4-H 425 Citizen Safety

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Participate in your Community as a Safe Citizen

Every community has a group or team of people who are concerned about all kinds of safety. As you complete the activities in this book, you’ll have a chance to learn more about safety and the part you can play in keeping yourself and your community safe. Each one of us has special skills and experiences we can bring to the team. Complete the space below to help you discover some of the skills you have to contribute. As you work to make your community safer, you’ll use and increase your skills in planning, communicating, learning and making decisions—all skills you’ll need to use almost every day.

**planning:**
People plan all kinds of things: how to arrange their closets, meals, parties, trips. Think of something you have planned and write it here.

**communicating:**
People can communicate by talking and listening, drawing, writing, signing or singing. They communicate their opinions, information and feelings. Think of something you have communicated with others. Write down what it was and how you communicated.

**learning:**
People can learn how to do many different things such as cooking, stamp collecting or math. People also learn in different ways. Sometimes we learn by watching someone, looking something up in a book or experimenting. How do you like to learn?

**making decisions:**
We have to make decisions every day. What to wear or eat, when to study, where to go with friends, who to ask for help. Think about a decision you are really proud of and write it here.

You’re going to use these skills to develop new ones, as you do your part to make yourself, your family and your community safer. There is no time to waste when it comes to safety, so let’s get started! Look through this manual. Get some ideas about what you want to learn and do first. Talk about your ideas with your leader, friend, parent or adult. Write your goals and what you’d like to do and learn on Your Guide to Making a Plan and Carrying it Out, 4-H F91.

Select the section in this book that can help you reach one of your goals. Start with “Read About It,” and then move to “Work On It,” and end up on “Think About It.” You’ll also want to complete one or more of the “More About It” activities, or if you have another idea, design your own activity to help you meet your goal.

As you complete the activities, record what you did and learned in 4-H F91. Share what you are doing with your group leader. Once you have completed a section, start the process over by choosing another area to learn about.
No Time To Waste

Have emergency numbers posted near the phone. In case of an emergency, it is important to be able to get help immediately. Putting a list of emergency telephone numbers near every phone in your home will save valuable time. Once you have called for help, you'll need to be able to describe what is happening and how to reach the scene of the emergency.

Be prepared to give directions on how to reach the emergency. Remember, emergency workers may not know the landmarks in your neighborhood, so it is important to provide your complete street address. It is better to say "I live at 801 Delaware Street in apt. 23," than to say "I live in the apartments behind the grocery store." If you live outside of a town, it is very important to know distances. For example, "Go five miles south of Waverly on County Road G41, then turn east on the gravel road, go 2 1/4 miles and it is the yellow house on the north side of the road."

Know what type of information an emergency dispatcher will need you to provide. The dispatcher will need to know some details about what has happened, or is happening, so they can send the right type of help to your location. "My brother is hurt," tells them you need help, but "My brother fell from a tree; he can talk to me but his head is bleeding badly and he says his leg hurts," is a better description.

Sometimes the emergency helper will want you to keep talking to them so they can tell you what to do next. Listen carefully! If you miss something they say, or don’t understand some directions, ask them to repeat or explain what they said. Follow their directions exactly.

more about it

1. Pick several places you spend a lot of time, like a friend’s home, the soccer field where you practice, or a relative’s home. Write down the directions you’d give to an emergency worker. Try following your directions from the nearest town exactly and see if they get you to the right spot. Figure out ways to improve your first set of directions.

2. Think about some places you might be that might not have a telephone, such as a car or a park. Discuss with an adult the best way to get help if you can’t get to a phone.

3. As a family or 4-H club, write on 3 x 5 cards some different emergency situations, such as a neighbor’s house is on fire, your friend has a bad bicycle accident on the way to school or you see someone committing a crime. Take turns drawing cards. Explain what you would do. Make sure to share what type of information you’d provide emergency workers.

4. Visit a dispatch center. Ask the dispatcher about the type of information they need from someone calling in a report. Find out how they use the information to provide the best possible help.
Find and write down emergency numbers:
- Local emergency number:
- Fire department:
- Law enforcement:
- Poison Control Center:
- Ambulance/rescue squad:
- Doctor:
- Hospital:
- Parents’ work numbers:
- Other friend, relative or neighbor you can call when your parent/s guardian cannot be reached:

Draw a map of how to get to your home. Use the map to write directions to your home.

Make a list of the phone numbers you wrote above, along with directions to your home, to post near all the phones in your home.

Stop and think about your answers to these questions. Share your answers with an adult.

1. What were the most important things you learned as you created your emergency phone list and directions to your home?

2. Besides an emergency, when is it important to be able to give clear and accurate directions?
On the Spot First Aid

**read about it**

If an accident or injury occurs, you want to be ready to take the right steps. Sometimes people can do more harm than help if they don't know the correct procedures to follow in providing immediate care to an injured person.

Any time you give first aid to an injured person, you need to do it safely. There are several diseases that can be transmitted from sick to healthy people by blood, saliva, perspiration, vomited material, urine and feces. Protecting yourself (universal precautions) is done primarily by using rubber or vinyl gloves to protect your hands and prevent fluids from reaching your skin when you touch an injured person. These gloves are available at most local pharmacies or medical supply stores. Gloves should be used once and discarded properly after they have been worn. After you are done giving first aid, wash your hands with antibacterial soap and water, or with waterless antiseptic hand cleaner.

**work on it**

Test your first aid knowledge by taking the quiz below. Decide whether each statement is true or false. If the statement is false, fix it. Check your answers on back.

1. ______ Your friend gets a nosebleed while you're playing basketball. You should have them sit on the bench and tilt their head back until the bleeding stops.

2. ______ You burn your finger taking a pan out of the oven. You should put your finger in cool water; blot dry and cover with a clean cloth.

3. ______ Your grandmother falls down your basement stairs. You should get someone to help you carry her to a cot, and then call for help.

4. ______ You get a splinter in your finger. Gently wash the area with clean water. Look for the edge of the splinter and pull it out using a tweezers.

5. ______ Your little brother swallows some toilet bowl cleaner. You should have him drink as much water as possible.

6. ______ Difficulty in breathing is more serious than a third-degree burn of the entire right arm.

7. ______ You do not need to call for emergency medical services for someone you can't wake up.

8. ______ People who have been hurt in a collision should be taken out of their vehicle immediately.

9. ______ Poisonous snakes are more dangerous to humans than stinging insects.

10. ______ Your younger sister has a bad cold and is coughing a lot. It is okay to give her adult cough medicine.
more about it

1. Give the first aid quiz on the previous page to your family, 4-H club or class at school. Make sure to give everyone the right answers. You may wish to visit with a health care professional (doctor, nurse, EMT) about specific situations. These are just some emergency situations you may be faced with. You can find out more information about first aid from many sources. See the Safety Sources section on pages 20 and 21 at the back of the book.

2. Make a poster that tells what to do in one of the emergency situations you have learned about. Get permission to display it for a couple of weeks in a place where lots of people will see it. Some places to consider are a school bulletin board, library, store window, hospital or the lobby at a doctor's office.

3. Identify situations where you might be called upon to administer first aid. Use a current first aid book to find out the steps you should follow. Good sources of current first aid books include: the local Red Cross chapter, local hospital or school nurse.

4. Contact a representative of the local Red Cross, hospital, National Safety Council chapter or community college. Find out if they offer first aid classes for kids. Sign up for their next class.

think about it

Stop and think about your answers to these questions. Share your answers with an adult.

1. What new information did you discover by taking the quiz?

2. Were there any answers that surprised you? Why do you think you might have had old or wrong information?

3. Can you think of times when you thought you knew something and found out that the answer was different than you thought?

4. How can you keep up with the best first aid techniques or other things you are interested in?
Making a First Aid Kit

A first aid kit is a good way to organize the supplies you will need in case of an emergency. Basic materials and supplies are needed in every first aid kit. Remember some common incidents when a first aid kit would have helped and what you needed. Include those items. Additional items may be added for special situations. Space is limited, so leave out things you don’t need or won’t use. Depending on where you will be using the kit, other items will vary.

