



## **Grade 3: Are You Ready for a Pet?**

### ***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 the responsibilities of pet ownership. By the end of the lesson:

- Students will learn about the commitment required prior to adopting a pet.
- Students will be encouraged to think critically about choosing the right pet for their family.
- Students will understand how 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 *Are You Ready for a Pet?* lesson aligns with the **Health and Physical Education: Living Skills** component of the Grade 3 curriculum. According to the overall expectations identified in the curriculum, by the end of Grade 3, students should be able to:

- Use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.
- Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

## Lesson Plan Summary

### **Day One: *Are You Ready for a Pet?* Lesson (Appendix 1)**

- Begin teaching the lesson by facilitating the *Are You Ready for a Pet?* presentation. Teachers can book an OHS humane educator to facilitate the presentation at <https://ottawahumane.ca/youth-programs/teacher-resources/classroom-presentations/>.
- The presentation is available for distribution if teachers would like to facilitate the presentation independently. We update our content regularly to ensure that it is always relevant and accurate. To ensure teachers have access to the updated content, the PowerPoint presentation is available electronically, by emailing [humaneeducation@ottawahumane.ca](mailto: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: *Adoption Match Up* Activity (Appendix 2)**

- Follow the instructions provided on the *Adoption Match Up* instruction sheet.
- Students will be challenged to think about making the right match between adopters and adoptable pets.
- Students will share their match-making decisions with the rest of the class, including their rationale.

### **Day Three: *Your Story* Exercise (Appendix 3)**

- Follow the instructions provided on the *Your Story* instruction sheet.
- This creative writing exercise is designed to encourage students to think about the daily care requirements of a pet by writing a short narrative about a day in the life of a pet owner.

## **Appendix 1: *Are You Ready for a Pet?* Presentation**

### **Introduction**

This presentation is one-hour in length and links directly to the Grade 3 curriculum within the subject of **Health and Physical Education: Living Skills**. Students will learn the responsibilities of pet ownership. The presentation explores the following topics:

- *An introduction to the OHS;*
- *The factors to be considered before adopting a pet;*
- *The lifespan and daily care requirements for different pets;*
- *Questions to answer before making the decision to adopt.*

**REMINDER**– Teachers can book an OHS humane educator to facilitate the presentation at <https://ottawahumane.ca/youth-programs/teacher-resources/classroom-presentations/>. Alternatively, the PowerPoint presentation is available electronically by emailing [humaneeducation@ottawahumane.ca](mailto:humaneeducation@ottawahumane.ca).

## Appendix 2: Adoption Match-Up Activity

### Overview

Students will use their critical thinking skills to pair adoptable pets with interested pet owners. Students will work in teams to play the role of adoptions counsellors. Students will identify the best “match” for each animal in their care.

<b>Objective</b>	Students will become aware of responsibilities and the influential factors of pet ownership for different animals.
<b>Time Needed</b>	20 minutes
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Printed copies of <i>Adoptable Pet Profiles</i></li><li>• Printed copies of the <i>Adoption Match-Up</i> worksheet</li><li>• Pencils</li></ul>

### Procedure

1. Divide students into groups of 4-5.
2. Distribute a copy of the *Adoptable Pet Profiles* and the *Adoption Match-Up* worksheet to each group.
3. Instruct students to read through the list of *Adoptable Pet Profiles*.
4. Encourage students to discuss as a group and determine which pet they would recommend for each of the interested pet owners listed in the *Adoption Match-Up* worksheet. One group member can record the answers on the *Adoption Match Up* worksheet.
5. Take time to debrief as a class – allow each group to share their matches and talk about their rationale.

## Adoptable Pet Profiles



This is Walter. He is a budgie with a beautiful voice who loves to sing. He needs a home where people will appreciate his wonderful voice.

This is Flex. He is a very energetic dog who loves to run and swim. Children make him a bit nervous, so he is looking for a home with teenagers and adults.



This is Missy, she is a grey Chinchilla. She has the softest fur and beautiful whiskers. She is a little bit shy and can be nervous if there are a lot of people and noise around her cage. If you are patient and you take your time, she'll warm up to you and come out of her shell.



This is Frodo, he is a gerbil. He loves to spend time burrowing and sleeping in his little house. He also likes to run, jump and eat treats!

This is Angus, he is a friendly guinea pig. He loves to chew and hide in his log. If you are patient and quiet, he will come out to visit with you.



This is Pippy, she is a beautiful skinny pig. Look at all of her beautiful freckles! Pippy has no fur and is a great pet for people with fur allergies.





**This is Grisou. Grisou means "little grey" in French. His mission in life is to play - play - play! He loves to run around and chase things. He gets along well with other cats and dogs.**

**This is Roland, he is a Bernese Mountain Dog mix. He is small and portable for now, but soon he will be a very big boy. He is looking for a family who will take him to obedience classes.**



**This is Kevin the mouse. He is very fast and curious. He loves people. Due to his size, his new owners need to be gentle when handling him, as he could get hurt easily.**



**This is Fireball. He is looking for a family who can give him a lot of love and attention. He enjoys spending supervised time exploring and hopping around the house.**

**This is Ferguson. He was a stray and was brought to the OHS. Now he is looking for a loving home where he can relax and sleep on a comfy couch.**



**This is Finnegan. He is a very friendly rat who loves to cuddle and discover new things. Finnegan also likes to learn new tricks.**

# ADOPTION MATCH UP

Date: \_\_\_\_\_

Group Member Names: \_\_\_\_\_

Read through the *Adoptable Pet Profiles*. Discuss as a group which pet would be the best match for each of the interested pet owners listed below.

**Remember, pets rely on their owners to keep them happy and healthy!**

**1**

**Adopter Name:** Linda

**Description:** Linda is 30 years old and very active. She loves to go running and go for long walks on her big property.

**Best Pet Match:** \_\_\_\_\_

**2**

**Adopter Name:** Germaine

**Description:** Germaine is 75 years old and has lots of free time. She lives in a small apartment by herself. She uses a cane to help her walk.

**Best Pet Match:** \_\_\_\_\_

**3**

**Adopter Name:** Jerome

**Description:** Jerome is a single dad with two 11 year old twin daughters. He works full time and lives in a house in the suburbs with a fenced yard. His daughters are very responsible around the house.

**Best Pet Match:** \_\_\_\_\_

**4**

**Adopter Name:** Frederic

**Description:** Frederic has a 12 year old son who wants a family pet, but he is allergic to fur. His son loves animals and is ready to care for one every day. They live in an apartment.

**Best Pet Match:** \_\_\_\_\_

**5**

**Adopter Name:** Cynthia

**Description:** Cynthia lives on a farm and loves watching the squirrels during her free time. She wishes she could own one, but it's against the law in Ottawa.

**Best Pet Match:** \_\_\_\_\_

## Appendix 3: *Your Story* Exercise

### Overview

Students will have a creative opportunity to think about the daily care requirements for a pet that they currently own or would like to own in the future.

<b>Objective</b>	Students will write a short story about a day in the life of a pet owner.
<b>Time Needed</b>	30 minutes
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Printed <i>Your Story</i> worksheets</li><li>• Pencils</li></ul>

### Procedure

1. Print and distribute a *Your Story* worksheet to each student in the class.
2. Instruct students to think of a pet that they currently own, or that they would like to own in the future. Remind students to choose an animal that is commonly kept as a household pet in Canada, and not a wild, exotic or imaginary animal.
3. Instruct students to think about the daily care requirements for the pet they chose by writing a short story about everything that they would have to do to care for the pet in a day.
4. Encourage students to share their stories with their peers and debrief as a class.
  - Was it difficult to think about all the things your pet would need in a day?
  - Do you think it would be a lot of work to care for the pet you chose?
  - Do you think that you and your family would be ready to provide care for this pet every day for their whole life?



# Your Story: A Day In the Life of a Pet Owner

Choose a type of household pet (cat, dog or small animal) and give them a name. You can choose a pet that you currently own or one that you might like to own in the future. Write a short story about what it would be like to care for your pet for a full day. Think about all of the things that your pet would need from you from morning until night!

A large writing area with a black border and rounded corners, containing 20 horizontal lines for text.