



ANIMAL SAFETY

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ANIMAL SAFETY



Learning Objectives

After completing this station, participants should be able to:

1. Use appropriate hazard prevention techniques when around farm animals and livestock.
2. Wear appropriate protective clothing and headgear while in the presence of farm animals.
3. Identify the dangers of colliding with or being hit by a large animal and the types of injuries that can occur from colliding with large animals.
4. Exercise safe behavior while around pets.
5. Demonstrate safe behavior when working with farm animals.
6. Understand that certain diseases can be transmitted from animals to humans.



Safety Requirements

1. Livestock must be kept within a sturdy fence or portable panels to prevent access to participants. A second barrier, such as caution tape or floor markings should be placed at a 4-foot (1.2 meter) distance. This will warn participants to stay away from the fence. Secure portable panels with a rope or chain to prevent animals from moving panels apart.
2. Participants are not allowed to touch animals without one-on-one supervision. Never allow participants to reach through a barrier to touch or pet animals.
3. All small animals/wildlife must be kept on leashes, in cages, or non-glass aquariums (such as plexiglass, lexan, etc.), except when being handled by instructors or participants with one-on-one supervision.
4. Participants should wash hands with soap and water or hand sanitizer after handling animals.
5. Keep animals cool and comfortable, providing food and water. Animals not well cared for can become dangerous to participants.
6. If animals are to be handled or touched by participants, use only petting animals like cats, dogs, rabbits, etc. and ensure enough animals are available to allow for rotations and give each animal a chance to rest.

4+

Age-Appropriateness

This lesson is appropriate for participants of all ages. For younger children, stress the risks involved with large livestock and animals under special circumstances such as mother animals and older animals.



Younger children should be around livestock only with a responsible older person. Participants need to know what visual signs or signals animals give us to warn of danger. Children, especially under-twelve years, need concrete examples, such as laid back (pinned) ears, snorting, and pawing the ground. All ages will benefit from making their own lists of special conditions that might make animals nervous or uncomfortable. The depth of content and the discussion needs to be tailored to the level of understanding of the group. Refer to the “Teaching Kids” and “Childhood Growth and Development” located in the Teaching Kids section of the Planning Manual. You can also refer to the National Children’s Center for Rural and Agricultural Health and Safety’s [Agricultural Youth Work Guidelines](#).



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An example: Riding horses safely

1. Very young – teach children at a young age to stay away from large animals. When beginning to ride horses, children should ride with an adult.
2. As the children get older – teach them the dangers and how to stay safe while mounting and dismounting the horse safely. The importance of wearing protective equipment is a necessity. Teach them safe riding skills as the child takes off on his or her own.
3. Working youth – teach them about handling horses (livestock) correctly.
4. Health-related concerns associated with livestock begin at a young age with issues such as sanitation and progress into more complex topics such as animal health and housing issues for the older teen.
5. Suggested topics might be:
 - 7 – 9 years old: Sanitation, Size Differences, Hazard Recognition, Pet Safety, Importance of staying away from animals
 - 10 – 11 years old: Approaching animals correctly, Protective clothing during riding, working around animals, Recognizing warning signs of animals
 - 12 – 13 years old: Correct handling techniques, Riding skills
 - 14 – 15 years old: Work-related issues
 - Adults: Teaching youth prevention skills and role modeling safe behavior



Suggested Instructors

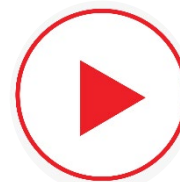
Local farmer, veterinarian, livestock producer, natural resource officer, extension livestock specialist, vocational agricultural instructor, students and/or faculty in agriculture departments of universities or colleges could be called upon to address animal safety. Older teens that have knowledge and experience with livestock can be great instructors because the younger kids look up to them.






Activity Ideas

Choose a hands-on activity listed here or create your own. Develop discussion points around the activity or demonstration chosen. If time allows, you may choose more than one activity and/or demo as part of your safety presentation.

Click Play



1. Size Differences – During this activity, participants will learn the importance of staying away from large animals. They will explore the difference in weight and size between themselves and farm animals by experimenting with different size objects or by lifting objects that are similar in weight to animals.
-  2. Mass Force – During this activity, participants will learn the difference in weight and size between themselves and farm animals by experimenting with different size marbles.
-  3. Staying Safe Around Farm Animals – During this activity, the participants will learn characteristics of farm animals and safety tips by viewing a farm mural demonstration and/or viewing live animals. They could have the opportunity to safely pet the animals in this activity.
4. Brain Box – During this activity, participants will identify how fragile the human head and brain is. They will learn how distance or height of a fall influences the impact made on the body.
-  5. Safe Touch and Quick Release Knot - During this activity, participants will learn about what types of animals are petting animals and non-petting animals. They will identify areas to safely approach and touch an animal, as well as areas that are danger zones. They will also learn how to tie a quick release knot to quickly free an animal from an unsafe situation.



Activity Outline

The following section contains information that can be molded to your chosen activity(ies). This is only *suggested* content. Choose the discussion points that best meet your objectives and correlates with activity you have chosen.

I. Introduction

- A. Introduce yourself and tell about your involvement with animals.
- B. Find out about your audience. Ask questions: How many of you ride horses? How many of you have pets or livestock? How many of you are in charge of taking care of these animals?
- C. You may want to start with a personal story or experience.
- D. Invite a guest who has been injured while handling animals to share their experiences. Make sure that you communicate to the speaker your lesson plan and the time allotted prior to the Safety Day. This will allow the guest to prepare and help them stay within his or her allotted time to talk.

II. Discussion Points

- A. Explain the relationship between the size of an object and the force that results when it collides with another object. Talk about the kinds of injuries that could occur from the impact of an animal falling on or running into a person.
- B. Children and parents alike can enjoy the farm! Decide where each member of the farm family should be, what they should be doing, and when. One way to accomplish this is to maintain rules and boundaries.
- C. Even though it is tempting to approach animals, children need to understand the dangers of a large animal that could push, kick, run over or step on a human.
- D. Animals are easily spooked or frightened by unfamiliar, unexpected, loud or shrill noises. Very colorful or high-speed objects can frighten them too. Running and yelling close to animals can cause them to run away or to charge.



- E. Fences on farms are used to confine livestock and also for the safety of family members. Fences should be respected as boundaries at all times. A mother animal may think a person who gets too close is going to hurt her newborn.
- F. Many animals give visual signs it might be unsafe to be around them. Children, especially under twelve-years, need concrete examples, such as laid back (pinned) ears, snorting, and pawing the ground.
- G. Other key animal points to discuss. People are at risk around:
 - 1. Mother animals with babies present
 - 2. Animals that are unfamiliar with people
 - 3. Frightened or startled animals
 - 4. Animals experiencing environmental changes such as weather, temperature, humidity, etc.
 - 5. Animals who have had a change in behavior or habits such as feeding schedule
 - 6. Animals who have had a change in caregivers
 - 7. Animals in a new territory or surrounding
- H. An invisible hazard that may exist with animals is the danger of diseases that can be transmitted between animals and humans. These diseases and infections are known as zoonoses. Washing hands with warm soapy water after touching animals is one precaution to help prevent certain types of zoonotic disease transference. Another prevention method is vaccinations for specific diseases. Examples of animal related diseases include:
 - 1. Rabies
 - 2. Salmonella
 - 3. E-coli
 - 4. Ringworm

III. Conclusion



Resources

The Progressive Agriculture Foundation's coordinator webpage may have additional resources on this safety topic including links, videos, take-home bag items and other materials under the ***Lessons and Topic Specific Resources*** section.



SIZE DIFFERENCES



Learning Objective

After completing this activity, participants should be able to:

1. Understand the importance of staying away from large animals.
2. Identify the dangers associated with contact from a large animal.
3. Identify location and distance from large animals to stay safe.



Safety Requirements

1. Livestock must be kept within a sturdy fence or portable panels to prevent access to participants. A second barrier, such as caution tape or floor markings should be placed at a 4-foot (1.2 meter) distance. This will warn participants to stay away from the fence. Secure portable panels with a rope or chain to prevent animals from moving panels apart.
2. Participants are not allowed to touch animals without one-on-one supervision. Never allow participants to reach through a barrier to touch or pet animals.
3. All small animals/wildlife must be kept on leashes, in cages, or non-glass aquariums (such as plexiglass, lexan, etc.), except when being handled by instructors or participants with one-on-one supervision.
4. Participants should wash hands with soap and water or hand sanitizer after handling animals.
5. Keep animals cool and comfortable, providing food and water. Animals not well cared for can become dangerous to participants.
6. If animals are to be handled or touched by participants, use only petting animals like cats, dogs, rabbits, etc. and ensure enough animals are available to allow for rotations and give each animal a chance to rest.

