

**2009-2010
PILOT
OHIO CAREER DEVELOPMENT EVENTS
Animal Behavior, Welfare and Husbandry RULES
Effective for Pilot Year 2010**

Purpose

Animal behavior & animal welfare education has a responsibility to ensure an educated public and provide students prepared to enter careers in the industry. The purpose of the animal behavior & welfare career development event is to stimulate student interest and to promote education in the basics of understanding animals' evolutionary biology, their biological needs, and indicators of differing levels of welfare and how to holistically evaluate different facilities, stockpersonship and management. In additions, this CDE will provide recognition for those who have demonstrated skills and competencies as a result of animal behavior & welfare instruction.

This contest is aligned with the Agriculture and Environmental Systems Career Field Standards for Animal Science. Specific benchmarks and indicators can be viewed by following the attached link

(<http://www.ode.state.oh.us/GD/Templates/Pages/ODE?ODEDetail.aspx?3&TopicRelationID=1760ContentID=59685&Content=59851>)

Date

Check current State CDE Schedule for posted times.

Contest will be divided into a qualifying round (individual event) and a finals round (team event). **Exam will be online prior to the event.**

Location

Ohio Expo Center, Columbus, Ohio.

CDE Rules

1. Teams will consist of four dues paid FFA members. Schools may enter as many as they want, in the qualifying rounds but, only the top scoring team (4 of top 5 ind) from each school may advance to finals round. Only the top 10 teams will be invited to advance to the finals round. Exception to the rule: If a slot in the finals stands open, the next highest scoring team from any eligible school may be invited to fill the slot. (top 4 scoress make team score)
2. Observers will not be permitted in the CDE area while the contest is in progress.

Equipment and Materials

Students and/or teams must provide the following materials and equipment for the CDE. Failure to bring required items may result in disqualification from certain portions of the CDE.

1. Presentations should be completed prior to the contest. Presentation should be saved on external sources (memory sticks or flash drive that can be used with USB ports). Teams may bring any reference materials they feel are necessary to prepare for the team activity presentation portion of the CDE. No props will be allowed during the presentation except PowerPoint program.
2. Each participant should bring a clipboard and two No. 2 pencils.
3. Each participant may bring an electronic calculator. Calculators used in this event should be battery operated and silent.

Scoring Guide:

1) Qualifying Round	On-line testing score	Written Exam	100 points
2) Qualifying Round	Animal Behavioral Profiles		100 points
3) Qualifying Round Part A	Animal Welfare Audits		400 points
3) Finals Round Part B	Team Activity- Audit		100 points
4) Finals Round	Team Species Project Presentation		100 points
	Total Possible		800 points

CDE Format

The CDE will be divided into the following four parts: (part 1, 2 and 3 Part A will be qualifying rounds and 3 Part B & 4 will be part of the Finals round.

1) Written Exam – Objective Test 25 points each (25 points/student, total 100 points)

Twenty-five multiple choice questions from animal behavior and animal welfare materials will be used for the test. This phase of the CDE will test the individual student's knowledge and understanding of basic principles and concepts. A time limit of 45 minutes will be allowed for completion of this section of the CDE. Each participant will take the exam as an individual and will receive a score out of 25 points. The four team scores will be added together for the overall written exam score out of 100 points. In case of tie scores in competition, the exam score will be used as the tie breaker.

This test will be administered on line using www.cdescorer.com at the student's school with a proctor independent of the Agricultural Department. Refer to you testing window released by the State CDE Coordinator for additional testing instructions.

2.) Animal Behavioral Profiles – (100 points/student, total 400 points)

Behavioral profiles of species to be covered in this year's event:

- Production/Livestock species = Domesticated Swine
 - Companion animal species = Macaw Birds
 - Exotic animal species = Asian Elephants
 - Wildlife animal species= Whitetail Deer
 - Research animal species= Hooded Rats
1. Each team member will complete 4 practicums in the qualifying round for a total of 100 points.
 2. Individuals will view 4 behavioral profiles and answer a set of 5 multi-choice questions relating to the species profiles.
 3. To prepare for this portion of the event, team members should understand the following for each profile:
BEHAVIORAL PROFILES OF ANIMALS
 1. Vision and other special senses
 2. Social organization and dominance hierarchies
 3. Sexual behaviors
 4. Maternal-offspring behaviors
 5. Abnormal behaviors

3) Animal Welfare Audits (Comparing of Two Individuals/Units) –

- **Part A: Qualifying Round (4 students/25 points each). (2008-2009 Topic: Research animal species= Domestic dog)**

During the contest, students review computer-based presentations that contain data, videos and photos of animals in two comparable situations. Team members will evaluate how well a given situation suits an animal's species' evolutionary biology and meets their biological needs. Students must be familiar with various behavioral and physiological indicators of animal welfare. They must be able to holistically evaluate different facilities, stockpersonship, and management. While assessing various aspects of animal welfare can be objective and quantifiable, judgments between poor and good welfare are still rooted in ethics. Students will prepare their analysis, and prepare an oral presentation that will be given to expert judges on their ranking. Knowledge of welfare science, integration of information and persuasion of the oral presentation are the key in scoring. This exercise allows students to develop the skills to critically examine a situation to gather unbiased information, and use that information to make a subjective but educated assessment of welfare quality.

