

Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

A Lesson Plan for Farm Safety Audiences

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Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

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Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope — A Lesson Plan for Farm Safety Audiences

SUBJECT: Call to action for hazard identification and correction.

GOAL: To empower families to take corrective measures at their farm/agricultural workplace or place of residence.

Introduction

This lesson plan is designed as the basis for the IMBY Farm and Home Hazard Workshop. IMBY stands for "In My Back Yard" — that is where safety should begin. The lesson plan gives direction for the educational part of the workshop. The mechanics of planning, organizing and publicizing the workshop are covered in a companion publication, "Toolkit for Implementing a Community-Based 'IMBY' Safety Event" (see Resources at the end of this lesson plan). The major activity of the event is the IMBY Farm and Home Hazard Hunt, in which participants develop a personalized action plan to eliminate hazards in their work or home environment.

This lesson is built around the video, "Rhythm of the Seasons: A Journey beyond Loss." In this video, a mother tells the true story of the loss of her 11-year-old son in a farm-related incident. Viewers are introduced to the son, the circumstances of his death, and the mother's first year of recovery. In this way, the audience learns about the grief and other experiences that accompanied this tragedy, and they also share in the inner world of the mother's healing as she finds a sense of purpose through this sad situation.

The video fosters interest and receptivity about this very serious topic, creating a "teachable moment" which provides an opportunity for general discussion by attendees or for use of the lesson plan described in this publication. Either way, the program should be planned such that attendees can take home with them an IMBY action plan that they can implement at their own farm or place of residence.

A set of PowerPoint slides has been created to use with this lesson plan. Throughout the plan, symbols ([PP]) have been placed in the right-hand margin to indicate that a PowerPoint slide is available for that section.

Two hours should be allocated for a program in which the video is shown and participants' action plans developed. This could be a part of a Safety Day Camp, where children go to the various stations while parents attend the "Rhythm of the Seasons" session. The video would not be appropriate for children younger than middle school.

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Background

The video "Rhythm of the Seasons: A Journey beyond Loss" is based on the book of the same name by Marilyn Adams and Mary Kay Shanley. In the video, Marilyn reads from the book and certain scenes are dramatized.

In 1986, Marilyn's son, Keith, was killed when he was submerged in flowing corn in a gravity-flow grain wagon. At the time, this hazard was virtually unknown or thought to be a risk only in places where significant amounts of grain were stored. In Marilyn's story, she tells about the impact of this loss and her first year of recovery. At the end of that first year, she decided to start an organization, Farm Safety 4 Just Kids, in order to alert farm parents to the hazard that had killed Keith and the many other agricultural hazards that lead to the death and injury of children on farms.

Farm Safety 4 Just Kids is now an international organization with over 140 chapters in the United States and Canada. Marilyn travels widely to give talks and presentations, and has been invited to several foreign countries to collaborate with farm safety programs.

Marilyn published "Rhythm of the Seasons" in 1997, and in 1999, Carol Lehtola of Florida AgSafe, the Florida Agricultural Safety Program, proposed turning a reading of the book into a dramatic presentation on video. This would allow the story to be shown to a wide variety of audiences and reach many more people.

The statistics of agricultural death and injury tell a powerful story, but it is a story in numbers. One of the most important aspects of the book and the video is that they put faces on the statistics. It is easy to dismiss talk about percentages and trends, but to look into a mother's eyes as she tells the story of her child's death is impossible to ignore.

Though the kind of incident that led to Keith's death might be unlikely in some areas, each area of the country has its own agricultural dangers. The presenter should emphasize to the audience that this video is presented as a reminder of the hazards on a farm or in the home and the importance of taking the time to practice safety. When someone is killed or injured — whether child or adult — the entire family and community are affected.

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Session Outline (For a two-hour session)

- Part 1 — Beginning the Workshop (5 - 10 minutes)
- Part 2 — Introduction to Agricultural Safety (5 - 10 minutes)
- Part 3 — Discuss Hazards in the Local Community (10 - 15 minutes)
- Part 4 — ROS Video (25 minutes)
- Part 5 — Discussion of Video (10 - 15 minutes)
- Part 6 — Development of an IMBY Take-Home Action Plan (30 - 40 minutes)
- Part 7 — Highlight Resources (5 minutes)
- Part 8 — Summary and Wrap-Up (include plans for follow-up, if any) (5 - 10 minutes)

Specific Learning Objectives

At the end of the program, the audience will be able to:

1. Identify and discuss leading agricultural hazards.
2. Identify and discuss the five leading agricultural hazards in their community.
3. Discuss the impact that a farm-related fatality has on a family and a community.
4. Discuss how the impact of the ROS story can lead their family into developing an action plan for their farm or home.
5. Identify five hazards on their farm or place of residence and discuss a corrective measure for each.
6. Discuss ideas for developing and implementing an action plan for a hazard identification and correction process for their farm.
7. Identify key resources they can readily access for information.

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Learning Environment/Aids

To complete this lesson plan, you will need:

- The video "Rhythm of the Seasons: A Journey beyond Loss"
- The PowerPoint "IMBY" slides
- Optional: a companion publication, "Toolkit for Implementing a Community-Based "IMBY" Safety Event", is available to help you develop and conduct the IMBY safety event
- Optional: other support materials designed to accompany this lesson plan which might be helpful learning aids or motivators

(See Resources at the end of this publication to find out more about any of these materials.)

