

A photograph of two young girls standing in a garden. The girl on the left is holding a large, multi-colored chicken, and the girl on the right is holding a smaller white chicken. They are both smiling. The background shows green foliage and a fence.

# Benefits and Concerns of Farm Animal Assisted Interventions

Suzanne Kapral, MSc  
The Lands at Hillside Farms  
April 10, 2024

# ABOUT ME:

- Director of Development & Marketing / The Lands at Hillside Farms
  - Historic, 428-acre educational dairy farm located in Northeastern Pennsylvania
- Created & implemented farm-based therapy program that serves children who have experienced trauma. Now in 12<sup>th</sup> year
  - Responsible for the project management & funding of the program
- MSc in Animal Welfare/Animal Behavior from the University of Pennsylvania School of Veterinary Medicine
- MSc in Organizational Management/Nonprofit Management from Misericordia University



**Suzanne with Pua.**

# OBJECTIVES:

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- Understand the roles that farm animals can play in farm-based therapy sessions (care farming)
- Learn how farm animal interventions differ from traditional animal assisted interventions (dogs, horses, rabbits, etc.)
- Explore potential benefits of incorporating farm animals in activity and therapy sessions

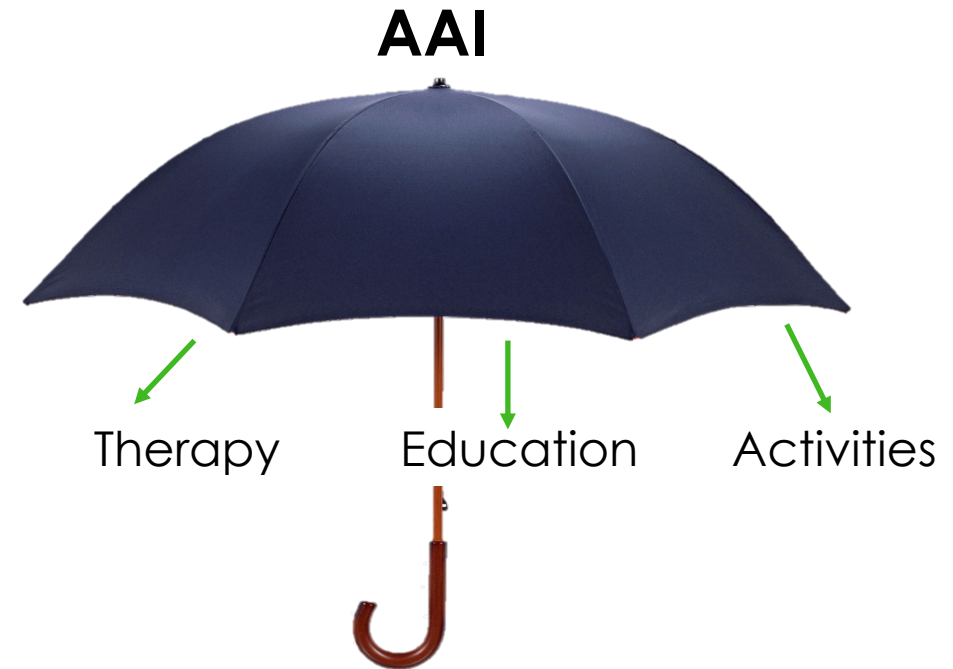


# ANIMAL ASSISTED INTERVENTION

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**Animal-assisted interventions (AAI)** is a broad term that is now commonly used to describe the **utilization of various species of animals in diverse manners beneficial to humans**. Animal-assisted therapy, education, and activities are examples of types of animal assisted intervention. The handler partners with a therapy animal, working as a team, to assist other people.

~American Veterinary Medical Association 2023



# ANIMAL ASSISTED THERAPY

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- **Animal-assisted therapy (AAT)** is a goal directed intervention in which an animal meeting specific criteria is an integral part of the treatment process.
- Animal-assisted therapy **is delivered and/or directed by health or human service providers** working within the scope of their profession.
- Animal-assisted therapy is designed to promote improvement in human physical, social, emotional, or cognitive function.
- Animal-assisted therapy is provided in a variety of settings and may be group or individual in nature.
- The process is documented and evaluated.

# TERMS TO REMEMBER:

- **Farm-based therapy** is a general term to describe the integration of farm animals and/or agriculture into sessions that are facilitated by **licensed mental health professionals**.
  - Also referred to as Care Farming, Green Care, Nature-Based Therapy, Ecotherapy
  - Currently, there is no universal term to describe services or policies to regulate services
  - For consistency in this presentation, we will use the term Care Farming





## CARE FARMING:

“The use of commercial farms or agricultural landscapes as a base for promoting mental and physical health through normal farming activity” (Hassink 2003, Braastad 2005).

# FARM ANIMAL ROLES IN CARE FARMING?

## Depends on the setting.

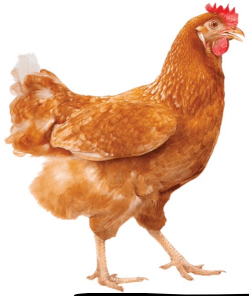
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- An agricultural setting refers to an environment/farm that is primarily focused on the cultivation of crops, rearing of livestock, or both for profit. Example: Small family farm, homesteading
- A commercial farm is primarily focused on producing agricultural products for profit and on a large scale. Example: Land O'Lakes, Inc., Tyson Foods, Inc., Dole Foods.



Photo: Adobe Stock Photo





# FARM ANIMAL ROLES:

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- If care farming is to be hands-on or experiential, it is more realistic to focus on the smaller farms and agricultural settings.

- More personal
- More manageable in terms of human safety\*
- More manageable in terms of animal welfare\*
- Opportunities for interactions with farm staff
- Environment is typically a more natural setting

\*Nothing is full proof; no animal is bombproof



# POPULAR ANIMALS IN CARE FARMING:

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- Hens
- Donkeys
- Cows/calves
- Goats
- Sheep
- Pigs
- Horses





# FARM ANIMALS: WHAT DO THEY DO?

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- Farm animals are not required to “do” anything other than be farm animals
- Children or adults participating in Care Farming are in essence, “co-farmers” while in the session(s)
- Participants have the responsibility for at least in part, providing basic animal care while at the farm

# RESPONSIBILITIES MAY INCLUDE:

- Mucking stalls / replacing bedding
- Cleaning feed & water buckets/add food & water
- Bottle feed or bucket feed calves
- Exercise and/or groom animals
- Picking, washing, and package eggs that are for sale





**CARE FARMING = PARTNERSHIP &  
STEWARDSHIP**

# VALUE ADDED OPPORTUNITIES:

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- Farm education sessions including basic animal science, agriculture, earth sciences, animal care/animal welfare
- Teaching the source of food and the importance of respecting the animals and environment





# REMEMBER:

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- **Farm-based therapy** is a general term to describe the integration of farm animals and/or agriculture into sessions that are facilitated by licensed mental health professionals.
  - Farm staff are to provide guidance, support, and farm-related education
  - Farm staff have ultimate responsibility for the safety and welfare of both individuals and animals




# POTENTIAL BENEFITS OF CARE FARMING

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# BENEFITS OF CARE FARMING: RESEARCH



## Perceptions of Staff on the Effectiveness of Farm Camp to Improve Coping Skills for Children Experiencing Grief from Trauma or Loss: Year 1 of a 5 Year Longitudinal Study

Jennifer Dessoye OTD, Samantha Gregorowicz OTS, Brianna Kubishin OTS, Micaela Rhone OTS & Brianna Rowe OTS

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### PURPOSE

The research assesses the impact farm camp on children experiencing grief & trauma. This is the first year of a five year longitudinal study, with the goal to assess the efficacy of The Lands at Hillside Farms Grief Camp and how it may enhance a child's coping & stress management skills.

### LITERATURE REVIEW

- 1 in 20 children will experience the loss of one or both parents by age 16 (Childhood Bereavement Network, n.d.)
- 70% of school-age children believe someone close to them during school years (Childhood Bereavement Network, n.d.)
- 54% of those who lost a parent growing up say they struggled to find grief resources after the loss (NY Life Insurance Company, 2019)
- Incorporating coping skills into grief camps for children who experience loss, or have been through a traumatic event, has shown to have a positive effect on their health and well-being (Michelle, Micah, Jeremy, 2016).
- By creating positive coping mechanisms, the incidence of risky and maladaptive behavior can decrease over time (Michelle et al., 2016).

### PARTICIPANTS

9 staff members ages 18 and up consisting of staff and OT Fieldwork Students

### RESULTS- QUALITATIVE

Staff felt the camper's benefited from multiple activities including:

- crafts (self-esteem jars)
- planting
- worry dolls

Staff felt the campers learned how to:

- communicate about worries
- find outlets for stress
- confide in others they trust

Staff felt that there were advantages of being on a farm included the:

- relaxed environment
- outdoor activities
- ability to interact with the animals

Staff felt the camper's demeanour changed and they gained trust with the other campers


Staff felt the camper's "learned how to positively express emotions"

Staff felt the camp would benefit from:

- more structure
- more planned activities
- less free time

Staff felt the campers made new friends and reconnected with old friends at the camp

Staff felt the campers "really enjoyed being outside and playing with the animals"



### RESULTS- QUANTITATIVE

As a whole, how much impact do you think the camp had on the children for the good?

Staff Responses (on Likert scale)	Number of Responses
1	0
2	2
3	4
4	3
5	2

As a whole, how much do you think the children learned about coping strategies at camp?

Staff Responses (on Likert scale)	Number of Responses
1	0
2	2
3	4
4	3
5	2

As a whole, how much do you think the environment (outside, streams, farm environment) impacted the campers for the good?

Campers Responses (on Likert scale)	Number of Responses
1	0
2	2
3	3
4	4
5	2

As a whole, how much do you think the animals impacted the campers for the good?

Staff Responses (on Likert scale)	Number of Responses
1	0
2	2
3	4
4	3
5	2

### PROCEDURES

Mixed method longitudinal 5 year research design, to be implemented in 2018, 2019, 2020, 2021, and 2022.

### INSTRUMENTS

Survey Monkey consisting of 6 open-ended qualitative questions and 4 quantitative Likert Scale questions.

### DISCUSSION

- A positive environment and animals activities allow children to gain trust in staff and peers
- Animals provide a calming environment for therapy
- Farm activities prompt development of necessary social, leisure, and emotional regulation skills
- Activities involving animals foster positive and satisfied responses in children
- Suggestions for improvement include adding more structure and activities for indoor and outdoor play

### CONCLUSION

The research shows that a grief camp held on a farm and facilitated by OT students and staff has positive effects on a child's social and emotional wellbeing. Continued research is needed to determine best practices for age-appropriate assessments and interventions when working with children who are experiencing grief.

### REFERENCES

References available upon request.  
Acknowledgments: Thank you to The Lands at Hillside Farms and our reader, Joseph Cipriani.

Cougar Prints at Misericordia University

# OUTCOMES & EFFECTIVENESS OF CARE FARMING ON THE PARTICIPANTS:

## RESEARCH QUESTIONS:

Does the inclusion of farm animals and horticulture help children experiencing grief to learn skills which will help them cope and overcome barriers of personal challenges?

Does the shared experience of other grieving children learning strategies together promote positive psychosocial skills?

## 5 Quantitative Likert Scale Questions

### 8. Survey or Assessment Tools

#### Quantitative Likert Scale: Hillside Grief Camp Participants

1. How much do you think camp changed the way you think for the good?  
1 2 3 4 5  
*Not at all A Little Bit A Lot*
2. How much do you think you learned at camp?  
1 2 3 4 5  
*Not at all A Little Bit A Lot*
3. How much do you think the animals helped you for the good?  
1 2 3 4 5  
*Not at all A Little Bit A Lot*
4. How much do you think being on a farm helped you for the good?  
1 2 3 4 5  
*Not at all A Little Bit A Lot*
5. How much do you think the activities you did helped you for the good?  
1 2 3 4 5  
*Not at all A Little Bit A Lot*

## 8 Open-Ended Qualitative Questions

### Appendix A- Interview Questions Camp Participant (Child) Interview: Open Ended

Please do not talk about your name or other kids' names in your answers.

1. Who/which was your favorite animal at camp? Why were they your favorite?
2. What were your favorite things about the camp? Why?
3. What were your least favorite things about camp? Why?
4. What activities did you learn to do to take your mind off of things?
5. Tell me about some of the people you met at camp ...not their names, just what you liked about them.
6. What are some things you learned at camp to make yourself feel better when you're sad or angry?

# RESULTS:

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- Increased coping skills and social connections
- Increased and improved self-regulation skills
- Positive responses to structured routine and responsibility
- Decreased nonpreferred behaviors



# DISCUSSION:

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- The research study demonstrates the effectiveness of (Care Farming) therapy services when working with children who have experienced trauma.
- Of note is the development of coping skills that may be translated to their natural contexts to better process feelings and emotions related to grief and trauma.





# Welfare Concerns of Farm Animal Assisted Interventions

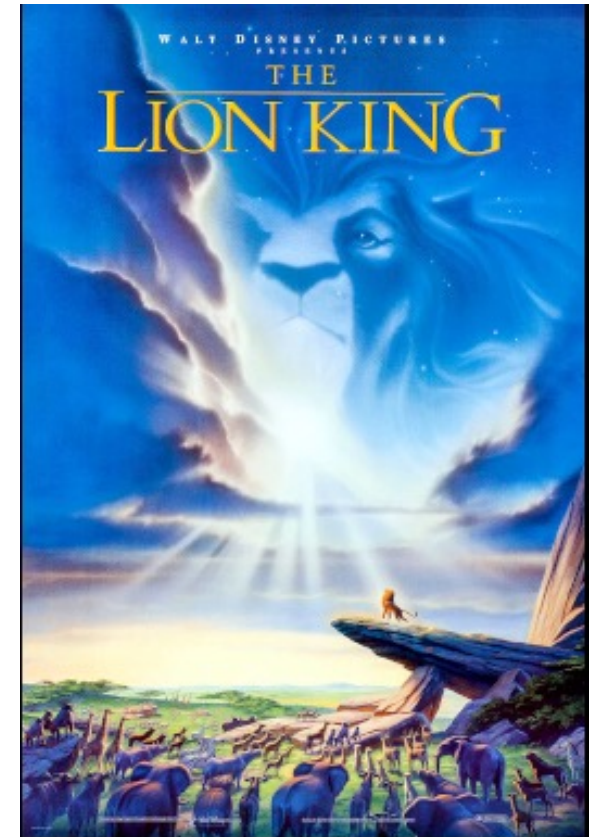
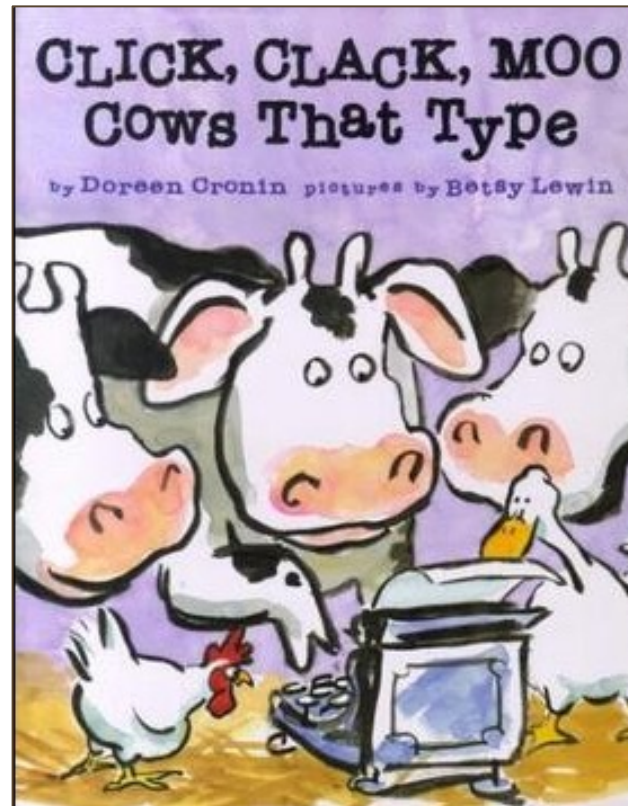
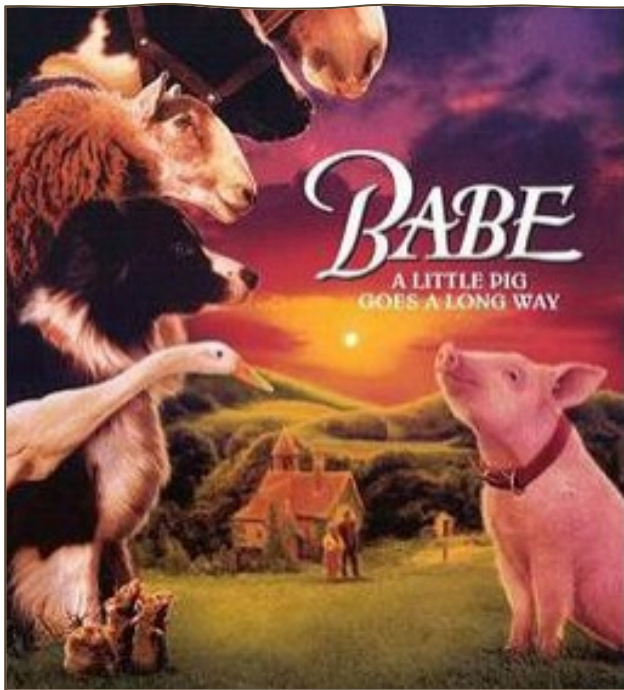
# OBJECTIVES:

- Understand some common attitudes regarding farm animal sentience
- Learn how attitudes toward farm animal sentience and related behaviors can decrease welfare during AAI/Care Farming
- Evaluate photos of animals in a Care Farming environment



# EARLY FOUNDATIONS- MESSAGING:

- Children's early exposure/introduction to animals usually through books, cartoons, movies, etc.
- Such exposure can skew perceptions of animals in terms of behaviors and biological needs





# ANTHROPOMORPHISM:

Anthropomorphism is defined as the tendency to attribute human forms, behaviors, and emotions to non-human animals or objects. Anthropomorphism is particularly relevant for companion animals. **Some anthropomorphic practices can be beneficial to them, whilst others can be very detrimental.**

Mota-Rojas, et al. 2021



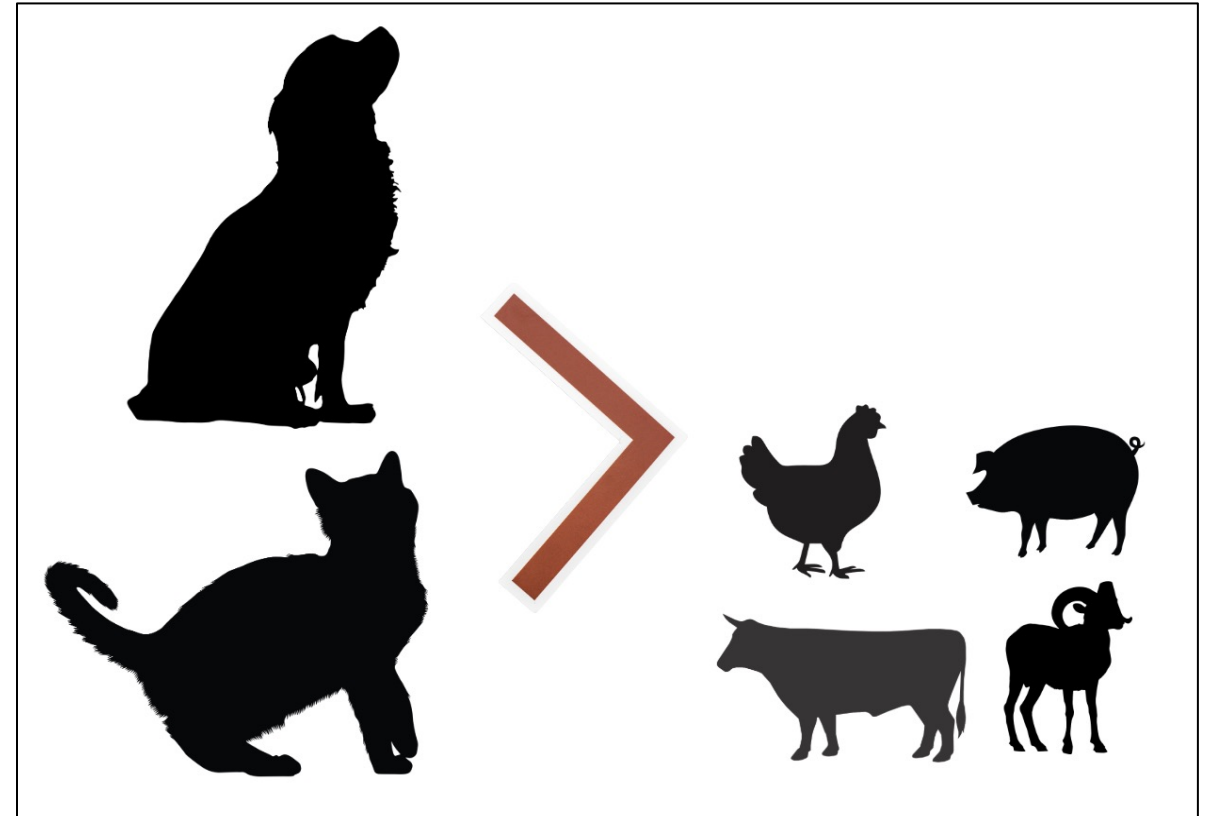
# NEGATIVE CULTURAL ANTHROPOMORPHISM:

The judgment of animals according to human standards using words like:

- Dirty, stupid, pig-headed, uncooperative, lazy, bird-brained

Or phrases like:

- “Living like filthy animals in a pigsty.”
- “He is chicken-hearted.”
- “They are of a sheep mentality.”



# TRADITIONAL ANIMALS IN THERAPY / EDUCATION

Review  
**Spotlight on Assistance Dogs—Legislation, Welfare and Research**

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**Simple Summary:** Assistance dogs support humans with a variety of disabilities. Although guide dogs in particular have a long tradition in Western cultures, the legal situation around assistance dogs affects both animal and owner. There is also an insufficient amount of research examining assistance dogs in other areas. Studies investigating assistance dogs' welfare status, cognitive and behavioural capacities, selection criteria for the best fitting individuals, effective training and management practices, and genetic issues, are so far mainly lacking. This review takes a comprehensive approach—it initially outlines important aspects of the current legal situation for assistance dogs in the European Union and Australia, and then it summarizes research findings focusing on dogs' welfare, cognition, behaviour, health and training. For each of these areas, the need for future development is highlighted and potential ideas for future directions are discussed.

**Abstract:** Assistance dogs are a very diverse group of working dogs that are trained to assist humans with different types of disabilities in their daily lives. Despite these dogs' value for humankind, fitting individuals, effective training and management practices, and genetic issues are so far lacking around assistance dogs. The topic of assistance dogs is approached comprehensively by outlining important legal issues in the EU and Australia; (2) the welfare dimension; and (3) the dimension of research, covering assistance dog selection and training. For each of these three dimensions, we discuss potential approaches that can be implemented in the future in order to support assistance dogs working performance, to protect the dogs' welfare, and to improve our knowledge about them. Additionally, there remain many legal issues, such as the presence of assistance dogs in public areas, the resolution of which would benefit both the assistance dog and the owner with disability.

**Keywords:** dog; assistance dog; guide dog; legislation; welfare; behaviour; cognition; training; genetics; selection

Animals 2018, 8, 129; doi:10.3390/ani808129 [www.mdpi.com/journal/animals](http://www.mdpi.com/journal/animals)

Chapter 14

**Animals in Educational Settings: Research and Practice**

Nancy R. Gee<sup>1</sup>, Aubrey H. Fine<sup>2</sup> and Sabrina Schuck<sup>3</sup>

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**14.1 CHAPTER OVERVIEW**

This chapter will discuss the currently available information surrounding research into, and the practice of, live animals in typical and special needs educational settings (animal-assisted education—AAE) with a focus on the educational time frame in which those animals are most frequently included in classroom settings: preschool through 8th grade (typically refers to children who are between the ages 4 and 15 years). Following this discussion the authors will provide a set of recommendations for policy guidelines for educators, administrators, members of boards of education, and state and federal legislators. The guidelines consider both human and animal welfare perspectives and are intended to apply to situations incorporating live animals into classrooms for educational purposes. In order to ground our discussion in practice we will provide one specific detailed example of an application of canine-assisted interventions (CAI) in a population of children with attention deficit hyperactivity disorder (ADHD). It should be noted that this chapter will not discuss the pedagogy of using animals as the subjects of invasive procedures. Although this chapter is focused on AAE in the context of the United States, we do consider the content and recommendations presented in this chapter to be applicable to AAE in other countries. We recommend that readers review laws and regulations and consider customs relevant to the individual country when implementing an AAE program.

**14.2 BACKGROUND ON ANIMALS IN EDUCATIONAL SETTINGS**

According to *Mosney* (2013) current educational practices are based largely on the work of early theorists of childhood education: Dewey espoused the importance of allowing children's interests to form the basis of curriculum planning. Montessori argued that children should be allowed to take and learn responsibility, Erikson examined the impact of culture and society on development, Piaget proposed that children be allowed to construct their own knowledge by interacting with their environment through real-world experiences, and Vygotsky theorized that allowing children to learn by doing, and by talking about their experiences aided in language production and the development of other aspects of cognition (e.g., executive function, the developmental and educational goals of their students (*Uitley* 2013). *Hummel and Raudter* (2012) describe the conventional wisdom associated with animal-assisted education practices as "value of the art" in that doing so provides a way to help students deepen their understanding of living animals in educational settings is commonplace, but there is currently no system published that involves the use of animals in educational settings surveys that give us an indication of Young Children's Accredited programs, nearly two-thirds of the participants reported having animals in their classrooms (*Rud & Beck*, 2003). In a survey of 431 Indiana elementary school teachers more than 25% of the teachers reported having pets in their classrooms and nearly half of the remaining teachers allowed students to bring animals in for special school occasions (*Rud & Beck*, 2003). Surveys like these indicate that the practice seems to be common for young and elementary school children. *Melton* (2001) point out that in the life of a child animals tend to be increasingly rendered into content to be analyzed and understood apart from daily experience, and as such may be less likely to be incorporated

Handbook on Animal Assisted Therapy [http://dx.doi.org/10.1007/978-1-4939-2588-6\\_4](http://dx.doi.org/10.1007/978-1-4939-2588-6_4)  
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Article  
**A Protocol for the Ethical Assessment of Wild Animal-Visitor Interactions (AVIP) Evaluating Animal Welfare, Education, and Conservation Outcomes**

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**Simple Summary:** Animal-visitor interactions are the experiences offered by zoos, sanctuaries, and other tourist facilities in which people can be very close, and even touch, wildlife. This proximity could damage animal welfare and be a risk for the health of both animals and visitors. Proximity however, has a positive emotional impact on visitors, representing an excellent opportunity to communicate conservation and educational messages. We present a protocol to evaluate interaction activities, and describe its application in a "giraffe feeding" interaction evaluation. Behavioral observations and a risk assessment evaluated the impact on animals. A risk assessment related to both visitors and staff and a questionnaire investigated the risks for people and the emotional, educational, and conservation outcomes. An ethical analysis, using an ethical matrix and a checklist, integrated the results, and identified the possible ethical concerns of the interaction. Giraffes' behavioral freedom and welfare were safeguarded, and a positive emotional and conservation oriented impact was found, the only improvement that could be suggested, in case of restructuring of the facility, being the absence of hand washing facilities after the interaction. The protocol showed its potentiality to protect animal welfare and human health and to promote an ethical use of the interactions.

**Abstract:** Due to the popularity of wild animal-visitor interactions (AVIs), there is a need for an ethical assessment of their impact on animal welfare, education, and conservation. The protocol presented in this study is designed to evaluate such interactions on an integrated level, using a transparent analysis of all the aspects involved, including all the stakeholders and the potential conflicts of values. The protocol consists of a six-step process encompassing data acquisition and a specific ethical assessment. When the protocol was applied to assess a "giraffe feeding" interaction, steps devoted to data acquisition found that animal welfare risks were low, and that visitors described giraffes with emotionally linked descriptors more often after the interaction. The net promoter score, which refers to how likely visitors would recommend to a friend to join the animal-visitor interaction, was 74%. The subsequent ethical assessment, which consisted of a comparison of the results of the previous steps with an ethical matrix highlighting the ideal situation for all stakeholders' interests, allowed the overall identification of the ethical concerns entailed by the interaction. A final

Animals 2019, 9, 487; doi:10.3390/ani9080487 [www.mdpi.com/journal/animals](http://www.mdpi.com/journal/animals)

# NO PROTOCOLS FOR FARM ANIMALS:

**protocol review**

## Does a course involving agricultural animals require a teaching protocol?

Great Eastern University, a PHS Assisted and USDA registered institution, was facing a problem. For many years its IACUC had reviewed and approved a teaching protocol covering piglets and yearling sheep that were used to teach basic agricultural animal skills and procedures including animal restraint, hoof trimming, simple injections, piglet castration, and the like. Dr. Roger Gooding, a new faculty member, was to teach the course and he had no desire to fill out IACUC protocols and annual reports and have the IACUC approve any new techniques he wished to add to the course. Gooding had taught a similar course without IACUC oversight, at the school from which he came, so he reviewed the Animal Welfare Act and its regulations (AWAR) and wrote to the IACUC that the definition of an animal under the AWAR excluded the sheep and pigs he was going to use because they are farm animals that would not be used for biomedical research. The committee's rationale for its oversight requirement was different interpretation. The IACUC replied that the AWAR definition of an animal included any "warm-blooded animal, which is being used, or is intended for use for

research, teaching, testing, experimentation, or exhibition purposes, or as a pet." Because there was no disagreement that Goodings animals were to be used for teaching in a formal university course, the IACUC believed it was appropriate to require a teaching protocol. Of course, the committee was aware, as Gooding contended, that the word "animal" excluded farm animals such as livestock intended for use as food or fiber or intended for use for improving or animal nutrition, breeding, management, or production efficiency. However, the IACUC had previously concluded that the teaching protocol had nothing to do with those topics and therefore the animals were not excluded and the IACUC's reply from IACUC oversight. The AWAR statement that also included the AWAR statement that "where a school or department of a university or college uses or intends to use live animals for research, tests, experiments, or teaching at the university or college, . . . will be considered the research facility and will be required to register with the USDA." That, claimed the IACUC, further supported the requirement for IACUC oversight. Gooding, as part of his reply to the committee, said that the section of the AWAR quoted by the IACUC only applied to animals used in research facilities, and his teaching had nothing to do with

research or research facilities, and even when the animals he used would mature, they would be used for agricultural purposes with the IACUC was becoming frustrated with Gooding's resistance and as a final statement, the committee also wrote that the College of Agriculture was the recipient of many USDA research grants, and even though Gooding's course was not directly funded by a grant, he was working in a research facility and an IACUC protocol was required.

What do you think? Does Gooding's IACUC protocol need to be reviewed? If you believe it does not legally require a protocol, do you think that the College of Agriculture's leadership should nevertheless require Gooding to submit a protocol? □

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<https://doi.org/10.1038/s41684-019-0328-4>

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1. Animal Welfare Regulations Part 1 - Definition of Terms 7 U.S.C. 2131, 2139, 2139b, 2142, 2146, and 2147.  
2. Animal Welfare Regulations Part 2, Subsection C, § 210-Regulation.

