

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 the work being done in animal charities.
- Children will be able to document the day to day running of a rescue centre.

Resources:

- It's a Dog's Life, available from: <http://www.learnwithdogs.ie/movies.aspx> (Duration: 9 minutes)
- www.ispca.ie
- 5 Promises and Poems

Learning objectives:

- Children will learn that a huge number of animals are abandoned each year.
- Children will study the work being done to help these animals.
- Children will write about an animal charity.

Differentiation:

- Children work in groups/pairs.
- Children write their narrative in the form of a Comic Strip.
- Children ask questions of peers to promote learning.

Assessment:

- Teacher questions/children's questions
- Written work



Learning activities:



5th/6th Class

Lesson Plan 8

Introduction

Introduce the lesson by facilitating a discussion on what we have learned so far. The 5 Promises, cost of a pet and animal rights.

Development

- Discuss the animal charities that children are aware of. Do they know where their local charity is based?
- Ask class where they would go to get a new pet? Pet shop? Online marketplace?
- Discuss the benefits of getting an animal from a charity. The interview process, suitable pets. Excellent knowledge of animal behaviours etc.
- Class watches the video 'It's a Dogs Life' <http://www.learnwithdogs.ie/movies.aspx>
- Split children into 4 groups. Their task will be to design a quiz based on the movie they have watched. The movie could be replayed while the groups write out their questions. E.g. What might a dog need before it can be re-homed, what do Dogs Trust do before they re-home a dog?
- Quiz based on questions.
- After this activity, the class reads the Case Study – A day in the life of an Inspector.

Time Permitting / Homework: Children write a narrative (factual or fictional) about working in an animal charity. The framework for Narrative writing is as follows;

- Orientation – Set the scene, introduce the characters.
- Complication – Something happens that provides a problem for the main character.
- Resolution – The problem is solved through actions or quick thinking

Conclusion:

- Class regroups and discuss today's information.
- What more can be done to help these animal charities?

Further Activity:

Investigate online buying and selling of animals. What we should look out for when buying an animal? What precautions should we take?



Case Study

A Day in the life of an ISPCA Inspector



3rd/4th Class

Lesson Plan 6



Inspector Conor Dowling of the ISPCA

There is really no typical working day for an ISPCA Inspector. Every day brings new experiences and different challenges. Just when you think you've seen it all, something new crops up.

There are so many different types of animals that our Inspectors have dealt with from dogs and cats to tigers and bears. As well as there being such a variety of animals, each animal has its own personality, as does its owner. It is these different personalities that makes every call unique.

ISPCA Inspectors work from home and set off in their vans every morning. Calls from the public are received by our Animal Helpline and the details are emailed to the relevant Inspector.

When an Inspector receives calls on their telephone, they decide which sounds the most urgent and respond to that one first.

Our Inspectors do rescue animals that are trapped or injured but most of our time is spent responding to calls from people that are concerned about somebody else's animals. If somebody thinks that animals aren't being cared for properly they contact the ISPCA and it is an Inspector's job to check on those animals.

Most of the time we talk to the owner and get them to make improvements for their animals. But sometimes we have to remove the animals so that they can be cared for properly.

In very serious cases our Inspectors might have to go to a court and tell a Judge what they saw.

While all of our Inspectors work to help animals, most of their time is spent dealing with the animal's owners rather than the animals themselves.

