

# ABC ON THE FARM

*Safety Program for Children - Grade Two (approximate age)*

## Description of Course:

This educational program is designed to teach children in grade 2 basic rules of farm safety. The program consists of the following components:

1. An in-school presentation by a safety volunteer (that's you 😊).
2. Take home materials available at [www.agfoundation.org/safety/](http://www.agfoundation.org/safety/) designed to encourage interaction between children and adults.

## Goals:

ABC on the Farm is a prevention oriented program designed to enable students to:

1. Identify potential hazards on the farm.
2. Practice simple farm safety rules.

## Target Audience:

Children in grade 2

## Instructor Requirements:

The instructor should be knowledgeable about the following material and be able to interact effectively with children and adults. DO NOT read from this to the children. Become familiar with the material before going into the classroom.

## Recommended Arrangement for Space and Facilities:

- Contact the classroom teacher prior to presentation. Determine if whole class or small group participation is more appropriate.
- Reserve TV/VCR, and display table for demonstrations for your presentation date.
- Make certain there are outlets convenient to the presentation area.
- Plan the physical setting - where will the presentation take place?
- Determine how many students are in each group for preparation of take home materials.
- Determine if there are students with special needs (e.g. visually impaired, hard of hearing, students who have experienced family loss due to a farm fatality).



## Equipment and Supplies Needed:

### **ABC Presentation Kit**

#### **ABC Presentation Kit**

- π Safety Trainers Manual
- π Colored Posters available at [www.agfoundation.org/safety/](http://www.agfoundation.org/safety/).

### **TV/VCR**

#### **Video Tape or DVD**

- π "Ready for Safety" is just one option (From Farm Safety 4 Just Kids [www.fs4jk.org](http://www.fs4jk.org))

#### **Demonstration Material**

- π Cordless drill (to simulate a PTO)
- π Extra batteries
- π Toy tractor with ROPS
- π Material to wrap around cordless drill-your cordless drill (old rag suggested)
- π Toy grain wagon with grain/popcorn available at [www.fs4jk.org](http://www.fs4jk.org).
- π toy figure
- π Common household hazardous substances (containers that are empty)
- π Dollar bill, 6-inch ruler or pencil for demo
- π Brain Mold (available at Oriental Trading) or Brain diagram

#### **Take Home Packet Options (one per child)**

- π "ABC on the Farm" activity book (available at [www.agfoundation.org/safety/](http://www.agfoundation.org/safety/)).
- π "ABC on the Farm" newsletter
- π Decals (optional)



# ABC ON THE FARM FOR KIDS

## *Curriculum Overview*

### Goal:

ABC on the Farm for Kids is an educational program designed to enable students to identify and avoid potential hazards on the farm.

### Specific Learner Objectives:

Upon completion of ABC on the Farm for Kids, children will be able to:

1. Identify a power take off on a toy model.
2. State at least one thing that could happen if tangled in a PTO.
3. State at least one reason why it is dangerous to ride on a tractor or other piece of machinery.
4. Name one rule for tractor safety.
5. Identify at least 3 safe/dangerous play areas.
6. Name one serious hazard of playing in grain.
7. State at least one way to exercise caution around all farm animals.
8. Identify three common poisonous substances found in households or on the farm.
9. Name three rules of lawn mower safety.
10. State three Safety Sam Slogans.

### Evaluation:

1. Student progress will also be evaluated through informal observation of classroom participation, willingness to respond, interest in demonstrations and return of home materials.
2. Evaluation may be based on student response to the above objectives.
3. Trainer could complete the post program evaluation.
4. Classroom teacher evaluations could also provide further validation of observation.

### Outline of Presentation:



- I. Introduction
  - A. Discuss farm life
  - B. Discuss purposes of program
  - C. Discuss related experiences
  
- II. Farm Equipment and Machinery Safety
  - A. Tractor Safety
    - 1. Discuss events depicted in pictures
    - 2. Identify safety rules for tractors
  - B. PTO Discussion and Demonstration
    - 1. Identify PTO on pictures
    - 2. Demonstrate action and hazards of PTO
  - C. Grain Safety
    - 1. Identify equipment illustrated in picture
    - 2. Discuss consequences illustrated in picture
    - 3. Demonstration - flowing grain
  
- III. Animal Safety
  - A. Discuss various farm animals
  - B. Identify events depicted in picture
  - C. Discuss methods to avoid
  
- IV. Poisonous Substances - Household/Farm
  - A. Display empty containers of common household poisonous substances
  - B. Discuss their usefulness
  - C. Discuss their dangers
  - D. Discuss farm chemicals - picture
  
- V. Lawn Mowing Safety
  - A. Discuss picture illustrations
  - B. Apply rules
  
- VI. Dangerous / Safe Play Areas
  - A. Video - "Ready for Safety"
  - B. Discuss video
  - C. Identify safe play areas - picture illustrations
  - D. Discuss 911 procedures in your area
  
- VII. Review
  - A. Safety slogans and a point about each topic area
  
- VIII. ABC for Kids at Home
  - A. ABC newsletter
  - B. ABC Book/CD
  - C. Safety sticker or decal
  - D. ABC Activity Book (all available at [www.agfoundation.org/safety/](http://www.agfoundation.org/safety/) )



# I. INTRODUCTION

Objective: *To engage students in active participation in "ABC on the Farm for Kids".*

1. Open with discussion questions:

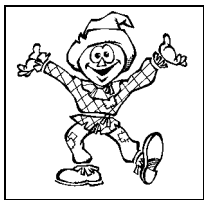


- How many of you live on a farm?
- How many have friends or relatives who live on a farm?
- How do you feel about living on a farm?
- What are some fun things about living on a farm?
- What does your family do to keep your farm safe?
- Has anyone you know ever been involved in a farm accident? Would you like to explain?

2. Introduce yourself and explain your interest in farm safety.
3. Discuss the purpose of "ABC on the Farm".

As many of you pointed out, a farm can be a great place to be. But, we all know that it can also be a dangerous place to be. Every year in the U.S., around 100 kids are killed as a result of farm injuries. That means that every other day of the school year, at least one child is killed in a farm accident. And about 23,000 kids are injured - that's 65 kids a day - **every** day of the year! How many kids are in your class? In your school? If 65 kids were hurt each day, by the end of the month - everyone in this school would be injured! (*modify as necessary*) I'm here to show you some things that will help keep you and your family safe on the farm.

4. Safety Sam Welcome



I want you to meet my friend, Safety Sam. You'll be seeing a lot of him this morning/afternoon. He has a very important message - remember your A-B-C's on the farm - that means Always Be Careful. Now, let's look at some things around the farm.



## II-A. TRACTOR SAFETY

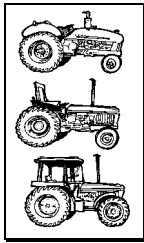
Objective: *To present the dangers of riding on a tractor and determine rules for tractor safety.*

### 1. Discussion questions



- Who knows what this is? (*point to tractor in picture*)
- How many of you have a tractor on your farm?
- How is the tractor used on your farm?
- Do you think all tractors are exactly the same?

### 2. Tractor styles



- *Discuss differences in the three illustrations*
- *Point out ROPS (Roll Over Protection System) and Cab*
- *Emphasize seat and seatbelt*

Let's take a look at some tractors. You'll find several different styles of tractors depending on how old they are. This one (*point*) is an older model. The newer models have more safety features. This tractor has a **ROPS** (*point*), R-O-P-S (*write on picture or board*), which means **roll over protection system**. These are also called roll bars. If the tractor tips over, the ROPS/roll bar will protect the driver if s/he is in the operator's seat and wearing the seatbelt. This tractor has a cab (*point*), which has a built-in ROPS, but remember - the driver is only protected if s/he is in the operator's seat wearing the seatbelt. Let me show you how this ROPS works.

### 3. ROPS Demonstration

*Using a tractor model with a ROPS, explain protective features and how the figurine is protected only if s/he is wearing a seat belt. Show how the person flies off the tractor and may be crushed when you remove the seat belt. (Use rubber band or tape for seatbelt.)*

### 4. Seat/seatbelt

- *Discuss - No seat means no seatbelt, no seatbelt means no protection.*
- *Almost all machinery has only one seat - for the operator.*

Most of us wear seatbelts when we ride in a car. A car is designed to have a driver **and** riders, because there are several seats and seatbelts. But, most tractors have only one seat and one seatbelt. That means they are designed for one person only - and that is the tractor operator.

While these models all differ, there is one thing that is the same on all three of them. There is only **one** seat and **one** seatbelt (*point*).



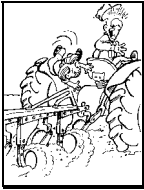
(Point to top tractor) Does this tractor have a seat and seatbelt just for you? No, it's not safe to be a rider on that tractor. (Make large X with overhead marker on top tractor)

(Point to middle tractor) Does this tractor have a seat and seatbelt just for you? No, it's not safe to be a rider on that tractor, either. (Make large X with overhead marker on middle tractor)

(Point to bottom tractor) Does this tractor have a seat and seatbelt just for you? No, it's not safe to be a rider on any of these tractors. (Make large X with overhead marker on bottom tractor)

**Note:** To avoid permanent markings, clean the marker off as soon as possible.

## 5. No Seat No Rider



Why do you think this rule is important? What could happen to an extra rider if the tractor hit a rock or turned a corner too fast? (show picture as kids brainstorm: fall off, hurt yourself, etc.)



A tractor will tip over easier than you can imagine. It can flip completely over in 1½ seconds. Uneven ground, bumps, rocks, sharp corners, hills or ditches: all of these things can cause a tractor to tip. If you are an extra rider, you are going to tip with it! What should you do if someone says "hop on"? (show picture of Dad saying "no")

## 6. Summary & Slogan

One of the biggest hazards for children your age is the tractor. There are two ways that most children are injured or killed by tractors. One is being an extra rider and falling off the tractor. The other is being an extra rider on a tractor that rolls. Even if the tractor has a cab, it's not safe to ride along when there is no seat and seatbelt just for you. **Being an extra rider on ANY tractor is dangerous.** Don't ask to ride!

*Safety Sam says, "No seat - no rider!"*



## II-B. POWER TAKE OFF

Objective: *To demonstrate the operation of the PTO and discuss associated dangers.*

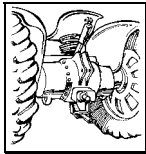
### 1. Discussion questions:



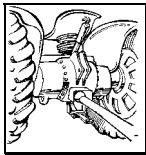
Many times you'll see a power device connected to the back of the tractor. It's called a PTO.

- What does PTO stand for?
- Who knows what a Power Take Off is?
- What equipment on your farm uses a PTO?

### 2. PTO shaft



- *Describe PTO and PTO shaft*
- *Point out that some PTO's are shielded*



The PTO is the shaft that makes the farm equipment work. You can see one attached to the tractor in this picture. (*you may ask a student to point out the PTO on the picture*) The PTO is very powerful and very dangerous. It turns fast, so for protection it should always have a shield to keep things from getting caught in it. The shield looks like this (*show picture of PTO shielded*).

### 3. Demonstration - PTO Rpm's

- *Injuries happen quickly*

Now, when I say powerful, I mean it! What is the fastest thing you can do? How about blinking your eyes? I'll give you one second to see how many times you can blink your eyes. (*Say "go" and "one thousand one -stop". Kids count their blinks - should be no more than five. You can also have one student count another student's eye blinks for more accuracy*)

O.K., **you** can blink **5 times** a second. A **PTO** rotates at least **9 times** per second. That's fast! It is much faster than anything you can physically do with your body. You can't even blink 9 times per second. In fact, it moves so fast you can't react fast enough to get out of the way.

### 4. Reaction time demonstration

- *Explain reaction time*
- *Choose a volunteer*
- *Place the center of a dollar bill, 6 inch-ruler or pencil between a child's fingers. Tell him/her to try and catch it when you drop it.*





So, what is reaction time? (*Allow time for response*) Right - it's the time it takes for your brain to tell your body what to do. Now, let's see how it works. Who's the fastest kid in here? All right, (name) is going to try to grab this dollar before it passes through his/her fingers. (*Place the center of a dollar bill, six-inch ruler or pencil between the child's extended thumb and fingers. Try to catch him or her slightly off-guard when you drop it, because accidents happen when we're slightly off-guard. If they ask for a second chance, tell them the PTO doesn't give second chances!*) We always think we can get out of the way fast enough, but we can't!

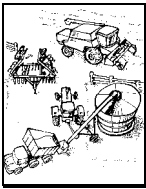
## 5. Demonstration of PTO

- *Describe PTO and demonstrate it's action using a cordless drill and rag*
- *Discuss clothing considerations*
- *Emphasize: STAY AWAY FROM MACHINERY!*

Let's see just what happens when a PTO is working. When I turn the power on, the shaft begins to move. Now watch what happens if a shoelace/rag gets tangled. Can you think of anything else that could get caught? (*loose clothing, sleeves, hair, hood strings, ripped coveralls*) Remember how fast a real PTO moves? It rotates too fast for you to react. Before you know it, you're caught and could be seriously injured or killed. Never try to duck under, step over, or reach across a PTO shaft. Just **STAY AWAY** from all machinery with moving parts.

**Note:** During the PTO demonstration, if you have the wagon with the box up, caution about playing under or around the truck box. The hydraulic system might fail and the box will drop. Otherwise, discuss during grain safety.

## 6. Assorted Machinery



- *Discuss other machinery that uses a PTO*
- *Discuss dangers associated with all farm machinery/equipment such as augers, balers, etc.*
- *Encourage them to have their parents show them the equipment/PTOs on the farm.*

The PTO is dangerous in itself, but the machinery that it powers has many dangerous moving parts as well. Can you name some machines? What are some dangers of the other equipment? All machines have moving parts that could pinch, cut or crush you. And, remember that you can't always see the danger. For example, the moving parts on an auger are often hidden by the grain. The best thing to do is stay away from working machinery.

## 7. Summary & Slogan

One of the most powerful pieces of equipment on the farm is the PTO. We use it with many other machines to do lots of different jobs. These machines and the PTO are very dangerous. Ask your parents to show you the equipment/PTO on the farm. Remember, farm injuries happen fast!

*Safety Sam says, "Kids, don't go near a PTO."*



## II-C. GRAIN SAFETY

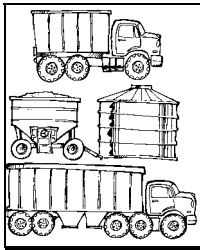
Objective: *To demonstrate the dangers of flowing grain.*

### 1. Discussion questions



- Does anyone live on a farm where wheat or other grain is grown?
- How many of you have grain wagons or trucks on your farm?
- Are there other places where grain is stored on your farm?

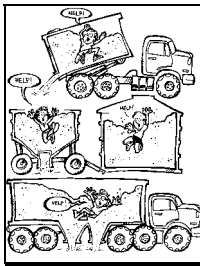
### 2. Grain equipment



- *Discuss various grain equipment illustrated.*

The pictures you see here show several types of grain equipment that you would see on a farm. (*Point and identify each illustration.*) They don't look dangerous, but they are! Some of them release grain from the bottom (*point to wagon & bin*), others from the back (*point to truck*). Even standing grain can be dangerous.