Think about the different places outside your home where you would want to have a first aid kit. It might be a kit to take to sporting events, or one to stay in the car. If you live on a farm, each tractor needs a first aid kit. If your family goes camping, you will need a kit for your camper. Specialized kits can be developed for many different situations, places or activities. Some questions to ask as you create your kit include:

1. What type of storage container would be best? A soft-sided lunch box may work as a first aid kit for under the car seat, but wouldn’t work as well for a tractor, where a tough plastic case that won’t allow dirt to get in would be better.

2. What type of injuries may occur in this situation or during this activity, and what items do I need to take care of those injuries? For example, if you are making a first aid kit for a camper, you might want to include a tweezers to remove ticks, splinters or insect stingers.

3. Are there any special storage needs for items in the kit? If the kit is for a boat, then all the items should be in plastic so they can’t get wet. A kit should have materials that help you deal with the most urgent first aid situations. These situations include airway and breathing, bleeding, thermal and chemical burns and poisoning. For the safety of the user, your first aid kit should have several pairs of rubber or vinyl gloves of different sizes to fit anyone who might use the kit. They should be stored either in zip lock bags or plastic film cans to keep them from getting holes in them. Include materials such as face shields or pocket masks can to protect from infectious diseases.

Every Kit:

1. List each item in the kit and what it is used for.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Airway and breathing</td>
<td>Pocket mask or face shield</td>
</tr>
<tr>
<td>Bleeding control</td>
<td>Bandages (several of various sizes)</td>
</tr>
<tr>
<td></td>
<td>Sterile dressings (2 each 2x2&quot;, 4x4&quot;)</td>
</tr>
<tr>
<td></td>
<td>Sterile dressing (one 11x14&quot; or larger)</td>
</tr>
<tr>
<td></td>
<td>Roller gauze (1, 2 and 4 inch)</td>
</tr>
<tr>
<td></td>
<td>Hypoallergenic tape</td>
</tr>
<tr>
<td>Burn treatment</td>
<td>Non-allergenic ointment</td>
</tr>
<tr>
<td></td>
<td>Sterile water or saline for cooling or flushing</td>
</tr>
<tr>
<td></td>
<td>Sterile dressings (same as bleeding control)</td>
</tr>
<tr>
<td>Poisoning</td>
<td>Ipecac and drinking water</td>
</tr>
<tr>
<td>Infectious disease</td>
<td>Small, medium and large vinyl or rubber gloves</td>
</tr>
<tr>
<td></td>
<td>Antiseptic</td>
</tr>
<tr>
<td></td>
<td>Waterless hand cleaner</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>Blunt tip scissors or shears</td>
</tr>
<tr>
<td>Fracture care</td>
<td>Note pad and pencil or pen</td>
</tr>
<tr>
<td></td>
<td>Penlight</td>
</tr>
<tr>
<td></td>
<td>Two triangular bandages</td>
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<tr>
<td></td>
<td>Splint material (SAM splint, etc.)</td>
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</tbody>
</table>
1. All items should be labeled and arranged so that whoever is using the kit will know where each item is and what to use it for.

2. Check for expiration dates and make sure that all items are closed or sealed tightly.

**More about it**

1. Check first aid items in kits your family has and those stored in a medicine chest. Remove and discard all items with passed expiration dates, including medications.

2. Give a presentation to your club or another group about making a first aid kit. Make sure to tell them why you should have a first aid kit, what type of items should go in it and why.

3. Arrange to visit with someone who operates an emergency or rescue unit, such as an ambulance, fire truck, law enforcement vehicle or life flight helicopter. Ask them to explain the emergency equipment on the vehicle and the procedures used to keep the equipment in working condition.

4. Comparison shop for commercially prepared first aid kits. Consider the contents, the durability of the container and the cost. Which one do you think is the best buy?

**Work on it**

Create a specialized first aid kit:

1. Where will it be used?

2. Where will it be stored when not in use?

3. What will you use for a storage container?

4. Make a list of contents. Include all the basic supplies and add other items needed for the situation. For example, a kit carried in a boat should probably include sunscreen, small diagonal cutters (to cut fishhooks) and clamping forceps or hemostats to remove impaled fishhooks. If you include medicine for family members with special needs, label it clearly as being for a specific individual or individuals. Make sure that any medicine in the kit is not outdated.

5. List the use of each item.

6. Label all items so if someone else is using the kit, they know what each item is used for.

**Think about it**

Stop and think about these questions. Share your answers with an adult.

