

## Unit 3: Animal Welfare

# Scheme of work

Guided learning hours (GLH): 30

Number of lessons: 15

Duration of lessons: 2 hours. Lessons can be divided or combined as necessary.

Learners should spend lesson time and non-supervised time working on assignments.

**\*See the specification for full details of unit content.**

Lesson	Unit content*	Activities	Links to other units
1	Unit introduction	<b>Teacher presentation (approx. 10 minutes):</b> Outline the learning aims for whole unit and the assignments that learners will do.	
<b>Learning aim A: Understand the different roles of animals and animal-related organisations in society</b>			
1 (cont), 2 and 3	<p><b>Topic A.1 Roles of animals in society</b></p> <p>The different roles of animals in society:</p> <ul style="list-style-type: none"> <li>● companionship animals – animals kept as pets by individuals in domestic situations such as dogs, cats, rodents, horses, birds, fish, reptiles</li> <li>● commercial uses – animals kept for their products which are sold for profit or income:                             <ul style="list-style-type: none"> <li>○ agricultural production, e.g. for the production of meat, wool, skin, eggs, milk which are harvested and sold</li> <li>○ legal world trade, e.g. animal organs, exotic meat, live animals (either bred in captivity or caught in the wild)</li> <li>○ animal testing of products and medical procedures, e.g. testing household products, animal drugs, human drugs, non-animal alternatives – usually before clinical trials on humans</li> <li>○ security and protection of valuables – usually dogs trained to detect intruders, drugs or</li> </ul> </li> </ul>	<p><b>NOTE:</b> The activities below have been split across lessons 1, 2 and 3. This is just for guidance and you may wish to schedule activities differently.</p> <p><b>Lesson 1</b></p> <p><b>Teacher presentation:</b> An outline of the types/groups of roles of animals and animal-related organisations to be investigated in this learning aim 'to set the scene'.</p> <p><b>Paired activity:</b> Learners to research the range of roles more fully and then feed back to whole class – record on whiteboard.</p> <p><b>Small group activity:</b> Card-matching – Learners match the categories of roles of animals in society with examples of animals that fit each category. For example, the roles of animals in society (including companionship, commercial, working animals and animals working in the media) should be matched with animals that fit these categories (such as a guide dog, a laboratory rat, a horse kept for leisure/riding; animals used for agricultural production, for the police, for sport and in zoos and for recreation).</p>	Unit 5: Principles of Animal Behaviour

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	<p>illegal substances, e.g. explosives</p> <ul style="list-style-type: none"> <li>● working animals – animals kept for their skills and ability to assist man:                             <ul style="list-style-type: none"> <li>○ guide dogs to assist those with limited eyesight or hearing</li> <li>○ sniffer dogs and guard dogs trained to detect intruders, drugs or illegal substances</li> <li>○ animals used in the police force and the military for ceremonial purposes</li> <li>○ animals used in the police force, such as horses used to control crowds without harming people</li> </ul> </li> <li>● animals used in field sports (horses, pigeons)</li> <li>● animals in media, sport, leisure and education – animals used for commercial reasons to raise money for their owners:                             <ul style="list-style-type: none"> <li>○ media, e.g. advertising, television documentaries, filming</li> <li>○ sport, e.g. racing (horses, dogs), hunting (horses, dogs), gaming (gundogs, pheasants)</li> <li>○ leisure and education, e.g. animals for display, educational and conservation purposes, e.g. zoos, wildlife parks, aquariums, aviaries, circuses, tourism, performance</li> </ul> </li> <li>● animals kept as symbols – animals kept as accessories by people to enhance their status:                             <ul style="list-style-type: none"> <li>○ as fashion accessories, e.g. Chihuahua dogs</li> <li>○ keeping of dangerous or status dogs, e.g. Pit Bull Terriers</li> <li>○ reasons why these animals are kept for these purposes</li> <li>○ a need for public awareness of relevant legislation, especially the keeping of dangerous dogs.</li> </ul> </li> </ul>	<p><b>Group discussion:</b> Short, whole class discussion about the answers to previous card-matching activity.</p> <p><b>Paired activity:</b> Learners begin to research examples of as many animal-related organisations as they can and the purposes of these organisations.</p> <p><b>Lesson 2</b></p> <p><b>Guest speaker:</b> Invite a guest speaker from an animal-related organisation, e.g. to discuss working animals. For example, invite Guide Dogs to talk about the organisation for which they work and its role, mission and responsibilities, and how their job relates to the role of animals in society. (Use videos and online resources if a speaker is unavailable.)</p> <p><b>Paired activity:</b> Learners answer the following question in pairs and feed back to the group:</p> <p>What is the role that animals play in this organisation (teacher to insert name) and why is it an important organisation for animal care?</p> <p><b>Group discussion:</b> Discuss the pair's answers to the question and record them on the whiteboard.</p> <p><b>Teacher presentation:</b> Inform learners about the debate next lesson and the topic to be debated, giving guidance and set homework preparation for the debate.</p> <p><b>Individual homework activity:</b> Learners to prepare for the debate by researching information on the debate topic.</p> <p><b>Lesson 3</b></p> <p><b>Debate:</b> Divide the class into two groups, one group for and one group against the motion or topic. Give each group some time to discuss their argument before starting the debate. Topics could include:</p> <ul style="list-style-type: none"> <li>● Should animals be used for work?</li> <li>● Medicines are often tested on animals before they can</li> </ul>	

