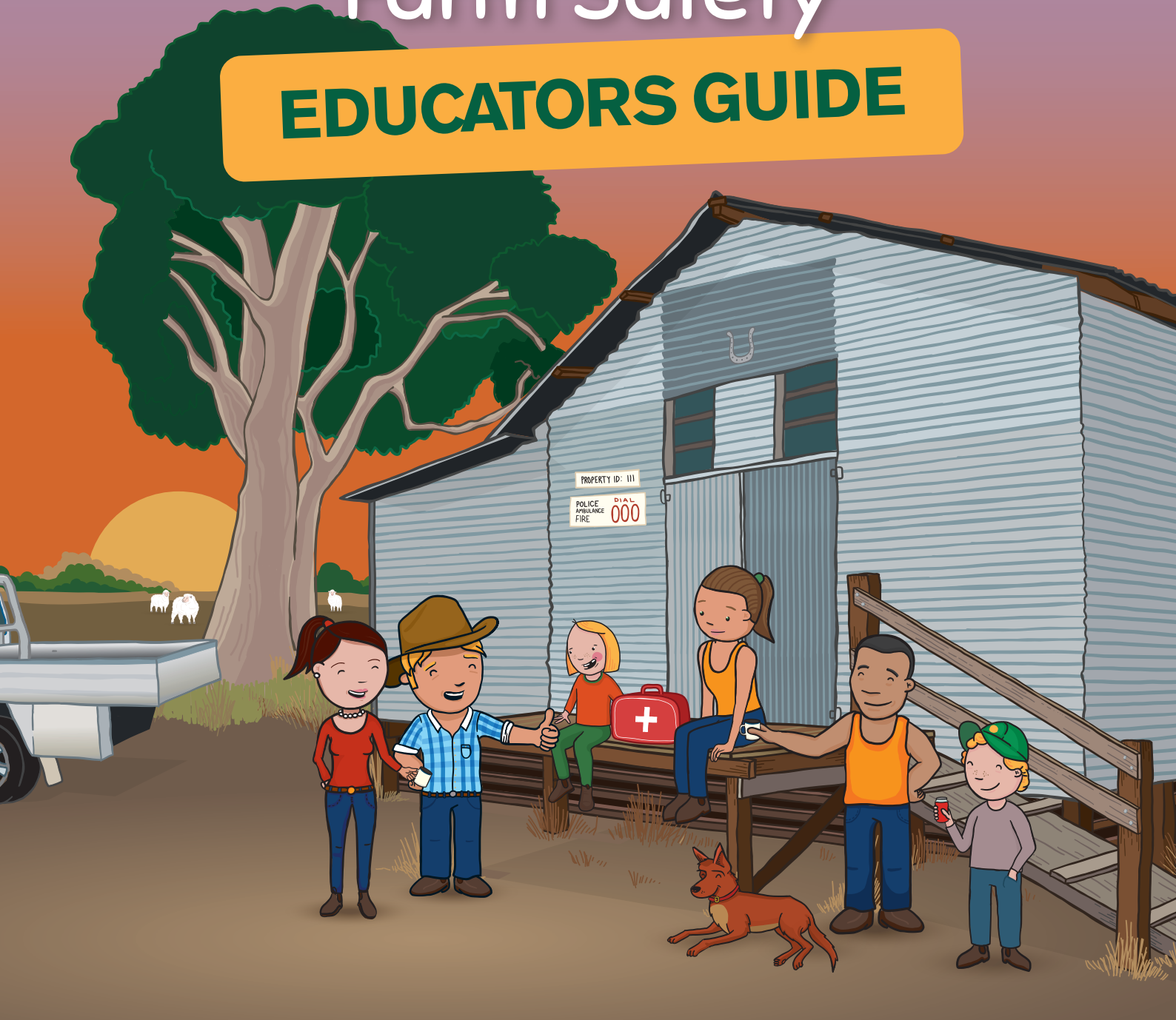




# Farm Safety

## EDUCATORS GUIDE



**Farmsafe**  
AUSTRALIA



# Acknowledgements

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.

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

This work is licensed under a Creative Commons Attribution 3.0 license <http://creativecommons.org/licenses/by/3.0/au/>



Under this license the material is available for free use and adaptation. Educators may use, adapt, communicate, and re-publish material from the resource.

You must include the following statement on any copy or adaptation of the material.

Copyright: George the Farmer, Farmsafe Australia, and the Commonwealth Department of Agriculture, Water and the Environment 2021, except where indicated otherwise. This work is licensed under a Creative Commons Attribution 3.0 license.

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

While reasonable efforts have been made to ensure that the contents of this educational resource are factually correct, George the Farmer Pty Ltd, Farmsafe Australia, and the Department of Agriculture, Water and the Environment do not accept responsibility for the accuracy or completeness of the contents and shall not be liable for any loss or damage that may be occasioned directly or indirectly from using, or reliance on, the contents of this educational resource.

Disclaimer: This Educators Guide is intended as a general guide only and is designed to increase risk awareness amongst children on farms. It is not legal advice and does not take the place of proper individualised child safety plans, WHS training or any other tailored steps which may be necessary to protect the health and safety of children on farms.