1. What did you consider as you selected the storage container and the items to go into your kit?

2. Think of another decision you will make in the near future, like buying a new bike or what to wear to a party. What will you need to consider as you make your decision?
**Becoming a Life Saver**

_Cardio-Pulmonary Resuscitation (CPR) and the Heimlich Maneuver are both procedures that can be used to save lives. CPR is used to restore breathing. The Heimlich Maneuver is used when someone is choking. In many communities, courses are offered to teach these techniques to anyone who is interested. Some jobs such as a lifeguard, an EMT (emergency medical technician) or a law enforcement officer may require people to know how to use both CPR and the Heimlich Maneuver._

**What is CPR?**

CPR is a technique used to keep the brain, spinal cord and internal organs alive until emergency medical help arrives. The rescuer seals his or her mouth around the victim’s mouth and blows air into the victim’s lungs. This is called rescue breathing. Pushing on the victim’s chest (called chest compressions) helps to keep blood circulating. Rescue breathing and chest compressions, when performed together properly, keep the person alive until help arrives! It is important to receive training in the proper way to give CPR. CPR courses are taught by American Red Cross and American Heart Association instructors and can be taken in many places, including schools, hospitals, community colleges, Red Cross chapters or American Heart Association training centers. Sometimes fire departments and ambulance services also teach CPR to the general public.

**more about it**

1. Learn basic CPR by taking a course. You may want to make arrangements to have CPR taught at your school, to 4-H’ers and their parents or to some other group you’re in.

2. If you aren’t big enough to perform these procedures, you can still learn the right way so you can tell an adult how to do it if you need to.

3. Become a volunteer for organizations that teach CPR and the Heimlich Maneuver. You may get involved in fund-raising, recruiting or help with other arranged activities.

4. Find out the requirements to become an EMT. Do the same for first responders.

5. When you watch a TV show, movie or video in which CPR or the Heimlich Maneuver is performed, pay careful attention to the steps used. Compare what you see with what you’ve been taught. Ask a certified instructor about any differences.

**work on it**

Find at least five people in your community that know both CPR and the Heimlich Maneuver. Complete the following information about each. Special note: As you find people in the community who know these lifesaving techniques, you’ll find others who don’t. Encourage each person who doesn’t know the techniques to learn them. Make sure to include why you think it is important.
1. Name.
2. Why did they learn?
3. How did they learn?
4. Have they ever used either CPR or the Heimlich Maneuver? If they have used it, how did they feel about it?
5. How do they stay in practice?

1. Name.
2. Why did they learn?
3. How did they learn?
4. Have they ever used either CPR or the Heimlich Maneuver? If they have used it, how did they feel about it?
5. How do they stay in practice?

1. Name.
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3. How did they learn?
4. Have they ever used either CPR or the Heimlich Maneuver? If they have used it, how did they feel about it?
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1. Name.
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3. How did they learn?
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1. Name.
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1. Name.
2. Why did they learn?
3. How did they learn?
4. Have they ever used either CPR or the Heimlich Maneuver? If they have used it, how did they feel about it?
5. How do they stay in practice?

**think about it**

Stop and think about your answers to the following questions. Share your answers with an adult.

1. How does it feel to know at least five adults who know CPR and the Heimlich maneuver?
2. Why is it important for people other than emergency personnel to know these life-saving methods?
3. How might you get involved in your community to encourage more people to learn CPR and the Heimlich maneuver?
Creating Safer Places

Correcting unsafe situations can help you reduce injuries. Sometimes, it might even save a life! Identifying and correcting safety hazards in your own home is a good place to start. There are checklists available to help you identify ways to make your home safer. Here are some questions that may appear on a checklist for yard safety.

A Safer Yard:

1. Is your sidewalk free of toys or other articles that might cause falls?

2. Is all ice and snow removed from outside steps and walks regularly?

3. Are gasoline, charcoal lighter fluid, pesticides and other poisonous materials stored safely?

4. Does anyone in your family ever operate a gasoline engine or charcoal grill in a closed building?

5. Is there lighting allowing you to safely enter your home after dark?

A checklist like this can help you find hazards. The next step is to correct hazards you have found.

More about it

1. Notice the places where rules are posted, like swimming pools and gyms. What rules are for people’s safety?

2. Write a set of rules for a room in your home, your car or yard. Share them with your family. Decide as a group which would be good family rules.

3. Visit with a local insurance agent. Find out how insurance companies work with their customers to try to prevent accidents.

4. Check the labels or packages on several non-food items, such as glue, toilet bowl cleaner or a CD player. What information do you find about safety?
Select an area and create a safety checklist for it. It can be one room or your entire home, your school classroom, a park or any other area you might be familiar with. First, collect as many existing safety checklists as possible. Some sources of safety checklists include insurance companies, electric and gas companies and your local Extension office. Study them, then create your own checklist for your area. Below: list a hazard and then write what you can do to reduce or eliminate it. Use your checklist.

<table>
<thead>
<tr>
<th>Hazard</th>
<th>How do you reduce or eliminate this hazard?</th>
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Stop and think about your answers to these questions. Share your answers with an adult.

1. What was the hardest part of creating your checklist?
2. What are some advantages of using a checklist when working on a project?
3. When are some other times you may want to create a checklist?
Safe Adventures

Hiking, overnight camping or going on a family picnic can all be lots of fun. However, you don’t want to go home itching all over because you got into poison ivy, or end up at an emergency room because you were bitten by a stray dog or wild animal. The best way to prevent injuries is to learn more about the plants and animals you may encounter during your adventures.

Stray Dogs

Stray dogs come in all shapes and sizes. They may show up in parks, the school playground, your backyard or about anywhere. If you’re outside and you see a stray or unknown dog, leave it alone! Instead, tell an adult about the animal. If a stray dog approaches you, do not run! It is best to stand still and "BE A TREE"—standing with feet together, fists folded under the neck with elbows against the chest. Don’t look the dog directly in the eye, as this angers some dogs. If you are lying down or have been knocked down by a dog, "Be a Log"—lie face down, legs together, fists folded behind the neck and forearms covering the ears.

- Never bother any dog, not even your own dog, when he is eating.
- Never enter a dog’s territory (that means his yard or home). If he growls at you, back up slowly and wait for an adult to help.

Rattlesnakes

Snakes play an important role in nature. They eat many insect and animal pests that can be harmful to people. Some snakes are poisonous. Their venom, or poison, serves mainly for killing or paralyzing their prey. Prairie rattlesnakes are one of the few poisonous snakes found in the Midwest. The venom glands behind the eyes of the snake may make its head look like a triangle. Adult prairie rattlesnakes are about as long as a jump rope (35-45 inches) and their body is thick, not skinny like a garden hose. Their young, born in late summer to early fall, are about eight to 12 inches long, and number from four to 20 in a litter. Both young and adult prairie rattlesnakes are poisonous. When scared or angry, rattlesnakes coil and vibrate their tails, creating a buzzing sound. This sound is a warning. Most snakes do not want to fight, so they try to frighten people away.

If you happen to be hiking in an area where rattlesnakes or other poisonous snakes live, remember to never try to pick up a poisonous snake, even if it looks like it’s dead. Wear boots to protect your feet and ankles. Most snakes, including poisonous ones, are found under or near rocks, boards or logs, so be careful where you step, sit or place your hands.

It is unlikely that you or someone you are with will be bitten by a poisonous snake. However, if a bite happens, it is important to stay calm and quiet. Because swelling may occur, remove rings and watches near the bite. Get to a hospital/physician as quickly as possible. Carry or help the victim to a vehicle. If you are alone when bitten, walk slowly and calmly to help. Do not cool the bitten area. Do not use a tourniquet. Do not cut into the bitten area. The spot the rattlesnake bites will swell up, change colors and hurt.

Poison Ivy

Poison ivy is a climbing woody vine or a shrub-like plant that grows from 2 to 7 feet tall. Its leaves, which are divided into three broad, pointed leaflets, grow on long stalks 4 to 14 inches long. The leaflets are up to 4 inches long, and dark, glossy green on top, and slightly hairy underneath. Some plants will have small, yellowish or greenish flowers, while others may have berrylike “drupes” or seeds.

