

Lesson B8–1

Training and Conditioning

Unit B. Animal Science and the Industry

Problem Area 8. Understanding Related Issues

Lesson I. Training and Conditioning

New Mexico Content Standard:

Pathway Strand: Animal Systems

Standard: II: Recognize animal behaviors to facilitate working with animal safety.

Benchmark: II-A. Develop a safety plan for working with a specific animal.

Performance Standard: 1. Explain factors which serve to stimulate or discourage given types of animal behavior. 2. Recognize the normality curve of animal behavior. 3. Perform safe handling procedures when working with animals. 4. Identify strengths and weaknesses of an animal safety handling plan. 5. Operate animal facilities to insure safety of animals.

Student Learning Objectives. Instruction in this lesson should result in students achieving the following objectives:

1. Define training and conditioning.
2. Describe methods of training small animals.
3. Describe methods of training large animals.
4. Explain the importance of grooming.

List of Resources. The following resources may be useful in teaching this lesson:

Recommended Resources. One of the following resources should be selected to accompany the lesson:

Lee, Jasper S., et al. *Introduction to Livestock and Companion Animals*. 2nd ed. Danville, Illinois: Interstate Publishers, Inc. 2000 (Textbook Chapters 7, 15, and 16)

Other Resources. The following resources will be useful to students and teachers:

Gillespie, James R. *Modern Livestock and Poultry Production*. 6th Edition. Albany, New York: Delmar Publishers Inc. 2002

List of Equipment, Tools, Supplies, and Facilities

Writing surface
Overhead projector
Transparencies from attached master
Large and small animal grooming instruments
Personal hygiene items

Terms. The following terms are presented in this lesson (shown in bold italics):

Conditioning
Declawing
Grooming
Halter broken
Longeing
Training

Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Bring to class a variety of tools used to groom small and large animals (clippers, nail trimmers, curry comb, etc.). Also, bring a variety of human personal hygiene products (brush, comb, toothbrush, nail clippers, etc.). Hold the products up and have students identify them. Ask students to name their uses. Are any of the products used for the same purposes? Which ones? Ask students to think about the importance of grooming (both themselves and animals). Continue with the lesson.

Summary of Content and Teaching Strategies

Objective 1: Define training and conditioning.

Anticipated Problem: What are training and conditioning?

- I. Training and conditioning are the practices followed to maintain good-looking, well-mannered animals. Each requires the humane treatment of animals in teaching and promoting the best qualities of the breed.
 - A. **Training** is the process of getting animals to develop desired habits or qualities. These habits or qualities may include standing, sitting, speaking, fetching, trotting, loping, staying off of furniture, and following a lead. The habits desired depend on the breed and species of the animal being raised.
 - B. **Conditioning** is the feeding of animals to obtain a desired appearance. Animals should appear healthy, not too thin or too fat. Feeding habits will determine the finish or condition of an animal.

Invite a local farmer who has been successful in showing their livestock or a local person who has raised small animals to come speak to the class about training, grooming, and conditioning. Use TM B8–1A to review the definitions covered in this objective.

Objective 2: Describe methods of training small animals.

Anticipated Problem: How are small animals trained?

- II. Training small animals is both tedious and rewarding. It takes time to get an animal to follow commands, but the owner is rewarded with a more manageable pet. Training should include a firm voice and consistent commands. Training an animal does not require physical abuse. Small animals can be trained by their owner or in an obedience school. The purpose or intended use of the animal should determine the training.
 - A. Dogs can be trained to do a number of things. Sit, stand, roll over, fetch, speak, shake, stay, and come are just some of the activities that dogs can perform. Not going to the bathroom on the floor or furniture is also important. Some dogs are also used specifically for hunting or tracking. These dogs require specialized training by experienced trainers or hunters.
 - B. Cats should also be toilet trained. Cats can be trained to use litter boxes. Cats should also be trained to not scratch furniture. Providing a scratching post and plenty of toys will help eliminate unwanted attention to furniture.

Have students or former students who have experience showing small animals speak to the class about what is required for good showmanship. Showing students videos of dog shows (which can be found on a

number of cable television stations) may also be beneficial in reinforcing the importance of training some animals.

