

# Learning Unit: Financial implications of having companion animals KS3 and 4

Unit title: Cost of pet ownership Subjects: English; maths; PSHE; Literacy, Science		Teacher:
		Duration of Unit: 4 weeks
Summary: This unit is designed to encourage engagement between adults and young people about the financial responsibility of caring for companion animals, and considering the pets' and family's needs		
<b>Desired Results</b>		
Objectives: To consider the needs of companion animals, and how to meet the needs financially, within the household budget		Essential Questions: What are the essential needs of companion animals? How can we, as humans, provide for those needs? How much does it cost to meet those needs? How do we meet the needs of companion animals within the household budget?
Factual Knowledge: Children and young people will know: The five welfare needs of animals. The equipment needed to meet those needs. Cost of essential needs on a weekly, monthly and annual basis	Embedding Knowledge: Children and young people will: know the basic equipment needed to meet the five welfare needs, and be able to consider costs beyond those basic needs that may arise occasionally or unexpectedly	Information becoming knowledge: Children and young people will know: Where to look for the cost of essential equipment, and have a rough idea of how much it is. Complete sums in order to understand that costs increase, depending on need, and needs must be balanced within the household budget
<b>Assessment Evidence</b>		

<b>Tasks:</b> Research the cost of a household budget including equipment needed to meet the 5 welfare needs of animals. Research different sources to provide equipment. Put pet care costs in the context of a household budget.	<b>Pre-Assessment:</b> Discussion of any pet's welfare needs to identify what all living beings need, and how to access the equipment necessary to meet the needs. Compare costs and quality in different outlets
<b>Extensions:</b> Research the essential needs, and consider if toys, etc can be made for the companion animal. Encourage discussions with parents and carers as to whether a companion animal can be afforded, and how to make sure the equipment can be afforded in different circumstances	<b>Differentiation considerations:</b> Some students may find it useful to have physical equipment rather than online research.

### **Learning Plan**

#### **Differentiated Objectives:**

Most will have a broad understanding that it is important to meet essential needs, usually by buying equipment.

Most will clearly differentiate between the 5 welfare needs of different species, and that they have to be provided for.

Some will understand that needs differ within species of companion animal.

Some will be able to consider a contingency budget for emergencies and future planning for changing life events.

#### **Plan:**

**Week 1:** Focus on the 5 welfare needs, and what we, as humans need to provide in order to meet those needs:

The need for a suitable environment- food bowls, beds, litter trays, cages/hutches and/or access to the outdoors.

The need for suitable food, and fresh water daily- equipment includes wet and dry food, suitable treats and fresh water to keep the animal well fed and healthy.

The need to express normal behaviour- equipment to meet this need includes a safe area to go to; a cat flap/collar and lead; a clear routine for feeding, exercising and playing.

**The need to be housed with, or apart from other animals as required- depending on whether animals enjoy time together or prefer to be on their own, what equipment is needed to provide this safely and securely.**

**The need for protection from pain, suffering, injury and disease- understanding what will meet this need, including going to the vet, preventative parasite treatment and vaccinations, making sure that everything in the home or outdoor environment is safe and cannot harm the animal.**

**Week 2: Focus on the probable costs of meeting the five welfare needs**

**Matching the welfare need to the equipment and ways to meet them and counting the cost.**

**Week 3: Encouraging the young people to consider the unexpected costs of the safety of companion animals. Thinking about the most frequent accidents or problems involving pets, and considering how to make an animal safe.**

**Week 4: Assessment Unit- what is still information for the children and what is knowledge learned**

### **National Curriculum links- KS3 and KS4**

**Emphasis on the responsibility of humans to meet the 5 welfare needs of companion animals, including the cost, and ensuring their health and safety.**

**This learning unit encourages the further development of English, Maths, Science and Citizenship skills, including research in the different areas.**

**English: The area of development is in spoken language skills, as pupils are encouraged to "give short speeches and presentations, expressing their own ideas and keeping to the point", however, for the young people to do this, they will need to research and take notes in order to develop their presentations and provide evidence for their opinions.**

**The pupils are engaging in formal debate and structured discussions, summarising and building on what has been said.**

**They are building on skills previously learned. This learning unit provides refinement by breaking down expected attainment further. There is opportunity to work effectively in groups of different sizes by taking on required roles, including reading and managing discussions; involving others productively; reviewing**

**and summarising information and contributing to meeting goals and deadlines.**

**There is opportunity to plan to meet different purposes and audiences, which includes selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates. All are urged to listen and respond in a variety of different contexts, both formal and informal and evaluating content, viewpoints, evidence and aspects of presentation.**

**Maths:** This learning unit provides opportunities for pupils to consolidate their mathematical capability from Key Stage 2 and extend their understanding of the number system and place value to include decimals and fractions.

**They will need to select and use appropriate calculations to consider the nutritional needs of animals, how much they need to eat to maintain their health, the budget available to support the 5 welfare needs of animals, and also to identify the space available to provide appropriate home and shelter.**

**Science:** The principal focus of science teaching in this learning unit is to develop a deeper understanding of a range of scientific ideas, especially in the areas of the 5 welfare needs of animals, which focuses on keeping companion animals healthy and safe in their environment. Pupils should begin to see the connections between these areas and scientific knowledge.

**Pupils consider the appropriate type of scientific enquiry to undertake to answer their own questions about the care needed, as well as collecting, recording and processing data from their research, in order to present their findings to their peers, teachers and parents.**

**Citizenship:** The focus in this area is considering income and expenditure and our legal, as well as moral, responsibilities to companion animals.

# Session Plan I

**Project Name:** The cost of having animals as companions

**Programme Session Name:** Week 1: What do pets need?

**Session Date:**

**Session Time:** 45 mins

**Group Name/Age Group:** KS3-4

**Session Lead/Planner:**

<b>Healthy Living</b>	Promoting and supporting healthy life-styles to secure physical, spiritual, social and emotional well-being.
<b>Feel Safe</b>	Ensuring that members of the Community are supported to feel safe.
<b>Life Enhancement &amp; Achievement</b>	Inspirational and exciting learning activities that ensure members of the Community raise their expectations and aspirations, and achieve at the highest possible level.
<b>Participation</b>	Opportunity for the voice of the Community to be heard and to help shape the services available to them, whilst encouraging them to make a positive contribution to their local community.
<b>Learning &amp; Development</b>	Providing access to a range of learning pathways so that members of the Community develop knowledge and robustness.

## **Session Aims and Objectives:**

To identify the essential needs of companion animals

To know how humans can meet the essential needs

To identify the equipment needed to meet the essential needs of companion animals

**Notes/Background Information:** Encourage the young people to think about an animal's needs and how we all have a responsibility to meet those needs if we are caring for that animal.

## **Session/Activity Outline:**

### **Introduction**

Ask the young people what pets need on a daily basis or now and again and note these down on the board.

### **Main Activity:**

They then need to write or draw on paper what a specific animal's needs are and what equipment they would need to meet those needs. Take some time to consider medical needs; that the animals will need medicine to make sure that they don't have fleas, ticks or worms, and

also if they get ill or hurt in an accident, they will need to go to the vet. Also consider holiday care and whether this would come with a cost.

Then each student should choose a different type of pet and repeat the exercise. How are the needs and equipment similar to or different from the first animal?

Students should now consider how often each piece of equipment would need replacing eg food: weekly, bed: yearly, lead: may last a few years.

**Plenary:** Discuss what equipment is similar and what is different for different pets. Do all pets need the same equipment? Do different pets have their needs met in different ways? Do different dogs/cats all need the same equipment? What equipment do you use to care for your pets at home? Do other people in the class use the same equipment for the same animals? Inform the class that next week we will move onto consider the costs involved in meeting the animals' needs.

### **Resources/Materials:**

Basic stationery box (A4/A3/A2/A1 paper, felt pens, biro pens, markers, highlighters, pencils, rubbers, sharpeners, post-its etc.), laptop and projector plus any additional tech requirements.

## **Session Evaluation**

### **Participant Comments/Evaluation**

### **Staff Evaluation**

<b>Issues Raised/Discussion Points</b>
<b>Follow-up/Action Required</b>
<b>Additional Notes</b>

**Staff signature:**

**Name:**

**Date:**

## Session Plan 2

**Project Name:** The cost of having animals as companions

**Programme Session Name:** Week 2: What is the cost of meeting pets' needs?

**Session Date:**

**Session Time:** 45 mins

**Group Name/Age Group:** KS3-4

**Session Lead/Planner:**

<b>Healthy Living</b>	Promoting and supporting healthy life-styles to secure physical, spiritual, social and emotional well-being.
<b>Feel Safe</b>	Ensuring that members of the Community are supported to feel safe.
<b>Life Enhancement &amp; Achievement</b>	Inspirational and exciting learning activities that ensure members of the Community raise their expectations and aspirations, and achieve at the highest possible level.
<b>Participation</b>	Opportunity for the voice of the Community to be heard and to help shape the services available to them, whilst encouraging them to make a positive contribution to their local community.
<b>Learning &amp; Development</b>	Providing access to a range of learning pathways so that members of the Community develop knowledge and robustness.

### **Session Aims and Objectives:**

**To consider the costs of meeting the essential needs of pets**

### **Notes/Background Information:**

### **Session/Activity Outline:**

#### **Introduction**

Following on from last week's session on animals' needs, the young people will now think about how much those needs cost.

#### **Main Activity:**

Divide the young people into small groups, each group can research online how much each piece of equipment costs, taking into consideration different brands and styles can vary in price.

Remember to include vet visits and medication and consider the costs of pet insurance including the excess if you need to make a claim.

Students then write or draw each piece of equipment for one particular pet with the cost to buy them. Remind students to include



how often they may need to replace each piece of equipment and factor in the cost of the replacement based on the frequency.

Then they calculate how much they have spent on caring for their pet over a year. Then repeat the exercise for a different animal and consider whether that pet was more or less expensive.

**Plenary:** Ask the young people to consider what they think is a lot of money to spend on a pet, what is the most expensive piece of equipment and which is the least expensive. Ask students how much they think their families spend on caring for their pets. People tend to underestimate costs. Do their estimates correspond with the calculations they did earlier?

**Resources/Materials:** Basic stationery box (A4/A3/A2/A1 paper, felt pens, biro pens, markers, highlighters, pencils, rubbers, sharpeners, post-its etc.), laptop and projector plus any additional tech requirements.

## Session Evaluation

Participant Comments/Evaluation

Staff Evaluation

Issues Raised/Discussion Points

<b>Follow-up/Action Required</b>
<b>Additional Notes</b>

**Staff signature:**

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**Date:**

## Session Plan 3

**Project Name:** The cost of having animals as companions

**Programme Session Name:** Week 3: Unexpected costs of companion animals

**Session Date:**

**Session Time:** 45 mins

**Group Name/Age Group:** KS3-4

**Session Lead/Planner:**

<b>Healthy Living</b>	Promoting and supporting healthy life-styles to secure physical, spiritual, social and emotional well-being.
<b>Feel Safe</b>	Ensuring that members of the Community are supported to feel safe.
<b>Life Enhancement &amp; Achievement</b>	Inspirational and exciting learning activities that ensure members of the Community raise their expectations and aspirations, and achieve at the highest possible level.
<b>Participation</b>	Opportunity for the voice of the Community to be heard and to help shape the services available to them, whilst encouraging them to make a positive contribution to their local community.
<b>Learning &amp; Development</b>	Providing access to a range of learning pathways so that members of the Community develop knowledge and robustness.

### **Session Aims and Objectives:**

To expand upon ideas about the costs of meeting the essential needs of pets

### **Notes/Background Information:**

### **Session/Activity Outline:**

#### **Introduction**

Following on from previous sessions on animals' needs and the costs involved, the young people will now expand upon this information by thinking about unexpected and occasional costs.

#### **Main Activity:**

Divide the class into small groups. Each group can choose a particular pet. Ask the students to consider what occasional /unexpected problems might arise for that particular pet and brainstorm how they would overcome these problems in their groups. Then ask them to consider the costs of overcoming the problems and research online different costs, which may vary according to location/materials/quality etc. Students may come up with problems such as a broken leg, a broken fence for a horse, a long term disease

such as diabetes, a rotted hutch for a rabbit, a puppy chewing a piece of furniture.

**Plenary:** Ask the young people to add the costs of meeting the unexpected problem onto their previous costs from last week. Would the problem have been covered by pet insurance or would it be an additional cost? See if they have the concept of coping with different life events and how these may affect the affordability of meeting pets' needs. Ask the students what life events may adversely affect being able to meet pets' needs (losing a job/having to relocate/divorce/separation/having a new baby etc). Ask students to consider how these events may affect the family's finances and how they would prioritise costs when meeting the family's needs on a budget.

**Resources/Materials:** Basic stationery box (A4/A3/A2/A1 paper, felt pens, biro pens, markers, highlighters, pencils, rubbers, sharpeners, post-its etc.), real life pet equipment that meets the needs, laptop and projector plus any additional tech requirements. Play money on each table that would adequately meet the cost of the equipment.

## **Session Evaluation**

**Participant Comments/Evaluation**

**Staff Evaluation**

<b>Issues Raised/Discussion Points</b>
<b>Follow-up/Action Required</b>
<b>Additional Notes</b>

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**Name:**

**Date:**

## Session Plan 4

**Project Name:** The cost of having animals as companions

**Programme Session Name:** Week 4: Topic assessment

**Session Date:**                      **Session Time:** 45 mins

**Group Name/Age Group:** KS3-4

**Session Lead/Planner:**

<b>Healthy Living</b>	Promoting and supporting healthy life-styles to secure physical, spiritual, social and emotional well-being.
<b>Feel Safe</b>	Ensuring that members of the Community are supported to feel safe.
<b>Life Enhancement &amp; Achievement</b>	Inspirational and exciting learning activities that ensure members of the Community raise their expectations and aspirations, and achieve at the highest possible level.
<b>Participation</b>	Opportunity for the voice of the Community to be heard and to help shape the services available to them, whilst encouraging them to make a positive contribution to their local community.
<b>Learning &amp; Development</b>	Providing access to a range of learning pathways so that members of the Community develop knowledge and robustness.

### **Session Aims and Objectives:**

To check student's learning on the costs of meeting pets' needs and whether the information has become knowledge

### **Notes/Background Information:**

### **Session/Activity Outline:**

#### **Introduction**

Look online for a simple household budget form, or use a free one here: <https://www.moneysavingexpert.com/banking/budget-planning/#planner>

#### **Main Activity:**

Ask the students to fill out the household budget form, which includes the cost of pet care for a particular pet of their choice. They could use the average salary for the future profession of their choice as income. They can research online rough costs for other items in the household budget, you could give them this information, or they could ask their parents/carers for costs at home.

Ask students to consider what percentage of the household budget is spent on pet care? Does the budget allow for unexpected costs? How would these be met? Would something else have to be sacrificed or have these been saved up for? You could ask the students to present their budgets to the class, or hand them in as written work.

**Plenary:** Create some homemade toys for pets and discuss how these could save money compared to buying equipment. Encourage the children to take the home made toys home and discuss with their parents/carers what they have made, or donate them to a local rescue centre. Examples of homemade toys could include painted cat castles made from cardboard boxes and toilet roll tubes, handmade pom poms, feathers tied onto string then attached to a stick as a fishing rod toy, ropes knotted together to make rope toys, snuffle mats for dogs.

**Resources/Materials:** Basic stationery box (A4/A3/A2/A1 paper, felt pens, biro pens, markers, highlighters, pencils, rubbers, sharpeners, post-its etc.), laptop and projector plus any additional tech requirements. Items for homemade toys eg cardboard boxes, wool, feathers, sticks, string, ropes, fleece, sink mats.

## Session Evaluation

Participant Comments/Evaluation

Staff Evaluation

<b>Issues Raised/Discussion Points</b>
<b>Follow-up/Action Required</b>
<b>Additional Notes</b>

**Staff signature:**

**Name:**

**Date:**