

**Module 10: Impact of Injuries with Shop Safety**

**Objectives:**

* The learner will understand that injuries can affect not only the person injured, but also families and communities.
* The learner will demonstrate general shop safety skills and knowledge.

**Time Required:**

* Approximately 40 minutes

**Materials & Set-Up:**

* Pen/paper – per individual
* Ball of yarn or string
* Lesson should be taught in a shop or shop-like environment, specifically for Suggested Activity #3

**Lesson:**

Introduction

* To engage youth, ask them to sit quietly for about 30 seconds (close their eyes if necessary) and think about an injury that has impacted them (personal, within family, or community). If they don’t have a personal example, ask them to think about one of the audio clips from the module.
* Ask them to write down one word describing how they feel. Reflect and discuss as appropriate.
* Remind them that the impact of injuries is widespread.
* Preview that today’s focus is on general shop safety, another area specific to agriculture with potential hazards, many of which can be prevented.

Suggested Skill Building Activities:

\*Note: Instructor may modify for time and regionally-appropriate content, as long as safety and core skills are adequately addressed.

1. **The Communication Web**
   1. Ask participants for a volunteer to be the one “injured.” Give them the ball of yarn or string. The rest of the participants make a large circle around them.
   2. The youth in the middle makes up an injury and states it to the group. Holding the end of the yarn, they toss the ball of yarn to someone else and say how they “notified” that person.
      1. Example: “I told my coworker to call 911”
   3. The next person holds onto their piece of yarn and tosses the ball of yarn to another person around the circle, stated how they “notified” the next person.
      1. Example: “I called 911 and then called the owner of the farm.”
   4. Examples of “notifications” can include: phone calls, face-to-face interactions, social media shares, etc.
   5. The game should continue until all of the youth are holding a piece of the yarn, creating a web of notifications.
   6. At the conclusion of the game, relate the visible web to the invisible communications web that happens with an injury.
   7. Remind students that social media is the last method of communication, once EMS, farm owners, and family have all been notified appropriately.

**Core skill:** We have to understand that an injury affects multiple people, not just the person injured.

**Indicators of activity success:**

* Through active participation, learners are engaged in the process of creating the communication web and relating it to actual scenarios.

1. **Shop Safety** 
   1. Tell participants that there are certain emergency items that should be available in every shop.
   2. As you name them, have participants point to and/or find them in the current shop setting.
      1. Fire extinguisher
      2. Smoke detectors
      3. Emergency plan
      4. First aid kit
      5. Ventilation
   3. Remind students that an emergency plan is not just for the shop area. All areas of a farm or ranch need to be easily accessible by emergency crews. This may mean that the farm owner puts a large map of his/her land and buildings in a main area on the farm, or that he/she has communicated and shared the farm map with the local emergency station.

**Core skill:** Finding and recognizing emergency items in a shop or workspace is crucial to do PRIOR to an injury occurring.

**Indicators of activity success:**

* Through active participation, learners demonstrate knowledge or desire to learn about appropriate emergency items.

1. **Scavenger Hunt**
   1. Ask youth to pair up or work in small groups. Give each group a piece of paper and pen.
   2. Have each group write down the following items on their sheet (may add more at instructor discretion):
      1. An example of LockOut TagOut or an area that could use LOTO
      2. An example of SDS, formerly known as MSDS (binder or sheet)
      3. An example of common shop PPE
      4. An example of how someone has eliminated a shop hazard
   3. Clearly define the game area and time limit. Send youth on a scavenger hunt for the items. When they find the item, they must either take a picture or write it down on their paper. The first team back to the starting point wins!
   4. Wrap up the game with show and share and discussion of items that the groups found.

*Note: This scavenger hunt activity could also be completed online where students conduct an online search for examples*

**Core skill:** We have to be able to recognize common shop items and understand their use for our safety.

**Indicators of activity success:**

* Through active participation, learners demonstrate knowledge or desire to learn about shop safety.

Reflection Questions

* To close out the lesson, ask youth the following questions, and allow for individual or group discussion:
  + *How can you help ensure that injuries are reported in the correct way?*
  + *Through the module examples and opening activity, describe your reaction to the far-reaching impact of injuries.*

Challenge

* The next time you are in a shop or workspace, make sure you find the five key emergency items: fire extinguisher, smoke detectors, emergency plan, first aid kit, and appropriate ventilation. If there are some missing, talk to your supervisor about the missing items and how you can help make the space safer.

**Additional Resources:**

* General shop safety rules: <http://www.ehs.columbia.edu/ShopSafetyRules.html>