Objective 3: Describe methods of training large animals.

Anticipated Problem: How are large animals trained?

- III. Training large animals can be difficult but rewarding. Training is a time consuming activity but can result in large premiums in the show ring. Training varies with the species and purpose of the animal.
 - A. Before cattle can be shown, they have to be halter broken. **Halter broken** means that the animal is comfortable with a halter and responds to commands. Halter breaking an animal takes many hours. The first step of halter breaking is tying the animal up. Next, the animal should be led to food and water. Repeating this step will help the animal get used to being tied up and led.
 - B. Training horses can be more time consuming than training other large animals. Horses should also be halter broken when young. One aspect of training horses is working with their feet. Proper feet placement is important in showing horses. The next step in training horses is longeing. **Longeing** is the training of a horse by running them in a circle using a 30 foot rope. Longeing helps train the horse to follow commands. Horses must also be trained to wear a saddle. This is also a time consuming process and should be done to ensure rider safety.

Have students or former students who have experience with showing livestock speak to the class about what is required for good showmanship. It may also be beneficial to show a video of someone showing large animals.

Objective 4: Explain the importance of grooming.

Anticipated Problem: Why is grooming important?

- IV. One of the most important factors in caring for any animal is grooming. **Grooming** includes the washing, combing, brushing, trimming, and otherwise caring for the appearance of an animal. Grooming is important for both small and large animals.
 - A. Grooming small animals should include bathing the animal regularly. Frequent brushing or combing and removal of debris from the coat is also important. Small animals need to have their nails trimmed to avoid injuring themselves or others. Animals that are kept indoors will require more frequent nail trimming; cats that are kept indoors can be declawed. **Declawing** is the surgical removal of a cat's claws. Ears and eyes should also be checked when grooming a small animal. Discharge, redness, or swelling of the eyes or ears should be checked by a veterinarian. Dental health is also important in small animals. Many foods have been designed to clean the tartar off of teeth. If these do not work, you can carefully brush their teeth using a soft brush and baking soda.

- B. Large animals can be groomed to highlight strong features and mask inferior features. In large animals, grooming is also referred to as fitting. Grooming large animals involves washing the animal daily followed by brushing and drying the hair. This will train the hair. After drying, the hair on the head, neck, underline, body, and tail are clipped as needed to highlight the fine points of the animal.

Ask students to consider their own personal grooming habits. Why do they wash, brush, or curl their hair? Why do they use make-up or perfume? Why do people bathe? Discuss with them what would happen if they did not have good hygiene. Explain the importance of good hygiene/grooming in animals.

Review/Summary. Summarize the lesson by asking students to explain the content of each objective. Reinforce the key terms and concepts.

Application. Students can apply the information learned in this lesson to their SAE, a small animal care lab, or an activity involving large animal care.

Evaluation. Student comprehension of these objectives can be measured with the attached sample test.

Answers to Sample Test:

Part One: Matching

1 = c, 2 = b, 3 = a

Part Two: Completion

1. physical abuse
2. Declawing

Part Three: Short Answer

See Objective 2

Test

Lesson B8–1: Training and Conditioning

Part One: Matching

Instructions. Match the term with the correct response. Write the letter of the term by the definition.

- a. Grooming b. Conditioning c. Halter broken

- _____ 1. An animal is comfortable with a halter and responds to commands.
_____ 2. The feeding of animals to obtain a desired appearance.
_____ 3. Includes the washing, combing, brushing, trimming and otherwise caring for the appearance of an animal.

Part Two: Completion

Instructions. Provide the word or words to complete the following statements.

1. Training an animal does not require _____.
2. _____ is the surgical removal of a cat's claws.

Part Three: Short Answer

Instructions. Provide information to answer the following question.

List three examples of activities that small animals can be trained to do.

A REVIEW OF DEFINITIONS

Review and discuss the following definitions.

Training:

- **Process of getting animals to develop desired habits or qualities**

Conditioning:

- **The feeding of animals to obtain a desired appearance**