

DofE workbook

VOLUNTEERING SECTION



Name

eDofE ID:

Assessor's name:

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WELCOME

Congratulations on working towards your Duke of Edinburgh (DofE) Award – and thank you for looking into volunteering with the RSPCA.

This workbook is for young people undertaking the Volunteering section of their Award.

The tasks offer a variety of ways to learn more about the work of the RSPCA and – even more importantly – to actively create a better world for animals.

There's lots of choice and you can be very flexible about the type of activity you choose, the level of difficulty, and how long it takes to complete.

With a mix of research, advocacy, community engagement and practical activities, you'll gain all sorts of skills by volunteering with us for your DofE.

New skills include:

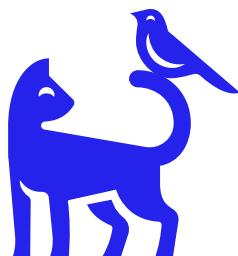
- leading and organising others
- thinking critically and influencing stakeholders
- investigating topics and educating others
- practically making animals' lives better.

THE RSPCA AND YOU

We were founded in 1824 – that's two centuries of working hard to improve the lives of every kind of animal, including pets, farmed animals, wildlife, and animals used in research and testing.

We've helped change laws and the way people think about animals, how they treat them, and how we can all live together. We were the very first animal welfare organisation and inspired the founding of many others around the world. And we're just as relevant and inspirational today.

But we can't do this alone – and so we love working with all sorts of people to change animals' lives for the better. By volunteering with us and taking on the tasks that appeal to you, you'll be making a very real difference to animal welfare.



CHOOSING YOUR TASKS

There are 16 tasks in this booklet. Some are broken down into smaller tasks and some give you a choice of activity. There's one seasonal task that has a winter or summer option.

You'll need to decide whether to complete 13 hours' worth of tasks across three months of volunteering or 26 hours across six months.

For each task we've marked up the number of hours it's likely to take you to complete it. This means you can choose tasks you're interested in and add up the hours until you've reached your target. You can also choose by subject matter, type of activity, level of difficulty, and accessibility. For some of the tasks you'll need help from your parent or carer.

The difficulty rating for each task is assessed as:

 = easy

 = medium

 = challenging

Take a look at the Task catalogue on page 6 to see what's available. Then fill in the Task checklist on page 7 as you work through your tasks.

We don't offer any hands-on interaction with animals at our centres or branches as part of the DofE programme. This is because we care for animals who've had problems in their lives and it can be stressful for them to see too many people.

NOTE: If you're under 18, please ask your parent or carer to look over the tasks in this workbook with you, so they can check that they're happy with you carrying them out. You may need to ask for their help with some of the tasks, so please discuss your tasks and any possible risks. Please also tell them if you're aiming to get involved in any online/social media activities, to make sure you remain safe at all times.

Some practical tasks require outdoor space. If you don't have a garden or outside area to use, think about community spaces around you. Could you use your school grounds or outside space run by a community group?

NOTE: You must always ask permission from the relevant people before putting anything in a space that isn't yours, and be extra careful about maintaining or removing items.

COLLECTING EVIDENCE FOR YOUR TASKS

Under each task there's an area where you add evidence of your activities. We may ask you to write a summary or report – there are spaces to do that in this workbook. Or we could ask you to give, email or post your Assessor copies of presentations, posters, leaflets and videos, or to email them photos of your events or items you've made.

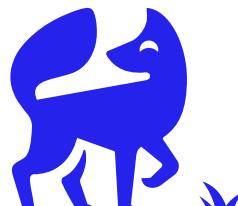
NOTE: Please only submit images that don't feature people's faces.



Show the activity



Don't show faces



CHOOSING AN ASSESSOR

Before beginning your DofE Volunteering section with the RSPCA, you'll need to sign up to [eDofE](#). You'll also need to [choose an Assessor](#). The Assessor's role is to check and assess what you're doing for each task. They don't need any specific skills or qualifications, but must be over 18 years old, not a family member, and have an interest in the RSPCA or animals. It's important that you share your completed workbook with your Assessor when you've finished so they can sign off your tasks (see page 56).

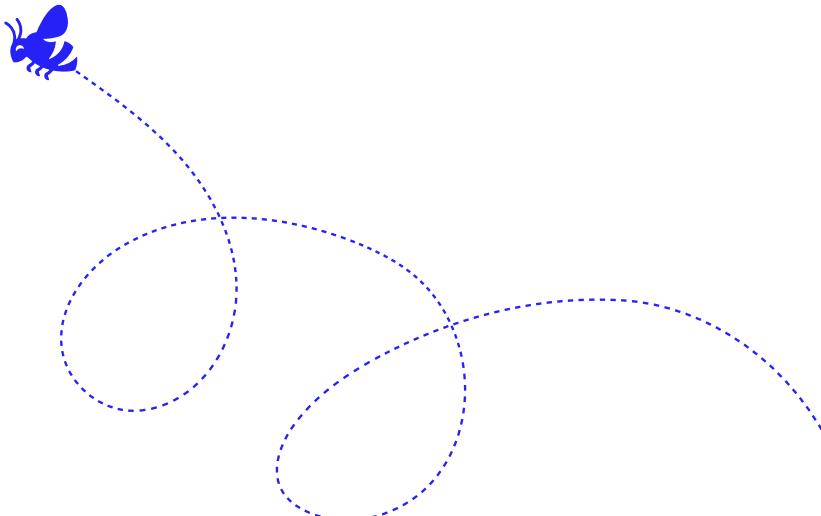
SUBMITTING YOUR WORK TO DofE

Once you've completed your workbook, your Assessor needs to mark all your tasks as 'complete' – they can do this on pages 56–59.

We'll send you a Certificate of Completion after receiving your feedback on this [Google form](#). If you're under 18, please either give us your parent/carer's or leader's email address so we can send the certificate to them – or just ask them to email us on: dofe@rspca.org.uk

IF YOU HAVE A PROBLEM

If you have any problems, issues or concerns when completing your RSPCA DofE workbook, please talk to your parent or carer. If you need further assistance, you can email us at: dofe@rspca.org.uk Our working hours are Monday to Friday, 9am–5pm, and we'll aim to reply to you within five working days.



ASSESSOR'S GUIDE

This page is for your Assessor. Please share it with them.

Thank you for offering your time and expertise to assess the Volunteering section of this young person's DofE programme.

They need to choose to complete either 13 hours' volunteering over a 13-week period, averaging one hour per week, or volunteer for 26 hours over a 26-week period, also averaging one hour per week.

Your role involves helping the young person in their volunteering. You'll need to:

- help them set some goals and understand what they want to get out of volunteering with us
- discuss transport with them, any accessibility needs they may have, and how feasible these tasks may be for them
- review all the work they complete, including reviewing images of completed tasks (making sure you can't see people's faces in the images), checking answers, and reading their summaries
- support and encourage them
- monitor their progress
- check their tasks are all completed – the Assessor's form on pages 56–59 gives you the criteria for what they need to have done to have completed their tasks. Please complete and sign.

The young person will meet DofE requirements if they've undertaken their activity regularly (averaging at least one hour per week) over the agreed timescales and have demonstrated effort, perseverance and improvement.

Once they've completed their tasks, you'll need to submit an [Assessor's report on the DofE website](#). What you write will form part of the permanent record of their DofE programme. With this in mind, please celebrate the young person's achievement and make your comments personal, positive and engaging. Remember to include the activity's start and end dates.

To submit your report visit: [DofE.org/assessor](#) and follow the instructions. You'll need the young person's name, their eDofE ID number, their DofE level (Bronze or Silver) and the section you're assessing (Volunteering). You can also [watch this video](#).

