



Proceed with Caution!

Middle School Food and Agricultural Literacy Curriculum

Precepts

- G. Physical Growth
- G2. Respect one's body

National Standards

- AS.06.01.01.a. Discuss the dangers involved in working with animals.
- AS.06.01.01.b. Outline safety procedures for working with animals by species.
- AS.06.01.02.a. Explain the implications of animal welfare and animal rights for animal agriculture.
- NL-ENG.K-12.4 – Communication Skills
- NS.5-8.3 – Life Science
- NS.5-8.6 – Science in Personal and Social Perspectives

Student Learning Objectives

- As a result of this **unit** the students will...
- Describe responsible animal welfare and care practices.
- As a result of this **lesson** the students will ...
- Discuss the dangers involved in working with animals.

Content Outline

- I. **Being around animals**
 - A. Demonstrate calmness
 - B. Refrain from being loud
- II. **Approaching animals**
 - A. How to approach
 - 1. Vision
 - 2. **Flight zone** – an animal's personal space
 - B. When not to approach
 - 1. Irritated or aggressive
 - 2. Presence of offspring

Time

Instruction time for this lesson: 45 minutes.

Resources

Gillespie, J.R. (2002). Modern livestock and poultry production (6th ed.). Albany, NY: Delmar Thomson Learning, Inc. — Government of Nova Scotia. (2009). Farm safety: Protect yourself from livestock injuries. Retrieved August 15, 2009, from <https://gov.ns.ca/agri/farmsafety/livestock/cattle1.pdf> — herding. (n.d.). The American Heritage® dictionary of the English language, (4th ed.). Retrieved August 15, 2009, from Dictionary.com website: <http://dictionary.reference.com/browse/herding> — National Ag Safety Database. (2005). Cattle handling safety in working facilities. Retrieved August 15, 2009, from <http://www.nasdonline.org/docs/d001801-d001900/d001810/d001810.html> — National Ag Safety Database. (2002). Handling farm animals safely. Retrieved August 15, 2009, from <http://www.nasdonline.org/docs/d001601-d001700/d001612/d001612.html> — National FFA Organization. (2009). LifeKnowledge Online. Retrieved August 15, 2009, from <http://agedlearning.org> — National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success.

Tools, Equipment, and Supplies

Balloon (and something to pop the balloon)
Molding clay – enough for each group of three to make two "sculptures"
Large pieces of paper – one per each team of three students to draw on (flip chart/butcher/newsprint type paper will work)
MS.AS.5.3.TM.A – one per teacher
MS.AS.5.3.TM.B – one per teacher
MS.AS.5.3.TM.C – one per teacher
MS.AS.5.3.TM.D – one per teacher
MS.AS.5.3.ASSESS.A – one per student

Key Terms

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

Flight Zone

Herding

Point of Balance

III. Handling and moving animals

- A. ***Herding*** – gather, keep, or drive a group of animals
- B. ***Point of Balance*** – an area near the shoulder of an animal that keeps the animal moving forward



Lesson Number: MS.AS.5.3

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Interest Approach

Use a variation of a Hole-In-One e-Moment® to have students visualize an encounter with a strange dog. Lead them through the encounter and at one point, pop a balloon to startle them and the visualized dog. Discuss how the students felt during the encounter with the visualized dog. Discuss that this may be considered risky behavior and discuss a few other types of risky behaviors. These discussions can be used to lead into the lesson.

Thank you for being here today and let's begin by having a calm demeanor. We will draw on that demeanor throughout the class session as we learn about the dangers involved in working with animals. Join with me on a journey by closing your eyes

Have students close their eyes.

Visualize that you are at home and you are leaving the house. Keeping your eyes closed, in your mind look around at what you can see (pause for a moment). It is a typical day with the sun shining and everything looks normal. Then you notice a really large dog. He is looking at you.

You realize that in order for you to get where you need to go you are going to have to walk past this dog. He doesn't look real mean but he is really big and you are worried about what he might do. You are getting closer to him and he is becoming more aware of you.

How are you going to approach him? Fast, slow, at what angle. Do you put your hand out? Do you say anything? You are very close to the dog.

Build a feeling of anxiousness in the students and then pop the balloon to simulate something that might startle the dog.

What did the dog do when he heard the pop? What did you do? You continue to walk and make it past the dog. You give a sigh of relief and are ready to go about your day. You may open your eyes.

Thinking back at the encounter you just had with the big dog, how did you approach him?

Allow students to answer.

What happened when the loud pop was heard?

Allow students to answer.

How did you feel during this visualized encounter with the dog?

Allow students to answer.

How do you think the dog felt during this encounter?

Allow students to answer.

There were times of anxiousness, worry, and maybe even fear.

One might even say that walking by the dog was risky behavior. What are some examples of risky behavior that people engage in?

Allow students to answer. Answers may include not wearing seatbelts, driving too fast, carrying weapons, substance abuse, use of illegal drugs, and sexual activity.

Those are all examples of risky behavior. Our goal is to limit our exposure to risky behavior and when faced with potential risky situations to make decisions based on trustworthy information. Keep those thoughts in the back of your mind today as we discuss some of the dangers in working with animals and reducing the risk in those activities. After all, the goal is to protect ourselves and our animals.

Summary of Content and Teaching Strategies

Objective 1. Discuss the dangers involved in working with animals.

Begin by discussing that two foundational aspects of working with animals are to be calm and not to be loud around the animal.

When we began class today I advised that we begin class with a calm demeanor. When we approached the imaginary dog it was essential to remain calm. Why is it important to be calm around animals?

Allow students to answer.

Why should we not be loud when we are around animals?



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Allow students to answer.

Being calm and not being loud are two very important foundational items to keep in mind when working with animals.

Have students work in teams of three to complete the next section of the lesson. Start with having students place a large piece of paper on their work surface. They will use this area to mold a replica of a beef animal and a person out of molding clay. When molded have the students place the animal in the middle of the sheet of paper. Then work through **MS.AS.5.3.TM.A** to explain the vision of a beef animal and other species they might encounter.

You will have four minutes to sculpt a beef animal and a person out of this molding clay. Begin by putting down a big piece of paper to sculpt on. Try to keep it somewhat clean because we will be drawing on it later. You will be working in assigned teams of three. What questions are there? Assign students into teams of three and pass out materials.

Circulate around the room to answer questions that may arise and keep students focused on completing the task in the allotted time. Announce the remaining time at two minutes and one minute.

We have some very quality sculptures around room. Place the beef animal in the middle of the large piece of paper. Many animals' eyes are on the sides of their head. Let's take out some paper and begin taking notes.

Pause for students to take out paper.

Label this section "Safety around Animals."
Record the following information.

Use **MS.AS.5.3.TM.A** making sure that students record the information and draw in the blind zone behind their sculpture.

Continue with **MS.AS.5.3.TM.B** to describe the flight zone of an animal. Have students record the information in their notebooks and draw in the flight zone with respect to their sculpture.

Your team has now drawn a map to use when thinking about approaching an animal. In your notebooks record the following key thoughts about approaching an animal.

Continue with **MS.AS.5.3.TM.C** to give key items to remember when approaching an animal and when not to approach an animal. Once information has been discussed have students demonstrate with their sculptures how and where to approach an animal safely.

Using your sculpture of a person, take turns in your team demonstrating how and where to approach an animal safely.

Allow students time to demonstrate to their teammates using the clay figures.

Continue with **MS.AS.5.3.TM.D** to describe herding instincts of animals and the awareness of using the point of balance to move animals. Once information has been discussed have students demonstrate with their sculptures the concept of point of balance.

The final area to keep in mind to reduce risk when working with animals deals with their **herding** instincts.

Have students record the information from **MS.AS.5.3.TM.D**.

Using your sculptures, demonstrate within your team what moving an animal might look like. Allow students to demonstrate.

Review/Summary

Use a *Fred Astaire e-Moment®* to have students review the material from the class session. This involves small groups in the creation of a dance or series of motions. After each group performs their dance they should explain the connection between the move and the information. Provide students with seven minutes to prepare their dance and then have them demonstrate to the class.

