



# Rights & Responsibilities



**Starter**  
Complete the Quiz  
**Pets and the law**

**RSPCA** **ACTIVITY SHEET**

**Pets and the law quiz**  
Circle one answer for each question.

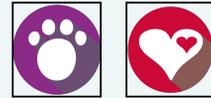
1. You can legally own a pet from the age of 10. True/False
2. If you are looking after someone else's pet, you are not legally responsible. True/False
3. It is illegal to keep your cat inside all the time. True/False
4. It is against the law to buy and sell endangered species. True/False
5. By law, you must take your animal to the vet at least once a year. True/False
6. Pet birds do not need to be able to fly in their cages. True/False
7. Dog fighting is legal as long as you have a licence. True/False



## Question

What do you think all pets need to be happy and healthy?

Can you identify all 5 of the Welfare Needs?



**Animal Welfare Act -  
5 Welfare Needs**

Pupils complete the *Pets and the law* quiz (questions & answers can be [downloaded here](#)).

- Ask the students to consider what all pets need to be happy and healthy. Introduce the five welfare needs as defined in The *Animal Welfare Act 2006* (you can [download a print out of this for the pupils](#))



# Task - Identifying & Discussing Issues



## Task 1

Read the factsheet **Big Cat in Peckham** in small groups or pairs.



## Task 3

Read the factsheet **Non-domestic (exotic) pets**

## Task 2

Now read the **RSPCA Statement** and discuss the issues from both documents.



What are your thoughts on people keeping exotic animals as pets?

Read the factsheet *Big cat in Peckham* (available to [download from here](#)).  
Read the *RSPCA statement*, ([available here](#)) and discuss the issues from both.  
Read the factsheet *Non-domestic (exotic) pets* ([available here](#))

**Extra Information:** Few reptile species are bred regularly on a large commercial scale in the UK. Most green iguanas are imported as hatchlings from countries in South America, Africa and Indonesia. However, many breeders are able to support their hobby by breeding and selling the young of many other species.



## Scenario Work

There is a local problem with people buying non-domestic pets and then struggling to meet their **needs**.



A number of young people are buying these pets but they don't always have the knowledge, time and money to care for them properly.

Some of them are under 16 and are too young to **legally** buy a pet.

**16+**

The **local authority** and the **RSPCA** are having to rescue and rehome a number of animals.



The main issue is that people **don't know or understand** their responsibilities under the **Animal Welfare Act 2006**.

Read the scenario above with the class.  
(see *The Animal Welfare Act 2006* teachers' notes and lesson plan for more information [both available to download here](#))



## Scenario Work

It has been decided that a **local forum** will be set up to address the problem



Once you have been given your 'role', discuss the issue from this point of view



In groups of 5, use the **role play cards** to form five expert 'groups' that will send a representative to the forum

The 5 groups are:

- RSPCA
- Environmental services officer
- Owner of an iguana
- Breeder of non-domestic (exotic) animals
- Local person who will act as chairperson



The **chairperson** runs the role play using the **Agenda**

**END GOAL** - The **forum** should create an action plan to resolve the issue

Using the role play cards ([available to download here](#)) students form five expert groups that will send a representative to the forum.

Groups discuss the issue from their point of view. They decide what they will contribute to the forum.

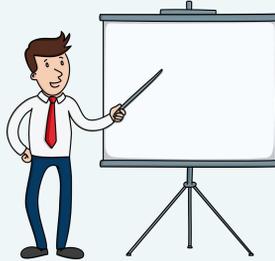
- Using the Animal welfare forum agenda ([available to download here](#)) the chairperson runs the role play. The forum creates an action plan to resolve the issue.

**Extension** - Regroup with others to form several mixed forums.



## Plenary & Summary

In your groups of 5, **present** your action plan to the class.



Who do you think is **responsible** for ensuring the needs of pets are met? Why?

### Questions to think about:

What measures would you put in place to ensure that only those people who were **able to provide the care that pets need** were able to purchase them?

Would these measures require a **new law** or do you think these can be achieved using alternatives methods?

### Extension

Could you set up an animal welfare forum for animal welfare issues in the **school**? Perhaps it could be part of the school council?

Groups present their action plan to the class.

Who do the students think is responsible for ensuring the needs of pets are met? Why? What measures would they put in place to ensure that only those people who were able to provide the care that pets need were able to purchase them? Would these measures require a new law or do the students think these can be achieved using alternatives methods?

*(for example, a voluntary code of practice? A voluntary code of practice is a set of guidelines that organisations choose to sign up to, but it is not compulsory for all)*

**Extension** - Could you set up an animal welfare forum for animal welfare issues in the school? Perhaps it could be part of the school council?