

# Farm Safety Camp Manual

*Designed for Community Use with Children Ages 8-12 Years of Age*



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## **How to Involve Your Community**

Families living in farming communities experience some real advantages that others in the United States may miss. Time together is one of the biggest advantages,

even if part of that time together involves working together. Many farm families picnic near the fields at lunchtime so the children can have time with their father. And, as the children grow older, they work along side family members on the farm. Again, time spent together.

The flip side to time together is farm children get hurt and killed because they live, work and play around the industry of farming. What can be done to help your community's children? Two approaches that have proved successful in other communities are:

First, make the community aware of the childhood injuries and dangers associated with farming.

Second, share with your community information on how to decrease the dangers of farming for children.

Fortunately, both of these approaches can be accomplished through a community sponsored and implemented farm safety day camp. Successful camps are the result of planning, working together as a community, and providing accurate information. Frequently, one person starts the process and, in turn, involves others. The entire community benefits because the rewards are beyond measurement. If your camp teaches one child how to avoid an injury, that alone makes the camp worthwhile!

Communities tend to come together when there is a purpose or cause that everyone shares. Certainly, childhood safety is such an issue. Anyone involved in agriculture probably knows of a child who has been severely injured or worse, killed, as the result of a farm injury. Agricultural communities frequently have many people who care and are willing to help, they simply need someone to invite them and include them.

How many people are needed to offer a community camp? You will probably need a camp coordinator, clerical assistance, and two groups of volunteers. First, the volunteers.

1. **Sponsor volunteers** are important since all camps need financial backing. Local commercial businesses that depend on agriculture are often eager to help financially sponsor and/or participate in a camp. These could include farm implement dealers, banks, feed and seed stores, agricultural chemical dealers, AgGeorgia Farm Credit, and Electric Membership Corporation, to name a few. Community hospitals are also willing participants and sponsors. Frequently, the emergency room personnel want to be involved. They see, firsthand, the tragedies that can result from farm injuries. Local insurance groups or agencies such as Farm Bureau and State Farm have an interest in reducing farm injury and are usually willing participants. Samples of thank you notes to sponsors are included in the "Forms" section on page 42.
2. **Committees** that many communities find useful include:  
**Food Committee** – Snacks, water, and lunch or supper may be offered at a one-day camp. It is a good idea to have someone on this committee who is familiar with serving food to crowds. It is very important to keep hot foods hot, cold foods cold, and never serve food that has been sitting out more than 2 hours. It is also recommended to avoid caffeine drinks since many camps are offered during hot weather and caffeine increases the chance of dehydration. Special needs of campers must also be considered such as diabetes, food allergies, etc.

**Marketing Committee**– The local newspaper and local radio programs are always interested in sharing community news. This committee can develop and place posters and flyers in local businesses. Visual displays are a good way to spread the news. (Locations for posters might include Farm Credit office, Extension, feed and seed stores, hardware stores, veterinarians’ offices, emergency room waiting areas, and insurance company offices). The “Publicity” section has examples of public service announcements and a press release on page 53.

**Facility/Set-up Committee** – Selects, well in advance, a location and verifies the day before camp that the selected facility is well lighted, garbage cans are strategically placed, rest rooms are operational, and class rooms are set-up correctly. Committee members need to arrive early for camp to ensure that directional signs are in place.

**Clean-up Committee** – Usually a good idea to have this committee separate from the set-up committee because the camp day may get long. A goal for this committee is to ensure that the facility is at least as clean after camp as it was before camp.

**Registration Committee**– Need someone to register the campers and receive mailed in registrations, assure that health forms and waivers are signed (see Forms section page 42), and assign children to groups. This group may also be responsible for coming up with a way to identify the groups through a specific colored nametag, hat, etc. for each group of campers.

**Audio-visual/Classroom Committee**– Verify that each faculty member has the equipment necessary for his/her class. This should be determined in advance so there is time to borrow any needed audio-visual equipment from the library or school.

**Faculty/faculty coordinator** - This committee obtains and schedules the faculty. The classes offered in a day camp should be taught by people with experience in the field/topic they are asked to teach. Plus, the classes need to cover specific material that is age-appropriate, or the campers will not take away the knowledge and skills they need to reduce injuries. Examples of faculty could include a first aid or first responder course taught by an EMT (emergency medical technician) or an emergency room nurse. Tractor safety might be offered by an ag teacher or extension agent, water safety by a Red Cross instructor or physical education teacher, animal safety by an extension agent or 4-H agent, and skin cancer prevention by a nurse, doctor, or in Georgia, a specially trained extension agent. The class outlines included in this manual cover the recommended subjects in a format designed for children 8-12 years of age and the content is designed to be useful to a community day camp faculty. A faculty coordinator oversees contacting and scheduling **qualified** faculty. If possible, have a back-up instructor for each class OR a back-up class offering in the event of a last minute cancellation. Remind the faculty of “Take Home Information” in the manual on page 56.

**First aid Committee** -This committee should be staffed with someone who is certified in first aid. A nurse (from local public health or a community hospital) is a good choice since there may be children attending camp who require daily medications. This committee will retain the medical forms (“Forms” section on page 42) on each camper and should have a phone and phone number assigned for emergencies. They are the contact for emergencies both from within camp (campers, group leaders, etc.) and outside of camp (parents or family trying to reach a camper).

A vehicle and driver should be available in case it is necessary to transport anyone to a medical facility. IT IS ADVISABLE to get health insurance coverage on the campers. The 4-H group insurance is very affordable (a few cents per camper) and your county 4-H agent is a good resource to assist with obtaining the insurance.

**Safety Committee** – This group is responsible for making sure all demonstrations involving live animals and machinery with moving parts are roped-off . There should be at least a **ten-foot barrier** between children and equipment with moving parts or live animals. Movable equipment should have wheels chocked.

Demonstration equipment that can be driven should be parked on level ground, have wheels chocked, brake applied, and keys removed from ignition. Verify that fire extinguishers/ alarms/ smoke detectors are in facility and workable. The safety committee should make sure that fire exits are marked and accessible and tornado/storm shelter is available. Traffic and the dangers associated with it should also be addressed by this committee (such as well-marked pathways for pedestrians and assistance crossing any streets). If there is an industry in your area, the safety engineer or director would be very helpful on this committee.

**Evaluation Committee**– This committee is responsible for determining what worked at camp and what did not work. Their information will help in planning future camps. This group can also be alert to causes of farm injury in your area through newspaper articles and word of mouth. If a particular problem or piece of equipment causes several injuries and that topic was not addressed at camp, this group may recommend including that topic in next year’s camp. Evaluation forms are in the “Forms” section (page 42) of the manual.

**Goody bags/t-shirt Committee** – Campers love to receive goodies and local businesses like the publicity. This group arranges for and collects the goodies. If possible, it is a reinforcing tactic to give the campers goodies that support safe behaviors such as work gloves (made for small hands), first aid kits, wide-brimmed hats. If the camp wishes to offer a T-shirt, this committee can handle getting competitive bids, the design selection for the shirt and ordering the shirts. A community coloring contest prior to camp is a good way to determine the T-shirt graphic design. Community sponsors like to have their names on the shirts!

**Financial committee** – Handles paying the expenses and receiving the registration fees (if any), as well as the sponsor donations. Expenses associated with a camp might include facility costs, T-shirts, goody bags and goodies, food for snacks or meals, printing costs (for paper, ink, brochures, programs, posters), postage, advertisement, camp insurance, pictures (film and film processing), paper products (cups, plates, napkins, toilet paper, hand towels), sunscreen and first aid kits.

**Group Leaders Committee** - Group leaders are needed to escort groups of campers. Usually one group leader for every five (5) campers is sufficient for this age group. The group leaders accompany the children to the various programs and activities and make sure, at the end of the day, the children leave with the adult who brought them to the camp. Think of the people who work with youth in your community such as the 4-H agents, Extension Service, church youth leaders, and teachers. These people all bring expertise and experience to a farm safety day camp. They know how to encourage children to follow rules that make group learning fun for everyone.

You may think of other committees that will be helpful for your camp or you may want to combine some of the committees, depending on your community and the wishes and talents of the volunteers.

Next, a camp needs a coordinator. The coordinator oversees the camp. This does NOT mean one person is responsible for DOING everything. It means one person knows what others are responsible for, when and where activities will occur, and how to contact the staff, camp faculty, and participants with changes. The coordinator may or may not be the person who originates the idea of a day camp in your community. The coordinator's first role may be to invite volunteers to a planning meeting. Frequently, this meeting is a good time to discover the interest areas of the volunteers, if additional recruitment may be helpful, and jointly develop a timeline (see section on A Group Plan, page 7). A couple of dates for a second meeting can be offered at the first meeting by the coordinator (or someone appointed). The second meeting may focus on giving volunteers the opportunity to discuss any problems or concerns. This is also a good time to assure that a timeline, developed by the group, has been and will be followed because most camps require a 6-8 month planning period.

A volunteer who provides clerical assistance is very valuable. Correspondence, meeting arrangements, and thank you notes require time. Usually the camp is made up of volunteers with very busy lives, so covering this base separately makes everyone's job a little easier.

In summary, the following volunteers are helpful when planning a camp:

1. Coordinator
2. Clerical assistance
3. Sponsors
4. Committee members and committee chair for the following:

Food	First aid
Marketing	Safety
Facility/Set-up	Evaluation
Clean-up	Goody bags/T-shirts
Registration	Finances
Audio/visual classroom	Group Leaders
Faculty	

## A Group Plan

A Farm Safety Day Camp brings together many people from many sectors of the community to focus on two issues, making the community aware of the dangers surrounding farm children and reducing the risk for injury. Very often, the amount of time volunteers can allot to a day camp is limited, so it is a courtesy to plan ahead and anticipate requiring as little of their time as necessary without compromising the goal of your camp. A suggested timeline follows:

### 6-8 Months Before Camp

1. Organize a community meeting inviting all interested parties including potential sponsors, group leaders, faculty for the camp, and other volunteers. Ask people to volunteer for the area or role they are most comfortable filling.
2. Have a sign-up sheet with the various roles and committees to be filled.
3. This is a good time to determine if clerical support will be available.
4. Select two or three possible camp dates and possible camp facility at the first meeting.
5. Discuss possible safety topics to cover at the camp and qualified teachers.
6. Ask committee chairs to select their committees.
7. Go over the role of each committee with the chair and any committee member(s) who may be present at the first meeting.
8. At the first meeting suggest 2-3 dates for your next meeting of the planning committee and ask them to select the best date. It is a good idea to plan the next meeting sometime within the next two months.
9. Take minutes and send to absent participants.

### 4-6 Months Before Camp

1. Verify the facility chosen for the camp is available and reserve it.
2. Have second planning meeting and verify committees and chairpersons are informed of their responsibilities. Give them an opportunity to present any problems they have encountered or foresee.
3. Determine a rain alternative if any portion of the camp is to be outdoors.
4. Group handling the T-shirts may have a design ready for the group to review and/or select since T-shirt orders may require some lead-time.
5. Determine the design of your registration/medical/waiver form and when they are to be mailed or distributed (sample forms in form section on page 42).
6. Determine if you are going to charge a fee and if so, the amount. Many camps charge just enough to cover a T-shirt which is \$5-\$8. Some camps are fortunate enough to have the T-shirts donated so they charge only a minimum fee to assure that people who make camp reservations will attend camp (\$2-\$4). Other camps charge nothing.
7. Determine camp budget (facility rent, food, printing costs, insurance, etc.) and sponsor financial commitments.
8. Determine classes to be offered at camp and have a back-up plan. This may create a discussion on what the community sees as the needs a camp should address. Also, as mentioned in the section on "Courses That Can Make a

Difference,” on page 10 there are specific causes of injury in Georgia that are recommended courses for all day camps.

9. Have 2-3 dates to recommend for the next meeting and determine a specific date, which should be about three weeks prior to the camp unless your group identifies a need to meet sooner.
10. Take minutes and send to absent participants.

### **2-3 Months Before Camp**

1. Personally contact each committee chair and faculty member to assure that he/she is on track (clerical committee can be very helpful with this).
2. Address any problems.
3. Take minutes and send to absent participants.

