Humane Education

快樂小蜜蜂及小女童軍組
Happy Bees & Brownies
Sept 4, 2010

Instructor: Vivian Chiu
Education Manager
SPCA (HK)
Animal Welfare Concept
Five Basic Freedom

Freedom from Hunger and Thirst - Diet
Freedom from Discomfort – Habitat; shelter
Freedom from pain, injury or disease – regular vaccinations
Freedom to express normal behaviour – sufficient space and proper facilities
Freedom from fear and distress – avoid mental suffering
Freedom from Hunger and Thirst

What’s wrong with this picture?
What’s wrong with this picture?

Freedom from Discomfort
What’s wrong with this picture?

Freedom from pain, injury or disease
What’s wrong with this picture?

Freedom to express natural behaviour
What's wrong with this picture?

Freedom to express natural behaviour
What’s wrong with this picture?

Freedom from fear and distress
Suggested Activity

Consolidating this Basic Concept
Make A Guess, which picture the animal will prefer?
Make A Guess, which picture the animal will prefer?
Make A Guess, which picture the animal will prefer?
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Make A Guess, which picture the animal will prefer?
Make A Guess, which picture the animal will prefer?
Extension of 5 Basic Freedom

- Can further Investigate Zoo Animal
- Entertainment Animal
What is a zoo?

a : a garden or park where wild animals are kept for exhibition
b : a collection of living animals usually for public display

http://simple.wikipedia.org/wiki/Zoo
### Should animals be kept in zoos?

<table>
<thead>
<tr>
<th>Should</th>
<th>Should not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoo are good ideas because they are educational and give people a chance to see wild animals and learn about their behaviour</td>
<td>People should watch Wildlife Documentaries instead.</td>
</tr>
<tr>
<td>Zoos help to protect and conserve wild animals that are in danger of dying out or being hunted. Animals such as tigers and pandas are kept in safe conditions in zoos. They can help conserve rare animals</td>
<td>There are many chances that breed animals in captivity and when returned to the wild, many die on the journey.</td>
</tr>
</tbody>
</table>
Should animals be kept in zoos?

<table>
<thead>
<tr>
<th>Should</th>
<th>Should not</th>
</tr>
</thead>
<tbody>
<tr>
<td>People love visit the zoos and see wild animals</td>
<td>Animals are born free. They should not be kept in captivity and exhibited for people’s amusement</td>
</tr>
<tr>
<td>Animals are looked after and fed by keepers. They do not have to hunt</td>
<td>They are not living their natural lives; not living in a climate that suits them or may not be eating ideal food</td>
</tr>
<tr>
<td>for food</td>
<td></td>
</tr>
<tr>
<td>Modern zoos have good facility, more room, space and close to the</td>
<td>Animals are kept in small cages without enough room to exercise and even poorly fed</td>
</tr>
<tr>
<td>animals’ natural environment</td>
<td></td>
</tr>
</tbody>
</table>
Suggested Activity

- Design your own ideal zoo of facilities
Should we use animals for entertainments?

Wild animals like these are born free in the wild. Should they be kept in captivity for our entertainments? Is it cruel to use animals in this ways? What’s wrong with these pictures?
Honey Bees

Basic Animal Concept

1) Understand the animal kingdom in terms of the difference between wild animals, pets and farm animals

2) Understand their life cycles

3) Understand the habitat and particular needs* for survival
Part 1

• Understand the basic difference between wild animals, pets and farm animals
Discuss over their relationship with Human
Worksheet:

Identify the animals as pets, farm animals or wild animals.

Pets
• Pets provide companionship for people, and people provide companionship and love for pets. People have a responsibility to look after pets.

Farm Animals
• Farm animals are raised for food and other products used by people, or are used to help ploughs. People have a with work, such as oxen pulling responsibility to look after farm animals.

Wild Animals
• Wild animals can take care of themselves. People should avoid disturbing them.
Suggestion of Activity

• Ask individual students to identify different groups of animals
Responsibility

Life Cycle - Life Expectancy
Honey Bees

Part 2

• Understand their life cycles
• Activity - bring in four photos

  After birth, as a toddler, when they started school and recently.
Life Cycle of Animals as Compared with that of Humans

Human Life Cycle:
- baby
- toddler
- adult
- youth
- adolescent
- senior

Child

adolescent

SPCA

Respect for life begins with concern for animals
2.1 Life Cycle of Animals

**Topic:** Life Cycle of Animals and a Comparison with Humans

**Objective:** To understand that animals as well as humans have life cycles – the young grow up and have babies – but that their life spans are different.

**Primary:** 1-3

**Time:** 1 lesson (35 minutes)

**Lesson Plan**

Hand out the sheet of Activity 1.

Ask students to make the photos they brought in into a timeline.

Use the PowerPoint display and start class discussion: Development of the body and motor skills. What have you been able to do at different stages of growing up? How has your body changed with each stage?

Hand out the work sheet for the life cycle of the frog. Use the same PowerPoint display and show them the frog’s life cycle and the lifespan of other animals.
My life
Respect for life begins with concern for animals
2.2 Pet Life Cycles – Growing Up

Comparing the human life cycle with that of the dog

- Up to 5 months - puppy
- Over 5 months - adolescent dog
- Between 1 to 4 – adult dog
- Over 7 and 8 – senior dog
Like plants, all animals reproduce (produce new life). Their young grow and produce young animals themselves. This happens again and again in a natural cycle.

A life cycle describes the stages that occur in a plant or animals lifetime.
Bird Life Cycle

1. Egg
2. Hatch and break out of their shell
3. Adult
4. New chick

Life Cycle of Animals as Compared with that of Humans
Frog Life Cycle

- At 12 to 16 weeks, the frog is fully developed
- Most frogs live between 2 to 3 years

- 7-14 days, The tadpole grows a tail
- 5-8 weeks, it develops the tiny hind legs
- 10-12 weeks, the front legs grow and the tail slowly shrinks

Frog spawns between Jan and March

Most frogs live between 2 to 3 years

Life Cycle of Animals as Compared with that of Humans
What have you been able to do at different stages?

• When did you learn to walk, speak, feed yourselves?

• Which things did your parents have to do for you? Do your parents still have to help you now?
How has your body changed at different stages?

- Do you think you will stay the same height and weight forever?
- What do you think makes you grow taller and heavier?
- Will you continue to grow taller and heavier forever?
Lesson Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand out sheet 1 of Activity 1</td>
<td>15</td>
</tr>
<tr>
<td>Ask students to complete Activity 1, and check the answers together</td>
<td>15</td>
</tr>
<tr>
<td>Use the PowerPoint display to discuss the following: Needs of baby animals</td>
<td>10</td>
</tr>
<tr>
<td>Lifespan of animals</td>
<td>10</td>
</tr>
</tbody>
</table>

Topic: Pet Life Cycles – Growing Up
Objective: To recognise baby animals and what they are called; and to describe the life cycles of pets and encourage students to treat all animals with respect.
Level: Primary: 1–3
Time: 1 lesson (35 minutes)
2.2 Pet Life Cycles – Growing Up

Average life span

- **Small animals**: 18 months to 2 years
- **Rabbits**: 6 to 8 years
- **Chinchillas**: 6 to 8 years
- **Cats**: 12 to 16 years
- **Dogs**: 12 to 16 years*
- **Turtles**: > 30 years

*smaller dogs will have a longer life span, about 15 -16 years
## 2.2 Pet Life Cycles – Growing Up

<table>
<thead>
<tr>
<th>Pets</th>
<th>Eyes Open (days)</th>
<th>Can be weaned/look after themselves (weeks)</th>
<th>Mature and able to breed (months)</th>
<th>Gestation/incubation period (day)</th>
<th>Average litter/Clutch size</th>
<th>Average Lifespan (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog*</td>
<td>10 - 16</td>
<td>5 - 7</td>
<td>6 - 14</td>
<td>56 - 60</td>
<td>5 - 10</td>
<td>12</td>
</tr>
<tr>
<td>cat</td>
<td>8 - 14</td>
<td>7</td>
<td>6 - 9</td>
<td>63</td>
<td>4 - 6</td>
<td>12 - 16</td>
</tr>
<tr>
<td>Hamster</td>
<td>12 - 18</td>
<td>3 - 4</td>
<td>3-5 weeks</td>
<td>16 - 21</td>
<td>5 - 8</td>
<td>1.5 - 2</td>
</tr>
<tr>
<td>Rabbits</td>
<td>10 - 12</td>
<td>8</td>
<td>6</td>
<td>28-31</td>
<td>6</td>
<td>6-8</td>
</tr>
<tr>
<td>Chinchilla</td>
<td>Open when born</td>
<td>8-12</td>
<td>9-15</td>
<td>111</td>
<td>2</td>
<td>8-10</td>
</tr>
<tr>
<td>Guinea Pigs</td>
<td>Open when born</td>
<td>3</td>
<td>4 weeks</td>
<td>65 - 70</td>
<td>2-3</td>
<td>4-6</td>
</tr>
<tr>
<td>Budgerigar</td>
<td>8 -14</td>
<td>5</td>
<td>4</td>
<td>18</td>
<td>4-6</td>
<td>5-10</td>
</tr>
</tbody>
</table>

*smaller dogs will have a longer life span, about 15 -16 years*
Topic: Life Cycle of Individual Pets
Objective: To recognise baby animals and To understand the life cycles of individual pets, and to demonstrate an awareness of the responsibility and commitment required to care for pets
Level: Primary: 4– 6
Time: 1 lesson (35 minutes)

Lesson Plan

<table>
<thead>
<tr>
<th>Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Hand out sheet 1 of Activity 1</td>
<td>15</td>
</tr>
<tr>
<td>Use the PowerPoint slides titled ‘Pet Life Cycle’ and discuss</td>
<td>20</td>
</tr>
<tr>
<td>Allow students to finish the worksheets</td>
<td>10</td>
</tr>
</tbody>
</table>
Activity

- Find and name the baby animals
Find the young animals

chick

Tadpole

Caterpillar

Duckling

Puppy

Kitten
Needs of Baby Animals

Company

Special Food

What Else?

Clean Litter Tray

Lots of attention

Treated Gently

Comfortable bed
Responsibility
Brownies - Animal Care Badge

**Activity**

- Plan ahead before getting a pet home (worksheet)
- Discuss
You and your Pet’s future

Make a list of things that will likely be different in your life when your pet reaches old age

<table>
<thead>
<tr>
<th>Pets</th>
<th>Average Lifespan (Year)</th>
<th>Your age now (if you get a pet)</th>
<th>Your age when your pet is getting old</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dogs - big</td>
<td>12</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>- Small</td>
<td>15 – 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cats</td>
<td>16</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>Hamsters</td>
<td>2</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>Rabbits</td>
<td>8</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>Chinchilla</td>
<td>10</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>Guinea Pigs</td>
<td>6</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>Budgerigar</td>
<td>10</td>
<td>+</td>
<td>=</td>
</tr>
</tbody>
</table>
Honey Bees

Part 3

• Understand the habitat and particular needs for survival
4.1 How Much Care do Animal Need?

**Topic:** Habitat and the Basic Needs for Survival

**Objective:** To be aware of the survival skills needed by all animals and to develop an understanding of how different habitats fulfill these basic animal needs

**Primary:** 4–6

**Time:** 1 lesson (35 minutes)

**Preparation before Class:**
Place the picture cards that represent animal needs around the classroom. Pictures include bottles of water for ‘WATER’, a filled bread roll or fruit for ‘FOOD’, and a model home or aquarium for ‘HOME’.

**Lesson Plan**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand out the worksheet and ask the students to guess and draw the five basic needs for animal survival.</td>
<td>10</td>
</tr>
<tr>
<td>‘I spy…’game</td>
<td>10</td>
</tr>
<tr>
<td>Conclude with what habitat is and why we cannot survive without any one of these needs</td>
<td>15</td>
</tr>
</tbody>
</table>
Basic needs to survive
Part 1
Understand the needs of pets and the five freedoms for animals

Part 2
Understand the life expectancy of companion animals and learn what makes a suitable pet

Part 3
Learn about the animal behaviour

Part 4
Explain the correlation between human activity and environment

Part 5
How You Can Help Animals
Objective:

• to let the Brownies understand that keeping an animal is not easy and needs a lot of responsibility.

• Before keeping a pet, one should know more about the *needs of the animal
4.2 Pets’ Needs

Topic: Pets’ Need
Objective: To understand the Needs of individual pets
Level: Primary 4 – 6
Time: 1 lesson (35 minutes)

<table>
<thead>
<tr>
<th>Lesson Plan</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the need of individual pet</td>
<td>5</td>
</tr>
<tr>
<td>Activity</td>
<td>20</td>
</tr>
<tr>
<td>Conclude on particular needs of individual pet</td>
<td>10</td>
</tr>
</tbody>
</table>
4.2 Pets’ Needs

Do you want to have a pet?

Do you really know them and can satisfy their needs?

Are you really prepared?
4.2 Pets’ Needs

Pets are not Toys

Pets have life, feeling and needs
Pets are *toys* ????

They do not have feelings and needs
4.2 Pets’ Basic Needs

- Food - proper diet
4.2 Pets’ Basic Needs

- Water
4.2 Pets’ Basic Needs

- Place to live
4.2 Pets’ Basic Needs

- Exercise
4.2 Pets’ Basic Needs

- Grooming - to be brushed
4.2 Pets’ Basic Needs

- Go to the Vets when animal is sick
4.2 Pets’ Basic Needs

- Someone to look after them when you go on holiday
4.2 Pets’ Basic Needs

- Love and Care
4.2 Pets’ Needs

• What are the needs of individual pets?
4.2 Pets’ Needs

- What are the particular needs for dogs?
4.2 Pets’ Needs - Dogs

- Daily walk with your dog
4.2 Pets’ Needs - Dogs

- Collar and leash
4.2 Pets’ Needs - Dogs

- Frequent grooming and skin care
- Clean ears, deworm and deflea
4.2 Pets’ Needs - Dogs

- Behavior Training at early stage
4.2 Pets’ Needs - Dogs

- Dog Licence and rabies vaccination

  - Need to be licensed by and before age of 5 months, or else will breach the law and may be liable for a fine of $10,000
Activity

Caring for the Pets’ and their Needs
a) Worksheet pg 85 (HE)
b) Animal Photo pg 86 -87
Choose 1 Photo for each group
課堂活動: 寵物需要甚麼？

- 住處
- 頸圈及拖車
- 玩具

- 食物和水
- 當你外遊時，須要找別人照顧
- 植入晶片

- 獸醫服務
- 梳理毛髮
- 朋友（同類或人類）

- 防疫注射
- 運動
- 愛心及關懷
Basic Understanding for caring a pet
1.1 Why Certain Animals Make Good Pets While Others Do Not

**Topic:** Why Certain Animals Make Good Pets While Others Do Not

**Objective:** To understand the responsibilities humans have towards animals and to know that it is important to consider carefully whether an animal is suitable as a pet: whether or not it is appropriate for the country you live in, your home and your lifestyle. This lesson can also improve students’ critical thinking and presentation skills

**Level:** Secondary: 1 – 3

**Time:** 2 lessons (80 minutes)

<table>
<thead>
<tr>
<th>Lesson Plan</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worksheet‘- What kind of animal would you like to have?</td>
<td>10</td>
</tr>
<tr>
<td>Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Discuss in your group how you will look after the animal you have picked</td>
<td>10</td>
</tr>
<tr>
<td>Presentation and discussion</td>
<td>20</td>
</tr>
<tr>
<td>Homework ‘Why certain animals make good pets while other do not’</td>
<td>15</td>
</tr>
</tbody>
</table>
Activity

- create and present an animal profile
## Animal Profile

<table>
<thead>
<tr>
<th>Wolf</th>
<th>Giraffe</th>
<th>Panda</th>
<th>Monkey</th>
<th>Pig</th>
<th>Rabbit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cat</td>
<td>Kangaroo</td>
<td>Mouse</td>
<td>Bird</td>
<td>Whale</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Land Animals – Big and Small...

Marine Animals – Big and Small..

