

ALBERTA  
**FARM SAFETY**  
PROGRAM

# Planning a Farm Safety Day Camp



# Manual



# ALBERTA FARM SAFETY PROGRAM

**Alberta Farm Safety Program**

Email: [farm.safety@gov.ab.ca](mailto:farm.safety@gov.ab.ca)

Phone: 310-FARM (3276)

Website: [www.agriculture.alberta.ca/farmsafety](http://www.agriculture.alberta.ca/farmsafety)

The information in this manual is intended for general information and educational purposes. It should not be relied upon as medical or legal advice. If legal, medical or other expert assistance is required, the services of the appropriate professional should be sought.





# TABLE OF CONTENTS

## Keeping Rural Kids Safe and Healthy 4

## Pre Camp Planning 6

Topic Selection	9
Day Camp Format	6
Presenters	10
Volunteers	12
Donations	14
Schedules	15
Sample Agenda	16
Sample Schedule	18
Publicity and Promotion	20
Sample Poster	21

## Camp Day 22

Set Up and Registration	22
Safety First	23
Media and Evaluation	24
Take-Home Bags	25

## Post Day Camp 26

Post Day Camp Follow Up	26
-------------------------	----

## Appendix 27

Sample Planning Timeline	28
Consent Form	29
Available Displays	30
Leader/Volunteer Survey	32

## Presentation Tips and Tip Sheets 33

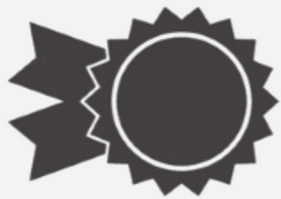
Power Take Offs	34
Augers	37
Tractors	39
Grain Safety	41
Chemical Safety	46
Animal Safety	48
Lawn Mowers	51
ATVs	53
Participant Evaluation	55
Certificates	56

# CERTIFICATE OF COMPLETION

This certificate is presented to

Thank you for taking part in our Farm Safety Day Camp! We want to congratulate you for learning so many important safety messages to keep you safe on the farm.

Always Remember— Safety First!



Safety Camp Location

Date

# KEEPING RURAL KIDS SAFE AND HEALTHY

## Tip

Education and awareness through farm safety day camps can help raise the children in your community to celebrate life on the farm, while also keeping them safe.

**Congratulations** on coordinating a farm safety day camp. You have taken a leadership role to ensure the safety and health of rural children. Your efforts will make a big difference in your community!

A farm safety day camp is a great way to teach children how to recognize farm hazards and prevent injuries. The format of a day camp allows children to enjoy the atmosphere of a child focused event, while learning about safety and health on the farm.

Given the dual role of farms as homes and workplaces, and the nature of work, **youth are continually exposed to many hazards unique to the farm environment.** Rural youth may encounter the following on a daily basis: large powerful farm machinery, farm animals (especially horses and cattle) and rural health risks such as noise and dust.

As a result, children and youth are inherently **exposed to agricultural hazards and consequent injuries through play, work, and passive observation of adult work.**

Although the number of fatalities and injuries varies year to year in Alberta, the top three fatalities in children under the age of fifteen are<sup>1</sup>:

1. Being run over by equipment
2. Equipment rollovers
3. Drowning (water or grain)

<sup>1</sup>Canadian Agricultural Injury Reporting (CAIR)

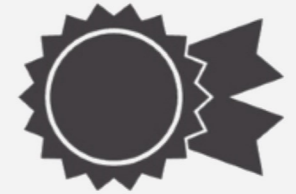


# CERTIFICATE OF APPRECIATION

This certificate is presented to

Thank you for your commitment of time and energy to make our Farm Safety Day Camp a success.  
Your hard work and dedication is truly appreciated as you have helped reach rural youth with important farm safety messages.

Volunteers make a difference!



Safety Camp Location

Date



# KEEPING RURAL KIDS SAFE AND HEALTHY

## WHERE DO I START?

You are likely to have a lot of questions such as:

- What is a coordinator responsible for?
- Where do I start?
- How much help do I need?
- Where do I find volunteers?
- How much will it cost?
- Where do I find presenters?
- Where should I hold the day camp?
- Where do I find resources?
- What guidelines and instructions are needed to ensure that instructors give correct farm safety messages?
- When should I hold the day camp?
- What age should attend?
- What should be given to the participants to take home?
- How long will this take to organize?

The 'Planning a Farm Safety Day Camp' manual will help answer all these questions! This manual is based on the feedback provided from people just like you, who organized day camps in communities all across Alberta.

## Tip

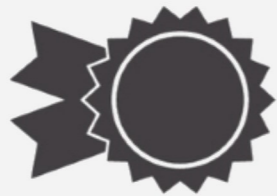
**Almost all youth farm fatalities involve the children of the farm owner/operator.**



# CERTIFICATE OF APPRECIATION

This certificate is presented to

Thank you for the generous donation to our Farm Safety Day Camp. Because of people like you, we are about to share important farm safety messages with rural youth .  
We are thrilled to have your support!



Safety Camp Location

Date



# DAY CAMP FORMAT - SCHOOL

## Tip

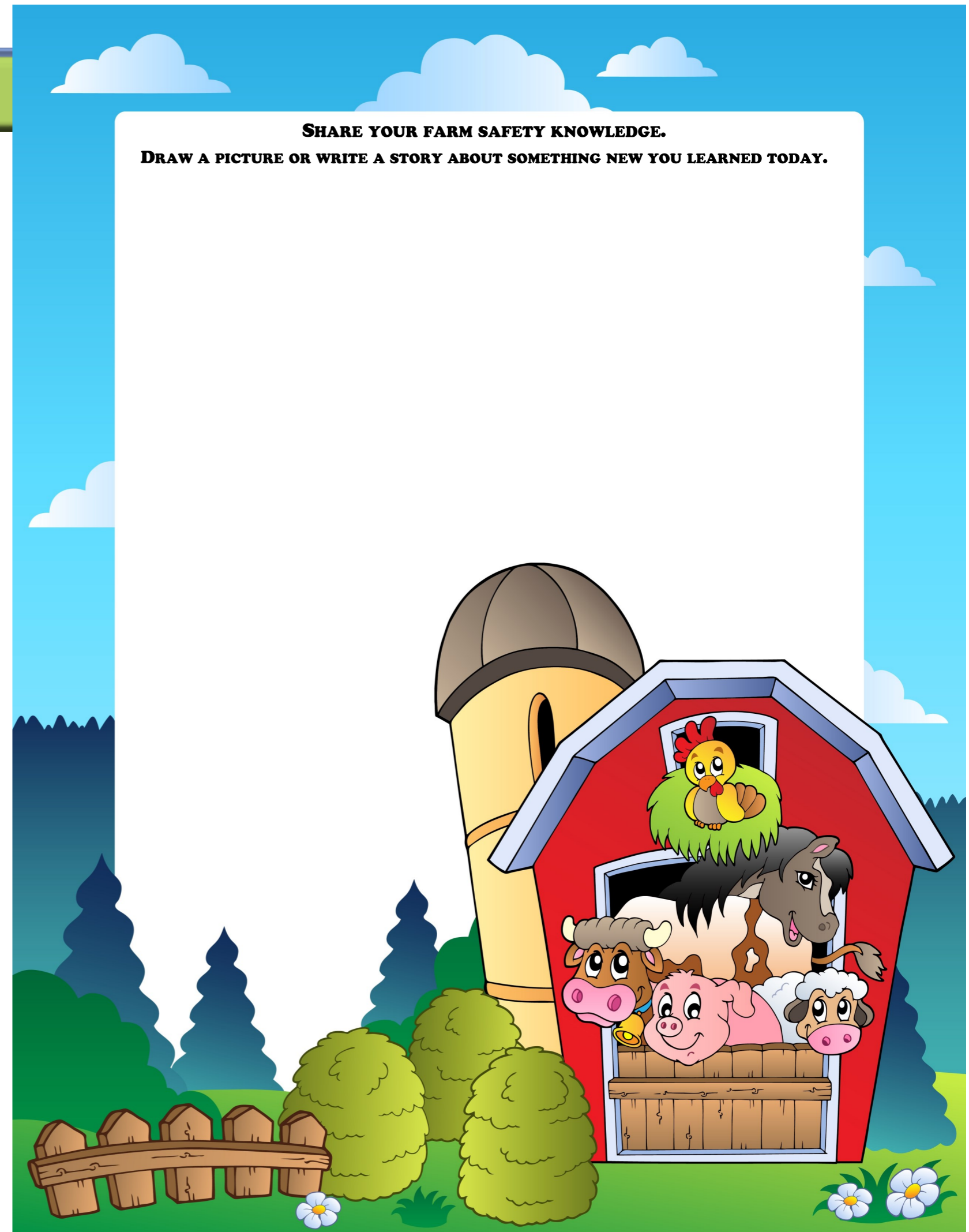
The two most common day camp formats are school based or community based. Both formats are excellent options so choose the one that works best for you.

The pros and cons of each format are outlined in the following tables.

## SCHOOL BASED FORMAT

In a school based format, the day camp is held during school hours. Usually it takes place on school grounds or the children are transported to another location such as a nearby Ag Society. Schools are often very helpful with planning and can provide assistance with logistics.

Pros	Cons
Guaranteed captive audience. It is easier to plan when you know exactly how many participants you will have.	It can be difficult to coordinate with the whole school at one time. You will often have to book a date months in advance.
Groups can easily be created using grades or classrooms.	Time restrictions. You must stay within the hours of a normal school day.
Teachers become your group leaders and are able to supervise groups.	Parents are often at work during these hours and cannot attend the safety day camp.
If necessary, transportation can be arranged by the school.	
Teachers can follow up with lessons that reiterate the key messages delivered that day.	
It can be much easier to book presenters during typical work hours.	



**SHARE YOUR FARM SAFETY KNOWLEDGE.**

**DRAW A PICTURE OR WRITE A STORY ABOUT SOMETHING NEW YOU LEARNED TODAY.**



# ATVs

- As riders gain experience, they will understand how properly shifting their body weight can increase safety and affect the handling of the machine.
  - Shift weight to the front of the seat while going up an incline.
  - Shift weight to the rear while going down an incline.
  - Shift weight to the left/right when making a left/right turn.

## INTERACTIVE ACTIVITIES

### Required Protective Gear

- Review the required protective gear when operating an ATV. Make this interactive by having a tote with a mixture of clothing that is both appropriate (helmet, goggles, gloves, long-sleeved shirt, long pants, closed toed shoes) for riding ATVs and inappropriate (swim trunks, flip flops, tank top, rubber gloves, etc.) Ask for a volunteer and have the students go through the items in the box and pick out the appropriate items and dress the volunteer.

### Protect your head!

- Place an unripe or hard cantaloupe or honeydew melon in an ATV helmet, set off to the side. Take a ripe or soft melon and drop it on the hard surface. The fruit should burst open. Explain that the melon is like a brain and this is what would happen if they were to hit their head while riding an ATV without a helmet.
- Next drop the helmet with the same type of melon in it. The fruit should not break. Explain how the helmet acts as a barrier between the environment and their head and how it protects the brain.
- *Mini Egg Helmet Demo* found on page 38 of this manual is also a great interactive demonstration.

### How a helmet protects you

- Show participants some Styrofoam coffee cups and the Styrofoam in a helmet.
- Helmets are made from the same Styrofoam that a regular disposable coffee cup is, but much more dense and thicker.
- As it is with a Styrofoam cup, once you squish the foam, it never regains its shape. The same is true with helmet foam. Helmet foam is designed to absorb impact and energy from a blow. It is this foam and its ability to absorb impact that protects your brain from injury.

### Size appropriateness

- Children can learn the importance of size. Place a large adult sized quad beside a small child sized quad so that students can see the difference in size. Have an adult sit on the child quad and ask the participants if this is appropriate. Have a child sit on an adult sized quad and ask the participants if this is appropriate. Point out that the child cannot reach the handle bars, controls, and rest their feet on the bar all at the same time.



Colouring posters are available to download and print from [agriculture.alberta/farmsafety](http://agriculture.alberta/farmsafety).

# DAY CAMP FORMAT - COMMUNITY

## COMMUNITY BASED FORMAT

In a community based day camp format, the camp is conducted at a public location and is open to the public. It usually occurs on a non school day. Organizers often request that participants pre-register versus conducting the event as a drop in. However, this format is flexible to also be combined with another existing community event where registration may not be required. For example, a farm safety component could be added onto or included in the community's annual harvest supper.

Pros	Cons
Flexibility in planning.	Cost of renting facilities.
Anyone from the community or surrounding community can attend.	No guarantee of the number of participants.
Can be held anytime throughout the year.	Can be more difficult to book presenters on weekends.
Ability to combine with an already existing and established community event.	You are often faced with competing activities (sports, farm work, camps).
Family attendance and participation. The entire family can be involved.	Increased transportation and supervision needs.
	Finding an appropriate location can be challenging.



### Tip

1. Choose topics that are most relevant to your community.
2. Covering a topic that has had a recent incident can be a great way to reach youth. More often than not, children want to talk about what happened and understand why.
3. Perhaps certain topic areas have already been extensively covered by another organization.
4. Knowing who and what is available can save you a lot of time planning and will strengthen your safety day. Local firefighters, local RCMP/EMS or youth clubs are all great connections.

### COMMUNITY PROJECT WORKSHEET

To ensure best use of your time and efforts, choose safety topics that are **relevant to your own unique community**. Completing the following questions can help you to identify key areas to address.

1. **What does the typical farm look like in your community?** For example, is it mainly grain, beef or mixed?
2. **Have there been any previous farm safety incidents in your area?** Were children involved in any of these incidents?
3. **What farm safety and health events have taken place in the past?** What ages of children were involved? What topics were covered?
4. **What farm safety and health education resources are available in the community?**

### PRESENTATION SAFETY

- Remove keys from ATV.
- If children sit on ATV as part of your demonstration, make sure there is sufficient supervision.
- If the instructor operates the ATV, ensure they are of the correct age to operate the machine and are wearing the recommended safety gear.

### INTRODUCTIONS

- Introduce yourself and share any experiences you have with ATVs.
- Ask questions to encourage children to be more involved. For example:
  - How many of you have ATVs on your farm?
  - What are they used for?

### KEY MESSAGES

- ATV stands for All Terrain Vehicle and are intended for off-road use only.
- Children between the ages of six to ten are still developing speed/distance/time awareness skills which can make operating an ATV unsafe.
- The majority of ATVs are built for one operator. The large seats allow for the operator room to move freely when driving to accommodate the terrain.
- Adding a second person decreases the room the operator needs to safely operate the machine and also affects the 'center of gravity' of the ATV.
- When the center of gravity is altered it increases the chances of the ATV tipping over.

### Protective gear

- Appropriate protective gear is a must when riding an ATV.

- **Helmet.** A helmet is the most important as it helps protect the head from injury.
- **Eye protection.** This ensures the operator has a clear field of vision.
- **Clothing.** Operators should have gloves to protect hands and provide good grip, long-sleeved shirts, long pants and closed toed footwear.

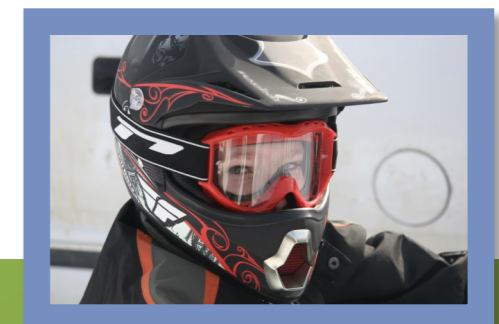
### Safe operation practices

#### Size it right

- Selecting an appropriately sized ATV for the operator's age, size and ability is essential for safety. In order to operate the ATV safely, the operator needs to be able to safely reach the gears, brakes and controls all at the same time.
- A mistake parents often make is purchasing an ATV that is too big for their child thinking they will soon grow into it.
- When an ATV is too big for a child, they often struggle to steer it correctly, accelerate erratically and struggle with braking in time which leads to crashes, collisions and injuries.

### Training

- Discuss the importance of training before becoming a new ATV operator. Proper training is a structured activity that provides information and instructions to improve your performance or help you achieve a certain level of skill and knowledge to safely operate the ATV. The trainer is a person that demonstrates a high level of skill and ability which comes from their experience and training.





# LAWNMOWERS

## Safe riding mowing techniques

- Ensure the mower is in neutral and the blades are disengaged before starting.
- Only start the machine when you are sitting properly in the seat.
- Keep both feet on the mower at all times.
- Do not jump off of a moving machine.
- Slow down when mowing around corners, turning or on slopes.
- Mow across slopes when using a push mower.
- Mow up and down slopes when using a riding mower.

playing.

- Picking up debris such as toys, rocks or wood before mowing the lawn.
- Removing safety guards to prevent the machine from plugging up.
- Shut off mower, remove the key and wait for the blades to stop spinning before walking away.
- Asking an adult to help unplug the mower.
- Filling the gas tank while mower is still running or hot.
- Only mowing when it is daylight.

## Debris Hazard Hunt

- Identify an area that you can use to 'plant' debris that should be picked up before mowing. Scatter various debris in this area such as toys, rocks, rakes, wiener stick, garbage, nails, pop bottles, etc. Challenge the students to become 'detectives' and search the area to find and collect as much debris as possible in two minutes. Review why it is important to clean an area before mowing. Have the children 'reset' the debris for the next group.



## INTERACTIVE ACTIVITIES

### Safe or Unsafe

Create a 'safe' and 'unsafe' line on the floor and have the children move to the 'safe' or 'unsafe' line depending on the statement. Everyone moves back to the neutral middle for the next statement.

For older participants, write each of the following statements on a recipe card. Participants can read their cards aloud, and then sort them into 'safe' and 'unsafe' piles on the table. They could also state 'why' they picked that.

- Read the following statements and have the kids decide if this describes something safe or unsafe. If a statement is unsafe talk about how it could be made safe.
  - Mowing the lawn when it is wet.
  - Wearing hearing protection when using a lawn mower or weed whip.
  - Wearing sandals and shorts to mow the lawn.
  - Letting your younger brother ride on the fender of the riding lawnmower.
  - Mow in an area where children are

# TOPIC SELECTION

Topic Session Ideas	Possible Presenters
• Large Machinery	• Implement dealer • Farmer
• Chemical Safety	• Chemical representative • Alberta Health Services • Ag Fieldman
• Disability Awareness	• War Amps • Local farmer
• Electrical Safety	• Rural electrical company
• First Response <ul style="list-style-type: none"> <li>• Fire</li> <li>• EMS</li> <li>• RCMP</li> <li>• 911</li> </ul>	• EMS, health professional • Volunteer fire department • RCMP • Sustainable Resource Development—Fire prevention officer
• Grain Safety	• Grain elevator/company • Seed specialist • Farmer • Safety professional
• Irrigation Systems	• Manufacturer, farmer
• Small Equipment <ul style="list-style-type: none"> <li>• Lawn mowers</li> <li>• Chainsaws</li> <li>• Power tools</li> <li>• ATVs</li> </ul>	• Implement dealer • Hardware dealer • Farmer • Firefighter • Local dealership • Alberta Transportation • Sustainable Resource Development - Fire prevention officer
• Environmental health & safety such as hearing safety, respiratory safety, sun safety, water safety, ergonomics	• Health professional • Fire department • EMS • Lifeguard, Red Cross • Physical/occupational therapist, nurse • War Amps, local resident
• Animal Safety	• Veterinarian • Animal Health Technician • Farmer • 4-H Leader

## Tip

Choose topics that are most relevant to your community.





# FINDING PRESENTERS

# LAWNMOWERS

## Tip

It is better to leave a topic session out if a presenter does not:

- Feel comfortable around children
- Have a good knowledge base of the topic
- Practice safe behaviors
- Use interactive teaching methods

Consider the following when selecting presenters:

**Locals:** Local residents that have had personal experiences with farm injury can make a big impression on young people. They can talk first hand about how their experience has influenced their lives. However, it is a good idea to remind the presenter that **in this situation it is important to reinforce the importance of prevention.**

This message can help youth make the connection between behavior and consequences.

**Expertise:** Presenters should have expertise in topics they're presenting. If the person does not have knowledge and life experience on the topic, children may leave with negative messages.

**Child-Oriented:** A person that works only with adults may not have the patience to work with children. While their message might be very appropriate for adults, they may not be able to effectively communicate with children, or adapt their message to a younger audience.

**Good Role Model:** One of the most effective ways to influence behavior is to model it. If an adult says one thing, but does another, children will get mixed messages.

**Interactive Teaching Skills:** Presenters that encourage participation from the audience are going to make a bigger impact on children than those that simply give a lecture. Interaction can be as simple as allowing a plastic toy to be pulled under grain in a toy gravity flow wagon, building a gravity flow wagon as a group or letting children touch various types of helmets. The presenter can also use stories and humor in the session while still giving a strong and positive message.



## PRESENTATION SAFETY

- Remove the key from any riding mowers and leave the mower in "park."
- Disconnect the spark plug for any mowers that will be used in demonstration as props.

## INTRODUCTIONS

- Introduce yourself and share any experiences you have with lawnmowers and weed whips.
- Ask questions, as this will encourage the children to be more involved. For example:
  - Do you or anyone in your family operate a lawnmower or a weed whip?
  - What do they mainly use it for?

## KEY MESSAGES

- It is important to pick up debris such as rocks, glass and wire from lawn before mowing.
- Objects that can be thrown from moving blades traveling at 200 miles/hour. This can result in severe injuries to people and pets.
- Children and bystanders should stay away from the area being mowed.
- Hand and foot injuries (deep cuts, loss of fingers and toes) are most common from lawn mowers. Eye injuries are also very common.
- Dress properly for the job by wear long pants and protective footwear. No sandals or bare feet!
- Wear earplugs to protect your hearing and goggles or tinted safety glasses to protect your eyes.
- Operators must be able to reach all controls and be supervised when learning

to use a riding lawnmower.

- All machines should have proper safety guards in place before using.
- Make sure riding lawnmowers are equipped with safety shut off (this means the machine shuts off when you get off the seat).
- When operating riding mowers, NEVER ride as a passenger or carry a passenger while driving. One little bump could cause you to fall off and become seriously injured.
- Do not approach the machine unless the person driving has indicated it is safe to do so.

## TRAINING

- Training is an important part of the process of learning to operate a lawn mower. Proper training is a structured activity that provides information and instructions to improve your performance or help you achieve a certain level of skill and knowledge to safely operate the lawn mower. The trainer is a person that demonstrates a high level of skill and ability which comes from their experience and training.





# ANIMAL SAFETY

## Mass Force Demonstration

The *mass force demonstration* (available from the Alberta Farm Safety Program) shows what happens when a larger object (cow, bull, horse, etc) collides with a smaller object (child). The large object will always 'win' due to sheer size and force. This demonstration also shows how the force from a horse's kick or a cow's charge can cause severe injuries or fatality. Sometimes the injuries are from a related action, like being hit by a swinging gate.

## Collision of same sized objects

- Start with two small marbles to demonstrate what would happen if two children collided. Place each of the small marbles at the opposite ends of the track. Release them at the same time and let them roll into each other. After they collide, both marbles should roll back up the curve about the same distance. What did participants observe?
- Ask participants what they think will happen when two larger marbles are set to collide. Repeat this demonstration using the 2 large marbles. Again, after they collide, both marbles should roll back up the curve about the same distance.
- Segue into the next activity by observing that while it will still hurt to run into something of the same size, the next demonstration will show the impacts of colliding with something much larger.

## Collision of different sized objects

- Ask the participants what could happen if a large animal was to kick or charge them. Use the demonstration to show this concept. Can the participants predict what will happen? What will happen to the small marble? What will happen to the large marble?
- Place one large marble and one small marble at opposite ends of the track and

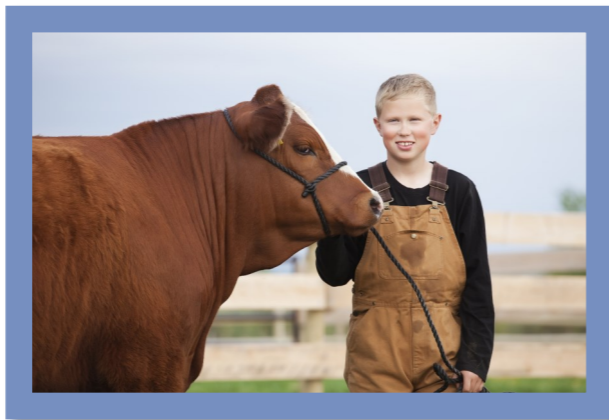
release them at the same time. The large marble will propel the small marble backwards. This happens because the larger marble has a greater mass and exerts a greater force on the smaller marble. NOTE: The smaller marble may fly off the display, be prepared!

## Impact from a larger-sized object

- As in the previous activity, remind the participants that the large marble represents a large animal and the small marble represents a child.
- Place the small marble in the middle of the curved track to simulate a child 'standing'. What will happen when the larger marble is released from either side of the curve?
- Release the larger marble and observe that the large marble continues on its original travel path. The small marble has very little impact. Summarize that children and adults are not able to physically stop a charging cow.

## Discussion questions

- What are some ways to stay safe while working around livestock?
- If a cow or a horse was standing on your foot, do you think you could push them off?



# PRESENTER PREP

## PREP YOUR PRESENTERS

In order to help presenters prepare for their session, consider the following:

- Provide your presenter with presentation notes and key messages. Identify the key messages you wish the presenter to cover. *For example: "Always have an escape route planned when working with livestock."*
- Provide your presenters with a **Tip Sheet** (various topic tip sheets are located at the end of this manual) or a presenter guide. Presenter guides accompany all Alberta Farm Safety Program interactive displays.
- Prep your presenter with the age of the participants, length of session and size of groups ahead of time, so they can adjust and prepare their presentation as needed.
- Ensure the presenter knows that the intent is to help children be safer on the farm, **not** to sell a product or influence them about a specific brand.
- If additional information is included in a take home bag, **be sure the presenter visually shows and explains the material.** This will reinforce the message the children received during the presentation. This is also important because the take home material is often the first step that leads towards safer practice change.

## PLAN FOR THE UNEXPECTED

Unforeseen circumstances could prevent a presenter from attending the day camp at the last minute. Some options to manage this could include:

- Cancel the session and re-adjust the schedule to reflect the change.
- Be prepared to 'step in' as the presenter at the last moment or assign another person to be a "floater presenter." This person needs to be well rounded to be able to take over any topic.
- Have a backup presentation available and ready to use. Examples could include: a video, a display or an activity station which could include a craft or a quick high energy game to burn off extra energy.

## Tip

**Have a back up presentation ready.**

The Alberta Farm Safety Program has *Dry Erase Hazard Hunt Display Posters*, which are a great back up presentation. These laminated posters each have their own unique 'farm scape' and cover many different hazard topics. Children enjoy finding all the hazards and discussing what could be done differently.





### Tip

Older participants can be used as group leaders or time keepers during the day camp.

It takes a lot of people to run a successful day camp. **Don't try to do it alone.** Look for volunteers that have time to devote to planning, camp day activities, patience with children and knowledge of farm safety.

If you break tasks into manageable jobs, volunteers are more likely to help out and return in future years. Communication is also key! Ask your volunteers what they like doing and ensure they know what is expected of them.

### VOLUNTEER JOBS

#### Prior to Day Camp

- Promotion
- Fundraising/donations
- Meal planning/preparation
- Pre-registration, if necessary
- Signage
- Sourcing take home resources
- Creating take-home bags
- Securing equipment/supplies
- Making certificates

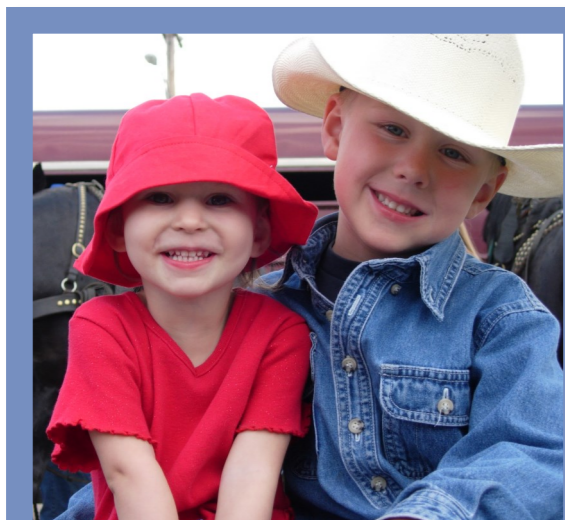
#### During Day Camp

- Registration, if necessary
- Group identification
- Station set up
- Group leaders
- Presenters

- Back up presenters
- Snack/meal preparation and serving
- First aid station
- Photographer
- Time keeper
- Clean up

#### After Day Camp

- Write thank you letters to presenters, volunteers and sponsors
- Return borrowed equipment
- Collect and tabulate evaluations/surveys



- Animals are more likely to be dangerous when:
  - They have a baby at their side.
  - There are other strange animals around.
  - The weather is changing.
  - They are sick, hungry or deprived.
  - They have been moved to a new location or new owner.

### Handling

- Males that have not been neutered or castrated may be more aggressive and dangerous. Children should never handle bulls, stallions, boars or rams.
- Dress for the job when handling animals. For example, when handling cattle wear long pants, long sleeved shirt and good boots. When riding a horse, wear boots with heels and a riding helmet.
- Move slowly and purposefully around livestock and avoid loud noises.
- Use a calm and reassuring voice when approaching an animal and be patient.
- Always plan an escape route prior to beginning work.
- Respect all animals. They may not purposely hurt you, but their size and weight make them potentially dangerous.
- Remember that animals become fearful and agitated when separated from other animals.
- Never coil a lead rope around your hand.

### INTERACTIVE ACTIVITIES

#### Animal Routines

- Interfering with an animal's daily or established routine can cause injury to people.
- Children can learn this concept by playing this game: throw a ball in a specific order repeatedly to establish a pattern. Without

- giving any warning, change the directions of the pattern or ball. The established routine is broken and the children have to change a pattern midstream.
- Relate the experience in changing the ball game's pattern mid game to the 'established routine' of a dairy cow that is on her way to the milking shed.
- Children in the path of large animals are not only at risk of being run over, but also may spook the animal.
- Discuss how animal behaviour changes when their routines are changed.

#### What are fences for?

- Fences on the farm are there to protect both animals and humans. Using the *Animal Safety* display from the Alberta Farm Safety Program, organize a farm scene using the fences to show where people and animals should be in relation to the fence. Design various scenarios and escape routes.
- Discuss the following:
  - What is importance of following the farm rules and the boundaries established by parents?
  - What is an escape route? Why is it important to plan an escape route?
  - How should you behave when observing animals from outside a fence? (move slow and deliberately, talk in low calm voices to avoid startling the animals).





