



Health & Safety

GRAIN SAFETY RAP

Grades: K-3

Subjects: Language Arts and Music

Montana Standards: Writing 1 & 2

Time: 45 minutes

Objectives: Students will

- Learn how accidents can be prevented around grain.
- Create a farm safety rap song after learning about farm safety.

Materials Needed:

- Grain
- Plastic milk jug
- Scissors
- “Farm Safety Rap Song” worksheet
- Large sheet of paper
- Markers or crayons

Keywords:

Equipment, grain, unloading, suffocation, oxygen, safety, trapped, storage, bin, accident

Brief Description:

When grains such as wheat, barley, and corn are harvested, they are emptied into wagons, trucks, and storage bins. The grain moves from a large area into a small opening so a funnel is created by gravity. This funnel can pull people into the grain and cause them to suffocate, or die from lack of oxygen. It only takes two to four seconds to become helpless in a flow of grain. In 10 seconds, a person can be completely covered. Never play around grain equipment and never go in a grain wagon, truck, or bin while grain is unloading.

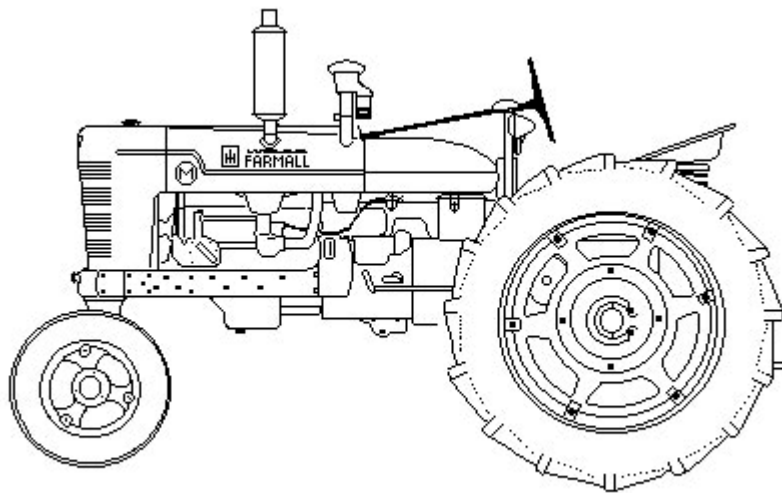
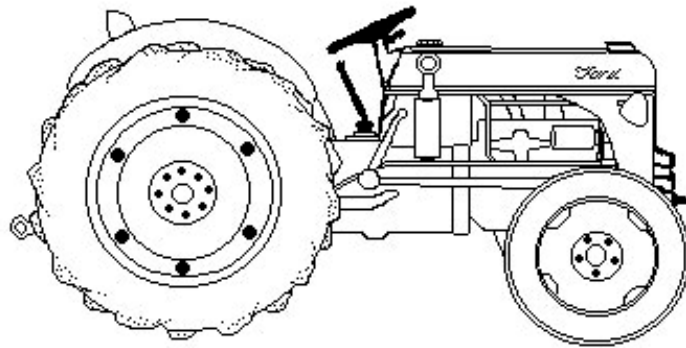
Grain suffocation can also happen in grain bins where the grain is stored. Sometimes a crust, or bridge, forms over the grain and people think it is safe to walk on. Actually, there is an open pocket underneath the crust that is not filled with grain. When someone or something steps on the crust, they can fall through, be covered by grain, and suffocate. Even adults do not have the strength to pull themselves out of grain before they are covered.

Lesson:

1. Talk to the students about farm safety. Ask them why accidents happen on the farm.
2. Make copies of the song for all the students.
3. Ask students to underline the rhyming words using various colors of markers or crayons.
4. Let the students make up their own farm safety rap. Write it on large paper with the markers or crayons.
5. Demonstrate what it is like to be trapped in grain while it is emptied.
6. Cut the bottom off a plastic gallon milk jug.
7. Turn the jug upside down and fill it with grain while the cap is on.
8. Place a small toy figure on top of the grain and place a container under the cup.
9. Remove the cap. As the grain quickly flows out of the jug, it will pull the toy figure along with it.

Assessment:

Students should understand the importance of safety around grain. Let them know that there are a lot of things going on while someone is unloading grain and it is important that children should be very careful. Having the students write their own rap song should indicate that they have some understanding of the consequence to what happens when you are not cautious around the farm.



FARM SAFETY RAP SONG

(The farm safety rap song was written by fifth graders from an Allison-Bristow school in Iowa. Their performed it for Barbara Bush when she visited Iowa as First Lady.)

**Let me tell you about a story of a man and his grain.
Stepped in the bin, corn fell around him like rain.
It was a mistake, but it ain't no sin,
Suffocation in the grain bin.
Tractor on the shoulder late at night.
Loaded grain wagons; it was quite a sight.
No use trying to keep it on the shoulder,
Another farm vehicle tipped over.
This is a rap of farm safety for kids.
Listen up; you may learn something you never did.
If you don't stay alert,
Someone could really get hurt.**

Find the rhyming words in the farm safety rap song above and underline them with matching colors. Write your own rap song using rhyming words such as the ones below.

care	warning	caution	safety
heed	look	alert	mind
notice	observe	advice	wariness

SAFETY ON THE FARM

Grades: 1-3
Subjects: Health
Montana Standards: Health 3
Time: 45 minutes

Objectives: Students will

- Recognize the dangers on the farm.
- Understand the importance of staying away from harmful items and situations.
- Describe hazards found on the farm.
- Identify safe play areas on the farm.
- Identify behaviors that lead to avoidance of injuries and fatalities.

Materials Needed:

- Animal costumes
- Montana Farm Bureau ABC teachers packet of activities

Keywords:

Hazards, injury, safety, environment, dangers, incidents, expose, chemicals, machinery, avoid

Brief Description:

The family farm is a great place, but it also holds potential for harm to the ones we want to protect the most, young children. The farm is a unique environment for children to live, play, work, and grow up. But agriculture is one of the most hazardous occupations, and farm children are routinely exposed to the same hazards as their parents and people working on the farm. Each year, hundreds of children are killed and thousands injured in farm-related incidents. The purpose of this lesson is to discuss with students the dangers on the farm.

Lesson:

The Farm Environment

1. Listen and read Always Be Careful On The Farm out of the Montana Farm Bureau teacher packet.
2. Have students complete the true and false worksheet out of the ABC activity book.
3. Can you identify the positive aspects of the farm environment?
Example: animals, big buildings, open spaces.

4. Can students make a connection between positive aspects of farming and possible negative factors?

Example: animals, even though fun to be around and cute can also bite, trample, and stomp. Big buildings can be fun to play around and hide in but they can fall or they might be exposed to harmful substances like chemicals and electricity. Wide open farm spaces provide an ideal play area but this isolation make lead to more difficulty obtaining help if needed in the case of an emergencies. Powerful equipment is interesting to watch but you can become entrapped, cut, or crushed by the machinery. Even death can occur.

5. Can students give other examples of positive and negative factors?
6. Can the students identify the primary hazards to them on their farm?
Example: machinery, livestock, 4-wheelers, chemicals, lawn mowers, irrigation ditches.

Tractor Safety

7. Should the students ask the driver of the tractor for a ride?
8. Never play or hide under or around machinery like tractors.

Animal Safety

9. Animals, even friendly ones, can be unpredictable. Stay away from animals, especially large ones. Avoid animals with newborn or young, mothers can be very protective of their young and view a child as a threat. Stay calm, speak quietly, and move slowly when around animals so you don't scare them.
10. Let students know the signs that animals give us to show that we are in danger.
Example: pawing the ground, snorting, raising hair, ears laid back.
11. Have the students pretend they are animals. This is more fun if they can dress up in costumes, such as ears on headbands and noses on elastic.

Safe Play Areas

12. It is important for children to have a safe play area. Have the students determine where it is safe to play. List the safe areas on the board.
Example: in a fenced yard, in the house, close to an adult.
13. Have the students identify unsafe play areas. List the unsafe play areas on the board.
Example: near farm machinery, near animals, barns, silos, grain bins, chemicals, shop.

Assessment:

The family farm can be a dangerous environment for children if they and those in supervisory positions are not aware of the hazards. The most important thing for students to learn is to identify and stay away from those dangers. Other resources that are available are listed below:

Montana Farm Bureau Federation, Always Be Careful On The Farm activities.

The Adventures of Ready Rooster, Deere and Co., activity book.

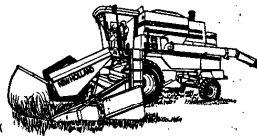
Farm Safety 4 Just Kids

Name: _____

Farm Machinery and Structures



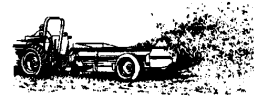
Plow



Combine



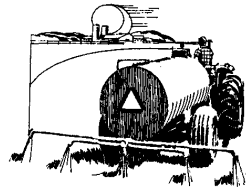
Irrigation System



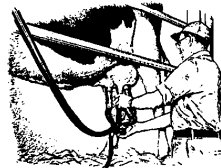
Spreader



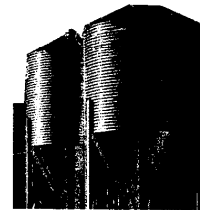
Hay Baler



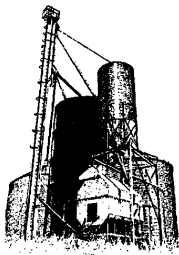
Sprayer



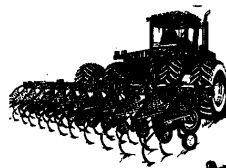
Milking Machine



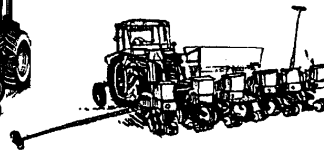
Grain Tank



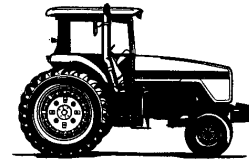
Silo



Cultivator



Planter



Tractor

VEGIE SALAD-FROM THE GARDEN TO YOU

Grades: K-3

Subjects: Science, Health & Language Arts

Montana Standards: Health Enhancement 1, 5, 6, and 7, Science 2, Literature 1

Approximate Time: 3-4 days

Objectives: Students will

- Familiarize students with the great number of vegetables available to us.
- Encourage students to sample the varied vegetables that are available during the salad lesson.
- Become aware of the different parts of the vegetables we eat (root, stem, leaf, flower, and fruit of the plant).
- Become aware of the vitamins obtained from vegetables for good nutrition.

Materials Needed:

- [A Harvest of Color Growing a Vegetable Garden](#) by Melanie Eclare in AMS Resource Library
- Varied vegetables for the salad
- Dressings
- Paper plates and bowls
- Plastic forks
- Seasonings
- Teacher made chart-
Vegetables- root, stem, leaves, flowers, and fruit of the vegetable

Keywords:

Food guide pyramid, nutrition, fruit, vegetables

Brief Description:

The Food Guide Pyramid from the United States Department of Agriculture (USDA) displays how to eat a variety of foods for a healthy body. Our bodies will get the nutrients they need if we follow the Food Guide Pyramid. The Food Guide Pyramid tells us how many servings we need of each food group. It suggests that we eat six to eleven servings of bread; one serving per day of bread, one ounce of cereal, or a half cup of rice or pasta. In the next layer, the pyramid suggests that we eat three to five servings of vegetables and two to four servings of fruit; one serving of vegetables is one cup of raw leafy vegetables or a half cup of other vegetables. One serving of fruit is one medium apple, banana, or orange; a half cup chopped, cooked or canned fruit, or one-half cup of fruit juice. Up another level are the meat and dairy categories. We should eat two to three servings of meat, fish, poultry, eggs, dry beans, or nuts and two to three servings of milk, yogurt, and cheese. One serving of meat is two to three ounces of lean meat, one cup of dry beans, one egg, or four tablespoons of peanut butter. One serving of milk is one cup of milk or yogurt or one and one-half ounces of cheese. Oils, fats, and sweets are at the top of the Food Guide Pyramid. They should be eaten sparingly because they have little nutritional value and will store as fat if the excess energy is not used. This lesson is to contrast the proper diet and eating habits with the construction of an unbalanced pyramid representing the typical American diet today.

At the present time, there is much discussion about changing the design of the pyramid.

Lessons:

1. Read the book A Harvest of Color Growing a Vegetable Garden by Melanie Eclare. Discuss with the class the difference between a root, stem, leaf, flower, and fruit. Brainstorm vegetables for each category. Graph the vegetables in the appropriate column on the chart. Give each student a letter telling which vegetables to bring for our vegetable salad. Best to give the families two days notice. Have the students bring the vegetables washed and prepared for the salad. Have them leave one vegetable whole so that the other students can observe it later. Teacher will need to supply the less common vegetables.
2. Place vegetables on individual serving plates; encourage the students to sample some of each vegetable in their salad bowl. You could have a further discussion with the class as to which vegetables they liked or disliked.
How many roots did you eat? Leaves? Stems? Fruits of plant? Flowers?
3. As a culminating activity for a nutrition unit, make a trip to a grocery store. Ask the grocer to explain where each vegetable or fruit was grown, stored, etc.

Assessment:

Have students make a booklet by folding paper. Have children brainstorm categories such as fresh, canned, frozen, cereals, pastas, bakery, sweets, dairy, meats, etc. Instruct students to either draw a picture or write the word representing several items in each category which they saw in the grocery store.

FUN NUTRITION SITES ON THE WEB

1. Kids Food Cyber Club
<http://www.kidsfood.org>
2. KidsHealth
<http://www.kidshealth.org>
3. Nutrition Café
<http://www.exhibits.pacsci.org/nutrition>
4. Nutrition Expedition
<http://www.fsci.umn.edu/nutexp>
5. Dole 5-A-Day
<http://www.dole5aday.com/>
6. N.O.W.: Nutrition on the Web~for teens!
<http://library.advanced.org/10991/>
7. Texas Calcium Website for Teens
<http://calcium.tamu.edu/>
8. Milk: Where's Your Mustache?
<http://www.whymilk.com>
9. Burger Town
<http://burgertown.kidscom/main/>
10. Nutrition Navigator, Tufts University
<http://navigator.tufts.edu>
11. Eating Disorders Awareness and Prevention
<http://members.aol.com/edapinc/home.html>
12. American Anorexia/Bulimia Association
<http://member.aol.com/amanbu/index.html>

A COOKIE GROWN ON A FARM?

Grades: K-3

Subjects: Health, Math, and Language Arts

Montana Standards: Math 5, Health
Enhancement 1, 6 & 7, Reading 4 & 5

Approximate Time: 1 week

Objectives: Students will

- Come to understand a well balanced diet through discussions of the food pyramid.
- Encourage the development of good eating habits.
- Understand where individual food products fit into the pyramid.

Materials Needed:

- A Cow, a Bee, a Cookie, and Me by Meredith Hooper in the AMS Resource Library
- Ingredients for cookie recipe(recipe on book jacket)
- Food Guide Pyramid from the AMS trunk
- Large pieces of different colored butcher paper for the food pyramid collage
- Magazines with numerous food pictures-at least one for each child
- Fuel Up Your Tank worksheets-included

Keywords:

Food pyramid, balanced diet, fuel, food, nutrition

Brief Description:

The Food Guide Pyramid from the United States Department of Agriculture (USDA) displays how to eat a variety of foods for a healthy body. Our bodies will get the nutrients they need if we follow the Food Guide Pyramid. The Food Guide Pyramid tells us how many serving we need of each food group. See the table on the next page for details. This lesson is to contrast the proper diet and eating habits with the construction of an unbalanced pyramid representing the typical American diet today.

Lessons:

1. The teacher will display a large food pyramid poster in the front of the classroom and will lead a discussion on the pyramid. Explain each section of the pyramid. Make sure you discuss the servings necessary for a balanced diet. Provide the students with the large cut outs for the pyramid. Tell the class we are going to build a BIG Food Pyramid collage. Distribute magazines for children to cut out various foods. Point out the sweets pictures have to be small in size. Just lay pictures on appropriate sections. Divide class into five groups, all but the sweets. Teacher may model trimming and pasting for this section. Put the pyramid together after everything is glued on. These pieces may become a bulletin board at this point.
2. Lead a discussion about the importance of a well balanced diet; especially having breakfast before school. The teacher can make a comparison to fueling a car before beginning a trip to eating breakfast before school. Hand out the worksheet titled Fuel Up Your Tank. Thoroughly explain the workings of the worksheet. Keep the sheet at

school to be completed. The students will record what they ate for breakfast, lunch and dinner each day for a week.

3. The teacher will read and discuss the book A Cow, a Bee, a Cookie, and Me. Make and bake the cookies from the recipe on the book jacket.

Assessment:

1. After assembling, look at and discuss the food pyramid as a class.
2. After a week, have each child look at their car and analyze their fuel (food). How could they make better choices? Were their choices appropriate?
3. Students may complete the Jump-Start Your Day with Breakfast Word Search. Sheet is included.

GRAINS	VEGETABLES	FRUITS	MILK	MEATS & BEANS
Eat at least 3 oz of whole-grain cereals, breads, crackers, rice, or pasta every day 1 oz is about 1 slice of bread, about 1 cup of cereal, or ½ cup of cooked rice, cereal, or pasta	Eat more dark-green veggies like broccoli and spinach Eat more orange veggies like carrots and sweet potatoes Eat more dry beans and peas like pinto beans and kidney beans	Eat a variety of fruit Choose fresh, frozen, canned, or dried fruit Go easy on the fruit juice	Go low-fat or fat-free when you choose milk, yogurt, and other products If you don't or can't consume milk, choose lactose-free products and other calcium sources	Choose low-fat or lean meats and poultry Bake it, broil it, or grill it Vary your protein routine—choose more fish, beans, peas, nuts, and seeds
<i>For a 2,000-calorie diet, you need the amounts below from each food group every day.</i>				
Eat 6 oz.	Eat 2 ½ cups	Eat 2 cups	Get 3 cups <small>(kids ages 2 to 8, 2 cups)</small>	Eat 5 ½ oz.

Find your balance between food and physical activity

- Be sure to stay within your daily calories needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.

Know the limits on fats, sugars, and salt (sodium)

- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, margarine, shortening, and lard, as well as food that contain these.
- Check the Nutrition Facts label to keep saturated fats, trans fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.

USE THE OVERHEAD TO ENLARGE EACH SECTION OF THE PYRAMID TO BULLETIN BOARD SIZE.





BREAKFAST WATCH

CIRCLE THE WORDS THAT BEST DESCRIBE YOUR BREAKFAST CHOICES.

MONDAY NONE PANCAKES/WAFFLES TOAST/MUFFIN/BAGEL EGGS FRUIT CEREAL MEAT

TUESDAY NONE PANCAKES/WAFFLES TOAST/MUFFIN/BAGEL EGGS FRUIT CEREAL MEAT

WEDNESDAY NONE PANCAKES/WAFFLES TOAST/MUFFIN/BAGEL EGGS FRUIT CEREAL MEAT

THURSDAY NONE PANCAKES/WAFFLES TOAST/MUFFIN/BAGEL EGGS FRUIT CEREAL MEAT

FRIDAY NONE PANCAKES/WAFFLES TOAST/MUFFIN/BAGEL EGGS FRUIT CEREAL MEAT

JUMP-START YOUR DAY WITH BREAKFAST

--WORD SEARCH--

Breakfast fills your “empty tank” to get you moving after a long night without food. Breakfast can help you do better in school, too! You can eat anything for breakfast, cold cereal with fruit and milk, whole-grain waffles with yogurt and juice or even pizza or spaghetti! Can you find these 25 words?

The words can read up, down, or across from left to right or right to left!

B D H A M A R E M U F F I N S S D M A E K L J C
X Y L R E Z A B T A Z Z I P E O A T M E A L C T
W A E D E G A S U A S M L J H O B A C O N I Z E
P B A C D M M O P R Q I H S W N B C E N O U P E
A O R M E K A E T S P R E G G S S G R I T S T M
R U N H G O U R T D T G I A S R F E E P E R G O
H E T S R I G I I G N Y N I E S J J A A M M Y K
E N E R G Y U C A A E P U E K O U W L E E M A W
T K T S E C A A R P R P T W A U I A Z O L Q U H
L W O L S L L O Y T T I R E C Y C F P A O S T L
I F E I L E M I L K O N I E N A E F F F N L B A
E S B T F E A T E R A U T E A P B L A C Q U R P
B T T R E L A Y A T S O I A P P L E S A U C E X
A R T E P A B E E A T P O N O I U S S N A H A J
S B T H I N K A O J U A N A Y X H C I W D N A S

PANCAKES
EGGS
CEREAL
STEAK
WAFFLES
MELON
PIZZA

MUFFINS
GRITS
SAUSAGE
OATMEAL
SANDWICH
BACON

JUICE
HAM
NUTRITION
BISCUITS
TOAST
ENERGY

LEARN
THINK
APPLESAUCE
MILK
ORANGE
STAY ALERT

WORD SEARCH ANSWERS

