



Module 2

Welfare Assessment and the Five Freedoms

Student Activities

Questions

1. **Welfare assessments are carried out to ensure that animals are not suffering. List the main categories of suffering that the Five Freedoms framework is concerned with.**

(5 marks)

- Hunger and thirst
- Thermal discomfort
- Pain and other negative feelings such as nausea, resulting from injury, disease and overwork
- Fear and other distress
- Behavioural deprivation

2. **The Five Freedoms represent an ideal in animal welfare, and therefore have some limitations. State one.**

(1 mark)

- Some of the Five Freedoms may conflict
- Most farming/husbandry systems cause some inevitable compromise between freedoms
- Some freedoms might be undesirable
- They emphasise freedom from negative experiences rather than promoting positive ones

3. Though an animal's 'experience' is complex, it can be broken down into different stages to better understand it. Outline the four-part sequence that makes up an animal's experience of an event in the external environment.

(4 marks)

- The event creates sensory input
- The brain evaluates the input and may generate an emotion based on past experience
- The emotion gives rise to physiological and behavioural responses
- The animal adapts to the event and survives

4. Which of the following answers most accurately explains the difference between welfare inputs and outputs? Choose one answer only.

(2 marks)

- a) Welfare inputs are what animals ingest. Welfare outputs are what animals excrete.
- b) Welfare inputs are the resources available to the animal, and create sensory input. Welfare outputs are the resources that animals will work to obtain.
- c) Welfare inputs concern positive interactions with the animal's owner. Welfare outputs concern negative interactions with the vet.
- d) Welfare inputs are the resources available to the animal, and subsequently create sensory input. Welfare outputs are the animal's behavioural and physiological responses to that same input.
- e) None of the above answers is correct.

Answer: d)

5. Using the Five Freedoms as a basis, the Welfare Quality® project assesses four main areas of welfare, and has a total of 12 welfare criteria. Name two of these criteria, and specify which one of the four main welfare areas they come under.

(3 marks)

Area 1: Nutrition, i.e. absence of

1. Prolonged hunger
2. Prolonged thirst

Area 2: Housing, i.e. comfort in terms of

3. Resting area
4. Ease of movement.
5. Environmental temperature

Area 3: Health, i.e. absence of

6. Injuries
7. Disease
8. Pain caused by procedures

Area 4: Appropriate behaviour, i.e.

9. Positive emotional state
10. Expression of social behaviours, as appropriate to the species
11. Expression of other 'species-typical' behaviours
12. Good human–animal relationships

6. Name two behavioural measures that you might use to broadly assess if animals were enjoying a positive emotional state.

(2 marks)

- Absence of fearful behaviour
- Presence of play behaviour

7. As the vet associated with a particular farmer, you would be expected to build welfare assessments into your regular practice. Briefly describe the four-stage process of conducting a welfare assessment.

(4 marks)

Measure welfare outputs; measure welfare inputs; inform the farmer of your findings; support him/her in making changes.

In-class activity

Discussion

Allow 35 minutes for this class discussion.

This discussion asks students to apply Welfare Quality® project guidelines in a local welfare scenario created by the students.

Notes for lecturer:

Divide the class into roughly equal groups and give them the instructions below. Ask them to discuss their suggested ideas, and then present back to the rest of the class via an elected spokesperson.

Notes for students:

Choose a species of animal that has been recently introduced to farming in your country (e.g. ostrich; crocodile; Friesian cow). Use the 12 criteria of the Welfare Quality® project to guide you in how you would assess the animals' welfare.

What do you anticipate the main welfare problems might be (e.g. are there particular diseases that the animals might be at risk of?), and how could these be addressed?

If there are no new species that immediately come to mind, create an imaginary scenario where companion animals are to be farmed, and follow the same instructions.

Welfare presentations

Notes for lecturer:

Students should choose one of the three options numbered below and give a presentation on it. Length of presentations will vary according to which area is chosen, the size of the class and the amount of time available. Where possible, students should be encouraged to present using PowerPoint or another similar presentation tool.

Lecturers are advised to use their discretion in the awarding of marks and in the feedback given to students regarding their presentation skills. A good presentation contains typical sections such as:

- Introduction (describing the purpose of the research or task)
- Main content (the outputs from the options listed below)
- Summary/conclusion (rounding up all the findings and making concluding statements, linking back to the purpose outlined in the introduction).

A good presenter speaks clearly and slowly, and doesn't engage in distracting habits such as clicking a pen while speaking, or jangling change in his or her pockets. They should remain relatively still and not move about too much which can also be distracting to the audience.

PowerPoint slides should also contain a minimum amount of text and the presenter should know the subject well enough (or read from additional notes) so that the slide works as a prompt rather than the presenter simply reading the entire slide to the audience and adding nothing extra.

1. Design your own welfare assessment checklist for farm animals which are kept in two different ways in your countries (e.g. backyard poultry vs. intensive poultry production). (The presentation should describe the elements of the checklist rather than demonstrate its use).

Key points

- Use the Welfare Quality® project as the framework.
- Assess welfare inputs and outputs.

2. The OIE has written reports about the welfare of animals in different countries, and about what the local strategy might be for improving animal welfare in different parts of the world. These are available in English and in local languages on the internet, e.g.

- For Southern African countries:
www.rr-africa.oie.int/docspdf/en/2011/Animal_Welfare_Summary.pdf
- For Asia & Oceania:
www.daff.gov.au/___data/assets/pdf_file/0003/788205/asia-fareast-oceania-strategy.pdf

Find the OIE strategy for your region, and decide how welfare assessment fits within that for all of the farmed species that are kept in your country. What do you think the challenges are in using assessments to raise standards in the areas concerned? Explain why these difficulties exist and describe how you might overcome them.

3. Choose three species which may be kept as pets but are also used for food, research, guarding property, entertainment or work (e.g. pet guinea pig vs. laboratory guinea pig). Describe the details of a specific example of conditions for the pet animal, and conditions under one of the other types of husbandry. Then use this information to compare the animals' experience of all the aspects of a typical day (handling, feeding, etc). Use your analysis to decide which animal has better welfare.