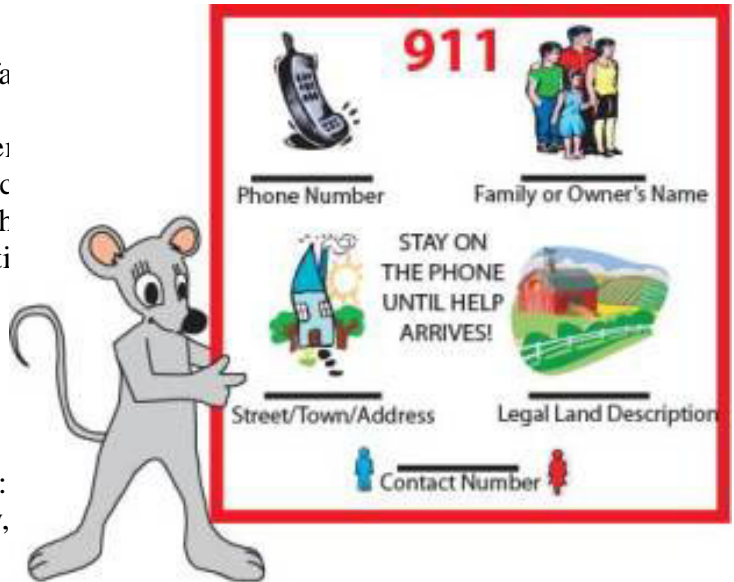
Focus: to teach young children how to call 911 for help in an emergency

You will need:	Set up:
Enough (inoperable) phones with 911 HELP Sheets (Appendix B) so that the children can practice making 911 calls, in pairs	Place phones (with attached 911 HELP Sheets) on a table.
Enough 911 HELP Sheets to send home with each child, for every phone on the farm	
Adult volunteers familiar with emergencies (e.g. parents, police, EMS personnel, fire fighters, nurses, etc.) to help fill out sheets and act as 911 operators	Have adults help children fill out 911 HELP Sheets, and role-play emergency scenarios with them.

Local phone stores may provide inoperable phones. Make calling 911 a hands-on activity, because children learn by doing, rather than just being told.

Procedure:

- Involve adult volunteers who are familiar with emergency situations (parents, ambulance drivers, doctors, police). Familiarize the adults with the instructions on the back of the 911 HELP Sheet, so they can help children fill in the information on the front. (Make sure young children know the difference between a 6 and 9.)
- Use permanent red marker to colour the 9 and the 1 on all phones.
- Review what constitutes an emergency:
 - something that causes severe injury, and/or threatens the life of the person injured.
- Ask children to give examples of emergencies. Take these seriously and work through them.
- Have children role-play emergencies. Provide props – toy tractors and trucks, inoperable phones, bandages, latex gloves to protect their hands from contact with blood (see “How to remove gloves” on the back of this sheet), stethoscopes, and first aid kits for the emergency crew. Draw on St John Ambulance First Aid courses (www.stjohn.ab.ca) for ideas and information.
- Use the adults as 911 operators to coach the children through the prompts on the 911 HELP Sheet. Children must state their phone number, the name of the landowner, and the legal land description. Have them practice describing the nature of the injury or emergency, so the operator knows what kind of help to send. Adults need to remind the children to STAY ON THE PHONE UNTIL HELP ARRIVES.
- Repeat and practice calling 911 until the children can provide all the needed information without adult prompting. This will enable them to call for help if they need it.



Kids' Activity Sheet #3

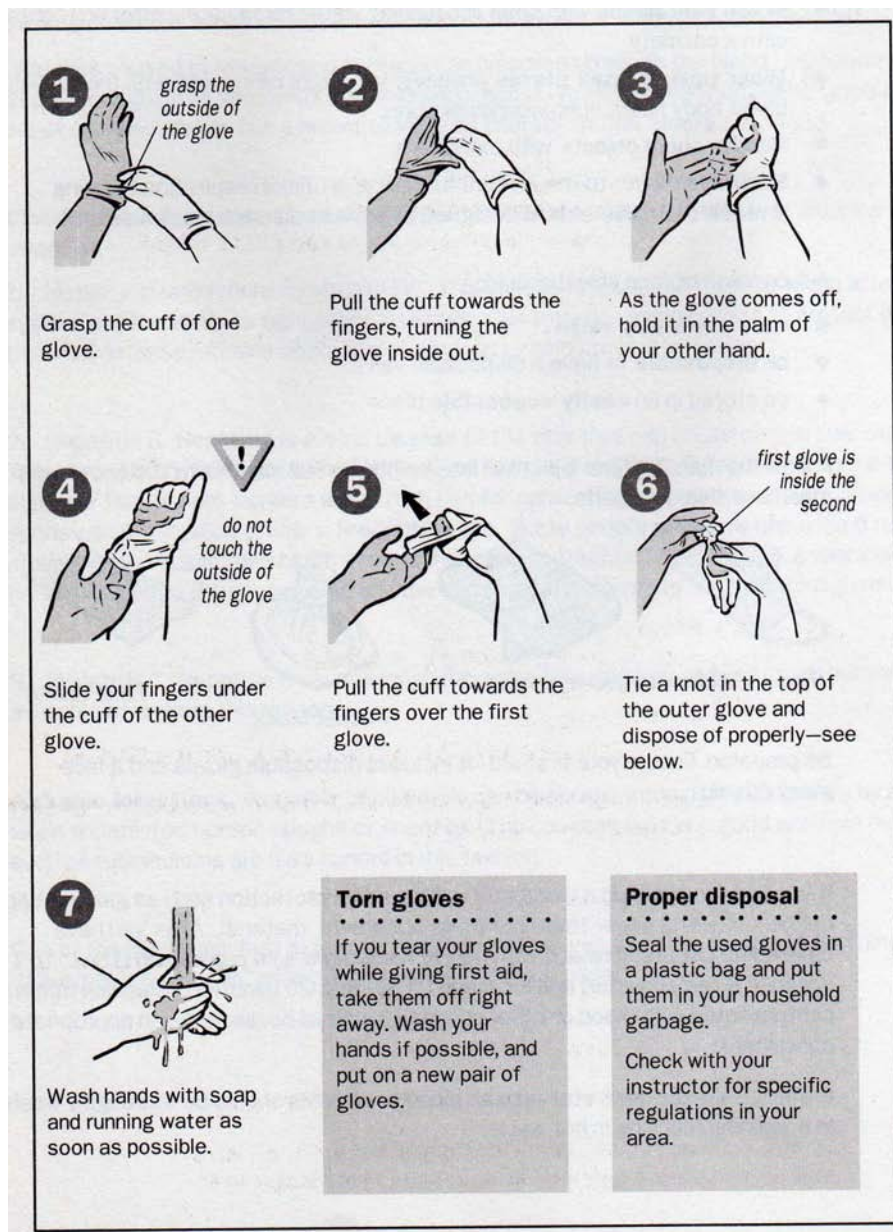
Farm Animal and Livestock Safety

Calling 911 for help Using the 911 HELP Sheet

Procedure cont.

- Make enough copies of the 911 HELP Sheet (see Appendix B) so that the children can put one by every phone at home. When making copies, place the images on the front, and the instructions on the back. Have adult volunteers help each child fill in his or her phone number, the family name, the land description, and, if possible, the contact number(s), **before** sending them home. Laminate the sheets or put them into zip-lock bags to protect them.

“How to remove gloves”



(Source: St. John Ambulance *First Aid on the Farm* Student Booklet, p. 7)

Kids' Activity Sheet #3 cont. Farm Animal and Livestock Safety



Calling 911 for help
Using the *911 HELP* Sheet cont.

Links to curriculum and/or life: Health and Life Skills

These activities, if practiced repeatedly using different emergency scenarios, teach children how to call 911 for help, and could save a life.

Language Arts

The discussion and practice of calling 911 encourage speaking clearly, sticking to the topic, and including vital information.

Math

This exercise involves number recognition.

Follow-up and extension activities:

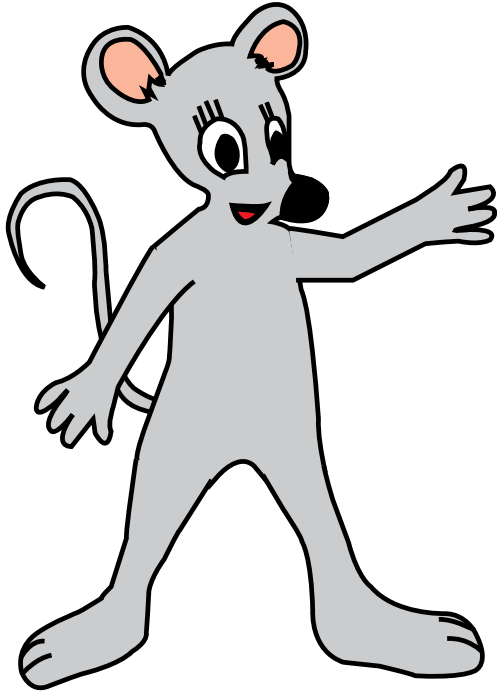
- Children often care for younger siblings, so explore the possibility of including a St. John Ambulance course, such as *We can help* (7 to 10 years old); *What every baby-sitter should know* (11 years and up); and *First aid on the farm* (12 years and up), which are all aimed at teaching first aid to youth (phone 1 800 665 7114; www.stjohn.ab.ca). The Canadian Federation of Agriculture, a number of years ago, published *Rural Kids, a supplement for baby-sitters in rural Canada*, which they might update if there are enough requests (contact Kieran Green at 1 613 236 2633).
- Mic says, “Only call 911 when it is a real emergency.” Discuss Aesop’s fable of the “boy who cried wolf.”

A shepherd-boy who tended his flock not far from a village, used to amuse himself by crying out “Wolf! Wolf!” Two or three times his trick succeeded. The whole village ran to his assistance, only to be laughed at for their pains. Then one day a wolf really came. The boy cried out in earnest, but his neighbours, supposing him to be at his old sport, paid no heed to his cries, and the wolf devoured his sheep (adapted from R. Ash & B. Higton, 1990).

Ask the children what they think the moral of the fable is. (*Moral: Habitual liars are not believed even when they tell the truth.*) Emphasize that if you call “wolf” without just cause, no one will believe you in a real crisis.

- **Stress** that 911 is for **emergency use only**. Ask a police officer to explain to the children that it is an offence to call 911 if there is no emergency, and to underline the penalties for calling 911 as a prank.

ON THE FARM with Mic Safety Mouse: Farm Animals and Livestock



APPENDICES

- Appendix A: Farm-related fatalities and injuries
- Appendix B: *911 HELP* Sheet
- Appendix C: Additional resources
- Appendix D: Mic's Bus Card; *Take the farm safety challenge* game; "Who has to make sure I am safe?"
- Appendix E: (K-6) Health and life skills learning and wellness outcomes
- Appendix F: Puppets and their impact; patterns and instructions for Mic Safety Mouse puppets

Appendix A

Farm-related fatalities and injuries

ALBERTA CHILDHOOD FARM FATALITIES (1985-2007)

Date	Total fatalities, including children	Child fatalities (0-17 years of age)
1985	29	4
1986	13	3
1987	18	6
1988	12	1
1989	13	0
1990	16	8
1991	15	2
1992	14	2
1993	22	7
1994	15	4
1995	12	2
1996	21	5
1997	17	4
1998	24	6
1999	17	2
2000	22	3
2001	18	5
2002	24	5
2003	14	1
2004	16	5
2005	19	3
2006	20	7
2007	12	1
Totals	403	86 (21.3% of total)

Overall, fatalities decreased in 2007. And there was only one childhood farm-related fatality reported, compared to seven in 2006.

Twenty Albertans were killed due to injuries occurring on farms in 2006. Seven of these were (male) children under the age of eighteen (this is more than double the three child fatalities in 2005).

Date	Gender	Age	Type of fatality
Jan 3	M	4	Drowned in dugout after getting trapped under ice.
Jan 30	M	17	ATV collided with another ATV while moving cattle; victim not wearing helmet.
May 18	M	7	Drowned in dugout.
Aug 8	M	2	Drowned in irrigation canal.
Sept 12	M	4	Run over by a bobcat. Victim was riding in the bucket and fell out.
Sept 15	M	10	ATV roll-over while feeding cattle. Victim was trapped under ATV.
Nov 17	M	6	Drowned in dugout while playing on the ice.
			Total: 7

Appendix A

Farm-related fatalities and injuries cont.

Four-year fatality summary (2004-2007) by agent:

The five child fatalities in 2004 were due to:

- 1 child dragged by horse
- 1 child driving an ATV collided with tractor, and run over
- 1 child riding in tractor bucket crushed
- 1 child in grain hopper
- 1 drowned in a dugout.

In 2005, the three child fatalities were machinery-related.

The seven child fatalities in 2006 were due to:

- 4 children drowned in dugouts and an irrigation canal.
- 2 child fatalities were quad and cattle-related
- 1 child fell out of a bobcat bucket and was run over.

The 2007 child fatality was a four-year old boy who was run over by the tractor his father was driving.

Alberta farm-related injuries (2007)

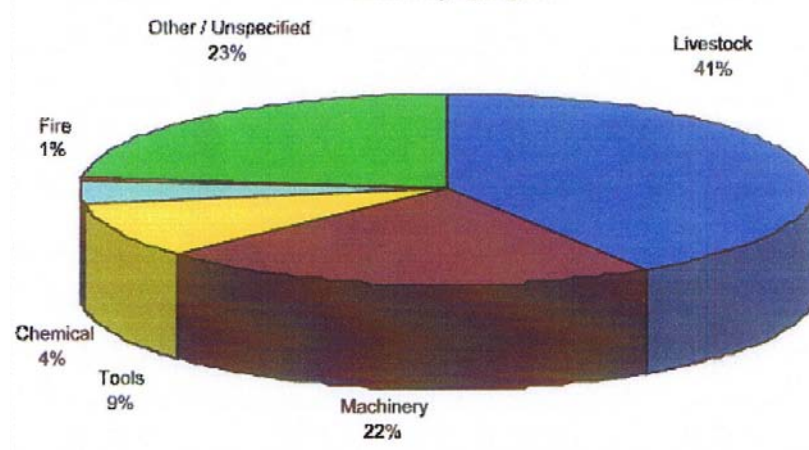
In Alberta, in 2007, there were a total of 950 reported farm injuries (or 1016, if counting the 66 two-agent injuries separately), down slightly from 1148 in 2006. They were reported by the Regional Health Authorities (RHAs) as follows:

		2006	2007
RHA #1	Chinook Regional Health Authority	321	293
6	Capital Health	234	287
5	East Central	126	105
3	Calgary	199	98
4	David Thompson	116	54
7	Aspen	81	71
2	Palliser	71	42
8	Peace Country	0	0
9	Northern Lights	0	0
Total number of injuries		1148	950

Note: Not all hospitals report injuries to the Farm Accident Monitoring System (FAMS). FAMS lists 101 facilities with emergency room (ER) departments. Six of these report no farming in their areas. Fifty out of the remaining 95 facilities reported injuries to FAMS. About half (53%) of the hospitals do not report, so farm-related injuries are highly under-reported.

