

# Learning Unit: Financial implications of having companion animals KS2

<b>Unit title:</b> Cost of pet ownership <b>Subjects:</b> English; PSHE; maths; Literacy; Science		<b>Teacher:</b>  <b>Duration of Unit:</b> 4 weeks
<b>Summary:</b> This unit is designed to encourage engagement between adults and children about the financial responsibility of caring for companion animals		
<b>Desired Results</b>		
<b>Objectives:</b> To consider the needs of companion animals, and how to meet the needs financially		<b>Essential Questions:</b> 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?
<b>Factual Knowledge:</b> Children and young people will know: The five welfare needs of animals. The equipment needed to meet those needs. Cost of essential needs on a weekly and monthly basis	<b>Embedding Knowledge:</b> Children and young people will: Recognise the basic equipment needed to meet the five welfare needs, and be able to match the costs to the essential equipment	<b>Information becoming knowledge:</b> Children and young people will know: Where to look for the cost of essential equipment, and draw an adult's attention to how much it is. Complete simple sums in order to understand that costs increase, depending on need
<b>Assessment Evidence</b>		
<b>Tasks:</b> Matching equipment to need for dogs, cats and rabbits		<b>Pre-Assessment:</b> Introduction to Tasks:

<p>Consider what makes animals feel safe. Simple sums to work out basic costs, in appropriate currency</p>	<p>Discussion of any creature's welfare needs to identify what all living beings need, and how to access the equipment necessary to meet the needs</p>
<p><b>Extensions:</b> Research the essential needs, and consider if toys, etc can be made for the companion animal. Send a note to parents to encourage discussion at home about the essential needs of animals and the cost of meeting those needs at different ages of the animal.</p>	<p><b>Differentiation considerations:</b> 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.</p>

### **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 between species of companion animal.

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

**Plan:**

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

The need for a suitable environment- food bowls; beds; cages/hutches, litter trays 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- initially using just pounds but extending to pence

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

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

**Week 3: Encouraging the children and young people to always consider the cost and the safety of companion animals before asking their parent/carers for something:**

Either a role play situation of shopping for pets in a shop or a trip to a pet shop to find equipment; accessing information about the cost of vaccinations and regular vet visits; microchipping.

Finding the danger points for an animal in a picture of a garden and considering how to mend it and the cost of repairing, replacing or making the area safe- in pounds.

**Week 4: Assessment Unit- what is still information for the children and what is knowledge learned**

### **Links to the National Curriculum**

**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.

**KS2:** Pupils have the opportunity to refine their learning and build upon what they have learned in KS1 (as above), and this learning unit reflects that refinement and the opportunity for the pupils to extend their learning in this area, in English, Maths, Science and Citizenship.

# Session Plan I

**Project Name:** The cost of having animals as companions

**Programme Session Name:** Week 1: What do pets need?

**Session Date:**                      **Session Time:** 30 mins

**Group Name/Age Group:** KS2

**Session Lead/Planner:**

<b>Healthy Living</b>	Promoting and supporting healthy life-styles to secure physical, spiritual, social and emotional well-being.
<b>Feel Safe</b>	Ensuring that members of the Community are supported to feel safe.
<b>Life Enhancement &amp; Achievement</b>	Inspirational and exciting learning activities that ensure members of the Community raise their expectations and aspirations, and achieve at the highest possible level.
<b>Participation</b>	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.
<b>Learning &amp; Development</b>	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 an animal's needs and how we all have a responsibility to meet those needs if we are caring for that animal.

## **Session/Activity Outline:**

### **Introduction**

Ask the children what pets need on a daily basis or now and again and note these down on the board.

### **Main Activity:**

They then need to write or draw what a specific animal's needs are and what equipment they would need to meet those needs. 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 ill or hurt in an accident, they will need to go to the vet. Also consider holiday care and whether this would come with a cost.

Then choose a different type of pet and repeat the exercise. How are the needs and equipment similar or different from the first animal?

For younger students, you could use actual equipment needed for different pets. In each group the children can discuss what each piece is used for and how often it would need replacing eg food: weekly, bed: yearly, lead: may last a few years.

**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/cats all need the same equipment? What equipment do you use to care for your pets at home? Do other children in the class use the same equipment for the same animals?

**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.

**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:** KS2

**Session Lead/Planner:**

<b>Healthy Living</b>	Promoting and supporting healthy life-styles to secure physical, spiritual, social and emotional well-being.
<b>Feel Safe</b>	Ensuring that members of the Community are supported to feel safe.
<b>Life Enhancement &amp; Achievement</b>	Inspirational and exciting learning activities that ensure members of the Community raise their expectations and aspirations, and achieve at the highest possible level.
<b>Participation</b>	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.
<b>Learning &amp; Development</b>	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/ kennels or cattery holiday care picture), each group can discuss how much they think each piece of equipment costs, taking into consideration which they think are the most and least expensive.

Children to label each piece of equipment for one particular pet with the cost in pounds to buy them. Encourage a further discussion over how often they may need to buy each piece of equipment and factor in the cost of the replacement based on the frequency.

Then they calculate how much money altogether they have spent on caring for their pet. Then repeat the exercise for a different animal and consider whether that pet was more or less expensive.

**Plenary:** Ask the children to consider what they think is a lot of money to spend on a pet, 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 and how much they think their families spend on caring for their pets.

**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, tape or blue tack to stick labels onto equipment, 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 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:** KS2

**Session Lead/Planner:**

<b>Healthy Living</b>	Promoting and supporting healthy life-styles to secure physical, spiritual, social and emotional well-being.
<b>Feel Safe</b>	Ensuring that members of the Community are supported to feel safe.
<b>Life Enhancement &amp; Achievement</b>	Inspirational and exciting learning activities that ensure members of the Community raise their expectations and aspirations, and achieve at the highest possible level.
<b>Participation</b>	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.
<b>Learning &amp; Development</b>	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 price 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 amount of money. 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 price. Can the pet owners get everything they need to care

for their pets for the amount of money they have? Is this the case for all species of pet?

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

**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. Play money 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:** KS2

**Session Lead/Planner:**

<b>Healthy Living</b>	Promoting and supporting healthy life-styles to secure physical, spiritual, social and emotional well-being.
<b>Feel Safe</b>	Ensuring that members of the Community are supported to feel safe.
<b>Life Enhancement &amp; Achievement</b>	Inspirational and exciting learning activities that ensure members of the Community raise their expectations and aspirations, and achieve at the highest possible level.
<b>Participation</b>	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.
<b>Learning &amp; Development</b>	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 supply of play money and ask them to give each item the amount it would cost to buy. Following this, ask the children how much money they would need to care for their pet overall; children should add up the total cost to purchase all the necessary equipment. Ask the children how long they could care for the pet with this amount of money. The children should show an awareness that some items will need to be replaced weekly (food) whereas others will last months or

even years (bed, lead, hutch). Ask the children whether a specific different pet would cost more or less to care for than the one they have been working on.

**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:**