

Kalamazoo County 4-H

Health and Safety Project Guidelines

Project Superintendents: N/A

Project Social Media: N/A

Project Objectives & Life Skills *

- Allows 4-H youth to learn about health and safety practices such as medical aid, first aid home safety, lifesaving, camping/swimming safety, emergency preparedness, etc.
- Gives 4-H members the opportunities to learn proper first aid procedures so they are prepared to act in the event of an emergency
- Learn about proper health as outlined in the current USDA standards
- Head
 - Wise use of resources
 - Planning/organizing
 - Critical Thinking
 - Problem solving
- Heart
 - Communication
 - Conflict resolutions
 - Concern for others
 - Empathy
- Hands
 - Responsible citizenship
 - Marketable skills
 - Leadership
 - Contributing to group efforts
- Health
 - Personal safety
 - Disease prevention
 - Healthy lifestyle choices
 - Character

**note these life skills are just some examples of what 4-H members will learn in this project*

Other resources:

https://shop4-h.org/products/keeping-fit-and-healthy-curriculum-first-aid-in-action?_pos=1&_sid=081b2306c&_ss=r
<https://4-h.org/wp-content/uploads/2022/09/26142705/healthy-habits-guidebook-DEV6.pdf>
<https://www.canr.msu.edu/resources/michigan-4-h-first-aid-kits>

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Health and Safety Project Guidelines

Guidelines:

- Notebook and/or poster showing skills, safety rules, protective measures, etc. Or, a display showing equipment and articles used; i.e. bandages, First Aid Kit, etc. with an explanation of uses and importance. **If a First Aid Kit is exhibited, it should be sealed in plastic wrap.**

Section A –Health/Physical Fitness

- Learn about establishing good health habits such as eating nutritious meals/snacks, getting plenty of sleep, exercising on a routine basis, etc.
- Focus on a new topic each year, building on your prior years knowledge.
- **Beginner (1st and 2nd year)**
 - Example topics to explore
 - Learn the importance of eating well and exercising daily
 - Explore various sports and the equipment needed for each sport
 - Learn basic motor skills needed for different physical activities
 - Learn about everyday food and fitness
 - Example projects
 - Make a display or notebook on different ways on how to check your heart rate
 - Make a display or notebook about recommended water intake and why it's important
 - ‘makeover’ a favorite meal with some healthier alternatives
 - Identify physical activity needs for different age groups and ability levels
 - Identify germs present on common surfaces
 - Make an activity log with the goal of being active everyday
 - Identify major nutrients and ways to obtain each nutrient through healthy eating
 - Understand how to read and apply the current USDA standards (MyPlate)
- **Intermediate (3rd and 4th year)**
 - Example topics to explore
 - Practice different ways of staying physically active - including a variety of sports
 - Learn about different physical activities such as strength, flexibility and endurance and how it affects the body
 - Learn the importance of managing hydration and ways to keep your body hydrated
 - Why physical activity is important daily for your body
 - Identify nutrient rich power foods
 - Identify components of fitness and how to apply them to day-to-day life
 - Learn to read "Nutrition Facts" on food items and how to identify healthy versus unhealthy foods and how these nutrients affect your body
 - Create a demonstration for your club and fair on any of the topics learned. talk with the 4-H office **before July 15th** if your project will be a demonstration.
- **Advanced (5th year and beyond)**
 - Example topics to explore
 - Learn advanced information about how nutrition and physical activity affect the human body
 - Explain how nutrients help performance
 - Learn to balance the calories you eat with the calories you burn
 - How could you start a new fitness club
 - Create a personal health plan for yourself
 - Understand dietary guidelines for different age groups and body types
 - Organize and lead an exercise event before or after club meetings and document the results. Optionally, talk with the 4-H office and create an event at the fair to share with others.
 - Explore different careers in the fitness and nutrition fields and job shadow or interview

