

# Rearing a Calf

ROSIE'S CALF CLUB

## ESSENTIAL QUESTION

# How do you rear a calf successfully?

### WHAT ARE WE LEARNING?

- What we need to do to look after a calf
- How to present information using images
- The difference between necessity and 'nice to have'
- The difference between a domestic pet, a farm animal and an animal living in the wild

### TRY THIS WITH

- Years 1-3
- Students who have an interest in animals
- Students who love presenting their learning visually

## FIND

- Relate
- Define
- Observe
- Listen
- Identify
- Review

Introduce and discuss the different ways animals grow up: as a pet, on a farm and in the wild.

Use a tree map to categorise a selection of animals into the above three groups to clarify the student's understanding.

Discuss the word 'responsibility' and as a class decide on a definition. Discuss the idea that pet owners have big responsibilities.

Ask students to think about what they already know about looking after an animal, especially a calf.

## APPLY

- Act
- Develop
- Reason
- Perform
- Practice
- Inference

Explore the Rosie's Calf Club game and look at the different screens.

Ask: "How can you tell if your calf is happy?"

Discuss the different icons on the side bar. What is meant by happiness and health?

Read through and listen to the daily 'Rosie Mail'.

Discuss the information she gives and how each is important to rearing a healthy, happy calf.

Create a list of the responsibilities of being a pet owner.

Discuss necessities versus 'nice to have' when caring for an animal (e.g. food and water versus a pink coat).

## PRODUCE

- Construct
- Influence
- Experiment
- Test
- Persuade
- Recommend

Students will show their understanding about rearing a calf visually.

Throughout the Rosie's Calf Club game, students will need to take screenshots that show their progress.

Students will need to take at least 12 screenshots. These and other relevant images from photos and sites such as Flickr can be used to create their visual presentation.

The chosen images are to be categorised under the following headings; Trust, Care, Love and Responsibility.

Get a peer to identify at least six different ways the student has displayed their understanding of Trust, Care, Love and Responsibility.

flickr

## SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Identifying a variety of ways to care for and rear a calf responsibly
- Using appropriate images to represent the different headings
- Explaining the images chosen and how they represent the different headings

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
Future focus Community engagement	Community and participation Respect Excellence	Managing self Participating and contributing Thinking	Social Studies ICT	Rearing Health Responsibility Necessity	Rosie's Calf Club Game