Lesson Number: MS.AI.4.4

Ensuring Animal Welfare

Middle School Food and Agricultural Literacy Curriculum

Precepts

G. Physical Growth

G2. Respect one's body

National Standards

AS.06.01.02.a. Explain the implications of animal welfare and animal rights for animal agriculture.

AS.06.02.02.a. Describe how animal identification systems can track an animal's location, nutrition requirements, production progress, and changes in health.

NL-ENG.K-12.4 –Communication Skills

NL-ENG.K-12.12 – Applying Language Skills

Student Learning Objectives

As a result of this **unit** the students will…

Discuss animal issues.

As a result of this **lesson** the students will…

Describe three programs that are designed to ensure the welfare of animals and prevent abuse or mistreatment.

Content Outline

Objective 1. Describe programs that are designed to ensure the welfare of animals and prevent abuse or mistreatment.

I. Animal Agriculture Alliance

A. Food & Water

B. Health & Veterinary Care

C. Environment

D. Husbandry Practices

E. Handling

F. Transportation

Time

Instruction time for this lesson: 45 minutes.

Resources

About Us. (n.d.). Retrieved September 16, 2009, from Society for the Prevention of Cruelty of Animals web site: http://www.spca.com/pages/about — Animal Care Principles. (n.d.). Retrieved September 16, 2009, from Animal Agriculture Alliance Website:http://www.animalagalliance.org/current/home.cfm?Category=Animal Care&Section=Main — National FFA Organization. (2009). LifeKnowledge Online. Retrieved July 9, 2009, from http://agedlearning.org

Tools, Equipment, and Supplies

Writing surface
Overhead projector/transparencies
MS.AI.4.4.TM.A-TM.D – one per teacher
MS.AI.4.4.ASSESS.A – one per student
Photo of Bo Obama (President Obama's family dog)

Key Terms

The following terms are presented in this lesson and appear in ***bold italics:***

State-Based Animal Identification System.

II. Society for the Prevention of Cruelty to Animals

A. Raises awareness of the abuse of animals

B. Teaches and fosters good parenting practices

C. Promotes spay and neuter programs

D. Goal to eradicate the need to euthanize healthy and adoptable companion animals.

III. State-Based Animal Identification System

A. To protect the health of U.S. livestock and poultry and the economic well-being of those industries

B. When a disease outbreak occurs, animal health officials need to know:

1. Which animals are involved in a disease outbreak
2. Where the infected animals are currently located
3. What other animals might have been exposed to the disease

Interest Approach

Show students a photo of Bo Obama (the family dog of the Obama's) and discuss if anyone knows who that dog is. Lead them into a discussion of famous pets and how we know if they are cared for properly.

Welcome back to Ag Explorations. It's great to see you all today! Have you seen this dog? Who will tell me who this dog is? Correct, it's Bo Obama, the dog that belongs to President Obama and his family. What other famous pets can you name?

Allow students to share answers.

Wow, those are really good! How do we know if these animals are being cared for properly? Or how do or would we know if they were being abused/ mistreated?

Give time for student responses. Examples include, being on the news because they're famous, pop culture magazines, high profile owners are sometimes used to make an example.

Great work! Today we are going to spend some time learning what is being done in order to protect our nation's animals. What do we do to respect our bodies?

Elicit responses – eat healthy food, exercise, and wear appropriate clothes.

Just as our bodies need certain things, so do animals. Whether they are pets or livestock animals, all animals deserve to be cared for and provided with the necessary items for them to be happy and healthy. Today we're going to learn how we can ensure that all animals are cared for properly.

Summary of Content and Teaching Strategies

Objective 1. Describe programs that are designed to ensure the welfare of animals and prevent abuse or mistreatment.

Use the *Little Professor e-Moment*® to engage the students in the content. Follow these steps to complete the e-Moment.

Chunk your content. Determine the portions of information. Make the portions uniform both in quantity and number so that the time spent teaching each group of students is approximately the same. For this content, you will have four chunks.

Establish roles. Each student exhibits two roles –one while they are taking notes and one while they wait. While they learn from you, they are eager learners, full of wonder and interest. While they wait, they are the "invisible person,"sitting still and neither moving nor speaking. Note: Some students may find being "invisible" too challenging. Instead of sitting still and silent, they can read.

Using your eyes only, find a partner in the room, take your belongings to sit next to them, and identify which student is the oldest. We have 30 seconds to complete these three tasks.

Pause for students to find partners and identify who is older.

If you are the oldest, you are going to be partner 1, but in this activity we will refer to you as Sally the Bulldog (insert your school mascot or nearby university mascot), and if you're the youngest, you will be partner 2, but we will refer to you as Willie the Wildcat (insert a local mascot).

Establish personas. Review with students the characteristics of a stereotypical university professor. As they teach the new material they act as if they have their PhD in the subject area, and from this point forward are referred to by their peer as Dr. (fill in their last name). For ease of teaching, address the first student in each pair as Little Professor I and the second student as Little Professor II.

