

Animal Nutrition



Student Learning Targets:

- » Students will describe the functions of a ration (maintenance, growth, production, and reproduction).
- » Students will identify many reasons why and what animals need to eat
- » Students will identify and explain the functions of the six nutrient groups (carbohydrates, fats, proteins, vitamins, minerals and water).
- » Students will explain different vitamins and minerals including characteristics of each such as deficiencies, purpose, and makeup

Standard Alignment:

- » AS.03.01. Analyze the nutritional needs of animals.
- » AS.03.01.01.a. Identify and summarize essential nutrients required for animal health and analyze each nutrient's role in growth and performance.
- » AS.03.02.01.c. Select appropriate feedstuffs for animals based on a variety of factors (e.g., economics, digestive system and nutritional needs, etc.).

Supplies:

Quantity:	Item:
1 per 4-6 students	Flipchart
1 per 4-6 students	Markers
1 per class	Animal Nutrition Powerpoint
1 per student	Fact Sheet and Speech Rubric
1 per student	Cow Blank Worksheet
Optional: 1 per student	Optional: Prepared Public Speaking Rubric for State or National FFA LDE

Overview:

- » Introduction and Anticipatory Set
 - Relay race
 - Group work to discover as many reasons as possible for “Why animals eat?” and “What animals eat?”
- » Teaching and Main Activities
 - PowerPoint presentation on “Why animals eat?” and “What animals eat?”
 - Discussion and application included throughout

» Wrap Up

- “I voted” activity to pick “best” infographics
- Write a paragraph to check for understanding of comm. content

Introduction and Anticipatory Set:

» What We Know Chalk Talk

- Context and Description
 - Split students into teams of 4-6 students
 - Give each group one flip chart or space on board
 - Split flip chart into two sides (label 1 side: Why animals eat, label the other: what animals eat)
 - Each group gets one marker to use as the baton
 - One student starts at paper/board and identifies one reason “why animals eat”
 - That student runs back to give marker to the next student who runs up and adds another reason “why animals eat”
 - This continues for 2 minutes
 - *Move on to “Teaching and Main Activities, Lecture-Why Animals Eat” before completing second half of flip chart*
 - Next move on to the “what animals eat” side
 - Repeat race with all students for 2 more minutes
- Assessment or Questions
 - What are some reasons animals eat?
 - Start to try and relate to maintenance, growth, production, and reproduction
 - What are some things animals eat? Why?
 - Start to try and relate to water, protein, carbohydrates, vitamins, minerals, and fat

Teaching and Main Activities:

» Lecture- Why Animals Eat

- Context and Description
 - Share information in this Google Slides presentation
 - Have students take notes on cow nutrition sheet
- Assessment or Questions
 - Look at notes in presentation for discussion questions throughout slides
 - Additionally, tie back to introduction activity with reasons students listed for “Why animals eat?”
 - Tips and Tricks
 - Move back to intro and complete 2nd half of flip chart, this will help break up the lecture and get students moving again

- » Lecture- What Animals Eat
 - Context and Description
 - Share information in this Google Slides Presentation
 - Assessment or Questions
 - Look at notes in presentation for discussion questions throughout slides
 - Additionally, tie back to introduction activity with reasons students listed for “Why animals eat?”
 - Have students take notes on cow nutrition sheet
 - Tips and Tricks
 - Compare to humans and what students have learned in health and other classes/sports
- » Maintaining Balance- Creating an Infographic about a Vitamin or Mineral
 - Context and Description
 - Students will select a vitamin or mineral from list on final slide (no repeats, each student must have a different one)
 - Hand out this assignment sheet and rubric
 - Students will have to make/prepare the following
 - Fact Sheet
 - Persuasive Speech
 - Assessment or Questions
 - Use rubric to evaluate infographic and presentation

Wrap Up:

- » “I voted”- picking the best infographic
 - Context and Description
 - Students will vote for the best infographic based on communication content learned in class
 - Students will have to write one paragraph explaining why they picked the infographic they did using communication terms learned in class
 - Assessment or Questions
 - Extra credit for top 3 infographics
 - Evaluate the paragraphs with rationale about favorite infographic for correct use of communication terms and theories