Animal studies – equine studies

Core 1 – the industry

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# Core 1 – the industry

This learning sequence develops the students’ understanding of the equine industry, its history, contemporary organisation, and how it contributes to the Australian economy. Students learn about the different stakeholders, and the rules and legislation specific to horses.

Students gain an appreciation of the different parts of the industry and develop skills in the application of the associated standards and expectations.

## Duration of learning

The practical nature of Animal studies requires the concepts students learn throughout the learning sequence to be supported by repeated opportunities to apply the skills under supervised conditions.

This learning sequence is designed to be completed over a period of 20 hours and can be adapted to suit each school context.

It is suitable to be integrated with Equine studies Option E3 – introduction to riding.

This unit was written to be delivered concurrently with Equine studies Option E3 – introduction to riding to meet indicative delivery hours.

## Outcomes

A student:

* **AS-1** identifies the range of industry goals and products
* **AS-2** evaluates breeds and individual animals in relation to meeting industry requirements
* **AS-5** describes market specifications for the industry

[Animal studies course document](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/animal-studies) © NSW Department of Education for and on behalf of the Crown in the State of New South Wales, 2021.

## Rationale

This course is intended for students seeking to further their knowledge and skills in particular animal industries that are relevant to their local context or interest.

The Animal studies course provides the opportunity to extend and develop student interest beyond the scope of curriculum options from the NSW Education Standards Authority (NESA).

This will consequently allow specialisation, which will promote the safe participation of students in the industry, add deep knowledge and understanding and develop advanced skills in the management and handling of the selected species.

Provision of courses for Stage 5 must meet the needs of a diverse range of student needs including students with disability, high potential and gifted students, and students from diverse cultural backgrounds, to maximise their post-school opportunities.

## Aim

The course aims to develop:

* an understanding and knowledge of the specific animal industry
* skills and knowledge in the management of a species to meet industry goals
* an appreciation and awareness of safe work practices and management when using animals
* an empathy and appreciation for the animal’s wellbeing.

## Purpose and audience

This teaching resource is for teachers delivering or planning to deliver the course. The learning sequence demonstrates how a combination of outcomes can be used to develop teaching and learning activities. It also suggests a range of resources to support teachers when planning and teaching the course.

## When and how to use this document

Use this resource when designing learning activities that align with the course outcomes and content. The activities and resources can be used directly or may be adapted based on teacher judgment and knowledge of their students. Core and options topics may be taught concurrently or consecutively. Consult the [Animal studies course document](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/animal-studies) for further details on timing of core and options.

Schools in NSW that use animals for educational purposes must satisfy the requirements of the *Animal Research Act 1985* (NSW) and the Australian code for the care and use of animals for scientific purposes. The legislation is interpreted for schools on the [Animals in Schools website](https://education.nsw.gov.au/teaching-and-learning/animals-in-schools) and applies to all vertebrate animals.

# Learning sequences

This sample learning sequence has been prepared by the NSW Department of Education. It has been developed as a guide for teachers to assist in the development of a teaching and learning program contextualised to an individual school's needs. The scope and depth of the content covered should relate to the school's context, expertise of the teachers delivering the course and the prior knowledge of the students. Plan learning activities that are inclusive and accommodate the needs of all students, in your classroom from the beginning. Some students may require more specific adjustments to allow them to participate on the same basis. Space is provided for adjustments and enhancements that are made to the learning sequence during its implementation, in order to meet the individual needs of students and to allow for differentiation of the Animal studies course. For further advice, see [Additional information](#_Additional_information_1) later in this document.

## Weeks 1–3

Table 1 – equine studies – Core 1 – The industry weeks 1–3 learning sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Outcomes and content | Teaching and learning | Evidence of learning | Adjustments and registration |
| **Outcomes****AS-1, AS-2****Content**Students:* describe the objectives of the selected animal industry, for example
* the different breeds/strains of the species linked to different industry goals
* the range of enterprises or activities in the selected industry.
 | **Teacher**Introduce different uses of horses in Australia throughout history, including: pleasure riding, transport, war, racing, support, work. Discuss each use, using current examples such as [Riding for the Disabled Association Australia (rda.org.au)](https://www.rda.org.au/).Encourage students to use prior knowledge and making connections to contribute to discussion.Lead a class [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542#.Y6EsPLkv3yE.link) on why some uses are not suitable for the world we live in today.**Student**Complete [brainstorming activity](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=62982e3e-1aac-7227-14af-da322316f223) discussing the uses of horses throughout history. Use prior knowledge and making connections to contribute to class discussion around suitability of these uses in contemporary society.Develop a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=3a564bc9-428d-f8fb-998c-bb688560f336) to convey the historical and contemporary uses of the horse. Include a current example, for example, [Riding for the Disabled Association Australia (rda.org.au)](https://www.rda.org.au/).**Teacher**Provide students with list of [horse breeds](https://education.nsw.gov.au/teaching-and-learning/animals-in-schools/animals-in-schools-species/horses/horses-introduction) used within Australia and [readings/texts](https://breeds.okstate.edu/horses/?Forwarded=afs.okstate.edu/breeds/horses/) on each of the breeds. Explain that breeds are chosen generally on their suitability for specific activities. For example, Stockhorse for farm work/camp drafting. Remind students to use their critical reading strategies such as skimming and scanning, numbering the paragraphs and marking the text.**Student**Use critical reading strategies to read through information on each breed. Complete a summary table of suitable breeds for different activities. Include the breed, activity it is suited to and characteristics of suitability.Using available onsite horses, students categorise and safely move them into groups. Groups to be determined by teacher and/or students depending on what horses are available to observe. Students identify the breed of each horse and the suitable activity, by observing their distinguishing characteristics. Students may use their previously constructed summary table to assist in grouping the horses. | Students complete brainstorming activity and discuss the use of horses throughout history.Students participate in discussion around the suitability of breeds for each sector/discipline.Students successfully identify specific breeds of horses for each sector of the horse industry. |  |

## Weeks 4 and 5

Table 2 – equine studies – Core 1 – the industry weeks 4 and 5 learning sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Outcomes and content | Teaching and learning | Evidence of learning | Adjustments and registration |
| **Outcomes****AS-2****Content**Students:* outline the history and significance of the industry, including
* significant historical factors that have shaped the industry
* how animal specifications have changed over time
* the importance of the industry to the Australian culture and economy.
 | **Teacher**Explain the evolution of the horse. Draw students’ attention to the relationship between the anatomical changes and the change in the use of horses and how these are related.Remind students of critical reading strategies and demonstrate these strategies for students to use when accessing [Evolution of the horse](https://www.britannica.com/animal/horse/Evolution-of-the-horse).Support students in creating a timeline of the key events and developments in Australian history for the use of horses. This can include the arrival of horses in Australia, their use in war, transportation, sport and recreation. Students to present their timelines to the class, discussing the significant events and contributions of the horses in each period.**Student**Access [Evolution of the horse](https://www.britannica.com/animal/horse/Evolution-of-the-horse) and use critical reading strategies including skimming and scanning, numbering the paragraphs, marking the text and writing in the margins to understand and record the main ideas of the text.Develop a timeline to organise the significant changes to the horse and the industry over time. Include the following:* **the evolution of the horse**
* **the significant anatomical changes that occur at different stages of time**
* **the key uses of the horse in Australian history, including: war horses, carriage horses and** other appropriate examples.

Observe the horses available onsite. Using their knowledge of the evolution of the horse, identify key anatomical features of the horses that have developed over time and predict how these may have once looked in the earlier stages of evolution.Sketch the predictions annotating changes in anatomical features. | Students correctly organise information into a sequential form showing the changes of horses and the industry over time. |  |

## Weeks 6–8

Table 3 – equine studies – Core 1 – the industry weeks 6–8 learning sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Outcomes and content | Teaching and learning | Evidence of learning | Adjustments and registration |
| **Outcomes****AS-5****Content**Students:* understand the industry and its organisation, including
* how the industry operates
* knowing the stakeholders and the role each plays in the industry
* the role of the government and legislation in the industry
* overview of compliance and how it impacts each stakeholder
* contribution of the industry to Australia’s economy.
 | **Teacher**Provide students with a [KWL Chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562?clearCache=93522c1d-6e7a-1ab9-7975-517262331e0c). Initiate a class discussion about what they already know about the organisation of the industry.**Students****Complete the ‘What I know’ column of their own** [KWL Chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562?clearCache=93522c1d-6e7a-1ab9-7975-517262331e0c) **with everything they know about the organisation of the industry.****Teacher****Discuss with the class about what they want to learn in relation to the** [Code of practice for the horse industry [PDF 634 KB]](https://www.horsesafetyaustralia.com.au/wp-content/uploads/2008/10/AHIC-Code-of-Practice-revised-091009-.pdf)**.****Explain the difference between** [policy and legislation.](https://peo.gov.au/understand-our-parliament/your-questions-on-notice/questions/what-is-the-difference-between-policy-act-and-legislation-in-australia)**Student****Discuss with a partner what they want to know about the policy and legislation relevant to the horse industry.****Complete the ‘Want I want to know’ column of their** [KWL Chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562?clearCache=93522c1d-6e7a-1ab9-7975-517262331e0c)**.****Teacher****Break class into small groups and give each group a section of the code of practice. Explain to students they will be completing a** [jigsaw activity](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546?clearCache=b687ccff-ae57-8ce-80b1-1fabd27c7ba9) **by summarising their section of the policy and then presenting this back to the class.****Student****Complete** [jigsaw activity](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546?clearCache=b687ccff-ae57-8ce-80b1-1fabd27c7ba9) **and present their summary of the code of practice back to the class.****Teacher****Explain to students that the code of practice can have an impact on the sectors of the horse industry and provide examples.****Student****In small groups, students research the economic impacts of the equestrian industry in Australia. Students present their findings in their own chosen way.****Teacher****Ask students to share any of their questions from the W column that were answered.****Have students record a summary in the ‘What I learned’ column of their own** [KWL Chart.](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562?clearCache=93522c1d-6e7a-1ab9-7975-517262331e0c)**Student****Conduct research to complete KWL chart.** | Students complete their KWL chart with a correct summary of the horse industry organisation.Students use their research skills and correctly present their findings in relation to the economic impact of the equestrian industry in Australia.**Students complete the ‘What I learned’ column of their own** [KWL Chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562?clearCache=93522c1d-6e7a-1ab9-7975-517262331e0c). |  |

# Additional information

This resource has been designed to support schools with successful implementation of new curriculum, specifically the NSW Department of Education approved elective course, Animal Studies © NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales, 2021.

The resource is produced to assist schools with promoting and implementing the course for the first time. As the course may be taught by teachers from a range of key learning areas, the resource is designed to support teachers from a variety of KLA expertise.

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the Teaching and Learning Curriculum team by emailing secondaryteachingandlearning@det.nsw.edu.au.

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Consulted with**: Curriculum and Reform, Inclusive Education, Multicultural Education, Aboriginal Outcomes and Partnerships, Animal Welfare Coordinator, and subject matter experts.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [School Success Model](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained).

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.1.2, 2.3.2, 3.2.2, 7.2.2.

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**Evidence base**

‘The long-term vision is for a curriculum that supports teachers to nurture wonder, ignite passion and provide every young person with knowledge, skills and attributes that will help prepare them for a lifetime of learning, meaningful adult employment and effective future citizenship’ (NESA 2020:xi).

The development of the course and the course document as part of department approved electives aims to respond to the goals articulated in NESA’s curriculum review. Consistent messages from the review include:

* ‘flexibility’ was the word most used by teachers to describe the systemic change they want
* teachers need more time to teach important knowledge and skills
* students want authentic learning with real-world application.

This teaching resource provides teachers with some examples of explicit and authentic learning experiences. The option to adjust these learning sequences leads to ‘increased local decision making in relation to the curriculum’ as this ‘is associated with higher levels of student performance’ (NESA 2020:52).

The suggested strategies for teaching and learning align with the principles of explicit teaching. ‘The evidence shows that students who experience explicit teaching practices perform better than students who do not. Explicit teaching reduces the cognitive burden of learning new and complex concepts and skills, and helps students develop deep understanding’ (CESE 2020a:11).

# References

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