

## Learning Unit: Pet Sourcing Key Stage 3-4

Unit title: Ethical ways to source pets		Teacher:	
Subjects: English; PSHE; General studies; Science		Duration of Unit: 4 weeks	
Summary: How to ensure we source pets ethically and avoid puppy farms			
Desired Results			
<b>Objectives:</b> To know how to avoid puppy and kitten farms To know how to ethically source pets To know which checks to make to ensure we don't accidentally source pets unethically To understand the advantages and disadvantages of different sources of pets		<b>Essential Questions:</b> How do I know if a seller is really a puppy or kitten farm? Who do I report them to? How do I source pets ethically? What problems can be associated with pets from a poor background? Which is best, adopting or buying a pet?	
<b>Factual Knowledge:</b> Students will know: Ethical places to source pets How to avoid puppy and kitten farms Why people might advertise pets in 'free ads' The cost implications of various sources of pets. The advantages and disadvantages of buying vs adopting a pet	<b>Embedding Knowledge:</b> Individuals will: Have a discussion around the topic of ethical sourcing and role play a puppy farm scenario. Complete a worksheet on buying vs adopting a pet.	<b>Information becoming knowledge:</b> Students will: complete Oak Tree's quiz on avoiding puppy farms. Research and write a presentation on ethical and unethical sources of a particular pet.	
Assessment Evidence			
<b>Tasks:</b> Group research and presentation on ethical and		<b>Pre-Assessment:</b> Introduction to Tasks:	

<p>unethical sourcing of a particular pet</p>	<p>Discussion of puppy and kitten farms, how they can be hidden and how to avoid them. Completing Oak Tree's quiz on puppy farms. Discussion of purchasing pets online</p>	
<p><b>Extensions:</b> Research websites that advertise pets online. How do they help ensure they only advertise ethical sellers?</p>	<p><b>Differentiation considerations:</b> Describe the strengths and needs within the group and how to meet needs and objectives in different ways.</p>	
<p><b>Learning Plan</b></p>		
<p><b>Differentiated Objectives:</b> Most will understand that some people put making money from pets before the animals' welfare Most will know the legality of puppy and kitten sales in the UK Most will understand that it can be difficult to tell which sellers are puppy and kitten farms Most will understand how to avoid puppy and kitten farms Some will understand which sources on the internet may be ethical or unethical and why Most will be able to compare breeders with rescue centres and understand the advantages and disadvantages of both</p>		
<p><b>Session plan Week 1:</b></p> <ul style="list-style-type: none"> <li>• To learn why ethical sourcing of pets is so important</li> <li>• To learn about puppy and kitten farms and how they can sometimes be hidden</li> <li>• To learn how to avoid puppy and kitten farms, then test their knowledge using Oak Tree's quiz</li> </ul> <p><b>Session plan Week 2:</b></p> <ul style="list-style-type: none"> <li>• To learn about sourcing pets from the internet</li> <li>• To consider the different sources of pets on the internet and which are ethical or may be unethical</li> <li>• To consider why people may advertise pets through 'free ads'</li> </ul> <p><b>Session plan Week 3:</b></p>		

- To consider the slogan 'adopt don't shop', what this means and its implications
- To complete a worksheet on the advantages and disadvantages of rescuing a pet vs buying a pet

#### **Session plan Week 4:**

- To assess students' learning on ethical pet sourcing through researching and writing a group presentation

#### **National Curriculum Links**

**English:** Young people will have the opportunity to consider advertisements that have animals for sale. They will also have the opportunity to research for information about sourcing a pet, and consider the pros and cons of getting a pet from an authorised dog breeder, private homes or pet rescue centres.

They will also be able to consider the implications of adopting a rescue animal or buying from a breeder or a private home

**Maths:** Young people will consider the implications of buying a pet from an authorised breeder, or adopting from a rescue centre and donating to the work of the centre.

**Science:** The young people will be able to consider the impact of less responsible sources on the development of the animals in their care. They will also consider the number of animals helped and supported by pet centres; where the animals have been sourced from and the number of animals helped by a pet rescue centre throughout the year.

**Citizenship:** Much of the work will already be considered through other areas, but the school's national curriculum guidelines will clarify how to engage young people in this area.

# Session Plan I

**Project Name:** Pet sourcing

**Programme Session Name:** Week 1: Avoiding puppy and kitten farms

**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 importance of how we source our pets  
To learn that puppy and kitten farms can sometimes be hidden or difficult to detect  
To learn how to avoid puppy and kitten farms

## **Teacher's notes:**

## **Session/Activity Outline:**

### **Introduction**

- Explain to the students that it is vital that we source our pets from reputable places, as the early treatment and experiences of a pet has a pivotal effect on their behaviour and health when they are older.
- Ask the students where they could go if they wanted a new pet and note these ideas down on the board. Briefly discuss rescue centres and note that this is a safe way to get a new pet because they are matched to you, and you know they are legitimate.

- Note that nobody said a puppy or kitten farm, but that pets can sometimes be bought from these unintentionally. Breeders are sometimes unscrupulous people out to maximise their profit. They sometimes use clever methods to trick us into purchasing from puppy and kitten farms, and today we are going to learn how to avoid them.

### **Main Activity:**

- Ask the class why it is important to avoid puppy and kitten farms? Then go through these reasons:
  1. Animals from these places are often sickly and injured because they haven't had proper veterinary care and may have been kept in poor conditions.
  2. Mother dogs may be used as 'breeding machines' where they are forced to have litter after litter until they can't produce puppies any more, then they are discarded.
  3. Mother dogs may be given very little or low quality food, kept outside and not given any care or attention.
- Tell the class that rescuing a pet from a rescue centre registered with the Association of Dogs and Cat Homes (ADCH) is the best way to avoid puppy and kitten farms. If this isn't possible, there are several things you can do instead. Ask the class if they can think of any and write them on the board.
- Then go through this list:
  1. Always see the puppy or kitten with its mother. It is illegal to sell puppies or kittens unless you are the breeder and the mother is present. If the mother isn't present, walk away and report them. This is 'Lucy's Law' and was introduced in 2020 to help prevent puppy farming. Puppies and kittens should be at least 8 weeks old when sold.
  2. Always see the puppy or kitten in the place it has been reared. Never arrange to meet anyone at another location, as they may be trying to avoid you seeing the poor conditions that the animals are kept in. If the person refuses to let you come to the property where the animals have been reared, walk away and report them to the RSPCA, local police or council.
  3. Don't be tempted to purchase a puppy or kitten to 'rescue' them from the awful conditions, or because you can't bear to leave them there. By purchasing them, you are funding the operation and enabling more animals to be reared in these conditions in the future. Instead, walk away and report them to the RSPCA, local police or council.

4. Consider using a licenced breeder. Breeders must be licenced by the council if they sell puppies as a business or have 3 or more litters of puppies per year. Individual female dogs should not have more than 3 litters of puppies in their lifetime as this can be detrimental to their health. Ask the breeder how many litters the mother has had and ensure that you are seeing the mother of the particular puppy you are purchasing.
  5. Honest breeders should be willing to take the time to introduce you to the puppies or kittens on several occasions and give you plenty of information about them. If you feel rushed or they won't let you visit the puppy or kitten in person before the purchase day, walk away.
  6. Ask for the medical screening documents from the vet. Whilst this isn't a legal requirement, reputable breeders will ensure both parents are medically screened to check for inheritable diseases before breeding. These should be available before you pay a deposit.
- Ask the students to go online and complete Oak Tree Animal Charity's quiz on how to avoid puppy and kitten farms, then discuss their answers  
<https://www.oaktreeanimals.org.uk/community/education-learning/responsible-pet-ownership.html>

**Plenary:** Hide the list of ways to avoid puppy and kitten farms if you have it on the board. Ask the class to remember as many as possible of the ways to avoid them.

**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, access to the internet, plus any additional tech requirements.

## **Session Evaluation**

### **Participant Comments/Evaluation**

<b>Staff Evaluation</b>
<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:** Pet sourcing

**Programme Session Name:** Week 2 The internet as a source of pets

**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 implications of sourcing pets from the internet, including 'free ads'.

### **Teacher's notes:**

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

#### **Introduction**

- Explain to the students that it is vital that we source our pets from reputable places, as the early treatment and experiences of a pet has a pivotal effect on their behaviour and health when they are older.

#### **Main Activity:**

- Ask the students if it's a good idea to get a new pet from a 'free to a good home' advert, or similar advert on the internet eg on Gumtree or Facebook, and why they think this may be a good/bad idea?



- **Ask why people may be trying to get rid of a pet through a 'free ad'? Then go through these reasons:**
  - **They can't cope with the animal's behaviour or health**
  - **The local rescues are all full and they want to get rid of the pet asap**
  - **They aren't the actual owner and are trying to pass the pet on**
  - **They have been unable to sell the pet and are now attempting to get rid of it for free**
  - **They can't cope with the number of animals they have eg a large litter of kittens**
  - **They have had a change in circumstances and need the pet gone quickly eg loss of job, house move, relationship breakdown**
  - **The animal is not getting on with other pets or family members**
  - **They are trying to trick people into paying for an animal they are trying to sell. They may tempt people in by implying the animal is free**
- **As you can see, there are a lot of reasons why people may be advertising a pet through free ads and it is very difficult to ascertain the real reasons. The seller may give false information about the animal's health or behaviour, history or circumstances and the person responding to the advert may not discover this until later. They may use a temporary phone number, a false name and address so you will not be able to trace them later if there are any problems. You may not know much information about the animal's health or behaviour at all. Although some of these reasons are legitimate, it is almost impossible to figure out if they are true, so it is best to avoid free ads altogether.**
- **Ask the class if there are any reliable sources to purchase pets on the internet? Then go through this list:**
  - **Reputable animal rescue centres may advertise pets available for rehoming on their website, but you will always be able to meet the animal in person before you make a decision about whether to rehome. Some organisations don't have a centre, but use foster carers for their pets while they are waiting to be rehomed. They can still be a reputable organisation without a centre, but make sure you research the organisation first. Reputable centres will always give you full information about the animal's health and behaviour to enable you to make an informed decision about rehoming them. They will also support you after you**

take the animal home and take the animal back if it doesn't work out.

- Websites such as Pets4homes, petify, the kennelclub, puppies.co.uk and ukpets all list pets for sale, although they do not verify the breeders or animals. Some act as an intermediary to hold deposits until you have seen the animal in person. Be careful to verify information given to you and follow all the tips in last week's lesson to avoid puppy and kitten farms.
- Lists of registered breeders are available online, but always double check multiple sources to ensure they are legitimate.

**Plenary:** Discuss how the different sources of pets may have different cost implications. 'Free ads' would obviously be the cheapest but come with huge potential problems. Rehoming centres usually have a fee or suggested donation, which helps cover their costs. Breeders can sometimes be very expensive and charge more for rarer breeds or colours.

### **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, access to the internet, 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 3

**Project Name:** Pet sourcing

**Programme Session Name:** Week 3 Adopt don't shop

**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 message 'adopt don't shop' and its implications**

### **Teacher's notes:**

**Advantages of adopting:**

- helping all the thousands of animals that need new homes and avoiding breeding more
- you get matched to your animal so you know it is the right one for you and your circumstances
- you get lots of information about the animal, their health and behaviour to make an informed decision
- your current family members and pets can meet the animal before you proceed to make sure they will get on
- you get support and advice from the rescue centre to help the adoption go smoothly and prevent future problems
- secure knowledge that you are not supporting a puppy farm

- often cheaper than buying from a breeder
- the animal will be neutered, vaccinated and health checked

#### **Disadvantages of adopting:**

- often difficult to find a specific breed
- usually older animals than from a breeder
- may take longer to find the right pet
- the animal may take longer to settle in due to being moved around a few times
- rehoming centres often reluctant to rehome to families with young children

#### **Advantages of buying:**

- a wide choice of breeds
- available from 8 weeks old

#### **Disadvantages of buying:**

- may be supporting a puppy farm, perhaps unintentionally or unknowingly
- little or no history/information about health and behaviour
- you won't know what that animal's personality will be like as an adult
- you have to deal with housetraining, puppy chewing, biting and night waking
- can be very expensive purchase price
- you have to pay for neutering, vaccinations and health checks
- you may not be able to return the animal if something goes wrong eg the animal is poorly or other people or pets in the household don't get on

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

#### **Introduction**

- Introduce today's topic, which is rescuing pets vs buying pets and ask the students if they think it is better to do one or the other and why? Briefly discuss reasons as a group.

#### **Main Activity:**

- Ask students to complete the worksheet on pet sourcing. See teacher's notes above
- Ask the students if they have heard of the saying 'adopt don't shop' and if they know what it means?

- Explain that this is a campaign slogan saying it is better to adopt pets from a rescue centre, rather than buying them from a breeder or puppy/kitten farm.
- Ask the students to debate the topic adopting from a rescue vs buying from a breeder, based on their answers on the worksheet.

**Plenary:** Summarise the debate and state if there is a clear winner.

**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, worksheet 'Pet sourcing', 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:**

**Name:**

**Date:**

## Session Plan 4

**Project Name:** Pet sourcing

**Programme Session Name:** Week 4 Assessment week

**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 assess the students' knowledge of ethical pet sourcing learned in the previous sessions.

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

#### **Introduction**

- Explain to the students that today we are going to check their knowledge learnt in the previous sessions on ethical pet sourcing. Split the students into small groups. Ask each group to pick a pet each to source - if they choose a dog, pick a particular breed.

#### **Main Activity:**

- Ask the students to go online and research multiple ethical and unethical sources of acquiring that particular pet, then present their findings to the rest of the group. Include the purchase costs for each source in the presentation and justify why they think they are ethical or unethical.

### **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, access to the internet, 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:**

# Pet sourcing worksheet

Imagine you are a person wanting to get a new dog. Complete the following table weighing up the different options for sourcing your new pet.

	<b>Adopt from a rescue centre</b>	<b>Buy from a breeder</b>
<b>Advantages</b>		
<b>Disadvantages</b>		