

NAME: _____

Appendix 2: Lions and Tigers and Rhinos, Oh My!

Created: Spring 2019 by the National FFA Organization

Part 1

DIRECTIONS:

Read the "Lions and Tigers and Rhinos, Oh My!" article in the Spring 2019 issue of *FFA New Horizons*. Complete the following activities.



What 6 medical skills did students get to learn during this experience?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

What overarching theme was needed and learned through this experience? Unscramble the letters to find out!

Y S F T E A

DIRECTIONS:

Anyone working with animals should always be properly trained and prepared to keep themselves, colleagues and the animals safe. Learn about the different hazards that can occur and what to do if one does occur.

Read about the three major categories of hazards (chemical, physical, and biological hazards) from the National Association of Safety Professionals, <https://naspweb.com/types-of-hazards/>, and summarize each in 1 to 2 sentences with a minimum of 2 specific examples per hazard.

Chemical



Physical

Biological



NAME: _____

Part 2

DIRECTIONS:

With a partner, select one of the three major hazard categories above. Create a trifold brochure that includes the following about the hazard you selected: (1) What it is, (2) how to prevent the hazard from occurring, (3) how to handle the hazard if it occurs, (3) examples, (4) color and (5) pictures. If you would like to create an online brochure, an option is lucidpress.com (a free account will have to be created).

Category	Inadequate (0 – 4 points)	Below Average (5 – 10 points)	Average (11 – 15 points)	Above Average (16 – 20 points)
Content	Significant amounts of information are missing. Very few details are provided for the main ideas and understanding is limited.	Two of the following are missing: prevention, handling information and examples. Some items are distracting without providing information.	One of the following is missing: prevention, handling information or examples. Details are added to support facts with minimal clutter.	Definition, prevention, handling information and examples are all included and explained. Details support the main ideas without distracting clutter.
Graphics	Graphics do not relate to the topic. Color, shape, size and arrangement are distracting or misleading.	All graphics relate to the topic but do not represent appropriately. Color, shape, size and arrangements are present but do not add to the information.	Most graphics represent the information appropriately. Color, shape, size and arrangement are eye catching and contribute some meaning.	The graphics used represent information appropriately. Color, shape, size and arrangement of graphics contribute meaning to the overall message.
Design/Layout	Distractingly messy, unattractive or very poorly designed	Acceptably attractive though it may be a bit messy	Attractive in terms of design, layout and neatness	Neat, clear and visually appealing
Grammar/Spelling	More than 2 errors	There are 2 errors.	There is 1 error.	No errors
Information/Image Credits	No information or images are credited to source.	Only 1 or 2 items are credited to source.	Only 1 or 2 items are <i>not</i> credited to source.	All items are credited to source.
Points Earned				
Grade:				

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PG-J; FFA.CS-M; FFA.CS-N; FFA.PL-F; FFA.PG-I; CCSS.RI.9-10.2;
CCSS.RI.9-10.4; CCSS.RI.9-10.8; CCSS.ELA.W.9-10.2; CCSS.SL.9-10.2;
CCSS.ELA.SL.9-10.1; CCSS.ELA.WHST.9-10.4; MP5; MP6; CRP.02; CRP.04

DIRECTIONS:

Once you have finished your brochure, find two other groups that have a different hazard from your own. For example, if you created a brochure about chemical hazards, you need to find a group with biological hazards and a group with physical hazards. Through discussion, teach each other about the three hazard categories and complete the chart below.

Hazard	What is it?	Prevention	Handling	Examples
Chemical				
Physical				
Biological				



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CCSS.RI.9-10.4; CCSS.RI.9-10.8; CCSS.ELA.W.9-10.2; CCSS.SL.9-10.2;
CCSS.ELA.SL.9-10.1; CCSS.ELA.WHST.9-10.4; MP5; MP6; CRP.02; CRP.04

Part 3

DIRECTIONS:

Using your chart and brochure, complete the following scenarios:



1. You are working as a veterinary technician. You walk into an exam room and find a used syringe and needle lying on the exam table.
 - a. What type of hazard does this pose? Circle your response: Chemical Physical Biological
 - i. Explain your selection:
 - b. How should you correct the situation?

2. You are helping at your local veterinarian's office when you notice water on the floor.
 - a. What type of hazard does this pose? Circle your response: Chemical Physical Biological
 - i. Explain your selection:
 - b. What should you do in this situation?

3. You are cleaning the dog kennels when you spill some bleach on your hands.
 - a. What type of hazard does this pose? Circle your response: Chemical Physical Biological
 - i. Explain your selection:
 - b. What should you do in this situation?

4. You currently work in a dog grooming salon when you notice a tick on the skin of a German shepherd.
 - a. What type of hazard does this pose? Circle your response: Chemical Physical Biological
 - i. Explain your selection:
 - b. What should you do in this situation?

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CCSS.RI.9-10.4; CCSS.RI.9-10.8; CCSS.ELA.W.9-10.2; CCSS.SL.9-10.2;
CCSS.ELA.SL.9-10.1; CCSS.ELA.WHST.9-10.4; MP5; MP6; CRP.02; CRP.04

DIRECTIONS:

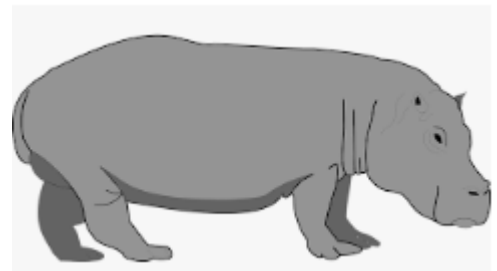
When FFA members were preparing for their trip to Africa, they would have completed training on the hazards that could occur while working with the animals. Identify a chemical, physical and biological hazard that the students could have encountered on their trip.

Chemical



Physical

Biological



In 2 to 3 sentences, describe why safety around animals is so incredibly important.