# Table of contents

ACTIVITY #	ACTIVITY NAME	PAGE
<b>Overview</b>	<b>Safety on farms</b>	<b>9</b>
<b>1</b>	<b>Jobs on farms</b> <small>ACTDEK001, ACTDEK003, ACTDEK012, ACTDEP005, ACTDEP006, ACTDEP007, ACTDEP008, ACTDEP009, ACTDEP015, ACTDEP016, ACTDEP017, ACTDEP018, ACPPS006, ACPPS021, ACPPS039</small>	<b>12</b>
<b>2</b>	<b>Design and make a model of a safe farm</b> <small>ACTDEP005, ACTDEP006, ACTDEP007, ACTDEP008, ACTDEP009, ACTDEK001, ACTDEK003, ACPPS006, ACPPS021, ACPPS039, ACSIS014, ACSIS011, ACSIS233, ACSIS012, ACSIS024, ACSIS025, ACSIS027, ACSIS213, ACSIS029, ACSIS037, ACSIS038, ACSIS040, ACSIS214, ACSIS041, ACSIS042, ACSHE013, ACSHE013, ACSHE021, ACSHE034, ACSHE022</small>	<b>19</b>
<b>3</b>	<b>Make a book: A safe and sustainable future on farms</b> <small>ACTDEP005, ACTDEP006, ACTDEP007, ACTDEP008, ACTDEP009, ACTDEP015, ACTDEP016, ACTDEP017, ACTDEP018, ACSHE013, ACSHE021, ACSHE034, ACSHE022, ACSHE035, ACSHE050, ACSHE061, ACSHE051, ACELT1578, ACELT1580, ACELT1584, ACELT1586, ACELT1591, ACELT1593, ACELT1599, ACELT1605, ACELT1600, ACELT1794, ACPPS006, ACPPS021, ACPPS039</small>	<b>23</b>
<b>4</b>	<b>Make a book: A safe and sustainable future on farms</b> <small>ACTDEP005, ACTDEP006, ACTDEP007, ACTDEP008, ACTDEP009, ACTDEP015, ACTDEP016, ACTDEP017, ACTDEP018, ACPPS006, ACPPS021, ACPPS039</small>	<b>23</b>
<b>5</b>	<b>Safe, and responsible choices farmers make</b> <small>ACTDEK001, ACTDEK003, ACTDEK012, ACTDEP005, ACTDEP006, ACTDEP007, ACTDEP008, ACTDEP009, ACTDEP015, ACTDEP016, ACTDEP017, ACTDEP018, ACPPS006, ACPPS021, ACPPS039</small>	<b>31</b>
<b>6</b>	<b>The Farm Safety Song Lyrics</b> <small>ACTDEK001, ACTDEK003, ACTDEK012, ACTDEP005, ACTDEP006, ACTDEP007, ACTDEP008, ACTDEP009, ACTDEP015, ACTDEP016, ACTDEP017, ACTDEP018, ACPPS006, ACPPS021, ACPPS039</small>	<b>35</b>

# A message from George!

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



Did you know that water bodies, quad bikes, side-by-side vehicles (SSVs), tractors, utes, cars, motorbikes, and horses combined, account for 75% of fatalities? And water bodies or drowning accounted for 31% of deaths!\*

2006 children were admitted to hospitals with farm-related injuries between 2010-2015. That's an average of eight children per week.^

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, 8 children are admitted to hospitals with farm-related injuries each week**

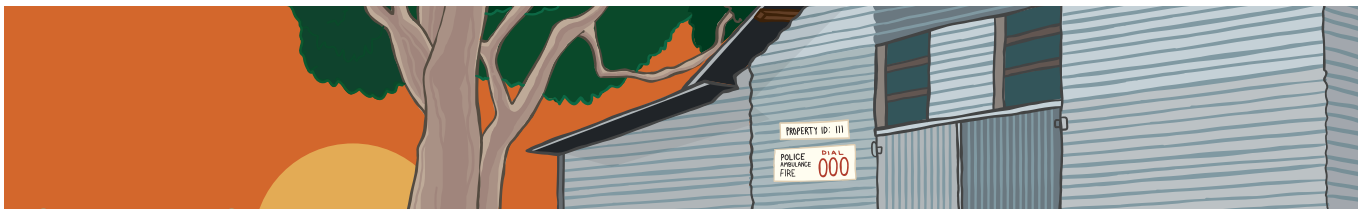
**One-third of child fatalities were visitors to the farm**

**Boys were killed more often than girls (3:1)**

**Half of child fatalities on farms being under five years of age**

\* Reference: Peachey, KL. Lower, T. Rolfe, M. 2020. Protecting the future: Fatal incidents on Australian farms involving children (2001-2019). AgHealth Australia, Moree.  
 ^ AIHW: Henley G & Harrison JE 2018. Hospitalised farm injury, Australia, 2010-11 to 2014-15. Injury research and statistics series no. 109. Cat. no. INJCAT 189. Canberra: AIHW.





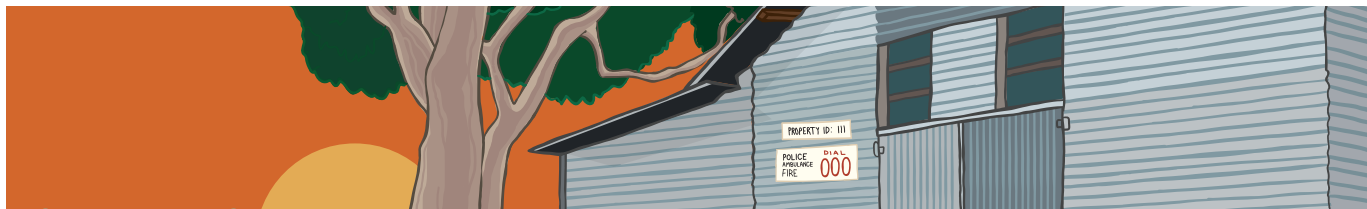
# The nature of farm hazards and child injury

Crikey, 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 kids on farms are drowning, head injuries, fractures, and crush injuries. Ouch!

**Farmsafe Australia has provided a list of the main types of hazards to kids on farms and some possible solutions to reduce the risk of injury or death associated with these hazards.**

