



Educate Together

Lesson 3

A Home



Class Level
3rd/4th Class

Curriculum Links

Strand

Strand Unit



Science

Living Things

Plant and Animal Life

English

Oral Language

Developing cognitive abilities through language

SPHE

1. Myself
2. Myself & the Wider World

1. Growing and Changing; Making Decisions
2. Developing Citizenship

Learn Together

(Educate Together Schools)

1. Moral & Spiritual
2. Equality & Justice

1. Exploring Moral Development Cultivating Spiritual Growth
2. Activating Equality and Justice through positive Action



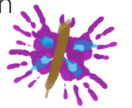
Content objectives:

- Children understand the importance of matching a pet to the right owner.
- Children understand how they can have an active role in promoting **Promise 2** among their own friends and family.



Learning objectives:

- Children appreciate that it is a pet owner's responsibility to provide their pet with a suitable place to live.
- They understand that different animals suit different families for a number of reasons and it is vital to choose an animal that will fit with your lifestyle.
- Children complete the "Match a Dog" learning activity.



Resources:

- Activity "Match a Dog" – further notes below
- Worksheet "Choose your perfect dog!" (both attached)

Differentiation:

Follow up research – find out about the work of the ISCPA www.iscpa.ie.

Extension Exercises:

Children work in pairs to complete the "Choose your perfect dog!" worksheet. Can the children choose the best dog for their friend's family? Discuss appropriate resolution (see resource sheet Drama/Activity 1, available at <http://www.learnwithdogs.ie/downloads/dramaBooklet.pdf>).

Assessment:

Teacher questions/children's questions.



Learning activities:



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Introduction

- Remind the children of **Promise 2** – to provide my pet with a suitable place to live and sleep.
- Question the children on why it is important to provide your pet with a suitable place to live and sleep.
- Children brainstorm on what a suitable place to live means. What kinds of homes are suitable and unsuitable for animals? Do any of the children have homes that are suitable and unsuitable? Why?

Development

Explain that various animals have different needs. Different animals suit different families for a number of reasons such as:

- Lifestyle – are you an active family that enjoys long walks every day?
- How long would the animal be on its own every day while the family is at work and school?
- Budget – how much money would you have to spend every week on animal food, vet bills etc?
- Space – do you have a home that is large enough for an animal to live in and a garden for them to exercise and play in?

Activity – Match a Dog

Children complete the “Match the Dog” activity in groups. See further notes below.

- Children hold up their dog’s card and read out their description.
- Children then describe each family outlined on their cards.
- Children debate which dog should go to each family.
- Children consider the family’s circumstances – age, number of children, time for the dog, exercise, the costs involved etc
- Children compare answers – did they choose the right home for each animal?

Conclusion

Ask the children if any of the dogs described would be suitable for their families. Why, why not?

Teacher reads **Promise 2** poem for the children.

*I promise to give my dog a suitable place to live every day
I promise to give her a comfortable and clean bed where she can lay
I promise not to leave her for too long on her own at home
I promise when she’s eating, drinking or sleeping she will be left alone
I promise to give her a place to toilet every day
I promise to give her a safe place where she can happily play*



Match a Dog:



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Children meet six dogs and families and need to match them up for adoption. However, not all the families would be suitable to re-home a dog.

Activity

Children first meet the dogs: hold up each character one at a time, and read out their description. Volunteer children can hold each card and remind the class, if necessary, about the dog.

Children next meet each family, and find out all about them. The children should not be told which families are unsuitable: this should emerge during the discussion, but if it does not, let the class know.

The class should debate which dog should go with each family. They will need to consider, for example:

- The family's circumstances (age, children etc).
- Whether enough time can be devoted to the dog.
- Whether the dog will receive the right amount of exercise.
- The costs of ownership.