### **Three Weeks Before Camp**

1. Have a three-week planning meeting
2. Discuss any problems
3. Review rain alternatives
4. Review any budget issues
5. Plan for change. ALWAYS there are last minute changes so be flexible and keep your focus on the reason for the camp...to raise community awareness of the dangers of farming to children and, ultimately, to reduce those risks for children.
6. Invite the local newspaper/radio/TV to attend camp
7. Plan to meet the day before camp or very close to that date.
8. Encourage committee members to bring items for the goody bags to the next meeting.
9. Leave nothing to chance!
10. Take minutes and send to absent participants.

### **Day Before Camp**

1. Discuss and handle any problems or last minute issues.
2. Set up as much as possible prior to camp.
3. Keep your focus on the purpose of the camp.
4. Get a good night's sleep!

### **Day of Camp**

1. Arrive EARLY.
2. BE **FLEXIBLE**.
3. Keep your focus on the purpose of the camp.

### **After Camp**

1. Send thank you notes
2. Get with the evaluation committee to discuss how to improve your camp in the future. Review the scores on the tests given the campers and see if they did well. Some camp faculty may want to give the same test before class and after class to see what knowledge was gained. Another important concern is



did the camp change behavior? Sometimes that can best be measured by looking at the types and number of childhood farm injuries in the community after camp and compare that to the childhood farm injuries before camp. You will probably hear from children throughout the year regarding changes they have made on the farm or changes they encouraged their parents to institute on the farm.

3. Feel good because you have made your community safer by making everyone more aware of the risks to farm children and children who visit farms.

## **Courses That Can Make A Difference**

A camp offers a wonderful opportunity to teach children how to reduce the risk of injury with new knowledge and skills. The campers are a captive audience! It is very important to seize the moment with the RIGHT information designed just for the age group you have selected. This manual is designed for children 8-12 years of age. The topics selected for inclusion are based on the leading causes of childhood farm injury in Georgia. The material presented in the day camp manual is not a warranty against injury. It is one step in the process of raising awareness about childhood farm injury. A recommended format for teaching safety to children is a day camp for elementary aged children and integration of agricultural safety and health topics into the school agricultural curriculum.

Based on childhood farm injury data in Georgia, the following topics are addressed by this camp manual, which is designed for campers 8-12 years of age:

Livestock Safety – Animal inflicted injuries are the leading cause of childhood farm injury in Georgia.

Tractor Safety– A leading cause of childhood farm injury.

Skin Cancer Prevention (SunSense) – A risk for adults in agriculture that must be addressed in childhood to prevent or reduce occurrence in adulthood.

First-aid/First Responder – Children may be the first to arrive on the scene of a farm injury. They need skills and age-appropriate knowledge to cope with the situation.

ATV Safety - A growing cause of childhood farm injury.

Water Safety – Pond drowning was the number one cause of childhood farm- related death in the state.

The size of classes should be limited to 15-25 campers of similar ages. This allows ample time for each camper to interact and practice new skills. The attention span for the 8-12 year old age group is 15-20 minutes. This does not mean the class should be 15-20 minutes, but the approach must change over that time range to reactivate interest. The writers recommend a class period of 35-50 minutes to allow hands on experiences, lecture, and games on the same topic. This approach keeps interest up while providing repetition. Repetition is important with the 8-12 year age group, but it does not mean saying the same thing in the same way over and over. It does mean offering the information more than once, but in different ways. The lesson plans included in this manual incorporate repetition and other techniques that make the classes appropriate for the 8-12 age group. Most camps offer the same class many times during the day to keep the class size small enough for campers to learn through the activities included in the *Farm Safety Camp Manual*.

## References

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## Age Issues

This manual is based on the Process of Change which looks at behavior change as a multi-step process beginning with awareness of the risks associated with certain behaviors, and ending when a new, less risky behavior is adapted and maintained. To make people aware of risks, information must be provided in a way that is age appropriate. This manual is designed for children 8-12 years of age. It is not appropriate for children younger than age eight.

### Ages 8-10 Years

The 8-10 age group is easily influenced by peers and parents because the children value them. Campers learn from watching the behavior of others (including parents). They also look to older role models and television personalities. This age group wants to be accepted by others and they are influenced by what others do.

The 8-10 age group has poor eye-hand coordination, they are impulsive and they have a slow reaction time. These three factors place the 8-10 year campers at increased risk for injury when operating or working near motorized equipment and large animals.

Communicating with this age group is fundamental to sharing the information in the manual. The campers learn from spoken and unspoken information. If they are told to wear a seat belt, but the parents do not wear seatbelts, the message is seat belts are not important, a completely wrong message. Often, it is necessary to have the campers give feedback so you know what they heard and how they applied the information.

Consistency between taught and observed messages is very important.

A few things to consider when planning “how” to teach the 8-10 year campers:

1. The 8-10 age group learns best when more than one sense is involved in the learning process. Hearing is only one sense; touching, seeing, smelling are also pathways for teaching. A demonstration followed by role-playing and interaction is an effective way to teach using more than one sense.
  2. Beware of fear. Fear tactics only raise stress levels, and fear is a distraction for this age group. If a fear message is sent to the campers, it should be followed with what can be done to reduce the risk of a fearful incident. The campers should be given tactics for identifying risks, such as facts, norms, consequences, and value of safety. A solution must be offered with any fear message.
  3. Often, what seems logical to adults is not logical to campers. They have difficulty making logical connections and may not recognize a hazard or risky behavior. Caution, beware of their self-concept when implying that a behavior change is necessary.
  4. The 8-10 age group has little daily carryover of information. Repetition is needed.
  5. Sequence of information is important. Information should be provided in a sequence going from simple to more complex.
  6. Use the present tense when teaching. Their interest is peaked when information is in the here and now.
-

7. Their attitudes on health and safety are still forming, so aim for attitude!

**Ages 11-12 Years**

The 11-12 age group looks to school, family, and peers for information. However, they are most influenced by peers, especially peers they hold in high regard. Parental influence begins to decline at this stage, but it is never totally lost. The early adolescent is motivated by outward attractiveness (as perceived by the adolescent) and gaining social position.

This group experiences growth spurts and the accompanying awkwardness, which, in turn, influences coordination. They are willing to experiment. These two factors, unreliable coordination and willingness to experiment, place this age group at great risk for injury. They are also very interested in motives and intent. The teacher/instructor should be someone that the campers view as having good intentions.

A few things to consider when planning “how” to teach the 11-12 year campers:

1. Any information they receive must have relevance to their lives or their attention is lost.
2. Teach facts and moderation. They need information that will help them make decisions and they tend to discredit overreaction.
3. Correct their misconceptions. They may base decision-making on incorrect information. In order to determine what these misconceptions are, the camper will need an opportunity to participate and express his/her self.
4. They like involvement, so discussion and role- playing are good avenues for reaching the early adolescent.
5. The 11-12 age group must have repetition. Best if repetition is from multiple sources over a long, extended period of time. Should hear and see safety practiced at camp and also experience the same safety message on their parents’ and grand parents’ farms. For example, no extra riders on tractors. They may hear, see, and believe that concept at camp and school, but they also need to see that practiced by their parents and grandparents over a lifetime.
6. Early adolescents need decision-making skills to weigh options and determine what is appropriate behavior. They may need to hear what the outcome of bad choices could be and how to avoid the risky behavior.
7. Fear should not be overplayed. Again, moderation is best and always include a way to avoid the danger or negative outcome.
8. Adolescents are on a journey to reach self-reliance, so aim for teaching them skills that encourage safe decision-making!

Andersen, K.E., 1978; Dorr, A., 1980; Glanz, K., 1987; Lee, B., 1999; Maibach, E., 1995

## **Livestock Safety**

### **Goal**

Prevent animal related injuries to youth.

### **Objectives**

Campers will:

1. Understand the potential dangers associated with livestock.
2. List at least two items of proper dress when working with animals.
3. Describe some aspects of animal behavior.
4. Identify at least two procedures for the safe handling of livestock.

### **Topics**

Introduction

Proper Dress

Animal Behavior

General Rules

### **Time**

30-45 minutes

### **Materials**

A gentle, halter broken calf such as a 4-H or FFA project

A gentle horse

Leather gloves

Leather work boots (preferable steel-toed)

Ten foot protective barrier between campers and live animals

### **Introduction**

Begin by asking:

who lives on a farm?

what type of animals they raise?

who shows livestock?

who visits a friend's or relative's farm? (Most have at least visited a farm).

Points to make:

When you are frequently exposed to livestock, it's easy to take animals for granted - to get comfortable around them.

Even though livestock may be domesticated (or tame) and even appear to be docile (gentle), it's important to respect them for their size and natural instincts. Visitors/campers may make animals nervous or excited.

If possible tell a true story of someone who was hurt by livestock. Be sure to include information on how to PREVENT the same type injury from occurring again.

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### **Proper Dress**

#### *Leather work boots* (steel toe preferred)

Boots protect your feet. Even a “small animal weighing 150 lbs. can hurt you.  
A 1000 lb. cow could cause more serious injuries by stepping on unprotected feet.

#### *Leather gloves*

Protects hands from blisters, rope burns or injury caused by livestock handling equipment.

#### *Rubber gloves* (This information is for adults if present in the class)

Wear when working with sick or injured animals.  
Skin conditions (such as ring worm or “club lamb fungus”) or other diseases may be transmitted to humans.

#### *Hearing Protection*

Wear in noisy facilities and where pigs/hogs are housed.

### **Animal Behavior**

Different species of livestock behave differently  
Individual animals have individual personalities.  
People who are “good with animals” learn to think like the animal they are working with (you can’t herd sheep like cattle).  
Different species don’t see things the same, i.e. depth perception is not very good which causes animals to often balk, or be jumpy in unfamiliar surroundings.

### **Cattle**

Nearly a 360 degree field of vision.

Don’t make quick, sudden movements behind them.

**Demonstrate: Instructor** will stand directly behind calf and let students watch reaction - calf will turn, lead, or step to one side to get a view of what’s behind.  
Watch animal’s eyes, ears, tail.

-These are things to notice that may indicate what an animal is “thinking.”

-A fast swishing tail indicates nervousness.

-Notice how ears, like radar, point in different directions to pick up on sounds around them.

### **In both of the following instances, it is BEST for the child to stay away from the pen.**

#### *Male Animals* (bulls, rams, boars)

Often move more aggressively than a female or castrated male (steer, wether, barrows)

Never enter pen with male livestock without an adult.

#### *New Mothers*

Females are often very protective of their young, even if otherwise gentle.

Usually these females will “settle down” after their young are several weeks old.

Never enter a pasture that has newborn livestock.

### **Small Children**

Livestock usually are fed or handled by adults and get used to the adults who feed them.

These same animals may be aggressive toward small children.

### **Rules to Remember**

1. Always, always let animals know you are there.  
Don't surprise them.  
Approach them using a calm voice and be slow and deliberate in movements.
2. Be aware that cows can kick outwards and backwards - approach them from the front and no further back than their shoulder.
3. Horses can kick with both feet directly behind them.
4. Respect the size of animals.  
A 1,000 lb. cow may not mean to hurt you, but just bumping into a child weighing 100 lbs. could result in injury. (Think of a Nerf ball colliding with a bowling ball).  
A large animal can bump a swinging gate that, in turn, can cause serious injury to someone standing near the gate.
5. Never tie yourself to a lead rope. When tying haltered animals, use a slip knot so that the animal can be quickly released. (Show how a slip knot works).
6. Show good and bad quality horse halters and the horse handling supplies.  
Cheap is not always the best.
7. Animals may be startled by noises such as grooming clippers and also by shiny, reflective jewelry.

Finally, let students ask questions and observe how animals respond to changes in sounds and movement (being careful NOT to startle animals).

### **Information provided by:**

**RICKEY JOSEY**  
**FRANKLIN COUNTY EXTENSION AGENT**  
**FEBRUARY, 2001**



### **ANIMAL SAFETY QUIZ**

- |   |   |   |
|---|---|---|
| T | F | 1. It's OK to play near farm animals when there's no fence between you and the animals              |
| T | F | 2. Farm animals can become scared when you walk up behind them.                                     |
| T | F | 3. Teasing animals can teach them to be mean.   |
| T | F | 4. When working around livestock, it's okay to wear tennis shoes.                                   |
| T | F | 5. If you're leading an animal on a halter, you should tie the lead around your waist to help pull. |
| T | F | 6. Male animals are safer than female animals   |
| T | F | 7. There are no livestock diseases that people can catch.   |
| T | F | 8. Show animals should be tied with a slip knot for quick release.                                  |
| T | F | 9. Children should stay away from pens with bulls, boars, rams, or new mothers.                     |
| T | F | 10. Swinging gates and livestock equipment can be very dangerous.                                   |

Franklin County Extension Agent  
February, 2001

Answers: (1) F (2) T (3) T (4) F (5) F (6) F (7) F (8) T (9) T (10) T

## Tractor Safety

### Goal:

Reduce and prevent tractor injuries to youth .

### Objectives:

Campers will be able to

- Describe Two Main Types of Tractor Injuries
- Identify Safety Precautions to Help Prevent Tractor Injury
- Explore Tractor Blind Spots
- Describe Causes of Entanglement Injury
- Provide Location Information for Emergency Situations

### Tractors:

Rollovers and runovers are the main types of tractor incidents seen in Georgia. In the last ten years there have been 49 deaths in Georgia involving tractor rollovers or runovers. Most could have been prevented if precautions had been taken.

**Rollover** occurs when a tractor turns over either partially or completely. When would you think a tractor would rollover?

1. Steep slopes
2. Rough, uneven ground (holes, mounds, debris, rocks)
3. Stuck or mired rear wheels
4. Driving too fast
5. Improper use of front end loaders

**Runovers** occur when a tractor rides over or is driven over a person. When do you think this is most likely to happen?

1. When repairing a tractor
2. When an extra rider falls off the tractor (One seat, one rider)
3. When the driver falls off the tractor

### Prevention:

1. Reducing Rollover Risk (At the end of this section, tractor safety information is available in the form of a handout for campers to take home to adults)

Steep slopes – back up

Uneven ground - check ground for debris, rocks, etc.

Stuck or mired wheels - avoid wet/muddy fields

Driving too fast – drive slowly

Front end loaders – keep loads low; tractors - hitch low and only to draw bar

Most rollover injuries can be prevented or reduced if a tractor has a **ROPS** (rollover protective structure) AND the driver wears a seatbelt. The ROPS alone will not protect a person. The driver must wear the seatbelt to keep within the “protected zone” of the ROPS in the event of a rollover. Tractors without a ROPS should not have a seatbelt. Encourage your parents or adults on your farm to wear their seatbelt if the tractor has a ROPS.

## 2. Reducing Runover Risk

Repairing a tractor – chock wheels and turn engine off when not in driver’s seat.

Also, be aware that tractor exhaust fumes are deadly in a closed building

Dismounting tractor with engine on – Turn engine off when not in driver’s seat

Extra rider falls off tractor - No extra riders. Who is an extra rider on a tractor?

Anyone other than the driver. One seat, one person on a tractor!

Driver falls off tractor – the tractor has a ROPS AND the DRIVER WEARS a Seatbelt.

### **Tractor Blind Spots**

Usually a local tractor dealer will provide a tractor with a ROPS. Park the tractor on a level spot, turn engine off, brake, remove key, and chock wheels for the following stationary demonstration:

Divide the class into groups of 6-7 campers. Select one person from each group to sit in the driver’s seat. Blindfold the child in the driver’s seat. Have the other campers hide around the stationary/parked tractor. Once everyone in the group has hidden, take the blindfold off of the camper in the driver’s seat and ask when will it be safe for me to start the tractor? Is the area clear? Reveal the hiding place of one child at a time and after each one ask if all is clear? (Never starting tractor during the demonstration).

Repeat with each group. Usually the number of blind spots amazes everyone.

#### **PREVENTION:**

Never play or hide around tractors.

### **Entanglements**

Unshielded PTO (power take-off) shafts can quickly entangle loose fitting clothing and body parts as the PTO spins around. Pants legs, drawstrings on a hood, loose hair, or even a shirt sleeve can become entangled. Injuries happen very quickly (1000 RPM will pull in an object at 13.1 feet per second). Can be demonstrated with straw filled dummy.

#### **PREVENTION:**

Shield PTO’s. If missing, the PTO shield should be replaced.

Always walk around an operating PTO, NOT over the PTO.

Do not wear loose fitting clothing or loose, long hair around any machinery with moving parts, including a PTO.(Ponytails, shoelaces can get entangled).

Power should be disengaged and the engine turned off before trying to manually clear a clogged machine.

Any rotating shaft is a potential wrap point (hay baler, PTO, auger)

**Word Identification List:**

SMV (slow moving vehicle) emblem  
Machine  
Entanglement  
Power Take Off  
Rider  
Rollover  
ROPS (Roll Over Protective Structure)  
Seat Belt  
Tractor  
Truck/Farm Vehicles

**Farm Vehicles: Trucks and Wagons**

No riders in the back of pickup trucks and when riding inside, wear a seatbelt.

## Emergency Information

Know who to call in an emergency - Have children practice calling 911 or local emergency number (if 911 calls are taught in first aid/first responder, only need to reinforce) and make sure to **explain the importance of having written directions to the farm next to all phones.**

## **TRACTOR SAFETY** *Reminders for Parents/Adults*

### **Rollover Prevention**

Steep slopes – back up

Uneven ground - check ground for debris, rocks, etc.

Stuck or mired wheels - avoid wet/muddy fields

Driving too fast – drive slowly

Front end loaders – keep loads low; tractors - hitch low and only to draw bar

Most rollover injuries can be prevented or reduced if a tractor has a ROPS (rollover protective structure) AND the driver wears a seatbelt. The ROPS alone will not protect a person. The driver must wear the seatbelt to keep within the “protected zone” of the ROPS in the event of a rollover. Tractors without a ROPS should not have a seatbelt. Encourage adults on your farm to wear their seatbelt if the tractor has a ROPS.

### **Runover Prevention**

Repairing a tractor – chock wheels and turn engine off when not in driver’s seat.

Also, be aware that tractor exhaust fumes are deadly in a closed building

Dismounting tractor with engine on – Turn engine off when not in driver’s seat

Extra rider falls off tractor - No extra riders. Who is an extra rider on a tractor?

Anyone other than the driver. One seat, one person on a tractor!

### **General Tractor Safety**

Tractors should not be operated on highways without flashing lights and reflective SMV emblems. Any vehicle or machinery that operates at speeds less than 25 mph should have SMV emblems displayed on the rear of any machinery, even if being towed.

Watch for greasy or oily steps when mounting tractor

Clean shoes or boots before mounting the tractor. Never mount or dismount a tractor that is in gear, falling could result in run over. Use handrails

When moving equipment, always check for low hanging power lines to prevent the possibility of electrocution.

Watch for low hanging limbs that could hit the driver.

Never touch the hydraulic line with your bare hand. If you suspect a leak use a piece of cardboard or some other material to check for a fluid leak. The fluid can inject into the skin and tissue if the line is pressurized when it is touched.

When mowing be sure area is free of debris.

Be aware of pinch points which are found where two parts run together and at least one is rotating. Pinch points can easily injure fingers, hands, arms, and feet.

Always stop the engine before making repairs or removing clogs.

Refuel with care. Find a secure position from which to refuel. Turn off the engine and Do **NOT** Smoke

Before putting hands into equipment, disengage and turn off equipment.

## Sun Sense and Skin Cancer

**Goal:** Campers will acquire sun safe habits in childhood to reduce the risk of adulthood skin cancer

**Objectives:**

Campers will be able to

1. Recognize at least three risk factors for skin cancer.
2. Explain that there are types of skin cancer
3. List early warning signs (ABCD's) of skin cancer.
4. Identify at least three areas of skin cancer prevention.
5. Perform prevention activities and relate to prevention information

**Who's at Risk?**

1. To engage their interest, begin with these questions:

Do you like to go to the beach?

Do you play or work outdoors?

Do you try to get a tan?

Do you or anyone you know use a tanning bed?

Have you ever had a sunburn that developed blisters?

If your answer was yes to any of the questions, you or someone you know is at risk for skin cancer.

2. Risk factors

Skin type--All skin types and ethnic groups are at risk if the necessary preventive measures are not taken. People with fair skin or skin that burns or freckles easily are at a significant increased risk.

History of getting blistered as a child. Just one incident of blistering as a child greatly increases the chances of developing skin cancer later by as much as 75%.

Prior skin cancers.

Working or playing outdoors.

Family History

Geographic location. The sun in Georgia is more intense than in some other areas of the U.S.

Age--skin becomes more delicate and susceptible with aging.

Medications may increase sensitivity to the sun.

**Tanning beds or sun lamps increase the risk of skin cancer much like exposure to the sun, but they may be more dangerous than the sun. Exposure to tanning beds increases chances for squamous cell carcinoma by 2.5 times and the likelihood of developing basal cell carcinoma by 1.5 times.**

NOTE: 90% of all skin cancers can be attributed to the sun.

50% of lifetime exposure to ultra violet light occurs during childhood and adolescence.

## Skin Cancer

Materials needed:

Pictures showing ABCD's (available online at [www.skincare.org](http://www.skincare.org))

Body map (available from Skin Cancer Foundation at [www.skincare.org](http://www.skincare.org) and Mary Kay cosmetics).

### Types of Skin Cancer

**Basal Cell**--appears as small fleshy bump usually on sun exposed areas. Grows slowly and does not spread to other body areas but can cause deep damage.

**Squamous cell**--appears as red, scaly rough patches usually on sun exposed areas. Will increase in size and can spread to other body areas.

**Melanoma**--Appears as an asymmetrical, irregular shaped area with mixed shades of tan, brown or black. It will spread rapidly to other areas of the body. This is the most deadly type of skin cancer. 1 in 5 will die. Affects both light and dark skinned people.

The students need to understand that there are types of skin cancer and melanoma is the most serious type.

### What to Look For

The ABCD's of Skin Cancer serve as a general guide or warning that a health care provider should be consulted:

**A= Asymmetry;** A line drawn through the middle of the lesion will not create matching halves. The halves are not alike or even.

**B= Border;** The border or edge is uneven or has an irregular shape.

**C= Color;** Varying shades of brown, black, red, or tan in a single lesion or suspicious mole.

**D= Diameter;** Normal moles are about the size of a pencil eraser or smaller. Any growth or change in size or shape of moles, freckles, or skin markings should be examined by your physician.

Have campers repeat the ABCD's .



## PREVENTION INFORMATION

This information is based on the “**Georgia’s Got Youth Covered**” Training Manual.  
*Jointly produced by Georgia Department of Human Resources, The University of Georgia, and the Centers for Disease Control and Prevention Cooperative Agreement Number U56/CCU411051*

### Prevention Information

Materials needed:

Examples of sunscreen

Long Mirror

Hand Mirror

Examples of several types of hats

Body Map Handout, Definition Handout, Post test

Pencils

### Sunscreen:

1. Explanation of SPF--skin protection factor. SPF represents how much longer you are able to stay in the sun without burning. Average skin can be exposed to sunlight about 10 minutes before burning. Very pale people should use 5 minutes as their guide and black or Hispanics 15-20 minutes. A sunscreen with an SPF of 15 would protect average skin for 150 minutes against sunburn (10 minutes x 15 SPF). SPF15 is the minimum recommended.
2. To be effective sunscreens **should be applied 20-30 minutes before going** into the sun and reapplied at intervals that concur with your skin type. If swimming or sweating you may need to apply more frequently.
3. Choose an SPF number of 15 or higher. SPF numbers cannot be added together if more than one sunscreen is applied (Example: A sunscreen with an SPF of 5 and another with an SPF of 10 does not = SPF 15. The numbers do not add to one another). The sunscreen should also be a broad spectrum sunscreen (filters out long and short UVA and UVB rays). So when shopping for your sunscreen, it’s a good idea to look for a broad-spectrum sunscreen with an SPF of at least 15.
4. Remember that sunscreen has a shelf life. Sunscreens 2 or 3 years old will not provide adequate protection. Most authorities recommend purchasing new sunscreen every year.
5. Due to the intensity of the sun in Georgia, sunscreen should be worn year round.
6. Sunscreen should be reapplied regularly if spending an extended amount of time in the sun. Perspiration, humidity, wind and water may dissipate the sunscreen quickly.

### **Protective Clothing:**

Tightly woven hats with a 4 inch brim (all the way around the hat) are recommended to protect the head, ears, neck and face. Baseball caps are NOT recommended since they expose ears and neck.

Loose fitting, long-sleeved shirts and pants, made of tightly woven fabric are good barriers against sun exposure. A frequently recommended fabric is denim.

UV protective sunglasses should also be worn to protect eyes and tissue around eyes.

### **Exposure:**

1. Avoid peak hours of sun exposure which include the hours between 10:30 A.M. and 3:00 P.M.
2. Cloudy days still allow ultra violet rays through to the earth's surface, thus allowing sunburn.

### **Skin Self Exams:**

1. Explain skin exam procedure--begin at head and work your way down including scalp and between toes. (Description available at [www.cancer.org](http://www.cancer.org) and [www.skincancer.org](http://www.skincancer.org) ) Show how to look at your back using hand mirror while standing with back to long mirror.
2. Skin exams should be performed monthly.
3. Chart any existing moles and seek immediate medical attention if any are suspicious.
4. Review body map monthly and note any changes.

### **Skin Cancer Prevention Activities**

*Evaluating Different kinds of Sunscreen.* The purpose is to find one that **campers will use**. Purchase at least 5 different brands of sunscreen. Place these at different stations around the room and divide the campers into small groups. Have them try at least one kind of sunscreen. Lead discussion on things they like or do not like about this sunscreen.

Too thick or not thick enough

Too thin or not thin enough

Easy or difficult to spread

Smells pleasant or not

Not too sticky

Not too greasy

Provides good protection

Will you use this to protect your skin?

I don't want to use skin protection.

Why not? Explain reasons for developing prevention habits as a child.

*Hat Evaluation*

Have a variety of hats available. Usually no more than about 6 types/styles works well. May have more than one of each kind to place at different stations around the room. These should be different kinds of tightly woven wide brimmed hats that they may try on. A baseball cap should be used to point out how little protection it provides to the neck and ears.

Purpose: With peers watching find a hat that would be worn by the camper to prevent sun exposure.

*Body Map*

Pass out blank diagrams of a person (front and back). These maps can be as simple as stick figures. Have each camper mark a diagram to indicate the location of moles on his/her body.

Demonstrate looking at entire back of body using long mirror and hand mirror.

Reinforce monthly exams and charting new moles.

Use and discuss a handout on Conducting a Skin Self Exam([www.cancer.org](http://www.cancer.org)).

### Post Test for Sun Sense

1. There are three types of skin cancer. True or False
  
2. Circle the correct ABCD's of skin cancer.  

Asymmetry	Blood	Active	Content
Border	Basal	Cell	Disc
Diameter	Color	Cool	Bright
  
3. How long should sunscreen be applied before going out into the sun?  
  - A: 5-10 minutes
  - B: 20-30 minutes
  - C: Immediately
  
4. When are the peak hours of sun exposure to avoid?  
  - A. 9:00 A.M. to 12:00 P.M.
  - B. 10:30 A.M. to 3:00 P.M.
  - C. 3:00 P.M. to 5:00 P.M.

#### Answers:

1. True
2. Asymmetry, Border, Color, & Diameter
3. B
4. B

## First Aid/First Responder

### Goal:

Prepare campers to assist with farming medical emergencies at a level that is age appropriate.

### Objectives:

Campers will

1. Have skills to assist with basic first aid.
2. Know how to prevent the rescuer from becoming a victim.
3. Learn through realistic, interactive teaching techniques.

**Topics** (NOTE: You may select the leading concerns for your community and address only the leading problems. However, most campers enjoy this class and want all the information)

### Important Things to Remember

#### First Aid

- Bleeding
- Burns
- Choking
- Entrapment
- Fracture
- Poison/Chemical Exposure
- Seizures
- Unconsciousness

#### Review of Important Principles

## Important Things to Remember

**Teaching Process:** *Discuss these items with the entire class.*

### 1. Stay calm!

### 2. Get Help!

C Yell for someone to help you.

C Phone for help.

**Note:** You may have to leave the victim to call for help, but the victim may not survive if you don't go. Provide as much first aid as possible before leaving the victim.

Know the emergency number for your area.

Provide the following information:

Your name

Your phone number

Location of the person needing help

Give detailed directions

Describe what happened

Describe the injuries and the condition of the victim.

- C In some situations, stay on the phone so the person can tell you what to do while help is on the way. **Do not hang up until told to do so by the dispatcher.**

**Teaching Demonstration:**    *Call for help - correctly*  
  *Call for help - incorrectly, seeking class input on how to call correctly*

**3.    Do not move the victim unless necessary and the crash scene is stable. (Really stress not moving the victim unless absolutely necessary!)**

If you *must* move the victim to a safer area:

- C    Use the clothes drag method by pulling on the collar of the shirt -or-  
C    Pull the victim by both shoulders with neck cradled in your arms (this may not be possible if rescuer is very small).  
C    Log roll if you need to turn the victim over.  
     Support the neck in case of a spinal cord injury.

**Teaching Demonstration:**    *Moving, turning, and positioning a victim - correctly*

**Do Not:**

- C    Do not pull the body sideways  
C    Do not twist the body when turning the victim over.

**4.    Keep the victim warm to help prevent shock.**

*Discuss possible items to use.*

**5.    If trained in CPR, start resuscitation when needed.**

**6.    Provide basic first aid until help arrives.**

## First Aid

*Divide the class into groups of 4 with an adult leader for each group.*

*Within each group, rotate roles:*

*1 camper is the victim*

*3 campers are the response team*

*Teach the appropriate response, using the following or similar scenarios.*

## Bleeding

### Materials Needed:

Piece of red material  
First Aid Kit with pressure bandage  
Clean Handkerchief  
T-Shirt  
Shirt

### Procedure

Victim: Conscious  
Lying down  
Place the red material on a selected body area  
Blood is gushing from the wound.

Team: Respond

### Points to teach:

- C Stay calm!
- C Call for help!  
Practice calling for help and giving the correct information.  
Have the camper use their farm address for directions.
- C Assess the victim and the area  
Is the victim in danger?  
Is the victim awake and can talk?
- C If possible, raise the part of the body that is bleeding above chest level.  
Move the red material to various sites to practice an appropriate response:  
Extremity  
Abdomen  
Chest  
Head
- C Apply pressure to the wound with a clean cloth, a gauze pad or your gloved hand.  
Discuss items that might be available - from first aid kit to using their hand.
- C Continue to apply pressure until medical help arrives.
- C Make the victim as comfortable as possible.
- C **DO NOT:**  
Do not remove any object that is in the wound.  
Do not put any object or medication into the wound.

## Burns

### Materials Needed

Piece of pink material  
First Aid Kit  
Clean Handkerchief  
Clean T-shirt  
Clean sheet, blanket, or jacket

### Procedure

Victim: Conscious  
Lying down  
Place the pink material on a selected body area to demonstrate the burned area.  
Team: Respond

### Points to teach

- C Place a clean, cool cloth gently over the burn. *Discuss possible items to use.*
- C Cover the person with a clean sheet, blanket, jacket, etc. for warmth.
- C **Do Not:**  
Do not put ice, butter, cream or ointment on the burn.

## Choking

**Materials Needed** None

### Procedure

#### Scenario I

Victim: Coughing  
Nodding head that they are okay  
Team: Respond

### Points to teach

- C If the person can cough or make a sound, do nothing.

#### Scenario II

Victim: Cannot cough, holding throat  
Team: Respond

### Points to teach

- C If the person cannot cough or make a sound, perform the Heimlich Maneuver.  
*Demonstrate the Heimlich Maneuver.*



## Entrapment

### Materials Needed

First Aid Kit  
Blanket

### Procedure

Victim: Leg is caught in a corn picker.  
The corn picker is still running.  
Team: Respond

### Points to Teach

- C Turn off the equipment if you know how and can do so without endangering yourself.  
**Note:** All family members (that are old enough) should be taught how to turn off every piece of equipment on the farm.
- C Cut clothing if it will help to release the victim.
- C Keep the victim warm.
- C Give appropriate first aid, i.e. stop bleeding.
- C **Do Not:**  
Do not put yourself at risk of getting caught in the equipment also.  
Do not remove person from entanglement until medical help arrives.

## Fracture

### Materials Needed

Items to be used for a splint - board, magazine, stick, limb, etc.  
First Aid Kit  
T-shirt or shirt to wrap splint

### Procedure

Victim: Lying down  
Conscious  
Left arm looks twisted.  
Bone has penetrated the skin  
Team: Respond

### Points to Teach

- C The arm or leg may look out of alignment.
- C A bone may be visible.
- C Keep the person warm.
- C If it is necessary to move the person, support the injury with a splint.
- C If it is an open injury, cover the area with a clean gauze or cloth.
- C **Do Not:**  
Do not move the person unless they are in danger.  
Do not try to push the bone back into place.

## Poison/Chemical Exposure

### Procedure

#### Scenario I

Victim: Something splashed in the right eye.  
Complaining of severe eye pain.

Team: Respond

#### Points to Teach

- C Help the person find a source of water to wash their eye **immediately**. They should wash the eye continuously for at least 15 minutes.
- C Find out the name of the poison or chemical.
- C Call for help.
- C Call the Georgia Poison Control Center at **1-800- 282-5846**. Tell them what poison/chemical to which the person is exposed. (US National number that rolls over to a poison control center in your area is 1-800-222-1222.)

#### Scenario II

Victim: A chemical splashed on the left lower leg.

Team: Respond

#### Points to teach

- C If on the skin, tell the person to remove any contaminated clothes. Use scissors to cut clothing if necessary.
- C The rescuer should wear disposable/chemically protective gloves if touching the contaminated area.
- C Obtain some water to wash off the chemical. Shower if possible!
- C Flood the skin with water for 15 minutes.
- C Find out the name of the poison or chemical.
- C Call for help.
- C Call the Georgia Poison Control Center at **1-800-282-5846**. Tell them what poison/chemical to which the person is exposed. OR contact a national toll-free hotline for a poison control center near you in the United States at 1-800-222-1222.

#### Scenario III

Victim: Having trouble breathing  
Seems very frightened/anxious

Team: Respond

#### Points to teach

- Note:** Sometimes a person exposed to a poison or chemical may have trouble breathing, start breathing really fast, lose consciousness, vomit, have a seizure, or become very anxious.
- C Provide any appropriate first aid, i.e. have person leave area near chemical, if possible, and DO NOT enter the area yourself. Begin washing eyes or skin, etc.
  - C Find out the name of the poison or chemical.
  - C Call for help.
  - C Call the Poison Control Center at **1-800-282-5846**. Tell them the name of the poison/chemical person has inhaled, ingested or touched. National number that rolls over to a poison control center in your area is 1-800-222-1222.
  - C Stay with the victim until help arrives. IF transported to a hospital, carry pesticide/chemical container. NOTE: Laundering guidelines for chemically contaminated clothing are included in the back of the manual under section on Take Home Information, page 56.

## Seizures

### Materials Needed

None

### Procedure

Victim:           Begin standing and then lying down  
                      Jerking movement of arms and legs  
                      Cannot talk to you

Team:             Respond

### Points to Teach

- C    The person will probably be shaking and cannot talk to you. Assist person to lie down. Their eyes may be rolled back.
- C    Remove any objects that could injure the shaking person.
- C    If the person vomits, roll them onto their side to prevent choking.  
      Position head and neck so victim can breath easily. *Demonstrate rolling to side and positioning for an open airway.*
- C    **Do Not:**  
      Do not try to hold the person down to stop the shaking.  
      Do not put any objects in the person's mouth.