Most Common Agents of Fatality	Statistics on Farm Child (0-14yrs) Fatalities (between 2001-2019)*	Possible Mitigation Techniques
<b>Total</b>	<b>244 fatalities</b>	
Water Bodies	<b>70 fatalities</b>	<ul style="list-style-type: none"> <li>■ Active supervision by responsible adults</li> <li>■ Legal pool fencing</li> <li>■ Swimming lessons</li> <li>■ Safe play areas to confine children from working environment</li> </ul>
Quad Bikes	<b>32 fatalities</b>	<ul style="list-style-type: none"> <li>■ No children under 16 years of age should be a passenger on or operate a quad bike</li> <li>■ Ensure keys are removed and stored in a safe place when not in use</li> </ul>
Car	<b>12 fatalities</b>	<ul style="list-style-type: none"> <li>■ 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</li> <li>■ Small children, who require car seats, should be properly restrained in their car seat.</li> <li>■ Walk around the vehicle completely prior to starting and moving it to ensure that there are no children that may be runover</li> <li>■ Remove and store the keys to the car in a safe place when not in use</li> </ul>
Tractors	<b>14 fatalities</b>	<ul style="list-style-type: none"> <li>■ Do not allow children to ride as passengers on tractors including in the bucket of the tractor</li> <li>■ Do not move a tractor in any direction without ensuring there are no bystanders or children nearby</li> <li>■ Ensure that all those on farm have knowledge and use a signal system (such as beeping the horn 3 times) prior to moving a tractor</li> <li>■ Remove and store the keys to the tractor in a safe place when not in use</li> </ul>
Motorbikes	<b>13 fatalities</b>	<ul style="list-style-type: none"> <li>■ Children should always wear helmets when riding motorbikes</li> <li>■ Children should only ride age and size appropriate motorbikes</li> <li>■ Ensure children are properly trained</li> <li>■ Reduce the risk of excess speed by limiting the motorbikes speed capabilities.</li> </ul>
Utes	<b>17 fatalities</b>	<ul style="list-style-type: none"> <li>■ Always ensure seatbelts are securely fastened properly around children regardless of whether you are driving on a public road or private property</li> <li>■ Small children, who require car seats, should be properly restrained in their car seat.</li> <li>■ Remove and store the keys to the ute in a safe place when not in use</li> <li>■ Do not allow children to ride in the trays of utes, regardless of the speed of movement</li> </ul>

CONTINUED NEXT PAGE >

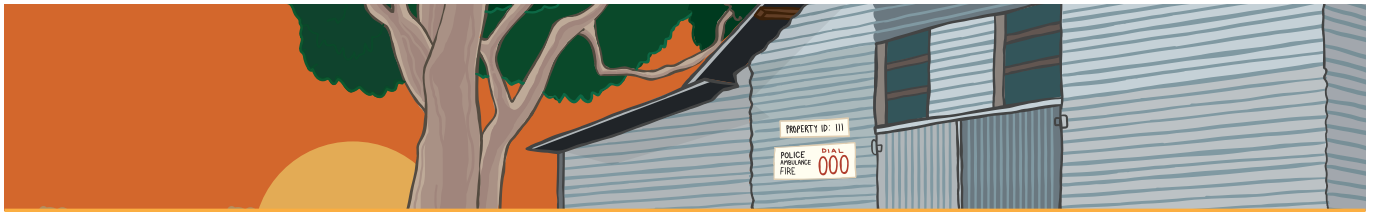


Most Common Agents of Fatality	Statistics on Farm Child (0-14yrs) Fatalities (between 2001-2019)*	Possible Mitigation Techniques
Horses	<b>12 fatalities</b>	<ul style="list-style-type: none"> <li>■ Children should always wear a helmet when riding horses</li> <li>■ Horses should be matched to the experience and skill of the rider</li> <li>■ Children should never be allowed to ride without supervision</li> <li>■ Children should be taught proper horse handling techniques from the ground to ensure safety both on the ground and in the saddle</li> </ul>
Other Animals	<b>4 fatalities</b>	<ul style="list-style-type: none"> <li>■ Ensure children do not enter yards or paddocks with animals (especially breeding animals) without active supervision</li> <li>■ 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</li> </ul>
Others (including firearms, chemicals, machinery, tools, and equipment)	<b>13 fatalities</b>	<ul style="list-style-type: none"> <li>■ Provide clear and consistent rules and boundaries to children to keep them out of the farm work environment</li> <li>■ Young children should play in a safe play area that is properly fenced to keep them away from the farm work environment</li> <li>■ If children are ever near or around machinery or tools, they should be actively supervised by a responsible adult</li> <li>■ Keep all chemicals in a fully locked chemical shed</li> <li>■ Ensure all firearms are properly stored and locked in gun cabinets with ammunition removed and stored in a separate location</li> </ul>

Other hazards that may not be represented in the statistics above include falls from heights (ladders, haybale stacks, shed roofs, heavy machinery etc), silos (risk of drowning in grain or fall from height), snakes and spiders (venomous bites), 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 Australian 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, put their feet 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 be operating the SSV.

\*Reference: Peachey, KL. Lower, T. Rolfe, M. 2020. *Protecting the future: Fatal incidents on Australian farms involving children (2001-2019)*. AgHealth Australia. Moree.



Other hazards that we should talk about relate to animals on farms. Most kids LOVE to spend time with the animals but unfortunately, there are a few risks that kids 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, kids 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 comfortably maintain between themselves and humans. A mob or herd have their 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.

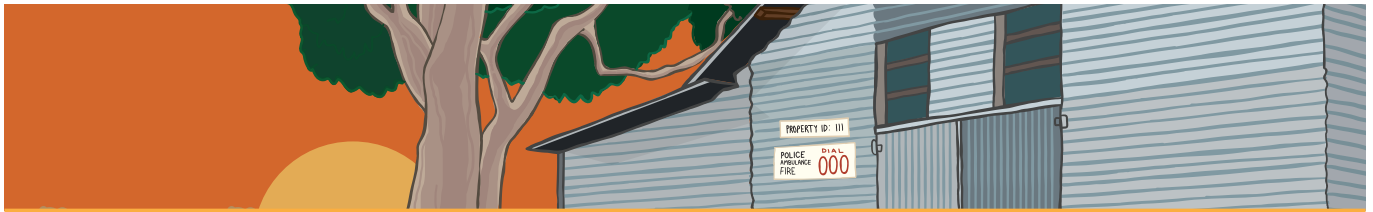
But this goes for most farm animals, including cows and horses! Try not to disturb a female when she has young or get between her and her baby, as she may become aggressive and distressed.

Kids 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 frightens them when you approach from the rear.

There are ways to help to protect kids 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 kids, 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.

Farmsafe Australia and I are working to promote these recommendations into the broader farming community and schools, as well as through industry networks, media campaigns, and policy at local, state, and federal government levels.



## Recommendations

Did you know that a safe play area, such as a secure yard can help prevent unsupervised access of kids to farm hazards, especially for young kids? Information on setting up appropriate safe play areas can be found on the Farmsafe website [www.farmsafe.org.au](http://www.farmsafe.org.au).

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

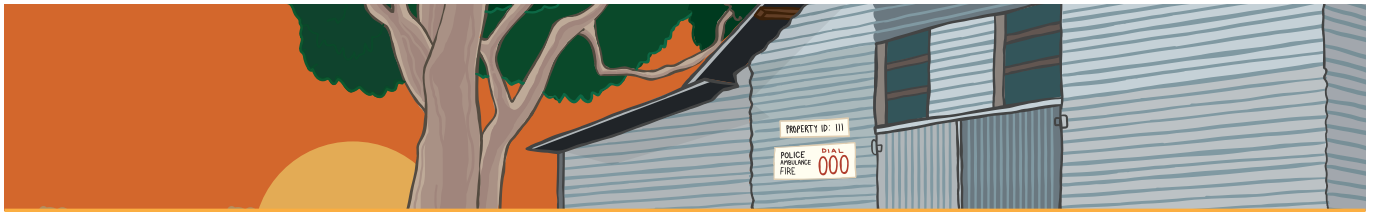
Not only do I think that developing appropriate safety rules can help to keep kids safe on farms, the above-recommended rules are consistent with messages from other programs such as road/traffic safety, water safety, and bike safety too.

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 kids, but it's really important that we only ask kids 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 kids can learn to identify specific farm hazards, assess risk, and explore possible solutions and plan for safety. This process is a life skill that becomes directly relevant for farm/workplace safety management as kids grow to become adults.



## Resource Description

This is a resource for teachers about health, safety, and wellbeing on farms.

Students use a range of activities and develop understandings 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 wellbeing on farms, students then recreate texts, models, animation and much more, imaginatively using drawing, writing and digital forms of communication.

## Curriculum focus

In the Australian Curriculum this learning resource has a variety of student activities for Foundation – Year 4 in Science, Technologies, English and Health & PE. Cross-curriculum priorities of Sustainability and Aboriginal and Torres Strait Islander histories and cultures are also covered.

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 (OSHS).

# 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 Australia to be employed in?

Farmers work in the Australian 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!

*Source: Farmsafe Australia.*





## 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 fruits 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
- growing cotton crops for cotton and cotton seed oil
- raising sheep for wool
- fertilising crops etc.

## 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 - [www.youtu.be/9V\\_f4P4bYNE](http://www.youtu.be/9V_f4P4bYNE)) and identify and record the protective equipment and measures that the characters wear and use. Discuss why foresters wear high visibility vests, hardhats and glasses.

## OVERVIEW

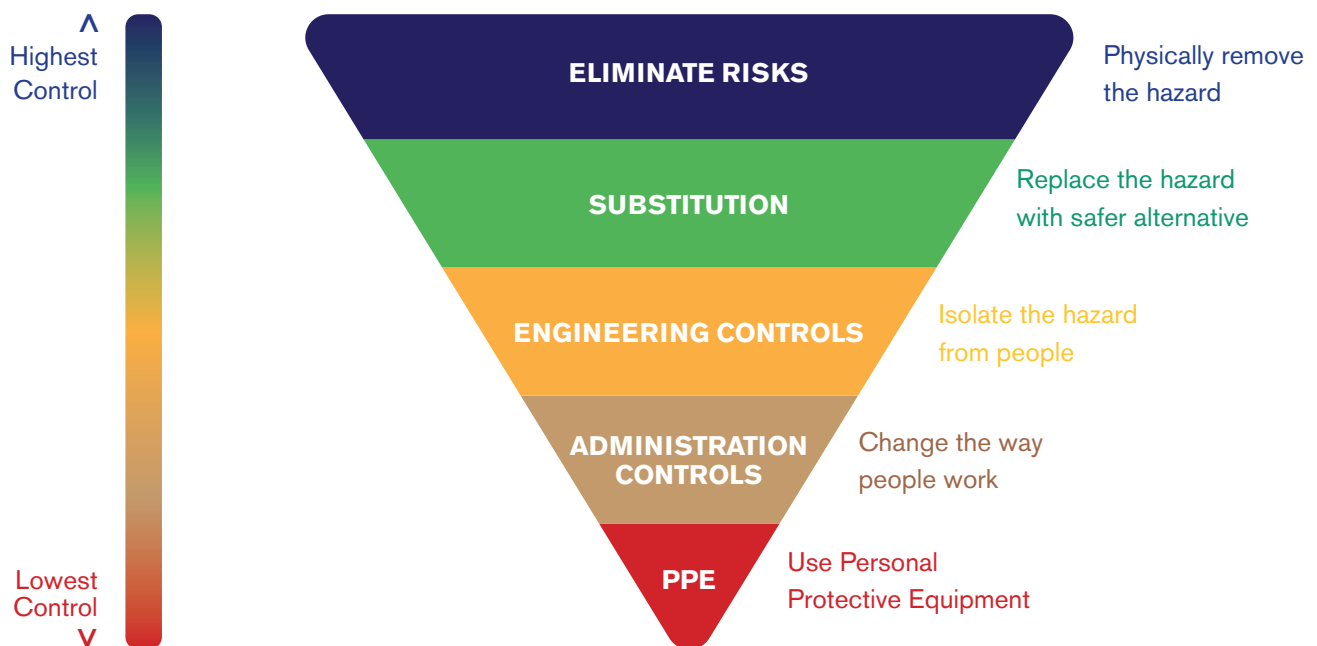
Introduce the concept of 'risk assessment and mitigation techniques' and explain to the class that it is important to use risk assessment and mitigation techniques to reduce risks and hazards that farmers come across as much as possible to try to make their working and living environment as safe as they 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).

### Hierarchy of controls



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

# 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 - [www.youtube.be/v5-wWZwT1UI](http://www.youtube.be/v5-wWZwT1UI)) 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 - [www.youtube.be/79iKnFQOF0o](http://www.youtube.be/79iKnFQOF0o)) 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?'

## ACTIVITY 1

### 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 lose 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 waterweeds 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 school farm checking for any required maintenance. E.g. holes underneath or through, broken wire etc. Take a photograph and report the problem to the teacher. 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

### Feed poultry greens

Wearing gloves, place some green plant material in the poultry pens. Over grown vegetables are good sources of green feed for poultry. Wash your hands.

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

## ACTIVITY 1

### 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 overflowing. Put gloves on. Clean out any grass, feed or dirt from 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

Your teacher will assign you an area. You will then 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 rice hulls

Collect a shovel each and take some wheat/rice bags over to the rice hull pile. Shovel rice hulls into the bags. Place bags in a neat and tidy manner over near the poultry sheds. 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 big silo 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 feeding, brushing and talking to them. Walk cattle around using 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



## ACTIVITY 1

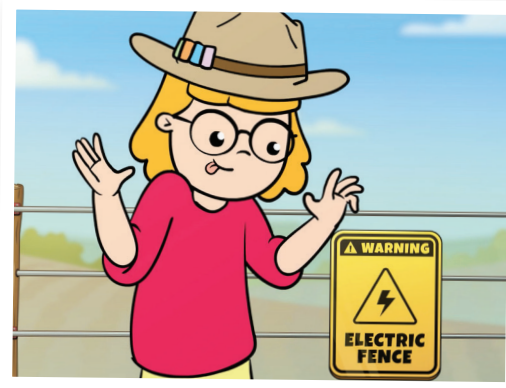
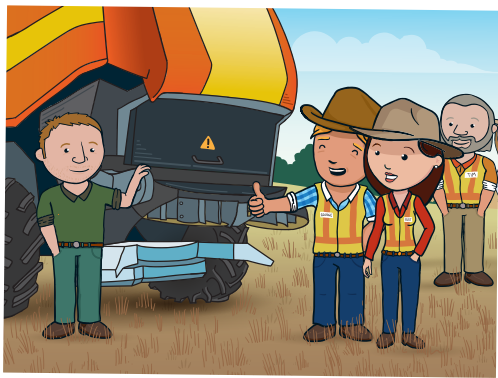
Talk about how other schools raise pigs and produce pork; grow grapes and make wine; grow cotton and make cotton seed oil; raise sheep for meat and wool; grow trees for wood; raise fingerlings in aquaculture tanks and produce fish and seafood etc.

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 - [www.youtube.com/watch?v=dOjJdCspXMw](http://www.youtube.com/watch?v=dOjJdCspXMw)) 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 images in which characters are engaging in risky or unsafe behaviour.**

ACTIVITY 1



# Australian Curriculum Connections

## Technologies (ACARA, 2015b)

### Foundation, Year 1, Year 2

#### Design and Technologies Knowledge and Understanding

Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs ACTDEK001

Explore how plants and animals are grown for food, clothing, and shelter and how food is selected and prepared for healthy eating ACTDEK003

Investigate food and fibre production and food technologies used in modern and traditional societies ACTDEK012

#### Design and Technologies Processes and Production Skills

Explore needs or opportunities for designing, and the technologies needed to realise designed solutions ACTDEP005

Generate, develop and record design ideas through describing, drawing and modelling ACTDEP006

Use materials, components, tools, equipment and techniques to safely make designed solutions ACTDEP007

Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment ACTDEP008

Sequence steps for making designed solutions and working collaboratively ACTDEP009

Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques ACTDEP015

Select and use materials, components, tools and equipment using safe work practices to make designed solutions ACTDEP016

Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment ACTDEP017

Plan a sequence of production steps when making designed solutions individually and collaboratively ACTDEP018

## Health and Physical Education (ACARA, 2015a)

### Foundation

Identify actions that promote health, safety and wellbeing ACPPS006

### Years 1 and 2

Examine health messages and how they relate to health decisions and behaviours ACPPS021

### Years 3 and 4

Discuss and interpret health information and messages in the media and internet ACPPS039

**General Capabilities:** Literacy, ICT capabilities, Critical and creative thinking.

**Cross-Curriculum Priority:** Sustainability.

#### Organising ideas:

OI.2: All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

OI.7: Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

OI.8: Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), downloaded from the Australian Curriculum website in October 2021.

# 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 Australian economy, with many thousands of workers employed in Agriculture, Fishing, and Forestry.

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

Similarly, kids 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.

Kids 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.



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 'The Farm Safety Song' (3 mins – [www.youtube.be/79iKnFQOF0o](http://www.youtube.be/79iKnFQOF0o)) 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 'The 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 their Australian farming family's 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 an Australian 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.





# Australian Curriculum Connections

## Foundation, Year 1 and Year 2

### Technologies (ACARA, 2015b)

#### Design and Technologies Processes and Production Skills

Explore needs or opportunities for designing, and the technologies needed to realise designed solutions ACTDEP005

Generate, develop and record design ideas through describing, drawing and modelling ACTDEP006

Use materials, components, tools, equipment and techniques to safely make designed solutions ACTDEP007

Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment ACTDEP008

Sequence steps for making designed solutions and working collaboratively ACTDEP009

#### Design and Technologies Knowledge and Understanding

Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs ACTDEK001

Explore how plants and animals are grown for food, clothing, and shelter and how food is selected and prepared for healthy eating ACTDEK003

## Foundation

### Health and Physical Education (ACARA, 2015a)

Identify actions that promote health, safety and wellbeing ACPPS006

#### Years 1 and 2

Examine health messages and how they relate to health decisions and behaviours ACPPS021

#### Years 3 and 4

Discuss and interpret health information and messages in the media and internet ACPPS039

### Science (ACARA, 2015a)

#### Foundation

##### Science Inquiry Skills

Respond to questions about familiar objects and events ACSIS014

Participate in guided investigations and make observations using the senses ACSIS011

Engage in discussions about observations and represent ideas ACSIS233

Share observations and ideas ACSIS012

#### Year 1

##### Science Inquiry Skills

Respond to and pose questions, and make predictions about familiar objects and events ACSIS024

Participate in guided investigations to explore and answer questions ACSIS025

Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions ACSIS027

Compare observations with those of others ACSIS213

Represent and communicate observations and ideas in a variety of ways ACSIS029

#### Year 2

##### Science Inquiry Skills

Pose and respond to questions, and make predictions about familiar objects and events ACSIS037

Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources ACSIS038

Use a range of methods to sort information, including drawings and provided tables ACSIS040

Through discussion, compare observations with predictions ACSIS214

Compare observations with those of others ACSIS041

Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play ACSIS042

Science as a Human Endeavour – Nature and development of science

Science involves exploring and observing the world using the senses ACSHE013

Science involves observing, asking questions about, and describing changes in, objects and events ACSHE013 ACSHE021 ACSHE034

Science as a Human Endeavour – Use and influence of science

People use science in their daily lives, including when caring for their environment and living things ACSHE022

**General Capabilities:** Literacy, ICT capabilities, Critical and creative thinking.

**Cross-Curriculum Priority:** Sustainability.

##### Organising ideas:

OI 2: All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

OI.7: Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

OI.8: Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), downloaded from the Australian Curriculum website in October 2021.

# Make a book: A safe and sustainable future on farms

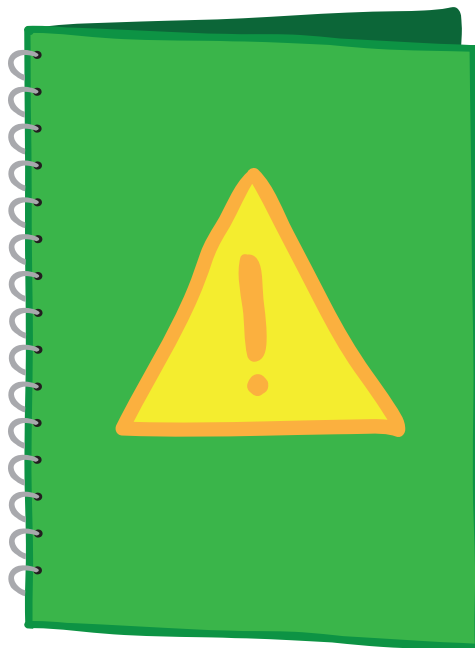
## Overview

Explain to the class that their task will be to explore decisions and actions farmers, workers, family members, visitors, customers, and volunteers make on farms 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.

Farmsafe Australia is passionate about the industry especially when it comes to health, safety, and wellbeing. Farmsafe Australia and other initiatives like Plant a Seed for Safety have spent years working for safer farms. And there are other organisations actively involved too...like the National Centre for Farmer Health and AgHealth Australia...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, 'The Farm Safety Song' (3 mins – [www.youtube.com/watch?v=79iKnFQOF0o](http://www.youtube.com/watch?v=79iKnFQOF0o)) 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 'The Farm Safety Song' (3 mins - [www.youtube.com/watch?v=79iKnFQOF0o](http://www.youtube.com/watch?v=79iKnFQOF0o)) 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 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.

Ask Student Representative Council (SRC) representatives to take suggestions to SRC meetings.

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](mailto:george@georgethefarmer.com.au) and [info@farmSAFE.org.au](mailto: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.

# Australian Curriculum Connections

## Foundation, Year 1 and Year 2

### Technologies (ACARA, 2015b)

#### Design and Technologies Processes and Production Skills

Explore needs or opportunities for designing, and the technologies needed to realise designed solutions ACTDEP005

Generate, develop and record design ideas through describing, drawing and modelling ACTDEP006

Use materials, components, tools, equipment and techniques to safely make designed solutions ACTDEP007

Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment ACTDEP008

Sequence steps for making designed solutions and working collaboratively ACTDEP009

#### Year 3 and Year 4

#### Design and Technologies—Processes and Production Skills

Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques ACTDEP015

Select and use materials, components, tools and equipment using safe work practices to make designed solutions ACTDEP016

Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment ACTDEP017

Plan a sequence of production steps when making designed solutions individually and collaboratively ACTDEP018

### Science (ACARA, 2015a)

#### Foundation, Year 1 and Year 2

#### Science as a Human Endeavour – Nature and development of science

Science involves observing, asking questions about, and describing changes in, objects and events ACSHE013 ACSHE021 ACSHE034

Science as a Human Endeavour – Use and influence of science

People use science in their daily lives, including when caring for their environment and living things ACSHE022 ACSHE035

#### Year 3 and Year 4

Science as a Human Endeavour—Nature and development of science

Science involves making predictions and describing patterns and relationships ACSHE050, ACSHE061

Science as a Human Endeavour—Use and influence of science

Science knowledge helps people to understand the effect of their actions ACSHE051

#### Foundation

### English (ACARA, 2015a)

Literature: Examining Literature

Identify some features of texts including events and characters and retell events from a text ACELT1578

Literature: Creating Literature

Retell familiar literary texts through performance, use of illustrations and images ACELT1580

#### Year 1

Literature: Examining Literature

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts ACELT1584

Literature: Creating Literature

Recreate texts imaginatively using drawing, writing, performance and digital forms of communication ACELT1586

#### Year 2

Literature: Examining Literature

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways ACELT1591

Literature: Creating Literature

Create events and characters using different media that develop key events and characters from literary texts ACELT1593

#### Year 3 and Year 4

Literature: Examining Literature

Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative ACELT1599

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension ACELT1605

Literature: Creating Literature

Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose ACELT1600

Create literary texts by developing storylines, characters and settings ACELT1794

#### Foundation

### Health and Physical Education (ACARA, 2015a)

Identify actions that promote health, safety and wellbeing ACPPS006

#### Year 1 and Year 2

Examine health messages and how they relate to health decisions and behaviours ACPPS021

#### Year 3 and Year 4

Discuss and interpret health information and messages in the media and internet ACPPS039

**General Capabilities:** Literacy; Critical and creative thinking, Personal capability, ICT's capabilities.

**Cross-Curriculum Priority:** Sustainability.

#### Organising ideas:

Ol.2: All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

Ol.7: Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

Ol.8: Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social, and environmental impacts.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), downloaded from the Australian Curriculum website in October 2021.

# Being mindful on farms

## Overview

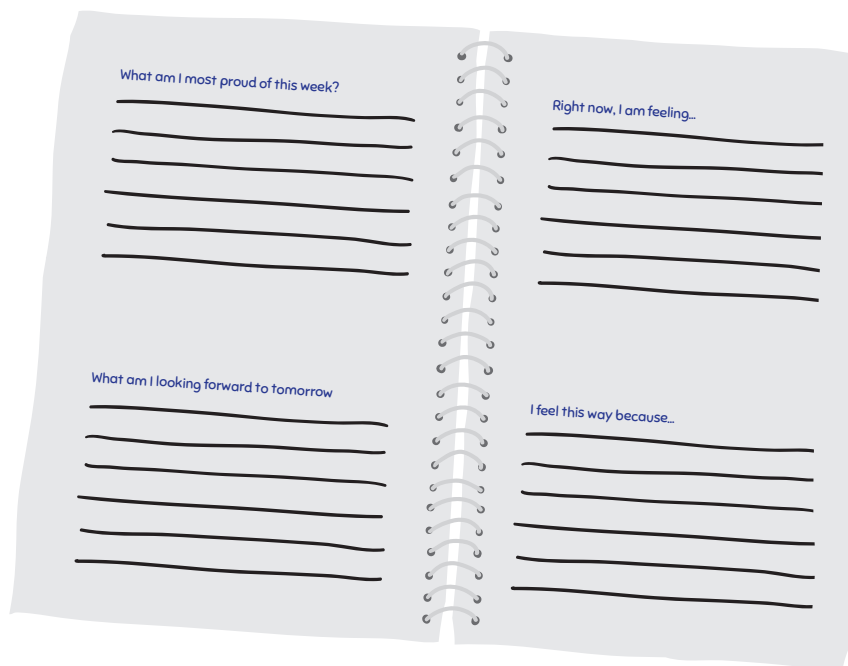
Students design a 'mindfulness planner' that cites ways to be mindful and includes farm safety tips and reflections.

## 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 skilful 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 via School of the Air for some, 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 overwhelm, 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 a 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, 'The Farm Safety Song' (3 mins – [www.youtube.be/79iKnFOOF0o](http://www.youtube.be/79iKnFOOF0o)) 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, silos driving or riding in the tray of a ute.

Listen to the song called 'The Farm Safety Song', and list ways that everyone could be safer on farms to avoid accidents, injuries and unsafe actions.

Research mindfulness by viewing a video and write 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.

## ACTIVITY 4

### 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.

### Debrief:

Ask students to reflect on their learning and answer the following questions.

- What worked and what didn't?
- How could you improve on what you have done?
- What are three things you learned that you didn't know before?
- What are three things that surprised you?
- What was your most inspiring moment in the challenge?
- How can you apply what you have learned to other challenges, now and in the future?

# Australian Curriculum Connections

## Foundation, Year 1 and Year 2

### Technologies (ACARA, 2015b)

#### Design and Technologies Processes and Production Skills

Explore needs or opportunities for designing, and the technologies needed to realise designed solutions ACTDEP005

Generate, develop and record design ideas through describing, drawing and modelling ACTDEP006

Use materials, components, tools, equipment and techniques to safely make designed solutions ACTDEP007

Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment ACTDEP008

Sequence steps for making designed solutions and working collaboratively ACTDEP009

## Year 3 and Year 4

#### Design and Technologies–Processes and Production Skills

Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques ACTDEP015

Select and use materials, components, tools and equipment using safe work practices to make designed solutions ACTDEP016

Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment ACTDEP017

Plan a sequence of production steps when making designed solutions individually and collaboratively ACTDEP018

### Health and Physical Education (ACARA 2015a)

#### Foundation

Identify actions that promote health, safety and wellbeing ACPPS006

#### Year 1 and Year 2

Examine health messages and how they relate to health decisions and behaviours ACPPS021

#### Year 3 and Year 4

Discuss and interpret health information and messages in the media and internet ACPPS039

General Capabilities: Literacy, ICT capabilities, Critical and creative thinking.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), downloaded from the Australian Curriculum website in October 2021.

# Safe and responsible choices farmers make

## Overview

The students design and perform a play based on the George the Farmer animated music video, 'The Farm Safety Song' ([www.youtu.be/79iKnFQOF0o](http://www.youtu.be/79iKnFQOF0o)), 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 kids 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' looking things on farms are responsible for many injuries and deaths.

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.

Kids 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.

The essential question:

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

The scenario:

Have you heard of the George the Farmer 'The Farm Safety Song' music video ([www.youtu.be/79iKnFQOF0o](http://www.youtu.be/79iKnFQOF0o))? It's all about how to stay safe on a farm – and then 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 the Farmsafe Australia team and other audiences' 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, 'The Farm Safety Song' (3 mins – [www.youtu.be/79iKnFQOF0o](http://www.youtu.be/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, 'The Farm Safety Song' (3 mins – [www.youtu.be/79iKnFQOF0o](http://www.youtu.be/79iKnFQOF0o)) 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:** 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.

## ACTIVITY 5

Discover more about a young farmer named Anika Molesworth. View a video (3 mins – [www.youtube.be/mRTjWcZlBkl](http://www.youtube.be/mRTjWcZlBkl)) and listen for 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 (1 min – [www.youtube.be/mLgPw\\_RSrU](http://www.youtube.be/mLgPw_RSrU)) 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 (2 mins – [www.youtube.be/PiviCvU9gus](http://www.youtube.be/PiviCvU9gus)) 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 by Australia's First Nation People 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 Indigenous communities or early European settlers grow, fish, and produce food and fibres?
- How might we find relevant historical information about early Australia and Indigenous people's uses of the land and sea for food and fibre sources?
- How might we collect the ideas and voices about ways the Indigenous people and early European settlers safely used the land and seas for food and fibre sources?
- View artworks to investigate the way Aboriginal and Torres Strait Islander people farmed and fished for food and used resources to create fibres for clothing and tools.

Watch this 3min YouTube video about author, Bruce Pascoe who wrote 'Dark Emu' and 'Young Dark Emu' a book about how First-Australian's were practising agriculture. <https://www.abc.net.au/education/aboriginal-ingenuity-ch-1-introducing-bruce-pascoe/13585434>

Read the book, 'Young Dark Emu' by Bruce Pascoe.

Watch this 3min YouTube video about how Indigenous Australian's used fire to improve agricultural techniques but also to keep safe from wildfires. <https://www.abc.net.au/education/aboriginal-ingenuity-ch-1-introducing-bruce-pascoe/13585434>

Watch this 3min YouTube video about tools used by Indigenous Australian's to make foods using native grains. <https://www.abc.net.au/education/aboriginal-ingenuity-ch-6-baking-today/13585594>

View the bark painting depicting the Yolngu people of the coastal region of north-east Arnhem Land living and interacting with their land and sea country. It was painted by highly respected Djapu clanswoman, artist, and printmaker Marrnyula Mununggurr, who speaks about the work in an accompanying audio file. The painting, which can be enlarged and zoomed, is displayed with four hot spots showing fishing spears and spear making, mat weaving near a bark shelter, turtle shells and a ground oven, and sea animals.

After viewing, discuss the close relationship between Indigenous peoples and their land/seas and how the relationship to the natural world carries responsibilities for its survival and continuity. Focus on the obligations Indigenous peoples 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; rock holes are covered with rocks or branches to protect them; 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.

## ACTIVITY 5

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 George the Farmer animated music video, 'The Farm Safety Song' 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 – [www.youtube.be/79iKnFQOF0o](http://www.youtube.be/79iKnFQOF0o)) - 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.



## 'The Farm Safety Song' Lyrics

### VERSE 1

Don't be a silly sausage  
And get yourself  
Wrapped up in some silage

Don't be a Dopey Dan  
And try to unblock an auger  
With your hands

Don't wear a funny grin  
And mess around  
With a silo bin

Don't be a headless chook  
By going near chemicals  
And ending up crook

### CHORUS

Plenty of ways to stuff  
Up on the farm  
So look out for yourself  
And for your mates,  
See ya don't come to any harm

Let's make sure we're  
Safe on the farm  
Stick close to mum and dad,  
Keep your head on straight,  
You'll find you'll be all right mate

### VERSE 2

Don't act like you've got no sense  
And wrap two hands around  
That electric fence

Don't think you're safe and beaut  
And fall off the back  
Of a moving ute

Don't be a dingaling  
And think that murky dam is  
Good for a swim

Don't be a silly shazza  
And do doughies in  
Your dad's old tractor

### CHORUS

Plenty of ways to stuff  
Up on the farm  
So look out for yourself  
And for your mates,  
See ya don't come to any harm

Let's make sure we're  
Safe on the farm  
Stick close to mum and dad,  
Keep your head on straight,  
You'll find you'll be all right mate

### BRIDGE

It might seem like a good idea  
To cuddle a big old horse  
But a kick or a nip  
Could end it all or leave  
You with remorse

You may have a premonition  
That you're gonna be a superstar  
But take it from me, doing  
Motorbike tricks  
Will leave you with stacks of scars.

### CHORUS

Plenty of ways to stuff  
Up on the farm  
So look out for yourself  
And for your mates,  
See ya don't come to any harm

Let's make sure we're  
Safe on the farm  
Stick close to mum and dad,  
Keep your head on straight,  
You'll find you'll be all right mate

# Australian Curriculum Connections

## Technologies (ACARA, 2015b)

### Design and Technologies Knowledge and Understanding

Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs ACTDEK001

Explore how plants and animals are grown for food, clothing, and shelter and how food is selected and prepared for healthy eating ACTDEK003

Investigate food and fibre production and food technologies used in modern and traditional societies ACTDEK012

### Design and Technologies Processes and Production Skills

Explore needs or opportunities for designing, and the technologies needed to realise designed solutions ACTDEP005

Generate, develop and record design ideas through describing, drawing and modelling ACTDEP006

Use materials, components, tools, equipment and techniques to safely make designed solutions ACTDEP007

Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment ACTDEP008

Sequence steps for making designed solutions and working collaboratively ACTDEP009

Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques ACTDEP015

Select and use materials, components, tools and equipment using safe work practices to make designed solutions ACTDEP016

Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment ACTDEP017

Plan a sequence of production steps when making designed solutions individually and collaboratively ACTDEP018

## Health and Physical Education (ACARA 2015a)

### Foundation

Identify actions that promote health, safety and wellbeing ACPPS006

### Year 1 and Year 2

Examine health messages and how they relate to health decisions and behaviours ACPPS021

### Year 3 and Year 4

Discuss and interpret health information and messages in the media and internet ACPPS039

**General Capabilities:** Literacy, ICT capabilities, Critical and creative thinking.

**Cross-Curriculum Priority:** Sustainability, Aboriginal and Torres Strait Islander histories and cultures

**Sustainability:**  
**Organising Ideas:**

OI.2: All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

OI.7: Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

OI.8: Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.

### Aboriginal and Torres Strait Islander histories and cultures

**Organising ideas:**

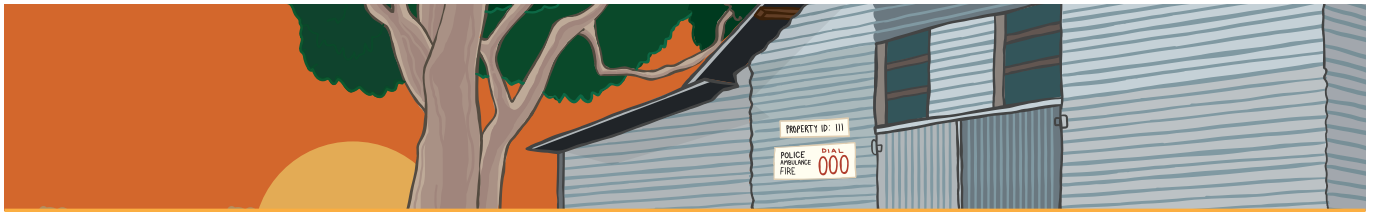
OI.2: Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.

OI.3: Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

OI.5: Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

OI.6: Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), downloaded from the Australian Curriculum website in October 2021.



## References

Australian Curriculum Assessment and Reporting Authority. Australian Curriculum. Retrieved from <http://www.australiancurriculum.edu.au>

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.

Farmsafe Australia 2008 (revised edition).

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

Peachey, KL. Lower, T. Rolfe, M. 2020. Protecting the future: Fatal incidents on Australian farms involving children (2001-2019). AgHealth Australia. Moree.

AIHW: Henley G & Harrison JE 2018. Hospitalised farm injury, Australia, 2010–11 to 2014–15.

Injury research and statistics series no. 109. Cat. no. INJCAT 189. Canberra: AIHW.



# 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 [farmsafe.org.au](http://farmsafe.org.au) and [georgethefarmer.com.au](http://georgethefarmer.com.au)



**Farmsafe**  
AUSTRALIA

