

Animals, Attitudes and Actions

RSPCA VCAL

Personal Development Skills

Unit 1 Foundation and

Unit 1 Intermediate Teachers' Guide



for all creatures **great & small**

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Learning Outcomes – Personal Development Skills

VCAL UNIT NAME: **Personal Development Skills**

VCAL UNIT LEVEL: **Foundation Unit 1**

OVERVIEW OF THE ASSESSMENT TASK AND THE PROJECT/THEME IT IS LINKED TO

Students are required to research animal welfare issues and investigate their own views regarding animal welfare. They will develop a project to take action on a personal and community level to improve animal welfare.

STUDENT ROLES AND RESPONSIBILITIES IN RELATION TO THE TASK

To complete the entire RSPCA workbook, including researching an animal welfare issue of interest and planning and executing a project to address this issue. Students are required to maintain a project portfolio and produce a photo essay, short movie or other portfolio of their skills demonstrated and developed during the project. Students will be required to work in teams, establish contact with external parties to school and act within school policies and guidelines.

LEVEL OF TEACHER SUPPORT

- Arranging introductory or concluding incursion or excursion with the RSPCA Education service. To download a book forming, visit: <http://www.rspcavic.org/> and go to the **Learn** tab
- Assistance in completion of workbook activities.
- Assistance in establishing contacts with external organisations.
- Assistance in project planning and execution.
- Monitoring student project progress.

Some learning activities are included in the workbook; however, may be supplemented from other sources.

Evidence of successful completion of the assessment task to be collected for the student portfolio includes:

- project portfolio including meeting minutes, project plan, issue research, contact list, websites accessed, etc;
- image essay, short movie or other evidence of skills and knowledge used during project completion; and
- completion of relevant sections of RSPCA PDS work book.

**LEARNING OUTCOME 1 FOR FOUNDATION UNIT 1
PLAN AND ORGANISE A SIMPLE ACTIVITY**

ASSESSMENT CRITERIA	LEARNING ACTIVITY	ASSESSMENT/EVIDENCE
1.1 Develop a plan for a simple activity in relation to one or more of the following: self, social, health and wellbeing, education and/or family.	<ul style="list-style-type: none">▪ Workbook.▪ Class discussion.▪ Planning activities.▪ Project completion.	<ul style="list-style-type: none">▪ Booklet.▪ Photo essay/movie.▪ Teacher observation of project completion.▪ Project portfolio.
1.2 Plan for the activity involving a limited number of steps within a defined period.	<ul style="list-style-type: none">▪ Workbook.▪ Planning activities.▪ Class discussion.	<ul style="list-style-type: none">▪ Booklet.▪ Project portfolio.▪ Teacher observations.
1.3 Select resources appropriate to carrying out the plan.	<ul style="list-style-type: none">▪ Workbook.▪ Resources req'd for project completion.▪ Class discussion.	<ul style="list-style-type: none">▪ Booklet▪ Project portfolio▪ Teacher observations
1.4 List criteria for achievement and carry out the planned activity.	<ul style="list-style-type: none">▪ Workbook.▪ Class discussion.	<ul style="list-style-type: none">▪ Booklet.▪ Photo essay/movie.▪ Teacher observation of project completion.▪ Project portfolio.
1.5 Reflect upon personal achievements and challenges of the activity.	<ul style="list-style-type: none">▪ Workbook - reflection section.	<ul style="list-style-type: none">▪ Booklet.▪ Photo essay/movie.



LEARNING OUTCOME 2 FOR FOUNDATION UNIT 1
DEMONSTRATE KNOWLEDGE SPECIFIC TO A SIMPLE ACTIVITY OR GOAL

ASSESSMENT CRITERIA	LEARNING ACTIVITY	ASSESSMENT/EVIDENCE
2.1 Identify knowledge that will contribute to the achievement of an activity or goal.	<ul style="list-style-type: none"> ▪ Workbook. 	<ul style="list-style-type: none"> ▪ Booklet.
2.2 Access and gather information required for completion of an activity or goal.	<ul style="list-style-type: none"> ▪ Workbook. ▪ Project planning. ▪ Workbook - campaign research. 	<ul style="list-style-type: none"> ▪ Booklet. ▪ Teacher observation. ▪ Project portfolio.
2.3 Interpret information to predict steps required for completion of an activity or goal.	<ul style="list-style-type: none"> ▪ Workbook. ▪ Project planning. ▪ Workbook - campaign research. 	<ul style="list-style-type: none"> ▪ Booklet. ▪ Teacher observation. ▪ Project portfolio.
2.4 Reflect on own performance and outcomes achieved.	<ul style="list-style-type: none"> ▪ Work book reflection. 	<ul style="list-style-type: none"> ▪ Booklet. ▪ Teacher observation of project completion. ▪ Project portfolio.

LEARNING OUTCOME 3 FOR FOUNDATION UNIT 1
DEMONSTRATE SKILLS SPECIFIC TO A SIMPLE ACTIVITY OR ESTABLISHED GOAL

ASSESSMENT CRITERIA	LEARNING ACTIVITY	ASSESSMENT/EVIDENCE
3.1 Identify personal and other skills that will contribute to the achievement of an activity or goal.	<ul style="list-style-type: none"> ▪ Workbook. ▪ Class discussion. 	<ul style="list-style-type: none"> ▪ Booklet. ▪ Photo essay/movie. ▪ Teacher observation. ▪ Project portfolio.
3.2 Demonstrate use of skills relevant to an established activity or goal.	<ul style="list-style-type: none"> ▪ Workbook. ▪ Project completion. 	<ul style="list-style-type: none"> ▪ Booklet. ▪ Photo essay/movie. ▪ Teacher observation of project completion. ▪ Project portfolio.
3.3 Use and comply with occupational health and safety guidelines.	<ul style="list-style-type: none"> ▪ Workbook OHS section. 	<ul style="list-style-type: none"> ▪ Booklet. ▪ Photo essay/movie. ▪ Teacher observation. ▪ Project portfolio.
3.4 Use specified technological equipment and materials proficiently to suit the conditions and the level of individual ability.	<ul style="list-style-type: none"> ▪ Class presentations. ▪ Project planning. ▪ Project completion. 	<ul style="list-style-type: none"> ▪ Booklet. ▪ Photo essay/movie. ▪ Teacher observation. ▪ Project portfolio.



LEARNING OUTCOME 4 FOR FOUNDATION UNIT 1
SOLVE PROBLEMS SPECIFIC TO A SIMPLE ACTIVITY OR GOAL

ASSESSMENT CRITERIA	LEARNING ACTIVITY	ASSESSMENT/EVIDENCE
4.1 Identify an issue or social problem related to an established activity or goal.	<ul style="list-style-type: none"> ▪ Workbook: introduction; and issue. 	<ul style="list-style-type: none"> ▪ Booklet. ▪ Photo essay/movie. ▪ Teacher observation. ▪ Project portfolio.
4.2 Explain possible solutions to the problem identified.	<ul style="list-style-type: none"> ▪ Workbook: introduction; and issue. ▪ Project planning. ▪ Class discussion. 	<ul style="list-style-type: none"> ▪ Booklet. ▪ Project portfolio.
4.3 Contribute to an activity that is aimed at resolving the issue or social problem.	<ul style="list-style-type: none"> ▪ Workbook: introduction; and issue. ▪ Project planning. ▪ Class discussion. 	<ul style="list-style-type: none"> ▪ Booklet. ▪ Photo essay/movie. ▪ Teacher observation of project completion. ▪ Project portfolio.
4.4 Reflect upon effectiveness of action taken to resolve the issue or social problem.	<ul style="list-style-type: none"> ▪ Workbook - reflection. 	<ul style="list-style-type: none"> ▪ Booklet.