## Unconsciousness

### Materials Needed

Blanket  
Jacket

### Procedure

Victim:           Lying down  
                      Appears to be sleeping  
                      Will not respond to voices and touch

Team:             Respond

### Points to Teach

- C    The person will appear to be asleep and will not respond to you.
- C    Keep the person lying down.
- C    Keep them warm.
- C    If the person vomits, roll them onto their side to prevent choking.  
      Position head and neck so victim can breath easily. *Demonstrate rolling to side and positioning for an open airway.*
- C    **Do Not:**  
      Do not move the person unless in a dangerous situation.  
      Do not try to give the victim any food or drink.

## **Review of Important Principles**

- C Do Not Panic - Stay Calm!**
- C Call for help. Post emergency numbers and directions to farm near all phones.**
- C Do not put yourself in danger!**
- C Do not move the victim unless he/she is in danger and the situation is stable for you to enter/help.**
- C Administer necessary first aid.**
- C Reassure the victim and make as comfortable as possible.**
- C Stay with the victim until help arrives.**
- C Be prepared! Take a CPR course.**

### **References and resources for this section:**

**How to Handle Childhood Emergencies, Georgia Emergency Medical Services for Children  
Earl McGrotha, EMS Director, District 2 Health District, Georgia Division of Public Health.  
Dan Yeargin, EMS director, Hart County, Georgia**

## All-Terrain Vehicles (ATV)

**Actual driving is not permitted by most camp insurance policies.**

**Goal:** Reduce injuries and fatalities from ATV crashes.

### Objectives:

Campers will be able to:

- Understand appropriate driving age for each size ATV.
- Discuss appropriate dress for driving an ATV.
- Discuss dangers of riding on an ATV as an extra rider.
- List at least 3 safety rules.

**Time:** 30-45 minutes

### Materials

**ATV with an engine size less than 70cc (larger sizes should not be displayed for this age group).**

- Riding gear:
- Helmet
  - Eye Protection
  - Gloves
  - Boots
  - Off-road Clothing

### Topics

- Introduction
- Appropriate Driving Age
- Dress to Live! Protect Yourself!
- No Passengers! Do Not ride Double
- No Paved Roads!
- Don't Show Off! Don't Speed!
- Take a Training Course
- Ride Safely! Remember. . .

### Introduction

- C The all-terrain vehicle (ATV) is a four-wheeled vehicle that is designed for farm tasks and recreational off-road use. (The three-wheeled version is no longer manufactured due to injury and fatality numbers associated with it).
- C Ask how many campers drive an ATV. What size is the ATV?
- C Ask how many have ridden an ATV with someone else as an extra rider.
- C How many wear helmets?
- C Many youth are injured and killed every year in the United States on ATVs.
- C ATVs are dangerous because they can flip or roll over very easily.
- C ATVs are especially dangerous for younger drivers (under the age of 16). The *American Academy of Pediatrics* recommends no drivers under 16 years of age. ([www.aap.org](http://www.aap.org)).

## Current Minimum Driving Age Recommendations

<i>ATV Engine Size</i>	<i>Minimum Driving Age</i>
<b>Under 70cc</b>	<b>6 years and older</b>
70 to 90cc	12 years and older
91cc and over	16 years and older

## DRESS TO LIVE!

### PROTECT YOURSELF!

#### Helmet

- C A properly fitting helmet is the most important riding gear. It can protect your head in a crash.
- C A broken bone or scraped knee can heal. An injured brain may never heal. Many young people with brain injuries have trouble thinking, talking, or even walking.
- C The full-face helmet provides the most protection.
- C Always fasten the chin-trap. A helmet will not protect you if it comes off in a crash.
- C Replace the helmet if it is damaged or has been involved in a crash.

#### Eye Protection

- C A rock, branch, or even a bug could injure your eyes.
- C A face shield or goggles help protect your face and eyes.
- C Regular sunglasses will not give you adequate protection.

#### Gloves

- C Good gloves prevent your hands from getting sore and cold.
- C Off-road style gloves, available at motorcycle and ATV shops, provide protection and comfort.

#### Boots

- C The best boot is a strong, over-the-calf boot with low heels to keep your feet from slipping off the footrests and provide protection from some injuries.

#### Clothing

- C It's important to protect your skin from scratches.
- C Minimal requirements:
  - long sleeved shirt
  - long pants
- C Better protection:
  - off-road jersey
  - shoulder pads/chest protector
  - off-road pants with knee and shin protection
  - sunscreen

## NO PASSENGERS!

### DO NOT RIDE DOUBLE.

- C ATV's are designed for one driver and no passengers.
- C The driver must be able to shift weight to control the ATV.
- C A passenger interferes with the driver's ability to shift weight.

## NO PAVED ROADS!

- C ATV's are designed for off-road use only.
- C ATV's can be difficult to control on pavement.
- C ATV's do not belong on the road with cars, trucks, and other vehicles. The chances of a crash are just too great!
- C In most areas it is illegal to operate off-road vehicles on public streets and highways.

### **DON'T SHOW OFF!**

#### **DON'T SPEED!**

- C Speeding and stunts (wheelies, jumps, etc.) tempt young drivers, especially when your friends are encouraging risky behavior.
- C Stunts are a quick way to hurt yourself and others.
- C Protective gear will not protect you if you are speeding!

### **TAKE A TRAINING COURSE**

- C Beginning riders should receive a training course from a qualified instructor.
- C The ATV Safety Institute offers a hands-on ATV Rider Course nationwide. Call your dealer to locate a training course.

### **RIDE SAFELY!**

#### **REMEMBER. . . . .**

- C Read Your Owner's Manual.
- C Take a Training Course and Practice in a Safe Area with Adult Supervision.
- C Drive Off-Road Only, Never on Public Roads.
- C Carry ***NO Passengers.***
- C Driving with Other ATV's Is Safer in Case You Should Need Help.
- C ATV 's should be driven **ONLY** by Skilled Drivers.
- C Drive Within Your Skills.
- C Drive the Right Size ATV.
- C Protect Your Eyes and Body.
- C **DO NOT SPEED**
- C Be Courteous to All You Meet
- C If Possible, Carry a Cell Phone or Walkie-talkie and Tell an Adult Where You Plan to Ride.

### **References**

ATV Safety Lesson plans for the Georgia Guide to Successful 4-H Meetings. Aaron, Jeff; Hall, Doris; Harrell, Susan; Jenkins, Ted; Rodgers, Tom; Woodward, Kathy. Cooperative Extension Service/the University of Georgia/College of Agriculture/Athens. 1991.

(Pamphlet)

Off Road Safety Tips. American Honda Motor Co., Inc. 1988.

ATV Ridercourse Handbook. ATV Safety Institute.1995

## Resources

ATV Safety Institute (ASI) ATV RiderCourse. For information regarding training in your area call toll free 1-800-887-2887 (Pacific Standard Time) or visit website at [www.atvsafety.org](http://www.atvsafety.org) This site has interactive ATV games.

ATV Distributors Safety Hotline. 1-800-852-5344.

ATV Safety Institute videos and other publications available:

C **Parents, Youngster, and ATVs (PYA)**---Especially developed for parents and youngsters, this booklet provides important safety information and tips on learning to ride an ATV. PYA is designed to help parents determine whether their youngsters are ready to ride an ATV. It contains easy-to-use, readiness guidelines and checklists for parents to review with their youngsters. It also covers: pre-operating and operating procedures, tips on protective gear, riding techniques, and many other safety point.

C **On Target, Off Road video** -- Six-time national motocross champion Bob Hurricane Hannah takes viewers from the mountains to the desert in pursuit of a better understanding of the sport of ATV riding in this 19-minute video. Using a variety of situations, *On Target, Off Road* illustrates proper riding practices, as well as those to be avoided.

Note: Single copies of the printed publications are available free by contacting ASI, 2 Jenner Street, Suite 150, Irvine, CA 92618-3806, (949) 727-3727. To order a video or large quantities of the publications, contact ASI for prices.

Consumer Product Safety Commission. For information about ATV safety, call 1-800-638-2772.

National Children's Center for Rural and Agricultural Health and Safety website is <http://research.marshfieldclinic.org/children/Resources/ATV/FactSheet.htm>

Yamaha Motor Corporation, U.S.A., 6555 Katella Avenue, Cypress, California 90630-5101, (714) 761-7300.



## Water Safety

The following information is recommended and based on the American Red Cross concept of “Toss and Throw, Don’t Go” and the Ohio State University Extension Service, Farm Pond Safety publication # AEX-390.

**Goal:** Reduce and prevent pond drowning deaths.

**Objective:** the camper will be able to respond to a possible drowning without entering the water by tossing a heaving jug, or rescue device, and retrieving the victim.

### Materials Needed

Flotation device with a rope

Heaving jug is a flotation device which uses an empty gallon milk jug with a closeable lid, a small amount of weight added to the jug, and a rope that will reach to mid-pond and secured to the jug.

Directions available from the American Red Cross Longfellow’s “WHALE Tales” program

([www.redcross.org](http://www.redcross.org))

And/or plans for a rescue post, which can be placed near a pond (available from Red Cross and Ohio Cooperative Extension Service)

Long tree limb

Shirt

### Procedure:

Divide class into groups of four with one team member as the victim and the other three team members as responders.

Victim: Position beyond arms reach (demonstration in classroom or dry ground)

Team: Respond to situation

Repeat the scenario until all campers have practiced the tossing and retrieval procedures.

### Points to teach:

Never swim alone

Throw the drowning person a flotation device or heaving jug

1. Keep your weight low and position yourself so that feet are apart and one foot is slightly forward.
2. Hold the flotation device in your right hand if right-handed, or left hand if left-handed.
3. Retain the coil of rope in your other hand. ***Demonstrate holding onto the rope. See American Red Cross recommendations***
4. Direct your throw beyond the victim with an underhand toss.
5. Keep trying until you can reach the victim with the flotation device.

Extend a tree limb if close enough for victim to reach it.

**Do Not** enter the water to try to help victim. You may get into trouble also!

The importance of a rescue post and directions for constructing a rescue post. Most pools in Georgia have rescue equipment at poolside. However, VERY few farm ponds have rescue equipment nearby. The following directions are a guide for constructing and placing rescue equipment by a farm pond.

## Rescue Post

Adapted from the Ohio State Cooperative Extension Service, Agricultural Engineering Department, pamphlet #AEX-390.

1. Place a brightly colored, 6 foot-tall post vertically about 2 feet deep in soil near pond edge.
2. Attach a nail, hook, or long shelf bracket to the post about 2-3 feet above ground level.
3. To one end of enough nylon rope to reach mid-pond, attach a ring buoy or flotation device and to the other end of the rope attach a block of wood or weight device.
4. Coil the rope and place on the nail, hook, or long shelf bracket.
5. Also attach a long (12-14 feet), light-weight pole to the rescue post as a reaching device.
6. Mount **removable** waterproof directions to the nearest telephone along with emergency phone numbers (Several copies of typed or clearly visible directions in a plastic bag).

## **FORMS**

This section contains examples of waiver and health information forms used in Farm Safety Day Camps in Georgia. These forms may or MAY NOT be appropriate for your camp. You will need to consider both a waiver of liability and a health form for your camp, as a minimum. The health form is necessary if someone is injured and needs medical care, the waiver form is necessary to protect the camp sponsors and volunteers from liability issues. Some camps also include a code of conduct form. Please check with a legal resource in your community to determine your community's needs and the appropriateness of the forms. Again, these are examples and are not recommended for every community.