Appendix A Farm-related fatalities and injuries cont.

2007 Summary by Agent

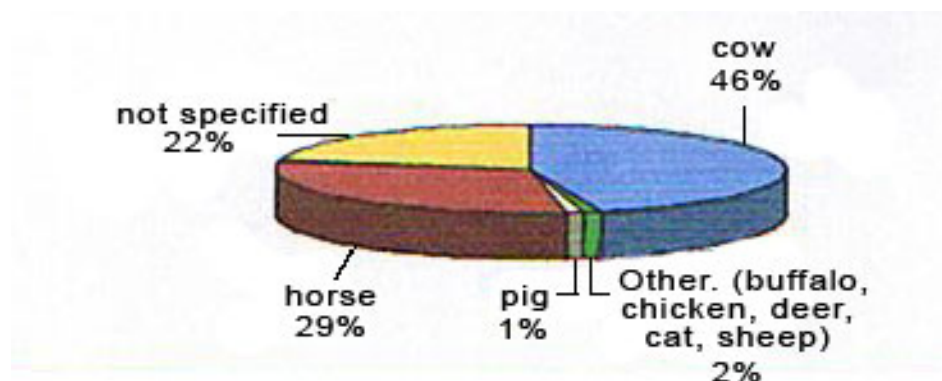


Summary of incidents and agents of injuries in Alberta (2005; 2006; 2007)

Agents	Number of injuries		
	2005	2006	2007
Fires	4	6	3
Chemicals	51	50	35
Tools (includes pitchfork, grinder, knife, needles, etc.)	127	103	74
Machinery (includes farm-related ATV/quad incidents)	300	251	277
Other (includes drowning, flowing grain, augers, etc.)	317	276	310 (66 of which were 2-agent incidents)
Livestock	554	462	367
Totals	1353	1148	1016

In the past three years, the number of injuries has declined.

2007 Livestock/Animal Injuries



Appendix A

Farm-related fatalities and injuries cont.

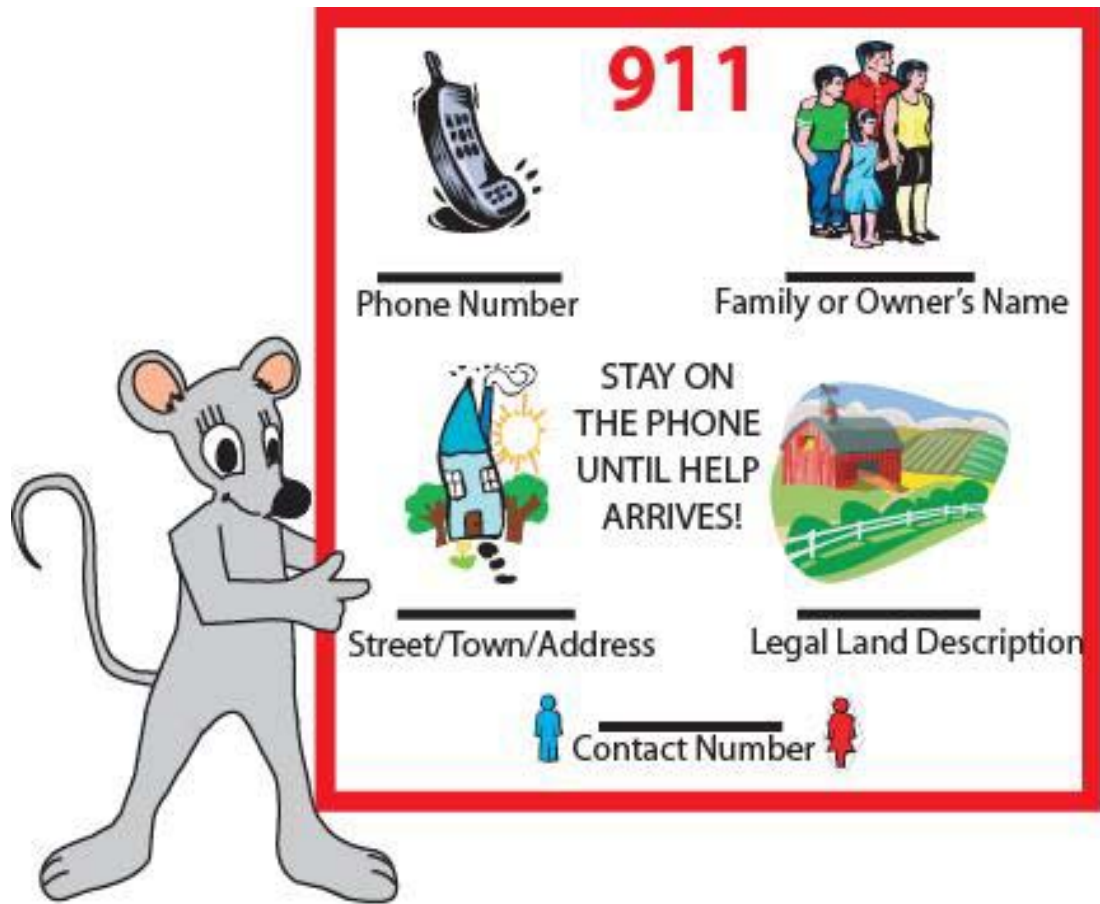
Animal-related injuries, in Alberta, reported to FAMS show cattle to be the cause of livestock-related injuries more frequently (46%) than horses (29%). A 10-year study by the Canadian Agricultural Injury Surveillance Program (CAISP), however, reported horse-related injuries to be more than four times as frequent as injuries involving cattle.

Dogs were the third highest cause of injury. Dog bites, however, often go unreported, so the reported eight per cent is probably an inaccurate indication of the frequency with which dogs inflict injury. Karen Briere states, “one in two children are bitten by a dog by the time they are 12” (see “Children taught to avoid dog bites” in Appendix C).

CAISP Study Results

Type of animal	1-14 years old
Cow, heifer, steer, other cattle	45 (15%)
Bulls	less than 5
Calves	11
Horses	197 (66%)
Pigs	less than 5
Dogs	23 (8%)
Other	15
Total	298

Appendix B 911 HELP Sheet



----- cut line

911 HELP Sheet instructions

- Fill in the details (phone number, name, address or legal land description, and contact number) on the *HELP* Sheets. Make enough copies for every telephone.
- Highlight the 9 and 1 in red on every phone to which the child has access. (Young children sometimes confuse the 6 and 9, so if the 9 is highlighted it helps eliminate that possibility.)
- Help the child learn to read and/or memorize the numbers and letters of his or her address and legal land description.
- Tape the completed *911 HELP* Sheet on or beside every phone. Make sure the child has easy access to them in numerous spots around the yard and farm. Shrink the Sheet to fit cell phones.
- Frequently pretend, role-play, and practice calling 911 using a disconnected or toy phone, so that the child remembers the following procedure:
 - Give your phone number, the name of who owns the farm (the call centre can use this in locating the farm), and the address (house number and street if in town, and the legal land description if in the country).
 - Describe the emergency (e.g. entanglement, equipment run-over, fire, fall, chemical spill, injury by animal, etc.), and tell where it happened (behind the sheds, at the dugout, etc.)
 - **STAY ON THE PHONE UNTIL HELP ARRIVES.** If someone else needs to be notified, give the 911 operator the contact number on the bottom line. The operator will call them, so that you can stay on the phone with the 911 operator until help arrives.

Appendix B

***911 HELP* Sheet cont.**

Shortened instructions for the back of the *911 HELP* Sheet

- Fill in the blanks on the *911 HELP* Sheet
- Highlight the 9 and 1 in red on all the phones
- Tape the completed *HELP* Sheet on or beside every phone, including cell phones. Shrink the Sheet to fit the cell phone.
- Help the child read and memorize his/her address and legal land description.
- Practice calling 911 with an inactive phone, so the child learns what to do: give the information listed on the front, and say what happened, so the operator knows what kind of help to send. Give the operator the contact number on the bottom line, and...**STAY ON THE PHONE UNTIL HELP ARRIVES!**

Appendix C

Additional Resources

Articles and information related to material found in the Fact and Activity Sheets (listed by title, alphabetically).

1. And in this corner... (Farm Credit Canada)
2. *Barnyard animals* (Ohio State University Extension Fact Sheet AEX – 992)
3. *Bibi and the Bull* (C. Vaage, 1995)
4. *Can you reduce the riding risk?* (CSN Rural Injury Prevention Resource Center)
5. “Children taught to avoid dog bites” (*The Western Producer*. December 6, 2007. p. 83)
6. “Cow trouble” (*It’s up to me!* Alberta Agriculture, Food, and Rural Development. 1994-1995)
7. *Every time...every ride* (Video/DVD. Washington State 4-H Foundation)
8. *Farmer Joe Baby-Sits* (N. Wilcox Richards, 1999)
9. “Heads up... for safety” (*Successful Farming*, Mid-March 1997. pp. 57-59)
10. “Horse back riding safety” (*Get the Facts*, SafeKids, Children’s Health Centre)
11. “Horse safety” (www.cgs.slemson.edu/farm_s4)
12. “Horses and children” (Fact Sheet #2. Children’s Safety Network. 1995)
13. “How to say hi to a horse: Safety tips for kids who love horses” (*Let’s learn about horses.*” Colorado State University).
14. “Keep them riding... safely!” (Safe Kids, Children’s Health Centre)
15. “Kids & cows” (*Grass Routes*. Spring 2006. Alberta Beef Producers)
16. Livestock handling for youth (<http://homepage.mac.com/livestockhandling/FileSharing4.html>)
17. Livestock handling safety (www.cfa-fca.ca)
18. “On the farm, safety of children is adult’s responsibility” (Farm Safety Association Fact Sheet #F-018, March 1988).
19. “Safety in the bee yard” (Tom Hegan)
20. *When can my child ride a horse?* <http://asci.uvm.edu/equine/law/amea/amea.htm> (American Medical Equestrian Association). Scroll down, and click on “When can my child ride a horse?” Permission to reprint and distribute is given.

Appendix C Additional resources

1. "And in this corner..." (Farm Credit Canada)

An extra second of safety can last a lifetime

Farm Credit Canada, the Canadian Federation of Agriculture and the Canadian Coalition for Agricultural Safety and Rural Health

 Farm Credit Canada
Agriculture. It's all we do.

Canada

And in this corner...

[If there's an incident with livestock, who do you think will win?]

Appendix C Additional resources cont.

2. “Barnyard animals” (Ohio State University Extension Fact Sheet AEX – 992)



Barnyard Animals

Dee Jepsen
Extension Associate
Agricultural Safety & Health

Marcia Todd
Agricultural Program Assistant
Columbiana County

Dawn Handrosh
Student Intern
Agricultural Communications

Thomas L. Bean
Associate Professor
Extension Specialist, Safety

Farms are great places to find animals. There are many types of farm animals. Some are pets and some have an important purpose for the farmer. Animals that produce wool, milk, eggs and meat are called **livestock**. Types of livestock can include: cows, sheep, chickens, turkeys and pigs. Different types of farms have different types of livestock. Because these animals are not pets, they should be treated differently. An adult should be with you when you are in the barnyard.

You should never go near **male livestock**. They become angry very easily. Males will protect their pens, fields or families. Snorting, pawing the dirt, or throwing their heads are warning signs for you to stay away. When you are too close, these animals could charge at you. Because of their large size and short tempers, you should never trust male animals.

Young farm animals are cute and cuddly. You may want to get close enough to pet them. However their **mothers** are watching you. Mothers will protect their babies if they feel they are in danger. Although you may not be hurting their babies, the mothers do not

understand why you are touching them. Some mothers will snort, kick, or run at you as a defense measure to protect their young.

Animals sometime give other **warning signs** when they are upset or hurt. Some of the signs are: putting their ears back, getting on their knees, or having an evil look in their eyes. When an animal is showing any of these signs you should not go near them.

Fences keep livestock in a restricted area and are there for your protection. Fences are different for the types of animals they contain. They are made from a variety of materials. Some fences are electric and may shock you. Some have sharp barbs, and others are wooden or woven wire. Never enter a fence or a pen without adult supervision.

You should never **tease** livestock. Throwing stones, hitting with sticks, chasing, or teasing with food is not kind treatment. Chasing animals for fun may cause them to turn and attack you. Animals are not concerned about the harm they cause to people. They are reacting to protect themselves. Treat all livestock kindly and respect them for their purpose on the farm.

Appendix C
Additional resources cont.

3. **“Bibi and the Bull”** (C. Vaage, 1995). The red X has been added because this visual sends an unsafe message about behaviour around bulls.



Appendix C
Additional resources cont.

4. "Can you reduce the riding risk?" (CSN Rural Injury Prevention Resource Center)

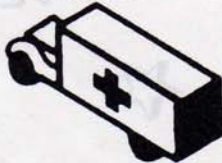
Can YOU Reduce the Riding Risk?

The simple answer is **yes**. As in any other sport, you can reduce the risk of injury by following some basic procedures. Most injuries occur during leisure riding: hacking, schooling, trail riding, "fooling around." Injuries on the ground account for 16% of horse-related injuries. You should:

Wear protective head gear: As in baseball, football, bicycling and hockey, a helmet should be worn whenever you ride. The most severe form of injury is a head injury; and while a broken arm or leg can heal a broken brain doesn't.

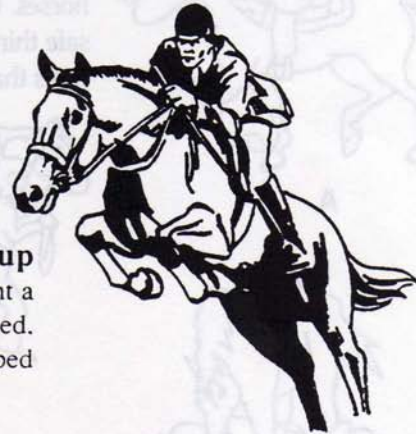
Wear an approved helmet: Make sure your helmet is SEI certified as meeting the ASTM F1163-90 standard. Shop wisely; not all helmets available pass this safety standard.

Wear Correct Footwear: All riders using stirrups should wear boots or shoes that have a heel and completely cover the rider's ankle.



Never lock the safety stirrup bar upright: The safety stirrup bar should always be in the horizontal position. This should allow the stirrup leather to detach from the saddle if you are being dragged.

Never tie yourself to a horse: Never wrap a lead rope or reins around your hand or waist. Never strap yourself or someone else to the saddle.



Use safety stirrup irons: These prevent a rider from being dragged, if their foot has slipped through the stirrup.

Check equipment before riding: Inspect the girth strap, stirrup leathers, reins and stitching for wear, and see that each are securely fastened.

For more information, contact:

CSN Rural Injury Prevention Resource Center
National Farm Medicine Center
1000 North Oak Avenue
Marshfield, WI 54449-5790
715-389-4999

5. "Children taught to avoid dog bites" (*The Western Producer*. December 6, 2007. p. 83)

Children taught to avoid dog bites

By **Karen Briere**
Regina bureau

Standing absolutely still in the face of a snarling dog is the best thing to do, but that is not likely one's first instinct.

Turning and running excites a dog more and increases the chance of a bite.

The Saskatchewan Veterinary Medical Association wants to change that.

It has adopted the Be a Tree program developed by Doggone Safe, a nonprofit organization working to prevent dog bites.

Association spokesperson Sally Cleland likens the program to the successful stop, drop and roll of fire safety. In the case of a threatening dog, children and adults should stand firm, tuck their arms into their sides or clasp their hands in front of them and look at the ground until the dog leaves.

It sounds simple, and Cleland said in classrooms most students get the message.

"Will they really do this when confronted?" she said. "Hopefully over

enough repetition in the classroom they will."

The association has asked the provincial government to incorporate Be a Tree into the curriculum for students in Grades 2 through 5.

Cleland said part of a veterinarian's oath is a responsibility for public safety.

However, there aren't enough vets in the province to effectively deliver the program and that's where adding it to classroom teaching would help.

"One in two children are bitten by a dog by the time they are 12," Cleland said.

Many dog bites go unreported, but Saskatchewan statistics show that, between 2000 and 2005, 97 people were hospitalized from bites. The Public Health Agency of Canada said 52 per cent of those occurred in children younger than 14.

Perhaps more startling is the statistic that two-thirds of bites occur while a child is at home or at a familiar place and three-quarters of dogs that bite belong to family or friends of the victim.

Cleland said it's important to recognize warning signs, before the dog growls or bares its teeth. Raised hair on a dog's back or neck, leaning forward and staring can all mean the dog isn't happy.

Never approach a dog that is standing with its tail up and ears forward, Cleland said. A tail tucked between the dog's legs is also a warning sign.

Dogs may play with small children who are running around and screaming but at some point they may become overstimulated and aggressive.

Dogs are descendants of wolves, Cleland said, and their behaviour is largely communicated through body



language. They become anxious, and when they fight, they go after the head and neck of their prey.

People often make the mistake that dogs like human behaviour. In fact, dogs don't like hugs and kisses or pats on the head but that's what people give them. Instead, try a scratch under the dog's chin.

Cleland said people can inadvertently train their dogs to be aggressive and go after prey by play fighting with them or playing tug-of-war games.

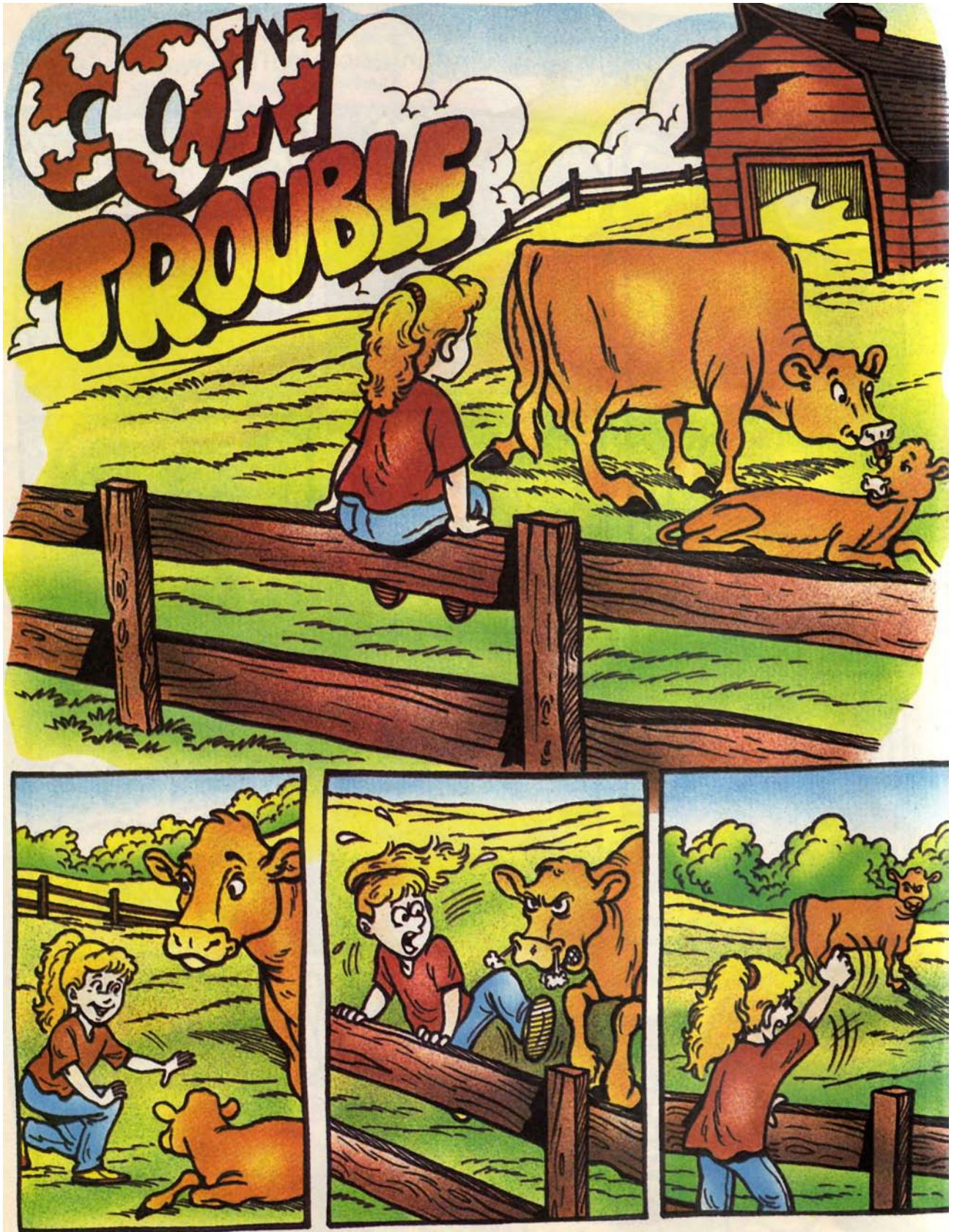
"They think it's cute but (the dogs) end up hard to control," she said.

And once owners start to punish dogs for biting, the animals become confused because they were allowed to do that before. She also said chaining a dog is "a real accident waiting to happen" because the dogs become frustrated and are almost three times more likely to bite.

Cleland added that if a dog pushes a person to the ground, the person should curl into a tight ball with hands behind the head to protect the most vulnerable areas. In other words, if you can't be a tree, be a rock.

Appendix C
Additional resources cont.

6. "Cow trouble" (*It's up to me!* Alberta Agriculture, Food, and Rural Development. 1994-1995)



Appendix C

Additional resources cont.

7. “Every time...every ride” (Video/DVD. Washington State 4-H Foundation)



Experience, training and the quietest horse in the world are no guarantee of safety. It's the height that puts the rider at risk — sometimes fatal risk. A rider's unprotected head can receive over 1000 G's of force in ANY fall, at ANY speed — simply because the fall begins from on top of a horse or pony. Today's energy absorbing, SEI* certified helmets can reduce this force to minimize or prevent injury.

Most riders are unaware of the genuine risk that riding presents. Too often a rider's enjoyment of this breathtaking sport comes to an abrupt end because they lacked the information needed to convince them to wear a helmet.

Introducing an important new educational video —

**EVERY TIME...
EVERY RIDE...**

Narrated by William Shatner, this professionally produced, approximately 20 minute, educational video demonstrates the need for SEI protective headgear. Interviews blended together with excellent footage of horses in a wide variety of sports show the benefits of wearing the proper helmet—as well as the unfortunate consequences of riding without one.*

What others are saying about “EVERY TIME...EVERY RIDE”

“This video is effective and important. It should be required that every riding instructor own a copy and every riding student be required to view this video.”

*Charlotte Kneeland, Director,
American Riding Instructor Certification Program*

“...a video every member of the horse community must see. It shows the reasons why everyone should wear SEI* certified protective headgear when preparing to mount or when mounted on a horse.”

*Doris Bixby Hammett, MD, Secretary,
American Medical Equestrian Association*

This equestrian oriented video will enable riders to make an educated decision regarding their need for protective headgear. And they do need protection.

But people in my sport don't wear helmets...

“EVERY TIME...EVERY RIDE...” includes Western, English, driving, cutting, dressage, jumping, gaming and pleasure footage. Let's face it, no horse is totally safe.

“The Safety Equipment Institute certifies helmets which meet or exceed the American Society for Testing & Materials (ASTM) F-1163(A) standard for equestrian headgear. All helmets shown in this brochure are SEI* certified. No headgear can protect the wearer against all foreseeable impacts.”

EVERY TIME...EVERY RIDE...Presented by:
Washington State University Cooperative Extension
and Washington State 4-H Foundation



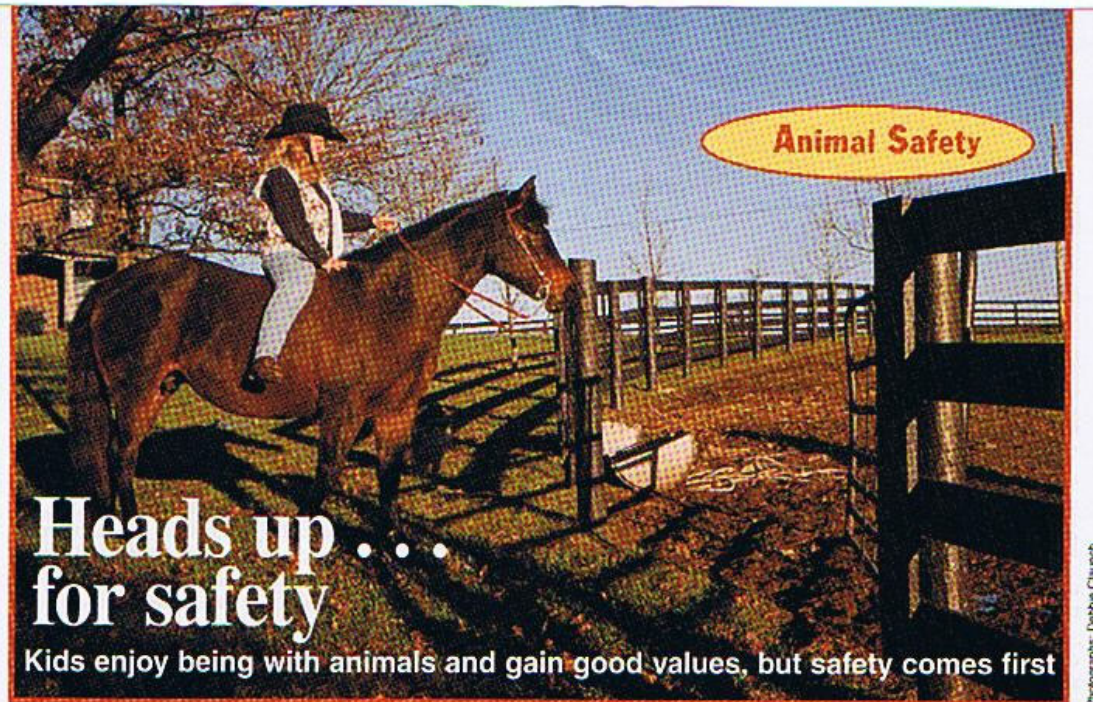
Appendix C
Additional resources cont.

8. “Farmer Joe Baby-Sits” (N. Wilcox Richards, 1999). The red X has been added because this image depicts unsafe behaviour.



Appendix C Additional resources cont.

9. "Heads up...for safety" (*Successful Farming*, Mid-March 1997, pp. 57-59)



Photograph: Debbie Claunch

By Cheryl Tevis
Farm Issues Editor

Greta Stevenson was enjoying the outdoors with her mom on a mild February day at the farm near Rockport, Indiana. As they walked, Greta asked her mom if she could lead the horse. The five-year-old wrapped the rope around her wrist.

No one knows to this day why it happened, but the horse suddenly bolted, dragging Greta several hundred feet. She died instantly from head injuries.

Greta's experience was not an isolated tragedy. In 1992, horse-related injuries accounted for an estimated 34,636 emergency room visits by children and young adults. Furthermore, equestrian injuries are serious: up to 38% result in hospitalization and 28-48% involve fractures.

The exposure is great: 240,143 children are involved in 4-H horse and pony programs, and there are 12,000 youth members of U.S. Pony Clubs. Many others who ride aren't included in these statistics.

Risk is underestimated

"Many people associate speed and jumping with danger, but many children are injured during activities such as leading, grooming, feeding and non-

Ashley Lane (above) and her sister, Jennifer, enjoy riding at Stone Oak Farm near Harrodsburg, Kentucky. The Lanes, who raise quarter horses and paints, are aware of the need to wear riding helmets whenever they ride or work with horses.

competitive riding," says Deborah Reed, assistant professor at the University of Kentucky's Southeast Center for Agricultural Health and Injury Prevention in Lexington.

In fact, according to a new study by the National Farm Medicine Center, 42% of horse-related injuries occur

horse-related injuries. That's why equestrian helmet use is a critical issue.

Hunt caps or hard caps have been around for 40 years, but safety-approved equestrian helmets were first introduced in 1989. In 1990, the U.S. Pony Club mandated safety helmet use. But only a small percentage of riders wear protective headgear.

Head injury is the leading cause of death and responsible for 17% of all horse-related injuries

Design is improving

To learn more about this issue, Reed surveyed members of eight 4-H horse clubs in Kentucky about their use and attitudes toward riding helmets. She found that kids were more likely to wear helmets if they were involved in jumping, hunt seat and saddle seat than if they were riding trails, western, or on the ground working with horses.

"Children said they didn't wear helmets because they were uncomfortable, poor fitting, poorly ventilated and unattractive," Reed says.

She adds, "Our interviews showed children were unaware that helmet design has changed drastically since 1993. New models have improved ventilation ports and are made from lighter-weight materials."

Goretex® liners are also now avail-

while the rider is on the ground. "No horse, no matter how well-trained, is completely predictable," says Nancy Young, who conducted the study.

Unlike other farm-related injuries, more girls than boys are involved. Head injury is the leading cause of death and responsible for 17% of all

Animal Safety



The Lanes display both English-style and western equestrian helmets.

Heads up . . . for safety

able to dissipate perspiration and promote cooling.

Until recently, availability has been a barrier to helmet use. Today, most stores that sell tack and horse equipment offer equestrian helmets. Mail order equestrian supply catalogs are another resource. (See boxed item.)

When buying a helmet, look for the Safety Equipment Institute (SEI) equestrian label (ASTM F-1163). Expect to pay \$35-\$50 for a basic equestrian helmet.

It is more difficult to find a western-style helmet, and you pay more (\$100). "The more people buy them, the more the cost will come down," Reed points out. "But your child should be able to get three or four years of wear. In case of damage, you can return and replace a helmet at no cost."

She adds, "I say if you can't afford the helmet, you can't afford the horse. A helmet costs less than boots. Which end is more important?"

New helmets also can be used with interchangeable covers—western, tradi-



Ashley's mother, Melanie Lane, makes certain that the chin strap of this western helmet is fastened securely.

tional velvet, lycra or nylon.

Reed warns against substituting a bike helmet. "Equestrian helmets cover a larger area of the head and will withstand more impact," she says.

Reed, who helped form the Bluegrass Chapter of Farm Safety 4 Just Kids, is conducting a yearlong project with the Pendleton County 4-H Horse Club to promote helmet use. Chapter members will participate in Junior 4-H Horse Club activities with the 4-Hers, ages 5-13, during the year. Their feedback about helmets will be shared with a manufacturer.

Wearing a helmet every time, every ride is critical, agrees Nancy Young. But close supervision by someone who understands horses also is fundamental. "Many injuries are caused by matching an inexperienced rider with a poorly trained horse," she adds.

It's important for parents and other adults to be role models for helmet use.

Spared the pain of loss

"Every injury or fatality has one thing in common: it's unexpected," says Jean Gulden, Spokane, Washington. "Even people dedicated to children and horses often don't understand the devastating, long-term results of head injury. The risk of riding without a helmet is unacceptable."

In 1993, Gulden's young neighbor, Sunset Crispin, was riding her horse on a sunny day. "We were doing things we had done before," recalls Crispin.



Working with horses on the ground can be a hazardous undertaking for young riders.

Suddenly, her mother, Linda, heard a loud cracking noise. She rushed out to see Sunset on the ground.

Thanks to the helmet that she was wearing that day, Sunset recently placed 10th in the National 4-H Horse Bowl competition. Her helmet, not her head, was cracked.

The lives of her parents weren't shattered by her loss. "For 10 years, I couldn't even talk about Greta's death," says Jim Stevenson. "No words can convey the pain inflicted on a family." **SF**

For more information

Wise Choice Tack & Supply
4401 Harrodsburg
Lexington, KY 40513
606/224-8976

Dr. Deborah Reed
800/288-9747

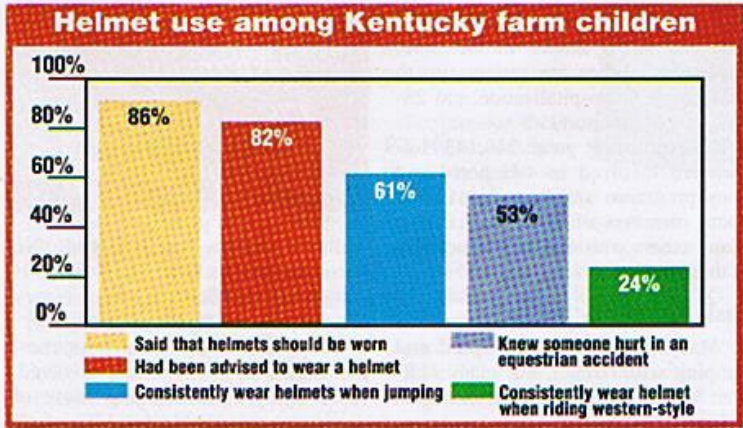


Chart source: Center for Agriculture Health and Injury Prevention

Appendix C Additional resources cont.

10. "Horse back riding safety" (*Get the Facts*, Safe Kids, Children's Health Centre)



Get the Facts ...

Alberta Children's Hospital • 1820 Richmond Road S.W. • Calgary, AB T2T 5C7 • Phone: (403) 229-7833 Fax (403) 541-7533
Children's Health Centre • 4100, EDC • 8308 - 114 Street • Edmonton, AB T6G 2V2 • Phone: (403) 492-9997 Fax (403) 492-3535



Horse Back Riding Safety for Alberta's Children

No one is sure how many Albertans ride horses but it is estimated that one third of all registered horses in Canada reside in Alberta. The picture of a cowboy surveying his herd on horseback or a farmer breaking his field behind a horse drawn plow is part of our western heritage. With the growth of world class competitive riding events such as the Calgary Stampede and the Spruce Meadows Series our association with the horse remains strong.

Riding can be great exercise, particularly if activities include caring for a horse. Most riders will describe riding as being as good for the soul as for the muscles. As with all activities there are risks associated with horse back riding. When compared to injuries from other activities, riding injuries are more severe. Horses are fast, immensely powerful animals who possess strong herd and fright/flight instincts. Fortunately horses can be trained to be cooperative, and when properly trained, can be most useful, pleasurable animals. Humans can never overpower horses, but following a common sense approach, we can have a safe and pleasurable association with our animals. Understanding risks and learning what can be done to manage them is the responsibility of everyone involved with horses.

Managing risks begins with understanding

In Alberta:

- Children are most often injured when riding around their own homes or farms
- Most children are injured when their horses spook or bolt, resulting in a fall.
- Many children are injured (kicked, bitten, crushed) in non-riding activities such as grooming, mounting, playing, or working around horses.
- Serious injuries have occurred when children were not wearing helmets and sustained severe head injuries.
- The majority of children injured are female, particularly in the 10-14 year old age group.

What can you do to manage risk? Take some Lessons.

The right age for a child to begin riding is an individual matter. Before beginning riding lessons, a child should have:

- sufficient muscle strength to hold a position in the saddle,
- the ability to understand and follow instructions,
- a sufficient attention span to cope with a thirty minute lesson,
- a desire to ride.

The following suggestions will help to make your child's riding experience a positive one:

- Riders need a gradual learning process which promotes safety and knowledge of horse behavior as well as riding skill - take time to find a trainer or organization who puts safety first.
- Riders need horses suited to their experience and abilities; beginners need a placid, well trained horse to develop confidence and plenty of supervision before they can ride independently.

(continued on other side)

SAFE KIDS

Supported by the Children's Health Foundation of Northern Alberta and the Alberta Children's Hospital Foundation





Horse Back Riding Safety • Alberta

(continued from other side)

What can you do to manage risk? ...continued

- Insist your child wears an **approved riding helmet**® when working around horses or riding. An injured brain does not heal like a broken bone - even seemingly insignificant head injury can have long term effects. Survivors of brain injury may suffer from physical or intellectual impairment, personality changes or seizures.
- Make sure your child rides in sturdy shoes with a heel to prevent feet slipping through stirrups, and avoid loose clothing, jewelry and scarves.
- Have a regular routine to check and maintain riding equipment - check stitching and straps for wear.

Enforce common sense rules about trail rides:

- always ride with others
- always wear helmets
- never ride double
- avoid busy roads
- know your child's destination and expected time of return.
- Make sure you have a discussion with your family doctor before allowing a child with certain medical conditions such as epilepsy, diabetes, or asthma, to ride. Trainers also need to know this information.

* Some Words About Approved Riding Helmets

- Everyone who rides horses will occasionally fall off - provide your child with the helmet offering substantial protection - look for the American Society of Testing Materials (ASTM) and Safety Equipment Institute (SEI) label inside the helmet. Look for this label:

ASTM/SEI - 1163

- Parents need to insist upon a **NO HELMET - NO HORSE** rule and remember to include your child in choosing any helmet. Children will be more cooperative in wearing a helmet if they have had some say in the matter and can choose one that is most comfortable for their head.

- Several different ASTM/SEI styles are now available, from traditional black velvet English types, light weight training caps with vents, and even a western style with a cowboy hat covering. Be aware that the market is flooded with substandard helmets which offer far less protection.

- Although an approved helmet may be slightly more expensive, when compared to the cost of a brain injury - your child's head is worth it! - **REMEMBER - APPROVED HELMETS SAVE LIVES.** During the school and teenage years a child's body grows at a much faster rate than their heads. A properly fitted helmet will likely last several seasons.

- Remember that children can be injured when working and playing around horses. Get into the helmet habit early and encourage your child to wear a helmet when involved in non riding activities such as grooming, picking hooves or lunging.

- Purchase your helmet from a reputable store whose staff know how to correctly fit head gear and will take the time to make sure your child's helmet is comfortable. Make sure the helmet sits level on the head about one inch above the brow. It should be snug but not binding. Use sizing pads, if provided to customize the fit. Adjust the chin strap and always make sure the strap is used.

- It is not recommended that other types of sport helmets, such as hockey or bicycle helmets be substituted for the ASTM/SEI riding model. Helmets for riding are manufactured and tested for the special type of protection required when horse back riding.

- It is recommended that you replace any helmet which has been involved in a crash. Most manufacturers will do this free of charge.

Becoming a Skilled Rider

Horses are grassland animals with highly developed instincts. When frightened, a horse will first run or move abruptly away, often at high speeds. Horses do not think like human beings --- understanding horse behavior and developing a solid riding seat will help riders avoid and deal with unsettling situations. Learning about horse behavior and management is an essential part of becoming a skilled horse person.

Take some lessons from an experienced, skilled coach who puts safety first and offers solid ground training before riding. A reputable coach can help select a horse that is appropriate for your child's level of experience.

Alberta Pony Club or 4-H offers horsemanship programs which stress safety. Under the umbrella of the National Coaching Certification Program, the Alberta Equestrian Federation (AEF) trains riding coaches and can provide you with a list of those in your area. At present, there are coaches in the province who may not be certified as this program is relatively new. Every coach however, should be able to explain the safety approaches in their program. Even if you are not a rider yourself, as a parent you need to be an advocate for your child's safety --- insist that your young rider wear an ASTM helmet. ♥

For the Alberta Equestrian Federation,
Phone (403) 253-4411

*This flyer is part of a SAFE KIDS project
Reducing Riding Injury in Alberta
and is funded in part by
Agriculture and Agri-Food Canada.*

SAFE KIDS

Supported by the Children's Health Foundation of Northern Alberta and the Alberta Children's Hospital Foundation



Appendix C Additional resources cont.

11. “Horse safety” (originally at www.clemson.edu/farm_s4)

HORSE SAFETY

Though tractors now pull the nation's plows, million of us still own horses, 80% of which are used for recreation. Many people enjoy horseback riding, but misfortune may ride along unless they adopt horse safety basics:

- Begin your riding experience with competent instruction.
- Choose a horse whose disposition and training matches your capabilities. Beginners should avoid powerful, spirited or temperamental mounts.
- Dress properly for the ride - no loose or flappy garments to catch on branches or scare the horse. Footwear should have a deep heel. Always wear protective headgear.
- Approach every horse quietly and never unexpectedly from behind.
- Use the correct size stirrup. Check your tack for wear and cracking. Make sure the girth or cinch is tight to keep the saddle from slipping.
- Ride with care near low branches or fences, on rough, slippery or sloping ground and when visibility is poor. Ride single file on trails and on or alongside road.
- Never attach yourself to the horse by any tack or equipment.. You could be dragged if you fell off.

Links are provided as an information service. They do not constitute an endorsement of any non-affiliated organizations, businesses, products or content of these pages by the Cooperative Extension Service of Clemson University.

Appendix C Additional resources cont.

12. "Horses and children" (Fact Sheet #2. Children's Safety Network. 1995)

Fact Sheet

Children's
Safety
Network



Rural Injury Prevention Resource Center

1995 ■ Number 2

Horses and Children

Population at Risk

There are no reliable estimates of the number of youth in the United States involved with equine activities since there are no national or state data collection sources for this information. The American Horse Council has reported that there were 240,143 youth involved in 4-H horse and pony programs in 1993 and 12,000 youth members of the United States Pony Clubs.¹ The total number of youth at risk for horse-related injury is much greater than these numbers suggest because many children who are involved with horse-related activities are not registered horse owners or members of equestrian organizations.

The American Horse Council estimated there are presently 6.6 million horses in the United States.¹

Injury Experience

In 1992, an estimated 34,636 emergency room visits were made by U.S. children and young adults up to 24 years of age as a result of horse-related injuries.²

Emergency department studies show that a high percentage of equestrian injuries tend to be serious in nature, with up to 38 percent (dependent upon study cited) resulting in hospitalization and 28 to 48 percent involving fractures.³

Many children are injured during non-riding activities such as leading, grooming, and feeding.⁴ In one study, 15 percent of the children hospitalized had been kicked by a horse.⁵

The most common site of injury reported in emergency department based studies was the upper extremity.³

Most serious injuries to equestrians are caused by being separated from (e.g., propelled from or fall off) the horse while riding or by falling with the horse.³

Although the most common cause of death and serious injury in all riders is head injury, the percentage of these injuries causing death and serious injury is higher in young riders.^{2,3,6}

In the population under 24 years of age, more females than males sustain horse-related injuries.³ It has not been determined whether this is attributable to the ratio of female to male youth riders or other factors.

In a review of all equestrian fatalities in Alberta, Canada, 1975-1990, 47.4 percent of the fatalities were 20 years of age or younger, with seven children (18.4 percent of total fatalities) under the age of 6 years.⁶

A mail survey of 2,195 frequent riders showed a high prevalence of hospitalization and prolonged disability among injured equestrians.⁷

A recent study of 557 frequent riders under the age of 25 estimated an injury rate of 0.6 per 1,000 riding hours.⁸ In contrast, the overall injury rate for persons age 15-24 years is 0.05 per 1,000 working hours.⁹

Related Issues

Among horse enthusiasts participating in a 1991 survey research study, more girls than boys and more children involved in English style riding than

(continued on back side)

This project is supported by MCJ# 553A22 from the Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration, Department of Health and Human Services. CSN Rural Injury Prevention Resource Center, National Farm Medicine Center, 1000 North Oak Avenue, Marshfield, WI 54449-5790.



Western wore helmets regularly. Reliable information on helmet use among occasional riders is not available.⁹

The fact that there is no International Classification of Diseases (ICD) external cause (E-code) for fatalities resulting specifically from horse-related activities makes it difficult to estimate national fatality numbers. Currently, there are several E-codes reflecting animal-induced injury.

Prevention

Researchers agree that consistent use of secured, ASTM* standard, SEI† certified equestrian helmets will lead to a decrease in equestrian deaths and serious injuries.^{3, 4, 6, 7, 11, 12}

The American Academy of Pediatrics (AAP) and leading researchers recommend that young riders wear helmets that meet the 1988 ASTM testing standard as certified by SEI when riding horses.^{3, 11}

The AAP recommends that "all organizations and activities (riding schools, horse shows, rodeos, etc.) that promote or sanction horseback riding events should require entrants to wear SEI certified helmets."¹¹

Young riders should be supervised and matched with horses commensurate with their levels of cognitive development and riding ability.¹¹

*American Society of Testing Materials, ASTM F-1163


†Safety Equipment Institute, SEI

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Appendix C
Additional resources cont.

13. "How to say hi to a horse: Safety tips for kids who love horses" (*Let's learn about horses.* Colorado State University)

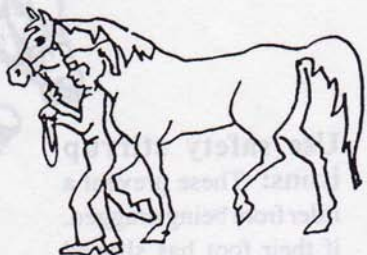


How To Say Hi To a Horse:

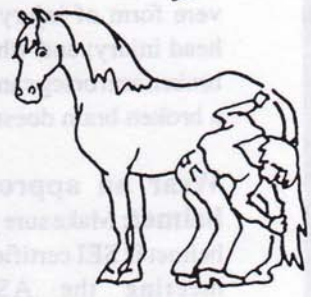
Safety Tips For Kids Who Love Horses




A



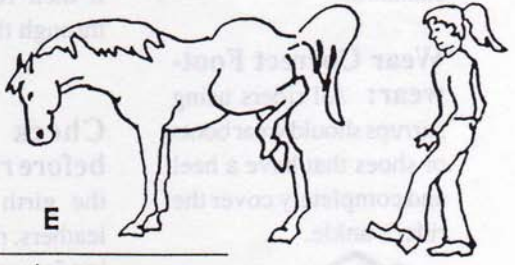
B



C



D



E

ANSWERS

A. (X) Don't goof off in the saddle. The horse could shy and you might fall off.
 B. (O) Walk beside a horse when you're leading it, not ahead or behind.
 C. (O) Stay close to the horse's back hip if you're lifting up his feet.
 D. (X) Never sit on the ground next to a horse's feet. You could get stepped on!
 E. (X) Don't come up to a horse from the back. If you startle the horse, it may kick you, hard.

Reprinted from Farm Safety & Health Digest, Fall 1992 Vol. 1, No. 2, Box 807 Mayo UMHC University of Minnesota, 55455.

ALWAYS wear an SEI-approved riding helmet

Appendix C
Additional resources cont.

14. "Keep them riding...safely!" (Safe Kids. Children's Health Centre)

Know the problem!

Children injured in horse-related incidents frequently suffer severe injury and often end up in hospital.

Here are some facts about horse-related injuries in Alberta:

- Children are most often injured when riding around their own homes or farms.
- Most children are injured when their horses spook or bolt, resulting in a fall.
- Many children are injured (kicked, bitten, crushed) in non-riding activities like grooming, mounting, playing or working around horses.
- Children not wearing helmets are more likely to sustain severe head injuries in horse-related incidents.
- Everyone involved with horses must understand the risks.
- Horses do not think like people. Even the best-trained horse may "spook" when it is frightened, or run away when it senses danger. **These reactions are instinctive.** Riders need to understand common horse behaviours, and learn to avoid injury.

Safety tips for young riders

- Wear an approved helmet
- Wear sturdy shoes with a heel
- Avoid loose clothing, scarves and jewellery
- Maintain riding equipment regularly. Check stitching and straps for wear and tear
- Always ride with others and avoid busy roads
- Never ride double
- Make sure an adult knows where you are going on your horse, and when you will be back
- Check your riding environment regularly. Keep it well maintained
- Check with your doctor before you start a riding program, and tell your trainer if you have a medical problem

For more information, contact SAFE KIDS:

Children's Health Centre
 4100 EDC 8308-114 Street
 Edmonton, Alberta T6G 2V2
 Phone: (403) 492-9997
 Fax: (403) 492-3535

Alberta Children's Hospital
 1820 Richmond Road S.W.
 Calgary, Alberta T2T 5C7
 Phone: (403) 229-7833
 Fax: (403) 541-7533

Supported by The Children's Health Foundation of Northern Alberta and The Alberta Children's Hospital Foundation

Because your kids are riders,
 And you care about your kids -

Keep them riding....

Safely!

Avoiding Horseback Injury:
 A Guide for Children and Parents

"Reducing Riding Injury in Alberta" is a SAFEKIDS project funded in part by Agriculture and Agri-Food Canada and

REDUCE THE RISK!

Give your child riding lessons

Understanding horse behaviour and developing a solid riding seat will help riders manage or avoid unsettling situations.

Choose an instructor or coach who:

- Insists that children wear **approved** riding helmets whenever they are anywhere near a horse
 - Ensures that new riders start off with placid, well trained horses, and receive plenty of supervision
 - Uses a gradual learning process that promotes safety and knowledge of horse behaviour as well as riding skill
- Do not start riding lessons until your child:**
- Has sufficient strength to hold a position in the saddle
 - Can understand and follow instructions and has a sufficient attention span to cope with a thirty-minute lesson
 - Wants to ride, and is willing to learn how to do it properly

Parents need to understand the importance of choosing a horse that is suitable for a child's age and ability.

Under the umbrella of the National Coaching Certification Program, the Alberta Equestrian Federation trains riding coaches for national certification. Call the AEF at (403) 253-4411 for a list of certified coaches in your area. The Alberta Pony Club and 4-H also offer horsemanship programs which stress safety.

Choose an approved helmet...

Approved riding helmets save lives and help to reduce brain injury. Look for this symbol:

ASTM/SEI - 1163

The American Society of Testing Materials (ASTM) and Safety Equipment Institute (SEI) label indicates a riding helmet that offers substantial protection. These helmets are worth the small additional cost. The market is flooded with substandard helmets that offer far less protection.

...and wear it!

Everyone who rides a horse will eventually fall off. An injured brain does not heal like a broken bone - even seemingly insignificant head injury can have long-term effects, including physical or intellectual impairment, personality changes or seizures.

Insist that your children wear helmets every time they ride. Make no exceptions.

Many horse-related injuries occur when children are working and playing near horses. Insist that children wear approved helmets even when involved in grooming, picking hooves and other non-riding activities.

Do not substitute hockey, bicycle or other types of helmets for riding helmets. Riding helmets are manufactured and tested for the special type of protection required in horseback riding.

**A simple rule...
No helmet? No horse!**

Choosing a helmet

Purchase your helmet from a reputable store where staff know how to fit helmets properly. The helmet should sit level on the head about one inch above the brow.

Make sure the helmet fits neatly and comfortably. It should be snug but not binding. **Always use the chin strap.**

Replace any helmet which has been involved in a crash. Some manufacturers will do this free of charge.

ASTM/SEI-approved helmets come in several styles, from light-weight training caps to western styles to traditional black velvet. Children who are allowed to help select their helmets are far more likely to wear them.

When choosing a style, remember that during the school and teenage years the body grows faster than the head. A helmet is likely to last several seasons.

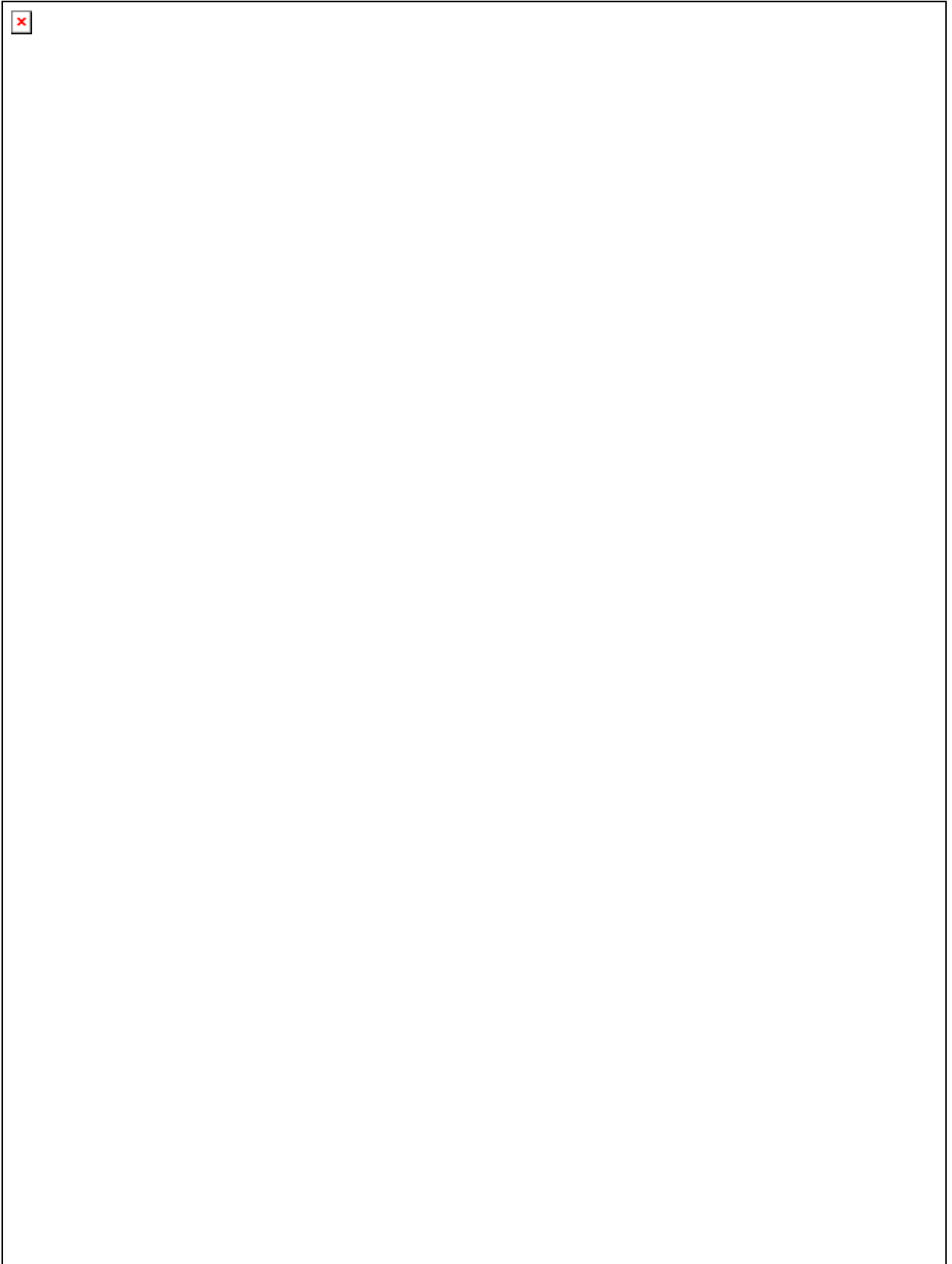


SAFE KIDS reminds parents to ensure that their children are wearing sun screen whenever they are out of doors.

Appendix C

Additional resources cont.

15. **“Kids & cows”** (*Grass Routes*. Spring 2006. Alberta Beef Producers). The red X has been added because the photo sends a unsafe message regarding behaviour around bulls.



Appendix C
Additional resources cont.

16. "Livestock handling for youth" at
<http://homepage.mac.com/livestockhandling/FileSharing4.html>

**LIVESTOCK
HANDLING
FOR YOUTH**

**Learn how to safely and
humanely handle
livestock**



AFAC
ALBERTA FARM
ANIMAL CARE

"Every 4-H member should have to take this course if they are going to handle animals."

Foothills district 4-H member

The AFAC **Livestock Handling for Youth** was developed and is presented by Jennifer Woods. This interactive course covers general animal behavior and handling including:

- **how to recognize illness or injury in livestock;**
- **treatment of ill or injured livestock**
- **how to recognize and prevent distress;**
- **what diseases you can catch from livestock;**
- **human health hazards on the farm.**

This course is a modification of the **Livestock Handling Course** which Jennifer has presented throughout North America.

For information contact:

Jennifer Woods

Reflected J Livestock Consulting

Phone: (403) 684-3008

Fax: (403) 684-3028

Email: ReflectedJ@aol.com

www.afac.ab.ca

Appendix C
Additional resources cont.

17. "Livestock handling safety" at (www.cfa-fca.ca)

LIVESTOCK HANDLING SAFETY

Put your best foot forward!

FACT: 1 in 5 hospitalized farm injuries are livestock-related.

FACT: Following tractor and machinery incidents, livestock-handling is the next most common cause of death on Canadian farms.

FACT: People age 60 and older are at greatest risk of death due to animal-related incidents.

➤ **BULL ATTACKS** account for 42% of livestock-related fatalities, but only 6% of hospitalized injuries on Canadian farms.

➤ Only about 1 in 20 victims survive a bull attack.

➤ Most bull attacks happen in stockyards or open fields – not in barns.

➤ **COWS** are involved in 33% of animal-related injuries, and 16% of fatalities on Canadian farms.

➤ Most cow-related incidents involve the presence of a calf.

➤ Most victims of cow-related incidents are age 60 or older.

➤ **HORSES** are very dangerous and account for 40% of livestock-related deaths and 46.5% of hospitalized injuries.

➤ Most fatalities are caused by the victim being kicked by a horse.

➤ Most injuries are caused by the rider falling from the horse.

FARM SAFETY MEANS FARM SAFELY

YOUR LOCAL CONTACT:



www.cfa-fca.ca



www.ccasth.org



www.agr.gc.ca

Appendix C

Additional resources cont.

18. "On the farm, safety of children is adult's responsibility" (Fact Sheet #F-018, March 1988, at http://www.farmsafety.ca/factsheets/tips-e/child_safety.pdf)

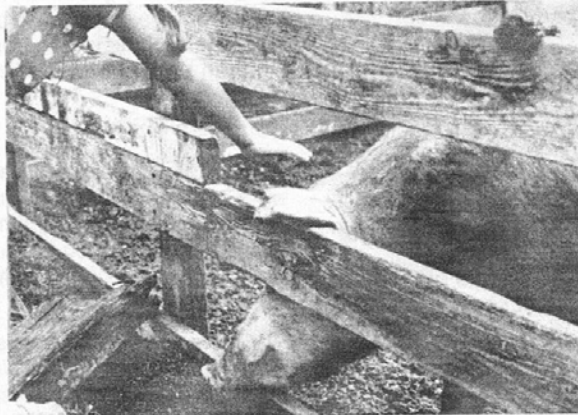


Farm Safety
Association

Fact Sheet

NO. F-018
MARCH 1988

On the Farm, Safety of Children is Adult's Responsibility



"Even good-tempered animals can be dangerous. This kind of situation can lead to injury".

