

LESSON PLAN 13.1

COURSE TITLE: **Animal Science**

UNIT #: 13

Unit Title: Societal Issues Related to Animal Science

LESSON: Examining Animal Welfare Issues and Regulations

PROBLEM STATEMENT:

What are the current issues and positions in relation to: Attitudes, treatment, and regulations of animals?

LEARNING OBJECTIVES:

Students will:

1. Identify current issues relating to attitudes, treatment, and regulations of animals
2. Distinguish the difference between attitudes, treatment and regulations towards animals.
3. Defend their position on a continuum of animal treatment and regulation

SCIENCE CONCEPTS:

Hormones

Density

Sanitation

Quality

Processing

Nutrition

Growth Development

Immunization

Fertilization

AGRICULTURAL SCIENCE

PRACTICES:

Brooding of Animals

Sanitation

Use of Drugs

Animal Housing

Nutrition

Use of Hormones

Shipping / handling

Animal Usage

REFERENCES, LEARNING RESOURCES, MATERIALS, EQUIPMENT:

Textbook:

Community Members: Production, Law, Organizations

TEACHING PROCEDURE:

Activity: Show a photo of a dog?

Leading Questions: If this dog bites me, may I hit it? May I kick it? May I scream at it?
Would it make any difference if it was male or female?

LESSON SEQUENCE

PROBLEM SOLUTION

Layout of the plan...

Activity #1: See Newspaper Issues.

KQ#1 What is Animal Welfare?

Proper and humane treatment of animals. Includes areas of housing, nutrition, disease prevention, treatment, handling, responsible care, proper euthanasia, and slaughter.

It is moral to raise animals for human use, but animals should not be mistreated in any way.

KQ#2 What is Animal Rights?

A philosophy that states animals have the same rights as humans. They should be free to live their lives without human interference. It is not right to kill animals for food or any other purpose.

Animals should not be used for food, clothing, entertainment, research, farms, zoos, rodeos, and pets.

Activity #2: Inviting a guest speaker.

Possible Speakers:

Vet	Lawyers	Animal Producers
Police	Sheriff	Hog -- Confinement vs. range
Humane Society	Kennel Owner	Cattle -- Feedlot vs. pasture
Small Animal Breeder		Veal Producer

Activity #3: Scenarios

Prior to a speaker coming to class, have the students generate a list of question they would like to ask the speaker. It is helpful to get this list to the speaker before coming to the classroom for their presentation. See the speaker outline for helpful suggestions and a list of possible speakers.

Activity #4: Where do I belong?

PROBLEM CONCLUSION AND/OR SUMMARY:

Review the Key Questions... Have the students answer them.

Have the students summarize each activity.

EVALUATION OF THE TEACHING / LEARNING PROCESS:

In this problem, we have practiced...

HIGHER ORDER THINKING LEVEL (Identify levels with the students)

Cognitive	Psychomotor	Affective
6. Evaluation	5. Naturalize	5. Characterize
5. Synthesis	4. Articulate	4. Organize
4. Analysis	3. Precision	3. Value
3. Application	2. Manipulate	2. Respond
2. Comprehension	1. Imitate	1. Receive
1. Knowledge		

Student Activity 13.1

STUDENT EXERCISES / EXPERIMENTS / ACTIVITIES

TITLE: Newspaper Article Collection

FOCUS QUESTION: What are some current issues dealing with animal care?

OBJECTIVES:

You will....

1. Identify current issues in animal agriculture.
2. Analyze the issues.
3. Develop your beliefs on these issues.

STUDENT PREDICTION:

You will predict what percent of the articles in the current issues of magazines such as "Successful Farming", "Farm Journal", the Minneapolis Star Tribune, plus the local radio and television programs that will be related to animal care vs. production related.

INTRODUCTION:

Everyday people open up the newspaper and read articles that influence their way of thinking. This activity will expose you to a number of current issues.

SCIENCE CONCEPT(S):

Density	Quality	Fertilization
Sanitation	Hormones	Growth and Development
Immunizations	Nutrition	Processing

MATERIALS NEEDED:

Newspapers, magazines, radio, t.v., notebook, writing utensil.

LEARNING ACTIVITIES / PROCEDURE(S):

Through this course you will be expected to study various media types (newspaper, radio, magazine, t.v., etc.) and collect articles or clips dealing with the attitudes, treatment, and regulations of animals. Bring these clips to class when you get them. Be sure to include the name of the source, date, page, etc.

Everyday an issue is brought to class, you will write down your opinion on that issue.

At the end of the term, you will review and look back at the issues and write down how you feel. Has your opinion changed? Why or why not?

STUDENT OBSERVATIONS / EVIDENCE / ANALYSIS:

I have found the following :

Articles:

Radio Programs:

Television Programs:

Name: _____

STUDENT SUMMARY / CONCLUSIONS / RECOMMENDATIONS / REFLECTIONS

1. What did you conclude from print media?

2. What did you conclude from radio media?

3. What did you conclude from television media?

Student Activity 13.2

STUDENT EXERCISES / EXPERIMENTS / ACTIVITIES

TITLE: Guest Speaker -- County Sheriff or County Attorney
(Use a similar form for other guest speakers)

FOCUS QUESTION: What activities relating to animals are legal and illegal?

OBJECTIVES:

You will....

1. Obtain a definition of illegal activities conducted with animals.

STUDENT PREDICTION:

You will list and describe two or more practices or actions on animals that are legal and illegal.

INTRODUCTION:

You will be interacting with an outside speaker. You should be prepared to ask questions. You will be expected to investigate proper animal treatment.

SCIENCE CONCEPT(S):

Ethics of all science and agscience activities.

MATERIALS NEEDED:

Possible Speakers:

Vet

Police

Humane Society

Small Animal Breeder

Lawyers

Sheriff

Kennel Owner

Animal Producers

Hog -- Confinement vs. range

Cattle -- Feedlot vs. pasture

Veal Producer

LEARNING ACTIVITIES / PROCEDURE(S):

During the presentation by the guest speaker, pay careful attention to what is being said and take notes. Also prepare any question that you may have to ask later.

Near the end of the period, make a list of what appears to be the most important legal and illegal activities in handling various animals.

Student Activity 13.3

STUDENT EXERCISES / EXPERIMENTS / ACTIVITIES

TITLE: Scenarios

FOCUS QUESTION: How would you react to the following situations?

OBJECTIVES:

You will....

1. Analyze and evaluate a situation.
2. Respond to the situation through an educated, value based decision.

STUDENT PREDICTION:

Predictions will be based upon the different scenarios.

INTRODUCTION:

As we deal with many people with different views, we need to be able to take their views and act upon them.

SCIENCE CONCEPT(S):

Density	Quality	Fertilization
Sanitation	Hormones	Growth and Development
Immunizations	Nutrition	Processing

MATERIALS NEEDED:

See outlines for:

Scenario #1: Altering DNA

Scenario #2: Animal Care Rules / Regulations

Scenario #3: Petting Zoo

Scenario #4: Legislative Action

LEARNING ACTIVITIES / PROCEDURE(S):

1. Present the scenario to the class.
2. Depending upon the scenario, you may want your students to react on them in several different ways. These methods could begin as an individual effort, or as a small group. Small group work can then lead to a large group discussion or reaction.
3. Facilitate the group discussion by adding helpful question and problems that may arise during the interaction of the people and students.
4. Evaluate the students based upon the ability to look at the issue and make sound decisions based upon the information and activities covered in the course.

Scenario #1

Altering DNA

You are a Nobel Prize winning geneticist. You have discovered a way to alter the DNA of an animal species. You believe that by altering the species' DNA, you can create a genetically superior animal.

With this knowledge and ability, what species would you choose to alter and why?

What are the advantages to this action?

What are the disadvantages of this action?

Do you feel this action is ethically correct? Why or why not?

Scenario #2

Animal Care Rules / Regulations

You are the parent of a 13 year old who is hoping to purchase a pregnant dog. You're concerned that the child takes responsibility for the dog and future pups. Propose a complete list of pet care rules as well as possible issues that the child would have to follow in order to become the proud owner of the dog.

Scenario #3

Petting Zoo

A student is working in a petting zoo at the local mall and when all of a sudden, he / she turns around to find that five pens of animals have been released by people wearing animal rights t-shirts. After securing the animals, a discussion takes place. What conversation do you see taking place between the two groups?

Scenario #4

Legislative Action

Let us assume you have been elected to the state legislature and someone presents a bill to not allow the use of any growth hormones, growth promotants, or continuous medicated feed. The bill would allow the use of short term medication under the supervision of a veterinarian to treat sick animals. Your district includes a large regional city and farming area. You have two weeks before the scheduled vote. What topics do you want discussed with your constituents and what questions do you want answered?

Student Activity 13.4

STUDENT EXERCISES / EXPERIMENTS / ACTIVITIES

TITLE: Where do I belong?

FOCUS QUESTION: What do you believe is right or wrong when dealing with issues relating to attitudes, treatment and regulation of animals?

OBJECTIVES:

You will....

1. Defend a position on a continuum of possible activities in relation to the attitudes, treatment, and regulation of animals.

