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Introduction

These first pages explain the purpose, focus, and goals of the notebook materials. They also provide an overview of the materials and explain how to access and use the resources provided in the notebook.

Resource Materials

This document is a collection of resource materials for use with community safety and health education. The materials were developed and field-tested in farming communities with federal funds. The materials are not copyrighted and may be reproduced without permission.

We cannot supply you with multiple copies of the materials. Therefore, please maintain this notebook as a set of master copies. Use these master copies to duplicate and distribute the materials as needed. Additional hard copies of the complete notebook may be available in the future from NIOSH and the University of Kentucky's Southeast Center for Agricultural Health & Injury Prevention. The ROPS notebook files are also available on the National Agricultural Safety Database (NASD) web site (<http://www.cdc.gov/niosh/nasd/docs4/ky01001.html>). The INDEX section of the Kentucky ROPS Notebook web site will take you directly to an activity when the name of that activity is double clicked. Additional information about the Kentucky ROPS Project is provided on the Southeast Center for Agricultural Health and Injury Prevention web site <http://www.mc.uky.edu/scahip>.

As you use materials from this collection, please keep us informed about what you have used, for what purposes, and with what degree of effectiveness. Please direct additional comments or inquiries to Henry Cole by letter, telephone, or e-mail.

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Focus and Purpose

The one-page chart on the next page explains the focus and purpose of the notebook materials. The top part of the page explains the problem addressed. The middle part of the page explains the project goals and the reasons these goals were selected. The bottom portion of the page describes the community education activities and materials.

The chart can be used as a handout or as part of a display. It quickly conveys the purpose and focus of the Community Partners for Healthy Farming farm safety program. This single page chart and a one-page chart of each of its three components are included as the first section of the notebook materials. These four items are useful for introducing community leaders and farmers to the nature and purpose of the program.

PUT THE ONE PAGE CHART HERE.

This file is located on the CD that includes electronic copies of the Notebook files.

On this disc the file is named "4-Goals Intro p6.doc"

Background

The materials in this notebook were developed and field-tested over a three-year period with support from the Centers for Disease Control and Prevention (CDC) and the National Institute for Occupational Safety and Health (NIOSH). The project was funded because tractor overturns and falling from moving tractors are the major causes of farming deaths in Kentucky as well as in many other states. Installing a tractor roll bar, or Rollover Protective Structure (ROPS), and a seat belt is a simple and cost effective way to prevent nearly all of these deaths.

The materials and activities in this notebook present stories and facts about tractor overturn injuries and deaths, their terrible costs, and their prevention by retrofitting older tractors with ROPS and seat belts or by replacing older tractors without ROPS with newer ones equipped with ROPS and seat belts. The materials also include facts about injury and death to second riders when they fall from tractors and are run over by the tractor or its trailing equipment. Strategies and actions to prevent these injury events are presented.

Why the Materials Were Developed

The occupational death rate to Kentucky farmers is about three times higher than the national average. The National Safety Council gathered data for 31 farming states and reported that tractor-related deaths averaged 33% of total farming deaths. In Kentucky 61% of farming deaths involve tractors and more than half of these tractor-related deaths are caused by tractor overturns. Only 30% of Kentucky's farm tractors are equipped with Rollover Protective Structures (ROPS), easily installed devices that protect the tractor operator from being crushed during an overturn. During 1994-98, 103 Kentucky farmers died when their tractors overturned or when they fell off a moving tractor. Investigations suggest that 101 of these fatalities could have been prevented if the tractors had been equipped with ROPS and if the operator had been wearing a seat belt. In addition, every year more than 5,000 Kentucky farm workers are injured and require medical treatment at hospital emergency departments. Farm tractors are involved in 1,100 of these injuries. ROPS and seat belts also could prevent many of these non-fatal, but costly, injuries.

Quick Start: Locating and Using the Materials

The ROPS Notebook materials are being made available in two ways, (a) in this hard copy three-ring loose-leaf notebook, and (b) as a set of computer files that can be accessed through the Internet, examined, downloaded, and printed. Some of the web-based materials are in interactive multimedia format and more multimedia materials will be made available in the future.

What's Available Now

The items listed in this notebook include the project materials available to date. Additional materials will be developed and added to both the paper and web-based collection.