The statistics are frightening! In just 10 years, 80 children under the age of 15 were killed in Ontario farm accidents. Among these fatalities were 61 youngsters aged 10 years or less. Thirty-nine were under the age of five. In every case, a very young life was cut short, and a family was left with a gap that can never be filled.

Inherent dangers

The very nature of farming activities is what makes them so dangerous to children. On the one hand, a farm is an industrial workplace, filled with a bewildering variety of dangers. Yet it is also a home, or a special place to visit. Children can not simply be kept completely away from the workplace, as is the case in other industries. Instead, farm families must identify the many hazards and find ways of dealing with them.

The major hazards

Hazards encountered on a farm are extremely varied. They range from electric shock, to poisoning, to bad-tempered livestock. The hazards also change—for example, a stubble field may be a good, safe place for a walk. A few days earlier—during harvesting—the same field would have been filled with danger.

Machinery

Most children killed or injured on farms are victims of machinery accidents.

Many of these tragedies occur when an operator starts a machine without even knowing a child is in the area. In other cases, the neglect is more obvious—for example, when a child falls from an implement or a tractor fender.

Hazardous materials

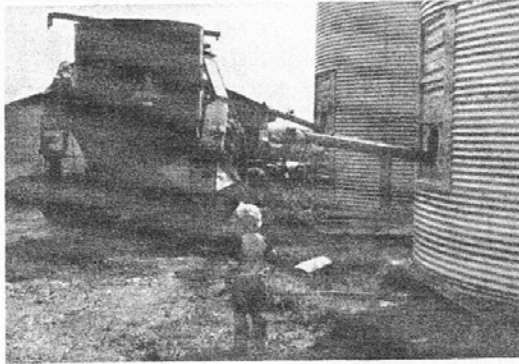
A majority of farm chemicals are quite dangerous. If children (especially small children) get their hands on such materials, the results can be quite tragic. The same is true with more commonplace items, such as gasoline and matches.

Building and other structures

Buildings can be designed to be safe, and should be fixed if they are unsafe. However, sloppiness can defeat the safest design. For example, a farm child died when he tried climbing a tractor wheel that was leaning against a wall, and the wheel fell on him. Another youngster died when some old baler twine hanging from a beam caught around his neck.

Livestock

Even good-tempered animals can become dangerous. For example, a toddler could be knocked down and trampled by cattle that would hardly notice the child's presence. Even the quietest animals can become dangerous if they feel threatened, particularly if they have their young with them.



"Know where children are at all times. Young children *must* be supervised".

Protecting children: The basics

Accidents involving children *can* be prevented through attention to details, based on a good understanding of some of the fundamental principles:

Make equipment and buildings safe

Anything that is hazardous to you—for example, a hole in a barn floor or a protective shield left off a machine—is also a danger to children. However, simply making a farm safe for adults is not enough. Children are extremely curious, but lack adult judgement. They also may be small enough to get past protective barriers and shields that would stop most grown-ups.

Dangerous equipment, materials should be inaccessible

Anything children might use to harm themselves or others should always be kept out of reach. Guns and pesticides are obvious examples.

Know where children are at all times

This is difficult on a modern farm, since both parents often have to join in the work. However, young children *must* be supervised. If both parents are working, daycare or some other form of adult supervision is essential.

Practice safety

Have you ever set down a container of pesticide for "just a second," and ended up leaving it for several hours? The best planning and intentions only pay off if safety is practiced every day.

Set a good example

When children start to help out on the farm, they will follow your example. If you work safely, so will they.

Educate

Even small children can learn the rudiments of safety, such as which areas of the farm are "off limits." As they get older, children can learn why certain things are dangerous. School programs and safety publications designed specifically for children enhance the learning process.

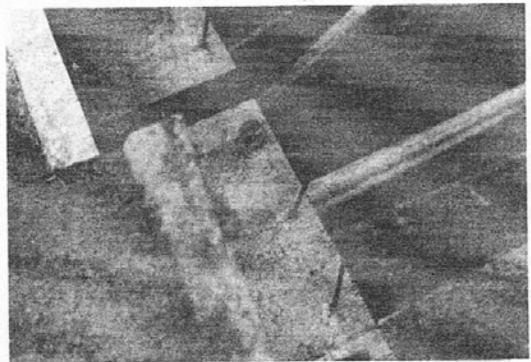
Don't ask too much

When youngsters do begin helping with farm work, proper training is essential. Adults should keep in mind a child's limited strength and experience. (How often will a teenager actually admit that they "don't know" or "aren't strong enough?")

It is especially easy to assume that the safe way of doing something is obvious. Instead, it is only because of the farmer's wealth of experience that it *seems* obvious. For the youngster, *everything* about safety has to be explained, and then explained again.

Anticipate lapses

Even the best kids can disobey or forget. Similarly, well supervised children will occasionally end up where they don't belong. Taking children for granted—for example, leaving a can of pesticide out because you assume that a youngster "knows better"—can be extremely dangerous.



"Anything that is hazardous to you—is also a danger to children. Remove hazards where possible".

Appendix C Additional resources cont.

18. "On the farm, safety of children is adult's responsibility" cont.

Safe machinery operation saves lives

The most important safety rule on the farm is NO PASSENGERS—EVER!

An Ontario study showed that 13 child fatalities were passengers on tractors or on implements connected to tractors. The great tragedy is that these accidents could so easily have been prevented.

You have to be firm! Refuse to give in to requests for a ride "just across the barnyard." Allow enough time for helpers to walk to and from fields, or provide a safe means of transport.

Machinery should be maintained in good repair, with all protective shields in place. Children must understand that they are not allowed to play with idle machinery. Equipment that might fall—such as front-end loaders—should be left in the down position. When self-propelled machinery is parked, brakes should be locked and keys removed from the ignition. Tractor PTO's should always be left in neutral. When starting machinery—and especially when reversing—you should always know where the children are.

Kids should not be allowed to operate machinery until they are big enough to easily reach *all* of the controls. They should be thoroughly trained in the safe operation of equipment before start-up. When training beginners, have them explain things back to you, using their own words. If they seem confused, take the time to go over things again and again, until you are sure they understand. Something that seems obvious to you may be very confusing to a beginner.

MAKE WORK AREAS 'OFF LIMITS'

Until they are old enough to begin helping, children should not be allowed in areas where work is underway. An operator simply can not operate a machine properly and watch for children at the same time. This is true for fieldwork, as well as for work around buildings.



"Children must understand that they are **not** allowed to play with idle machinery".



"Make hazardous areas such as manure pits inaccessible to children by fencing them".

Exceptions can be made to show children the type of work being done. However, they should be kept in a group, and should always be accompanied by an adult. It should be emphasised that they are there to watch, not to play or run around. The accompanying adult should be careful to keep the children a safe distance away from any danger.

Safety can be built into structures

Some farm structures are extremely hazardous to children. The most dangerous of these include:

- **Silos**, with their deadly gases and unloading equipment.
- **Binned grain** can turn into quicksand, particularly during bottom unloading. (Children have also 'drowned' in grain as bins were being filled.)
- **Farm ponds and open liquid manure storage facilities** are potential drowning sites.
- **Stationary machinery**, such as feed mills.
- **Electrical boxes and wiring**.
- **Anywhere high enough to produce a dangerous fall.**

The only way to make any of these areas safe for children is to make them inaccessible. In some cases, this requires special fencing—for example, around manure pits. The fencing should be designed to prevent children squeezing through or climbing over.

The bottoms of fixed ladders should be out of reach, or fitted with a special barrier. Portable ladders should be stored away from danger areas such as silos.

Where protective barriers are needed, they should be fitted properly and designed so that small children cannot squeeze through. Dangerous machinery components and electrical boxes and wiring should be properly shielded. They should be placed out of the reach of small children, or be fitted with locking devices.



"Dangerous materials such as pesticides should be stored in a locked cabinet or shed".

NEATNESS COUNTS

Safe designs have to be supported by safe habits. Many children have been injured by simply tripping over objects left lying on the ground. Others have been hurt when they became tangled in old fence wire or baler twine. Anything you want to keep should be stored neatly; everything else should go to the dump. This rule applies not just to the farmyard, but also to fencerows and fields.

When storing things, be careful not to create new hazards. For example, a couple of bales of straw stored under a fusebox can put the box within a toddler's reach. Also, heavy objects should never be left leaning against walls or posts. Children will try to climb them and may fall or even pull the objects over on top of themselves.

PROVIDE SAFE STORAGE

Dangerous materials, such as pesticides and other toxic chemicals, should be stored in a locked cabinet or shed in their original containers. When a container is empty, it should be rinsed out and disposed of as soon as possible. If there is not enough room to securely store treated seed and fertilizer, children should be warned of the dangers in the strongest possible terms. In identifying hazardous materials, be careful not to overlook everyday items, such as matches.

Guns should be stored *unloaded* in a place where they are out of childrens' reach. Ammunition should be stored in a separate place that can be locked. When in use, guns should never be left unattended, even for "just a second."

SUPERVISION NEEDED AT ALL AGES

As children mature, there are changes in the nature of supervision that are required. In the early years, children simply can not be left alone. If both parents are working, someone else—a babysitter, a relative, or a rural day care service—*must* be found. At this age, a fenced play area near the house will make supervision easier. However, an adult should still be close at hand.

As children get older, the need for direct supervision decreases. However, basic rules—for example, to stay away from areas where work is underway—are still needed. Adults must be patient and allow enough time to enforce the rules.

When older children begin helping on the farm, a different kind of supervision is needed. The days of simply making areas off limits are gone. Instead, parents must watch to make sure work is being done safely. Whenever safety rules are broken, adults must make time for explanation and enforcement.

It's in your hands

Remember that children sometimes are careless, and may forget. They may try to do too much, and sometimes deliberately disobey. In the end, safety is the responsibility of adults. No matter how carefully they are taught, children are still children.

The information and recommendations contained in this publication are believed to be reliable and representative of contemporary expert opinion on the subject material. The Farm Safety Association does not guarantee absolute accuracy or sufficiency of subject material, nor can it accept responsibility for health and safety recommendations that may have been omitted due to particular and exceptional circumstances.

Appendix C

Additional resources cont.

19. "Safety in the bee yard" (Tom Hegan)

Tom Hegan, from Winfield, shares a few thoughts with us about

"SAFETY IN THE BEE YARD"

Probably the most common misconception surrounding honey bees and their stinging behavior is that a beekeeper doesn't get stung, "because the bees know you". First off, beekeepers do get stung. Sometimes we get stung a lot and this happens every time we annoy our bees without wearing adequate protective gear. If bees feel their hive is being threatened they do not differentiate between a beekeeper, the butcher, the baker or the candlestick maker, when it comes to driving home their only defence. What we do have working in our favour, however, is a better than average understanding of what makes bees cranky, along with a few tricks to avoid drawing attention to our presence near their home. Add to this, a suit of protective gear to wear when we must cause a major disturbance, and we are usually able to appear in public without too many unsightly swellings. Let me share a little of that insider stuff.

Knowing the likely temperament of hives before approaching is very helpful. An experienced beekeeper will be able to read this easily enough if for no other reason than he or she has benefited from a hundred hard-learned lessons over the years. If this experience is not available to you, here are a few things that would say it is not a good day to approach a hive if you can avoid it. The weather is an obvious player here. As you would imagine, the better a day it is to head for the beach, the better the time to visit the bees. Fine weather allows the older bees a chance to concentrate on field work. As it is the older bees who also look after most colony defence, there is a distinct advantage to approaching when most of the field bees are preoccupied. A somewhat less obvious point is that the weather of the previous few days has strong influence as well. Though today is sunny and fair, if you are freshly come off a stretch of rain, or even worse, wind, be prepared to face a greeting party! Bees on guard duty are stationed at the hive entrance. You should therefore approach and make your observations from the back or sides. There is no sense ringing the front doorbell. Watch for any indication that you are not arriving in the wake of some other intruder. A tipped colony or even just a hive lid askew can mean cattle or a bear have been stirring up the pot. Muddy streaking on the hive front is the calling card of skunks who scratch at hive entrances then roll the bees on the ground as they come out before making a snack of them. Red ants often try to invade bee colonies and the battle is fierce. Any sign of ants crawling on the hive body is a serious warning. The list goes on, but the point is, whatever was done to these bees before your arrival, they will try to blame on you. If something seems out of order, approach with caution.

I mentioned that we beekeepers have a few tricks up our sleeves that allow us to move relatively unnoticed through a bee yard. One is to wear smooth white clothing...usually coveralls. Most natural enemies of the honey bee are a dark color and the bees are genetically coded to be wary of any dark object moving near the hive. A dark furry sweater or hat is equivalent to a blinking neon "**STING ME**" sign, from a bee's perspective. Rapid movement of any sort draws attention. Beekeepers move slowly and deliberately in the apiary, even if an attack should begin. Swatting or waving bees away is the single most common start of trouble for visitors to a bee yard. Every hive has guard bees on duty at hive entrances and their sighting of swatting or panicky activity will bring on even the most good natured of them. They just can't help themselves.

If you are being investigated to the point of discomfort, or worse yet, attacked, follow this advice. Lower your head, shield your eyes and nose with a hand and leave the yard. If there is bush nearby, bees will not follow you far through it.

Probably our most useful trick to prevent trouble is found in a fundamental piece of beekeeping equipment – the smoker. It is simply a hand-held smoke generating machine. Before bothering a beehive we puff a little smoke into its entrance. The bees interpret this as an approaching fire, and immediately commence preparations for the possibility of having to abandon ship. Principally, this entails gorging on honey. Like most of us, well-fed bees are more docile bees, plus they are preoccupied with the ultimate threat of fire. We can now do our manipulations in relative peace if we are gentle.

Finally there is the use of protective clothing to fall back on. These articles of clothing need little description. With a pair of sealed white coveralls, leather gloves with elasticized gauntlets, and high boots, we are able to make the odd mistake in a bee yard without serious consequence. For an inexperienced visitor to the bees this gear is a must, in that the visitor can observe the goings on without the anxiety that would be otherwise normal.



Tom Hegan models the veil.

Appendix C
Additional resources cont.

20. “When can my child ride a horse?” (American Medical Equestrian Association at <http://asci.uvm.edu/equine/law.amea.htm>). Scroll down, and click on “When can my child ride a horse?” Permission to reprint and distribute is given.

