



## “Do you want to work with animals?”

### Demonstrator notes

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| <b>Learning level</b> | P4, P5, P6, P7   |
| <b>Themes</b>         | Different pathways towards a career working with animals.<br><br>The role of the veterinary profession.<br><br>The concept of animal welfare.<br><br>The 5 animal welfare needs.<br><br>Common welfare issues in UK pet species. |
| <b>Duration</b>       | 50 minutes   |

#### Workshop Overview

This workshop will take approximately 50 minutes to complete. The workshop is ideally suited to an indoor, classroom set up. The session starts with an initial whole-class introduction via powerpoint presentation, followed by division of the class into 5 separate groups of students for the interactive part of the workshop, with the whole class coming together again for the conclusion of the workshop. Five activities comprise the interactive portion of the workshop, and each activity focuses on one of the five animal welfare needs. Each sub-group of students will be sent to an activity station to complete the interactive activity - then the groups will rotate around to the next activity station. This will continue until all the sub-groups have completed all five of the activities.

This workshop is suitable for all ages, although the learning outcomes have been kept fairly basic, so that they are suitable for a younger audiences. Although the interactive activities are not complex in nature, ideally each station should be supervised by an adult who can provide guidance and motivation.



THE UNIVERSITY *of* EDINBURGH  
**Easter Bush  
Science Outreach Centre**

Box 001  
Biotech Skills  
DNA Detectives

During this workshop participants will learn about the many different pathways towards a career working with animals, with an emphasis upon the role of the veterinarian and the veterinary profession. We will explain the concept of animal welfare and will discuss the responsibilities of both vets and pet owners to act as ambassadors of good animal welfare. We will discuss the five animal welfare needs (legislation the UK government has issued which states that it is the responsibility of all animal owners to meet the basic welfare needs of animals in their care) and their relevance to pets, owners and vets. Through interactive activities, we will apply the five animal welfare needs to real life scenarios. These activities will not only reinforce the students' understanding of animal welfare, but will also educate tomorrow's pet owners about common, yet preventable, animal welfare issues in companion animal species.



## Workshop Protocol

| Hands-On Activity   | Description  | Timing   | Equipment   |
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| Need for a suitable environment:<br>rabbit housing options. | <p>Participants will be tasked with comparing three different types of rabbit environment and will be encouraged to consider the pros and cons of each option. The different types of housing option are:</p> <ul style="list-style-type: none"> <li>- Wild environment</li> <li>- High-welfare domestic environment</li> <li>- Poor-welfare domestic environment</li> </ul>   | 5-7 mins | <p><u>“Environment” poster.</u></p> <p><u>A4 tables x9.</u></p> <p><u>Whiteboard pens.</u></p> <p><u>Box of tissues.</u></p> <p><u>Rabbit environments: images x3.</u></p>  |
| Need for a suitable diet:<br>what should I feed my dog?     | <p>Several Tupperware, each containing a either a suitable/unsuitable food, will be laid out in front of the participants. Some Tupperware will contain foods poisonous to dogs, some will contain low energy density wet dog food, some will contain high energy density kibble, some will contain human treats. Participants are challenged to decide/calculate how much (if any) of each food they should feed to “Fred” a 25kg dog, per day, based on body weight. They will be given food scales and they will be told Fred’s body weight. We will discuss the pros and cons of each food type.</p> | 5-7 mins | <p><u>“Diet” poster.</u></p> <p><u>“Fred, 25kg” poster.</u></p> <p><u>Healthy-weight dogs: images x2.</u></p> <p><u>Overweight dogs: images x2.</u></p> <p><u>Underweight dogs: images x2.</u></p> <p><u>Paper slips containing the following headings:</u><br/>       Foods for dogs, Foods NOT for dogs, Not sure.</p> <p><u>Tupperware x7 containing various food items:</u><br/>       4 cans wet dog food (Tupperware contains feeding instructions label), 1 box dry dog food (Tupperware contains feeding instructions label, <b><i>purchase prior to workshop</i></b>), Dog treats, Hot dogs, <i>Onions</i> (<b><i>purchase prior to workshop</i></b>), Chocolate, Raisins.</p> <p><u>Weighing scales.</u></p> <p><u>Measuring cup.</u></p> <p><u>Food bowls x2.</u></p> <p><u>Bottled water.</u></p> |



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| <p>Need to be able to exhibit normal behaviour patterns: dog behaviour.</p>        | <p>Participants will be divided into small groups, and the groups will be challenged to determine the emotional state of various dogs, using video footage.</p> | <p>5-7 mins</p> | <p><u>“Behaviour” poster.</u></p> <p><u>6 Piece visual aid: Feelings → Behaviour &lt; - - Detective skills.</u></p> <p><u>Pleasant Feelings vs Upleasant Feelings activity.</u><br/>Paper slips x10 containing the following words/phrases:<br/>Pleasant feelings, Unpleasant feelings, Relaxed, Confident, Lonely, Angry, Playful, Worried, Happy, Scared.</p> <p><u>Relaxed facial expression vs fearful facial expression: images x2.</u></p> <p><u>Relaxed posture vs fearful posture: images x2.</u></p> <p><u>“Smiling” dog = unhappy dog: images x2.</u></p> <p><u>Low tail wag vs high tail wag: images x2.</u></p> <p><u>ipad (and charger) containing 7 videos of various dog behaviours. See back of ipad for password.</u></p> <p><u>Screenshots of dogs from videos: images x7.</u></p> |
| <p>Need to be housed with, or apart from, other animals: multi-cat households.</p> | <p>From multiple images (of pairs of cats), participants will be challenged to identify which are friends and which are not.</p>                                |                 | <p><u>“Company” poster.</u></p> <p><u>Paper slips x5 containing the words/phrases:</u><br/>Friends, Not friends<br/>Friends, happy living together<br/>Not friends, happy living together, Not friends, not happy living together.</p> <p><u>Cartoons of pairs of cats x3.</u></p> <p><u>Cat soft toys x2.</u></p> <p><u>Cats interacting: images x15.</u></p>   |



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| <p>Need to be protected from pain, suffering, injury and disease: veterinary clinical exam.</p> | <p>Using a modified stuffed toy dog to practice on, participants will be taught how to: recognise that (purulent) nasal discharge should be investigated by a veterinarian, to identify cutaneous lumps by palpation, to recognise that hair loss should be investigated by a veterinarian, to recognize heat as a sign of inflammation, to take pets to the vet if a tick bite is suspected. We will discuss when it is important to take your pet to the vet.</p> | <p>5-7 mins</p> | <p><u>“Health” poster.</u></p> <p><u>Spot the ailment, quiz:</u> x6 images.</p> <p><u>Large stuffed toy dog:</u><br/>Place an (activated) hand warmer within the R paw of the stuffed toy dog, &gt;20mins before the workshop.</p> <p><u>Hand warmers.</u></p> <p><u>Moisturiser lotion:</u><br/>Smear some lotion on the nostrils of the stuffed toy dog.</p> |
|   |   |                 | <p><u>Buzzer</u></p> <p><u>Timer</u></p> <p><u>USB drive</u></p>   |