



ANIMAL &
VETERINARY
SERVICE

A cluster of NParks

Discovering Pets

A pre-school programme for
developing responsible pet ownership
(Pre-School Kit on Animal Welfare and Care)

Teacher's Guide



Acknowledgements

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- PAP Community Foundation
- Cherie Hearts
- National Library Board

Foreword

Pre-School Kit on Animal Welfare and Care

Together with representatives from Members of Parliament, Animal Welfare Groups (AWGs), the pet and veterinary industries, and the community, the Multi-Stakeholder Collaboration Committee for Animal Welfare (MSCC) has developed the Pre-School Kit on Animal Welfare and Care. The Kit aims to:

- Promote better understanding of animals in students.
- Develop care and compassion towards animals in students.
- Teach students responsible pet ownership.

We hope that the creative lessons and fun activities covered in this guide and the student activity book will encourage pre-school students to respect our urban ecosystem and become caring and responsible pet owners.

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Background Information



There are 2 main themes in this Pre-School Kit on Animal Welfare and Care, which are relevant to the following learning areas of the Ministry of Education's Nurture Early Learners (NEL) framework.

1. Understanding Animals

2. Responsible Pet Ownership and Care for Pets

NEL framework

- **Discovery of the World**
- **Language and literacy**
- **Motor skills development**
- **Social and Emotional Development**
- **Aesthetics and Creative Expression**

To make learning fun and purposeful, we have incorporated the following teaching strategies:

Hands-on activities, which are as authentic as possible.

Use of a **variety of methods**.

Use of **open-ended questions** to **stimulate thought and creativity** in the students.

Values and learning points in every lesson: Respect, responsibility, care and compassion for animals.

Discussion questions to give the students opportunities to express themselves and practice their language and communication skills.

Facilitation questions with suggested answers that you can use to quiz your students. They are non-exhaustive; feel free to add to them!

- A list of effective questions you can ask.
- Accurate suggested answers, so you do not have to do research to answer them.
- They are not exhaustive, so please feel free to add to them.
- Students do come up with wonderful answers too – do accept any reasonable answers.
- Just a gentle reminder, not to answer the questions immediately, but give the students some time to ponder and respond.



How to use this Teacher's Guide



This Teacher's Guide includes **7 creative and integrated lessons** with activities.

Feel free to integrate the activities into your lessons or modify them with your own wonderful ideas!

We recommend that you try to complete as many lessons as you can, especially the reflection session when you consolidate everything with the students. When facilitating discussions, remember to allow the students some time to think and respond to the questions.

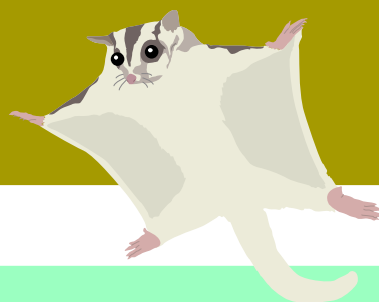
How to Select lessons

- Use the **Summary of Lessons** to check on the lesson objectives, duration, type of activities and relevance to NEL.
- We have also included **related extension activities** like learning journeys and AVS programmes.
- You are encouraged to **follow the lesson sequence** as they are ordered in a progression.

**“ Enjoy the lessons
and together, let’s
develop our young
to become more
loving and caring
pet owners! ”**



Summary of Lessons



1. Understanding the Animals Around Us

(Theme: Understanding Animals)

Duration: 25 minutes

Learning Objectives

- Learn how to distinguish pets from wild animals.
- Learn about the different types of pets.
- Learn how to co-exist with animals.
- Develop respect and compassion for animals.

Linkage to NEL Framework

- Discovery of the World. Theme: Animals.
- Development of process skills: Observing, comparing and classifying.
- Language and literacy: Thinking and communication skills.
- SEL: Teamwork.
- Development of attitudes: Respect and compassion.

Type of Activities

- Sorting card game.
- Brainstorm/discussion.

Extension Activities

- Drawing posters on pets and wild animals.

2. Before You Get A Pet

(Theme: Responsible Pet Ownership and Care for Pets)

Duration: 45 minutes

Learning Objectives

- Recognise that owning a pet comes with a big responsibility.
- Learn that we should think carefully before deciding to get a pet. It is a life-time commitment.
- Know what to do when we encounter stray animals.
- Develop respect and compassion for animals, including pets and stray animals.

Linkage to NEL Framework

- Discovery of the World. Theme: Animals.
- Process skills: Analysis and decision-making.
- Language and literacy: Comprehension of stories, thinking and communication skills.
- Development of attitudes: Respect, compassion and responsibility.

Type of Activities

- Storytelling.
- Brainstorm/discussion.
- Video screening.

Extension Activities

- Inviting a guest speaker from an Animal Welfare Group with a rescued pet.
- Visiting an animal shelter.
- Attending a Learning Journey on responsible pet ownership.
- Reading "We're Getting a Pet" - book by Sue Fliess.



3. Pet Care I: Introduction

(Theme: Responsible Pet Ownership and Care for Pets)

Duration: 25-30 minutes

Learning Objectives

- Recognise that pets are entirely dependent on their owners for daily needs.
- Learn about the basic pet care: Food, water, clean home, exercise, play and medical check-ups.
- Learn how they can help with some pet tasks.
- Develop respect and compassion for pets.

Linkage to NEL Framework

- Discovery of the World. Theme: Animals.
- Process skills: Analysis and decision making.
- Language and literacy: Thinking and communication skills.
- Development of attitudes: Care, compassion and responsibility.

Type of Activities

- Mystery bag game.
- Brainstorm/discussion.

Extension Activities

- Activity 3 (Page 3 of Activity Book).
- Lesson 5 Pet Care II Well Fed & Active Pets.
- Going on a learning journey (contact AVS to find out more).

4. Pet Care II: Food and Exercise

(Theme: Responsible Pet Ownership and Care for Pets)

Duration: 35-40 minutes

Learning Objectives

- Learn about the foods suitable for different pets.
- Learn about the foods that pets should not eat.
- Recognise that pets need exercise to stay healthy and prevent diseases.
- Develop respect and compassion for pets.

Linkage to NEL Framework

- Discovery of the World. Theme: Animals.
- Process skills: Observing, comparing.
- Language and literacy: Thinking and communication skills.
- Motor skills: Active play.
- Development of attitudes: Care, compassion and responsibility.

Type of Activities

- Interactive presentation with
- Quiz.
 - Discussion.
 - Activity 1 in Activity Book.
 - Active play: How pets exercise.

Extension Activities

- Making a Pet Toy.
- Lesson 6 Pet Care III: My Pet's Home.



5. Pet Care III: Creating a Suitable Home

(Theme: Responsible Pet Ownership and Care for Pets)

Duration: 25 minutes

Learning Objectives

- Understand why pets need a clean and comfortable environment to live and rest in.
- Develop respect and compassion for pets.

Linkage to NEL Framework

- Discovery of the World.
Theme: Animals.
- Language and literacy:
Thinking and communication skills.
- Development of attitudes:
Respect, compassion and responsibility.

Type of Activities

- Activity 2 in Activity Book.
- Brainstorm/discussion.

Extension Activities

- Pet show-and-tell.

6. Pet Care IV: Visiting the Vet

(Theme: Responsible Pet Ownership and Care for Pets)

Duration: 25 minutes

Learning Objectives

- Understand why pet owners need to bring their pets to see a vet regularly to keep them healthy.
- Develop respect and compassion for pets.

Linkage to NEL Framework

- Discovery of the World.
Theme: Animals, occupations (vet).
- Language and literacy:
Thinking and communication skills.
- Development of attitudes:
Care, compassion and responsibility.

Type of Activities

- Learning through toys like toy stethoscopes, thermometers, medicine bottles, etc.
- Storytelling.
- Brainstorm/discussion.

Extension Activities

- Participating in Petzmania at NParks' Pets Day Out.
- Role-play a visit to the vet.

7. Pet Reflections

(Theme: Responsible Pet Ownership and Care for Pets)

Duration: 25 minutes

Learning Objectives

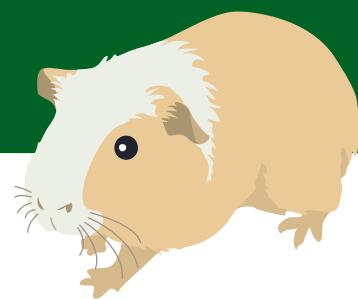
- Recall and reflect on what they have learnt over the past few lessons.
- Recognise the need to understand animals and be a responsible pet owner.
- Develop respect and compassion for animals, including pets and stray animals.

Linkage to NEL Framework

- Discovery of the World:
Animals.
- Social and Emotional Development.
- Language and literacy.
- Development of attitudes:
Respect, compassion and responsibility.

Type of Activities

- Quiz.
- Sharing.



Lesson 1: Understanding the Animals Around Us

Duration

25 minutes.

Learning Objectives

To help the students:

- Learn how to distinguish pets from wild animals.
- Types of pets.
- Learn how to have a peaceful co-existence with animals.
- Develop respect and compassion for animals.

Linkage to NEL Framework

- Discovery of the World.
Theme: Animals.
- Development of process skills: Observing, comparing and classifying.
- Language and literacy: Thinking and communication skills.
- SEL: Teamwork.
- Development of attitudes: Respect and compassion.

Type of Activities

- Sorting card game.
- Brainstorm/discussion.

Materials and Preparation

Animal cards: Print a few sets of the Animal Sorting Cards and cut them out. You will need 1 set of cards for 3-4 students. Optional: Laminate them.

How to conduct

Introduction

1. Introduce the lesson: There are many animals around us – some live with us in our homes while others live in our green spaces like the parks and nature reserves. Who can name some?
(answers may vary).
2. Ask what a pet is:
A pet is a companion that lives in a home with people as part of a family. Pets are dependent on their owners for food, shelter and love.
3. Ask what a wild animal is:
A wild animal is capable on surviving on its own in the outdoors such as forests, parks, nature reserves, ponds etc. They are not suitable as companions at home.

Animal Sorting Card Game (15min)

4. Ask the students to sit in groups of 3 or 4.
5. Explain that the groups will play a game to sort pets and wild animals: When the teams get their cards, they are to sort them into 2 piles: one pile for "Pets" and one for "Wild Animals" as a team. When they finish, you will discuss the answers.
6. Distribute a set of cards to each group and give the students 5-10 minutes to complete their task. Move around to check and help groups, if needed.
7. You may choose to give younger students fewer cards.
8. When every group has completed the activity, go through the answers:

Pets

1. Aquarium Fish
2. Budgie (Parakeet)
3. Cat
4. Chinchilla
5. Dog
6. Gerbil
7. Guinea Pig
8. Hamster
9. Parrot
10. Rabbit
11. Terrapin (Red-Eared Slider)

Wild Animals

1. Civet Cat
2. Hedgehog (Non-native)
3. Iguana (Non-native)
4. Monkey
5. Monitor Lizard
6. Otters
7. Pigeon
8. Slow Loris
9. Snake
10. Spider
11. Sugar Glider (Non-native)



9. Discuss the answers with the students.
- Go through the list of pets, highlighting the different types
- Go through the list of wild animals. Explain that “non-native” means that they are not from Singapore but from other countries.
- Can wild animals live in our homes? Should we keep them as pets? Why not?
No. Their homes are in the wild, where they can find their own food and shelter. Our homes are not natural habitats for them to live. Accept other reasonable answers.

Compassion for Animals (brainstorm and discuss) 10min

10. Explain that we need to be kind to animals, whether it is a pet or wild animal.
11. Discuss these questions with the class. Accept any other reasonable answers. Suggested answers are given.

How can we respect and care for our pets?

- Take good care of them – remember to feed them, give them water, clean their cage/shelter. Give them exercise and love!
- We should not scare them, beat or hurt them in any way.
- Do not abandon i.e. “throw” or leave them in a place like a park. A pet is for life.

- Be gentle with them when we are carrying them – don’t hold them too tight or hurt or drop them.
- We need to give animals enough space to live in – do not put too many fishes or terrapins in a tank or give them too small a tank to live in. Larger animals, like dogs and cats, should be allowed ample space to roam within the house.

How can we respect wild animals?

- Don’t keep a wild animal as a pet. They belong outdoors.
- Don’t feed them.
 - Feeding pigeons and other birds can cause them to breed very fast. Too many pigeons, crows, mynahs or sparrows can dirty our neighbourhood. Feeding animals is also illegal in Singapore.
 - Feeding monkeys or squirrels can change their behaviour which will harm them in the end. They soon learn to expect food from humans and sometimes monkeys can snatch food from us.
 - They are able to find their own food. Human food is not suitable and can make them ill.
- We should not scare them, beat or hurt them in any way. Do not throw things at them. This is unkind and can be dangerous if the animal tries to defend itself.

- When we go to a park or nature reserve, be quiet and don’t talk loudly or play music as it will disturb the animals.
 - We can observe the animals from a distance. Do not try to get close or touch them.
12. Explain that Singapore is also home to many native wildlife. We can make informed decisions to co-exist with and ensure these local biodiversity can continue to thrive in our City in Nature.

Advanced questions:

13. What other animals should we not keep as pets?

We should not keep wild animals like spiders, snakes, iguanas, civet cats and sugar gliders as pets. These wild animals are protected by laws. Selling, buying or keeping them is against the law in Singapore and people who do so can be fined or jailed.

- **Why do we have these laws?**

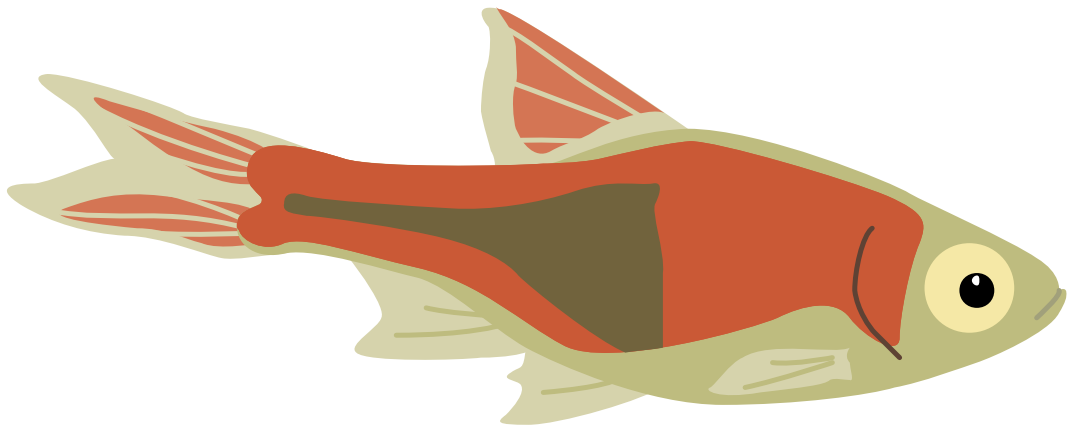
These animals were captured from their natural habitats, smuggled and sold to make money. If this continues, these animals will become endangered and even extinct. Laws have been set up internationally to protect wild animals from unlawful animal trade, and from poachers who trap wild animals to keep as pets or sell.

Conclusion

There are many pets and animals around us.

- Pets live in our homes. Wild animals live in outdoors in our parks and nature reserves.
- We need to be kind to all animals, whether it is a pet or a wild animal.
- We can live peacefully with the animals by respecting them.
- A pet is for life.



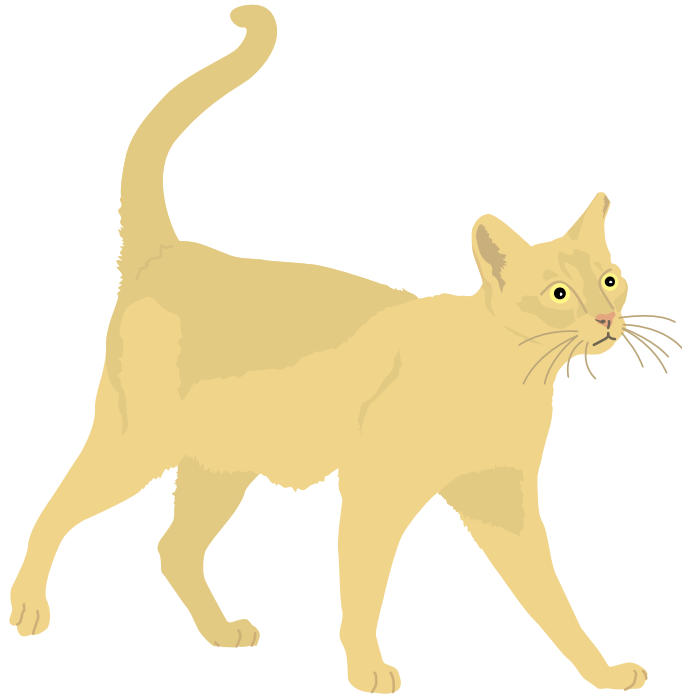


Aquarium Fish

----- Animal Sorting Cards -----



Budgie (Parakeet)

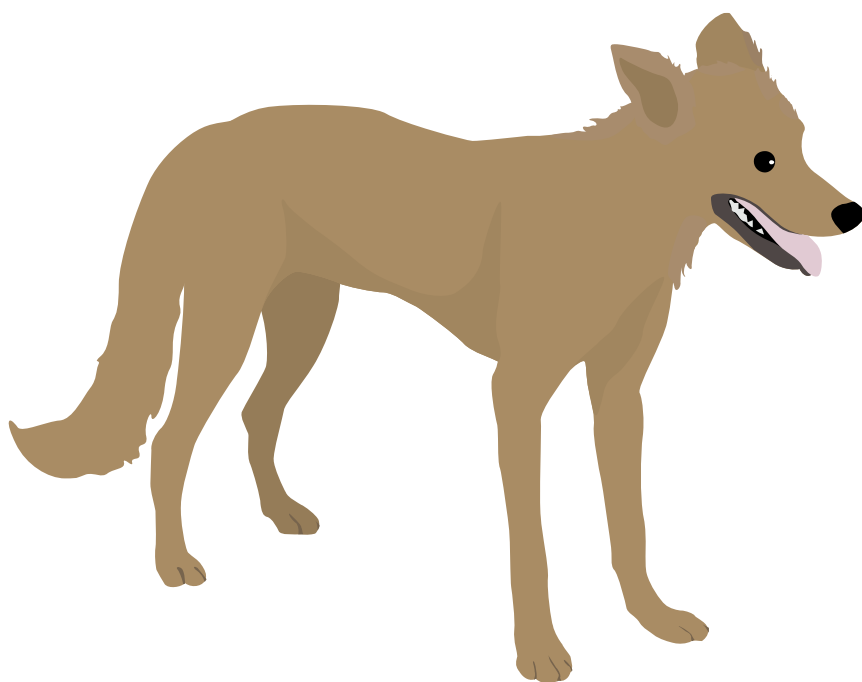


Cat

----- Animal Sorting Cards ----- ✂



Chinchilla



Dog

----- Animal Sorting Cards -----



Gerbil



Guinea Pig

----- Animal Sorting Cards -----

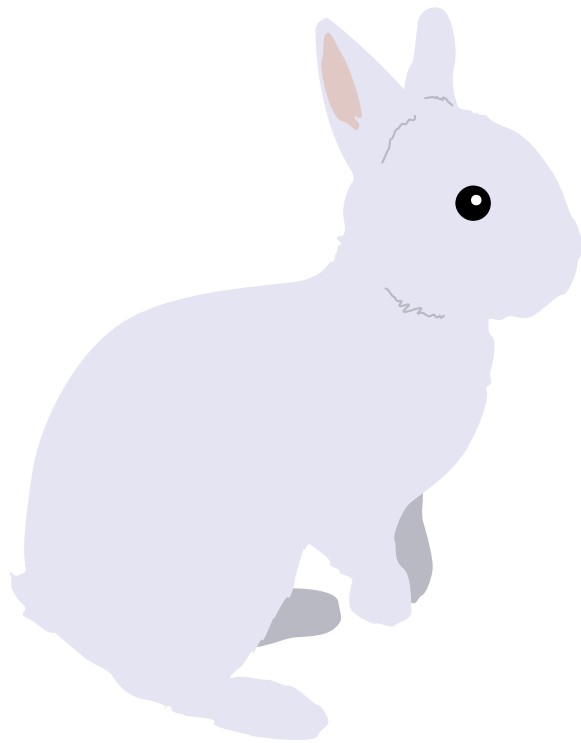


Hamster

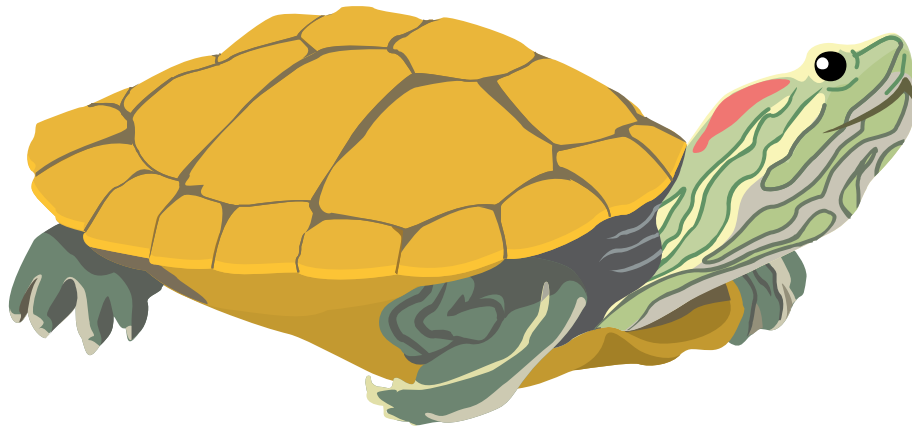


Parrot

----- Animal Sorting Cards -----

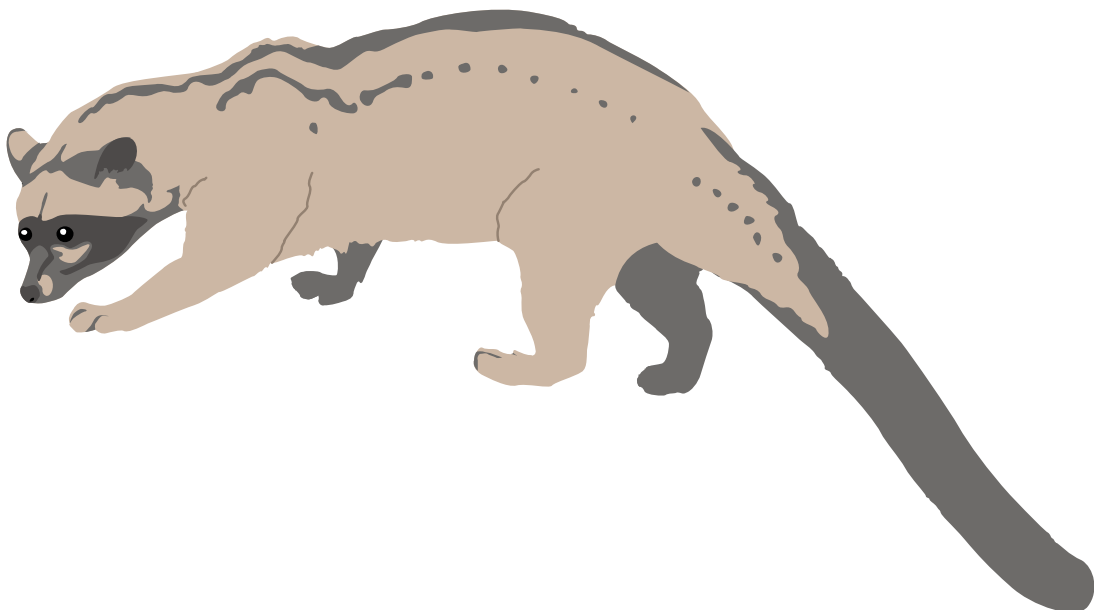


Rabbit



Terrapin (Red-eared Slider)

----- Animal Sorting Cards -----



Civet Cat

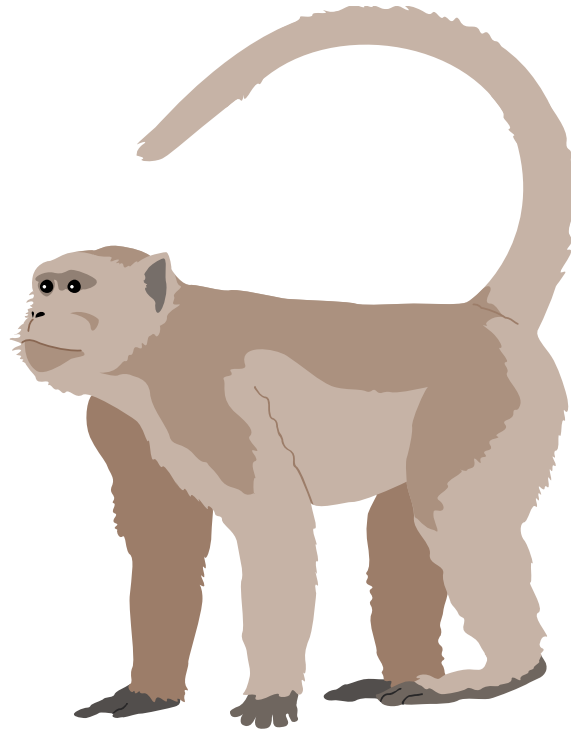


Hedgehog (Non-native)

----- Animal Sorting Cards -----

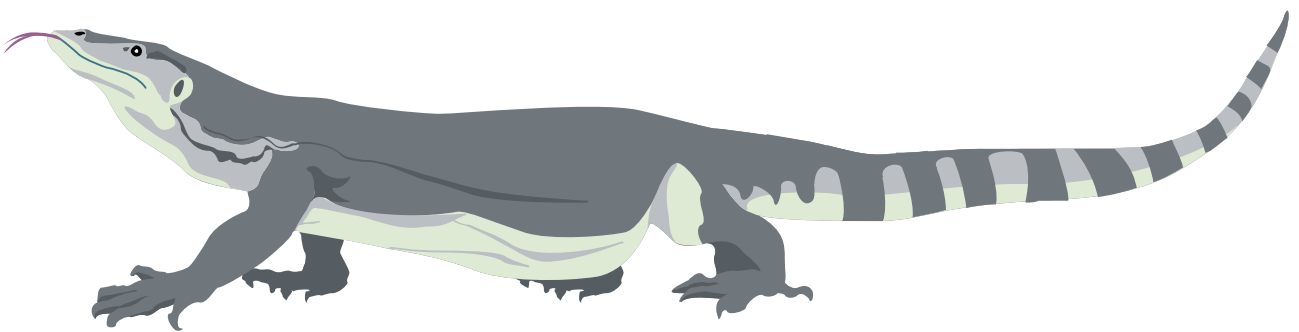


Iguana (Non-native)

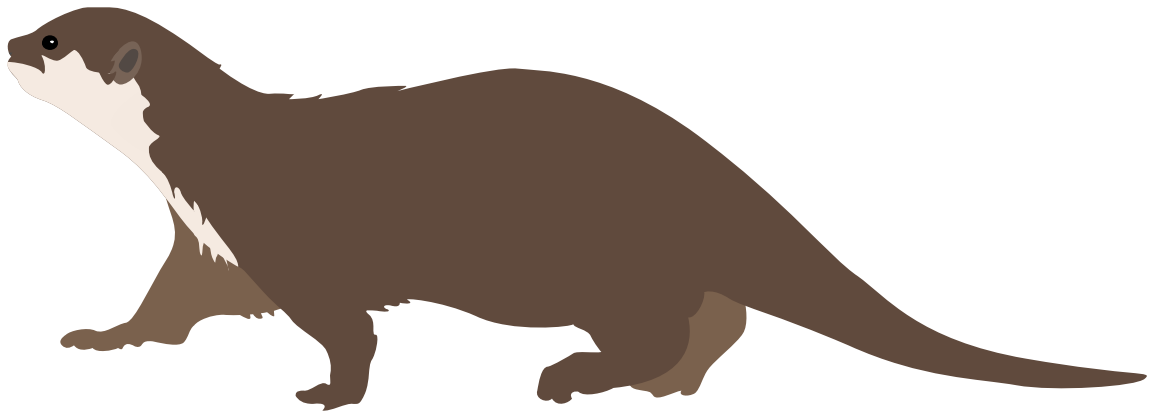


Monkey

----- Animal Sorting Cards -----

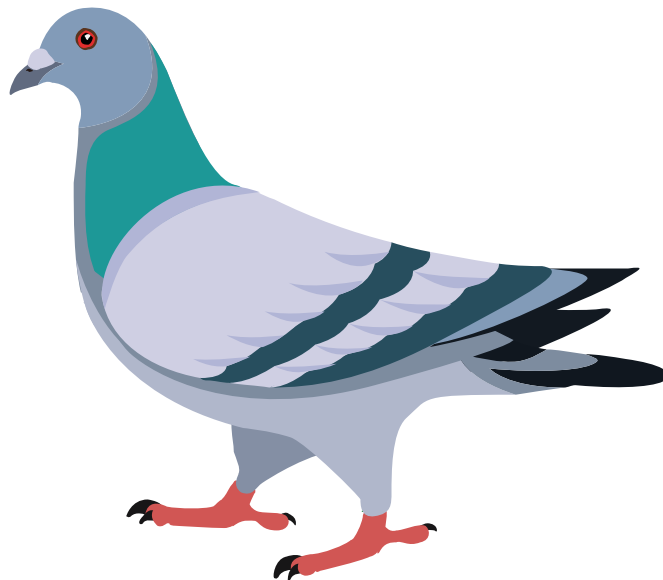


Monitor Lizard



Otter

----- Animal Sorting Cards -----



Pigeon



Slow Loris

----- Animal Sorting Cards -----



Snake



Spider (Tarantula)

----- Animal Sorting Cards -----



Sugar Glider (Non-native)



Extension Activity

Drawing posters on pets and wild animals:

- Obtain two large pieces of paper and label one "Pets" and the other "Wild Animals".
- Invite the students to draw and colour the relevant animals on these posters. The older students can write the names of the animals too. Ensure that the animals are categorised in the correct poster and the labels are accurate.
- When they have finished, paste the posters on the wall. You can refer to them for the next few sessions.





Lesson 2: Before You Get a Pet (can be conducted in 2 different sessions)

Duration

45 minutes.

Learning Objectives

To help the students:

- Recognise that owning a pet comes with a big responsibility.
- Think carefully before deciding to get a pet.
- Understand that caring for the pets is a family responsibility and life-time commitment.
- Know what to do when we encounter stray animals.
- Develop respect and compassion for animals, including pets and stray animals.

Linkage to NEL Framework

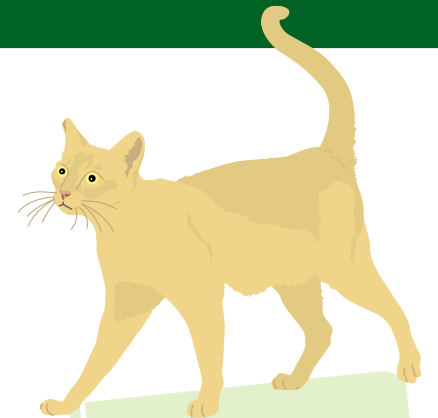
- Discovery of the World.
Theme: Animals.
- Process skills: Analysis and decision-making.
- Language and literacy:
Comprehension of stories, thinking and communication skills.
- Development of attitudes:
Respect, compassion, responsibility.

Type of Activities

- Storytelling.
- Brainstorm/discussion.
- Video screening.

Materials and Preparation

- Obtain one of these 2 story books or any book that teaches about the realities and responsibilities of pet ownership.
- Read through to understand the story. You are encouraged to note down questions to quiz the students.
- Print one set of the Pet Decision Cards and cut them out.
Optional: Laminate them.
- Load the following video on pet abandonment from YouTube. Do Not Abandon Your Pet:
<https://www.youtube.com/watch?v=dDLCnRKAap8>
- Set up the laptop, projector, screen and portable speaker.



Princess Nika's Dog

Author: Aleix Cabrera
Location: Early Literacy / Junior Lending Picture Books
Call number: English CAB
Synopsis: Synopsis: The young princess in this book gets a dog and learns about all the work that comes with being a pet owner.

Lola gets a cat!

Author: Anna McQuinn
Location: Early Literacy / Junior Lending Picture Books
Call Number: English MAC
Synopsis: A young girl, Lola, learns how to care for her cat.

How to conduct

Introduction

1. Ask the students to name some pets that people keep. Accept all reasonable answers.
2. Explain the objectives of this lesson. This includes understanding what having a pet is like and what are the considerations before getting a pet. We will also discuss what an abandoned pet goes through and what to do if we see one.

Story Time: Read a story book on getting a pet (15min)

3. Invite the students to gather for story-telling. Recap that a pet is for life; it is like having a new member in the family.

4. Discuss the book after reading it. Here are suggested questions:
 - a. What animal did the characters in the book get as a pet?
Dog or cat.
 - b. What are some things we have to do to care for a pet?
Feed it, play with it, clean up after it, train, etc.
 - c. What did they learn from the story?
That keeping a pet is a lot of work, but it brings a lot of joy, love and fun for the family.
 - d. Any other questions you have prepared.



Deciding whether or not to get a pet (15 min)

5. People need to think through carefully before getting a pet, because once they have decided, they will be keeping the pet for the rest of its life.
6. How do people decide whether to get a pet or not? Here are some areas to think through:

Show your students the 5 Decision Cards - "Time", "Who", "Space", "Costs", "Type of pet" on a white board.

Discuss these cards one at a time. Link the concept of time, people (who), space, costs, type of pet, to keeping a pet. Prompt the students to give their opinions for each of them. Here are some suggested answers:

- **TIME** - Does everyone in the family have time to take care of the pet? Time to feed, clean, go for walks, bring to the vet, etc. if we do not do all these things, our pet can become unhealthy and ill. We need to be responsible for them and care for them. Will you be willing to spend time to feed and play with your pet daily?
- **WHO** - Is everyone in the family comfortable with getting a new pet? Who in the family will take care of the pet? If there is no one who wants to care for the pet, then perhaps not get a pet. Who is going to feed, walk, and clean up after the pet among other responsibilities?
- **SPACE** - a bigger pet needs more space. How much space do you have in your house? If the space is small, we should consider keeping smaller pets so that they have enough space.
- **COST** - Having a pet can be costly. The family has to pay for food, fees for the vet medical check-ups, etc. Over many years, it can cost quite a lot of money. The family needs to decide whether it can or wants to spend additional money by having a pet.

Give an estimate of how much vet clinic fees can cost. For example, going to the vet may cost \$1000 - that's as many as 1000 sweets!"

- **TYPE OF PET** - some bigger pets like dogs live longer, require more time, more space and may cost more to keep (vet fees, licensing, micro-chip etc.) Others like hamsters have shorter lives and need less space.

Advanced (older students)

9. Ask the students what are other considerations they can think of? Suggested answers:
 - Does everyone in the family want a pet?
 - Where will the pet live? Where to put the bed, cage or tank?
 - What happens if the pet owners need to go away to another country - for holiday or work? Will they ask relatives or friends to care for their pet? Or put their pet in a pet hotel?

Abandonment of Pets (15min)

10. Prepare the projector, laptop and screen.
11. Show the students a YouTube video on abandonment, titled "Do Not Abandon Your Pet".
12. After watching it, discuss the story. Guide the students to think about the plight of abandoned pets. Suggested questions and answers: For discussion's sake, give the dog a name (e.g. Joe).
 - What will the Joe eat now that it has been abandoned?
Joe will not have proper food to eat and maybe have to eat leftovers from rubbish bins.
 - How does Joe feel after it was abandoned?
Joe was heartbroken and confused as to why its owner does not want it anymore.

- What other troubles could Joe have as a stray dog?
It will have no place to sleep or take shelter from rain and storms; it will become dirty, fall sick, or even die.
 - What could the pet owners have done instead of abandoning their pet?
 - They should have thought through carefully before they got the dog.
 - They should make a way to keep the dog (a pet is for life).
 - if they really cannot keep it, they should have given it away for adoption and not irresponsibly abandon it.
13. Ask students what to do if we see a stray dog or cat? Let students give their answers. Suggested answers:
 - Do not shout, run or chase the stray dog or cat.
 - Do not go too close to them and walk away slowly. Stray dogs may bark to defend their territory.
 - Observe the animal - Stray cats with one ear that is tipped cut means that they have been sterilised. They have caregivers who feed and look after them daily. Hence, we need not be too worried about them.
 - Call the Animal & Veterinary Service (AVS) or an Animal Welfare Group if you see any injured stray dog or cat.
 14. Ask the students what happens after the stray animals are brought to an animal shelter?
 - When brought to a shelter, the dog or cat will be fed, bathed and checked by a vet on their health.
 - Later on, they can be adopted by new owners.



Conclusion

- Keeping a pet may be fun, but it comes with a lot of work and responsibility.
- Potential pet owners will need to think through carefully before they make the big decision on getting a pet – whether they have time to care for a pet, who will be caring for the pet, etc.
- A pet is a lifelong commitment. Abandoning your pet is irresponsible and harmful to your pet.
- If you see stray dogs and cats, do not shout, run or chase after it. Call the Animal & Veterinary Service (AVS) or an Animal Welfare Group if you see any injured stray dog or cat.

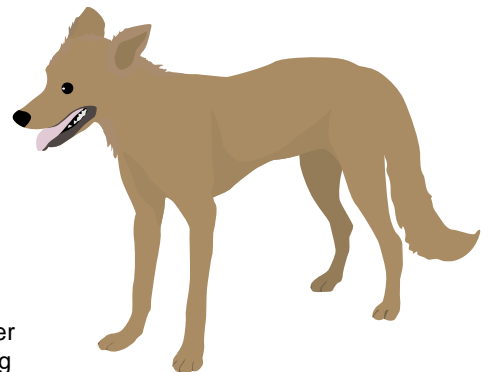
Extension Activity

- Invite a guest speaker from an Animal Welfare Group with a rescued pet (see page 34).
- Visit to an animal shelter to see the hard work that goes behind caring for the pet (see page 34).
- Contact the Animal & Veterinary Service (AVS) to attend a Learning Journey on responsible pet ownership at: <https://www.nparks.gov.sg/avs/outreach/educational-programmes/learning>

or look out for NParks' Pets' Day Out events at:

<https://www.nparks.gov.sg/avs/outreach/pets'-day-out/pdo>

- Read another book on getting a pet:
 - Title: We're Getting a Pet!
 - Author: Sue Fliess.
 - Location: Early Literacy / Junior Lending Picture Books.
 - Call Number: English FLI.
 - Synopsis: A young boy's family is ready for a pet. But what kind of pet should they get? In this lively read-aloud, a trip to a rescue shelter leads to just the right kind of pet for the whole family. It's an older dog who's already trained... And ready to be a best friend.





Time



Who

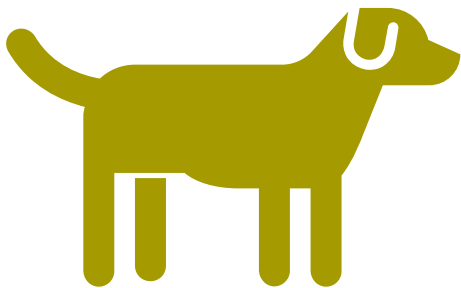


Space



Cost

Pet Decision Cards



Type of pet

Blank



Lesson 3: Pet Care I: Introduction



Duration

25 - 30 minutes.

Learning Objectives

To help the students:

- Recognise that pets are entirely dependent on their owners for daily needs.
- Learn about the basic pet care: Food, water, clean home, exercise, play and medical check-ups.
- Learn how they can help with some pet tasks.
- Develop respect and compassion for pets (potential or current).

Linkage to NEL Framework

- Discovery of the World.
Theme: Animals.
- Process skills: Analysis and decision making.
- Language and literacy – thinking and communication skills.
- Development of attitudes: Care, compassion and responsibility.

Type of Activities

- Mystery bag game.
- Brainstorm/discussion.

Materials and Preparation

- An opaque “mystery” bag.
- Print 1-2 sets of Pet Care Cards. Place pairs of the same cards, according to the number of pairs of students into the mystery bag before the game. Optional: laminate the cards.

How to conduct

Introduction

1. Recap that keeping a pet may be fun, but it comes with a lot of work and responsibility. Potential pet owners will need to think through carefully before they make the big decision on getting a pet.
2. Explain that the students will learn about what pet owners need to provide for their pets and how they can help in this lesson.

Pet Care Mystery Bag Game (20min)

3. Ask the students to sit in a circle.
4. Explain that pets have many needs and owners must provide for these needs. They will play a game to help them understand what pets need.
5. The pet care mystery bag game will be passed around and everyone is to take one pet care card. The cards are items that are needed to care for pets.
6. Once everyone has taken a card, find the person with the same card and sit down together. Each pair is to brainstorm what their item is, and what needs it meets for a pet.

7. Let the pairs discuss for a short time, then gather the class for a debrief of the activity. Here are some suggested answers:

- Water dish/dispenser: pets need to drink clean water.
- Pet food dish – Pets need to eat the correct food.
- Pet litter tray: Pets need a clean environment. We need to clean the poop tray daily.
- Pet shampoo – Pets like dogs need to be kept clean by bathing them.
- Brush – pets need us to clean and brush them, to have healthy fur.
- Pet toy – pets need to play. This keeps them alert, healthy and gives them adequate exercise.
- Love – pets need our love (and compassion). They can sense how we feel about them.
- Carrying box – this to bring smaller pets to the vet or other places comfortably.
- Bedding – clean and soft materials for guinea pigs, hamsters, rabbits and chinchillas to rest and hide in and a soft bed for dogs or cats to sleep on.



Leash – to bring dogs out for walks and exercise and prevent them from running off and getting lost.

Which pet care tasks can the students help in? (5-10 min)

8. Ask the students what they can do to take care of pets. Let them brainstorm and discuss. You can use the full deck of cards with all the pet care items and tasks: which of these tasks can be carried out by students?

9. Let the students suggest. Here are the suggested answers:

- Feed the pet.
- Give or change water in the dish for the pet.
- Play with the pet.
- Hug and love the pet.
- Brush the pet.
- Give treats to the pet.

In addition, the students can also:

- Help to groom the pet.
- Clean the home/bed of the pet.
- Clean the pet litter tray of the pet.

Conclusion

- Let's summarise the basic needs of pets which owners should provide for: Food and water, a clean and healthy living environment, exercise, play, and regular medical check-ups at the veterinary clinic.
- The students can help to carry out some of these tasks.

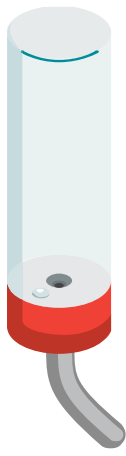


Extension Activity

- Activity 3 (Page 3 of Activity book).
- Contact the Animal & Veterinary Service (AVS) to attend a Learning Journey on responsible pet ownership at: <https://www.nparks.gov.sg/avs/outreach/educational-programmes/learning>

or look out for NParks' Pets' Day Out events at:

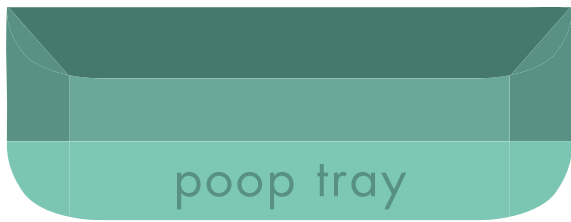
<https://www.nparks.gov.sg/avs/outreach/pets'-day-out/pdo>



Water Dispenser



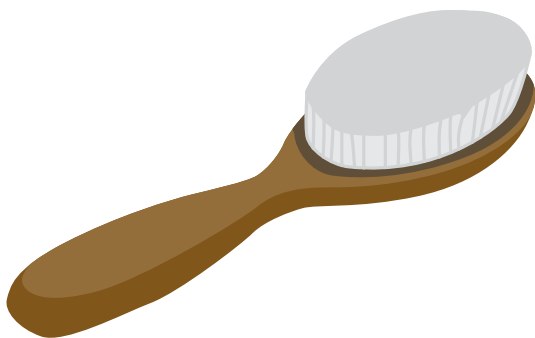
Pet Food Bowl



Pet litter tray



Pet Shampoo



Pet Brush



Pet Toy



Love

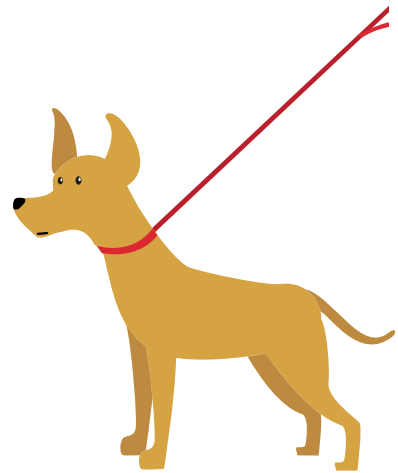


Pet Carrier

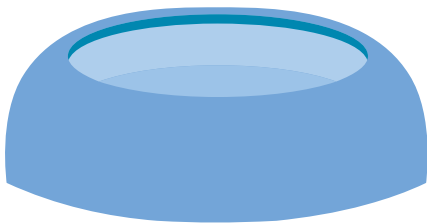


Bedding

Pet Care Cards



Leash



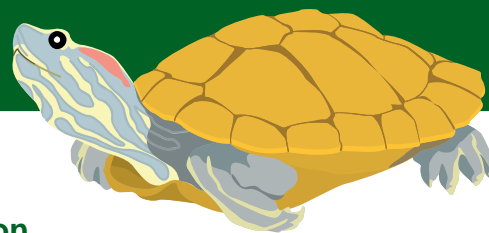
Water Bowl



Nail Clipper



Lesson 4: Pet Care II: Food & Exercise



Duration

35 - 40 minutes.

Learning Objectives

To help students:

- Learn about the foods suitable for different pets.
- Learn about the foods that pets should not eat.
- Recognise that pets need exercise to stay healthy and prevent diseases.
- Develop respect and compassion for pets.

Linkage to NEL Framework

- Discovery of the World.
Theme: Animals.
- Process skills: Observing, comparing.
- Language and literacy: Thinking and communication skills.
- Motor skills: Active play.
- Development of attitudes: Care, compassion and responsibility.

Type of Activities

Interactive presentation with

- Quiz.
- Discussion.
- Activity 1 in Activity Book.
- Active play: How pets exercise.

Extension Activities

- Making a Pet Toy.
- Lesson 6 Pet Care III: My Pet's Home.

Materials and Preparation

- Screen, projector, Powerpoint slides (Lesson 4 Pet Care II: Food and Exercise).
- AVS Pre-School Kit on Animal Welfare and Care Student Activity Book.
- Optional: Pet food to show students during the quiz.

How to conduct

For this lesson we will be using a set of PowerPoint slides:
Lesson 4 Pet Care II: Food and Exercise.

Here are the main points of each slide:

Slide 1

Introduction

Explain to the students that we can care for our pets and show them compassion by giving them the correct food and making sure they get exercise to keep healthy.

Slide 2

PART 1 Food

- Our pets need food and water every day!
- Their food gives them nutrients for energy, to stay healthy and grow.

Pet Quiz (15min)

- Let us have a pet food quiz now. Different pets eat different types of food. Ask the students to guess the pet or pets that eat/s the dry food shown on the slide.
- Optional: for greater sensory experience, show the students actual samples of pet food for them to observe and smell it, before you go on.

Slide 3

Hamster

- Hamsters like to have pellets, grain and seeds.

Slide 4

Guinea Pig

- They like hay (dried grass) and pellet food.
- Rabbits and Chinchilla also eat this type of food.

Slide 5

Terrapins

- They eat pellet food.

Slide 6

Aquarium fish

- They eat either pellet food or fish flakes.
- There are different sizes of pellets and we choose which size according to the size and type of the fish.



- There are different sizes of pellets and we choose which size according to the size and type of the fish.
- Note that this is a freshwater fish, not a marine fish.

Slide 7

Cat

- Cats eat both dry food (called kibble) or wet food (in cans)

Slide 8

- Dogs eat both dry food (called kibble) or wet food (in cans).
- Bigger dogs can eat larger pellet dry food.
- Picture of chicken bones: Explain that dogs/cats should not be given bones to eat because the bones can cause choking. Sometimes, broken pieces of bones might pierce the pet's digestive tract.

Slide 9

Budgie

- Budgies eat seeds and grains.

Slide 10

When they have finished the quiz, explain that

- We need to feed our pets and give them water every day.
- Pets need to eat the correct type of dry food.
- Do not to not over-feed or under-feed your pet. Check with the vet how is needed, according to the pet's age.
- Do not feed mouldy, spoilt or expired food to our pets.
- Our quiz is only about dry food sold at pet shops. Pet can also eat fresh food. Do find out which fresh foods are suitable for them.

Slide 11

What A Pet Should Not Eat

Go through some foods that pets should not eat:

- Pets should not be given alcohol, avocado, chocolate, coffee, grapes, raisins and nuts, artificial sweeteners. These have chemicals which are poisonous to them.
- Pets should not eat human food, especially salty snacks like potato chips and salted popcorn, etc. These contain too much salt and oil, which can harm them or even cause death.
- Try not give pets raw meat or eggs. Sometimes these may have bacteria which can cause your pet to fall ill.
- Do not give pets milk, coconut oil, oranges and lemons as these may cause them to get diarrhea.

Slide 12

Activity 1 in Activity book (5-10 min)

- Distribute the activity books. Ask the students to turn to Activity 1 and circle the food that pets should not eat.
- Source of information <https://www.asPCA.org/pet-care/animal-poison-control/people-foods-avoid-feeding-your-pets>

Slide 13

When the students have completed, go through the answers:

- Our pets can eat leafy vegetables and drink water.

Water



Leafy Vegetables



- Conclude the activity.
- Our pets should not be given or allowed to eat these foods as they can make them ill or poison them.



Raw Meat



Artificial Sweeteners



Whipped Cream



Beer and Wine



Chocolate and Coffee



Snacks



- Our responsibility is to make sure that
 - nobody accidentally feeds them with these foods.
 - our pets cannot reach these foods on their own and accidentally eat them.

Slide 14

Part 2 Active Pets (15min)

Why does a pet need exercise?

- To stay healthy (not overly fat).
- To prevent diseases like diabetes and heart attack.

**Slide 15****Active play: What exercises can these pets do?**

- This is the fun and active part of the lesson. Students will do some of the exercises that pets can do.
- Ask all the students to get up and spread themselves, such that they cannot touch anyone. Remind them that they need to be careful not to bump or hurt each other or things in the room.
- Use the slide to conduct the activity.
- First animal – dog. Ask the students what exercise a dog need. Let them answer. The students will run with the 'dog' (run on the spot).
- Second animal - cat. Ask the students what exercise a cat need. Let them answer. Students will use their hands to scratch an imaginary pole like a cat.

- Third animal – rabbit. Students will hop like rabbits.

Slide 16**Bringing a dog for exercise**

Where can we bring dogs for exercise?

- *Parks and dog runs.*
- *A dog run is a special playground with a fence, where dogs can be released from their leash to run inside the area.*
- *Do pick up the dog's poop – be considerate to other park users.*

Where should we not bring dogs for a walk?

- *We should not bring our dogs to nature reserves for these reasons:*
 - *Safety for our dog: Our dogs can be bitten by a wild animal.*
 - *Protection for the wild animals that live there – our*

dog may accidentally harm a wild animal.

Slide 17**Conclusion**

- Responsible pet owners will not forget to feed their pets or give them clean water.
- Responsible pet owners will feed their pet the correct food and check that the food is not spoilt or expired.
- Some food is poisonous or can harm pets. We need to make sure they do not eat these.
- We need to get our pets to exercise, so they can be healthy.

Extension Activity**Making a Pet Toy**

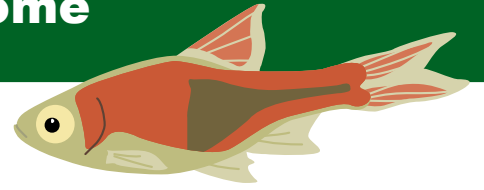
Pets love to play. It is also a good form of exercise and mental stimulation.

- Do research online and show students different pictures of pet toys.
- Brainstorm what toys are suitable for different animals.
- Prepare the materials and guide the students to make suitable toys for their pets.





Lesson 5: Pet Care III: Creating a Suitable Home



Duration

25 minutes.

Learning Objectives

To help students:

- Understand why pets need a clean and comfortable environment to live and rest in.
- Develop respect and compassion for pets.

Linkage to NEL Framework

- Discovery of the World.
Theme: Animals.
- Language and literacy:
Thinking and communication skills.
- Development of attitudes:
Care, compassion and responsibility.

Type of Activities

- Activity 2 in Activity Book.
- Brainstorm/discussion.

Extension Activities

- Pet show-and-tell.

Materials and Preparation

AVS Pre-School Kit on Animal Welfare and Care Student Activity Book.

How to conduct

Introduction

1. Explain to the students that we can care for our pets by providing them with the correct environment to live and rest in.

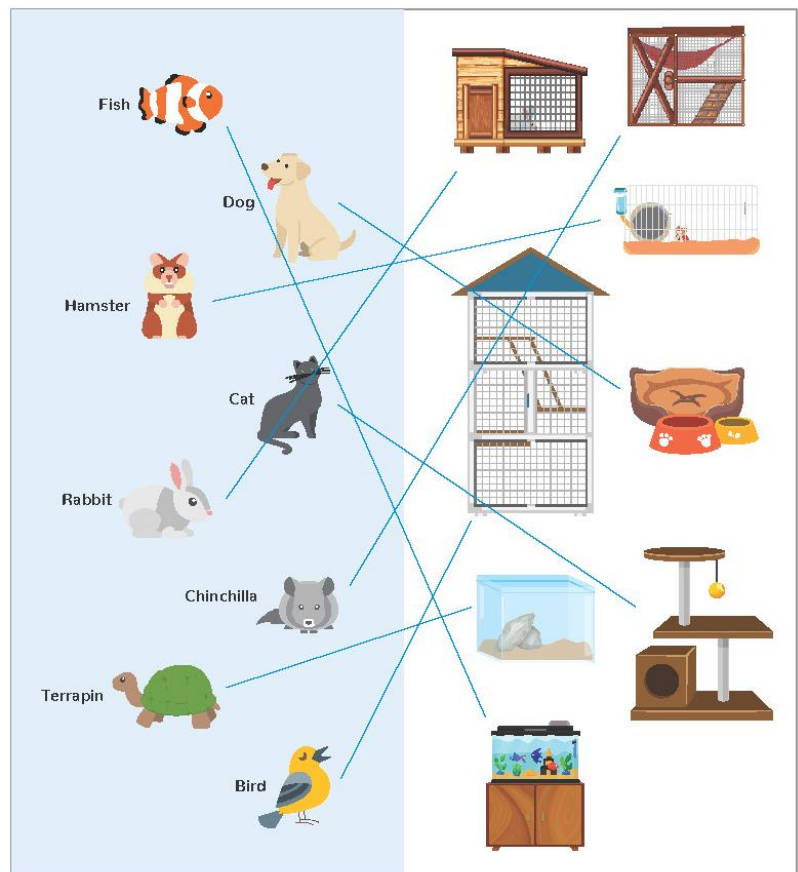
A suitable pet home (15 min)

2. Ask the students to complete Activity 2 (Page 3) in their Activity Book. They are to match the pet with the most suitable pet home.

3. After 5 min, run through the answers with them and explain/discuss more about each pet and its home:

Here are some suggested points:

- A fish should have a large enough tank, with clean water and hiding places (plants or structures).
- A dog likes to have a dog bed to lie on.





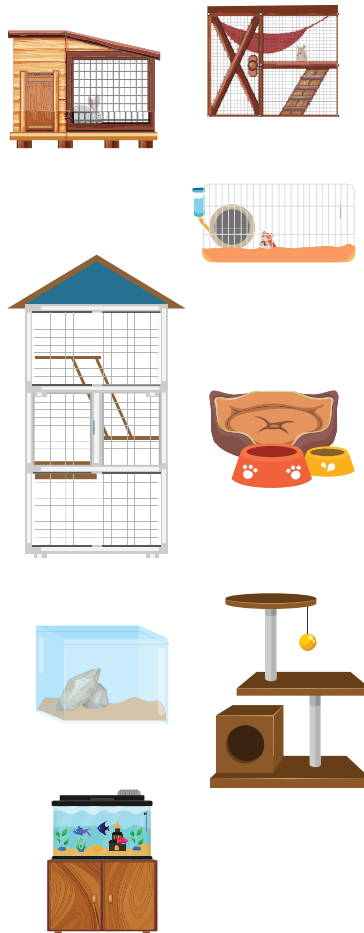
- A hamster should have a cage with a running wheel, which allows it to exercise, and also a tunnel to explore and play in.
 - A cat likes to have a scratching post and to climb and stretch its muscles.
 - A rabbit likes a shelter with compartments for it to hide in and feel safe.
 - A chinchilla should have a tall cage with structures that it can climb.
 - A terrapin (Red-Eared Slider) lives in an aquarium tank with some shallow water and dry ground to rest on. Explain that it is very tiny when it is a baby but it can grow to the size of an A4-sized sheet of paper when it is an adult. Pet owners should provide a tank that is large enough to house their terrapin when it is fully grown, or change tanks as their terrapins grow.
 - A bird lives in a bird cage or aviary that allows it fly around. Provide a cage that is large enough with branches for it to perch on.
4. Ask the students with pets to share about their pets' home, if they have any.

Keeping the Pet Homes Clean (10min)

5. Explain that responsible pet

owners need to keep the pet homes clean, so that the pet can be healthy. If we do not clean these areas, pets will become very dirty, have germs on them, get skin diseases and fall ill.

6. Ask the students to look at the pets' homes in Activity 2 and discuss how each of them should be cleaned:



Suggested facilitated questions if needed:

How often do we need to clean the pet's toilet area?
Every day or as and when it gets dirty.

How often should we wash the cages, or beds?
About once a week or as and when it gets dirty.

How to clean fish and terrapin tanks?
Change the water and scrub the tanks, when the water gets cloudy.

Conclusion

Let's summarise what we have learnt:

- Pets need a clean environment to live and rest in.
- We need to keep living conditions clean, in order to keep our pets healthy.

Extension Activity

- Pet show-and-tell. Students with pets can show photos of their pets' homes and share with the class.



Lesson 6:

Pet Care IV: Visiting the Vet



Duration

25 minutes.

Learning Objectives

To help students:

- Understand why pet owners need to bring their pets to see a vet regularly to keep them healthy.
- Develop respect and compassion for pets.

Linkage to NEL Framework

- Discovery of the World.
Theme: Animals, occupations (vet).
- Language and literacy:
Thinking and communication skills.
- Development of attitudes:
Care, compassion and responsibility.

Type of Activities

- Learning through toys like toy stethoscopes, thermometers, medicine bottles, etc.
- Storytelling.
- Brainstorm/discussion.

Extension Activities

- Participating in Petzmania at NParks' Pets' Day Out.
- Role-play a visit to the vet.

Materials and Preparation

- AVS Pre-School Kit on Animal Welfare and Care Student Activity Book.
- Items required for the lesson: toy stethoscope, toy syringe, measuring tape, toy medicine bottle, toy thermometer, photo of a microchip, optional: A grain of rice or something of the same size.

How to conduct

Introduction

1. Recap: In the last lesson, we learnt about giving pets the correct food, time and living space for them.
2. Explain to the students that we can also care for our pets' health by bringing them to visit the vet for check-ups.
3. Ask the students what a vet is. A doctor for animals and pets is called a veterinarian, which is "vet" for short. Pets are brought to the "pet" or "veterinary" clinic.

When and why we need to bring a pet to a vet (15 min)

4. Ask the students when they need to bring their pets for to see a vet. Accept all reasonable answers.
5. Use the toys to help the students learn about a pet's visit to the vet. Here are some suggested answers:
 - What is this toy stethoscope for?
To check if the pet is ill. How else can we tell if a pet is ill? It will not be able to eat, it may have diarrhoea, etc.
 - What is this medicine bottle/box for?
If a pet is ill, the vet will give the pet owner some medicine to feed the pet. Pets should not be

given human medicines.

- What is this measuring tape for?
To measure the pet's length. The pet's weight is also measured. These are to check that the pet is growing normally.
- What is the toy syringe for?
The vet also gives a pet vaccinations (injections) to prevent it from getting diseases.

Inserting a microchip – for tracking a lost pet to its owner (10 min)

6. Ask the students to take out their Activity Books and turn to page 5. Read the story "What Happened to Max?" together.
7. Here are some suggested questions:
 - Show the students the photo of a microchip or a grain of rice (as a reference for size).
 - What is a microchip for?
A microchip is a tiny chip the size of a rice grain. It carries a special number which is linked to the pet owner's name. If a pet is lost, the number on the microchipped can be read and the pet owner traced, so that the pet can be returned to its owner.



- **Where on the pet is the microchip placed in a dog or cat?**
It is placed in the skin between the shoulder blades with a special injection.
- **Must all pets be microchipped?**
No, it is optional, but encouraged.

Only a licensed vet can insert a microchip for pets.

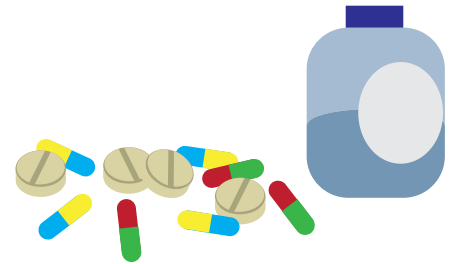
- **Optional: Must all dogs be licenced?**
Yes, all dogs need to be licenced. This allows the dogs to be traced if they are lost, or if there is an

outbreak of animal diseases in Singapore.

Conclusion

Let's summarise what we have learnt:

- Pet owners need to bring their pets to see a vet regularly to keep them healthy.
- We bring our pets to see a vet for microchipping, regular check-ups and vaccinations, or when they are ill.



Extension Activity

Participating in Petzmania at NParks' Pets Day Out

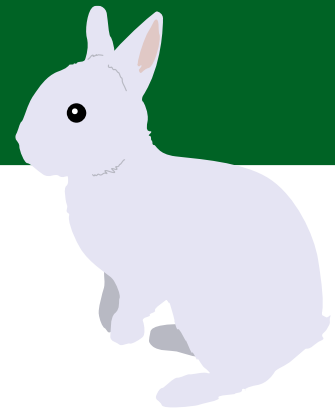
For more information, please see page 33.

Role-playing a visit to the vet

The students can role-play a visit to the pet clinic. They can act as vets, pet owners and medical staff and use stuffed toys and doctor toys as props.



Lesson 7: Pet Reflections



Duration

25 minutes.

Learning Objectives

To help students:

- Recall and reflect on what they have learnt over the past few lessons.
- Recognise the need to understand animals and be a responsible pet owner.
- Develop respect and compassion for animals, including pets and stray animals.

Linkage to NEL Framework

- Discovery of the World: Animals.
- Social and Emotional Development.
- Language and literacy.
- Development of attitudes: Respect, care, compassion and responsibility.

Type of Activities

- Quiz.
- Sharing.

Materials and Preparation

- Print or project the pictures from Question 1 and Question 5 for a quiz.

How to conduct

Introduction

Explain that the class will have a quiz and share about what they have learnt from the from the lessons.

PART 1 Quiz (10min)

1. Show the 2 pictures for Q1. Which animal can we keep as a pet?

Skills: Recall and understanding

- We can keep a rabbit as a pet, but not the monkey. Why? Because the monkey is a wild animal and should live in its natural habitat in the forests.

2. We need to be kind to animals, whether it is a pet or wild animal. How can we be kind to our pets?

Skills: Recall and understanding

- Take good care of them – remember to feed them, give them water, clean their cage/shelter. Give them exercise and love!
- Like all animals, we should not scare them, beat or hurt them in any way.
- Do not abandon them and “throw” or give them away. A pet is for life.
- Be gentle with them when we are carrying them.
- Give them enough space and a clean environment to live in.

3. A pet is for life. What are some things people need to think about before deciding to get a pet?

Skills: Recall and understanding

- **TIME:** do we have time to take care of the pet?
- **WHO:** Is everyone in the family comfortable with getting a pet? Who will be responsible for caring for the pet?
- **SPACE** – what kind of pet will fit the size of the space we have at home?
- **COST** – Having a pet can be costly. Can the family afford and are they willing to bear these costs?
- **TYPE OF PET** – the type of pet chosen could depend on the space available, the costs (some pets cost more to keep as they have more needs) and the lifespan of the pet.

4. What food should we **not** feed our pets?

Skills: Recall and understanding

Accept any of the following answers:

- Food that is poisonous to our pets: alcohol, avocado, chocolate, coffee, grapes, raisins and nuts, artificial sweeteners, human food as these are poisonous to them.



- Food that may cause them to be ill or have diarrhoea: raw meat or eggs, milk, coconut oil, orange and lemons.

- Food that is mouldy, spoilt or expired.

5. When do we need to bring pets to the vet?

Skills: Recall and understanding

- When the pet is ill – e.g. when it has a fever, doesn't want to eat, diarrhoea, or is vomiting.
- For check-ups to check if the pet is healthy and growing.
- To get vaccinations (injections) to prevent diseases.
- To get pet dogs and cats microchipped so that they can be traced back to their owners if they get lost.

6. What is the problem with the homes of these pets?

Skills: Problem-solving

- Show picture 5a - a terrapin in a small tank with dirty water

- The tank is too small for the terrapin and there is no rock or place to climb out of water. This is not a comfortable home for the terrapin. Instead, the terrapin should be given more space and a rock or space to climb onto for it to rest.
- The water in the tank is cloudy and dirty. Instead, the water should be changed regularly when it is dirty.

- Show picture 5b - a hamster in a cage with much poop and an empty water bottle.

- The cage is dirty with too much poop and waste. This smells bad and may attract flies. The uncleaned cage may cause the hamster to fall sick.

- The water bottle of the hamster is empty. Hamsters (and all pets) need to be given fresh water and food daily.

