



TAKING CARE OF ANIMALS

ROLE-PLAY



Use the **Feel** Success Skill to take care of a pet.



Career Cluster

Law and Safety



Success Skill

Feel



Estimated Activity Time

20–30 mins



Group Size

Individuals, pairs, or group

Materials

- **Animal Food Table** (projection or printout)
- **Animal Cutouts** (1 cutout per child and educator, plus 1 uncut sheet for display)
- **Animal Shelter Card** (1 handout per child, in color if possible)
- Scissors
- Crayons, markers, or colored pencils

Prepare Ahead of Time

- Print materials.
- Cut out enough **Animal Cutouts** for each child and educator to have one.
- 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.

Feel Definition

Check and show your emotions.

5 MIN: INTRODUCTION

1. **Say,** "Have you heard about Animal Control Workers? Animal Control Workers work with animals and people every day. They take care of different types of animals and also teach people how to take care of them. You will get to try out the job today! As an Animal Control Worker, you will use an important Success Skill. When an animal is lost, Animal Control Workers help reunite it with its family. Reunite means that the pet and its family are brought back together again. Animal Control Workers use 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.

Ask:

- "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

6. Display 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 it get to where it needs to be. They use the **Feel** Success Skill to take care of its needs and provide it with food and water. They care for it until they can find the animal's family."

8. Once they have completed coloring their animals in, display the **Animal Shelter Card**.

- 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 it likes, and what type of bed it needs, and allows extra space for anything children would like to add (e.g., 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 pets with their families. Please have children complete this section at the end of the activity.

- 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.
- 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 it a place to sleep."*

- 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, inviting them to draw how Animal Control Workers **Feel** on the **Animal Shelter Card** (question 5), or both.

5 MIN: REFLECTION

- Have a brief discussion with children about the activity.

Ask:

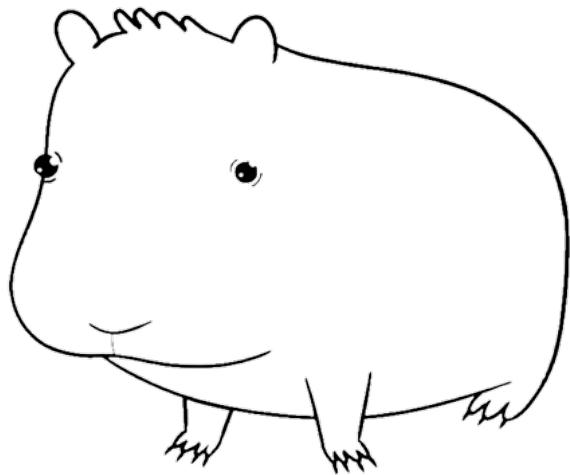
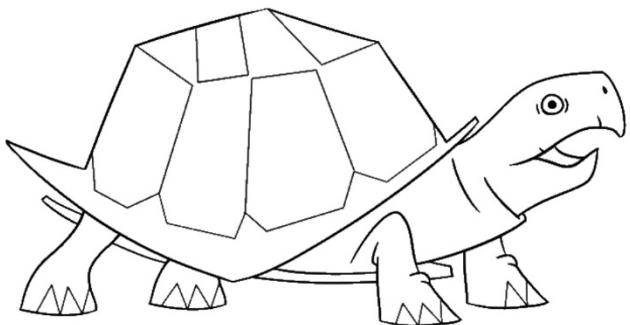
- "What Success Skill did you use today?"*
- "Why is it important for an Animal Control Worker to **Feel**?"*
- "It's important to **Feel** in a lot of careers. What is another career that also uses the **Feel** Success Skill?"*



ANIMAL FOOD TABLE

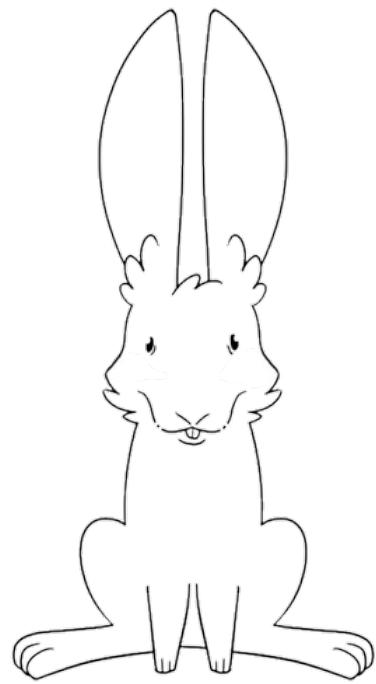
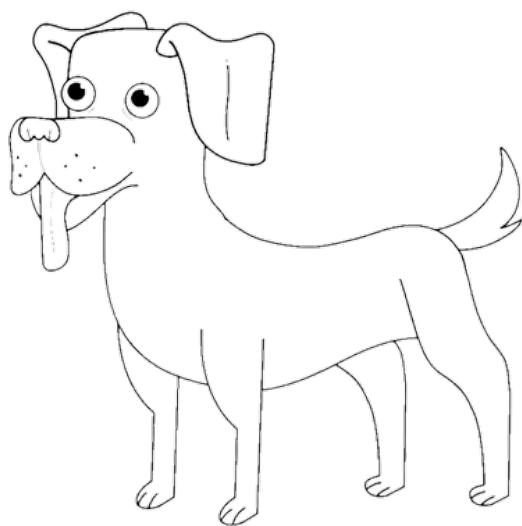
| Animal | Examples of foods it can eat (from the Animal Shelter Card) |
|------------|--|
| Cat | Apples, bananas, canned cat food, dry kibble |
| Chicken | Apples, bananas, carrots, dandelions, crickets, romaine lettuce |
| Dog | Apples, bananas, carrots, dandelions, dry kibble, romaine lettuce |
| 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 |

ANIMAL CUTOUTS



TURTLE

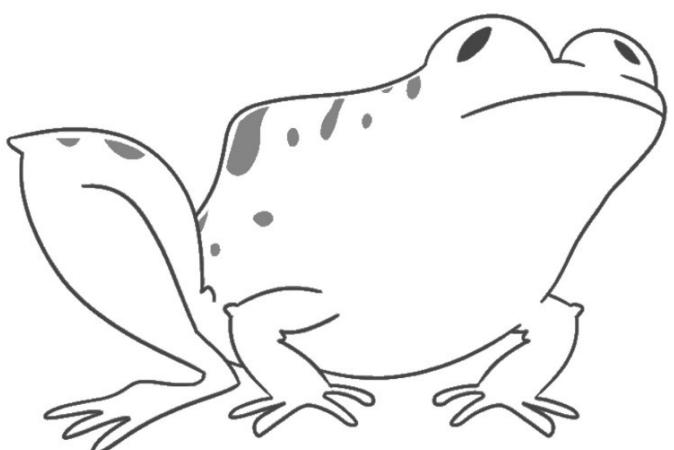
GUINEA PIG



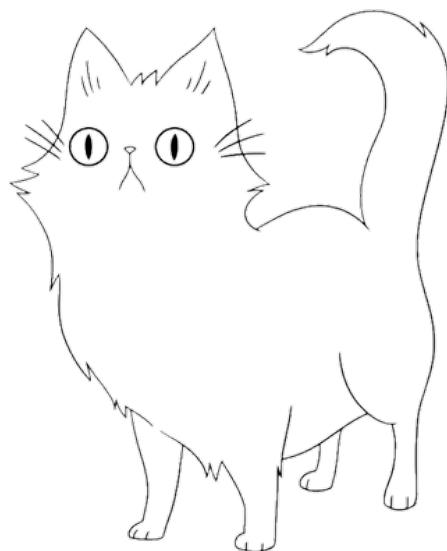
DOG

RABBIT

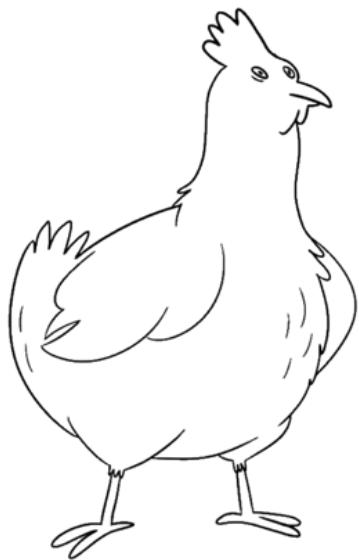
ANIMAL CUTOUTS



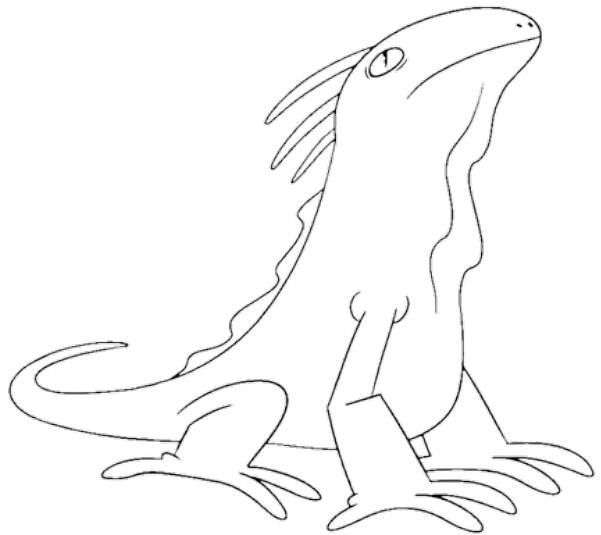
FROG



CAT



CHICKEN

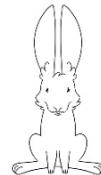
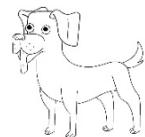
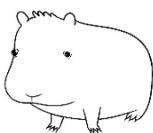


IGUANA

ANIMAL SHELTER CARD

Name _____

What kind of animal is it?



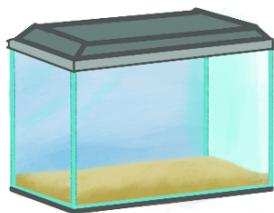
What does your animal need to sleep?



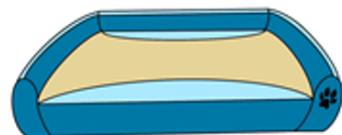
Small Pet Bed



Cage

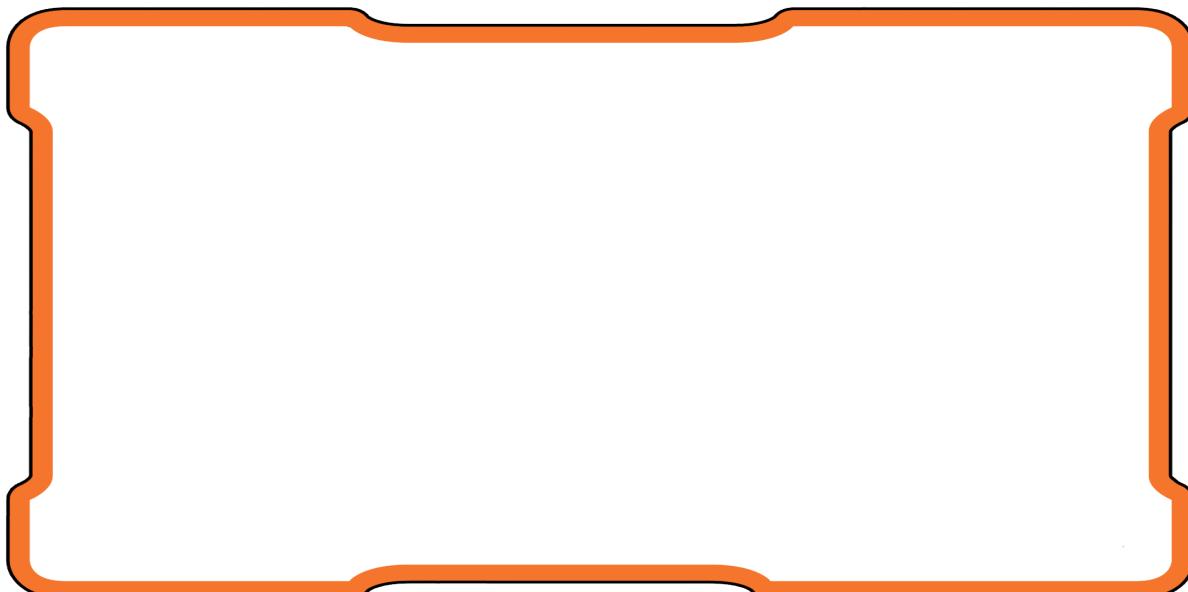


Aquarium



Large Pet Bed

Or draw what your animal needs here:



ANIMAL SHELTER CARD

3. What can your animal eat and drink?



Dry Kibble 



Romaine Lettuce



Carrots



Apples



Dry Kibble 



Cricket



Bananas



Hay



Grass



Worm



Canned Fish



Dandelion



Water

Or draw any other foods or treats...

A large orange-outlined drawing area for food and treat drawings.

ANIMAL SHELTER CARD

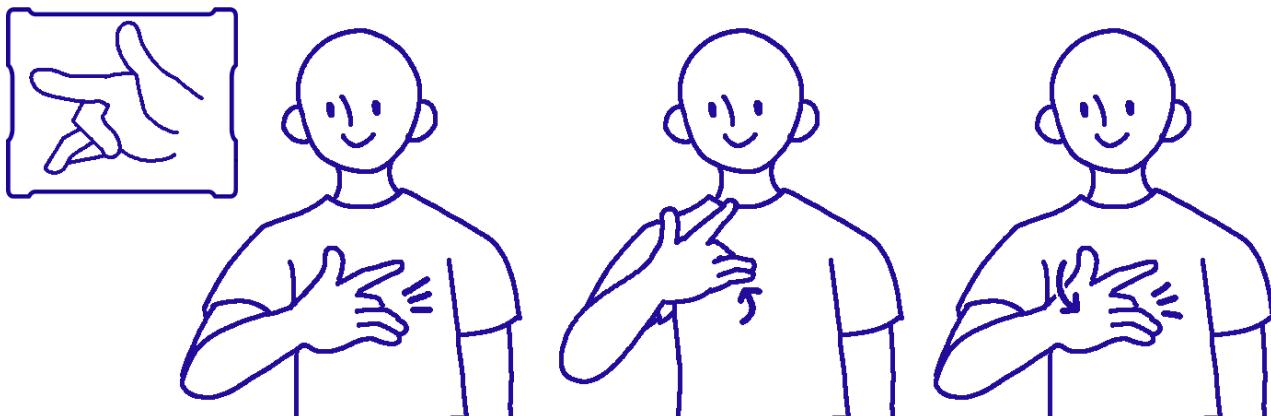
4. Are there any extra items you would like to add? Write down words or draw them here:

5. How do you think Animal Control Workers **Feel** after reuniting (or bringing back together) a pet with its family? Write down words or draw them here:

FEEL ASL SIGN



To help children learn the Success Skill, use the ASL sign each time you say “Feel.”



1. Open the hand you write with, pointing your middle finger inward toward your chest.
2. Then, touch the center of your chest in small, upward circular motions.
3. Perform this action a couple of times, about the duration of saying the word “Feel.”



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