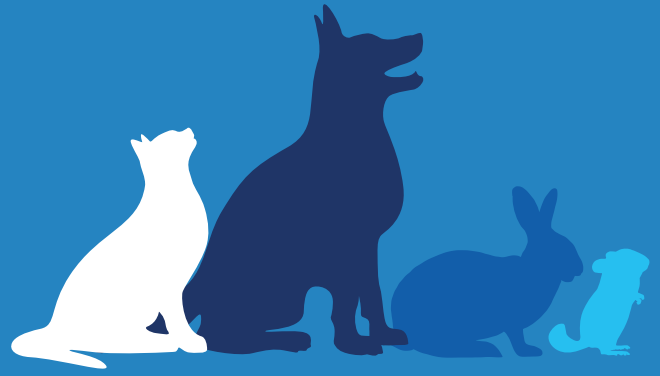


# HOW TO BE A RESPONSIBLE PET OWNER

## TEACHER GUIDANCE NOTES



**LESSON LENGTH:** 1 hour

**EQUIPMENT:** Lesson includes interactive activities (such as drag and drop or clicking) which can be done as a whole class via an interactive white board. If you want to enlarge the lesson window adjust the zoom in your browser.

**SUGGESTED AGES:** KS3

### LEARNING OUTCOMES:

- 🐾 Students understand the significant responsibilities involved in pet ownership
- 🐾 Students know how to meet the welfare needs of any present or future pets

### KEY MESSAGES:

- 🐾 Raystede aims to give the next generation of pet owners the skills and knowledge they need to treat animals with care and respect.
- 🐾 Being a responsible pet owner means choosing the right pet, acquiring it in a

## LESSON PLAN

### STARTER ACTIVITY

Ask students how many of them already have a pet, and how many think they are likely to be pet owners in future.

Discuss students' initial ideas on what responsible pet ownership might involve.

## ACTIVITY 1: Which pet might you choose?

Read the introduction slide and ask how many students might be interested in each type of pet.



Click on any of the animals to find an overall summary of the commitment required.

Repeat for all animals (or just those with significant number of students choosing them).

When complete, click "next".

### Which dog' slide

Read through introduction before clicking "next".

Read the title question and ask the class to vote for the dog they think is the correct answer.



Click on that dog to find out whether they were correct; keep trying until they find the right answer.

Repeat for all other questions.

### Plenary: Choosing the right pet

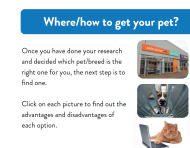
Complete each of the summary sentences by dragging and dropping the correct words from the choices at the bottom into the sentences.



Once complete, click "next" to move on.

## ACTIVITY 2: Where and how to get a pet

Read the introduction slide and click on each of the three pictures to learn more about getting a pet through that method (can click in any order):



### Option 1: Pet shop

Read through advantages and disadvantages

### Option 2: Rescue centre

Watch the short film about adopting from Raystede (please emphasise to students that the benefits apply to other rescue centres as well).

### Option 3: Buying online

Read the introduction slide then click 'next'.

To buy or not to buy? Look at the advert for a puppy and discuss any initial thoughts on the reliability/trustworthiness of the advert before clicking 'next'.



Read each title question aloud, then ask the class to use the advert to answer 'yes' or 'no' to each.

For final question ask class to vote for whether they would 'buy' or 'not buy' this puppy.

Watch short film about the dangers of online pet adverts to finish.

### ACTIVITY 3: How to care for your pet

Read the introduction slide and click 'next' to see the circular animal welfare diagram.



Choose one section of the diagram and discuss what the symbol might represent in terms for caring for animals.

Click on the symbol, and then guess/discuss the missing words in the sentence before clicking each white box to reveal.

Watch a short film to reinforce how this applies to different animals

Repeat for other sections of the animal welfare diagram.

Once every section of the diagram is coloured and complete, click 'next' to move onto pet care scenarios.

Read the **"Living their best lives"** introduction slide and click next.



Study each image and discuss (whole class or small groups) how good or bad the animal's quality of life might be. Move the animal slider left or right along the scale.

Click 'submit' to find out where on the scale we placed that animal and why.

## GET MORE INVOLVED



### **BOOK A TUESDAY TOUR**

Bring your group to visit us and enjoy a range of learning activities



### **FUNDRAISE**

Raise money to help us to care for our animals.