RE: Progressive Agricultural Safety Days

Battlefords Agricultural Society is excited to invite you and your students to our Progressive Agricultural Safety Day Program on Friday May 10, 2019. It is the largest urban and rural safety and health education program for children in North America. The program is sponsored by the Saskatchewan Association of Agricultural Societies and Exhibitions (SAASE) and generous contributors.

The mission of the program is to provide education and training to make farm, home, ranch and rural life safer and healthier for children and their communities. Stations will be set up with interactive activities, presenters and displays. We are inviting all primary students from grade one to six. Teachers and chaperones MUST accompany all children.

The Progressive Agricultural Safety Day Program is geared toward grades 1 to 6. Enclosed is the curriculum outcome that pertains to this.

Participation in the program is free thanks to the generous sponsorship by SAASE and many generous local sponsors. Space is limited so please respond ASAP indicating how many will be attending from your school. The Progressive Agriculture Safety Day consent form MUST be signed and returned to us prior to your attendance or brought the day of the Safety Day. NO children will be admitted without the signed consent form for insurance purposes. This form is enclosed and may be photocopied for the number needed. It may be faxed or emailed back to us for greater convenience. Our email is jocelyn@agsociety.com and the fax number is 306-445-3352.

Children will arrive by 9:30 a.m. and will be directed to their starting station in the Agriplex Building by our coordinators. After you are done with the first station please follow the next number to the next station. If you started at 4 go to 5, 6, 7 and so on.

Lunch will be served in the Agrivilla Building between 11:45 and 12:45 at no charge. Everyone will return to the Agriplex following lunch to start the afternoon sessions promptly at 1:00 pm. The last session will be done by 2:30 p.m.

At the end of the day each student will receive a gift bag. Be sure and take your students to that clearly marked area before you leave.

If you have any questions or concerns please feel free to give me a call at 306-445-2024. We look forward to your attendance at this fun filled educational event!

Sincerely,

Jocelyn Ritchie
General Manager, Battlefords Agricultural Society

BAS DIRECTORS:
Barb Paradis  Tanya Beland  Rhonda Erickson  Dana Alexander
Karen Patterson  Slavko Perepeljuk  Tom Pain
Kay Berry  John Ebertie  Mark Johannessen
Irene Greer  Gerald Koopman  Harvey Walker
Jocelyn@agsociety.com (Manager) Amanda@agsociety.com (Office Assistant)
Curriculum Connections for Safety Days

Grade 1

USC1.4

Determine and practise safe pedestrian/street behaviours and examine related safety challenges in the community.

Indicators for this outcome

(a) Use common and respectful language to talk about pedestrian/street safety (e.g., danger, risk, stop, look, and listen).

(b) Examine what is meant by danger (i.e., harmful consequences).

(c) Observe and identify safe/unsafe practices in own family and community (e.g., crossing at corners or crosswalks as opposed to crossing wherever one wants to).

(d) Recognize possible street dangers (e.g., stray animals, traffic, strangers, gang behaviours, isolated areas, dangerous items including needles).

(e) Discuss what is meant by "risk" (i.e., a state of uncertainty where some of the possibilities involve a loss, danger, or harm).

(f) Recognize and respond to pedestrian safety signs and representations.

(g) Identify possible factors that make situations safe/unsafe (e.g., light/dark, fatigue, time of day, age, temperature/weather).

(h) Describe additional expectations for pedestrian safety (e.g., know parents'/caregivers' telephone number or other ways to make contact; always let a trusted adult know where you are going and the 'path' you are taking; walk with a buddy; follow established bussing, walking, and biking routes; cross at pedestrian crossings, "Point, Pause, Proceed" at cross walks/corners).

(i) Identify and practise ways to exercise avoidance, caution, and/or refusal in potentially dangerous situations (e.g., seek out a safe adult, say no, walk away, "be a tree" around strange dogs [fold your branches – hands, watch your roots grow – feet, count in your head until the dog goes away or help comes], stay away from animals if they are feeding or with their young).
Grade 2

USC2.5

Recognize potential safety risks in community "play areas" and determine safe practices/behaviours to identify, assess, and reduce the risks.

Indicators for this outcome

(a) Develop a common understanding and use of respectful language to talk about "risks" (e.g., identify, assess, avoid, reduce, consequence).

(b) Examine expected behaviours and general safety rules in community "play areas" (e.g., parks, playground, school yard).

(c) Inventory personal habits with respect to safety in community play areas.

(d) Demonstrate healthy behaviours (e.g., taking turns, wearing a seatbelt, asking for help) that favour the safety of self and others.

(e) Explore possible healthy risks (e.g., making new friends, trying new foods) and unhealthy risks (e.g., riding your bike without a helmet, playing in traffic areas, touching discarded needles, approaching stray animals).

(f) Discuss how safety rules/guidelines are established to reduce risks.

(g) Investigate ways to identify, assess, and reduce the risk of potentially dangerous and/or possible unsupervised situations in community "play areas".

(h) Examine the importance of "reporting" versus being a "tattle" when identifying safety concerns.

(i) Share the importance of practising safe behaviours in community "play areas" (i.e., one's safety depends on the safety behaviours of others) and the possible consequences of using/not using safety knowledge and skills.
USC3.5

Evaluate safe behaviours/practices to increase the safety of self and others while at home.

Indicators for this outcome

(a) Review the meaning of "risk" (see USC 2.5).

(b) Recognize and describe potential safety risks (including chemicals/ poisons, vehicles/machinery, electricity, fires, second-hand smoke, uncomfortable situations) at home (i.e., in the house/apartment and in the yard).

(c) Demonstrate ways (e.g., plan ahead; follow the safety rules; stop, look, and listen; ask a trusted adult) to identify and assess the risk of potentially dangerous situations.

(d) Categorize a variety of identified risks as preventable, avoidable, or "reducible".

(e) Give examples of effective safety strategies (e.g., annual check/battery change of smoke detectors, important emergency contact numbers listed by phone, no passengers on equipment [i.e., lawnmowers]) to address possible safety risks at home.

(f) Determine ways to prevent/avoid/reduce the safety risks at home (e.g., poisons stored in safe location, establish safety plans).

(g) Investigate and outline personal/family safety practices at home (e.g., fire plans, important phone numbers posted, not smoking in the house/apartment).

(h) Recognize ways of obtaining help/support regarding safety at home.
USC4.4

Determine basic personal responsibility for safety and protection in various environments/situations.

Indicators for this outcome

(a) Examine prior knowledge and new information related to safety (including cyber safety).

(b) Explore critical safety needs (e.g., cyber, hunting, water, fire, biking) of self and others in local community.

(c) Investigate common personal and community activities/environments to identify those that involve greater safety risks.

(d) Examine cyber safety etiquette and related safety risks and strategies.

(e) Discuss various safety rules and practices related to community safety needs.

(f) Examine laws, behaviours, and community rules/regulations that are in place to minimize/prevent risks (e.g., smoke detectors, fire bans, life jackets, supervised computer use, non-smoking public places).

(g) Review safety policies and/or plans (e.g., harassment, fire, tornado) for a variety of local environments (e.g., home, school, street).

(h) Distinguish behaviours that may jeopardize people's safety and those that increase people's safety in a variety of situations (e.g., 'show-boating' vs. being careful, not/wearing personal protective equipment, not/making and following a plan, not/asking permission).

(i) Share expectations for personal safety and protection in various environments/situations.

(j) Examine one's responsibility to use electronic networks in an ethical and safe manner.
USC5.7
Assess the importance of self-regulation and taking responsibility for one's actions.

Indicators for this outcome

(a) Identify strategies for being calm and quiet/silent (e.g., deep breath, imagery, relax muscles, self-talk, smudging, reflection).

(b) Practise, in a variety of authentic contexts, being calm, quiet/silent, content, and free from extraneous external distractions.

(c) Recognize and describe varying levels of intensity of personal feelings.

(d) Reflect on examples when one did and did not "own" personal thoughts, words, and actions (e.g., lied to avoid consequences).

(e) Demonstrate the skills and confidences to admit "wrongdoing", apologize when wrong, and recognize ways to rectify mistakes or wrongdoing.

(f) Determine the automatic regulation that is often beyond our awareness (e.g., hungry – we seek food, fear – we prepare to fight or flee).

(g) Compare scenarios where individuals do/do not self-regulate and the impact on self and others.

(h) Examine the influences on self-regulation, including that which comes from adults in the environment.

(i) Determine that all choices/decisions have consequences.

(j) Analyze the rights that go along with personal responsibilities.
Grade 6

**USC6.6**

**Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.**

Indicators for this outcome

(a) Examine safety risks for common/local adolescent activities (e.g., based on needs and interests of community).

(b) Reflect on and communicate personal and family attitudes towards safety.

(c) Represent a personalized, thoughtful, and coherent understanding of the importance of a healthy attitude toward personal safety.

(d) Investigate and analyze the intent of the rules, regulations, and laws related to safety practices for common and local adolescent activities.

(e) Evaluate the rights and responsibilities associated with rules, regulations, and laws related to a variety of safety practices to create healthy and safe community environments (e.g., tobacco legislation, personal protective equipment).

(f) Examine the possible physical, social, and emotional consequences of not understanding and/or not following safety rules, regulations, and laws.

(g) Determine when safety and personal standards about individual responsibility for safety and accident prevention may be challenged.

(h) Affirm personal standards with respect to individual rights and responsibilities for creating and supporting safe environments.

(i) Defend the statement "community safety is everyone's responsibility".
Instructions: Please complete the following form and return it to the Safety Day Coordinator before the beginning of the Safety Day.

Name: ________________________________

Preferred Address: ____________________________________________________________

Preferred Phone: __________________________ check one:  □ Home  □ Cell  □ Work

Preferred Email: _______________________________________________________________

Are you representing an employer or other organization?  □ Yes  □ No

If yes, please list employer or organization: _______________________________________

Please provide us with the name & phone number of at least one emergency contact that we could call if needed during Safety Day:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Phone Number:</th>
<th>Relationship to You:</th>
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<tbody>
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<td>1. _______________</td>
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<td>2. _______________</td>
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By signing this form, I acknowledge that:

1. I have received and read a copy of the Progressive Agriculture Safety Day® Code of Conduct for Volunteers and agree to conduct myself according to this Code.

2. If I see or hear violation(s) of these requirements I will inform the Safety Day coordinator. If the violation(s) is by the coordinator, I will report this to the Chief Executive Officer for the international Progressive Agriculture Safety Day® program at 1-888-257-3529 Ext. 701 or 612-232-7903.

Signature of Volunteer ____________________________________________________________

Date ______________________
Progressive Agriculture Safety Day®

2019 Release and Consent Form II

1) I give my permission for the child listed below to attend the Progressive Agriculture Safety Day®. I understand that one of the purposes of the Progressive Agriculture Safety Day® is to teach participants to stay safe on farms, ranches and at home with a variety of age-appropriate lessons. During the Safety Day, safety barriers will be in place, safety rules will be enforced, and participants will be closely supervised by Safety Day instructors and group leaders. However, I acknowledge that there is the possibility of accidents. I release the coordinators, instructors, volunteers, sponsors, the Progressive Agriculture Foundation, and the Progressive Agriculture Safety Day® program from all claims, in the event of injury to my child, unless the injury is the result of gross negligence or willful misconduct on the part of these parties.

2) First aid will be available at the Safety Day and medical and/or hospital care will be provided in case of serious illness or injury. I understand that if serious illness or injury occurs the emergency contact(s) listed below will be notified. If it is impossible to reach the emergency contact(s), I give permission for emergency treatment as recommended by the attending physician.

3) I give my permission for photographs, audio, and video to be taken of my child while engaged in Safety Day activities and for these images to be used to promote safety in the media, social media, on websites, and in promotional materials.

4) I understand that my child might be asked to complete a written knowledge survey before and after the Safety Day to help evaluate the effectiveness of the Progressive Agriculture Safety Day® program. Participation is voluntary, and my child may choose not to participate; however, I give permission for my child to participate.

I have read and agree to the above information. [Note: If you do not give permission for all or part of items 2, 3, or 4 simply mark through and initial the statement(s) that you do not agree to. However, if you do not agree to item 1, your child cannot attend the Safety Day.]

Signature of Parent/Guardian ___________________________________________ Date _______________________

Printed Name of Parent/Guardian ___________________________________________

Name of Participant ____________________________________________

Participant’s age ___________ Grade in school _________ Participant is: ☐ Boy ☐ Girl

Does this participant: ☐ Live on a farm or ranch ☐ Work on a farm or ranch ☐ Visit a farm or ranch ☐ N/A

Address ________________________________________________________________

City __________________________ State/Province __________ Postal Code ___________

Phone Number __________________________ Email Address __________________

Emergency Contact __________________________ Emergency Phone Number(s) __________________

Please list any special needs for your child (dietary, mobility, behavioral, etc.): ____________________________________________________________

During participation in the Progressive Agriculture Safety Day®, your child will take part in a variety of stations with hands-on activities and group demonstrations. These stations may be indoors and/or outdoors, so we recommend dressing your child appropriately for weather conditions and wearing close-toe shoes.