LEARNING OUTCOME 5 FOR FOUNDATION UNIT 1
DEMONSTRATE TEAMWORK SKILLS

ASSESSMENT CRITERIA	LEARNING ACTIVITY	ASSESSMENT/EVIDENCE
5.1 Contribute and participate in an activity involving a group/team.	<ul style="list-style-type: none"> ▪ Project. ▪ Workbook. 	<ul style="list-style-type: none"> ▪ Booklet. ▪ Photo essay/movie. ▪ Teacher observation of project completion. ▪ Project portfolio.
5.2 Describe personal factors that contribute to group/team work.	<ul style="list-style-type: none"> ▪ Workbook - teamwork section. ▪ Class discussion. 	<ul style="list-style-type: none"> ▪ Booklet. ▪ Photo essay/movie. ▪ Teacher observation of project completion. ▪ Project portfolio.
5.3 Reflect on factors that influence group/team behaviour.	<ul style="list-style-type: none"> ▪ Workbook - teamwork. ▪ Workbook - reflection. ▪ Class discussion. 	<ul style="list-style-type: none"> ▪ Booklet. ▪ Teacher observation. ▪ Project portfolio.
5.4 Discuss the effectiveness of group/team processes for achieving goals.	<ul style="list-style-type: none"> ▪ Workbook - reflection. 	<ul style="list-style-type: none"> ▪ Booklet. ▪ Teacher observation. ▪ Project portfolio.



Learning Outcomes – Personal Development Skills

VCAL UNIT NAME: **Personal Development Skills**

VCAL UNIT LEVEL: **Intermediate Unit 1**

OVERVIEW OF THE ASSESSMENT TASK AND THE PROJECT/THEME IT IS LINKED TO

Students are required to research animal welfare issues and investigate their own views regarding animal welfare. They will develop a project to take action on a personal and community level to improve animal welfare.

STUDENT ROLES AND RESPONSIBILITIES IN RELATION TO THE TASK

To complete the entire RSPCA workbook, including researching an animal welfare issue of interest and planning and executing a project to address this animal welfare issue. Students are required to maintain a project portfolio and produce a photo essay, short movie or other portfolio of their skills demonstrated and developed during the project. Students will be required to work in teams, establish contact with external parties to school and act within school policies and guidelines.

LEVEL OF TEACHER SUPPORT

- Arranging introductory or concluding incursion or excursion with the RSPCA Education service. To download a book forming, visit: <http://www.rspcavic.org/> and go to the **Learn** tab
- Assistance in completion of workbook activities.
- Assistance in establishing contacts with external organisations.
- Monitoring student project progress.

Some learning activities are included in the workbook; however, may be supplemented from other sources.

Evidence of successful completion of the assessment task to be collected for the student portfolio includes:

- image essay, short movie or other evidence of skills;
- project portfolio; and
- fully completed RSPCA student workbook.



LEARNING OUTCOME 1 FOR INTERMEDIATE UNIT 1
PLAN AND ORGANISE A COMPLEX PROJECT OR ACTIVITY

ASSESSMENT CRITERIA	LEARNING ACTIVITY	ASSESSMENT/EVIDENCE
1.1 Plan, organise and carry out a project or activity in relation to one or more of the following: self, social, health & well-being, education and/or family. The project/ activity involves a number of steps and processes.	<ul style="list-style-type: none"> ▪ Workbook. ▪ Class discussion. ▪ Planning activities. ▪ Project completion. 	<ul style="list-style-type: none"> ▪ Workbook. ▪ Photo essay/movie. ▪ Teacher observation of project completion. ▪ Project portfolio.
1.2 Identify and use appropriate resources related to a project or activity.	<ul style="list-style-type: none"> ▪ Workbook. ▪ Resources required for project completion. ▪ Class discussion. 	<ul style="list-style-type: none"> ▪ Workbook. ▪ Photo essay/movie. ▪ Teacher observations.
1.3 Identify positive and negative factors that influence and impact individual behaviour and motivation in group situations.	<ul style="list-style-type: none"> ▪ Workbook. ▪ Team work topic. ▪ Class discussion. 	<ul style="list-style-type: none"> ▪ Workbook. ▪ Photo essay/movie. ▪ Teacher observation of project completion. ▪ Project portfolio.
1.4 Carry out the activity or project to completion.		<ul style="list-style-type: none"> ▪ Workbook. ▪ Photo essay/movie. ▪ Teacher observation of project completion. ▪ Project portfolio.
1.5 Reflect upon the personal achievements and challenges of the project or activity.	<ul style="list-style-type: none"> ▪ Workbook - teamwork. ▪ Workbook - reflection. ▪ Class discussion. 	<ul style="list-style-type: none"> ▪ Booklet. ▪ Teacher observation. ▪ Project portfolio.



**LEARNING OUTCOME 2 FOR INTERMEDIATE UNIT 1
DEMONSTRATE KNOWLEDGE AND SKILLS AND IN THE CONTEXT OF A COMPLEX PROJECT OR
ACTIVITY**

ASSESSMENT CRITERIA	LEARNING ACTIVITY	ASSESSMENT/EVIDENCE
2.1 Identify the scope and requirements of the project or activity.	<ul style="list-style-type: none"> ▪ Project planning. ▪ Workbook - Issue research. ▪ Class discussion. 	<ul style="list-style-type: none"> ▪ Workbook. ▪ Photo essay/movie. ▪ Teacher observation of project completion. ▪ Project portfolio.
2.2 Establish a plan to achieve a learning goal with the assistance of a peer or adult mentor.	<ul style="list-style-type: none"> ▪ Leadership section ▪ Working with class teacher or person from external organisation to achieve project completion. 	<ul style="list-style-type: none"> ▪ Workbook. ▪ Photo essay/movie. ▪ Teacher observation of project completion. ▪ Project portfolio.
2.3 Contribute to the quality of outcomes within the project or activity.	<ul style="list-style-type: none"> ▪ Reflection, teamwork and leadership. 	<ul style="list-style-type: none"> ▪ Workbook. ▪ Photo essay/movie. ▪ Teacher observation of project completion. ▪ Project portfolio.
2.4 Identify transferable knowledge and skills gained from the project or activity.	<ul style="list-style-type: none"> ▪ Photo essay. ▪ Workbook - reflection. ▪ Workbook - volunteering. 	<ul style="list-style-type: none"> ▪ Workbook. ▪ Photo essay/movie. ▪ Teacher observation of project completion. ▪ Project portfolio.
2.5 Self-evaluate performance and contribution to the project or activity.	<ul style="list-style-type: none"> ▪ Workbook - reflection. ▪ Class discussion. 	<ul style="list-style-type: none"> ▪ Booklet. ▪ Teacher observation. ▪ Project portfolio.

**LEARNING OUTCOME 3 FOR INTERMEDIATE UNIT 1
DEMONSTRATE SELF-MANAGEMENT SKILLS FOR GOAL ACHIEVEMENT IN THE CONTEXT OF A
PROJECT OR ACTIVITY**

ASSESSMENT CRITERIA	LEARNING ACTIVITY	ASSESSMENT/EVIDENCE
3.1 Use time management strategies to achieve goals.	<ul style="list-style-type: none">▪ Project planning/date setting.	<ul style="list-style-type: none">▪ Workbook.▪ Photo essay/movie.▪ Teacher observation of project completion.▪ Project portfolio.
3.2 Facilitate and implement processes and procedures for achieving a goal.	<ul style="list-style-type: none">▪ Project planning.▪ Teamwork.▪ Class discussion.	<ul style="list-style-type: none">▪ Workbook.▪ Photo essay/movie.▪ Teacher observation of project completion.▪ Project portfolio.
3.3 Identify and utilise personal skills, such as creativity, stress management, coping skills, resilience and conflict management.	<ul style="list-style-type: none">▪ Work book.▪ Class discussion.	<ul style="list-style-type: none">▪ Workbook.▪ Photo essay/movie.▪ Teacher observation of project completion.▪ Project portfolio.
3.4 Identify strategies to improve self-performance.	<ul style="list-style-type: none">▪ Work book.▪ Class discussion.	<ul style="list-style-type: none">▪ Workbook.▪ Photo essay/movie.▪ Teacher observation of project completion.▪ Project portfolio.
3.5 Reflect on your performance in achieving a goal.	<ul style="list-style-type: none">▪ Workbook - reflection.▪ Class discussion.	<ul style="list-style-type: none">▪ Booklet▪ Teacher observation.▪ Project portfolio.

**LEARNING OUTCOME 4 FOR INTERMEDIATE UNIT 1
DESCRIBE LEADERSHIP SKILLS AND RESPONSIBILITIES**

ASSESSMENT CRITERIA	LEARNING ACTIVITY	ASSESSMENT/EVIDENCE
4.1 Describe the characteristics of people in leadership roles.	<ul style="list-style-type: none">▪ Workbook - leadership section.▪ Class discussion.	<ul style="list-style-type: none">▪ Workbook.▪ Teacher observation.
4.2 Distinguish between different leadership styles.	<ul style="list-style-type: none">▪ Workbook - leadership section.▪ Class discussion.	<ul style="list-style-type: none">▪ Workbook.▪ Teacher observation.
4.3 Identify methods for motivating others.	<ul style="list-style-type: none">▪ Workbook - leadership section.▪ Class discussion.	<ul style="list-style-type: none">▪ Workbook▪ Teacher observation
4.4 Identify interpersonal skills that are used by people in leadership roles.	<ul style="list-style-type: none">▪ Workbook - leadership section.▪ Class discussion.	<ul style="list-style-type: none">▪ Workbook.▪ Photo essay/movie.▪ Teacher observation.▪ Project portfolio.
4.5 Identify responsibilities of a group leader.	<ul style="list-style-type: none">▪ Workbook- leadership section.▪ Class discussion.	<ul style="list-style-type: none">▪ Workbook.▪ Teacher observation.

**LEARNING OUTCOME 5 FOR INTERMEDIATE UNIT 1
DEMONSTRATE INTERPERSONAL SKILLS TO COMMUNICATE IDEAS AND INFORMATION**

ASSESSMENT CRITERIA	LEARNING ACTIVITY	ASSESSMENT/EVIDENCE
5.1 Identify characteristics of effective communication.	<ul style="list-style-type: none">▪ Workbook.▪ Class discussion.	<ul style="list-style-type: none">▪ Workbook.▪ Photo essay/movie.▪ Teacher observation of project completion.▪ Project portfolio.
5.2 Identify and use strategies to resolve a conflict.	<ul style="list-style-type: none">▪ Negotiations regarding project planning.▪ Class discussion.	<ul style="list-style-type: none">▪ Workbook.▪ Teacher observation.
5.3 Participate in discussions that require expression of an opinion to others.	<ul style="list-style-type: none">▪ Workbook.	<ul style="list-style-type: none">▪ Workbook.▪ Teacher observation.
5.4 Apply active listening skills to facilitate understanding.	<ul style="list-style-type: none">▪ Work book - taking notes during peer presentations.	<ul style="list-style-type: none">▪ Workbook.▪ Teacher observation.
5.5 Reflect on personal communication skills and identify areas for improvement.	<ul style="list-style-type: none">▪ Workbook - reflection▪ Class discussion.	<ul style="list-style-type: none">▪ Workbook.▪ Teacher observation.▪ Project portfolio.



General Information

This unit provides a framework to meet all the Learning Outcomes for Personal Development Skills Unit 1 at Foundation and Intermediate Level. The unit has the potential to be extended to fulfill Senior Learning Outcomes.

Teachers will need to assist students with project planning and management, lead a number of class room discussions and investigations and ensure students complete and maintain both their project portfolio and image essay or short movie. Supplementary information will be required in some sections.

Before commencing the unit, we recommend contacting RSPCA Education and Learning to book an incursion or excursion to the RSPCA as an introduction to the unit. Bookings require at least two weeks' notice and are subject to staff availability so book early! To download a booking form visit: <http://www.rspcavic.org> and go to the **Learn** tab.

The RSCPA PDS unit has been developed for use in conjunction with the RSPCA Victoria website www.rspcavic.org and the national RSPCA Knowledgebase kb.rspca.org.au (see page 22 for a list of other useful websites).

Helpful Hints

The RSPCA Victoria website has comprehensive information regarding its work.

Some basic information regarding animal welfare issues is included in this guide.

Remind students as they conduct research and begin their projects to record images for their image essays or short movie. This will save time and effort 'recreating' or 'staging' images at the end of the project.

Ensure students file all resources, fliers and print outs for their project portfolio.

Using a Gantt chart (see page 18) and a calendar or diary for project planning and time management may assist students in creating and meeting deadlines.



