

Unit Overview

The construct of wellbeing describes a sense of satisfaction, happiness, effective social functioning and spiritual health, and dispositions of optimism, openness, curiosity and resilience. PERMA is a theory for wellbeing put forth by the 'Father of Positive Psychology', Professor Martin Seligman. PERMA consists of five elements (Positive emotion, Engagement, Relationships, Meaning and Accomplishment. This has been added to by the South Australian Health and Medical Research Institute (SAHMRI) to include physical activity, sleep and good nutrition; creating the model known as PERMA+.

Students are introduced to the concept of animal sentience and explore the five freedoms, learning about what animals need to stay healthy and happy. Students will learn that animals have needs just like humans, and that these needs include food, water, companionship, a suitable place to live, being looked after by a vet if they are ill, and the freedom to express normal behaviour. Students then design their own holistic health models illustrating the dimensions of animal wellbeing.



UNIT TIMEFRAME

Learning experiences can be modified to best fit within the classroom programme, students' levels and various time constraints. Students could explore these learning experiences as a whole class, in small groups or independently. The learning experiences below are not intended to be single lessons.

3000

ANIMAL WELFARE ACHIEVEMENT OBJECTIVES

- Identify and describe each of the five freedoms.
- Describe animal sentience.
- Compare and contrast the needs of animals and humans.
- Create an animal well-being model.



Australian Curriculum



General Capabilities (levels 1 - 4)

It is recommended that you chose 1 or 2 General Capabilities to focus on as you teach the unit. A learning opportunity for each element has been included as a starting point.

	Element	Learning Opportunity
CRITICAL AND CREATIVE THINKING	Reflecting on thinking and processes Transfer knowledge into new contexts	Discuss the PERMA+ model and support students to consider this when designing a wellbeing model for animal/s.
	Generating ideas, possibilities and actions • Imagine possibilities and connect ideas	Provide opportunities for students to generate possibilities for an animal wellbeing model and how to present their model.
PERSONAL AND SOCIAL CAPABILITY	 Self – awareness Understand themselves as learners Develop reflective practice 	Allow students opportunity to reflect upon factors and strategies that assist their learning, identify learning styles and work habits that aid them as learners. Allow opportunity for students to put this into practice and reflect on their strategies success. Provide opportunity for students to reflect on what they have learnt about themselves as a learner. Provide feedback to students as they progress through their learning activities and allow students time to act upon the feedback
	Self - management • Work independently and show initiative	and develop from your guidance. Discuss strategies for managing learning independently and how / where / when to seek help. Some ideas for growing independence
LITERACY	Composing texts through speaking, writing and creating element Compose spoken, written, visual and multimodal learning area texts Deliver presentations	When students compose their animal wellbeing models provide opportunity for students to write and present a presentation that informs their audience about their model.
	Other elements (word knowledge or grammar knowledge) could be focused on, dependent on what learning foci are current for your students.	



General Capabilities (levels 1 - 4) Continued			
Element		Learning Opportunity	
ETHICAL UNDER- STANDING	Understanding ethical concepts and issues element Recognise ethical concepts Explore ethical concepts in context	When discussing animal wellbeing explore the ethical issues raised.	
ICT	 Managing and operating ICT Select and use hardware and software Manage digital data 	Insist that students use a computer / tablet to present their model. Allow students to choose the app / software they use to present. Students should be taught how to save and share their digital data.	



LEARNING AREAS

It is intended that teachers choose from the selection of Australian Curriculum levels, learning areas and achievement standards, that they will focus and place more emphasis on - based on their students' prior knowledge, needs and learning goals.

HEALTH AND PHYSICAL EDUCATION -PERSONAL, SOCIAL AND COMMUNITY HEALTH



FOUNDATION

Being Healthy, Safe And Active

- Identify personal strengths (ACPPS001)
- Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)

YEAR 1/2

Being Healthy, Safe And Active

- Describe their own strengths, achievements, and those of others, and identify how these contribute to personal identities (ACPPS015)
- Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)

YEAR 3/4

Being Healthy, Safe And Active

- Explore how success, challenge and failure strengthen identities (ACPPS033)
- Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)

YEAR 5/6

Being Healthy, Safe And Active

Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)



SCIENCE (BIOLOGICAL SCIENCES)



FOUNDATION

Living things have basic needs, including food and water (ACSSU002)

YEAR 1

Living things live in different places where their needs are met (ACSSU018)

YEAR 4

• Living things depend on each other and the environment to survive (ACSSU073)

YEAR 5

• Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)

YEAR 6

• The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)

THE ARTS



F- YEAR 1/2

Media Arts

- Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055)
- Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)

Visual Arts

Create and display artworks to communicate ideas to an audience (ACAVAM108)

YEAR 3/4

Media Arts

 Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)

Visual Arts

 Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)

YEAR 5/6

Media Arts

 Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)

Visual Arts

Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)



ENGLISH



FOUNDATION

Creating Texts

- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)
- Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)

Interacting With Others

Deliver short oral presentations to peers (ACELY1647)

YEAR 1

Text Structure And Organisation

• Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)

Creating Texts

- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)
- Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)

Interacting With Others

 Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)

YEAR 2

Text Structure And Organisation

• Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)

Expressing And Developing Ideas

• Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)

Creating Texts

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)
- Re-read and edit text for spelling, sentence- boundary punctuation and text structure (ACELY1672)

Interacting With Others

Rehearse and deliver short presentations on familiar and new topics (ACELY1667)

YEAR 3

Text Structure And Organisation

• Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)



ENGLISH Continued



YEAR 3 Continued

Creating Texts

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)
- Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1684)

Interacting With Others

• Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)

YEAR 4

Text Structure And Organisation

• Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)

Expressing And Developing Ideas

• Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)

Creating Texts

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)
- Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)

Interacting With Others

 Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)

YEAR 5

Text Structure And Organisation

 Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)

Expressing And Developing Ideas

• Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

Creating Texts

- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)
- Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)

Interacting With Others

• Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)



ENGLISH Continued



YEAR 6

Text Structure And Organisation

 Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)

Creating Texts

- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)
- Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)

Interacting With Others

 Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)

RESOURCES AND MATERIALS



SUPPORTING RESOURCES

- Animal information Onekind
- Information from SAMHRI about Wellbeing
- RSPCA five freedoms
- RSPCA animal care
- Let's ask the animals ASAB
- Science of animal sentience
- Pigs can play video games and chickens can learn from watching TV!

DOWNLOADABLE RESOURCES

- Explanation writing PowerPoint
- The emotional lives of animals
- OPTIONAL: Animal welfare storybooks
- Describe map human needs
- Describe map animal needs
- Compare and contrast map human and animal needs



LEARNING EXPERIENCES



1. Wants And Needs

Learning Intentions
We are learning to...

- Identify human wants.
- · Identify and describe human needs.
- Identify and describe animal needs.
- Compare and contrast the needs of animals and humans.

Ask students to think for a few minutes about what makes them happy. Ask everyone in the class to make a suggestion. Write or draw all the answers on the board.

Repeat this, asking students to think what makes them healthy.

NOTE: If students are enthusiastic and want to do some more reading or research - you could extend this as a homework activity.

Most of their answers will probably relate to things that they would like to have in their lives.

What humans need

Discuss the difference between wants and needs. Explain that they are now going to think about what they really need. Working in small groups, ask students to look at the list on the board and pick out which answers they think are basic needs, rather than things that they like or enjoy. Students record these on Describe map - human needs

They can add new ideas to their maps if they think of something that has not been mentioned.

Come back together as a class and discuss their maps. Try to agree on a set of basic human needs and write or draw these on an enlarged shared version of Describe map - human needs

Animals need

Begin this learning experience by watching the <u>Let's ask the Animals – The Association for the Study of Animal Behaviour</u>; the video explores the similarities of humans and animals.

Students now think about what animals need to be happy and healthy. Some of them will have pets or know about farm animals or wildlife and can suggest ideas; others may need more guidance. Introduce the Five Freedoms concept; tell students "there are five things that the RSPCA wishes for all animals. Have a guess at what they might be".







Freedom from hunger and thirst (food and water)

What can we do so our animals have this freedom?



Freedom from discomfort (shelter)

What does discomfort mean? How can we make sure this doesn't happen?



Freedom from pain, injury or disease (medical care)

Who do we take our animals to if they are sick or hurt?



Freedom to express normal behaviour (exercise)

What does that mean? What is normal behaviour for a dog? Cat? Bird? Horse?



Freedom from fear and distress (love and understanding)

How can we stop this? Prompt students to think about storms, fireworks, other animals (including wildlife), being left alone, overcrowding (thinking in particular of farm animals).

Is this only for our companion animals? What other animals would we wish this for? Discuss wildlife and farm animals.

Refer to the RSPCA five freedoms and the RSPCA animal care section of the RSPCA website.

Ask students to suggest things that they think animals need. It may help to talk about a specific animal that they have experience of, such as a companion animal or farm animal. Students can write or draw their answers on

Describe map – animal needs

Different needs

Depending on the class ability, you may be able to create separate describe maps for the needs of companion animals, farm animals and wildlife. Again, make sure that students understand the difference between wants and needs.

Ignite students thinking by asking questions such as "would a pony be happy if it was kept in a cage?" "Could you keep a cow in your living room?" "Why/why not?"





2. Animal Sentience

Learning Intentions

We are learning to. . .

• Understand that animal sentience refers to the ability of non-human animals to experience positive emotions such as pleasure and negative emotions such as pain and fear.

Discuss the following list of words – What do they mean? When do they happen? How does each feeling look? Why might people feel this way? Have you ever felt this way before?

happysadangryexcitedscaredsick

lonelycoldhotlovehungry

Working in pairs or as a whole class, students demonstrate to each other how they show those feelings with their bodies and faces.

Raise the question about animals having feelings: "So we have explored our feelings, do you think that other creatures have feelings too?" lead into a class discussion on animals showing feelings.

Watch the Science of animal sentience. Using the students' knowledge of feelings and how they show them, working individually, in small groups or as a whole class, assign a feeling to each student or group. They then need to find as many images of animals displaying that feeling as possible, these could be from books, online searches or even pictures they have drawn themselves. Students then share their images and describe how they believe the image illustrates the specific feeling.

Lead into a discussion about animals being aware of sensations and emotions, of feeling pain and suffering, and of experiencing a state of wellbeing and how we need to be aware of our animals' feelings and emotions to ensure their wellbeing. Visit Animal information - Onekind information explore and discuss the interesting information about animal personalities, empathy and emotions.

Compare and contrast

Using <u>Compare and contrast map - human and animal needs</u>, students refer to both describe maps (<u>Describe map - human needs</u> and <u>Describe map - animal needs</u>) to inform the completion of their compare and contrast map. Discuss the completed maps. Students should realise that the lists are very similar.





3. PERMA+ Model

Learning Intentions
We are learning to...

- Identify and describe the PERMA+ model for wellbeing.
- Describe human needs.

Show students Information from SAMHRI about Wellbeing (based on the work of Dr Martin Seligman). Explain to students that this model for wellbeing is designed to help people flourish. Flourishing is a combination of 'feeling good and doing good'. Unpack with the children the importance of flourishing and how it can help us when we hit a bump in the road or experience a sad event in our lives; flourishing doesn't mean that bad things won't happen or that we will never be sad, but it does mean that we will bounce back more quickly.

Prepare eight large sheets of paper with a question in the middle of each, e.g.:

Positive Emotion: When do you experience positive emotion, e.g. amusement, hope, interest, joy, love, compassion, gratitude, optimism or pride?

Engagement: When do you experience engagement (lose track of time, experience 'flow')?

Relationships: What do you do that helps you build good relationships?

Meaning: What gives you a sense of meaning? Are you part of a group / organisation who give you a sense of meaning? Who are the people in your life that help you feel a sense of meaning?

Accomplishment: Celebrate your achievements. What is something that you are proud of?

Physical Health: What are some ways you get the recommended 60 minutes of physical activity each day?

Nutrition: What foods and drinks do you think are good for your health and wellbeing?

Sleep: What helps you get a good night's sleep?

Undertake a chalktalk with the students, providing time for the students to answer all of the questions.

There may be overlap between each element and some ideas may fit under more than one element – note these to discuss later.

Group discussion

View each element and read the collection of examples under each. Discuss any overlap between each element and which ideas seem to fit under more than one heading (e.g., students may name a sport for many of the PERMA+ elements).

View and discuss other wellbeing and holistic health models such as the Wheel of Wellbeing.





4. Animal Wellbeing Models

Learning Intentions
We are learning to...

- · Describe animal needs.
- Design a model for animal wellbeing.

After reflecting on the previous learning experiences, students use their gained knowledge and understandings to create holistic models for the well-being of animals. These models should reflect each of the five freedoms in some form, and target companion animal guardians and potential companion animal guardians.

You may choose to, however, there does not need to be a set format or type of media for the models (this may depend on the Australian Curriculum learning area you chose to focus on).

Possible model formats:

- Pastel or crayon illustration
- Three- dimensional construction
- Painting
- Sketch
- Collage
- Digital graphics
- Photography
- Mixed media

Once completed, students select ways in which to publish and present their models to the intended audience, e.g. write a brief speech or design a slideshow. Computer and/ or tablet publishing tools could be used to organise and enhance their presentations, using different fonts, styles, colours, frames and layout.

Students present their models to the class, discussing the features of any verbal and visual text and how these target their audience. Students can then share their models with students in other classes, their family, and their community – through their school website and of course with RSPCA South Australia. Classes could even create a display in the school office foyer, at a local veterinary clinic, library or community centre!





5. Reflection And Self-Assessment

Learning Intentions

We are learning to. . .

- Reflect to self-assess our own learning.
- Write an explanation.

Encourage students to reflect on their learning. Review and discuss that the purpose of this learning experience was to gain knowledge and understandings about animal sentience, the five freedoms and what animals need to stay healthy and happy. These understandings were needed to inform the design and creation of our own holistic health models.

The purpose of these models was to illustrate the dimensions of animal well-being, to help other people understand how to care for animals. Hopefully, if people know what their animals need, they can ensure they provide their animals with these things. When provided with these things, animals are more likely to live healthy and happy lives.

Provide time for students to review and reflect on their finished models. As a self- assessment task, ask students to write an explanation, describing their models and how they illustrate animal well- being. These explanations could be displayed with the models or attached to a photograph of their model and filed in their portfolio of learning.

If students are new to explanation writing, it may be helpful to introduce this writing purpose with this PowerPoint:

Explanation writing PowerPoint, before also modelling the process for your students.