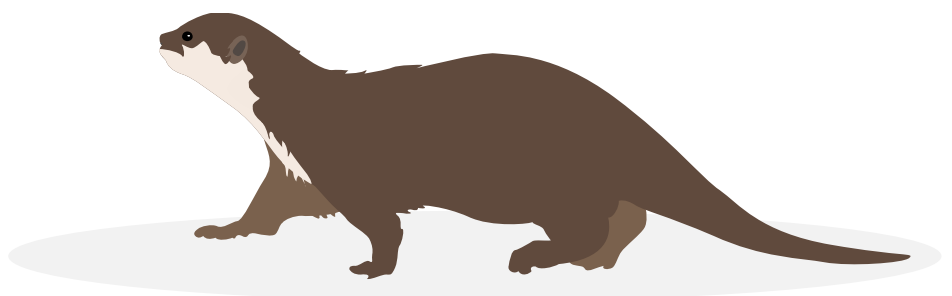
PART 2 What Have We Learnt? (15 min)

7. Let the students share what they learnt from all the lessons and fieldtrips. Accept all reasonable answers.

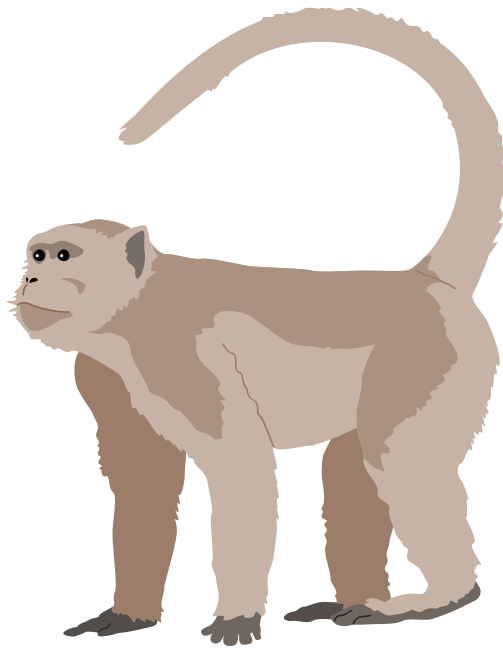
Conclusion

Let's summarise what we have learnt:

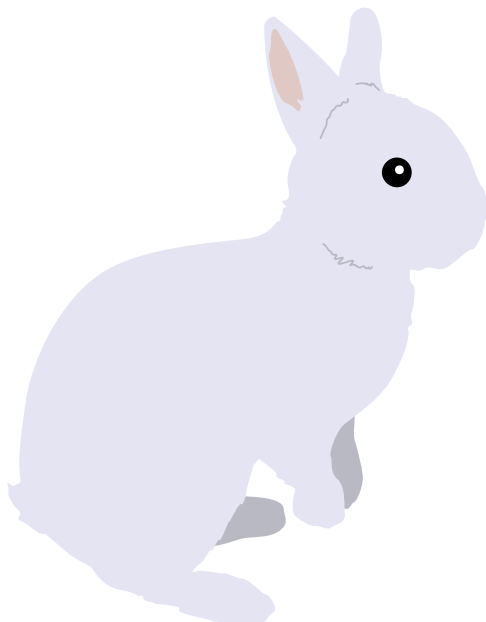
- We all need to respect all animals, whether a pet or wild animal.
- We should not keep wild animals as pets as their homes are outdoors in the parks and nature reserves, where they can find food for themselves.
- We need to think very carefully before deciding whether to get a pet.
- Responsible pet owners need to take good care of their pets by providing them with food, water, a suitable home, giving them exercise, cleaning them and bringing them to the vet when needed.
- Pet owners should not abandon their pets. Pets are for life.
- Any other conclusion from the sharing session.



Pictures for Quiz Q1



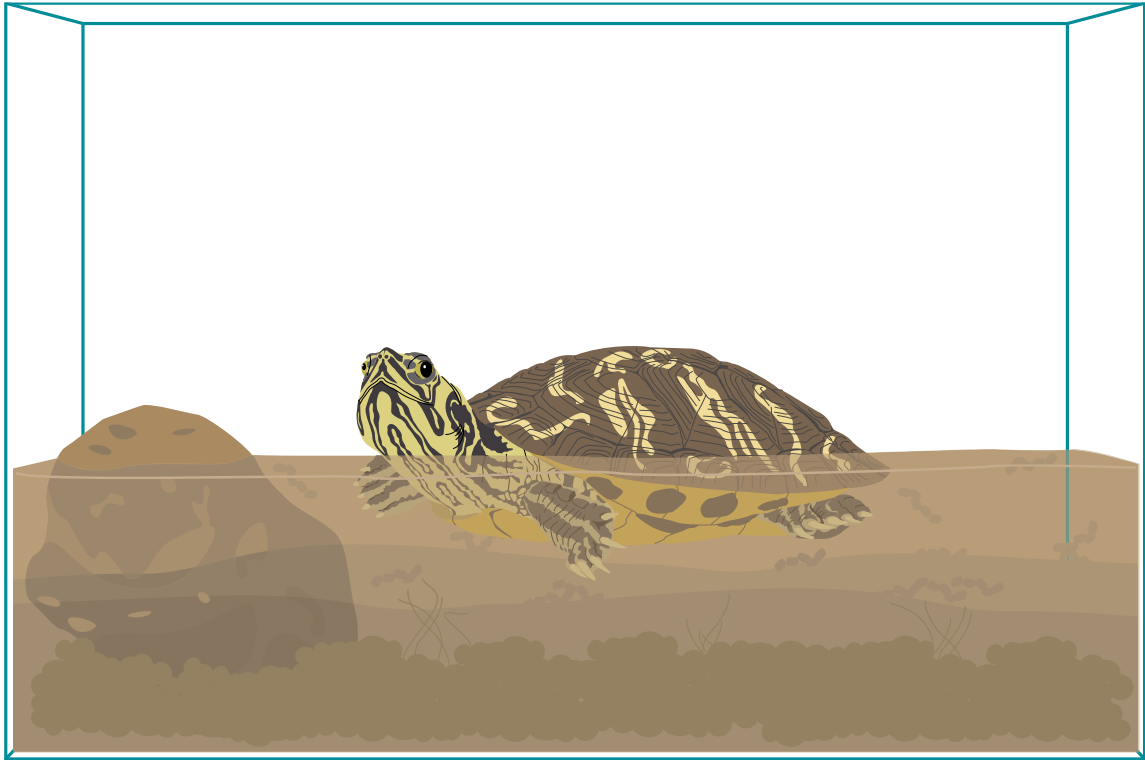
Monkey



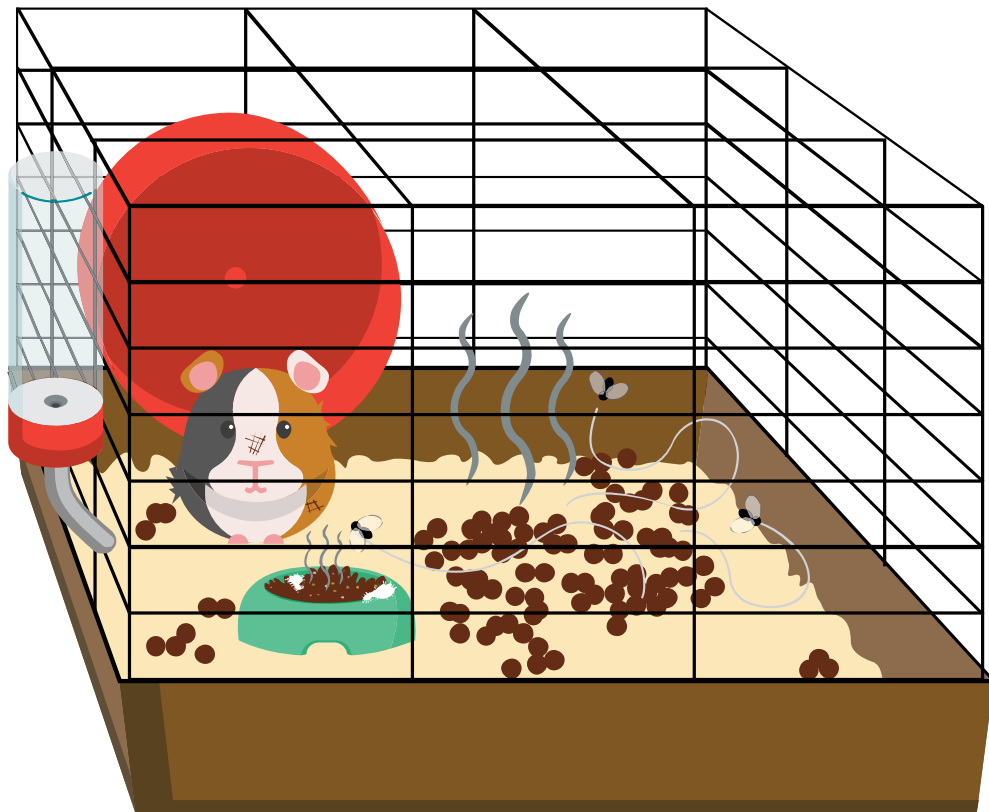
Rabbit

Pictures for Quiz Q5

5a



5b





Learning Journeys



Attend NParks' Pets Day Out

Pets' Day Out (PDO) is a monthly platform to engage with the pet community including Animal Welfare Groups (AWGs), pet businesses, veterinarians, and pet owners. At PDO, learn about pet care and animal health through free pet health check-ups, talks and workshops, games, and pet-related retail.

Find out more about the event:

<https://www.nparks.gov.sg/avs/outreach/pets'-day-out/pdo>

<https://www.facebook.com/nparksbuzz/photos/a.228201063886044/2803098073062984/?type=3&theater>

Sign-Up for a Learning Journey

Join the journey of John and Jane as they welcome their new family member. You will get to meet their precious pet at the end!

In this engaging session, the students will learn about:

- What kind of pets are allowed in Singapore?
- How to be a responsible pet owner
- How to care for your pet
- How to approach a pet

Find out more at these websites:

Contact the Animal & Veterinary Service (AVS) to attend a Learning Journey on Responsible Pet Ownership
<https://www.nparks.gov.sg/avs/outreach/educational-programmes/learning>

Alternatively, AVS can also visit your school to give a talk.
 You may write to us at AVS_Engage@nparks.gov.sg for more information.

Visit to an Animal Shelter

You may contact an AVS' Animal Welfare Group (AWG) Partner through the following website:
www.nparks.gov.sg/avs/pets/owning-a-pet/getting-a-pet/where-to-get-a-pet

Alternatively, write in to AVS_Engage@nparks.gov.sg to assist you in liaising with the AWG.