



Applying the five welfare needs

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

- Identify examples where the five animal welfare needs are not met.
- Demonstrate how to make sure that the five welfare needs of animals are respected in various contexts.

Materials and preparation

- Eighteen *scenario cards* cut up and ready to be given out to groups.
- Make space for groups to practise their scenes in the classroom or outside.
- The *welfare needs flash cards* if you choose to do this activity as a starter.

Key words

welfare needs

Essential things that domestic animals need in order to live a comfortable life, even when they work. If any of their needs are not met, the animal suffers. Animals can feel pain in their body and they can also feel unhappy, stressed, bored or sad.

scenario

A story that needs to be acted out as different scenes of a movie or a play.

Starter

Memory game/
board race
10 mins

Go over the five animal welfare needs to remind learners of what they are. To do this, you can either:

1. Play a memory game: fix the memory game cards on the board, ask one learner at a time to pick two cards and see if they match.

Or

2. Organise two teams of five learners each. Line up both teams at the board and ask them to write down the five animal

welfare needs as soon as possible. Each member of each team has to write one need. The first team to write all five welfare needs correctly wins. Make sure only one learner per team is writing at one time.

Main activity

Act it out!
15 min

Viewing performances
20 mins

Ask the class:

Who is responsible for making sure that domestic animals have access to their five welfare needs? Why?

Answers should include: human beings are responsible for animal welfare needs because these animals are domestic animals, we created them and they work for us. They are completely dependent on us.

Act it out!

1. Organise the class into groups of three or four.
2. Give out a scenario from your scenario sheet to each group. Learners need to identify the welfare need that is not respected in their scenario, and to turn the scenario into two short scenes.
3. Scene one will be acting out the problem.
4. Scene two will be solving the problem. Solving the problem might include taking the animal to a vet, changing their equipment or providing food, water or shelter for it. Animals might also need to be untethered and allowed to spend time with other animals
5. Let learners practise their scene for 15 minutes. Then call as many groups as possible over to act out their scene in front of the whole class for the next 20 minutes.
6. Don't hesitate to engage learners in discussions with questions such as "Why is this need important?" or "How do you think the animal is feeling in this scene?"

Plenary

Recall
15 min

Who can recite the five animal welfare needs in the least time?

Ask learners to practise saying the five animal welfare needs aloud to each other. When they feel ready, ask a volunteer to recite the needs as quickly and intelligibly as possible. Another learner or the educator themselves will have to time this using a clock or timer. Encourage learners to beat one another's' records by reciting the five welfare needs in the least amount of time possible.