

Learning Unit: Financial implications of having companion animals KSI

Unit title: Cost of pet ownership Subjects: English; PSHE; maths; Literacy; Science		Teacher:
		Duration of Unit: 4 weeks
Summary: This unit is designed to encourage engagement between adults and children about the financial responsibility of caring for companion animals		
Desired Results		
Objectives: To consider the needs of companion animals, and how to meet the needs financially		Essential Questions: What are the essential needs of companion animals? How can we, as humans, provide for those needs? How much does it cost to meet those needs?
Factual Knowledge: Children and young people will know: The five welfare needs of animals. The equipment needed to meet those needs. Cost of essential needs, through the use of tokens.	Embedding Knowledge: Children and young people will: Recognise the basic equipment needed to meet the five welfare needs, and be able to match the number of tokens to the essential equipment	Information becoming knowledge: Children and young people will know: The relative cost of essential equipment, and the number of tokens needed to pay for it. Complete simple sums in order to understand that costs increase depending on need
Assessment Evidence		
Tasks: Matching equipment to need for dogs, cats and rabbits Consider what makes animals feel safe		Pre-Assessment: Introduction to Tasks: Discussion of any creature's welfare needs to identify what all living beings need, and how

Simple sums to work out basic costs, through adding the number of tokens needed	to access the equipment necessary to meet the needs
Extensions: Researching the essential needs, and consider if toys, etc can be home made for the companion animal to save money. Send a note to parents to encourage discussion at home about the essential needs of animals and their costs. Consider the cost of providing equipment at different ages of the animal.	Differentiation considerations: Some may require extra physical equipment to complete the tasks. Eg Matching essential needs to equipment. Guessing the cost, and matching it to the animals

Learning Plan

Differentiated Objectives:

Most will have a broad understanding that it is important to meet essential needs, usually by buying equipment.

Most will clearly differentiate between the 5 welfare needs of different species, and that they have to be provided for.

Some will understand that needs differ within species of companion animal.

Some will be able to match prices to equipment requirements and complete simple sums to work out the basic costs, using tokens

Plan:

Week 1: Focus on the 5 welfare needs, and what we, as humans need to provide to meet those needs:

The need for a suitable environment- food bowls, beds, litter trays, cages/hutches and/or access to the outdoors.

The need for suitable food, and fresh water daily- equipment includes wet and dry food, suitable treats and fresh water to keep the animal well fed and healthy.

The need to express normal behaviour- equipment to meet this need includes a safe area to go to; a clear routine for feeding, exercising and playing.

The need to be housed with, or apart from other animals as required- depending on whether animals enjoy time together or prefer to be on their own, what equipment is needed to provide this safely and securely.

The need for protection from pain, suffering, injury and disease- understanding what will meet this need, including going to the vet, preventative parasite treatment and making sure that everything in the home or outdoor environment are safe and cannot harm the animal and the cost, in tokens, of making it safe for them; cost of vaccinations, preventative parasite treatment, cost of vet and pet insurance- all tokens

Week 2: Focus on the probable costs of meeting the five welfare needs, using tokens

Matching the welfare need to the equipment and ways to meet them and counting the cost, using tokens

Week 3: embedding the knowledge of costs using practical scenarios:

A role play of shopping for pets to find equipment; including the cost of vaccinations and regular vet visits, using tokens

Week 4: Assessment Unit- what is still information for the children and what is knowledge learned. Considering whether some items can be homemade instead of bought to save money.

Links to the National Curriculum- KSI

English, spoken language: This learning unit supports the development of skills related to spoken language as it encourages teachers to support access to learning by encouraging the use of spoken language in a range of contexts, which in turn underpins the development of reading and writing. Teachers are also ensuring the continual development of pupils' confidence and competence in spoken language and listening skills, as well as developing the pupils' capacity to explain their understanding of what they have read and listened to in order to prepare their ideas before writing.

This learning unit also encourages pupils to build secure foundations by using discussion to probe and remedy their misconceptions, as well as their understanding and using conventions of discussion and debate.

Maths: Using this learning unit supports pupils in their learning by developing their confidence and mental fluency with numbers, counting and place value- counting and place value- working with numerals, words and the four operations, including practical resources (eg. concrete objects and measuring tools).

