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## INTRODUCTION

Farms are a unique environment as they are often both a workplace and a home. The farm environment provides many positive experiences and opportunities for children, however it also contains many potential injury hazards, including machinery, vehicles (e.g. tractors and motorbikes), animals, water hazards (e.g. dams, rivers, creeks and animal drinking troughs) and poisons (e.g. pesticides).

In 2018/19, 388 Victorian children aged 0-14 years were treated in hospital as a result of an injury sustained on a farm.

Farm safety is an important issue not only for children and families who live on a farm, but also for those who visit farms.

Kidsafe Victoria is running the 'Farm Safety Creative Competition' for Victorian primary school students to raise awareness of farm safety among children and their families. This project is supported by the Victorian Government through the [Smarter, Safer Farms Program](#).

The competition provides students with the opportunity to take an active role in investigating farm safety issues and empowering them to become part of the solution.

### About Kidsafe Victoria

Kidsafe, the Child Accident Prevention Foundation of Australia, was established in 1979. Kidsafe is an independent, non-profit, charitable foundation dedicated to the prevention of unintentional death, injury and associated disability to children. For more information on Kidsafe Victoria, please visit [www.kidsafevic.com.au](http://www.kidsafevic.com.au).

## THE COMPETITION

The Farm Safety Creative Competition is designed to provide an interactive way for children to learn about potential injury hazards that exist in farm environments and strategies that can be put in place to help keep the whole family safe. It is also a unique opportunity for students and schools to win some fantastic prizes!



The competition calls on Victorian primary school students to get creative and design educational farm safety materials and messaging based on this year's theme, "Reducing Harm on the Farm".

The winning entries from the competition will be utilised to form the basis of a month-long farm safety education campaign through Kidsafe Victoria's social media accounts and website, targeting Victorian parents and carers with important information on farm safety.

**To encourage schools to get involved, we are offering a \$100 voucher\* to the first 50 schools that enter!**

\*Vouchers will be provided as eGift cards that can be redeemed at a range of retailers.

In this pack you will find everything you need to know about the competition, including competition categories, how to enter, key dates and some practical tips to assist children to create their entries. This pack also provides a range of learning resources to explore farm safety in a fun and engaging way, suitable for classroom or home learning. We encourage you to work through these activities with students to get them thinking about farm safety.

## COMPETITION CATEGORIES

Competition entry is free and students can enter as a class, in pairs/teams, or individually.

### Entry Types

1. Create a video
2. Create an illustrated story, poster or infographic
3. Create a radio ad

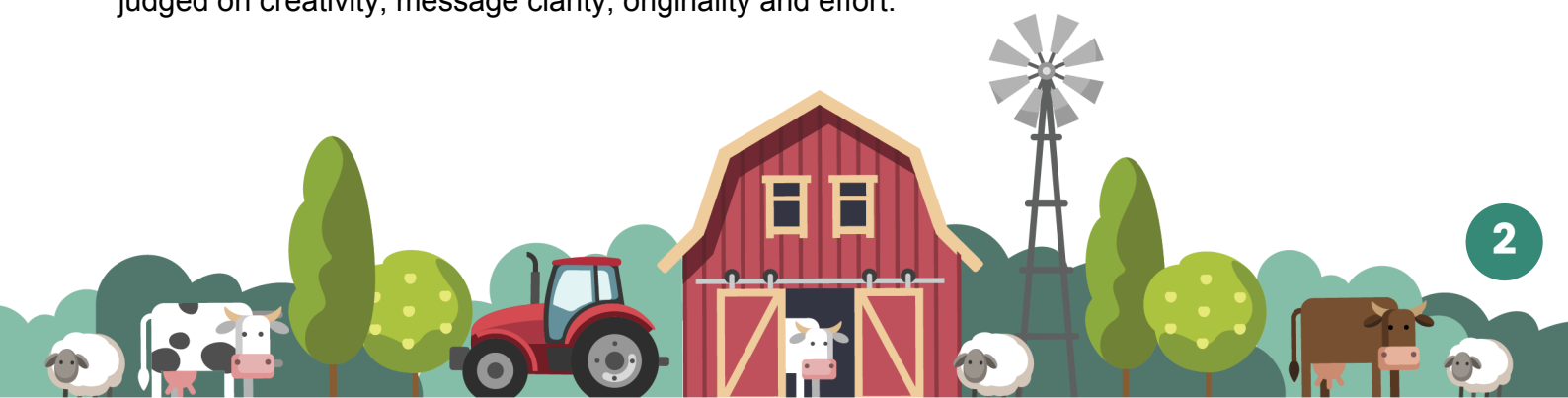
### Age Categories

1. Prep – Year 1
2. Year 2 – 4
3. Year 5 – 6

If you have any questions about the competition, please contact us via [info@kidsafevic.com.au](mailto:info@kidsafevic.com.au).

## PRIZES AND JUDGING

There are a range of fantastic prizes available for winning entries in each category. Entries will be judged on creativity, message clarity, originality and effort.



The following prizes will be awarded for every age group:

	Video	Story/Poster/Infographic	Radio ad
<b>1<sup>st</sup></b>	\$150 voucher and \$50 worth of stationary OR books	\$150 voucher and \$50 worth of stationary OR books	\$150 voucher and \$50 worth of stationary OR books
<b>2<sup>nd</sup></b>	\$150 voucher and \$50 worth of books	\$150 voucher and \$50 worth of books	\$150 voucher and \$50 worth of books
<b>3<sup>rd</sup></b>	\$20 RHSports voucher	\$20 RHSports voucher	\$20 RHSports voucher

Competition prizes have been generously donated by:



## HOW TO ENTER

1. Discuss potential safety hazards in a farm environment and why it is important to stay safe on farms with your child. You'll find thought starters and learning sessions in this pack to help you.
2. Create a video, an illustrated story/poster/infographic or a radio ad based on the theme "Reducing Harm on the Farm". Tips for creating entries and farm safety topics that children might like to cover in their entries are included in this pack. Entries can be submitted as a whole class, a team/pair of students or by an individual student.
3. Download an entry form [here](#). One form is required to be completed for each class, team or individual entry.
4. Email your entry form and submissions to [info@kidsafevic.com.au](mailto:info@kidsafevic.com.au) by Friday 27 November 2020. Please make sure to keep an original copy of the children's work on file in case this is needed.

## KEY DATES

Entries open: Tuesday 1st September 2020

Entries close: Friday 27th November 2020

Winners announced: Week beginning 7th December 2020



## SUBMISSION REQUIREMENTS

Please use the following format to name the file: [Creative Competition\\_Type of entry\\_Student/Group/Class Name\\_Year #](#) (e.g. Creative Competition\_Poster\_John Smith\_Year4).

### Video Entries

- Make sure the video is no longer than 4 minutes.
- Save the video in any of the following formats: .MOV, .MPEG4, .AVI or .WMV.
- If your video is too big to send via email, you can try using a file sharing site such as [WeTransfer](#) to submit it.

### Illustrated Story

- Stories can be presented either as a single sided A3 or A4 page (e.g. comic strip format) or as a story book with multiple pages.
- The story can be illustrated, contain photos or be created digitally (e.g. using royalty free clip art images). If you are using photos or clip art images, make sure you have permission to do so (make sure you do not have to purchase the rights or credit the original author of the images).
- Scan hand drawn entries to send via email.

### Poster & Infographic Entries

- The poster/infographic can be presented as either a single sided A4 or A3 page.
- The poster/infographic can be illustrated, contain photos or be created digitally (e.g. using clip art images). If you are using photos or clip art images, make sure you have permission to do so (make sure you do not have to purchase the rights or credit the original author of the images).
- Scan hand drawn entries to send via email.

### Radio Ad Entries

- Make sure the audio recording is between 15-30 seconds in length.
- Save each completed audio recording in any of the following audio file formats: .MP3, .WAV.

If you need some inspiration, check out winning entries from our previous competitions:

- 2017 Farm Safety Creative Competition - [Winning Video Year 5-6 Category](#) & [Winning Video Prep-Year 1 Category](#).
- [‘No Helmet No Ride’ Competition Winners](#)



## TIPS FOR CREATING ENTRIES

### How to Make a Video

\*Please ensure that current COVID-19 government restrictions are followed when completing any filming.

Remember to  
base your entry  
around the theme  
"Reducing Harm  
on the Farm"!

### Scripting

Before filming can begin, each class, team or student needs to create a detailed video script. A good way to do this is by making a storyboard where the scenes of the video are shown as a sketch and the action and/or audio content is written below each sketch. Remember the video must be no longer than 4 minutes.

### Pre-production

Pre-production refers to all the planning that is required before you can start to 'shoot' your video. The class, team or student needs to source all the elements involved in shooting the video (e.g. filming equipment, actors, props and locations). They need to think about each shot or sequence on their storyboard.

### Camera shot types

- Establishing a shot - usually a long (wide-angle or full) shot that's taken from a considerable distance. It helps to set the scene at the beginning of each shot sequence.
- Close-up - a close-range view, particularly of a person or object. The most common close-ups are of a character's head from the neck up.
- Zoom In - the lens of the camera moves so that the image comes closer to the camera.
- Zoom Out - the lens of the camera moves so that the image moves away from the camera.
- Pan Right - the camera swivels to the right, causing the image to move from right to left across the screen.
- Pan Left - the camera swivels to the left, causing the image to move from left to right across the screen.
- Action within the frame - the subject moves within the frame and the camera doesn't move.
- Follow the action - the subject is moving yet stays within the frame because the camera is moving with the subject

### Audio possibilities

- Live action audio – noises and voices captured during filming.
- Narration – voice or voices telling the story into a microphone.
- Sound effects – real sound effects captured with a microphone, or pre-recorded sound effects from a CD.





## Editing

Editing is the process of putting all of the elements together so that the story is told. The first step is to import the shots of video, music and narration into the computer. Next, arrange the clips in an order that reflects the storyboard.

## Transition types

Be careful not to use too many of these, or your video might take a long time to load!

- Cut - an instant change from one shot to the next. The most common transition in a video.
- Crossfade - a gradual fade from one shot to the next. Useful for conveying a sense of time passing.
- Fade - image fades briefly to white or black before the next shot.
- Wipe - one shot is progressively replaced by another shot in a geometric pattern. Good for showing a change in location.
- Digital effects - editing applications usually offer a variety of fancy digital transition effects.

## **How to Create an Illustrated Story**

An illustrated story is like a comic book – it has lots of pictures and some words which help to tell a story.

The first step in creating your illustrated story is to decide on your script. Once you have developed your script, it is time to start illustrating! You could choose to draw, paint, use photographs, use digital images (e.g. clipart) or create a collage. If you are using photos or clip art images, make sure you have permission to do so (make sure you do not have to purchase the rights or credit the original author of the images). [Canva](#) is a great online design website that can assist with your submissions.

Whichever method you choose, try to make sure that your pictures tell a story along with the text you include. Some examples of illustrated stories are below.





## How to Create a Poster or Infographic

A poster is a visual way to show information – it often contains an image, a tagline and a short safety message. Your poster could be created using a photo, illustration, painting or digital image (e.g. clipart). If you are using photos or clip art images, make sure you have permission to do so (make sure you do not have to purchase the rights or credit the original author of the images).

Try and make your poster colourful and eye catching so that it grabs people's attention and makes them want to read your message! Some examples of safety posters are below.



An infographic can be a type of poster – it is a visual way to show statistics or information that people can easily see and understand. Submissions can be hand drawn, painted, created on a computer (i.e. Microsoft Word using clipart images) or created in one of many free online design websites such as [Canva](https://www.canva.com). If you are using photos or clip art images, make sure you have permission to do so (make sure you do not have to purchase the rights or credit the original author of the images).

TIP: Try to focus only a couple of key statistics or messages to include in your infographic, otherwise it can become too cluttered and confusing for people to read.

Some examples and templates for infographics can be seen below:

- [Canva templates](https://www.canva.com)
- [Royal Life Saving Society Rivers Infographic](#)

## How to Create a Radio Ad

Radio advertising offers the opportunity to deliver a simple yet powerful message to your community. A radio ad usually contains a strong call-to-action – a message that prompts listeners to act on the information given to them. The best radio ads are straight to the point, clear and catchy! You may want to pretend you are making an announcement on your local radio station or even create a small jingle about the importance of keeping safe on the farm.



### Preparation

Before you start recording, it is important to prepare a script detailing what you are going to say. If you are recording with a partner, it is helpful to highlight your own sections of your script, so you know when it is your turn to talk. Make sure you do a few practice runs before you hit record so you are not over the time limit!

### Recording location

Once you have figured out what your message is, find a suitable location to record. Listen to the characteristics of the room you are recording in. Some rooms may make an echo or there may be a hum of the air conditioner. Ensure there is no background noise and that you won't be interrupted.

### Audio recording software and editing

Use sound recording software to record your radio ad. There are many audio recording programs on computers (e.g. Sound Recorder/Voice Recorder on Windows/PC and Voice Memo on a Mac) and mobile devices (e.g. Voice Memos on iPhones).

If you want to edit your audio and include some sound effects, there are many editing programs that are free to download (e.g. Audacity on Windows/PC and GarageBand on Mac). You can record and edit in these programs. Listen to your recording to make sure you are happy with the quality before submitting.

Click [here](#) to listen to some examples of radio ads created by primary school students.

## THOUGHT STARTERS FOR CHILDREN

The following section provides some background information on potential injury hazards on farms and measures that can be implemented to help reduce the risk of injury. This information is designed to help students decide what topics to focus on and shape their competition entry.

### **Water Safety**

Water is a major hazard on farms and can be found in many places including dams, creeks, ponds, tanks, troughs and swimming pools or spas. Drowning is one of the major causes of unintentional death for Australian children.

There are several factors that make water a serious hazard on farms:

- Children are curious and often attracted to water.
- The depth of the water (young children can drown in a little as a few cm of water).



- Water can be murky and visibility can be impaired, making it difficult to see what lies beneath the surface (e.g. rocks) and the depth of the water.
- Dams, creeks and ponds may have muddy banks, making the surface very slippery and could cause a person to accidentally fall into the water.
- Creeks may have currents making swimming conditions dangerous.

### Safety Tips

- Ensure that children are actively supervised by an adult at all times in and around water. This means having an adult within arm's reach of toddlers and within the water area for older children, to help them if something goes wrong.
- Providing children with a safe play area away from any bodies of water (e.g. a safe play area that is fenced off from bodies of water like dams and troughs).
- Fencing bodies of water including swimming pools and spas.
- Removing or securing ladders on tanks so that they are out of reach of children.
- Fitting tanks and troughs with a lid.

### **Animal Safety**

Farms provide a great setting for children to interact with a wide range of animals. However, the unpredictable nature of animals can pose an injury hazard. Farm animal's behaviour can change suddenly for a number of reasons including being frightened, protecting their young, being herded or milked, and if they are sick or injured. There are several ways a farm animal can injure a child or adult including kicking, biting, crush injuries and injuries received from falling off an animal (e.g. when riding a horse).

### Safety Tips

To help reduce the risk of injury from animals on farms, it is important that:

- Children are always supervised by an adult when around animals.
- Protective equipment including helmets and boots are worn and children are always supervised when riding horses.
- You approach animals slowly to help avoid frightening or startling them, and never run or walk behind horses or other large animals.
- Animal pens and all stockyards are inaccessible to young children.

### **Farm Machinery and Vehicles**

Vehicles and machinery are essential equipment on farms, however they can also pose an injury risk to children and adults. Vehicles and machinery found on farms including cars, trucks, motorbikes, quad bikes, mowers, harvesting equipment, chainsaws and tractors.



There are several factors that contribute to the hazardous nature of farm machinery and vehicles, including their weight, ability to gain speed, potential to tip and sharp attachments.

#### Safety Tips

- Child car restraints and seatbelts must be used at all times when in a farm vehicle.
- Passengers should never ride on the back of tractors or utes.
- Always supervise children closely around tractors and heavy machinery.
- Always hold children close around moving vehicles.
- Kidsafe does not recommend that children under 16 years old ride quad bikes or be a passenger on a quad bike.

#### **Poisoning**

Potentially poisonous products are used regularly on a farm for many reasons including running machines, keeping animals healthy, spraying weeds and insects and to keep things clean. Common poisonous products found on a farm include pesticides, herbicides, fuels, fertilizers and cleaning agents.

#### Safety Tips

- All poisons should be stored in a locked area that is out of reach of children.
- It's important that poisons are returned to their safe storage space immediately after use.
- Children should be supervised by an adult when near poisons storage areas (e.g. in the shed).
- Children's safe play areas should be away from any poisons storage areas.
- Poisons should always be stored in their original containers and never in other containers like old soft drink bottles.
- If you suspect a child has ingested a poisonous substance, call the Poisons Information Centre immediately on 13 11 26 (24 hours a day, 7 days a week, Australia wide) for expert advice.

#### **Safe Play Areas**

A safe play area is a great way to separate children's play areas away from things such as dams, machinery, poisons, driveways and other farm hazards.

#### Safety Tips

To help reduce the risk of injury from animals on farms, it is important that:

- Is close to the home and clearly visible.
- Is securely fenced with solid or vertical railing, no foot holes for children to climb and child resistant latches on gates.
- Is away from dams, machinery, poisons, driveways and other hazards.
- Provides shaded areas and interesting things for children to do.



## FARM SAFETY LEARNING SESSIONS

These learning sessions provide a background on farm safety and activities for students to complete as an introduction to the competition. They are designed to be completed either individually or as a class, in the classroom or via remote learning. All you need is a device to play the video and writing materials to complete the activities. The extension activities listed here are also explained in each video.

### PREP

#### Introduction to Farm Safety

Overview of farm safety and hazards on the farm

- Watch the introduction video [here](#)
- Activity: Working individually or in pairs, ask students to come up with three top farm safety tips to keep safe on the farm and write these down. Ask all students to share their tips with the class.

#### Animal Safety

Introduction to animal safety on the farm, including tips to reduce injuries from farm animals

- Watch the introduction video [here](#)
- Activity: Get students to think about their favourite farm animal. Ask them to draw the animal and write a tip next to the drawing for how to stay safe around the animal (e.g. making sure that an adult is supervising kids around farm animals). Ask all students to share their favourite animals and the related tips with the class.

### YEARS 1-3

#### Introduction to Farm Safety

Overview of farm safety, hazards on the farm and unsafe behaviours

- Watch the introduction video [here](#)
- Activity: Using the unsafe behaviour examples shown in the video or others you would like to focus on, ask students to choose one unsafe behaviour and brainstorm the steps that could be taken to keep the person safe. Ask the students to share their answers with the class to see if anyone came up with different ideas for each situation

#### Safe Play Areas

Overview of the importance of a safe play area on the farm and the features of this area

- Watch the introduction video [here](#)
- Activity: Ask students to draw up a plan of a safe play area for the farm. If students live on a farm this can be based on their property, or if not, this can be based on a pretend farm or one they might have visited before. Make sure that the safe play area is fenced, close to the main house, has some shade, has interesting things for children to do and is separated from hazards. Once they have finished drawing up their plan, ask them to share this and point out the main features.



### Water Safety Watch & Learn: Rainbow River

Life Saving Victoria Water Safety Watch & Learn session that discusses Aboriginal Dreamtime stories and inland waterways such as rivers, creeks and lakes

- Access the video and lesson plan [here](#)

### Water Safety Watch & Learn: The Lake

Life Saving Victoria Water Safety Watch & Learn session that discusses water safety at the lake

- Access the video [here](#)

## **YEARS 4-6**

### Introduction to Farm Safety

Overview of farm safety, hazards on the farm and unsafe behaviours

- Watch the introduction video [here](#)
- Activity: Using the unsafe behaviour examples shown in the video or others you would like to focus on, ask students to choose one unsafe behaviour and brainstorm the steps that could be taken to keep the person safe. Ask the students to share their answers with the class to see if anyone came up with different ideas for each situation

### Emergency Preparation

Discusses the importance of being prepared for emergencies on the farm, including emergency plans, important numbers to call and the importance of first aid

- Watch the introduction video [here](#)
- Activity: Ask students to create an emergency plan for a farm – draw a rough map of the property, label the points where they would meet in the event of an emergency and draw arrows for the route to evacuate. Alongside the plan, write a list of emergency numbers. This can include 000 (Fire/Police/Ambulance) and 13 11 26 (Poisons Information Centre) along with any relevant local numbers that may be helpful in an emergency.
- Bonus activity: [Life Saving Victoria's Water Safety @ Home CPR and First Aid episodes](#)

### Water Safety Watch & Learn: Rainbow River

This Life Saving Victoria Water Safety Watch & Learn session discusses Aboriginal Dreamtime stories and inland waterways such as rivers, creeks and lakes

- Access the video and lesson plan [here](#)

## **ALL AGES**

### Water Safety - Life Saving Victoria's Virtual Reality Farm Experience

- Get students to jump onto [Life Saving Victoria's VR Farm Safety Tour](#) - this allows you to experience a farm environment without having to travel there!
- Use the [Discussion Q&A worksheet](#) to ask your class questions before, during and after.
- For a more interactive experience, download the Google Expedition App. This enables you to navigate students through the farm safety tour and control what they see from a phone or tablet. [Click here](#) for set up instructions.





## VICTORIAN CURRICULUM LINKS

The Farm Safety Creative Competition provides a multidisciplinary learning opportunity with outcomes linking to the Victorian F-10 Curriculum.

This competition links in with the English component of the curriculum by providing students with the opportunity to explore text through different avenues including storybooks, infographics and performance.

Curriculum		Year Level						
		F	1	2	3	4	5	6
English	Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality							
	Explore the different contribution of words and images to meaning in stories and informative texts							
	Retell familiar literary texts through performance, use of illustrations and images							
	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school							
	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication							
	Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements							
	Construct texts that incorporate supporting images using software including word processing programs							
	Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose							
	Construct texts featuring print, visual and audio elements using software, including word processing programs							
	Identify the effect on audiences of techniques, including shot size, vertical camera angle and layout in picture books, advertisements and film segments							
	Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features							
	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose							
	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements							
	Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts							
	Create literary texts by developing storylines, characters and settings							
	Create literary texts that explore students' own experiences and imagining							
	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features							



English	Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio element							
	Experiment with text structures and language features and their effects in creating literary texts							
	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience							
	Use a range of software, including word processing programs, learning new functions as required to create texts							

This competition links in with the Media Arts, Visual Arts and Digital Technologies components of the curriculum by providing students the opportunity to explore the use of varying media technologies and visual techniques when creating their competition submission.

Curriculum		Year Level						
		F	1	2	3	4	5	6
Media Arts	Explore ideas characters and settings in images, sounds and multi-modal texts							
	Use media technologies to capture and edit images, sounds and text							
	Present media artworks that communicate ideas							
	Respond to media artworks by describing ideas, characters, settings and stories							
	Experiment with ideas and develop characters and settings through stories using images, sounds and text							
	Use media technologies to capture and edit images and sounds and text to tell stories							
	Create and present media artworks that communicate ideas and stories to an audience							
	Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text							
	Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories							
	Plan, create and present media artworks for specific purposes with awareness of responsible media practice							
	Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text							
	Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories							
	Plan, produce and present media artworks for specific audiences and purposes using responsible media practice							

Curriculum		Year Level						
		F	1	2	3	4	5	6
Visual Arts	Explore ideas, experiences, observations and imagination to create visual artworks							
	Experiment with different materials and techniques to make artworks							
	Create and display artworks							
	Respond to visual artworks and consider where and why people make visual artworks							



<b>Visual Arts</b>	Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create							
	Experiment with different materials, techniques and processes to make artworks in a range of art forms							
	Create and display artworks to express ideas to an audience							
	Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks							
	Explore different ways of displaying artworks to enhance their meaning for an audience							
	Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs							
	Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks							

Curriculum		Year Level						
		F	1	2	3	4	5	6
<b>Digital Technologies</b>	Identify and explore digital systems (hardware and software components) for a purpose							
	Recognise and explore patterns in data and represent data as pictures, symbols and diagrams							
	Collect, explore and sort data, and use digital systems to present the data creatively							
	Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments							
	Recognise different types of data and explore how the same data can be represented in different ways							
	Collect, access and present different types of data using simple software to create information and solve problems							
	Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols							
	Acquire, store and validate different types of data and use a range of software to interpret and visualise data to create information							
	Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols							

This campaign links in with the Personal and Social Capability component of the curriculum by encouraging students to work as a team on their competition entry, work collaboratively in the pre-teaching activities outlined in this pack while also developing the skills to work independently.

Curriculum		Year Level						
		F	1	2	3	4	5	6
	Practise the skills required to include others and make friends with peers, teachers and other adults							
	Name and practise basic skills required to work collaboratively with peers							
	Listen to others' ideas, and recognise that others may see things differently							
	Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group task							
	Name and describe the skills required to work independently							
	Identify the importance of including others in activities, groups and games							



	Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate							
	Identify the skills for working independently and describe their performance when undertaking independent tasks							
	Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles							

This competition links in with the Health and Physical Education component of the curriculum by supporting students to develop the knowledge, understanding and skills required to make healthy choices and behave in ways that protect their own safety and wellbeing and that of others.

Curriculum		Year Level						
		F	1	2	3	4	5	6
Health and Physical Education	Identify people and actions that help keep themselves safe and healthy							
	Practise personal and social skills to interact with others							
	Identify actions that promote health, safety and wellbeing							
	Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment							
	Practise strategies they can use when they need help with a task, problem or situation at home and/or at school							
	Recognise situations and opportunities to promote their own health, safety and wellbeing							
	Examine health messages and how they relate to health decisions and behaviours							
	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe							
	Identify and practise strategies to promote health, safety and wellbeing							
	Discuss and interpret health information and messages in the media							
	Investigate community resources and strategies to seek help about health, safety and wellbeing							
	Plan and practise strategies to promote health, safety and wellbeing							
	Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours							



## ADDITIONAL RESOURCES

### For Students:

- [WorkSafe VIC – Children on Farms colouring sheet](#)  
Colouring in sheet that provides farm safety advice to children
- [SafeWork NSW - How many hazards can you find worksheet](#)  
Worksheet to help identify hazards in a farm environment
- [Agrikids - Stay Safe on the Farm with Jessie story](#)  
Illustrated short story following Jessie the dog and her puppies outlining the dangers on farms
- [Agrikids - Spot the hazard on the farm interactive game](#)  
Interactive game identifying common hazards found on farms
- [Life Saving Victoria - Water Safety @ Home episodes](#)  
Online water safety sessions for children, including CPR and first aid activities
- [Life Saving Victoria - Check it's OK to swim colouring in sheet](#)  
Colouring in sheet about water safety
- [Primary Industries Health and Safety Partnership - Farm safety for kids video](#)  
Video featuring children sharing farm safety tips
- [Dairy Australia - Kids farm safety video](#)  
Video featuring children from around Australia sharing farm safety tips
- [ESTA - Kids Zone](#)  
Information and activities for children about making emergency calls

### For Parents and Teachers:

- [FarmSafe](#)  
Resources on farm emergency preparedness, child safety on farms and a range of other topics
- [Kidsafe - A Parent's Guide to Kidsafe Farms](#)  
Provides an overview of common farm injuries and safety tips
- [Kidsafe - Farm Safety Checklist](#)  
Safety checklist to reduce the risk of hazards on the farm
- [Royal Life Saving Society of Australia - Keep Watch @ the Farm](#)  
Information about water safety on the farm
- [Life Saving Victoria - Swimming and Water Safety Toolkit](#)  
Provides detailed information about all things 'swimming and water safety' and free resources





## OTHER PROGRAMS & OPPORTUNITIES FOR SCHOOLS

### CFA - Fire Safe Kids Program

Fire Safe Kids is an educational program for primary school students in Victoria. The program is delivered by career or volunteer firefighters who visit your school to help raise awareness and understanding of home fire safety messages through engaging and interactive activities.

### The Achievement Program

The Achievement Program is a free Victorian Government initiative that helps schools improve the physical health, social and emotional development of children. All members are supported to meet a set of benchmarks addressing key health areas, which complement the health messages outlined in the education curriculum. Your school's involvement with Kidsafe's farm safety creative competition aligns with the Achievement Program's Safe Environments health priority area.

### Gear Up for Ag Health & Safety™ Program

The Gear Up program aims to engage students in year 9 and above in a practical, fun and interactive way to gain an understanding of health, wellbeing and safety in agriculture. The program is supported by the Victorian Government from the Smarter, Safer Farms Program and is taking expressions of interest for secondary schools that would like to run the program in 2021.





## TERMS AND CONDITIONS

1. The promoter of this competition is Kidsafe Vic Inc. (ABN 31 923 927 415).
2. Information on the prizes and how to enter form part of these terms and conditions.
3. Entry into the competition shall be deemed acceptance of these conditions of entry. Kidsafe Victoria may at its discretion refuse to award the prize to any entrant who fails to comply with these conditions of entry.
4. Entry is open to all Victorian primary school students. Entries will be accepted from individual students, a team/pair of students or a class of students when submitted by their school contact or parent/guardian.
5. The competition commences 9.00am AEST on 1/9/2020 and closes at 11.59pm AEST on 27/11/2020. Competition entries received out of this period will not be accepted for judging.
6. To enter, each school or parent/guardian contact must email the entries in their appropriate format along with a completed entry form to [info@kidsafevic.com.au](mailto:info@kidsafevic.com.au).
7. Competition entries will be judged within the relevant age and entry categories.
8. All competition entries received will be judged by an independent expert judging panel, based on the creativity and safety messages depicted.
9. The judging panel's decision will be final and no communication will be entered into. Prizes cannot not be redeemed for anything other than the prize awarded.
10. Winning entrants will be contacted between 7/12/20 - 11/12/20 through the contact details provided in the entrant's competition entry form. Winning entries will also be posted on the Kidsafe Victoria website and other relevant platforms.
11. Prizes will be distributed to the school or parent/guardian contact noted in the entry form via post and/or email, and incentive vouchers for the first 50 schools to enter will be distributed to the school contact provided.
12. Any prizes not won or any prizes left unclaimed by 16/12/2020 will go back into the prize pool and new winners will be selected from all entries received. No compensation will be provided to a school or individual entrant that wins but does not claim their prize by the above date.
13. Prize value is correct at time of printing. Kidsafe Victoria accepts no responsibility for any variation in the value of any prizes.



14. Kidsafe Victoria reserves the right, at any time, to verify the validity of entries and entrants (including an entrant's identity, age, school and place of residence) and to disqualify any entrant who submits an entry that is not in accordance with these terms and conditions or who tampers with the entry process. Failure by Kidsafe Victoria to enforce any of its rights at any stage does not constitute a waiver of those rights.

15. Kidsafe Victoria shall not be liable for any claims, losses, damages, injury costs and expenses suffered sustained or incurred as a result of, arising out of or in any way connected with the promotion and/or its prizes, except for liability that cannot be excluded by law.

16. Kidsafe Victoria collects personal information in order to conduct the competition, for this purpose, disclose such information to third parties, including, but not limited to, agents, contractors, service providers and, as required, to Victorian regulatory authorities. Validity of an entry is conditional on providing this information. Kidsafe Victoria may, for an indefinite period, unless otherwise advised, use the information and entries for promotional, marketing, publicity, research and profiling purposes, including sending electronic messages or telephoning the entrant.

17. Kidsafe Victoria, at its sole discretion, reserves the right to cancel, suspend, terminate or modify the competition. Any cancellation or modification to the competition will be communicated via the Kidsafe Victoria website.

18. All entries become the property of Kidsafe Victoria and can be used across Kidsafe Victoria and project sponsor networks and channels. Entrants have the right of access to and right to request correction of their personal information.





[www.kidsafevic.com.au](http://www.kidsafevic.com.au)

## AGRICULTURE VICTORIA

This project is supported by the Victorian Government  
through the Smarter, Safer Farms Program

