

AgriKids Farm Safety Ambassador

LESSON PLANS - Level: 3rd – 4th Class



Theme 3: Animal Safety & Wellbeing

Objective

Following on from the Animal Behaviour Discussion Plan, the class will now test their ability to recognise the different signs and physical behaviours used by animals. They will also be asked if the actions are instinct or learned!

Props

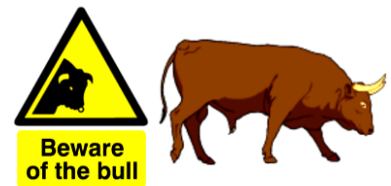
You will need to use the masks made in the 'Animal Mask' activity, a bell and a soft toy or baby doll.

Getting Started

Ask six children to play the role of the animals. Wearing the corresponding mask and only when prompted, each child will act out, the 'hissing cat', the 'angry bull', 'happy dog' etc.

The Bull

Using the bull mask ask one child to be the 'Bull' and to act out the following warning signs typical to a bull who might charge. The 'warning signs' are to be called out by the class.



- They will stop grazing & watch you
- Bellow – make a grunting sound
- Start pawing the ground with their hoof
- Shake their head from side to side

Sample Questions:

1. Ask the class why a farmer would place a ring in a bull's nose
2. Ask the class how hold a bull is when they get a ring placed in their nose
3. What safety measures a farmer will take if entered a field with a bull

The Cow

- Take another group of children and give them the role of the 'cows'. They are to walk in a single file when they hear a bell sound. Do not tell the class about their role and see if they can work out why the cows might be doing this. This is an example of learned behaviour.
- One member of the 'cow' group will be selected to be a 'mother'. Using a toy doll or stuffed toy animal their job is to protect their young as would be the instinct of a freshly calved cow.

Sample Questions:

1. Do we approach this mother and new calf? Why?
2. How can farmers protect themselves with a freshly calved cow?

The Horse

A. The Signs:

Remind the class of how a horse uses their ears to communicate by repeating the exercise of putting their hands on either side of their heads. Now call out the following emotions and see how much the children have remembered.

'Happy Horse'

Ears pricked forward and alert

'Listening Horse'

Ears pivot and twist from side to side.
The horse has been alerted to something

'Sleepy Horse'

Ears out to the side show the horse is relaxed, sleepy but in some cases unwell. Normally the hind leg will be resting and the eyelids will be droopy



'Cross or Scared Horse'

Ears flattened back is a warning sign. The horse is feeling aggressive or scared and you may be in danger of being bitten or kicked.

B. Blind spots and Hand feeding:

1. Hand feeding:

Using the horse animal mask ask one child to volunteer and act the role of the horse. Ask the children to look at the 'ears', how is the horse feeling? As the ears are pricked forward it is showing signs that it is ok to feed by hand. Ask the children to show you the 'safe' and 'not safe' way to hand feed a horse. The pictures will remind you!



2. Blind spots:

Now blindfold your horse'. Ask another child to stand in various places around your 'volunteer horse' and ask the children if they are standing in a blind spot area or a safe area:

- Front – blind spot
- Behind - blind spot

Now ask the child who was blindfolded what they felt not being able to see who was around them and see if they understand why a horse or other animals might run or kick at danger.



Now without a blindfold, as the 'horse' to face a wall and allow another child to approach their shoulder, at what point can our 'horse' see the child approaching. This demonstrates the safest way to approach a horse.

Sample Questions:

- Keeping their hands on either side of their head, call out the emotions at a faster pace and see who can get them right!

Dogs and Cats

- Ask the children to name some jobs a dog or cat might do around a farm, see how many they can remember.
- Ask four children to come to the top of the class. Two will wear a cat mask two will wear a dog mask.
- Whisper into each child's ear that they are either 'a good cat', 'a sick dog', etc. Ask each child to act out their role. The class have to guess which is which.
- On the board write up the physical signs of each animal. How many can the children remember from the class discussion?

Sample Questions:

- A dog showing its teeth is it snarling or smiling?
- If we do not know the dog / cat or have not asked the owner do we approach it?
- After touching all animals what do we do with our hands?

Handwashing poem:

Get some water, not too hot
Add the soap, quite a lot
Now clean on top and in between
Twist those hands, they're NEARLY clean
Clean each thumb, one by one
Finger-tip twists, we're nearly done
Rinse them off and dry up too
They're clean, we're done good for you!



Follow up activities:

- Make up a handwashing poem of your own
- Draw or cut out pictures of animals feeling some of the emotions we just spoke about: Happy, angry, scared or tired. Create a mural in your classroom.
- Look at some of the animal care videos in the Resources Bank