To conduct this lesson, you will need a room with:

- A means to show the video: a video cassette player and either a television monitor or a video projector and screen. Keep in mind the size of the room and the number of people who will be viewing the video. When you set up the room make sure that the video is easily viewed from all locations where participants will be seated in the room.
- A means to show the PowerPoint presentation: a computer and a digital projector (Note: PowerPoint masters are included at the end of this book, if you prefer to make overheads.
- A blackboard, whiteboard or easel pad and appropriate markers. As for the video, make sure that the blackboard, etc., is easily visible for all participants.
- Sufficient seating for all participants

Each participant will need:

- A pen or pencil and a sheet or two of note paper
- An IMBY Farm and Home Hazard Identification/Correction workbook (see Resources at the end of this publication)

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Before the Workshop

On the day of the workshop, check that all the equipment you need is in place and double-check that all electronic equipment is working properly. Make sure that markers have plenty of ink. For whiteboards, make sure that markers will mark and are erasable.

Part 1 ... Beginning the Workshop

Time: 5–10 minutes

Focus: “How is your safety attitude?”

When the attendees are comfortably seated, welcome them to the “IMBY Farm and Home Hazard Identification Workshop.” Thank them for coming and congratulate them on taking the time to make a difference in the lives of their friends, family and community. Remind them that there are many ways to do a job, but the safe way is always the best way. [PP 1]

This lesson plan can be used with non-farm audiences. In that case, use the PowerPoint slides, PP 2, PP 3, and PP 4, to show how the lesson relates to them. Anyone who has land, or livestock, and farm machinery (or small versions of it) needs to be aware of farm safety issues. [PP 2] [PP 3] [PP 4]

Suggest that we often take shortcuts when we’re the ones doing the work because “we” never have “accidents”. Follow up on this point in a light-hearted way by asking the attendees to suggest other excuses we make for ourselves. Have some fun with it.

Sum up their suggestions, and then ask them if they would accept these excuses from their employees, family members, or children. People might take some chances with their own lives, but when inattention to hazards causes someone else to get hurt, it becomes very clear how foolish it is for anyone to take needless chances.

Remind the attendees that the reason they are in the workshop is because they care about safety. But they will carry the results of the workshop everywhere as they display a safety attitude and set a safety example.

This introduction should take no more than 5 - 10 minutes. This is a time when the audience is getting comfortable with the workshop they’ve decided to attend, the surroundings and the presenter. At the same time the presenter is getting comfortable with the audience, the material to be presented and being a presenter. Pay attention to time. You may find yourself a little nervous. Sometimes, “nerves” make people talk faster; others forget the time and forget to move on. Even if your audience is enjoying what they are doing, they will appreciate your discipline when the workshop ends on time. As they sometimes say in show business, “Always leave ‘em wanting more!”

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Part 2 ... Introduction to Agricultural Safety

Time: 5–10 minutes

Focus: Learning Objective 1 — Identify and discuss leading agricultural hazards.

Invite the audience to suggest what they believe are potential hazards in agricultural work. Use the easel pad or blackboard to record the suggestions where everyone can see them. Make a note in parentheses if the suggested hazard applies to a specific commodity.

Use this suggested list of topics — or other topics common to your area — to discuss the hazards suggested by the audience and to fill in any gaps (Note: Some of these topics and others are covered in detail in the “Hazard Identification Guide” in this publication.) [PP 5]

- Tractors
- Livestock — Cattle and Equine
- Grain Handling
- Confinement Systems
- Working Environments
- Road Travel with Equipment
- Children (workplace is also a place of residence)
- Chemicals

Invite the audience to consider the following quote: “Safety is about being observant of the risks and taking action to avoid them. This is how we save lives that can be lost in just a fraction of a second.” [PP 6]

It’s a two-part formula: 1) **be observant** of the risks, and 2) **take action** to avoid them. Safety is an active, positive activity when it is considered up front.

This part of the lesson should take 10-15 minutes. You’ll need to keep it moving. You can flex a little on the time, but that means borrowing time from one of the other parts of the lesson. When making the list of hazards, it isn’t important to include every possible hazard. The idea is get people thinking about this subject — to get them warmed up mentally. With a very active group, you may have to interrupt their list making, but they are going to have an opportunity to take these ideas a step farther in the next objective.

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Part 3 ... Discuss Hazards in the Local Community

Time: 10–15 minutes

Focus: Learning Objective 2 – Identify and discuss the five leading agricultural hazards in your community.

Do Your Homework

Consult with local Extension personnel or people in the medical community to learn what the five leading agricultural hazards are in your community.

The audience has helped create a list of general hazards, but what about their community or their farm or property. It is time to get more specific.

On the board, write down the numbers 1, 2, and 3, like this:

- 1.
- 2.
- 3.

Next to 1, write "Risks I've done something about." Ask for two or three examples of risks and what the person did to eliminate the risk. Next to 2, write "Risks that need work." Ask the audience for two or three examples of risks they know they should do something about, but maybe haven't. Encourage them to be honest because we're all learning from each other in this situation. Then next to 3, write "Risks I don't even know about." No need to ask for examples! Make the point that we can't share about something we don't know. The point is that many times, the only training we receive for the work we do is exactly how to do the job. However, we can't be observant of risks if we don't know what they are. Ask for a couple of brief stories from the audience about how they came to know the risks of their work. Were there any surprises?

Share with the audience the five leading local hazards in the community based on your research. Was everyone aware of these risks?

[PP 7]

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Part 4 ... Presentation of "Rhythm of the Seasons" Video

Time: 25 minutes

Audiences generally find the "Rhythm of the Seasons" video very moving, but not excessively sad or tragic (nevertheless, it might be wise to have some tissues available). Although the majority of the video concerns the first year of Marilyn's recovery from Keith's death, the emphasis of the video is basically hopeful.

The video is not suitable for children younger than middle school age as it concerns the thoughts and feelings of an adult.

We recommend that you show the entire video, all the way through the epilogue and closing credits. The epilogue reinforces the messages of the video and the extra time taken during the credits gives viewers time to absorb what they have just seen. We feel that this transitional time is important, especially for those who respond to the video more deeply.

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Part 5 ... Discussion of “Rhythm of the Seasons” Video

***Time:* 10–15 minutes**

Focus:

Learning Objective 3 — Discuss the impact that a farm-related fatality has on a family and the community.

Learning Objective 4 — Discuss how the impact of the ROS story can lead their family into developing an action plan for their farm or home.

Many points of discussion can be taken from the “Rhythm of the Seasons” video. Focus the audience’s attention on the learning objective by asking a question like, “What does this video tell you about the impact that farm-related deaths or injuries have on our families and community?” A couple of points you may want to introduce are:

- Farms experiencing a farm-related fatality frequently go out of business in the near future.
- A tremendous amount of resources and support can go into helping an injured person and their family after an incident. How many injuries could be prevented if those same resources were available before anyone was hurt or killed?

At some point, turn the audience’s attention to the next learning objective with a comment like, “We all know the stories, now the question is what can we and what are we going to do about it?”

Read the following quote from the *Rhythm of the Seasons* author:

[PP 8]

You have seen their faces. They could be your brother, sister, grandchild, daughter or son. This has to stop. The grief, the pain, the feelings of loss do not have to happen. We have to gather together as a stronger voice, a network of support, and a movement forward from this point on in the interest of rural America and the future of agriculture.

-- Marilyn Adams, in a speech at the White House on September 18, 2002.

Ask the audience, how the video they have just seen motivates them to develop a plan to make their farm or home safer.

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Part 6 ... Development of a Take-Home Action Plan

***Time:* 30–40 minutes**

Focus:

Learning Objective 5 — Identify five hazards on their farm or place of residence and discuss a corrective measure for each.

Learning Objective 6 — Discuss ideas for developing and implementing an action plan for a hazard identification and correction 'process' for their farm or home.

Do Your Homework

In the Supplemental Materials, find “Using the IMBY Farm and Home Hazard Identification and Correction Workbook” and the “IMBY Hazard Identification Guide.” Read these materials and make notes for yourself to conduct this part of the lesson.

Begin this segment of the lesson by distributing the IMBY worksheets.

Read through the worksheets and discuss them with the audience using the information you gained from “Using the IMBY Farm and Home Hazard Identification and Correction Workbook.” Begin by discussing the contents of the worksheet on a basic level. This gives people time to get to know the worksheet.

Focusing on Learning Objective 5, ask the audience to begin thinking about what area of their farm or home they might focus on and write down on the IMBY worksheet the five hazards that concern them most. Ask individuals to share one or two of the hazards they have written down, and occasionally, after someone has shared, ask if anyone else had written down that same hazard. Write down commonly shared hazards on the board. Use the “Hazard Hunt Guide” to suggest some additional hazards that might be relevant. Using the list you’ve created, get the audience to propose corrections for that hazard. [PP 9]

Focusing on Learning Objective 6, ask the audience that now that they’ve started the action plan, how can they make sure the corrections are completed. Share some of the “Hints for Successful Hazard Hunting.” [PP 10]

Depending on the size of the group, you may want to teach this section with the entire group together, or you may want to break them into smaller groups to work through the IMBY worksheets.

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Part 7 ... Highlight Resources

Time: 5 -10 minutes

Focus: Learning Objective 7 – Identify key resources they can readily access for information.

The following are important sources of additional information about agricultural safety.

Key Resources:

[PP 11]

[PP 12]

Florida AgSafe — The Florida Agricultural Safety Program
Web site: <http://www.flagsafe.ufl.edu>

Best Management Practices for Agricultural Safety and Health (Penn State)
Web site: <http://server.age.psu.edu/extension/agsafety/>

National Agricultural Safety Database
Web site: <http://www.cdc.gov/nasd>

Farm Safety 4 Just Kids
Web site: <http://www.fs4jk.org>

The National Children's Center for Rural and Agricultural Health and Safety
Web site: <http://research.marshfieldclinic.org/children>

North American Guidelines for Children's Agricultural Tasks
Web site: <http://www.nagcat.org>

'Childproofing' Your Yard and Farmstead
On the Web at: <http://edis.ifas.ufl.edu/AE166>

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Part 8 ... Summary and Wrap-Up

Time: 5-10 minutes

Focus: Spread the message and follow through

You and your audience have had a stimulating, thought-provoking and practical couple of hours, but it is almost over. Encourage them to think of safety as more than a bunch of precautions and warnings — the “safety attitude” is part of taking a positive, proactive approach to life. During your summary, remind the audience that during the lesson they have learned the following: [PP 13]

1. The leading agricultural hazards.
2. The five leading agricultural hazards in their community.
3. The impact that a farm-related fatality has on a family and a community.
4. The ROS story has motivated them to lead their family/business into developing an action plan for their farm or home.
5. Five hazards on their farm or place of residence and a corrective measure for each.
6. Ideas for developing and implementing an action plan for a hazard identification and correction process for their farm or home.
7. Key resources they can readily access for information.

Thank the audience for their attention and participation. Congratulate them on wanting to be part of the solution. Remind them of the key phrase: Follow through! Everything they’ve done in the lesson today depends on that.

And remember...

[PP 14]

Be Aware!
Be Alert!
Be Alive!

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Supplemental Materials

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Using the IMBY Farm and Home Hazard Identification Workbook

Introduction

Farm safety involves a complex interaction of the environment, the operator (person), and whatever one is working with, such as machines or livestock. Some factors that create hazards are beyond human control, for example, weather conditions like rain or snow. However, there are ways to work safely in these situations. More often, hazards are created by factors that can be controlled. Developing and maintaining a safe farm workplace requires recognizing these hazards and following through on a plan of action for eliminating the hazards identified.

Where to start? The place to begin practicing safety is In My Back Yard (IMBY). Use of the IMBY hazard identification guide will enable one to recognize hazards, to identify available resources and methods for eliminating hazards, and to prioritize solutions for safety problems.

It is important to remember that the farm is often both workplace and home. Thus all members of the family — from infants to the elderly — can be exposed to hazardous machinery and disease-producing agents on the farm. Education and prevention must be a family affair. Therefore, the IMBY farm safety activity should involve the entire family. From hazard identification to hazard elimination, every member of the family has a valuable role to play.

How to Use the Workbook

A look inside the IMBY Farm and Home Safety Hazard Identification and Correction workbook may be self-explanatory for many, but let's take a look at it step by step.

At the top left, a space is provided to designate the Farm or Work Area. It might be that Hazard Hunters will want to use this form to do an overall survey of a farm or workplace, but others may wish to designate a specific area, such as the grain handling system, the machine shed, and so on. A separate form could be created for each area and a different employee or family member asked to complete the hazard identification and correction for that area (write the name in the "Performed by" space).

The major part of the worksheet is taken up with the Hazard Hunt table. It has a place to note each hazard, appropriate corrective measure, how to make the correction, where to get the materials or information needed to make corrections, and the estimated time and cost. Working through all the steps to make corrections makes the Hazard Hunt activity very practical. It is easy to make long "to do" lists. What will help get each of these tasks done is getting very specific about what to do and how to do it. When a family or work

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group sits down together to plan this work, the worksheet helps again, because everyone knows who is doing what work.

The worksheet also has spaces for assigning a deadline and a person to each task. When the correction has been made, the date of completion can be noted. Schedule and prioritize hazards that will be corrected. Then, make a note when they are corrected. If the object or situation causing the hazard cannot be eliminated, safeguard it as much as possible and learn how to live with it safely — and instruct others of the hazards. Also, reinforce good behavior — look for things that are being done right and recognize people for those efforts.

Hints for Successful Hazard Hunting

- Begin with the simpler, more 'do-able' tasks and work toward the more complex and more expensive ones. For example, for a specific farm, one may first note ten do-able items that will have an impact — including cleaning up trash areas, picking up items that may lead to trips and falls, installing smoke detectors (or changing the batteries!), etc.
- Supplement your hazard hunt with a video camera. It makes a fun project, and other workers or family members can view the "investigation." Sometimes, when hazards are seen on the TV screen, they appear more vivid and real.
- Establish a time-line for corrections. For example, plan to complete a set number of corrections within a month. Then go to a second list for the next month. The ultimate objective of this activity is for families to learn to recognize that elimination of hazards is a continuous, on-going activity that is an integral part of their everyday farming operations and activities. This "ten-at-a-time" method has the advantage of not being overwhelming and leads people by a logical progression into the practice of recognizing and removing hazards.
- Create a Hazard Hunt notebook. Keep Hazard Hunt forms, the Hazard Identification Guide, and other materials that will be helpful on your farm or in your workplace in a notebook.
- Keep completed forms with farm records where they will be seen and reviewed on a periodic basis. More forms can be downloaded via Internet at <http://www.flagsafe.ufl.edu>.
- Important Reminder: Once a hazard is corrected, it does not necessarily mean the hazard is eliminated forever. For example, cleaning the shop walkway is an ongoing process.

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Hazard Identification Guide

This Hazard Identification Guide is provided to help you recognize specific hazards. The Guide is not all-inclusive. Its purpose is to provide general guidelines that will allow you to recognize and note the correction of specific hazards.

Topics included in this guide are:

- General Precautions
- Farmstead
- Electrical
- Fire
- Machinery
- Tractors
- Buildings and Structures
- Animal Handling Facilities
- Preparedness

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Safety Awareness

“Safety is about being observant of risks and taking actions to avoid them. ”

This statement describes the attitude of Safety Awareness. When safety is the top priority for any task, that task will be done just as efficiently, but with a big bonus — less risk to the operator and those around the activity. Safer work promotes productivity because workers are more knowledgeable and feel more secure.

Here are some questions to ask that can help clarify family or employee Safety Awareness:

- Have any family members participated in formal safety programs?
- Is the chance of injury and severity of injury recognized and understood by operators of farm equipment? This applies to all situations.
- Do members of the family realize their (and their employees') limitations? Do they recognize the capabilities and limitations of what they are working with (machines, chemicals, livestock, etc.)?
- Do members of the family realize they must be willing to give up, or not do, any job or activity that demands more than they can give it when it can threaten their own safety or life or that of others? This includes tractor and machinery operation.

Remember to tell people when they are doing things correctly and safely!

