

TAKING CARE OF ANIMALS

ROLE PLAY ACTIVITY

USE THE FEEL SUCCESS SKILL TO BE AN ANIMAL CONTROL WORKER.

TIME

20–30 minutes

STRUCTURE

Whole group, pairs, or individual

MATERIALS

- ✓ Animal Cutouts (1 Cutout per child and educator)
- ✓ Animal Shelter Card Handout (1 Printout per child)
- ✓ Animal Food Table (Projection or Printout)
- ✓ Scissors
- ✓ Crayons, markers, or colored pencils

PREPARE AHEAD OF TIME

- ✓ Review the ASL sign for **feel**: <https://youtu.be/2rhcl54OACs>
- ✓ Print the **Animal Cutouts** and use scissors to cut out each square.
- ✓ Print the **Animal Shelter Cards** in color, if possible.
- ✓ Select an **Animal Cutout** to use as an example.
 - Color it using unique colors and patterns to make it fun and different. For example, the animal you color in can have purple fur and blue polka dots.
- ✓ Review the **Animal Food Table** to familiarize yourself with examples of the foods animals eat.

CAREER CLUSTER

Law and Safety

SUCCESS SKILL CONNECTION

Feel

*Each time you say **feel** in this activity, please do the following as a corresponding ASL sign: Open the hand you write with, pointing your middle finger inward towards your chest. Then touch the center of your chest in a small, upward circular motion a couple of times.

ASL Video Link: <https://youtu.be/2rhcl54OACs>

5 MIN: INTRODUCTION (whole group)

1. **Say**, “Have you heard about animal control workers? You will get to try out the job today! Animal control workers work with animals and people everyday. They take care of different types of animals and also teach people how to take care of them. To become an animal control worker, there is an important Success Skill you will use. When an animal is lost, animal control workers help reunite them with their family. Reunite means that the pet and their family are brought back together again. Animal control workers use



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the **Feel Success Skill** to understand what animals need and provide them with food, water, and a safe place to stay. We will use the **Feel Success Skill** for this activity.”

2. Display the **Animal Cutouts**, pointing at each card as you read them off (in no particular order).

Say, “Here are some different types of animals that animal control workers help out: turtles, guinea pigs, dogs, rabbits, frogs, cats, chickens, and iguanas. Animal control workers usually help animals that people have as pets.”

3. Pair each child with an **Animal Cutout** (assign animals randomly or have children select their own).
4. **Say**, “Today you will be an animal control worker. Imagine that the animal you have has just arrived at the animal shelter.”
5. Have a brief conversation with children about how animal control workers use the **Feel Success Skill**.

Say,

- “How do you think animal control workers **feel** when they find the animal they are looking for?”
- “How can animal control workers do their job while **feeling** this way?”

20 MIN: ROLE PLAY (whole group, pairs, or individual)

6. Demonstrate your colored-in **Animal Cutout** example. Ask children to color their animal however they wish. Encourage them to be creative with their coloring!
7. While children are coloring their animal, review the **Feel** definition as needed.

Say, “When animal control workers find pets, they take them into a shelter to keep them safe. For example, when you see a dog without a collar or a cat wander through your neighborhood, animal control workers help them get to where they need to be. They use the **Feel Success Skill** to take care of their needs and provide them with food and water. They care for them until they can find the animal’s family.”

8. Once they have completed coloring their animal in, display the **Animal Shelter Card**.
9. Explain to children that they will use an **Animal Shelter Card** to plan for their animal to stay at the shelter. As a large group, go over an example using the animal you have selected.
 - The **Animal Shelter Card** asks what type of animal it is, what type of food they like, and the type of bed they need, and allows extra space for anything they would like to add (example: dog leash, toys, litterbox). There is extra space in each category to add anything that may not be pictured. Explain that there can be more than one option for each category.

Note: There is space on the last page of the **Animal Shelter Card** (Question 5) for children to draw how animal control workers **feel** after reuniting their pets with their families. Please have children complete this section at the end of the activity.

10. Pass out an **Animal Shelter Card** to each child. Guide children through each section of the **Animal Shelter Card** by reading each question out loud. They may circle their options. Allow an extra minute or two for children to draw in the extra spaces for each category if they would like.
11. Once you have completed going over all sections of the card, ask a few children to share out loud what extra supplies they drew for their animal and why.

Say, “So now that you have helped this animal, surprise: the family of the animal you took care of has been found! They are **feeling** so happy to be brought back together with their pet. The family was **feeling** worried that their pet would be hungry and tired, but you helped take care of it! The family thanks you for feeding their pet the right food and giving them a place to sleep.”



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12. Have children share how they think animal control workers **feel** when animals are reunited or brought back together with their families. You can do this by having a brief discussion with children and/or inviting them to draw how animal control workers **feel** on the **Animal Shelter Card** (Question 5).

5 MIN: REFLECTION (whole group)

13. Have a brief discussion with children about the activity.

Say,

- “*What Success Skill did you use today?*”
- “*Why is it important for an animal control worker to **feel**?*”
- “*It’s important to **feel** in a lot of careers. What is another career that also uses **feel**?*”

SUCCESS SKILLS

Use these words when talking with children. Listen for children to use these words.

Success Skill	Definition
Focus	Pay attention to something, even when distractions happen around you.
Organize	Keep track of different information and belongings and put them in an order that makes sense to you.
Think Differently	Try new things and find creative ways to solve a problem. Learn from your mistakes and make changes.
Remember	Hold new information in your mind to use when you need it.
Feel	Check and show your emotions.



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ANIMAL FOOD TABLE

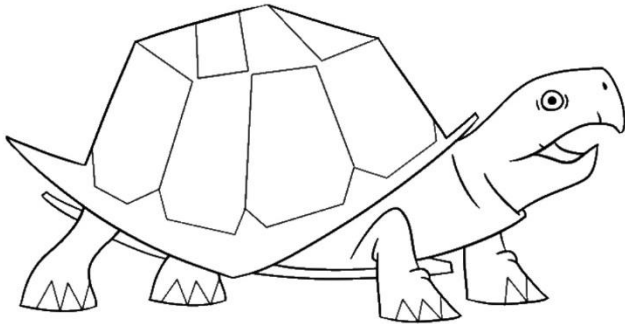
Animal	Examples of foods they can eat from the list
Cat	Apples, bananas, canned cat food, dry kibble
Chicken	Apples, bananas, carrots, dandelions, crickets, romaine lettuce
Dog	Apples, bananas, carrots, dandelions, dry kibble, romaine lettuce
Frog	Crickets, worms
Guinea pig	Apples, bananas, carrots, dandelions, romaine lettuce
Iguana	Apples, bananas, carrots, dandelions, romaine lettuce
Rabbit	Apples, bananas, carrots, dandelions, hay, grass, romaine lettuce
Turtle	Apples, bananas, carrots, crickets, dandelions, romaine lettuce, worms



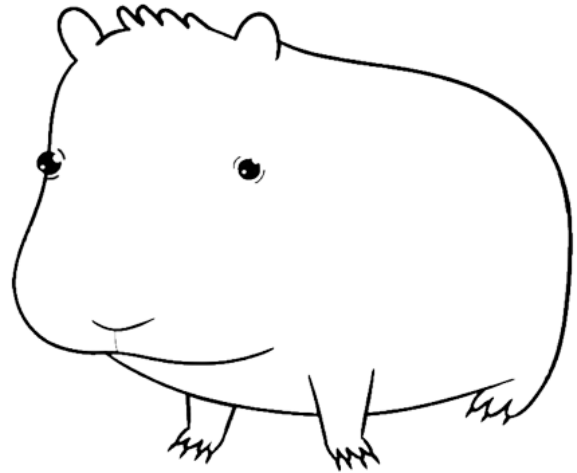
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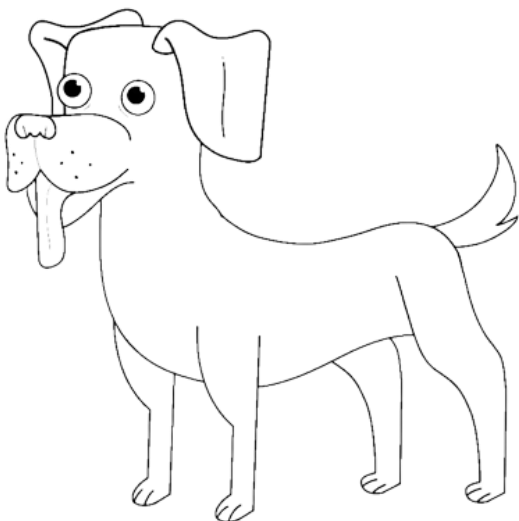
ANIMAL CUTOUTS



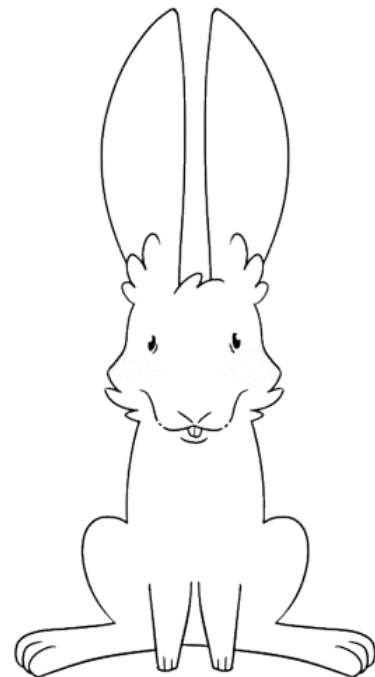
TURTLE



GUINEA PIG



DOG



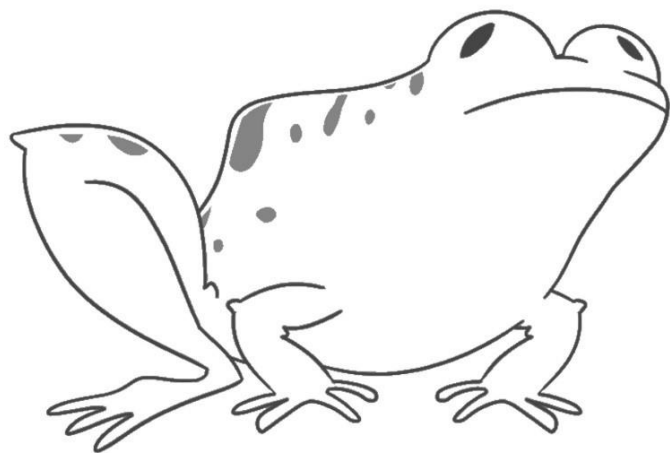
RABBIT



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ANIMAL CUTOUTS



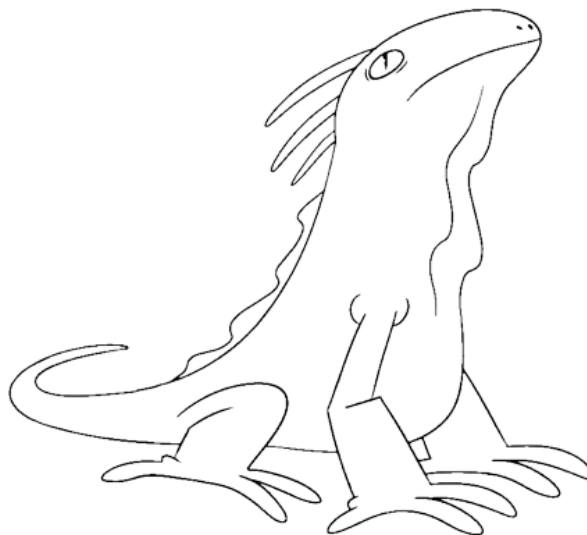
FROG



CAT



CHICKEN



IGUANA



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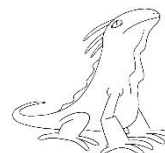
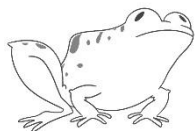
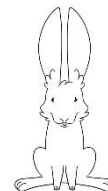
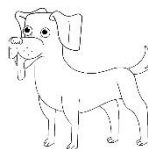
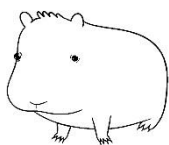
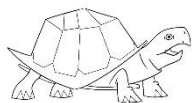


ANIMAL SHELTER CARD

HANDOUT

Name _____

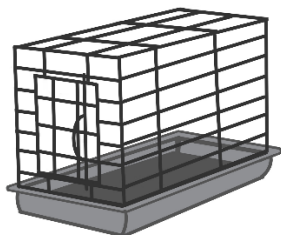
1. What kind of animal is it?



2. What does your animal need to sleep?



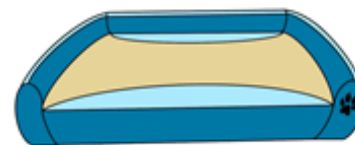
Small Pet Bed



Cage



Aquarium



Large Pet Bed

Or, draw what your animal needs to sleep here:



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ANIMAL SHELTER CARD

HANDOUT

3. What kind of food/water/treats does your animal need?



Dry Kibble 



Romaine Lettuce




Carrots



Apples



Dry Kibble 



Cricket



Bananas



Hay



Grass



Worm



Canned Fish



Dandelion



Water

Or, draw any other foods/treats for your animal here:



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ANIMAL SHELTER CARD

HANDOUT

4. Are there any extra items you would like to add? Write down words or draw them here:

5. How do you think animal control workers **feel** after reuniting (or bringing back together) a pet with their family? Write down words or draw them here:



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