For more information and support please speak to the young person's DofE Leader in the first instance. If they can't help, please email: dofe@rspca.org.uk

Urgent safeguarding issues

If you have an urgent safeguarding concern, the [NSPCC](#) has excellent advice on who to contact.



TASK CATALOGUE

ANIMAL ADVOCACY

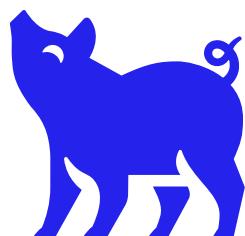
- 1 Campaign for animals**
1A: Research, *and*
1B: Promotion
- 2 Encourage your local council to help animals**
2A: Research, *and*
2B: Contact your council
- 3 Assess animals in the media**
- 4 Animal ethics**
4A: Ethics of farming, *and*
4B: Ethics around wildlife, *and*
4C: Ethics of pet ownership
- 5 What do you wish for animals?**
- 6 Educate an audience**
- 7 Capture the nature of an animal**

COMMUNITY ENGAGEMENT

- 8 Litter pick**
8A: Carry out a litter pick, *or*
8B: Organise a community litter pick
- 9 Fundraise/collect for the RSPCA**
9A: Find out about the RSPCA, *and*
9B: Plan your event, *and*
9C: Advertise your event, *and*
9D: Prepare for your event, *and*
9E: Manage your event, *and*
9F: Write a post-event summary
- 10 Support our pet food banks**
10A: Research, *and*
10B: Create a cosy blanket
- 11 Take part in a bird or bat watch event**

PRACTICAL ANIMAL WELFARE

- 12 Create drinking stations to help wildlife**
- 13 Make bird treats**
- 14 Bake dog or cat treats**
- 15 Build a bug or ladybird home**
15A: Make an individual bug or ladybird home, *or*
15B: Build a communal bug or ladybird home
- 16 Make a home for hedgehogs**



TASK CHECKLIST

You can use this checklist to help keep track of all you've achieved.

ANIMAL ADVOCACY

TASK	COMPLETED	HOURS
TASK 1A: Campaign for animals: Research		
TASK 1B: Campaign for animals: Promotion		
TASK 2A: Encourage your local council to help animals: Research		
TASK 2B: Encourage your local council to help animals: Contact your Council		
TASK 3: Assess animals in the media		
TASK 4A: Animal ethics: Ethics of farming		
TASK 4B: Animal ethics: Ethics around wildlife		
TASK 4C: Animal ethics: Ethics of pet ownership		
TASK 5: What do you wish for animals?		
TASK 6: Educate an audience		
TASK 7: Capture the nature of an animal		

COMMUNITY ENGAGEMENT

TASK	COMPLETED	HOURS
TASK 8A: Litter pick: Carry out a litter pick		
TASK 8B: Litter pick: Organise a community litter pick		
TASK 9A: Fundraise/collect for the RSPCA: Research		
TASK 9B: Fundraise/collect for the RSPCA: Plan your event		
TASK 9C: Fundraise/collect for the RSPCA: Advertise your event		

COMMUNITY ENGAGEMENT (CONT'D...)

TASK	COMPLETED	HOURS
TASK 9D: Fundraise/collect for the RSPCA: Prepare for your event		
TASK 9E: Fundraise/collect for the RSPCA: Manage your event		
TASK 9F: Fundraise/collect for the RSPCA: Write a post-event summary		
TASK 10A: Support our pet food banks: Research		
TASK 10B: Support our pet food banks: Create a cosy blanket		
TASK 11: Take part in a bird or bat watch event		

PRACTICAL ANIMAL WELFARE

TASK	COMPLETED	HOURS
TASK 12: Create drinking stations to help wildlife		
TASK 13: Make bird treats		
TASK 14: Bake dog or cat treats		
TASK 15A: Build a bug or ladybird home: Make an individual home		
TASK 15B: Build a bug or ladybird home: Make a communal home		
TASK 16: Make a home for hedgehogs		

PLEASE TICK I have completed: 3 months (13 hours) of volunteering 6 months (26 hours) of volunteering

TASK 1

CAMPAIGN FOR ANIMALS

The RSPCA campaigns to improve animal welfare. We aim to prompt political and behavioural change on a range of animal welfare-related issues. But we can't do it alone. Can you help?

Total time: 2 hours

Difficulty: 

This task is broken down into two parts that need to be completed together.

We're campaigning to:

- raise awareness of the welfare needs of our nation's pets and help pet owners to ensure the welfare needs of their pets are being met
- improve the welfare of as many farm animals as possible, at every stage of their lives
- make sure wild animals are protected from human activity and unnecessary suffering
- reduce the use of animals in experiments and reduce their suffering with a constructive and practical approach.

Our current campaigns:

Our campaigns team works hard to promote our campaigns, for example by creating mail drops and social media posts. We'd love you to create some campaign content for us.

To see all our current campaigns, go to:
rspca.org.uk/getinvolved/campaign

TASK 1A

RESEARCH

Time: 1 hour

How to complete this task

Spend time researching our variety of campaigns to find one that you feel connected to. A good starting point is to take a look at our [online campaigns page](#).

TASK 1B

PROMOTION

Time: 1 hour

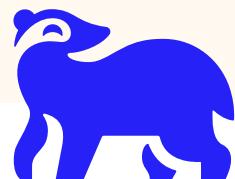
How to complete this task

Promote the campaign to your school, social club or community centre in an informative way. This could be by creating a video for social media, or producing a leaflet or presentation – but you can choose a way that suits you.

On social media, use the hashtags #RSPCADofE #DofE and #YouthWithoutLimits so we can see your creations. Take a look at our [guidelines on online safety](#).

WHAT EVIDENCE DO WE NEED?

Summarise the main points from your research on page 10. Then send your Assessor a copy of your presentation, leaflet or video (include the task title and number).



TASK 1A. What did you find out in your research? Summarise the main points:

TASK 2

ENCOURAGE YOUR LOCAL COUNCIL TO HELP ANIMALS

Be a voice for animals and write to your local council to inspire it to make animals' lives better.

Total time: 2 hours

Difficulty: 

This task is broken down into two parts that need to be completed together.

Together, we can make a difference by letting our local council know about the issues that are important to us. You'll need to research a topic so you're able to write about it with confidence and then suggest some solutions – keeping the letter positive and constructive.

TASK 2A

RESEARCH

Time: 1 hour

How to complete this task

Research which topic you want to write to your council about. Which animal welfare issues are you passionate about? Choose a cause to research or pick one of these, below.

Click on a topic to learn more.

- Ban giving fish as prizes at funfairs
- Alternatives to fireworks
- Support higher-welfare meat in council or public services
- No Mow May

TASK 2B

CONTACT YOUR COUNCIL

Time: 1 hour

How to complete this task

Write a letter – on paper or via email – to your local council about the issue. Include ideas for solutions that could help make things better.

Our [letter-writing tips and template](#) can help you write your letter.

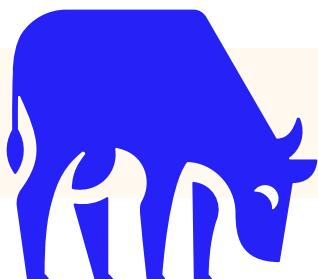
Our advice is to:

- explain why you're writing
- enquire about the council's current and future position on your chosen topic
- provide suggestions for improvement.

Search for your local council on the [UK Government's website](#). You should be able to find a 'Contact us' option on your local council website.

WHAT EVIDENCE DO WE NEED?