4+

Age-Appropriateness

This activity is appropriate for participants of all ages. When touching or petting animals is allowed, first discuss precautions (no loud noises and no quick movements) taken so that participants are not at risk. Remind the participants that not all animals are safe to touch and it is often difficult to determine the risk of each situation. The size difference concept may be difficult for younger participants. To determine participants' understanding, ask them what would hurt worse – if a cat or a cow stepped on their foot. The depth of content and the discussion needs to be tailored to the level of understanding of the group. Refer to the “Teaching Tips” and “Childhood Growth and Development” located in the Teaching Kids section of the Planning Manual. You can also refer to the National Children’s Center for Rural and Agricultural Health and Safety’s [Agricultural Youth Work Guidelines](#).



Click Here



Suggested Instructors

Local farmer, veterinarian, livestock producer, natural resource officer, extension livestock specialist, vocational agricultural instructor, students and/or faculty in agriculture departments of universities or colleges could be called upon to address animal safety. Older teens that have knowledge and experience with livestock can be great instructors because the younger kids look up to them.



What You Need:

- Large animal (cow, horse, etc.)
- 5 – 8 pound (2 – 4 kg) object (melon, bowling ball, etc.)
- 25-pound (11 kg) or heavier object (watermelon, sack of feed)



Activity Outline

I. Introduction

- A. Introduce yourself and tell about your involvement with animals.
- B. Find out about your audience. Ask questions: How many of you ride horses? How many of you have pets or livestock? How many of you are in charge of taking care of these animals?
- C. You may want to start with a personal story or experience.
- D. Invite a guest who has been injured while handling animals to share their experiences. Make sure that you communicate to the speaker your lesson plan and the time allotted prior to the Safety Day. This will allow the guest to prepare and help them stay within his or her allotted time to talk.

II. Activity

- A. Activity #1 – Dangerous Moving Animal Parts
 1. Participants will find the session more enjoyable and rewarding if they can see and touch actual farm animals. Since discussion will center on the size and largeness of animals, a greater impact will be made if a large animal (cow, horse, etc.) is present. You will be talking about three different sizes, shown by these items:
 2. Large animal (cow, horse, etc.)
 3. 5 – 8 pound (2 – 4 kg) object (melon, bowling ball, etc.)
 4. 25-pound (11 kg) or heavier object (watermelon, sack of feed)
 5. Compare the weight of a 5 – 8 pound (2 – 4 kg) object (melon, bowling ball) with a 25-pound (11 kg) or more object (watermelon, sack of feed).
 6. Show this by the two sized objects as they represent the comparison between the human and the large animal body parts. Have the kids pick up each object separately and ask them to think about the weight of an animal's head hitting them or being kicked by an animal.
- B. Activity #2 – Who's Bigger?
 1. Another way to emphasize the concept of size differences is to push a small object by a large one. Have one of the smallest students in the session volunteer. As a larger person/leader, see who can push the hardest.



2. Discuss the differences in size and strength.
3. Make the analogy of a large animal and a small child in size and strength.

III. Discussion Points

- A. Large animal body parts (tails, feet, heads, etc.) can also be dangerous when the animal is standing. An example of this is when a cow, horse, hog, etc. raises its head unexpectedly or steps on a foot.
- B. Discuss how swishing or wagging tails also can hit a person and hurt them or knock them down.
- C. Why should size make a difference when around animals, even if you are very familiar with a tame animal?
- D. Animals of all sizes are tempting to approach and touch. Large ones are especially dangerous to small children due to size differences. While most animal incidents are not fatal, they often result in broken bones and crushed limbs.

IV. Conclusion

- A. Ask the group to share their experience in the activity.
- B. Review the learning objectives and discussion points for this lesson.
- C. Discuss why animal safety and safe animal handling skills are important. Reinforce safety tips.
- D. Ask participants if they have questions.
- E. If time permits, survey participants to evaluate success in achieving desired lesson goals and objectives.



Resources

The Progressive Agriculture Foundation's coordinator webpage may have additional resources on this safety topic including links, videos, take-home bag items and other materials under the **Lessons and Topic Specific Resources** section.



