

Unit 4: Animal Housing and Accommodation

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	Teacher presentation (approx. 10 minutes): Outline the learning aims and the assignments that learners will do.	
Learning aim A: Understand how to select animal accommodation			
1 (cont.)	<p>Topic A.1 Factors which affect the selection of animal accommodation</p> <p>Animal accommodation includes:</p> <ul style="list-style-type: none"> • animal housing • fixtures and fittings • bedding. <p>Selecting animal housing, fixtures and fittings, and bedding according to the specific needs of a particular type of animal and according to the five animal welfare needs.</p>	<p>Teacher presentation: Introduce key terms, e.g. fixtures, fittings.</p> <p>Paired activity: Research accommodation needs of designated animals (e.g. enclosures, fixtures, fittings, temperature, lighting, etc.).</p> <p>Whole class discussion: How does animal accommodation relates to the five animal welfare needs? (The five animal welfare needs are covered in detail in Unit 3: Animal Welfare (see Links to other units). If necessary, outline what the five animal welfare needs are prior to the discussion.)</p> <p>Teacher-led group activity: Card matching – match the most suitable fixtures and fittings for given animal species.</p> <p>Visit to the centre's animal unit: Induction to the animal unit. Allow learners to take photos of animal accommodation which they may use in later lessons.</p>	Unit 1: Animal Health Unit 3: Animal Welfare (Topic B.1 Animal welfare)

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2	<p>Topic A.1 Factors which affect the selection of animal accommodation (continued)</p> <p>Needs and limitations relating to the owner/ establishment which affect choice of accommodation:</p> <ul style="list-style-type: none"> • cost of accommodation in comparison to budget available • space available • access to outside space • ease of cleaning and maintenance • access to power for lighting and heating • availability of facilities for waste disposal • location of the accommodation (convenience, proximity to other animals, access) • ventilation and drainage. 	<p>Small group discussion: Factors to consider when planning accommodation. Teacher brings class together to get feedback from groups.</p> <p>Teacher-led paired activity: Teacher discusses animal needs and owner limitations, helping learners to identify factors to consider. Learners research different accommodation options for designated animals. Learners use this activity to build on their research from the previous lesson. (Depending on ability, give learners animals they are familiar with and animals they are not familiar with.)</p> <p>Teacher-led discussion: Show learners a range of images of animal accommodations. Using these images, help learners to identify positive and negative features, as well as any possible improvements that could be made in each example. Include a broad spectrum of enclosures for different species: some highly suitable and some which are not suitable at all. (Try to show learners both good and bad enclosures for the same species so they can make comparisons.)</p>	Unit 1: Animal Health Unit 3: Animal Welfare
3	<p>Topic A.2 Types of animal accommodation</p> <p>Types of housing and their suitability for different animals (e.g. hutch, cage, pen, stable, barn, kennel, tank, vivarium, terrarium, aviary).</p> <p>Features of housing:</p> <ul style="list-style-type: none"> • construction materials (e.g. timber, wire netting, polypropylene, glass, plastic, steel) • design (e.g. purpose built, prefabricated, modular) • size and layout (e.g. the space per animal being housed, the location of bedding, shelter and feeding/drinking equipment within the housing) • security features to prevent animal escape (e.g. 	<p>Whole class discussion: The importance of security features in enclosures and animal establishments.</p> <p>Small group activity: Learners research and produce a short report on housing/enclosure types, enrichment needs and enclosure set-up for different animals. Learners should consider the five animal welfare needs. (These reports could be compiled into a class reference kit for all learners.)</p> <p>Paired activity: Learners are allocated an animal and design the ideal enclosure for the animal.</p> <p>Teacher-led paired activity: Provide learners with images (or examples) of enclosures, fixtures, fittings and ask them to identify which specifies they would be suitable for and</p>	Unit 1: Animal Health Unit 3: Animal Welfare

