



Basic Needs

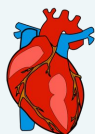
Starter

Think about what makes you **happy**?
Provide one suggestion.

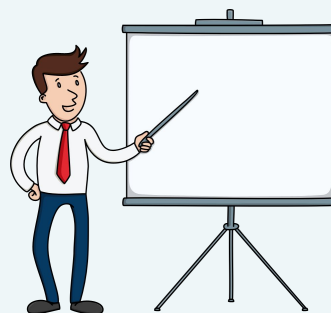


2 minutes

Now let's think of what makes you
healthy?



Let's talk about our answers
and note them on the board.



What is the difference between things we
WANT and things we **NEED**?

GENERATION
KIND

The RSPCA helps animals in England and Wales. Registered charity no. 219099.

Ask pupils to think, for two minutes, about what makes them happy. Ask everyone in the class to make a suggestion.

Write or draw all the answers on the board.

Repeat this, asking pupils to think what makes them healthy.

Can they identify the difference between what we may want and what we may need?



Human Needs

As you have identified what the difference is between **WANTING** and **NEEDING** something, we are now going to look at what humans **NEED**.



Question

What do humans need to be happy and healthy?

If you think of any extra, add these in too!



Take a look at the list.
Which answers are **needs** rather than **wants**?

As a Class:

Can we agree on a set of basic human needs?



Working in small groups, ask pupils to look at the list on the board and pick out which answers they think are basic needs, rather than things that they like or enjoy. They can add ideas to their lists if they think of something that hasn't been mentioned.

Come back together as a class and discuss the lists. Try to agree on a set of basic human needs and write or draw these on the board or flipchart.



Animals Need

Question

What do animals need to be **happy** and **healthy**?



Write or draw your answers on the worksheet.



Who has a pet in here?
Can you tell me about your pet?

What do they need?

If you were a _____ what _____

Look at the 'Human Needs' list
and now your 'Animal Needs'
What have you noticed?

Can anyone identify what the 5
Welfare Needs of animals are?



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Pupils should now think about what animals need to be happy and healthy. Refer to factsheet *The five welfare needs*. Ask pupils to suggest things that they think animals need. It may help to talk about a specific animal that they have experience of, such as a pet or farm animal. They can write or draw their answers on the worksheet *What do they need?*.

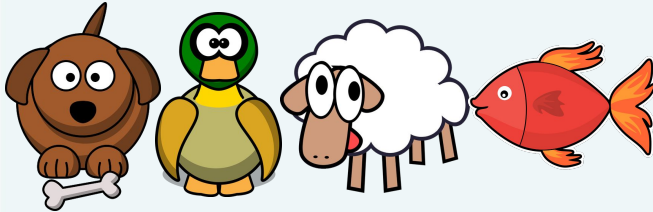
Compare the two lists of **needs** you have written and discuss. Pupils should realise that the lists are similar.

Depending on the class ability, you may be able to put together separate lists of needs for pets, farm animals and wildlife. Again, make sure that pupils understand the difference between 'wants' and 'needs'.



Animal Interviews

Choose one of the following animals:



In pairs, you are going to interview this animal.

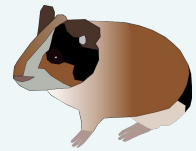
Think About:

What questions would you like to ask?

What would the animals say?

Example

"What do you like to eat?"



GENERATION
KIND

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Pupils choose one of the animals. Working in pairs or small groups, the pupils should imagine that they are going to interview the animals.

What questions would they like to ask? *What would the animals say? What would you like to ask the animals?* in the form of a conversation.

So they would write their question, followed by the animal's answer.

Extension → Encourage them to act out the interviews in front of the rest of the class, some pupils playing the part of the animals and some playing the part of the interviewers - then swap roles.

(This could form the basis of a class assembly on animal welfare - pupils could begin with role play and then go on to explain more about how we should all look after animals and about the work of the RSPCA).



Plenary & Homework



Questions

What have you learnt from today's lesson?

How did you feel thinking about animals needs?

Do you think you will do anything differently now after this?

Did you know?!

It costs around £700 a year in the UK to keep an average-sized dog.

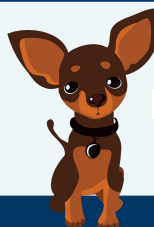
More than 900 million farm animals are produced every year in the UK.



Homework

Can you design and create a 'What do animals need' poster to display on our classroom wall.

You can use images of your own pets.



£700 a year!

If I live until I am 10 years old, I will cost **£7000**

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GENERATION
KIND

Plenary - Ask pupils what they have learned from the activity. How did they feel thinking about animal needs? Is there anything they will do differently as a result?

Homework (optional) - Pupils can design and create a *What do animals need?* poster. They could use photos of their pets, or of animals that they particularly like, and add their own text.