MY MONEY WEEK

Supported by Santander

LESSON PLAN 1: PETS

AGES 3-7

Financial Education Primary Planning Framework links:

I am beginning to understand why money is used **3-5**

I know I have choices about saving and spending money **5-7**

I can describe why I might want to save my money e.g. for something special or to buy a present for someone else, and where I might save it e.g. cash at home, in a savings account **5-7**

MATERIALS

- ✔ Blank paper
- ✔ Colouring pens

ACTIVITY 1
COSTS OF KEEPING PETS

20 min

This activity will help pupils think about the costs involved in keeping a pet.

Ask the pupils to work in pairs. Give them 2 minutes to discuss the following question:

If you could have any pet, which pet would you have?

Share some of the ideas as a class and record these on the board.

As a class, discuss where you might get a pet from and whether it costs money to buy a pet? Explain that there's usually a cost associated with buying a pet – even if you rescue a pet from an animal shelter, you usually provide a donation.

Then ask the pupils, whether they think it costs money to keep a pet?

- Keeping a pet fed and healthy costs money – food, pet home, vet bills, pet toys etc.

Explain that, just like people, animals have needs too. It's our responsibility to ensure that our pets' needs are met and that they're happy and healthy. Just like people, our pets' 'needs' cost money.

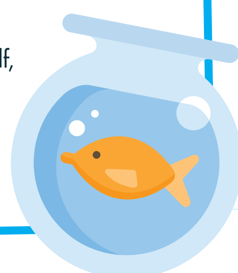
Ask the class if they think some animals are more expensive to keep as pets than other animals.

You could use the examples below to explore the difference in cost or you could use some of the animals the pupils chose as their ideal pets.

Would keeping a tiger be more expensive than keeping a domestic cat? Yes, definitely!

- A tiger will eat a lot more, so you'll need to spend more money on its food.
- A tiger will need a bigger enclosure so it has more space to roam – this will cost more than a cat bed.
- If a tiger gets sick, it will need a special vet whose bills will be much higher than those for a domestic cat.

Further examples could include dog vs wolf, goldfish vs shark and penguin vs chicken.



ACTIVITY 2
SAVING FOR A PET'S NEEDS

20 min

This activity will help pupils understand the importance of saving money for a pet's needs, now and in the future.

As a class, come up with a list of animals that might be more suitable to keep at home and that would cost less money to look after.
These might include:

- **Hamster**
- **Rabbit**
- **Cat**
- **Dog**
- **Fish**
- **Chicken**

Working in pairs, ask the pupils to choose a pet from the more suitable suggestions. Task them with drawing their pet and then writing or drawing all of the things they'll need to provide for their pet. Ask them to circle the items they think will cost money.

Higher ability pupils could also think about some of the unexpected costs that might arise for their pets – e.g. vet bills, buying a larger pet house, taking their pet on holiday etc.

PLENARY

10 min

Remind the pupils that all pets, no matter how small or large, cost money. Pets can live a long time, so we need to make sure we can afford to look after them now, and in the future.

As a class, consider how saving money could help us meet our pets' future needs? If we have money saved, this will help to ensure we can afford to feed and look after our pet and we can use this money if anything unexpected happens.