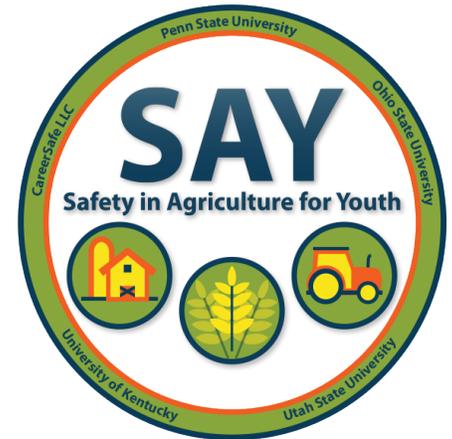


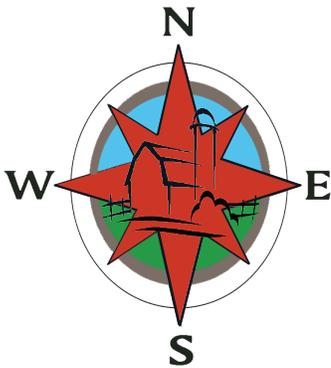
While several management practices have been cited as important components of safety programs, how much does the role of safety education for youth contribute to injury reduction? This is a question that was discussed at the National Youth Farm and Ranch Safety Symposium, held Oct. 27-28 in Louisville, Ky. The symposium brought several national agricultural and youth organizations together to discuss the future direction of youth employment in agriculture.

The goal of this symposium was to develop a national strategy to enhance awareness of, access to, and utilization of farm/ranch safety materials by youth and adults who instruct and/or work with youth.

"One way to do that is to increase awareness, access and use of farm and ranch safety materials by youth and adults who teach or work with youth," said Dee Jepsen, state safety leader for Ohio State University Extension. "It was important to convene stakeholders and discuss how we can work together to benefit youth with workforce safety resources."



The two-day event format functioned more like a workshop than a traditional conference session. Plenary sessions during the symposium included opportunities to learn and discuss how the modern farm structure allows for safe youth employment opportunities; how parents and/or employers determine when youth are ready to work in agriculture; and if age is the best indicator for prescribing farm chores or if there are other ways to measure competency for task performance.



As a result of the event, the national conversation will continue to create a unifying vision for the future direction of youth in agriculture. Additional information about the symposium and the attendee feedback can be found on Page 2. **Read more.**

### Supervised Agricultural Experience (SAE)

Students working in a production agriculture setting are at a higher level of risk for injury and their safety while completing their SAE is the responsibility of all involved. Agriculture teachers are in a position to teach students how to practice safety on the farm and to promote the overall safety of each student's workplace **Read more.**

### Now Accepting Test Questions for SAY Clearinghouse

In an effort to establish a protocol for development of a database of exam items for the SAY Clearinghouse, project team members are currently accepting test questions written towards tractor and machinery related content.

**Read more.**

### Curriculum Alignment of Safety Resources

A major objective of the SAY project is to identify existing safety resources, determine alignment of these educational resources to national standards, and organize the materials in a single clearinghouse. Educators are asked to submit their agricultural safety curriculums for inclusion in the SAY National Clearinghouse. **Read more.**

## National Youth Farm and Ranch Safety Symposium



The National Youth Farm and Ranch Safety Symposium was held October 27-28, 2014 in Louisville, Ky. Professionals from many disciplines and interest areas came together to discuss the topic of youth safely working in agriculture. The goal of the symposium was to develop a national strategy to enhance awareness of, access to, and utilization of farm and ranch safety materials by youth and adults who instruct and/ or work with youth.

The Symposium was a key objective of a larger grant initiative funded by USDA – NIFA called SAY: Safety in Agriculture for Youth. Grant project personnel involved Dr. Dee Jepsen from The Ohio State University and Dr. Dennis Murphy from Penn State University. Invited speakers represented a multitude of national organizations including: Department of Labor, National Institute for Occupational Safety and Health (NIOSH), National Children’s Center for Agricultural Health and Safety, National Council for Agricultural Education, American Farm Bureau Federation, National Council of Agricultural Employers, Migrant Clinicians Network, American Association for Agricultural Education, Farm Safety For Just Kids and Progressive Agriculture Foundation. Academic institutions were also represented as speakers and attendees including: Alabama at Birmingham, University of Nebraska – Lincoln, Purdue University, University of Kentucky, Kansas State University, Utah State University, The Ohio State University, Penn State University, and University of Florida. Two NIOSH Agricultural Centers were involved: North Carolina Agromedicine Institute and University of Nebraska Medical Center – Omaha.

The opening session explored the U.S. history of regulating youth for agricultural employment as well as the milestones of coalition work over 3 decades on this topic. Plenary sessions offered opportunities to learn and discuss how the modern farm structure allows for safe youth employment opportunities; how parents and/or employers determine when youth are ‘ready’ to work in agriculture; and if age is the best indicator for prescribing farm chores, or are there other ways to measure competency for task performance.

“This eclectic gathering of stakeholders started the conversations about how teens can be safely involved in agriculture,” said Dee Jepsen. Listening to a personal story told by a State FFA president of how her involvement in her family’s agricultural operation affected her career decision was a dose of reality for conference attendees. “There is no secret that young workers are highly involved in America’s farms and ranches; the topic for discussion is how to maintain their safety while they learn this responsibility and develop occupational skills.”

The final Symposium session revealed a newly created national clearinghouse of educational resources for teaching agricultural safety to young workers. “This website will serve educators, employers, and parents looking for specific safety and health resources. The clearinghouse will also allow educational authors to submit their curriculum, especially those teaching materials that meet AFNR standards as set by the National Council for Agricultural Education” said Dennis Murphy.

The Symposium initiated a conversation that will continue to be discussed by key stakeholders and agricultural organizations. The conference proceedings will soon be released on the SAY grant website for additional dissemination.

Persons interested to learn more about the project objectives or how they can connect with the SAY programs can contact project leaders at the website address: <http://eXtension.org/agsafety>

## National Youth Farm and Ranch Safety Symposium Attendee Evaluation Feedback

A follow-up evaluation was sent to the National Youth Farm and Ranch Safety Symposium attendees to gauge the impact of the event. The symposium was a success with several positive remarks:

“Enforcement agencies can play a key role in helping to implement the educational outreach goals of the Symposium by incorporating the endeavor into the schools and youth programs.”

“Overall, it was a great symposium with great topics. I think that the two day session was way too short. It was over so fast!”

“The diversity of backgrounds among the speakers and attendees to get a well rounded view of the issue.”

“Really helped clear up some understanding of current laws and curriculum needs for ag classrooms.”

“Overall, there was a lot of great information. Great job to the Steering Committee and organizers for a great Symposium! ”

Item	Strongly Agree - Agree (%)	Disagree - Strongly Disagree (%)
Knowledgeable speakers	100	0
Content presented with good flow	100	0
Addressed the latest developments in agricultural safety for youth	100	0
Panel-style sessions were appropriate	85	15
Provided networking opportunities	100	0
Symposium met my expectations	95	5

## Supervised Agricultural Experience (SAE) Injury Risk Assessment Protocol

A supervised agriculture experience, or SAE, is an experiential learning component of the School Based Agricultural Education program. It can be anything from raising livestock at your school farm or at home, working on the family farm, teaching young kids about agriculture, working at a feed store, and many others. There are four types of SAE projects, including entrepreneurship (own livestock, own lawn mowing company), placement (work for someone), agriscience research (conduct agriculture research), or exploratory (basic exploration into agriculture careers).

Why is Production Based SAE Safety Important?

-  Agriculture is one of the most dangerous industries in the nation
-  Subsequently, the youth involved are at a high level of risk for accidental injury while working on farms or ranches
-  Students are at an impressionable age when safety practices must be understood and enforced by peers, supervisors, and adults involved in their SAE
-  Safety can be easily integrated into pre-existing practices and content

In support of the SAY project, Dr. Michael L. Pate and Dr. Rebecca G. Lawver, from the Utah State University have developed the Risk Assessment for SAE document to assist educators and students as they assess their worksite for any safety issues, provides teachers an opportunity to teach safety practices, and allows the students to be aware of the safe practices when working. Production based SAE safety evaluations and risk assessments must become an integral part of the visits agricultural educators are making to production SAE sites and the paperwork that is already being done.

The three phase assessment includes:

-  The opportunity to conduct a pre-work assessment
-  An opportunity to assess safe working conditions
-  Generate an injury preparedness plan

The Risk Assessment of SAEs is available for teachers by contacting [Dr. Rebecca G. Lawver](#) or [Dr. Michael L. Pate](#) or by visiting:

<http://www.extension.org/pages/70004/safety-in-agriculture-for-youth>



*Nationally, 610,240 agricultural education students earn more than \$4 billion each year through SAEs.*

*(National FFA Org. 2014)*



*Potential*

When these students interact with livestock, tractors, or other equipment there is a potential for injury. To ensure students' safety this potential must be assessed.

**Phase 1**

## Phase 1: Pre-work Assessment

### Protection

Students should wear proper protective clothing and operate/use equipment with proper safeguarding to protect from injury.

## Phase 2: Working Condition Assessment



**Phase 2**



Co-workers and supervisors should have access to a first-aid kit and know CPR



All employees should know the location of the nearest medical treatment facility



Each workplace should have an up-to-date emergency protocol that the student is aware of

**Phase 3**

## Phase 3: Injury Preparedness Assessment

*If a workplace injury does occur, what steps have been taken to handle the emergency?*



## SAY National Clearinghouse

One of the main objectives of the SAY Project is to provide agricultural educators with teaching resources that align with the Agriculture, Food, and Natural Resources (AFNR) Career Cluster Content Standards. The SAY Project identified the AFNR Career Cluster Content Standards related to agricultural safety and health and used them to measure alignment of curriculum and other supporting resources. Agricultural safety and health professionals can submit their curriculum or other supporting resources for potential inclusion in the clearinghouse which can increase the usage of their materials by secondary agricultural educators. A formal curriculum is identified as a product that has the following 3 components: learning goals/objectives, subject matter content that supports the goals/objectives, and an evaluation component. Other supporting resources are valuable resources but they are lacking one or more of the components of a curriculum. There are four formal curriculums and three other supporting resources currently in the SAY National Clearinghouse.

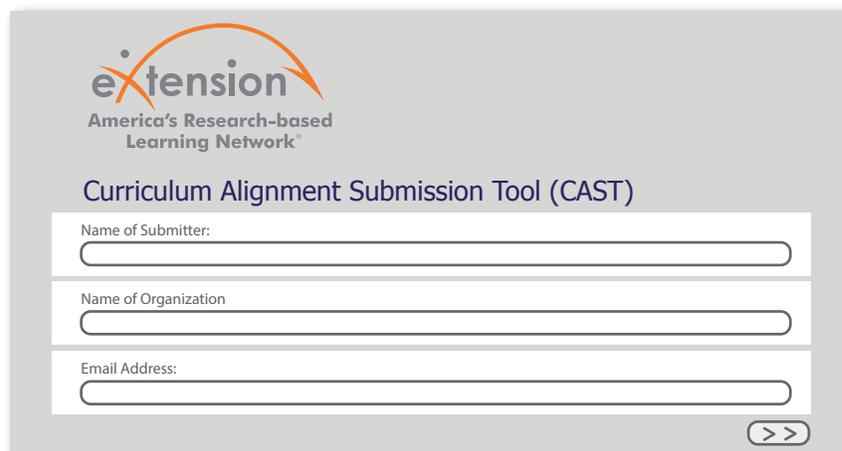
The SAY National Clearinghouse is 'open for business' but will continue to grow as more curriculum and resources are submitted and aligned. Agricultural educators and safety professionals should bookmark the SAY National Clearinghouse website so they can easily locate curriculum and other resources that they can use in the classroom and know its alignment to the AFNR Career Cluster Content Standards, or to use the materials for informal safety education. Visit the SAY Project website to access the National Clearinghouse pages for either formal curriculum or other supporting resources.

## SAY Curriculum Alignment Submission Tool (CAST)

To submit materials into the SAY Curriculum Alignment Submission Tool (CAST), navigate to:

<https://www.extension.org/pages/70004/safety-in-agriculture-for-youth>

The CAST requires submitters to self-assess the degree of alignment between their curriculum or other supporting resources and AFNR Career Cluster Standards. Detailed submission instructions are located on the website. All submissions will be reviewed for completeness of the application and confirmation of degree alignment.



The screenshot shows the 'Curriculum Alignment Submission Tool (CAST)' form. At the top left is the 'extension' logo with the tagline 'America's Research-based Learning Network'. Below the logo is the title 'Curriculum Alignment Submission Tool (CAST)'. The form contains three input fields: 'Name of Submitter:', 'Name of Organization', and 'Email Address:'. Each field has a corresponding text input box. At the bottom right of the form is a '>>' button.

## SAY Clearinghouse Exam Items

Now Accepting Test Questions Focused on Tractors and Machinery

In an effort to establish a protocol for development of a database of exam items (test questions) for the SAY Clearinghouse, project team members are currently accepting questions written towards tractor and machinery related content. The primary function of the preliminary database is to satisfy the testing component of the Department of Labor (DOL) regulated Agricultural Hazardous Occupations Orders (AgH.O.s) tractor and machinery certification program. This effort will build on preliminary research of AgH.O.s certification written examinations conducted by French, Breidenbach, Field, & Tormoehlen (2007).

Why submit test questions? All questions will be reviewed based on twelve writing guidelines identified from the literature, and cataloged in a database by specific content category. Each question will then be reviewed to determine alignment to both national learning outcomes as identified by Mann and Jepsen (2012) and the national Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Skills.

How do I submit questions? Please send multiple choice, true/false, or similarly formatted test questions written for tractor and machinery safety programs to [Dewey Mann](#) (Phone: 614-292-1952). Proper credit will be given to the authoring entity, meaning if you received any questions from another source, please cite the original source. The preferred submission is to have questions organized in a spreadsheet, but all submissions are welcome.

## Online OSHA 10-Hour General Industry (Agriculture) Student Enrollment and Feedback Information

CareerSafe's online OSHA 10-Hour General Industry (Agriculture) training course launched on September 2, 2014.

**30** States Enrolled

Completions Since Launch **472**

**1726** Students Enrolled

Districts/Colleges & Organizations **100**

### TOP 10 ENROLLED STATES



### STUDENT SURVEY FEEDBACK

The training will better help me identify hazards: **96% agree**

The training maintained my attention: **77% agree**

The training program was easy to use: **95% agree**



Students agree that the tests evaluated relevant material.



Students would recommend this training to others.



Students taking the test are currently employed.



Students stated this was the first job safety training they have received.



Students thought that the printed materials were helpful.



Students enrolled were 18 years old or younger.



## Forthcoming SAY Projects & Updates

The SAY project is well underway with lots of exciting developments and updates approaching this year. Be on the look out for the next SAY newsletter that will include important updates on the following:

**Instructor-led OSHA 10-Hour General Industry (Agriculture):** Ohio State University is currently developing an instructor-led OSHA 10-Hour General Industry (Agriculture) curriculum. The instructor-led course will consist of an instructor manual containing PowerPoint slides, lesson plans, and additional classroom materials.

**3D Farm Safety Virtual Safety Learning Activity:** The SAY project is set to develop an interactive 3D farm safety virtual learning activity geared toward youth, ages 13 to 15. The activity will be accessed using a computer (desktop or notebook) and a high-speed Internet connection. The content will feature a virtual field trip with embedded quests, simulations, and games involving agriculture hazards commonly experienced by youth.

### 🌱 National FFA Week 🌱

Each year, FFA chapters around the country celebrate National FFA Week. The week-long tradition began in 1947 when the National FFA Board of Directors designated the week of George Washington's birthday as National FFA Week in recognition of his legacy as an agriculturist and farmer. The first National FFA Week was held in 1948. Today, FFA Week always runs Saturday to Saturday and encompasses Feb. 22, Washington's birthday.

National FFA Week is an opportunity for FFA members, alumni and sponsors to advocate for agricultural education and FFA. It's a time to share with local, state and national audiences what FFA is and the impact it has on members every day.

Additional information can be found on the National FFA Organization website:  
<https://www.ffa.org/participate/events/ffa-week>

## Get Involved

To stay up-to-date on the SAY project and its objectives, sign up for alerts by subscribing to:

**[SAY-L-subscribe-request@lists.psu.edu](mailto:SAY-L-subscribe-request@lists.psu.edu)**

Join our social networks for regular updates, relevant news, or exciting opportunities.

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