

SESSION 11 General Topics and Activities

DESCRIPTION OF SESSION

This session will provide activities to help reinforce lessons and activities found in various other sessions. The suggestions presented in this session could be used in conjunction with another ongoing session or as a final review after all of the animal-related sessions have been completed.

CATEGORY

- Health
- Veterinary Medicine

ADVISOR NOTE

The topics and activities presented in this session could be used with a number of the previous sessions (Session 2: Companion Animal Veterinarian; Session 4: Food-Producing Animal Veterinarian; Session 5: Equine Veterinarian; Session 7: Exotic Pets/Wildlife and Zoo/Laboratory Animal Medicine; Session 8: Avian and Fish Medicine; and parts of Session 9). Avoid using these activities as a means of testing. These activities are not aimed at being pass/fail activities but are instead meant to be helpful reinforcement tools as well as FUN. Be creative in how these different topics are presented (see below in ACTIVITIES).

As you engage your post in activities each meeting, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

OBJECTIVES

By the end of this session, participants will be able to:

- Better understand topics presented in previous sessions.
- Reflect on enjoyable experiences they have had as a post while learning about the field of veterinary medicine.

ACTIVITIES

- Make and use pictured flash cards to identify various species and breeds of animals.
- Play “Kim’s Game” with various medical instruments.

Kim’s Game

Materials: Tray, cloth cover or trash bag, 10 to 20 different objects related to veterinary medicine, scorecard and pencil for each player

Instructions: Arrange 10 to 20 medical objects in an orderly fashion on a tray or table. Keep the objects covered until the game begins, and then have the players study the objects silently for one minute. Cover the objects again, and have each player write down the names of as many objects as he or she can remember. Explorers may compete individually or work as teams.

- Play “True or False” games with information that has been learned and demonstrated.
- Have post members role-play different veterinary careers, describing the type of veterinary work they do, and have the others try to guess which type of veterinarian they are.
- Practice communication skills by having post members role-play different scenarios involving the veterinarian–client–patient relationship.
- Discuss different veterinary health care scenarios, and ask post members to decide if knowledge of math, chemistry, biology, or physics is required.
- Present various veterinary scenarios representing ethical dilemmas, and ask the members to evaluate whether the response was ethical or unethical.
- Discuss the following concerns for different animal species/breeds:
 1. Considerations for shelter, housing, and containment (fences, corrals, etc.)
 2. Food and water
 3. Clean, low-stress environment
 4. Opportunities for exercise and rest
 5. Medical care and preventative care
 6. Grooming and husbandry requirements
 7. Companionship the animal might provide to its caregiver
- Evaluate the chart you made with the temperature/pulse/respiration (TPR) for different species/breeds; discuss your findings, noting any similarities or differences between the different animals.
- Discuss the different life stages of animals and the different responsibilities that both the animal owner and veterinarian must consider during these stages.
- Study general body systems; use photos, drawings, videos, or actual tissue specimens.
- Discuss behavior issues veterinarians have to be aware of when dealing with different species/breeds of animals (body language, normal vs. abnormal behavior, etc.).
- Talk about stress in animals, including causes of stress and the effect it has on an animal’s health and behavior.
- Discuss specific preventative care:
 1. Companion animals: dental Care, nutrition, grooming and general husbandry, reproductive concerns, vaccinations and control, and parasite control
 2. Equine: exercise, nutrition, foot care (hooves and shoeing), parasite control, dental care, and vaccinations
 3. Food-producing animals: dairy cows vs. beef cows and differences in general
 4. Avian: similarities and differences between pets and poultry
- Review the techniques and findings of physical exams for different species/breeds. Practice on personal pets at home and share findings.
- Create different examples of medication dosing (as in Session 10: Veterinary Technician), and have Explorers practice performing the necessary math.
- Discuss specific diseases in all species of animals. Show videos illustrating these specific diseases. Make flash cards listing symptoms specific to the diseases, and have a contest between groups in the post to diagnose the disease from the given

symptoms. Do the same for several different subjects (veterinary equipment, breeds of all species, careers in veterinary medicine, etc.).

- Have individuals or small groups give oral presentations on a specific field of veterinary medicine. Presenters may use slide decks or other audiovisual formats to support their presentations.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific area of focus.

REFLECTION

- *What questions still remain for you about a career in veterinary medicine?*
- *How has participating in these sessions changed your view of this career field?*
- *What will be your next steps?*

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