MASS / FORCE



Learning Objectives

After completing this activity, participants should be able to:

1. Identify the dangers of colliding with or being hit by a large animal
2. Identify the types of injuries that can occur from colliding with large animals.



Safety Requirements

No safety requirements beyond the Safety Day requirements are needed.

4+

Age-Appropriateness

This activity is entirely appropriate for participants of all ages. Younger participants will probably not have division skills yet. The size difference concept may be difficult for younger participants. The activity is excellent to show this difficult concept. The depth of content and the discussion needs to be tailored to the level of understanding of the group. Refer to the “Teaching Tips” and “Childhood Growth and Development” located in the Teaching Kids section of the Planning Manual. You can also refer to the National Children’s Center for Rural and Agricultural Health and Safety’s [Agricultural Youth Work Guidelines](#).



[Click Here](#)



Suggested Instructors

Local farmer, veterinarian, livestock producer, natural resource officer, extension livestock specialist, vocational agricultural instructor, students and/or faculty in agriculture departments of universities or colleges could be called upon to address animal safety. Older teens (including 4-H or FFA members) that have knowledge and experience with livestock can be great instructors because younger kids look up to them.



What You Need:

- Construct a model using curved, flexible wood or paneling, a plywood base and upright end pieces. The curved piece needs a groove in the middle (see figure in the Miscellaneous chapter of this Manual).
- Four marbles painted with faces resembling animals and people to make them more visual
 1. Two large marbles representing animals
 2. Two small marbles representing children

- Optional: If you are unable to build the prop, you can purchase a science-education device called a magnetic accelerator. These can be purchased from places such as Arbor Scientific or Educational Innovations. This product retails for \$25 to \$30. Please note, upon receiving the product you will want to remove the magnetic metal sphere/ball (as this will not be needed and will not work with the activity). You will want to have varying size metal/steel (non-magnetic) spheres or marbles to demonstrate different size objects like (Example: Large – Steer, Cow, or Horse, Medium – Adult or Parent and Small – Child).



Activity Outline

Click Play



I. Introduction

- Build Credibility: Introduce yourself and tell about your involvement with animals.
- Find out about your audience. Ask questions: How many of you ride horses? How many of you have pets or livestock? How many of you are in charge of taking care of these animals?
- You may want to start with a personal story or experience.
- Invite a guest who has been injured while handling animals to share their experiences. Make sure that you communicate to the speaker your lesson plan and the time allotted prior to the Safety Day. This will allow the guest to prepare and help them to stay within his or her allotted time to talk.

II. Activity

- Show the marbles. The bigger ones represent large animals such as a horse, cow, bull or sow. The smaller ones represent children. If the children are old enough to have division skills, ask them to compute the size relationship between the two. Typical large marbles weigh 0.6 ounces (18 ml) and smaller ones weigh 0.1 ounces (3 ml). $[0.6 \div 0.1 = 6 \text{ or } 6:1]$. This would tell them that the animal is six times larger than the child. Explain that this relationship would probably be even greater in real life. Example: A 1,000 pound (455 kg) bull and a 100 pound person have a 10:1 relationship $[1000 \div 100 = 10 \text{ or } 10:1]$.
- Using 2 small marbles demonstrate on the curved board what happens when two similar size objects collide. Explain that this represents two children running into each other. When released at the same time they should both roll up the curve about the same distance after colliding.
- Do the same thing with the two larger marbles. Explain this represents two large animals.
- Use one of each size to show what happens when different size objects collide. This shows what would happen when a large animal collides with a small child.
- Encourage participants to experiment with the marbles.

III. Discussion Points

- Emphasize the direction of each of the marbles and the distance they are thrown when impact takes place. Explain the size relationship and the resulting force when two very different size objects collide.
- Talk about the type of injuries that could occur from an animal and human impact.

C. Ask the following questions:

1. In the marble activity, what was the main difference in the marbles?
2. Which marble flies the greatest distance? Who did that marble represent?
3. Who is more likely to be able to stay in the groove – an adult (large person) or a child (small person) if hit by a large animal? Why?

IV. Conclusion

- A. Ask the group to share their experience in the activity.
- B. Review the learning objectives and discussion points for this lesson.
- C. Discuss why animal safety and safe animal handling skills are important. Reinforce safety tips.
- D. Ask participants if they have questions.
- E. If time permits, survey participants to evaluate success in achieving desired lesson goals and objectives.



Resources

The Progressive Agriculture Foundation's coordinator webpage may have additional resources on this safety topic including links, videos, take-home bag items and other materials under the ***Lessons and Topic Specific Resources*** section.



STAYING SAFE AROUND FARM ANIMALS



Learning Objectives

After completing this activity, participants should be able to:

1. Recognize dangers associated with farm animals.
2. Identify ways to prevent injuries when around animals.



Safety Requirements

1. Livestock must be kept within a sturdy fence or portable panels to prevent access to participants. A second barrier, such as caution tape or floor markings should be placed at a 4-foot (1.2 meter) distance. This will warn participants to stay away from the fence. Secure portable panels with a rope or chain to prevent animals from moving panels apart.
2. Participants are not allowed to touch animals without one-on-one supervision. Never allow participants to reach through a barrier to touch or pet animals.
3. All small animals/wildlife must be kept on leashes, in cages, or non-glass aquariums (such as plexiglass, lexan, etc.), except when being handled by instructors or participants with one-on-one supervision.
4. Participants should wash hands with soap and water or hand sanitizer after handling animals.
5. Keep animals cool and comfortable, providing food and water. Animals not well cared for can become dangerous to participants.
6. If animals are to be handled or touched by participants, use only petting animals like cats, dogs, rabbits, etc. and ensure enough animals are available to allow for rotations and give each animal a chance to rest.

4+

Age-Appropriateness

This activity is appropriate for participants of all ages. When touching or petting animals is allowed, first discuss precautions (no loud noises and no quick movements) taken so that participants are not at risk. Remind the participants that not all animals are safe to touch and it is often difficult to determine the risk of each situation. The size difference concept may be difficult for younger participants. To determine participants' understanding, ask them what would hurt worse – if a cat or a cow stepped on their foot. Participants need to know what visual signs or signals animals give us to warn of danger. Children, especially under-twelve years, need concrete examples, such as laid back (pinned) ears, snorting, and pawing the ground. All ages will benefit from making their own lists of special conditions that might make animals nervous or uncomfortable. The depth of content and the discussion needs to be tailored to the level of understanding of the group. Refer to the “Teaching Tips” and “Childhood Growth and Development” located in the Teaching Kids section of the Planning Manual. You can also refer to the National Children’s Center for Rural and Agricultural Health and Safety’s [Agricultural Youth Work Guidelines](#).



Click Here



Suggested Instructors

Local farmer, veterinarian, livestock producer, natural resource officer, extension livestock specialist, vocational agricultural instructor, students and/or faculty in agriculture departments of universities or colleges could be called upon to address animal safety. Older teens that have knowledge and experience with livestock can be great instructors because the younger kids look up to them.



What You Need:

- Livestock – If farm animals are not available bring a pet cat or dog.
- Cut and Paste Farm (paper or magnetic)
 1. Large 3-foot square (1 meter) mural of basic farm scene (barn, house, farmyard, fields, etc.)
 2. Pictures or drawings of a variety of animals, people, fences, typical farm and yard items such as straw bales, swings, bikes, lawn mower, etc.)
- Tape or glue



Activity Outline

I. Introduction

- A. Introduce yourself and tell about your involvement with animals.
- B. Find out about your audience. Ask questions: How many of you ride horses? How many of you have pets or livestock? How many of you are in charge of taking care of these animals?
- C. You may want to start with a personal story or experience.
- D. Invite a guest who has been injured while handling animals to share their experiences. Make sure that you communicate to the speaker your lesson plan and the time allotted prior to the Safety Day. This will allow the guest to prepare and help them to stay within his or her allotted time to talk.

II. Activity

- A. Participants will find the information more interesting and make more sense if they can actually see and touch some of the animals you will be talking about and observe some of the behaviors discussed.
- B. Post the farm scene where it is visible to everyone. Have participants cut out pictures if not done prior to the session. They can take turns answering questions and placing their pictures on the scene.
- C. Decide where each member of the farm family should be and what they should be doing.
- D. Pick out some of the animals that are large enough to be dangerous because of their size alone. Find a safe place for them and position fences where appropriate.
- E. Find objects that should not be in the barnyard because of noise, light or motion that could aggravate animals. Place them either in the play yard or do not include them at all. Identify objects such as buckets and straw bales that DO belong in the barnyard.
- F. Find animals that have babies. Put mothers and babies behind the fences.
- G. Categorize like animals by which ones show safe and unsafe visual signs.

