

Lesson 1: Depend on Me

Big Idea

Pets depend on their owners to provide them with basic needs, love and attention.

Learning Goal

Students will identify the needs of a variety of family pets and explain the consequences for their pets and themselves if those needs are not met.

Links to Ontario Curriculum

Grade 1

Language (Oral Language)

1.5	Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions
2.2	Demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large group discussions
2.3	Communicate ideas and information orally in a clear, coherent manner

Science (Understanding Life Systems Needs and Characteristics of Living Things)

1.1	Identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans
3.5	Describe how showing care and respect for all living things helps to maintain a healthy environment

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Grade 2

Language (Oral Language)	
1.5	Use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text
2.2	Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions
2.3	Communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns
Science (Understanding Life Systems Needs and Characteristics of Living Things)	
1.2	Identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced

Grade 3

Language (Oral Language)	
1.6	Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them
2.2	Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions
2.3	Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence

Organization

Approximate Total Lesson Time: **30 – 40 minutes.**



Note: The times listed are intended to be used as a guideline. Teachers may make adjustments to time as needed to suit the needs and size of their class.

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Materials	Quantity
'What Might Happen' scenarios (provided at end of lesson)	1
Lined paper	1 per pair
Materials for students' 'What Might Happen' scenarios (i.e. puppets, paper for drawing, etc.)	Varies depending on student preference
Chalk/white board or chart paper	1 per student
Writing utensil for instruction	1

Required Background Knowledge

This lesson continues the theme of basic needs of pets that was introduced in Strand 1. If Strand 1 has not been taught, consider watching and discussing “What Do Pets Need” (<https://www.youtube.com/watch?v=FOLP8p0jSoA>) as an introduction to the lesson.

Consider starting a word wall and add the term “consequence”. See the appendix for word wall cards.

Engagement & Making Connections

Engage and activate students' thinking with a few **What Might Happen** scenarios. (See sample Scenarios at the end of this lesson.)



Note: It will be important to include at least one scenario related to a neighbourhood or classroom pet so that students who do not have a family pet can contribute to the discussion.

Invite students to share their ideas with a partner and/or gather their ideas and thinking as a larger group. Summarize students' thinking related to how pets depend on their owners and friends.

Challenge & Collaboration

Invite pairs of students to create a new What might happen ... story to share with the class. They may wish to tell their story, dramatize it with puppets, or represent it in a picture format.

Tech Tip: Students can use an app like Toontastic to create their stories.

Challenge the class to identify what the pet needed from their owner or friend in each scenario. Record the identified needs using chart paper or on the board. Revisit the list and add to it as students learn more about pets and their needs.

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Reflection & Response

Engage students in reflecting on their learning experiences using questions such as:

- Who do you depend on for your needs ... at home ... at school ... in your neighbourhood, ... ?
- What might happen if someone forgot to pick you up after school ... or make your lunch for school ... or wash your clothes, ... ?
- How might you feel if something like that happened to you?
- What might it mean to say that your pet trusts and depends on you and your family?

Optional Extension

Use the **What Might Happen** Scenarios and have students in small groups select one and dramatize it using role playing, pantomime, or tableaux.

Additional Resources

Videos

1. "I Have a Pet" <https://www.youtube.com/watch?v=pWepfJ-8XU0>
Children talk about different pets in this music video of a cumulative song.

Books

Non-Fiction

1. "National Geographic Kids Everything Pets: Furry Facts, Photos, and Fun Unleashed!" by James Spears.
Kids learn information and facts about a variety of pets.

Fiction

1. "Arthur's Pet Business" by Marc Borwn
Arthur goes into the pet sitting business to convince his parents he is ready for a dog.
2. "Memoirs of a Hamster" by Devin Scillian, illustrated by Tim Bowers
Told in the first person, a hamster realizes he likes the creature comforts of his cage when he is enticed out of his cage by the pet cat.



Note: We recommend that teachers preview all materials before sharing with the class to ensure that the material is suitable. While resources are listed for each lesson, resources may be suitable for many of the lessons.



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Depend on Me

What Might Happen Scenarios

- **What Might Happen if** ... you and your family left your dog at home while you took a trip to a different city to visit your grandparents for the afternoon and the trip home took longer than you expected and you arrived home three hours late?
- **What Might Happen if** ... you took your guinea pig out of his cage so that you could clean it and you forgot to close your bedroom door?
- **What Might Happen if** ... you and your family let your dog off her leash when you go to the park?
- **What Might Happen if** ... a neighbourhood dog ran toward you and you were frightened so you tried to run away?
- **What might happen if** ... the neighbour's cat climbed high up in a tall tree and couldn't get down?
- **What might happen if** ... someone in the neighbourhood left an open can of oil behind their garage?
- **What might happen if** ... someone in your family left the back door open while your bird's cage was open?

