



Lesson Plan

Vet Clinic

Created: 05/2019 by the National FFA Organization

SAE Video Summary: This video explores Cheyenne's supervised agricultural experience (SAE) program working at a local veterinarian clinic. Viewers will learn about her daily responsibilities and how her SAE has had an impact on her future.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Examine the components of Cheyenne's SAE.
2. Identify and describe careers related to veterinary medicine.
3. Determine requirements for being admitted to veterinarian school.

TIME REQUIRED: 45 minutes

RESOURCES:

1. "Vet Clinic SAE – Cheyenne Young," <https://vimeo.com/313677008>
2. AgExplorer, AgExplorer.ffa.org
3. Accredited Colleges of Veterinary Medicine, <https://www.avma.org/education/center-for-veterinary-accreditation/accredited-veterinary-colleges>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Veterinarians and Vet Techs" worksheet for each student
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time.

THIS QUICK LESSON PLAN WOULD WORK WELL AS PART OF:

1. An SAE lesson/unit.
2. An animal science/small animal lesson.

STUDENT ACTIVITY SHEETS:

Direct access to student activity sheets without lesson plan or answer key for easy upload to learning management systems or printing for classwork.

<https://ffa.box.com/s/6t5pmhs99s3pe2b851ytyz7u3ep43rsz> (Word)

<https://ffa.box.com/s/g9ao42xjnd3pu3mydxpy7au79wmcnyh6> (PDF)

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

Common Core – Reading: Informational Text

- CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core – Writing

- CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Common Core – Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Common Core – Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.WHST.9.10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Common Core – Math Practices

- CCSS.MP1: Make sense of problems and persevere in solving them.
- CCSS.MP2: Reason abstractly and quantitatively.
- CCSS.MP6: Attend to precision.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Flexibility and Adaptability
- Information, Communications, and Technology Literacy
- Initiative and Self-Direction
- Leadership and Responsibility
- Productivity and Accountability
- Think Creatively
- Social and Cross-Cultural Skills
- Work Creatively with Others

LESSON PLAN:

1. *Bell Ringer:* What are the general duties and responsibilities of a veterinarian? *Identify at least four.*
2. *Introduction:* Veterinarians and veterinary technicians are popular careers in the agriculture industry. Today, we are going to learn how one FFA member works closely with veterinarians and vet techs at a local veterinary clinic.
3. *Activity:*
Each student needs a copy of the worksheet "Veterinarians and Vet Techs." The worksheet is divided into three parts:
 - 1) Students will watch the video "Vet Clinic SAE – Cheyenne Young" (<https://vimeo.com/313677008>) and answer the questions.
 - 2) Students will utilize AgExplorer.ffa.org to research careers that are related to veterinarians and respond to the questions provided.
 - 3) Students will research veterinarian schools in their state and/or region utilizing this website, <https://www.avma.org/education/center-for-veterinary-accreditation/accredited-veterinary-colleges>, and will learn about the requirements to be admitted into the programs.
4. *Follow-up:*
Have students discuss with their seat partners the requirements to be admitted into the program they discovered

through their research. Additionally, have them discuss what classes in high school they think would be beneficial for them to take during their high school career.

5. *Leveling Up:*

Invite a local veterinarian to speak to your classes/FFA chapter about their daily responsibilities and duties as well as their experiences in vet school, including the admission process.

6. *Exit Ticket:*

3-2-1: Have students write three things they learned from the lesson, two things they found interesting and one question they still have from the lesson.

NAME: _____

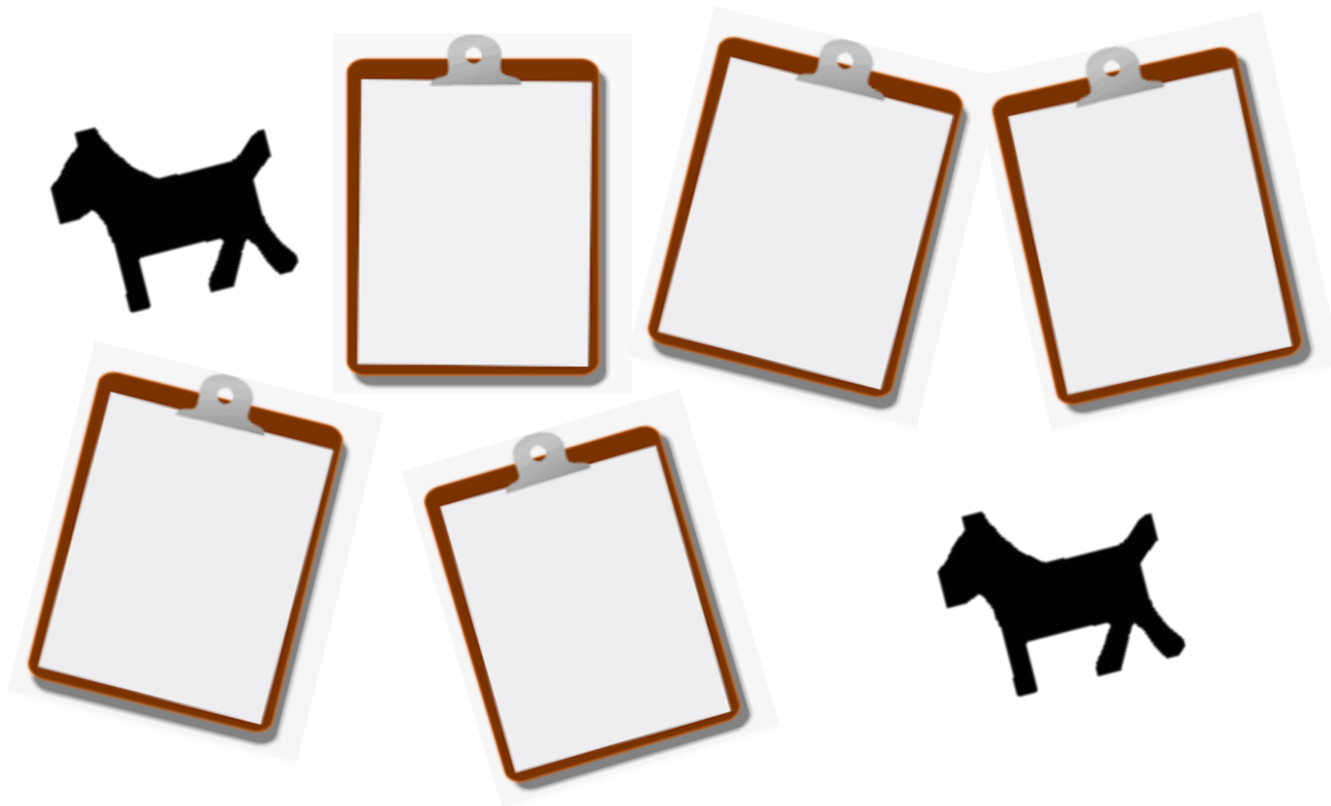
Veterinarians and Vet Techs

Part 1

DIRECTIONS:

Watch the video "Vet Clinic SAE – Cheyenne Young" (<https://vimeo.com/313677008>) and respond by answering the questions below.

1. What is Cheyenne's major at the University of Kentucky?
 - a. Horticulture
 - b. General agriculture
 - c. Animal science
 - d. None of the above
2. What are some of Cheyenne's duties/responsibilities at her job? *Write one on each clipboard below.*



3. What was a beginning step she took to get started with her SAE?

4. What was a challenge Cheyenne faced with her SAE, and how did she overcome it?

Part 2

DIRECTIONS:

What are careers related to veterinary medicine? Utilize AgExplorer.ffa.org to aid in your research. Identify 5 and record your information below.

Career: What education/training is required?		Career: What education/training is required?
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Career: What education/training is required?		Career: What education/training is required?
	Career: What education/training is required?	

Aligned to the following standards:

FFA.PL-D.; FFA.PG-H.; FFA.CSL-M.; FFA.CS-N.; FFA.CS-O.; CCSS.ELA-RI.9-10.4; CCSS.ELA-W.9-10.2; CCSS.W.9-10.4; CCSS.W.9-10.6; CCSS.ELA-SL.9-10.4; CCSS.ELA-WHST.9.10.2; CCSS.ELA-WHST.9.10.4; CCSS.ELA-WHST.9.10.6; MP1; MP2; MP6; CRP.04; CRP.06; CRP.08; CRP.11

Part 3

DIRECTIONS:

Utilize this website, <https://www.avma.org/education/center-for-veterinary-accreditation/accredited-veterinary-colleges>, to identify veterinarian schools in your state and region and answer the questions below.

1. Identify 5 schools that are located in your state and/or region:



2. From those 5 schools you identified in Question 1 (above), what are facts about being admitted into their veterinary program? *Identify 1 requirement for each school and fill it in below.*

School:

Fact:

School:

Fact:

School:

Fact:

School:

Fact:

School:

Fact:

KEY: Veterinarians and Vet Techs

Part 1

DIRECTIONS:

Watch the video "Vet Clinic SAE – Cheyenne Young" <https://vimeo.com/313677008> and respond by answering the questions below.

1. What is Cheyenne's major at the University of Kentucky?
 - a. Horticulture
 - b. General agriculture
 - c. Animal science
 - d. None of the above
2. What are some of Cheyenne's duties/responsibilities at her job? *Write one on each clipboard below.*



3. What was a beginning step she took to get started with her SAE?

A beginning step Cheyenne took to start her SAE was fostering dogs, which gave her experience with handling and caring for animals.

4. What was a challenge she face with her SAE, and how did she overcome it?

A challenge she faced was not knowing what to expect. She overcame this by learning what to do and getting into a routine.

Part 2

DIRECTIONS:

What are careers related to veterinary medicine? Utilize AgExplorer.ffa.org to aid in your research. Identify 5 and record your information below. *Answers will vary; a couple of examples are below.*



Career:
Example: Animal Physical Therapist

What education/training is required?
A minimum of a master's degree in physical therapy is required. Veterinarians with a doctorate in veterinary medicine or veterinary technicians with a bachelor's degree may also work as animal physical therapists.

Career:
Example: Zoologist

What education/training is required?
A bachelor's or master's degree in zoology, biology or ecology is required to become a zoologist.

Career:

What education/training is required?

Career:

What education/training is required?

Career:

What education/training is required?