The unit also encourages the use of a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

Science: Teachers accessing this unit will ensure that pupils can use the local environment throughout the year to explore and

answer questions about animals and their habitat. They should also have access to learning about the common names of fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

They will also ensure that pupils can work scientifically by:

- Using their observations to compare and contrast animals at first hand, or through photos and videos, describing how they identify and group them according to what they eat, and using their senses to compare different textures, sounds and smells.

It also helps pupils to understand that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different animals and plants, and how they depend on each other.

Also, it provides learning about how animals obtain their food from plants and other animals, using the idea of a simple food chain, which helps to identify and name different sources of food, including that which is available to companion animals.

Citizenship: Preparing to play an active role as citizens by learning that people and other living things have needs and that they have responsibilities to meet them, especially financially, which leads to an understanding that money comes from different sources and can be used for different purposes.

Session Plan I

Project Name: The cost of having animals as companions

Programme Session Name: Week I: What do pets need?

Session Date:

Session Time: 30 mins

Group Name/Age Group: KSI

Session Lead/Planner:

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

Session Aims and Objectives:

To identify the essential needs of companion animals

To know how humans can meet the essential needs

To identify the equipment needed to meet the essential needs of companion animals

Notes/Background Information: Encourage the children to think about what they need at home and school, and then transfer those needs to an animal. Encourage parents to discuss their children's needs with them. Put the children into appropriate groups to learn and discuss the subject with each other.

Session/Activity Outline:

Introduction

Using worksheets with pictures of human beds; a hiding place; toys; plates and cups for eating and drinking and a doctors' surgery, ask them what they need on a daily basis or now and again- hopefully beds and food will be the answer, and they might include warm clothes and other answers.

Explain that they are now going to consider what animals need on a daily basis and what they need now and again.

Main Activity:

Children and young people need to discuss in their groups, what the equivalent of human beds, plates, warm clothes and doctors' surgery is for animals.

They then need to tick on the sheet in front of them, what an animal's needs are.

Take some time to consider medical needs; that the animals will need medicine to make sure that they don't have fleas, ticks or worms, and also if they get hurt in an accident, they will need to go to the vet.

Start focusing on actual equipment, and in each group they can discuss what each piece is used for.

Plenary: Discuss what equipment is similar and what is different for different pets. Do all pets need the same equipment? Do different pets have their needs met in different ways? Do different dogs all need the same equipment? What equipment do you use to care for your pets at home?

Resources/Materials:

Basic stationery box (A4/A3/A2/A1 paper, felt pens, biro pens, markers, highlighters, pencils, rubbers, sharpeners, post-its etc.), colouring/puzzle pictorial sheets with what a human needs, and then what an animal needs; real life pet equipment that meets the needs, laptop and projector plus any additional tech requirements.

Session Evaluation

Participant Comments/Evaluation
Staff Evaluation
Issues Raised/Discussion Points
Follow-up/Action Required
Additional Notes

Staff signature:

Name:

Date:

Session Plan 2

Project Name: The cost of having animals as companions

Programme Session Name: Week 2: What do pets' needs cost?

Session Date:

Session Time: 30 mins

Group Name/Age Group: KSI

Session Lead/Planner:

Healthy Living	Promoting and supporting healthy life-styles to secure physical, spiritual, social and emotional well-being.
Feel Safe	Ensuring that members of the Community are supported to feel safe.
Life Enhancement & Achievement	Inspirational and exciting learning activities that ensure members of the Community raise their expectations and aspirations, and achieve at the highest possible level.
Participation	Opportunity for the voice of the Community to be heard and to help shape the services available to them, whilst encouraging them to make a positive contribution to their local community.
Learning & 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 the costs of meeting the essential needs of pets

Notes/Background Information:

Session/Activity Outline:

Introduction

Following on from last week's session on animals' needs, the children will now think about how much those needs cost.

Main Activity:

Divide the children into small groups. Using actual equipment (pet food/bowls/beds/toys/vet visit pictures/collar/lead/cat flap picture/hutch or run picture), each group can discuss what each piece is used for, then if they think the equipment costs lots of money or very little. Introduce the idea of tokens to buy the equipment.

Children to discuss how many tokens they are going to put with each piece of equipment to buy them. Encourage a further discussion over how often they may need to buy each piece of equipment.

Then they decide how many tokens altogether that they have spent, asking some to count 1-10, then asking other children to count the tokens on from 10.

