

### Curriculum Links

### Strand

### Strand Unit

Science

Living Things

Plant & Animal Life

English

Oral Language; Writing

Emotional and Imaginative Development through Language.

SPHE

1. Myself
2. Myself & the Wider World

1. Growing & Changing; Making Decisions
2. Developing Citizenship

**Learn Together**  
(Educate Together Schools)

1. Moral & Spiritual
2. Equality & Justice

1. Exploring Moral Development Cultivating Spiritual Growth
2. Activating Equality & Justice through positive Action

### Content objectives:

- Children have an understanding of precautions to take around animals.
- Children will be able to write a 'Handling Chart' for a specific animal.

### Resources:

- [www.ispca.ie](http://www.ispca.ie)
- 5 Promises and Poems
- Dogs Trust Drama Booklet Activity 5

### Differentiation:

- Children work in groups/pairs.
- Children ask questions of peers to promote learning.
- Drama booklet can be used as the main stimulus for the lesson if written activity is not appropriate for class level.

### Learning objectives:

- Children will learn that animals need to be handled carefully.
- Children will look at ways to stay safe around different animals.
- Children will write these stay safe tips.

### Assessment:

- Teacher questions/children's questions
- Written work



# Learning activities:



5<sup>th</sup>/6<sup>th</sup> Class

Lesson Plan 9

## Introduction

- Introduce the lesson by discussing general safety. What safety tips do we have for different parts of our life? At home? Out with friends? At school?
- Do we/should we have safety tips around animals? Why?

## Development

- Discuss the basic tips for handling an animal we are not familiar with.
- Children to come up with their own safety tips for handling animals.
- Discuss these tips, giving reasons for each. Ask if there is anything else we need to be mindful of.
- Explain the **WALT** method. **W**alk slowly towards the animal, **A**sk it's owner if we can touch it, **L**et the animal smell the back of our hand with our fingers tucked into our fist. **T**ouch the animal gently.
- Children are given cards with a variety of pets. Puppies, large dogs, kittens, cats, rabbits, guinea pigs, birds.
- Assess if the **WALT** method is enough for this animal. If not, brainstorm any other considerations before handling the pet?
- Ask the children to write a Fact File which should include a Handling Chart for their chosen animal. In this handling chart they will combine all information that they have learned about the animal over the course of this topic such as normal behaviour, diet, health requirements, cost of maintaining the animal and finally, any handling issues which need to be respected when dealing with the animal.
- Children use this activity to consolidate every aspect of the programme they have learned to date.
- Time permitting – Ask the children if this Handling Chart is a definitive guide? Are there times when we should do more than **WALT**? Why? Try to illicit from children that if an animal is sick, tired, nervous or hungry, it may not display 'normal behaviour'. This is why it is vital that we ask the owner for permission before going close to an animal. Activity 4 in Drama Booklet can give appropriate scenarios to facilitate this discussion.

## Conclusion:

- Class will regroup and discuss today's information.
- Children will display their Fact File for the class.

