



Agricultural Mo(o)ve with 21st century skills

International Animal Care Virtual Assignment  
Output 18  
EQF4

## Routines for biosecurity and animal welfare

September – November, 2021  
Munkagårdsgymnasiet, Sweden



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*use which may be made of the information contained therein.*

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CONTACT INFORMATION	ACTIVITY CONTENTS
Munkagårdsgymnasiet	<b>Routines for biosecurity and animal welfare</b>
Name of contact person	Ellekari Haraldson
Name of partner schools	Clusius college (NL), Aeres college (NL), Skjetlein videregående (NO)
LEARNING OUTCOMES	DESCRIPTION
	<p><b>KNOWLEDGE, SKILLS AND COMPETENCES</b></p> <ul style="list-style-type: none"> <li>• By the end of this virtual assignment successful students will be able to describe and perform several routines for biosecurity for farm animals, pets, and zoo animals.</li> <li>• By the end of this virtual assignment successful students will have knowledge about important diseases, including symptoms, treatments, and prevention.</li> <li>• By the end of this virtual assignment successful students will be able to introduce themselves and their topic in English.</li> <li>• By the end of this virtual assignment successful students will be able to use E-twinning for communicating with students in other countries.</li> <li>• By the end of this virtual assignment successful students are able to use English terminology in the subject of animal care and biosecurity.</li> <li>• By the end of this virtual assignment successful students are competent in video creating and using digital tools to give and receive feedback on their assignments.</li> <li>• By the end of this virtual assignment successful students can plan and implement a routine in cooperation with others.</li> <li>• By the end of this virtual assignment successful students are able to assess routines for biosecurity and come with ideas for improvement.</li> </ul>
<p><b>Stages and results</b></p>	<p><b>Project description:</b> Target group: Animal care students, year one or two.</p> <p><b>Aim</b> The aim of the assignment is to teach the students about biosecurity and routines for biosecurity in different stables. To recognize the symptoms of several important diseases is valuable knowledge for future animal keepers. The assignment is designed to prepare the students for traveling abroad, to the learning unit on the same subject. Although, the assignment can also be used separately and in a large group of students, to give more students an international experience. If possible, the assignment is a good opportunity for theoretical language courses/teachers (English) to work together with practical courses/teachers (animal care courses).</p>



<p><b>The assignment</b></p>	<p>This virtual assignment is divided into two separate tasks.</p> <ol style="list-style-type: none"> <li>1. To create a glossary for technical terms in the animal care field of work, focusing on biosecurity and animal welfare. All the words should be written in English, Swedish, Norwegian and Dutch.</li> <li>2. To present a routine for biosecurity, at campus or at a local company. The presentation should be in the form of a short movie, which will be uploaded to the projects site on E-twinning. The schools will then give feedback on each other's videos, using the "two stars and a wish" system.</li> </ol>
<p><b>Implementation</b></p>	<p>How to do the VA:</p> <ol style="list-style-type: none"> <li>1. A short introduction to the assignment will be produced by the teachers at Munkagård. The introduction will be in the form of a video and/or a PowerPoint.</li> <li>2. After watching the introduction, the student should start researching which routines for biosecurity that are in place at their school/work placements. The words they need to describe these routines, including everything from name of diseases to tools and animal species, should be put into the glossary. The glossary is a shared Excel-file, placed in E-twinning.</li> <li>3. In groups of 2-4 the students choose one routine to make a short video about. In the video they describe the routine, preferably show it and also tell which animals it is for and which diseases it protects the animals from.</li> </ol>
<p><b>Timeline</b></p>	<p>Week 37 - info meeting with all teachers who will be involved in the VA. Week 40-44 – Students work with the glossary and produce videos. Friday week 44 is the deadline for putting the videos online. Week 45-46 – The student watches each other's videos and give feedback. Week 47 – short teacher meeting to summarize the VA.</p>
<p><b>Detailed time schedule</b></p>	<p>1 hour - Introduction of the assignment and instructions for the videos. 2 hours – Research for video and putting words into the glossary. 5 hours – Film and edit video, upload it to YouTube. 2 hours – Watch videos from other schools and give feedback.</p>
<p><b>EQF level</b></p>	<p>4</p>



<b>ICT Tools</b>	E-twinning, Teams
<b>Organization of the activity</b>	Munkagårdsgymnasiet, Tvååker, Sweden.
<b>Number of students/staff involved</b>	Minimum 2 students and 1 teacher from each school.
<b>Minimum knowledge that the students must know</b>	Basic animal biology and basic experience from practical stable work.
<b>Period in which virtual assignment is offered</b>	September-November.
<b>Validation</b>	All Learning outcomes will be validated during the VA.
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email contact person</b>	Ellekari Haraldson, ellekari.haraldson@regionhalland.se