### 3. Flowing grain



- *Point out what happens to the person in each example.*

These pictures show what happens when the grain is being released. Now, if you are playing or standing in grain that starts to flow, you could be trapped very quickly. It grabs at your body and pulls you down. It only takes 3 - 4 seconds to become trapped, and in 8 - 10 seconds, you can become totally covered up with grain. You are in trouble before you realize what is

happening! Standing grain is dangerous, too. One little boy suffocated after he asked his friends to cover him with grain. Remember, these are **not** giant sand boxes! Never play or ride in grain wagons, grain trucks, hopper bottom semi-trailers, grain bins, or any type of grain or feed

storage

area.

### 4. Demonstration of flowing grain

- *Discuss "gravity"*
- *Demonstrate the movement of flowing grain*
- *Point out the possibility of drowning*



Who knows what gravity is? Yes, it's a force that pulls everything to the earth. Well, gravity also helps us work on the farm. It helps pull the grain down and out of the trucks/storage areas. If you are in the grain, it will also pull **you!** I have a little grain wagon here to help me show you how you can be trapped and suffocate in flowing grain. Watch what happens when this little guy is playing in the grain.

*Use a model Plexiglas grain wagon filled with popcorn for this demonstration. Place a small figurine in the corn. Ask a student to release the corn while someone times the demonstration. Use a second hand or count the seconds out loud until the figure is covered.*

Wow! Only \_\_\_\_ seconds and he was completely covered. Don't let this happen to you!

The same thing could happen if you were on top of a gravel or sand pile at a construction site. If someone started to unload that pile, you would be pulled in and trapped.

## 6. Summary & Slogan

Remember, whether it's flowing or standing, grain can be very dangerous. Don't take chances - never play in the grain!



*Safety Sam says, "**DON'T** go with the flow!"*



### III. ANIMAL SAFETY

Objective: *To establish safety rules about farm animals.*

#### 1. Discussion questions



- Does anyone in this room have a pet?
- How do you treat your pet?
- Does anyone have a mother cat or dog?
- How does a cat or dog act when it has babies and a person comes near?
- What does "protective" mean? (*moving their babies, barking, etc.*)
- What does "unpredictable" mean?
- How do you treat these animals when you're around them?

#### 2. Cow and calf



- *Discuss action in picture*
- *Relate behavior to other animals*

What could possibly be dangerous about a cute little newborn calf? It's mom feels very **protective** and will do anything to keep others away - just like your Mom would if a stranger tried to approach you. We call this behavior **maternal instinct**. This instinct is very strong in all animals. It causes them to become excited, bite, kick or butt people, fences and other things if their young are threatened. Any animal with a newborn should be considered dangerous.

Some farm animals are also very protective of the area in which they live and may become aggressive, especially during feeding time. Bulls, stallions, and boars tend to protect their territories or to be **territorial**. Do you like it when someone enters your room without permission? No! Well, animals don't like people coming into their "rooms" either!

#### 3. Bull and boy



- *Discuss the term "unpredictable"*
- *Describe events in picture*
- *Relate to other animals*

If you have cows, you probably have a bull or two around. Bulls (boars, rams) can be dangerous because they are usually large, often mean and always **unpredictable**. We can't tell how they are going to act. A bull that you may think is tame and gentle could be having a bad day. Don't let something like this happen to you. (*point to picture*) Other animals are unpredictable, too. Does anyone have or ride horses? When something bothers or "spooks" the horse, it might kick or throw people off.



Horses and cows are examples of animals that live in herds. These animals can be unpredictable when they are separated from their group. Because cows and horses depend on these relationships, they can become frightened or excited when left alone or isolated from their herd.

Farm animals may also become unpredictable if their routine is interrupted. Most animals develop strong habits - things they do at the same time each day. Pets will expect to be fed at the same time, dairy cows gather at the barn at milking time, most animals are quiet or rest in the middle of the day. Changes in their routine will cause animals to be stressed.