Notebook Organization and Use

The notebook materials and instructions for using them are divided into the major sections listed in Box 1. A spacer page and tab is included in the notebook for each item listed in Box 1. The notebook tabs for all the items in Box 1 are printed in red. The red tabs identify the key parts of the notebook that allow the user to determine what materials are available and then to quickly locate selected materials of interest.

The last six items in Box 1 begin with a number. These are the sections of the notebook where the community education materials and activities are located. Within the notebook, each of these numbered sections begins with its own table of contents that lists all the activities and materials within that section. The tabs printed in black located behind the numbered section tabs printed in red mark the locations of the materials for each activity within that section. The materials needed to conduct individual activities can be quickly located by looking for the black notebook tab with that activity's abbreviation and name. The section of the notebook marked by the "INDEX" tab (page 10) lists the abbreviations and names of each activity within each section of the notebook.

Box 1: Major Sections of the Notebook

INTRODUCTION
QUICK START: Locating and Using the Materials
INDEX of Materials and Activities
DESCRIBE -Descriptions of Activities and Materials
1. GOALS - Project Focus, Goals and Materials
2. WTP –What's the Problem
3. MASS COM - Mass Communication Messages
4. ACT -Activities for Farm Community Meetings
5. SIMS -Simulation Exercises
6. OTHER -Other Activities and Materials

How to Find What You Want

1. To locate and use these notebook materials follow these four steps.
2. Examine the chart on page 6 that lists “The Problem,” “Project Goals and Their Reasons,” and “Community Education Activities and Materials.” The last part of this chart describes the major categories of materials included in the notebook.
3. Next, examine “Table 1: Index of Notebook Materials and Activities” that begins on page 10. This section of the notebook is marked by a red “INDEX” tab. The Index table lists the name of each item, its abbreviated file name, the content of the item, its format, its length and size, its intended audience, and the typical time required to complete the activity. The three pages immediately following the Index explain how to get the messages and materials to farmers, the types of materials included in the collection, and the way they are organized within the notebook.
4. Once you have located an item of interest in the “INDEX” section, look for and open the notebook to the red tab labeled “DESCRIBE - Descriptions of Activities and Materials.” The “DESCRIBE” section begins with a table of contents. The next five pages provide brief descriptions for each of the materials and activities included in the notebook.
5. Once you have located an item of interest in the “DESCRIBE” section, locate the notebook tab printed in red that lists the number and name for that section of the notebook. Then look at the tabs printed in black within that section of the notebook to find a particular activity of interest. For each activity these black tabs open to a “Tips” section. The “Tips” explain how to conduct each activity. In most cases, reading the tips and looking over the materials that follow is all that you need to do to prepare to conduct an activity. The tips describe the purpose and content of the activity, its learning objectives, the intended audience, the components that make up that particular activity, and provide suggestions for how to use the materials effectively.

In summary, to use the notebook, first turn to the notebook’s red INDEX tab. Examine Table 1: Index of Notebook Materials and Activities starting on page 10. When you find something of interest, open the notebook to the red tab labeled DESCRIBE. This section will tell you more about the activity in which you are interested. Then open the notebook to the numbered tab printed in red that identifies the section to which the item of interest belongs. Within that section, look for the tab printed in black that locates the particular materials you need to conduct the activity.

INDEX - Table 1: Index of Materials and Activities

(Use this table to locate items of interest. Then look for the item’s name in the “Description of Materials and Activities” section starting on page 18. To go directly to the item, look for its abbreviated section and item name among the notebook tabs. Item names in bold capital letters have tabs printed in red. These are the key sections of the notebook necessary to locate and use specific activities.)

Item Name	Abbrev.	Content	Format	Length/Size	Audience/Use	Time Needed
Resource Materials	Resour	Instructions about how to use the notebook materials	Text	Half page	Instructors, leaders	2 min
Focus and Purpose	Focus	One-page chart that lists the problem addressed, project goals and rationale, and types of activities and materials	Chart with graphics and text	One page	Instructors, leaders, & community members	1 min
Introduction	Intro	Describes purpose and origin of the notebook materials	Text	Half page	Instructors, leaders	2 min
QUICK START - Locating and Using the Materials	QUICK	Instructions for the rapid location and use of activities and materials	Text	Two pages	Instructors, leaders	2 - 3 min
INDEX - Table 1: Index of Materials and Activities	INDEX	Briefly lists and describes the materials and activities in the order in which they appear in the notebook	Text in a tabular format	Four pages	Instructors, leaders	5-10 min
DESCRIBE - Descriptions of Activities and Materials	DESCRIBE	Half-page description of each activity’s content, objectives, intended audience and use	Text	Half page per activity	Instructors, leaders	2 min per activity
1. GOALS – Focus, Goals, and Materials	GOALS	One-page description of the problem, project goals, and materials	Text and graphics, in large type	Chart version = 1 page. Landscaped version = 3 pages.	Community displays and presentations	1 - 3 min

Item Name	Abbrev.	Content	Format	Length/Size	Audience/Use	Time Needed
2. WTP - What's the Problem?	WTP	Facts about Kentucky farm tractor overturns, deaths, and their prevention	Presentation charts (select pages as needed)	Tips plus 30 one-page charts	Community presentations	5 to 25 min depending on no. selected
3. MASS COM -Mass Communication Messages	MASS COM	A major section of the notebook consisting of the six sets of materials and activities listed below	Brief text and graphic messages	Six major categories of activities and materials	Mass distribution within communities	
PSAs - Public Service Announcements	PSAs	Facts and short stories about tractor overturns and the effectiveness of ROPS	30-second radio PSAs and/or printed statements	100 PSAs organized in 15 categories	Local radio stations, local newspapers and newsletters	30 seconds per PSA
MBCS - Mailing, Billing, and Check Stuffers	MBCS	Short text and graphic messages about tractor overturns, ROPS and seat belts	Envelope stuffers, countertop handouts	15, 8.5 x 3.8 inch slips with one message per slip	Mass distribution to people in the community	1 min per stuffer message
PPD - Posters for Public Display	PPD	Facts about overturns, risks, injuries and the value of ROPS	8.5 x 11 inch charts for display	26 pages	Community displays	1 to 2 min per poster
HGR - How to Get a ROPS and Seat Belt on Your Tractor	HGR	Detailed but simple instructions for getting a ROPS and seat belt for a tractor (Local equipment dealers' addresses and telephone numbers must be added)	Two pages printed on 11 x 14 inch paper folds to 8-panel flyer	8-panel pocket flyer with graphic, text, checklist, and local dealer names and phone nos.	Community-wide distribution by multiple agencies, businesses, and employers	3 to 5 min to examine flyer
NEWS - News Articles	NEWS	A series of 21 articles about farmers, tractor overturns, and ROPS	Newspaper and magazine articles	26 half-page to one-page articles about real events	Readers of local newspapers and newsletters	5 to 10 min per each article
DMCM - How to Develop Effective Mass Communication Messages	DMCM	A short article that provides practical tips for designing effective mass communication messages	Text	Two and one-half pages	Instructors, community leaders who wish to develop short messages	5 to 10 min
4. ACT - Activities for Farm Community	ACT	A major section of the notebook consisting of the nine hands-on	Demonstrations, text, graphics, and	Nine sets of participatory	Designed for use at meetings, group	5 to 20 minutes per activity

Item Name	Abbrev.	Content	Format	Length/Size	Audience/Use	Time Needed
Meetings		and discussion activities listed below	group participation	activities and demonstrations	activities, and in classrooms	
SKITS - Skits About Tractors and ROPS	SKITS	Skits about tractor overturns based on real conversations about real events	Pre-scripted role-play activity	Eight one-page skit scripts	Community meeting activity	3 to 5 min per skit
MGE - Mr. Good Egg Farmer Model Tractor Overturn Activity	MGE	Simulating tractor overturn injuries using scale model tractors and raw hens' eggs	Demonstration of overturn injuries and value of ROPS	One main demonstration activity, 12 related short activities	Farm community meetings, youth and adults groups, 4H, FFA, classrooms	15 to 25 min
MEO - My Experience with Tractor Overturns and My Story Activity	MEO	Census and tally of group members' tractor overturn experiences. Participants are encouraged to tell and/or write their stories.	One-page checklist about participants' experience with tractor overturns	One-page form on paper and overhead projector transparency	Farm community meeting, youth and adult groups, classrooms	10 to 15 min
CAT - Can All Tractors Be Fitted with ROPS?	CAT	A three-part activity that allows the user to examine fatality reports for overturns and determine if ROPS were available for those tractors, and for tractors the individual's family may own or operate	Paper worksheet, Internet assignment with web sites listed, and summary reports	Nine pages of information, fatality cases, forms, and web site addresses	Farm youth and adults who have access to a PC, middle and high school students	20 to 60 minutes
POF - Photos of Fatal and Non-Fatal Tractor Overturns	POF	Photos of overturned tractors some without ROPS (operator killed), some with ROPS (operator not injured)	8 x 10-inch color photos with brief factual text that describes the overturns	Ten color photos plus a few questions and brief incident reports	Farm adult and youth hands-on community meeting activity or display, classroom activity	10 to 15 min
HMR - Homemade ROPS - Should You Make Your Own?	HMR	Reasons why farmers install homemade ROPS on tractors and the potential injury and liability issues involved in doing so	Informative memo, facts, questions, and color flyer	Five pages	Presentations and discussion at community meetings, and classrooms. Also good for community	10 to 15 min

Item Name	Abbrev.	Content	Format	Length/Size	Audience/Use	Time Needed
					wide distribution	
TOS - Tractor Overturn Stories	TOS	Dramatic first person accounts of tractor overturns and their consequences and the value of ROPS and seat belts in preventing injury and death	Short stories written by the individuals involved or their loved ones	12 stories from one-page to three or four lines long	Farm community members, community meetings, classrooms	2 to 5 minutes per story plus time for discussion
PFT - Pause for Thought: Should You Install a ROPS Yourself?	PFT	A true story that describes the problems when a farmer decided to install a ROPS himself	Text, in an interesting story format	five pages	Community meeting presentation and discussion, newspaper	10 to 15 min plus time for discussion
TMVC - Facts About Tractor/Motor Vehicle Collisions	TMVC	Summary of facts about tractor & motor vehicle highway collisions from three states (IA, OH, & KY)	Presentation text and charts	11 pages with large type text and charts	Community meeting presentation, driver education classes, group activity	10 - 20 min
5. SIMS - Simulation Exercises	SIMS	A major section of the notebook consisting of the eight interactive, group problem-solving scenarios listed below. Scenarios are based on real cases of tractor injuries and close calls	Interactive unfolding simulated events that require user decision making	Eight exercises, seven in paper and pencil format, and one in CD-ROM format	Farm community youth and adults, community meetings, classrooms	20 to 30 minutes for the paper and pencil simulations, 60 to 90 minutes for the CD
NWX - No Way to Meet a Neighbor	NWX	Fatal tractor and motor vehicle highway collision on a summer day during broad daylight and in good weather	Interactive paper and pencil simulation exercise	Nine pages, large type with drawings	Farm community meeting activity, youth and adults, driver education classes, schools	20-30 min
FMM - A Foggy Morning Meeting	FMM	Non-fatal tractor and motor vehicle highway collision on a rural highway in foggy bottom by a creek	Interactive paper and pencil simulation exercise	Nine pages, large type with drawings	Farm community meeting activity, youth and adults, driver education classes, schools	20-30 min

Item Name	Abbrev.	Content	Format	Length/Size	Audience/Use	Time Needed
TTX - Tommy's Troubles	TTX	Story about a farm youth who overturns a tractor as he operates a bushhog in tall weeds	Interactive paper and pencil simulation exercise	11 pages, large type, with drawings and news clippings	Farm community meeting activity, youth and adults, classrooms	15-20 min
TRT - Tyler's Ride and Tantrum	TRT	Story about a child who, over the objections of his mother, is a second rider on his grandfather's tractor	Interactive paper and pencil simulation exercise	10 pages, large type with drawings and newspaper clipping	Farm community meeting activity, youth and adults, classrooms	15-20 min
TRX - Tony's Ride	TRX	True story about a farm youth who rides along with his father on a tractor, falls off, and is killed	Interactive paper and pencil simulation exercise	12 pages, large type with graphics and newspaper clippings	Farm community meeting activity, youth and adults, classrooms	15-20 min
VVX - Vicki's Visit	VVX	Story about the hazards and risks encountered by a young child who visits and plays with her cousins on her uncle's farm	Interactive paper and pencil simulation exercise	10 pages, large type with drawings and newspaper clippings	Farm community meeting activity, youth and adults, classrooms	15-20 min
HOH - Heather on Horseback	HOH	Story about a 13-year-old girl who falls while riding her horse unsupervised and without a helmet. She suffers severe head injuries and is disabled for life.	Interactive paper and pencil simulation exercise	13 pages, large type with drawings and newspaper clippings	Farm community meeting activity, youth and adults, classrooms, riding clubs	20-25 min
TFSE CD – Tractors, Farm Safety and Economics	TFSE - CD	Two interactive simulation exercises, one about the problems of the Kayle family as they expand their farm size and production, and the other a demo of tractor overturns.	Interactive CD-ROM instruction. Requires a multi-media PC.	Two separate programs on the same CD with interactive multi-media (text, audio, and graphics)	Youth or adults working at PCs or in PC labs, high school social studies and agriculture classes	60 to 90 minutes for the Kayle exercise; 20 minutes for the tractor overturns demo
6. OTHER - Other Materials and Activities	OTHER	Descriptions of additional materials and activities (currently under development)	Paper and pencil, Internet, and CD-ROM		Farm community meeting activity, youth and adults, classrooms	

Getting the Materials and Messages to Farmers

The materials in this notebook present information about the risks of tractor overturns. They stress the effectiveness of ROPS and seat belts for preventing costly and deadly injuries that often result when tractors overturn. The materials are presented in four general ways.

Charts

The problems and their prevention are described in a series of one-page charts, graphs, and drawings. These visual materials can be used to make presentations to farm community groups. They can also be used to create posters for display at community meetings, special events, and local businesses.

Stories

The materials include many short stories about real people and their experiences. The stories describe tractor overturns, the injuries that resulted, and the emotional and financial costs to family members. Some stories are about close calls. Others describe the injury or death of children who were second riders on tractors. Many of these stories can be read aloud in about 30 seconds.

Mass communication of these short stories can be accomplished in several ways. They can be broadcast on local radio stations as a series of public service announcements. They can be printed as a series of short articles in local newsletters and newspapers. They can be printed on slips of paper and included as safety message stuffers in paychecks, billing statements, and other materials that local employers, companies, and businesses regularly distribute to farmers. Some of the stories are longer first person accounts of people who were injured during a tractor overturn, or who had a family member or friend who died in a tractor overturn.

A series of newspaper articles is also included. Some of these stories are about tractor overturn injuries and deaths. Others describe how ROPS and seat belts kept farmers from being hurt during overturns. Some articles are about why farmers purchased ROPS and seat belts for their tractors. These personal accounts and news stories can be presented and discussed at community meetings or reprinted in local or regional newsletters, newspapers, and magazines. Others who wish to duplicate and use the stories may do so. Written permission was obtained for including these stories in the notebook and for allowing others to duplicate and distribute these materials.

Activities

A series of activities, demonstrations, and skits have been developed for use at farm community meetings and in school classrooms. These activities are easy to use, motivating, and most can be completed in 5 to 15 minutes. The activities have been tested and found to be effective.

Simulations

A series of cases based on real-life tractor overturn and second rider incidents are presented as simulation exercises. The simulations are hands-on, small group problem-solving activities for use in farm community meetings and classrooms. During each simulation exercise, persons collaborate in small groups of two to four people and make decisions about actions to prevent a problem or to deal with a situation that has already occurred. Each simulation exercise provides information about what happened in the real case and in other similar cases. For most simulation exercise materials additional information about similar cases is presented as newspaper clippings and brief summaries of fatality investigations. The simulations capture participants' interest and attention, develop a deeper understanding of farm safety issues, and promote commitment to safe work practices.

Who Should Use the Materials in this Notebook

Unless they are used widely in the community, the materials and activities in this notebook won't have much impact on the serious problems of tractor overturn and second rider injuries. Therefore, these materials should be used by many people in farm communities; by people who regularly meet with and provide advice and services to farmers and farm organizations.

Community leaders and agencies with copies of this notebook should make the materials known and available to persons in the community who

- ✓ plan and conduct farm community events
- ✓ plan and conduct meetings and programs for young and adult farmers
- ✓ teach and work with farm youth
- ✓ operate producer organizations, farm businesses, and businesses whose customers are farmers
- ✓ employ farmers in off-farm jobs in manufacturing, business, and service industries
- ✓ provide health services and advice to farmers
- ✓ provide financial services and advice to farmers
- ✓ provide extension services to farmers and farm family members
- ✓ operate community leadership and fraternal organizations
- ✓ conduct farming and vocational education activities
- ✓ sell and service farm tractors
- ✓ publish newspapers or farming-related newsletters and publications
- ✓ broadcast radio and television farming news, commodity reports, weather reports, and public service announcements
- ✓ teach and educate farm community youth, future farmers and young and adult farmers

When many persons and groups in a community begin to use these materials and messages, people become more aware of the risks and consequences of tractor overturns and other farm injuries. As a result, knowledge and attitude changes empower community members to prevent injury events and their associated social and economic costs.

Maintaining and Updating the Notebook

The Kentucky Community Partners for Healthy Farming ROPS project will continue until 2002. New activities and materials will be developed. Some of the materials in the notebook will be revised and improved. Those individuals and agencies that are the “keepers of the notebooks” may wish to update and add to the notebooks as new messages and materials are developed and older materials are updated. The materials being placed in a three-ring binder facilitate the updating process. As materials are updated and new materials are developed, they can be added to the notebook.

Utility of the Notebook Materials

The activities and materials in this notebook resulted from the efforts of many people and agencies. The program was developed, implemented, and evaluated in Barren and Fleming Counties in Kentucky with the assistance of scores of community leaders and farmers in both these counties. Many other groups and agencies from within and outside Kentucky also assisted in many ways.

The materials are currently being distributed statewide by the Kentucky Farm Bureau Federation. Virginia Farm Bureau Federation is also using the materials in conjunction with their ROPS incentive award program. Agricultural extension agents at South Carolina State University and Clemson University are using some of the materials with farmers in 14 South Carolina counties. Several other southern and mid western states are also using portions of the materials.

The Kentucky Community Partners worked to create a program, not only for Kentucky, but for the nation as well. Even though many of the stories, activities, and materials originated in Kentucky, most of the materials deal with injury risks and safety problems encountered by nearly all farmers.

DESCRIBE - Descriptions of the Activities and Materials

This part of the notebook lists and describes all the materials. The materials are organized into six sections. Each set of materials has a name. In this listing, an abbreviated name appears immediately after the full name of each item. The materials themselves are found after this section of the notebook in the order in which they appear in this listing. All materials can be found easily because each set is listed under its section name and with an individual tab with its abbreviated name.

Each section has a number. Tabs printed in red identify the section numbers and names of the sections. Tabs printed in black within sections identify individual materials and activities located within each section. The materials within each section appear in the same order as they are listed in the “Index” section of the notebook that starts on page 10 and which has a tab printed in red and titled “INDEX.” Box 2, below, lists each of the major activity sections by abbreviation title. After looking at the Index you can quickly locate any particular activity in which you are interested by turning to its black printed tab in the appropriate section of the notebook.

Box 2: Major Sections of the Notebook Activities and Materials.

(Tabs printed in red locate these section numbers, abbreviations, and titles in the notebook.)

Section Number	Abbreviation	Section Title
1	GOALS	Project Focus, Goals and Materials
2	WTP	What’s the Problem
3	MASS COM	Mass Communication Messages
4	ACT	Activities for Farm Community Meetings
5	SIMS	Simulation Exercises
6	OTHER	Other Activities and Materials

1. GOALS - Focus, Goals and Materials

Component Part Name	Abbreviation	Comment
The Problem Project Goals and their Reasons Community Education Materials and Activities	GOALS	A one-page chart that summarizes the focus and goals of the project and the types of materials included as part of the program. Three additional landscaped and large print pages repeat the same information. The one-page chart is useful as a handout. The three landscaped pages are useful for making overhead transparencies for presentations or for use as posters.

2. What's the Problem?

Presentation Name	Abbreviation	Comment
What's the Problem? Facts About Kentucky Tractor Overturn Deaths and Their Prevention	WTP	Tips plus 30, 8.5 x 11-inch charts to use as overhead projector transparencies for making presentations

3. MASS COM - Mass Communication Messages

This section of the notebook contains a variety of mass communication messages. Each item has its own set of "Tips" for using the materials. In addition, most items have a table of contents that lists the materials contained within that set of materials.

The mass communication materials contained in this section of the notebook occur in the order in which they are listed below. The last item in the list is a set of guidelines for the design of effective mass communication messages.

Mass Communication Item Name	Abbreviation	Comment
Public Service Announcements	PSAs	100, 30-second PSAs for radio broadcast and for use in newsletters and newspapers
Mailing, Billing, and Check Stuffers	MBCS	15 short graphic and text messages for use as envelope stuffers or countertop

Mass Communication Item Name	Abbreviation	Comment
Stuffers		handouts
Posters for Public Display	PPD	A series of 24, 8.5 x 11 inch posters that present facts about Kentucky tractor overturn deaths and their prevention
How to Get a ROPS and Seat Belt on Your Tractor	HGR	An 8-panel pocket flyer that explains how to get a ROPS for a tractor. A few panels must be changed to list the names, addresses, and telephone numbers of local farm equipment dealers.
News Articles	NEWS	A series of 21 news articles about tractor overturn injuries and deaths and the effectiveness of ROPS in preventing injuries during tractor overturns.
How to Develop Effective Mass Communication Messages	DMCM	Fourteen practical message design principles are described in simple language. These principles, derived from mass communication effectiveness research, were used in the design of the messages included in this notebook.

4. ACT - Activities for Farm Community Meetings

This section of the notebook contains a variety of engaging activities that can be used effectively at farm community meetings, in classrooms, and other group settings. The activities have been evaluated and found to be easy to use, interesting, and effective for teaching information about the risk of tractor overturns and the effectiveness of ROPS for preventing overturn injuries. The activities also support attitudes and actions related to equipping tractors with ROPS and seat belts.

Each item has its own set of “Tips” for using the materials. In addition, most items have a table of contents that lists the individual items contained within that activity. The materials contained in this section of the notebook occur in the order in which they are listed below.

Activity Name	Abbreviation	Comment
Skits About Tractors and ROPS	SKITS	8 pre-scripted role-play situations about real-life events and conversations about close calls, tractor overturns, and ROPS
Mr. Good Egg Farmer Simulation Exercise	MGE	Instructor's manual with directions for using simple apparatus, scale model tractors and raw hens' eggs as simulated tractor operators to demonstrate the consequences of overturns without a ROPS and the protection provided by ROPS and seat belts. Many ancillary materials are included (stories, charts, questions, and related activities).
My Experience with Tractor Overturns and My Story Activity	MEO	A one-page form that solicits and tabulates from a group the number of people they know who overturned tractors and were (a) killed, (b) permanently disabled, (c) severely injured, (d) injured, or (e) not injured. Group members are invited to tell and/or write brief stories about these experiences.
Can All Tractors Be Fitted with ROPS?	CAT	A three-part Internet learning activity designed for middle and high school students as well as for adult farmers. Websites provide access to real cases of tractor overturn fatalities. The user may submit information about any tractor to find ROPS available for that particular model. Print materials included in the notebook include Internet addresses.
Photos of Fatal and Non-Fatal Tractor Overturns	POF	A set of ten 8 X 10-inch color photos of overturned tractors. People are asked to examine the photos, describe what happened and discuss the consequences. Brief factual information is provided for each event depicted in the photographs. For use as a group activity or as a display.

Homemade ROPS - Should You Make Your Own?	HMR	Includes questions about homemade ROPS, a memorandum about the dangers of homemade ROPS, a fact sheet about safety and liability problems, and a one-page color flier promoting use of certified ROPS available from manufacturers.
Tractor Overturn Stories	TOS	Dramatic first-person accounts of tractor overturn events where the storyteller was severely injured or where someone he or she loved was killed.
Pause for Thought: Should You Install a ROPS Yourself? Lessons Learned	PFT	Story about a part-time farmer who helped his two sons install a ROPS on a tractor, their motivation for doing so, the tools they needed, the difficulties they encountered, and the lessons they learned.
Facts About Tractor/Motor Vehicle Collisions	TMVC	A collection of facts and stories about highway collisions between tractors and motor vehicles in Iowa, Ohio, and Kentucky. Large graphs and charts show the most common types of collisions and when they occur. True stories reveal the circumstances and consequences of the collisions and the protection provided by ROPS and seat belts during such collisions.

5. SIMS - Simulation Exercises

This section of the notebook contains eight simulation exercises. Seven are in paper and pencil format and the last one in a CD-ROM multimedia format. All eight simulations require the user to interact with a developing story, its characters, plots, and predicaments. The user must make choices among alternative decisions and note the consequences of these choices. The simulations are most effective when used in small groups of from two to four individuals who collaborate during the activity. The exercises also work well when larger groups of people are divided into small groups.

Each of the seven paper-and-pencil simulations consists of four parts. These are the Tips, the Problem Booklet, the Answer Sheet, and the Answer Key. The Tips are for the teacher or group leader. They tell how to administer the simulation exercise. The Problem Booklet presents the simulation scenario a page at a time using text and graphics. The participants mark their choices on an Answer Sheet. When each small group has finished, participants compare their answers to the Answer Key and discuss any differences of opinion. The paper and pencil simulations can be completed in 20 to 30 minutes.

The “Kayles’ Difficult Decisions” CD-ROM simulation exercise is self-contained and requires no paper materials. It includes many graphics, text and audio. It is designed for PC computer administration and works best when people work in pairs at a computer. It requires from 60 to 90 minutes to complete this interactive computer simulation. A wealth of information is included in follow-up notes that can be accessed by topic while working through the program. Paper and pencil versions of the Kayles’ simulation are available upon request.

All the simulations are based on events and predicaments encountered by real farmers and farm family members as they dealt with some problem or issue. Farmers and farm family members involved in field-testing the simulations report that they are interesting, engaging, and memorable. The materials are ideal for use as hands-on activities in classrooms and community meeting settings.

Most of the simulations deal with tractor overturn risks, injuries, and their prevention through the use of ROPS and seat belts. Two of the simulations deal with child second riders on tractors and the risks involved in this practice. Another simulation deals with the hazards children can encounter when they play on a farm. The last exercise deals with the risk of severe head injury when horseback riding without a helmet and the protection provided by a certified riding helmet.

SIMS - Simulations (continued)

Simulation Exercise Name	Abbreviation	Comment
No Way to Meet a Neighbor	NWX (X stands for “exercise”)	A story about a fatal highway collision between a city dweller and an experienced farmer during haying season in good weather and broad daylight on a Friday afternoon. Defensive driving in farming country and safe equipment operation are emphasized.
A Foggy Morning Meeting	FMM	An early morning collision between an automobile and a round hay baler occurs on a hilly and foggy country road. The woman driving the automobile is severely injured and her three children are shaken up. Defensive driving and safe equipment operation are emphasized.
Tommy’s Troubles	TTX	An inexperienced 14-year-old boy is clearing a pasture of weeds and brush with a tractor and rotary mower. The tractor runs onto a log and starts to overturn. Decision alternatives include what the boy can do to escape injury. What he and his family could have done to prevent an overturn injury is examined.
Tyler’s Ride and Tantrum	TRT	Over the objections of his mother, a 4-year-old boy rides on a tractor with his grandfather. The boy has a tantrum when his mother insists he get off the tractor. Later, on a nearby farm, another child is run over and killed when he falls off a tractor another grandfather is driving.
Tony’s Ride	TRX	A true story about an 8-year-old boy who died when he fell off a tractor and under a mower when he was riding with his father. The simulation explores the reasons parents allow children to ride on tractors, the misconceptions involved, the severe consequences that can result, and ways to avoid this dangerous practice. Summaries of similar cases are provided.

Simulation Exercise Name	Abbreviation	Comment
Vicki's Visit	VVX	Vicki, a young girl from a suburb visits her cousins who live on a farm in the country. The 6-year-old child sees the farm as an awesome playground. Soon she wanders away and is exposed to several hazards. Her two young cousins also encounter hazards and risk injuries as they search for Vicki. Summaries of child farm injuries and close calls are provided.
Heather on Horseback	HOH	A 13-year-old girl who is learning to ride a horse is upset that her dad is leaving for a business trip. She begins riding her horse fast, without a helmet or supervision. She is thrown and suffers a severe head injury and a permanent disabling injury. Summaries of many similar cases are included along with a website address that regularly publishes these cases.
Tractors, Farm Safety and Economics	TFSE CD	There are two interactive multimedia exercises on this CD. The first follows a farm family through a three-year period as they expand their farm operation and struggle to deal with labor and money shortages. While stressed by lack of time and bad weather, their 14-year-old son is severely injured in a tractor overturn. The simulation illustrates the economic advantages of good farm planning and management, investing in safety equipment, and using safe work practices. The second exercise is a demonstration of fatal and non-fatal farm tractor overturns and the injury prevention effectiveness of ROPS and seat belts. Both exercises can be used in high schools and young and adult farmer classes. A multimedia PC computer is required.

6. OTHER - Other Activities and Materials

Other activities and materials are under development and will be added to the collection. Some of these materials include additional interactive multimedia exercises that will be available in CD-ROM format and through Internet web sites. For updates, check the web sites for the Southeast Center for Agricultural Health and Injury Prevention <<http://www.mc.uky.edu/scahip/>> and for the Kentucky Injury Prevention and Research Center <www.kiprc.uky.edu/>.