

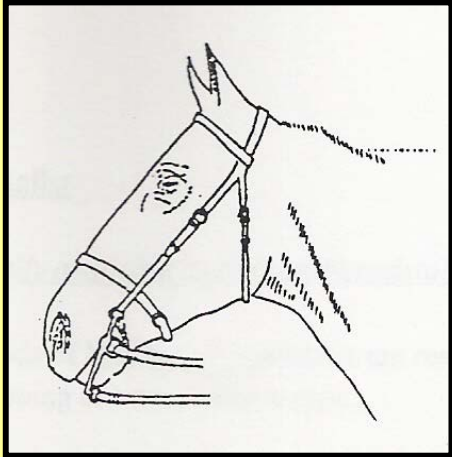


NQF Level: **1** US No: **116190**

Learner Workbook

Primary Agriculture

Recognise Defensive Behaviour in Animals



My name:

My Workplace:

Commodity: Date:

Before we start...

Dear Learner - on completion of the Learner Guide, you should have acquired all the knowledge and skills to be assessed against the following unit standard:

Title: Recognise defensive behaviour in animals

US No: 116190

NQF Level: 1

Credits: 4

Please read the unit standard at your own time (see Learning Guide).

What is assessment all about?

Assessment takes place at different intervals of the learning process and includes various activities. Some activities will be done before the commencement of the program whilst others will be done during programme delivery and other after completion of the program.

The assessment experience should be user friendly, transparent and fair. Should you feel that you have been treated unfairly, you have the right to appeal. Please ask your facilitator about the appeals process and make your own notes.

How to use this workbook ...

Your activity workbook will be handed in from time to time on request of the facilitator for the following purposes:

- ◆ The activities that follow are designed to help you gain the skills, knowledge and attitudes that you need in order to become competent in this learning module.
- ◆ It is important that you complete all the activities and worksheets, as directed in the learner guide and at the time indicated by the facilitator.
- ◆ It is important that you ask questions and participate as much as possible in order to play an active roll in reaching competence.
- ◆ When you have completed all the activities and worksheets, hand this workbook in to the assessor who will mark it and guide you in areas where additional learning might be required.
- ◆ You should not move on to the next step in the assessment process until this step is completed, marked and you have received feedback from the assessor.
- ◆ Sources of information to complete these activities should be identified by your facilitator.
- ◆ **Please note** that all completed activities, tasks and other items on which you were assessed must be kept in good order as it becomes part of your **Portfolio of Evidence** for final assessment.



1a,b
SO 1

**Group role-play (1a) and
group field trip but individual
written report (1b)**

My Name:

My Workplace:

My ID Number:

You are assigned to role-play:

- 1. In groups, each member will be assigned a different animal. You are called upon to act out the behaviours that you are familiar with regarding that animal. Make sure that behaviours are not limited to noises that animal might make, also the way they move, get their food etc. While the "animal" is acting the behaviour, the group members must write down a description of the behaviour. Use the space provided below to capture these descriptions.

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- 2. Your facilitator will take you on a field trip to a habitat where you can find many different species (Perhaps a zoo, a game reserve or a productive livestock farm with several farm species). Identify and record those features that you think specific animals can use to defend themselves. Also try to observe what stimulation you think is needed for a species to defend itself. Avoid dangerous animals. Note the specific behaviour of each of the animals observed. NB! You should at least identify 10 different animals. Use the space provided below to describe your observations.

Animal 1:

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Animal 2:

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Animal 3:

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Animal 4:

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Animal 5:

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Animal 6:

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Animal 7:

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Animal 8:

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Animal 9:

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Animal 10:

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Facilitator comments:

Assessment:



2

SO 2

Individual observations and written report (2)

My Name:

My Workplace:

My ID Number:

You are assigned to:

- 1. Identify an animal which you can observe frequently (during several periods of the day and over several different days). Record the behaviour when the intensity of arousal varies. Record 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. Use the space provided below to record your observations.

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Facilitator comments:

Assessment:



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SO 3

**Individual observations (3)
and group discussion**

My Name:
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My Workplace:
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My ID Number:
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You are assigned to:

- 1. 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. Use the space provided below to capture your observations.

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Facilitator comments:

Assessment:



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SO 4

**Individual work and group
field trip, discussion and
individual written report (4)**

My Name:
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My Workplace:
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My ID Number:
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You are assigned to:

1. Make a list of all the domesticated animals that you can think of. Identify which equipment is used to handle each type of animal. 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. Use the space below to capture your findings.

Equipment used to handle domesticated animals

Handling equipment that was demonstrated during fieldtrip and how it was used

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Facilitator comments:

Assessment:

Assessment Feedback Form

Comments / Remarks	
Feedback to learner on assessment:	
Feedback from learner to assessor:	
Learner's Signature:	Date:
Assessor's Signature:	Date:

Am I ready for my test?

- ◆ Check your plan carefully to make sure that you **prepare in good time**.
- ◆ You have to be found **competent** by a qualified **assessor** to be declared competent.
- ◆ Inform the assessor if you have any **special needs** or requirements **before** the agreed date for the test to be completed. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally.
- ◆ Use this worksheet to help you prepare for the test. These are **examples of possible questions** that might appear in the test. All the information you need was taught in the classroom and can be found in the learner guide that you received.
 1. **I am sure** of this and understand it well
 2. **I am unsure** of this and need to ask the Facilitator or Assessor to explain what it means

Questions	1. I am sure	2. I am unsure
1. Define stereotypical behaviour.		
2. Describe how the flight zone works.		
3. Define aggressive behaviour.		
4. Describe how behaviour patterns may differ at different stages of an animal's life.		
5. Name 5 anatomical features that animals may use to defend themselves.		
6. Name three ways that animals may exhibit defensive behaviour.		
7. Name three general principles to remember when handling animals.		
8. Name three factors that influence how an animal is approached.		
9. Name two pieces of animal handling equipment and describe how they are used.		

Checklist for practical assessment ...

Use the **checklist** below to help you prepare for the part of the practical assessment when you are observed on the **attitudes** and **attributes** that you need to have to be found competent for this learning module.

Observations	Answer Yes or No	Motivate your Answer (Give examples, reasons, etc.)
Can you identify problems and deficiencies correctly?		
Are you able to work well in a team?		
Do you work in an organised and systematic way while performing all tasks and tests?		
Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?		
Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?		
Can you base your tasks and answers on scientific knowledge that you have learnt?		
Are you able to show and perform the tasks required correctly?		
Are you able to link the knowledge, skills and attitudes that you have learnt in this module of learning to specific duties in your job or in the community where you live?		

- ◆ The assessor will complete a checklist that gives details of the points that are checked and assessed by the assessor.
- ◆ The assessor will write commentary and feedback on that checklist. They will discuss all commentary and feedback with you.
- ◆ You will be asked to give your own feedback and to sign this document.
- ◆ **It will be placed together with this completed guide in a file as part of you portfolio of evidence.**
- ◆ The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.

Paperwork to be done ...

Please assist the assessor by filling in this form and then sign as instructed.

Learner Information Form				
Unit Standard	116190			
Program Date(s)				
Assessment Date(s)				
Surname				
First Name				
Learner ID / SETA Registration Number				
Job / Role Title				
Home Language				
Gender:	Male:		Female:	
Race:	African:	Coloured:	Indian/Asian:	White:
Employment:	Permanent:		Non-permanent:	
Disabled	Yes:		No:	
Date of Birth				
ID Number				
Contact Telephone Numbers				
Email Address				
Postal Address				Signature: