GEORGE the FARMER

Farm Safety

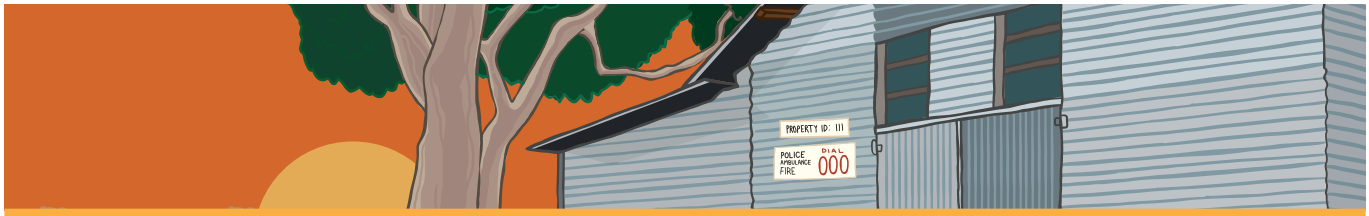
EDUCATORS GUIDE

NEW ZEALAND EDITION

Farmsafe AUSTRALIA

GEORGE the FARMER

SowtheSeed
AGRICULTURAL & HORTICULTURAL SCIENCE ADVISORY TEAM



Acknowledgments

This online curriculum-linked resource was produced by George the Farmer for Farmsafe Australia, under funding from the Commonwealth Department of Agriculture, Water and the Environment, through the National Farm Safety Education Fund.

This curriculum resource has been adapted to the New Zealand Curriculum by Sow the Seed and supported by Rabobank.

The curriculum-linked resource is designed to introduce young people to basic concepts around being safe on farms in New Zealand.

The materials in this educational resource have been developed by Angela Colliver from Angela Colliver Consulting Services Pty Ltd.

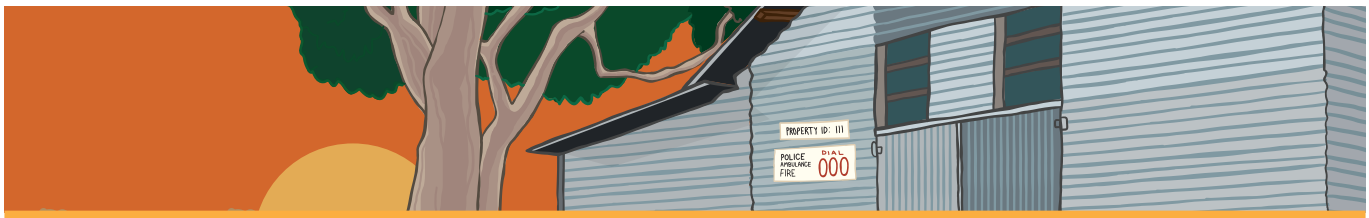
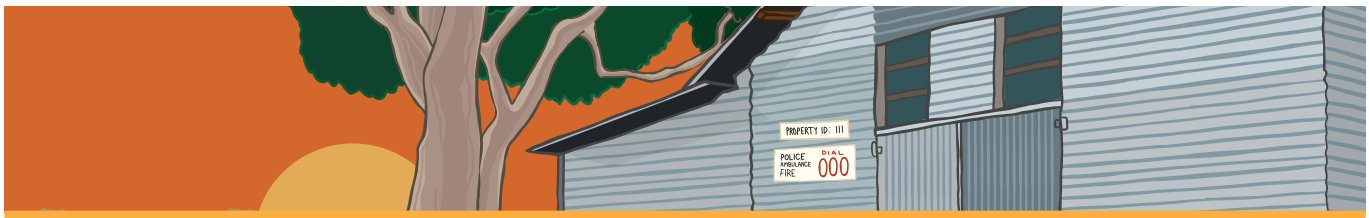


Table of contents



A message from George!

Did you know that children incur a range of injuries on farms and rural properties? Kids can have ripper life experiences on farms – yet they can be exposed to various workplace hazards and risks not accessible to most kids.

Who knew that children are seriously injured on New Zealand farms and rural properties each year?

Did you know that quad bikes, side-by-side vehicles (SSVs), tractors, utes, cars, motorbikes, and machinery combined, account for 59% of fatalities? And water bodies or drowning accounted for 11% of deaths!

Between 2004 and 2013, 1,156 children suffered farm related injuries severe enough to be admitted to hospital. This equates to over 116 children per year being admitted to hospital.

Many more children with farm-related injuries present at emergency departments of country hospitals and to General Practitioners.

Other causes of injury on farms may include cattle, electric and wire fencing, silos, noise, chemicals, and firearms. Unfortunately, there are many ways that children can be injured on a farm. That's why it's so important that we make sure parents, teachers and children are aware of the many risks and hazards.

One study of fatalities on farms found that one-third of child fatalities were visitors to the farm. Farm kids need to make sure they look out for their mates!

Although children under five are highly represented in the fatality statistics, children aged 5-15 seem to present to emergency departments or are hospitalised more frequently. I reckon this reflects that older children often help Mum and Dad more on the farm as they get older.

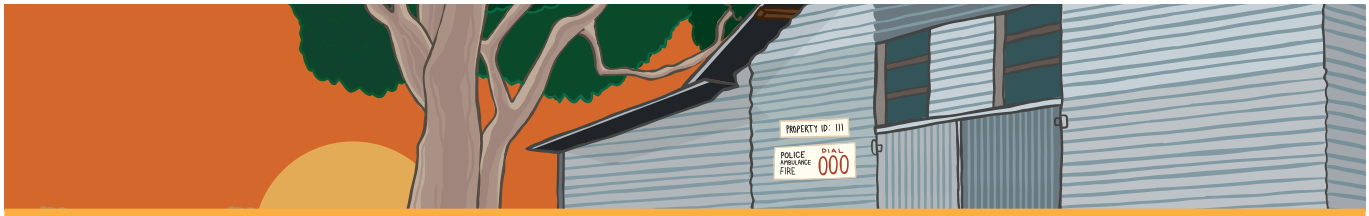
On average, 2 children are admitted to hospitals with farm-related injuries each week

Over the last 13 years, there has been on average 1 child death on farms per year in New Zealand

Boys were killed more often than girls (59%)

Most farm-related deaths occur to children aged 4 years and younger

*Reference: Starship Safekids Aotearoa (2016) Factsheet - Child Farm Injuries 2016. Retrieved 15/10/2024 https://starship.org.nz/safekids/resources-factsheets-and-infographics



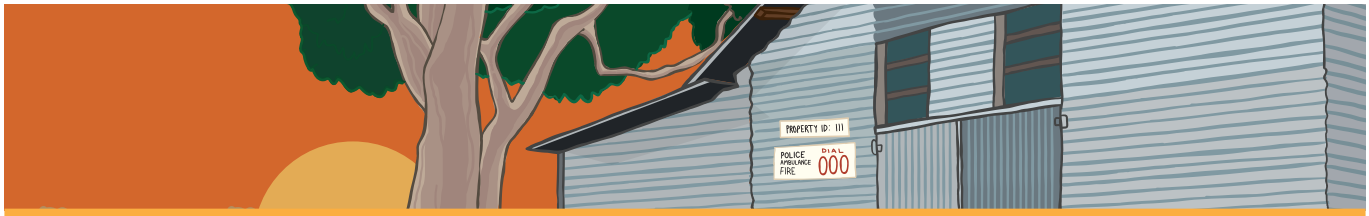
The nature of farm hazards and child injury

There are a wide variety of hazards present on farms and rural properties that are not present in urban homes. Significant types of injury sustained by children on farms are drowning, head injuries, fractures, and crush injuries. Ouch!

WorkSafe New Zealand has provided a list of the main types of hazards to kids on farms and some possible solutions to remove the risk of injury or death associated with these hazards.

Most Common Agents of Fatality	Statistics on Farm Child (0-14yrs) Fatalities (between 2011-2023)*	Possible Mitigation Techniques
Total	**20 fatalities**	
Water Bodies	**2 fatalities**	■ Active supervision by responsible adults ■ Legal pool fencing ■ Swimming lessons ■ Safe play areas to confine children from working environment
Quad Bikes	**5 fatalities**	■ No children under 16 years of age should be a passenger on or operate a quad bike ■ Ensure keys are removed and stored in a safe place when not in use
Car	**1 fatalities**	■ Ensure children are properly restrained with seatbelts when they are passengers in the car – regardless of whether you are driving on a public road or private property ■ Small children, who require car seats, should be properly restrained in their car seat ■ Walk around the vehicle completely prior to starting and moving it to ensure that there are no children that may be run over ■ Remove and store the keys to the car in a safe place when not in use
Tractors	**3 fatalities**	■ Do not allow children to ride as passengers on tractors including in the bucket of the tractor ■ Do not move a tractor in any direction without ensuring there are no bystanders or children nearby ■ Ensure that all those on farm have knowledge of, or, are aware of and use a signal system (such as beeping the horn 3 times) prior to moving a tractor ■ Remove and store the keys to the tractor in a safe place when not in use
Motorbikes	**1 fatalities**	■ Children should always wear helmets when riding motorbikes ■ Children should only ride age and size appropriate motorbikes ■ Ensure children are properly trained in the operation of the motorbike ■ Reduce the risk of excess speed by limiting the motorbikes speed capabilities'
Utes	**3 fatalities**	■ Always ensure seatbelts are securely fastened around children regardless of whether you are driving on a public road or private property ■ Small children, who require car seats, should be properly restrained in their car seat ■ Remove and store the keys to the ute in a safe place when not in use ■ Do not allow children to ride in the trays of utes, regardless of the speed of movement

CONTINUED NEXT PAGE >



Most Common Agents of Fatality	Statistics on Farm Child (0-14yrs) Fatalities (between 2011-2023)*	Possible Mitigation Techniques
Horses	**0 fatalities**	■ Children should always wear a helmet when riding horses ■ Horses should be matched to the experience and skill of the rider ■ Children should never be allowed to ride without supervision ■ Children should be taught proper horse handling techniques from the ground to ensure safety both on the ground and in the saddle
Other Animals	**1 fatalities**	■ Ensure children do not enter yards or paddocks with animals (especially breeding animals) without active supervision ■ Ensure children are properly educated about prey animal behaviour and understand flight zones, the need for an escape route and the changes in animal behaviours when they are highly stressed
Others (including firearms, chemicals, machinery, tools, and equipment)	**3 fatalities**	■ Provide clear and consistent rules and boundaries to children to keep them out of the farm work environment ■ Young children should play in a safe play area that is properly fenced to keep them away from the farm work environment ■ If children are ever near or around machinery or tools, they should be actively supervised by a responsible adult ■ Keep all chemicals in a fully locked chemical shed ■ Ensure all firearms are properly stored and locked in gun cabinets with ammunition removed and stored in a separate location

Other hazards that may not be represented in the statistics above include falls from heights (ladders, haybale stacks, shed roofs, heavy machinery etc), falling objects (crush injuries), electricity, noise, exposure to the elements and getting caught or crushed in moving machinery parts.

Side-by-side vehicles (SSVs) are quickly becoming a major hazard on New Zealand farms. This vehicle is often considered 'safer' than quad bikes, however, the recent statistics have shown an increase in child injury and fatalities. It is important that children are physically able to grasp the handrails, while their feet are firmly on the floor of the SSV and are always wearing their seatbelts and appropriate personal protection equipment, including helmets. Children should never be carried as passengers in the tray of the SSV and children under 16 should not operate a SSV.

**Reference: WorkSafe (2023) Fatalities Sumnmary Table. Retrieved 15/10/2024 from https://data.worksafe.govt.nz/graph/summary/fatalities on 15/10/2024*

Other hazards that I reckon we should talk about relate to animals on farms. Most children LOVE to spend time with the animals but unfortunately, there are a few risks that children and parents alike need to be aware of.

Many farms have cattle, horses, sheep, alpacas, dogs, pigs, chickens, and other types of poultry. Their sizes and weights differ but they all are sensitive to one thing…loud noises. So, children need to be mindful of this. Yelling, whistling, whip cracking and clanging metal will increase stress in the animals. Staying calm around them is one way to keep safe.

Have you ever heard the term 'flight zones'? The flight zone is the distance that cattle, horses, pigs, goats, and sheep want to maintain between them and humans. A mob or herd have a collective flight zone. If the flight zone is penetrated, animals move (sometimes very quickly!) in an attempt to regain a comfortable distance from the intruder.

Flight zones are not static. They vary in size, and are influenced by the environment or surroundings, and previous experiences of the cattle, horses, pigs, goats, or sheep. When cattle, horses, pigs, goats, or sheep become excited their flight zones increase.

Chickens, ducks, and geese can become particularly territorial during breeding season. Caution should always be used when entering a pen with male chickens, ducks and geese, especially around mating time. Female chickens, ducks and geese will also become territorial especially when they are incubating a clutch of eggs or have ducklings or goslings.

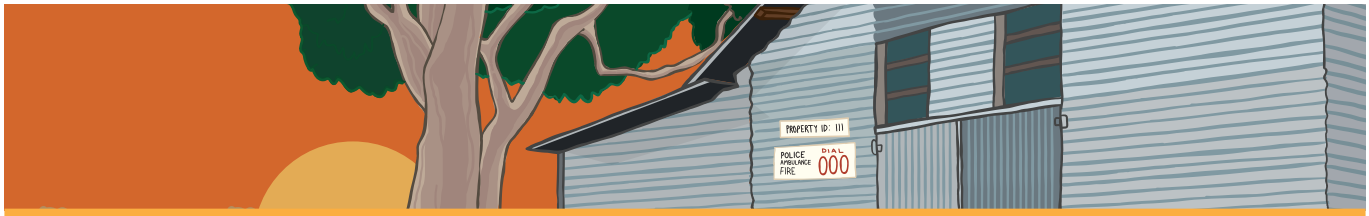
But this goes for most farm animals, including cows and horses! Try not to disturb a female when she has young or get between her and her baby, as she may become aggressive and distressed.

Children need to be extra mindful of horses too. As the old saying goes… best not to stand behind a horse… of course. This is because horses can't see directly behind their tails (or right in front of their nose!) and it gives them a fright when you approach from the rear.

There are ways to help to protect children on farms too and lessen or even eliminate some of the risks that they may encounter as they grow up in the farm environment.

Adults, rather than children, can most effectively control the safety risks to children on farms. Adults are in the most control of the farm environment, and their awareness, beliefs and choices determine the activities and hazards children are exposed to. The following key recommendations are based on a review of research that has indicated the most effective ways to prevent children from being injured on farms.

WorkSafe New Zealand and I are working to promote these recommendations within the wider farming community and schools, as well as through industry networks, media campaigns, and policy at local, regional, and national government levels.



Recommendations

Did you know that a safe play area, such as a secure yard can help prevent unsupervised access of children to farm hazards, especially for young children? Information on setting up appropriate safe play areas can be found on the WorkSafe website https://www.worksafe.govt.nz/topic-and-industry/agriculture/keeping-safe-on-farms/children-and-young-people-on-farms/

Recognising a safe area and staying in it, unless accompanied by an adult is a priority learning goals for children. It is really important to set boundaries for children, right from the get go, and be clear and consistent with these boundaries.

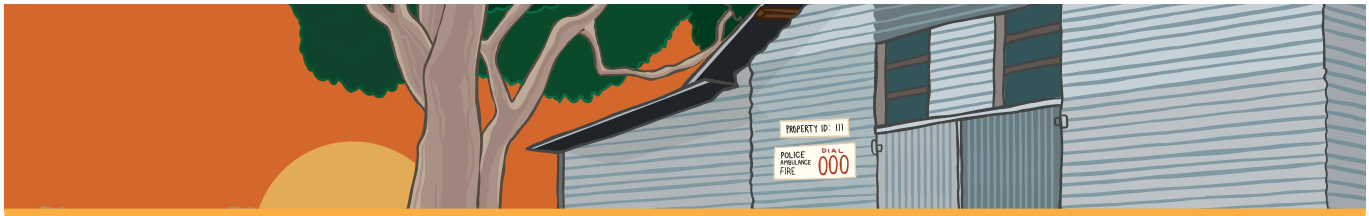
Not only do I think that developing appropriate safety rules can help to keep children safe on farms, the above-recommended rules are consistent with messages from other programs such as road/traffic safety, water safety, and bike safety too.

