# Models of Achievement - Veterinary Science

## SUGGESTED CLASSROOM ACTIVITIES / RESOURCES

### English

**Stage 5**

*Module The Media*

1A - Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

7D - Understands and evaluates the diverse way texts can represent personal and public worlds.

**Student Activity:**

Jayne worked at Mogo Zoo, a private zoo. Ask students to research how many zoos there are in Australia and identify some that have special conservation programs. They could present their findings in a brochure used to encourage people to visit and support our zoos.

**Resources:**

The link below is to an Australian site which lists all Australian zoos and sanctuaries. It also gives information on what their specialist conservation areas are. [http://www.ozanimals.com/nature-travel-tourist-attractions/Australia/zoo/na.html](http://www.ozanimals.com/nature-travel-tourist-attractions/Australia/zoo/na.html)

### Work Studies

**Stage 6**

*Core: My Working Life*

*Module 11 – School Developed Module*

Outcome 4 - Assesses pathways for further education, training and life planning

Outcome 8 – Assesses influences on people’s working lives

**Student Activity:**

Jayne was determined to become a vet but three times she was not accepted by the Vet faculty at the university. Explain how Jayne did continue to prepare to become a vet while waiting to be finally accepted. What skills would she have had when she was finally accepted?
**Geography**

Stage 6  
*Topic: Global Challenges*  
P6 - Identifies the vocational relevance of a geographical perspective  

**Student Activity:**  
Write a research report on the conservation of the Nepalese tigers. Students need to explain the work of the Government and conservationists.  

**Resources:**  
World Wildlife Organisation information sheet:  
[https://worldwildlife.org/species/tiger](https://worldwildlife.org/species/tiger)

Draft International Global Tiger Initiative (Oct 2013):  

**Science**

Stage 5  
*Topic: Living World*  
SC5 LW2 - Conserving and maintaining the quality and sustainability of the environment requires scientific understanding of interactions within, the cycling of matter and the flow of energy through ecosystems.  

**Student Activity:**  
Students create a poster on an endangered animal of their choice. They need to describe the animal, the environment it lives in, the threats to that environment and the role of zoo conservation.  

**Resources:**  
World Wildlife Organisation Directory of endangered animals around the world:  

**Community and Family Studies**

Stage 6  
*Modules: Individuals and Groups & Individuals and Work*  
P1.1 - Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals  
H6.1 - Analyses how the empowerment of women and men influences the way they function within society  

**Student Activity:**  
Jayne worked as a Zookeeper and now as a Vet - why do so many people want to become involved in careers that involve caring for animals?
### Agriculture

**Stage 6**  
**Topic: Animal Production**

P2.2 - Describes the biological and physical resources and applies the processes that cause changes in animal production systems

**Student Activity:**
Students create a career brochure about a Veterinarian's role in the animal production industry.

**Resources:**
Food and Agriculture Organisation of the United Nations article provides good reference material:  