Summarise the main points of your research on page 12. Then copy and paste the text of your letter onto page 13, leaving out your postal or email address.



TASK 2A. What did you find out in your research? Summarise the main points:

TASK 2B. Copy and paste the text of your letter:

**TASK
3**

ASSESS ANIMALS IN THE MEDIA

There are so many images and representations of animals all around us. But are those images showing good animal welfare or are they damaging?

Total time: 2 hours **Difficulty:** 

There is just one part to this task.

Animals are everywhere. They're in the films we watch, the adverts we see, the books we read and on social media. We would like you to explore how animals are portrayed in books, the media and society. Then think about how their welfare could be improved. For example, dressing up animals and flat-faced dogs, such as pugs, may look 'cute' but there are welfare problems for those animals. If you want to find out more, take a look at our information on [animal welfare](#).

How to complete this task

We want your thoughts on the ways that animals are portrayed. Feel free to be creative and explore a range of media, choosing examples for each.

Here are a few suggestions to get you started.

- Social media
- Books
- Magazines
- Billboards and advertising posters
- Adverts (e.g. on TV or YouTube)

Points to consider

Think about different areas when you're looking at how an animal is being portrayed: nutrition, environment, behaviour, health, and effects on people and animals.

Nutrition

- Does the animal have the correct food for them?
- Do they have access to fresh water?

Environment

- Is the animal in a safe space?
- Does the animal look comfortable?

Behaviour

- Is the animal behaving naturally?
- Does the animal have the right company for them?

Health

- Does the animal look healthy?
- Could the animal be harmed by the activity?

Effects on people and animals

- Reflect on what people are seeing and consider the impact for animals.
- Could it become a trend that causes harm?
- Does it highlight good practice?

WHAT EVIDENCE DO WE NEED?

Write down your thoughts on page 15.



TASK 3. What are your thoughts on the ways that animals are portrayed in the media?

TASK 4

ANIMAL ETHICS

Ethics means our moral principles: what is good or bad, right or wrong. This can apply to how we treat animals – as individuals or as a society.

Total time: 2 to 6 hours **Difficulty:**   

*You can choose to complete one, two or all three parts of this task:
7A Ethics of farming; 7B Ethics around wildlife; 7C Ethics of owning pets*

TASK 4A

ETHICS OF FARMING

Time: 2 hours

Billions of farm animals are raised in the UK each year, but they don't all experience the same quality of life. For this task, we want you to think about the key differences between lower welfare and higher welfare farming practices, then consider where your animal products come from.

You also need to speak to at least five people about these issues. Through your discussions, you can encourage others to make informed choices as responsible consumers.

How to complete this task

Your views

Explore these important questions as part of your research.

1. What are the key differences for animals who live in lower welfare farms, or higher welfare farms, or the wild?
2. How often do you think about where animal products come from?
3. What sort of future do you hope for, for our farms and for the animals they look after?

Ask other people, and reflect

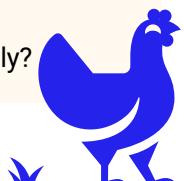
Use the same three questions to interview at least five other people. These could include friends, family, neighbours and classmates. As part of this discussion, can you:

- record and summarise their answers
- reflect on what you've learned
- add your own thoughts and what changes you'd like to see.

WHAT EVIDENCE DO WE NEED?

On page 19, write a one-page summary of your findings. Please include the following information.

- How many people did you ask?
- What did they say about animals living in either lower welfare farms, higher welfare farms, or the wild?
- How much do those people think about where their animal products come from when making purchases?
- What future do those people see for farms and the animals who are farmed?
- What do you think? Do you agree with the views others have shared, or do you see things differently?



**TASK
4B****ETHICS INVOLVING WILDLIFE**

Time: 2 hours

In this task, you'll be exploring different views on how we interact with wildlife and how we can take positive steps to protect animals and their habitats.

Wildlife plays a vital role in our lives – from clear air and natural resources to mental wellbeing and biodiversity. Yet these benefits are often taken for granted. By reflecting on how we treat wild animals and the spaces they live in, we can help everyone understand the importance of respect, responsibility, and the impact of human choices on the natural world.

How to complete this task**Your views**

Explore these important questions as part of your research.

- 1.** Do people treat wildlife with kindness?
- 2.** Who should be responsible for safeguarding wild animal welfare?
- 3.** What behaviour changes could people make to create a better world for wildlife?

Ask other people, and reflect

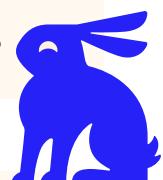
Use the same three questions to interview at least five other people. These could include friends, family, neighbours and classmates. As part of this discussion, can you:

- record and summarise their answers
- reflect on what you've learned
- add your own thoughts and what changes you'd like to see.

WHAT EVIDENCE DO WE NEED?

On page 20, write a one-page summary of your findings. Please include the following information.

- How many people did you ask?
- Do people treat wildlife with dignity and respect?
- Who should be responsible for safeguarding wild animal welfare?
- What behaviour changes could people make to create a better world for wildlife?
- What do you think? Do you agree with the views others have shared, or do you see things differently?



**TASK
4c****ETHICS OF PET OWNERSHIP**

Time: 2 hours

What people want for their pet isn't always best for the animal. By acting responsibly, we can prevent unnecessary suffering. If we all encourage responsible pet ownership, all animals can live happy, healthy lives. In this task, you'll be discussing people's views on extreme breeding, what defines a 'pet', and whether you should need a licence to own a pet.

How to complete this task**Your views**

Explore these important questions as part of your research.

1. Are there some animals who should not be kept as pets?
2. Is it OK to breed pets with extreme features that may cause them harm, such as flat faces, which makes it harder to breathe?
3. What change would you like to see, to help people become responsible pet owners?

Ask other people, and reflect

Use the same three questions to interview at least five other people. These could include friends, family, neighbours and classmates. As part of this discussion, can you:

- record and summarise their answers
- reflect on what you've learned
- add your own thoughts and what changes you'd like to see.

WHAT EVIDENCE DO WE NEED?

On page 21, write a one-page summary of your findings. Please include the following information.

- How many people did you ask?
- Were there any animals people felt shouldn't be pets?
- How did people respond to the breeding of pets with extreme features that may cause harm to the animal?
- What changes do people want to see that will encourage more responsible pet ownership?
- What do you think? Do you agree with the views others have shared, or do you see things differently?

TASK 4A. Write a summary of your findings:

TASK 4B. Write a summary of your findings:

TASK 4C. Write a summary of your findings:

**TASK
5**

WHAT DO YOU WISH FOR ANIMALS?

If wishes came true, how would you improve the lives of animals?
You can pick any topic and be creative about how you illustrate your wishes.

Total time: 1 to 1.5 hours **Difficulty:** 

There is just one part to this task.

Let us know what you would change in order for animals to be healthier and happier. It could be a topic you are currently learning about or a new idea.

How to complete this task

Write a creative piece or design a poster. Here are some things to think about.

- Your ideas can come from the work of the RSPCA, from other organisations, or from your own learning.
- Before writing your idea, think about whether it should focus on 'animals', 'people' or the 'planet'. At times, before we can make animals happier, we have to inspire people to make our environment healthier.
- Rather than saying "We want people to stop being cruel towards animals", try to reframe it as "We want people to be compassionate towards animals".
- Think of the ripple effect you create with small acts of kindness. What impact will you make for animals, people, or the planet if your wish comes true?

Here are two examples of wishes for animals.

- My wish coming true means dogs can live happily in a loving home.
- If my wish came true, all cats could lead a healthy life.

WHAT EVIDENCE DO WE NEED?

