



# Looking After Our Pets

**Starter** - Can anyone remember what the 5 Welfare Needs are for all animals?



↓  
Healthy food  
& clean  
water



↓  
Suitable  
place to live



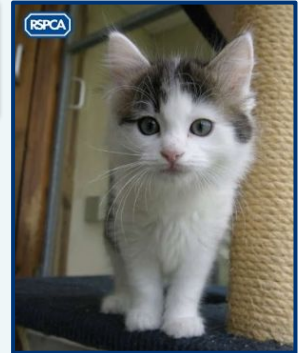
↓  
Being  
looked after  
by a vet if  
they are ill



↓  
Companionship  
(friends/family)



↓  
Opportunity  
to behave  
naturally



**Can you provide an example of these needs?**

GENERATION  
**KIND**

The RSPCA helps animals in England and Wales. Registered charity no. 219099.

## Review basic needs

- Run through the basic needs for animals that the class established in the lesson [\*We all have basic needs - pets and humans.\*](#)

**EXTENSION** → Some children could make a grid to compare the needs of different animals, such as carnivores, herbivores and rodents.



## Which would you like to have as a pet?



### Cats / Kittens

How does this animal normally live?

What does it need to be happy and healthy?

Could you keep this animal and meet all its needs?

**Does this animal make a good pet?** Can you explain your decision?

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GENERATION  
**KIND**

Show the pupils pictures of different animals (will come in 1 by 1 if viewed as a slide. If viewing on PDF you will need to provide your own images, they are: rabbits, dogs/puppies, ducks, pig/piglets, frog, squirrel, iguana, slug, fox, cats/kittens) and ask them to say which they would like to have as a pet.

- o Ask them to explain their choices. The pictures of farm animals and wildlife might make the pupils giggle, but it should also make them think about why some animals make good pets and others do not.
- Talk about the way different animals live and what they need to be happy and healthy (see factsheet *The five welfare needs*). Could you keep a cow in your bedroom? Would a badger be happy in a cage? Teacher to expand on this as much or as little as they feel necessary.



# How do we look after our pets?

5 minutes

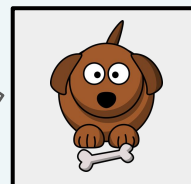


## Working in Groups:

You will be given a specific pet. Each group will need a **leader** and a **reader**.

Cut out each of the pets' **'Needs'** from the factsheet.

Stick the photo of your group's pet in the middle of your sheet of paper.



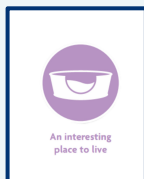
Pupils are required to work in groups for this task.

Teacher to provide each group with a photo of a different 'pet' animal. Appoint a reader and a leader for each group and give out a copy of the factsheet *Pets Needs*. Ask them to cut out all the things on the worksheet. Give the groups a large piece of paper and attach the photo of the pet in the middle.

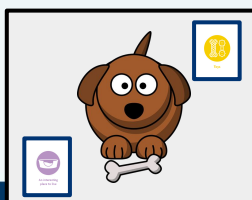


# How do we look after our pets?

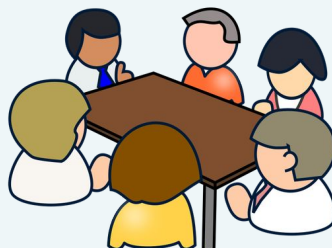
1. The **reader** of the group must read out the cards one by one



3. If the card **does** apply to your animal. Stick this to your sheet.



2. As a **group**, discuss each card and decide if this applies to your animal.



If you can't understand the card or are not sure - ask for help or put to one side.

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GENERATION  
**KIND**

Ask the reader to read out the cards to the group one by one.

Ask the groups to discuss each card and decide if it applies to their animal. If it does they can attach it to their sheet.

- If the groups aren't sure what a word means or can't understand the card, they can either leave it to one side or ask.

At the end of the activity the groups should have created a simple poster showing everything the animals need to be healthy and happy.

- Any cards that the pupils were unsure of can be discussed at this point



# Plenary & Summary

## **How hard is it to look after a pet?**

Why have some of the pet posters got more needs attached to them than others?



- o Does this mean that some pets are more difficult to look after than others?
- o Are there any pets that don't have any needs attached to them?

**ALL pets have needs and it is OUR responsibility to meet those needs**

## **Did you know?**

In the wild, budgies and canaries live in large groups so it is unkind to have just one bird.

From a very young age a female guinea pig can produce up to five litters a year.

The average lifespan of a dog is 12 years and a cat 14 years, although many live for much longer.

**What have you learnt about keeping a pet?**

How do you feel about people who don't care for their pets properly?



Do you feel you might do something differently as a result of this activity?



Discuss why some of the pet posters have more needs attached to them than others (using the questions shown)

Ask the pupils what they have learned about keeping a pet and prompt using the questions shown

A list of 'Useful Websites' are available on the lesson plan.