Even the most gentle animals can become dangerous when they feel threatened, are sick or under some kind of stress. If you have a pet, you have seen how it reacts when it is under stress. A cat's ears will flatten against its head, a dog will growl. Large animals show signs of stress, too. Raised or flattened ears, bristled hair on its back, bared teeth, snorting, stomping or pawing the ground, kicking and butting are just a few of the signs of stress animals exhibit. (*point to bull on picture when appropriate*)

#### 4. Safety and Animals

What does it mean to show respect? How do we show respect for our friends and family? How do we show respect for animals? That's right! We respect animals by giving them food and water, observing how they are feeling, what routines they have, and how they respond to stress. To handle animals properly and prevent injury, remember these safety rules:

- Be sure an adult is with you.
- Treat all animals kindly and with respect.
- Plan an escape route when in an area with animals.
- Stay away from an animal's food.
- Stay away from frightened, sick or hurt animals.
- Do not pet or play with stray animals.
- Remember that animals need their routines to feel comfortable.

#### 5. Summary & Slogan

When we raise farm animals, we get used to being around them every day. We might even think of them as pets. But, you should always remember that all animals could be protective and unpredictable.



*Safety Sam says, "It makes sense to stay outside the fence!"*



## IV. POISONOUS SUBSTANCES

Objective: *To recognize and avoid common poisonous substances found in the household and on the farm.*

### 1. Discussion questions



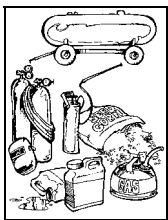
- Does anyone help clean around the house?
- What kind of jobs do you do?
- Can anyone tell me who Mr. Yuk is?
- Where do we find his picture?

### 2. Demonstration: Household Hazards

- *Display common household substances (ammonia, detergent, furniture polish)*
- *Discuss their usefulness*
- *Discuss their poison content*

These are products people use to clean house. Maybe you use them to clean your room. They can all be very helpful when you're doing a job. But, would you use any of these to take a bath? Or serve for lunch? Or drink for snack? Or use it for perfume? Of course not! What might happen if you did? Why? That's right - these are very dangerous because they contain things that are poisonous or toxic.

### 3. Poisonous substances on the farm



- *Identify poisonous substances around the farm*
- *Discuss the dangers*
- *Determine how to avoid contact*

The materials we use around the farm, like some things we use in the house, have important jobs. Can you name some of them? (*Point to crop chemicals, treated seed, fertilizer, anhydrous ammonia, gasoline, pipeline cleaners, and disinfectants.*) Farmers need these materials but they can be very dangerous if they are not used properly. If you drink or eat them, you will get very sick. Some are also dangerous if your skin comes in contact with them or if you breathe them. They can burn your eyes and skin. The adult who handles hazardous substances should be properly dressed in coveralls, boots, goggles, rubber gloves and a respirator. The best way to avoid these dangers is to stay away from the poisonous materials at all times. Don't touch or play with empty containers. There is no reason to be around them at all! They should be handled by adults only and kept locked up and out of reach.

#### 4. Summary & Slogan

The materials we use to work and clean around the house and farm have very important jobs. They can also be very dangerous. Things like ammonia, furniture polish, detergent, gasoline, cleaners, abrasive scrubs - all must be handled properly, and by adults only.



*Safety Sam says, "Kids and Chemicals don't mix!"*

## V. LAWN MOWING SAFETY

Objective: *To establish procedures for safe mowing.*

### 1. Discussion questions



- Tell me some things you could do to help your parents before they mow.
- How should they dress?
- Who knows some rules of safe mowing?

### 2. Mowing procedures



- *Discuss illustrations*
- *Point out safe procedures*
- *Emphasize: If children are not mowing now, you are not encouraging them to do so. Parents will decide when their children are ready to mow.*

The most common cause of amputation to young children is due to lawn mower injuries. But, there are many good rules for mowing safely that can help to prevent those injuries. How many do you know?

