


Content Area Agriscience	Course Exploration into Animal Assisted Therapy	Grade Level 9-12
	<p>Vision of a Learner</p> <ul style="list-style-type: none"> Think Critically & Creatively Collaborate & Communicate Effectively Demonstrate Empathy Take Initiative Persevere Adapt and Adjust 	
Unit Titles	Length of Unit	
Unit 1 The Human-Animal Bond	2 weeks	
Unit 2 Animal Behavior and Training	4 weeks	
Unit 3 Health and Biosecurity	3 weeks	
Unit 4 Animal-Assisted Therapy Handler Expectations	3 weeks	
Unit 5 Animal-Assisted Therapy Focus Populations	6 weeks	

Strands	Course Level Expectations
Implications of Animals	<ul style="list-style-type: none"> ● Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment. ● Identify and summarize the origin, significance, distribution and domestication of different animal species. ● Describe the historical and scientific development of different animal industries and summarize the products, services and careers associated with each. ● Predict trends and implications of future developments within different animal industries on production practices and the environment.
Best-Practice Protocols	<ul style="list-style-type: none"> ● Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare. ● Demonstrate management techniques that ensure animal welfare. ● Design programs that assure the welfare of animals and prevent abuse or mistreatment. ● Devise, implement and evaluate safety procedures and plans for working with animals by species using information based on animal behavior and response.
Biosecurity	<ul style="list-style-type: none"> ● Evaluate the impact of laws pertaining to animal systems. ● Choose, implement and evaluate sustainable and efficient procedures (e.g. selection, housing, nutrition and management) to produce consistently high quality animals that are well suited for their intended purpose. ● Research and evaluate the effectiveness of zoonotic disease prevention methods and procedures to identify those that are best suited to ensure public safety and animal welfare. ● Design and evaluate a biosecurity plan for an animal production operation.
Mental Health Literacy	<ul style="list-style-type: none"> ● Understand stigma surrounding mental illness, and the impact of stigma on help-seeking behaviors. ● Apply scientific terminology in verbal and written speech to discuss mental health and mental illness. ● Appreciate the importance of getting help and proper treatment for a mental illness. ● Become familiar with the range of community-based healthcare services and groups available to support people who are experiencing mental illness and their families and friends.

National Health Education	<ul style="list-style-type: none"> ● Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. ● Demonstrate the ability to access valid information, products, and services to enhance health. ● Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. ● Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
---------------------------	--

Unit Title	The Human Animal Bond	Length of Unit	2 weeks
Inquiry Questions	<ul style="list-style-type: none"> ● What are the critical roles that animals play in society? ● What is the difference between a need and a want in life? ● Are the same species considered companion animals throughout the world? ● What role does the human-animal relationship play in the development of humans historically and today? 		
Standards	<p>AS.01.01.02.b AS.01.01.02.c AS.01.02.03.c AS.01.03.01.c AS.02.01.022.c AS.02.02.01.c AS.05.02.02.c</p>		
Unit Strands & Concepts	<p>Implications of Animals Identify and summarize the origin, significance, distribution and domestication of different animal species.</p> <p>Implications of Animals Describe the historical and scientific development of different animal industries and summarize the products, services and careers associated with each.</p>		
Key Vocabulary	<ul style="list-style-type: none"> ● Anthropomorphism ● Animal Rights Philosophy ● Animal Welfare Philosophy 		

	<ul style="list-style-type: none"> ● Domestication ● Animal-Assisted Interventions ● Animal-Assisted Therapy ● Biophilia ● Companion Animals ● Human-Animal Bond ● Human-Animal Interactions
--	---

*Standards based on the National Agriculture, Food and Natural Resources Standards

For more information visit: <https://thecouncil.ffa.org/afnr/>

Critical Content: <i>My students will know...</i>	Key Skills: <i>My students will be able to do...</i>
<ul style="list-style-type: none"> ● Ten ways in which animals are used in society. ● The term anthropomorphism and its impact on society's perceptions of animals. ● The philosophical viewpoints which determine whether an organization is "pro" animal rights or welfare. ● Various uses of animals internationally. ● The structure of academic articles. ● The roles and significance of the human-animal relationship in our world. 	<ul style="list-style-type: none"> ● Create a visual presentation and explain an animal's role in society. ● Utilize the rules of debate to argue a controversial topic with peers. ● Create an interactive presentation to teach others about the uses of animals in cultures around the world. ● Apply specific strategies for dissecting and digesting academic articles.

Assessments	<i>Animal Uses in Society Classroom Debate</i> <i>Pets and People: Case Study Review</i>
Teacher Resources	Veterinary Science 9-12: The Classroom Curriculum Second Edition by Cornell University

Unit Title	Animal Behavior and Training	Length of Unit	4 weeks
-------------------	------------------------------	-----------------------	---------

Inquiry Questions	<ul style="list-style-type: none"> ● Do the advantages of having domesticated animals outweigh the disadvantages? ● What types of behaviors are experienced by living organisms?
--------------------------	--

	<ul style="list-style-type: none"> ● How does the animal training process work in order to ensure the subject learns, remembers and repeats a desired behavior? ● How can a training tool be applied effectively and responsibly to increase the success of a training program? ● Why is it important to understand animal sense and how they are used to communicate with their environment? ● How can an animal handler prevent unwanted aggressive behaviors from being demonstrated by their animal?
Standards*	<p>AS.02.01.01.c AS.02.01.02.a AS.02.02.02.c AS.06.03.01.c AS.06.03.02.a AS.06.03.02.b AS.06.03.02.c</p>
Unit Strands & Concepts	<p>Implications of Animals Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.</p> <p>Best-Practice Protocols Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare. Demonstrate management techniques that ensure animal welfare.</p>
Key Vocabulary	<ul style="list-style-type: none"> ● Auroch ● Breed ● Descendant ● Domesticated Animal ● Herd ● Selective Breeding ● Wild Animal ● Behavior ● Innate Behavior ● Operant Behavior ● Antecedent

- Behavior
- Consequence
- Behavior Chains
- Back Chaining
- Aggression
- Agnostic
- Dominance
- Submission
- Resource Guarding

*Standards based on the National Agriculture, Food and Natural Resources Standards

For more information visit: <https://thecouncil.ffa.org/afnr/>

Critical Content: <i>My students will know...</i>	Key Skills: <i>My students will be able to do...</i>
<ul style="list-style-type: none"> ● The difference between innate and operant behavior ● Types of behaviors shown by humans and other animals in the world. ● The components of a successful training plan. ● Advantages and disadvantages of each of the training tools introduced. ● Five sensory communication methods. ● Associate the sensory methods of communication with how individuals perceive and interact with their environment. ● Psychological and chemical conditions that trigger an aggressive response in an animal. 	<ul style="list-style-type: none"> ● Research the domestication of animals to serve human purposes. ● Use technology to create an interactive domestication timeline. ● Create a digital portfolio using technology to log details about an animal training project. ● Identify images of animal training tools. ● Perform basic handler techniques to assist animals to avoid demonstrating fear aggressive behaviors. ● Collaborate with a group to create an interactive classroom lesson to teach peers about a specific animal's behavior traits. ● Perform the basic steps to using a clicker while training a dog. ● Perform the steps to train a dog to perform the seven basic dog commands. ● Demonstrate correct presentation as an animal handler following leash and small animal handling guidelines

Assessments	<i>Animal Training Laboratory Performance Assessments</i> <i>Animal Training Plan</i> <i>Species Specific Behavior Class Lesson</i>
Teacher Resources	ANSC 1602 Behavior and Training of Domestic Animal UConn Early College Experience Course Curriculum 2019

Unit Title	Health and Biosecurity	Length of Unit	3 weeks
Inquiry Questions	<ul style="list-style-type: none"> ● Should people own pets if they can't afford to have them vaccinated? ● How does an "outbreak" occur? ● What type of diseases can be spread from your pet to you? ● Do the majority of American's actions promote or discourage the spread of zoonotic disease? ● What are the advantages and disadvantages to having stringent biosecurity plans? 		
Standards*	AS.07.01.02.a AS.07.01.03.a AS.07.01.03.b CRP.01.01.01.a CRP.04.02.02.c CRP.12.02.01.b AS.07.01.04.a AS.07.01.04.b CRP.04.01.02.b AS.07.02.02.a AS.07.02.02.b CS.01.01.01.b		
Unit Strands & Concepts	Biosecurity Research and evaluate the effectiveness of zoonotic disease prevention methods and procedures to identify those that are best suited to ensure public safety and animal welfare. Design and evaluate a biosecurity plan for an animal production operation.		
Key Vocabulary	Diagnosis Prevention Prognosis		

	Signs Symptoms Transmission Treatment Fomite Host Pathogen Vector Immunodeficiency Infectious Disease Zoonotic Disease Biosecurity Microorganism Pathogen Quarantine Euthanasia Husbandry Necropsy Prognosis Unadulterated
--	---

*Standards based on the National Agriculture, Food and Natural Resources Standards

For more information visit: <https://thecouncil.ffa.org/afnr/>

Critical Content: <i>My students will know....</i>	Key Skills: <i>My students will be able to do...</i>
<ul style="list-style-type: none"> ● Common diseases that affect cats and dogs. ● Methods of transmission of diseases. ● Common zoonotic diseases. ● Common entry points for disease. ● Factors of a good biosecurity plan a therapy team must address. 	<ul style="list-style-type: none"> ● Recognize common signs and symptoms of sickness in animals. ● Identify diseases based upon their transmission methods. ● Create educational materials to educate self and others on methods to prevent the spread of zoonotic diseases. ● Recognize and implement common disease prevention protocols. ● Create a biosecurity plan to follow during a therapy visit.

Assessments	<i>Grooming Practicum</i>
Teacher Resources	Veterinary Science 9-12: The Classroom Curriculum Second Edition by Cornell University Maine Division of Disease Surveillance Zoonotic Disease Train-the-Trainer Course Bring Home the Blue, Not the Flu Course Middle and High School Students Resources

Unit Title	Animal-Assisted Therapy Handler Expectations	Length of Unit	3 weeks
Inquiry Questions	<ul style="list-style-type: none"> ● What are a handler team’s expectations in order to be certified through the Pet Partner’s program? ● What role does vocabulary play in becoming a member of a professional community? ● What are the responsibilities that you have as an animal handler to your partner, client and yourself? ● How can social media have an impact on public perception and on a job search in today’s business world? ● How can we, as animal handlers in a therapeutic environment, create a nurturing environment for ourselves and maintain a positive personal mental health? ● How can structuring a therapy team visit by utilizing best practices demonstrate professionalism and commitment to improving health through the human-animal bond. 		
Standards*	1.1 1.2 1.3 1.4 1.5 2.4 2.5 5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 6.1 6.2		

	<p>6.3 6.6 6.7 6.9 7.1 7.2</p>
<p>Unit Strands & Concepts</p>	<p>Best-Practice Protocol Design programs that assure the welfare of animals and prevent abuse or mistreatment.</p> <p>Implications of Animals Describe the historical and scientific development of different animal industries and summarize the products, services and careers associated with each. Predict trends and implications of future developments within different animal industries on production practices and the environment.</p>
<p>Key Vocabulary</p>	<p>Animal-Assisted Intervention (AAI) Animal-Assisted Therapy (AAT) Animal-Assisted Education (AAE) Animal-Assisted Activities (AAA) Animal-Assisted Crisis Response (AACR) Animal-Assisted Workplace Well-Being (AAWW) Animal-Related Engagement (ARE) Therapy Animal Assistance Animal / Service Animal Emotional Support Animal Facility Animal Therapy Animal Team Handler Team Evaluator Volunteer Instructor Paraprofessional Practitioner Client YAYABA HIPAA Personal Protected Health Information (PHI)</p>

*Standards based on the Standards of Practice Animal-Assisted Intervention

For more information view: The Pet Partners Standards of Practice in Animal-Assisted Interventions Handbook

