

EASTER BUSH SCIENCE OUTREACH CENTRE

Get hands-on
with real-life
science

“Do you want to work with animals?”

Teacher’s Information

Learning level	P4, P5, P6, P7
Themes	Veterinary medicine Animal welfare Ethics
Duration	50 mins

Workshop overview:

A career working with animals can be incredibly rewarding and can provide endless opportunity to improve animal welfare. In this workshop we will discuss different pathways towards a career working with animals (with emphasis on the role of the vet); the concept of animal welfare and why it matters; and common animal welfare problems in pets.

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.

Learning objectives:

P4 - P7

There are many different pathways towards a career working with animals.

The role of the vet is to be an ambassador of good animal welfare.

Animal welfare concerns the animal's physical health, mental health and naturalness.

Animal welfare is about how the animal feels – the animal's subjective experience.

According to UK law, all persons who are responsible for an animal must meet the basic welfare needs of the animals in their care. This legislation includes the 5 animal welfare needs.

The 5 animal welfare needs are:

- (a) its need for a suitable environment,
- (b) its need for a suitable diet,
- (c) its need to be able to exhibit normal behaviour patterns,
- (d) any need it has to be housed with, or apart from, other animals, and
- (e) its need to be protected from pain, suffering, injury and disease.

Curriculum links

Primary: first level

Food and Health	Personal and Social Education	Social Studies
By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a	I can describe some of the kinds of work that people do and I am finding out about the wider world of work. HWB 1-20a	By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. SOC 1-13b
		I can contribute to a discussion of the difference between my needs and wants of those of others around me. SOC 1-16a
		By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. SOC 1-1

Primary: second level

Food and Health	Personal and Social Education	Social Studies
<p>By applying my knowledge and understanding of current healthy eating advice, I can contribute to a healthy eating plan. HWB 2-30a</p> <p>By investigating food labelling systems I can begin to understand how to use them to make healthy food choices. HWB 2-36a</p>	<p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a</p> <p>I can describe the role of a parent / carer and the skills, commitment and qualities the role requires. HWB 2-51</p>	<p>I can explain how the needs of a group in my local community can be supported. SOC 2-16a</p>

Developing the Young Workforce 'I can' statements

- I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.
- I can explain to others my ambitions/what I would like to do and look for ways to achieve them/that.
- I can recognise the skills I have and need for work.
- I can identify my interests, strengths and skills and use them to make informed choices.
- I can choose a blend of subjects, courses and experiences to enable my career pathways.