STUDENT PREDICTION:

You will predict what term you would describe yourself as in relation to animal treatment.

INTRODUCTION:

As our values and beliefs differ based upon our surrounding environment, we must be able to take a stand and defend it. This activity will ask you to respond to a number of animal care practices which should relate to the attitudes, treatment, and regulation of animals and how you feel about those practices.

SCIENCE CONCEPT(S):

Density

Sanitation

Immunizations

Quality

Hormones

Nutrition

Fertilization

Growth and Development

Processing

AGRICULTURAL PRACTICE(S):

Breeding Animals

Sanitation

Animal Housing

Shipping / handling

Nutrition

Animal Welfare

Use of hormones

Use of drugs

MATERIALS NEEDED:

List of points on attitudes, treatment, and regulation of animals

Material needed to prepare a paper on the activity in this exercise

Possible resources: MN Foundation for Responsible Animal Care (MNFRAC)

(612) 854-6980

"When is A Cow More Than A Cow"

"MN Farmers Care"

"Myths and Facts about Animal Agriculture"

"I Care"

"Caretakers All"

LEARNING ACTIVITIES / PROCEDURE(S):

1. Take the list of the 70+ issues that appear in random order and examine them.
2. Choose 30 (or the assigned number) items from the list (13.4.1), as well as any other items and place them on the activity sheet 13.4.2. You then need to place an "x" in the column that you feel is appropriate.
3. Examine your list and determine where you would place yourself based upon your values and personal feelings. Place these items on the continuum (13.4.3) This place on the scale can be a single point or may include more than one point on this scale. Be careful to determine what you personally feel is right or wrong not how others feel.
- *4. After determining your placement on this scale, defend your position. Why do you fall to the left or right of certain issues? What has been influential in forming your position that you now defend?

* This final activity can be done in small groups, large groups, or student to teacher.

STUDENT OBSERVATIONS / EVIDENCE / ANALYSIS:

- 1. Use the animal use / practice checklist (13.4.2)**
- 2. Use the continuum for your personal position. (13.4.3)**

Name: _____

STUDENT SUMMARY / CONCLUSIONS / RECOMMENDATIONS / REFLECTIONS

1. **Why do you fall to the left or right of certain issues?**

2. **What has been influential in forming your position that you now defend?**

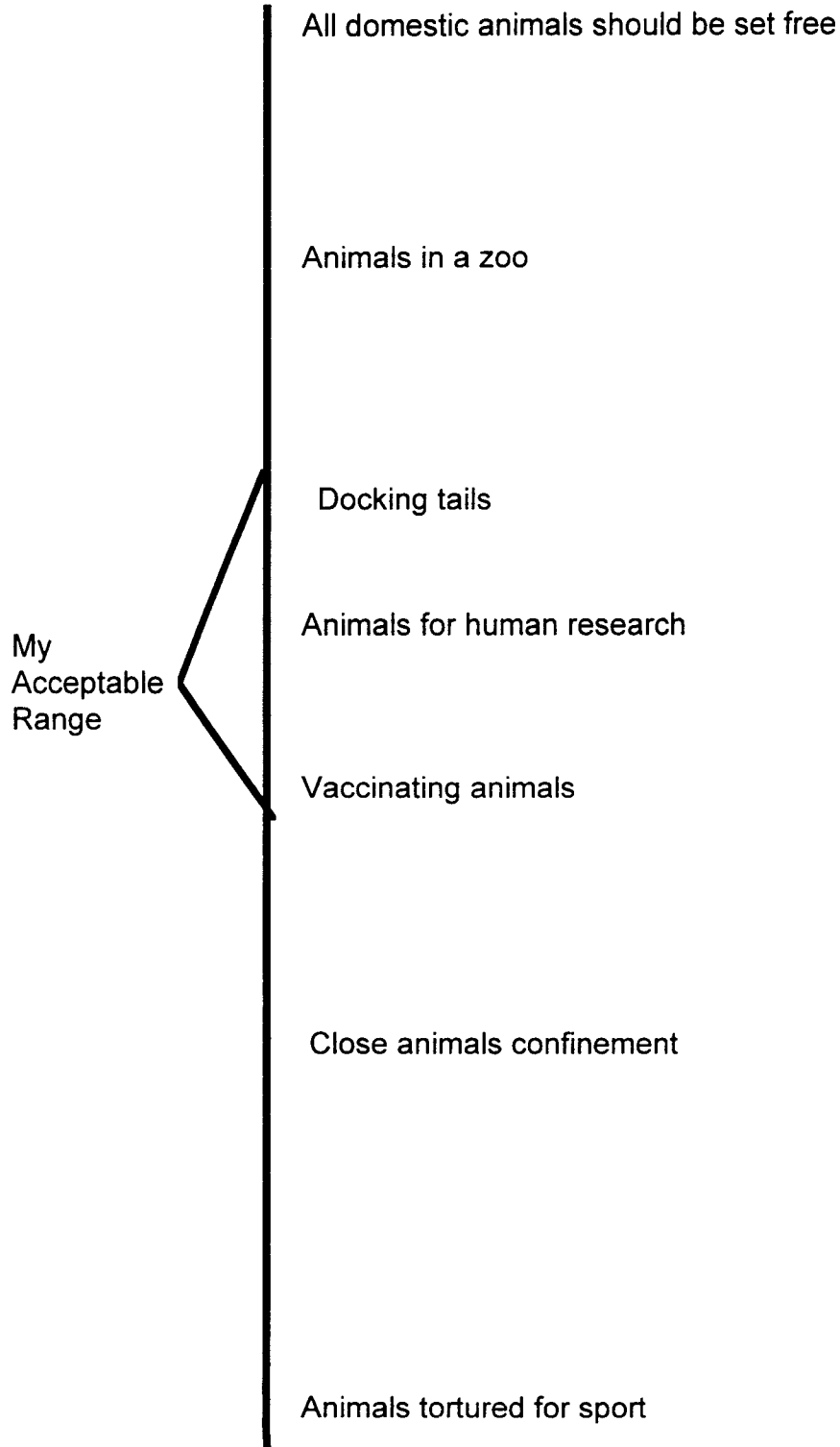
Topic List for Continuum (13.4.1)

1. Animals in a zoo
2. Animal actors
3. Pets -- companionship
4. All animals run free -- no limits
5. Rodeo -- roping / steer wrestling
6. Rodeo -- bronc / bull riding
7. Use of any animal products (ie: Natural death -- cat gut for stringed instruments)
8. Willful neglect
9. Non - willful neglect
10. Genetic altering
11. Educational demonstrations (egg breakage)
12. Educational demonstrations (dissection)
13. Animals for research
14. Using a whip on an animal
15. Vegetarian -- does not eat meat
16. Vegetarian -- use of no animal products
17. Single use of animals -- elephants for ivory
18. Use of animals for fur
19. Sacrifice of animals for religion
20. Livestock exhibition (fairs)
21. Conservation of wildlife species
22. Use of animals for human helpers (ie: seeing eye dogs)
23. Freeze branding
24. Conservation for wildlife habitat
25. Ear tags and notching
26. Dehorning
27. Detailing
28. Castration / spay
29. Weaning animals from the mother
30. Veal production
31. Mascots -- sports teams, schools
32. Hunting for food for survival
33. Hunting for food for sport and use of the meat, fur, etc.
34. Hunting for the sake of killing leave the meat for waste
35. Declawing cats
36. Use of antibiotics to treat illness
37. Declawing turkeys, chickens
38. Use of products to promote growth
39. Shearing sheep (wool)
40. Animal concentrations (density)
41. Sports -- polo, racing
42. Dog sledding -- races
43. Dog sledding -- transportation
44. Pets for counseling -- nursing homes -- cats and birds
45. Dogs for hunting -- duck, pheasants
46. Debeaking
47. Game farms for hunting
48. Farrowing crates
49. Range farrowing
50. Processing plants -- hanging live birds before killed
51. Processing plants -- animals are stunned before killed
52. Animals have feelings equal to those of humans
53. Euthanasia -- control animal numbers
54. Killing animals for educational study
55. Killing animals for research -- comparisons after trial tests
56. Intentionally depriving animals of basic needs for research
57. Euthanasia -- don't want animal any longer
58. Electric probes for movement
59. Artificial insemination
60. Cock fighting
61. Dog fighting
62. Caged layers (chickens)
63. Clipping wings so birds can't fly
64. Birds caged in houses (parrots)
65. Pets on leash because the law requires you to do so.
66. Carrier pigeons
67. Training animals to lead by halter
68. Leaving pets in vehicles unattended (hot days)
69. Having a wild animal as a pet
70. Embryo transfer
71. Trapping fur animals
72. Trapping predators
73. Animals for non - meat products eggs -- milk
74. Animals for meat products
75. Tattooing
76. Surgically removing vocal cords

Sample Student Continuum

Each Student's continuum may be different both on which practices are listed and also the location of each practice

Animals have Total Rights



Humans have total power and control over animals

Student Continuum (13.4.3)

Each Student's continuum may be different both on which practices are listed and also the location of each practice

Animals have Total Rights



Humans have total power
and control over animals

