



Grade 5: Creating a Pet-Friendly Community

In-Class Lesson Plan

Introduction

Humane education examines the relationship between animals and humans, recognizing that we share many of the same physical and emotional needs. Concepts learned through humane education promote and encourage further development of important character and life-building skills including empathy, sensitivity, responsibility, respect, compassion and kindness to all living beings. Knowledge of humane education concepts also provide individuals with the capacity for responsible and humane decision making, ultimately making our communities more enjoyable for all.

Learning Objectives

The purpose of this three-part lesson plan is to help students understand how they can contribute to creating a pet-friendly community by being responsible pet owners. By the end of the lesson:

- Students will understand the concept of responsible pet ownership.
- Students will understand the *Five Freedoms of Animal Welfare*.
- Students will be aware of the specific care that pets require from their owners.
- Students will be able to identify the positive consequences of being a responsible pet owner, and the negative consequences of being an irresponsible pet owner.
- Students will learn the City of Ottawa animal by-laws.
- Students will be empowered to act as responsible pet owners in their daily lives.

Curriculum Link

All OHS humane education topics are available by grade level and are linked directly with the Ontario Curriculum. The *Creating a Pet-Friendly Community* lesson aligns with the **Social Studies: People and Environments – Canada’s Interactions with the Global Community** component of the Grade 5 curriculum. According to the overall expectations identified in the curriculum, by the end of Grade 5, students should be able to:

- Describe how citizens can take action to address social and environmental issues.
- Formulate questions to guide investigations into social and/or environmental issues in Canada.

Lesson Plan Summary

Day One: *Creating a Pet-Friendly Community Lesson (Appendix 1)*

- Begin teaching the lesson by facilitating the *Creating a Pet Friendly Community* presentation. Teachers can book an OHS volunteer humane educator to facilitate the presentation, using the online booking form at <http://www.ottawahumane.ca/youth-programs/teacher-resources/classroom-presentations/humane-education-request-form/>.
- The presentation and accompanying script are also available for distribution if teachers would like to facilitate the presentation independently. We update our content regularly to ensure that it is always up-to-date and accurate. To ensure teachers have access to the updated content, the PowerPoint presentation and script are available electronically, by emailing humaneeducation@ottawahumane.ca.
- Leave time for a question and answer period at the end of the lesson. Students love to share their own stories about pets and animals – if time permits, allow them to share stories and help them draw conclusions about these experiences that relate to the lesson.

Day Two: *Act Responsibly Activity (Appendix 2)*

- Follow the instructions provided on the *Act Responsibly* instruction sheet. Students will be challenged to think about the qualities that make a pet owner responsible. Students will have the opportunity to work collaboratively in groups.
- Once the groups have had a chance to discuss, they will rehearse how to act responsibly as pet owners and demonstrate their actions in front of their peers.
- Classmates will have an opportunity to discuss their thoughts using the guided *Follow-Up Questions* provided.

Day Three: *Five Freedoms Mind Map Activity (Appendix 3)*

- Follow the instructions provided on the *Five Freedoms Mind Map* instruction sheet. This activity is designed to engage students creatively while applying the *Five Freedoms of Animal Welfare* to a pet of their choice, in order to keep them happy and healthy.

Appendix 1: Creating a Pet-Friendly Community Script

This presentation is one-hour in length and links directly to the Grade 5 curriculum within the subject of **Social Studies: People and Environments – Canada’s Interactions with the Global Community**.

Throughout the lesson, students will learn about responsible pet ownership. The presentation explores the following topics:

- *An introduction to the OHS;*
- *The Five Freedoms of Animal Welfare;*
- *Responsible pet ownership;*
- *An introduction to animal-related city by-laws;*
- *An introduction to the importance of spaying and neutering.*

REMINDER – A volunteer humane educator can be scheduled to facilitate the presentation using the online form available at <http://www.ottawahumane.ca/youth-programs/teacher-resources/classroom-presentations/humane-education-request-form/>. Alternatively, the script and PowerPoint presentation are available electronically by emailing humaneeducation@ottawahumane.ca.

Appendix 2: Act Responsibly Activity

Overview

Through participating in this interactive small group activity, students will gain a deeper understanding of responsible pet ownership. Students will explore the positive and negative impacts that certain decisions made by pet owners can have on an animal's well-being and the community as a whole.

| | |
|-------------------------|---|
| Objective | For students to understand and relate to the responsibilities of pet ownership. |
| Time Needed | 45 minutes. |
| Materials Needed | <ul style="list-style-type: none">• <i>Act Responsibly Animal Stories</i> (printed and cut)• <i>Follow-Up Question Guide</i> (teacher copy only)• Optional pet props (leashes, plastic bags, tennis ball, etc.) |

Procedure

1. Introduce the topic by asking students to brainstorm the characteristics that make a responsible pet owner. As students provide answers, write them down on the board. Some examples may include:
 - *Spaying and neutering;*
 - *Regular veterinary care;*
 - *Food and water;*
 - *Obedience and training;*
 - *Regular grooming;*
 - *Shelter and a resting spot;*
 - *Exercise and playtime;*
 - *Affection and love;*
 - *Toys for chewing/scratching;*
 - *Microchipping and licensing;*
 - *Obeying city by-laws.*
2. Divide the class into four or five groups.
3. Distribute one *Act Responsibly* animal story (next page) to each group and instruct the students to read through the story together.
4. Instruct each group to create two skits that are about three-minutes in length:
 - The first skit should demonstrate the animal story as it is written;
 - The second skit should demonstrate what the owner could have done differently to care for their pet responsibly.
5. Ask each group to present their first skit to the class. Follow each skit with the corresponding question from the *Follow-Up Question Guide* to prompt a class discussion.
6. Ask each group to present their second skit to the class. Follow each skit with the corresponding question from the *Follow-Up Question Guide* to prompt a class discussion.

TEACHER NOTE: During this lesson, it is important to reinforce to students that pet ownership is a big commitment. Before adopting or purchasing a pet, a family must ensure that they are ready to commit to being a responsible pet owner throughout their pet's entire life. That being said, for people who already own a pet, sometimes the most responsible thing that a pet owner can do is to surrender their pet to the OHS, when they are unable to provide the care that the animal needs.

Act Responsibly Animal Stories

My name is Charlie and I used to live with a wonderful family. My family was huge! When I was a puppy and misbehaved, they thought it was cute because I was so little. As time passed, I grew, and I grew, and I grew. I have so much energy, and I am very smart. When I lived with them, they didn't like taking me for walks, so I kept myself busy. They got angry when I jumped on the dining room table. They got angry when I chewed holes in their socks. They got angry when I barked at them to say, "come play!" My family got fed up with me and surrendered me to the Ottawa Humane Society. They said that I was a bad dog with too much energy.

My name is Cleo and my owner got me from someone else when I was a kitten. I loved curling up on the lap of my previous owner, she gave great chin scratches while we watched TV together. One day, I woke up from my cat nap and saw a pile of big boxes. My owner was putting all of her things inside the boxes. When the moving company came to help her, I jumped inside one of the boxes, but she took me out and put me in a carrier. Before I knew it, I was at the Ottawa Humane Society being surrendered and my owner was explaining that she wasn't permitted to have cats in her new apartment.

My name is Buddy. I was the perfect match for my family when they brought me home. They liked camping and I liked camping. They had a huge back yard and I loved sniffing around. We were always going for walks and I was really happy. One day while I was running around in the backyard, I saw the gate open and I followed my nose. When I looked up, I didn't know where I was and realized I was lost. A nice person found me and put me in her car. She drove me to the Ottawa Humane Society because she didn't know where I lived. The Ottawa Humane Society tried to find my family. I really wanted to go home. My family never came to get me though, and now I'm waiting for a new home.