# ANIMAL SAFETY

## PRESENTATION SAFETY

- Ensure livestock are in a sturdy fence or corral.
- Only allow participants to touch animals if there is one-on-one supervision.
- Keep animals comfortable by providing food, water and shade.
- Only use animals you are familiar with.

## INTRODUCTIONS

- Introduce yourself and share any experiences you have with large animals.
- Ask questions as this will encourage the children to be more involved. For example:
  - How many of you have large animals on your farm?
  - What kinds of large animals do you have on your farm?

## KEY MESSAGES

- Ensure your presentation is age appropriate.
  - If presenting to younger children: The safest place for children to be is away from the livestock on the safe side of the fence.
  - If presenting to older children: As children take on more complex chores around the farm, direct supervision along with training in animal behaviour and animal handling techniques can build confidence in livestock-related chores.
- Most injuries and accidents involving children and livestock occur between 4pm and 6pm on Saturdays.
- When possible, avoid working with livestock

when you are tired, in a hurry, or feeling sick as this will increase your likelihood of injury.

- Being aware of your surroundings and not working beyond your capabilities are key to staying safe around livestock.
- Be alert at all times around animals!

## Animal Behaviour

- Understanding animal behaviour is important in keeping yourself safe.
- Animals see their environment differently than humans do. Fear and aggression may be displayed by:
  - Raised or pinned ears
  - Raised or swishing tail
  - Raised back hair
  - Bared teeth
  - Pawing or stomping the ground
  - Snorting
- The eyes of some animals are located on the side of their head.. This allows them to see more of their surroundings, but restricts their ability to perceive depth and judge distances. Animals are also sensitive to light changes.
- Animals have highly sensitive hearing and can often hear things that humans can't. Experienced handlers may look at the position of an animal's ears to judge how an animal may react.
- The **Flight Zone** is an animal's personal zone. Each flight zone will depend on that individual animal and how calm or stressed they feel. Some animals become upset when people are in their flight zone and will generally turn away.
- The **blind spot or kick zone** is the area where animals can kick you. Avoid the kick zone by approaching an animal from the side, ensuring the animal can see you. Generally animals will turn to look at what is entering their kick zone.

# VOLUNTEERS

## GROUP LEADERS

Each group of participants should have one or two group leaders, preferably two. This allows one leader to stay with the group while the other one handles any situations that may arise such as trips to the washroom, first aid incidents, etc. Often in a school based day camp, the teacher and a parent are the group leaders for their classroom. Students in older grades are also excellent candidates to assist group leaders.

### Group leaders are responsible for:

- Keeping the group together and minimizing disruptions.
- Moving the group from station to station according to the schedule.
- Encouraging learning by answering questions, ensuring participants feel comfortable and reviewing key points of a presentation.

## FOOD COMMITTEE

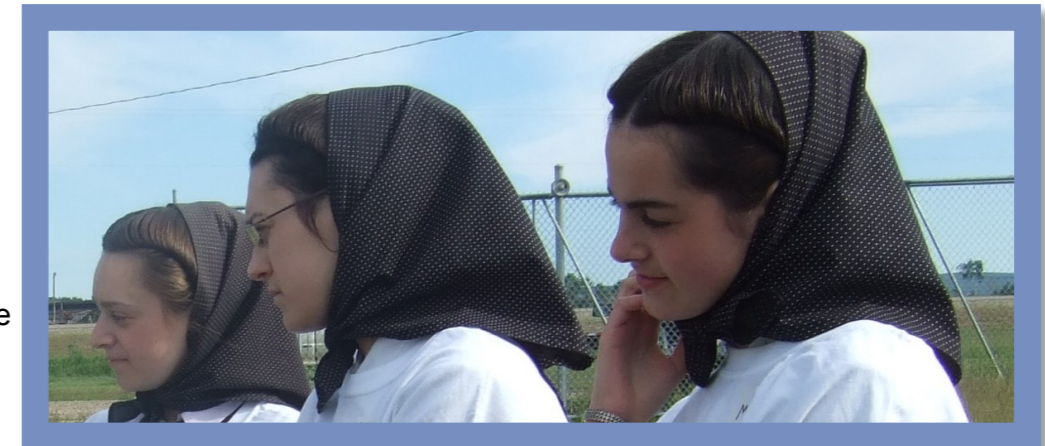
All day events should include a scheduled snack and lunch break. Depending on your budget, food may be donated, purchased or catered. Providing a lunch, versus sending students back to their classrooms, allows participants extra time to ask questions, share knowledge and recharge.

A scheduled break with food provided allows presenters to network with other presenters, adjust their display if necessary and connect with the community.

Providing a lunch is also a great way to bring in parent volunteers and involve them with the farm safety day camp.

You may also wish to provide beverages such as bottles of water or juice boxes.

If the weather is hot, considered having tubs full of ice with water bottles available around the grounds.



## Tip

**The number of volunteers needed is dependent upon the number of jobs, and the age and number of participants. As a general rule, designate one group leader (either an adult volunteer or older student) for every 10-15 younger participants.**



### Tip

Take good care of your volunteers. Have coffee and juice ready at the start of the day and take cold water bottles to your presenters throughout your event.

### SOURCES FOR DONATIONS

Local businesses may be willing to contribute to your farm safety day camp. If the donation is monetary, this can be used to purchase food. Organizations to consider may include:

- Local grocery/department stores (condiments, etc.)
- Local butcher shop
- Farm supply stores
- Local businesses
- Commodity groups
- Agricultural based business

Students can also bring a bagged lunch from home.



### Chemical Look-Alikes

- Many food and drinks look very similar to harmful substances. This activity will demonstrate just how easy it can be for young children to confuse a safe substance with a harmful substance.
- Ensure container lids are **securely** fastened using crazy glue or hot glue. Hold up two look-alikes and have the children try to guess what each one is. Reinforce the message: "Do not put anything in your mouth unless an adult tells you it is okay."
- Sometimes adults might put chemicals into different containers to move smaller amounts around easily. However this can be quite dangerous, especially to children as it is hard to tell the difference. Blue Windex poured into a Gatorade bottle would look like blue flavoured Gatorade to a child who could easily take a big drink without knowing the difference.
- Possible look-alikes. The following is a sample list of chemicals that resemble everyday food products.
  - Nerd candies – fertilizer
  - Mountain Dew pop – Mr. Clean
  - Blue Kool Aid – Windex
  - Parmesan cheese container – Comet cleaner
  - Blue Gatorade – windshield washer fluid
  - Water – rubbing alcohol
  - Toothpaste – kitchen/tile caulking
  - Yellow Gatorade – antifreeze
  - Listerine – turpentine
  - Orange pop – Treflan herbicide

### Chemical Transfer

- Chemicals can easily be transferred between people and objects. Glo Germ (available from the Alberta Farm Safety Program) is a special product that demonstrates how easy it is to transfer chemicals between locations.
- **Before** your presentation, sprinkle the Glo-germ powder onto a pair of work gloves. Rub the gloves together to ensure you do not see any powder. As the children come to you presentation, shake their hands with the gloves and introduce yourself. Likewise you can also sprinkle powder on tennis balls and leave them on a table for the students to touch. Ensure you rub the powder into the balls first. Start your presentation and lead up to chemical transfer. Use the UV flashlight provided with the Glo-germ kit to note all the 'chemical transfer' that has occurred on and around the children.
- Discuss the how easily chemicals can get transferred from one place to another and the importance of washing your hands.





## PRESENTATION SAFETY

- Do not use any chemically contaminated items such as gloves, containers, shoes, coveralls, etc in your display or presentation.
- Do not use open or partial containers of chemicals for your presentation.

## INTRODUCTIONS

- Introduce yourself and share any experiences working with chemicals.
- Ask questions to encourage children to be involved. For example:
  - Name a chemical that can be found in your home or farm.
  - What are chemicals used for?

## KEY MESSAGES

Consider highlighting the following key messages.

- Proper clothing and gear are very important for handling chemicals.
- For younger children, stress the importance of staying away from chemicals and contaminated clothing.
- Emphasize the danger of chemicals and how to avoid contact. The different routes of exposure are:
  - **Absorption through skin** – Usually occurs when chemicals are present on your hands and you touch other parts of your body.
  - **Absorption through eye** - occurs with splashes or spills
  - **Ingestion or oral exposure** Ingestion through the mouth can occur by not washing hands before eating, or by putting contaminated objects in the mouth or by accidentally drinking chemicals.

- **Inhalation** – toxins enter the body through the nose or lungs.
- **Injection** - a break in the skin occurs from contaminated sharp objects such as sharp knives, or livestock vaccination needles.
- Hazards of chemicals. Chemicals have the potential to be dangerous in the following ways and can often be dangerous in more than one area:
  - Toxic - can poison you
  - Flammable - can burst into flames and burn
  - Reactive - can react with another substance to produce a third substance
  - Corrosive - can eat the surface of another substance

## INTERACTIVE ACTIVITIES

### Wear the Gear!

- Review the proper protective gear when working with chemicals. Make this interactive by having a box with a mixture of clothing that is both appropriate (long-sleeved shirt, long pants, approved chemical suit, hard hat, approved gloves, face shield, goggles) and inappropriate (shorts, sandals, tank top, gloves with holes, regular sunglasses, visor hat, winter mittens, toque etc.)
- Ask participants to go through the items in the box and pick out the appropriate clothing and protective gear. Dress one volunteer in the appropriate gear and one volunteer in inappropriate gear. You will get a good comparison of appropriate versus non-appropriate clothing and kids will have fun with the hands-on approach.
- Discuss the importance of staying away from chemicals or wearing proper approved gear when working with chemicals.

## PLANNING THE SCHEDULE

Planning is essential if your farm safety day camp is to run smoothly.

### Before completing a schedule:

- Determine how many sessions will take place. A good number of sessions is seven to eight. After that, it becomes a lot of information for little minds to process in one day.
- Set the number of minutes per session. If participants are under the age of seven, keep sessions 12 to 15 minutes long. As children get older, their attention span increases so sessions can expand to 20 to 25 minutes in length. If session times are too long kids will start to fidget and their attention starts to wander.
- Allow time to move between presentation stations.
- Don't be afraid to break up large topics into two stations so that each station focuses on a specific point. For example, ATV can be broken into helmet safety and riding basics safety.
- Estimate amount of time needed for lunch and snack breaks.
- Allow time for opening and closing remarks.
- Repeat key messages at the end of the day.