- Always be supervised by an adult while mowing.
- Read operator's manual and become familiar with the controls.
- Wear proper clothing - sturdy shoes and gloves.
- Before mowing, make sure that the area is clear of debris and people.
- No extra riders!
- Keep hands and feet well away from the mower blades.
- If mower becomes plugged, disengage the mower, turn engine off, remove the key and wait for an adult to help you.
- Always move a push mower forward. Don't pull it back toward you.
- Mow across an incline with a push mower; up and down an incline on a riding mower.
- Operate garden tractors or riding mowers at safe speeds.
- Always look behind you before you back up on a riding mower. Someone might be there.

### 3. Slogan

*Safety Sam says,*

***"Know how to mow  
and go slow!"***





## VI. SAFE / DANGEROUS PLAY AREAS

Objective: *To identify safe places for children to play.*

### 1. Discussion questions



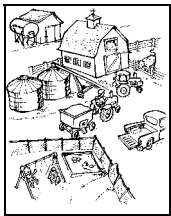
- Can you think of some places around the farm where it is safe to play? (*yard, swing set, sandbox, open areas, fenced-in areas, tree houses, forts, away from animals, etc.*)
- Are there places on the farm you should never play? (*in grain or ponds, by machinery, PTO's, animals, chemicals, old buildings, high places, tractors, etc.*)

### 2. Video: "Ready for Safety"

- *Review content of video*

The kids in the video named many of the things we've already talked about. Did they name some of the places you should never play? Can you remember some of the things they did to help each other? (*give examples after they have had time to surface answers for you*)

### 3. Safe & dangerous play areas



- *Identify safe places to play*

Let's see if we can find the safe places to play on this picture. (*discuss picture*) Now, think about your farm. Maybe you have a pond, or some old equipment, or haystacks or bale piles or manure pits around. These can be dangerous, too. Can you tell me why?

Who knows what to do if an accident does occur? Get help from an adult and call 911. Remember to remain calm and speak clearly. Answer all questions the operator asks and follow all directions. (*Note to trainers: more 911 information is provided on page 21*)

### 4. Summary & Slogan

There are lots of fun - and safe - places to play on the farm. Now you know why you should play there. You and your family can make your own safety rules, including what to do in different situations. (*e.g. What should you do when equipment comes on the yard?*)

*Safety Sam says,*

***"Know where it's OK to play."***



## VII. REVIEW

Objective: *To reinforce content of safety areas.*

### 1. Discussion questions



Today we talked about life on a farm and how much fun it can be if we're careful.

- What kinds of jobs do we do on farms?
- What kinds of things do kids like to do on farms?
- What is your favorite thing about living on/visiting a farm?

### 2. Review areas

- *Review each topic area briefly*

The farm is your home but it is also a work place. We need powerful equipment to do lots of jobs. We use many helpful materials that could be dangerous if not used properly. We must Always Be Careful on the farm and help others be careful, too.

### 3. Safety Sam's Slogans

- *List Safety Sam's rules of farm safety*

Let's see how many of Safety Sam's Slogans we can remember. What would Safety Sam say about:

Tractors? *(No seat, no rider!)*

PTO? *(Kids - don't go near a PTO!)*

Grain Safety? *(Don't go with the flow!)*

Animals? *(It makes sense to stay outside the fence.)*

Hazardous Substances? *(Kids and Chemicals don't mix.)*

Lawn Mowing Safety? *(Know how to mow and go slow!)*

Safe/Dangerous Play Areas? *(Know where it's OK to play.)*

When we remember these simple rules, we can have a great time on the farm. We can enjoy the animals and watch the crops grow. There are many fun things to do.



*Safety Sam says, "ABC on the farm means-Always be careful!"*



## VIII. ABC AT HOME

Objective: *To further education with the families.*

### 1. ABC Take Home Materials

- *Decide what you want to send home to reinforce what you taught the students*
- *If you send home decals, encourage application with parental supervision*
- *Check out items available at [www.agfoundation.org/safety/](http://www.agfoundation.org/safety/).*

### 2. Present Certificates

Consider presenting each student with a certificate that indicates they were a participant in the Always Be Careful on the Farm Program.

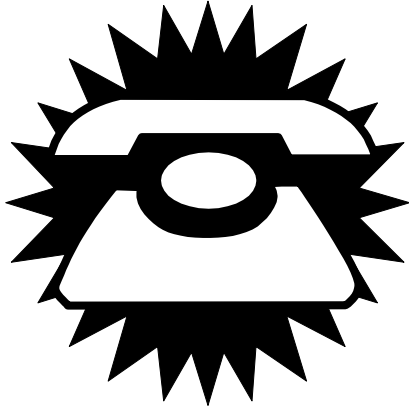
This was created by North Dakota Farm Bureau to raise awareness of safety issues. It does not replace the responsibility of the adult made decisions that should be in place to provide a safe environment for children.



# CHILD DEVELOPMENT CHART

AGES 6 TO 8	AGES 9 - 11
<b>SOCIAL</b>	
<ul style="list-style-type: none"> <li>• prefer same sex groups</li> <li>• self-centered thinking (<i>egocentric</i>)</li> <li>• anxious to please adults</li> <li>• need generous amounts of praise, assurance</li> <li>• need opportunities to achieve success</li> </ul>	<ul style="list-style-type: none"> <li>• want new responsibilities</li> <li>• continue to be self-centered in thinking</li> <li>• striving for independence, but need guidance</li> <li>• imitate adult behavior (<i>all kinds!</i>)</li> <li>• desire to belong to groups - peer pressure begins as friends become more important</li> </ul>
<b>EMOTIONAL</b>	
<ul style="list-style-type: none"> <li>• want adult attention and respect</li> <li>• desire immediate gratification</li> <li>• express feelings freely</li> <li>• humor begins to emerge</li> <li>• do not respond well to demands - may cause a clashing of wills</li> </ul>	<ul style="list-style-type: none"> <li>• more serious about oneself</li> <li>• concerned about "fairness"</li> <li>• sensitive to criticism, sarcasm, and ridicule</li> <li>• want to be treated "like an adult"</li> <li>• experience mood swings</li> <li>• require a great deal of affirmation from adults</li> </ul>
<b>INTELLECTUAL</b>	
<ul style="list-style-type: none"> <li>• are curious</li> <li>• can handle four or five pieces of new information in short term memory</li> <li>• not much "gray area" - things are right or wrong</li> <li>• benefit from short term projects where they can be immediately successful</li> <li>• hands-on learning - need concrete experiences with which to associate new information</li> <li>• concrete thinking</li> <li>• must be actively involved</li> </ul>	<ul style="list-style-type: none"> <li>• do <i>not</i> benefit from competition</li> <li>• have a lot of ideas - may not always follow through</li> <li>• like to be (<i>and benefit from</i>) included in planning processes</li> <li>• can attend for lengthy periods of time <b>if</b> they have initiated a project, are actively involved and have some decision-making opportunities</li> <li>• still need hands on/project learning</li> <li>• understand cause and effect</li> <li>• beginning to develop more logic and abstract thought</li> </ul>
<b>PHYSICAL</b>	
<ul style="list-style-type: none"> <li>• great variety in motor skills, but generally are beginning to develop small motor, hand-eye coordination.</li> <li>• high energy levels</li> </ul>	<ul style="list-style-type: none"> <li>• physical skills become "status symbol" - affect self image</li> <li>• better large muscle and fine motor control</li> </ul>





Remember these important numbers in an emergency:

9 - 1 - 1



*When you dial the numbers 9-1-1, you will reach an operator who can help you in an emergency. These people are trained to get you the help you need in the shortest amount of time possible.*



*Try to remain calm when you're speaking. If you scream, shout or cry, the operator may have difficulty understanding what you're saying.*



*Be ready to state your name, address and the reason for your call. The operator will probably ask you a lot of questions. Try to answer them with as much information as you can.*



*The operator will tell you what to do next. Many times, they will ask you to stay on the phone until help arrives. Listen carefully to their directions.*

Trainer's Note: Determine if 911 is the emergency number for the area in which you are teaching. If not, provide the appropriate emergency number.