**APPLICATION/MEDICAL AUTHORIZATION**

Make check payable to: \_\_\_\_\_

Mail with completed registration forms to: \_\_\_\_\_

REGISTRATION FEE: \_\_\_\_\_

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**CAMPER INFORMATION**

CAMPER'S NAME: \_\_\_\_\_ AGE: \_\_\_\_ SEX: \_\_\_\_\_  
HOME PHONE # (\_\_\_\_) \_\_\_\_\_ WORK: (\_\_\_\_) \_\_\_\_\_ (If applicable)  
ADDRESS: \_\_\_\_\_

\_\_\_\_\_  
(City) (County) (State) (Zip Code)

It is important to have certain medical information so that any emergency may be taken care of as adequately as possible. Please complete the blanks below and submit other information you feel is applicable:

- (1) Date of last physical examination \_\_\_\_\_
- (2) Drug allergies \_\_\_\_\_
- (3) Other allergies (i.e. Bee, etc.) \_\_\_\_\_
- (4) Date of last tetanus immunization \_\_\_\_\_
- (5) Is there a history of: heart condition; diabetes; asthma; epilepsy; rheumatic fever (6) Are there any physical restrictions?  
\_\_\_\_\_
- (7) Are you taking any medications at the present time? Yes \_\_ No \_\_ If answer is yes, please list.  
\_\_\_\_\_

---

**Parent/Guardian/Spouse Information**

\_\_\_\_\_ Phone: H (\_\_\_\_) \_\_\_\_\_  
NAME of Parent/Guardian/Spouse (please print) Wk (\_\_\_\_) \_\_\_\_\_

I understand that should a health problem arise, I will be notified, but if I cannot be reached by telephone such medical treatment, including surgery, as deemed necessary by competent medical personnel may be rendered.

Signature - Parent/Guardian/Spouse  
Name of Insurance Company: \_\_\_\_\_ Policy No. \_\_\_\_\_  
Name of Family Physician: \_\_\_\_\_ PHONE: (\_\_\_\_) \_\_\_\_\_

**NAME OF TWO PERSONS OTHER THAN PREVIOUSLY MENTIONED PARENTS/GUARDIANS, OR SPOUSE WHO MAY BE CONTACTED IN CASE OF ANY EMERGENCY.**

NAME: \_\_\_\_\_ PHONE (\_\_\_\_) \_\_\_\_\_  
NAME: \_\_\_\_\_ PHONE (\_\_\_\_) \_\_\_\_\_

If you are an individual with a disability and wish to acquire this form in an alternative format, please call:

**TDD** \_\_\_\_\_

**FARM SAFETY CAMP  
WAIVER OF LIABILITY AND ASSUMPTION OF RISK**

The undersigned hereby acknowledges that participation in travel or any organized or sanctioned function involves an inherent risk of physical injury. The undersigned does hereby assume all such risk and release and forever discharge the camp facility and the \_\_\_\_\_, its members individually, and its officers, agents and employees, of any and from all claims, demands, rights and causes of action whatever kind or nature, arising from and by reason of any and all known and unknown, foreseen and unforeseen, bodily and personal injuries, damage to property, and the consequences thereof, resulting from his/her participation in or in any way connected with travel, student activities, field trips, or other organized or sanctioned functions.

The undersigned further agrees to allow emergency first-aid/care/assistance to be administered to him/her by any trip leader, assistant trip leader, or qualified participant in the event of an accident or injury. In the event that the undersigned is involved in an accident or is injured, his/her signature below attests to his/her willingness to allow contact with and consultation with the persons designated as "person to be notified in case of emergency."

If the undersigned is married and/or a minor, then the signature of the spouse, parent, or guardian appearing in the space indicated below signifies acceptance by said spouse, parent, or guardian that the terms and conditions hereof shall be binding upon them and shall constitute a waiver by them of any and all claims, demands, causes of action whatsoever which they may have against the camp facility and/or \_\_\_\_\_ its successors, assigns, officers, agents, and employees as a result of the undersigned student's participation in the activities described.

In signing this Waiver and Assumption of Risk form, the undersigned hereby acknowledges and represents:

- a) He/she has read the foregoing document in its entirety, understands it, and signs it voluntarily.
- b) That he/she is of legal age and sound mind.
- c) That this Waiver and Assumption of Risk is the entire agreement between the parties hereto, and its terms are contractual and not a mere recital.
- d) That this Waiver and Assumption of Risk shall be effective during the entire period of the Farm Safety Camp.
- e) THIS DOCUMENT RELEASES FARM SAFETY CAMP FROM ANY LIABILITY RESULTING FROM HIS/HER PARTICIPATION IN TRAVEL, STUDENT ACTIVITIES, FIELD TRIPS, OR ANY OTHER FARM SAFETY CAMP ORGANIZED OR SANCTIONED FUNCTIONS.

I hereby certify that the camper is \_\_\_\_ years of age and suffering under no legal disabilities and that I have carefully read and understand completely and clearly the above provisions and agree to be bound thereby.

\_\_\_\_\_  
Name of Parent/Guardian/Spouse (please print) Participant's Name

\_\_\_\_\_  
Witness Date Signature: (circle one: parent/guardian/spouse) Date

Person to be notified in case of an emergency: \_\_\_\_\_

Address: \_\_\_\_\_ Relationship: \_\_\_\_\_

Phone: Work \_\_\_\_\_ Home \_\_\_\_\_

**NOTICE OF PROVISION AND APPLICABILITY OF ADA**

**General and Special Events Notice**

The Americans with Disabilities Act of 1990, as amended, and its implementing regulations provide that no qualified individual with a disability shall, on the basis of the disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity. The Act and regulations also require an entity to "make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service program, or activity."<sup>16</sup> If you are an individual with a disability who may require assistance or accommodation in order to participate in or receive the benefit of a service, program, or activity, or if you desire more information, please contact:

**ADA Coordinator**

\_\_\_\_\_

<sup>16</sup>Rules and Regulations; Federal Register, Vol. 56, No. 144, Friday, July 26, 1991; Page 35718 and 35719; Part 35 -NONDISCRIMINATION ON THE BASIS OF DISABILITY IN STATE AND LOCAL GOVERNMENT SERVICES; Subpart - B, General Requirements, § 35.130, General prohibitions against discrimination. ¶ (b)(7).

Form 100A: MEDICAL AUTHORIZATION

COUNTY \_\_\_\_\_

4-Her's Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Gender \_\_\_\_\_

RACE (Used for reporting purposes only):  Black  Oriental  Spanish  White  Native American  Multi-Racial  Other

HOME ADDRESS:

(St. or PO Box) \_\_\_\_\_ (City) \_\_\_\_\_ (St) \_\_\_\_\_ (Zip) \_\_\_\_\_

PHONE: Evening ( ) \_\_\_\_\_ Daytime ( ) \_\_\_\_\_

Other phone ( ) \_\_\_\_\_ Pager ( ) \_\_\_\_\_

Correct medical information is needed in case of an emergency. Please complete the blanks below and submit other information you feel is applicable.

- (1) Date of last physical examination \_\_\_\_\_
- (2) (2) Drug Allergies \_\_\_\_\_
- (3) Other Allergies (i.e. Bee, etc.) \_\_\_\_\_
- (4) Date of last Tetanus Immunization \_\_\_\_\_
- (5) Is there a history of Heart Condition \_\_\_\_\_, Diabetes \_\_\_\_\_, Asthma \_\_\_\_\_, Epilepsy \_\_\_\_\_, Rheumatic Fever \_\_\_\_\_
- (6) Are there any physical restrictions?  If yes, please describe \_\_\_\_\_

(7) Are you taking any medications at the present time? Yes  No  If answer is yes, you must fill our Form 100-B and attach.

Name of Family Physician: \_\_\_\_\_ Phone: \_\_\_\_\_

INSURANCE COVERAGE INFORMATION (Specific rates for plan are on file at the Extension office.) : AMERICAN INCOME LIFE INSURANCE (Plan No. 3)

I UNDERSTAND THAT SHOULD A HEALTH PROBLEM ARISE, I WILL BE NOTIFIED, BUT THAT IF I CANNOT BE REACHED BY TELEPHONE, SUCH MEDICAL TREATMENT, INCLUDING SURGERY, AS DEEMED NECESSARY BY COMPETENT MEDICAL PERSONNEL COULD BE RENDERED; THAT NECESSARY INFORMATION MAY BE RELEASED FOR INSURANCE PURPOSES; AND THAT I UNDERSTAND THE LIMITATION ON COVERAGES AS INDICATED ABOVE.

Event: \_\_\_\_\_ Date of Event \_\_\_\_\_

Signature - Parent Guardian

NAMES OF TWO PERSONS OTHER THAN YOUR PARENTS OR GUARDIANS THAT MAY BE CONTACTED FOR CONSENT OR ADVICE IN CASE OF ANY EMERGENCY:

Name \_\_\_\_\_  
Phone ( ) \_\_\_\_\_

Name \_\_\_\_\_  
Phone ( ) \_\_\_\_\_

4-H CODE OF CONDUCT

MEMBER DISCIPLINE POLICY FOR DISTRICT, REGIONAL, AND STATE-SPONSORED EVENTS

- I. IN SEEKING UNIFORMITY IN THE CONDUCT EXPECTED AT EACH COUNTY, DISTRICT, REGION, AND STATE-SPONSORED EVENT, THE FOLLOWING GUIDELINES HAVE BEEN ESTABLISHED.  
ALL RULES AND REGULATIONS GOVERNING AN ACTIVITY OR EVENT WILL BE DISCUSSED WITH AGENTS, LEADERS, AND 4-HERS PRIOR TO OR AT THE BEGINNING OF EACH EVENT.  
ALL 4-HERS ARE UNDER THE SUPERVISION OF ANY EXTENSION WORKER OR ADULT ASSIGNED TO THE EVENT.
- II. 4-Hers accused of any of the following will be required to appear before a review board:
  - Possession or use of illegal drugs or alcoholic beverages.
  - Theft, misuse or abuse of public or private property.
  - Sexual misconduct.
  - Possession of weapons or fireworks.
  - Unauthorized absence from the premises of the event.
- III. If the accused 4-Her is found in violation of any of the above, his/her parents or guardian will be notified; the 4-Her will be sent home immediately at parents' or guardians' expense and suspended from participation in county, district, region, and state 4-H activities for a period of up to 12 months.
- IV. 4-Hers accused of any of the following may be required to appear before a review board:
  - Breaking curfew or disturbing the peace.
  - Unexcused absence from the activities of the event.
  - Unauthorized use of vehicles during the event.
  - Reckless behavior.
  - Use of foul or offensive language.
  - Breaching the 4-H Code of Ethics or violating the principles of the UGA Academic Honesty Policy.
  - Inappropriate dress including clothing that promotes behavior in conflict with the 4-H code of conduct.
  - Use of tobacco.

- V. If the accused 4-H'er is found in violation of the above and receives discipline issued by the review board, his/her parents or guardians will be notified, and the 4-H'er may be sent home at the parents'/guardian's expense and may be suspended from participating in county, district, region, and state 4-H activities for up to six months.
- VI. Realizing these guidelines are not all inclusive The University of Georgia Extension Staff reserves the right to make adjustments to these policies.
- VII. NOTIFICATION PROCEDURES: If a 4-H'er is found in violation of the code and is to be sent home, the person in charge of the event will notify the appropriate 4-H Program Development Specialist or District Director.
- VIII. REVIEW BOARD: The person in charge of the event should appoint a review board at the event. The review board shall consist of the following:
  - At least one Extension worker, up to two Volunteer Leaders and three 4-H'ers. (The person in charge of the event shall serve as chairperson.)
  - The review board may be convened by the person in charge of the event or at the request of the accused 4-H'er.
- IX. APPEAL PROCEDURES: If a 4-H'er wishes to appeal the decision of the review board, he/she must appeal in writing through \_\_\_\_\_ their County Extension Office.
  - Appeals must be filed within 30 days following notification of punishment.

As necessary, the appropriate 4-H Faculty member shall appoint an appeal board to meet no sooner than 30 days following the date of the 4-H'er request. The appeal board must consist of: (a) One County Extension Agent, (b) Three 4-H Members, (c) One 4-H Volunteer Leader, (d) One 4-H Program Development Specialist.

*Release Waiver of Liability and Covenant Not to Sue*  
**READ CAREFULLY BEFORE SIGNING**

I certify that I am the parent or legal guardian of (Name of Child) \_\_\_\_\_ who will be a participant in \_\_\_\_\_ Farm Safety Day Camp on \_\_\_\_\_. I have been informed that during this 4-H event my child will participate in the following events that include risks as indicated.

: Other 4-H Event: List Risks: Recreational games, observing live animal and equipment demonstrations, as well as other risks that may not be foreseeable.

I agree that I will discuss with my child the importance of following the guidelines, instructions, and recommendations of the Cooperative Extension Service staff members and other adults assigned to the event. As a condition of participation in the above activity or event, both parent/guardian and 4-H member agree to the 4-H Code of Conduct. For the sole consideration of the Cooperative Extension Service's arranging for the 4-H member's participation in the 4-H event, I hereby release and forever discharge The University of Georgia, the board of Regents of the University System of Georgia, their members individually and their officers, agents, and employees from any and all claims, demands, rights, and causes of action of whatever kind that I may have, either in my own behalf or in my capacity as legal representative of my child, arising from or in any way connected with my child's participation in the 4-H event.

I understand that the acceptance of this release, Waiver of Liability and Covenant Not to Sue by the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or part, of sovereign immunity by said Board, its members, officers, agents, and employees.

I certify that my child is participating in the event with my full knowledge and consent, and that he/she has my permission to participate in all activities. I also certify that I have read and understood the above.

PLEASE PRINT

Name \_\_\_\_\_ Relationship to \_\_\_\_\_

Child \_\_\_\_\_

Address \_\_\_\_\_

Phone (Evening) \_\_\_\_\_ (Daytime) \_\_\_\_\_ Other Phone \_\_\_\_\_

Further, as a condition of participation in the above listed activity or event, both parents/guardian and 4-H'er agree to the 4-H Code of Conduct.

4-H Member Signature	Date	Parent(s)/Guardian(s) Signature	Date
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(Note: Failure to have the two bonafide signatures above shall be sufficient reason to disqualify a member from participation in a 4-H Event.) Rev. 1/00

*Farm Safety Day Camp*

**RELEASE FORM**

*Participants in the \_\_\_\_\_ Farm Safety Day Camp will be learning about the safe use of equipment and handling of animals.*

**While there are no planned hands-on activities with equipment or animals, participants will be observing actual demonstrations.**

**Acknowledging that there is the possibility of accidents and in the event of an injury to my child:**

***I release the \_\_\_\_\_, sponsors, instructors, and volunteers of the Farm Safety Day Camp from all claims.***

**The Farm Safety Day camp will be taking photographs and/or videos during this event for promotional purposes.**

***I hereby consent to images of my child being used by \_\_\_\_\_ Day Camp for promotional purposes.***

**I have read and understand the above information:**

\_\_\_\_\_  
**Parent/Guardian**

\_\_\_\_\_  
**Date**

Please circle your child's adult T-shirt size:      Small    Medium    Large    X-Large

***Please make checks or money orders for \_\_\_\_\_ payable to: \_\_\_\_\_***

***Return registration form and payment by \_\_\_\_\_ to: \_\_\_\_\_***



### Example of Thank You Note

Company/Individual  
Address

Date

Dear \_\_\_\_\_(Donor):

Thank you for your recent donation of \_\_\_\_\_for our community-based Farm Safety Camp. Your gift provided \_\_\_\_\_(food, handouts, t-shirts, etc) for \_\_\_\_\_(# of campers) campers.

Each farm child left camp with some new skills and knowledge about farm safety, which will hopefully reduce the risk for farm injury to children in our community. The camp would not have been possible without financial support and the help of many volunteers, such as \_\_\_\_\_(company/individual name).

Again, thank you.

Sincerely,

## Evaluation

For Group leaders

1. Were directions and instructions for group leaders clear?      Yes    No

Please explain: \_\_\_\_\_  
\_\_\_\_\_

2. Did you have any problems during the day that you could not handle or get help to handle?    Yes    No

\_\_\_\_\_  
\_\_\_\_\_

3. Were the classes on schedule?    Yes    No

\_\_\_\_\_

4. Did the campers seem to have trouble paying attention in any classes?    Yes    No

\_\_\_\_\_

5. Please ask your **campers** which classes they liked best and why.

\_\_\_\_\_  
\_\_\_\_\_

6. Ask your **campers** which classes they liked least and why.

\_\_\_\_\_  
\_\_\_\_\_

7. What are your recommendations for a future camp?

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

**Evaluation**  
(Teachers and Volunteers)

1. Did you receive adequate directions/instructions?      Yes      No

If no, please explain: \_\_\_\_\_

\_\_\_\_\_

2. Did you have any problems during the day that you could not handle or get help to handle?      Yes      No

\_\_\_\_\_

\_\_\_\_\_

3. What were the strengths of this camp? \_\_\_\_\_

\_\_\_\_\_

4. What were the weaknesses?

\_\_\_\_\_

\_\_\_\_\_

5. What are your recommendations for a future camp? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. **(Teachers Only)** Did you use the farm safety camp lesson plan provided in the manual?      Yes      No  
If yes, was it age appropriate and useful? \_\_\_\_\_

7. What were the ages of the campers? \_\_\_\_\_

8. Total number attending camp \_\_\_\_\_

**Sample Camp Schedule**  
**For 40 Minute Classes**  
**with**  
**6 Class/Activity Sessions**

9:00AM – 9:20 AM ..... Sign-in and Welcome

9:20 AM – 9:40 AM ..... Group Assignments and

**Schedule of Activities**

**9:40 AM – 9:45 AM ..... Locate First Class**

**9:45 AM – 10:25 AM .....Class/Activity # 1**

**10:25 AM – 10:40 AM .....Snack Break**

**10:40 AM – 11:20 AM .....Class/Activity #2**

**11:25 AM – 12:05 PM .....Class/Activity #3**

**12:05 PM – 12:35 PM .....Lunch**

**12:40 PM – 1:20 PM .....Class/Activity #4**

**1:25 PM – 2:05 PM .....Class/Activity #5**

**2:10 PM – 2:50 PM .....Class/Activity #6**

**2:55 PM – 3:10 PM .....Snacks**

**3:15 PM – 3:50 PM .....Assembly with door prizes,  
group leader evaluations  
goody bags, etc.**

**4:00 PM .....Parent pick-up**

**Farm Safety Day Camp**  
**Class Schedule – Date \_\_\_\_\_**

**9:00 Registration**  
**9:20 Opening Assembly**  
**9:40 General Session - Fire Safety**  
**10:10 Class Change**

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**Group Red**  
**10:15 First Aid/First Responder**  
**10:55 Break**  
**11:10 Smokehouse(Fire Safety)**  
**11:40 Class Change**  
**11:45 ATV**  
**12:15 Lunch**  
**12:45 Electricity**  
**1:15 Class Change**  
**1:20 Animals**  
**1:50 Class Change**  
**1:55 Pesticides**  
**2:25 Break**  
**2:40 Tractor/Equipment**  
**3:10 Post-test, evaluations, thank you notes (to be done in 2:40 Class)**

**Group Pink**  
**10:15 Smokehouse (Fire Safety)**  
**10:55 Break**  
**11:10 ATV**  
**11:40 Class Change**  
**11:45 Electricity**  
**12:15 Lunch**  
**12:45 Animals**  
**1:15 Class Change**  
**1:20 Pesticides**  
**1:50 Class Change**  
**1:55 Tractor/Equipment**  
**2:25 Break**  
**2:40 First Aid/First Responder**  
**3:10 Post-test, evaluations, thank you notes (to be done in 2:40 Class )**

**Group Purple**  
**10:15 ATV**  
**10:55 Break**  
**11:10 Electricity**  
**11:40 Class Change**  
**11:45 Animals**  
**12:15 Lunch**  
**12:45 Pesticides**  
**1:15 Class Change**  
**1:20 Tractor/Equipment**  
**1:50 Class Change**  
**1:55 First Aid/First Responder**  
**2:25 Break**  
**2:40 Smokehouse (Fire Safety)**  
**3:10 Post-test, evaluations, thank you notes (to be done in 2:40 Class)**

**Group Orange**  
**10:15 Electricity**  
**10:55 Break**  
**11:10 Animals**  
**11:40 Class Change**  
**11:45 Pesticides**  
**12:15 Lunch**  
**12:45 Tractor/Equipment**  
**1:15 Class Change**  
**1:20 First Aid/First Responder**  
**1:50 Class Change**  
**1:55 Smokehouse (Fire Safety)**  
**2:25 Break**  
**2:40 ATV**  
**3:10 Post-test, evaluations, thank you notes (to be done in 2:40 Class)**

**Group Yellow**  
**10:15 Animal**  
**10:55 Break**  
**11:10 Pesticides**  
**11:40 Class Change**  
**11:45 Tractor/Equipment**  
**12:15 Lunch**  
**12:45 First Aid/First Responder**  
**1:15 Class Change**  
**1:20 Smokehouse (Fire Safety)**  
**1:50 Class Change**  
**1:55 ATV**  
**2:25 Break**

**2:40 Electricity**  
**3:10 Post-test, evaluations, thank you notes (to be done in 2:40 Class)**

**Group Blue**  
**10:15 Pesticides**  
**10:55 Break**  
**11:10 Tractor/Equipment**  
**11:40 Class Change**  
**11:45 First Aid/First Responder**  
**12:15 Lunch**  
**12:45 Smokehouse (Fire Safety)**  
**1:15 Class Change**  
**1:20 ATV**  
**1:50 Class Change**  
**1:55 Electricity**  
**2:25 Break**  
**2:40 Animals**  
**3:10 Post-test, evaluations, thank you notes (to be done in 2:40 Class)**

**Group Green**  
**10:15 Tractor/Equipment**  
**10:55 Break**  
**11:10 First Aid/First Responder**  
**11:40 Class Change**  
**11:45 Smokehouse (Fire Safety)**  
**12:15 Lunch**  
**12:45 ATV**  
**1:15 Class Change**  
**1:20 Electricity**  
**1:50 Class Change**  
**1:55 Animals**  
**2:25 Break**  
**2:40 Pesticides**  
**3:10 Post-test, evaluations, thank you notes (to be done in 2:40 Class)**

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**All Groups:**  
**3:30 Closing Assembly**  
**Door Prizes**  
**County Pictures (optional)**  
**4:00 Adjourn**

Sample  
PUBLIC SERVICE ANNOUNCEMENT

DATE: \_\_\_\_\_ (date mailed to press)

PRESS CONTACT: \_\_\_\_\_

FOR IMMEDIATE RELEASE

\_\_\_\_\_  
(Name and phone # of person the  
press can call)

**FARM SAFETY DAY CAMP**

20-Second Radio PSA

**The farm is an exciting playground for children, but it is also a place where children are at high risk for injury. The community of \_\_\_\_\_ is working to change this by offering a Farm Safety Day Camp for children ages \_\_\_\_\_**

**The camp will be on \_\_\_\_\_ (day of week) \_\_\_\_\_ (date) at \_\_\_\_\_ (location). To get more information on the Farm Safety Day Camp and how you can help children work and play more safely on the farm, contact \_\_\_\_\_ at \_\_\_\_\_.**

**SAMPLE PRESS RELEASE**

DATE: \_\_\_\_\_

PRESS CONTACT: \_\_\_\_\_

FOR IMMEDIATE RELEASE \_\_\_\_\_

**FARM SAFETY DAY CAMP**

**Do you know someone who has had a farm injury? Chances are you know several people who suffered a serious farm injury that changed their lives forever. Unfortunately, children who live, work, or play on a farm are at very high risk for a farm injury. The community of \_\_\_\_\_ is doing something about this. They are working to make the farm a safer place for all children by offering a Farm Safety Day Camp. (List local sponsors) \_\_\_\_\_**

\_\_\_\_\_ are the sponsors who are making the camp possible. The camp will be a chance to have fun and learn. All youth ages \_\_\_\_\_ are invited to join in the fun and learn about (list a few classes/activities)\_\_\_\_\_.

**Food and t-shirts for everyone, plus door prizes for a lucky few!**

The camp will be held at \_\_\_\_\_ on (day of week) \_\_\_\_\_ on (date) \_\_\_\_\_. To register, parents please call \_\_\_\_\_ or pick up registration forms at \_\_\_\_\_.