Wow! We have learned a lot about reducing the risk when working with animals. When you hear COMPOSE, your task is to put this knowledge into motion. In your teams, take the new knowledge and develop it into a dance. Make sure to include all the information you have learned and match a motion, move, or dance step with each piece of information. Maybe it could be called the "Limiting Risk Rhythm" or "Safety Salsa." You will have seven minutes to compose your dance. What questions do you have? COMPOSE.



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Circulate around the room and answer any questions that may arise. Benchmark the time left for the students at three minutes, two minutes, and one minute. Upon completion allow students to share their new dances to the entire class or in small groups. Close by thanking the students for sharing their dances and committing to being safe when working with animals and in life.

Thank you for sharing your newly composed dances based on your knowledge with respect to being safe when working with animals. Give yourselves a hand.

Lead applause.

Thank you for your efforts today. We should all make a commitment to limit risky behavior. In your mind, think of one behavior that you will make a conscious effort to avoid in the future. Let's commit to avoiding that behavior. Pause. Avoiding risky behavior and making wise decisions are not only important while working with animals, but in all activities we do life.

Application

Extended classroom activity:

Have students put together a video on the dangers involved in working with animals. The video could be shown to other students or posted on a website for others to see.

FFA activity:

Have students develop a Public Service Announcement (PSA) about dangers involved in working with animals that could be used by a radio station or published in a newspaper.

SAE activity:

Have students interview a veterinarian or someone who works extensively with animals. Students could prepare a report as to the emphasis placed within that career to avoid the dangers involved in working with animals.

Evaluation

MS.AS.5.3.ASSESS.A.

Answers to Evaluation

1. The area directly behind an animal where the animal cannot see without moving its head.
2. An animal's personal space.
3. An area near the shoulder of an animal that keeps the animal moving forward.
4. Students should list five of the seven following recommendations to receive credit:
 - Be calm
 - Do NOT be loud around the animal
 - Announce that you are approaching (calmly/quietly)
 - Approach so the animal can see you
 - Be cautious of being kicked by the animal
 - Be cautious of being bitten by the animal
 - Be cautious of being charged/butted by the animal
5. If an animal is irritated or aggressive and if an animal's offspring is close

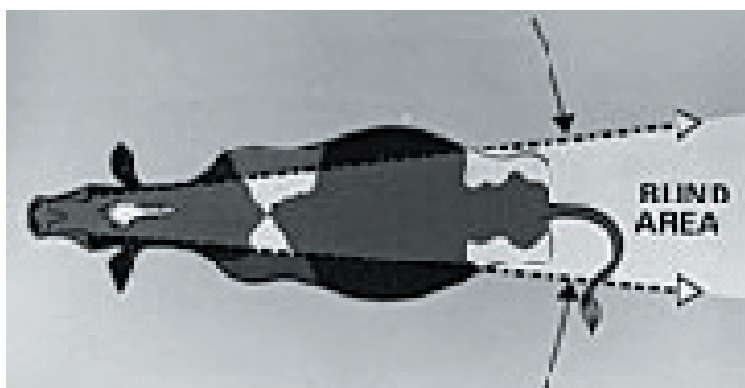


Animal Vision: Some animals have panoramic vision, meaning they can see in all directions, except directly behind, without moving their head. The area directly behind them is called a blind area and should be avoided. Some animals have poor depth perception, especially when they are moving with their heads up. In order to see depth, they have to stop and put their heads down.

Some animals see in shades of black and white, thus leading them to be very sensitive to movement and contrasting patterns in their line of site around them.

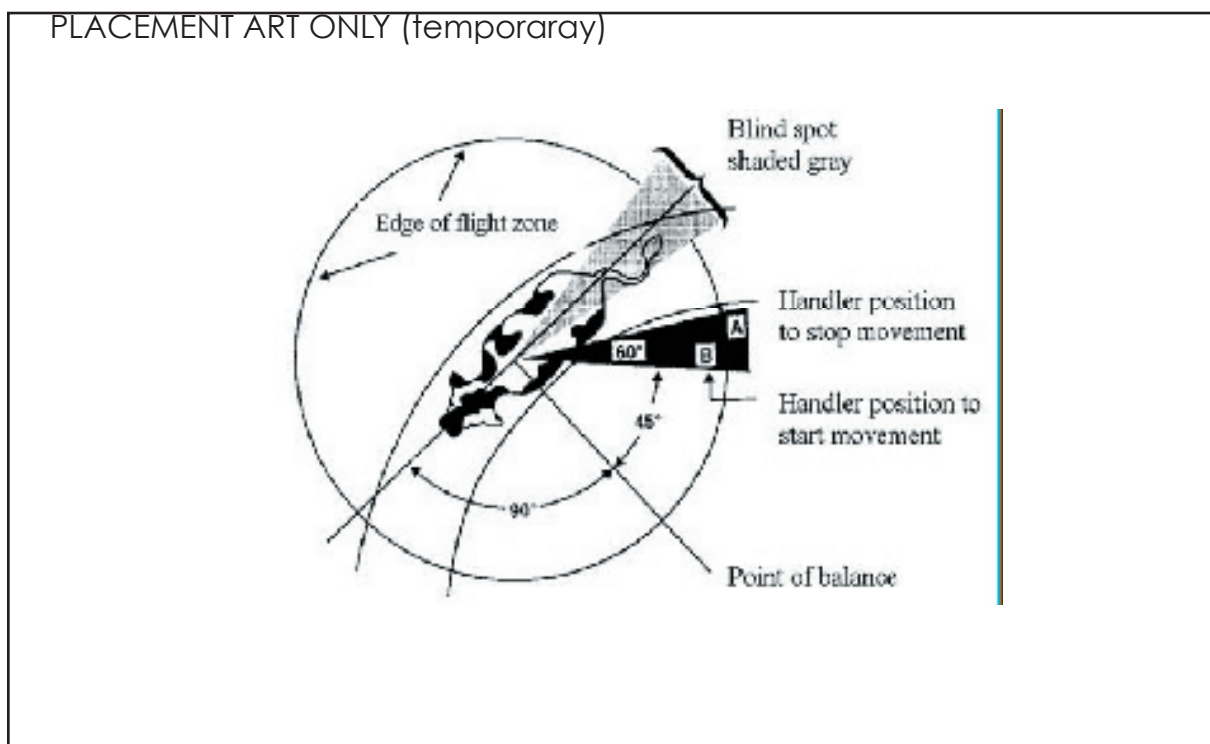
Draw the following description on your large piece of a paper behind your sculpture:

PLACEMENT ART ONLY (temporary)



Flight Zone: The animal's personal space. When a person moves into this zone the animal will move away. The size of the flight zone depends upon the animal's temperament, tameness, and angle in which the person approaches.

Draw the following description on your large piece of paper around your sculpture:





Approaching an Animal:

- 1. Be calm**
- 2. Do NOT be loud around the animal**
- 3. Announce that you are approaching (calmly/quietly)**
- 4. Approach so the animal can see you**
- 5. Be cautious of being kicked by the animal**
- 6. Be cautious of being bitten by the animal**
- 7. Be cautious of being charged/butted by the animal**

Do NOT Approach an Animal:

- 1. If they are irritated or aggressive**
- 2. If their offspring are close (animals will be very protective of their young)**

Demonstrate these techniques to your teammates using the clay figures.



Moving Animals: Many animals have a herding instinct. That means they tend to stay together and gather. They will also want to move in groups. A person should not try to separate one animal from the group unless the necessary facilities are available because the animal may become aggressive and unpredictable.

A person should use the point of balance when moving animals. This is an area near the shoulder of an animal that keeps the animal moving forward.

Highlight this area on your large piece of paper.

Demonstrate what moving an animal might look like to your teammates using the clay figures.



Name: _____

Directions: Define the following terms.

1. Blind area –

2. Flight zone –

3. Point of balance –

Directions: Answer the following questions to the best of your ability.

4. List five of the seven key items discussed in class to keep in mind when approaching an animal.

_____	_____
_____	_____

5. When are the two times a person should not approach an animal?