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General Precautions

- Are debris, downed trees, rocks and other obstacles removed from pastures, yard areas, and lanes in order that tractors and machines can be safely operated?
- Have pets been vaccinated for rabies?
- Do welding and shop areas have adequate exhaust systems or ventilation -- especially if internal combustion engines are operated inside?
- Are flags (or other devices) used to mark stumps, holes, etc. in areas to be mowed? Are flags used to mark items that may be buried by snow? These may include obstacles to snow removal or items that may be needed.
- Are family members' tetanus shots up to date?

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Farmstead

Slips/Trips/Falls

Slips/falls are a leading cause of injuries on the farm. Of course, this can be made much worse by what one slips or falls into — such as an auger, moving machinery, or a livestock pen. Practicing good housekeeping around the farm can eliminate many slip-fall hazards.

Equipment Storage

- Is equipment parked safely when not in use?
- Is it out of the way of traffic lanes and walkways?
- Is it located in an area where children will not use the equipment as a playground?
- When equipment is parked, is it at the lowest level or are mechanical locks/blocks in place? (A failure/loss of pressure in the hydraulic system can result in the lowering of equipment.)

Catwalks

Catwalks have several applications, for example, at grain-bin areas for loading trucks, walking from one bin to another, or feeding hogs without having to enter a pen. They should have skid-proof pads or a grated surface to prevent slippery conditions. All catwalks should have railings.

Wells and Abandoned Farmsteads

- Are wells and cisterns guarded or covered?
- Are abandoned wells plugged?
- Are abandoned farmstead areas eliminated? Are non-used, rusty wire fences removed?

Ladders

- Have ladders on non-used windmills, grain bins, etc. had the lower rungs removed to prevent children from entering?

Lighting

- Is adequate lighting available in areas where work is performed at night?
- Are lighting circuits independent of equipment that may have to be shut down and locked out?

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Electrical

- Are electrical cords located so that they will not be driven over or punctured by equipment, and cannot be tripped over?
- Are electrical motors kept clean and free of trash? If located in corrosive, dusty or damp environments, they should be the enclosed type.
- Are heat lamps/portable heaters kept away from flammable materials (including straw and dust)? Are they kept out of reach of livestock?
- Is overall wiring done in accordance with electrical codes, or does it look haphazard?
- Is a stand-by generator available in the event of a power outage? Do family members know how to operate it? Follow the manufacturer's instructions. Remember, if the power is out due to adverse weather, the primary operator may be stranded somewhere else.
- Are all circuit breakers labeled clearly and properly? Do family members know where the circuit breaker boxes are and how to turn off the power supply?
- Does snow/ice cause overhead wires to touch buildings or metal bins?
- Is a map of buried lines and other utilities kept with farm records?
- Are provisions made to prevent machines from automatically starting when power is restored after a power failure or shutdown?

Unsafe work habits contribute to many electrical shock cases. An example of this is intentional use ("I'll get by with it one more time...") of defective and unsafe tools or equipment, such as extension cords or power tools. Another cause is failing to lock electrical equipment in the off position so it will remain de-energized during repair or maintenance.

One of the most frequent causes of death by electrocution on the farm involves the use of **ungrounded portable power tools**. Tools need to be "UL" (Underwriters Laboratories) approved. Older model tools with only a 2-wire power cord are not properly grounded. If the tool cannot be grounded with a third wire, it should be discarded. Use tools with double insulation and install ground-fault circuit interrupter (GFCI) receptacles.

Watch for overhead power lines when working with augers, antennas, ladders, etc. When sprayer booms, planter arms, and the like are transported on a trailer or truck, they can come into contact with power lines. It is important to know the location of overhead lines for other locations where you may work. This is especially important because some locations will have buried lines and others will have overhead lines.

Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

Fire

General

Prevent the major causes of fire. These include: overloaded, damaged or faulty electrical wiring, careless smoking or cooking, and faulty or misused heating equipment, all of which can be corrected by inspection, maintenance and safe practices.

Gasoline and other flammable fuels should be stored in approved containers.

Control static electricity and sparks. Ground electrical equipment and keep switches, motors, and connections in good condition to reduce sparking and arcing. Grinders, welders, and other spark-producing tools should not be used near flammable materials or vapors.

Spontaneous Combustion

Fires caused by spontaneous combustion can occur any time -- day or night. Many times, these fires are already out of control by the time they are detected.

Many materials -- vegetable and animal oils, soft coal, or vegetable and animal fibers, such as flax, jute wool, and hay -- can heat spontaneously under certain circumstances.

Hay and silage often have been implicated in many high-loss farm fires. Preventive measures include:

Harvest loose or chopped hay at low enough moisture content to prevent molding, a key factor in heating. Avoid storing wet hay.

Check stored hay for warm spots. If hay temperature is noticeably warmer than when it was put in, watch it closely. If the temperature reaches 175 degrees, get the hay out or divide it into small shallow stacks.

With silage, the problem is too little moisture. Watch for silage danger signs -- heat, release of moisture vapor or steaming, smoke, or a charred tobacco smell. If they appear, call the fire department. Realize that there are special procedures for extinguishing silo fires.

Oxygen-limiting silos should not have water applied.

Store vegetable and animal oils, paint or linseed-soaked rags, etc., in sealed containers in cool, well ventilated places away from other combustibles.

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Lightning

Lightning is a major cause of farm and ranch fires. Damage runs into tens of millions of dollars every year.

Good lightning protection is the only means of preventing lightning fires. A properly designed, installed and maintained lightning protection system provides buildings with almost 100 percent protection.

Check out your lightning protection system every year to see that air terminals, conductor cables, connecting clamps and grounds can provide an unbroken electrical flow to ground. If you have no system or it is inadequate, see a qualified lightning protection dealer.

Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

Machinery

Are PTO (power take-off) driveline shaft shields in place and in good condition?

Is the PTO master shield on the tractor in place?

Are warning decals in place and readable?

Do grain auger elevators have a properly designed intake area guard in place?

Are flexible-type guards, such as chain, tarp or rubberized belt, in place and in good condition?

Are hydraulic hoses in good condition, with no indication of noticeable cracks or leaks?

Are slow moving vehicle (SMV) emblems placed on all equipment used on roadways?

Are SMV emblems bright in color and not obstructed when placed on equipment?

Are guards in place to cover belt, chain, and gear drives?

Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

Tractors

Is the tractor equipped with a rollover protective structure (ROPS) and seatbelts?

Do you always wear seatbelts with ROPS?

Is there a slow moving vehicle (SMV) sign on the rear of the tractor or towed equipment for roadway travel?

Are SMV signs clean, with good reflective qualities?

When towing equipment, do you use safety hitch pins and chains for road traffic?

Is there a first aid kit mounted on the tractor, or accessible nearby?

Are regular efforts made to keep steps free of mud, tools or debris that could cause slips?

Is the exhaust system on each tractor in good condition and leak-free?

Do you read the operator's manual or follow rules for safe operation?

Before operating, do you walk around the tractor making a visual pre-operational check for bystanders and other objects?

Do you enforce the rule "No Extra Riders" on the tractor at any time?

Do you lock brake pedals together before roadway travel?

Are brakes adjusted regularly?

When operating a tractor in buildings, do you open doors or windows or start ventilation fans?

Are buildings locked or keys removed from the ignition of the tractor when not in use to prevent unauthorized people from using the equipment?

Do you always steer clear of hazards, such as ditches, steep hills and other areas where tractors can tip?

When using front-end loaders, do you travel with the bucket lowered to avoid tipping sideways?

Have all tractor operators on your farm received training on their equipment and reviewed the manual or rules for safe operation?

Is mounted equipment always lowered before the operator leaves the tractor?

Are towed loads always hitched to the drawbar and never higher?

Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

When towing high or wide loads, are clearances from overhead powerlines always checked?

If the tractor does not have a sound-proof cab, does the operator always wear hearing protection when noise level exceeds 90 decibels for extended periods of several hours or more?

If you have many tractors or several units of the same model, are they numbered to reduce errors in communication? (Especially if you have several units of the same model.)

Have you developed a policy about when seatbelts and other Personal Protective Equipment (PPE) should be worn or used?

Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

Buildings and Structures

Is there sufficient ventilation for dust and fume control?

Are walkways, aisles, steps, landings and traffic areas clear of any obstructions, litter and debris?

Is there adequate lighting in work and travel areas?

Are stairs in good condition and equipped with handrails?

Are permanent ladders in good condition and checked before use?

Have danger spots in floors been repaired or corrected?

Are low ceilings, beams, etc., marked clearly with signs or fluorescent materials to prevent bumping into them?

Are stored materials properly stacked to prevent them from falling?

Are protrusions such as nails removed from walls, railings, etc., to prevent contact?

Is there ample walking space between parked machines where required?

Are keys removed from ignition or is machinery in locked sheds?

Do large doors open smoothly?

If building has no windows, are there emergency lights with exit signs?

Do you have a carbon monoxide detector and does it work?

Are floor openings protected with barriers, lids, or safety bars, to prevent individuals from falling through them?

Are gasoline tractors and other fuel-burning equipment stored away from flammables or kept in a separate building?

Do you avoid bulk storage of flammable liquids in barns or other structures?

Are there at least two exits available in barns and workshops?

Are elevated docks and mezzanines protected by safety rails?

Are all electrical outlets in the workshop properly grounded?

Is Personal Protective Equipment (PPE) available (i.e., goggles, face shields, hard hats)?

Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

Are a stocked first aid kit and fire extinguisher available?

Are suitable receptacles available for oily rags, used oil, etc.?

Is adequate, well-organized storage available for tools and equipment?

Do you limit extension cords to temporary use?

Are portable lights properly shielded to prevent breakage?

Do you unplug portable tools when not in use?

Are nails removed from lumber before stacking?

Do you take care to adjust work practices on wet floors and wipe up spills immediately?

Are doors with exit paddles or panic sets fully operational?

Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

Animal Handling Facilities

Do you always avoid entering a manure pit?

Are outside ramps, steps and entrance ways protected from rain or properly maintained to deal with snow?

Are pens, gates, and fences in good condition, without edges that stick out (no protrusions)?

Are restraining devices used, designed safely, in good condition, without protrusions and securely anchored to prevent tipping or slipping?

Are ventilation fans and vents in good operating condition and lighting adequate?

Are heaters kept away from combustible materials? Are animal drugs and barn chemicals kept in secure labeled or original containers?

Do you have cattle dehorned, and swine detusked?

Are children forbidden to excite, tease or abuse animals?

Do you make sure you have an emergency escape route when working in close quarters with animals?

Are pets and animals immunized as required?

Do you use special care in handling animals with newborn young?

Do you make animals aware of your approach so you do not frighten them?

Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

Preparedness

Are first aid kits located in standard locations for your farm, such as in the home or workshop, or on tractors or in vehicles?

