



Learning Unit: Five Welfare Needs KS2

Unit title: 5 welfare needs of pets Subjects: English; Maths; PSHE; Literacy, Numeracy		Teacher: Duration of Unit: 4 weeks
Summary: Introducing children to responsible pet ownership which includes being aware of what a pet needs, their general daily care and keeping a pet safe		
Desired Results		
Objectives: To learn and understand the Five Welfare Needs To consider how to meet the Five Welfare Needs of pets on a daily basis To be aware of what needs to be done to keep pets safe		Essential Questions: What are the Five Welfare Needs of Animals? What does a family have to do to care for their pets? What can make a pet unsafe?
Factual Knowledge: Children and young people will know: The Five Welfare Needs The everyday routine required for a pet How to keep pets safe	Embedding Knowledge: Children and young people will know: Develop a checklist to ensure that the Five Welfare Needs are met on a daily/monthly/annual basis Describe what to do to keep a pet safe	Information becoming knowledge: Children and young people will know: How to meet the Five Welfare Needs through everyday routines and keeping them safe The preventative and supportive measures that keep pets safe
Assessment Evidence		

<p>Tasks: Matching and Sorting the Five Welfare Needs of Animals Describing what you have to provide to keep any animal alive- Food, Exercise, Rest, Sociability, Health Making a checklist to ensure that the Five Welfare needs are met What can cause a danger to pets Making a poster for lost animals Persuasive writing about microchipping</p>	<p>Pre-Assessment: Introduction to Tasks: Sorting flashcards- in order of importance, the Five Welfare Needs, the most important things to provide on a daily basis for a pet Brainstorming in small groups- What might cause a danger to pets Other Evidence/Assessment How to reduce the risks to pets What to do if something goes wrong</p>
<p>Extensions: Risk Assessments for a pet owner 'Lost' kit How we know that a pet is not well</p>	<p>Differentiation considerations: Describe the strengths and needs within the group, and how to meet needs and objectives in different ways</p>
<p align="center">Learning Plan</p>	
<p>Differentiated Objectives: Most will be able to match the equipment and daily tasks to the pet in order to meet the 5 Welfare Needs Some will create a poster for a lost pet Some will write a short story about a lost pet Most will understand the importance of microchipping Some will write a persuasive letter about microchipping</p>	
<p>Plan: Week 1: Focus of Five Welfare Needs and what they mean</p> <ul style="list-style-type: none"> • The need for a suitable environment • The need for suitable diet, including fresh water daily • The need express normal behaviour • The need to be housed with, or apart from other animals as required • The need for protection from pain, suffering, injury and disease <p>Week 2: Focus on how to meet the Five Welfare Needs</p>	

- Developing checklists for day, month and year to meet Five Welfare Needs
- Making a good home for a dog

Week 3: Focus on how to keep pets safe

- Risk Assessments
- Dangers for us and our pets

Week 4: Focus on how to prevent a pet from being lost

- Prevention, fences, gates
- What to do if an animal gets lost
- Microchipping

Teacher Notes-National curriculum

Key Stage 2-

The programmes of study and lesson plans will include many of the tasks expected in NC English and Maths tasks such as:

- Speaking, listening writing and numeracy tasks, as well as shape and space

Specifically the National Curriculum targets in Science and Citizenship can be met through accessing these lesson plans in the different key stages.

English: using discussion to learn, children should elaborate and explain clearly their understanding and ideas- through support of pictorial information and text, access to Oak Tree website and the actual site.

Word comprehension in listening and reading information, instructions on packets of pet food or use of equipment, and writing out the 5 Welfare needs as they understand them.

Vocabulary development around caring for selves and animals, especially when comparing needs of animals and then of humans. Sitting, listening, and observing, within all the activities

Maths: Using numbers to find out cost of feeding and caring for an animal; using units of measure - weight and money to compare size of animals- and amount of food needed, as well as the cost Understand the amount of equipment required to meet the 5 welfare needs of animals; Using multiplication and division to consider how much it costs per week; day; month

Science: Asking relevant questions and using different types of scientific enquiry to answer them.

Gathering, recording, classifying and presenting data in a variety of ways to help the children answer questions, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Identify that animals, including humans need the right types of and amount of nutrition, and that they cannot make their own food in domestic circumstances, they get their nutrition from what they eat.

Identify that humans and other animals have skeletons and muscles for support, protection and movement.