**LAB ANIMAL | VOL 48 | JULY 2019 | 187-189 | www.nature.com/labanimal**

**protocol review**

## Should the IACUC oversee teaching protocols using farm animals?

In this scenario, Dr. Roger Gooding, a new faculty member at Great Eastern University, now teaches the course in animal handling to the instructor. Gooding, does not want to continue the process of submitting an IACUC protocol for the animals used in the course training for students.

The question is raised as to whether an IACUC protocol is required for these activities. The Principal Investigator believes that he is not required to have an IACUC protocol for the animals used in the course because his previous institution did not require IACUC oversight. He also believes that the animals he is using are farm animals that do not fall within the Animal Welfare Act's definition of an animal because they are not used for biomedical research.

The Great Eastern University IACUC's (AWR) definition of animal includes any "warm-blooded animal, which is being used, or is intended for the use for research, teaching, testing, experimentation, or exhibition purposes, or as a pet, except farm animals such as livestock intended for use as food or fiber or intended for use

of improving animal nutrition, breeding, management, or production efficiency." It is not evident that Gooding's course is meant to improve nutrition, breeding, production (or any additional condition, breeding, production or any other purpose) but it is clear that the animals are used for teaching, and therefore IACUC is also subject to IACUC oversight. The IACUC is also correct in that an approved protocol is required in this scenario because the AWAR Part 2 subsection C requires that of a school or department of a university or college, except if they can demonstrate to the Secretary that their PHS Assurances and USDA registration has all facilities using animals in any capacity as a research institution, then requiring IACUC oversight. This holds true despite of Gooding's claim that the training animals are not directly funded by a research grant. □

Fawn Connor-Stroud, Joe B. Jenkins and Jennifer S. Wood  
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1. Animal Welfare Regulations Part 1 - Definition of Terms 7 U.S.C. 2131, 2139, 2139b, 2142, 2146, and 2147.  
2. Animal Welfare Regulations Part 2, Subsection C, § 210-Regulations.  
3. US Department of Health and Human Services, Public Health Service, PHS Assurance for Biomedical Research, Care and Use of Laboratory Animals (2011).

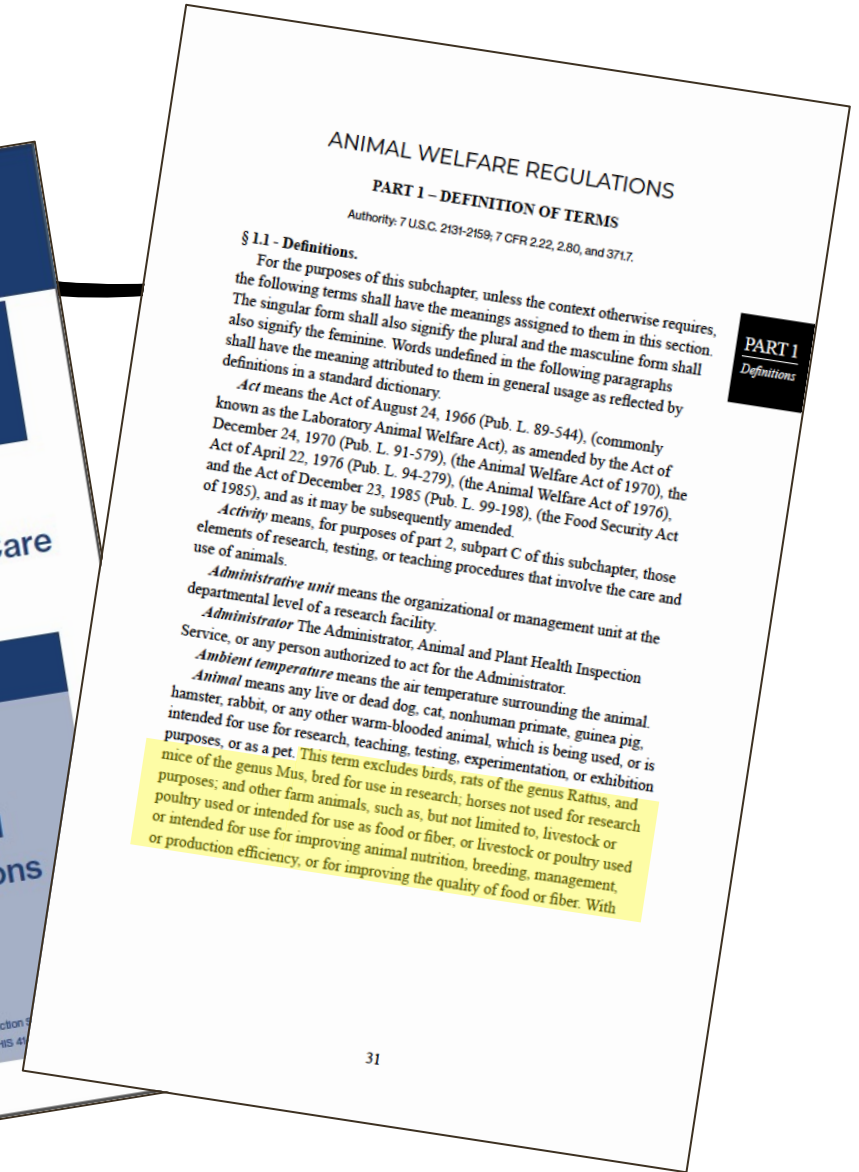
**LAB ANIMAL | VOL 48 | JULY 2019 | 187-189 | www.nature.com/labanimal**



Google Scholar: Farm Animal Assisted Interventions Approximately 105,000 results with overwhelming majority focus on outcomes for humans.

