

7. Agriculture, Food and Natural Resources Cluster - Pets and Careers (4 hours)

Purpose/Abstract: To introduce students to the careers in the Animal Systems pathway under the Agriculture, Food, and Natural Resources Cluster.			
NCCCS Adult Education Standards: R.2.3.4, R.3.2.1, R.3.2.3, W.1.2.1, S.1.1.1,M.1.1.3,			
Learning Objective: <i>By the end of the session, students will be able to:</i>			
<ul style="list-style-type: none"> ● Outline pet care tips in relation to grooming and veterinary services ● Demonstrate ways to care for a pet ● Create a basic monthly budget to care for a cat 			
Soft Skills	communication and teamwork	Resources	Agriculture, Food & Natural Resources Career Cluster (share this with students for additional reading on careers in the Animal Systems Pathway) OneStop Career Clusters (for instructor reference) Handouts: <ul style="list-style-type: none"> ● Vocabulary Words - 1 for each pair ● Reading Comprehension - 1 for each student ● Budget to Care for a Cat - 1 for each student ● Instructions for Grooming a Pet- 1 for each pair
Additional Materials			
<ul style="list-style-type: none"> ● Reading Comprehension handout, one for each student ● Vocabulary Words, one for each pair ● Budget to care for a cat handout, one for each student ● Webpages: 39-2021.00 - Animal Caretakers , Animal Caretakers at My Next Move ● Instructions for Grooming a Pet, one for each pair ● Art supplies (glue, glitter, markers, etc.) ● OPTIONAL but encouraged: Place value unit manipulatives ● Pencils, paper ● Computers for student use 			
Icons	 Activity	 Check-In	 Review

PREPARATION

- Ahead of the lesson, download and print this [worksheet](#).
- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.
- Familiarize yourself with the [OneStop Career Clusters](#).
- Familiarize yourself with [O*NET](#)
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.

INTRODUCTION (15)

Welcome students to the class!

Begin by reviewing the previous lesson. Ask students to share what they learned about careers related to farms and crops. Encourage students to share specific examples.

Ask students to pair up with someone they don't know very well yet and have them take turns interviewing each other with some fun, icebreaker questions related to pets, such as 'Do you have a pet? If so, what kind?' or 'What's your favorite animal to have as a pet and why?' This will allow students to get to know each other better and encourage them to participate in the upcoming activities related to pets.

Let students know that this session will focus on careers related to pet care under the agriculture, food, and natural resources cluster.

Review the objectives for this lesson and explain how they will be achieved through the different activities planned for the day.

Instructor notes:

Be sensitive to students' needs and willingness/reluctance to share at any point, and verbalize that your classroom is a safe space.

VOCABULARY, READING, and WRITING (60 minutes)

Remind students that throughout your time together, every lesson will focus on soft skills.

VOCABULARY (20 minutes)

Write these terms on the board or project them on a screen:

- nutrition
- breed
- health
- hygiene
- veterinary
- Leash

Assign partners and give each pair a dictionary, or allow them to use their computers for the activity. Instruct them to work together to look up the meaning of words that are new to them and to form sentences with each word in the list.

Allow 15 minutes for this activity..

Have 3-4 volunteer pairs share their sentences with the rest of the class.

Instructor notes: Consider pairing a lower level student with a higher level student for this activity. Consider assigning volunteers before the start of an activity to help prepare them to present their answers

to the class.

 **READING COMPREHENSION (30 minutes)**

Ask students to stay with the same partner for the reading comprehension activity.

Provide each student with a copy of the comprehension passage and questions.

Instruct the pairs to take turns reading the article aloud to each other. Encourage them to stop and ask questions or clarify information as needed.

After each partner has had a chance to read the passage, ask them to individually write the answers to the comprehension questions in the handout.

Once the students have finished filling in the answers, have them share their answers with their partner and discuss any differences or similarities in their interpretation of the passage.

Allow 30 minutes for this activity.

 **REFLECTION (10 minutes)**

✓ Encourage students to participate in a brief discussion about the passage and share what they have learned about veterinary animal assistants. You can also ask them if they've ever met one and whether they're interested in working as one.

Instructor notes: Not all students might be willing/able to write, so allow them to draw their responses or share them verbally.

Lower Level

Higher Level

Provide sentence starters to help them write the answers as specified in the handout. Allow students to draw their responses or share the answers verbally with their partner.

Encourage students to add another paragraph to highlight what they might like or dislike if they were a veterinary animal assistant.

MATHEMATICS (30 min)

Tell students that they will continue practicing addition and subtraction of numbers by creating a budget.

Demonstrate

- a) How to add 99, 120, 5 on the board
- b) How to subtract 78 from 120
- c) How to add 24 and 90 and subtract the answer from 200
- d) How the place values should be aligned before adding or subtracting the numbers

Write two sets of similar problems for addition and subtraction and call on volunteers to solve them on the board.

Explain what a budget is and tell students that it is one of the ways they will apply the addition and subtraction of multiple numbers in real life.

Ask them to share if they have created a budget before and what the two key components of a budget are. Share that the most basic form of a budget contains a list of expenses and the total income. Ask students to share what they know about expenses and income.

Explain that in this activity, students will practice creating a budget to care for a cat. They will add common monthly expenses to determine the total expense and then subtract this amount from the given monthly income.

Distribute the budget worksheet and clarify any doubts.

Circulate the classroom to provide assistance as needed.

Allow 15 minutes for this worksheet.

 REFLECTION (10 minutes)

Review answers with the class, discussing common mistakes or misunderstandings.

Ask students to share where else they might create and follow a budget.

Lower Level

Consider providing approximate amounts for each expense if students require support. Help students check if they are aligning amounts using their knowledge of place values.

Higher Level

Provide additional [worksheets](#) if students finish the previous worksheet before the end of the allotted time.

GROUP PROJECT (75 min)

 RESEARCH and DISCUSSION

Inform students that in this lesson they will research occupations related to pet care. Ask them to think about the types of services pets and pet owners might require and share them with the class.

Explain that they might work with pets and pet care as

- Animal trainers
- Animal control workers
- Veterinary assistants and lab animal caretakers
- Animal caretakers

Tell students that they will work in groups to read and discuss animal caretaker jobs.

Divide the class into groups of 3.

Ask students to open this [webpage](#) and discuss the following in their groups. Write the questions on the board or project them for students to refer to while they research and discuss in their groups.

- What are the different job titles for animal caretakers?
- Which of the listed tasks are you already familiar with and which are new to you?

- How will the listed technology skills help you in this job?
- What are some work activities in this job that might be easy for you and what might you need more training on?
- What soft skills would you need to be good at to be good at this job? Why?
- Does this job align with your interests and personality? If yes, how?
- What is the average wage for this job in North Carolina?
- What are some challenges you might face in this job?

You can also choose to provide printouts of this job description or this easy to read [link](#) for students. Encourage them to spend time reading through the other related jobs at the end of this page.

REFLECTION (10 minutes)

Ask a few interested groups to share what they discovered about the role and what they're keen to explore more about.

Have students share how working in a team helped them with the research and why it is important to communicate clearly while working in teams.

Lower Level

Break down the questions or provide prompts to help students answer them.

Higher Level

Encourage students to think about the career growth in this job and how they can continue to upskill themselves.

PARTNER WORK TIME (45 min)

Pair students up and check that each student has a stuffed animal.

Distribute the handout with the instructions for grooming a pet.

Ask students to follow the instructions in the handout and practice grooming the stuffed animal.

Tell pairs to take turns acting out the different steps involved in grooming a pet. One student can be the pet owner, and the other can be the animal groomer. Encourage them to use the vocabulary and safety tips they learned in the instructions. After a few minutes, switch roles and repeat the activity.

Allow 30 minutes for this activity.

REFLECTION (10 minutes)

Bring the class back together and ask for volunteers to share any challenges they faced and how they overcame them.

Discuss how important it is to communicate and work together when grooming a pet and what may happen if they don't communicate clearly.

Lower Level	Higher Level
Consider modeling all or a few steps involved in grooming to support students who are not comfortable with role plays.	Encourage them to share some additional ways in which they can ensure their own safety and the safety of the animals during grooming sessions.

WRAP-UP & REFLECTION (15 min)

◊REVIEW

Have students write a short response to this question: What surprised you the most about the information on pet care and animal assistants that you learned today?
Provide this sentence starter for students who might need support: 'I was surprised to learn that ...'

Ask volunteers to read out their responses.
Reiterate the importance of communication and teamwork in jobs related to pet care and animal assistance.

Set a timer for 3 minutes and ask students to share one thing they look forward to exploring more about in this pathway. Encourage them to provide a reason for their choice, and to take the time to really listen to what their partner has to say. Bring the class back together and ask for volunteers to share what they want to explore.

Distribute exit slips to students.
Ask for a few volunteers to share their reflections.
Collect and review the answers.

Instructor notes:

Inform students that the reflection slip will be the same after every lesson. Take some time to review each question on the slip and pause for student questions. Provide any assistance completing the slips for this and the next few classes until students are comfortable with the process.



Vocabulary Words

Name: _____

Date: _____

Directions: Find the definitions for the following words using a dictionary or your computer and fill them in the space provided. Create sentences for each word.

1. nutrition :

_____.

2. shelter:

_____.

3. breed:

_____.

4. hygiene:

_____.

5. leash:

_____.

6. veterinary

Sentences:

Reading Comprehension

Name: _____

Date: _____

Directions:

- Read the passage out loud to your partner.
- Write down the answers to the questions in the space provided, independently.
- After writing all the answers, discuss them with your partner.
- Ask your instructor for help if you need it.

Veterinary Animal Assistants

Veterinary animal assistants are people who work with animals in animal hospitals and clinics. They help to feed, water and check pets for signs of illness, disease, or injury. They also clean and disinfect cages and work areas, and sterilize equipment used for surgery.

These assistants can also help veterinarians during surgical procedures by holding or restraining animals. After surgery, they monitor the animals and tell the veterinarians if anything unusual happens.

Veterinary animal assistants also help to give animals medicine when they need it. They can fill prescriptions for medication that the veterinarian has prescribed for the pet.

Questions:

1. Who are veterinary animal assistants?
2. What are some of the tasks that veterinary animal assistants do in animal hospitals and clinics?
3. Which of the following words is a synonym for restrain?
 - a. release
 - b. support
 - c. hold
 - d. free
4. Where do veterinary animal assistants work?
5. When do veterinary animal assistants hold or restrain animals?
6. Why is it important for veterinary animal assistants to monitor animals after surgery?
7. How do veterinary animal assistants help give animals medicine?

Reading Comprehension

Name: _____

Date: _____

Directions:

- Read the passage out loud to your partner.
- Write down the answers to the questions in the space provided, independently.
- Use the sentence starters to help you write your answers.
- After writing all the answers, discuss them with your partner.
- Ask your instructor for help if you need it.

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Questions:

1. Who are veterinary animal assistants?	Veterinary animal assistants are ...
2. What are some of the tasks that veterinary animal assistants do in animal hospitals and clinics?	Veterinary animal assistants help ...
3. Which of the following words is a synonym for restrain? a. release b. support c. hold d. free	

<p>4. Where do veterinary animal assistants work?</p>	<p>Veterinary animal assistants work in....</p>
<p>5. When do veterinary animal assistants hold or restrain animals?</p>	<p>They hold or restrain animals when.....</p>
<p>6. Why is it important for veterinary animal assistants to monitor animals after surgery?</p>	<p>It is important to monitor animals after surgery because</p>
<p>7. How do veterinary animal assistants help give animals medicine?</p>	<p>Veterinary animal assistants give animals medicine by....</p>

Budget to Care for a Cat

Directions:

1. Fill this template with the monthly expenses to take care of a cat.
2. Add all the expenses and write down the total expenses for a month.
3. Subtract the total expense from the total income and write down the balance.

Total Monthly Income	\$500
Item	Monthly Expense
Cat Food	
Cat Litter	
Vet Check-Ups	
Grooming Tools	
Toys	
Treats	
Total Expenses	
Balance	



Instructions for Grooming a Pet

1. Gather all the supplies you'll need, such as a brush, shampoo, and nail clippers. Make sure they are safe to use on your pet.
2. Choose a quiet and comfortable area to groom your pet. Avoid areas with a lot of noise or activity, which may cause your pet to become anxious or scared.
3. Introduce yourself to your pet in a friendly and gentle way. Speak softly and offer treats to help them feel comfortable with you.
4. Brush your pet's fur to remove any tangles or mats. Start at the top of the head and work your way down to the tail. Use gentle strokes and be careful not to pull on your pet's hair.
5. Bathe your pet if necessary. Use warm water and pet-safe shampoo. Make sure to rinse thoroughly and dry your pet with a towel.
6. Trim your pet's nails carefully, taking care not to cut the quick (the pink part of the nail that contains blood vessels). If you're not comfortable trimming your pet's nails, you can ask a veterinarian or groomer for help.
7. Clean your pet's ears using a soft cloth or cotton ball. Be gentle and don't insert anything into your pet's ear canal.
8. Brush your pet's teeth using pet-safe toothpaste and a soft-bristled toothbrush. Aim to brush your pet's teeth every day or at least a few times a week.
9. Use restraints or nozzles as needed to keep your pet safe during grooming. For example, use a harness or leash to keep your pet from running away, or use a grooming table to keep your pet still.
10. Finally, take time to bond with your pet during grooming. Speak softly and offer treats or praise to help your pet feel comfortable and loved.

Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned _____.

Is there anything you still need help understanding?

One question I have is...

Circle the emoji that shows how you feel about your mastery of content in this lesson.



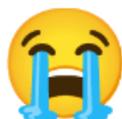
Happy



Smart



Confused



Sad



Angry