



**GREAT PLAINS**  
Center for Agricultural Health

***FarmSafe* in the Classroom:  
General Farm Emergency Preparedness  
Season 3, Episode 11**

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**FarmSafe in the Classroom:**  
General Farm Emergency Preparedness  
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The **FarmSafe Podcast** is a place where ag workers and public health experts share first-hand stories and real-life tips for making safer and healthier decisions on the farm. Season 3, Episode 11 discusses General Farm Emergency Preparedness.

**FarmSafe Podcast**  
S3E11 | **General Farm Emergency Preparedness**

Published April 3, 2024. Hosted by Libby Presnall.

General Farm Emergency Preparedness  
FarmSafe Podcast

More Info Share 02:13 | 16:38

**Episode Summary**

This episode focuses on emergency preparedness on the farm. We talked with extension educator and dairy farmer, Emily Krekelberg, about general tips that can help farmers plan for emergency situations. During the episode, we share information on the key pieces of information that should be gathered to construct an emergency action plan that covers weather-related events and other scenarios, such as entrapments or medical emergencies.

Have students listen to the podcast [here](#) (original) or [here](#) (link with assignments) or the then complete one of the following assignments..

1. [Quiz](#)
  - a. 6 questions, multiple choice, multiple selection options for some
  - b. Competencies: Core: RSL1  
ANFN: CRP.05.02.02, FPS.03.02.01, FPS.03.03.04
2. [Audit Emergency Response Plan: Critical Review of Templates](#)
  - a. Find three templates and review them as a team for Contact List, shelter-in-place recommendations, evacuation recommendations, or medical emergency recommendations, with guidance from the Podcast.
  - b. Competencies: Core: CTSE8 (critical thinking), CTSE12 (work in teams); RSL8 (Distinguish between data sources); RSL9 (Compare and contrast information from multiple sources)  
ANFN: FPS.03.02.02; FPS.03.03.03
3. [Generate Preplanning Documents](#)
  - a. Brainstorm as teams to identify full list of Contacts to record or emergency events (shelter-in-place, evacuation, or medical emergencies) to identify examples to be included in templates for scenarios to consider on the farm.
  - b. Competencies: CTSE4 (communicate), CTSE8 (critical thinking), AG3 (HSE), WSL4 (clear and coherent writing), WSL9 (draw evidence)  
ANFN: CRP.05.02.02c, CRP.06.02, FPS.03.02.02
4. [Mapping Farm for Emergency Preparedness](#)
  - a. Select a “farm” and have students map hazards and emergency response resources
  - b. Competencies: CTSE6 (Demonstrate creativity and innovation), RSL7 (translate technical information in visual), WLS2 (written informative), CTSE12 (teamwork), WSL4 (clear and coherent writing), WSL9 (draw evidence)  
ANFN: FPS.03.01.02; FPS.03.04.02, ECL.04.02.02b



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5. **Model Farm assignment:** Complete Assignment 4 by using the model farm.

Competencies mapped to in this lesson:

Activity	Common Core Standards	AFNR Performance Indicators
Quiz	RSL 1	CRP.05.02.02, FPS.03.02.01; FPS.03.03.04
Critical review of templates	CTSE8, CTSE12, RSL8, RSL9	FPS.03.02.02, FPS.03.03.03
Generate preplanning documents	CTSE4, CTSE8, AG3, WSL4, WSL9	CRP.05.02.02c, CRP.06.02, FPS.03.02.02
Mapping Farm for Emergency Preparedness	CTSE6, RSL7, WLS2, CTSE12, WSL4, WSL9	FPS.03.01.02, FPS.03.04.02, ECL.04.02.02b
Model Farm	CTSE6, RSL7, WLS2, CTSE12, WSL4, WSL9	FPS.03.01.02, FPS.03.04.02, ECL.04.02.02b

Details of Competencies mapped to in this **FarmSafe in the Classroom** activity options.

**Table 1:** Relevant Main Core Competencies

Standard	Code	Description
<b>CCTE Practices</b> ( <a href="#">link</a> )	<b>CTSE4</b>	Communicate clearly, effectively, and with reason
	<b>CTSE6</b>	Demonstrate creativity and innovation
	<b>CTSE8</b>	Use critical thinking to make sense of problems and persevere in solving them
	<b>CTSE12</b>	Work productively in teams while using cultural/global competence
	<b>AG3</b>	Examine and summarize the importance of health, safety and environmental management systems in AFNR businesses
<b>Common Core: Reading</b> ( <a href="#">link</a> )	<b>RSL1</b>	Cite Evidence
	<b>RSL7</b>	Integrate or translate technical information into visual or mathematical expression
	<b>RSL8</b>	Distinguish between data sources: evaluate whether data supports conclusions; challenge conclusions with other sources of information
	<b>RSL9</b>	Compare and contrast information from multiple sources, identifying contradictions and resolving conflicting information when possible
<b>Common Core: Writing</b> ( <a href="#">link</a> )	<b>WSL2</b>	Prepare written informative/explanatory text using precise language
	<b>WSL4</b>	Produce clear and coherent writing targeting a specific audience
	<b>WSL9</b>	Draw evidence from informational text to support analysis, reflection, research