My name is Felix and I had been living the best cat life with my previous owner. He gave me lots of attention and kept me safe by keeping me indoors. He always had my favourite treats nearby and shared them with me every day. It was great! A couple of days ago he got mad at me because I like to scratch my nails on the carpet. It's a good way for me to stretch and it's natural for me. He caught me scratching on the carpet again this morning and brought me to the Ottawa Humane Society. He decided to surrender me and said it was because he couldn't stop my destructive scratching.

My name is Fluffy and I am a Holland Lop rabbit with the cutest floppy ears! Last year at Easter, my family got me at a pet store. I had a big family with two parents and three kids. The kids had been asking for a real bunny as a pet for two months and my parents decided that I would be the perfect Easter surprise! A few months after they got me, they realized that rabbits are a lot of work. We need daily cleaning, feeding and time to run around and play! They also didn't know that we can live up to 12 years old! With a busy extra-curricular schedule and lots of vacations planned on the weekends, they decided that they didn't have the time to give me the special care I need to live a happy and healthy life. They brought me to the Ottawa Humane Society to find a new home.

Act Responsibly Follow-Up Questions

Use the questions below to lead the class in discussions following each skit.

Charlie's Story

| | Questions | Sample Answers |
|-----------------|---|---|
| Skit One | Why was Charlie surrendered to the Ottawa Humane Society? | <ul style="list-style-type: none"> • Charlie had too much energy. • Charlie chewed on things and jumped on tables. • Charlie's family did not know how much exercise and training a new dog would need. |
| Skit Two | What did Charlie's family do differently? | <ul style="list-style-type: none"> • Charlie's family took him for walks to exercise him. • Charlie's family started training him right away and took him to obedience classes. • Charlie's family took the time to consider how much work a new dog would be, before choosing to adopt. |

Cleo's Story

| | Questions | Sample Answers |
|-----------------|---|---|
| Skit One | What are some reasons why animals are surrendered to the Ottawa Humane Society? | <ul style="list-style-type: none"> • They cannot afford to keep their pet. • They do not have enough time for the pet. • They are moving somewhere new and cannot bring their pet. • They got the wrong pet for their lifestyle. • They are having trouble managing their pet's behaviour. |
| Skit Two | What adjustments did Cleo's owner make in order to keep her? | <ul style="list-style-type: none"> • Cleo's owner moved to an apartment that allowed pets. • Cleo's owner spoke with a veterinarian for tips about adjusting a cat to a new home. |

Buddy's Story

| | Questions | Sample Answers |
|-----------------|---|--|
| Skit One | How did Buddy get to the Ottawa Humane Society? | <ul style="list-style-type: none"> • He was brought in as a stray/he was lost. • Someone found him wandering around without a collar and tag, so they brought him to the OHS. |
| Skit Two | What did Buddy's family do differently? | <ul style="list-style-type: none"> • Buddy's family ensured that the backyard was secure before letting him off-leash. • Buddy's family put his collar and tag on before letting him out in the backyard and taking him for walks. • Buddy's family had him microchipped to ensure he would always be easily identifiable if he got lost. • Buddy's family called the OHS and filed a <i>Lost Report</i> as soon as they noticed he was missing. |

Felix's Story

| | Questions | Sample Answers |
|-----------------|---|---|
| Skit One | Why do cats scratch? | <ul style="list-style-type: none">• Scratching is a natural behaviour for cats.<ul style="list-style-type: none">○ To stretch their bodies and flex their paws.○ To clean and remove the dead outer layer of their claws.○ To mark their territory with their scent. |
| Skit Two | What did Felix's owner do to keep him AND save the carpet from scratch marks? | <ul style="list-style-type: none">• Felix's owner spoke to a veterinarian to get tips on redirecting this behaviour to an appropriate place.• Felix's owner protected the carpet using double-sided tape and/or training sprays.• Felix's owner purchased a scratching post/pad that he could use to scratch appropriately. |

