Law and Animals

Welcome

Could you please:

- Please collect a card at the entrance to the hall
- Find the other people with the same card as you and quietly sit down
Who Are We?
What We Are Doing Today

Today we will learn how the law relates to animals. We do this using:

- A Quiz (with mystery prizes!)
- Are you a Good a Pet Owner?
- The Ultimate Dangerous Dog Survival Guide
- Make a Poster!
Activity 1: Fun Facts Quiz

- Yasmin our quiz master will read out a fact
- You have 20 seconds to decide in your groups whether you think the fact is true or false
- When the time is up hold up either the true or false side of your card
- Kathryn will record your scores
True or False?
The swans in this country are owned by the queen.
True or False?

True
True or False?
New World Vultures pee on themselves to keep warm and clean.
True or False?
True
True or False?
You can go to a shop and buy a pet when you are 10.
True or False?

False

You must be 16 to buy a pet without an adult.
True or False?
Zebra are white with black stripes
True or False?

False

Zebra are black with white stripes
True or False?
Cats can only jump up to 5 times their own height
Some cats can jump 7 times their own height!!

True or False?

False
What are the scores????????
Tie Breaker:
How Long do you Think This Crazy Little Fella Lives for?

Galapagos Tortoise
Activity 2: Are you a Good a Pet Owner?

- Check your cards
- One of you will have a star on their card
- The students with a star on their card have the opportunity to act as the animal on their card
- Those without a star on their card will play the role of pet owners

Can all pets please come to the front?
A Suitable Home for your Pet

- Your pet is waiting for you at the store
- Before you collect your pet you must have a suitable home for it
Which home will be most suitable for your pet?
One member from the team go and get your animal and put it in the hoop in front of your team and stand beside it.
What did you choose?

- Kennel
- Hutch
- Plastic cage
- Reptile Tank
- Bucket
- Cardboard Box
- Water Tank
- Stable
- Fluffy Basket
- Wire Cage

Y / K
Your pets need a nice and comfortable home environment to be happy and this varies a lot from animal to animal.
Food and Water

Your pet is all comfortable and happy in its new home.

But now it’s starting to feel a little hungry and thirsty.
What will you give your pet to eat and drink?

- Cola
- Water
- Alcohol
- Meaty biscuits and special bones
- Mice
- Roast Chicken
- Special meaty and fishy biscuits
- Algae Flakes
- Chocolate
- Seeds and Grit mix
- Nuts, Seeds and Fruit mix
One member from the team go up and give your pet food and drink
What did you choose?

- Cola
- Water
- Alcohol
- Meaty biscuits and special bones
- Mice
- Roast Chicken
- Special meaty and fishy biscuits
- Algae Flakes
- Chocolate
- Seeds and Grit mix
- Nuts, Seeds and Fruit mix
Food and Water

Your pet needs to be fed and given water regularly. You need to give it the right things to eat or it will get ill.
Animal Care When They Are Ill

- It’s been a few weeks since you got your lovely new pet and it has settled in nicely.
- But you’ve noticed it hasn’t been acting normally and it’s stomach is awfully sore.
What will you do to make your pet better?

- Take your pet to the vet
- Do nothing
- Try to make them better yourself - using your own medicines and remedies
- Feed them more food
One member of the team go to your animal and stand next to it.
What you choose to do?

- Take your pet to the vet
- Do nothing
- Try to make them better yourself – using your own medicines and remedies
- Feed them more food
Animal Care When They Are Ill

If your animal becomes sick or gets injured the best thing to do is to take it to the vet.
Clean Living Conditions

So your pet is happy in his home, well fed and watered and is healthy again.

But don’t forget you pets poo!
How will you keep their homes clean?

1. Clean up as soon as you see poop
2. Clean up once a week
3. Clean up every two weeks
4. Clean up after more than 2 weeks

Put your hand up for the one you think is best!
One member of the team go up to their pet’s cage and put the poop in the bin.
Clean Living Conditions

You animal wants to live in a nice clean home like you or it will get ill.
So are you a good pet owner?

As long as you remember those basic needs which are:

• A suitable environment
• Food and water
• Special care if they get ill
• Clean environment

Then everyone here is going to be a great pet owner.
Activity 3:
The Dangerous Dog Survival Guide
The Dangerous Dog Survival Guide

For More Information:
http://news.bbc.co.uk - How do you fend off a dangerous dog?
Activity 4: 
Make a Poster!!

