

MODULE AGR2020: ANIMAL HUSBANDRY/WELFARE

Level: Intermediate

Theme: Social and Cultural Perspectives

Prerequisite: None

Module Description: Students apply the principles of animal science and health technology in providing care for a domestic animal.

Module Parameters: Access to a domestic animal and an appropriate animal housing/fencing structure.

Off-campus learning can support the development of practical skills in animal care; consultation with a work site supervisor ensures that relevant safety considerations are addressed and that student learning meets or exceeds the learner expectations in this module.

See the *Off-campus Education Guide for Administrators, Counsellors and Teachers* (Alberta Education, 1995) for further information regarding off-campus learning.

Note: This module can be combined with other modules from the Agriculture strand and/or from the Career Transitions strand to provide opportunities for students to develop technical competencies within the Alberta Green Certificate Training Program (Alberta Agriculture, Food and Rural Development). Opportunities may also exist for the completion of practical components of this module through projects undertaken with local youth groups; e.g., 4-H Clubs. See Section H (Linkages/Transitions) of this guide for further information.

Supporting Module: CTR2210 Workplace Safety (Practices) [Career Transitions Strand]

Because of the practical nature of this module, students need a general knowledge of accepted practices and potential hazards when performing tasks related to animal care. See Planning for Instruction in Section C for further information on student safety.

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Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify and describe indicators of health in a domestic animal and factors that contribute to a healthy animal environment • demonstrate practical skills in providing care for a domestic animal 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • completing a research project on factors that contribute to the health and well-being of a domestic animal. Research to focus attention on indicators of health in the animal species, and normal/abnormal vital signs, behaviours and environmental conditions. <p><i>Assessment Tool</i> <i>Research Process: Animal Health and Well-Being, AGR2020–1</i></p> <p><i>Standard</i> <i>Conduct research to a standard of 2 on the rating scale</i></p>	30
	<ul style="list-style-type: none"> • demonstrating practical skills within each of the following areas of animal care: <ul style="list-style-type: none"> – feeding – housing – handling and restraint – health and well-being. <p><i>Assessment Tool</i> <i>Task Checklist: Animal Husbandry and Health Care, AGR2020–2</i> <i>Lab Assessment: Animal Care, AGRLAB–ANM</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in each area of task and lab assessment</i></p> <ul style="list-style-type: none"> • maintaining an anecdotal record of tasks performed in providing care for a domestic animal. <p><i>Assessment Tool</i> <i>Log/Record of Animal Care, AGRLOG–ANM</i></p> <p><i>Standard</i> <i>Completing all sections of the log/record for animal care tasks performed over a negotiated/contracted period of time</i></p>	50

MODULE AGR2020: ANIMAL HUSBANDRY/WELFARE (continued)

Concept	Specific Learner Expectations	Notes
Health Factors (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify agents and sources of stress for the animal, and their implications for health • describe characteristics of a healthful animal environment, and conditions that can place an animal's health or safety at risk; e.g.: <ul style="list-style-type: none"> – sanitation – housing – methods of restraint. 	<p>Obtain <i>Recommended Code of Practice for the Care and Handling of Farm Animals</i> (a series of booklets available from Agriculture Canada).</p> <p>Invite a local veterinarian as a resource person.</p>
Safe Handling and Care	<ul style="list-style-type: none"> • demonstrate ethical behaviours in providing care for an animal • describe contributions of technology in current animal husbandry and health care practices; e.g.: <ul style="list-style-type: none"> – nutrition – disease prevention and treatment – reproduction – kennel and cage management • explain basic food requirements in specific situations; e.g.: <ul style="list-style-type: none"> – newborn – maintenance – growth or finishing – pregnant or lactating mothers – aging • identify shelter needs, and provide/maintain desirable handling, housing and fencing structures • monitor vital signs and examine for disease, parasites and other common ailments through: <ul style="list-style-type: none"> – head-to-toe examination – regular brushing/bathing – care of feet/nails – care of mouth 	<p>Plan and provide an appropriate environment for a domestic animal.</p> <p>Conduct research. Plan a visit to the local veterinarian.</p> <p>Arrange/facilitate field trips and job shadowing for first-hand observation of safe handling and care techniques.</p> <p>Visit a feed mill.</p> <p>Consider needs with respect to animal exercise and training.</p> <p>Invite a local veterinarian and/or industry worker as a resource person.</p> <p>Possible parasites include heart worms, round worms, hood worms, tape worms, fleas, ticks, earmites, mange and ringworm.</p> <p>Identify common ailments of the digestive, urinary, cardiovascular and respiratory systems.</p>

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Concept	Specific Learner Expectations	Notes
<p>Safe Handling and Care (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe abnormal behaviour, and practise intervention strategies for a sick animal; e.g.: <ul style="list-style-type: none"> – reduce stress – administer emergency first aid – treat/control disease and other ailments – administer medication • provide appropriate care for young and/or newly born animals • describe veterinary services that are available, and the protocol for accessing these services; e.g.: <ul style="list-style-type: none"> – when to call – how to prepare. 	<p>Recognize symptoms of rabies, seizure, diabetes, arthritis.</p> <p>Discuss intervention strategies for shock, cardiac arrest, bleeding and wounds, poisoning, eye/ear injury, bone/joint injuries, injuries from hot/cold and foreign objects.</p> <p>Research how antibiotics and vaccines work.</p> <p>Given an emergency animal situation, describe appropriate methods of dealing with the emergency.</p>
<p>Animal Welfare</p>	<ul style="list-style-type: none"> • distinguish between animal welfare and animal rights • explain the importance of maintaining safe domestic and market-driven environments for animals • describe different perspectives regarding an issue in animal welfare; e.g.: <ul style="list-style-type: none"> – ethical – economic – social • identify and explain the advantages and disadvantages of owning a specific animal • identify criteria to be considered when choosing an animal; e.g.: <ul style="list-style-type: none"> – type of animal – breed – gender 	<p>Gather relevant news articles.</p> <p>Organize student debates on animal welfare issues.</p> <p>Research the life and work of Dr. Temple Grandin, an animal behaviour expert.</p> <p>Identify human attitudes/skills to which animals respond in a positive manner.</p> <p>Consider factors such as:</p> <ul style="list-style-type: none"> • personal lifestyle • cost • needs of animal • function of animal • therapeutic value • life expectancy of animal. <p>Discuss reproductive choices, and the pros/cons of breeding or sterilization.</p>

MODULE AGR2020: ANIMAL HUSBANDRY/WELFARE (continued)

Concept	Specific Learner Expectations	Notes
Animal Welfare (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none">• identify and describe legislation intended to address animal welfare• identify and describe organizations in the community that address animal welfare• outline a protocol for responding to an animal welfare issue.	<p>Complete a research paper.</p> <p>Contact resource persons from:</p> <ul style="list-style-type: none">• Alberta Agriculture, Food and Rural Development• the SPCA• Alberta Foundation for Animal Care.