

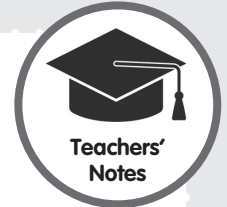


Duration: 3 x 45 minutes

Pet stats

Years 3 & 4

Maths, science, PSHE and citizenship
(A three- to four-lesson unit of work)



Objectives:

- To design a survey to gather statistical information to answer a question concerning the source of pet animals.
- To use data gathered to better their understanding of the pet trade and an aspect of pet animal welfare.

Curriculum links:

MATHS KS2 Y3 & Y4: Statistics: a

SCIENCE Y3 & Y4: Working scientifically: d, e, f

CITIZENSHIP KS2: 1) a 2) a

PSHE KS2: L1, L7, L10

ENGLISH: Spoken language years 1-6

Resources:

- Sample pet survey recording sheet
- Data-handling software to create bar graphs

Animalkind film link - Section 3: We can all be Animal Kind

LESSON 1

Starter activity:

- Ask students to put their hand up if they have a companion animal (pet) at home. Ask students what type of animal they have and enquire if anyone knows where their animals came from. List the sources as they are offered, on the whiteboard:
 - Purchased from a pet shop
 - Animal sanctuary or rescue centre
 - From a friend or neighbour
- If need be, add other possible sources not already mentioned, by asking/discussing where else people might obtain a pet animal, for example an animal found abandoned, sold online or from a registered breeder.
- Take a show of hands for where students obtained their pets to find out where most students obtained their animals.
- Discuss how one might show the results in a graph.
- Sketch or create a simple bar chart illustrating the class results.

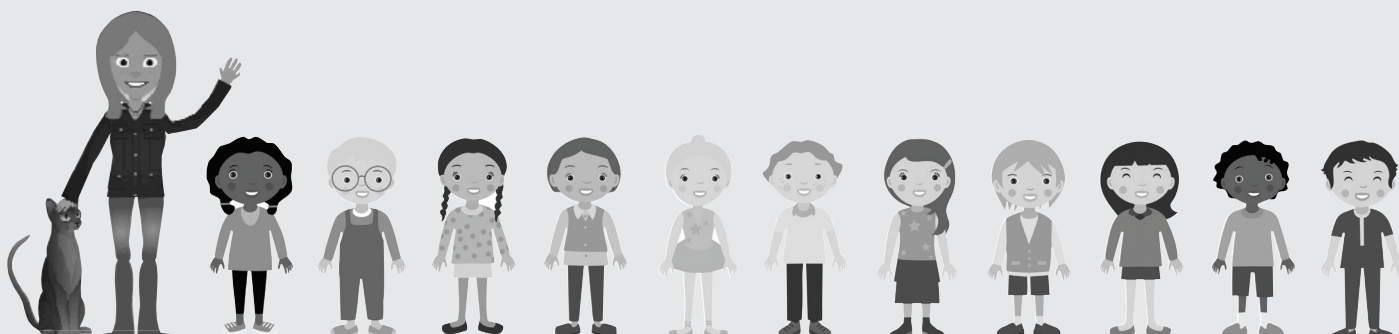


Animalkind Lesson Plan 11

- Ask the class where they think most of the general public obtain their pets and take a vote.
- Depending on how they vote, the class's hypothesis for where most people obtain their pet animals will most likely be one of the following:
 - Most people buy their pet from a shop (or animal breeder)
 - Most people get their pet from a friend or neighbour
 - Most people obtain their pet from an animal sanctuary or rescue centre
- Discuss how we could test this hypothesis – i.e. to see if the class is right about where they think most people get their pets. How might we find out the answer?
- Discuss with students where they think is the best place to obtain a pet animal – a pet shop or animal sanctuary? Talk about why it would be better to obtain pets from an animal sanctuary rather than a pet shop or breeder. One option here is to invite a speaker from Animal Aid, RSPCA or a local rescue centre to give a talk on the pet trade and the work of animal sanctuaries.
- Show the *Animalkind* film section 3: We can all be Animal Kind, if not already seen, and discuss why Phoebe and her mum went to Foal Farm to obtain a pet dog.

Main activity:

- Form students into pairs or small groups. Tell them that they are going to conduct a survey to test their hypothesis for where most people obtain their pet animals. Their task will be to carry out an investigation to find out where people in their year group, school or local area obtained their pet.
- Each group will produce a survey recording sheet, which they will use to carry out their survey in the next lesson.
- Ask groups to think of questions to put on their survey sheet.
- Gather feedback from groups and compile a summary list of questions on the board.
- The teacher should guide students to arrive at a list such as:
 - Do you have a pet? yes/no
 - How many pet animals do you have?
 - Where did you get your pet(s)
 - Pet shop
 - Breeder (registered)
 - Online seller
 - Animal sanctuary or rescue centre
 - From a friend or neighbour
 - Stray found abandoned
 - Don't know
 - Other
- Once the class summary list of questions has been produced on the board, the teacher works with the class to initiate the development of a survey.



Animalkind Lesson Plan 11

- Children continue working in groups to produce their own survey sheet using pencil and ruler or computer software.
- Alternatively, after the lesson, teacher could use the class summary list of students' questions to create a survey sheet that all groups can use in the next lesson.

Plenary:

- Discuss how and where, in the next lesson, the class might conduct the survey.

Differentiation:

- LA: children draw up a list of questions that the teacher uses to produce a class survey sheet.
MA: children draw up their own table/survey sheet independently using pencil and paper.
HA: children could design their question sheet independently using computers if a teaching assistant is available to help.

LESSON 2

Starter Activity:

- Recap on the question: *Where do people get their pet animals?*
- Recap last lesson's discussion on how and where the survey will be conducted.

Main Activity:

- Working in pairs, pupils use the survey sheets they created in the last lesson (or survey sheets supplied by the teacher) to conduct the survey amongst students and staff in the school (by visiting classes or in the playground at lunchtime).
- One way to gain more data would be to send the survey out in an email to parents, or in the school newsletter.

Plenary:

- Discuss:
 - how many responses people collected
 - whether there were any problems
 - any ideas for how the survey could be improved if done again



LESSON 3

Starter Activity:

- Recap on the question: *Where do people get their pet animals?*
- Discuss with pupils how they might present the results of their surveys. What information would they be looking to show? What sort of graphs might they use?
- Explain to/show the pupils how to use computer using data-handling software to create bar graphs showing the results of their surveys (see link to Create a graph data-handling software on AnimalKind website: <https://nces.ed.gov/nceskids/createagraph/>).

Main Activity:

- Students collate the information/responses on a computer, using simple data-handling software and present their results in the form of bar charts.

Plenary:

- Discuss whether the results of the students' survey support the initial hypothesis - i.e. were the class correct about where they thought most people obtain their pets?

Supporting teacher info:

Pet Plan pet census 2011 – <https://www.petplan.co.uk/petcensus/> (see AnimalKind website for link)

- See page 17. This survey of 10,697 pet owners found that:
 - 32% of pet owners obtained their pet from a charity (rescue centre or animal sanctuary)
 - while 68% of owners bought their pet
- Just over a third, 37%, of cat owners obtained their pet from a charity
- A quarter, 25%, of dog owners obtained their pet from a charity
- Of those who purchased a pet,
 - 46% obtained it from a breeder
 - 10% bought it from a family member, whilst 4% visited a pet shop
 - 57% of dog purchases were from breeders
 - 47% of rabbits were bought from pet shops
- If it is discovered that most people obtained their companion animal from a pet shop or breeder rather than a sanctuary, how might pupils go about trying to persuade more of the public to give a home to an abandoned animal rather than buying one and thus encouraging more animals to be bred for the pet trade.



Animalkind Lesson Plan 11

Optional lesson development:

- Ask the students to design a poster or campaign leaflet to persuade people to give a home to an abandoned animal rather than buying one.
- They could also produce posters to encourage people to have their pet animals neutered as part of a responsible pet ownership campaign.

Resources available on the Animalkind website

- **Sample Pet survey recording sheet** (one copy per group of students)
- Link to **Create a graph data-handling software to create bar graphs**
- Link to **Pet Plan pet census 2011** (supporting teacher information)





Sample Pet survey recording sheet

Pet survey recording sheet



Where do most people get their pet animals?

Survey conducted by: Date:

	Do you have any pet animals?		Where did you get your pet animal? (or your first or last pet animal if you have more than one)							
	Yes	No	A pet shop	A breeder	Bought online	A friend or neighbour	An animal sanctuary	Stray found abandoned	Don't know	Other
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										