Fluffy's Story

| | Questions | Sample Answers |
|-----------------|---|--|
| Skit One | What should you do before deciding to adopt or purchase a new pet? | <ul style="list-style-type: none">• Research the pet to learn about their behaviour, lifespan and the specific care required.• Discuss with your family. Can you commit to caring for the pet with your current lifestyle?<ul style="list-style-type: none">○ Do you have enough time for a pet?○ Do you have enough money for a pet?○ Do you have enough space for a pet?○ How long will this pet live? |
| Skit Two | What type of pet is best for a busy family with lots of extracurricular activities and limited free time? | <ul style="list-style-type: none">• All pets need daily care and attention. If a family is really busy, it is probably not the right time to adopt or purchase a new pet. |

Appendix 3: *Five Freedoms Mind Map* Instructions

Overview

Students will draw a domestic pet and identify the type of care required to give them a happy and healthy life through applying the *Five Freedoms of Animal Welfare*. Once complete, these posters can be hung in the classroom to promote responsible pet ownership.

| | |
|-------------------------|--|
| Objective | For students to understand the needs of domestic pets. |
| Time Needed | 45 minutes. |
| Materials Needed | <ul style="list-style-type: none">• <i>Five Freedoms Mind Map</i> Worksheet (next page)• Crayons, markers, pencils• Decorative stickers (optional) |

Procedure

1. Reintroduce the *Five Freedoms of Animal Welfare*.
 - Freedom from hunger and thirst;
 - Freedom from pain, injury and disease;
 - Freedom from discomfort;
 - Freedom to express normal behaviour;
 - Freedom from fear and distress.
2. Distribute one *Five Freedoms Mind Map* worksheet to each student and show the class the example worksheet.
3. Instruct each student to select one domestic pet (e.g. cat, dog or small animal). It can be their current pet or a pet that they would like to own in the future.
4. Students should start their design by drawing and naming their pet in the middle of the page.
5. Allow students to complete their mind map by adding text and/or pictures to describe how they would ensure that their pet experiences each freedom, allowing the pet to live a happy and healthy life. Encourage students to be creative in decorating the poster making it colourful and unique.
6. Give students an opportunity to present their mind map to the class.

Five Freedoms Mind Map

Name(s): _____

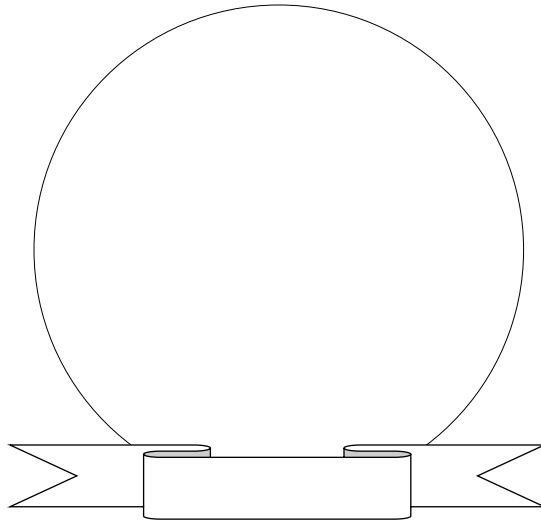
Date: _____ Teacher Name: _____

Directions: Draw a portrait of your pet or a pet of your choice in the middle circle. Then illustrate or write how you would provide each of the *Five Freedoms* to your pet in the spaces provided.

**Freedom from
Discomfort**

**Freedom from
Hunger and Thirst**

**Freedom from Pain,
Injury, and Disease**



**Freedom from
Fear and Distress**

**Freedom to Express
Normal Behaviour**

Five Freedoms Mind Map: Example

Five Freedoms Mind Map

Name(s): COLTEN

Date: Sept. 6, 2018 Teacher Name: MR. McDONALD

Directions: Draw a portrait of your pet or a pet of your choice in the center circle. Then, illustrate how you would provide each of the Five Freedoms to your pet in the spaces provided.