- In your own time you can make a poster with your group
- Use the handouts we give you to create your own group poster
- Make it as creative as you like
Thank You

Have a great day!
Activity 2

Activity 2 Plan

Outline
Area of focus: Basic animal rights
Point: Make the children aware of the basic care pets should have
Delivery: Animal role play
Estimated time: 20 mins

Props:
Fake poo
Hoops
bin

Action:
- The one child in each group with a marked card will be offered the opportunity to act as the animal their group represents.
- All the animals will be asked to congregate at the front together
- Remaining children will stay sat in their team and will be asked to suggest what the needs are of the animal before acting them out
- There will be a supporting power point with suggestions for the children to pick from regarding the basic care

Role Play:

<table>
<thead>
<tr>
<th>Key right: Animals need a suitable environment:</th>
<th>Key right: Animals need suitable food and water</th>
<th>Key right: Animals need special care if they get ill</th>
<th>Key right: Animals need to live in clean environments</th>
</tr>
</thead>
</table>
| Scenario: Teams you now each have a pet waiting for you at the pet shop. At the moment all of the animals are in one enclosure together and their not very happy | Scenario: Your pet is all comfortable and happy in its new home. But now it’s starting to feel a little hungry and thirsty. | Scenario: It’s been a few weeks since you got you lovely new pet and it has settled in nicely. But you’ve noticed it hasn’t been acting normally and hasn’t eaten in a while and it’s stomach is awfully sore | [fake poo is put into the hoops]
Scenario: So your pet is happy in his home, well fed and watered and is healthy again. But don’t forget you pets poo! |
<p>| So you bring home your new pet home. But what kind of home should you give your animal? [Slide showing possible suggestions both in picture format and labelled] Discuss with your team which one you think you | So you go to find something to feed and water your pet with, but what will you choose? [Slide showing food option and drink options – same format] Discuss with your | So you try to think of what you can do to make your pet better again, but what will you do? [Slide showing option for action to take – same format] Discuss in your team what you should do to | There’s poo in those cages, how will you keep their homes clean? [slide showing options for cleaning the environments] Discuss in your teams what you should do to keep their homes |</p>
<table>
<thead>
<tr>
<th>should you pet in.</th>
<th>team what you should give your pet.</th>
<th>try and make your pet better again.</th>
<th>clean.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[given brief time to decide]</td>
<td>[give brief time to decide]</td>
<td>[give brief time to decide]</td>
<td>[give brief amount of time to decide]</td>
</tr>
<tr>
<td>Has everyone decided where they will put their animal?</td>
<td>Has everyone decided what they are going to give their animal?</td>
<td>Has everyone decided what they are going to do?</td>
<td>Has everyone decided what they are going to do?</td>
</tr>
<tr>
<td>One member from the team to go and get their animal and put it in the hoop in front of their team and stay standing there.</td>
<td>One member from the team goes up and pretends to give food and drink to animal.</td>
<td>One member of the team to go to their animal and stand there.</td>
<td>One member of the team goes up to their pet’s cage and put the poop in the bin.</td>
</tr>
<tr>
<td>[Ask each child in turn] What kind of home did your team choose for your pet?</td>
<td>[Ask each child in turn] Ask the child what food and drink did you give it?</td>
<td>[Ask each child in turn] What did your team decide was the best thing to do?</td>
<td>[ask each child in turn] What did your team choose to do?</td>
</tr>
<tr>
<td>[child states]</td>
<td>[child states]</td>
<td>[Child states]</td>
<td>[Child states]</td>
</tr>
<tr>
<td>[Addressing the entire class] Does everyone agree that this is the right home for this animal?</td>
<td>[Addressing the entire class] Does everyone agree that this is the right food and drink to give the animal?</td>
<td>[addressing the entire class] Does everyone agree that this is the right thing to do?</td>
<td>[Addressing the entire class] Does everyone agree with this choice?</td>
</tr>
<tr>
<td>[class response]</td>
<td>[class response]</td>
<td>[class response]</td>
<td>[Class response]</td>
</tr>
<tr>
<td>- If team are wrong correct them</td>
<td>- If wrong choice then correct the team</td>
<td>- If wrong correct the team</td>
<td>- If wrong correct</td>
</tr>
<tr>
<td>[same process with next team]</td>
<td>[same process with next team]</td>
<td>[same process with next team]</td>
<td>[same process with next team]</td>
</tr>
<tr>
<td>Key point</td>
<td>Key Point:</td>
<td>Key Point:</td>
<td>Key point:</td>
</tr>
<tr>
<td>Your pets need a nice and comfortable home environment to live in to be happy and this varies a lot from animal to animal.</td>
<td>Your pet needs to be fed and given water regularly. You need to give it the right things to eat or it will get ill.</td>
<td>If your animal becomes sick or gets injured the best thing to do is to take it to the vet</td>
<td>You animal wants to live in a nice clean home like you or it will get ill.</td>
</tr>
<tr>
<td>[Children sit back down]</td>
<td>[children sit back down]</td>
<td>[children sit back down]</td>
<td>[children sit back down]</td>
</tr>
</tbody>
</table>
As long as you remember those basic needs which are:
- A suitable environment
- Food and water
- Special care if they get ill
- Clean environment
Then everyone here is going to be a great pet owner.

[all chid invited to sit as one whole class again]

STUDENT’s activity 2 hand out for use in activity 4:

- Creative but simple presentation of the four needs mention and why they are important
  (briefly – can just use the ‘key point’ section in the role play if you want) attach it to the bottom of this document 😊
Activity 3 Plan
Outline
Area of focus: Dangerous Dogs
Law: The Dangerous Dogs Act 1991
Other Authorities: RSPCA and BBC guidelines
Point: Give children an idea of what to do when confronted with potentially dangerous dogs and to explain briefly the law surrounding owning a dangerous dog
Delivery: Story telling with opportunities for the children to decide what the best action to take is
Estimated time: 20 mins

Parts to Play:
The Narrator(s)
Friend 1: (STUDENT A)
Friend 2: (STUDENT B)
The Dogs: Available Teachers/ Responsible Adults/Spare member of the group

Props:
Bags (represent sports gear –STUDENT A –STUDENT B will supply them), large bin

The Story

• Two best friends are walking back from sports practice. They won and were in a great mood and they walked down an alley way.
  • (Friends demonstrate this through acting)
• Suddenly, there was a loud bark from behind them. ("Dogs" bark)
  • (Friends turn around quickly)
• Startled by this sound the Friends swung round to find two huge dogs approaching slowly from the end of the alley! They dogs were dangerous and out of control which the friends knew meant the owner was breaking the law as they were in a public place.
• Hair raised on the back of their necks, both dogs moved towards the friends menacingly growling, snarling, showing their teeth and licking their lips.
  • (Friends act out)
• With little time to react STUDENT A turns and smiles at the dogs trying to be friendly but keeps his eyes fixed on them as they approach.
  STUDENT A turns and smiles at the dogs trying to be friendly but keeps his eyes fixed on them as they approach.
• STUDENT B turns her body at a slight angle so she is not directly facing the dogs and avoids eye contact.

Pause

Question: Who acted the best in that situation? If you think STUDENT A then stand up, If STUDENT B then stay sitting.

Question: Why do you think STUDENT A/STUDENT B is right? – ask a couple of students at random.

STUDENT A's approach is wrong because when you smile you are showing your teeth and to a dog this is aggressive. Staring at a dog is also seen as acting aggressively.

Your body is saying 'I'm a threat to you'.

STUDENT B's approach is right. This is because not facing and staring at the dog shows the dog you are not a threat.

Your body is saying please leave me alone I just want to get away.

• STUDENT A decides to adopt the same body language as STUDENT B
• The dogs continue to move towards the friends and angered by STUDENT A they begin to bark

STUDENT A tries to talk to the dog calmly and softly and stays still.

STUDENT B tries to shoo the dog with hand movements and yells at them to “go away!”
Pause

Question: Who acted the best in that situation? If you STUDENT A then stand up, If STUDENT B then stay sitting.

Question: Why do you think STUDENT A/STUDENT B is right? – ask a couple of students at random.

<table>
<thead>
<tr>
<th>STUDENT A’s approach was correct. A gentle tone to your voice can help to show the dog you are harmless and just want to be left alone. Avoiding the use of your hands means they don’t have an obvious target to attack.</th>
<th>STUDENT B’s approach is wrong. Waving your hands around looks like you are trying to threaten them and gives a dog a target to attack. A loud or low voice could be seen like an aggressive bark or a growl to a dog which will appear threatening.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• STUDENT B’s actions clearly intensify the situation and the big dogs move quicker towards the boys, barking louder and growling viciously. • One of the dogs, believing Yasmin may attack lunges towards her.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT A, fearing the dogs will bite holds his bag in front of him and backs away very slowly keeping his body relaxed. Daniel is very careful and continues to talk calmly, keeping his hands out of view as well as holding his body at angle and avoiding eye contact with the dogs.</th>
<th>STUDENT B is too frightened to hang around,s he wants to get away from the dogs and she wants to do it now!</th>
</tr>
</thead>
<tbody>
<tr>
<td>She panics and runs as fast as she can.</td>
<td></td>
</tr>
</tbody>
</table>

Pause

Question: Who acted the best in that situation? If you think STUDENT A then stand up, If STUDENT B then stay sitting.


<table>
<thead>
<tr>
<th>STUDENT A reacted right. Keeping your limbs out the way means the dogs don’t have a target. Easing away and making no sudden movements may not trigger them to react. The dogs are unlikely to follow you far as they will probably get bored.</th>
<th>STUDENT B reacted wrong. Running has triggered the dogs to react you. Dogs are very fast, they can out run humans easily so there is no point running. Turning your back also exposes vulnerable parts of your body to attack.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The dogs run past STUDENT A and chase after STUDENT B barking furiously. • In no time the dogs are at her feet, she has not alternative and without a second thought jumps into a nearby bin. • “Oh why did I try to outrun them!” she asks herself as she listens to the dogs bark and scratch at the bin. • After a few minutes the dogs loose interest and chase after a nearby cat. • STUDENT A, still in the alley is very worried for STUDENT B he knows that dogs are very fast. He searches for STUDENT B, being careful not to run into those scary dogs again. • He finds STUDENT B struggling to get of a smelly bin, by a stroke of luck she got away but she has learnt her lesson. • The friends return him and report the dogs to the Leicester Warden Dogs Service. • (Ask the children if they know the legal penalty for allowing your dangerous dog to be out of control in a public place: £5000 or 6 months in prison but 2 years if it actually attacks)</td>
<td></td>
</tr>
</tbody>
</table>
Remember the **TEN** Safe Steps

1. Stand still
2. Avoid eye contact
3. Turn your body at a slight angle
4. Keep your arms, hands and legs close to your body
5. Keep your body relaxed
6. Speak to the dog in a nice gentle tone
7. Slowly try to put something in between you and the dog (like your school bag)
8. Back away slowly and don’t make any sudden movements
9. Find a safe place out of the dogs reach
10. Call for help once you have found a safe place

**BEING A GOOD PET OWNER**

**ANIMAL WELFARE ACT 2006**

- **A SUITABLE ENVIRONMENT** ⇒ HELPS THE ANIMALS FEEL AT HOME
- **CLEAN ENVIRONMENT** ⇒ REDUCES HEALTH AND SAFETY HAZARDS, REDUCES ALLERGIES AND WARDS OFF PESTS
- **FOOD AND WATER** ⇒ HELPS THEM TO GROW BIG AND STRONG, HELPS TO KEEP THEIR SENSES SHARP, REGULATES THEIR BODY TEMPERATURE AND STOPS THEM FROM DYING
- **SPECIAL CARE IF THEY GET ILL** ⇒ REDUCES STRESS AND ANXIETY, MIGHT PREVENT FURTHER PAIN AND DISTRESS, PREVENTS DEATH
• The swans in England are all owned by the Queen
• The New World Vulture urinates on itself to keep warm and clean.
• Children cannot buy pets without being accompanied by adults until they turn 16
• Zebra are black with white stripes
• Cats can jump up to 7 times their own height
TRUE
TRUE
TRUE
TRUE
TRUE
TRUE
TRUE
TRUE
FALSE
FALSE
FALSE
FALSE
By Friday 28th March 2014

- A clear, written outline of the aims and objectives of the workshop (max. 50 words)

The group intended to use their workshop as a platform to create excitement amongst the children regarding the start of the project. By educating the children about basic rights afforded to animals under the law, the group hoped to kick off the workshops with an accessible and relatable topic.

