

# Learning Unit: Pet Sourcing Key Stage 2

<p><b>Unit title:</b> Where can we get pets from?</p> <p><b>Subjects:</b> English; PSHE; General studies; Science</p>	<p><b>Teacher:</b></p> <p><b>Duration of Unit:</b> 2 weeks</p>	
<p><b>Summary:</b> Where can we get pets from and why is it so important to get them from a good place?</p>		
<p><b>Desired Results</b></p>		
<p><b>Objectives:</b></p> <p>To have a basic understanding of the influence of genetics and environment on the health and behaviour of pets.</p> <p>To understand where we can get pets from and why it is so important that they come from a good place.</p> <p>To know what a pet rescue centre is and what they do</p>		<p><b>Essential Questions:</b></p> <p>What makes us different to each other?</p> <p>What makes our pets different to one another?</p> <p>Where can we get pets from?</p> <p>Are some places to get pets better than others?</p> <p>What happens if we adopt a pet?</p>
<p><b>Factual Knowledge:</b></p> <p>Children will know:</p> <p>That the way a pet is fed and treated when they are very young affects them when they are older.</p> <p>That there are different places to get pets from and that where the pet comes from can dramatically affect the animal in the future.</p> <p>What a rescue centre is and why pets may end up there</p>	<p><b>Embedding Knowledge:</b></p> <p>Children will: Draw different ideas for how they could socialise their pets and feed them a healthy diet when they are young, to help ensure their health when they are older.</p> <p>Brainstorm in groups why pets might end up at a rescue centre.</p>	<p><b>Information becoming knowledge:</b></p> <p>Children will:</p> <p>Role play different scenarios using toy dogs to further their understanding of the effect of early experiences on future development.</p> <p>Role play visiting a rescue centre to rehome a cat or dog.</p>

<b>Assessment Evidence</b>	
<b>Tasks:</b> Continuous assessment of the children's understanding and knowledge on the topic of pet sourcing, using drawings and role play games as evidence.	<b>Pre-Assessment:</b> <b>Introduction to Tasks:</b> Class discussion on genetic and environmental influence, which for some children will be the first time they have encountered this information.
<b>Extensions:</b> Encourage children to discuss at home where their own pets were sourced from and why	<b>Differentiation considerations:</b> Describe the strengths and needs within the group and how to meet needs and objectives in different ways.
<b>Learning Plan</b>	
<p><b>Differentiated Objectives:</b></p> <p>Most will understand that having different parents and being raised differently means that we are all different and that this is the same for pets</p> <p>Most will understand that socialisation and diet are very important for young pets</p> <p>Some will understand how small differences when a pet is young can mean big differences in behaviour when the animal is older</p> <p>Most will know the different sources of pets and some advantages and disadvantages of each</p>	
<p><b>Session plan Week 1:</b></p> <ul style="list-style-type: none"> <li>• To understand that both genetics and environment influence our personalities when we grow up, and that this is the same for pets.</li> <li>• To understand that good socialisation and diet when pets are very young helps them be happier and healthier when they are older</li> </ul> <p><b>Session plan Week 2:</b></p> <ul style="list-style-type: none"> <li>• To learn about pet rescue centres, what they do and why pets might end up there</li> <li>• To consider breeders vs rescue centres as a source of pets</li> </ul>	
<p><b>National Curriculum Links</b></p> <p><b>English:</b> Children will have the opportunity to research, discuss and consider the role of pet rescue centres within the</p>	

community, and for families seeking a companion animal, as well as the opportunity to discuss their knowledge with their parents and carers

**Maths:** Children will have the opportunity to gather information about what a pet rescue centre needs in order to look after the animals in their care. They will have the opportunity to find out how much food, cat litter etc is needed alongside costs of medical care, as well as how much the charity needs to raise in order to meet the five welfare needs of all the animals.

**Science:** Children will have the opportunity to consider how beneficial the care and socialisation of animals at the pet rescue centre is, in order to boost their confidence and prepare them for rehoming. This can be linked with how important these aspects are for humans as well as animals.

They also can consider the importance of monitoring health and care of the animals and consider the importance of a balanced diet.

**Citizenship:** Links with the National Curriculum guidance depends on the school's policy and priorities in this particular area. The five welfare needs of animals links with human need, including looking after each other.

# Session Plan I

**Project Name:** Pet sourcing

**Programme Session Name:** Week 1: Why is it important to get pets from a good place?

**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 learn why it is important where we get our pets.

## **Session/Activity Outline:**

### **Introduction**

- Ask the children if they think we are all the same as one another or are we all different? When they say 'different', ask them why we are all different? Write the answers on the board.
- Explain that we are all different because we have different parents and come from different homes. Our family (this is our 'genetics'), our experiences and the way we are brought up shape us as people and make us who we are.
- Ask the children if they think it is the same for our pets? Are they all the same? Are all Labradors the same? Are all tabby cats the same?
- What makes our pets different to one another? Tell the children it is the same for our pets as it is for us. Our pet's parents (their genetics) and the way they were looked after when they were young makes our pets different to one another too.

## **Main Activity:**

### **How a pet's early experiences affect them when they are older**

- Explain to the children that it is important that we get our pets from good places because our pet's parents and how they are treated when they are very young affects their behaviour and health when they are older.

### **Socialisation**

- Split the children into small groups and give each group a soft toy dog. Ask the children what they think would happen if their puppy had been kept inside a house all its life, then suddenly got taken to a busy park. How would the puppy react? How would the puppy feel? Ask the children to act out what would happen using the toy dog. The children should understand that the puppy would be scared, overwhelmed and would probably try and hide.
- Now ask the children to act out what would happen if the puppy had been used to going to the busy park from an early age. Would the puppy react differently? Hopefully the children will say that the puppy will be more confident because they are used to the noise, people and other dogs.
- Now ask the groups to act out what would happen if their toy dog saw a cat, or a child, when they had never seen a cat or a child before. Now act out what would happen if the dog had been brought up around cats and children and how they might act differently.
- Tell the children that this is why what happens to our pets when they are young can change their behaviour when they are older. If puppies and kittens are well socialised (that means they have had lots of good experiences with other animals and people) when they are young, they are usually more confident and relaxed around other animals and people when they are older.

### **Diet**

- Ask the children what would happen if we only ate junk food when we were very young children? They should say we would be unhealthy.
- Ask the children if they think it is the same for our pets?
- Using the play food, ask the groups to act out what would happen if their toy dog was fed unhealthy food like leftover burgers and chips when they were young. Then act out what would happen if it was fed healthy food. If pets aren't fed a healthy diet and taken to the vet when they are young, they won't grow up to be healthy.

### **Summary**

- Give the children paper and coloured pencils and ask them to draw their pet in the middle of the paper. Then ask them to draw or write all the things around their pet that they can do when the pet is young to make sure it grows up happy and healthy.

**Plenary:** Tell the children that what they have drawn is why it is so important that we get our new pet from a good place. Because the way they are treated when they are young - what they are fed and what they experience - can change what they are like when they are older.

Tell the children that in the next session, we will be thinking about where families could go if they wanted a new pet.

### **Resources/Materials:**

Basic stationery box (A4/A3/A2/A1 paper, felt pens, biro pens, markers, highlighters, pencils, rubbers, sharpeners, post-its etc.), laptop and projector, a soft toy dog for each small group, play food junk food and healthy food, 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:** Pet sourcing

**Programme Session Name:** Week 2 Where can we get pets from?

**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 where we can go to get a new pet.

### **Session/Activity Outline:**

#### **Introduction**

- Explain to the children that last session we learnt why it is so important to get our new pet from a good place and ask them if they can remember the reasons?

#### **Main Activity:**

- Ask the children where their families could go if they wanted a new pet and note these ideas down on the board. Tell the children that although pet shops can sell small animals like rabbits, hamsters and fish, they cannot sell puppies and kittens because the law says they are not allowed to.
- Ask the children if they have heard of 'rescue centres' or 'rehoming centres' for pets, and if they know what those places do? Write ideas down on the board, then go through the following:

**'Rescue' or 'rehoming' centres are places where people can safely give their pets if they can't look after them any more. The staff at the centres will care for the pets, and then find suitable new homes for them with families who can look after them. Oak Tree Animals' Charity is a rehoming centre in Cumbria which rehomes dogs, cats and horses.**

- **Split the children into small groups and ask them to brainstorm some reasons why people might need to give their pet to a rehoming centre like Oak Tree. Then go through these reasons:**
  - **They can't cope with the animal's behaviour or health**
  - **They have too many animals eg a large litter of kittens**
  - **They have had a change in circumstances eg loss of job, house move, divorce or new relationship**
  - **The animal is not getting on with other pets or family members**
  - **They can't afford to look after the animal**
- **As you can see, there are a lot of reasons why people may want to rehome their pets and Oak Tree will always try to help. If we can help the person with their pet's costs or behaviour we will do that so they can keep their pet. If not, we will be very careful that we find the best possible new home for the pet where they can be happy.**

#### **Where can we get puppies and kittens from?**

- **Some people get puppies and kittens from breeders. Breeders are people who make the mother dog or cat have a litter of puppies or kittens, then sell them for money. Some breeders are very good and look after the mother and babies very well. Some aren't so good and just want to make a lot of money, so we have to be very careful to get our pet from a good breeder.**
- **If we get a pet from a rescue centre, we get matched to an animal and find out lots about them. If we buy a puppy or kitten, we don't know much about them and have to do more training ourselves.**
- **There are lots and lots of pets waiting in rehoming centres like Oak Tree who all need to find lovely new homes. Sometimes they have to wait a really long time for the right family to come along who wants to look after them. If we can adopt a pet from a rehoming centre, rather than buying one from a breeder, we are helping those animals find new homes. Have you heard of the saying 'adopt don't shop'? What do you think it means?**
- **Put the children into small groups and give each group a toy cat or dog. Ask the groups to role play someone going into a rescue**

centre to rehome a cat or dog, and the sorts of questions they might be asked to make sure the pet is right for them.

**Plenary:** Do you know where your family got your pet from?  
Where would you go if you wanted a new pet when you are older?

**Homework/extensions:** Discuss with your family at home where your pets came from and why

**Resources/Materials:**

Basic stationery box (A4/A3/A2/A1 paper, felt pens, biro pens, markers, highlighters, pencils, rubbers, sharpeners, post-its etc.), laptop and projector, access to the internet, 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:**