

SPCA Teacher's Seminar

Inspiring Children to love and care

Primary Level – Online Version



Speaker: Vivian Chiu
Education Manager



Established on 23/06/1921

Animal Welfare Charity Organisation



1921

Official Formation of the SPCA (HK), with the aim of preventing the mistreatment and suffering of animals in Hong Kong

1922

The SPCA's First Dog's Home was opened in Waterloo Road, Kowloon. It was substantially funded by Lady Ho Tung



Been helping animals and the community for more than **99 Years** !

1% of Government Subvention

Existing Problems in the Community



- **PET ABANDONMENT**
- **CRUELTY CASES**
- **STRAY ANIMAL ISSUES**
- **THE GROWTH OF ANIMAL POPULATION**
- **CONFLICTS WITH NEIGHBOURHOOD**

**Reason:
Irresponsible Humans**

Animals no matter big or small

Have **feelings** just like us

Responsibility

Understand the **needs** of
the pet before taking in



Basic pet care

Respect for life
begins with
concern for
animals

Daily diet

Comfortable and
safe place to sleep

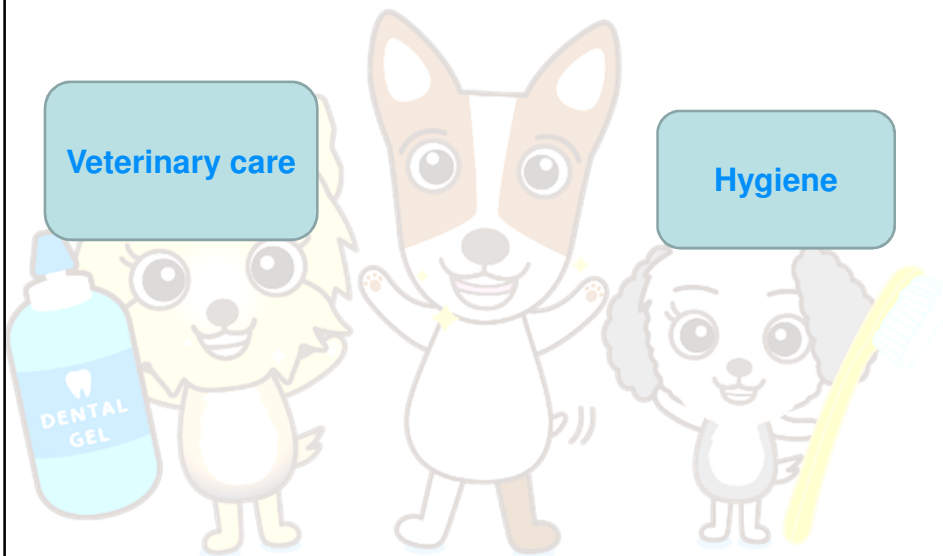
Regular exercise

Basic pet care

Respect for life
begins with
concern for
animals

Veterinary care

Hygiene





Emotional well-being



Desex your pets (if suitable)

OR
Separate
them

Desex your pets (if suitable)

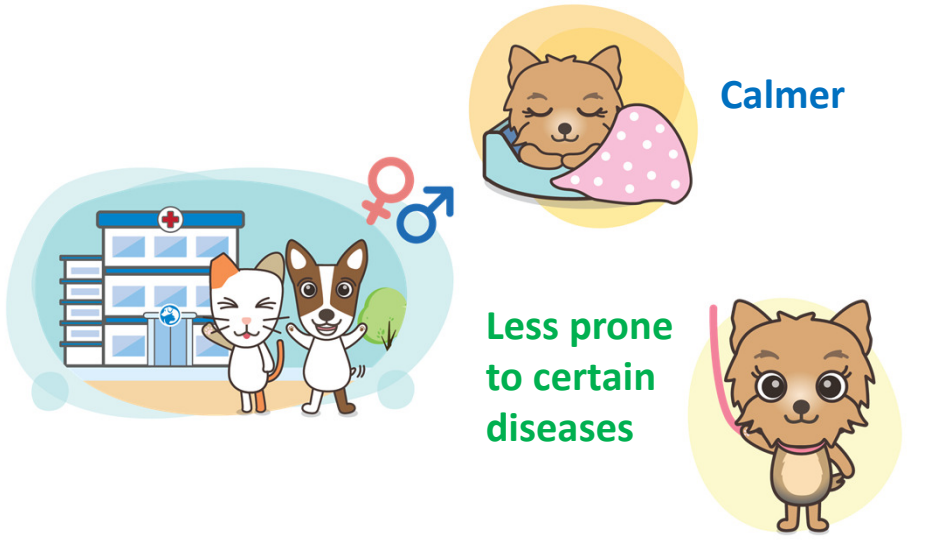


Illustration of a vet clinic with a cat and dog, and a dog sleeping.

♀ ♂

Calmer

Less prone to certain diseases




Illustration of a dog.

Adoption = Give them a home

Adopt, Don't Shop

Respect for life
begins with
concern for
animals



Summary

Respect for life
begins with
concern for
animals

Responsibility



Care



Do you have questions about our homing animals?

Let's send blessings to the animals in our adoption centers!



The Cruelty Behind the Dolphin "Smile"

Say **NO** to Dolphin Shows

SPCA 愛護動物協會

WORLD ANIMAL DAY
OCTOBER 4

Concern the feelings of animals – support the online Campaign



Sign the pledge.
Together we can create a better world to animals!

can the . \ code to join

https://wad2020-online-campaign.sPCA.org.hk/?locale=zh_hk

Meeting demand in the N.T.

New towns are being
built

an demand for

- ✓ animal-related services
&
- ✓ community education in the
region



Need Your Support

- Support the facilities of our Tsing Yi Centre



HSBC

Bank Code: **004**

**SOCIETY FOR THE PREVENTION OF CRUELTY TO ANIMALS (HONG KONG) TRUSTEES
INCORPORATED**

Account No.: **484-286067-838**

*For those who pay more than HK\$100 can send the transfer slip to us (or e-copy) and we can provide tax deductible receipt upon request after verification of the funds.

How can you help?



Sign the pledge to **Say NO** to **Animal Shows** & related activities



Donate item like towels

Fundraising for the SPCA Centennial Centre at Tsing Yi



Support our raffle ticket & charity sales
Become Junior Members

Raffle Ticket



<https://raffle.sPCA.org.hk/consignment>

Regular Talk

- Lower Primary Level
- Upper Primary Level
- Cantonese / English Presentation
- 36 capacity (students + teacher)

- In-house + Homing Tour
- Out-door premises *

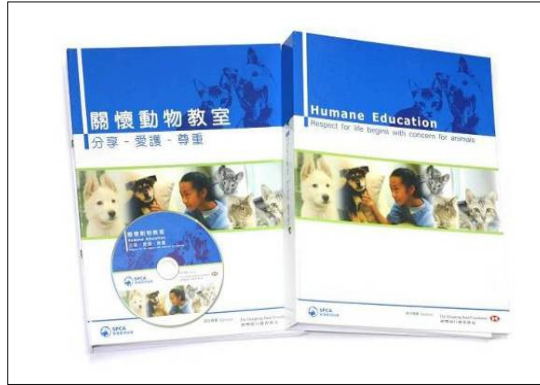
COVID 19 Arrangement

- **In- house Talk / Online Talk :**
10 student + teacher with live-streaming
tour at our homing

- **Out-door Premises:**
Talk (depends on school arrangement)
* Live streaming tour as additional choice

Following Up Humane Education

Respect for life
begins with
concern for
animals




2007



Registration code: SPCA_PRI

Primary Level	Secondary Level
<p>Chapter 1: Animal Kingdom – Wild and Domestic Animals</p> <p>1.1 Animals – Wild Animals, Pet and Farm Animals 1.2 What Do Animals Eat? 1.3 Habitat 1.4 Get to Know Animals 1.5 Zoo Animals</p>	<p>Chapter 1: Why Certain Animals Make Good Pets While Others Do Not</p> <p>1.1 Why Certain Animals Make Good Pets While Others Do Not</p>
<p>Chapter 2: Life Cycle of Animals</p> <p>2.1 Life Cycle of Animals and a Comparison with Humans 2.2 Pet Life Cycles – Growing Up 2.3 Life Cycle of Individual Pets</p>	<p>Chapter 2: Laws that Exist to Protect Animals</p> <p>2.1 Laws that Exist to Protect Animals</p>
<p>Chapter 3: Learn about Animal Behavior</p> <p>3.1 How Pets Communicate with People 3.2 Behaviour of Wild Animals – Hibernation and the Migration of Birds 3.3 How to Greet a Dog</p>	<p>Chapter 3: Common Pet Diseases in Hong Kong</p> <p>3.1 Common Pet Diseases in Hong Kong</p>
<p>Chapter 4: How Much Care Do Animals Need? – Habitat, Diseases, Food and Grooming</p> <p>4.1 Habitat and the Basic Needs for Survival 4.2 Pets' Needs 4.3 Suitable Pets</p>	<p>Chapter 4: Are We Doing Something Wrong?</p> <p>4.1 Be a Responsible Pet Owner 4.2 Should We Eat Shark Fin Soup? 4.3 Abuse Cases 4.4 Where Does Fur Come From? 4.5 Why Are Giant Pandas Threatened with Extinction?</p>
<p>Chapter 5: How You Can Help Animals?</p> <p>5.1 Responsible Pet Ownership 5.2 Do and Do not 5.3 Taking Action!</p>	<p>Chapter 5: What are Animals Rights?</p> <p>5.1 Animals in Circuses</p>
<p>Chapter 6: Working with or for the Animals</p> <p>6.1 Working with or for the Animals – Brief Introduction of Veterinary Surgeon</p>	<p>Chapter 6: Get to Know the SPCA</p> <p>6.1 Inspectorate Team 6.2 Veterinary Services Department 6.3 Welfare Department 6.4 Marketing and Communications Department (now known as Community Development Department)</p>
<p>Chapter 7: Introducing Animal Welfare Related Organisations</p> <p>7.1 SPCA – The Society for the Prevention of Cruelty to Animals 7.2 AFCD – Agriculture, Fisheries and Conservation Department</p>	<p>Chapter 7: Animal Welfare Organisations in Hong Kong</p> <p>7.1 AFCD and Other Animal Welfare Organisations</p>
<p>Chapter 8: Are We Doing Something Wrong?</p> <p>8.1 What is Wrong with This Picture? 8.2 Should We Go to the Circuses? 8.3 Human Activity and the Environment</p>	<p>Chapter 8: Business vs. Animal Welfare</p> <p>8.1 Pet Shops</p>
<p>Chapter 9: Tell Us about Your Pet</p> <p>9.1 Tell Us about Your Pet</p>	<p>Chapter 9: Pet Population</p> <p>9.1 Pet Population</p>

小學教材	中學教材
第1章：動物王國 - 野生動物與寵物 1.1 動物 - 野生動物、寵物與農場動物 1.2 究竟動物吃什麼？ 1.3 棲息地 1.4 認識動物 1.5 動物園裡的動物	第1章：為何有些動物適合作為寵物，而有些不適合？ 1.1 為何有些動物適合作為寵物，而有些不適合？
第2章：動物的生命週期 2.1 動物的生命週期 - 人類與動物的比較 2.2 寵物的生命週期 - 成長篇 2.3 個別寵物的生命週期	第2章：保護動物的現行法例 2.1 保護動物的現行法例
第3章：認識動物的生活習性 3.1 寵物如何與人溝通？ 3.2 野生動物的習性 - 冬眠和候鳥遷移 3.3 如何跟狗隻打招呼？	第3章：香港常見的寵物疾病 3.1 香港常見的寵物疾病
第4章：動物需要多少的照顧？棲息地、疾病、食物和美容 4.1 棲息地和生存的基本需要 4.2 寵物的需要 4.3 合適的寵物	第4章：我們做錯了甚麼？ 4.1 做一個負責任的寵物主人 4.2 我們應否吃魚翅羹？ 4.3 虐待個案 4.4 皮革從那裏來？ 4.5 為何大熊貓面臨絕種的威脅？
第5章：您可以怎樣幫助動物？ 5.1 飼養寵物的責任 5.2 應該和不應該做的事情 5.3 立刻行動！	第5章：甚麼是動物權益？ 5.1 馬戲團中的動物
第6章：與動物為伴的工作 6.1 與動物為伴的工作 - 獸醫的簡介	第6章：齊來認識香港愛護動物協會 6.1 檢核部 6.2 獸醫服務部 6.3 福利部 6.4 市場及傳訊部 (現改為社區及發展部)
第7章：動物福利機構的介紹 7.1 香港愛護動物協會 7.2 漁農自然護理署	第7章：香港的動物福利機構 7.1 漁護署和其他動物福利機構
第8章：我們做錯了甚麼？ 8.1 這張圖片有甚麼地方出錯了？ 8.2 我們應否觀看馬戲團？ 8.3 人類的活動與環境	第8章：動物生意與動物福利 8.1 寵物店
第9章：讓我們認識您的寵物 9.1 讓我們認識您的寵物	第9章：寵物過剩 9.1 寵物過剩



3.1 Learn about Animal Behaviour

Topic: How Pets Communicate with People

Objective: To discuss the feelings that pets have, their needs and how they communicate with people. Students should learn from this about pets' feelings and behaviour.

Primary: 4-6

Time: 1 lesson (35 minutes)

Materials: Dog mask

Lesson Plan	Minutes
Introduce the ways pets communicate with people by asking students to guess how animals communicate with people	5
Role-play in two scenarios	20
Discussion of pets' feelings and behaviour	10

Teaching Suggestions:

- In each scenario, choose one student to play the role of the pet and one to play that of the pet owner.
- In the role-play section, you should be the narrator. Make sure the student who plays the pet doesn't speak at all; the student can only use body language and make animal noises, such as a bark for a dog and a meow for a cat, etc.

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gins with
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animals

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Scenario 1

NARRATOR: Mei Mei (the dog) is wandering about anticipating the return of Amy (the dog's owner) after work. Mei Mei wants Amy to play with her.
(wanders about, walks to and fro close to the door)

MEI MEI: *(wanders about, walks to and fro close to the door)*

NARRATOR: When Amy comes home after work, she feels tired. She sits down on the sofa. Mei Mei approaches Amy and gets her attention by sniffing her legs and looking at her.

AMY: *(opens the classroom door, comes in and sits down on the chair)*

MEI MEI: *(approaches Amy and draws her attention by sniffing and looking at her)*

AMY: Hello, Mei Mei, how was your day? My day wasn't good. I made some mistakes at work. Shall we have a walk after supper? *(strokes Mei Mei's back for a while)*

MEI MEI: *(looks happy)*

NARRATOR: It's Mei Mei's supper-time; Amy is preparing food for Mei Mei.

Amy: *(puts the dog food in the dog dish)*

NARRATOR: Mei Mei is eating her food happily.

MEI MEI: *(eats the dog food very happily)*

Scenario 2

NARRATOR: Kin Kin (the dog) is wandering about, looking forward to seeing Peter (his owner) when he comes home after work; Kin Kin wants Peter to play with him.

KIN KIN: *(wanders about, walks to and fro close to the door)*

NARRATOR: When Peter comes home after work, he feels tired. He sits down on the sofa. Kin Kin approaches Peter and gets his attention by sniffing his legs and looking at him.

PETER: *(opens the classroom door, comes in and sits down on the chair)*

KIN KIN: *(approaches Peter and draws his attention by sniffing and looking at him)*

NARRATOR: Peter is tired and just falls asleep on the sofa.

PETER: *(pretends to fall asleep on the chair)*

KIN KIN: _____ *(Make it up as you go along how you will respond, remembering that dogs cannot speak.)*

(You can ask two more students to play Kin Kin to see how they respond.)

NARRATOR: Peter eventually wakes up; however, he just watches TV and does not play with Kin Kin. Kin Kin leaves Peter disappointedly.

KIN KIN: *(leaves Peter full of disappointment)*

NARRATOR: It is Kin Kin's supper-time. Kin Kin is very hungry now but Peter is still watching TV and seems to have forgotten about Kin Kin's supper.

PETER: *(still watching TV)*

KIN KIN: _____ *(Make it up as you go along how you would respond if you were very hungry, remembering that dogs cannot speak.)*


(You can ask two more students to play Kin Kin to see how they respond.)

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Role-play

Material:
Choose from the following photographs to make the masks for the role-play.



In this role-play, students should understand the limitation pets have in expressing themselves to their owners.

Messages that can be put across to students from this:

1. Pets need food to survive, just as humans do.
2. A pet is your friend; you can share your feelings with your pet. But bear in mind that a pet also needs your company.
3. Pets need exercise.
4. Pets have feelings. They can be both happy and sad.
5. Animals do not speak; but they have to express themselves, by using body language, i.e. facial expressions, licking or approaching you, etc. Or they get attention by making a noise, i.e. a bark if it is a dog; a meow if it is a cat. So when a dog barks, this is normal behaviour because they need to express themselves. However, if they keep barking, that means there is something wrong with the way their owners are keeping them.

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Responsible Pet Ownership Children's Kit

Respect for life
begins with
concern for
animals

Target: Parents and Children



E-book @ Broadlearning



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Scout Animal Care Badge – Cub Section

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animals



Cub Section

- Covers basic understanding of an animal's needs
- Life cycles
- Responsibility of pet care
- Concerns for wildlife.

Based on Humane Education

Life Education- different approach

- Embrace the Symphony of Life
- Developed at 2017
- Primary and above
- At school premises



LIVE Tour!



- Education Talk:

<https://www.sPCA.org.hk/en/education-and-outreach/education/online-talk-with-live-tour-en>



- Life Education Talk (擁抱生命的樂章)

<https://www.sPCA.org.hk/ch/education-and-outreach/education/embrace-the-symphony-of-life-ch>



- Scout Animal Care Badge 愛護動物章

<https://www.sPCA.org.hk/en/education-and-outreach/education/animal-care-badge-for-cub-scout-and-scout>



Please call our Education dept. at 2232 5541 or 2232 5526 for booking details.

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We need your support

**Build a better world for both animals and
the community
SPCA Centennial Centre**