Teach the first chunk. Little Professor I listens and takes appropriate notes. Keep this short and to the point. Little Professor I then teaches his or her partner. Before moving to the second chunk of information, check Little Professor II's understanding.

Sally the Bulldog or Little Professor I! Please direct your attention to the information on the screen.

Display **MS.AI.4.4.TM.B** or write the information found on **MS.AI.4.4.TM.B** on the writing surface.

Okay, Willies, please join us! Sallys, please teach Willie the information we just covered. Be sure to remind them to write the information in their class notes!

Give the students time to teach each other and write the information in their notes.

Nice work! Thanks.

Teach the second chunk. Now it's Little Professor II's turn to take notes. Little Professor II will then teach his or her partner.

Willie, it's your turn! Please direct your attention to the information on the screen.

Display **MS.AI.4.4.TM.C** or write the information found on **MS.AI.4.4.TM.C** on the writing surface.

Excellent! Sally, please join us as Willie shares with you some critically important information.

Give the students time to teach each other and write the information in their notes.

There are two more items we will discuss to ensure animal welfare. Sallys, lend me your ears!

Display **MS.AI.4.4.TM.D** or write the information found on **MS.AI.4.4.TM.D** on the writing surface.

Give the students time to teach each other and write the information in their notes.

And for the final segment, Willies, lend me your ears.

Display **MS.AI.4.4.TM.E** or write the information found on **MS.AI.4.4.TM.E** on the writing surface.

Give the students time to teach each other and write the information in their notes.

Wow, that was great! Turn to your partner and say thank you for teaching me! Now pick the one item you think is the most important and circle it. Return to your original seat and share with your neighbor the item you circled.

Review/Summary

After the students have written the information in their notes, use the *Hieroglyphics e-Moment*® to review the information. To complete the Hieroglyphics e-Moment, follow these steps:

Teach the lesson. Ensure that students have a solid understanding of the information you just presented (ensuring animal welfare).

Present the problem. Ask students: What pictures or icons will help you remember the component concepts of this information?

Brainstorm. Generate a bank of ideas on the board or overhead.

Have students create representations. Students will draw a "hieroglyphic" that helps them remember what is being done to prevent abuse/mistreatment.

Share. After a specified amount of time, have students compare with one another and explain their creations.

Thinking about the methods that are being used to prevent abuse and mistreatment of animals, identify one picture or icon that could be used to illustrate each one. When I say DRAW, you will have four minutes to draw one icon for each the three methods we discussed today. Draw the icon beside the statements in your notes. What questions are there? Draw!

When students have finished, give them about 30 seconds to share their icons with a neighbor

Turn to your neighbor and show them the icons you drew. Tell your neighbor he/she is an awesome artist! As you leave class today, think about the implications of animal abuse. Does it only affect the animal? Who else is impacted? Why is it important to ensure animals are treated properly?

Application

Extended classroom activity:

Vote for your favorite animal hero at: http://animal.discovery.com/roar/hero-of-the-year/

Allow students to research local animal welfare organizations.

FFA activity:

Volunteer at a local animal shelter.

SAE activity:

Use SAE idea cards to help students determine possible SAE options related to preventing animal abuse.

Evaluation

MS.AI.4.4.ASSESS.A

Answers to Evaluation

1. d
2. b
3. Answers will vary

I. Animal Agriculture Alliance

Established criteria to assess animal well-being.

A. Food and Water: Provide access to good quality water and nutritionally balanced diets as appropriate for the species.

B. Health and Veterinary Care: Implement science-based animal health programs, including prudent product use, and provide appropriate veterinary care when required.

C. Environment: Provide living conditions sufficient to meet the well-being needs of the animal as appropriate to each species.

I. Animal Agriculture Alliance (continued)

D. Husbandry Practices: Implement science-based husbandry practices appropriate to the species.

E. Handling: Ensure proper handling practices throughout the life of the animal as appropriate to each species.

F. Transportation: Provide transportation that avoids undue stress as appropriate to each species.

II. Society for the Prevention of Cruelty to Animals

A. Raises awareness of the abuse of animals

B. Teaches and fosters good parenting practices

C. Promotes spay and neuter programs

D. Goal to eradicate the need to euthanize healthy and adoptable companion animals.

III. State-Based Animal Identification System

A. To protect the health of U.S. livestock and poultry and the economic well-being of those industries

B. When a disease outbreak occurs, animal health officials need to know:

1. Which animals are involved in a disease outbreak

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Name _____

Directions: Read each statement and circle the letter next to the correct answer.

1. **Which of the following is not a goal of the Society for the Prevention of Cruelty to Animals?**
   a. Raises awareness of the abuse of animals
   b. Teaches and fosters good parenting practices
   c. Promotes spay and neuter programs
   d. Determines where disease outbreaks occur

2. **The _____ established the following criteria to evaluate animal welfare: food & water, health & veterinary care, environment, husbandry practices, handling, and transportation.**
   a. The Humane Society of the United States
   b. The Animal Agriculture Alliance
   c. The National Animal Identification System

3. **Describe in your own words one of the programs we discussed today and its purpose.**

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