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**Table 2:** Relevant AFNR Standards

Program	Performance Indicator	Description
<b>Career Ready Practices Standard (AFNR)</b>	CRP.01.02	Explain the short-term and long-term impacts of personal and professional decisions on employers and community before taking action. <i>(Note: this includes health)</i> (a) Classify impacts; (b) Assess pro/con of impacts on self/others; (c) Evaluate personal decisions
	CRP.04.02.02b	Produce clear, reasoned and coherent written and visual communication that is adapted to the audience's need (both formal and informal settings)
	CRP.05.01.02c	Recommend the information and resources needed to support decision-making in workplace and community situations.
	CRP.05.02.01 & 02	Make, defend, and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts; 05.02.01a List areas; 05.02.01c: evaluate decisions; 05.02.02: review information about E/S/E impacts; 05.02.02b Analyze past decisions and their effects on E/S/E; 05.02.02c: Recommend decisions for a given workplace and community situation based on positive impact in E/S/E.
<b>Foundational Pathway Skill (AFNR)</b>	FPS.03.03	Apply H&S practices to AFNR workplaces .02: Emergency response (ID, Assess, create) .03: ID how to avoid H/S risks; Discuss 1 <sup>st</sup> aid; Evaluate workplace for 1st aid .04: Describe risk of contamination/injury; select responses to contamination/injury; Create plan to mitigate contamination/injury
	FPS.03.04	Use appropriate PPE and demonstrate safe and proper use of AFNR tools/equipment: .01: ID PPE for safe use of tools/eqpt; Demonstrate PPE adherence; design plan to ensure use of PPE .02: ID /demonstrate / chooses standard tools, equipment, and safety procedures for ANFN tasks .03: Outline/demonstrate/design operating instructions for operation, storage & maintenance of tools and equipment-related AFNR tasks
<b>Power, Structural and Technical Systems</b>	PST.01.02.02c	Design a process to implement the safe use of AFNR related tools, machinery and equipment
	PST.01.02.03a	ID types of safety hazards associated with different systems (SDS, pesticide labels, owner's manual, color codes) For C: Develop safety plan for different AFNR related mechanical systems ensuring compliance with industry standards
	PST.02.02.02a	ID safety hazards associated with equipment, machinery and power units used in ANFR power, structural and technical systems (e.g., caution, warning, danger, etc.)

### Emergency Preparedness Quiz (FarmSafe: [S3 E11](#))

1. When developing an emergency action plan, what category of emergency planning scenario would be followed for the following condition: *tractor rollover*
    - a. Shelter-in-Place
    - b. Evacuation
    - c. Medical Emergency
  
  2. When developing an emergency action plan, what category of emergency planning scenario would be followed for the following condition: *tornado warning*
    - a. Shelter-in-Place
    - b. Evacuation
    - c. Medical Emergency
  
  3. When developing an emergency action plan, what category of emergency planning scenario would be followed for the following condition: *approaching wildfire*
    - a. Shelter-in-Place
    - b. Evacuation
    - c. Medical Emergency
  
  4. Which of the following are recommended to write down to begin preparing an emergency action plan (select all that apply)
    - a. Where you are: street address and GPS coordinates – to help responders find you quicker
    - b. What you have: general inventory what you have (livestock, hay, equipment,...) and where
    - c. Where special hazards are, such as chemicals, explosives, lagoons -- to alert responders to danger areas
    - d. Where emergency shutoffs are: electricity, gas, water
  
  5. In addition to the list or map of items in 4, which of the following additional information should be written down in an emergency plan (select all that apply):
    - a. Emergency numbers – 911 and sheriff's office (direct line)
    - b. Doctor's name and contact information and list of medications
    - c. Allergies of anyone on the farm
    - d. Location(s) of first aid kits
    - e. List of bank accounts
  
  6. If you have livestock what is a recommended practice to protect cows in the event of a tornado:
    - a. Make sure cows are locked in a building if there is a tornado warning
    - b. Keep gates open for cows to allow them to get away from danger
    - c. Put cows into tight space to protect them
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Key: 1 c; 2 a; 3 b; 4 a-d; 5 a-d; 6 b

## **Assignment 2: Audit Emergency Response Plan: Critical Review of Templates**

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This *FarmSafe Podcast* identifies how to take little steps to begin assembling an emergency farm plan. There are many templates online. This activity asks students to search the internet for AT LEAST THREE template emergency plans relevant to farming operations. They will review the plans and generate a new “plan” that contains the “best” components from their finds that they would put into a plan that best describes how to respond to the three types of emergency responses (shelter-in-place, evacuation, and medical emergencies) and also includes the most appropriate/comprehensive list of important contacts.

