

INTERNATIONAL WORKING ANIMAL DAY

November 19th



5 to 7-year olds



Use the pictures provided to get learners to name some working animals and some of the jobs they do for us. To make this more interesting, you could just show a little detail of each flashcard to get learners to guess what animal it represents.



Draw a scale of 0 to 5 on the board and explain that the scale represents how difficult life is for these animals: 0 means that life is not difficult at all for these animals, and 5 means that life is extremely difficult for these animals.



Ask several learners to come up to the board and make a mark representing what they think: they need to make a mark on 0, 1, 2, 3, 4 or 5 according to their own judgment. Discuss the results. You could ask: “Why do you think this?”, “Did you ever see an animal suffer?” etc...



‘Put yourself in their place’: Let learners experience what pulling a heavy load feels like: place a long rope around a volunteer’s chest and let 2 other learners hold the ends of the rope. The learner being a horse/mule/donkey needs to move forward while the other 2 try and resist being pulled, representing the weight that the animal has to pull.



Ask learners what could be done to make life a bit easier for these animals and agree as a class to do something that would help an animal that they know (give it fresh food or fresh water, asking their owner to reduce the load). Make sure you tell your learners to only approach animals that they are familiar with and that they need to get the owner’s permission.



INTERNATIONAL WORKING ANIMAL DAY

June 15th



8 to 12-year olds



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Ask learner to write a ‘Thank you letter’ to the animals that help people daily and display the letters within the school community.



INTERNATIONAL WORKING ANIMAL DAY

June 15th



13 to 16-year olds



Use the pictures provided to get learners to name some working animals and some of the jobs they do for us. Just show a little detail of each flashcard to get learners to guess what animal it represents.



Place the following signs on the classroom walls: 'True', 'false', 'not sure'.



Call out the following statements, one at a time:

1. Working animals have a hard life.
2. Working animals don't feel any pain.
3. Working animals are happy to work.
4. Working animals don't need to be friends with other working animals.



Each time you call out a statement, ask learners to move to the sign representing their thought. Once everybody is standing under their sign, start a debate, by asking some of the learners: why do you think this? Does everybody agree? Do you have any evidence for what you're saying? In total, you should have 4 mini-debates: one for each statement.



Once the debates are over, get learners to sit back down and ask them what could be done to help these working animals.



Act on learners' ideas: they might want to draw posters asking their community to pay attention to their animals' needs; they might want to take action themselves and help an animal that they already know; they might want to organise for more fresh water to be available for working animals within their community.