Write a piece about your wishes (on page 23) or send your Assessor a copy of your poster (include the task title and number).



TASK 5. Tell us all about your wishes for animals:

**TASK
6**

Find out more about our work, pick a subject that inspires you, and then share your findings with an audience so you can inspire them too. You can choose to give a talk, design a poster or leaflet, or prepare a presentation.

Total time: 4 hours **Difficulty:** 

There is just one part to this task.

A lot of the RSPCA's work is challenging. And some people are unaware of our work or the animal welfare issues we deal with. So we sometimes organise online talks that tell people more about animal welfare and how we can all help make animals' lives better.

Click on these to watch the online talks:

- puppy farming and what to do when buying a puppy
- litter that affects wildlife
- animals used in scientific research and testing

We want you to learn more about our work and share it with your school, class or activity group.

How to complete this task

You need to do three things.

- Watch one of our recorded online sessions
- Carry out your own research
- Share your findings with others

Research more about the topic

After watching the session, carry out extra research and put together a talk or presentation focusing on how your audience can help animals.

- For puppy farming, you could talk about how your audience can make sure they're buying a puppy in an ethical way and include issues such as The Puppy Contract.
- For litter, you could talk about how your audience can help reduce litter and spread the word about its impact on wildlife
- For animals in science, you could talk about how people can get involved in campaigning and raise awareness of how animals are used in research and testing.

Share your findings

Share your research as a presentation, talk, poster or leaflet. This can be for your school, your classmates, or an activity group that you go to.

WHAT EVIDENCE DO WE NEED?

Tell us which topic you chose and write notes on your research (on page 25). Then either send your Assessor a copy of your presentation, leaflet or poster (include the task title and number) or write a summary of your talk (on page 26).

TASK 6. Write a summary of your research findings:

TASK 6. Write a summary of your talk:

**TASK
7**

CAPTURE THE NATURE OF AN ANIMAL

To inspire people to protect animals, they first need to feel an emotional connection. Images that make us feel empathy can remind us that animals share our ability to feel joy, pleasure, pain and distress.

Total time: 2 hours **Difficulty:** 

There is just one part to this task.

When people recognise animals as sentient beings, they're more likely to feel motivated to care for them with kindness, compassion and respect. That's why images of animals showing natural behaviours and living their best lives can inspire everyone to create a better world for every animal. And that's where you come in.

How to complete this task

Choose any animal – a pet, farmed animal or wild animal. Spend some time observing their behaviour and capture a positive moment in time.

Create an image

You can capture the moment by taking a photograph or drawing what you see. Take a look at tips on photographing [wildlife](#), [pets](#) and [farmed animals](#).

Describe the behaviour

Animal behaviour experts create something called an ethogram to describe and track an animal's behaviour. Can you have a go at describing the behaviour you captured? You could produce a table or write a descriptive paragraph.

Consider how the animal feels

We'd also like you to think about how the animal might be feeling. This could include feeling a sense of calm, comfort or playfulness. Can you share your image with up to five other people and ask them to describe how they think the animal is feeling in the image? Then write a list of the words you all used to describe the feelings.

Fancy entering a competition?

Every year we run the RSPCA Young Photographer Awards for budding young photographers aged 18 and under. Find out more about the different categories [here](#), and see how you could enter.

WHAT EVIDENCE DO WE NEED?

Send your Assessor your photograph or drawing. Then write about the animal's behaviour on page 28 and their feelings on page 29.

TASK 7. Describe the animal's behaviour at that time:

TASK 7. Write a list of words used to describe the animal's feelings at that time:

TASK 8

LITTER PICK

Picking up litter and disposing of it safely is one of the most immediate and effective ways of helping wildlife.

Total time: 2 to 5 hours

Difficulty: Task 7A



Task 7B



You can choose either task 7A or 7B, depending on how challenging you want your task to be.

TASK 8A

CARRY OUT A LITTER PICK

Time: 2 to 3 hours

Litter is a serious issue across the UK for many reasons and can be extremely dangerous to wildlife. Everyday objects – such as food tins, plastic can holders or balloons – can seem harmless but animals can get tangled up, trapped and injured, or even die. Vapes and single-use plastic are common harmful items.

Litter picking is a simple but effective way to make a huge difference, and we would love you to get involved and get outside to pick up litter. Before you do, please read our information below about litter picking safely. You can contact your local council to see if they will lend you equipment for your litter pick.

You'll need a parent or carer to help you if you're under 18.

How to complete this task

■ Choose an area for your litter pick. All litter has the potential to harm wildlife, so you'll be helping wherever you collect it. Collecting it from a town centre can prevent it reaching rivers and woodlands, or hurting urban animals like foxes.

- Keep Britain Tidy's [website](#) gives health and safety information, along with guidance about organising litter picks, so we would like you to visit their website to get the most up-to-date and accurate information. They also produce '[Litter-picking essentials: Our quick-start guide](#)'. You need to stay safe by wearing high-vis jackets and heavy-duty gloves and using litter pickers and hand wash. Also consider the weather and environmental conditions.
- If you find clinical waste such as needles and syringes, don't touch them. Instead, make a note of where they are and tell your local council.
- If you find very heavy items, sharp objects such as broken glass, dead animals or potentially hazardous objects such as chemical containers, please leave them alone and contact your local council to take them away. You can also let them know if you spot fly tipping.
- Decide how you might want to categorise the litter you collect (e.g. by material or by whether it's recyclable). You could also create a data collection sheet to document your findings.
- Plan how to transport your collected litter from the site to a suitable location.

WHAT EVIDENCE DO WE NEED?

Write a summary of your litter pick on page 32, including any data about what you've collected and health and safety planning. Then send your Assessor a photo of the bags of litter collected (include the task title and number).

**TASK
8B****ORGANISE A COMMUNITY LITTER PICK****Time:** 4 to 5 hours

Get a group together and organise a community litter pick. This could be with your friends, family or a local group you are part of such as Scouts.

You'll need a parent or carer to help you if you're under 18.

How to complete this task

- Choose an area for your litter pick. All litter has the potential to harm wildlife, so you'll be helping wherever you collect it. Collecting it from a town centre can prevent it reaching rivers and woodlands, or hurting urban animals like foxes. You may be required to request permission in certain locations for a group litter pick.
- Keep Britain Tidy's [website](#) gives health and safety information, along with guidance about organising litter picks, so we would like you to visit their website to get the most up to date and accurate information. They also produce '[Litter-picking essentials: Our quick-start guide](#)'. You need to stay safe by wearing high-vis jackets and heavy-duty gloves and using litter pickers and hand wash. Also consider the weather and environmental conditions.
- If you find clinical waste such as needles and syringes, don't touch them. Instead, make a note of where they are and tell your local council.

If you find very heavy items, sharp objects such as broken glass, dead animals or potentially hazardous objects such as chemical containers, please leave them alone and contact your local council to take them away. You can also let them know if you spot fly tipping.

WHAT EVIDENCE DO WE NEED?

On page 33, write a report about your litter pick. Include details of the day itself, how you thought it went, your health and safety considerations, and whether you would do anything differently if you did it again, as well as a summary of your findings (what you found, the most common items and the most unusual items). Then send your Assessor a photo of the bags of litter your group collected (include the task title and number).

- Decide how you might want to categorise the litter you collect (e.g. by material or by whether it's recyclable). You could also create a data collection sheet to document your findings.
- Plan how to transport your collected litter from the site to a suitable location.
- Decide on a date and time and invite others to join you. You can speak to people directly, send them a message, or put up a notice on a community board. Make sure everyone knows where to meet and what they need to bring with them.
- Manage and take part in the litter pick. You might want to organise people into areas, ensuring everyone knows where to put their litter bags when they're full, as well as what time to meet at the end and where to put certain items if you're categorising them.