Click Play



III. Discussion Points

- A. Each animal species has specific characteristics that could lead to hazards if not identified by humans. By understanding the dangers, children can more effectively avoid hazards associated with being around animals. While most animal incidents are not fatal, they often result in broken bones and crushed limbs.
- B. Even though it is tempting to approach animals, children need to understand the dangers of a large animal that could push, kick, run over or step on a child.
- C. Animals are easily spooked or frightened by unfamiliar, unexpected, loud or shrill noises. Very colorful or high-speed objects can frighten them too. Running and yelling close to animals can cause them to run away or to charge.
- D. Fences on farms are placed within confined areas and also for the safety of family members. Fences should be respected as boundaries at all times. Have the children place the fences in the barnyard to establish a boundary around unsafe animals.
- E. A mother animal may think a person who gets too close is going to hurt her newborn.
- F. Many animals give visual signs as to their tendency to be unsafe. Remember, these can be very different between species. Examples include: pawing the ground, raised hair, laid back ears and snarling/growling.
- G. Other key animal points to discuss: People are at risk around:
 - 1. Mother animals with babies to protect
 - 2. Animals that are unfamiliar with people
 - 3. Frightened or startled animals
 - 4. Animals experiencing environmental changes such as weather, temperature, humidity, etc.
 - 5. Animals who have had a change in behavior or habits such as feeding schedule
 - 6. Animals who have had a change in caregivers
 - 7. Animals in a new territory or surrounding
- H. An invisible hazard that may exist with animals is the danger of diseases that can be transmitted between animals and humans. These diseases and infections are known as zoonoses. Washing hands with warm, soapy water after touching animals is one precaution to help prevent certain types of zoonotic disease transference. Another prevention method is vaccinations for specific diseases. Examples of animal related diseases include:
 - 1. Rabies
 - 2. Salmonella
 - 3. E-coli
 - 4. Ringworm
- I. Ask participants to discuss with their parents about particular animal hazards on their own farm/property and what they should do to avoid injury by these animals.

IV. Conclusion

- A. Ask the group to share their experience in the activity.
- B. Review the learning objectives and discussion points for this lesson.
- C. Discuss why animal safety and safe animal handling skills are important. Reinforce safety tips.
- D. Ask participants if they have questions.



- E. If time permits, survey participants to evaluate success in achieving desired lesson goals and objectives.



Resources

The Progressive Agriculture Foundation’s coordinator webpage may have additional resources on this safety topic including links, videos, take-home bag items and other materials under the ***Lessons and Topic Specific Resources*** section.



BRAIN BOX



Learning Objective

After completing this activity, participants should be able to:

1. Understand the importance of proper head protection when riding animals.
2. Use appropriate head protection when riding horses.
3. Wear a protective helmet correctly.



Safety Requirements

No safety requirements beyond the Safety Day requirements are needed.

4+

Age-Appropriateness

This activity is appropriate for participants of all ages. Younger participants will probably not have full understanding about impact forces and the relationship with distances. The activity is excellent to show this difficult concept. The depth of content and the discussion needs to be tailored to the level of understanding of the group. Refer to the “Teaching Tips” and “Childhood Growth and Development” located in the Teaching Kids section of the Planning Manual. You can also refer to the National Children’s Center for Rural and Agricultural Health and Safety’s [Agricultural Youth Work Guidelines](#).



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Suggested Instructors

Local farmer, veterinarian, livestock producer, natural resource officer, extension livestock specialist, vocational agricultural instructor, students and/or faculty in agriculture departments of universities or colleges could be called upon to address animal safety. Older teens that have knowledge and experience with livestock can be great instructors because the younger kids look up to them.



What You Need:

- Eggs
- Small closable plastic bags
- Measuring tape or yardstick
- Equestrian helmet
- Bubble wrap
- Cardboard box or plastic container with lid
- Tape



Activity Outline

I. Introduction

- A. Introduce yourself and tell about your involvement with animals.
- B. Find out about your audience. Ask questions: How many of you ride horses? How many of you have pets or livestock? How many of you are in charge of taking care of these animals?
- C. You may want to start with a personal story or experience.
- D. Invite a guest who has been injured while handling animals to share their experiences. Make sure that you communicate to the speaker your lesson plan and the time allotted prior to the Safety Day. This will allow the guest to prepare and help them stay within his or her allotted time to talk.

II. Activity

- A. Place a whole, uncooked egg in a plastic bag. Drop the bag to the ground from an inch. It probably will not break. Continue increasing the height until it does break.
- B. Show the equestrian helmet, having the participants inspect and touch the interior.
- C. Make an analogy of the hard shell of the helmet with the cardboard box or plastic container. Make an analogy of the egg with the human head.
- D. Using the container, bubble wrap and tape, instruct the participants to construct a protective environment for the egg.
- E. Drop the container with the egg inside from various distances. If the egg breaks, the participants will have to re-evaluate how to construct a more protective environment.
- F. Select a participant to demonstrate the correct way to wear a helmet to protect the head if a fall should occur.

III. Discussion Points

- A. Talk about the relationship between distance and injury. The greater the distance or height of a fall influences the impact made on the body. Have the participants think about a time they fell off a chair versus a fall they may have taken from the top of the stairs. Remind the participants that injuries do not always take place in the same way. We have all heard about someone being hurt in a fluke incident from falling off a small curb. Also remind them that falls are unforeseen so we need to be prepared for all situations.
- B. Discuss the speed of travel when riding a horse and the impact that could take place if a fall occurs. Every foot of drop equals 1 mile per hour, so if you fall while your horse is walking and your head is roughly 10 feet off the ground, you will hit the ground at approximately 10 miles per hour. If you fall while your horse is galloping at 10 miles per hour and your head is roughly 10 feet off the ground, you will hit the ground at approximately 20 miles per hour. Keep in mind, the average horse can run 30 miles per hour. Stress the importance of protecting the head and brain from injury that could result from a fall from an animal.
- C. Compare the padding similarities and differences between the actual helmet and the participant made protective device. What has been added to the helmet to ensure protection?



IV. Conclusion

- A. Ask the group to share their experience in the activity.
- B. Review the learning objectives and discussion points for this lesson.
- C. Discuss why animal safety and safe animal handling skills are important. Reinforce safety tips.
- D. Ask participants if they have questions.
- E. If time permits, survey participants to evaluate success in achieving desired lesson goals and objectives.



Resources

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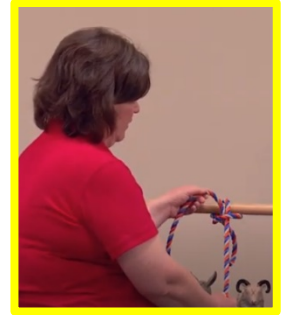
SAFE TOUCH & QUICK RELEASE KNOT



Learning Objective

After completing this activity, participants should be able to:

1. Identify the dangers associated with contact with a large animal.
2. Identify location and distance from large animals to stay safe.
3. Locate safe and unsafe area on various animals.
4. Practice using safe animal handling skills.
5. Demonstrate how to tie a quick release knot.



Safety Requirements

There are no specific safety requirements for this activity.



Suggested Instructors

Local farmer, veterinarian, livestock producer, natural resource officer, extension livestock specialist, vocational agricultural instructor, students and/or faculty in agriculture departments of universities or colleges could be called upon to address animal safety. Older teens (including 4-H and FFA members) that have knowledge and experience with livestock can be great instructors because the younger kids look up to them.

4+

Age-Appropriateness

This activity is appropriate for participants of all ages. If and when touching or petting animals is allowed, first discuss precautions (no loud noises and no quick movements) taken so that participants are not at risk. Remind the participants that not all animals are safe to touch, and it is often difficult to determine the risk of each situation. The size difference concept may be difficult for younger participants. To determine participants' understanding, ask them what would hurt worse – if a cat or a cow stepped on their foot. The depth of content and the discussion needs to be tailored to the level of understanding of the group. Refer to the "Teaching Tips" and "Childhood Growth and Development" located in the Teaching Kids section of the Planning Manual. You can also refer to the National Children's Center for Rural and Agricultural Health and Safety's [Agricultural Youth Work Guidelines](#).



[Click Here](#)



What You Need:

- Animal Figures (Horse, Cow, Goat, Lamb, Pig, Dogs, etc.). When possible, use large figures (8 inches or larger). This will help with visibility for the participants.
- Markers or Sharpies – Use two different colors, such as green or (go) and red (no). You can also use different colored stickers (Example: Smiley Face and Sad Face). If it works, dry erase markers that can be wiped off between stations will be great.
- Rope (due to time, you may want to have multiple ropes).
- A pole or fence
- Optional: If you can get access to, use a large animal head with a halter to make the quick release knot activity more realistic.



Activity Outline

Click Play



I. Introduction

- A. Build Credibility - Introduce yourself and tell about your involvement with animals.
- B. Find out about your audience. Ask questions: How many of you ride horses? How many of you have pets or livestock? How many of you are in charge of taking care of these animals? How many of you visit a farm?
- C. You may want to start with a personal story or experience.
- D. Invite a guest who has been injured while handling animals to share their experiences. Make sure that you communicate to the speaker your lesson plan and the time allotted prior to the Safety Day. This will allow the guest to prepare and help them stay within his or her allotted time to talk.

II. Activity

A. Safe Animal Touch

1. Talk to the participants about what types of animals are petting animals and non-petting animals.

Demonstration Option: Show all the kids the animals already marked up with green or red X's. Discuss that green X's represent areas that are safe on the animal to touch. The red X's are areas on an animal that present danger or where extra caution should be used when approaching. Ask the kids about why the animal may present a danger (Example: blind spots, biting, tossing head unexpectedly, swishing or wagging tails, kicking, etc.).

Hands-on Activity Option: Break the participants into smaller groups. Give each group an animal figure and two different colored dry erase markers (green and red). Ask the participants to place a green X on the areas that are safe on the animal to touch and red X on the areas that may be unsafe. After a few minutes, let each group explain their X's. Go around to each group until everyone had a chance to report.

- In this demonstration and/or hands on activity, reinforce that **Red means No** and **Green means Go!**

B. Quick Release Knot

1. Talk to the participants about situations where an animal may need to be released immediately. These may be situations where they present a danger to themselves or someone else. Quick release knots are important because they allow your animal to be released immediately from wherever it is tied should it become anxious and struggle against the rope.
2. Activity
 - a. Start by looping the rope around a post with the loose end being held in the right hand, and the lead end is being held in the left.
 - b. Cross the Rope Under - Cross the rope being held in the right hand under the lead end of the rope. There is no need to tighten or twist anything at this point.
 - c. Cross the Rope Back Over the Top - Next, cross the rope back over the top of the lead end of your rope, and pull a loop up through the resulting circle. Do not tighten any of the loops yet. That will make it hard to complete the knot. The final tightening will be at the end.



- d. Be sure you're not tying your animal too short or too long. Then pull the rope tight against the post. Your animal should be able to move and hold its head in a natural position. You do not want them to stand with its head near the ground or have to hold its head up high. The lead rope should not be dangling anywhere near the ground. If there is any chance that the animal could get a leg over the rope, then it is too long. And, you should tie high enough that you do not need to make the rope short. Ideally, the rope should be chest height or higher, depending on what you are tying it to.
- e. Practice the quick release knot by pulling on the end of the lead.

III. Discussion Points

- A. Large animal body parts (tails, feet, heads, etc.) can also be dangerous when the animal is standing. An example of this is when a cow, horse, hog, etc. raises its head unexpectedly or steps on a foot.
- B. Discuss how swishing or wagging tails also can hit a person and hurt them or knock them down.
- C. Why should size make a difference when around animals, even if you are very familiar with a tame animal?
- D. Animals of all sizes are tempting to approach and touch. Large ones are especially dangerous to small children due to size differences. While most animal incidents are not fatal, they often result in broken bones and crushed limbs.

IV. Conclusion

- A. Ask the group to share their experience in the activity.
- B. Review the learning objectives and discussion points for this lesson.
- C. Discuss why animal safety and practicing good animal handling skills are important.
- D. Ask participants if they have questions.
- E. If time permits, survey participants to evaluate success in achieving desired lesson goals and objectives.



Resources

The Progressive Agriculture Foundation's coordinator webpage may have additional resources on this safety topic including links, videos, take-home bag items and other materials under the **Lessons and Topic Specific Resources** section.

