



PROGRAMME 3: ANIMAL CARE

AIM

The aim of this topic is for children to identify the main needs of all pets, and the role of pet-owners in maintaining healthy and happy pets.

LEARNING OBJECTIVES

Children will:

- identify the key characteristics needed to take care of a pet/animal
 - explore how having pets can impact on our lives
 - identify the consequences of not looking after your pet
 - identify the specific needs of different pets/animals
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SKILLS

- Sociability and co-operation
 - Self-management
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MATERIALS

- DVD 1 episode 'Animal Care'
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VIRTUES

- Caring
 - Obedience
 - Reliability
 - Responsibility
 - Trust
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LESSONS (*Adapt for Juniors*)

View the episode 'Animal Care' on DVD 1 before the lesson. See CD Rom for printable worksheets.

1. What animals do you know of and come into contact with?

How do we use animals in our society today?

e.g. race horses, police dogs, pets, animal testing, food – meat, milk...

How have we used animals in the past?

How might we use animals in the future?

2. Brainstorm – what is meant by animal care? Play a simple role-play game with the class standing in a circle. The teacher takes one child aside and gives them one type of animal and a corresponding need e.g. "You are going to role-play a hungry cat". The child enters the circle and acts out the part given. The rest of the class takes turns to guess the animal and the need.

3. Brainstorm or mind map how we can recognise if an animal is not being looked after. What should we do about it? Look at pictures of healthy animals. Children list the things that they might expect to see if an animal is not being looked after and what to do for that animal e.g. who to tell and the actions to take.

4. Why must dogs wear registration tags? Why don't other pets like cats, birds and rabbits have to wear registration tags? Invite a member of your local SPCA or a local dog control officer into your classroom to discuss this with the children.

5. Have the children design a dog registration tag that provides all the information currently displayed on a registration tag and any other information they think would be useful and appropriate.

6. In small groups, have the children write and perform a 30-second advertisement promoting one of the key messages about animal care.

BOBBY'S TIMETABLE

Name: Date:

Your class has Bobby for a week. What will you need to do to look after him? Children complete 'Bobby's Timetable' below and think, then write, about Bobby's needs and problems.

Part of the day	What you need to do	How this will help Bobby
Morning		
Afternoon		
Evening		

Have you included these things?

- Food - Water - Bedding - Exercise - Shelter

What else will you need to do to keep Bobby healthy and happy?

Bobby's Problems

Problem: Bobby is uncomfortable and scratching himself all the time. Why might this be?
What can you do to help Bobby?

Solution/s:

Problem: Bobby loves exploring your neighbourhood. When you get home each afternoon, you find shoes and socks lying around your house that do not belong to you. Where might they have come from and how can you prevent this continuing?

Solution/s:

Problem: The postie will not bring letters to your house until something has been done. What can you do to make sure you still get mail?

Solution/s:

SUPPLEMENTARY ACTIVITIES

Maths

Create a tally chart or bar graph of the pets that members of the class have.

Oral Language

Have a class debate: "Should people be allowed to keep animals as pets?"; "Should you have to have a 'licence' to keep pets?".

Topic

Challenge children to look after an egg for a week. Keep a diary of the measures they take to maintain their egg's 'health' and safety.

Organise a pet day for the class or school. Discuss and agree on awards that relate to the signs of animal health and wellbeing discussed in the DVD. (e.g. shiny coat is a sign of a good diet, lean body is evidence of regular exercise.)

Take the class to visit the SPCA, or have a representative from an animal group visit the class to talk about their work.

Visual Language

Create a class display of different animals and their environments. Juniors: show children pictures of the different animals and pictures of different habitats, then have them match up the pairs.

Make a poster for the school/community/library illustrating 'How we can look after our pets'.

Written Language

Write letters to the SPCA asking questions about how best to care for your pet.

What pet would you like to own? Write a description of how you would look after this pet, including all the equipment you would need to have.