TASK 8A. Write a summary of your litter pick, including any data you collected:

TASK 8B. Write a report on your communal litter pick:

**TASK
9**

FUNDRAISE/COLLECT FOR THE RSPCA

Without the support of kind people raising money for us or donating items we need, we couldn't rescue, rehabilitate, rehome and release animals.

Total time: 9 to 14 hours **Difficulty:** 

This task will take around six weeks and is split into six parts.

As a charity, fundraising is very important to us – we rely on donations from the public as we don't receive any funding from the government. Fundraising comes in all different forms and we'd love you to organise an event that either raises money or collects items for your local branch or animal centre.

**TASK
9A**

FIND OUT ABOUT THE RSPCA

Time: 1 hour

How to complete this task

Make sure you know why you've chosen to support the RSPCA – the more you know about the work we do, the more easily you'll be able to encourage people to support our cause.

Think about these three questions.

- Why is the RSPCA important to you?
- Which area of our work draws you in?
- Why do you want to raise money for the RSPCA?

Look at our fundraising information.

Request our fundraising pack [here](#). This will give you hints and tips, along with poster templates and more.

You'll need to look at our [fundraising terms and conditions](#) as they include legal information.

WHAT EVIDENCE DO WE NEED?

On page 38, write your answers to the three questions, telling us why you want to fundraise for the RSPCA.

**TASK
9B****PLAN YOUR EVENT****Time:** 1 to 2 hours**How to complete this task**

If you're collecting for your **local RSPCA branch or animal centre**, you'll need to contact them first to ask what they need – examples could be food, blankets, toys, old towels and bedding. Once you've found out, it's time to plan your event.

If you're **fundraising**, there are lots of different events you could organise, such as a:

- bake sale
- physical challenge
- supermarket collection
- 'Name the teddy' competition,
- or sponsored silence.

Once you've decided on your event, it's time to decide when and where.

- Decide which day to hold your event – a weekday or on the weekend
- Does your event need to be on a certain day?
- What time should it be?
- Is your event time-specific?

Think about what help you'll need with your event, such as help setting up or clearing up afterwards.

If you're doing a bake sale, you may need friends, family or neighbours to make extra cakes. If you're doing a challenge, you may need support or to set up a fundraising page, such as Just Giving or Go Fund Me.

Now's your time to talk to the people you need to help with your event. It's always best to have a conversation with them, so you can be clear about what you're asking them to do and can answer any questions they may have.

You also need to think about where you're going to hold your event and if you need to request permission to hold your event at that location. If you're under 18, ask an adult to help you reach out to the location.

WHAT EVIDENCE DO WE NEED?

On page 39, write down your plans for the event, including a summary of who you've spoken to about helping.

**TASK
9c****ADVERTISE YOUR EVENT****Time:** 1 hour**TASK
9d****PREPARE YOUR EVENT****Time:** 3 to 6 hours**How to complete this task**

Now you need to advertise your event. You could, for example, create posters and put them up (asking permission, if necessary). You could also share the details (safely) on social media, and talk to family, friends and neighbours about your event.

WHAT EVIDENCE DO WE NEED?

Send your Assessor a copy of your poster and/or a screenshot of your social media (removing your user details). Remember to include the task title and number.

How to complete this task

Think about what you need to do to prepare for your event. Do you need to choose your recipes and start baking (you may want to add a list of ingredients to your sale on the day in case of allergies)? Or keep training for a challenge? Or contact local businesses for donations if you're collecting items? Think it through carefully and make sure everyone knows what they need to do for the day itself.

WHAT EVIDENCE DO WE NEED?

On page 40, write a list of your preparations for your event.

**TASK
9E**
MANAGE YOUR EVENT
Time: 2 to 3 hours

How to complete this task

You need to manage your fundraiser on the day.

Here are some things to think about.

- Give yourself plenty of time to set up.
- Make sure all your helpers know what time to be there and what they need to do.
- Arrange for an adult to help keep any cash/items safe during the event.
- Clearly signpost your event to people.
- Make sure people know you're fundraising or collecting for the RSPCA, and the branch or centre name if applicable.
- If collecting items for a branch or animal centre, organise a time to drop them off.
- If fundraising for the RSPCA, organise time to send in your donation.

Thank you! You've worked hard to set up your event, so take time to enjoy the day!

**TASK
9F**
WRITE A POST-EVENT SUMMARY
Time: 1 hour

How to complete this task

Tell us all about your event. How did it go? Was it as you planned? Is there anything you would have done differently? Would you consider it a success? How much did you raise for the RSPCA, or how many items did you collect for your local branch or animal centre?

WHAT EVIDENCE DO WE NEED?

On page 41, write a summary of how your event went on the day, including any things you'd do differently if you did it again.

WHAT EVIDENCE DO WE NEED?

Send your Assessor photos of your event on the day (include the task title and number).

TASK 9A. Tell us why you want to fundraise or collect for the RSPCA:

TASK 9B. Tell us your plans for your event:

TASK 9D: Write a list of all you've done to prepare for your event:

TASK 9F. Tell us how your event went:

TASK 10

SUPPORT OUR PET FOOD BANKS

Our pet food bank scheme collects food and vital equipment for the pets of owners who are struggling during the cost-of-living crisis.

Total time: 2 to 3 hours **Difficulty:** 

This task is broken down into two parts that need to be completed together.

Here at the RSPCA we don't want any animal – or their owner – to go hungry. However, seven in ten pet owners are worried about the cost of caring for their animals and one in five are concerned about how they'll afford to feed them.

Our pet food banks collect pet food donations for owners and animals in need. The **cost-of-living crisis** means the service is more in demand than ever.

TASK 10A

RESEARCH

Time: 1 hour

How to complete this task

Find out more about our pet food banks project, including when it started and if there is a **pet food bank** near you.

WHAT EVIDENCE DO WE NEED?

On page 44, write a summary of your findings.

**TASK
10B****CREATE A COSY BLANKET****Time:** 3 to 4 hours**How to complete this task**

Our pets love to be snuggled up and comfy, especially during the colder months. Pet owners facing financial worries may struggle to provide new beds and blankets for their pets, so this is where you can help.

Through RSPCA Community Paws events we help pet owners who are struggling. So, we're asking you to give us a helping hand by knitting or crocheting cosy blankets that we can give out – along with other essential items – to pet owners visiting us at food banks.

How to complete this task

Take a look online for free knitting and crocheting patterns and tutorials. Our only criteria is that the blanket is tightly woven without any large holes, so animals can't get caught up in them.

Please send your completed blanket bundle to:

RSPCA Pet Food Bank Team
RSPCA Leybourne Animal Centre
199 Castle Way
West Malling
ME19 5HW

Clearly mark your items: 'For the RSPCA Pet Food Bank Team'.

If you have any questions, you can email the team at: petfoodbank@rspca.org.uk

WHAT EVIDENCE DO WE NEED?

Send your Assessor a photo of your blanket(s) and confirm that you've sent your blanket(s) to the RSPCA Pet Food Bank Team.

TASK 10A. Tell us what you found out about the RSPCA's pet food bank project:

**TASK
11**

TAKE PART IN A BIRD OR BAT WATCH EVENT

Take part in an important organised event that monitors either bird or bat numbers in the UK.

Total time: 1.5 hours

Difficulty: 

Choose only one of these activities.

WINTER TASK: BIG BIRD WATCH (takes place in January)

Every year, the RSPB's Big Garden Birdwatch takes place on the last weekend of January. It's the world's largest garden wildlife survey, and you can join in by clicking [here](#).

How to complete this task

Spend an hour watching the birds in your garden, visiting your balcony, or in part of your local park during the last weekend in January, and record which birds you see. Only record the birds who land in your patch, and record the highest number of each bird species you see at any one time. The [RSPB](#) has more information about how to record birds and submit your results. The results help the RSPB understand how different bird species are getting on in the UK.

SUMMER TASK: INTERNATIONAL BAT NIGHT (takes place in August)

International Bat Night is usually held during the last weekend in August and celebrates all things bats. You can help by taking part in the [Bat Conservation's Sunset Survey](#) to monitor bats in your area. It's easy to do as you don't need any experience of surveying bats or special equipment.

How to complete this task

Take a look at the [Sunset Survey species ID guide](#). Then spend an hour outside at dusk and record any bats or other nocturnal wildlife you see. Record your findings on the [Sunset Survey webpage](#).

WHAT EVIDENCE DO WE NEED?

Send your Assessor a screenshot of your online submission of your results for either the RSPB's Big Garden Birdwatch or the Bat Conservation's Sunset Survey (include the task title and number).

TASK 12

CREATE DRINKING STATIONS FOR WILDLIFE

It's not just birds who need water. Mammals such as hedgehogs and insects such as bees do too.

Total time: 1 hour

Difficulty: 

There is only one part to this task.

Throughout the year, wildlife and insects can struggle to find water. Water sources can dry up when it's hot and freeze in the winter. We can help by creating drinking stations. Birds, hedgehogs, foxes, bees, and many more animals, benefit from having access to clean, fresh water.

Make one or more drinking stations and put them in your garden or on a balcony for one week. Or you could ask your school or activity group if you could add one or more drinking stations in their grounds (but make sure you're available to top them up and take them away afterwards).

How to complete this task

- Use a shallow bowl so smaller animals aren't at risk of drowning. If you do use a deeper bowl, make sure there's a way to get out – this could be a pile of stones or a piece of wood.
- Add large pebbles to the bowl so bees and other insects can land on them to drink safely.
- In warmer months, put bowls in the shade but add a bowl in the sun for insects who prefer warmer water – cooler water brings their body temperature down and it can be a struggle for them to fly away.
- Change the water every day for one week, so the water stays fresh and clean.

WHAT EVIDENCE DO WE NEED?

Send your Assessor a photo of your bowl or bowls in their location(s). Remember to include the task title and number.

- Make sure you collect the drinking stations once you've stopped leaving water out, as dirty water and bowls could cause the wildlife who drink from them to become ill.
- If you leave the drinking stations out for longer than one week, make sure you clean and dry them regularly – we recommend once a week.



TASK 13

Help birds find food and encourage them into your outside space by making healthy bird treats.

Total time: 1 hour

Difficulty: 

Choose to make either 'Apple and seed treats' or 'Suet and seed treats'.

No matter the time of year, birds will appreciate edible treats made for them. In the spring, birds need to keep their strength up for nesting and feeding their chicks. In colder weather, food is more scarce.

We've given you two recipes for bird treats, below. Choose one of these to make and hang them out for the birds in your garden, on a balcony, or by a window.

How to complete this task

Follow the recipes to make either 'Apple and seed treats' or 'Suet and seed treats'.

Keep an eye on the treats after you've put them out for the birds. Remove them if they start to look 'off' or rotten, or if the birds have stopped eating them (this can be a sign that the treats are spoiled). Make sure you take the string away also, as it could cause harm to wildlife or the environment.



APPLE AND SEED TREATS

You will need

- Apples
- Sunflower seeds
- Natural string

Method

- Core the apples using an apple corer or knife.
- Thread string (each piece should be 30–50cm long) through each apple and tie the ends together in a knot.
- Use the pointy end of sunflower seeds to pierce them into the apple. You can be creative with the seeds, making patterns or faces!
- Hang the apples in an open space where birds are likely to feel safe. Keep them away from cats, if you can. It's good to put them near a fence or branch, so birds have somewhere to perch.





SUET AND SEED TREATS

You will need

- Mixing bowl
- Pack of beef suet (not vegetarian)
– around 240g
- Equal amount (i.e. 240g) of seed mix
for wild garden birds
- Baking tray
- Foil or greaseproof paper
- Chopping board
- Cookie cutters
- Skewer or chopstick
- Natural string

Method

- Cut the foil or greaseproof paper to size, then line the baking tray.
- Put the suet in the bowl (if it's not 'shredded' suet, you may want to grate it or chop it into small pieces first).
- Add the bird seed and knead it all together.
- When the mixture is thoroughly combined, flatten it out on a chopping board.
- Use your cookie cutters to make shapes. Or you could simply roll the mixture into balls.
- Keep combining the trimmings and reusing them until you've used up all the mixture.
- Use the skewer to make a hole through the middle of each shape. Place them on the baking tray.
- Put them in the fridge for a few hours.
- Slide the biscuits off the tray and thread string through each hole, but don't tie the ends yet.
- Take your bird biscuits to a tree, bush, bird feeder or bird table and tie them in place.
- You could also add raisins and sultanas (note that these are poisonous to dogs and cats, so keep them well away) or oats. If you add peanuts to the bird biscuits, make sure they're crushed into very small pieces. That way they're not a choking hazard for small or younger birds.

WHAT EVIDENCE DO WE NEED?

Send your Assessor a photo of the treats, either just after you've made them or once you've put them out for the birds (include the task title and number).

TASK 14

Bake healthy treats – if you don't have your own pet, you could make them for a friend or neighbour's animal.

Total time: 1 hour

Difficulty: 

Choose to make either dog or cat biscuits.

Use our simple recipes to make delicious and healthy biscuits for cats or dogs. You can bake them for your own pets, or for friends, family or neighbours who have cats or dogs (you will need to seek permission from the owner before feeding their animal).

Alternatively, if you live close to an animal centre or a branch, you could ask them if they'll be able to use the treats.

Only give dogs and cats one treat per day to help them stay a healthy weight.

NOTE: If you or anyone in your household has a peanut allergy, please skip this task. And if you're making the treats for a friend or neighbour, please tell them the ingredients in case they have an allergy.



DOG TREATS

You will need

- 240g wholewheat flour
- 120g smooth peanut butter – *check the list of ingredients to make sure it doesn't contain xylitol, as this is harmful to dogs*
- 60g mashed banana
- 60g vegetable stock
- Oven
- Large bowl
- Mixing spoon
- Rolling pin
- Cookie cutter
- Baking tray
- Foil or greaseproof paper

Method

- Preheat the oven to 180°C.
- Cut the foil or greaseproof paper to size and line your baking tray with it
- Mix all the ingredients in a bowl until they form a dough.
- Dust your work surface with flour and roll out the dough until it's 0.6cm thick.
- Cut out biscuits using a cookie cutter (or simply cut them into strips) and place them on the baking tray.
- Bake your biscuits for 18 minutes or until they've turned golden brown. Use oven gloves when removing them from the oven.
- Leave the biscuits to cool down.





CAT TREATS

You will need

- 480g wholewheat flour
- 240g of chopped RSPCA Assured salmon
- 1 large RSPCA Assured egg
- Oven
- Large bowl
- Mixing spoon
- Rolling pin
- Cookie cutter
- Baking tray
- Foil or greaseproof paper

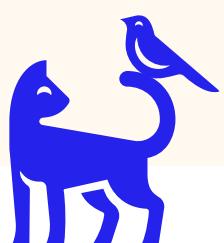
Method

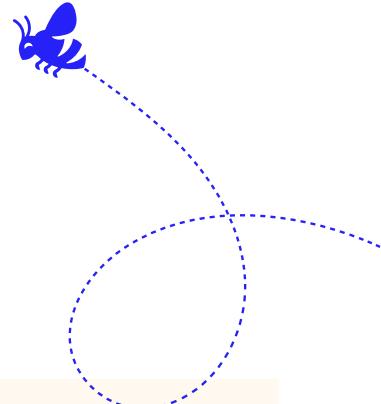
- Preheat the oven to 180°C.
- Cut the foil or greaseproof paper to size and line your baking tray with it.
- Mix all the ingredients in a bowl until they form a dough.
- Dust your work surface with flour and roll out the dough until it is 0.6cm thick.
- Cut out biscuits using a cookie cutter and then place them on the baking tray.
- Bake your biscuits for 20 minutes or until they've turned golden brown. Use oven gloves when removing them from the oven.
- Leave the biscuits to cool down.

Cats are natural hunters, so you can break up the treat into smaller pieces and hide them in cardboard boxes, under clean yoghurt pots, or in cardboard tubes around your home.

WHAT EVIDENCE DO WE NEED?

Send your Assessor a photo of the treats when they're out of the oven and cooled (include the task title and number).





TASK 15

With numbers of insects falling, we can help by building environments where they can breed, rest and shelter.

Total time: 1 to 3 hours

Difficulty: Task 14A Task 14B

Complete one of these tasks. Task 14A has two options – choose only one.

Bug homes help attract insects to your garden or a local green area. You can put them on the ground to attract insects that hedgehogs like to eat or up off the ground so they can use it as a shelter and keep safe from predators.

We've given you instructions below. You can choose to make either an individual bug or ladybird home to put in your own outdoor space or a 'communal' bug/ladybird home to put in school grounds or another communal area. If you make a communal home, you'll need to ask the school or community group for permission and agree a spot where it will sit.

If you're under 18, let your parent/carer know about the task and ask for help where necessary.



TASK 15A

MAKE AN INDIVIDUAL BUG OR LADYBIRD HOME

Time: 1 hour

INDIVIDUAL BUG HOME

You will need

- The end of a clean plastic bottle, an old mug or flower pot, or any snug container
- A mix of bamboo garden cane, hollow woody stems, cardboard tubes, corrugated cardboard, paper, bark, or any other tubes
- A few twigs and some dried grass or straw
- Hacksaw and scissors
- Natural string, if you plan on hanging up your bug hotel

Method

- Roll paper, cardboard or bark into tight tubes and cut to fit the length of your container. Variation is good – bees like holes from 2mm to 10mm.
- You can also use a hacksaw to cut bamboo canes to the length of your container. Some of the canes may be blocked inside, so clear them using a pencil or screwdriver.
- Pack your tubes tightly into your chosen container until the whole space is filled. Pack any empty spaces with twigs, dry grass or straw.
- Choose a place to hang or place your container. A mixture of sun and shade will attract a wider range of insects.



INDIVIDUAL LADYBIRD HOME

You will need

- 2 or 3 small logs
- Drill
- A mix of pine cones, straw and twigs
- Pieces of wood or tiles or other repurposed materials to create a shelter

Method

- Drill a number of holes all over the small logs. Ladybirds will make their way into the depths of the log to stay safe. You can either place the logs in a larger shelter, or use the drilled logs as standalone homes.
- To create a shelter, find materials to use as a frame and/or a roof to keep the ladybird hotel protected from the weather. Materials could include repurposed wood pallets, spare ceramic tiles, and unused household items. Be creative, but make sure the shelter is safe.
- Pack out empty space with a variety of bedding materials, such as pine cones, straw and twigs.

WHAT EVIDENCE DO WE NEED?

Send your Assessor a photo of your individual bug/ladybird home (include the task title and number).

TASK 15B

How to complete this task

We want you to build a communal bug or ladybird home, put together using wooden pallets or bricks, tiles and wood, and set up in a sheltered spot in a local green or communal area. You'll need to get permission and agree where to put it.

You'll need a parent or carer to help you if you're under 18.

First, find out why these homes are beneficial to bugs and ladybirds and research local green spaces or community areas that you think would benefit from a communal bug/ladybird home. Ask the relevant people if you can install a communal bug/ladybird hotel on the land and explain the benefits.

Ask friends, family and neighbours if they'd be interested in making individual bug homes, explaining your plan to put them together to make a communal home and giving them a date for when you'll need them. You can collect them or ask for them to be dropped off either with you or at the location where you're building the bug home.

Alternatively, you can create a number of individual hotels yourself or make some and also add dried leaves, straw, twigs, terracotta pots or tiles, drilled logs, etc. You can get creative!

In the final location, put together the individual bug/ladybird hotels within a stack of pallets or layer them with the bricks, tiles and wood to create a sturdy structure. Wear sturdy gloves to protect yourself from splinters and any spikes or sharp edges.

NOTE: You could approach local businesses to see if they have wooden pallets they'd be willing to donate.



WHAT EVIDENCE DO WE NEED?

Send your Assessor a photo of your communal bug home (include the task title and number).

TASK 16

You might not know if there are hedgehogs in your area, but build them a house and they may move in!

Total time: 2 to 3 hours **Difficulty:** 

There is only one part to this task.

Hedgehog numbers are falling, so it's good to do all you can to help them. Gardens can be safe spaces, especially if you build them a special home where they can nest and rear hoglets, rest during the day, or hibernate during the winter.

You can make the hedgehog home either in your back garden or in a community outdoor space. If you're making it in a community space, you'll need to get permission from the relevant people and agree on a spot to put it in.

You can build the home from bricks, wooden logs/stumps or a plastic container. We've provided instructions for a brick-built hedgehog home.

As well as building materials, you'll need some soil and dry leaves, and even some wildflower seeds.

You may need a parent or carer to help you if you're under 18.

How to complete this task

Choose a shady, dry and quiet area in the corner of your garden or the green space. You may need to remove some soil to create a level base (keep the soil for later).



↑ Lay a single set of bricks on the ground to create an outline of a chamber and tunnel. Make the base of your hedgehog home around 40cm by 30cm. The tunnel entrance should be no wider than 13cm to prevent predators getting in.



↑ Add a second (and third, if you have enough bricks) layer of bricks. Overlapping bricks will make the walls stronger.





- ↑ Use a paving slab or sheet of wood for the top of your hedgehog home. Stack logs, twigs and leaves around the house as these will attract insects for any hedgehogs to eat.



- ↑ Add soil over the top of the logs surrounding the home. You could sow wildflower seeds as these will benefit pollinators. Lastly, place a pile of dry leaves just by the entrance – a hedgehog will drag them inside to use as bedding.

MAINTAINING YOUR HEDGEHOG HOME

If you want to put out special hedgehog food, place it away from the home – hedgehogs don't like to sleep near their food.

Clean the home in October, as this is before hibernation and after hoglets leave. You can check if there's a hedgehog in residence by placing something lightweight, like a twig, in the way of the entrance. If the twig has moved, there's likely to be a hedgehog using the home, so it's best to leave it alone.

NOTE: You'll need to wear disposable gloves to clean out the hedgehog home. Please make sure you throw them away afterwards and then wash your hands thoroughly.

WHAT EVIDENCE DO WE NEED?

Send your Assessor a photo of the completed hedgehog home (include the task title and number).

Assessors: Please take a look at the following criteria, which will help you assess the relevant tasks, and tick the box once you're happy the task has been completed.

