

Tips for “Photos of Fatal and Non-Fatal Tractor Overturns”

Content

This activity uses 8 x 10 color photographs of overturned tractors. Four of the tractors did not have ROPS, and in each case the operator was killed. Three tractors had ROPS and the operators escaped with minor injuries or no injuries. A brief factual description of the event is provided for each photo.

Objectives

Seeing and discussing these photographs and stories can help farm community members:

- Visualize the type and extent of injuries that occur to operators when tractors without ROPS overturn.
- Develop favorable attitudes and beliefs about the protection provided by ROPS during overturns.
- Evaluate and appreciate the value of ROPS for preventing injury and death, providing peace of mind, saving money, and assuring the continued operation of family farms.
- Increase efforts to obtain ROPS for farm tractors.
- Increase the frequency of seat belt use on ROPS-equipped tractors.

Intended Audience

- Young and adult farm men and women
- Family members who make decisions about farm finances and operation
- People who operate tractors
- Farm community members who provide educational, financial, business, social, spiritual, and health services and advice to farmers and their family members

How to Use These Materials

- Read the introduction to these materials and look through the photos and stories.
- Use the materials in either of two ways:
 - ⇒ As a display or poster session exhibited at farm-safety day camps, county fairs, schools, businesses, agencies, or at other community functions and gatherings. If used as a display, place the photographs on a bulletin board. Then place each large-type, factual summary near the photograph that it describes.
 - ⇒ As a program activity for a community meeting or a classroom presentation. If used as a meeting or classroom activity, keep each photograph in its plastic envelope. Place one printed copy of the three “What Happened?” questions in each plastic envelope behind the photographs with the text facing out. Give each small group of people one photo of an overturned tractor and one set of questions. (If assembled properly, each photo and the three questions should be back to back in each plastic envelope.) Ask the members of each small group to answer the questions and then to show their picture and make a brief presentation to the whole group. (Note: The groups that receive the photos of overturned tractors with ROPS should also get the second pictures of that same tractor. In two cases the second pictures show clasp shots of the tractor and operating compartment, and in another case the damage to sections of the tractor not protected by the ROPS.)

- Either way the materials are used, it is best to include some other information along with them. For example:
 - ⇒ Use some of the charts and graphs from the “What’s the Problem?” as part of a display or exhibit (see the table of contents in the notebook).
 - ⇒ Use one or two other related activities for a group discussion during or following a classroom or community group presentation of the photos and stories. (For example refer to the notebook. Select a skit or two, or select a few PSAs that are of interest. Then have members of the audience present the skits to the group by reading the scripts, or read a few PSAs to the group.)
- When using the photographs, stories, skits or other materials, it is important to select only a few materials and activities to be used at any given event. Don’t try to do too much and overload the participants. Make sure people have time to think about and discuss the photographs and stories and any other materials or activities that you might present along with the photos and stories.
- Refrain from showing the photos to the group and telling them what happened. It is far more effective to ask that the participants look at the pictures, think about the three questions, and explain what they think happened. Then the factual summaries of the events that go with the photos can be given to each small group. Each group can be asked to make a second brief report to the whole group about the facts of the overturn. This method of instruction involves the participants in active discussion and helps make the issues involved relevant to their own experiences.

Materials Needed

- The photos, “What Happened?” questions, and “What Really Happened?” factual descriptions of the overturn events included in this module
- Other selected materials and activities from the project notebook
- The “How to Get a ROPS and Seat Belt on Your Tractor” brochure - (It is a good idea to keep a supply of these handy. They provide detailed information about where and how farmers can get ROPS for their tractors.)
- Copies of the one-page “Photos of Fatal and Non-Fatal Tractor Overturns” Evaluation Questionnaire. Ask each participant to complete a questionnaire.

Discussion Questions and Teaching Points

1. Do tractor overturn events like these happen in this community?
2. What happens to the tractor operator when a tractor without a ROPS overturns?
3. What are the consequences of an overturn for the tractor driver’s family? For the community?
4. In what ways can tractor overturn injuries be prevented?
5. Who can prevent tractor overturn injuries? Who is responsible for doing so? Why?
6. What barriers prevent farmers from getting ROPS on their tractors? In what ways can these barriers be overcome?

Ideas, Notes, and Comments

Write down your ideas and plans for using these messages.