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		<p>be used on humans. Should this be allowed?</p> <ul style="list-style-type: none"> <li>● Should animals be kept in zoos, wildlife parks, aquariums, aviaries?</li> <li>● When choosing a pet, should people consider welfare as well as looks?</li> <li>● Should all circuses be banned from using animals?</li> <li>● Are experiments on animals necessary?</li> </ul> <p><b>Teacher activity:</b> Lead learners through a short debriefing discussion after the debate to help summarise the points raised. List key points raised on a whiteboard. This could then be reproduced as a handout for learners.</p> <p><b>Individual activity:</b> Learners prepare a short written summary of the roles that animals play in society.</p>	
4 and 5	<p><b>Topic A.2 Animal-related organisations</b></p> <p>Animal owners have an ethical responsibility to provide the fundamental requirements for the animals in their care, but sometimes people cannot fulfil these requirements and animal-related organisations have to step in to ensure that animals in captivity are well cared for.</p> <p>Learners should understand the different roles, missions and responsibilities of animal-related organisations. For each of the following groups of animal-related organisations, learners should understand the:</p> <ul style="list-style-type: none"> <li>● roles, missions and responsibilities of each group of organisations and their contribution to safeguarding the welfare of animals</li> <li>● how each group of organisations supports and promotes animal welfare and responsible animal ownership</li> <li>● legal, ethical and moral obligations of each group</li> </ul>	<p><b>NOTE:</b> The activities below have been split across lessons 4 and 5. This is just for guidance and you may wish to schedule activities differently.</p> <p><b>Lesson 4</b></p> <p><b>Teacher presentation:</b> Divide the group into pairs and allocate a named animal-related organisation (e.g. Kennel Club, World Wildlife Fund) to each pair of learners. If the class is very large, you could allocate the same organisation to different pairs of learners.</p> <p><b>Paired activity:</b> Learners to research and identify the roles and responsibilities of their named animal-related organisation and prepare a summary of that organisation to share with other learners to include:</p> <ul style="list-style-type: none"> <li>● the role of the organisation</li> <li>● its contribution to animal welfare and responsible animal ownership</li> <li>● legal, ethical and moral obligations</li> <li>● long-term goals</li> </ul>	

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	of organisations <ul style="list-style-type: none"> <li>• long-term goals and tasks to safeguard the welfare of animals for each group of organisations.</li> </ul> Groups of animal-related organisations: <ul style="list-style-type: none"> <li>• breed societies, e.g. the Kennel Club, the Donkey Breed Society, the Rare Breeds Survival Trust</li> <li>• welfare charities and rescue centres, e.g. the RSPCA, Blue Cross, Dogs Trust, Battersea Dogs &amp; Cats Home, the Celia Hammond Animal Trust, Wood Green</li> <li>• assistance animal organisations, e.g. Guide Dogs, Hearing Dogs for Deaf People, Dogs for the Disabled, Canine Partners, Support Dogs, Medical Detection Dogs</li> <li>• working animal organisations, e.g. Guide Dogs, Canine Partners</li> <li>• conservation organisations, e.g. World Wildlife Fund (WWF), International Union for Conservation of Nature (IUCN), British and Irish Association of Zoos and Aquariums (BIAZA)</li> <li>• animal welfare organisations, e.g. the International Fund for Animal Welfare (IFAW)</li> <li>• government organisations and international agreements, e.g. Department for Environment, Food and Rural Affairs (Defra), Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES).</li> </ul>	<ul style="list-style-type: none"> <li>• how it is sustained, e.g. charity, private funding.</li> </ul> <p><b>NOTE:</b> Unless class size allows, a class will not be able to cover every type of organisation listed in the specification. Therefore, the teacher should encourage as wide a range of organisations be covered as possible.</p> <p><b>Small group activity:</b> Pairs of learners join together to form small groups, and each pair shares their findings with the other pair.</p> <p><b>Whole class discussion:</b> Discussion to clarify the main points identified in the paired activity.</p> <p><b>Whole class activity:</b> Prepare a checklist of 'what to look out for' during the visit learners will go on in the next lesson (see list in the next lesson for reference).</p> <p><b>Teacher-led discussion:</b> Discuss with learners how they should conduct themselves on next lesson's visit.</p>	
		<p><b>Lesson 5</b></p> <p><b>Visit:</b> Arrange a visit to a local animal-related organisation, e.g. RSPCA. Learners should investigate :</p> <ul style="list-style-type: none"> <li>• the role of the organisation</li> <li>• its contribution to animal welfare and responsible animal ownership</li> <li>• legal, ethical and moral obligations</li> <li>• long-term goals</li> <li>• how it is sustained, e.g. charity, private funding.</li> </ul>	
6	<b>Assignment 1</b>	<p><b>Teacher:</b> Issue assignment brief.</p> <p><b>Individual activity:</b> Complete assignment in lesson and in own time.</p>	

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<b>Learning aim B: Understand animal welfare and legislation</b>			
7	<p><b>Topic B.1 Animal welfare</b></p> <p>Learners should understand the principles of good animal welfare.</p> <p>Good animal welfare can be defined as the provision of food and water, comfort, the avoidance of pain, injury and disease, and the provision of environmental enrichment where needed for all animals:</p> <ul style="list-style-type: none"> <li>● the five animal welfare needs that must be provided by owners for the comfort, safety and wellbeing of the animals they own:                             <ul style="list-style-type: none"> <li>○ need for a suitable environment designed to accommodate the animal correctly*</li> <li>○ need for access to a suitable diet*</li> <li>○ need for animals to be able to exhibit normal behaviour patterns*</li> <li>○ need to be housed with or apart from other animals of their own type in clean, comfortable accommodation according to their requirements*</li> <li>○ need to be protected from suffering, pain, injury or disease, to have access to veterinary treatment, and to be diagnosed and treated rapidly if they do become injured or ill.</li> </ul> </li> </ul> <p><b>[*See the specification for full details of unit content.]</b></p>	<p><b>Teacher presentation:</b> Introduce the learning aim, explaining what animal welfare is and why it is important.</p> <p><b>Paired activity:</b> In pairs, learners identify the five animal welfare needs. They should then feed back to the whole class and their ideas should be recorded on the whiteboard. Teacher to confirm what the five animal welfare needs are.</p> <p><b>Group discussion:</b> Considering their own pets' needs, learners discuss animal needs, with the aim of making the connection between the five animal welfare needs and their own pet care/animal care practices.</p> <p><b>Individual activity:</b> Learners prepare a summary of the group discussion findings in relation to an animal of the learner's own choice, e.g. it could be the learner's own pet.</p> <p><b>Paired activity:</b> In pairs, learners devise a checklist for assessing the welfare aspects of premises where animals are kept, based on the five animal welfare needs.</p> <p><b>Whole class discussion:</b> Teacher to lead class in summarising and confirming what needs to be included on the checklist.</p>	<p>Unit 1: Animal Health</p> <p>Unit 2: Animal Handling (Topic A.2 Appropriate personal protective equipment (PPE) – Animal Welfare Act 2006 (the five animal welfare needs))</p> <p>Unit 4: Animal Housing and Accommodation</p>
8	<p><b>Topic B.1 Animal welfare (continued)</b></p> <p>Assessment of welfare:</p> <ul style="list-style-type: none"> <li>● know the background information about the animal, e.g. its age, whether it is pregnant or suckling young, its health, its previous illnesses or diseases, its body condition, its posture, etc.</li> <li>● an assessment against the five animal welfare needs to see to what extent they are fulfilled, e.g.</li> </ul>	<p><b>Teacher activity:</b> Lead a thought shower exercise with whole class about :</p> <ul style="list-style-type: none"> <li>● how learners should conduct themselves when visiting animal care premises to assess for welfare issues</li> <li>● animal behaviours which can indicate an animal's welfare status, e.g. sleep, vocalisation. Discuss both positive and negative behaviours, enabling learners to produce more accurate assessments in the following</li> </ul>	<p>Unit 1 Animal Health</p> <p>Unit 2: Animal Handling</p> <p>Unit 4: Animal Housing and Accommodation</p> <p>Unit 5: Principles of Animal Behaviour</p>

