



7. What animals do for us

By the end of the lesson the learners will be able to:

- Name the various ways in which domestic animals are used
- Explain why animals are important in our daily lives

Materials and preparation

- *What animals do for us worksheet*
- *Example of a thank you letter*
- Board pen / chalk for the board race plenary

Key words

companionship

Friendship. A companion animal is one that is kept by a human rather than for food or production.

The companionship between the old man and the pony was lovely to see.

Starter

*Recap on domestic animals
15 mins*

Choose one of these activities or offer the learners a few of them.

Clues. One learner offers one or two clues describing a domestic animal. The rest of the class has to guess what animal it is.

Miming. One learner behaves like a domestic animal of their choice. The rest of the class has to guess what animal it is.

Sounds. One learner imitates the noise of a domestic animal of their choice. The rest of the class has to guess what animal it is.

Stickman. Let the whole class guess the domestic animal by providing the number of letters on the board using dashes:

_____ would be for d o n k e y. One learner calls out a guess of a letter, if the guess is wrong you add one part to the stickman. If the learners work out what the word is before the stickman is complete, they have won.

Main activity

Questioning,
worksheet,
discussion
5 mins

Start by questioning.

Ask the class:

What are donkeys used for? What are cows used for?

The aim is to get the class thinking about the ways in which different animals are used for different purposes in order to get them thinking about domestic animal uses.

*What animals do
for us worksheet*
15 mins

What do humans use each of the animals for? Complete the worksheet: Animal Uses.

Discuss answers as a class.

Thank-you letter
15 mins

1. Ask the class: What animal you are the most thankful for in terms of how they help us?
2. Take suggestions from the class about which animals they are thankful for and find out the reasons.
3. Let the learners know that they are going to write a thank you letter to the animal of their choice for helping them directly or indirectly. Read the example of the letter provided as your own example.
4. Learners will write their own letter individually. The letter should specify:
 - what the animal does for the learner (directly or indirectly)
 - how helpful that is to the learner
 - what the learner would do if the animal didn't exist
 - how the learner would like to thank the animal

(If you wish, you may write these prompts on the board for learners to refer to).

Plenary

10 minutes

Read out some of the letters, if they are finished, otherwise, ask the learners to finish them off at home and bring in next week.

Extension

Board race
10 min

1. Write the words **food** and **drink** on the board, twice.
2. Organise for two teams of five children each to line up at the board.
3. The teams have one minute to write as many animals providing food and milk for humans as possible.
4. Only one learner should write one animal at a time and pass the pen/chalk down to the next learner.
5. Only one learner per team is allowed to write at a time.
6. The team that has the most correct answers after one minute wins.