Critical Content: <i>My students will know....</i>	Key Skills: <i>My students will be able to do...</i>
<ul style="list-style-type: none"> ● Opportunities available through the Pet Partners organization and how individuals can be involved as a registered or unregistered therapy team. ● What it means to be a proactive handler during a visit. ● Distinguish between appropriate and inappropriate workplace behavior to make logical conclusions about the impacts of having an inappropriate workplace presentation, including what is represented in their own personal or professional social media, ● Understand how personal self-care affects a person’s physical and mental well-being. ● Know the three main parts of an animal-assisted therapy team visit. 	<ul style="list-style-type: none"> ● Navigate Pet Partners and other other websites to find information to complete a webquest. ● Create a visual representation of each animal assisted therapy vocabulary word. ● Practice the skills of position, approach and distance as an animal handler. ● Evaluate personal self-care methodology to make personal decisions on how to improve their self-care habits. ● Use reliable research methods to collect information about the functions and uses of a particular therapy animal in the therapeutic setting. ● Create a cohesive presentation to teach peers about the best practices used during an animal-assisted therapy team visit.
Assessments	<i>Volunteering with Your Pet Webinar</i> <i>Pet Partners Therapy Animal Handler Course</i>
Teacher Resources	Pet Partners Website (petpartners.org) Pet Partners Handler Guide Standards of Practice in Animal-Assisted Interventions Text Workforce Solutions When I Grow Up Career Lessons and Activities for Grades 9-12

Unit Title	Animal-Assisted Therapy Focus Populations	Length of Unit	6 weeks
Inquiry Questions	<ul style="list-style-type: none"> ● How can the meaning of the term stigma and the relationship between attitudes (beliefs) and discriminatory treatment (behavior and actions) affect people with mental illness? ● What is the importance of the brain in an individual's mental health? ● Can we intervene to improve brain disturbances using lifestyle interventions? 		

	<ul style="list-style-type: none"> ● How can we use effective communication to assist us in seeking help for mental illness concerns? ● What constitutes a mentally healthy person? ● What supports are available to support people who are experiencing mental illness and their families and friends? ● What constitutes a mentally healthy person? ● How has the world view of autism changed over the years?
Standards*	<p>A.1.a.i.1 A.1.a.ii.1 A.1.a.ii.2 A.1.a.ii.3 A.1.b A.1.c.i A.1.c.ii A.1.c.iii A.2.a.i A.2.a.ii A.2.a.iii A.2.a.iv A.2.c.i A.2.c.ii A.2.c.iii C.1.a.i C.2.a.ii C.2.b.i C.2.b.ii</p>
Unit Strands & Concepts	<p>National Health Education</p> <ul style="list-style-type: none"> ● Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. ● Demonstrate the ability to access valid information, products, and services to enhance health. ● Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. ● Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Key Vocabulary	Mental Illness

	<p>Social Stigma Myth Mental Health Mental Distress Mental Health Problems Attention Deficit Hyperactivity Disorder Social Anxiety Disorder Obsessive Compulsive Disorder Panic Disorder Depression Bipolar Disorder Sign Symptom Syndrome Temple Grandin Acute Stress Response Recovery</p>
--	--

*Standards based on the American Counseling Association Competencies for Counseling

For more information view: https://www.counseling.org/docs/default-source/competencies/animal-assisted-therapy-competencies-june-2016.pdf?sfvrsn=c469472c_14

Critical Content: <i>My students will know....</i>	Key Skills: <i>My students will be able to do...</i>
<ul style="list-style-type: none"> ● Stigma surrounding mental illness, and the impact of stigma on help-seeking behavior. ● Concepts involved in normal brain function, and the roles it plays in controlling our thoughts, feelings and behaviors. ● Symptoms, causes, treatments and other supports for specific mental illnesses that commonly arise during adolescence. ● Mental illnesses are associated with changes in usual brain functions. ● Importance of seeking help and proper treatment for mental illness. 	<ul style="list-style-type: none"> ● Explore the differences between myths and realities of mental illness to promote a realistic understanding. ● Apply professional language used to discuss mental health and mental illness. ● Communicate scientific, unbiased information about a mental illness to peers. ● Create a piece of artwork depicting a mental health condition that may affect a teen. ● Create a list of questions to ask a healthcare provider about personal mental health. ● Apply activities designed to enhance both mental and

<ul style="list-style-type: none"> ● “Normal” responses to stress and those that may indicate a need for additional support from health professionals. ● Various stress reduction techniques and how they can be helpful. ● How the Make-a-Map tool can identify characteristics of people with autism. ● Autism and related spectrum disorders 	<ul style="list-style-type: none"> ● physical health. ● Create and present an autism awareness campaign.
---	--

Assessments	<i>Mental Health Artwork Project</i> <i>Final Assessment - Good Citizen Test(s) or Pet Partners Evaluation and Training Portfolio</i>
Teacher Resources	Teen Mental Health Website Teen Mental Health Curriculum Guide Teen Mental Health Online Modules Temple Grandin film