someone who is in a career that the 4-H member finds interesting

Section B–Safety

● Beginner–

- Prepare and exhibit a basic first aid kit. The container must be weatherproof and wrapped in plastic
- Learn why each item is important to include in the kit and be prepared to explain and demonstrate the use of each item.
- The following required basic items must be included in the kit:
 - Bandage scissors—Full-size, blunt-tipped bandage scissors, 5 1/2” – 6” length (strong enough to cut denim).
 - Tweezers to remove splinters and other objects.
 - Small magnifying glass to enhance vision of wound site.
 - Safety pins to secure slings or bandages.
 - Sterile roll of gauze bandage for covering wounds.
 - Sterile 4x4” gauze pads for covering wounds.
 - Bandages of assorted types and sizes for covering wounds.
 - Dish-towel sling—Purchased or hand-made and stored in a plastic bag. Clean cloth approximately 36” × 36” (such as a dish towel) for sling or bandage.
 - Reusable elastic (ACE) wrap – 3” wide bandage for support or compression.
 - Non-allergic medical tape – Approximately 1/2” to 3/4” for securing bandages.
 - Instant cold compress to decrease swelling and/ or promote comfort.
 - Instant hand sanitizer for cleansing.
 - Alcohol wipes for wounds.
 - Antibacterial liquid soap for cleansing.
 - Bottled water – For cleansing (8 to 16 oz.).
 - Sunscreen as needed.
 - Bug spray as needed.
 - Non-sterile medical gloves—Store in a gallon-size, sealable plastic bag. Gloves are clean before use. Dispose of gloves in a plastic bag after use as an infection barrier.
 - Pencil or mechanical pencil and paper for recording phone numbers, emergency information, or directions to location. (Lead pencils can have broken lead and are thus not helpful in an emergency.)
 - An inventory list of items must be attached to the inside of the lid—date items with date of purchase and expiration date, if given (some first aid items are no longer effective after a certain length of time, such as 1–2 years).

****Over-the-counter medications such as pain relievers, hydrocortisone ointment, or triple antibiotics require parent/guardian approval and should not be included in this first aid kits ***

- List of Emergency Phone Numbers - include a list of the following emergency phone numbers:
 - Hospital emergency room
 - Police department
 - Fire department
 - Doctor
 - Poison control center
 - Parents' home and work numbers
- These are important items to be included in a basic first aid kit. You may add other items to your kit as desired. Remember that you must be prepared to explain and demonstrate the use of each item you include in your kit. Basic first aid rules and procedures that you need to learn in preparation for your evaluation at the fair are as follows:
 - Know and be prepared to explain the "A, B, C Rule" of first aid.
 - Know and be prepared to explain the "Heimlich Maneuver" for clearing the airway of a choking victim.
 - Know and be prepared to explain the basic first aid procedures that should be used in managing burns, bleeding, sprains, and broken bones.

- Intermediate–Level 1
 - Prepare a first aid index card file containing the information, rules, and procedures you have learned about managing the following emergency situations:
 - Bleeding
 - Burns (heat, electrical chemical)
 - Sprains
 - Broken bones
 - Poisoning (various types)
 - Insect bites
 - Animal bites
 - Shock
 - Hypothermia
 - Other emergency situations you wish to cover
 - File cards should be labeled or "tabbed" in such a way that the first aid information for the emergency situations noted above can be found easily.
 - Members must be prepared to explain and demonstrate first aid procedures listed on index cards.
 - Member must bring their own first aid kit with him/her to fair evaluation to be used in demonstrating procedures only. (Note: First aid kit is not a part of the exhibit at this level.)
- Intermediate–Level 2
 - Members must have attended a CPR (Cardiopulmonary Resuscitation) workshop given by a certified instructor.
 - Fair exhibits must include a notebook or poster containing information on what has been learned about CPR.
 - Notebook - Notebook should contain the following information:
 - Definition/description of cardiopulmonary resuscitation.
 - Explanation of when CPR should be used.
 - Explanation of how CPR helps the victim.
 - Explanation of how the CPR procedure differs depending on whether the victim is an infant, child or adult.
 - Information on the "Heimlich Maneuver" used to clear the air pathway in a choking victim. Explain when the procedure should be used, and the steps involved in the procedure.
 - Posters should include a series of photos of the 4-H members performing the various CPR steps. Those include:
 - Check the airway
 - Check pulse
 - Opening of airway
 - Correct final position of hand on chest
 - Locating xiphoid process
 - Correct ventilation of lungs ("mouth to mouth" technique)
 - Poster must include captions which explain each step.
 - Also indicate on the poster whether you are demonstrating the CPR techniques to be used on an infant, child or adult

- **Advanced**
 - Advanced first aid. 4-H Members may exhibit at this level more than one time, but must make a new exhibit each year.
 - Members develop their own exhibit which shows what has been learned about a specific area of first aid (i.e. specific first aid procedure, importance of first aid education for families, exploration of careers related to first aid/emergency care, etc.).
 - Members must be prepared to discuss their exhibition with the judge.
 - 4-H members must maintain their CPR certification received in the intermediate level 2 along with completing first aid certification
- **Technology Safety**
 - Each year 4-H members should choose a new topic to explore
 - Examples of potential topics
 - Understand what precautions to take to increase online safety
 - Create a online safety guideline to help other youth learn ways to stay safe online
 - When and when not to use technology to keep yourself and others safe
 - Additional tips, tricks and resources will be added as they become available.