



NQF Level: 4

US No: 116281

Facilitator Guide

Primary Agriculture

Animal Classification and Natural History



Facilitator:

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: Explain animal classification and natural history
US No: 116281 NQF Level: 4 Credits: 2

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 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	48979	4	120	<input type="checkbox"/>
National Certificate in Plant Production	49009	4	120	<input type="checkbox"/>

Please mark the learning program the learners are enrolled in:

Are you enrolled in 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 three guides, namely the Learner Guide (with activities), 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 complementally to one another.

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 relevant 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 by complementing the learning material with:

- 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:

Plant Production	Animal Production	
<ul style="list-style-type: none"> • Organic production, • Hydroponic production, • Perma-culture production, • Agronomy, • Horticulture, • Natural resources harvesting. 	<ul style="list-style-type: none"> • Small stock production, • Large stock production, • Dairy production, • Pig production, • Poultry production, • Game, • Aqua / mari culture, • Commercial insects • Animal fibres harvesting, • Bee keeping, 	<ul style="list-style-type: none"> • Natural resources harvesting, • Organic production, • Perma-culture production, • Eco/Agri Tourism, • Agro Chemicals, • Horse Breeding, • Etc.

What & How will you be Facilitating?

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The Learning Experience...

On completion of this module, the learners will be able to:

- ◆ Understand the historic and geographic origin and distribution of the specific animal species, its position within the standard classification structure of the animal kingdom, its historic, traditional and current use by man and its basic biology that illuminates the above.
- ◆ Gain specific knowledge and skills in animal natural history and classification.
- ◆ Operate in an animal production environment implementing sustainable and economically viable production principles.

Learners will specifically be able to:

- ◆ Describe the historical origin of the specific animal species, based on evidence.
- ◆ Describe the geographical distribution of the specific animal species, based on its preferences.
- ◆ Describe the specific animal species` position within the classification system of the animal kingdom.
- ◆ Describe the historic, traditional and current use of the specific animal species by man.
- ◆ Describe the basic biological and behavioural concepts that will illuminate the geographical, traditional and historical distribution and use of the animal.

Learners will also gain basic knowledge of:

- ◆ Basic comprehension and understanding of the specific animal species.
- ◆ Animal classification and nomenclature.
- ◆ Global geography.
- ◆ Natural history.
- ◆ Environmental awareness.
- ◆ Animal humanitarianism.
- ◆ The purpose of this unit standard.
- ◆ The purposes and advantages of animals to man.
- ◆ Presentation skills.
- ◆ Sensory evaluation of animals.

Learning Assumed to be in Place:

- ◆ No learning is assumed.



Remember to do a diagnostic assessment of the learner's prior learning and ensure that they are starting at the correct level.

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)	20 hours	9 hours	11 hours	6
Learner Orientation and "Ice Breaker"	30 minutes	30 minutes	-	
Purpose, Introduction and Learner Directions	30 minutes	30 minutes	-	
Session 1	4 hours	1 hour	3 hours	1
Session 2	3 hours	1 hour	2 hours	2 & 3
Session 3	3 hours	1 hour	2 hours	4
Session 4	3 hours	1 hour	2 hours	5
Session 5	3 hours	1 hour	2 hours	6
Preparation for Assessment & revision	3 hours	3 hours		

Tips for level of learning



Remember the following before you get started:

Typically, a learning programme leading to the award of a qualification or unit standards at level 4 should develop learners who demonstrate an ability to:-

- Take responsibility for their own learning within a supervised environment.
- Take decisions about and responsibility for actions.
- Evaluate their own performance against given criteria.
- Take the initiative to address any shortcomings they find.
- Communicate and present information reliably and accurately in writing and verbally.
- Gather relevant information, analysis and evaluation skills.
- Use their knowledge to solve common problems within a familiar context; adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context; motivate the change using relevant evidence.
- Apply essential methods, procedures and techniques of the field or discipline; apply and carry out actions by interpreting information from text and operational symbols or representations.
- Understand the organisation or operating environment as a system within a wider context.
- Demonstrate a fundamental knowledge base of the most important areas of one or more fields or disciplines, in addition to the fundamental areas of study an informed understanding of the key terms, rules, concepts, established principles and theories in one or more fields or disciplines.

Tips for the Facilitator



Remember the following before you get started:

- This unit standard is aimed at level 4 learners.
- In the previous level the learner dissected an animal and they do not have to go into the functions of all the different systems but only have to identify the different anatomical systems, they will also come across new concepts and unfamiliar words. Explain these concepts and define the words in a simple, clear and concise method throughout the learning program to help the learner where possible.
- Take special care to facilitate to all the 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 study may differ from the animals that they study, adapt your examples accordingly.
- In the previous level the learners concentrated on the practical dissection of an animal and identified most of the different anatomical systems. Bring it under their attention that in this unit standard they will concentrate more on the functions of the different anatomical systems.

Facilitator's Checklist & Training Aids

Learner support strategies:
<p>Learners are supplied with all resources and aids as required by the programme – including:</p> <ul style="list-style-type: none"> ▪ 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	
<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 The historical origin of specific animal species

**Learner
Guide:
Page 7**

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

SO 1: Describe the historical origin of the specific animal species, based on evidence.

Concept (SO 1)	Time frame	Activities related to the concept
The historic origin of the animal species is described.	4 hours	Activity 1
The geographic origin of the animal species is described.		
Conclusive evidence to support the hypothesis of the animal's historical and geographical origin is related and / or provided.		



Please allow learners to complete Activity 1 in their Learner Guides

Type of activity	Resources
Individual written assignment (which follows out of group work).	Learner Guide; oral instruction; Internet.
Instructions to give to the learners	
As per instructions in Learner Guide.	

Session

2 The geographical distribution of animal species

**Learner
Guide:
Page 12**

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

SO 2: Describe the geographical distribution of the specific animal species, based on its preferences.

Concept (SO 2)	Time frame	Activities related to the concept
The basic environmental preferences of the animal species, based on its biology described.	3 hours	Activity 2 & 3
The current geographical distribution of the specific animal species. Explain and is described.		
The movement of the specific animal species, identifying natural migrations and movement under human control or due to human causes is explained.		



Please allow learners to complete Activity 2 & 3 in their Learner Guides

Type of activity	Resources
2. Individual quiz.	Learner Guide; oral instruction.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
3. Individual written assignment.	Learner Guide; oral instruction; Internet; Library.
Instructions to give to the learners	
As per instructions in Learner Guide.	

Session

3 Specific animal species position within the classification system of the animal kingdom

**Learner Guide:
Page 22**

After completing this session, the learner should be able to:
SO 3: Describe the specific animal species position within the classification system of the animal kingdom.

Concept (SO 3)	Time frame	Activities related to the concept
The standard classification nomenclature of the animal kingdom is explained and described.	3 hours	Activity 4
The specific animal species` position within the animal kingdom, using standard classification nomenclature is explained and described.		
The morphology and / or attributes of the specific animal that places it within the specific niche within the standard animal category nomenclature is described.		



Please allow learners to complete Activity 4 in their Learner Guides

Type of activity	Resources
4. Individual written assignment (following group work).	Learner Guide; oral instruction; Library, Internet.
Instructions to give to the learners	
As per instructions in Learner Guide.	

4 The use of animals to the benefit of mankind

Session

**Learner
Guide:
Page 38**

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

SO 4: Describe the historic, traditional and current use of the specific animal species by man.

Concept (SO 4)	Time frame	Activities related to the concept
The historic, traditional and current use of the animal by man is described and explained.	3 hours	Activity 5
The use of the specific animal species by man in historic, traditional and current terms is explained.		
The various products produced by the specific animals used by man and how they could have changed over time is described.		

Please allow learners to complete Activity 5 in their Learner Guides

Type of activity	Resources
5. Individual written assignment.	Learner Guide; oral instruction; Library, Internet.
Instructions to give to the learners	
As per instructions in Learner Guide.	



Session

5 Biological and behavioural concepts

**Learner
Guide:
Page 41**

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

SO 5: Describe the basic biological and behavioural concepts that will illuminate the geographical, traditional and historical distribution and use of the animal.

Concept (SO 5)	Time frame	Activities related to the concept
A detailed description of the animal species` biological attributes that illuminate its use for man is given.	3 hours	Activity 6
A detailed description of the animal species` behavioural patterns that illuminate its use for man is given.		
A detailed description of the possible changes in the animal`s behaviour over time, which enables it to be utilised by man or as a result of its use by man given.		



Please allow learners to complete Activity 6 in their Learner Guides

Type of activity	Resources
6. Individual written assignment.	Learner Guide; oral instruction; Internet, Library.
Instructions to give to the learners	
As per instructions in Learner Guide.	

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.	