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	provision of food and water, provision of suitable shelter or housing, and overall condition of the animal and its environment <ul style="list-style-type: none"> <li>● behavioural assessment – recording the animal's activity, e.g. time spent sleeping, playing, grooming, vocalising, etc.</li> </ul>	small group activity. Divide the class into small groups. <b>Paired activity:</b> Learners prepare a short questionnaire on the background information about an animal, including questions about its age, whether it is pregnant or suckling young, its health, its previous illnesses or diseases, its body condition, its posture, etc. <b>Paired activity:</b> Teacher supplies animal profiles to each pair and they role-play asking each other the background information of different animals, filling in their questionnaires from the previous activity. <b>Small group activity (or an individual activity if learners are on work experience):</b> Using a place where animals are kept, such as a kennels or stables, learners should assess the facilities using the checklists that they devised in the previous lesson. The facilities assessed could be the centre's animal unit or the workplace where the learners complete their work experience (if applicable). Several groups of learners could assess the same place or each group could assess a different place. <b>Paired activity:</b> Learners prepare a summary of their findings and suggest possible improvements to the facilities and then feed back their results to the whole class.	
9 and 10	<b>Topic B.2 Know current animal welfare legislation that apply in the UK and their purposes</b> Understand the basic purpose of current animal welfare legislation that apply in the UK: <ul style="list-style-type: none"> <li>● to protect the welfare of animals kept in captivity either for pleasure and/or for work</li> <li>● to ensure that animals kept in captivity are kept so that they remain healthy</li> <li>● to ensure that animals kept in captivity are not</li> </ul>	<b>NOTE:</b> The activities below have been split across lessons 9 and 10. This is just for guidance and you may wish to schedule activities differently. <b>Lesson 9</b> <b>Teacher presentation:</b> Introduce animal welfare legislation and, using examples or a case study, show how it is used in practice, e.g. the RSPCA might bring a case of alleged animal cruelty to court. The aim of this activity is to show how legislation provides a framework of law to protect animals kept in captivity from cruelty and abuse.	Unit 2: Animal Handling