**Opening remarks** help the coordinator to create excitement for the day, review the rules and point out emergency exits, bathrooms and muster points. Keep your opening session relatively short as participants will be excited to get on with the day.

**Closing remarks** at the end of the day allow you to hand out evaluations, thank presenters/volunteers, review key messages learned and distribute take-home bags.

**A sample agenda and schedule are provided on the following pages.**

## Tip

**If stations are located close to each other, noise can be a problem. Separate locations as far as possible or provide barriers to minimize noise and distractions.**

## Tip

**If lunch is served during the day, plan sessions around the time required to eat. Rotating lunch times can alleviate the wait if you have a large group of participants.**





# SAMPLE AGENDA

## Teepee Creek Farm Safety Day Camp Agenda

June 25, 2016

9 a.m. - 3 p.m.

9:00 a.m.	Registration
9:30 a.m.	Opening remarks
9:45 a.m.	Groups rotate through stations to Lunch and snacks*
2:30 p.m.	
2:30 p.m.	Closing remarks
2:45 p.m.	Evaluations
3:00 p.m.	Distribution of take-home bags

\* See group schedule for specific lunch and snack times.

### REGISTRATION PROCEDURE

#### For community based format day camps:

- Direct participants upon arrival to the registration desk.
- Each child will be given a name tag and assigned to a group.
- Have parents sign consent/release forms for each child if required by your organization.
- Safety bags will be given out at the **END** of the day. If a participant has to leave early, instruct them to stop at the registration table to collect their bag.
- Encourage parents to stay!

#### For a school based format day camps:

- Children can be left in their classroom grades and teachers can assist with group dynamics.

# SINKING FAST ACTIVITY

Use your grain safety demo to answer the following questions.

### ACTIVITY #1

Keep track of the toy person as you release the grain.

1. What happens to the toy figurine when you immediately release the grain?  
\_\_\_\_\_
2. How many seconds did it take for the toy figurine to sink up to its neck?  
\_\_\_\_\_
3. How many seconds did it take for the toy figurine to completely disappear?  
\_\_\_\_\_

### ACTIVITY #2

Repeat activity #1 again.

1. Did you notice any difference between the first time and this time?  
\_\_\_\_\_

### ACTIVITY #3

Refill the plastic container with the grain and try the following 'setups' listed below. Observe the results, looking for similarities and differences between each experiment. Place the toy figurine on top the grain and...

**Setup #1:** in the middle of the plastic container

**Setup #2:** on the far left side of the plastic container

**Setup #3:** lying on its back anywhere in the plastic container

Answer the following questions.

1. Was the end result always the same?  
**Yes No**
2. Was there a difference between how long it took the toy figurine to become completely buried in each of the experiments? **Yes No**
3. If a person was completely buried in grain, could they:
  - a) Be seen by another person? **Yes No**
  - b) Yell for help? **Yes No**
  - c) Breathe? **Yes No**

### Remember...

In real life, it takes approximately five - 10 seconds for a person to become completely submerged in grain.







# SAMPLE SCHEDULE

# GRAIN SAFETY

<b>Group: GREEN</b>		
<b>Group Leaders</b>	Sarah Star & Jennifer Farmer	
<b>Grade: 4</b>	<b>Number of students: 14</b>	<b>Teacher: Mr. Textbook</b>

<b>9:00 - 9:30</b>	Registration
<b>9:30 - 9:45</b>	Welcome and assembly (gymnasium)
<b>9:45 - 10:15</b>	ATV safety
<b>10:15 - 10:45</b>	First aid
<b>10:45 - 11:15</b>	Break
<b>11:15 - 11:45</b>	Grain safety
<b>11:45 - 12:15</b>	Large animal safety
<b>12:15 - 1:00</b>	<b>Lunch (all groups)</b>
<b>1:00 - 1:30</b>	Living with disabilities
<b>1:30 - 2:00</b>	Chemical safety
<b>2:00 - 2:30</b>	Sun safety
<b>2:30 - 3:00</b>	Assembly/snacks/students head back to school
<b>3:00 - 3:30</b>	Wrap up

### Additional Information

- Take-home bags are distributed at the end of the day.
- Day camp coordinators are Pete and Helen (wearing bright orange t-shirts).
- The time keeper will let you know when it is time to change stations. Listen for sound of the horn or bell.
- Bathrooms are located inside the hall.
- Emergency procedures and muster points.

### Grain Entrapment Activity

- This demonstration will show participants the powerful force grain has when someone is trapped.
- You will need a 77 litre Rubbermaid garbage container, grain to fill container, a plywood disc (available through the Alberta Farm Safety Program) that is slightly smaller than the diameter of your container and with a hole in the centre, and a rope.
- Place the rope through the hole in the disc and tie a secure knot. Place the disc on the bottom of the container, fill with grain (at least 30 inches). Instruct participants one at a time only, (using proper lifting techniques) to try and pull the disc out from under the grain. The participants should not be able to pull the disc out – this demonstrates how hard it would be to pull a person buried in grain.



### AGE APPROPRIATE MESSAGING

Consider the following key messages for various ages.

#### For Children

- Do not play in grain or on grain piles. You can drown in grain.
- Never go into a bin or wagon filled with grain. The grain could collapse and you could be pulled into it.
- The safest spot on the farm for you to play is inside your fenced play area.

#### For Tweens

- Proper training is important if you are working around grain. Proper training is defined as structured activity that provides information and instructions to improve your performance or help you achieve a certain level of skill and knowledge to safely work around grain. The trainer is a person that demonstrates a high level of skill and ability which comes from their experience and training.

#### For New and Young Workers

- Do not work alone when unloading or loading grain, use the buddy system and let the other person know where you are. Be sure to check where your buddy is frequently.
- Wear the recommended Personal Protective Equipment (PPE) for handling grain. Grain dust can be a mix of soil, bacteria, chemical residue, fungi and excretions from rodents and birds.
- Learn your farm's emergency plan and know what to do in an emergency.
- People underestimate the force grain exerts on the body. It's not as simple as just 'swimming' out of the grain.
- Grain rescues are very complicated. Never attempt a rescue by going into the grain yourself.





### BEFORE THE DAY CAMP

Get the word out to the community that the safety day camp is coming up. Use social media including community, school and local business pages. Local newspapers, community bulletin boards, signs and radio stations are also great methods.

Use the school distribution methods to reach families quickly by putting information in their newsletter, website or social media page.

Create signs, posters and pamphlets that include topic areas, times, ages, location and contact information. Circulate these in the schools, with local 4-H clubs, in the local post office and general store, with local businesses and newspapers, veterinary offices, implement dealerships, farm supply stores, etc. See page 21 for a sample poster.

Contact local radio stations or TV stations. Many of these stations have free event calendars to promote and create awareness regarding your event.

Promote your day camp to 4-H clubs, agricultural societies, rural businesses and other rural organizations.

Consider inviting your local mayor, city or county council member and any other local officials. It is a great idea to let them know that this important event is occurring in your community.



### PRESENTATION SAFETY

- Do not use any chemically treated grain in your display/demonstrations.
- Ensure interactive activities are supervised at all times.

### INTRODUCTIONS

- Introduce yourself and share any experiences you have working with grain.
- Ask questions to encourage children to be involved. For example:
  - Who grows grain on their farm? What kind of grain do you grow?
  - Do any of you help during grain harvest? What are your safety rules during harvest?

### KEY MESSAGES

Consider highlighting the following key messages.

- Grain flows like water but acts like quicksand. You can 'drown' in grain.
- When grain is released from a truck or wagon, it begins to flow. As it flows, it grabs your body like quicksand, pulling you down. You quickly sink in the grain becoming trapped.
- Once you start sinking in grain you cannot dig your way out.
- It takes 3-5 seconds to become trapped in flowing grain and 5-10 seconds to become completely buried.
- Supervision is key to keeping kids safe around grain. Children have short attention spans and are curious by nature, which means they are here one minute and gone the next!
- It is important for children to listen to their parents and follow the safety rules at all times especially during harvest.

- Different types of grain have different characteristics. Generally the smaller the grain, the more quickly you can get trapped (canola vs wheat).
- It is essential to know where children, family members and observers are at all times when loading, unloading or moving grain.
- Children should not play in or around grain at anytime.

### Grain Wagons and Trucks

- Unloading grain from a wagon creates a "pull" similar to quick sand. Grain flows like water and a person in the grain will be caught in the flow, which is impossible to swim against.
- After getting caught in grain up to the mid-thighs, you are beyond the point of being able to pull yourself out. As you go deeper into the grain, two forces work against you: the weight of the grain on top of you and the increased friction.
- Children should never ride or play in grain trucks or grain wagons, or enter grain storage areas.

### Grain Piles

- Children or adults should never climb on piles of stored grain. A thin layer of crusted, spoiled grain can hide empty cavities beneath the surface.
- A child or adult can fall through crusted grain into an empty cavity and be quickly covered in an avalanche of grain. Your movement alone can cause you to sink.



# TRACTORS

## INTERACTIVE ACTIVITIES

### Blind Spot Hunt

- Explain what a blind spots is and where they are with regards to a tractor (in front of the tractor, alongside of rear wheel, behind left/right rear wheel, under tractor frame).
- Demonstrate where blind spots occur with tractors. What could happen if someone doesn't see you behind, in front or underneath the tractor?
- Have participants take turns sitting in the tractor while another participant stands in various spots (behind rear wheels, beside rear wheels of tractor, in front of tractor and under tractor) to demonstrate that the driver cannot always see you, even if you can see them.
- Demonstrate the proper way to approach someone on a tractor. Encourage children to discuss with their parents how to get the attention of the operator.
- Brainstorm fun activities to do with parents, grandparents, aunts or uncles instead of riding on the tractor.

### Noise Demonstration

- Understand the noise of a tractor and how it can be hard to hear someone calling, even if they are yelling.

- Have a child sit inside of the tractor cab with the door closed and the other students talk to him or her to demonstrate how hard it is to hear from inside the tractor even when the engine is off.
- Discuss safe ways to get the attention of someone on a tractor. These may vary family to family or may include the following:
  - Make eye contact.
  - Wait for the tractor operator to stop the tractor completely.
  - Wait until the tractor operator instructs you to approach.
  - If the operator doesn't see you, decide if the message can wait or if you need to find another adult for help.

### Tractor Parts

- Tractors have many moving parts and pieces. Show participants the various parts of a tractor and discuss what these parts do and any relevant safety information. This could include:
  - Wheels
  - Fans
  - Motors
  - Slow Moving Signs
  - Warning Decals
  - Rollover protective structure (ROPS)
  - The use of seatbelts.



# SAMPLE POSTER

**Farm Safety**

**Day Camp**

\* Join us for a fun filled day of learning and teaching youth on how to recognize farm hazards and prevent injuries.

Farms serve a dual role of home and workplaces which means rural youth are continually exposed to many hazards unique to the farm environment.

**Safety topics will include:** chemicals, animals, grain, first aid, ATVs and tractors.

**June 25th, 2016**

**9am to 3pm**

**Teepee Creek School**  
**Grades K-9**

**Contact Kara: 222-345-6677**

## Tip

A recommended group size is between 10 and 15 participants. This can be increased or decreased, depending on their age. It is also a good idea to create groups of participants that are a similar age.

## Set up

Plan on several hours to set up. Do as much as you can the day before to alleviate some of the pressure and rush that occurs when the day camp begins. Ask presenters to set up their stations before registration occurs. Once registration begins there is not a lot of time for organizers to assist presenters with setting up their stations.

## Station set up

Know what your presenters need for space and equipment ahead of time. Separate stations, especially those that can be loud such as tractors, ATVs and PTO. If you are located outdoors, a grove of trees or a building can help prevent distraction and noise from other presentations.

## Registration

If pre-registration is not done, assign each participant to a group as he/she goes through the registration process. Ensure each participant receives a name tag that can be easily read from a distance.



A recommended group size is between 10 and 15 participants. This can be increased or decreased, depending on their age.

Identify each group with different symbols or colors on their name tags. You can also use different colored t-shirts or hats. This will help the group leaders keep track of their participants throughout the day.

Instruct the participants where to meet their group leader.

## PRESENTATION SAFETY

- Remove keys from tractor. Keys should be kept in the instructor's pocket and the tractor should be in 'park.'
- If tractor is being used for a demo, ensure the operator is over 18 years of age.

## INTRODUCTIONS

- Introduce yourself and share any experiences you have with tractors.
- Ask questions to encourage children to be involved. For example:
  - Does anyone in your family drive a tractor?
  - What do they use it for?

## KEY MESSAGES

- Tractors are large, powerful and dangerous machines.
- Statistically, tractors are the leading cause of farm machinery-related injuries.
- Across Canada, the leading cause of farm fatalities among children are being run over or backed over by tractors. Many of these accidents occur when children are being an extra rider or playing around the machinery.
- Young children are not strong enough and tall enough to safely operate a tractor nor have the maturity, experience and ability to fully think through dangerous situations.
- When it comes to passengers on farm machinery, one seat, one rider is best. Extra riders can cause several dangerous situations including:
  - Being thrown from the cab through the window or door.

- Extra riders can distract the operator, accidentally hit a lever or button or fall out of the tractor cab. If the door opens, your mom and dad are not fast enough to catch you.
- Never get on or off a tractor that is moving.
- Tractors are not playgrounds. Do not played in or around tractors even if they are parked.
- There are many blind spots around tractors. It can be very difficult for a tractor operator to see an approaching person.

## TRAINING

- Understand the importance of proper training before becoming a new tractor operator. Proper training is a structured activity that provides information and instructions to improve your performance or help you achieve a certain level of skill and knowledge to safely operate the tractor. The trainer is a person that demonstrates a high level of skill and ability which comes from their experience and training.





# HELMET DEMONSTRATION

## PRESENTATION SAFETY

- The *mini egg helmet display* is available through the Alberta Farm Safety Program. [farm.safety@gov.ab.ca](mailto:farm.safety@gov.ab.ca).
- Use plastic ziplock bags to contain the mess of broken eggs and to preserve the mini egg helmets.

## KEY MESSAGES

- Your brain must be protected.
- Wear a helmet! Every time, every ride!
- Helmets are designed with shock absorbing materials to protect your brain.

## INTRODUCTIONS

- Introduce yourself and share any experiences you have with helmets.
- Ask questions to encourage children to be involved. For example:
  - Does anyone in your family use a helmet?
  - Why are they important?

## INTERACTIVE ACTIVITIES

### Activity #1 - egg drop with no helmet

- Allow participants to see how a helmet protects their head.
- Show how fragile objects such as eggs or your head can be protected with shock absorbing material used in helmets.
- Explain the similarities between an egg and a head. Eggs have a outer hard shell to protect the contents inside—the actual egg. Your head has an outer hard shell (skull) that protects your brain.
- Once an egg shell is broken, the egg spills out and you cannot put the egg back inside the shell. If you skull is

broken, it will also expose your brain.

- Ask participants to describe what they think would happen if the jelly brain was dropped from above your head (height of a person riding a horse, approximately 8-10 feet).
- Ask participants what they think will happen to the egg if you drop it.
- Place an egg inside a plastic bag (to contain the mess).
- Drop the egg from shoulder height onto a hard floor.
- Show the participants the broken egg inside the bag and ask them if they think it would be possible to put the egg back together again.

### Activity #2 - with egg helmet

- Repeat activity #1, except place the egg inside the mini egg helmet.
- Place an egg in a Ziplock plastic bag and place inside the mini egg helmet.
- Ensure you tighten the straps to obtain a secure fit.
- Place the jelly brain into a plastic bag and place into a proper fitting helmet.
- Drop the jelly brain inside the helmet.
- Compare the protected and unprotected brains.

### Discussion Questions

- Why is it important to always wear a helmet?
- How do helmets protect your head?
- Why is it important to wear a helmet that fits properly?

# SAFETY FIRST

**Safety should be top priority** when planning and running your farm safety day. You may even want to have one person responsible for safety during the day camp. This person would be in charge of watching for potential dangers to attendees and rectifying situations immediately.

Depending on your organization's policies, you may require parents to sign a liability waiver form. A sample form is provided in the Appendix. If you are working with a school, ensure forms are signed prior to the day camp. If registration is done at the beginning of the camp day, have parents complete the form at this time.

If demonstrations have potential for danger such as livestock, flying objects from a PTO, auger or mowers, **ensure youth are far enough away that they are safe.** Use gates, brightly colored survey tape or ropes as boundary lines. Physical barriers are the best safety option.

If possible have a **first aid station and/or licensed health professional** at your day camp. It may simply be a matter of sunburn or a scraped knee but it is wise to be prepared. In many cases, some of the session stations are taught by nurses or EMS personnel and those individuals could serve as your first aid attendant as well.

## Tip

**The intent of a farm safety day is to teach children how to stay safe within the farm environment. In the process of teaching the concepts of farm safety, we want to protect them from the very hazards that are being discussed.**



## Tip

Ensure you have photo release forms signed by guardians of participants before you take their picture. A sample form is included in the Appendix.

## MEDIA

Public recognition of the day camp is extremely important to ensure the community is aware of your farm safety efforts. It also reinforces to the community that farm safety is important.

Invite local media out to attend your event (radio, newspaper, TV). Reporters can get some great stories and photos of local kids for an interesting article. If possible, have a press release ready to hand out to any media attending. Don't forget to mention your sponsors!

If media is not able to attend in person, take your own photographs and ask the media to run a story after the event. Interviews with your participants can lead to wonderful quotes.

## EVALUATIONS

Evaluations are a great way to measure results and improve future farm safety day camps.

If you are working with a school, you can send out pre-tests before your safety day and have them returned to the school. Post-tests can be completed at the end of the day. Keep the questions simple and limit the number. Multiple choice, true/false or simple one word responses are best.

Feedback from your presenters and volunteers is also

important in evaluating your day camp. Hand out evaluation forms at the end of the day and ask them to be handed in before they leave. Keep your evaluations short and easy to answer.

**Sample evaluation forms can be found in the appendix.**



## PRESENTATION SAFETY

- Remove keys from the tractor and ensure it is in "park."
- If tractor is being used for a demo, ensure the operator is over 18 years of age.
- Only operate tractor if sufficient supervision is present.
- Ensure participants are supervised and behind safety barrier.
- If auger shield is removed as part of the demonstration, tell participants that shields should always be in place when operating machinery under normal conditions.
- Establish and maintain a good safety zone between machinery and participants.

## INTRODUCTIONS

- Introduce yourself and share any experiences you have with augers.
- Ask questions to encourage children to be involved. For example:
  - Does anyone have an auger on their farm?
  - What are augers used for?

## KEY MESSAGES

Consider highlighting the following key messages.

- Grain augers are used to move grain from one location to another. For example, an auger can put grain into a bin for storage or move grain out of a bin into a truck to take to market.
- Augers are very powerful and fast. They can cause serious injuries.
- Young children should not operate augers and should always stay away from augers.
- Safety shields are designed to protect the user from rotating and moving parts. It is important to ensure they are in place and

