Teacher Pack Sample

Introduction

These sample pages – from the Animal Care Teacher Pack, 1st edition – give you an overview of the approach and depth of treatment you can expect and the various learning features the resources contain. The full Teacher Pack will contain resources for all three components.

On the following pages you will find:

Component 1 (page 3)

Learning outcome A: Understand animal behaviours and their impact on how animals are handled

Activity sheet 1.1: Behaviour patterns

PowerPoint 1.3: Normal behaviour patterns

Component 2 (page 8)

Learning outcome A: Understand factors affecting the selection of animal accommodation

Activity sheet 2.1: Animal welfare needs

PowerPoint 2.2: Suitable accommodation

Please note that these sample resources are taken from early proofs of the Teacher Pack, so may not reflect the exact contents that will be contained in the published Pack. The published Pack may include amendments or adjustments made during final proofreading and checking.

The content of this 1st edition has been written to ensure alignment with the new specification and assessment arrangements for the 2022 BTEC Tech Award qualification.

The aims and scope of the Teacher Pack

The Teacher Pack – which is being hosted on Pearson's ActiveLearn platform – has been designed to support the delivery of the BTEC qualification in Animal Care and provides a range of resources aimed at supporting a variety of teaching, learning and assessment styles. The pack contains:

- activity sheets
- slide presentations

In the live Teacher Pack, these resources can be downloaded by clicking on the hotspots in the table of contents. They can be downloaded individually, or a complete component at a time.

All of the resources can be edited, adapted and tailored to meet the needs of your learners. They are designed to be as flexible as possible, offering you a range of different delivery options.

You could:

- work through the table of resources to be provided in the Teacher Pack, using the resources in sequence or in any order you prefer
- create playlists for specific lessons using selected resources, adding your own resources where you wish
- download all resources individually, or with a single click, and save them to your computer or network.

Playlists can be customized to include your own resources or weblinks. You can upload documents to the playlist and add weblinks, such as YouTube links or websites.

Many of the resources can be used independently by learners if desired. A number of tasks are suitable for either classroom or homework. Learners will need a printed worksheet for the relevant activity or task if completing it at home.

Component 1

Learning outcome A: Understand animal behaviours and their impact on how animals are handled

Activity sheet 1.1: Behaviour patterns

PowerPoint 1.3: Normal behaviour patterns

Activity sheet 1.1: Behaviour patterns

Learning outcome A: Understand animal behaviours and their impact on how animals are handled

Learning outcome A1: Behaviour patterns and functions in animals as relevant to species

In order to be able to handle and care for animals we need to be able to recognise normal behaviour and body language.

● What is normal behaviour?

● What do we mean by body language?

1. Why is it important to know what is normal behaviour for a species when handling it?

_____

_____

_____

2. Draw lines to match the following behaviours with the appropriate species.

Rabbit
Dog
Bearded dragon
Canary
Cockroach
Sheep

Play bow
Hissing
Butting
Singing
Head bobbing
Thumping

Normal behaviour patterns in different species can include feeding behaviour, sleep wake cycles, communication, sexual behaviour, grooming, play/social and movement

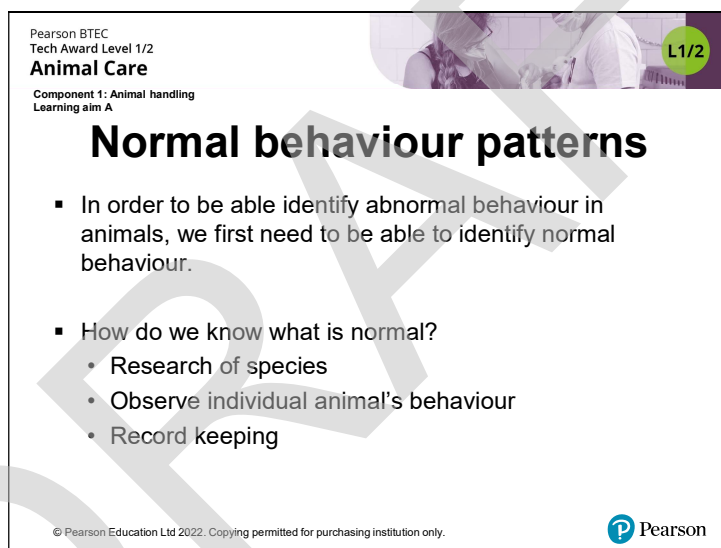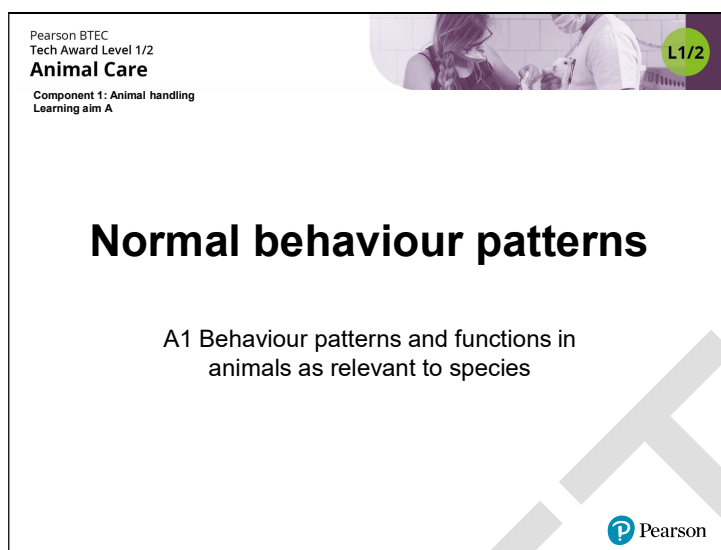3. Outline a feeding behaviour commonly seen in hamsters.

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_____

_____

Component 1: Animal handling

4. Outline the sleep/wake cycle of a gecko.

_____

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_____

5. Outline a communication method used by goats.

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6. Outline a courtship behaviour seen in budgies.

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Have a group discussion about the importance of knowing an animal's normal behaviour.

Issue learners with an individual animal to create mind maps of normal behaviour, e.g. chicken scratching, preening etc.

Discuss the importance of knowing an individual animal may have quirky behaviour that is normal but unique to them, e.g. hanging tongue out, covering eyes etc,

Students could be given Activity sheet 1.2 as a final task.

It is essential we record unusual and usual behaviour in order for us to identify any links between behaviour, health and welfare.

Discuss the normal behaviour patterns seen in a range of small animals, e.g. gerbils burrowing and tunnel building, hamsters filling pouches, rabbits thumping of feet, guinea pigs chattering and squeaking.

Ask students whether they can identify other small animals and their behaviour patterns or other behaviour patterns for the animals already listed.

Ask learners to carry out research and produce a mind map of behaviour patterns for each of the following animal groups: companion, reptiles, birds, invertebrates and large. A template mind map for students to fill out is provided in Activity sheet 1.2.

Have a group discussion about the meanings of diurnal, nocturnal and crepuscular and a Q&A session to identify examples of diurnal, nocturnal and crepuscular animals. Capture this on the slide to be uploaded to the VLE for future reference.

Component 2

Learning outcome A: Understand factors affecting the selection of animal accommodation

Activity sheet 2.1: Animal welfare needs

PowerPoint 2.2: Suitable accommodation

Component 2: Animal housing and accommodation

Activity sheet 2.1: Animal welfare needs

Learning outcome A: Understand factors affecting the selection of animal accommodation

Learning outcome A1: Factors that affect the suitability of animal accommodation

Use the internet to research the Animal Welfare Act 2006 on the following government web site:
www.legilsation.gov.uk

1.   What animals are protected under this Act?

_____

_____

2.   Give an example of a 'big cat' that prefers a solitary lifestyle.

_____

3.   Which big cat lives in groups?

_____

4.   Do hamsters prefer to live on their own or in groups?

_____

5.   There is a type of hamster that can live in same sex groups if raised together – which type of hamster is this?

_____

Component 2: Animal housing and accommodation

7. Look at the scenarios below for a **pet** dog, Freddie who is a 2-year-old German Shepherd. Which scenario provides the best environment, for this dog to meet his needs. Can you say why?

    a) Freddie lives with his owner, Saffie, in a 3rd floor studio flat. Saffie works full time and doesn't have anyone who can take Freddie out during the day. Saffie takes Freddie out on an evening and at weekends.

b) Freddie lives with Jamal, who is retired and has a garden. Freddie has an area of his own in the kitchen. Jamal takes Freddie for walks 3 or 4 times a day.

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Component 2: Animal housing and accommodation

Pearson BTEC
Tech Award Level 1/2
Animal Care
Component 2: Animal housing and accommodation
Learning outcome A

Suitable accommodation

A1 Factors that affect the suitability of animal
accommodation

Pearson

Pearson BTEC
Tech Award Level 1/2
Animal Care
Component 2: Animal housing and accommodation
Learning outcome A

A1 Factors that affect the suitability of animal accommodation

- It is important that animals are provided with the right type of accommodation.
- Their welfare needs must be considered – this is law!
- You will look at the law that protects animals' welfare needs – the Animal Welfare Act 2006.
- Different types of accommodation are needed for different animals.
- Factors that affect suitability of accommodation.

Pearson

Tutor to introduce the key elements to this topic.

Component 2: Animal housing and accommodation

Ask learners to identify different animal examples from the groups and what type of accommodation they might live in.

Group activity – which animals can live indoors or outdoors or a mixture of both.

Lead a discussion on how accommodation design links to animal welfare legislation, particularly the Animal Welfare Act 2006 and the duty of care.

Component 2: Animal housing and accommodation

Ask learners to research examples of how the five needs can be met for different animals. Activity sheet 2.1 includes a link where students can begin their research on this topic.

Lead a discussion on which animals can live alone or prefer company.

Learners to research one animal from each group (small/companion animals, reptiles, birds, invertebrates and large/livestock) and identify whether it is solitary or group living.

Ask students to complete Activity sheet 2.1, which includes questions on animals that prefer to be solitary and animals that prefer to live in groups and how different environment may or may not meet an animal's welfare needs.