Touching poison ivy can result in a skin rash. It usually starts wherever there is direct contact with the skin, but can later spread to other parts of the body. If you think you have been exposed to poison ivy, the best way to keep it from spreading to other parts of your body is to take a soapy bath or shower. Itching usually accompanies the rash, and severe swelling with oozing blisters may also occur. Treatment with cortisone creams helps, once the lesions dry.

Recognize poison ivy and avoid touching it with your hands or walking through it. When hiking, it is best to wear long pants, boots and a long-sleeved shirt. This will help you avoid accidental contact with poison ivy.
more about it

1. Invite a wildlife biologist or specialist to attend your group meeting. If you don’t know of any wildlife biologists, ask your Extension Educator to share tips for keeping outdoor adventures safe for both you and nature.

2. Visit with a camp manager about the recommended items to pack for overnight camping. Find out the use of each item. Discover which items are intended to make your camping experience safe.

3. Plan a guided hike for your friends. Make sure to tell them what to wear. Point out plants to avoid, such as poison ivy, and explain how to enjoy nature without disturbing it.

4. Learn how to protect your skin from sun damage. Your doctor, health teacher or the American Cancer Society can provide you with more information.

5. Add the Poison Control Center phone number to your list of emergency numbers. If possible, visit the nearest Poison Control Center and find out more about their services.

work on it

Pick three animals or plants you may encounter on an outdoor adventure (some animals and plants you may wish to pick from include: skunk, deer, opossum, ground squirrel, mourning dove, wasp, mosquito, brown recluse spider, cabbage worm, deer tick, wasp, garter snake, bullfrog, poison oak, sumac tree and mushrooms). On a separate piece of paper, answer the following questions about each of the three animals or plants you picked.

- Picture (draw, trace or paste a picture from a magazine)
- Habitat: (where it lives)
- How can the plant or animal be beneficial?
- Can it be harmful to be people?
  - If yes, how?
- Steps to avoid injury:

People, like naturalists or biologists with the Game and Parks Commission, biology teachers and Extension Educators, may be good sources of information about the plants or animals you picked. You may also want to use books, videos, magazines and extension publications to help you.

think about it

Stop and think about your answers to the above questions. Share your answers with an adult.

1. Where did you find the information to complete this activity?

2. What are some safety tips you’d give someone going camping?
   - How about hiking in a local park?

3. Besides safety, what are some reasons for learning more about the plants and animals that share our environment?
Weather Warnings

**read about it**

Tornadoes, floods and blizzards are some types of weather emergencies that occur in the midwest. Although we can’t prevent severe weather, we can be prepared when it occurs. TV and radio stations help by warning us when severe weather is approaching. They use the word “watch” to let you know that severe weather is expected to move through the area. A "warning" means a tornado, flood or blizzard is in your area, and that you should take immediate action to maintain your safety.

Your community may also have a warning system. Outdoor sirens are often used to let people know of weather emergencies, especially tornados. If you live outside of the sirens’ range, your family may have a special weather alert radio. The National Weather Service operates a weather warning network. In case of severe weather, the special radio turns on. Civil defense officials are in charge of developing a community- wide action plan in the case of severe weather.

Being alert to weather warnings and being prepared to take immediate action can save lives and reduce risk of injury. Plan ahead for tornado warnings by identifying the safest possible place in your home. The location should be as far away as possible from all outside windows. The lowest possible level in the building is best. The location should not be close to an electrical/mechanical room.

Once you have identified your home’s safest place, organize supplies to store there or to have ready to take with you. Some type of cushioning object, like a pillow, can be used as protection from flying debris. A battery-operated radio can provide you with up-to-date weather information. A flashlight can also come in handy in case of a power failure.

If a tornado warning is sounded:

1. Stay calm.
2. Go immediately to the safest spot in the building.
3. When in the shelter, stay close to the floor and cover your upper body and head. If possible, get under a strong structure like a heavy table. This will protect you from falling and flying materials.
4. Stay in the shelter area until the all clear signal is given via the radio.

**more about it**

1. Identify the safest place in your home in case of a tornado warning. Plan a tornado drill. If your school hasn’t had a tornado drill this year, visit with your teacher about holding one for your class or the whole school.
2. Visit the emergency warning system site in your community. Find out how it is activated. Who is responsible for seeing that it works? What does it cost to have the system? How is it paid for?
3. Find out about special precautions that should be taken in case of a blizzard and/or flood. Make a plan of the steps your family should take to prepare for these weather emergencies including making a special disaster kit.
4. Learn about a natural disaster that has hit your area. Old newspapers and community residents are good sources of information. Find out how your community prepared for the disaster and things they could have done better.
5. Find out about the National Weather Service and the special role they play in communicating storm information.
1. Draw a sketch of your home. Make sure to identify windows and doors which lead to the outside. Once your sketch is completed, mark the spot where your family should go in case of a tornado warning.

2. List the supplies you'll need in case of a tornado warning.

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**Think about it**

Stop and think about your answers to these questions. Share your answers with an adult.

1. What are some of the items that you need in any weather emergency?

2. What are some of the items unique to a particular emergency?

3. If you lived in another part of the world, what different types of weather emergencies might you face?
Personal Safety

Keeping yourself safe is sometimes called personal safety because it includes keeping your "person" safe. Personal safety can mean taking steps to prevent being hurt by others. Just like it is best to have a plan to keep your home free of safety hazards, and where to go during a tornado, it is also good to have a personal safety plan. These steps can help you take care of yourself.

1. Be alert. Whether you are bicycling on the road near your home, walking to a club meeting or just hanging out, it is important to be alert to what is going on around you. If you begin to feel uncomfortable or nervous, listen to your feelings and leave.

2. Stay in well-traveled areas. Whenever possible use the "buddy" system of going places with others. Avoid taking short cuts through vacant lots, alleys or fields.

3. Don’t accept an offer of a ride with anyone without your parents’ knowledge and approval, even if it is someone you know.

4. Don’t let anyone, even someone you know, into your home, unless you have been told by your parent to expect that person. If a person asks to come in to use your phone because of an emergency, offer to place the emergency call yourself.

5. When answering the phone, do not give your name or address. Don’t ever say that you are alone or that your parents aren’t home.

6. If you’re with another youth or an adult and they ask you to do something you feel is wrong or makes you feel uncomfortable, be firm and let them know that you will not participate. Talk to an adult you trust about the situation and how you felt.

7. Remember, there are many people who care about your safety. If you are ever forced to do something you feel is wrong, share what happened with an adult you trust as soon as you can.

more about it

1. Interview a local law enforcement officer about more safety precautions you can take. Find out about any special programs your community has to help make it safe for kids.

2. Find out about special Extension programs which help prepare kids to spend time at home alone. You may want to get involved in a program as a participant, or, if you’re older, volunteer to help with a program.

3. Visit with your teacher, guidance counselor or principal about things your school does or can do to make it safer for kids. Don’t forget to talk about ways to reduce bullying that happens to and from school and during the school day.

4. Volunteer to assist law enforcement officers or community organizations in conducting special educational programs for youths.
Situation: A friend dares you to go in a vacant building

What will you say?

How will you say it?

Describe the body language you’ll use (i.e., posture, eye contact):

Write another situation statement:

What will you say?

How will you say it?

Describe the body language you’ll use:

Stop and think about your answers to these questions. Share your answers with an adult.

1. What are the most important things you can do to avoid dangerous situations?

2. Why are each of things important?

3. Make a list of situations you’d like some advice from the adult on how to handle. Visit with them about each situation.
Paying for a Safe Community

Many of the things you and others do to keep yourself, your home and community safe don't cost anything but a few minutes of time. For example, making a plan of where to go in case of a tornado took time but probably no money. Other things may have had a small cost to your family, like buying the supplies for your first aid kit.

However, some public safety services provided within a community have a lot of expenses associated with them. Think about your local fire department. It has to have special vehicles, clothing and equipment, along with a place to store everything. Some fire departments hire career fire fighters whose full-time job includes helping prevent fires, fighting fires and providing other emergency services. Both career and volunteer fire fighters have to be trained. Training is another example of an expense.

How does a fire department or any community, public safety service get money to pay for their expenses? This depends on both the service and the community. Community fund drives are one way to obtain funding. This is where people in the community give to a service voluntarily. Sometimes community services are funded through taxes. Yet another way to get money for a service is to charge people who use the service. In many cases, a combination of methods are used to make money to maintain equipment and pay salaries.

1. Make a list of 10 things you can do to have a safer community that cost less than $500. Turn your list into a poster.

2. If your community has a 911 system, visit with a representative to find out how they handle prank calls and the cost of such calls to the community. Share your findings with your club, class or family.

3. Volunteer to assist with fund-raising efforts for a public safety service within your community.
**pick a public safety service in your community. For example, 911 center, fire department, ambulance or rescue service. Arrange to visit with someone that helps provide this service. When you make arrangements, let them know you are particularly interested in finding out what type of expenses they have and how they get the money to pay for their expenses. You might even break down the type of expenses and revenues by percentage of the total. Complete the chart below:**

<table>
<thead>
<tr>
<th>Name of Service</th>
<th>Type of services they provide</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Type of Expenses (costs)</th>
<th>Type of Revenue (income)</th>
</tr>
</thead>
<tbody>
<tr>
<td>example - equipment (20%)</td>
<td>example - local property taxes (50%)</td>
</tr>
</tbody>
</table>

If additional money was available, how would they spend it?

**think about it**

Stop and think about your answer to the above question. Share your answers with an adult.

1. How are emergency services paid for in your community?
2. What are some things you can do to make sure these services are available if you need them?
3. Besides public safety services, what are some other services in your community that are paid by tax dollars?
**More Safety Topics and Some Sources of Help**

You may be able to find additional resources in your community. This list is intended to help you get started. Write the address and the phone number of sources which will be helpful. Many state or national groups will have toll free (800) phone numbers. Your local librarian will be able to help you find addresses for state and national organizations.

<table>
<thead>
<tr>
<th>Group Name/Address/phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>All-terrain Vehicle</td>
</tr>
<tr>
<td>Local ATV Dealer</td>
</tr>
</tbody>
</table>

| Bicycle Safety                  |
| Local Law Enforcement Agency    |
| *Cooperative Extension          |

| Driver Safety                   |
| Local Law Enforcement Agency    |
| Department of Transportation    |
| Driver Education Instructor at your school |
| State Safety Council            |

| Fire Safety                     |
| Local Fire Department           |
| *Cooperative Extension          |

| Firearm/Hunter Safety           |
| Game and Parks Commission       |
| Local Law Enforcement Agency    |
| *Cooperative Extension          |

| First Aid                       |
| Red Cross Chapter               |
| American Heart Association      |
| Community College               |
| School nurse/health teacher     |
| Hospital educational director   |
| Emergency medical technician    |
more about it

1. Pick one area of safety and learn all you can. Find ways to share what you learn with others.

2. Work with other kids interested in safety to create your own community safety resource list. Make copies for everyone in your group. Visit with your local newspaper editor about the possibility of publishing the resource list in the paper.

3. Sign up for another 4-H project that teaches safety.

4. Look for ways you can incorporate safety into other 4-H projects.
Answers to questions on pages 4:

1. False. In case of a nosebleed, have the person sit forward on a chair with their head bent slightly forward. Have them pinch the lower part of their nose for at least five minutes to stop the bleeding. Then, place a cold, wet cloth over their nose and face.

2. True. In case of burns, put the burned area in cool water; blot; cover with a clean cloth. Do not use ointment or petroleum jelly. Call for emergency help if the burn is severe.

3. False. Do not move the injured part or the person. Instead, keep the person warm and call for emergency help.

4. True. Clean the area before removing the splinter with a tweezers.

5. False. Call the Poison Control Center for advice. Check the phone book for their number. It is usually listed in the front of the book. You should keep a two-ounce bottle of Syrup of Ipecac on hand, but use only under the advice of the Poison Control Center, emergency room or physician.

6. True. People who are having trouble breathing may stop breathing entirely. In both situations you need to call 911 and start appropriate treatment.

7. False. People who can’t be awakened by someone else are unconscious, which is a true medical emergency.

8. False. It is better not to move someone who may have a neck or back injury. Reassure and treat them where they are. However, if leaving the victim where you found him or her is more dangerous for you or them, move them without bending or twisting their neck or back.

9. False. Stinging insects cause more deaths each year in the United States than poisonous snakes. The primary reason is that many people are allergic to insect venom.

10. False. Adult medicines are too strong for children. Drug and medication dosages are based on body weight, which is why adult medications are dangerous for children.