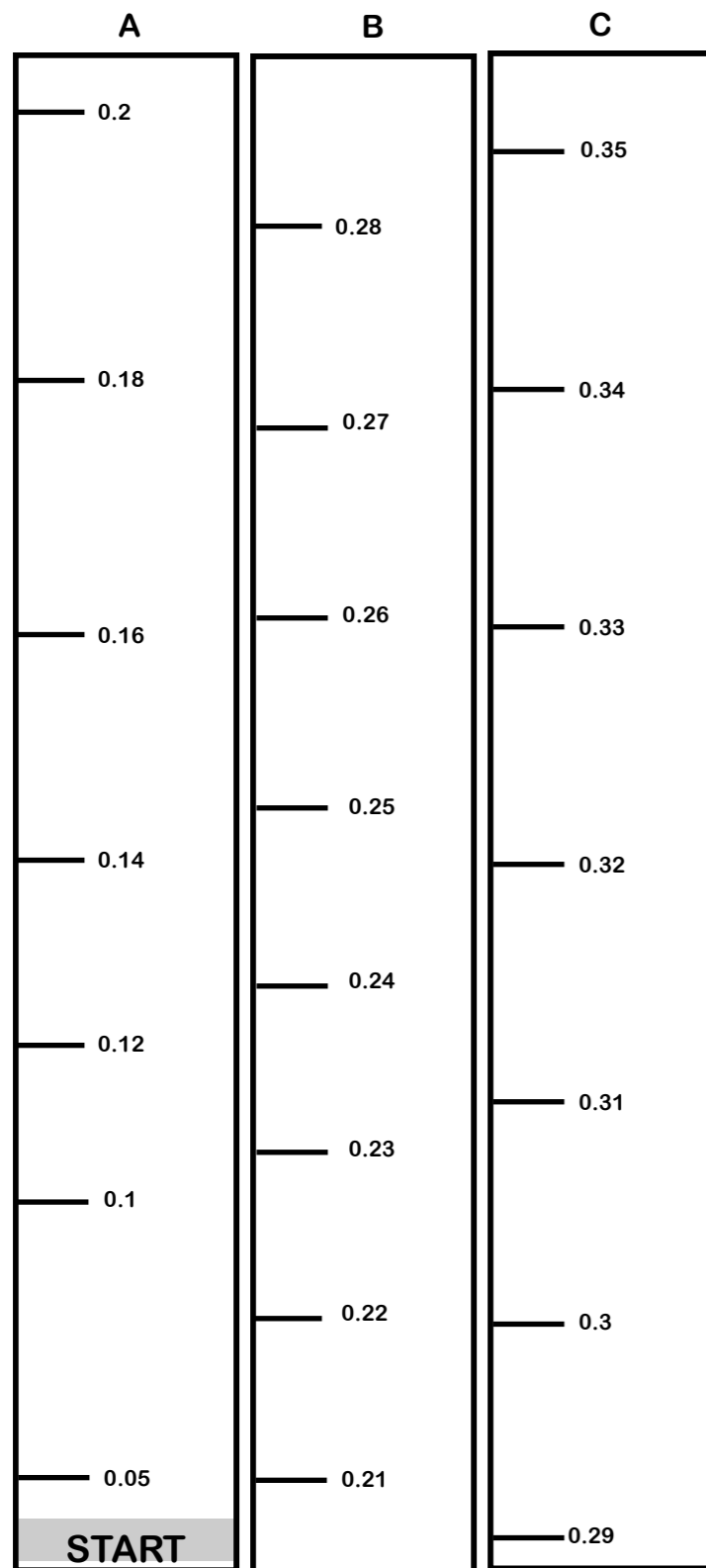
are in good repair.

- Never use your hands or feet to redirect the flow of grain.
- Take the time to walk around the auger. Never step on or jump over it. It is very easy to slip or trip which may result in a foot or hand getting caught.
- Decals are placed on augers to warn the operator of potential dangers. Examine decals to see if they are worn or missing and need to be replaced. Discuss what each decal means and why decals are placed on the auger.
- When moving augers make sure they are in the lowered position so that they don't hit power lines.
- Clothing - It is important to wear fitted clothing and to cover long hair or secure close to the head. Baggy clothing, long pony tails, bootlaces, pant legs, and torn coveralls can easily become caught in an auger.
- Do not play around the auger at any time. You could accidentally trip and fall into it. Little hands and feet can easily fit between some of the auger shields.
- Pay attention to the job at hand. Refrain from operating an auger if you are daydreaming, distracted or fatigued.
- Never play with the controls for the auger. You could accidentally turn it on.
- Anyone operating an auger requires proper training. Proper training is a structured activity that provides information and instructions to improve your performance or help you achieve a certain level of skill and knowledge to safely operate an auger. The trainer is a person that demonstrates a high level of skill and ability which comes from their experience and training.



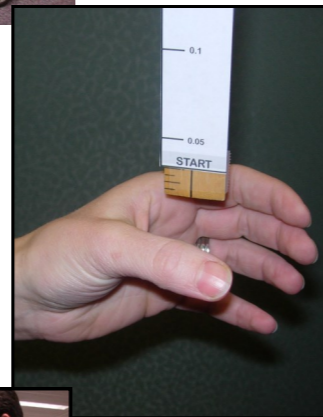
# POWER TAKE OFF

# TAKE-HOME BAGS



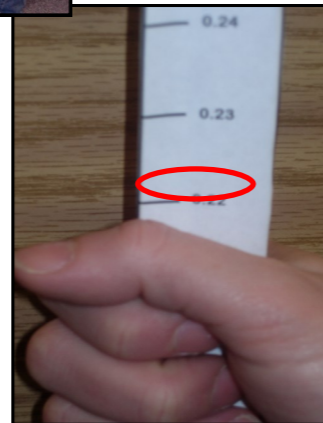
Have your partner hold the quick stick with the start end down.

Hold your hand open just below the start line.



Catch the stick as soon as your partner lets it go. Switch places with your partner.

The number above your thumb is your reaction time.



Take-home resource materials are a **great way to reinforce information** learned throughout the day. This material is also a link to the family home and parents where behaviors are changed and implemented.

Materials that can be included in take-home bags include brochures, posters, activity books, decals, safety items, etc. During the safety day, encourage youth to discuss farm safety with their families. This will reinforce safety messages and continue the learning process after the day camp is over.

Your presenters may have take-home resources to share. Arrange to receive the items for the take-home bags ahead of time. In addition, resources can be donated or purchased. Local government offices, agricultural businesses, commodity groups and professional health organizations are all great place to start.

### CONSIDERATIONS

Ensure resource information is relevant and age-appropriate. A fact sheet on how to mix farm chemicals is not age-appropriate for school aged children.

Avoid trying to stuff take-home bags with extraneous material. Keep the material relevant to the topics the participants learned during the day. For example, if you did not have a station on hearing safety, do not include material or promo items related to hearing. This extra material can dilute the key messages that were covered by your presenters.

### EXAMPLES OF TAKE-HOME RESOURCES

- Personal protective devices and equipment such as ear plugs, sun screen, first aid kits and sunglasses.
- Decals, activity books and pencils.
- Brochures, fact sheets and posters.

The Alberta Farm Safety Program has many free resources and displays available. Visit the website at [www.agriculture.alberta.ca/farmsafety](http://www.agriculture.alberta.ca/farmsafety) or email: [farm.safety@gov.ab.ca](mailto:farm.safety@gov.ab.ca)

### Tip

Written resource materials taken home by participants play a key role in getting the farm safety messages into the home, especially if parents are not involved in the camp.

Many of the suggested behavior and attitude changes involve participation of other family members, primarily parents.





# POST DAY CAMP

# POWER TAKE OFF

### Tip

As soon as your farm safety day camp is over, take time to review. Identify strengths, weaknesses and build relationships for future programs and day camps.

### POST DAY CAMP FOLLOW-UP

Immediately after your event, take some time to make notes and wrap up loose ends. Making notes while the day is still fresh in your head will really help save time for next year's planning.

### THANK YOU NOTES

It takes many people and their time to have a successful farm safety day camp. It is important to let volunteers know that **their time and efforts are appreciated**. Take a moment and write thank you notes to each volunteer, presenter and sponsor.

People enjoy hearing from children and many organizations are keen to publicly display their notes and thank you cards. Large pre-made thank you cards can be signed by the kids at the day camp and sent to sponsors, volunteers and presenters. Additionally, you can use artwork from the participants to make a card.

### NEWSPAPER ARTICLES

The local newspaper may have sent a reporter to take pictures and write a story. If not, write and submit your own article and pictures about the day. Sharing the success of your event with the community and neighbouring communities is a great way to continue to raise awareness. You may also inspire another group to host a similar activity in their community!

### CELEBRATION

It is important to celebrate the success of your hard work and efforts. If funding allows, plan a wrap up celebration with your volunteers. This could include a lunch at a restaurant or a sweet treat at a local bakery. This will also serve to discover what went well and what needs to be improved for a future event.



### INTERACTIVE ACTIVITIES

#### STUFFED DUMMY ENTANGLEMENT

- For older participants (14 and up) – show what would happen to a dummy stuffed with straw or newspaper that is caught in the PTO.
- Make a dummy using old or disposable coveralls and stuff them with straw or newspaper.
- Remove any buttons or zippers first to prevent debris from flying out. Tie a nylon rope to the dummy (arm or leg) and to the exposed shaft of the PTO. Ensure students are a safe distance away from the demonstration and any flying debris.
- Engage the PTO to entangle the dummy.
- Shut the tractor off and talk about what happened to the dummy.

#### REACTION TIME DEMONSTRATION

- The “reaction time” activity demonstrates that your reaction time is too slow to beat farm machinery.
- You will need a meter stick, time scale (included on following page), scissors and tape.

#### Directions:

- Cut out the time scale sections A, B and C
- Tape section A about 1.5 cm (0.5 inch) from the end of the meter stick
- Tape section B on top of segment A
- Tape section C on top of segment B
- Hold the Quick Stick just above a participant's hands.
- Instruct the participant to catch the stick when you release it. Note the number that is just above your thumb. This is the number of seconds it took to react.

- Try this again but this time have your partner distract you.
- Compare your reaction time to the chart below.

#### Questions:

1. Is there a time difference between your right and left hand? Why?
2. Did it take longer to catch the stick when you were distracted? Why might this be? Which situation would most likely occur out in the farm yard?
3. Do you think it is possible to be faster than a machine?
4. What have you learned from this activity?





# POWER TAKE OFF

## PRESENTATION SAFETY

- Remove keys from tractor. Keys should be kept in instructor's pocket and tractor should be in "park."
- Do not move the tractor unless it is part of the demonstration. Always ensure participants are supervised and behind safety barriers.
- If PTO shield is removed as part of the demonstration, communicate to participants that shields should always be in place when operating machinery under normal conditions.
- If clothes are used in demonstration, remove all buttons, zippers, etc to prevent unwanted flying debris.
- Establish and maintain a good safety zone between machinery and participants.

## INTRODUCTIONS

- Introduce yourself and share any experiences you have had with PTOs.
- Ask questions to encourage children to be involved. For example:
  - What is a PTO?
  - What is a PTO used for?

## KEY MESSAGES

Consider highlighting the following key messages.

- Explain that PTO stands for Power Take Off and that it is a device that allows you to take power from one source (i.e. tractor) and transfer it to an attachment such as a baler or disc-bine.
- PTOs spin very fast and are measured in RPMs. RPMs stand for revolutions per minute, therefore at 1000 RPMs, the PTO would spin around 1000 times in one minute. This also means that a 6 foot rope

tossed over a spinning PTO will wrap around the shaft in less than one second. As the items begin to wrap extremely fast around the power take off shaft, they pull the subject directly into the PTO unit.

- Typical injuries involving PTOs are amputations, severe cuts, multiple breaks, spine and neck injuries or complete body destruction. It is physically impossible for people to react fast enough to avoid injury/death. Normal reaction time for a person is 3/4 of a second. This means that before we would even realize it, anything caught would have already wrapped 6 times around the PTO.
- Clothing - It is important to wear fitted clothing and to cover long hair or secure close to the head. Baggy clothing, long pony tails, bootlaces, pant legs, and torn coveralls can easily become caught in a spinning PTO shaft.
- Moving around PTOs - Never step over a PTO even if guards are in place. Instead always walk around the machinery.
- PTO shields are designed to protect you from the spinning shaft. If a shield is removed, it increases the risk/danger to the operator.
- Emphasize how important it is for young children to stay away from PTOs.
- Anyone operating a PTO requires training. Proper training is a structured activity that provides information and instructions to improve your performance or help you achieve a certain level of skill and knowledge to safely operate a PTO. The trainer is a person that demonstrates a high level of skill and ability which comes from their experience and training.

The appendix contains sample timelines, forms and presenter tips to help you efficiently organize your farm safety day camp. Make copies of these forms or create your own.

<u>Sample Planning Timeline</u>	<u>28</u>
<u>Sample Consent Form</u>	<u>29</u>
<u>Alberta Farm Safety Program Displays</u>	<u>30-31</u>
<u>Presenter/Group Leader/Volunteer Survey</u>	<u>32</u>
<u>Topic Presenter Tip Sheets</u>	<u>33-48</u>
PTO	34-36
Augers	37
Helmets	38
Tractors	39-40
Grain safety	41-45
Chemical safety	46-47
Animal safety	48-50
Lawn Mowers	51-52
ATVs	53-54
<u>Participant Evaluation Form</u>	<u>55</u>
<u>Certificates</u>	<u>56-58</u>



## THREE TO FOUR MONTHS PRIOR TO THE DAY CAMP

- Determine day camp goals and objectives
- Identify priority topics
- Identify camp participant age
- Identify volunteer team and assign responsibilities
- Secure location, check on back-up options in case of poor weather
- Identify presenters
- Identify and request appropriate resources

## ONE TO TWO MONTHS PRIOR TO THE DAY CAMP

- Secure bags for resource packets
- Distribute outline of each session to presenters
- Determine food for meals/snacks; seek out donations
- Identify group leaders
- Identify and secure needed equipment

## ONE WEEK PRIOR TO THE DAY CAMP

- Prepare resource take-home bags
- Create station signs
- Contact media and set up interviews
- Make follow-up call to presenters
- Determine registration process; fill out name badges if pre-registered

## ONE DAY PRIOR TO THE DAY CAMP

- Pick up food for the day
- Set up stations if possible

## DAY OF THE CAMP

- Collect consent forms
- Set up stations
- Distribute and collect presenter surveys
- Clean up/tear down

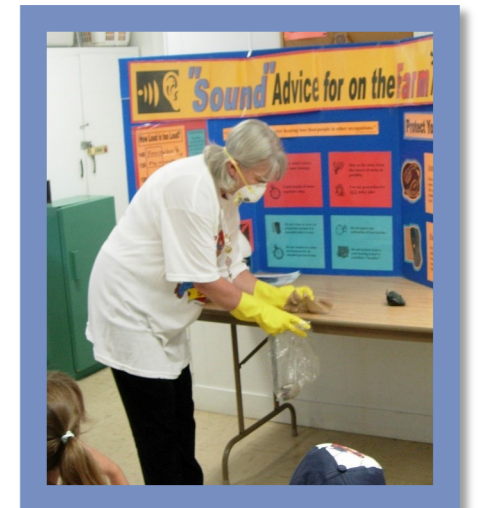
## WITHIN ONE TO TWO WEEKS AFTER DAY CAMP

- Send thank you notes to volunteers/presenters/sponsors
- Write post event media releases and distribute
- Debrief with presenters
- Provide feedback to local donors and sponsors
- Start planning for next year's camp!



Prep your presenters for the best results by sharing the following key messages:

- Repeat key points several times during your session.
- A few good points are worth much more than many topics that have to be rushed as a result of time constraints.
- Include information on what the risks are and ways to avoid injury.
- Ensure you let the organizers know your space requirements. This will ensure your space is conducive to learning. If you are too close to the next station you may have competing noise levels and distractions.
- Encourage hands-on interaction as much as possible. Children learn actively and need to hear a message several times, in several ways, to gain an understanding.
- Highlight any written material that will be taken home in the resource bag which connects to the topic at hand.
- Don't be afraid to ask for help during your presentations.
- **Remember to have fun!**





**To help us improve, please complete this form and return to the program coordinator before you leave.**

**Please circle**

1. Was the number of participants in each group: **too large** **about right** **too small**
2. Was the session time for each station: **too long** **about right** **too short**
3. Were you given enough information before the safety day to do your job effectively?  
**Yes No**

If no, what additional information would have been helpful?

---



---



---

4. Was your experience at this farm safety day camp rewarding?  
**Yes No** (Please tell us why)

---



---



---

5. Overall, how effective would you say the farm safety day camp was in helping children learn about farm safety?  
**Very effective Somewhat effective Not effective Don't know**

6. Do you have any suggestions to help improve next year's farm safety day camp?

---



---



---



---

**Thank You!**

**Release and Consent**

1. I give my permission for the child(ren) listed below to attend the Farm Safety Day Camp. I am aware that children attending the camp will be learning about various farm safety topics. All safety precautions such as barriers, supervision and safety rules will be enforced. However, I acknowledge there is a possibility for physical injury. I release the farm safety day camp coordinators, instructors, volunteers and sponsors from all claims arising from the individual's attendance at the camp.
2. I understand that my child(ren) may be asked to take a written pre and post-test before and after the farm safety day camp or to complete an evaluation at the end of the camp. These tests are for program evaluation only, not individual assessment.
3. I understand that if serious illness or injury occurs, I will be notified. If it is impossible to reach me, I give permission for emergency treatment as recommended by the attending medical professional.
4. I have read, understand and agree with the above information. **Yes No (please circle)**
5. Photo Release - I give permission for my child(ren) to be photographed or videotaped. I understand that the use of the personal information is being collected under the authority of the *Freedom of Information and Protection of Privacy Act*. "I grant permission to the approved event organizer, \_\_\_\_\_, to use my child(ren)'s image for farm safety educational or promotional purposes of farm safety." **Yes No (please circle)**

Name of parent/guardian	
Parent/guardian signature	
Name of child(ren)	
Contact number	
Emergency contact name	
Emergency contact number	
Date	
Additional notes	

# AVAILABLE DISPLAYS

Appendix

The **Alberta Farm Safety Program** has many free resources and displays available. For more information or to order, visit the website at [www.agriculture.alberta.ca/farmsafety](http://www.agriculture.alberta.ca/farmsafety) or email: [farm.safety@gov.ab.ca](mailto:farm.safety@gov.ab.ca)

 <p><b>Grain Safety Display</b> Demonstrates how easy it is to sink and suffocate in grain.</p>	 <p><b>Injury Awareness Display</b> Demonstrates how normal everyday tasks become a lot harder with the loss of a body part. Students try to thread a nut on a bolt, spread peanut butter on a cracker, etc with only one hand.</p>
 <p><b>Grain Tug of War Display</b> Demonstrates the power of grain and how easily you can become trapped.</p>	 <p><b>Glo - Germ Display</b> Demonstrates how easily germs or chemicals can be transferred from one object to another. Also used to show students proper handwashing techniques.</p>
 <p><b>Chemical Look-A-Like Display</b> Demonstrates how everyday food and drinks can look very similar to chemicals when taken out of their original containers.</p>	 <p><b>Concussion Goggles</b> Demonstrates the effects of a concussion on your balance and coordination. Used to reinforce the importance of always wearing a helmet.</p>
 <p><b>Dry Erase Hazard Hunts</b> Eight different hazard hunt scenes allow participants to find the hazards and answer the discussion questions.</p>	 <p><b>Jelly Brain Mold &amp; Mini Egg Helmets</b> Jelly brain simulates a real brain and teaches participants about head injury prevention. Mini egg helmets demonstrate how a helmet protects your head.</p>
<p><b>Animal Safety - Mass Force Demo</b> Demonstrates what happens as large (cow) and small (child) objects collide. Various scenarios show that the larger object always 'wins'.</p> 	<p><b>Blind Spot Display</b> Demonstrates what a blind spot is, how they increase in size as the equipment increases in size and where they are located.</p> 

Appendix

# AVAILABLE DISPLAYS

The **Alberta Farm Safety Program** has many free resources and displays available. For more information or to order, visit the website at [www.agriculture.alberta.ca/farmsafety](http://www.agriculture.alberta.ca/farmsafety) or email: [farm.safety@gov.ab.ca](mailto:farm.safety@gov.ab.ca)

 <p><b>Helmet Display</b> Demonstrates the different types of helmets and how they are constructed. This display pairs nicely with the Mini Egg Helmet display.</p>	 <p><b>Sharps Field Kit Display</b> Demonstrates the importance of maintaining a well-organized workspace as well as the proper way to handle and store needles.</p>
 <p><b>Sun Safety Display</b> Demonstrates the importance of protecting yourself from the sun. Uses fun experiments and UV changing beads to make a bracelet.</p>	 <p><b>Interactive Hazard Hunt</b> Demonstrates several potential hazards that can be found on the farm by using farm props and scenarios. Note: this display has several little pieces and must be staffed at all times.</p>
 <p><b>Hand Signals Display</b> Demonstrates the importance of clear communication in situations where noise is a factor.</p>	<p><b>Available Resources</b> The Alberta Farm Safety Program has additional resources available:</p> <ul style="list-style-type: none"> <li>• Activity booklets</li> <li>• Decals</li> <li>• Newsletters</li> <li>• Publications</li> <li>• Website</li> <li>• Colouring sheets</li> <li>• Posters</li> </ul>
 <p><b>Hearing Display</b> Demonstrates the importance of protecting your hearing from a young age. A video along with games and activities allow participants to understand hearing loss.</p>	
 <p><b>Sound Measuring Mannequin</b> Demonstrates noise induced hearing loss and uses a mannequin with special ears and sound level reader to capture various decibel levels.</p>	