Are emergency numbers and farm location numbers posted by all phones?

Do you have an emergency tube located on the breaker pole and is information current?

Is your 911 locator number used to mark your gate and posted by the phone?

Are first aid kits periodically checked and replenished?

Have a reasonable number of employees been trained in first aid and CPR to cover work areas? (1-day course for first aid if under 5 people; if over 15 people, someone on site should have a standard course.)

Do family members and/or employees know how to call for emergency help?

Do family members and/or employees know how to shut off all machinery if someone is caught up or pinned down?

Do you have a system to keep track of where family members or others are playing or working and when they are expected to return?

Do you routinely check with workers by phone, C.B. or radio?

Do you act on issued weather warnings?

Do you know what to do for poisoning?

Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

Pre-Post Test

1. Flowing grain is not a hazard. True False

2. List two things that can be incurred by family members if someone is injured or killed in a farm-related incident.

3. List three leading hazards in your community.

4. The organization that was founded as the result of the death of an 11-year-old boy in a farm-related incident was:

- a) National Safety Council
- b) National Institute for Farm Safety
- c) Farm Safety 4 Just Kids
- d) National Children’s Center for Rural and Agricultural Health and Safety

5. People that have only a few acres do not need to worry about hazards?

True False

Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

Summary of Power Point Slides

<i>Slide Number</i>	<i>Slide Text</i>
PP 1	Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope
PP 2	"...but I don't farm"
PP 3	" GOT... an acre or two? ...a couple of horses? ... an ATV? ... a small tractor?"
PP 4	"...then this program is for you too!" "Farm" Safety... not just for farmers!
PP 5	Agricultural Hazards Tractors and machinery / Livestock / Grain handling / Confinement systems / Working environment / Road travel with equipment / Children (workplace is place of residence) / Chemicals
PP 6	Safety is about being observant of the risks and taking actions to avoid them. This is how we save lives that can be lost in just a fraction of a second.
PP 7	The 5 leading causes of ag related hazards in our community are: 1. ___ / 2. ___ / 3. ___ / 4. ___ / 5. ___
PP 8	You have seen their faces. They could be your brother, sister, grandchild, daughter or son. This has to stop. The grief, the pain, the feelings of loss do not have to happen. We have to gather together as a stronger voice, a network of support, and a movement forward from this point on in the interest of rural America and the future of agriculture. -- Marilyn Adams, in a speech at the White House on September 18, 2002.
PP 9	5 Hazards on our farm/workplace and a corrective measure for each are: 1. ___ / 2. ___ / 3. ___ / 4. ___ / 5. ___
PP 10	Personal Action Plan / IMBY Safety Audit Identify the hazards / Identify corrective measures / Identify who is responsible for seeing that it gets done / Set a target date
PP 11	Resources Florida AgSafe — The Florida Agricultural Safety Program Web site: http://www.flagsafe.ufl.edu Farm Safety 4 Just Kids Web site: http://www.fs4jk.org National Agricultural Safety Database Web site: http://www.cdc.gov/nasd

Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

<i>Slide Number</i>	<i>Slide Text</i>
PP 12	<p>Resources (cont'd)</p> <p>The National Children's Center for Rural and Agricultural Health and Safety Web site: http://research.marshfieldclinic.org/children North American Guidelines for Children's Agricultural Tasks Web site: http://www.nagcat.org 'Childproofing' Your Yard and Farmstead On the Web at: http://edis.ifas.ufl.edu/AE166 Best Management Practices for Agricultural Safety and Health (Penn State) Web site: http://server.age.psu.edu/extension/agsafety/</p>
PP 13	<p>Safety is more than preventing injury and death...it is also about taking a positive, proactive approach to life.</p>
PP 14	<p>Be Aware! / Be Alert! / Be Alive!</p>

Rhythm of the Seasons

Planting Seeds of Safety
Harvesting Grains of Hope

"... but I don't farm"

GOT...

... an acre or two?

... a couple of horses?

...an ATV?

... a small tractor?

... then this program is for you, too!

Agricultural Hazards

- Tractors and machinery
- Livestock — Cattle and Equine
- Grain handling
- Confinement spaces
- Working environment
- Road travel with equipment
- Children (workplace is also place of residence)
- Chemicals

Safety is about being observant of the risks
and taking actions to avoid them.
This is how we save lives that can be lost
in just a fraction of a second.

The 5 leading causes of ag related hazards in our community are:

1. _____
2. _____
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Personal Action Plan / IMBY Safety Audit

- Identify the hazards
- Identify corrective measures
- Identify who is responsible for seeing that it gets done
- Set a target date

Resources

Florida AgSafe — Florida Agricultural Safety Program

Web site: <http://www.flagsafe.ufl.edu>

Farm Safety 4 Just Kids

Web site: <http://www.fs4jk.org>

National Agricultural Safety Database

Web site: <http://www.cdc.gov/nasd>

Resources (cont'd)

Nat'l Children's Center for Rural and Ag. Health and Safety

Web site: <http://research.marshfieldclinic.org/children>

North American Guidelines for Children's Agricultural Tasks

Web site: <http://www.nagcat.org>

'Childproofing' Your Yard and Farmstead

On the Web at: <http://edis.ifas.ufl.edu/AE166>

Best Mgt Practices for Ag Safety and Health (Penn State)

Web site: <http://server.age.psu.edu/extension/agsafety/>

Safety is more than preventing injury and death...
it is also about taking
a positive, proactive approach to life.

Be Aware!

Be Alert!

Be Alive!

Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

Rhythm of the Seasons

**Planting Seeds of Safety
Harvesting Grains of Hope**

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Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

**Personal Action Plan /
IMBY Safety Audit**

- **Identify the hazards**
- **Identify corrective measures**
- **Identify who is responsible for seeing that it gets done**
- **Set a target date**

Resources

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Web site: <http://www.flagsafe.ufl.edu>

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Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope

Resources

IMBY Workshop Materials

You can download all the IMBY Workshop Materials at the Florida AgSafe Web site:
<http://www.flagsafe.ufl.edu>.

- Toolkit for Implementing a Community-Based "IMBY" Safety Event
- Rhythm of the Seasons: Planting Seeds of Safety, Harvesting Grains of Hope — Lesson Plan for Farm Safety Audiences
- IMBY Farm and Home Hazard Identification and Correction Workbook
- IMBY Invitation
- IMBY PowerPoint Slide Set

Rhythm of the Seasons Video and Book

The video "Rhythm of the Seasons" can be purchased by contacting

UF/IFAS Extension Bookstore
Building 440 Mowry Road
P.O. Box 110011
Gainesville, FL 32611
Web site: <http://ifasbooks.ufl.edu>
Telephone: (352) 392.1764
Fax: (352) 392.2628
For credit card orders only, call (800) 226.1764.

The companion book to the Rhythm of the Seasons video or a book/video package can be purchased by contacting:

Farm Safety 4 Just Kids
P.O. Box 458
Earlham, Iowa 50072
Telephone: (515) 758-2827 or (800) 423-5437
Web site: <http://www.fs4jk.org>

Additional Safety Web Sites

Florida AgSafe — The Florida Agricultural Safety Program
Web site: <http://www.flagsafe.ufl.edu>

Best Management Practices for Agricultural Safety and Health (Penn State)
Web site: <http://server.age.psu.edu/extension/agsafety/>

National Agricultural Safety Database
Web site: <http://www.cdc.gov/nasd>

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The National Children's Center for Rural and Agricultural Health and Safety

Web site: <http://research.marshfieldclinic.org/children>

North American Guidelines for Children's Agricultural Tasks

Web site: <http://www.nagcat.org>

Additional Safety Information Materials from UF/IFAS and Florida AgSafe

Safety Awareness

- Agricultural Employer's Resources for Safety (On the Web at: <http://edis.ifas.ufl.edu/AE229>)
- Small Farmer's Resources for Safety (On the Web at: <http://edis.ifas.ufl.edu/AE228>)
- Shortcuts are Short-sighted! or, Invest Seconds, Save Lives (On the Web at: <http://edis.ifas.ufl.edu/AE179>)

General Precautions

- Protecting Children on the Farm: The North American Guidelines for Children's Agricultural Tasks (NAGCAT) (On the Web at: <http://edis.ifas.ufl.edu/AE168>)

Farmstead

- 'Childproofing' Your Yard or Farmstead (On the Web at: <http://edis.ifas.ufl.edu/AE166>)

Slips/Trips/Falls

- Preventing Injuries from Slips, Trips, and Falls (On the Web at: <http://edis.ifas.ufl.edu/AS042>)

Ladders

- Portable Wood Ladders: OSHA Standard 1910.25 (On the Web at: <http://edis.ifas.ufl.edu/OA126>)
- Portable Metal Ladders -- OSHA Standard 1910.26 (On the Web at: <http://edis.ifas.ufl.edu/OA127>)

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Electrical

- Wiring Methods, Components, and Equipment for General Use -- OSHA Standard 1910.305 (On the Web at: <http://edis.ifas.ufl.edu/OA064>)
- Wiring Design and Protection -- OSHA Standard 1910.304 (On the Web at: <http://edis.ifas.ufl.edu/OA113>)
- Electrical - Safety-Related Work Practices -- OSHA Standards 1910.331-1910.335 (On the Web at: <http://edis.ifas.ufl.edu/OA114>)
- Design Safety Standards for Electrical Systems: General Requirements -- OSHA Standard 1910.303 (On the Web at: <http://edis.ifas.ufl.edu/OA122>)

Fire

- Filling Gas Cans Safely (On the Web at: <http://edis.ifas.ufl.edu/AE174>)
- Fire Protection -- Definitions: OSHA Standard 1910.155 (On the Web at: <http://edis.ifas.ufl.edu/OA094>)
- Portable Fire Extinguishers: OSHA Standard 1910.157 (On the Web at: <http://edis.ifas.ufl.edu/OA095>)
- Standpipe and Hose Systems -- OSHA Standard 1910.158 (On the Web at: <http://edis.ifas.ufl.edu/OA096>)
- Automatic Sprinkler Systems -- OSHA Standard 1910.159 (On the Web at: <http://edis.ifas.ufl.edu/OA097>)
- Fire Extinguishing Systems -- OSHA Standards 1910.160 - 1910.163 (On the Web at: <http://edis.ifas.ufl.edu/OA098>)
- Fire Detection Systems -- OSHA Standard 1910.164 (On the Web at: <http://edis.ifas.ufl.edu/OA099>)

Lightning

These publications are available on the Web at: <http://disaster.ifas.ufl.edu/chap8fr.htm>

- 8.3 - Background - Thunderstorms and Lightning
- 8.4 - Fact Sheet - Thunderstorms and Lightning
- 8.5 - Protecting Homes from Lightning - What to Do before Lightning Strikes
- 8.6 - Specifications for Lightning Protection