

PETS ON THE GREEN

Educational Workbook

Section 1: Early Years | Ages 0–5

Section Overview

These worksheets support the Early Years Foundation Stage (EYFS) framework through gentle, animal-centred activities. Each page is designed to be completed with adult support, using simple language, large print, and plenty of space for drawing and mark-making.

Activities are built around the seven EYFS areas of learning, with a particular emphasis on Personal, Social and Emotional Development; Communication and Language; and Understanding the World.

Learning Objectives — Early Years

- Develop curiosity and care towards living animals
- Build early vocabulary related to animals and their needs
- Practise counting and simple number recognition (1–10)
- Develop fine motor skills through drawing and mark-making
- Begin to identify and name emotions in themselves and animals
- Explore basic science concepts: living/non-living, basic needs, senses
- Build empathy through imaginative and role-play activities

Meet the Animals!

Adult Guide: Look at pictures of animals with the child. Point to each one and say its name. Can the child repeat it? Point to features — ears, tail, paws. Use simple sentences: 'The rabbit has long ears.'

Look at the animals below. Circle your favourite!

(Draw your favourite animal in the box if you prefer!)

Rabbit

Guinea Pig

(Draw or stick a picture)

(Draw or stick a picture)

Hedgehog

(Draw or stick a picture)

Chameleon

(Draw or stick a picture)

My favourite animal is...

UK Curriculum / Developmental Links

- EYFS: Understanding the World — The Natural World
- EYFS: Communication and Language — Listening and Attention
- EYFS: Literacy — Reading (early mark-making and picture recognition)

Counting Animals

Adult Guide: Count each group of animals together, pointing to each one. Encourage the child to write or trace the number. Use fingers to count alongside.

Count the animals and write the number in the box.



How many rabbits? ____



How many cats? ____

	How many dogs? ____
	How many fish? ____

Bonus: Draw 6 paw prints in the box below!

Draw 6 paw prints:

UK Curriculum / Developmental Links

- *EYFS: Mathematics — Number (counting, subtilising, numeral recognition)*
- *EYFS: Mathematics — Shape, Space and Measure*
- *National Curriculum KS1 crossover: Number and place value (early preparation)*

Colour me in

HEDGEHOG



What Do Animals Need?

Adult Guide: Discuss each need with the child. Can they relate it to their own needs? 'You need food too! What do you eat?' Use simple analogies to build empathy.

All animals need special things to be happy and healthy.

FOOD WATER SHELTER LOVE & CARE EXERCISE

Hedgehog Shapes

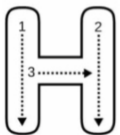
What shape is a hedgehogs quill? _____



What shape is a hedgehogs eye? _____



Tracing Letters



Trace the letter H. (H for Hedgehog)

Now do your own H, 6 times.

Hoglets are born blind and death with a few spines.

Hedgehogs have altricial young meaning they are born very small, weak, and needs lots of help from its parents to survive and grow.



Litters can have 1-10 hoglets.

Before giving birth a mother hedgehog will make a nest to birth in.

A baby hedgehog is called a hoglet.

The gestation period for a hedgehog is 34 - 37 days

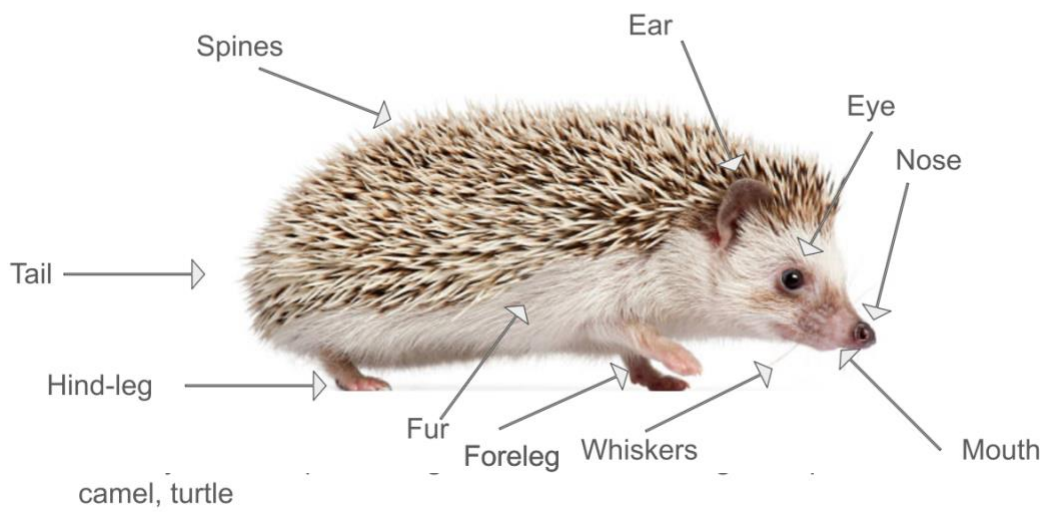
The gestation period is the amount of time it takes for the baby to develop inside the mother before being born.



Hedgehogs are mammals so they give birth to live young and produce milk. The mother hedgehog will nurse her hoglets for 3-6 weeks.



Parts of a hedgehog



Habitats



What animals below live in either of these habitats, if so which one the jungle or the ocean. There are some animals that may not live in either.

Monkey, chicken, parrot, dog, whale, snake, fish, tiger, dolphin, camel, turtle

Hedgehog Geography- Where do they live?

African Pygmy hedgehog

- Warm area
- Grassy and hot areas
- Hot days and cooler nights.
- Does not hibernate

European hedgehog

- Cooler area
- Woodland areas
- Hibernates in the winter.

Activity - Habitat sorting

Put each item into the correct group.

Leaves - Sand - Snow - Grass - Logs

African

European

Hedgehog Geography- Where do they live? Answer sheet

African Pygmy hedgehog

- Warm area
- Grassy and hot areas
- Hot days and cooler nights.
- Does not hibernate

European hedgehog

- Cooler areas
- Woodland areas
- Hibernates in the winter.

Activity - Habitat sorting

Put each item into the correct group.

Leaves - Sand - Snow - Grass - Logs

Step 1: Remember the clues. African Pygmy hedgehog think: dry, warm, grass and European hedgehog think: forest, leaves cold.