The final product can be a cut and pasted document of relevant sections from multiple templates, along with a summary of what still needs to be added to complete the plan that contains information to respond to an emergency.

1. Visit the web and find at least three templates for emergency response / action plans on the farm (the example ones linked in the pod cast can be used, but not as one of the three)
  - a. Identify who make the template and what type of “farm” it applies to.
  - b. Compare and contrast the content:
    - i. Who has the best contact list? Do you need to combine across templates to make your final one?
    - ii. Do they specifically address our three types of emergency actions (shelter-in-place, evacuation, and medical emergencies)
    - iii. Which template does a better job helping specify actions to take in these three scenario types (shelter-in-place, evacuation, and medical emergencies)? Do you need to combine across templates to make your final one?
  - c. Compile a document that takes the best plan elements from your documents
2. Final Assignment (pick one):
  - a. Write a short summary of the process, including how you assessed preference when you selected elements of the program from different templates.
  - b. Prepare a final “editable” plan using the cut and pasted elements from the reviewed plans and adding additional items to the new template. Make this so that others can use it as a template.

Note: In future years, you can have the class update previous versions of the template to make this a living document.

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### **Assignment 3: Preplanning Documents: Team Development Activity**

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Before listening to the podcast, assign students into teams and let them know what task they will be working on. Have them take notes when listening to identify ideas for their brainstorming, below. We will have students begin brainstorming emergency actions to take in each of the following emergency responses needed. The total number of teams should be divisible by 4 (4 teams, 8 teams, or 12 teams).

One team will be assigned to **generate the CONTACT list** needed for any emergency on the farm. The other three teams will work to begin basic plans for doing ONE of each of the following:

- **Shelter-in-Place**
- **Evacuation**
- **Medical Emergency**

(If you have 8 teams, there will be two teams working on each of the items above, etc.)

Provide to the class the following guidance for creating an emergency action plan from Farm Bureau: <https://www.fbfs.com/learning-center/your-farm-emergency-plan> . Others are on the Podcast website. You might want to suggest searching for others, using the words: emergency action plan farm template iowa (or pick another state)

Procedure:

1. Assign teams
  - a. Have students take notes on recommendations when listening to the podcast
  - b. Establish who is note taker, who will type to make the “form”, who will search for other templates for more ideas.
  - c. All should read the template form linked above.
2. **Contact List** team
  - a. Brainstorm the list of contacts needed to include on the action plan materials
    - i. Use suggestions in the podcast
    - ii. Review the emergency plan templates (above or search for others)
  - b. Organize the list so someone can use it as a “fill in” form (you don’t need actual phone numbers)
  - c. Write a paragraph on each:
    - i. Recommend where this list should be located (more than one should be suggested)
    - ii. Recommend how to share the information with others on the farm
3. For each of the other “**Emergency Type**” groups:
  - a. Brainstorm the type of emergency scenarios that could happen on the farm that fit into the action assigned to that team (shelter-in-place, evacuation, medical emergency)
  - b. Make a list of “example events” from your brainstorming exercise
  - c. Generate a basic action plan for what to do to “evacuate”, “shelter-in-place” or “respond to a medical emergency”.
  - d. Identify what equipment/supplies are needed to make this action plan work and make a list at the end of your plan to recommend how and where to gather these supplies.
4. Leader can present final checklist to the class (how many items, what was added to example templates, what images were hard to find)

## Emergency Preparedness Activities (S3E11)

### As a Class:

Compare plans across groups. Discuss how to roll up these documents into one “plan”. Open discussion on how students could implement and customize this for family or other farms relevant to the class.

Follow up on where to post emergency contact numbers and “farm address” to speed emergency response for medical emergencies.

### *Alternative Activity:*

- Randomly assign each student to one of the four topics; assign each student to prepare the information individually for the topic they were assigned
  - Select ONE of the four topics and have students prepare written plans for the same assignment but have students complete these individually.
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## **Assignment 4: Mapping Farm for Emergency Preparedness**

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This *FarmSafe Podcast* identifies how to take little steps to begin assembling an emergency farm plan. The podcast mentions maps to identify where critical items are stored and located on the farm. If you have a farm to use (address and postal code are needed), you can have students use [Farm Mapper](#) to map out the hazards and resources (shutoff valves, first aid kits, etc.) to put onto the map for emergency planning. (Demo at <https://youtu.be/Ff2meGDPT1o?si=FVQ57LgswYSC8slQ>)

This assignment can show FarmMapper and then ask students to annotate the inventory, hazards and critical resources of an overhead map of (a) a farm you select (grab a Google satellite view) or (b) a farm relevant to the class/student (they select).

*Icons are provided starting on page 9, to use to mark the map with critical information on hazards, inventory, and safety supplies.*

1. Assign teams to work on a given farm (select the same or different farms to work on, instructor's choice)
2. Have class listen to the podcast and make a list of items they need to know about for an emergency action plan.
3. In groups:
  - a. Have students generate a complete list of items they need to mark on the map, compiling information from all student lists
  - b. Give students the list of icons and definitions and the map they will work on
  - c. Have students drop icons onto the map to generate their emergency action plan map
  - d. Have students identify additional icons needed.
    - i. Have them search "free icons for word" to see if they can find ones they want to add
    - ii. Have them generate a list of new icons they used and what they mean
4. As a class:
  - a. Compare maps and discuss recommendations for
  - b. Compile a document that takes the best plan elements from your documents
5. Final Assignment: Write a short summary of the process, including a description of the map, the symbols, and how it could be used.

Note: Add new icons and their definitions to the list on page 9+.

## **Assignment 5: Mapping Model Farm for Emergency Preparedness**

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This *FarmSafe Podcast* identifies how to take little steps to begin assembling an emergency farm plan. The podcast mentions maps to identify where critical items are stored and located on the farm. To use your Model farm with [Farm Mapper](#), you need to use an actual farm (address and postal code are needed). (FarmMapper Demo at <https://youtu.be/Ff2meGDPT1o?si=FVQ57LgswYSC8sIQ>.)

If your farm is not “real”, then you can demonstrate the tool, but have students identify hazards and resources (shutoff valves, first aid kits, etc.) for their emergency plan for the Model Farm manually by using icons, as described below.

Ask students to annotate the inventory, hazards and critical resources of an overhead map of (a) a farm you select (grab a Google satellite view) or (b) a farm relevant to the class/student (they select).

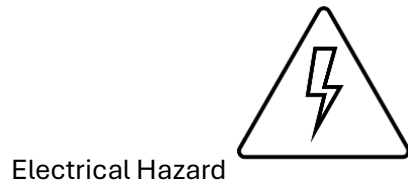
*Icons are provided starting on page 9, to use to mark the map with critical information on hazards, inventory, and safety supplies.*

Assign teams to work on this mapping project

1. Have class listen to the podcast and make a list of items they need to know about for an emergency action plan.
2. In groups:
  - a. Have students generate a complete list of items they need to mark on the map, compiling information from all student lists
  - b. Give students the list of icons and definitions and the map they will work on
  - c. Have students drop icons onto the map to generate their emergency action plan map
  - d. Have students identify additional icons needed.
    - i. Have them search “free icons for word” to see if they can find ones they want to add
    - ii. Have them generate a list of new icons they used and what they mean
3. As a class:
  - a. Compare maps and discuss recommendations for
  - b. Compile a document that takes the best plan elements from your documents
4. Final Assignment: Write a short summary of the process, including a description of the map, the symbols, and how it could be used.

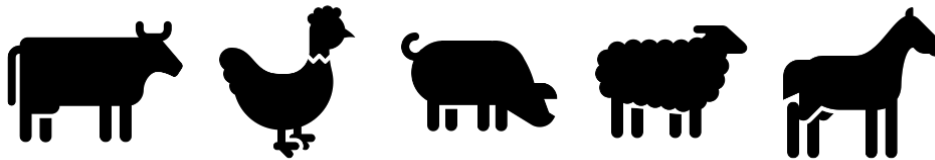
*Note: Add new icons and their definitions to the list that starts on page 9.*

**ICON list for Image Map Assignment**



Danger

Animals:



Vehicles










Stored product:

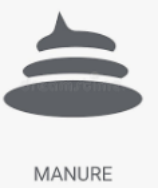


Emergency Preparedness Activities (S3E11)

**Safety**

Fall hazard  Overhead power lines  Chemicals: 

Barrels  Gasoline  Poisons  Flammable 

Manure 

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