



Happy Animals

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

- Name each of the five animal welfare needs.
- Compare their own needs to the needs of animals and through discussion show understanding of the importance of each need

Materials and preparation

- Happy animals close up pictures A3 – please ensure you print these double-sided, so that the name of the animal is on the other side of the corresponding image. If you can't print on both sides, just print the pictures and write the names on the back yourself.
- Donkey mask
- Welfare needs image cards resource
- Welfare needs info poster for teachers
- Happy animals welfare needs flash cards
- Blu-tac or similar to fix images to board or walls

Key words

domesticate

To tame. Domesticated animals have been bred over thousands of years to be easy to manage in farm settings. Domesticated animals are not able to live in the wild anymore as they are entirely dependent on humans looking after them.

Cats were first domesticated thousands of years ago.

Starter

Close-up animal
picture game
10-15 min

Show the class the close-up images of animals one at a time, and ask them to guess or work out what each one is. Provide verbal clues if needed. (For example 'you find it on land', 'you find it in water', 'it gives you milk' etc...)

Once all the animals have been identified, ask the following question:

Q. What do all these animals have in common?

A. They are all domesticated animals, or animals that are used for food (i.e. fish)

Main activity

Dialogue
20 min

Using the *welfare needs image cards* resource:

1. Stick the picture cards on the board (bucket of water/glass of water, hay/plate of food, shelter/house, vet/doctor, child with friends/donkey with family group, and happy child/ happy donkey). Do not say that these cards are needed at this stage but you can go through them to make sure all the learners know what the pictures represent.
2. Ask for two volunteers, and sit them at the front facing the class. Tell the class that one learner is a regular child and the other is a donkey (use the mask)
3. Ask the class: *what does the child need to have a comfortable life?*
The class needs to pick the corresponding pictures (**glass of water, plate of food, shelter**).
4. *What about the donkey? What does it need to have a comfortable life?*
The class should pick the bucket of **water, hay** and **shelter** and realise that these needs are similar to the child's needs.
5. *What would the child need if she or he was ill or had hurt him or herself?*
The class should pick the **doctor**. Again, compare this need to the donkey's needs (**vet**).
6. *What would happen if the child was to be kept away from his/her friends and family every day?*
The answer should be along the lines of 'she or he would be sad' (the corresponding picture need should be: **child with their friends**). Compare this need to the donkey's need to be with their close familiar group (the corresponding picture need should be: **donkey with its close family**).
7. *What would happen if the child was scared of the dark but she or he was left in the dark every day, with no one to reassure him or her?*
The answer should be along the lines of 'he or she would feel stressed and scared' (picture need: **happy child**, who is not being scared). Compare this to the donkey being threatened or beaten with a stick (picture need: **happy donkey**, who is not being scared).
8. Let the class know that these *five welfare needs* were recognised as absolutely necessary for animals to have a comfortable life (**water** and **food** go together as one need).
9. Finally, ask them: *who is responsible for ensuring that domestic animals have their welfare needs met?*

Answer – the owner or anyone who looks after the animal.

Plenary

Writing/drawing
30 min

Every learner should copy the descriptions of the five welfare needs into their books and illustrate them with the symbol provided on the welfare needs flash cards (or they can make their own drawing to represent the need).

Optional extension

Drama

If there is time at the end of the lesson you can do this activity. Alternatively, you may wish to use this to recap on the five welfare needs in the next lesson.

1. Ask a volunteer to come to the front of the class and act out one of the five welfare needs, without speaking, making noises or saying the word.
2. They must only use body language, gesture, and facial expressions. The rest of the class guesses which of the needs they are portraying.
3. The idea is to show through mime and gesture that they are too hot, too wet, hungry, thirsty, scared, stressed, sad, injured or ill, or, conversely, that they are fed, happy, healthy etc.
4. Once the class has the correct answer, the learner who got the correct answer comes to the front and mimes a different welfare need. Play until all five needs are guessed.