African

Sand

Grass

European

Leaves

Snow

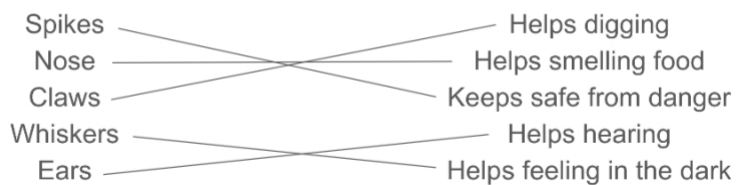
Logs

Hedgehog Science - Body parts and their jobs

Match the body part to its Job

Body Parts

Jobs



Sorting game - What do all animals need TO SURVIVE

Key list: Water - Food - Toys - Shelter - Money - Air - Warmth - Clothes - Space - Video games - Sleep

Think carefully - Some sound helpful but are not essential to survive

Needs
Water
Food
Air
Shelter
Warmth
Space to move
Sleep

Not needed
Toys
Money
Clothes
Video games

Accommodation Challenge

Design a safe home

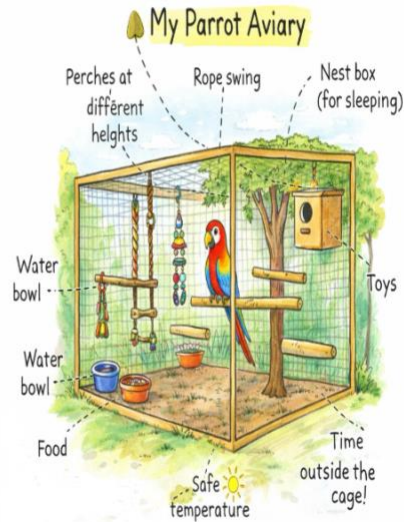
Choose one animal: Parrot, tortoise, hedgehog or a rabbit.

Instructions - Draw your dream home for this animal. Add a bed, food bowl, water bowl, and a hiding area.

Accommodation challenge example

I have chosen a parrot. The enclosure includes:

- A large cage
- Food and fresh water bowls
- Toys
- Quiet area
- Safe temperature



Repeated Behaviours (Doing the same thing again and again)

Sometimes animals do the same thing again and again.

This can happen where they are:

- Bored
- Tired
- Worried

Some behaviour examples are walking round and around, rocking their body, and chewing the same thing over and over again.

How can we make the animal feel happy?

Draw one thing that could help the animal.

Choose one - A toy, a hiding place, food, people playing with them.

How do you feel when you are bored?

What makes you happy?

Animals and their babies matching sheet



Match the animal to the name

Skink

Bearded dragon

Gecko

Mouse



Double-tap to add title

What does extinct mean?

An animal that is extinct means that it no longer exists in both captivity and the wild.

Double-tap to add text

Circle the right option that shows GOOD care for an animal:

A full water bowl
(Good care? YES / NO)

Pulling an animal's tail
(Good care? YES / NO)

Stroking gently
(Good care? YES / NO)

Leaving food out for days
(Good care? YES / NO)

UK Curriculum / Developmental Links

- *EYFS: Understanding the World — People, Cultures and Communities; The Natural World*
- *EYFS: Personal, Social and Emotional Development — Managing Self*
- *Five Welfare Needs (Animal Welfare Act 2006) — early introduction*

How Does the Animal Feel?

Adult Guide: This sheet builds emotional literacy by linking animal body language to feelings. Encourage children to show the emotion on their own face. Normalise all feelings — happy, sad, scared, excited.

Animals have feelings too!

Look at the pictures below. Match the face to the feeling word.

The options of words to fill in include: Sad, Excited, Happy, Sad

Draw how YOU feel today:

Draw your feeling face here:

When might an animal feel scared? Circle one:

Loud noises | Being stroked gently | A safe, warm bed

UK Curriculum / Developmental Links

- *EYFS: Personal, Social and Emotional Development — Self-Regulation*
- *EYFS: Communication and Language — Speaking (naming and expressing feelings)*
- *Early emotional literacy development: Zones of Regulation (early introduction)*

Sounds Animals Make

Adult Guide: Read each animal sound aloud dramatically. Invite the child to copy. Encourage attempts at writing — even initial sounds count. Celebrate all attempts.

Match the animal to its sound! Draw a line

Rabbit	Squeak
Guinea pig	Squawk
Parrot	Crabbing
Sugar glider	Croaking
Snake	Hissing
Frog	Thumping

Write out each animal's name?

Parrot	Snake	Rabbit	Frog
P _____	S _____	R _____	F _____

Draw an animal making its sound:

Draw your picture here:

- *EYFS: Literacy — Writing (early mark-making, letter formation)*
- *EYFS: Communication and Language — Vocabulary development*
- *Letters and Sounds Phase 1 (phonological awareness — environmental sounds)*

Handling an Animal Safely

Adult Guide: Before any animal visit/handling session, read this sheet with the child. After the session, return to the reflection box at the bottom. Always ensure an adult supervises all animal contact.

When we meet an animal, we remember the Golden Rules!

Be SLOW and QUIET

Use GENTLE HANDS

WAIT for the animal to come to you

Never touch the face or tail without asking an adult first

WASH YOUR HANDS after handling

Tick the rules you remembered today:

- ☐ I was slow and quiet
- ☐ I used gentle hands
- ☐ I waited for the animal
- ☐ I washed my hands

Draw the animal you met today:

My drawing of the animal:

UK Curriculum / Developmental Links

- *EYFS: Personal, Social and Emotional Development — Managing Self; Building Relationships*
- *EYFS: Physical Development — Health and Self-Care*
- *Animal Welfare Act 2006: Duty of Care — early introduction*

Using My Senses

Adult Guide: Use this sheet during or directly after an animal observation session. Encourage children to describe what they notice using all appropriate senses. Safety note: do not encourage smelling or tasting.

Scientists use their senses to observe! What did you notice about the animal?

EYES 	<i>I saw...</i>
EARS 	<i>I heard...</i>
HANDS 	<i>I felt (if touching was safe)...</i>
NOSE 	<i>I noticed a smell...</i>

Draw the animal you observed:

Draw your picture here:

UK Curriculum / Developmental Links

- *EYFS: Understanding the World — The Natural World (observing the natural world, drawing on first-hand experiences)*
- *EYFS: Expressive Arts and Design — Exploring and Using Media and Materials*
- *Early science skills: observation, questioning, describing*

The Animal's Home

Adult Guide: Discuss where each animal lives. Use the words hutch, cage, tank, basket, stable. Extend to wild habitats if the child is ready (burrow, den, nest). The colouring activity develops fine motor control.

Every animal needs a home to feel safe. Draw a line to match!

ANIMALS	HOMES
Rabbit	A aviary
Reptile	A hutch with hay
Turtle	A water tank
Parrot	A heat lamp

Design your own animal home! Draw it below.

My animal home design:

My animal's home is called a _____

UK Curriculum / Developmental Links

- EYFS: Understanding the World — The Natural World (different environments)
- EYFS: Literacy — Writing (early mark-making and labelling)
- EYFS: Expressive Arts and Design — Being Imaginative and Expressive

Story Time: The Happy Rabbit

Adult Guide: Read this short story aloud to or with the child. Pause to discuss. After reading, the child can illustrate the story or respond to the questions verbally — scribing their answers is absolutely appropriate.

Ernie the rabbit woke up in his cosy hutch.
He stretched his long ears and wiggled his little nose.
His owner, Ciera, came to give him fresh hay and water.
"Good morning, Ernie!" said Ciera, stroking him gently.
Ernie jumped in the air — that meant he was happy!

Answer these questions:

What is the rabbit's name?

What did Ciera give Ernie?

How did Ernie show she was happy?

Draw your favourite part of the story:

Draw your picture here:

UK Curriculum / Developmental Links

- *EYFS: Literacy — Comprehension (engaging with stories, making meaning)*
- *EYFS: Communication and Language — Understanding (answering 'how' and 'why' questions)*
- *EYFS: Personal, Social and Emotional Development — Understanding care and relationships*

Early Years Assessment Record

Child's Name: _____ Date: _____

Adult completing this record: _____

Note for practitioners: This sheet may be completed by the key worker, class teacher, or support adult following the worksheets in this section. Use observational evidence alongside the worksheets. Circle or tick the appropriate level for each criterion.

Assessment Criterion	Emerging	Developing	Secure
Shows curiosity towards animals and asks questions	[]	[]	[]
Can name at least three animals met during the sessions	[]	[]	[]
Understands animals have basic needs (food, water, shelter)	[]	[]	[]
Uses gentle touch and follows safety rules during handling	[]	[]	[]
Can count groups of animals up to 5	[]	[]	[]

Attempts to write or mark-make in response to activities	[]	[]	[]
Identifies and names at least two emotions in animals and self	[]	[]	[]
Can describe one observation using the senses	[]	[]	[]
Engages with the story and responds to comprehension questions	[]	[]	[]
Shows empathy or concern for animal wellbeing	[]	[]	[]

Additional observations / next steps:

UK Curriculum / Developmental Links

- *EYFS: Progress check at age 2; EYFS Profile at end of Reception*
- *Development Matters (2021): All seven areas of learning evidenced across this section*
- *Statutory framework for EYFS (DfE 2021): Prime and specific areas of learning*

PETS ON THE GREEN

Educational Workbook

Section 2: Primary | Ages 5–10

Section Overview

These worksheets align with Key Stage 1 and Key Stage 2 of the National Curriculum (England) and support learning across Science, English, Maths, PSHE, and Computing. Activities build on hands-on animal interaction and develop observation, communication, and analytical skills.

All tasks are differentiated by outcome — children can respond at their own level. Teachers and support workers should adapt vocabulary support as needed for EAL learners or those with additional needs.

Learning Objectives — Primary

- Identify the key characteristics and needs of common UK pets
- Understand the Five Welfare Needs (Animal Welfare Act 2006)
- Apply number skills including addition, data collection, and simple fractions
- Write descriptively and informatively about animals using subject vocabulary

- Classify animals by basic biological criteria (vertebrates, diet, habitat)
- Develop emotional regulation through animal-mediated reflection activities
- Build empathy and responsibility through role-play and scenario tasks

The Five Welfare Needs

The Animal Welfare Act 2006 says all pet owners must meet five needs for their animals. Understanding these helps us become responsible, caring pet owners.

The Five Welfare Needs are:

#	Welfare Need	Example for a Rabbit
1	A suitable environment	A spacious hutch with areas to run
2	A suitable diet	Fresh hay, pellets, and clean water daily
3	Opportunity to exhibit normal behaviour	Space to hop, dig, and explore
4	Housed with or apart from other animals appropriately	A companion rabbit (rabbits are social animals)
5	Protection from pain, suffering, injury, and disease	Regular vet checks and vaccinations

Choose an animal and write one example for each welfare need:

My chosen animal: _____

Suitable environment:

Suitable diet:

Normal behaviour:

Housed appropriately:

Protected from harm:

UK Curriculum / Developmental Links

- *NC Science KS2: Living things and their habitats*
- *PSHE: Health and Wellbeing — taking care of others*
- *Animal Welfare Act 2006 — Five Welfare Needs*

- NC English KS2: Writing — using subject-specific vocabulary

Pet Survey — Maths Activity

A class of 30 children told us about their pets at home. Here are the results. Use the data to answer the questions below.

Pet	Number of children	Tally (draw your own)
Guinea pig	12	
Rabbit	8	
Fish	5	
Mice	3	
Bird	2	

Answer these questions:

Which pet was most popular? _____

How many more children had guinea pigs than rabbits? ____ - ____ = ____

What fraction of children had Guinea pigs? Circle: 12/30 | 1/4 | 2/5

How many children had guinea pigs or rabbits together? ____ + ____ = ____

If 5 more children got fish, how many fish owners would there be? ____

Draw a bar chart using the data above

(A bar chart is a picture that uses tall blocks to show how many of something there are)

My bar chart (label each bar and add numbers on the y axis – numbers that are going up):

UK Curriculum / Developmental Links

- *NC Maths KS2: Statistics — interpret and construct bar charts; solve comparison problems using data*
- *NC Maths KS2: Number — fractions, addition and subtraction*
- *NC Maths KS1: Count, read and write numbers to 100*

Describe an Animal

Great writers use descriptive language. Look at or remember an animal you have met. Use the word bank and sentence starters to help you write a detailed description.

Word Bank:

Adjectives: soft, fluffy, smooth, spiky, bright, dark, tiny, enormous, sleek, velvety, coarse

Verbs: scurries, leaps, prowls, wriggles, sniffs, flicks, gazes, curls, stretches, twitches

Senses: looks like, feels like, sounds like, smells like

My animal description:

My animal is a:

Self-assessment:

I used at least 3 adjectives []

I wrote in full sentences []

I described how the animal moves []

I used at least one simile (e.g. 'as soft as...') []

UK Curriculum / Developmental Links

- *NC English KS1/KS2: Writing — composition (descriptive writing, using expanded noun phrases)*
- *NC English KS2: Vocabulary, grammar and punctuation — using adjectives, verbs, and similes*
- *PSHE: Developing observational skills and communicating ideas*

Classifying Animals

Scientists sort animals into groups based on their features. This is called classification. Today we will sort some common pets and wild animals into groups.

Sort these animals into the correct column:

Animals to sort: Mice, Sugar glider, Rabbit, Goldfish, Cockatoo, Guinea pig, Tortoise, Chameleon

Mammal	Bird	Fish	Reptile/Amphibian

Science Challenge: What features do all mammals have?

Draw and label an animal from each group:

My animal drawings (label each with its name and group):

UK Curriculum / Developmental Links

- *NC Science KS2: Living things and their habitats — classify living things into broad groups (vertebrates/invertebrates, mammals, birds, reptiles, amphibians, fish)*
- *NC Science KS1: Animals including humans — identify and name animals*
- *NC Science KS2: Year 4 — recognise that animals can be grouped in various ways*

Animal Life Cycles

Every animal goes through a life cycle — from birth to adult. Some animals change dramatically (metamorphosis) and others grow gradually. Let's explore the life cycle of common pets.

Put the stages of a cat's life cycle in the correct order.

Cut out or number these stages: 1 = first, 4 = last

Order: ____ Adult cat — fully grown, may have kittens	Order: ____ Kitten — tiny, eyes closed, fed by mother	Order: ____ Sub-adult — growing, learning, playful	Order: ____ Newborn — born after ~9 weeks pregnancy
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Draw the life cycle of your favourite animal as a circle diagram:

Life cycle diagram (add arrows and labels for each stage):

Extension: How is a frog's life cycle different from a dog's?

UK Curriculum / Developmental Links

- *NC Science KS2: Animals including humans — life cycles (Year 2, Year 5)*
- *NC Science KS2: Year 5 — describe the life process of reproduction in some plants and animals*
- *NC Science KS2: Year 2 — find out about and describe the basic needs of animals*

Worksheet P6 | Ages 5–10 — Emotional Regulation

The Calm Corner

Name:	Date:
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Animals can help us feel calm. Spending time watching or being near a calm animal can slow our breathing and help us think more clearly. This sheet helps you think about your feelings and find calm strategies.

Check in: How are you feeling right now?

Colour the thermometer to show your energy level (1 = very calm, 5 = very activated):

1 😊 Calm	2 😊 Good	3 😊 Okay	4 😞 Worried	5 🙄 Very Big
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Animals use calming behaviours too. Can you match the behaviour to the animal?

ANIMAL BEHAVIOURS	WHAT THIS TELLS US
Purring	Shows contentment — the cat is relaxed
Slow blinking	A sign of trust in cats
Curling up small	Feeling safe and secure
Grooming slowly	A self-soothing behaviour

My three calm strategies (like animals, I can...):

UK Curriculum / Developmental Links

- *PSHE KS1/KS2: Health and Wellbeing — managing emotions, identifying feelings*
- *RSHE: Mental wellbeing — identifying feelings and effective coping strategies*
- *Trauma-informed practice: using animals as emotional co-regulation tools*

Worksheet P7 | Ages 5–10 — Literacy / Welfare

Write a Care Guide

Name: _____	Date: _____
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Imagine someone is getting a new pet. They have never had one before. Write a care guide to help them. Use the planning frame below to organise your ideas, then write your guide on the back or on a fresh sheet.

My chosen animal: _____

What do they eat?	
Where do they live?	
How much exercise do they need?	
How do they show they are happy?	
What do they need from their owner?	

Now write your care guide below:

UK Curriculum / Developmental Links

- *NC English KS2: Writing — composition (non-chronological reports, instructional text)*
- *NC English KS2: Writing — plan, draft, evaluate and edit*
- *PSHE: Responsible relationships — care and responsibility towards others*

Worksheet P8 | Ages 5–10 — Science

Animal Observation Log

Name: _____ Date: _____

Animal observed: _____ Time: _____ Duration: _____ mins

Scientists keep careful records. Use this log to record exactly what you see. Write in present tense — as if you are describing it as it happens. Try to avoid saying why you think it is happening — just describe what you observe.

Position / Posture	
Movement	
Sounds	
Behaviour	
Reaction to people	

Anything
unusual

Scientific sketch (label your drawing):

Observational sketch — include labels for body parts you can identify:

One question I still have about this animal:

UK Curriculum / Developmental Links

- *NC Science KS2: Working scientifically — observe over time; record findings using simple scientific language, drawings, labelled diagrams*
- *NC Science KS2: Animals including humans — identifying and naming body parts*
- *NC Science KS2: Year 4 — identify how animals function, including senses*

Worksheet P9 | Ages 5–10 — PSHE / Empathy

What Would You Do? — Scenarios

Name: _____

Date: _____

Being a responsible pet owner means making decisions that put the animal's needs first. Read each scenario and write what you would do — and why.

Scenario 1

You want to pick up your rabbit for a cuddle, but she keeps running away from you. What do you do?

I would...

Because...

Scenario 2

You notice your dog is not eating her food today and seems tired. What do you do?

I would...

Because...

Scenario 3

A friend wants to poke a stick through the bars of your hamster's cage to make it run. What do you say?

I would...

Because...

Scenario 4

You have forgotten to clean out your guinea pig's hutch for a week. You can smell it. What do you do?

I would...

Because...

UK Curriculum / Developmental Links

- PSHE KS1/KS2: Relationships — developing empathy, considering others' feelings
- PSHE KS2: Health and Wellbeing — responsible decision making
- NC English KS2: Writing — writing for a purpose, explaining reasoning

Worksheet P10 | Ages 5–10 — Teacher/Adult Completion

Primary Assessment Record

Child's Name: _____ Year Group: _____ Date: _____

Adult completing this record: _____

Assessment Criterion	Emerging	Developing	Secure
Identifies and explains the Five Welfare Needs	[]	[]	[]
Classifies animals by group (mammal, bird, fish, reptile)	[]	[]	[]
Reads and interprets simple data (bar charts, tally charts)	[]	[]	[]
Completes addition and subtraction problems using animal data	[]	[]	[]

Writes a descriptive or instructional text with subject vocabulary	☐	☐	☐
Describes animal life cycles with key stages in order	☐	☐	☐
Demonstrates empathy through scenario response tasks	☐	☐	☐
Records observations accurately using scientific language	☐	☐	☐
Uses emotional regulation strategies introduced in sessions	☐	☐	☐
Shows responsible attitudes towards animal care and welfare	☐	☐	☐

Targets / next steps:

UK Curriculum / Developmental Links

- *NC Science KS1/KS2: Working scientifically; Living things and their habitats; Animals including humans*
- *NC English KS1/KS2: Writing — composition, vocabulary, grammar*
- *NC Maths KS1/KS2: Statistics, Number*
- *PSHE KS1/KS2: Health and Wellbeing; Relationships*

PETS ON THE GREEN

Educational Workbook

Section 3: Secondary | Ages 10–16

Section Overview

These worksheets align with KS3 and KS4 National Curriculum requirements and GCSE preparation across Science, English, Maths, and PSHE/RSHE. Activities demand analytical, evaluative, and extended writing skills, encouraging students to move beyond recall towards interpretation and critical thinking.

Animal-centred contexts are used throughout to develop scientific literacy, numerical fluency, and emotional intelligence simultaneously. Suitable for mainstream classrooms, SEND support, alternative provision, and therapeutic education settings.

Learning Objectives — Secondary

- Understand and apply biological concepts: homeostasis, adaptation, evolution, genetics
- Analyse data sets relating to animal health and population statistics
- Write persuasively and analytically on animal welfare topics
- Evaluate ethical dilemmas related to animal ownership, farming, and research
- Apply percentage, ratio, and statistical reasoning to real-world animal contexts
- Develop emotional regulation and reflective practice using structured frameworks
- Explore vocational pathways relating to animal care and veterinary science

Worksheet S1 | Ages 10–16 — Biology

Adaptations — How Pets Are Built for Their Lifestyle

Name: _____	Date: _____
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Adaptations are features that help an organism survive in its environment. Domestic pets have evolved alongside humans over thousands of years — many of their adaptations are now suited to life with people rather than the wild.

Complete the table. For each adaptation, explain how it helps the animal.

Animal	Adaptation	How it helps survival	How it helps with humans
Dog	Forward-facing eyes and nose with 300 million olfactory receptors		
Cat	Vertically slitted pupils and reflective tapetum lucidum layer		
Rabbit	Eyes positioned on sides of head; long hind legs		
Fish	Lateral line system; gills; countershading colouration		

Extended response (6 marks): Evaluate the claim that 'domesticated animals have lost their wild survival instincts.'

Use specific examples and scientific terminology. Consider both sides of the argument.

UK Curriculum / Developmental Links

- *NC Science KS3: Structure and function of living organisms; Genetics and evolution*
- *GCSE Biology: Adaptation, interdependence and competition (AQA/OCR/Edexcel)*
- *GCSE Biology: Inheritance, variation and evolution*

Worksheet S2 | Ages 10–16 — Maths

Pet Data — Percentages, Ratios and Statistics

Name: _____	Date: _____
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A UK animal welfare charity surveyed 500 pet owners. Use the data below to answer the questions, showing all working.

Pet type	Owners surveyed	% receiving regular vet checks	Average annual vet spend (£)
Dog	200	76	£485
Cat	150	61	£320
Rabbit	80	42	£215
Fish	70	8	£60

Questions — show all working:

1. How many dog owners received regular vet checks? Show as a fraction in its simplest form.

2. Calculate the ratio of dog owners to cat owners in the survey. Simplify fully.

3. A rabbit owner spends the average amount. How much do they spend over 10 years?

4. Calculate the mean annual vet spend across all four pet types.

5. The charity wants to survey 1,200 owners. Using the same proportions, how many would own dogs?

6. Extension: Draw a comparative bar chart or pie chart using the 'regular vet checks' data.

UK Curriculum / Developmental Links

- *NC Maths KS3/KS4: Ratio, proportion, percentages, fractions*
- *GCSE Maths (Foundation/Higher): Ratio and proportion, Statistics, Probability*
- *GCSE Maths: Interpreting and constructing charts and graphs*

Worksheet S3 | Ages 10–16 — English

Persuasive Writing — Animal Welfare

Name: _____ Date: _____

Persuasive writing uses evidence, emotive language, rhetorical techniques, and logical structure to change the reader's opinion. Today you will write a persuasive article on an animal welfare topic.

Choose ONE of the following titles for your article:

Option A: 'Every child should experience regular contact with animals.'

Option B: 'The exotic pet trade causes more harm than people realise.'

Option C: 'Animal-assisted therapy should be available in every school.'

Toolkit — Include at least 5 of these persuasive techniques:

Rhetorical question	Direct address (you, we)
Rule of three	Emotive language
Statistic or evidence	Expert opinion
Counter-argument (acknowledge and dismiss)	Imperative verbs

My chosen title: _____

My position (circle): FOR / AGAINST / BALANCED

Planning:

Introduction hook:

Key argument 1 + evidence:

Key argument 2 + evidence:

Counter-argument + rebuttal:

Conclusion:

UK Curriculum / Developmental Links

- NC English KS3: Writing — writing for a range of purposes and audiences; persuasive text
- GCSE English Language: Section B — Descriptive/Persuasive/Narrative writing (AQA/OCR/Edexcel)
- GCSE English Language: AO5 — communicate clearly, effectively; AO6 — technical accuracy

Worksheet S4 | Ages 10–16 — Biology / Welfare

Pain, Stress and the Nervous System

Name: _____ Date: _____

Understanding how animals experience pain and stress is fundamental to animal welfare. The science of animal sentience — the ability to feel — has shaped UK law significantly, including the Animal Welfare (Sentience) Act 2022.

Key Terms — Define each term in your own words:

Term	My Definition
Sentience	
Nociception	
Cortisol (stress hormone)	
Fight-or-flight response	

Homeostasis

Application: A dog at the vet is shaking, whimpering, and pulling away. Using your knowledge of the nervous system, explain what is happening physiologically.

Evaluation: The Animal Welfare (Sentience) Act 2022 recognises all vertebrates and some invertebrates as sentient beings. Why is this significant for animal owners and farmers?

UK Curriculum / Developmental Links

- *NC Science KS3: Structure and function — the nervous system*
- *GCSE Biology: Homeostasis and response; Health and disease*
- *Animal Welfare (Sentience) Act 2022 — UK law and ethical frameworks*
- *PSHE/RSHE KS4: Health and Wellbeing — understanding stress responses (parallels to human mental health)*

Worksheet S5 | Ages 10–16 — PSHE / English / Ethics

Ethics of Animal Ownership

Name: _____	Date: _____
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Ethical thinking involves weighing up different perspectives, considering consequences, rights, and responsibilities. There are rarely simple right or wrong answers in ethics — but good reasoning matters.

For each statement, write one argument FOR and one AGAINST:

'Animals should not be kept as pets at all.'

FOR:

AGAINST:

'Owners who cannot afford vet care should not have pets.'

FOR:

AGAINST:

'Wild-caught animals should never be sold as pets.'

FOR:

AGAINST:

Reflection: Which of the three statements do you find most difficult to decide on — and why?

UK Curriculum / Developmental Links

- *PSHE/RSHE KS4: Rights and responsibilities; ethical frameworks*
- *NC English KS3/KS4: Writing — presenting arguments; considering different viewpoints*
- *Citizenship KS3/KS4: Rights, responsibilities, and the law*

Worksheet S6 | Ages 10–16 — Emotional Regulation

Stress Signals — Animals and You

Name: _____

Date: _____

Animals communicate stress through body language. Learning to read these signals helps us care for animals better — and the same skill of noticing physical signals applies to our own emotional states.

Animal stress signals — annotate the descriptions:

Animal	Stress signal	What it might mean
Dog	<i>Yawning, lip-licking, tail tucked low</i>	
Cat	<i>Flattened ears, dilated pupils, crouched body</i>	
Rabbit	<i>Thumping hind feet, hiding, grinding teeth</i>	
Horse	<i>Rolling eyes showing whites, flared nostrils, rigid stance</i>	

Now think about YOUR own stress signals. How does your body react when you're stressed or overwhelmed?

Three strategies that help YOU return to calm (think about what works for you — not just what you 'should' do):

UK Curriculum / Developmental Links

- *PSHE/RSHE KS3/KS4: Health and Wellbeing — managing stress, emotional regulation*
- *GCSE Biology: Homeostasis — stress response and the autonomic nervous system*
- *Therapeutic education: Zones of Regulation; Window of Tolerance model*

Worksheet S7 | Ages 10–16 — Biology

Genetics and Selective Breeding in Pets

Name: _____ Date: _____

Selective breeding is the process by which humans breed animals to enhance desirable traits. Virtually all domestic pet breeds have been selectively bred over centuries. This raises both scientific and ethical questions.

Key Genetics Terms — match each to its definition:

TERMS

Allele
Dominant
Recessive
Phenotype
Genotype
Selective breeding

DEFINITIONS (match by writing the term in front)

_____ — The physical appearance of an organism
_____ — The genetic makeup of an organism
_____ — An allele that is always expressed when present
_____ — A version of a gene
_____ — Choosing parents for specific traits
_____ — An allele only expressed when two copies are present

Analyse: The French Bulldog dilemma

French Bulldogs are one of the UK's most popular dog breeds. They have been selectively bred for a flat face (brachycephalic skull), large eyes, and compact body. However, research shows that 66% of French Bulldogs experience breathing difficulties, and they cannot reproduce naturally in most cases.

1. What is the genetic basis of the brachycephalic phenotype?

2. Evaluate the ethical argument: 'Breeding dogs for aesthetics at the expense of their welfare should be illegal.'

UK Curriculum / Developmental Links

- GCSE Biology: *Inheritance, variation and evolution* — selective breeding
- GCSE Biology: *Genetics* — alleles, dominant/recessive, genotype/phenotype
- GCSE Science: *Evaluating benefits and risks of selective breeding*

Name: _____

Date: _____

Animal-Assisted Therapy (AAT) is a growing field in healthcare and education. Read the information below and use it alongside your own knowledge to complete the analytical writing tasks.

Evidence Summary

A 2021 meta-analysis of 49 studies found that AAT significantly reduced anxiety and depression scores in clinical populations. A 2019 UK pilot study found students in schools with therapy dogs showed 23% lower cortisol levels after sessions and reported improved focus.

Critics argue that evidence quality is variable, that animal welfare can be overlooked in therapy settings, and that the mechanism of effect is not fully understood.

Task A: Summarise the evidence FOR Animal-Assisted Therapy (4 marks — use bullet points)

-
-
-
-

Task B: Summarise the evidence AGAINST / limitations (4 marks)

-
-
-

Task C: Extended response (8 marks) — 'Animal-Assisted Therapy is a valuable tool in education and mental health care. Discuss.'

Write a balanced analytical response. Use evidence, consider limitations, and reach a justified conclusion.

UK Curriculum / Developmental Links

- *GCSE English Language: AO1 — identify and interpret explicit and implicit information*
- *GCSE English Language: AO3 — compare how writers convey information*
- *GCSE Biology: Health and disease — understanding data and research*
- *PSHE/RSHE KS4: Mental health and wellbeing — evidence-based approaches*

Worksheet S9 | Ages 10–16 — Science / Geography

Pets and the Environment

Name: _____	Date: _____
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Keeping pets has an environmental footprint. Pet food production, waste, and the release of invasive species all have measurable ecological impacts. As informed citizens, understanding these impacts helps us make better choices.

Read the data and answer the questions:

UK dogs produce approximately 1,000 tonnes of faeces per day. A single dog's annual carbon footprint (from food production alone) is equivalent to driving a car 10,000 km. The UK's 11 million cats kill an estimated 55 million birds per year. Invasive species such as red-eared terrapins — originally kept as pets — are now established in UK waterways.

Questions:

1. Calculate the annual UK dog faeces total in tonnes. Show your working.

2. If 13 million UK dog owners each drove their car 10,000 km, what would the total CO₂ equivalent be? (Use 0.21 kg CO₂ per km as an estimate.)

3. Suggest two specific things pet owners could do to reduce their pet's environmental impact.

4. Evaluate: 'The environmental impact of pets means we should discourage pet ownership.' Do you agree? Use evidence.

UK Curriculum / Developmental Links

- NC Science KS3: Interdependence — ecosystems, biodiversity, human impact
- GCSE Biology: Ecosystems — biodiversity, invasive species, sustainability
- GCSE Geography: Human-environment interactions; sustainability
- NC Maths KS3/KS4: Number — large number calculations, unit conversion

Worksheet S10 | Ages 10–16 — Teacher Completion

Secondary Assessment Record

Student Name: _____ Year Group: _____ Date: _____

Teacher / Practitioner: _____

Assessment Criterion	Emerging	Developing	Secure
Explains biological adaptations with scientific terminology	[]	[]	[]
Interprets and analyses data using percentages, ratios, and statistics	[]	[]	[]
Constructs a persuasive argument with counter-argument and rebuttal	[]	[]	[]
Demonstrates understanding of genetics and selective breeding implications	[]	[]	[]
Evaluates ethical dilemmas relating to animal welfare with reasoned justification	[]	[]	[]
Analyses animal stress signals and applies this to own emotional awareness	[]	[]	[]
Reads and synthesises information from multiple sources	[]	[]	[]
Writes extended analytical responses with structured argument	[]	[]	[]
Applies environmental and ecological knowledge to real-world contexts	[]	[]	[]
Demonstrates empathy and responsibility in relation to animal welfare	[]	[]	[]

Targets / next steps:

Links to GCSE coursework or assessment made:

UK Curriculum / Developmental Links

- *NC Science KS3/KS4: Biology strands (Living things, Genetics, Ecology, Health)*
- *GCSE English Language and Literature: Writing, Reading, Analysis*
- *GCSE Maths: Statistics, Ratio and proportion*
- *PSHE/RSHE KS3/KS4: Health and Wellbeing, Relationships, Rights*

PETS ON THE GREEN

Educational Workbook

Section 4: Functional Skills / Vocational | Ages 16–Adult

Section Overview

These worksheets are designed for learners aged 16 and above in further education, vocational training, alternative provision, or adult learning contexts. Content aligns with Functional Skills Level 1 and Level 2 in English and Maths, BTEC Animal Care (Level 1/2/3), and City and Guilds Animal Welfare qualifications.

Activities are practical, contextually rich, and connected directly to career pathways in the animal care sector, including veterinary nursing, dog grooming, animal behaviour, zoo keeping, wildlife conservation, and pet retail.

Learning Objectives — Vocational / Functional Skills

- Apply functional maths to real-world animal care scenarios (budgeting, medication dosing, data)
- Read, analyse, and respond to professional documents (vet records, care plans, legislation)
- Write formal documents including care plans, incident reports, and professional emails
- Understand key UK legislation relevant to the animal care sector
- Develop vocational knowledge across veterinary nursing, animal behaviour, and welfare management
- Practise structured reflection using professional frameworks (Gibbs, Kolb)
- Explore career pathways and CPD requirements in the animal care sector

Worksheet V1 | Ages 16+ — Functional Maths L2

Medication Maths — Dosing Calculations

Name: _____

Date: _____

Correct medication dosing is critical in veterinary and animal care settings. Errors can be fatal. These calculations use real-world veterinary scenarios. Show all working clearly.

Formula: Dose (mg) = Weight (kg) × Dose rate (mg/kg)

Animal / Drug	Weight (kg)	Dose rate (mg/kg)	Calculate dose (mg)
Dog / Amoxicillin	12.5 kg	10 mg/kg	
Cat / Metacam	4.2 kg	0.1 mg/kg	
Rabbit / Baytril	1.8 kg	5 mg/kg	
Dog / Tramadol	30 kg	2 mg/kg	
Hamster / Baytril	0.12 kg	5 mg/kg	

Extension — Drug concentration calculation:

A dog needs 125 mg of Amoxicillin. The stock solution is 250 mg/5 ml. How many ml should be drawn up? Use the formula: $\text{Volume (ml)} = \text{Dose required (mg)} \div \text{Concentration (mg/ml)}$

UK Curriculum / Developmental Links

- *Functional Maths Level 2: Multiplication, division, decimal calculations*
- *BTEC Animal Care Level 3: Unit — Veterinary Nursing Procedures; Animal Health*
- *City and Guilds Animal Welfare: Medication administration and record keeping*
- *VN competency framework (RCVS): Mathematical accuracy in clinical contexts*

Worksheet V2 | Ages 16+ — Functional English L2 / Vocational

UK Animal Welfare Legislation

Name:

Date:

Reading and interpreting legislation is a core skill in professional animal care. The key statutes below form the legal framework for animal welfare practice in England and Wales. Read carefully and answer the questions.

Key Legislation Summary

Animal Welfare Act 2006: Places a positive duty of care on all owners and keepers of animals. Establishes the Five Welfare Needs. Gives courts the power to disqualify individuals from keeping animals.

Animal Welfare (Sentience) Act 2022: Recognises vertebrates and some invertebrates as sentient beings. Establishes the Animal Sentience Committee to advise on policy.

Control of Dogs Order 1992: Requires all dogs in public places to wear a collar with the owner's name and address.

Microchipping of Dogs (England) Regulations 2015: All dogs must be microchipped and registered on an approved database by age 8 weeks.

Dangerous Dogs Act 1991: Bans ownership of specific breeds including Pit Bull Terrier, Japanese Tosa, Dogo Argentino, and Fila Brasileiro.

Animal Boarding Establishments Act 1963: Requires anyone boarding animals for profit to hold a licence from their local council.

Reading comprehension — answer in full sentences:

1. Which Act creates a positive duty of care for all animal owners?

2. What does the Animal Welfare (Sentience) Act 2022 change about how animals are viewed in law?

3. A client brings a dog into a kennels that is not microchipped. What legislation applies, and what should you advise?

4. A dog walker is exercising 10 dogs for paying clients. What legal requirement applies to them?

5. What is the purpose of the Animal Sentience Committee?

UK Curriculum / Developmental Links

- *Functional English Level 2: Reading — locate and interpret information from complex texts*
- *BTEC Animal Care Level 2/3: Unit — Animal Legislation and Ethics*
- *City and Guilds Level 2 Animal Welfare: Legal and regulatory compliance*
- *Dog Grooming / Boarding qualifications (NCFE/CACHE): Legal responsibilities*

Writing a Professional Animal Care Plan

Name: _____	Date: _____
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A care plan is a formal professional document that outlines an animal's needs, health status, daily routine, and any special requirements. It is used in kennels, rescues, vet practices, and therapy settings. Use the template below to create a care plan for the animal described.

Case Notes:

Buddy is a 3-year-old male neutered Labrador Retriever weighing 32 kg. He is staying at your boarding kennels for 7 days. His owner reports he has a fish allergy and is on a hypoallergenic diet (dry kibble, 300 g twice daily). He takes Simparica Trio monthly (last dose 3 weeks ago). He needs two walks of at least 30 minutes per day. He has separation anxiety and may bark for the first 20 minutes after being left. He enjoys enrichment toys and responds well to positive reinforcement. He is microchipped and vaccinated (boosters current). Contact: Owner — Sarah Jones, 07711 234567. Vet — Greenfield Vets, 01234 567890.

Complete the care plan below:

Animal name and species/breed	
Age, sex, neuter status	
Weight	
Dietary requirements (including allergies)	
Medication — drug, dose, frequency, last administered	
Exercise requirements	
Behavioural notes	
Enrichment needs	
Emergency vet contact	
Owner contact	

Risk assessment note (any risks to staff or other animals?):

UK Curriculum / Developmental Links

- *Functional English Level 2: Writing — produce documents for a professional audience*
- *BTEC Animal Care Level 2: Unit — Caring for Animals in a Commercial Environment*
- *City and Guilds Dog Grooming/Boarding: Client intake and documentation*
- *Veterinary nursing NVQ: Record keeping and animal care documentation*

Worksheet V4 | Ages 16+ — Functional Maths L1/L2

Budgeting for Pet Care

Name: _____ Date: _____

Providing good financial advice to prospective pet owners is part of responsible animal care practice. Understanding the real costs of pet ownership helps prevent welfare issues that arise from financial pressure.

Task 1: Calculate the annual cost of owning a dog using the figures below.

Item	Monthly cost (£)	Annual cost (£)
Food (premium dry)	£55	
Insurance (mid-range)	£38	
Flea/worm treatment	£12	
Routine vet check (once per year)	—	£65
Grooming (every 6 weeks)	—	£42 per visit
Boarding (14 days per year @ £28/night)	—	
Toys and enrichment (average)	£15	
Accessories, bedding (average)	£8	
TOTAL ANNUAL COST		

Task 2: A client earns £1,800/month take-home. What percentage of their income would owning this dog represent?

Task 3: Unexpected vet bill of £1,200 (e.g. broken leg). They have no pet insurance. How many months of pet food would that equate to?

Task 4: Write a brief financial advice note to a client considering getting this breed without insurance.

UK Curriculum / Developmental Links

- *Functional Maths Level 1/2: Money, percentages, multi-step calculations*
- *BTEC Animal Care: Client advisory skills; financial planning in animal care*
- *PSHE/Life Skills: Financial literacy and responsible decision making*
- *Entry Level 3/Level 1 Adult Numeracy (NCFE/City and Guilds)*

Worksheet V5 | Ages 16+ — Vocational

Behaviour Assessment — Reading Animal Body Language

Name: _____Date: _____

Professional animal carers must be able to assess an animal's emotional and physical state through observation of body language. This underpins safe handling, welfare monitoring, and effective communication with owners.

Task 1: For each observation, identify the likely emotional state and recommend a response.

Observation	Likely state	Your recommended action
<i>Dog: low tail, ears back, whale eye, licking lips during a grooming session</i>		
<i>Cat: slow blinking, kneading, purring, relaxed whiskers and tail</i>		
<i>Rabbit: lunging, growling, and biting when hand placed in hutch</i>		
<i>Horse: pinned ears, tail swishing, stamping feet when approached from behind</i>		
<i>Dog: PAWS programme score of 7/10 — panting, pacing, not eating</i>		

Task 2: Sketch and annotate the body language of a stressed dog versus a relaxed dog. Use at least 6 labels each.

Stressed dog (left half) vs Relaxed dog (right half):

UK Curriculum / Developmental Links

- *BTEC Animal Care Level 2/3: Unit — Animal Behaviour; Animal Biology*
- *City and Guilds Level 3 Dog Grooming: Safe handling and behaviour assessment*
- *Kennel Club Good Citizen Dog Scheme: Behaviour knowledge requirements*
- *RCVS VN competency: Animal observation and welfare monitoring*

Worksheet V6 | Ages 16+ — Functional English L2 / Vocational

Writing an Incident Report

Name: _____	Date: _____
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Incident reports are formal documents required when something goes wrong or unexpectedly in an animal care setting. They must be factual, accurate, objective, and clearly written. Never include opinion or blame in an incident report.

Scenario:

You are a veterinary nurse assistant at Greenfield Vets. On Tuesday 18 February at 10:45am, while moving a 6-year-old male Border Collie named Finn (owner: Mr D. Patel) from the waiting area to an examination room, the dog slipped his collar and ran into the car park. You chased and safely retrieved him after approximately 4 minutes. Finn was uninjured. No vehicles were in the car park at the time. You informed your supervisor, Vet Nurse Sarah Booth, immediately. The collar was found to be worn and a new one was requested from the owner.

Complete the incident report below:

Date and time of incident	
Location	
Person(s) involved	
Animal involved (name, species, breed, owner)	
Description of incident (factual and chronological)	
Immediate action taken	
Outcome	
Follow-up action required	
Report completed by	
Supervisor informed (name and time)	

Reflection: What could be done differently to prevent this incident in future? (This is separate from the incident report itself.)

UK Curriculum / Developmental Links

- *Functional English Level 2: Writing — produce clear, factual documents for professional purposes*
- *BTEC Animal Care Level 3: Unit — Professional practice in animal care*
- *Health and Safety at Work Act 1974: Incident reporting obligations*
- *RIDDOR 2013: Reporting of injuries, diseases, and dangerous occurrences*

Worksheet V7 | Ages 16+ — CPD / Vocational

Reflective Practice — Gibbs' Reflective Cycle

Name: _____ Date: _____

Reflective practice is a professional skill expected in all animal care and healthcare roles. Gibbs' Reflective Cycle (1988) is a widely used framework that guides structured

reflection. Use it to reflect on a real experience from your placement, training, or work with animals.

The six stages of Gibbs' Cycle: 1. Description — What happened? 2. Feelings — What were you thinking and feeling? 3. Evaluation — What was good and bad about the experience? 4. Analysis — What sense can you make of the situation? 5. Conclusion — What else could you have done? 6. Action Plan — If it happened again, what would you do?

Briefly describe the experience you are reflecting on:

1. Description — What happened?

2. Feelings — What were you thinking and feeling at the time?

3. Evaluation — What went well? What did not go well?

4. Analysis — Why do you think it happened that way?

5. Conclusion — What could you have done differently?

6. Action Plan — What will you do next time?

UK Curriculum / Developmental Links

- BTEC Animal Care Level 3: Unit — Continuing Professional Development*
- Higher Education and FE reflective writing requirements*
- NVQ/SVQ Animal Care: Evidence requirements for reflective practice*
- Gibbs, G. (1988) Learning by Doing: A Guide to Teaching and Learning Methods*

Worksheet V8 | Ages 16+ — Careers / Vocational

Career Pathways in Animal Care

Name: _____Date: _____

The animal care sector offers diverse career pathways, from hands-on roles to scientific and business careers. Use this sheet to research and plan your own vocational journey.

Career Pathways Overview:

Career	Entry qualification	Progression route
Veterinary Nurse	BTEC/A-Levels + RCVS accredited degree	Student VN → RVN → Head Nurse → Practice Manager
Animal Behaviourist	Degree in Animal Behaviour / Psychology	Assistant → Accredited Behaviourist (ABTC) → Clinical work
Dog Groomer	City and Guilds Level 2/3 Grooming	Trainee → Senior Groomer → Salon Owner
Zoo Keeper	BTEC Animal Care Level 3 + degree	Keeper → Section Head → Curator → Head of Collections
Wildlife Rehabilitator	Relevant experience + GCSE minimum	Volunteer → Carer → Centre Manager → Conservation Officer
Vet (MRCVS)	5 A/As at A-Level + BVSc/BVM&S degree	Graduate → Vet → Specialist → Consultant

My Career Profile:

My chosen / most interesting career pathway:

Qualifications I currently have:

Qualifications I need to work towards:

My 1-year goal:

My 5-year goal:

UK Curriculum / Developmental Links

- *CEIAG (Careers Education, Information, Advice and Guidance) — Gatsby Benchmarks 4 and 5*
- *BTEC Animal Care: All levels — career awareness and planning*
- *Ofsted: Personal development — preparation for employment and adult life*
- *DfE Skills for Life strategy: Vocational and technical pathways*

Worksheet V9 | Ages 16+ — Practical / Vocational

Animal Handling Session Evaluation

Name: _____	Date: _____
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Animal handled: _____ Species/Breed: _____

Setting: _____ Supervisor: _____

Duration of session: _____ Date: _____

Complete this evaluation during or immediately after a supervised animal handling session. Be specific and honest — this is a professional development record, not a pass/fail assessment.

Pre-Handling Risk Assessment:

Risk identified	Likelihood (1-3)	Severity (1-3)	Control measure in place?

--	--	--	--

Session Observation Log:

Describe the animal's initial behaviour when approached:

How did the animal respond during handling? Note any changes in body language:

Techniques used (e.g. scruffing, towel wrap, distraction, positive reinforcement):

Any concerns or unexpected events:

Post-Handling Welfare Check:

Animal appeared calm after session ☐ Unsettled ☐ Distressed ☐

Signs of injury noted: YES ☐ NO ☐ If yes, describe: _____

Supervisor sign-off: _____ Time: _____

UK Curriculum / Developmental Links

- *BTEC Animal Care Level 2/3: Unit — Animal Handling; Health and Safety in Animal Care*
- *City and Guilds Level 3 Dog Grooming: Practical competency assessment*
- *Manual Handling Operations Regulations 1992 (as applied to animal handling)*
- *RCVS VN Standards: Safe and competent animal handling*

Worksheet V10 | Ages 16+ — Assessor/Tutor Completion

Vocational Assessment Record

Learner Name: _____ Programme: _____

Assessor/Tutor: _____ Date: _____

This record is intended for use alongside portfolio evidence, workplace logs, and observation sign-offs. Tick the appropriate level for each criterion based on evidence gathered across this section of the workbook.

Assessment Criterion	Emerging	Developing	Secure
Accurately performs medication dose calculations using the correct formula	☐	☐	☐
Reads and correctly interprets UK animal welfare legislation	☐	☐	☐
Produces a complete and accurate professional care plan	☐	☐	☐
Constructs a multi-step financial analysis with clear working	☐	☐	☐
Correctly identifies and interprets animal body language cues	☐	☐	☐
Writes a factual, structured, professional incident report	☐	☐	☐
Completes a structured Gibbs' reflective cycle with depth and insight	☐	☐	☐
Demonstrates awareness of career pathways and own development needs	☐	☐	☐
Completes a practical handling session with appropriate safety awareness	☐	☐	☐
Communicates professionally in written work — accurate, clear, purposeful	☐	☐	☐

Evidence reference numbers / portfolio links:

Areas for development / next assessment tasks:

UK Curriculum / Developmental Links

- *Functional Skills English Level 1 and Level 2 (DfE 2018 reformed standards)*
- *Functional Skills Maths Level 1 and Level 2 (DfE 2018 reformed standards)*
- *BTEC Animal Care Level 1, 2, and 3 (Pearson) — all relevant units*
- *City and Guilds Animal Welfare and Technology qualifications*
- *NVQ/SVQ Animal Care (levels 2 and 3)*
- *Ofsted Common Inspection Framework: Quality of Education; Personal Development*