Plenary: Ask the children to consider what is a lot of tokens, and what is the most expensive piece of equipment and which is the least expensive. See if they have the concept of saving up to buy equipment that an animal may not need as often. Ask them to put their hands up if they think that their own pets would cost a lot of money or very little money to look after.

Resources/Materials: Basic stationery box (A4/A3/A2/A1 paper, felt pens, biro pens, markers, highlighters, pencils, rubbers, sharpeners, post-its etc.), real life pet equipment that meets the needs, laptop and projector plus any additional tech requirements. Tokens on each table that would adequately meet the cost of the equipment.

Session Evaluation

Participant Comments/Evaluation

Staff Evaluation

Issues Raised/Discussion Points

Follow-up/Action Required
Additional Notes

Staff signature:

Name:

Date:

Session Plan 3

Project Name: The cost of having animals as companions

Programme Session Name: Week 3: Bringing costs to life

Session Date:

Session Time: 30 mins

Group Name/Age Group: KSI

Session Lead/Planner:

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

Session Aims and Objectives:

To bring to life ideas about the costs of meeting the essential needs of pets

Notes/Background Information:

Session/Activity Outline:

Introduction

Following on from previous sessions on animals' needs and the costs involved, the children will now imbed this information by performing practical activities around the topic. In advance of the session, label each piece of equipment with the number of tokens it costs to buy.

Main Activity:

Divide the children into small groups. Each group can choose a particular pet. Some children are the shopkeepers and have actual equipment (pet food/bowls/beds/toys/vet visit pictures/collar/lead/cat flap picture/hutch or run picture) in their shop. Other children are the pet owners and have a pre-calculated number of tokens. Each group must role play shopping for their particular pet and consider what they will buy from the shopkeeper. Other children are vets and can offer vet checks, vaccinations and preventative medication for a

certain number of tokens. Can the pet owners get everything they need to care for their pets for the number of tokens they have?

Plenary: Ask the children which pets were the most expensive and least expensive to care for. Did all the groups have enough tokens to care for their pets? Are all the items essential or could some be made at home (homemade toys).

Resources/Materials: Basic stationery box (A4/A3/A2/A1 paper, felt pens, biro pens, markers, highlighters, pencils, rubbers, sharpeners, post-its etc.), real life pet equipment that meets the needs, laptop and projector plus any additional tech requirements. Tokens on each table that would adequately meet the cost of the equipment.

Session Evaluation

Participant Comments/Evaluation

Staff Evaluation

Issues Raised/Discussion Points

Follow-up/Action Required
Additional Notes

Staff signature:

Name:

Date:

Session Plan 4

Project Name: The cost of having animals as companions

Programme Session Name: Week 4: Topic assessment

Session Date:

Session Time: 30 mins

Group Name/Age Group: KSI

Session Lead/Planner:

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

Session Aims and Objectives:

To check children's learning on the costs of meeting pets' needs and whether the information has become knowledge

Notes/Background Information:

Session/Activity Outline:

Introduction

If possible, assess the children as individuals or in pairs to get an accurate idea of their imbedded knowledge.

Main Activity:

Using actual equipment for a particular pet, ask the children to put the things in order from the most to the least expensive. Then give the children a large supply of tokens and ask them to give each item the number of tokens it would cost to buy. Answers should be correct relative to the cost of other items. Following this, ask the children how many tokens they would need to care for their pet overall. Children should count up the total number of tokens used to purchase all the necessary equipment. Ask the children whether a specific different pet would cost more or less to care for than that one.

Plenary: Create some homemade toys for pets and discuss how these could save money compared to buying equipment. Encourage the children to take the home made toys home and discuss with their parents what they have made. Examples of homemade toys could include painted cat castles made from cardboard boxes and toilet roll tubes, handmade pom poms, feathers tied onto string then attached to a stick as a fishing rod toy, ropes knotted together to make rope toys.

Resources/Materials: Basic stationery box (A4/A3/A2/A1 paper, felt pens, biro pens, markers, highlighters, pencils, rubbers, sharpeners, post-its etc.), real life pet equipment that meets the needs, laptop and projector plus any additional tech requirements. Tokens on each table that would adequately meet the cost of the equipment. Items for homemade toys eg cardboard boxes, wool, feathers, sticks, string, ropes.

Session Evaluation

Participant Comments/Evaluation

Staff Evaluation

Issues Raised/Discussion Points

Follow-up/Action Required
Additional Notes

Staff signature:

Name:

Date: