

Animal Welfare



Student Learning Targets:

- » I can compare and contrast the characteristics of free run, free range, aviary and conventional egg production methods.
- » I can observe real-life examples of industry standards for animal welfare in four egg production facilities.
- » I can justify my evaluation of four egg production facilities using the 5 Freedoms of Animal Welfare

Standard Alignment:

- » AS.02—Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare.
- » AS.08—Analyze environmental factors associated with animal production.

Supplies:

Quantity:	Item:
	Powerpoint Presentation
1 per class	Egg
1 per group	Flipchart Paper (dispersed around room)
1 per student	Markers
1 per student	Candy or participation incentive (optional but encouraged)
1 per student	The EGGciting Case Overview
	Virtual Farm Visit QR Code
1 per student	Virtual Farm Visit Analysis Guide
	Virtual Farm Visit Analysis Guide Answer Key
1 per student	Letter to the editor tips
1 per student	Writing Utensil
1 per student	Scratch paper
1 per student	Phone or tablet

Introduction:

»Attention Focuser: Animal Welfare Factors “Race 2 Write”

• BAR

- Break Preoccupation: Bring an egg into class. Begin the class period by asking how many students started their day with an egg or have eaten an egg in some form throughout the day— connect this back to the importance of having good “welfare” (living conditions) for the chickens in order for eggs to be produced. In addition to this quick visual and discussion, students will break preoccupation by having the opportunity to work with a new group that they have not already had the opportunity to spend time with. They will be up and moving as well to help keep them engaged and inclined for the upcoming activities and discussions.
- Allow for Networking: Students will have the opportunity to socialize as they determine their middle name alphabetical order and also when they work with their team in a competitive and fun environment to write down as many welfare factors as they can think of.
- Relate to Topic: Students utilize the poultry knowledge they gained over the past few class periods and apply it to a new topic of discussion that will be relevant for the upcoming class periods—animal welfare.

»Overview and Relevancy

• Grouping and Organization

- Have students line up in alphabetical order by middle name (students who do not have a middle name can use their first name).
 - Divide the total number of students by three or four (depending on how large you want groups to be). Then, have students number off so they are in teams of three or four.
- Teams will obtain markers and find the piece of flipchart paper in the room that contains their group’s corresponding number.

• The Race

- Teams will have 60 to 90 seconds (decide depending on the class size and interest level) to write down as many unduplicated factors of animal welfare as they can think of.
 - Do not give teams hints; leave instructions vague to see what students come up with.
 - Teams will count how many unduplicated factors are written down on their flipchart. The team that has the greatest number of unduplicated factors wins the race!

- The Case
 - Briefly introduce the case study
 - Have students popcorn read the case study as a class.
 - Encourage students to only read a sentence or two so several people get the opportunity to read.
 - The groups students are in will be the “teams” for the provided case study.
 - Ask if students have any initial questions.
 - To expand the students’ perspectives on Supervised Agricultural Experiences, it might be helpful to have students identify the type of project this would be (placement) and how this differs from an entrepreneurship experience.
 - A placement experience engages students in employment whereas an entrepreneurship experience enables students to create and maintain their own business.

Teaching and Main Activities:

- » Defining Animal Welfare
 - Once all factors are counted, have teams discuss and circle their top five factors.
 - Teams will share their top five factors to the class.
 - Elect a class scribe to capture the 5 factors that each group shares.
- » Discussion
 - Facilitate a discussion to introduce the 5 Freedoms of Animal Welfare:
 - Freedom from Hunger and Thirst
 - Freedom from Discomfort
 - Freedom from Pain, Injury or Disease
 - Freedom to Express Normal Behavior
 - Freedom from Fear and Distress
 - To facilitate this dialogue, look at the factors written on the flipchart paper and challenge students to narrow down even further.
 - Describe how and why the 5 Freedoms as the industry standards for evaluating animal welfare.
 - The freedoms provide some additional consistency on what constitutes fair and ethical animal treatment.
 - Each freedom is of equal importance and should be present in a healthy and safe animal living environment.

- Tips and Tricks
 - When facilitating the discussion, make sure a variety of voices can be heard and challenge students to dig deep as they seek out the 5 Freedoms. Ask questions such as:
 - I realize you all thinking about _____. Have you thought about this in addition to this great idea?
 - What are some common themes?
 - How do these themes relate to one another? How can they be condensed?
 - Have you considered _____?
 - What are our thoughts on _____?
 - What is missing?
 - Ensure that all students who would like to contribute to the large group discussion have the opportunity to do so.
 - Congratulate students for working hard to identify their top qualities and make connections back to their original lists and the 5 Freedoms.
- » Virtual Farm Visits (Application of Content)
 - Conducting virtual farm visits
 - Hand each student the Virtual Farm Visit Guide.
 - Students will use their tablets or phones to scan the corresponding QR codes in order to “visit” each of the four farms with their teams around the room.
 - Each QR code corresponds to a different type of farm.
 - Farm 1: Hillcrest Farm (Free Run)
 - Farm 2: Valleyview Farm (Free Range)
 - Farm 3: Pete’s Poultry Farm (Aviary Egg)
 - Farm 4: Open Meadow Farm (Conventional)
 - Students will complete the guide as a way to assess the four farms (possibilities) from each of the 5 freedoms of animal welfare (factors), providing specific examples of how and to what extent each freedom is expressed on the farm.
 - Team Discussion
 - After completing the tours, have students return to their tables to deliberate on which farm they will choose to work at and provide justification on the Virtual Farm Visit Guide.
 - Class Discussion
 - Each team will report out the farm they selected to work at and provide specific examples why they made their selection.

- Compare and contrast the reasons behind each group's decision. Ask questions such as (answers will vary, depending on the groups that are being compared. *Note:* A group can never be “wrong,” as this is all preference.):
 - What is different from group __ and group __'s decision and decision making process?
 - Is this group right or wrong? How do we know?
- Final Question: What made this activity so challenging? Were our decisions different? Why or why not?
 - ANSWER: Answers will vary, but students will likely mention that this activity was challenging because our values shape our perspectives and decisions.
- Tips and Tricks
 - Engage with students as often as possible during the farm visits.
 - Ask students to connect what they are seeing by probing them with questions such as (answers will vary, depending on the student and what farm they are visiting—the goal is just to have them process and think about what they are looking at):
 - What do you see here?
 - How does this production method differ from the others?
 - Do you like this? Dislike this? Indifferent? Why?
 - Make it a goal to visit each group while they are at each station (each group should be visited four times throughout the lesson).
 - Be prepared to interject if technology is not working for some students.
- Formative Assessment
 - As a formative assessment, verify that students completed their Virtual Farm Visit Guide for completion points.
 - This can be collected at the end of the subunit, but students should keep it in order to complete the formative assessment.

Closure:

»Activity: Snowball Fight

- Provide each student with a sheet sheet of paper (or they can use scrap paper).
- Each student anonymously writes down one “nugget” of content they learned AND their most favorite part of the class period.
- Students crumple up papers and engage in a “snowball fight” around the classroom.

- After about 30 seconds, have students find a snowball that is not their own and share with the class
 - Ask students to tie their ideas together by asking questions such as (answers will vary, depending on the information that is shared):
 - How does this relate to ___?
 - What are our thoughts on ___?
 - Do we have any additional questions on ___?
- Ask students to write down any questions or constructive frustrations they have on the exit ticket and assure them that you will follow-up with them.
 - The next class period, begin the class by addressing these frustrations and questions.
- Collect the sheets of paper (snowballs) as an exit ticket.

Summative Assessment:

» Letter to the editor

- As a final assessment, groups will assume that an animal welfare activist group wrote a letter complaining about their selected farm for having “poor welfare conditions.”
- Have students review the Letter to the Editor tips.
- Have students work in their groups to write a letter to the editor sharing specific reasons why their farm has ideal welfare conditions.