Registration deadline is (day of week) \_\_\_\_\_ (date) \_\_\_\_\_ and the registration fee is \_\_\_\_\_. Numbers are limited, so call early to register your child for Farm Safety Day Camp.



Camera Ready Logo





Division of Public Health, DHR

### LAUNDERING RECOMMENDATIONS FOR CHEMICALLY SOILED CLOTHING

1. Wash contaminated clothing separately from the family wash.
2. Pre-soak all clothing in a suitable container prior to washing. Discard pre-soak water where chemical is being used, if possible. Avoid discarding near water source.
3. When clothing is transferred to automatic washer, use additional pre-rinse.
4. Wash clothing more than one cycle, and if very soiled, wash three cycles.
5. Use hot water (140 degrees F), a full water level, and heavy duty detergent.
6. Wash a few garments at a time - do not overload washer.
7. Wash soiled items as soon as possible (if left lying around can contaminate other articles, people or pets).
8. Rinse machine after using by running through whole wash cycle, using a heavy-duty detergent.
9. Line drying clothes will prevent contaminating your dryer plus sun breaks down some pesticides.
10. Protect yourself ---- wear rubber gloves.

Bleach and ammonia do not help remove chemicals. They should never be used together. When ammonia and bleach are mixed, they give off a toxic gas that can be fatal. Either bleach or ammonia can be used with a heavy-duty detergent. Disposable outer garments are recommended when possible since they help protect underlying clothing from contamination.

FOR EMERGENCIES AND ADDITIONAL INFORMATION,  
CALL GEORGIA POISON CONTROL CENTER ---- 1-800-282-5846 or the  
national poison control number 1-800-222-1222 to reach a center near you.

### Pesticide Safety for Adults

**What are pesticides?** Pesticides are chemicals used to control unwanted insects, fungi, viruses, weeds or rodents. Children should NOT apply, work, or play around pesticides.

### **Pesticide labels**

Each pesticide container will have a label required by EPA to contain information about the pesticide, any required personal protective equipment, and one of three words,

**CAUTION, WARNING, or DANGER.**

**CAUTION** means that this pesticide is categorized as slightly hazardous to you

**WARNING** means that this pesticide is moderately toxic or hazardous

**DANGER** means that this pesticide is classified as very hazardous to your body and has the highest toxicity levels

### **Prevention from exposure**

Read the label and follow the manufacturer's recommendations for personal protective equipment, including respiratory recommendations

90% of exposure can be eliminated with the use of long sleeves and chemical resistant gloves

Disposable coveralls prevent residue from entering your home or mixing with family laundry

Pesticide spills on leather are readily absorbed by leather (including shoes and belts).

Always have a nearby source of water to wash-off any spilled pesticides

Goggles or face shields protect the eyes. Eyes splashed with pesticides should be irrigated a minimum of 15 minutes with clean water

After working with pesticides always wash hands before eating, drinking, or using restroom

Use the least toxic chemical that will do the job

Follow recommended storage and disposal of pesticide containers

Store in original labeled container only—**Never** in unlabeled containers such as drink bottles

Place pesticide containers in a locked building, room or cabinet that cannot be accessed by children

Shelves storing chemicals should have a lip to reduce runoff from any spills

Never store or mix near water source (well)

Purchase only amount of pesticide needed, which eliminates storage and disposal problems

Triple rinse or rinse until clean, render jug useless, and discard as solid waste, or offer for chemical container recycling

Apply rinsate to target crop

Do not burn pesticide containers

### **Routes of entry into the body**

**Dermal**—The skin is the organ of the body that is most exposed to pesticides. Some extremely toxic pesticides may be rapidly absorbed through the skin

**Inhalation**—often occurs when pesticides are mixed with water, while using a hand sprayer, or when driving back through the pesticide mist on a tractor.

**Ingestion**—usually caused when chemicals are not stored properly and children gain access. Also, failure to wash hands before eating or smoking may cause unintentional ingestion of pesticides.

### **If exposed to pesticides**

If you find victim unconscious, call 911 or EMS, **protect yourself from exposure**

Use chemical resistant gloves, respiratory protection, and any other personal protection needed.

Remove contaminated clothing and immediately begin washing skin with water. Continue to wash for at least 15 minutes (Use clean gentle flow of water from a hose or spigot for eye splashes)

Water to wash contaminated skin must come from a water source uncontaminated by pesticides.

Position victim to maintain airway, if victim vomits, turn victim on side to prevent choking

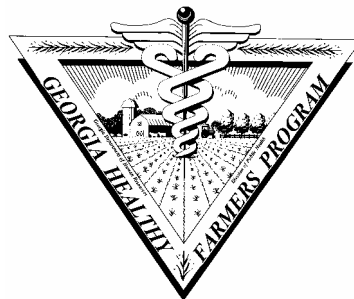
Try to determine the chemical to which victim has been exposed .and have the container with label available for rescue workers and poison control

**Call Poison Control at the nationwide poison control number—1-800-222-1222**

## Livestock Safety - Rules to Remember

(Provided by Rickey Josey, Franklin County Extension Agent)

1. Always, always let animals know you are there.  
Don't surprise them.  
Approach them using a calm voice and be slow and deliberate in movements.
2. Be aware that cows kick outwards and backwards - approach them from the front and no further back than their shoulder.
3. Horses can kick with both feet directly behind them.
4. Respect the size of animals.  
A 1,000 lb. cow may not mean to hurt you, but just bumping into a child weighing 100 lbs. could result in injury. (Think of a Nerf ball colliding with a bowling ball).  
A large animal can bump a swinging gate that, in turn, can cause serious injury to someone standing near the gate.
5. Never tie yourself to a lead rope. When tying haltered animals, use a slip knot so that the animal can be quickly released. (Show how a slip knot works).
6. Show good and bad quality horse halters and the horse handling supplies.  
Cheap is not always the best.



## **TRACTOR SAFETY Reminders for Parents/Adults**

### **Help Prevent Rollovers**

Steep slopes – back up

Uneven ground - check ground for debris, rocks, etc.

Stuck or mired wheels - avoid wet/muddy fields

Driving too fast – drive slowly

Front end loaders – keep loads low; tractors - hitch low and only to draw bar

Most rollover injuries can be prevented or reduced if a tractor has a ROPS (rollover protective structure) AND the driver wears a seatbelt. The ROPS alone will not protect a person. The driver must wear the seatbelt to keep within the “protected zone” of the ROPS in the event of a rollover. Tractors without a ROPS should not have a seatbelt. Encourage adults on your farm to wear their seatbelt if the tractor has a ROPS.

### **Help Prevent Runovers**

Repairing a tractor – chock wheels and turn engine off when not in driver’s seat.

Also, be aware that tractor exhaust fumes are deadly in a closed building

Dismounting tractor with engine on – Turn engine off when not in driver’s seat

Extra rider falls off tractor - No extra riders. Who is an extra rider on a tractor?

Anyone other than the driver. One seat, one person on a tractor!

### **General Tractor Safety**

Tractors should not be operated on highways without flashing lights and reflective SMV emblems. Any vehicle or machinery that operates at speeds less than 25 mph should have SMV emblems displayed on the rear of any machinery, even if being towed.

Watch for greasy or oily steps when mounting tractor

Clean shoes or boots before mounting the tractor. Never mount or dismount a tractor that is in gear, falling could result in run over. Use handrails

When moving equipment, always check for low hanging power lines to prevent the possibility of electrocution.

Watch for low hanging limbs that could hit the driver.

Never touch the hydraulic line with your bare hand. If you suspect a leak use a piece of cardboard or some other material to check for a fluid leak. The fluid can inject into the skin and tissue if the line is pressurized when it is touched.

When mowing be sure area is free of debris.

Be aware of pinch points which are found where two parts run together and at least one is rotating. Pinch points can easily injure fingers, hands, arms, and feet.

Always stop the engine before making repairs or removing clogs.

Refuel with care. Find a secure position from which to refuel. Turn off the engine and Do **NOT** Smoke

Before putting hands into equipment, disengage and turn off equipment.

## Types of Skin Cancer

**Basal Cell**--appears as small fleshy bump usually on sun exposed areas. Grows slowly and does not spread to other body areas but can cause deep damage.

**Squamous cell**--appears as red, scaly rough patches usually on sun - exposed areas. Will increase in size and can spread to other body areas.

**Melanoma**--Appears as an asymmetrical, irregular shaped area with mixed shades of tan, brown or black. It will spread rapidly to other areas of the body. This is the most deadly type of skin cancer. 1 in 5 will die. Affects both light and dark skinned people.

The students need to understand that there are types of skin cancer and melanoma is the most serious type.

### What to Look For

The ABCD's of Skin Cancer serve as a general guide or warning that a health care provider should be consulted:

**A= Asymmetry;** A line drawn through the middle of the lesion will not create matching halves. The halves are not alike or even.

**B= Border;** The border or edge is uneven or has an irregular shape.

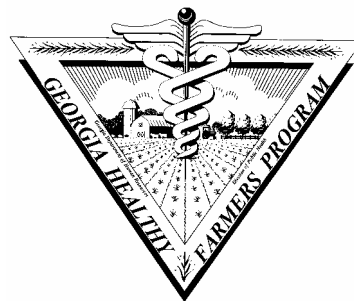
**C= Color;** Varying shades of brown, black, red or tan in a single lesion or suspicious mole.

**D= Diameter;** Normal moles are about the size of a pencil eraser or smaller. **Any growth or change in size or shape of moles, freckles, or skin markings should be examined by your health care provider.**

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**Tanning beds or sun lamps increase the risk of skin cancer much like exposure to the sun, but they may be MORE dangerous than the sun.**

**Exposure to tanning beds increases chances for squamous cell carcinoma by 2.5 times and the likelihood of developing basal sell carcinoma by 1.5 times.**





### **Important Principles of First-On-The-Scene**

- C     **Do Not Panic - Stay Calm!**
- C     **Call for help.**
- C     **Do not put yourself in danger!**
- C     **Do not move the victim unless he/she is in danger and the situation is stable for you to enter/help.**
- C     **Administer necessary first aid.**
- C     **Reassure the victim and make as comfortable as possible.**
- C     **Stay with the victim until help arrives.**
- C     **Be prepared! Take a CPR course.**

## Rescue Post

(To be placed near farm pond.)

Adapted from the Ohio State Cooperative Extension Service, Agricultural Engineering Department, pamphlet #AEX-390.

1. Place a brightly colored, 6 foot-tall post vertically about 2 feet deep in soil near pond edge.
2. Attach a nail, hook, or long shelf bracket to the post about 2-3 feet above ground level.
3. To one end of enough nylon rope to reach mid-pond, attach a ring buoy or flotation device and to the other end of the rope attach a block of wood or weight device.
4. Coil the rope and place on the nail, hook, or long shelf bracket.
5. Also attach a long (12-14 feet), light-weight pole to the rescue post as a reaching device.
6. Mount **removable** waterproof directions to the nearest telephone along with emergency phone numbers (Several copies of typed or clearly visible directions in a plastic bag).



**Examples**  
**of**  
**Medical and Safety Supply Resources**

**Fieldtex**

**800-288-0944**

**Fax: 716-427-8666**

[sales@fieldtex.com](mailto:sales@fieldtex.com)

**Masune**

**800-831-0894**

**Fax: 800-222-1934**

[www.masune.com](http://www.masune.com)

**Gemplers**

**800-382-8473**

**Fax: 800-551-1128**

[www.gemplers.com](http://www.gemplers.com)

**Moore Medical 800-234-1464**

**Fax: 800-944-6667**

[www.mooremedical.com](http://www.mooremedical.com)

**Hantover**

**800-821-2227**

**Fax: 816-761-0044**

[hantover.com](http://hantover.com)

**Northern Safety Co. 800-631-1246**

**Fax: 800-635-1591**

[www.northernsafety.com](http://www.northernsafety.com)

**Health Impressions 800-299-3366**

**Fax: 888-977-7653**

[www.healthimpressions.com](http://www.healthimpressions.com)



**NOTES**