Personal, social, and health education: especially in the areas of:

- **Staying clean and healthy, and how important that is for animals**
- **Rules to stay safe, or keep an animal safe**
- **Feeling safe and secure, and relating that to rescue animals**
- **Caring for animals**
- **Caring for others**
- **Providing social opportunities for animals, and why social opportunities are important**
- **Learning how to ask for help, and considering how animals communicate their needs**

Session Plan I

Project Name: Looking after pets

Programme Session Name: Lesson I The 5 welfare needs

Session Date:

Session Time: 30 mins

Group Name/ Age Group: KS2

Session Lead/Planner:

Healthy Living		Promoting and supporting healthy lifestyles to secure physical, spiritual, social and emotional well-being
Feel Safe		Ensuring that members of the community are supported to feel safe
Life Enhancement		Inspirational and exciting learning opportunities that ensure members of the Community raise their aspirations and achieve at the highest level
Participation		Opportunities for the voice of the Community to be heard to help shape the services available to them to make a positive contribution to their local community
Learning and Development		Providing access to a range of learning pathways so that members of the community develop knowledge and robustness

Session Aims and Objectives:

To learn and understand the Five Welfare Needs of animals
Why they need a suitable diet, including fresh water daily

Why they need to behave normally for their species
Why they need a home environment that is suitable for them
Whether they are wary of other animals or are very sociable
Why they need to be safe and healthy

Notes and Background Information:

Pre requisite concepts and skills

To understand their own routine and what their parents do for them

Session and Activity Outline:

Introduction:

5-10 mins children in groups describe the routine of the day for themselves, to include sleep, food, keeping clean, playing and care.

Main activity:

So we know what we need on a daily basis, what do pets need on a daily basis? Compare the two lists and they should be similar. Question- what is the difference between how the children say what they need, and how an animal says what they need?

Assessment activity:

Sort pictures into what a human needs and what an animal needs. In groups, answer questions- what does a pet need to make sure that their five welfare needs are met, use flashcards and they need to place 'red herrings' in another pile.

Note any misunderstandings for reinforcement and any other comments that enhance the learning of the whole group

Resources/Materials:

Flashcards of five welfare needs for humans and pet, including some 'red herrings'

Me and my dog worksheet

Extension Exercise/Take Home Activity (if the group is fast to finish, or members of the group are fast to finish)

Complete the Me and my dog worksheet

Session Evaluation

Participation Comments/ Evaluation

Staff Evaluation
Issues Raised/ Discussion Points
Follow-up Action Required
Additional Notes:
Staff Signature: _____ Date: _____

Session Plan 2

Project Name: Looking after pets

Programme Session Name: Session 2

Session Date:

Session Time: 30 mins

Group Name/ Age Group: KS2

Session Lead/Planner:

Healthy Living		Promoting and supporting healthy lifestyles to secure physical, spiritual, social and emotional well-being
Feel Safe		Ensuring that members of the community are supported to feel safe
Life Enhancement		Inspirational and exciting learning opportunities that ensure members of the Community raise their aspirations and achieve at the highest level
Participation		Opportunities for the voice of the Community to be heard to help shape the services available to them to make a positive contribution to their local community
Learning and Development		Providing access to a range of learning pathways so that members of the community develop knowledge and robustness
Session Aims and Objectives:		

To consider how to meet the Five Welfare Needs of pets, focusing on developing checklists for day, month and year.

Notes and Background Information

Pre requisite concepts and skills

Children should know what the Five Welfare Needs are

Session and Activity Outline:

Introduction:

Flashcards of five welfare needs and 'red herrings'

Quickly revisit and note level of understanding from previous week.

Main activity:

- **Daily routine sheets and statements of caring for pets according to five welfare needs, what needs to go in daily, what needs to go in monthly and what needs to go in on an annual basis?**
- **Complete the worksheet 'Making a good home for a dog'.**

Plenary:

Discuss why they have chosen each answer on the worksheet.

Resources/Materials:

Flashcards from previous week, what are the five welfare needs, and 'red herrings'

3 large sheets for daily, monthly and annual checklists for pet care.

Worksheet 'Making a good home for a dog'

Session Evaluation

Participation Comments/ Evaluation

Staff Evaluation

Issues Raised/ Discussion Points

Follow-up Action Required	
Additional Notes:	
Staff Signature:	Date:

Session Plan 3

Project Name: Looking after pets

Programme Session Name: Session 3 Keeping pets safe

Session Date:

Session Time:

Group Name/ Age Group: KS2

Session Lead/Planner:

Healthy Living		Promoting and supporting healthy lifestyles to secure physical, spiritual, social and emotional well-being
Feel Safe		Ensuring that members of the community are supported to feel safe
Life Enhancement		Inspirational and exciting learning opportunities that ensure members of the Community raise their aspirations and achieve at the highest level
Participation		Opportunities for the voice of the Community to be heard to help shape the services available to them to make a positive contribution to their local community
Learning and Development		Providing access to a range of learning pathways so that members of the community develop knowledge and robustness
Session Aims and Objectives:		

To understand what might put a pet in danger, and how to keep them safe

Notes and Background Information:

What keeps them safe as children?

Session and Activity Outline:

Introduction:

What might be dangerous to themselves? Link with what their parents regularly tell them, what they always have to be told in order to keep themselves safe. Draw out some particular things such as being too hot; being too cold; crossing the road; not eating; being close to something that might burn; getting lost; playing with things that may harm, dangerous people or animals and being poorly.

Children could be in small talking groups for this.

Main part of activity:

Read a story about a pet that is in danger from a published book eg Dog in Danger by H. Oram.

Think about what puts pets in danger at home; and outside

Examples- Being locked out, escaping and getting lost; being too hot; getting cold; getting lost; other animals; eating things that may harm; playing with things that can harm; getting run over; getting stolen; being poorly and not getting the right healthcare.

Link these to the five welfare needs- what does your pet need to stay healthy?

Design a simple risk assessment using your ideas (see example risk assessment)

Plenary:

Go through the risk assessments, is there anything else that should be included? Have you included healthcare?

Resources/Materials

Worksheet: What does your pet need?

Risk assessment example

Extension Exercise/Take Home Activity if the group is fast to finish, or members of the group are fast to finish

Design a risk assessment for your pet at home

Session Evaluation

Participation Comments/ Evaluation

Staff Evaluation

Issues Raised/ Discussion Points	
Follow-up Action Required	
Additional Notes:	
Staff Signature:	Date:

Session Plan 4

Project Name: Looking after your pet

Programme Session Name: Session 4 When pets get lost

Session Date:

Session Time: 30 mins

Group Name/ Age Group: KS2

Session Lead/Planner:

Healthy Living		Promoting and supporting healthy lifestyles to secure physical, spiritual, social and emotional well-being
Feel Safe		Ensuring that members of the community are supported to feel safe
Life Enhancement		Inspirational and exciting learning opportunities that ensure members of the Community raise their aspirations and achieve at the highest level
Participation		Opportunities for the voice of the Community to be heard to help shape the services available to them to make a positive contribution to their local community
Learning and Development		Providing access to a range of learning pathways so that members of the community develop knowledge and robustness
Session Aims and Objectives: Understanding how to prevent a pet from being lost and what to do if they get lost		

Notes and Background Information:

Pre requisite to learning: knowing what puts a pet in danger

Previous week's risk assessment

Session and Activity Outline**Introduction:**

Ask how will we know that a pet is lost (particularly for cats)?

- Don't come when they are called
- Don't come in for a drink/food
- Don't come in at usual time

(this is why a routine is helpful as part of their pet's communication system)

Main activity:

- Put the children into small groups. Ask each group to think of all the reasons pets might get lost.

Communal gardens, gates and walls that can be jumped, loose latches on gates, shut in sheds or outbuildings, jump in vehicles, doesn't come back when called/chasing something, enter a different house for food/attention, stolen.

- Take each risk and see if you can think of a solution.
- Introduce the Lost Kit and the Missing poster
- Complete the worksheet 'Missing pet short story', either as a class or in small groups, using the worksheet 'Missing pet poster' and 'Lost kit'.
- Discuss microchips. Make sure everyone knows what they are and their importance. They are tiny (the size of a grain of rice) and go under your pet's skin. If your pet gets lost, the microchip can be scanned and the computer tells us your name, address and phone number so we can contact you. Complete the worksheet 'Microchipping'.

Plenary:

Share the posters and Lost kits, see if there is anything else that should be included and why.

Resources/Materials:

Risk assessments from the previous week

Missing pet poster worksheet

Lost kit

Missing pet short story worksheet

Worksheet 'Microchipping'

Worksheet 'A letter to your parents about microchipping'

Extension/if the group is fast to finish: Write your parents a persuasive letter about why you should microchip your pet, using the worksheet 'A letter to your parents about microchipping'

Session Evaluation

Participation Comments/ Evaluation	
Staff Evaluation	
Issues Raised/ Discussion Points	
Follow-up Action Required	
Additional Notes:	
Staff Signature:	Date: