



Educate Together

Lesson 4

Protection from Illness and Injury

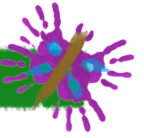


Class Level
3rd/4th Class

Curriculum Links

Strand

Strand Unit



Science

Living Things

Plant & Animal Life

English

Oral Language; Writing

Developing cognitive abilities through language

SPHE

1. Myself
2. Myself & the Wider World

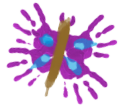
1. Growing & Changing; Making Decisions
2. Developing Citizenship

Learn Together

(Educate Together Schools)

1. Moral & Spiritual
2. Equality & Justice

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



Content objectives:

- Children understand the responsibilities involved in owning a pet.
- Children understand how they can have an active role in promoting **Promise 3** among their own friends and family.

Resources:

www.dogstrust.ie, www.ispca.ie,
www.lovemypet.ie

Poem:

*I promise to protect my dog, to keep him safe and healthy
I promise to use a collar, lead and microchip for his safety
I promise the vet will protect him from illness, worms, fleas and ticks
I promise not to give him chocolate, chicken bones or sticks
I promise never to leave him alone in a car in the heat
I promise to clean his teeth and groom him from head to feet*

Differentiation:

Follow up research on the ISPCA and Dogs Trust.

Learning objectives:

- Children learn that it is their responsibility, as a good pet owner, to look after and protect their animal and keep them safe and healthy.
- Children understand the importance of bringing their animal to the vet.
- Children learn that animals laws are in place to protect them from harm.

Extension Resources:

- 'We all have needs' card set. (attached)
- 'We all have needs' activity sheet. (attached)
- Further notes on activity 'We all have needs'
- 'Reference 10 Commandments' from www.lovemypet.ie.

Extension Exercises:

"We all have needs" worksheet

Assessment:

Teacher questions/children's questions.



Learning activities:



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Introduction

- Remind the children of **Promise 3**; to protect my pet and keep him safe and healthy.
- Lead the discussion on how just like us; pets can get sick from time to time. How can our pets tell us that they are sick?
- Explain that what sick pets can't say in words, they manifest through physical symptoms and behavioral changes.
- Ask the children if any of their pets has been sick before. What signs did they show to indicate that they were not well?

Development

Role of the vet;

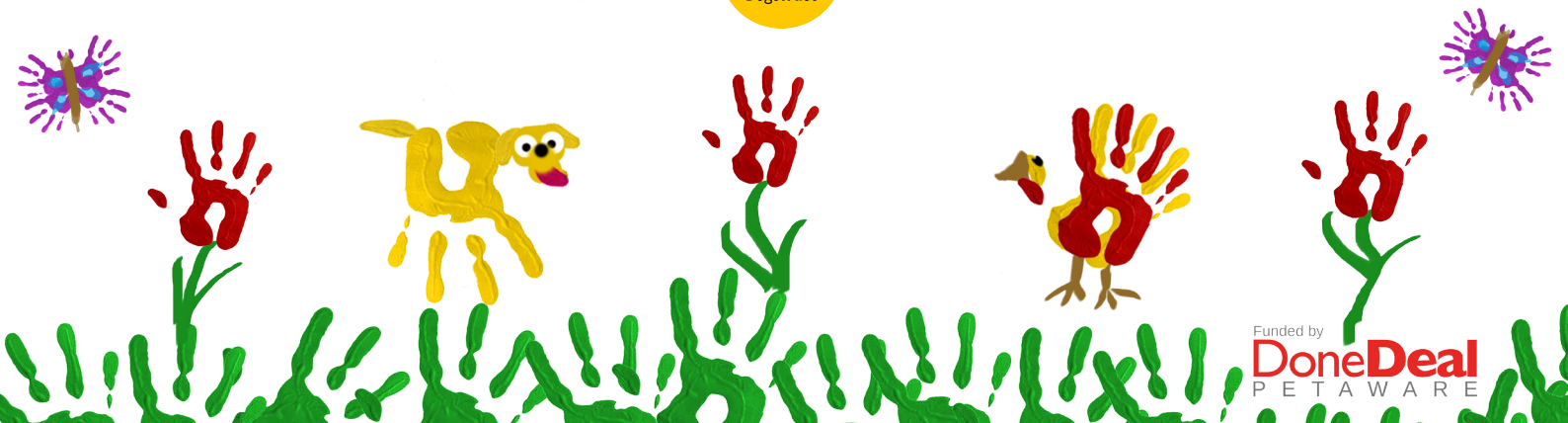
- Ask the children what we can do to help a sick pet. What would they do if they were very sick? Where would they go? Should we bring our animals anywhere?
- Explain the role of the vet to the children. The vet is like a doctor for animals. However, unlike doctor's patients, vet's patients can't talk. Vets have to work out what's wrong by talking to you, their owner, and from using their skills and experience to get to the bottom of your pets' problem.
- Pets need regular booster vaccinations which can be done by the vet.

Animal Welfare

- Ask the children why we need rules. They are to protect us and other people.
- There are also animal laws in place to protect animals and humans from harm.
- Part of being a responsible owner is to pick up your dog's poop. It's also the law, ask the children why they should make sure to do this and what health benefits are there for humans?
- Discuss why animals need laws to protect them; they have feelings too, and sometimes people fail to look after them properly.
- Ask the children if they are aware of any organisations that help to enforce animal welfare laws and protect animals.

Conclusion

- Children discuss what Dogs Trust and the ISPCA do to help enforce animal laws. Discuss these organisations' work with Gardai, dog wardens and educating children.
- Children work in groups to make a list of their own animal welfare laws.



Activity: We all have needs



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- The children sit in a circle or smaller groups and think about what a dog's needs are, relating this to their own needs. They learn about the distinction between needs and wants, and about how human needs and animal needs are very similar.
- Sit the children in a circle and sit with them, either on the floor or on a chair. Alternatively, children can work in smaller groups with copies of the materials. One at a time, ask each child what they think they need in order to be happy and healthy.
- Ask the children to discuss, in pairs, what they think any person needs, and tell the class one thing. These can be written down or drawn on a flip chart or white-board if one is available e.g. healthy food, water, shelter, clothing, friendship.
- Ask the children what they think the dogs need in order to be healthy and happy. Compare answers to those for people - what things do we share in common?
- It's important to help children understand the difference between wants (e.g. fashionable, brand-name clothes, or the latest computer games) and needs (e.g. suitable clothes or friendship).
- Now ask the children what items the dogs need, in order to be happy and healthy, in the same manner as above.
- Whenever a right answer is made, the item can be brought into view, e.g. food bowl. If the children are in small groups they can turn over the cards with these items on them.
- You could also ask the children what else they can think of, that isn't on the cards, that dogs need to be happy and healthy e.g. love, friends.
- As an extension, homework or leave behind activity, children can draw and colour the essential items around a copy of their favourite dog character, writing the names for each item underneath their drawings.