Lesson Plan

Week 1 – Getting started

1. Begin the topic with by administering the short survey provided. This will investigate students' awareness, attitudes and existing knowledge regarding animals and animal welfare. Students should perform this task individually.
2. As a group, and using the information from step 1, brainstorm all ideas/knowledge about animal welfare. If possible, record all ideas (transcribe or photograph). This activity can be repeated at the end of the unit to assess what new knowledge has been gained.
3. Optional: discussion on why animal welfare is important. Suggested topics include such as people's responsibility to animals, whether animals have feelings, it is acceptable to cage animals for food production. You may also wish to discuss, and get students to investigate, the difference between "animal welfare" and "animal rights".
4. Begin the RSPCA PDS workbook. Work through the Introduction pages with your class. Ensure students know whether to complete the entire workbook (Intermediate) or the Foundation level activities (those marked 'F' only).
5. Discuss the Project Portfolio. This is a major part of assessment for this project. Students need to research, file documents, take photographs, produce presentations and record contact details, including phone call and emails. Getting organised at the start will save lots of time. It may be worth discussing with them how they will store all their records.



VCAL STUDENT CHECKLIST

COMPLETED	FOUNDATION – SECTION	INTERMEDIATE – ALL OF WORKBOOK
Animals and Attitudes		
Volunteering at the RSPCA		
Skill Development		
Animal Welfare Issues - Part 1		
5 min. presentation class - 1 topic		
Animal Welfare Issues - Part 2		
- Leadership		
- Communication		
Back to your Animal Welfare Issue		
- The Other Side of the Coin ...		
- Group presentation (10 mins)		
Brainstorming		
Project Plan		
Safety		
Implement Your Plans		
How Did You Go?		
Reflection Activity		

Note: **Foundation students** are not required to complete shaded areas under the column heading 'Foundation Section'.



STUDENT SURVEY RSPCA

Year level

Date

1. Write down anything you know about the RSPCA.

2. Think about your relationship with animals. Circle the ways animals are involved in your life from the list below:

pets	work	feathers
football	leather	security
friend	milk	research
wool	circus	food
meat	circus	eggs
fun	entertainment	exercise
medicine	riding	transport

**STUDENT SURVEY RSPCA (CONT'D)**

4. Read the following statements and decide on how you feel about them by circling one of the responses next to the statement. An example is shown below:

EXAMPLE I enjoy drinking coffee.	strongly disagree	disagree	not sure	agree	strongly agree
-------------------------------------	-------------------	----------	----------	-------	----------------

Animals are important in my life.	strongly disagree	disagree	not sure	agree	strongly agree
Hitting animals to make them behave is OK.	strongly disagree	disagree	not sure	agree	strongly agree
Farm animals don't have feelings.	strongly disagree	disagree	not sure	agree	strongly agree
Our society would be better off without pets.	strongly disagree	disagree	not sure	agree	strongly agree
It is OK to feed stray cats.	strongly disagree	disagree	not sure	agree	strongly agree
I rarely think about animals being hungry or thirsty.	strongly disagree	disagree	not sure	agree	strongly agree
Animals have rights, just like humans.	strongly disagree	disagree	not sure	agree	strongly agree
It is OK to use animals in circuses and rodeos.	strongly disagree	disagree	not sure	agree	strongly agree
Some dog breeds are dangerous and should be banned.	strongly disagree	disagree	not sure	agree	strongly agree
All pet cats should be desexed.	strongly disagree	disagree	not sure	agree	strongly agree
Exporting live animals to other countries is wrong.	strongly disagree	disagree	not sure	agree	strongly agree
There is nothing wrong with buying eggs laid by hens kept in cages.	strongly disagree	disagree	not sure	agree	strongly agree



Project Planning and Management

1. WHAT IS A PROJECT?

A project is anything that requires:

- an outcome (ie something to happen);
- resources (time, money, space, equipment, people etc); and/or
- a timescale (ie needs to be done within a set amount of time).

2. WHAT IS PROJECT MANAGEMENT?

Project management is combining and organising all the resources to get the project done in a set amount of time.

Project definition: Be specific. If you don't know exactly what you want to get done, by when you won't get it done at all!

Objectives: Why are we doing this? What do we want to achieve?

Deliverables: What result must we get to complete the project?

3. PREPARE A PROJECT PLAN

Now you know what you want to achieve, you need a plan to achieve it.

Brainstorming: Have a team meeting to brainstorm all ideas that will help toward completing the project. Take notes!

FOR EXAMPLE: An RSPCA Sausage sizzle:

- | | | |
|---|---|---|
| ▪ A date/time. | ▪ Health regulations. | ▪ Gas. |
| ▪ Donated items
ie. from butcher, bakery,
supermarkets? | ▪ Advertising ie. posters,
newsletter,
announcements. | ▪ Time for shopping,
making posters,
cooking. |
| ▪ A working barbeque. | ▪ Money to buy stuff. | ▪ People to cook it. |
| ▪ Tongs. | ▪ Napkins/sauce. | ▪ Cash for change. |
| ▪ Permission from the
school/teacher. | ▪ Foods -sausage/ bread,
onions. | |



4. GANTT CHARTS – MANAGING PROJECT TASKS!

Time permitting, Gantt charts are a useful tool for students managing a complex project. This chart allows you to plot out all the major tasks you need to achieve your project. Some tasks can occur at the same time. Other cannot occur until earlier tasks are completed – you can't cook sausages you haven't purchased! Many are time critical – you wouldn't want to buy the bread three weeks before the sausage sizzle! See the example below.

TASK	WHO	MARCH			APRIL			MAY		
WEEKS		1	2	3	4	1	2	3	4	1
Team meetings	team	█	█	█						
Meet with teacher	team	█			█	█	█	█	█	█
Design advertising and RSPCA campaign posters	team		█	█		█				
Check health regulations	Jill			█						
Print posters and display	George				█					
Organise equipment	Amy					█				
Contact suppliers re: donations	Fred			█			█			
Get change and cash box	Amy				█					
Purchase foods	Jill & Fred									█
Conduct sausage sizzle	team								█	
Clean up, return equipment and count money	George									█
Deliver donation to RSPCA	team									█
Put up poster to tell school how much money raised	Jill									█



Animal Welfare Issues

For more information about animal welfare issues please check <http://www.rspcavic.org/issues>, www.kb.rspca.org.au or www.rspca.org.au

Farm Animals and Humane Food – Battery Hens

In Australia, over 11 million hens live in battery cages to lay eggs for use in products or human consumption. Not one of them ever being able to walk around, peck or bathe in the dust, stretch or flap their wings.

Cage eggs come from hens housed in battery cages. A battery cage is made entirely of welded wire and will usually house three to five birds. The floor of the cage slopes down to the front so that the eggs roll away out of the cage. The hens have access to food troughs and water drinkers.

In newer systems, cages are stacked in several tiers, one above the other, inside a climate-controlled shed. The shed may contain as many as 100,000 birds.

The current minimum space allocation for caged birds (under 2.4kg) is 550cm² floor space and 40cm high. The small size of cages means birds are unable to turn around easily, stretch out, flap their wings or exercise – each bird has less space than the size of a piece of A4 paper.

Scientific evidence indicates battery hens suffer intensely and continuously throughout their confinement in cages. The restricted movement, lack of exercise in battery cages, constant exposure to a wire floor and lack of perches lead to serious bone and muscle weakness.

In non-cage systems, such as barn and free-range, hens have the opportunity to express their full range of behaviours. Hens have access to a private, enclosed area for laying, which is a priority for hens. They have the freedom to flap their wings, stretch, fly, dust bathe and forage. Hens can move around and explore their environment. The extra space also allows submissive birds to avoid dominant birds if they need to.

The RSPCA's aim is to ensure the welfare of layer hens. Our aim is to get hens out of cages and in to humane alternative systems.

The RSPCA works both to enforce existing laws and to change laws to improve the welfare of animals. Getting hens out of battery cages is one of the RSPCA's key campaign aims and includes putting our message across to politicians, farmers and other key decision makers, as well as raising public awareness of the issue.



Cat Welfare

Cats are loving pets that provide companionship and affection to many people across Victoria. Tragically however, there are approximately 500,000 unowned cats across our state, presenting the community with a serious over-population issue.

One of the reasons so many cats are bred in Victoria is due to the breeding cycle of these animals. Cats start breeding as young as five months of age. If left undesexed, just one female cat and her offspring can produce up to 420,000 cats in seven years. The RSPCA recommends kittens are desexed as young as 12 weeks old. Aside from preventing accidental litters, there are many health and behavioural benefits to desexing.

Cat over-population is not just an issue for animal shelters – it is a community responsibility. The financial cost to society for managing excess cats (running shelters, euthanasia, stress on shelter workers, cat trapping exercises and answering complaint calls) far exceeds the cost of compulsory desexing. Also, there is the ethical duty of the community to manage animals responsibly and humanely.

To address this serious issue of cat overpopulation, RSPCA Victoria supports municipal councils to introduce compulsory desexing, and in some areas is able to offer discounted desexing.

Puppy Factories

Many puppies sold in pet shops and online are produced in puppy factories or by backyard breeders.

Puppy factories are large-scale, commercial businesses that mass produce all kinds of puppies for sale. This includes purebred, crossbred and mixed-breed dogs.

Puppy factories can be awful places, with poor conditions. Puppy factory dogs are viewed only for their ability to make their owners' money. Puppies may be confined in crowded cages with no room to move. These puppies may not be vaccinated, making them highly susceptible to infectious diseases, parasites and many acute and chronic conditions. Puppies that come from puppy factories can also develop behavioural difficulties due to the miserable conditions in which they're exposed and lack of appropriate socialisation in mass breeding facilities.

Once the puppies are sold, their mothers are left behind to endure endless cycles of producing litters in these conditions. It's not uncommon for female dogs as young as six months old to be used for breeding, and they may have a litter every time they come in to season. Under Victorian State law, bitches must be 12 months old and given veterinary clearance prior to their first mating and have no more than five litters in their lifetime. However, within these factories, bitches may be forced to have litters of puppies every six months and do not get the chance to recuperate. This often leaves them with serious ongoing health problems. When they're no longer able to breed, they are euthanised.



On top of that, the mortality rate of the puppies is quite high because veterinary care is scarcely provided. Puppies that do survive and are sold, often suffer from ongoing health issues which the new owners have to pay for.

The RSPCA would like to see puppy factories closed, and will continue its fight for better animal welfare by focusing on the sales channels breeders use and continuing to create awareness about this unscrupulous industry.

Recreational Hunting - Duck Shooting

Duck shooting is a senseless sport where hunters use scatter guns to target native waterbirds. These guns spray pellets over a wide area and – as admitted by shooting groups – one in four ducks that are shot do not die instantly. Tragically they attempt to fly away, suffering a lingering and painful death, either from their wounds or starvation. This suffering is made worse with poorly skilled shooters taking up to ten shots to end the suffering of wounded birds.

For nine months of the year, Victorian native water-birds fall under state-wide environmental protection. Sadly, from March to June, this law does not apply and native ducks are permitted to be shot from the skies in the name of sport. During this time, a small number of government-appointed Wildlife Officers are responsible for monitoring the 20,000 wetlands around Victoria to enforce the Wildlife Act.

Each year, Victoria's duck shooting season opens in mid-March for 12 weeks. During that time, Victoria's 22,000 registered shooters are allowed to 'bag' 10 birds each day.

During the 2011 season, our animal welfare colleagues at the *Coalition Against Duck Shooting* recovered 630 birds that were shot and left to die in the water. Of these, 75 were protected or non-game species. The Coalition's dedicated rescuers are only a small group and they were unable to patrol all of Victoria's wetlands. The impact on our native bird populations is devastating.

Duck shooting is banned in Western Australia, New South Wales and Queensland, and has never been allowed in the Australian Capital Territory.



Useful Animal Websites

RSPCA Victoria	www.rspcavic.org
RSPCA Australia	www.rspca.org.au
RSPCA Knowledgebase	www.kb.rspca.org.au
World Animal Protection	www.worldanimalprotection.org.au
Australian Farmers' Federation	www.nff.org.au
Victorian Farmers' Federation	www.vff.org.au
Coalition Against Duck Shooting	www.duck.org.au
Animals Australia	www.animalsaustralia.org
Department of Economic Development, Jobs, Transport and Resources	www.economicdevelopment.vic.gov.au
Cat Protection Society	www.catprotection.com.au
The Lost Dogs' Home	www.dogshome.com
Agriculture Victoria	www.agriculture.vic.gov.au
Australian Veterinary Association	www.ava.com.au
Humane Research Australia	www.humaneresearch.org.au