# ANIMAL WELFARE ACT 2022

“... This term excludes birds, rats of the Rattus, and mice of the genus Mus, bred for use in research; horses not used for research purposes; and other farm animals...”



# ANIMAL WELFARE ACT:

The Animal Welfare Act does not include standards (protections) for farm animals.



# PERCEPTIONS AND ATTITUDES:

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“Farm animals are commonly perceived as mere food animals, and some populations and cultures believe that cows, chickens, goats, sheep, and poultry **do not require the same level of care and respect** as popular household companions.”

Burich, L. et al. 2020

# WHAT IS SENTIENCE?



- **Sentience** refers to the ability to experience emotions and sensations such as fear, pain, pleasure, and suffering. **Research shows that farm animals are capable of experiencing a wide range of emotions and have complex social lives.**
  - Pigs are shown to have long-term memories, show signs of empathy, and understand cause and effect.
  - Chickens can recognize and remember individual humans and other chickens. They show emotional contagion – the emotions of one chicken can spread to others.
  - Cows can form close bonds and become distressed when separated from their social group.





# FREEDOMS & DOMAINS OF FARM ANIMAL WELFARE:

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## Five Freedoms

1965

Hunger and Thirst  
Discomfort  
Pain, Injury, and Disease  
Fear and Distress  
To Express Normal  
Behavior

## Five Domains

1994

Nutrition  
Environment  
Health  
Behavior  
Mental State

## Concerns

Noise Levels  
Hovering Children  
Stress Levels  
Startle Reflexes  
Animal Bites  
Diurnal or Nocturnal  
Zoonotic Infectious Diseases  
Longevity / Lifespan  
Isolated / No Partners

# EXAMPLES OF FARM ANIMALS IN CARE FARMING SETTINGS:

Please study the photos in the next three slides and see if you can determine the welfare from the animal's point of view.

What, if anything, would you recommend?







# OTHER WELFARE CONSIDERATIONS:

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- Ambient Temperatures
- Vocalizations (less or more)
- Locomotion (less or more)
- Hiding / Withdrawal
- Pacing / Circling
- Repetitive Movements (Stereotypies)
- Panting



Stress represents a biological response of the animal/organism to stimuli that disturb its normal physiological equilibrium or homeostasis - Pawar SS. 2016



Considering  
Animal Welfare

# OBJECTIVES:

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Determine ways to help ensure animal welfare during AAI/Care Farming while maintaining the integrity of the Care Farming program.





# THINGS TO CONSIDER –

## ASSESSMENT\*

- Species Selection
- Temperament
- Socialization
- Willingness
- Training
- Health
- Environment / Location

\* In partnership with a large animal veterinarian, animal behaviorist, and farmer (if services are to take place on a farm).



# PRE-SCREENING INDIVIDUALS (HUMANS):

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- Does the individual have history of elopement?
- Does the individual have a history of violence (against humans or animals)?
- Does the individual have impulse control disorder?
- Pyromania?

Agricultural settings are often remote, spacious, and provide a plethora of places to hide. These settings are also filled with various farm-related tools, such as pitchforks, shovels, saws, hammers, wire, machinery, etc. **Situational awareness.**

# HANDS-ON CARE FARMING SESSIONS - VALUABLE & PRACTICAL RECOMMENDATIONS:

- Farm staff or other trained staff member is nearby
- All activities are supervised – no solo animal interactions
- Clear communication on expected behaviors (no yelling, running, hitting, chasing, etc.)
- Proper techniques are explained and demonstrated
  - Bottle feeding or bucket feeding a calf
  - Grooming & farm chores
  - Exercising / walking on halter
- Observe animals for signs of stress



## **MORE HANDS-ON CARE FARMING SESSIONS - VALUABLE & PRACTICAL RECOMMENDATIONS:**

- No open-toed shoes or sandals
  - Heavy shoes or boots recommended
- No necklaces or long earrings (calves will quickly grab a necklace) Chickens are attracted to shiny objects (and nail polish)
- Rubber gloves are recommended
- Hand sanitizer



# “FARM ANIMAL BEHAVIOR 101”

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- Excited cows will run, jump, and kick
- Calves can be 75+ lbs. at birth and are strong (especially when hungry)
- Chickens explore their world through pecking (including feet and hands)
- Roosters can be protective (aggressive)
- Pigs are powerful and with an equally powerful bite
  - There is no such thing as a “mini pig”

Farm animals are not being or doing anything other than being farm animals. No animal is bomb-proof, and most will react out of fear.

# IS OBSERVING FARM ANIMALS AN OPTION? YES.

Much can be learned or realized by watching farm animals

- Resilience and Adaptability
- Social Interaction and Hierarchy
- Instinct and Intuition
- Circle of Life
- Responsibility
- Caring



**READING IS  
ANOTHER OPTION:**





# CONCLUSION:

Care Farming can be an effective and positive method to promote improvement in human physical, social, emotional, or cognitive function. This practice should include:

- Cooperation with the farm animals
- Respect for the farm animals
- Acknowledging the sentience of farm animals
- Accepting the natural behaviors of farm animals
- Understanding that **welfare is not one-sided**



# THANK YOU

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**We are all interconnected.**

Questions?

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The Lands at Hillside Farms

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