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	<p>treated with cruelty, abused or neglected</p> <ul style="list-style-type: none"> <li>to protect society and animal owners by ensuring animals kept in captivity do not harm others.</li> </ul> <p>Animal legislation and codes of practice, and any subsequent amendments to the legislation and codes of practice:</p> <ul style="list-style-type: none"> <li>Animal Welfare Act 2006:*</li> <li>Animals (Scientific Procedures) Act 1986 (ASPA), revised in 2013:*</li> <li>Welfare of Animals (Transport) (WATO) (England) Order 2006:*</li> <li>Dangerous Dogs Act 1991 and 1997</li> <li>Codes of practice issued by the appropriate national authority for the welfare of dogs, cats, horses and privately kept non-human primates, e.g. Code of Practice for the Welfare of Dogs:*</li> </ul> <p><b>[*See the specification for full details of unit content.]</b></p>	<p><b>Group presentation and discussion:</b> Using video footage available from organisations such as the RSPCA, show learners examples of good and bad practice in a wide range of situations, especially where it would be impossible for learners to visit or view such situations at first-hand. Follow this with a class discussion.</p> <p><b>Small group activity:</b> Learners prepare a short visual summary of the conclusions reached and lessons that can be learned. For example, a poster or short video which can be referred to when learners are completing their assignments, to help consolidate their knowledge.</p> <p><b>Lesson 10</b></p> <p><b>Teacher presentation:</b> Introduce the relevant legislation and codes of practice.</p> <p><b>Small group activity:</b> Allocate one or more pieces of legislation to each group of learners. Each group researches the aims and purposes of their piece of legislation or code of practice including:</p> <ul style="list-style-type: none"> <li>why it is in place</li> <li>its effectiveness</li> <li>who it is intended to help.</li> </ul> <p>Depending on group size – several groups could investigate the same piece of legislation or each group might look at more than one piece of legislation, then compare their findings and share with the rest of the class.</p> <p><b>Small group activity:</b> Teacher to supply learners with scenarios of animals in particular contexts, e.g. a leisure riding horse, a guide dog, a cow reared for meat. Learners are to consider how animal welfare legislation applies to these animals.</p> <p><b>Individual activity:</b> Learners produce a short fact sheet about one piece of legislation to build up a class reference book. This activity could be completed as homework. The</p>	

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		completed reference book could then be copied and distributed to all learners. <b>Teacher activity:</b> Lead a class discussion on topics such as: <ul style="list-style-type: none"> <li>● Why is it necessary to have legislation to support animal ownership?</li> <li>● Why does animal welfare legislation change or get updated?</li> <li>● How helpful are codes of practice?</li> <li>● How well does the centre manage its animals' welfare?</li> </ul>	
11	<b>Assignment 2</b>	<b>Teacher:</b> Issue assignment brief. <b>Individual activity:</b> Complete assignment in lesson and in own time.	
<b>Learning aim C: Understand the responsibilities involved in caring for animals</b>			
12, 13 and 14	<b>Topic C.1 What are the responsibilities involved in caring for animals?</b> Responsible animal ownership involves being fully prepared and able to provide for and care for animals that they own, either for pleasure or for work. Learners need to be able to advise prospective animal owners on what they need to consider when choosing an animal. These considerations are to ensure that owners can support and promote the welfare of their chosen animals. Learners will also need to know what advice to give animal owners (e.g. points to consider to ensure proper animal care and welfare) to enable them to protect and care for their animals appropriately, to ensure their animals are happy and healthy. Considerations for prospective animal owners to bear in mind when choosing an animal: <ul style="list-style-type: none"> <li>● owners' personal preferences on animal size and type</li> </ul>	<b>NOTE:</b> The activities below have been split across lessons 12, 13 and 14. This is just for guidance and you may wish to schedule activities differently. <b>Lesson 12</b> <b>Teacher presentation:</b> Introduce the learning aim and then give learners case studies about people who would like to own a pet for the first time. <b>Small group activity:</b> Using only the information in the case studies supplied, learners discuss what the person in the case study needs to consider before making a final decision about whether or not to have a pet. This should include: <ul style="list-style-type: none"> <li>● the owners' personal preferences</li> <li>● the responsibilities of pet ownership</li> <li>● health and safety of the pet, the owner and others</li> <li>● cost of maintaining the pet</li> </ul>	





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		cockatoos. The group creates a report on the specific welfare considerations for their selected animal type in the context of keeping that animal in a pet shop.  <b>Whole group discussion:</b> Each pair feeds back their conclusions from the previous activity. The reports can be compiled as a reference guide for all the learners so they would know how to look after animals in a pet shop environment.	
15	<b>Assignment 3</b>	<b>Teacher:</b> Issue assignment brief.  <b>Individual activity:</b> Complete assignment in lesson and in own time.	
<b>TOTAL: 30 hours</b>			