Part B: Finals Round – 2 members (100 points)

From the 10 teams that qualify for the finals round, 2 members will be selected by the CDE officials to participate in Part B.

1. Two team members will be randomly selected at the beginning of the finals event to represent their team in the oral audit portion of the event.
2. Scenarios will be predetermined and announced each year prior to the contest by the Superintendent from the following categories: Production, Wildlife, Companion, Research, Exotic, and Slaughter.
3. To prepare for this section of the event, student should be able to identify and analyze animal senses, flight zone and behavior during handling, facility layout and design, restraint equipment and use, reducing stress, slaughter, animal welfare and husbandry, and transportation.

Scoring:

Scoring will be determined as follows:

The judge will determine the value of your reasons by the following criteria:

- a. Accuracy
- b. Completeness
- c. Length
- d. Presentation and Delivery
- e. Terminology

There will be a formal score card for judging reasons.

• 4) Team Species Project: (100 points) (2008- 2009 Topic: Wildlife animal species= Coyote)

–research and web/PowerPoint completed prior to event. Presentation performed in front of panel of judges during finals.

Each student will analyze the socioecology of a mammalian species preassigned for each year. Team members should prepare by reading primary literature and books pertaining to the social behavior and ecology of that species assigned.

Each team will create a PowerPoint on the social behavior of his or her species. The PowerPoint you design should be based on your literature review. It should be a comprehensive overview of the socioecology of your species and should include text discussing the social system of your species, illustrations, references cited within the PowerPoint and appropriate links to other web sites. During the final round, two team members will be selected by CDE officials to participate in this portion of the finals.

Guidelines for the PowerPoint:

You need to create your pages using the Microsoft PowerPoint program. When you create your pages:

1. List your school name, school chapter number and team member names on the first page.
2. Limit the levels of hyperlinks to 2 or 3. Readers stop following links after about that number.
3. Make sure that all pages are well organized. As the reader moves through the page, he/she should be “led” from one topic to another in a logical sequence.
4. Watch your choice of colors, font size, background and placement of illustrations to make sure that text on your page is easy to read.
5. Any figures or pictures you use from another source must have permission for their use and the appropriate citation.
6. Cite references within the body of the text on each of your pages. Use parenthetical citations in text....(Author, date).
7. Check pages carefully for spelling and grammatical errors.
8. The following categories must be addressed in your presentation:
 - a. Habitat
 - b. Social System
 - c. Social Spacing
 - d. Social Relationship
 - e. Social Cooperation

9. Teams will be required to give an oral presentation using Microsoft PowerPoint or a similar program to present their research findings for the identified species. The team will have eight minutes to make the oral presentation.
10. Teams will be required to answer questions in regards to their research and presentation. The question period will be 5 minutes in length.

The following are questions for consideration when preparing your PowerPoint. Use these questions to focus your reading and analysis of your species.

1. What is the basic social system of the species?
2. How do the individuals of this species utilize space?
3. What are the specific environmental requirements for the individuals in this species? How do these environmental factors shape the social interactions within the species?
4. What are the strategies of males and females in this species? What conflicts arise between males and females because of these strategies? How are these conflicts resolved?
5. What are the key social relationships within this species (male/female; parent/offspring; family; group)? What factors shape these relationships (competition for resources; cooperation based on kin selection, reciprocal altruism, mutualism)?
6. What theories are supported or rejected by the data reported in your references? Are there conflicting conclusions by different investigators? How did the conclusions differ?
7. Do you detect any bias in the investigators' work (e.g., male or female bias; favoritism to certain theory)?
8. How do the sources you found fit into the current socioecological/sociobiological framework and how may they influence future directions or theories in this discipline?

Team Activity Score Card

PowerPoint presentation	100 points
Animal Welfare Audit presentation	100 points
TOTAL	200 points

References:

This list of references is not intended to be inclusive. Other sources may be utilized. The following list contains references that may prove helpful during event preparation.

Encyclopedia of Animal Behavior (Three Volumes) Marc Bekoff (ed.) *Foreword* by Jane Goodall 0-313-32745/978-0-313-32745-2 Greenwood Publishing Group