



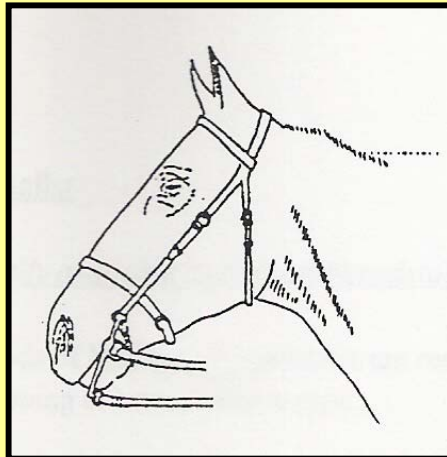
NQF Level: **1**

US No: **116190**

Facilitator Guide

Primary Agriculture

Recognise Defensive Behaviour in Animals



My name:

Company:

Commodity: Date:

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agriculture

Department:
Agriculture
REPUBLIC OF SOUTH AFRICA



Before you get started...

Dear Facilitator,

This Facilitator Guide (together with the relevant Learner Guide) is aimed at facilitators who will be assisting learners wishing to complete the following unit standard:

Title:	Recognise defensive behaviour in animals		
US No:	116190	NQF Level:	1
		Credits:	4

This guide contains all necessary facilitation instructions to ensure that learners will attain the expected competencies required by the above-mentioned unit standard. This guide is designed to be used during the presentation of a learning session based on this unit standard. The full unit standard is attached at the end of this guide as well as at the end of the relevant Learner Guide. Learners are advised to read the unit standard at their time. Please discuss the unit standard with the learners to ensure that they understand what is expected from them to achieve the outcomes of the unit standard.

This unit standard is one of the building blocks in the qualifications listed below. Please mark the qualification you are currently facilitating, because that will be determined by the context of application:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48970	1	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48971	1	120	<input type="checkbox"/>
National Certificate in Plant Production	48972	1	120	<input type="checkbox"/>

Please mark the learning program the learners are enrolled in:

Are you facilitating a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

Note to Facilitator:

If you are presenting this module as part of a full qualification or learnership, please ensure that you have familiarised yourself with the content of the qualification.

Please explain the above concepts to the learner.

There are four guides, namely the Learner Guide, the Learner Workbook, the Assessor Guide and the Facilitator Guide. These guides have been developed to address specific aspects of the learning experience. You therefore need to use these guides additional each other.

Make this an enjoyable learning experience!

Context of Application ...

Primary Agriculture is a diverse sector and a wide range of commodities is being produced for both national and international market. Each commodity has its own production requirements and practices. You will be facilitating the learning process within a specific context where a specific agricultural commodity is being produced. The learning material has been written in a **generic** manner, as it is aimed to be available on national level and should be suitable to be applied within a variety of commodities. It is therefore inclusive of all agricultural commodities and crop in this field. Therefore, the examples that are being used in the materials may not always be applicable to your specific community, commodity, environment or region.

This presents you, the facilitator, with the challenge to **contextualise** the learning material. It is imperative that you, the Facilitator and Assessor interpret and present activities, case studies and projects related to the material in such a way that learners can easily identify and apply their knowledge within their own context. This will require from you to add examples of crop, which are applicable to the community or farm. Learners must be guided with examples from their own communities, commodities, environment or regions. This should be done supplementary to the learning material:

- Examples relevant to the commodity,
- Including commodity specific requirements,
- Including operating procedures of the farm,
- Including agricultural practice specific requirements,
- Agricultural markets,
- Guiding learners to write these specifics down in the learning guide,
- Etc.

The contextualisation of the learning material is a very important step in preparing for and facilitating the learning experience and enough time and effort should be put into this exercise.

According to the qualifications mentioned on page 2, this module could be contextualised to fit the following groups of commodities:

Animal Production	
<ul style="list-style-type: none"> • Small stock production, • Large stock production, • Dairy production, • Pig production, • Poultry production, • Game, • Aqua. 	<ul style="list-style-type: none"> • Commercial insects, • Animal fibres harvesting, • Bee keeping, • Eco/Agri Tourism, • Agro Chemicals, • etc.

What & How will you be Facilitating?

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The Learning Experience...

When learners have achieved this unit standard, they will be able to:

- ◆ Identify symptoms of defensive behaviour in animals and describe protocol and equipment as instructed within an animal production environment implementing sustainable and economically viable production principles.
- ◆ Gain access to the mainstream agricultural sector, in animal production, impacting directly on the sustainability of the sub-sector. The involvement in production will also have a direct impact on the improvement of agricultural productivity of the sector.

Learners will specifically be able to:

- ◆ Understand and describe behaviour of specific animals.
- ◆ Identify symptoms of defensive behaviour.
- ◆ Describe management protocol for relevant animals to minimise defensive behaviour.
- ◆ List relevant equipment required to manage relevant animals.

Learners will also gain basic knowledge of:

- ◆ Basic comprehension of the specific symptoms of defensive behaviour.
- ◆ The causes of defensive behaviour.
- ◆ The equipment required handling defensive behaviour.
- ◆ Sensory observation of defensive behaviour.
- ◆ Observation of animal behaviour over time.
- ◆ Evaluation of the potential risks involved when working with the relevant animals.
- ◆ Behaviour classification.
- ◆ The purpose of learning about defensive behaviour.
- ◆ The purpose of learning about animal defensiveness.

Learning Assumed to be in Place:

No learning is assumed to be in place.

Recognise defensive behaviour in animals – An Introduction

If learners are to recognize defensive behaviour they will need to be able to differentiate between defensive behaviour and normal behaviour of animals. Also, learners will need to be exposed to the behaviour of several species of animals, since behavioural patterns differ between species (and sometimes even breeds). Learners will learn to recognize behavioural patterns based on changes in or use of various anatomical features of animals. General types of behaviour and how they are exhibited anatomically is discussed in Session 1.

With a basis of understanding various behavioural patterns in animals, the learner is then called upon to concentrate on defensive behaviour specifically. More and detailed examples of different forms of defensive behaviour are discussed in Session 2.

Once the learner is able to recognize defensive behaviour he/she requires some guidelines as to how to respond to reduce or avoid such behaviour. Several useful “rules-of-thumb” are provided for the learner to test in a practical situation. This is discussed in Session 3.

Animal handling can be carried out more easily if the correct animal handling equipment is available and used correctly. Session 4 describes some of the equipment that can be used and requires learners to find out more about the subject before observing the use of such equipment at a production facility.

Learning Program Time Frames

	Total time allocated (hours)	Theoretical learning time allocated (hours)	Practical learning time allocated (hours)	Activities to be completed
Complete Program (including summative assessment)	40 hours	13.5 hours	26.5 hours	5 practical activities
Learner Orientation and "Ice Breaker"	1 hour	30 minutes	30 minutes	N/A
Purpose, Introduction and Learner Directions	1 hour	1 hour	N/A	N/A
Session 1	10 hours	2 hours	8 hours	1a and 1b
Session 2	8 hours	2 hour	6 hours	Activity 2
Session 3	8 hours	2 hours	6 hours	Activity 3
Session 4	8 hours	2 hours	6 hours	Activity 4
Preparation for Assessment & revision	4 hours	4 hours	N/A	N/A

Tips for level of learning



Remember the following before you get started:

This unit standard is aimed at level 1 learners.

- A typical level 1 learner might be exposed to the world of work through this learning program for the first time.
- Explain concepts and define words in a simple, clear and concise method throughout the learning program.
- Take special care to facilitate for ALL learners. Allow them opportunities to share experiences, prior knowledge, translate into their mother tongue for each other and enjoy the learning process.
- The examples given in this resource guide might be for a different geographical area or commodity to what the learner is exposed to – please adapt your examples accordingly.
- There should always be good communication between facilitators and mentors to ensure effective learning experience.
- During practical activities facilitators should be present at all times. Should that not be possible, the mentor should be available for attendance.

Tips for the Facilitator



Session 1 **Theory**

Do a presentation to encourage learners to share their own experiences on the subject.

Practical

Allow 6 hours for this practical session. Two hours role-play and 4 hours for an observation and field trip. You can take learners to a zoo, a game reserve or a productive livestock farm with several farm species.

Session 2 **Theory**

Presentation of basic concepts. Encourage learners to be clear on the particular observations they should be looking out for in their practical sessions.

Practical

The practical requires that learners spend a good deal of time on their own in the company of an animal or group of animals. It is preferable that the learner do this exercise as an individual since animals respond differently and more defensively when groups of people are in their space.)

Session 3 **Practical**

Learners are required to have access to animals within their holding facilities. The learner should be allowed to demonstrate his/her ability to move the animals after practicing the concepts learned in this session.

Session 4 **Theory**

Equipment and pictures of equipment can be brought to the class to demonstrate)

Practical

(The learners need to do some literature research. this will then be followed by a visit to a production unit where various types of equipment are used).)

Facilitator's Checklist & Training Aids

Learner support strategies

Learners are supplied with all resources and aids as required by the programme – including:

- Objects & devices such as equipment, protective clothing, safety gear, etc.
- Learner Guides and Learner Workbook
- Visual aids, etc.

Use this checklist below during your preparation to ensure that you have all the equipment, documents and training aids for a successful session.

Preparation	Yes	No
Qualification Knowledge – I have familiarised myself with the content of the applicable qualification		
Unit Standard Knowledge – I have familiarised myself with the content of all aspects of the applicable unit standard		

Content Knowledge – I have sufficient knowledge of the content to enable me to facilitate with ease		
Application knowledge – I understand the programme matrix & have prepared for programme delivery accordingly		
Contextualisation – I have included information which is specific to the commodity and practices related to the commodity		
Ability to respond to learners background & experience – I have studied the learner demographics, age group, experience & circumstances & prepared for programme delivery accordingly		
Enthusiasm & Commitment – I am passionate about my subject & have prepared my programme delivery to create a motivating environment with real commitment to success		
Enterprise knowledge – I know & understand the values, ethics, vision & mission of the workplace & have prepared my programme delivery, reporting & administrative tasks accordingly.		
Equipment check:		
Learner guides x 1 per learner		
Assessment guides x 1 per learner		
Writing materials & stationary (facilitator & learner)		
White board & pens		
Flip chart paper		

Proxima projector & screen		
Laptop & programme disk		
Sample Hand-outs and examples of laws and other relevant documents		
Safety gear as prescribed by unit standard and applicable legislation		
Documentation checklist:		
Attendance Register		
Course Evaluation		
Learner Course Evaluation		
Portfolios of evidence		

Contextualisation of Content!

Go through this module and indicate what specific **information / activities / examples** should be included in this module.

Contextualisation	
What specific information / activities / examples should I include in this module?	
<ul style="list-style-type: none"> Commodity specific? 	
<ul style="list-style-type: none"> Operating procedures of the farm? 	
<ul style="list-style-type: none"> Agricultural practices? 	
<ul style="list-style-type: none"> Agricultural markets? 	

Session

1 Behaviour of specific animals

**Learner
Guide:
Page 7**

After completing this session, the learner should be able to:

SO 1: Understand and describe the behaviour of specific animals.

Concept (SO 1)	Time frame	Activities related to the concept
<ul style="list-style-type: none"> The specific animal under review with special attention to behaviour during various stages of its lifecycle is explained. The animal`s anatomical features that are involved in its behaviour are described. The way in which the animal makes use of the specific anatomical features as a defensive mechanism is described. The way in which animals are stimulated to defend themselves is described. 	10 hours in total	Activities 1a and 1b



Please allow learners to complete Activity 1a and 1b in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
1a: Role-play	Learning material, and own experience. This should be a fun exercise.	<p>Break into groups. Assign different animals to each member within the group. The person chosen to represent a specific animal will act out behaviours that you think are typical of that animal. Make sure that behaviours are not limited to noises that animal might make, also the way they move, get their food etc.</p> <p>While the "animal" is acting the behaviour, the group members must write down a description of the behaviour.</p>	Learners must demonstrate abilities as indicated in the relevant assessment criteria.

Session

2 Identify defensive behaviour

**Learner
Guide:
Page 10**

After completing this session, the learner should be able to:
SO 2: Identify symptoms of defensive behaviour.

Concept (SO 2)	Time frame	Activities related to the concept
<ul style="list-style-type: none"> The individual is able to identify and illustrate the symptoms of defensive behaviour. The causes of defensive behaviour are identified, illustrated and listed accordingly. Various forms and levels of intensity of defensive behaviour are listed. The parameters related to the various levels of intensity are identified and described. 	8 hours in total	Activity 2



Please allow learners to complete Activity 2 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
2: Individual observations and written report.	Learning material and access to a facility (a productive farm) where the learner can spend unrestricted time observing the animal during its normal routine on the farm.	Identify an animal which you can observe frequently (during several periods of the day and over several different days). Record its behaviour when the intensity of arousal varies. Record also the level of defensiveness. Do not try all types of arousals on the same day. The arousal examples should be part of the daily activities on the farm. Do not purposefully agitate or threaten especially large animals! You may be injured.	Learners must demonstrate abilities as indicated in the relevant assessment criteria.

Session

3 Manage defensive behaviour

**Learner Guide:
Page 13**

After completing this session, the learner should be able to:

SO 3: Describe the management protocol for relevant animals to minimize defensive behaviour.

Concept (SO 3)	Time frame	Activities related to the concept
<ul style="list-style-type: none"> How to reduce the risk of defensive behaviour from manifesting itself is described. The possible causes for defensive behaviour and relevant procedures how to reduce these are described and listed. Animal handling procedures under supervision with specific reference to those preventing animal defensiveness are demonstrated. 	8 hours in total	Activity 3



Please allow learners to complete Activity 3 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
<p>3: Individual observation, animal handling and practicing the concepts learned. A written report of the experience would be a good addition to the Port Folio of Evidence.</p>	<p>Learning material and access to a facility (a productive farm) where the learner can spend unrestricted time observing and working with the animals in a holding pen and handling facility under supervision (See notes under "Facilitator's Checklist and Training Aids" for some tips on the arrangements that should be made.</p>	<p>Observe animals in their holding pen. Record the behaviour of the animals as they are being driven to the holding pen. Evaluate if the general principles are followed. Discuss within the group where you think changes should be made to prevent defensive behaviour in handling procedures. Take notes of your observations, and also take notes of the suggested changes to the procedures that you witnessed.</p>	<p>Learners must demonstrate abilities as indicated in the relevant assessment criteria.</p>

Session

4 Relevant equipment to manage relevant animals

**Learner Guide:
Page 16**

After completing this session, the learner should be able to:

SO 4: List relevant equipment required to manage relevant animals.

Concept (SO 4)	Time frame	Activities related to the concept
<ul style="list-style-type: none"> The various steps in the life cycle of the animal and their descriptions are identified. The morphology of the various steps in the life cycles is identified. The environmental or habitat preferences for the various steps in the life cycle and the vulnerability of the animal, where appropriate are identified. 	8 hours in total	Activity 4



Please allow learners to complete Activity 4 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
4: Group field trip, and individual written report with pictures capturing own observations, literature research conducted and group discussions.	Learning material, library resources and the internet, as well as a field trip to a production facility where experienced handlers use various different types of handling equipment.	Make a list of all the domesticated animals that you can think of. Now try to identify which equipment is used to handle each type of animal. Then you will get the opportunity to observe how this equipment is used. The facilitator will arrange for you to visit a production unit where equipment is used to handle animals. Discuss within your group other methods to be used to manage animals. Take notes of the equipment you observe at the production unit and how it is used. Also take notes during the group discussion, and capture as many other types of handling equipment that other learners may have mentioned.	Learners must demonstrate abilities as indicated in the relevant assessment criteria.

What will I do differently next time?

Take some time to **reflect** on your own activities as facilitator of this Unit Standard. Then write down five of the most important lessons you have learnt and include a motivation:

What will I do differently next time?	Motivate how or why (Give examples, reasons, etc.)
1.	
2.	
3.	
4.	
5.	

As facilitator, you have hands on experience in the application of the unit standard. And you might experience difficulties with the unit standard that the developers did not anticipate. Also, the unit standard will be revised at the end of the registration period. Your comments below can be an important contribution in the revision process and should be brought to the attention of either the AgriSETA ETQA manager or the SGB chairperson.

Please take some time to reflect on your experience and list a few of the difficulties you had to address.

Difficulties I had with the Unit Standard	Recommended Changes to Address the Difficulty
6.	
7.	
8.	
9.	
10.	