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Lesson	Unit content*	Activities	Links to other units
	catches and locks). Choice of fixtures and fittings and their suitability for different animals: <ul style="list-style-type: none"> • feeding equipment: type (e.g. bucket, bowl, feeder), size, depth, weight and material (e.g. plastic, ceramic, stainless steel) • water drinking equipment: type (e.g. bowl, bottle, drinker), size, and material (e.g. plastic, ceramic, stainless steel) • enrichment materials (e.g. gnawing blocks, tree branches, hamster tubes, reptile caves) • other fixtures and fittings and why they might be needed (e.g. heat mats and different types of basking and UV lights for reptiles, perches for birds). 	why. Different pairs can be given identical enclosures to consider and then any differences can be discussed during feedback to the group. Teacher-led whole class discussion: Pairs feed back their answers to the tutor-led paired activity to the class. Record the answers on the whiteboard. Teacher-led group activity (optional): Plan and create enrichment for a designated animal. Ensure that all craft materials used are suitable for use with animals.	
4	Topic A.2 Types of animal accommodation (continued) Types of bedding suitable for different animals (e.g. peat, shavings, sawdust, straw, hay, gravel, sand, clay, paper, bean bags, fleece). Properties of bedding: absorbency, texture, level of comfort, suitability for hiding, burrowing and/or nesting, cost, method of disposal. Factors influencing choice of bedding for animals: <ul style="list-style-type: none"> • the type of animal and its need for warmth, comfort, hiding, burrowing/nesting, and playing • problems that may occur with particular bedding, e.g. respiratory problems. 	Teacher-led group activity: Provide learners with samples of different substrates and bedding and then ask them to investigate their properties and suitability for different animal species. This could include testing the substrates for absorbency. Individual activity: Learners use computers or tablets to conduct research around price, availability and disposability to support the whole class discussion. Whole class discussion: Suitability of substrates and bedding for a range of different animal species: Include both substrates used in the animal units learners have access to and alternatives. Teacher-led discussion: Discuss with learners the factors influencing choice of bedding for animals. Write factors on the whiteboard. This could then be turned into a handout for learners.	Unit 1: Animal Health Unit 3: Animal Welfare Unit 5: Principles of Animal Behaviour

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5	Assignment 1	<p>Teacher: Issue assignment brief.</p> <p>Individual activity: Complete assignment in lesson and in own time.</p>	
Learning aim B: Prepare and maintain animal accommodation			
6 and 7	<p>Topic B.1 Preparing animal accommodation</p> <p>Prepare housing, including:</p> <ul style="list-style-type: none"> • checking that the housing is suitable for the number and species of animal, e.g. appropriate size, construction material, layout • ensuring that housing is situated appropriately for the type of animal, e.g. away from draughts, not in direct sunlight, not near to predator species • checking that there is access to outdoor space where appropriate for the type of animal, including ensuring outdoor space is suitable (e.g. enclosed, sufficient size, access to grazing) • checking that the housing is clean and appropriately maintained • checking that the housing is well ventilated. 	<p>NOTE: The activities below have been split across lessons 6 and 7. This is just for guidance and you may wish to schedule activities differently.</p> <p>Lesson 6</p> <p>Whole class discussion: Aspects to consider when preparing animal accommodation and best practice for preparing accommodation.</p> <p>Paired activity: Learners create checklists of best practice for preparing accommodation for animals, based on the whole class discussion.</p> <p>Teacher-led paired activity: Using computers, tablets or animal information cards, research housing needs for designated animal species (materials, space, social interactions, temperature, lighting, etc.).</p> <p>Teacher presentation: Health and safety requirements for working with animals in preparation for the visit next lesson.</p> <p>Lesson 7</p> <p>Visit: Arrange a visit to a local animal centre.^{1,2}</p> <p>Paired activity: Learners to select enclosures and discuss the suitability for identified species and indicate positives and negatives, including ease of cleaning, safety of workers and animals, and animal welfare. Suggest improvements.</p> <p>¹If possible, arrange for the animal centre to give learners a talk about the animals at the centre and their housing requirements. If practical experience is available at the</p>	Unit 1: Animal Health Unit 3: Animal Welfare Unit 5: Principles of Animal Behaviour

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		centre this can used to embed learning. ² If it is not possible to visit an external animal centre then the paired activity could be conducted at the animal care unit at the centre.	
8	<p>Topic B.1 Preparing animal accommodation (continued)</p> <p>Prepare fixtures and fittings within animal housing, including:</p> <ul style="list-style-type: none"> • checking food and water equipment for suitability, cleanliness and location within the housing • ensuring that enrichment materials are present where needed (e.g. gnawing blocks, tree branches, hamster tubes, reptile caves) • checking that other equipment is correctly positioned and working where needed (e.g. heat mats, different types of basking lights, UV lights, perches). <p>Prepare animal bedding, including:</p> <ul style="list-style-type: none"> • recognising the purpose of animal bedding: comfort, warmth, for hiding, cleanliness, reduce damp, reduce odour • preparing animal bedding within animal housing, including: <ul style="list-style-type: none"> ○ using appropriate bedding types for the animal species ○ ensuring that an appropriate quantity of bedding for the animal(s) is used ○ checking that bedding is clean ○ placing bedding in the appropriate parts of the animal housing. 	<p>Teacher-led group activity: Give learners a variety of images of enclosures, fixtures and fittings, some of which meet the required standards and some which do not. Learners should identify any problems with the accommodation and what remedial actions to take (i.e. repair or replace).</p> <p>Teacher-led paired activity: Learners set up animal enclosures, including fixtures, fittings, substrate, bedding, lighting, etc. for a range of animal species with different requirements. For example: mammals – rabbits have different requirements from hedgehogs; birds – chickens have different requirements from owls.</p> <p>Paired activity: Informal peer-assessment of preparation of animal accommodation. Pairs use the checklists of best practice they created in lesson 6 to help them assess the preparation of accommodation. Give feedback to the other pair.</p>	Unit 1: Animal Health Unit 2: Animal Handling Unit 3: Animal Welfare Unit 5: Principles of Animal Behaviour

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9	<p>Topic B.2 Carrying out safety and maintenance checks</p> <p>Check the safety of animal housing, including:</p> <ul style="list-style-type: none"> • checking the location of the housing (e.g. away from potential hazards such as electronic or farming equipment, equipment which depends on the size and type of animals, electrical wires or cleaning products) • checking housing for potential hazards (e.g. rough surfaces, holes, damaged surfaces or structures) • checking housing to minimise the risk of animal escape (e.g. checking door catches and fittings, checking quality of housing construction, size of gaps in netting or bars). <p>The maintenance of animal housing, including:</p> <ul style="list-style-type: none"> • knowing the reasons for maintenance: <ul style="list-style-type: none"> ○ checking safety and security of housing ○ preventing problems developing ○ maximising lifespan of housing • types of maintenance activity (e.g. painting, repairs, roofing, removal and replacement of rotten areas) • maintenance checks required (e.g. identification of damage, potential hazards and leaks, checking for holes and loose fixtures and fittings). 	<p>Whole class discussion: The importance of maintaining enclosures and the problems that good maintenance can help avoid, e.g. injury to animals, frequent replacement of enclosures.</p> <p>Paired activity: Research and discuss the key points involved in a maintenance check (including frequency of checks).</p> <p>Paired activity: Hazard identification game. Learners identify the hazards within different images of enclosures and then discuss what can be done to the remove the hazard.</p> <p>Teacher-led paired activity: Use real or simulated enclosures, which learners assess for safety and maintenance needs.</p> <p>Paired activity: Informal peer assessment of safety and maintenance checks of enclosures and give feedback on each other's work.</p>	Unit 1: Animal Health Unit 3: Animal Welfare
10	<p>Assignment 2</p>	<p>Teacher: Issue assignment brief.</p> <p>Individual activity: Complete assignment in lesson and in own time.</p>	

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Learning aim C: Be able to clean out animal accommodation			
11	<p>Topic C.1 Cleaning animal accommodation and disposing of waste</p> <p>Demonstrate safe working practices, including:</p> <ul style="list-style-type: none"> removal or restraint of the animal(s) safe positioning of equipment correct body position when cleaning safe use of equipment use of personal protective equipment (e.g. gloves, masks, overalls, footwear). 	<p>Teacher demonstration: Safe handling techniques to be used when cleaning animal accommodation.</p> <p>Teacher-led group activity: Practise restraining animals using models and real animals.</p> <p>Paired activity: Identify different items of PPE and what each item protects wearers against.</p> <p>Teacher-led group activity: Card matching – match PPE required to given scenarios, e.g. cleaning out a walk-in in-patient veterinary accommodation may require disposable gloves, disposable aprons, easy-clean footwear and a mask (depending on the animals' illness and cleaning products being used).</p>	Unit 1: Animal Health Unit 2: Animal Handling Unit 3: Animal Welfare Unit 5: Principles of Animal Behaviour
12	<p>Topic C.1 Cleaning animal accommodation and disposing of waste (continued)</p> <p>The importance of animal housing cleanliness and the consequences of unclean accommodation and bedding (e.g. discomfort, disease, injury, distress). Potential barriers to high levels of hygiene (e.g. cost, time taken, inconvenience, physical ability needed, skill levels needed, allergies to cleaning materials, attitudes to cleaning).</p> <p>Good practice in cleaning animal accommodation, including:</p> <ul style="list-style-type: none"> knowing how frequently to carry out cleaning knowing when to spot clean and when to do a full clean out thorough cleaning of feeding and watering equipment (bowls, drinkers) knowing when extra precautions need to be observed when cleaning animal accommodation 	<p>Whole class discussion: The importance of good hygiene standards and barriers to good hygiene, e.g. enclosure location (shed in a muddy field).</p> <p>Teacher-led small group activity: Discuss the differences between different types of cleaning and bedding (full clean, spot clean, deep litter, etc.). Use images/practical time to identify the appropriate cleaning technique and how they are applied to a range of animal species and scenarios.</p> <p>Teacher presentation: Dealing with ill, injured, young or 'dangerous' animals, e.g. livestock or aggressive animals.</p> <p>Teacher-led paired activity: Carry out different types of cleaning of animal accommodation, fixtures and fittings. Teacher introduces correct disposal of waste.</p>	Unit 1: Animal Health Unit 2: Animal Handling Unit 3: Animal Welfare Unit 5: Principles of Animal Behaviour

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	and what these entails (e.g. when the animal is sick or infected, when dealing with 'dangerous' animals or very young animals).		
13	<p>Topic C.1 Cleaning animal accommodation and disposing of waste (continued)</p> <p>Methods of cleaning animal accommodation, including:</p> <ul style="list-style-type: none"> • using suitable cleaning products • using correct methods when cleaning out bedding and faeces to ensure animal hygiene while minimising unnecessary disposal of clean bedding • using equipment and tools <p>Disposal of waste, including:</p> <ul style="list-style-type: none"> • correct disposal of wastes (including bedding, faeces, cleaning products) • reasons for correct disposal (including environmental considerations, safety, hygiene) • importance of good personal hygiene • awareness of potential health risks from waste handling. 	<p>Paired activity: Learners research suitable cleaning products for use around animals, including the range of pathogens the cleaning product is effective against.</p> <p>Teacher-led group activity: Card matching – match suitable disposal methods to different types of waste.</p> <p>Small group activity: Using appropriate cleaning chemicals and measuring equipment, diluting cleaning chemicals to the appropriate ratio for different situations (general cleaning, high-risk areas, etc.). (Opportunity here to enhance learning of functional mathematics.)</p> <p>Paired activity: Clean animal accommodation and dispose of waste appropriately.</p>	Unit 1: Animal Health Unit 2: Animal Handling Unit 3: Animal Welfare Unit 5: Principles of Animal Behaviour
14	<p>Topic C.1 Cleaning animal accommodation and disposing of waste (continued)</p> <p>Demonstrate safe working practices, including:</p> <ul style="list-style-type: none"> • removal or restraint of the animal(s) • safe positioning of equipment • correct body position when cleaning • safe use of equipment • use of personal protective equipment (e.g. gloves, masks, overalls, footwear). 	<p>Learner-led group activity: Under supervision, recap safe handling techniques to be used when cleaning animal accommodation.</p> <p>Learner-led group activity: Under supervision, practise restraining animals using models and real animals.</p> <p>Paired activity: Given a series of case studies showing a variety of cleaning tasks, select the correct items of PPE for each task in each case study.</p> <p>Individual activity: Clean animal accommodation and dispose of waste appropriately.</p>	Unit 1: Animal Health Unit 2: Animal Handling Unit 3: Animal Welfare Unit 5: Principles of Animal Behaviour

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15	Assignment 3	Teacher: Issue assignment brief. Individual activity: Complete assignment in lesson and in own time.	
TOTAL: 30 hours			