

Learning Unit: Financial implications of having companion animals post 16 years

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 about the financial responsibility of caring for companion animals and considering how to accommodate the costs within the household budget		
Desired Results		
Objectives: To consider the needs of companion animals, and how to meet the needs financially, as well as meeting the needs of the rest of the household	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? What proportion of the household budget needs to be allocated for the animals' needs	
Factual Knowledge: Students 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 and how those costs impact on the rest of the household budget	Embedding Knowledge: Students will recognise the basic equipment needed to meet the five welfare needs, and be able to cost the essential equipment. They also consider the further needs of the animal, and extra expenses as needs arise	Information becoming knowledge: Students will know: Where to look for the cost of essential equipment, and how much it is. Complete calculations in order to understand that costs increase, depending on need. Work out a weekly budget for humans and their animal companions for essential weekly needs.

		Consider an emergency budget for unexpected expenses
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Assessment Evidence

Tasks:

Research the costs involved in a household budget. Compare equipment and costs to meet the needs of different companion animals and what costs may arise unexpectedly. Consider which life events may make budgeting difficult.

Consider further risks to a companion animals and the cost of responding to them.

Pre-Assessment:

Discussion of any creature's welfare needs to identify what all living beings need, and how to access the equipment necessary to meet the needs, taking into account the cost of what is needed and whether it is possible to make something at home.

Consider unexpected needs and how to meet them.

Extensions:

Research the essential needs, and consider if certain things can be homemade for the companion animal. Encourage students to talk about the costs at home, even setting up the scenario that they want a dog, and they are willing to do some research to work out the costs, comparing the different animals and discussing particular considerations

Differentiation

considerations:
Some students may require physical equipment or support with matching essential needs to equipment. Guessing the cost, and matching it to the animals

Learning Plan

Differentiated Objectives:

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, sometimes due to age or health and sometimes breeds of companion animal, which will be reflected in the costs.
Most will be able to match prices to equipment requirements and complete calculations to work out the basic costs

Some will be able to put this in the context of a household budget and allow for contingencies

Plan:

Week 1: Focus on the 5 welfare needs, and what we, as humans need 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 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 making sure that everything in the home or outdoor environment are safe and cannot harm the animal and the cost of making it safe for them; cost of vaccinations, preventative parasite treatment, cost of vet and pet insurance.

Consider whether there are different ways of meeting the needs that may influence the cost.

Week 2: Focus on the probable costs of meeting the five welfare needs. Researching equipment online and at local animal shelters to compare costs of equipment; accessing information about the cost of vaccinations and regular vet visits; and microchipping.

Week 3: Encouraging students to always consider the cost and the safety of companion animals: considering how to fix specific problems and the cost of this.

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

Post 16 links to the National Curriculum

Citizenship is a statutory subject on the national curriculum in secondary schools in England, and it is monitored by the schools regulator, Ofsted. At Post-16 students no longer have a national curriculum to follow and follow study programmes enabling them to work towards specific areas of learning that is of interest and

important to their future aspirations. The key focus is to support the students to become as independent as they can be. Many of the unit plans from Oak Tree Animals' Charity will support independent research and learning, and will offer ideas for discussion and debate.

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: 1 hour

Group Name/Age Group: 16+

Session Lead/Planner:

Healthy Living	Promoting and supporting healthy life-styles to secure physical, spiritual, social and emotional well-being.
Feel Safe	Ensuring that members of the Community are supported to feel safe.
Life Enhancement & Achievement	Inspirational and exciting learning activities that ensure members of the Community raise their expectations and aspirations, and achieve at the highest possible level.
Participation	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.
Learning & Development	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 students 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 students 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. Ensure the students consider whether there are different ways of meeting the same needs, which may entail different costs. For example, a rabbit could have a homemade run vs a shop bought run. A dog could have an expensive bed or a blanket on the sofa. A lead or harness could be bought secondhand. Do the different options affect the animal's welfare?

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

Issues Raised/Discussion Points

Follow-up/Action Required

Additional Notes

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: 1 hour

Group Name/Age Group: 16+

Session Lead/Planner:

Healthy Living	Promoting and supporting healthy life-styles to secure physical, spiritual, social and emotional well-being.
Feel Safe	Ensuring that members of the Community are supported to feel safe.
Life Enhancement & Achievement	Inspirational and exciting learning activities that ensure members of the Community raise their expectations and aspirations, and achieve at the highest possible level.
Participation	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.
Learning & Development	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 needs of pets

Notes/Background Information:

Session/Activity Outline:

Introduction

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

Main Activity:

Divide the students 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. Remember to consider whether you could reduce the costs without compromising the animal's welfare at all using your suggestions from last week.

Students then write or draw each piece of equipment for one particular pet and label 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 students 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 or those of other groups?

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

Follow-up/Action Required

Additional Notes

Staff signature:

Name:

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: 1 hour

Group Name/Age Group: 16+

Session Lead/Planner:

Healthy Living	Promoting and supporting healthy life-styles to secure physical, spiritual, social and emotional well-being.
Feel Safe	Ensuring that members of the Community are supported to feel safe.
Life Enhancement & Achievement	Inspirational and exciting learning activities that ensure members of the Community raise their expectations and aspirations, and achieve at the highest possible level.
Participation	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.
Learning & Development	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 students 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.

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? Now ask the students to consider 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.

Plenary: Ask groups to present their ideas to the class and encourage the rest of the group to ask questions after the presentation

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

Issues Raised/Discussion Points

Follow-up/Action Required

Additional Notes

Staff signature:

Name:

Date: