**Lesson plan**

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| Lesson title:Understand the pets’ rights in Serbia and in the EU |
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| Lesson brief descriptionIn this 2nd-grade lesson, students explore the concept of pet rights, expressing their understanding through drawings and collaborative poster creation. They compare and contrast pet rights in Serbia and the European Union, fostering cultural awareness. The lesson encourages responsible pet ownership and highlights the importance of treating animals with kindness and respect. |
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| Time (Lesson duration):45 min |
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| Methodology: (group, individual, peer assessment, brainstorming, etc…)1. **Class Discussion (Whole Group):**
	* Start with a whole-class discussion to introduce the concept of pet rights, sharing ideas and experiences.
2. **Individual Activity - My Pet's Rights Drawing:**
	* Allow students to engage individually in expressing their understanding through drawings, promoting creativity and personal reflection.
3. **Comparative Discussion (Whole Group):**
	* Facilitate a discussion comparing pet rights in Serbia and the EU, using images and encouraging participation from the entire class.
4. **Group Activity - Pet Rights Poster:**
	* Organize students into small groups for collaborative poster creation, fostering teamwork and group discussions.
5. **Peer Collaboration (Group Work):**
	* Promote peer collaboration during the creation of the pet rights posters, encouraging students to share ideas and work together.
6. **Class Presentations (Whole Group):**
	* Conclude with whole-class presentations of the group posters, allowing students to articulate their understanding and insights.
7. **Class Discussion (Whole Group):**
	* Facilitate a closing discussion, emphasizing key takeaways and reinforcing the importance of responsible pet ownership.
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| Materials needed:1. **Picture Books or Short Videos:**
	* Resources illustrating pet care and rights to initiate the discussion.
2. **Printed Images of Common Pets:**
	* Images of pets to aid in the discussion and comparison activity.
3. **Drawing Materials:**
	* Crayons, markers, and paper for the individual activity of drawing their pet's rights.
4. **World Map or Globe:**
	* To visually represent the location of Serbia and some EU countries during the comparison activity.
5. **Chart Paper and Markers:**
	* For each small group to create their collaborative pet rights poster.
6. **Multimedia Devices:**
	* Computer or projector for displaying images or videos.
7. **Classroom Whiteboard or Flip Chart:**
	* To jot down key points during discussions.
8. **Printed Handouts (Optional):**
	* Handouts containing information about pet rights or a list of common pets in Serbia and the EU.
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| Students’ age: 8 year old |
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| Aims/Goals or SWBATs (Students will be able to......)By the end of the lesson, students will be able to:1. **Understand Pet Rights:**
	* Define the concept of pet rights and recognize the basic needs of pets.
2. **Compare and Contrast:**
	* Compare and contrast pet rights in Serbia and the European Union, identifying similarities and differences.
3. **Express Understanding Creatively:**
	* Express their understanding of pet rights through individual drawings, showcasing creativity and personal reflections.
4. **Collaborate in Groups:**
	* Collaborate in small groups to create a poster illustrating pet rights, fostering teamwork and discussion.
5. **Present and Communicate:**
	* Present their group posters to the class, articulating their insights and understanding of pet rights.
6. **Promote Responsible Pet Ownership:**
	* Emphasize the importance of responsible pet ownership, understanding cultural differences in pet care practices.
7. **Participate in Class Discussions:**
	* Actively participate in class discussions about pet rights, cultural comparisons, and the significance of treating animals with kindness and respect.
8. **Engage in Peer Collaboration:**
	* Engage in peer collaboration during the group activity, sharing ideas and working together to create a comprehensive pet rights poster.
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| Lead-in *What’s going to happen here to introduce your students to the topic?* Time \_15min1. **Class Pet Parade:**
	* Invite students to bring in small toys representing their pets for a "Pet Parade" at the beginning of the lesson. This creates excitement and a personal connection to the topic.
2. **Question and Share:**
	* Begin by asking questions like "Who has a pet at home?" and "What do you think pets need to be happy and healthy?" Encourage students to share their thoughts and experiences.
3. **Video:**
	* Show a video about responsible pet ownership and the importance of understanding pets' needs.
4. **Interactive Discussion:**
	* Facilitate an interactive discussion by asking open-ended questions such as "Why is it important to take care of pets?" and "What do you think pets might need to be happy?"
5. **Introduction to the Lesson's Theme:**
	* Briefly introduce the main theme of the lesson – exploring how pets are cared for in different places, specifically comparing Serbia and the European Union.
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| *What key-concepts could teachers focus on? What needs to be pre-taught?* Time 20min the previous class1. **Pet Rights:**
	* Emphasize the concept that animals, including pets, have right to be treated with care, kindness, and respect.
2. **Basic Needs of Pets:**
	* Introduce the fundamental needs of pets, such as food, water, shelter, exercise, and companionship.
3. **Cultural Differences:**
	* Help students understand that pet care practices may vary in different places due to cultural differences.
4. **Responsibility:**
	* Instill the idea that owning a pet comes with responsibilities, and individuals should ensure the well-being of their pets.

**Pre-teaching Considerations:**1. **Animal Rights vs. Needs:**
	* Clarify the distinction between rights and basic needs to ensure students grasp the concept that animals, including pets, have specific needs that should be fulfilled.
2. **Cultural Awareness:**
	* Foster an understanding of the term "culture" and prepare students to appreciate that people in different places may have distinct ways of caring for and interacting with pets.
3. **Introduction to Serbia and the EU:**
	* Provide basic information about Serbia and the European Union, emphasizing their locations on a map and briefly discussing cultural diversity within the EU.
4. **Vocabulary Building:**
	* Introduce or review relevant vocabulary related to pet care, rights, and cultural terms to support effective communication during activities.
5. **Responsible Pet Ownership:**
	* Discuss the responsibilities associated with owning a pet, reinforcing the idea that pets are living beings that require attention and care.
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| *List of activities with brief description of each one and time for each one:*1. **Introduction (15 minutes):**
	* Discuss pets students have at home.
	* Introduce the concept of pet rights through pictures or videos.
	* Emphasize the importance of love and proper treatment for pets.
2. **My Pet's Rights Drawing (20 minutes):**
	* Students draw a picture of their pet, labeling or writing down what they think their pet's rights are.
	* Encourage creativity and individual expression.
3. **Comparing Pet Rights (10 minutes):**
	* Show images of common pets in Serbia and the EU.
	* Discuss and compare pet rights in both regions.
	* Use a world map to show the location of Serbia and some EU countries.
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| *What are other follow up (or homework) activities that can be included?*1. **Cultural Pet Care Reports:**
	* Assign each student or group a country within the European Union. Have them research and create a report on how pets are traditionally cared for in that country, emphasizing cultural practices.
2. **Guest Speaker Visit:**
	* Invite a local veterinarian or animal care professional to talk to the class about pet care and responsible ownership. Students can prepare questions in advance.
3. **Create a Classroom Pet Corner:**
	* Establish a small corner in the classroom dedicated to pets (stuffed animals or pictures). Students can take turns caring for the "class pets" and learn about responsibility.
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| *What methodology / activities are used for assessment?*1. **Informal Observation:**
	* Throughout the lesson, the teacher will observe students' participation, engagement, and understanding during class discussions, activities, and group work.
2. **Individual Drawing Assessment:**
	* Assess students' comprehension and creativity through their individual drawings depicting their pet's rights. Look for evidence of understanding and personal expression.
3. **Class Discussion Participation:**
	* Evaluate students based on their active participation in class discussions. Assess their ability to express thoughts clearly, ask questions, and engage with peers' ideas.
4. **Interview Reflections:**
	* If students conduct interviews with pet owners, assess their reflections on the experience. Look for insights gained and connections made to the lesson's objectives.

**Feedback:*** Provide constructive feedback to students after assessments, highlighting strengths and areas for improvement. Encourage self-reflection and goal setting for future learning.
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| Other thoughts about this lesson plan:This lesson plan on exploring pet rights in Serbia and the European Union appears engaging and holistic, incorporating various activities. Here are a few additional thoughts:1. **Inclusive Approach:**
	* Consider incorporating stories or examples that reflect diverse family structures and cultural backgrounds to ensure inclusivity and relatability for all students.
2. **Real-World Connection:**
	* Explore the possibility of inviting a local animal shelter representative to share information about pet adoption, emphasizing the connection between responsible pet ownership and the broader community.
3. **Technology Integration:**
	* Integrate technology by using educational apps or online resources that allow students to virtually explore different aspects of pet care and rights.
4. **Field Trip or Virtual Tour:**
	* If feasible, organize a field trip to a local animal shelter or arrange a virtual tour. This hands-on experience can deepen students' understanding of real-world pet care practices.
5. **Extension Activities:**
	* Offer extension activities for students who show a particular interest, such as starting a "Pet Care Club" where students can continue exploring and advocating for responsible pet ownership.
6. **Parental Involvement:**
	* Encourage parental involvement by assigning a small project where students discuss pet care practices at home with their families, fostering a connection between school and home life
7. **Flexible Timing:**
	* Be flexible with the timing of activities, ensuring that students have enough time to fully engage in discussions and complete group projects without feeling rushed.
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