Hooves, Paws and Claws.

THE VICTORIAN CURRICULUM
FOUNDATION - Level 2
Contents

Introduction ................................................................................................................. 4
Links to Victorian Curriculum ..................................................................................... 5
About the RSPCA ....................................................................................................... 6
The Needs of Animals ................................................................................................. 7
Extension Activities .................................................................................................... 10
A Visit to the RSPCA Education Centre ................................................................. 13
Activity Master Sheets ............................................................................................... 14
Introduction

The RSPCA Hooves, Paws and Claws program encourages students to develop an understanding that all animals have needs and we, as their owners, are responsible for their care.

By looking at and discussing the needs of different types of farm animals and comparing those to the needs of humans, students will discover that the needs of animals mirror their own.

Program Aims

- To identify and discuss the basic needs of various farm animals.
- To discover that humans and animals have similar basic needs and feelings.
- To compare the needs of pet animals to the needs of farm animals.
- To explore the roles farm animals play in our families and lives.
- To find out what the RSPCA is and how it helps farm animals.
- To engage in hands on learning.
- To develop an understanding that students’ choices and actions have consequences.

Key questions

- What do animals need to survive?
- How are these needs similar to our own?
- Do farm animals feel?
- How are these feelings similar to our own?
- How do we keep our animals happy?
- What is our role as their owners?
- Why do we have pets as part of our family?
- How does the RSPCA help lost, sick and unwanted farm animals?
Links to the Victorian Curriculum

The Victorian Curriculum F-10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship (Victorian Curriculum and Assessment Authority http://victoriancurriculum.vcaa.vic.edu.au/ accessed Feb 2017).

The RSPCA Hooves, Paws and Claws program aims to address many areas of the Victorian Curriculum. Elements of the suggested pre-visit activities, the RSPCA education session and post-visit activities are incorporated into the Learning Areas and Capabilities of Foundation - Level 2.

Learning Areas

ENGLISH
- Reading and viewing
- Speaking and listening
- Writing

SCIENCE
- Science understanding: Biological sciences

Capabilities

ETHICAL CAPABILITY
- Understanding concepts
- Decision making and actions

PERSONAL AND SOCIAL CAPABILITY
- Self-awareness and management: Recognition and expression of emotions
- Social awareness and management: Relationships and diversity
About RSPCA Victoria

The Royal Society for the Prevention of Cruelty to Animals (Victoria) is a non-government, community based charity that works to prevent cruelty to animals by actively promoting their care and protection.

Vision
Ending cruelty to all animals.

Purpose
With the community, achieve outstanding animal welfare outcomes through education, advocacy, animal care and protection.

Five freedoms for animals
The RSPCA considers that the welfare of an animal includes its physical and mental state and that good animal welfare implies both fitness and a sense of well-being.

The RSPCA believes that an animal’s welfare should be considered in terms of the following five freedoms:

1. **Freedom from hunger and thirst** by ready access to fresh water and a diet to maintain full health and vigour.

2. **Freedom from discomfort** by providing an appropriate environment including shelter and a comfortable resting area.

3. **Freedom from pain, injury and disease** by prevention through rapid diagnosis and treatment.

4. **Freedom to express normal behaviour** by providing sufficient space, proper facilities and company of the animal’s own kind.

5. **Freedom from fear and distress** by ensuring conditions and treatment that avoid mental suffering.

- You and your class can discover more about RSPCA Victoria by visiting our website.

[www.rspcavic.org](http://www.rspcavic.org)
The Needs of Animals

Animals need food, water, shelter, exercise, companionship and veterinary care to live a healthy and happy life. All pets depend on their owners to provide these needs. Having been bred selectively for hundreds of years, they have not retained all of the instincts and behaviours that allowed their ancestors to survive in the wild. By containing them in hutches, cages, aviaries, backyards, aquariums and paddocks we take away many abilities they may have, to fend for themselves.

Food

Food provides animals with energy. If they don’t have enough energy they can’t move freely, fight disease or think clearly. In time, their bodies no longer perform basic functions like breathing and pumping blood.

If animals are being fed processed food such as dry food or pellets it is important to follow the recommended daily amounts provided on the packet labels. Children may need the assistance of adults to help them, especially if they choose to feed their animals twice a day and have to halve the quantities.

There are many overweight animals whose bodies work hard to stay alive. Deposits of fat make it hard for an obese animal’s blood to flow efficiently. As a result, the supply of oxygen to the animal’s muscles and organs is reduced and the body no longer function well. The animal’s life may be spent in pain and discomfort and their life expectancy is shortened.

Many farm animals share some dietary requirements with small animals. For example, horses, cows, sheep and goats need hay and grass throughout the day in the same way as rabbits and guinea pigs.

Water

Animals need fresh water all the time. Water allows the chemical processes that keep an animal alive to take place. It helps them control their body temperature, especially on hot days. Water must be fresh and clean. When water has been sitting around for a while it can gather harmful germs and parasites. Remember to refresh animals’ water bowls, buckets or troughs at least twice a day. Never allow water bowls to remain empty.

Shelter

Just like people, animals need places where they can shelter from wind, rain and sun. Some animals need protection from predators ie. guinea pigs need shelter from cats and dogs. Kennels, hutches, houses and bird cages provide shelter for our pets while barns, stables, sheds and shady trees protect farm animals. If an animal’s shelter is also its home, it must be as comfortable as possible. Bedding should be soft, warm and dry and cleaned regularly. Shelters need to be large enough for the animal to move around freely.
Exercise
Exercise keeps animals healthy and alert. Blood flow is increased during exercise, clearing arteries and veins and transporting oxygen and nutrients to the cells quickly. Metabolic rates are increased, allowing faster and more efficient digestion of food. Exercise keeps muscles strong and senses heightened. Energy stored as fat is used up, preventing an animal from becoming overweight.

Periods of exercise are very stimulating for animals. New sights, sounds, smells and tastes are discovered; unknown paths, trees and items are explored. Even farm animals need our help get exercise by providing toys and play. We can achieve this by providing open spaces, interesting things to explore such as cardboard boxes with food inside. An easy farm animal toy could be an old outdoor broom head attached to a fence post.

Friends
Most animals need the company of others to feel safe and secure. Budgies, canaries, cattle, chooks, dogs, guinea pigs, horses, rabbits and sheep prefer to live in groups. For millions of years animals herded or flocked together to protect themselves from predators.

It is not always practical to have groups of animals living in our homes. The good news is many animals substitute people or other animals for creatures of their own species and forge special bonds with them. When animals become bored and lonely, they may engage in destructive or boisterous behaviour, damaging property, disturbing neighbours and occasionally harming themselves.

It is important to choose the right friend for your animal. This means selecting a compatible species and introducing them carefully and slowly to avoid confrontation. RSPCA adoption staff can assist with this process to help make sure it runs smoothly. If animals are not desexed unwanted litters may result.

Vet care
Animals get sick and injured, just like us. They should receive veterinary attention at least once a year for a check-up and vaccination or as soon as symptoms of illness or injury are noticed. Even rabbits, guinea pigs, rats, mice, birds and farm animals need veterinary care. If an animal shows signs of ill health it is important it receives veterinary care immediately.

An indication that an animal may be ill includes:

- loss of appetite;
- sluggish behaviour;
- rapid weight loss;
- repeated vomiting (not horses, rabbits, guinea pigs or rodents); and/or
- discharge from ears or eyes.
- Food falling out of the mouth of sheep, goats and horses
Vets can also advise on how to rid animals of fleas, ticks and worms. Many farm animals also require regular hoof trimming to keep them comfortable and healthy. In addition, horses need to have an equine dentist tend to their teeth at least once per year to file down rough edges on teeth.

**Identification**

Identification allows animals to be returned to their owners if they are lost. Cats and dogs need name tags attached to their collars. One side of a tag contains the animal’s name and the other side contains a telephone number and/or address. Victorian law states all cats and dogs must be registered with local councils. When the animals are registered their owners are provided with a registration tag for the animals’ collar. These serve as an additional form of identification.

Farm animals can be given identification in the form of a tattoo in the ear, an ear tag (called notching) or a brand (for horses).

Animals can lose their collar or tags, and in doing so, lose their identification. To overcome this, owners can have a microchip — about the size of a grain of rice — inserted under the animal’s skin. If a lost animal is brought to a vet or an animal shelter it is checked for a microchip. A scanner is passed over the animal and if a microchip is present, the scanner beeps and displays an identification number. This number is entered into a national database to determine the name and contact details of the animal’s owner. Microchipping is an excellent method of identification.

Additional information about the needs of pets can be found in the [Animal Care](#) section of our website.
Extension Activities

Some activities your class may engage in before and after an RSPCA educations session to extend the topics and explore further.

