

**SUCCESSFUL
LEARNERS**



**RESPONSIBLE
CITIZENS**

**CONFIDENT
INDIVIDUALS**

SCOTTISH SPCA AND THE CURRICULUM FOR EXCELLENCE

The Scottish SPCA's NEW Animal WISE initiative ties in with many areas of the Scottish Curriculum for Excellence.

**EFFECTIVE
CONTRIBUTORS**

CURRICULUM LINKS – PRIMARY

EXPRESSIVE ARTS

EXA 0-14a, EXA 0-04a/EXA 1-04a, EXA 4-12a

Pupils participate in various role play activities where they imagine themselves as Scottish SPCA inspectors, animal rescue officers, animal care assistants, vets and owners of animals and take on tasks relating to the work that each of these roles carry out in the society.

HEALTH AND WELLBEING

HWB 0-20a / HWB 1-20a, HWB 2-20a / HWB 3-20a / HWB 4-20a, HWB 2-33a, HWB 2-34a, HWB 1-19a, HWB 0-32a, HWB 2-44b, HWB 2-45a, HWB 0-45b/HWB1-45b/HWB2-45b

One of the aims of all of our activities is to get pupils to identify who the Scottish SPCA are and how we can help their communities. It also highlights the jobs that are available if that pupil has an interest in working with animals.

Pupils learn about the dangers of touching an animal especially if it's a wild animal. They also learn the importance of hygiene around animals especially pets.

Pupils learn about the work of the Scottish SPCA with Scotland's farming and food industries, highlighting where our food comes from and choices children can make regarding farm animal welfare.

RELIGIOUS AND MORAL EDUCATION

RME 3-02b RME 4-02b RME 0-05a RME 2-05b RME 3-05a

Through all of our interactions with schools we look to promote kindness and respect towards the treatment of all animals that pupils may come across.

Our Animal Guardians Programme helps children understand the relationships children have with animals and their responsibilities when around animals.

SCIENCES

SCN 0-01a SCN 1-02a SCN 2-01a SCN 4-01a SCN 1-13a RME 1-09b

We focus on the diversity of Scottish wildlife and introduce ideas of how children can help protect these animals.

We raise issues such as what animals depend on to survive thus giving examples of food chains. We also look at the adaptations that some animals have had to take, in order to survive in their present environment.

The risks involved with coming into contact with wild animals are highlighted, and emphasis is placed on pupils avoid touching any animal they come across. In particular we want to raise awareness of the implications that can arise when approaching or handling a wild animal such as injury, contamination and abandonment of young. The issue surrounding human scent being left on young animals is also discussed. When coding the robotic animals the children are asked to think about how animals use their senses to keep them safe in their environment.

During Animal Guardians children are taught to think about how animals are dependent on them and how their actions can affect the lives of animals.



LANGUAGES

LIT 0-02a / ENG 0-03a, LIT 1-02a, LIT 0-04a, LIT 0-01c, LIT 4-02a, LIT 3-04a, LIT 3-06a/LIT4-06a, LIT 3-08a, LIT 1-07a, LIT 1-08a, LIT 0-09a, LIT 0-10a, LIT 2-09a.

All of our activities are very interactive where pupils are encouraged to listen and also to actively participate in discussion. Pupils learn quickly that they need to give other pupils the opportunity to ask questions and they need to listen to the Scottish SPCA staff member in order to gain the most out of their experience.

A lot of information is conveyed during our workshops and our e-learning courses and at the end, pupils are quizzed to see how much they have learnt and the choices they would make in certain situations (for example if they saw someone being cruel to an animal or if they found a baby bird).

Any words that have been used, in particular during workshops, which pupils have been unfamiliar with (for example the words 'welfare', 'nocturnal' or 'habitat') will be reiterated at the end of the workshop to ensure pupils have learnt their meaning. We encourage group work and through this pupils can listen and talk within their groups and share experiences they have had with animals.

SOCIAL STUDIES

SOC 0-08a, SOC 1-08a, HWB 0-35a, SOC 1-09a, SOC 2-09a, SOC 4-09a, SOC 1-13a, SOC 2-13a SOC 3-13a.

Throughout our activities we highlight the diverse environments that animals live in such as what pets need to keep them healthy and happy or where animals live in their communities. Emphasis is placed on how the pupils themselves can become responsible animal friendly citizens around their school and in their communities and help us help look after all of the animals in Scotland.

Pupils learn about the work of the Scottish SPCA with Scotland's farming and food industries, where our food comes from and choices children can make regarding farm animal welfare. It also highlights where animals are kept and how much of the land in Scotland has been turned towards agriculture.

It is highlighted that many of the wild animals discussed have altered their habitats and food sources due to the changes in Scotland's landscape. Pupils are asked to identify how the environment has influenced our animals that live in Scotland.

One of the aims of our workshops is to get pupils to identify who the Scottish SPCA are and how we can help their communities. All workshops promote kindness and respect towards the treatment of all animals that pupils may come across. We ensure that pupils know what to do if they do find an animal that needs help or if they see someone being cruel towards an animal enabling them to make the right decision. Pupils are made aware of the laws surrounding animal welfare in Scotland and thus the consequences of the various stories they see, hear or read regarding cruelty towards animals. The information that pupils learn during any of our activities will hopefully them to make the right choice in how they treat animals towards the treatment of animals.

MATHEMATICS

SCN 0-01a SCN 1-02a SCN 2-01a SCN 4-01a SCN 1-13a RME 1-09b

Uniquely created for the Scottish SPCA, our card games are a great way for pupils to learn about the many domestic, farm and wild animals the Scottish SPCA saves from harm and danger every year. Numeracy is used to help pupils learn life histories of various animals.

TECHNOLOGIES

TCH 0-01a, TCH 1-01a, TCH 1-01b, TCH 2-01a, TCH 1-02a, TCH 1-03a, TCH 1-04a/TCH2-04a, TCH 1-04b/TCH2-04b, TCH 0-09a/TCH 1-09a, TCH 2-09a, TCH 1-12a, TCH 1-13a/TCH 2-13a, TCH1-14a/TCH 2-14a, TYCH 1-14b/TCH2-14b.

Pupils will work in small groups to build and code animal robots.

They will follow verbal and written instructions and use guides on tablets.

Through teamwork they can discuss how they want their animal to react to situations they are likely to encounter in their environment.

The robots can be programmed to produce numerous reactions to scenarios that the pupils are given, for example reacting to the sound of a car horn. Through feedback from peers and education officers they can develop on their coding skills throughout the course of the workshop.

COMMUNITY LEARNING AND DEVELOPMENT

Community Learning and Development (CLD) supports primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, with a focus on bringing about change in their lives and communities. CLD activity has a strong focus on early intervention, prevention and tackling inequalities. It plays a significant role in raising attainment for all and supporting community empowerment, among other key agendas.

All of our resources are accessible by all, we work with vulnerable groups in our Animal Guardians Programme, delivering workshops or talks to ASN and vulnerable young people.

COMMUNITY RESILIENCE

Community Resilience as a context for learning supports young people, their families and communities to develop an understanding of the causes and effects of emergencies. Through the careful planning and embedding of Community Resilience by teachers, developing partnerships and making connections through STEM, Learning for Sustainability, Children's Rights, Developing the Young Workforce or Eco Schools Scotland, children and their communities will be equipped with the skills, capabilities and attributes to prepare for, respond to and recover from adverse and challenging situations relevant to their local area.

Our Animaltronics workshops encourage children to think about scenarios involving an animal in need or observing an act of cruelty against an animal.

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CURRICULUM LINKS – SECONDARY

EXPRESSIVE ARTS

EXA 3-01a / EXA 3-02a/ EXA 3-03a/EXA 3-04a/ EXA 4-02a/ EXA 4-03a/ EXA 4-04a/ EXA 3-14a/ EXA 4-14a

Pupils participate in taking on the role of a Scottish SPCA Inspector, Vet, Defence Lawyer and Procurator Fiscal and presenting their finding on an Animal Welfare case in a classroom based 'court room'.

Using a range of media and technologies pupils will carry out some project planning, conduct some research and create different texts and infographics to convey key messages within Animal welfare.

HEALTH AND WELLBEING

HWB 3-03a/HWB 4-03a, / HWB 3-06a / HWB 4-06a// HWB 3-08a / HWB 4-08a/ HWB 3-19a/ HWB 4-19a/ HWB 3-20a / HWB 4-20a/ HWB 4-30a/ HWB 3-34a / HWB 4-34a/ HWB 3-44a / HWB 4-44a

Through our E-Learning Course Pupils explore the human/animal bond link and gain understanding on the positive impact animals have to peoples mental health and wellbeing.

Pupils can identify how the Scottish SPCA and other services can work together to support them and their local communities. Pupils are encouraged to look at the bigger picture when investigating animal neglect and cruelty and recognise the factors which can result in this. Pupils can find out about the many career opportunities the Scottish SPCA has to offer.

RELIGIOUS AND MORAL EDUCATION

RME 3-02b RME 4-02b RME 4-05b RME 3-09b RME 4-09b

Through all of our interactions with schools we look to promote kindness and respect towards the treatment of all animals that pupils may come across.

By taking part in our e-learning modules pupils will consider moral issues and viewpoints surrounding animal welfare and wellbeing.

SCIENCES

SCN 4-01a SCN 3-05b SCN 3-12a SCN 4-12b

Pupils participating in our e-learning modules and downloadable activity packs will look at how animals are physically adapted to their environments and how they have formed natural and learnt behaviours in order for them to survive.

MATHEMATICS

MNU 3-03a/ MNU 4-03a/ MNU 3-11a/ MNU 4-11a/ MTH 2-21a / MTH 3-21a/ MNU 4-20a/ MTH 4-21a/ MNU 3-22a/ MNU 4-22a

Our E-learning courses include activities using maths and numeracy linked to everyday real life scenarios. Through our Animal Advocate downloadable resource for secondary schools, pupils can measure the impact of our key campaigns by creating a method to predict and track the impact.

COMMUNITY RESILIENCE

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Our Animal Advocates workshops encourage pupils to think about scenarios where an act of cruelty may have been made against an animal.

COMMUNITY LEARNING AND DEVELOPMENT

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All of our resources are accessible by all, we work with vulnerable groups in our Animal Guardians Programme, delivering workshops or talks to ASN and vulnerable young people.

LANGUAGES

LIT 3-02a/ LIT 4-02a/ LIT 3-04a/ LIT 4-04a/ LIT 3-05a / LIT 4-05a/ LIT 3-06a / LIT 4-06a/ LIT 3-07a/ LIT 4-07a/ LIT 3-09a/ LIT 4-09a/ LIT 4-10a// ENG 3-12a / ENG 4-12a/ LIT 3-14a / LIT 4-14a/ LIT 3-15a / LIT 4-15a/ LIT 3-16a/ LIT 4-16a/ ENG 3-17a/ ENG 4-17a/ LIT 3-25a/ LIT 4-25a/ LIT 3-29a/ LIT 4-29a

All of our activities are very interactive where pupils are encouraged to listen and also to actively participate in discussion. Pupils learn quickly that they need to give other pupils the opportunity to ask questions and they need to listen to the Scottish SPCA staff member in order to gain the most out of their experience.

Through our downloadable activity packs Pupils will research key campaigns surrounding Animal welfare and create their own text by gathering and linking information from different sources.

During class presentations or question and answer sessions, pupils are actively encouraged to comment, get involved in discussions and give feedback on their understanding.

SOCIAL STUDIES

SOC 4-01a SOC 3-08a SOC 4-08a SOC 4-09a SOC 4-10a SOC 4-12a SOC 3-15a SOC 4-18c SOC 4-20b

We want pupils to be aware of the influencing factors of climate change and environmental issues that affect our wildlife and sea life and consider the changes we need to make as a society.

Throughout our activities we highlight the diverse environments that animals live in such as what pets need to keep them healthy and happy or where animals live in their communities. Emphasis is placed on how the pupils themselves can become responsible animal friendly citizens around their school and in their communities and help us help look after all of the animals in Scotland.

It is highlighted that many of the wild animals discussed have altered their habitats and food sources due to the changes in Scotland's landscape. Pupils are asked to identify how the environment has influenced our animals that live in Scotland.

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TECHNOLOGIES

TCH 3-02a TCH 4-02a TCH 4-11a TCH 3-13a TCH 3-13b

We provide different opportunities to make learning more fun and enjoyable by incorporating digital and virtual learning into our education programme. Through the use of E-learning and virtual tours we aim to encourage more active participation in learning about the Scottish SPCA, animals and the environment.