Did you know?

- No child should ride a horse without the appropriate skills and level of development for riding.
- No adult should ride double with an infant or child.



Photo by Bennett-Talbot

This informational leaflet has been approved and/or endorsed by:

- AMERICAN RIDING INSTRUCTOR CERTIFICATION PROGRAM
- AMERICAN FARRIER'S ASSOCIATION
- AMERICAN MEDICAL ATHLETIC ASSOCIATION
- ASSOCIATION FOR HORSEMANSHIP SAFETY & EDUCATION (CHA)
- HARBORVIEW INJURY PREVENTION & RESEARCH CENTER
- HORSE COUNCIL OF OREGON
- HORSEMANSHIP SAFETY ASSOCIATION, INC. (HSA)
- NATIONAL YOUTH SPORTS FOUNDATION FOR PREVENTION OF ATHLETIC INJURIES
- NORTH AMERICAN HORSEMEN'S ASSOCIATION
- NORTH AMERICAN SINGLEFOOTING HORSE, FIELD DIVISION
- THE INTERNATIONAL SADDLE-SADDLE ORGANIZATION
- TENNESSEE WALKING HORSE BREEDERS & EXHIBITORS ASSOCIATION
- DAKMOOR PONY SOCIETY OF AMERICA
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 1000 NORTH OAK AVENUE
 MARSHFIELD, WI 54449-5790





For more information, please contact:
American Medical Equestrian Association
 103 Surrey Road
 Waynesville, NC 28786

AMERICAN MEDICAL EQUESTRIAN ASSOCIATION

When Can My Child Ride A Horse?



Your child should have:

- ┆ The *desire* to ride
- ┆ Muscle *strength* to hold the proper position in the saddle
- ┆ The *balance* to remain on the horse
- ┆ The *ability to understand* instructions and follow directions
- ┆ Sufficient *attention span* for instruction
- ┆ *Neck muscles* strong enough to support fitted, approved protective headgear

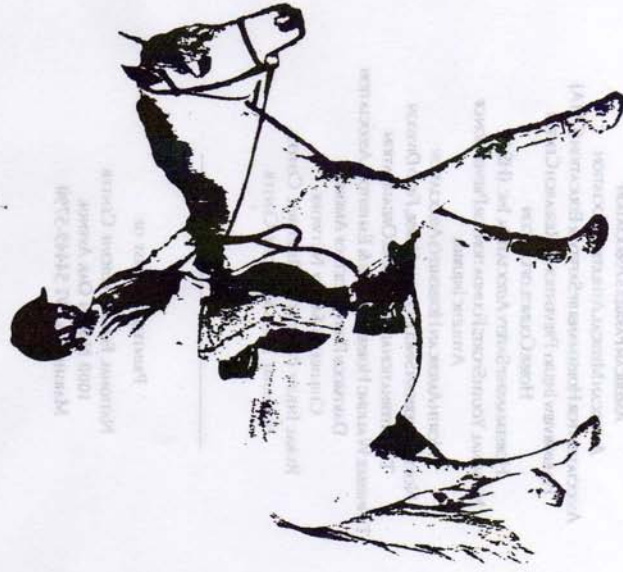
The horse should be:

- ┆ *Suitable* for children with a quiet, calm nature
- ┆ *Small enough* to allow the child's legs to be under his/her body, and the foot to be half way down the side of the horse

The equipment should include:

- ┆ A saddle that fits the size of the child
- ┆ A saddle that fits the size of the horse

A child must NEVER be mounted on a horse without a secured, ASTM¹ standard SEI²-certified helmet.



Above photo and cover by Foto West Photography

¹ American Society for Testing Materials — A national organization that set protective standards.
² Safety Equipment Institute — A national organization that checks products to find if products so marked meet the standard.

Then you'll need a qualified instructor who:

- ┆ Has *experience and patience* to work with young children
- ┆ Has *appropriate discipline and control* of the program
- ┆ Teaches in a fashion to *allow progressive development* of motor skills
- ┆ Has *knowledge of riding skills* appropriate for the age of the child
- ┆ Has *knowledge of the horse* to know its suitability for the child
- ┆ Has a requirement for well-fitted, secured, and approved protective *headgear at all times when mounted*
- ┆ Knows when a *helmet is well-fitted*
- ┆ Has *facilities with a small closed ring* away from motorized traffic, other horses and disruptive activities
- ┆ Has a *successful background of working with children* in an equestrian program. Look for certification by a recognized, national organization.



Appendix D

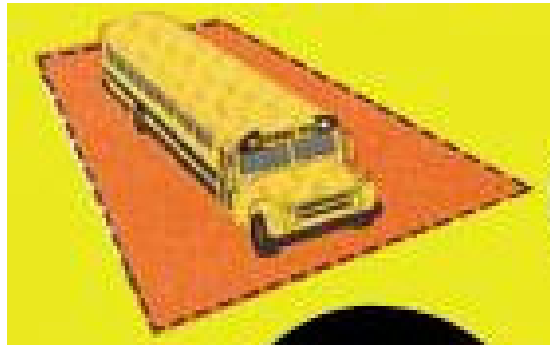
Mic's Bus Card

Mic's Bus Card was inspired by, based on, and adapted from: Alberta Infrastructure's Traffic Safety Initiative; "School Bus Safety" (*Focus on Flagstaff*, October 2006); "Staying safe on and off the school bus" (*The Community Press Back to School Supplement*, August 21, 2007); "Stay safe on the bus" (*KeepSafe*, 1998-2001, p. 7).

Teachers/Parents/Guardians discuss what the child is to do if (s)he misses the bus. Help the child fill in the blanks on the bus card, and then make three copies. Have the child keep one card in his/her backpack or pocket. Leave one copy in the school office, and put one card by the phone at home (in case the child loses his/her backpack).

Bus or Route Number _____ Bus Driver's Name _____
School Phone Number _____ Teacher's Name _____
Parents' Number(s) _____; _____
Alternative Contact Number _____
The agreed-on safe meeting place outside the school is _____.
Agreed-on safe place at home is back in the house or _____.

Mic says: "Know, and keep out of the *danger zone*! The driver can't see you in this area, so stay out of it. If you can touch the bus you are too close."



Mic's Bus Rules

1. Always dress for the weather, and get to the bus stop a few minutes early.
2. Stand two metres off the road, where the bus driver can see you.
3. When the bus stops completely, and the door opens, enter single file, using the handrail. (No pushing or shoving; a person who falls could end up under the bus wheels.)
4. Take your seat and stay seated until the bus stops completely, to let you get off.
5. Sit facing forward; do not throw anything inside the bus, or out of the bus window.
6. Talk quietly; no shouting. Too much noise will distract and/or disturb your driver.
7. Be absolutely quiet at railroad crossings so the bus driver can hear if a train is coming.
8. Keep your head, arms, and hands inside the bus windows at all times.
9. Always follow the bus driver's instructions.
10. When getting off the bus, walk a safe distance away from the bus, outside the danger zone, so the driver can see you and know you are out of danger.
11. If you must cross the road/street in front of the bus, make sure the driver sees you. Wait until (s)he gives you the signal to cross. Look both ways. Cross the street at least three metres in front of the bus. Walk, looking both ways. Do not run.
12. If you miss the bus, go back into the house or school (or to the nearest phone) and use your bus card contact numbers to call for help.
13. Call 911 if you cannot reach any of your contacts for a ride. NEVER take a ride from a stranger.

Appendix D Mic's Bus Card (Side one)

Mic's Bus Card was inspired by, and based on: Alberta Infrastructure's Traffic Safety Initiative; "School Bus Safety," Focus on Flagstaff, (October 2006); "Staying safe on and off the school bus," The Community Press Back to School Supplement, (August 21, 2007); "Stay safe on the bus," (KeepSafe, 1998-2003, p. 7).



Appendix D

Mic's Bus Card (Side two)



Appendix D

Take the farm safety challenge game – sample card

(Source: Alberta Agriculture, Food and Rural Development; call 1-780-427-4231)

Questioning The Answers

OKAY, HERE ARE THE QUESTIONS.

1. What is "NO"?
Tractors are involved in 71% of machinery-related child fatalities. Just say "NO"!
2. What is a fenced play area?
3. What are keys?
4. What is fill with concrete or other suitable material?
5. What are pesticides and petroleum products?
6. What are horses?
7. What is put a fence around them?
8. What is practice emergency response?
Does everyone know the emergency telephone numbers and the legal description of your farm?
9. What is none?
Every passenger should be sitting on a seat and wearing a seatbelt.
10. What is riding on equipment and playing around machinery?

NOW, CHECK THE CHART BELOW AND RATE YOURSELF!

Number correct:

- 0-3 Remember, farm safety isn't "child's play"!
- 4-6 You've got a bit of "homework" to do here.
- 7-9 Not bad. You just need a few "minor" adjustments.
- 10 No "kidding"! You know your child safety!

TRY SOME OF OUR OTHER CHALLENGES.

Printed in 1994

Questioning
The
Answers

T A K E T H E

C H I L D

FARM

Safety

CHALLENGE

1. The most loving answer to give when a child asks for a ride on a tractor.
2. The best place on a farm for young children to play.
3. They "start" a lot of trouble for children if left in farm vehicles or machinery.
4. What you should do with abandoned wells on a farm.
5. Stored in unmarked containers or pop bottles, children may drink them.
6. Cause 60% of animal-related child fatalities.
7. Make dugouts or lagoons safer for animals and people by doing this.
8. Farm families do this from time to time to prepare for an emergency.
9. The number of children that can ride safely in the back of a pick-up truck.
10. The two activities that cause most child deaths on Alberta farms.

Alberta
AGRICULTURE, FOOD AND
RURAL DEVELOPMENT

See other side and compare.

Appendix D

Take the farm safety challenge game – instructions

(Source: Alberta Agriculture, Food and Rural Development; call 1-780-427-4231)

T A K E T H E

THE FINAL CHALLENGE ROUND 1. Each player decides how many of their playing pieces they would like to bet on this last round. This is how many pieces they will win with a correct answer or lose with an incorrect one. 2. Each player only plays once. 3. Everything else is the same as the first two rounds.

WINNING THE GAME The player with the most playing pieces at the end of the Final Challenge Round wins. If a player loses all of their pieces at any time during the game, he or she must drop out of the game. The remaining players continue to play.

SET UP Divide the players into two or more teams. Pick a spokesperson for each team. ▶ Each team begins with three playing pieces. ▶ The team who must answer is called the *contestant team*. The team on their left is the *game show host team* who reads the answer/question. ▶ Select a player to be the *timer*. ▶ To see who goes first, each team rolls the dice. The one with the highest number starts.

TEAM PLAY (for 4 or more players)

THE CHALLENGE ROUND 1. The first host team chooses one of the challenge cards. 2. The first contestant team rolls the dice. A roll of 1 to 10 on the dice tells the host which question/answer to read from the card selected. A roll of 11 means the contestant team loses a turn and a roll of 12 means they may choose any question number they want. They may not look at the cards before making their choice. 3. The host team reads the answer on the front of the Challenge card. The contestant team has 1 minute to consult with each other. The timer signals when time is up and the spokesperson must immediately give the answer. Only one answer will be accepted. 4. If the team gives the right response, they win another playing piece. If they get it wrong, or if time expires, they lose one playing piece. 5. Next, the team who was the host team becomes the contestant team and the team to their left becomes the host team. 6. Play continues until all teams have played three times.

THE DOUBLE CHALLENGE ROUND 1. Everything is the same as in the Challenge Round, except correct answers win the contestant team two playing pieces. If they get it wrong, or if time expires, the team loses two playing pieces. 2. The play continues until all teams have played three times.


THE FINAL CHALLENGE ROUND 1. In this round, the individual team members take turns responding to the answer/questions without help from their team members. Start with one member from the first team, and take turns from one team to the other until everyone has played. Each team member has 30 seconds to respond. 2. If teams are uneven, let some members play a second time to finish the round. 3. In this round, if the team member answers correctly, the team wins one playing piece. If they get it wrong, or if times expires, the team loses a playing piece. 4. Everything else is the same as the first two rounds.

WINNING THE GAME The team with the most playing pieces at the end of the Final Challenge Round wins. If any team loses all playing pieces at any time during the game, they must drop out of the game. The remaining teams continue to play.

Printed in 1994

T A K E H O M E

HOW TO PLAY THE FARM SAFETY CHALLENGE TAKE HOME GAME



Objective Like the game show *Jeopardy*, players or teams win points by giving the correct "question" to the "answer" provided. The player or team with the most points after the 3 rounds wins.

Contents Farm Safety Challenge Cards each featuring a different category of farm safety. The cards have ten answers on one side and the corresponding questions on the other.

Equipment A time clock with a second hand, a pair of dice and about 50 playing pieces such as buttons, pennies.

Two Ways to Play Individual Play or Team Play.

A INDIVIDUAL PLAY (for up to 5 players)

SET UP Each player starts with 3 playing pieces. ▶ To see who goes first, each player rolls the dice. ▶ The one with the highest number starts. ▶ The player who must answer is called the *contestant* and the player on their left is the *game show host* who reads the answer/question. ▶ Select a player to be the *timer*.

THE CHALLENGE ROUND

- 1.** The first host chooses one of the challenge cards.
- 2.** The first contestant rolls the dice. A roll of 1 to 10 on the dice tells the host which question/answer to read from the card selected. A roll of 11 means the contestant loses a turn and a roll of 12 means the contestant may choose any question number they want. They may not look at the cards before they choose.
- 3.** The host reads the answer on the front of the challenge card. The contestant has 30 seconds to give the question that goes with the answer. The timer signals when 30 seconds is up.
- 4.** If the contestant gives the right response, he or she wins another playing piece. If the contestant gets it wrong, or if time expires, he or she loses one playing piece.
- 5.** Next, the player who was the host becomes the contestant and the player to their left becomes the new host.
- 6.** The play continues until all players have played three times.

THE DOUBLE CHALLENGE ROUND

- 1.** Everything is the same as in the Challenge Round, except correct answers win the contestant two playing pieces. If the contestant gets it wrong, or if time expires, he or she loses two playing pieces.
- 2.** The play continues until all players have played three times.

Appendix ... D

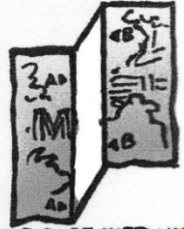
“Who has to make sure I am safe?”

Mic asks, “Who has to make sure I am safe?” (We would like to thank Alberta Agriculture and Rural Development for permission to use and adapt this document from *It’s up to me!* 1994-1995.)

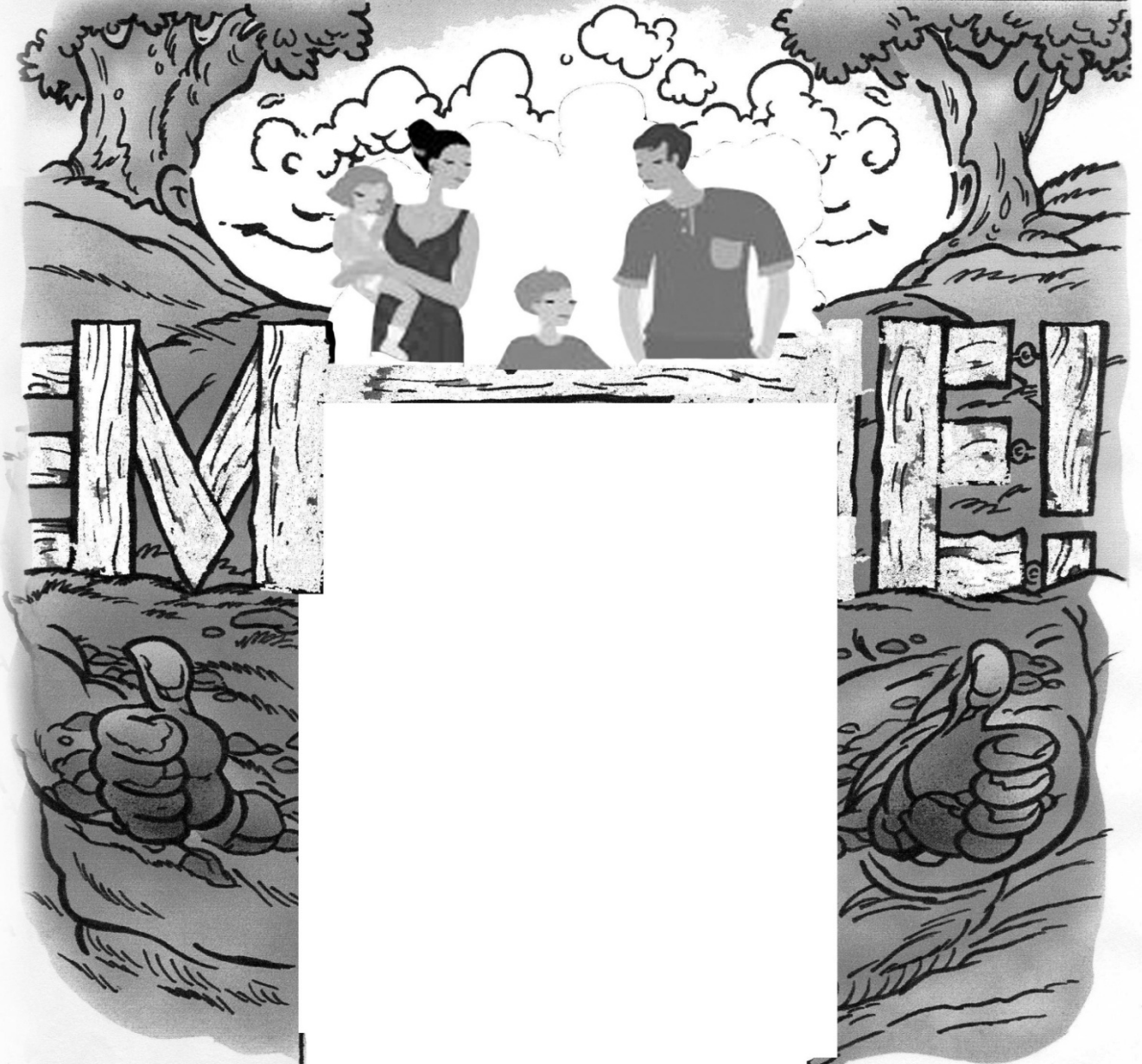


A ▶

Who has to make sure I am safe?



◀ B FOLD PAGE OVER LIKE THIS. FOLD BACK SO "A" MEETS "B"



A ▶

◀ B

Appendix E

(K-6) Health and life skills learning and wellness outcomes

The Daysland and District Mic Safety Mouse *Kids' Farm Safety Program* (KFSP) materials support and reinforce the following student outcomes of the Alberta Learning (K-3) Health and Life Skills Program of Studies (2002). However, we have extended these learning outcomes to include children's rural settings, by adding rural examples, since almost all of the existing outcomes and examples seem urban-based.

Rural safety requires that the child be more self-reliant and independent. For example, there are no "Block Parent" signs in the windows of the houses in the country, and usually there is no "next door" neighbor to approach for help. Communication safety behaviors (i.e. W-K10, W-1.10, W-2.8, W-2.10) need a rural element, because rural youngsters experience much greater isolation. Help of any kind is much further away, and a 911 call for help has a much longer response time, so the caller is waiting longer and might be alone. Based on injury and fatality statistics for young rural children, and the isolation and vulnerability of young children in rural areas, KFSP teaches that very young children must know how to call for help much earlier than grade three.

Wellness choices:

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

- W-K.6 recognize that some substances may be harmful; e.g. human and animal medications, household products, cleaning products, fuels, insecticides, herbicides (p. 6).
- W-1.6 determine safe and responsible use of various household, garage, and farm site substances (p. 6).
- W-2.6 determine safe and responsible use of medication (p. 6).
- W-3.6 determine the importance of decision-making and refusal skills when offered inappropriate substances; e.g. drugs, tobacco, allergens (p. 6).
- W-K.7 identify unsafe situations, and safety rules for protection; e.g. avoid walking alone (p. 9).
- W-1.7 describe actions to use in unsafe or abusive situations (p. 9).
- W-2.7 identify and develop plans to use when dealing with pressure to engage in behaviour that is uncomfortable, inappropriate, or unsafe (p. 9).
- W-K.8 identify safety symbols; e.g. Block Parents, hazardous goods symbols (p. 9).
- W-1.8 demonstrate reasons for and apply safety rules at home and at school (p. 9).
- W-2.8 describe and apply communication safety behaviors at home; e.g. answering the door or telephone (p. 9).
- W-K.9 describe and observe safety at school and home; e.g. playground, bathroom, stairs, kitchen, farmyard (p. 9).

Appendix E

(K-6) Health and life skills learning and wellness outcomes

Wellness choices cont.

- W-1.9 describe and apply appropriate street safety behaviors in the community; e.g. as a pedestrian, passenger, or cyclist. Know and follow school bus safety rules (p. 9).
- W-2.9 describe and apply safety rules when using physical activity equipment; e.g. bicycles, scooters, inline skates, quads/ATVs (p. 9).
- W-3.9 describe and apply age-appropriate behaviors in the local community; e.g. street or railway crossings, dugouts, farm equipment, lawn mowers, quads, skidoos, snowmobiles, waterfront, sloughs, dugouts, ditches (p. 9).
- W-K.10 describe and demonstrate ways to be safe at home and away from home; e.g. demonstrate telephone skills, and know when to share personal information (p. 9).
- W-1.10 recognize community helpers, and identify how to seek their help. Demonstrate appropriate use of 911 (p. 9).
- W-2.10 identify members of personal safety support networks and how to access help; e.g. family members, teachers, Block Parents, police, clergy, neighbours (p. 9).
- W-3.10 describe and apply age-appropriate behaviors when encountering an emergency; e.g. call for assistance, do not move an injured person (p. 9).
- W-4.10 describe and demonstrate ways to assist in the safety of others; e.g. helping younger children play safely and cross the street safely, keep younger children away from off-limits areas on the farm (p. 10).
- W-5.10 describe and demonstrate ways to assist with the injuries of others; e.g. basic first aid, know how to turn off farm equipment in an emergency (p. 10).
- W-6.10 demonstrate responsibility for, and the skills related to, the safety of self and others; e.g. baby-sitting, staying home alone, demonstrating the Heimlich maneuver/abdominal thrust techniques (p. 10).

Life learning choices:

Students will use resources effectively to manage and explore life roles and career opportunities and challenges. [This happens on a daily basis on the farm, and youngsters need to have strategies to cope with this at a very young age.]

- L-K.1 select, engage in and complete some independent learning tasks; and seek assistance, as necessary (p. 22).
- L-1.1 demonstrate independence in completing tasks and activities, when appropriate (p. 22).
- L-2.1 demonstrates organizational skills; e.g. notebook and desk organization (p. 22).
- L-K.3 develop an awareness of situations where [and when] decisions are made (p. 22)

Appendix E

(K-6) Health and life skills learning and wellness outcomes

Life learning choices cont.

- L-1.3 identify steps of a decision-making process for an age-appropriate issue (p. 22).
- L-2.3 apply the decision-making process for age-appropriate issues [rurally, a kindergarten child will already be developing “awareness”, learning strategies and making decisions] (p. 22).
- L-3.3 generate alternative solutions to a problem, and predict consequences of solutions [This will also be occurring much sooner. Preschool children practice these decision-making steps regularly, as they learn to dress themselves, what is safe/unsafe, choose their own activities, and predict consequences of their actions and solutions. The processes just become more complex as the child matures] (p. 22).
- L-4.3 demonstrate effective decision-making, focusing on careful information gathering; e.g. evaluate information, taking action and evaluating results (p. 23).
- L-5.3 investigate the effectiveness of various decision-making strategies; e.g. decisions by default, impulsive decision-making, delayed decision-making (p. 23).
- L-6.3 analyze influences on decision-making; e.g. family, peers, values, cultural beliefs, quality of information gathered (p. 23).

Appendix F

Puppets and their impact

Our Kids' Farm Safety Program activities often incorporate farm puppets. The Mic Safety Mouse puppets are used to engage children in learning, often teaching them far more than can be learned from books or lectures.

Longtime educator and puppeteer Marshall Wynnychuk explains how he fused puppetry with learning in his teaching career. He states that he used puppets "to teach subject material," having students make the puppets, write the scripts, and perform the plays, "which encompassed everything from stories out of the readers to the Canadian explorers [they] were studying." He continues by saying he "was amazed at the effect the puppets had on the students, especially the problem students," that their "knowledge retention improved dramatically," and that "students would spend extra time researching and writing the story for the puppet show." He points out that "most students might re-write the script as many times as it took to get it right," and "that they did it without me having to tell them." Furthermore, those "problem kids" entrusted to him "always improved and actually began enjoying school," and parents would report the year to be "the best year their child had ever had."

Wynnychuk produced an educational series for children, aired on CBC television between 1966 and 1972, that was recognized by the Puppeteers of America as the "first educational TV show in Canada to use a puppet." Jim Henson, the legendary Sesame Street puppeteer, upon meeting Wynnychuk, paid him tribute by saying, "Your puppets are doers, mine are real yappers!"

Puppets were a major part of Wynnychuk's life since childhood, when at age eight, he received a plaster-of-paris puppet named Monko. Wynnychuk maintains that puppets also influenced the lives of his students by increasing their learning. Overall, he claims, "the children worked harder for them [the puppets] than they ever would have for me." (University of Alberta Alumni magazine, *The Orange*, 2006, volume 8, #2, p. 5).

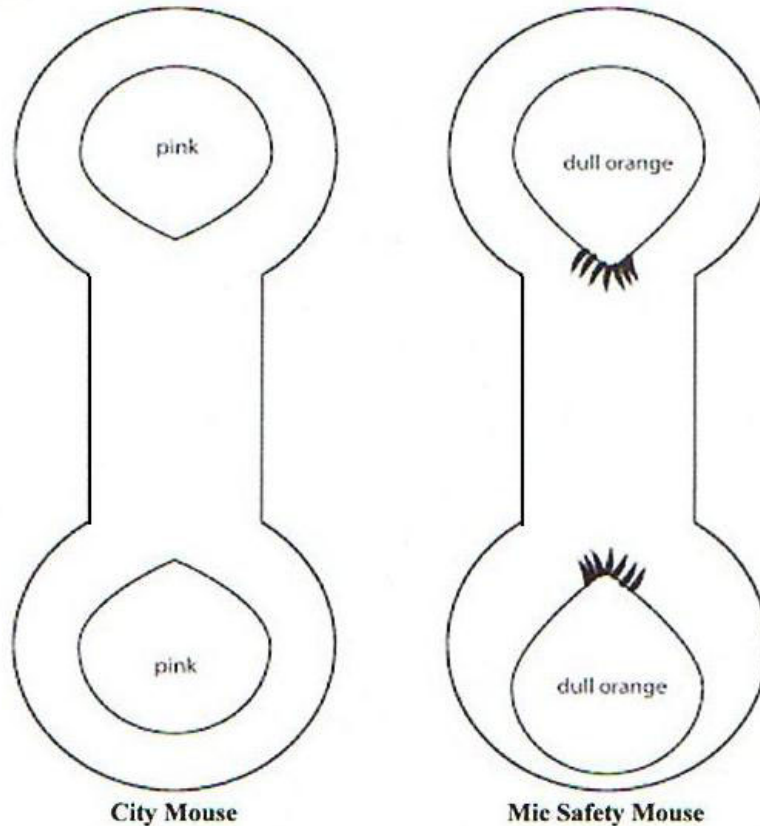
The following patterns show children how to create their own Mic Safety Mouse puppets. They can use these to tell and/or retell safety stories and reinforce the farm safety concepts they are learning. Puppets help the children practice and demonstrate their understanding (and working knowledge) of safety as it relates to their farm environment. The puppets also allow the children to creatively indicate what they are learning.

Appendix F

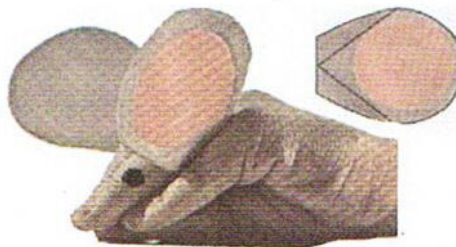
Patterns and instructions for Mic Safety Mouse puppets

To create Mic Safety Mouse puppets cut two sets of mouse ears (Sketch 1) using stiff paper or cardboard. Paint or colour them grey. Make City Mouse's round inner ear pink, and use a dull orange colour for Mic's hairy (jagged) inner ear.

Sketch 1



Sketch 2



Let the paint or marker dry. Slide the ears under and between your fingers as shown in Sketch 2. Slip one ear between your forefinger and the second finger, and the other ear between your third/ring finger and pinky finger. Add eyes and a nose (see Sketch 2) using washable markers or sticky paper. Give Mic eyelashes, and your mouse puppets are ready to act out Mic's safety story.

Hint: You can use your thumb and pinky finger as front paws to pick up props as needed (e.g. to carry City Mouse's suitcase; hold a playing card) or to point to things (e.g. the yellow *spraying* sign).