The Arts

- Practise the RSPCA Animal Needs Song (See Appendix for lyrics) [Click for YouTube link].
- Look at a variety of songs, books, poems and rhymes about farm animals and their needs.
- Create a Centre of Interest area in your classroom with items relating to farm animals and their care. This could include: a carton of eggs, milk carton, straw, hay, grass, horse shoe, horse brush, etc.
- Create a Vet Corner in your classroom with plush pets and farm animals and a toy medical kit. Children can explore the work of an animal doctor by looking after pets in a pretend animal hospital.
- Paint a picture of a favourite animal. Paintings may include the things that animal will need to stay healthy and happy.
- Sheep activity - introduce the activity with a brief discussion about the needs of sheep and farm animals (food, water, shelter, exercise, friends, vet care). Students are given a piece of paper with a sheep on it (see Activity Master Sheet). Students are to draw pictures of and label the main needs of sheep.
- Make models of various animals, their environment and needs (eg. food, shelter). This could be undertaken in small groups and presented as a diorama or a mural/painting.
- Create a collage of different farm animals and their needs (images can be taken from the Internet or magazines).
- Wooly lamb activity - (see Activity Master Sheet). This requires cotton wool or similar.
- RSPCA Barn Activity - (see Activity Master Sheet). Cut out the barn, ask for help to open the doods, stick another piece of paper behind and draw your favourite farm animal to live inside.

English

- Visit our e-learning hub for narrated presentations about the RSPCA and the needs of animals.
- Conduct an I See, I Think, I Wonder, I Feel activity. Choose a picture of a farm animals or group of animals. Some animal rescues have been provided in the appendix section. Ask students to articulate and discuss what they See, Think, Wonder and Feel about one or more of the images.
• Construct a **KWL** chart as a class, small group or individuals
  
  **K** - what we know about farm animals;
  
  **W** - what we would like to know;
  
  **L** - what we learnt about farm animals.

  The last section (what we learnt) can be completed after the RSPCA visit.

• **Discuss** with the class how farm animals are involved in their lives and invite students to share information about these. Students may have interacted with farm animals in their lives and some would already be making connections between the food we eat and the role farm animals play (eg: dairy/meat/eggs).

• Write a **poem** about an animal and what it needs.

• Write **acrostic** animal poems.

• Write a list of words starting with each letter of the alphabet that relate to farm animals (see Activity Master Sheet).

• **Getting to know you activity** - find people in the class who likes scrambled eggs, who like milkshakes and who has pet chickens (see Activity Master Sheet).

• Has any student previously visited the **RSPCA**? What was the reason for the visit? Ask students what they believe they RSPCA does - and what does the acronym stand for. Use background information provided or visit [www.rspcavic.org](http://www.rspcavic.org) to gain more information.

• The class may like to **survey** another class to see how the results differ from their own. A survey of staff could prove interesting for the students.

• **Shared Feelings** - Discuss animal scenarios as a way to assist students consider the feelings of animals, eg: a chicken in a battery cage, a horse with no shade on a hot day.

• Play ‘Who Am I?’ games about different animals.

• Write a story about **A day in the Life of a Farm Animal**.

• **Farm Stars** - Imagine you are interviewing a farm animal. Write interview questions and what you think they would say (if they could talk!).

• Create a PowerPoint presentation (or similar) about the visit to the RSPCA (class, small group or individual).

• **Spelling Activity** - circle the correct spelling word (see Activity Master Sheet).

• **Spelling Activity** - fill in the missing letter in the word (see Activity Master Sheet).

• Write a **list of words** starting with each letter of the alphabet that relate to farm animals (see Activity Master Sheet).

**Mathematics**

• Use **shapes** to make animals.

• Create animal **jigsaws**.

• **Find The Differences Activity**. Identify the differences between two almost—identical pictures (see Activity Master Sheet).
Research whether different animals might need different sized water bowls eg. compare a dog and a guinea pig; or a bird and a pony? Measure the number of cups of water that are held in various sizes of water bowls, buckets or troughs.

Order animals according to their size or weight.

Busy Barn - Open-ended problem solving. Example: There are 32 legs in the backyard. How many dogs, cats and birds could there be?

Science

Animal Clusters - Classify a variety of animals into two groups. Pet animals and farm animals. What is the name for a group of sheep, chickens, horses, ducks, geese?

Identify and revise the needs of animals (food, water, shelter, exercise, friends) using the Activity Master Sheets. Students can colour in the illustrations and/or add some of their own. Have students cut and paste the caption to match the illustration (if given out separately).

Species Report - Write an information report about a specific animal (include a labelled diagram).

Shelter Shuffle - Compare shelters for different animals eg. barns, sheds, cages, chicken coops, big trees. What makes each suitable for particular animals? What are the positives and negatives of each.

Use a Venn diagram to show differences and similarities between pets and farm animals (students could focus on appearance, needs, environment).

Construct a concept map relating to farm animals.
A visit to
the RSPCA Education Centre

Hooves, Paws and Claws is conducted at the RSPCA’s Education Centre in Burwood East. As you enter our gallery, members of the Education team and their friendly education animals will meet you. This is an opportunity to stop and observe the animals in the gallery, the RSPCA information modules and the animals outside in the adjacent paddocks.

Depending on the size of the group, children will either stay as a class or be divided into smaller groups for some or all the following activities.

In the Theatre (approx. 30 mins)
Animal Needs Lucky Dip - an interactive game where students select an item from the animal needs tub and discover where it belongs amongst a selection of plush animals and picture cards. This activity assists students to compare the needs of a variety of animals.

In the Gallery (approx. 30 mins)
Rabbit and Guinea Pigs — an engaging activity based on the needs of pets. Meet the RSPCA rabbits and guinea pigs and compare the needs of small animals to the needs of farm and humans. Learn the importance of food, water, shelter, exercise, friends and vet care for all animals. Let’s give them some delicious vegetables and a lovely pat.

In the Barn (approx. 30 mins)
Exploring the working barn is a highlight of the visit. The barn allows for an up close experience with a range of animals such as a cow, horse, chickens, goats or sheep and hear their rescue stories. Students meet the barn animal attendants and learn about their job. They are given an opportunity to observe the animals’ enclosures, learn how to correctly handle and pat the animals and participate in a feeding activity.
Activity Master Sheets

Find the Differences (Mathematics)
Count the Pets (Mathematics)
Animal Images Activity (English)
My Special Pet (Art)
What do Animals Need? (Science)
Farm Animals — A-Z Activity (English)
Farm Animal Word Find (English)
Spelling Activities 1 -3 (English)
Pet Needs Song (Arts)
Getting to know you Activity (English)
Barn Activity (Arts)
Wooly Sheep Activity (Arts)
Find the Differences

Students compare the two pictures (see following page) and find the differences. They can highlight or circle each difference on Picture B.

There are eight differences between Picture A and Picture B.

In picture B ...

1. the hutch contains guinea pigs, not rabbits;
2. the cat is sleeping in a box, not a cat basket;
3. one hen has been replaced by a tortoise;
4. the dog by the kennel has spots;
5. the dog is chasing another dog not a cat;
6. there is one less bird in the aviary;
7. the bowl has food in it; and
8. a pony has its head over the fence.
Can you find the differences between Picture A and Picture B?

PICTURE A

PICTURE B
Animal Images Activity

The following images may be useful as inspiration for creative writing or role play. Please refer to the Extension Activities on page 10 of this document.
My Special Pet

Using the templates on the following pages, children design their own special pet. Some children will not have a pet at home and creating a special pet allows all children to participate.

Template shapes outlined with a dotted line are more suitable for students in Prep and Grade 1. Shapes outlined with a bold, solid line are more suitable for students in Grade 2. Teachers can decide on which option to use, depending on the skill level of the class.

The children will need to select the colour/colours of their animal. They may simply colour it in or create texture by gluing on fabric, wool or other suitable materials.

As well as naming their special pet the children need to decide:

• What food their special pet eats.
• Where and at what time their special pet is fed.
• How their special pet drinks ie. where is the water bowl kept? Is the bowl small, medium, large?
• Where their special pet lives and the type of shelter it lives in.
• How their special pet exercises - and how often.
• Who their special pet’s friend(s) are.
• What sort of identification does their special pet have. Ie. collar with a tag or a microchip or both.

This information could be presented in booklet form and/or orally to the class or on a poster.
MY SPECIAL PET BODIES |
MY SPECIAL PET LEGS AND WINGS
## Getting to know you

Find someone in your class for each of the below boxes.

<table>
<thead>
<tr>
<th>has had a chocolate milkshake.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>has milked a cow.</td>
<td></td>
</tr>
<tr>
<td>can name a brand of cheese.</td>
<td></td>
</tr>
<tr>
<td>has the same favourite yoghurt flavour as you.</td>
<td></td>
</tr>
<tr>
<td>has had a dairy product for breakfast this morning.</td>
<td></td>
</tr>
<tr>
<td>likes scrambled eggs.</td>
<td></td>
</tr>
<tr>
<td>has pet chickens</td>
<td></td>
</tr>
</tbody>
</table>
## Spelling Activity

<table>
<thead>
<tr>
<th>Pig</th>
<th>cou</th>
</tr>
</thead>
<tbody>
<tr>
<td>pug</td>
<td>cow</td>
</tr>
<tr>
<td>peg</td>
<td>coy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dack</th>
<th>gote</th>
</tr>
</thead>
<tbody>
<tr>
<td>duk</td>
<td>goat</td>
</tr>
<tr>
<td>duck</td>
<td>gout</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hem</th>
<th>sheep</th>
</tr>
</thead>
<tbody>
<tr>
<td>hen</td>
<td>shepe</td>
</tr>
<tr>
<td>hin</td>
<td>cheep</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hoarse</th>
<th>carf</th>
</tr>
</thead>
<tbody>
<tr>
<td>horse</td>
<td>calf</td>
</tr>
<tr>
<td>hause</td>
<td>kalf</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goose</th>
<th>la</th>
</tr>
</thead>
<tbody>
<tr>
<td>guse</td>
<td>lalm</td>
</tr>
<tr>
<td>gouse</td>
<td>lamb</td>
</tr>
</tbody>
</table>
### Spelling Activity

Fill in the missing letter for each farm animal

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>d__ck</td>
<td>go__t</td>
</tr>
<tr>
<td>roost__r</td>
<td>co__</td>
</tr>
<tr>
<td>she__p</td>
<td>ho__se</td>
</tr>
<tr>
<td>pi__</td>
<td>lam__</td>
</tr>
<tr>
<td>go__se</td>
<td>fo__l</td>
</tr>
<tr>
<td>turk__y</td>
<td>g___sling</td>
</tr>
</tbody>
</table>
### Spelling Scramble

Unscramble the letters to find each RSPCA-related word

<table>
<thead>
<tr>
<th>rhoes</th>
<th>kdcu</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>atgo</th>
<th>sgoeo</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>esphe</th>
<th>malb</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ipg</th>
<th>kuyetr</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>orrteso</th>
<th>flca</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>
Wooly Sheep Activity
Decorate your sheep using cotton wool or something similar. He may like to live in a paddock or shelter with some fresh hay and a trough of water.
RSPCA Barn

Colour the picture then cut out the barn.

Cut along the dotted lines so that the doors can be opened.

Stick the barn on to another piece of paper and be careful not to glue the doors down.

Draw your favourite RSPCA barn animal behind the barn doors.
What do animals need?

Animals need food.
Animals need water.
Animals need shelter.
Animals need friends.
Animals need vet care.
Animals need exercise.
Animals need identification.
Animals need food.

Animals need water.

Animals need shelter.

Animals need friends.

Animals need exercise.

Animals need identification.

Animals need vet care.
Farm Animal Word Find

Farm Animals

g o a t   p i g   h o r s e

c o w   c a t   s h e e p   c h i c k e n

d o g   d u c k   g o o s e

www.bogglesworld esl.com
## Farm Animals — A-Z Activity

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>E</td>
<td>F</td>
</tr>
<tr>
<td>G</td>
<td>H</td>
<td>I</td>
</tr>
<tr>
<td>J</td>
<td>K</td>
<td>L</td>
</tr>
<tr>
<td>M</td>
<td>N</td>
<td>O</td>
</tr>
<tr>
<td>P</td>
<td>Q</td>
<td>R</td>
</tr>
<tr>
<td>S</td>
<td>T</td>
<td>U</td>
</tr>
<tr>
<td>V</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Y</td>
<td>Z</td>
<td></td>
</tr>
</tbody>
</table>
There are some things
Animals need
To be very happy
What do they need?
Food and Water
Friends and Shelter
Exercise, Exercise
Vets do operations
and give vaccinations
Now you try
Now you try
Actions for Five Freedoms Song

Food: Hands move towards mouth, like bringing a sandwich to the mouth for eating.

Water: One hand clasped around an imaginary bottle, move up and towards mouth then tilt.

Friends: Clasp hands together.

Shelter: Make a triangle shape with hands above head, like a roof.

Exercise: One hand flat with palm facing downwards. Fingers of opposite hand are running across the flat hand.

Vets do operations: One hand makes scissor/cutting action moving across from right to left.

and give vaccinations: Straight finger points to upper arm of arm opposite.

Now you try, Now you try: Pointing index fingers, alternating up and down movement.

Sing the song through, with actions to the tune of Frere Jaques, repeat 3 times.
Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________