Another key safety tip is to make sure children are closely and actively supervised by their parents or a trustworthy and responsible adult when in the farming environment. Active supervision means that full attention is on the child and that the adult is in close enough proximity to be able to influence or direct the child's movements and behaviours ie. close enough to reach out and grab if needed.

Finally, there are many tasks on the farm that can be undertaken by children, but it's really important that we only ask children to do jobs that are age, skill and size appropriate. That means that we really need to be aware of a child's physical and mental limitations. Certain tasks, like collecting eggs can be done by young children with the appropriate supervision. However, milking a cow or saddling a horse requires a bit more skill and a lot more strength. Children may need to 'grow' a little before being taught to tackle those tasks.

Parents and teachers need to model the appropriate and safe ways to work, visit and play on farms.

I reckon that children can learn to identify specific farm hazards, assess risks, and explore possible solutions and plan for safety. This process is a life skill that becomes directly relevant for farm/workplace safety management as children grow to become adults.



Resource Description

This is a resource for teachers about health, safety, and well-being on farms.

Students use a range of activities and develop understanding about how to act and behave safely on farms, and then explore how they can make the right decisions when it comes to safety.

After exploring the topic of health, safety, and well-being on farms, students then recreate texts, models, animation and much more, imaginatively using drawing, writing and digital forms of communication.

Curriculum Focus

In the New Zealand Curriculum this learning resource has a variety of student activities for Year 3 to Year 5 in Science, Technologies, English and the Arts.

The activities are also suitable for teachers and students in early childhood and care settings such as long day care services, preschools, kindergartens, and outside school hour care services.

New Zealand Curriculum Connections

Level 1

Technology

Technological Practice

Students will:

- Outline a general plan to support the development of an outcome, idnetifying appropriate steps and resources.

Brief development

- Describe the outcome they are developing and identify the attributes it should have, taking account of the need or opportunity and the resources available.

Outcome development and evaluation

- Investigate a context to communicate potential outcomes. Evaluate these against attributes; select and develop an outcome in keeping with the identified attributes.

Technological Knowledge

Students will:

Technological modelling

- Understand that functional models are used to represent reality and test design concepts and that prototypes are used to test technological outcomes.

Technological products

- Understand that techonological products are made from materials that have performance properties.

Technological systems

- Understand that techonological systems have inputs, controlled transformations, and outputs.

Nature of Technology

Students will:

Characteristics of technology

- Understand that technology is purposeful intervention through design.

Characteristics of technological outcomes

- Understand that technological outcomes are products or systems developed by people and have afunctional nature and a physical nature.

Science

Nature of Science

Students will:

Understanding about science

- Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation.

Investigating in science

- Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.

Communicating in science

- Build their language and develop their understanding of the many ways the natural world can be represented.

Participating and contributing

- Explore and act on issues and questions that link their science learning to their daily living.

Living World

Students will:

Life processes

- Recognise that living things have certain requirements so they can stay alive.

Ecology

- Recognise that living things are suited to their particular habitat.

English

Listening, Reading and Viewing

Students will:

- Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas.

Purposes and audiences

Recognise that texts are shaped for different purposes and audiences by:

- Identifying the purpose of simple texts.
- Evaluating the usefulness of simple texts.

Ideas

Recognise and identify ideas within and across texts by:

- Undersatanding that personal experience can influence the meaning gained from texts;
- Making meaning of texts by identifying ideas in some texts.

New Zealand Curriculum Connections

Language Features

Recognise and begin to understand how language features are used for effect within and across texts by

- Beginning to recognise that oral, written and visual language features can be used for effect.
- Recognising some topic specific words
- Showing some knowledge of text conventions, such as capital letters, full stops, and word order; volume and clarity; and simple symbols.

Structure:

Recognise and begin to understand text structures by:

- Understanding that words, sentences and images contribute to text meaning;
- Recognising some text forms and differences between them.

Speaking, Writing and Presenting

Processes and strategies

Students will:

Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas.

Purposes and audiences

- Recognise how to shape texts for a purpose and an audience, by:
- Constructing texts that demonstrate some awareness of purpose and audience through the choice of content, language and text form;
- Expecting the texts they create to be understood, responded to and appreciated by others;
- Developing and conveying personal voice where appropriate.

Ideas

- Form and express ideas on a range of topics, by:
- Forming and expressing simple ideas and information;
- Beginning to support ideas with some detail

Language features

Use language features, showing some recognition of their effects, by;

- Using some oral, written and visual language features to create meaning and effect;
- Using a range of high-frequency, topic-specific and personal-content words to create meaning.
- Beginning to use some strategies of self-correct and monitor spelling;
- Writing most letters and number forms legibly when creating texts

Structure

Organise texts, using simple structures, by:

- Using knowledge of word and sentence order to communicate meaning in simple texts;
- Beginning to sequence ideas and information;
- Using simple sentences with some variation in beginnings;
- Attempting compound and complex sentences.

The Arts

Drama

Understanding the Arts in Context

Students will:

Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities.

Communicating and Interpreting

- Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.

Social Sciences

Students will gain knowledge, skills and experience to:

- Understand that people have different roles and responsibilities as part of their participation in groups .
- Understand how places in New Zealand are significant for individuals and groups.

Health and Physical Education

Personal Health and Physical Development

Students will:

Safety Management

Describe and use safe practices in a range of contexts and identify people who can help.

Healthy Communities and Environments

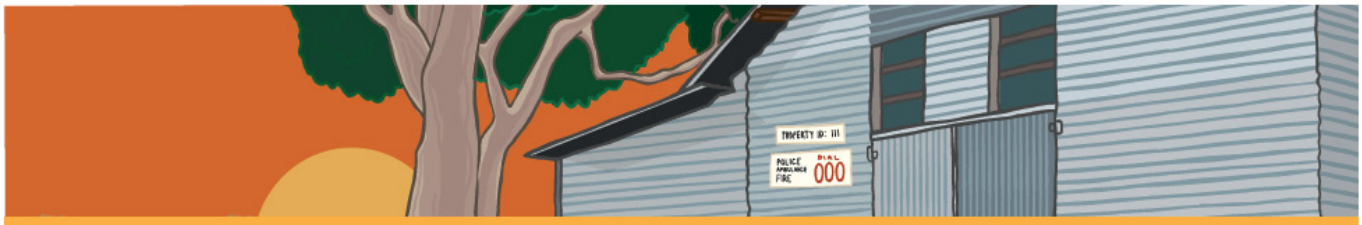
Students will:

Community Resources

Identify and discuss obvious hazards in their home, school and local environment and adopt simple safety practices.

Rights, Responsibilities and Laws

Take individual and collective action to contribute to to environments that can be widely enjoyed by all.



New Zealand Curriculum Connections

Level 2

Technology

Technological Practice

Students will:

Planning for practice

- Develop a plan that identifies the key stages and the resouces required to complete an outcome.

Brief development

- Explain the outcome they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available.

Outcome development and evaluation

- Investigate a context to develop ideas for potential outcomes. Evaluate these against the identified attributes, select, and develop an outcome. Evaluate the outcome in terms of the need or opportunity.

Nature of Technology

Students will:

Characteristics of technology

- Understand that technology both reflects and changes society and the environment and increases peoples' capabilities.

Characteristics of technological outcomes

- Understand that technological outcomes are developed through technological practice and have related physical and functional natures.

Science

Nature of Science

Students will:

Understanding about science

- Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation.

Investigating in science

- Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.

Communicating in science

- Build their language and develop their understanding of the many ways the natural world can be represented.

Participating and contributing

- Explore and act on issues and questions that link their science learning to their daily living.

Living World

Students will:

Life processes

- Recognise that all living things have certain requirements so that they can stay alive.

Ecology

- Recognise that living things are suited to their particular habitat.

Evolution

- Recognise that there are lots of different living things in the world and that they can be grouped in different ways.

Material World

Students will:

Propeties and changes of matter

- Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated or cooled.

Chemistry and society

- Find out about the uses of common materials and relate these to their observed properties.

English

Listening, Reading and Viewing

Processes and strategies

Students will:

Select and use sources of information, processes and strategies with some confidence to identify, form and express ideas, by;

Purposes and audiences

Show some understanding of how texts are shaped for different purposes and audiences, by;

- Constructing texts that demonstrate a growing awareness of audience and purpose through appropriate choice of content, language and text form;
- Expecting the texts they create to be understood, responded to, and appreciated by others;
- Developing and conveying personal voice where appropriate.

Ideas

Select, form and express ideas on a range of topics, by:

- Forming and expressing ideas and information with reasonable clarity, often drawing on personal experience and knowledge;
- Beginning to add or delete details and comments, showing some selectivity in the process

Language features

Use language features appropriately, showing some understanding of their effects, by;

New Zealand Curriculum Connections

- Using oral, written and visual language features to create meaning and effect;
- Using a large and increasing bank of high-frequency, topic-specific, and personal-content words to create meaning;
- Spelling most high-frequency words correctly and showing a growing knowledge of common spelling patterns;
- Using a range of strategies to self-monitor and self-correct spelling;
- Writing legibly and with increasing fluency when creating texts;
- Gaining increasing control of text conventions, including some grammatical conventions

Structure

Organise texts, using a range of structures, by:

- Using knowledge of word and sentence order to communicate meaning when creating text;
- Organising and sequencing ideas and information with some confidence;
- Beginning to use a variety of sentence structures, beginnings and lengths.

The Arts

Drama

Understanding the Arts in Context

Students will:

- Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities.

Communicating and Interpreting

- Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.

Social Sciences

Students will gain knowledge, skills and experience to:

- Understand that people have different roles and responsibilities as part of their participation in groups .
- Understand how places in New Zealand are significant for individuals and groups.

Health and Physical Education

Personal Health and Physical Development

Students will:

Safety Management

Identify risk and use safe practices in a range of contexts.

Healthy Communities and Environments

Students will:

Community resources

Identify and use local community resources and explain how these contribute to a healthy community.

Rights, responsibilities and laws; People and the environment

Contribute to and use simple guidelines and practices that promote physic ally and socially healthy classrooms, schools and local environments.

Safety on farms

Overview

Explain to the class that their task is to learn about and understand the range of jobs, skills and safety required in food and fibre production.

Background information for students: Agriculture

When most people think of agriculture, they think of a farmer, but agriculture is so much more than that! Agriculture is the science or practice of farming, including cultivation of the soil for the growing of crops, and the rearing of animals to provide food, wool, and other products such as clothing, shelter, medicines, ornaments, and much more.

But did you know that it is also a very dangerous industry in New Zealand to be employed in?

Farmers work in the farm environment, exposing themselves to extreme weather, high heat, and deadly wild animals. They also work with large animals, with chemicals, with heavy machinery, at heights and in confined spaces. They work with heavy loads and often they work alone and in remote locations.

Farming has a very high-risk profile and when you couple that with the fact that farming is a lifestyle, not just a job, you might see why working on a farm is more dangerous than working in an office!

Activities

As an introduction to this learning package, support students to understand some of the routine tasks and safety involved in activities that need to be undertaken on farms.

Talk with students about what they know about:

- growing a salad ingredient and harvesting it
- growing fruit trees, vegetables, and herbs
- raising chickens and producing eggs
- raising pigs and producing pork
- growing crops, and harvesting them for grains
- raising cows, producing milk and other dairy products
- raising cattle, sheep, and goats for red meat
- growing grape varieties and producing wine
- growing trees and producing wood
- raising sheep for wool
- fertilising crops.

Hazards

Talk with students about hazards on farms. For example: animals bite, peck, kick, and poop. Tractors are large, noisy and have many moving parts. Soil has bacteria in it that could make you sick or may have been sprayed with chemicals that are toxic. Farms have many water bodies such as rivers, dams, and troughs that workers or children could fall into and possibly drown.

Introduce students to the concept of the blurred line between the work environment and a family home and how this is very different to working on a construction site or a mining site.

Introduce students to 'Workplace, Health and Safety' (WHS). Explain that WHS is concerned with protecting the health, safety, and wellbeing of all people in the workplace from exposure to hazards and risks resulting from work activities.

Talk with students about the types of hazards on farms. Talk about how hazards can include objects in the workplace, such as machinery or dangerous chemicals.

Explain that there are also risks and that protective equipment and measures need to be considered on farm. Talk about the use of gumboots, gloves, closed shoes, hats, long sleeved shirts and pants and sunscreen.

Ask students to suggest scenarios where personal protective equipment would be worn.

As a class watch the George the Farmer Forestry video (6:43 mins) and identify and record the protective equipment and measures that the characters wear and use. Discuss why foresters wear high viz vests, hardhats and glasses.

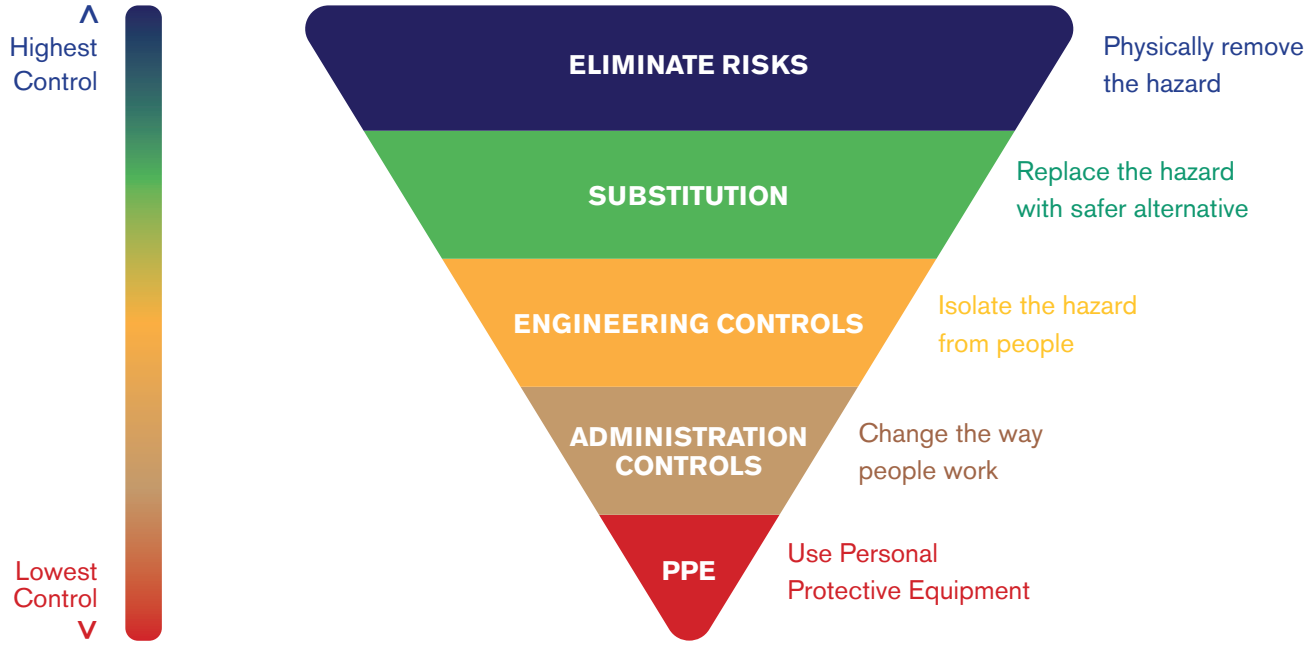
Introduce the concept of 'risk assessment and mitigation techniques' and explain to the class that it is

important to use risk assessment and mitigation techniques to reduce risks and hazards that farmers come across as much as possible to try to make their working and living environment as safe as they can.

The Hierarchy of Controls is a tool used to reduce the risk of injury or death from a hazard.
The higher up you go, the more control you have to reduce the risk of injury.

Ask students what they would do if a job was too risky to perform. Ask students to identify five hazards on farm and provide examples, using the hierarchy of controls, of how they could reduce the risk most effectively.

Examples may include making sure there is rollover protection on a tractor (engineering control), wearing a helmet on a motorbike (PPE) and sticking to the speed limit that has been set (administrative control).



Ask students to define ten simple suggested rules to be followed on farm.

ACTIVITY 1

Jobs on the farm

As a class, discuss all the different jobs that might need doing on a farm.
Record the ideas in a concept map.

Introduce one job on the farm, namely recording weather data. Talk with the students about how most farmers keep records of rainfall, temperature, and humidity every day to inform their farming activities. Talk about what it involves, for example:

Farmers collect and record the following data:

- Temperature
- Humidity
- Wind direction and speed
- Cloud type and coverage
- Rainfall

Safety on farms is also related to weather. Talk with the students about how storms can trigger floods or bushfires, changing weather patterns can affect the timing of harvests or sowing, causing farmers to rush or work when overtired (fatigue increases the risk of injury and fatality). Explain that working in wet weather can make farmers sick or make driving around paddocks difficult (e.g. getting bogged).

As another example, view a video about chicken farming (7:39 mins) and introduce and discuss routine jobs that need to be undertaken to maintain healthy chickens on a farm.

Discuss ways that people and chickens stay safe on this farm.

Introduce the term 'biosecurity' and use the video to explore ways the chicken farmers protect their farm and the chickens from potential biosecurity risks.

Explain how visitors to chicken farms (and pig farms too) need to assist in limiting the movement of any diseases and all visitors on arrival will be asked to:

- Wash their hands at the entrance of the farm
- Change into supplied farm boots and clothes

View the George the Farmer animated video, 'Farm Safety Song' (3 mins) and identify the hazards, risks, and dangerous outcomes that can be found on some farms, like Sillee Station. For example, riding motorbikes, going near farm machinery like augers and tractors, silo bins, large animals like horses and driving vehicles or riding in the trays of utes. Ask students to identify the safety rules that George and Ruby sing about in the chorus.

Focus on school farms too. Talk about the hazards that might impact on student health, animal wellbeing and plant health too.

Ask students to use ideas in the 'school farm job cards' on the next page, and then create a resource for younger students with 10 ideas that help them understand how to safely maintain places on school farms.

Before beginning, prompt the students with questions about each scenario, such as, 'what things might risk our safety when we clean out cattle yards, or when we weed a garden?'

Hosing out pigpen

Wear gumboots provided. Hose out pig waste from pigpen into surrounding gutters. Hose from gutters into waste pit, use a shovel if required. Put the hose away neatly and wash your hands.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

Hosing out shearing shed

Remove any chairs and loose equipment from the floor. Hose out dirt towards the waste pit. Use a straw broom to remove cobwebs from roof. Replace equipment and stack chairs neatly. Put the hose away neatly and wash your hands.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

Clean troughs

Remove water weeds and dirt from livestock water troughs with your hands. The waste can be thrown into the paddock away from the trough. Wash hands.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

Boundary fence maintenance

Walk around the boundary fence of the farm checking for any required maintenance. E.g. holes underneath or through, broken wire etc. Take a photograph and report the problem to the farmer. Wash your hands.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

Weed garden

Collect a small hand tool each and one wheelbarrow. Pull out weeds from the garden and place them into the wheelbarrow. Ask your teacher where to place the weeds. Put equipment away and leave area neat and tidy. Wash your hands.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

Weed herb garden

Wear gloves and collect a small hand tool each and one wheelbarrow. Pull out weeds ensuring not to accidentally pull herbs. Place them into the wheelbarrow. Ask your teacher where to place the weeds. Put equipment away and leave area neat and tidy. Wash your hands.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

Cleaning cattle yards

Collect a wheelbarrow, some rakes and shovels. Rake cattle waste up into piles and then shovel cattle waste into wheelbarrow. Cattle waste can then be spread evenly into one of the paddocks. Put equipment away and leave area neat and tidy. Wash your hands.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

Check poultry water and feed

Check that water dispensers are balanced and not over flowing. Put gloves on. Clean out any grass, feed or dirt from the water using your fingers. Check that there are feed pellets in each pen. Wash your hands.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

Setting up brooder

Get required equipment ready for when the day-old chicks arrive. Set up feed, water, and a light in the brooder area. Place carpet over the shelter as a wind break. Wash your hands.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

Collecting eggs

Use the plastic bucket required to collect eggs. Take the eggs to the farm office and place them into egg cartons. Write the date on the carton with black pen. Take eggs up to the front office. Wash your hands.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

Tidy tool shed

Remove all tools that are on the ground in the tool shed. Sweep out tool shed. Replace all tools in a neat and tidy manner hanging them and placing them in their correct spots. Double check vegetable garden area that there are no tools left lying around. Report any broken tools to the farm assistant. Wash your hands.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

Picking up sticks

Once your teacher assigns you an area, you will be required to pick up sticks from the ground and place them in neat piles. Wash your hands.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

Pruning trees

Collect a pair of secateurs, protective eye wear, and gloves and prune hanging branches to a reasonable height. Place branches in neat piles and return equipment. Wash your hands.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

Bagging pine cones

Collect pine bags and place them into left over feed bags. Shovel rice hulls into the bags. Place bags in a neat and tidy manner over in the wood shed. Wash your hands.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

Rubbish run

Take bags of rubbish or other garbage as required to the waste bins. Wash your hands when finished.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

Cattle grooming

Quietly mix with the cattle in the yards. Hand feed, brush and speak to them. Walk cattle around using a halter and lead if cattle are at that stage. Cattle can be tied and washed with a hose and brush once again only if cattle are at that stage. Wash your hands.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

Feed poultry greens

Wearing gloves, place some green plant material in the poultry pens. Wash your hands.

5	Excellent
4	Very good
3	Satisfactory
2	Incomplete
1	Very poor effort

ACTIVITY 1

Talk about how some schools raise chickens and produce eggs; grow grapes and make wine; grow vegetables and make lavendar oil; raise sheep for meat and wool; grow trees for wood; raise fingerlings in aquaculture tanks and produce fish and seafood etc.

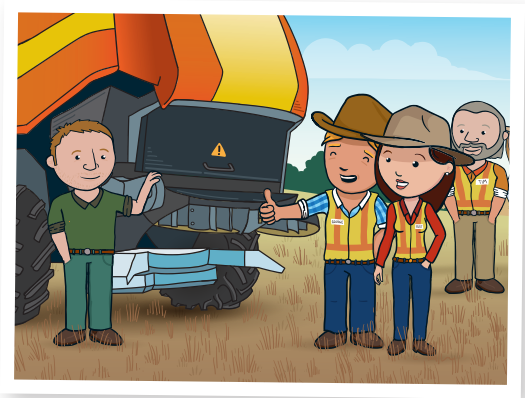
Explain that many schools also introduce students to tractors, driving tractors safely and how to maintain tractors.

As a class, view a video (4:23 min) that features a student who has studied agriculture and invite students to witness where the subject has taken him. Talk about the international projects that he has been involved in and the internship and career pathway that he has been able to follow. There are many opportunities for long and exciting careers in agriculture if everyone stays safe.

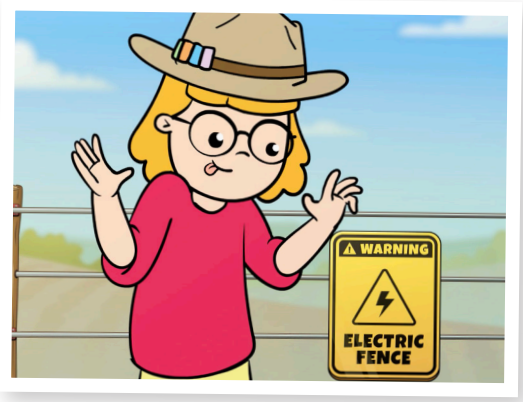
How many hazards and risky behaviours can you find in the images on the next page?

Have the students circle the hazardous images.

ACTIVITY 1




SILL-EE-STATION
EST. 1950


WARNING
ELECTRIC FENCE


PROPERTY ID: 111
POLICE
AMBULANCE
FIRE
DIAL 000
PROPERTY ID: 111
POLICE
AMBULANCE
FIRE
DIAL 000

ACTIVITY 2

Design and make a model of a safe farm

Overview

Explain to the class that their task is to design and make a model of a farm to keep George, Ruby, Jack, and Lucy plus their mates safe.

Background information for students: Farm safety

Work health and safety is everyone's business. Even if you are your own boss on the farm, you are legally responsible for the health and safety of yourself and everyone who lives, visits and works on the farm – including workers, family members, visitors, customers, and volunteers.

The agricultural sector is a crucial part of the New Zealand economy, with many thousands of workers employed in Agriculture, Horticulture, Fishing, and Forestry.

Unfortunately, those who work in agriculture are at greater risk of being killed or injured at work than most.

Similarly, children who live on farms are at greater risk of being killed or injured at home than most of their city counterparts, as many hazards can be a risk to their health, including dams, tractors, utes, chemicals, quad bikes, animals, and electric fences.

Children now will be the game changers of the future to become aware of the risks and hazards and change how decisions are made on the farm to keep everyone safe.

ACTIVITY 2

The essential question:

What might a farm need to keep George, Ruby, Jack, and Lucy plus their mates safe?

The scenario:

You are invited to create a farm to keep George, Ruby, Jack, and Lucy plus their mates safe. Your task is to imagine what their ultimate safe farm might look like!

Your group can either write and draw, record and video, or design and make a model of a safe farm, accompanied by a text about how it keeps keep George, Ruby, Jack, and Lucy plus their mates safe.

A suggested learning process:

Define:

Share the essential question with the class and talk about what a farm might need to keep George, Ruby, Jack, and Lucy plus their mates safe and healthy.

Present the scenario, assign teams if appropriate, and ask students to define the task they have been set.

Discover:

Go outside, visit a home garden, reserve, or park, and observe people. Brainstorm what these people might need to remain safe and healthy in these places.

Focus on bike riders and motorbike riders. Talk about what these people wear to be safe on bikes and motor bikes. Consider what farmers use as transport on farms, for example SSV's, quad bikes, motorbikes, horses, tractors, utes, and ride on mowers. Ask students to draw items that can keep farmers safe on these forms of transport.

Connect with farms and read books about farm safety. Titles can include:

- Be Safe, Be Seen, by Harriet Bremmer
- Stay Safe on the Farm with Jessie, by Lily Nolan

View the George the Farmer YouTube animation 'Farm Safety Song' (3 mins) and discover some of the ways the characters are not being safe at SIL-LEE Station. Draw a favourite action that is safe to do on farms.

Identify the specific actions on SIL-LEE Station that are unsafe. Talk about and record the decisions the characters should make instead and describe how they can modify their behaviours.

Brainstorm and list the variety of farming activities, tools or places that can be seen in the George the Farmer YouTube animation. For example, wrapping silage, shearing shed, etc and discuss decisions the characters could make on these farms to stay safe and explain why these solutions are practical.

Sing along with George and identify the safety messages the song titled George the Farmer 'Farm Safety Song' shares.

ACTIVITY 2

Dream:

Ask students to visualise their chosen type of farm and what it might look, sound, and feel like.

Ask students to imagine the steps involved in creating a safe farm.

Challenge students to think about the materials, tools, and equipment they will need to make or draw their healthy, and safe farm.

Ask students to imagine how they are going to create a text about what a New Zealand farming family might need, now and in the future, to stay safe on the farm.

Design:

Invite students to design a safe farm that can keep George, Ruby, Jack, and Lucy plus their mates safe.

Ask students to write/scribe a text about what George, Ruby, Jack, and Lucy plus their mates might need, now and in the future, to stay safe on the farm.

Talk about the importance of a good title and ask students to decide on a title for the text.

Ask students to draft the steps involved in making their chosen type of safe farm for the characters.

Ask students to gather the materials, tools, and equipment needed and then make the safe farm.

Photograph students at work.

Deliver:

Share student work samples showing what George, Ruby, Jack, and Lucy and their mates need to have and do to be safe and healthy, and read aloud texts about what George, Ruby, Jack, and Lucy and their mates might need, now and in the future, to stay safe on the farm.

Create a display of student's work.

Share students' work samples and showcase their learning.

Debrief:

Ask students to:

- Reflect on what things they can do to be safe when visiting or being on farms.
- Draw something new they discovered regarding what everyone needs to do to be safe on farms.
- Describe their favourite memory of creating their work samples.
- Discuss what they learned about what George, Ruby, Jack, and Lucy and their mates might need, now and in the future, to stay safe on the farm.

Make a book: A safe and sustainable future on farms

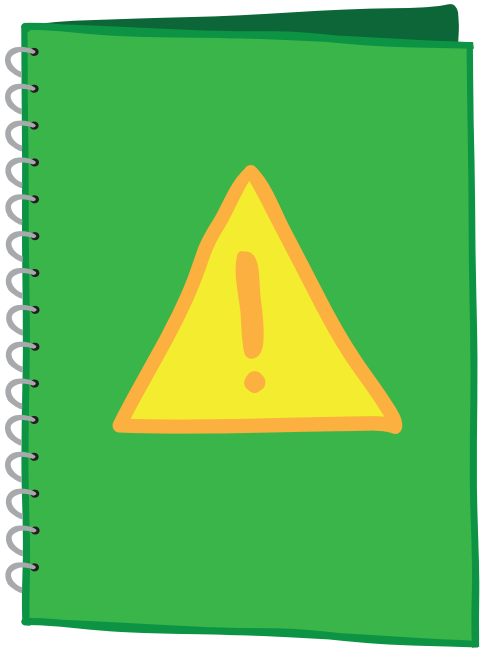
Overview

Explain to the class that their task will be to explore decisions and actions farmers, workers, family members, visitors, customers, and volunteers make to stay healthy, safe, and well on farms, and then create a George the Farmer book to educate others about what farmers, workers, family members, visitors, customers, and volunteers need for a safe and sustainable future.

Background information for students: Health, safety, and wellbeing on farms

Life on a farm is an opportunity to experience joy, self-sufficiency, uncertain times, wild times, good times, good harvests, poor harvests, and lots of creative thinking.

WorkSafe New Zealand is passionate about the industry especially when it comes to health, safety, and wellbeing. WorkSafe New Zealand and other initiatives have spent years working for safer farms. And there are other organisations actively involved too…like DairyNZ, Young Farmers, Starship, Safer Farms, Farm Safety New Zealand, Farm Without Harm, Federated Farmers, and Beef + Lamb New Zealand…they've got farmer safety covered.



The essential question:

What might be involved in designing a book about health, safety, and wellbeing on farms?

The scenario

Discover what health, safety, and wellbeing on farms might look like, sound like and feel like through the development of short, illustrated books.

Your challenge is to produce a short, illustrated George the Farmer book for a pre-school about the topic of health, safety, and wellbeing on farms. Pick some of George the Farmer's ideas from his song or animated video or even a scene from one of his books and summarise it using art, and imagery. Use text references to draw the characters and put them into action.

I wonder how you could promote health, safety, and wellbeing on farms through a short, illustrated book. Does anyone have any thoughts?

Are you up for the challenge?

I wonder will you create a paperback or an e-Book?

A suggested learning process

Define:

Capture students' interest and share information about farm safety using the George the Farmer song, animation, and stories.

As a class, talk about all stories having an illustrated cover, an inside front cover, a title page, a sizzling start, and the other pages available for the story, including the back cover.

Talk about stories needing an action starting point where something exciting happens and the characters are introduced to the reader. Talk about the place or 'setting' in which the story happens, and how the story then unfolds around a problem and moves to a really strong ending.

Ask students what they might need to know more about, to undertake the challenge, set by George. Might they need to know something about farm safety, what farmers do, and health, safety, and wellbeing?

Discover:

Watch the animated George the Farmer video titled 'Farm Safety Song' (3 mins) and record ideas about health, safety, and wellbeing on farms.

Read George the Farmer books and discover the many ways the characters look after their own and others health and wellbeing.

Where possible visit a local farm and imagine what farmers, workers, family members, visitors, customers, and volunteers need and do and talk about to remain healthy and safe on the farm.

View the images in the animated video. Then, ask students a range of geographical questions, such as:

- What is this place?
- What is this place like?
- What are natural features in it?
- What are built features in it?
- How is it being used?
- What is happening at this place at this time?

ACTIVITY 3

Collate and list the many ways that promote health, safety and wellbeing on farms.

Go outside and investigate places in the school grounds. As a class or in small groups, discuss actions you could take to improve or care for part of the school or its grounds and look after it, whilst also remaining healthy and safe. Ask students to reflect on the places investigated and ask students to suggest ways they could care for or improve an area and remain healthy, and safe. For example, wear a sun hat, gloves and a face mask whilst cleaning out the chook pen. Record the students' ideas.

In class meetings put forward suggestions, vote and make decisions regarding actions classes could take to care for special places in the school and remain healthy, and safe, e.g. start a litter team or a compost heap, recycle paper, plastics, cans and bottles, mulch garden areas and wear protective clothing.

Focus on the task of writing a story. Brainstorm six ideas for the story. Ask students to select the idea that really 'grabs' the class and draft a story sequence. Ask questions like; 'And then what happens?' Encourage students to think deeply about how the story might reveal the way anyone can promote health, safety, and wellbeing on farms through a short, illustrated book in a funny, exciting, and creative way. Talk about the ending as well, asking 'what will happen at the end of the story?'

Deliver:

Create the stories that promote health, safety, and wellbeing on farms.

Visit the local pre-school, kindergarten, foundation class or day-care centre and share and discuss the stories with younger children.

Share photos and students' stories via the George the Farmer online community. George loves to see pictures of children in the classroom learning, and to share photos via email at george@georgethefarmer.com.au and info@farmsafe.org.au or share what has been created via Facebook or Instagram. Please ensure that you have parental permission prior to posting any images of students.

Debrief:

Ask students to recall what they learned.

Talk about what they might still like to find out.

Ask students to describe their favourite part of creating a story and sharing it with others.

ACTIVITY 4

Being mindful on farms

Overview

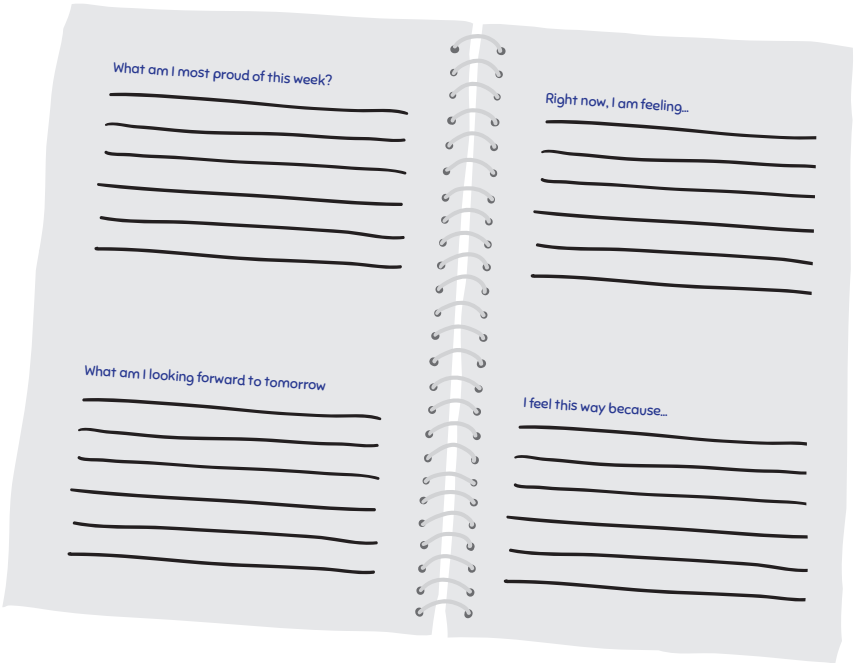
Students design a 'mindfulness planner' that cites ways to be mindful and includes farm safety tips and reflections.

Background information for students: Health, safety, and wellbeing on farms

Stemming from ancient spirituality, mindfulness has the power to reduce stress, boost creativity and productivity, and increase our overall happiness.

While there is no universal definition of mindfulness, many say it is a way of consciously paying attention to what we normally do, so that we can see things with greater clarity and understanding, to respond in more skillful ways.

By becoming more aware of what is going on around us, to us and within us, we have the opportunity to make better, more informed decisions for our safety and wellbeing.



The essential question:

What happens when farming families achieve balance through boosting their wellbeing and mindfulness?

The scenario

Life on any farm is full to the brim, bustling with activities and busier than ever.

Farming families buzz through their days with commitments on the farm, to chores at home, schooling, social commitments, sports, and family time.

Sometimes it can feel as though the busyness of day-to-day living leaves little room for true balance in their lives.

However, farming families can beat the stress, slow down, see clearly, and work safely by incorporating mindfulness practices into their day to day lives.

Your task is to design a mindfulness planner that highlights how farming families can achieve balance, boost their wellbeing, and live life on the farm being safe with the help of mindfulness and awareness practices.

A suggested learning process

Define:

Share the essential question with the class and talk about what they need to be safe and healthy.

Present the scenario, assign teams if appropriate, and ask students to define the task they have been set.

Discover:

View the George the Farmer animated video, 'Farm Safety Song' (3 mins) and identify the hazards that can be found on some farms. For example, animals such as horses, water bodies, riding motorbikes, chemicals, electricity, machinery, tractors, driving or riding in the tray of a ute.

Listen to the song called 'Plenty of ways to stuff up on a farm', and list ways that everyone could be safer on farms to avoid accidents, injuries and unsafe actions. List these.

Research mindfulness by viewing a video and writing a journal entry describing what mindfulness means and include five ways we can be more mindful in daily farming life.

Ask students to complete the following sentence starters:

- I will be more mindful by …….
- I will show compassion to myself by ……
- I intend to practice gratitude by ……

Discover information about 'The Resilience Project' and explore mindfulness in more depth.

Share a range of different mindfulness planners that are available from 'The Resilience Project' and on Pinterest, in newsagencies and stores.

Dream:

In pairs or small groups, envision or dream about the many possible design solutions to create a mindfulness planner that cites ways to be mindful while also including farm safety tips and reflections.

Further develop ideas for possible solutions using sketches and labels.

Ask students to visualise their most creative solution.

Invite students to think about what materials, tools, equipment, and components they will need to make their solution a reality.

Design:

Invite students, in pairs or small groups, to begin drafting their designs for their solutions.

Ask students to draft the steps involved in designing and creating their mindfulness planner.

Ask students to gather the materials, tools and equipment needed and then design and build the solution.

Ask groups to talk about how they solved any problems that emerged as they designed, built, tested, and adjusted their mindfulness planner.

Deliver:

In pairs or small groups, showcase the mindfulness planners they designed and share ways to be mindful and safe while also including farm safety tips and reflections.

Host a 'Farm Safe Day' and invite students, teachers, and parents to discover what ideas the students have developed.

Share photos and students' work samples via George the Farmer's online community. Please ensure that you have parental permission prior to posting any images of students.

Safe and responsible choices farmers make

Overview

The students design and perform a play based on the George the Farmer animated music video, 'Farm Safety Song', showing what the characters learn and what they need to do to stay safe.

Background information for students: Farm safety for kids

There are plenty of ways to stuff up on farms, and children are often unaware of the risks to their safety in farm environments. Children often view the farm environment as one big adventure playground instead of recognising the inherent dangers that are around them. Tractors look like big toys and animals look cute and cuddly. But many of these 'fun' things to do on farm are responsible for many injuries and deaths on New Zealand farms.

Basic safety behaviours are important on farms, such as staying with an adult when out and about on the farm and calling for help when unsure / feeling unsafe.

Children need to recognise safe places to play on farms (e.g. house yard), recognise their feelings when unsure or they feel unsafe on farms, and remember essential safety behaviours such as:

- The need to stay in the safe play area unless an adult takes them out and about on the farm.
- The need to stay within sight and contact of a supervising adult.
- The need to pay attention and listen to rules and boundaries.
- The need to tell their carer immediately if they are feeling unsafe or are unsure of a situation on the farm.

ACTIVITY 5

The essential question:

What is the best way to get people thinking about all the safe and responsible things farmers do when producing food and fibres?

The scenario:

Have you heard of the George the Farmer 'Farm Safety Song' music video?

It's all about how to stay safe on a farm – and it explains what to do and what the characters learn.

Can you bring awareness to these themes?

Bring your ideas alive with rich images and a unique story about how to stay safe on a farm – and then show us how to farm safely and what the characters learn.

Show an audience different ways to bring awareness to how to farm safely and what the characters learn.

A suggested learning process:

Define:

Capture students' interest and share the George the Farmer music video (https://www.youtube.com/watch?v=79iKnFQOF0o)

Talk about the messages and brainstorm what the characters learn.

Share the essential question with the class and talk about the challenge that needs to be addressed.

Present the scenario, assign teams if appropriate, and ask students to define the task they have been set.

Dream:

Play the George the Farmer animated video, 'Farm Safety Song' (3 mins) and focus on the many ways to stay safe on farms. Create a class list of ways to stay safe. For example:

- ✓ **Do:** Always have children ride in the cab of the ute, with seatbelts fully buckled.
- × **Don't:** Children should never ride in the tray of a ute.

- ✓ **Do:** Ensure children have proper PPE when riding an appropriately sized motorbike (helmet etc).
- × **Don't:** Children under 16 years of age should never be allowed to ride on or operate a quad bike.

- ✓ **Do:** Children should always be actively supervised by a responsible adult when in the farm environment.
- × **Don't:** Assign farm chores that are not age, size or skill appropriate.

- ✓ **Do:** Safe play areas should be created to provide a safe barrier between the work environment and the home/recreational environment.
- × **Don't:** Allow children to play or adventure around the farm environment.

- ✓ **Do:** Children should be properly trained to ride horses while wearing appropriate PPE like helmets and boots
- × **Don't:** Have children in yards with breeding or stressed livestock.

- ✓ **Do:** Enroll children in swimming lessons to learn to swim
- × **Don't:** Allow children to play near or in water unsupervised

ACTIVITY 5

Discover more about a young farmer named Anika Molesworth. View a video and listen to information about the safe and responsible production practices she and her family use on their farm near Broken Hill to adapt to the changing climate, protect biodiversity, control weeds, and produce sheep safely and responsibly.

Learn about the safe and responsible production practices and systems used on Blantyre Farm in Young in NSW. View a video and listen for information about the safe and responsible production practices used to reduce greenhouse gas emissions, produce renewable energy, recycle, and reuse waste and produce pork sustainably.

Go further, view a video and discover the many safe and responsible production practices that are undertaken on dairy farms. Talk about the safe running of the farm, the safe practices used, and the opportunities and challenges that are faced.

Consider the safe and responsible farming practices used in the past by both European and Māori as they, gathered, fished, and farmed foods.

Invite students to consider questions like:

- What do we know about the past?
- What did farming look like and what risks existed then that may not be there today (for example, horse and wagon vs tractor, communication (no phones), how did they predict weather, PPE (no hard hats, masks or sunscreen)?
- How did Maori or early European settlers grow, fish, and produce food and fibres?
- How might we find relevant historical information about early European settlers or Maori people's uses of the land and sea for food and fibre sources?
- How might we collect the ideas and voices about ways the Maori people and early European settlers safely used the land and seas for food and fibre sources?
- Discuss the close relationship between Maori and their land/seas and how the relationship to the natural world carries responsibilities for its survival and continuity. Focus on the obligations Maori have to protect and preserve life forms that are part of it. For example, sources of water must be looked after and cared for as a matter of health and survival; only the food that is needed is taken from the environment so that on future visits stocks of plants and animals are still plentiful.

Talk with students about what might need to be sustained about safe practices and decisions in farming.

Wherever possible coordinate a visit to a local farm to directly find out more about the safe running of the farm, the safe practices used, the opportunities and challenges that are faced.

As a class, build on understandings by sharing concept maps and ideas.

Go further and talk about all the safe and responsible choices farmers need to make to produce food that is safe, and nutritious.

Dream:

Ask students to imagine the steps involved in designing their play.

Challenge students to think about the materials, tools, and equipment they will need to design their play. Will they use digital or non-digital equipment and tools?

Ask students how they might communicate ways people can promote the concept of a 'safe and responsible farmer'.

Design:

Talk about the importance of a clear layout and design that makes it easy for an audience to understand and interpret the information that is being given.

Talk with students about responsible digital citizenship in online environments. Work with students to have them understand appropriate use.

Emphasise the principles:

- Respect themselves
- Protect themselves

- Respect others
- Protect others
- Respect intellectual property
- Protect intellectual property.

Source: Crockett, L. & Jukes, I. & Churches, A. (2011) Literacy is not enough. 21st Century Fluency Project Inc, p 81.

Review rules on personal safety, group safety, and classroom and furniture safety with the students.

Ask students to establish a workstation and to gather the materials and tools they require for their play.

Ask students to gather the materials, tools, and equipment needed and then plan each step involved in creating the play.

Invite students to start creating a play based on the animated music video about how to stay safe on the farm and what the characters learn.

Talk with students about how they might share and present their play to an audience.

Ask students to explain how they plan to finalise and create their play with another peer in the class and seek feedback on their ideas.

Invite students to design their play based on the animated music video, but showing how to stay safe on a farm - what to do and what the characters learn.

Photograph students at work.

Deliver:

Share the plays based on the animated music video, 'Farm Safety Song' (3 min) - what to do and what the characters learn.

Video the student's presentations.

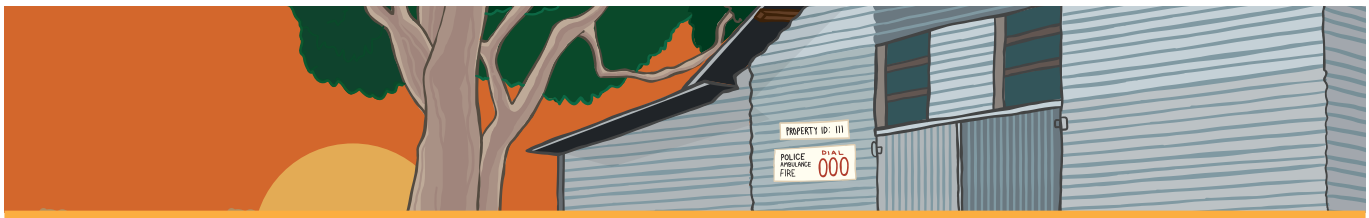
Debrief:

Ask students to:

Evaluate their designs and write four sentences about whether each play:

- matched the definition of the task
- used a clear layout and design
- was feasible, and
- included sources of the ideas and information each play used.

Ask students to write about the quality of their planning, their finished production and whether they enjoyed the task.



References

Creative Commons (2013) Creative Commons. Retrieved from http://www.creativecommons.org/licenses/by/3.0/au/deed.en

Crockett, L. & Jukes, I. & Churches, A. (2011) Literacy is not enough. 21st Century Fluency Project Inc.

New Zealand Ministry of Education. New Zealand Curriculum. Retrieved from https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum

RIPPER II: Growing Kids on Farms. An Education Resource for Primary Schools. Australian Centre for Agricultural Health and Safety, Moree.

Starship Safekids Aotearoa (2016) Factsheet - Child Farm Injuries 2016. Retrieved 15/10/2024 https://starship.org.nz/safekids/resources-factsheets-and-infographics

WorkSafe (2023) Fatalities Sumnmary Table. Retrieved 15/10/2024 from https://data.worksafe.govt.nz/graph/summary/fatalities on 15/10/2024

WorkSafe New Zealand (2024) https://www.worksafe.govt.nz/topic-and-industry/agriculture/keeping-safe-on-farms/children-and-young-people-on-farms/

Stay safe on the farm!

✔ DO

Always have children ride in the cab of the ute, with seatbelts fully buckled.

✗ DON'T

Children should never ride in the tray of a ute.

✔ DO

Ensure children have proper PPE when riding an appropriately sized motorbike (helmet etc).

✗ DON'T

Children under 16 years of age should never be allowed to ride on or operate a quad bike.

✔ DO

Children should always be actively supervised by a responsible adult when in the farm environment.

✗ DON'T

Don't assign farm chores that are not age, size or skill appropriate.

✔ DO

Safe play areas should be created to provide a safe barrier between the work environment and the home/recreational environment.

✗ DON'T

Don't allow children to adventure around the farm environment without being actively supervised by a responsible parent or adult.

✔ DO

Children should be properly trained to ride horses while wearing appropriate PPE like helmets and boots.

✗ DON'T

Don't have children in yards with breeding or stressed livestock.

✔ DO

Enroll children in swimming lessons to learn to swim.

✗ DON'T

Don't allow children to play near or in water unsupervised.

For more tips and resources on being safe on the farm, visit **WorkSafe New Zealand** and **Starship Safekids Aotearoa**

SowtheSeed AGRICULTURAL & HORTICULTURAL SCIENCE ADVISORY TEAM

Farmsafe AUSTRALIA

GEORGE the FARMER

This project is supported by the Department of Agriculture, Water and Environment through funding from the Australian Government's National Farm Safety Education Fund.