THE TASKS	COMPLETED
<p>TASK 1A</p> <p>CAMPAIGN FOR ANIMALS: RESEARCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do they understand the campaign they chose? 	
<p>TASK 1B</p> <p>CAMPAIGN FOR ANIMALS: PROMOTION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have you received a copy of their presentation, leaflet or video? <input type="checkbox"/> Does the leaflet/video/poster explain the campaign and why it should be supported? 	
<p>TASK 2A</p> <p>ENCOURAGE YOUR LOCAL COUNCIL TO HELP ANIMALS: RESEARCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do they understand the topic they are contacting the council about? 	
<p>TASK 2B</p> <p>ENCOURAGE YOUR LOCAL COUNCIL TO HELP ANIMALS: CONTACT YOUR COUNCIL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is their letter structured well? <input type="checkbox"/> Does the letter include an explanation of why they're writing? <input type="checkbox"/> Have they enquired about the current and future status of their topic? <input type="checkbox"/> Have they provided suggestions for a resolution? 	
<p>TASK 3</p> <p>ASSESS ANIMALS IN THE MEDIA</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have they effectively explored how animals appear in the media and thought about how their portrayal could be improved? 	
<p>TASK 4A</p> <p>ANIMAL ETHICS: ETHICS OF FARMING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did they find out what people thought about animals living in either lower welfare farms, higher welfare farms or the wild? <input type="checkbox"/> Have they explained if people think about where their animal products come from when they purchase them? <input type="checkbox"/> Do they describe the future envisioned for farms and the animals who are farmed? <input type="checkbox"/> Have they summarised the views of the people they talked to about this issue? 	
<p>TASK 4B</p> <p>ANIMAL ETHICS: ETHICS AROUND WILDLIFE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did they find out how people treat wildlife? <input type="checkbox"/> Do they explain who should be responsible for safeguarding wild animal welfare? <input type="checkbox"/> Have they described what behaviour changes people could make to create a better world for wildlife? <input type="checkbox"/> Have they summarised the views of the people they talked to about this issue? 	

THE TASKS	COMPLETED
TASK 4C ANIMAL ETHICS: ETHICS OF PET OWNERSHIP <ul style="list-style-type: none"> ■ Did they find any pets that people felt we shouldn't own? ■ Have they explained how people responded to breeding pets with 'extreme features' that can cause harm? ■ Do they explain what changes people want to see for more responsible pet ownership? ■ Have they summarised the views of the people they talked to about this issue? 	
TASK 5 WHAT DO YOU WISH FOR ANIMALS? <ul style="list-style-type: none"> ■ Have you received a copy of the poster? ■ Does their writing or poster explain in detail what they wish for animals? 	
TASK 6 EDUCATE AN AUDIENCE <ul style="list-style-type: none"> ■ Did they effectively research their chosen topic? ■ Have you received a copy of the presentation, leaflet or poster? ■ Was their talk/presentation/poster/leaflet informative? ■ Did it get across what the audience could do about the topic? 	
TASK 7 CAPTURE THE NATURE OF AN ANIMAL <ul style="list-style-type: none"> ■ Did they send you a picture of their image? ■ Have they described the behaviour they've captured? ■ Do they explain how they think the animal feels in their image? 	
TASK 8A LITTER PICK: CARRY OUT A LITTER PICK <ul style="list-style-type: none"> ■ Did they take health and safety into consideration when carrying out their litter pick? ■ Did they include data on the types and amount of litter picked up? ■ Have you received a photo of their bags of litter? 	
TASK 8B LITTER PICK: ORGANISE A COMMUNITY LITTER PICK <ul style="list-style-type: none"> ■ Did they plan their litter pick well? ■ Did they take health and safety into consideration when organising and carrying out their group litter pick? ■ Have they written about what they could have done differently? ■ Have they included a summary of what they found – such as vapes or single-use plastic and any items of interest? ■ Have you received a photo of their group's bags of litter? 	

THE TASKS	COMPLETED
TASK 9A FUNDRAISE/COLLECT FOR THE RSPCA: RESEARCH <ul style="list-style-type: none"> ■ Did they request and receive the RSPCA fundraising pack? ■ Did they show why they want to fundraise for the RSPCA? 	
TASK 9B FUNDRAISE/COLLECT FOR THE RSPCA: PLAN YOUR EVENT <ul style="list-style-type: none"> ■ If fundraising for a local branch or animal centre, did they contact them? ■ Did they show you their fundraising plan? 	
TASK 9C FUNDRAISE/COLLECT FOR THE RSPCA: ADVERTISE YOUR EVENT <ul style="list-style-type: none"> ■ Have you received a copy of their presentation or a screenshot of their social media? ■ Was their event advertised well? 	
TASK 9D FUNDRAISE/COLLECT FOR THE RSPCA: PREPARE FOR YOUR EVENT <ul style="list-style-type: none"> ■ Have they written a list of how they prepared for their event? ■ Did they show good organisational skills? 	
TASK 9E FUNDRAISE/COLLECT FOR THE RSPCA: MANAGE YOUR EVENT <ul style="list-style-type: none"> ■ Have you received photos of their event? ■ Did they execute their fundraising event well? 	
TASK 9F FUNDRAISE/COLLECT FOR THE RSPCA: WRITE A POST-EVENT SUMMARY <ul style="list-style-type: none"> ■ Are they pleased with how the event ran? ■ Have they explained what they would do differently, another time? ■ Have they told you about the outcome – money raised or items collected? 	
TASK 10A SUPPORT OUR PET FOOD BANKS: RESEARCH <ul style="list-style-type: none"> ■ Does their research show they understand what a pet food bank is and how it helps those who use it? 	
TASK 10B SUPPORT OUR PET FOOD BANKS: CREATE A COSY BLANKET <ul style="list-style-type: none"> ■ Have you received a picture of their blanket? ■ Have they confirmed that they have sent their blanket? 	

THE TASKS	COMPLETED
TASK 11 TAKE PART IN A BIRD OR BAT WATCH EVENT <input type="checkbox"/> Have you received a screenshot of their online submission for either the RSPB's Big Garden Birdwatch or the Bat Conservation's Sunset Survey?	
TASK 12 CREATE DRINKING STATIONS TO HELP WILDLIFE <input type="checkbox"/> Have you received a photo of their bowl or bowls in their location(s)? <input type="checkbox"/> Did they confirm to you that they changed the water daily?	
TASK 13 MAKE BIRD TREATS <input type="checkbox"/> Have you received a photo of their treats, either just after they made them or once they put them out for the birds? <input type="checkbox"/> Did they remove the treats if they looked 'off'?	
TASK 14 BAKE DOG OR CAT TREATS <input type="checkbox"/> Have you received a photo of their treats?	
TASK 15A BUILD A BUG OR LADYBIRD HOME: MAKE AN INDIVIDUAL HOME <input type="checkbox"/> Have you received a photo of their individual bug/ladybird home? <input type="checkbox"/> Did they take health and safety into account when building the home?	
TASK 15B BUILD A BUG OR LADYBIRD HOME: MAKE A COMMUNAL HOME <input type="checkbox"/> Did they request consent to create a communal bug home in the community area? <input type="checkbox"/> Have you received a photo of the communal home? <input type="checkbox"/> Did they take health and safety into account when building the home?	
TASK 16 MAKE A HOME FOR HEDGEHOGS <input type="checkbox"/> Was consent requested to build a hedgehog home in the community area, if necessary? <input type="checkbox"/> Have you received a photo of the completed hedgehog home? <input type="checkbox"/> Did they take health and safety into account when building the hedgehog home?	

Please tick to confirm you're happy the tasks have been completed by meeting the agreed criteria:



Royal Society for the Prevention of Cruelty to Animals

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