- A brief explanation of the subject matter of the workshop and the sources that you have drawn on in researching this area of law (max. 250 words)

As alluded to previously the group chose to work on the topic of basic animal rights. The group tailored the approach of this subject in a way that was both accessible and relatable to the children by focusing on pets they may class as or have at home as pets. By allowing the children to consider these basic rights in relation to pets they were able to understand them in a way that can be reconciled with their common sense.

Expanding on this pet or domestic animal theme we also included some non-legal based information regarding dangerous dogs alongside the Dangerous Dogs Act 1991 at the request of the school’s head teacher. This was easily brought within the scope of our Legal Eagles workshop as the project’s overarching aim was to educate the children about the law in order to empower and protect them and information on this topical issue is can clearly empower the children.

Using resources such as the Animal Welfare Act 2006, Dangerous Dogs Act 1991 and guidance from expert organisations such as the RSPCA, we were able to create materials that showed the children how the law involving animals relates to them personally.

- An outline of the workshop, giving details of the planned activities, the timings and any props that are needed. This should be drafted on the basis that a group of people could pick up this outline and run a workshop, based on the instructions that it contains (no word limit)

Each activity was created and planned in separate word documents. The group were incredibly organised with regards to outlining the aims, objectives, basic activity plan, necessary props and time allocation within these documents.

The workshop has been split into four sections. Three of these sections are designed to be carried out with the class of children while the fourth is designed in order to provide flexibility to the team in the sense that it can be carried out at the end of the class if it runs quickly or be set as a task to be completed by the children at a later date if the workshop has overrun.

The first activity was a team quiz which requires prizes to be brought (the group this year brought stationary) as well as true/false cards which are also provided. Teams were created using animal cards which are provided.
The second activity focuses on the Animal welfare Act using role play. It required hula hoops (not the crisps) as props as well as fake poo (provided as pictures – the group recommends purchasing realistic fake poo) and a bin.

Activity 3 involved a story acted out and narrated by the team using the Dangerous Dogs Act as well as guidance from the RSPCA. The bin and fake poo were used again for this activity as well as bags for each of the actors to hold and teachers were also required to play the role of the dogs.

Activity 4 is the activity that can be done in the workshop or at a later date by the class. Using hand outs provided the children can create their own posters to remember what they have learnt.

- An explanation of anything that you have changed, or would recommend changing, as a result of running your workshop in school (max. 500 words)

The group highly recommends making the workshop more intellectually challenging for the children. As the first group to go we were unable to tailor our workshop to any feedback given about the intellect of the children and so felt that activities (especially activity one) were too easy for them and did not provoke enough thought and questioning.

The intellectual level of the workshop could be raised by referring more to the law involved with these rights as we did not mention it in detail during the workshops for fear of it confusing the children. It may also be more interesting for the students to know a bit about the punishments provided by the law for failing to provide the basic animals we discussed.

It may also be useful to ensure the workshop can be run in the school hall as performing it in a classroom proved to be challenging, possibly dangerous and made it a little more difficult for the children to focus on the workshop.

After our first workshop there was quite a lot of time left. The teachers then had to find extra activities for the children. To make sure this does not take place next time we will have to rigorously plan the timings of our workshop.

If the workshop is to expand due to added time, we highly recommend that the expansion stems into the area of animal testing. This is relevant to everybody in day to day life and can be used to explain a necessary evil that is governed by law.

We also recommend running through the workshop with teachers both at the school and at the university who are available as well as peers. Communication with other groups would also be ideal as we found that other groups were repeating things that were said by groups running earlier in the programme. As this is the first group to present the workshop there is pressure to introduce the law and to excite the children for the following visits, by communication with your peers you can make sure that all of the visits work towards a more singular goal.

One other recommendation the group has is to ensure there is a reasonable sized team to carry out the workshop. This is firstly because some of the activities require a lot of acting roles and also in order to heighten the excitement of the children by having multiple students leading the workshop.