

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



LESSON 27

Animals and Safety

Unit:
ANIMAL SCIENCE

PRECEPTS

- J. Mental Growth
- J3. Practice sound decision-making

NATIONAL STANDARDS

NL-ENG.K-12.3 Evaluation Strategies



Lesson Type:
Small Group

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

1. Discuss safety rules to use when working around livestock.





TIME

Instruction time for this lesson **30 minutes**.



RESOURCES

Livestock Safety for Kids

Oklahoma State University Extension via the National Ag Safety Database at:
<http://www.cdc.gov/nasd/videos/v001401-v001500/v001434.html> (also available in Spanish)



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ Computer with Internet access
- ✓ projector or other means to show video to students
- ✓ PALS.27.Assess.A – 1 per student
- ✓ pencils

KEY TERMS



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

INTEREST APPROACH

Tell this short story of a young boy who was injured while on a farm because he did not follow safety procedures.



How many of you live on a farm? Regularly visit a farm?

Farms are one of my favorite places to be. There are always things to do and see on a farm and my favorite is working with the animals. However, animals can be one of the most dangerous things on a farm. Listen to this story and think about what the child should have done differently.

Jason was 10 years old and in the fifth grade at Graber Elementary School. It was Friday, and he was so excited because he would be going to spend the weekend with his grandparents on their dairy farm.

When he arrived, his grandpa had already started milking the cows; he was putting five cows at a time into the milking parlor and attaching hoses that would retrieve the milk. After milking, came Jason's favorite part. He and his grandpa would go and bottle-feed the calves. However, his grandpa said there was something he

wanted to show him first. So they walked next door to the milking parlor, and there was a cow with her newborn calf. Jason ran up to the tiny black and white calf and shouted, “How cool!” His speed and loud voice startled the cow, which proceeded to charge at him and strike him in the chest. Jason was thrown to the ground and had a sharp pain in his arm. His grandpa settled the cow by talking quietly to it and approaching slowly, and then he swept Jason into his arms. He then took Jason to the hospital, where he was treated for a broken arm.

When Jason returned to his grandparents’ farm, he went back to see the tiny little calf, but what do you think he did differently this time?

Discuss with the students that he should have approached slowly and spoken softly as he moved toward the cow, and he should have had his grandpa nearby.



Jason learned that day that it is very important to think about how the animals will react as you are working around them.

Today we are going to learn how to work safely around animals.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Discuss safety rules to use when working around livestock.



Show the video “livestock safety for kids” if it is available. If not, go over the following rules to follow when working with livestock, using the Motion Moment.



It is hard to learn about safety around animals when there are no animals, so I have found a video we will watch that demonstrates the dangers that exist when working around animals and how to avoid them.

Show the video “Livestock Safety for Kids” at “Livestock Safety for Kids” at <http://www.cdc.gov/nasd/videos/v001401-v001500/v001434.html> (also available in Spanish). It is a great video from a student’s perspective and is 11 minutes long.

Or use the Motion Moment to teach the following livestock rules:

I. Animal Safety Rules

- A. Be on your best behavior.
- B. Ask the owners of the livestock before approaching, petting or feeding the animals.
- C. Make sure you have an adult with you at all times.
- D. Be sure the animal can see you.
- E. Approach animals at the shoulders and speak softly.
- F. Never get into the pens of mothers with their young or with mature males.
- F. Livestock should only be fed their own feed and in the proper container.
- G. Always wash your hands thoroughly when you are done.



Remember, these rules are not to keep you from having fun with livestock, only to keep you and the animals safe.



REVIEW / SUMMARY

Use the Dickens Moment to have students write a short story about someone that used the safety rules when working with livestock.

Select one of the safety rules we talked about today and write a short story about a person who used the rules and was safe around livestock. You have five minutes.

WRITE!

APPLICATION



Continued Discussion/Activity: Identify a livestock producer in the area to come and speak to the class about how they work safely with animals every day.

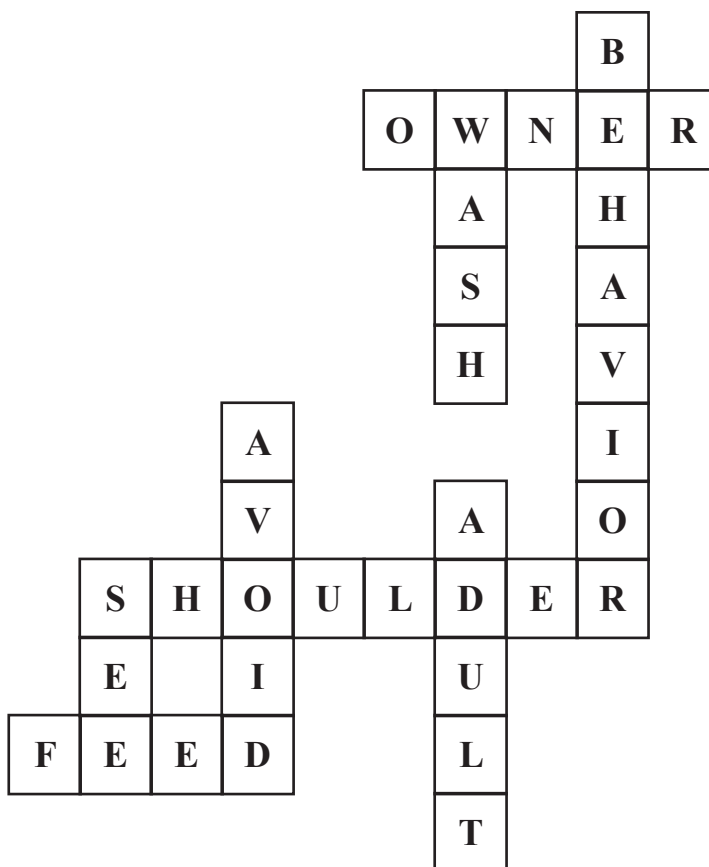


One-on-One Suggestion: Take your mentee on a field trip to visit animals and use the new safety rules they have learned.

EVALUATION

Have the students complete PALS.27.Assess.A.

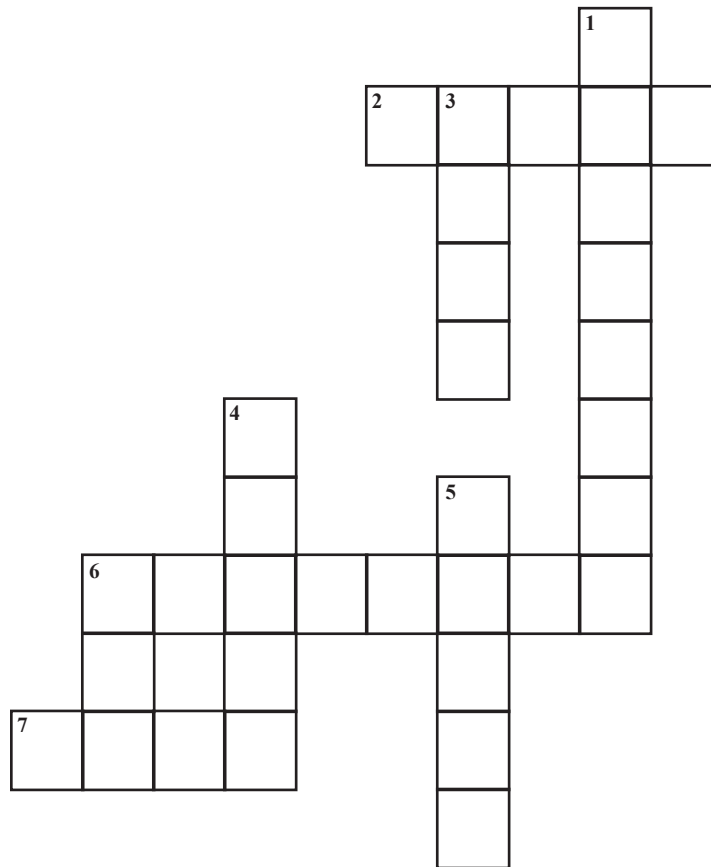
ANSWERS TO EVALUATION:



PALS.27.ASSESS.A

Directions: Complete the crossword puzzle using the livestock safety rules.

Livestock Safety



ACROSS

- 2 Always ask the _____ before petting their animal.
- 6 Always approach livestock at the _____.
- 7 Only feed livestock their own _____ out of the proper container.

DOWN

- 1 Always be on your best _____ when working around livestock.
- 3 Always _____ hands when you are done.
- 4 Always _____ mothers with their young and mature males.
- 5 Make sure you always have an _____ with you when you are around livestock.
- 6 Be sure the animals can _____ you when you are around them.