Animals of the Air – Big and Small
Panda
Panda Profile

- Habitat: Temperate Forests
- Location: Southwest China
- Status: Endangered
- Life Span: 14-20 years
- Population: Approximately 1,600 individuals in the wild
- Herbivore: apple, carrot, sweet potato and of course bamboo
Animals that can be kept as Pets
Dog
Dog Profile

- Habitat: House, Farm, City
- Location: Anywhere in the world
- Life Span: 12-16 years
- Provide companion for people, loyalty to owner
- Carnivore: dog food, chicken* etc
Cat
Cat Profile

- Habitat: House, City
- Location: Anywhere in the world
- Life Span: 12-16 years
- Carnivore: cat food, chicken* etc
Rabbit
Rabbit Profile

- Habitat: House, Farm, Meadow
- Location: Anywhere in the world
- Life Span: 6-8 years
- Herbivores: rabbit food, vegetables, fruit
Chinchilla
Chinchilla Profile

- **Habitat:** House, Andes Mountain Region
- **Location:** Anywhere in the world
- **Life Span:** 6-8 years
- **Omnivores:** chinchilla food, vegetable, fruit, insect etc
4.3 How Much Care do Animal Need?

**Topic:** Suitable Pets  

**Objective:** To understand the responsibilities that humans have towards animals, and the importance of having a pet that suits the environment in your country, home and even lifestyle.

**Level:** Primary 4 - 6  

**Time:** 1 lesson (35 minutes)

<table>
<thead>
<tr>
<th>Lesson Plan</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give an introduction on why wild animals are not suitable as pets</td>
<td>5</td>
</tr>
<tr>
<td>Use case studies to discuss exotic pets</td>
<td>30</td>
</tr>
</tbody>
</table>
4.3 Suitable Pets?

- Should we keep wild animals as pets?
4.3 Suitable Pets?

Difficult or impossible to keep wild animal as pets

- They need **special care** from experts
- They **can grow** bigger and stronger than what the owners expected or can manage.
- We may **not have enough facilities** to care for unwanted or unexpected litter. They might go back to exotic pet shops or to the wild this will disrupt the local ecosystem.
- Wild animals **spread disease**. They can carry diseases which may be dangerous to people, such as rabies.
- It may **cause the extinction** of the species.
Exotic Animal

- any animal that is not native to the country where it is kept in captivity
- these animals are not adapted to the climate and environment in the new country
- they rely on their keeper to provide the appropriate environment and food they need to stay healthy
Exotic Pets

• Can be more expensive to feed and look after properly. They often require specialist living conditions

• Extensive knowledge and experience is required for their proper care
4.3 Suitable Pets?

Exotic Pets

- People often buy young animals without finding out how big they will grow
Activity

- Caring for Exotics
  (worksheet)
4.3 Suitable Pets?

Suitable Pets for Hong Kong?

- Huskies
- Chinchillas
- Goldfish
- Green Iguanas
4.3 Suitable Pets?

- Huskies

They originally come from Siberia.
Hong Kong is too hot for them.
Suitable Pets for Hong Kong?

- Huskies
- Chinchillas
- Goldfish
- Green Iguanas
4.3 Suitable Pets

- Goldfish

They originate from streams in China and they are very hardy animals. As long as we carefully and regularly change their water, they can live many years.
Suitable Pets for Hong Kong?

- Huskies: Not suitable
- Chinchillas: Not suitable
- Goldfish: Suitable
- Green Iguanas
Activity

- Caring for the Exotics
  Creating a fully Grown
  Iguana – Size: 4/6 feet
Green Iguanas Profile

- Reptile
- Size: 4/6 ft
- Average life span in the wild: 20 years
- Habitats: Rain forests of northern Mexico, Central America, the Caribbean Islands, and southern Brazil near rivers, lakes & swamps
- Diet: Primary Herbivorous (Occasionally, it eats insects) feeding on a multiple variety of leaves, flowers, and fruit on the roof of the forest. It gets water from catching rain, condensation from flowers, leaves of trees and food.

http://animals.nationalgeographic.com/animals/reptiles/green-iguana.html
4.3 Suitable Pets?

Green Iguanas Profile

• A social species; groups can be found together in trees basking or feeding.
• As pet, it needs meaningful interaction with humans as a substitute for other iguanas in the wild. Or else, they may become depressed, ill or aggressive.
• Status
  Listed as “threatened” (due to destruction of the rain forests and demands of the wildlife and pet trade). And listed on the CITES Appendix II - (while they are not an endangered species, “their trade must be controlled so as to not harm the species in the future”)
4.3 Suitable Pets?

- Green iguanas

They need very special care and a lot of space
4.3 Suitable Pets

Suitable Pets for Hong Kong?

- Huskies: Not suitable
- Chinchillas: Not suitable
- Goldfish: Suitable
- Green Iguanas: Not suitable
Brownies - Animal Care Badge

- Part 1
  Understand the needs of pets and the five freedoms for animals

- Part 2
  Understand the life expectancy of companion animals and learn what makes a suitable pet

- Part 3
  Learn about the animal behaviour

- Part 4
  Explain the correlation between human activity and environment

- Part 5
  How You Can Help Animals
3.1 Learn about Animal Behaviour

Topic: How Pets Communicate with People
Objective: To discuss the feelings that pets have, their needs and how they communicate with people. Students should learn from this about pets’ feelings and behaviour.
Level: Primary 4-6
Time: 1 lesson (35 minutes)
Materials: Dog mask

Lesson Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the ways pets communicate with people by asking students to</td>
<td>15</td>
</tr>
<tr>
<td>guess how animals communicate with people</td>
<td></td>
</tr>
<tr>
<td>Role-play in two scenarios</td>
<td>20</td>
</tr>
<tr>
<td>Discussion of pets’ feelings and behaviour</td>
<td>10</td>
</tr>
</tbody>
</table>
Brownies - Animal Care Badge

Activity

- Role Play
Role-Play Mask
3.1 How Pets Communicate with People

The pet owner and the pet
3.1 How Pets Communicate with People

- Pets need food to survive
- A pet is your friend with which you can share your feelings. However, a pet also needs your company
- Pets also have feelings. They can be both happy and sad
3.1 How Pets Communicate with People

- Pets need exercise.
- Animals do not speak, and express themselves by using body language i.e. facial expression, licking or approaching you, making a noise i.e. a bark for a dog, a meow for a cat.
How to Greet a dog?

Five steps to remember
3.3. How to Greet a Dog?

Step 1 : Walk (slowly) to the dog’s own to ask if you can greet the dog.

Step 2 : Ask for permission from the dog’s owner; if the owner says ‘No’ politely accept the answer and do not pet the dog.

Step 3 : If the owner says ‘Yes’, make a closed fist with the back of your hand facing upward. Extend your hand slowly to the dog.
Step 4: Allow the dog to sniff your fist. We recognise people in sight. Dogs recognise people by (scent), so dogs learn people by sniffing their scent.

Step 5: After the dog has sniffed you and is familiar with you, ask the owner again which part of its body you can touch.
Why do dogs bite?

- Getting too excited
- Feeling angry
- Protecting puppies
- Protecting something
- In pain

Do Not Disturb
How should I react in the above situation?
Brownies - Animal Care Badge

• Part 1
  Understand the needs of pets and the five freedoms for animals

• Part 2
  Understand the life expectancy of companion animals and learn what makes a suitable pet

• Part 3
  Learn about the animal behaviour

• Part 4
  Explain the correlation between human activity and environment

• Part 5
  How You Can Help Animals

Primary Section
Lesson 5.2, 8.3
5.2 How you can help Animals

Topic: Do and Do Not

Objective: To build up a positive attitude to living in harmony with both wild and domestic animals, and the environment.

Level: Primary 4-6

Time: 1 lesson (35 minutes)

<table>
<thead>
<tr>
<th>Lesson Plan</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students do the worksheet individually</td>
<td>10</td>
</tr>
<tr>
<td>Check the answers together</td>
<td>10</td>
</tr>
<tr>
<td>Create a poster</td>
<td>15</td>
</tr>
</tbody>
</table>
Do and Do Not

To build up a positive attitude to living in harmony with both wild and domestic animals, and the environment.
Do or Do Not?

- Care for all animals – however big or small
- Be quiet – animals are frightened by loud noises
- Leave animals where you found them – they like their homes
- Put everything – such as logs, stones and leaves – carefully back where you found them
- Disturb an animal’s life
- Avoid touching the wild animals
- Protect our environment, conserve animals’ habitats
- Frighten an animal by any means
- Take flash photos of animal
Activity

- Choosing the most important code and create a Poster
“How happy and fortunate we are to have such a kind & caring owner!”
8.3 Are We doing something wrong?

Topic: Human Activity and the Environment
Objective: To identify human activities that are harmful to the environment, and identify alternative activities that are environmentally friendly. Build up a positive evaluation of the environment

Level: Primary 4-6
Time: 1 lesson (35 minutes)

**Lesson Plan**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read story</td>
<td>5</td>
</tr>
<tr>
<td>Identify activities that are harmful to the environment and alternative activities that are environmentally friendly</td>
<td>30</td>
</tr>
</tbody>
</table>
Activity

- Read the story and identify activities that are harmful to the environment
Yesterday was Danny’s birthday and his parents decided to take him and his elder brother for a picnic in the New Territories. His mum had prepared some sandwiches, chicken wings and a fruit salad. His dad had driven them out to the New Territories with their packed lunch and their dog – Maggie. The parking place was full, so Danny’s dad decided to park the car on the grass, but he hit a small tree as he backed in. He was happy, however, to see that he hadn’t damaged the car.
Everyone got out of the car and they found a table to put their picnic things on. They used a plastic tablecloth to cover the table and Danny’s mum picked some wild flowers to decorate the table.
Maggie jumped out of the car, ran free and chased some birds. She stopped briefly to have a poo and then ran into the lake after the ducks.
Danny and his brother jumped into the lake and caught some little fish. His mum unpacked the picnic lunch. The sandwiches were individually wrapped in plastic sandwich bags; the fruit salad and chicken wings were in separate disposable containers. After she had put boxes of juice and disposable cutlery on the table, lunch was ready.
Mom called the boys for lunch. A ladybug was crawling on the fruit salad. Danny’s Dad squished it. Danny said, “I wanted to take the ladybug home and observe it.” “You can take another one,” dad said, “I didn’t want you to have the one which stole our fruit salad.” Danny and his brother were full and took the bread crusts to feed the monkeys.
Danny’s parents started to pack away their belongings and noticed some wild dogs eyeing the left-over chicken wings. So they decided to leave the food behind, happy in the knowledge that they didn’t need to clean up the remains. They were back home in the early evening; Danny had had a happy birthday.
Activity

Suggest ways to help care for Hong Kong’s wild life e.g. protecting the macaques
Hong Kong Wild Animals

Brownies - Animal Care Badge

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• Part 5
How You Can Help Animals
Topic: Responsible Pet Ownership
Objective: have students understand the meaning of responsible pet ownership, and to teach them the joys and responsibilities associated with caring for a pet. From this, to build positive values in terms of respect for animals and life in general

Level: Primary 4 - 6
Time: 1 lesson (35 minutes)

Lesson Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worksheet</td>
<td>10</td>
</tr>
<tr>
<td>Answer-checking and class discussion</td>
<td>25</td>
</tr>
</tbody>
</table>
Brownies - Animal Care Badge

Activity

- Responsible Pet Ownership (worksheet)
Be a Responsible Pet Owner
Love and Care for your Pets
with a Lifelong Commitment
5.1 Responsible Pet Ownership

Love and Care

Got to the Vet
Sick
Body
Vaccination
Desex*

Behavior and Training

Pet’s Basic Needs
Food
Water
Home
Space

Microchip

Exercise

Grooming
Brush / Bath
Deworm
Deflea
Clean ears
5.1 Responsible Pet Ownership

• De-sexing

- A Way of Controlling the Animal Population
- To prevent the birth of unwanted litters
- Bring about health benefits to one’s pet
Can you provide your pet’s offspring with a good home?
5.1 Responsible Pet Ownership

Avoid Creating Nuisance

Put your dog on a leash when you take him/her out for walk

Noise Control Ordinance

• Check your dog when it barks

Public Cleanliness Offences Ordinance

• Clean up after your dog and dispose dog faeces
Activity

- “Pet Care Diary”
Suggested Activity

• Use an egg and decorate it as a pet
• Take care of your ‘pet’ every day and keep your daily record for at least 3 months
Resources

Full information available at
http://www.spca.org.hk/eng/programmes/edu_humane_program.asp
[registration required]

Part 1 - Primary Section Lesson 4.2, and Secondary Section 1.1

Part 2 - Primary Section Lesson 2.2, 2.3, 4.3

Part 3 - Primary Section Lesson 3.1, 3.3
Part 4 - Primary Section Lesson 5.2, 8.3

Part 5 - Primary Section Lesson 5.1
Questions
Respect for ALL LIFE begins with respect and kindness to animals.

This is a lifelong commitment!

Thank You!