



Where help becomes hope.

Where's Fido?

Suggested Grade Levels: K-6

Subject: Language Arts/Science

Character: Responsibility

Materials and technology to be used:

- “Microchip Maker” worksheet – **x1 per student**
- Sticky notes – **x2 per student**
- Whiteboard/marker – **x1**
- Internet/projection capability with audio – **x1**
- Pencils – **x1 per student**
- Crayons – **x enough for each student**

Objective(s):

Students will be able to explain what a microchip is and understand its importance for pets.

Anticipatory Set/Hook:

Have students sit in a large circle on the floor or rearrange their desks/tables in a new layout so that it is easy for everyone to see each other and interact. In large letters on a whiteboard, write “What is this?!” and either draw or project a picture of a microchip onto the board. You may wish to cover the picture up until you are ready for students to start making their guesses. Ask students to raise their hand if they have ever seen one of these before. Ask students to raise their elbow if they actually know what it is, a microchip! (Do not yet tell them what it is.)

Lesson Beginning:

1. Now ask students to give a thumbs up if they have ever heard of a **microchip** before. They may not have recognized the picture but hearing the word may trigger a connection.
2. Ask students: “Who in here has pets that are microchipped? Put your hands on your head.” Make a tally on the board.
3. Have students turn and talk with their neighbor about what they think a microchip **is** and **does**.

-Have one volunteer from each pair share their thoughts, some may be completely guessing, which is okay. Takes notes on the board as children speak.

4. Review the notes and discuss which thoughts were correct. Share with students that a microchip is a small computer chip about the size of a grain of rice that stores all an

animal's owner's personal information on it, such as name, phone number, and address.

5. Ask students: "Where do you think the microchip goes on the pet?"

-In between the shoulder blades, underneath the skin. The microchip fits inside of a needle and the pet gets a small shot to inject the microchip underneath the skin. This shot does not hurt your pet.

6. Explain to students that if their pets ever get lost, microchips are the BEST way to get them back. Every responsible pet owner should microchip their pets! If students currently have pets that are not microchipped, they may take them to any local vet clinic to get this service done for a small price.
7. Ask students: "In addition to a microchip, what is great to have on your pet whenever they go outside?" Have students form a 'Partner Pyramid' to discuss.

Partner Pyramid = Students simply raise a hand above their head and walk the room until they find a partner. Once they find a partner, their hands meet up high to form a "pyramid". Their hands cannot come apart, and the discussion does not begin, until the pharaoh (teacher) approves of the "pyramid" pair.

- *Answer:* Collar with ID tag that has an updated phone number for the owner.

Middle of Lesson:

1. Invite a **Humane Educator** from the **Nebraska Humane Society (402.444.7800 ext 2214)** into your classroom to share incredible stories of lost pets that were reunited with their owners thanks to microchipping! The **Humane Educator** can bring a real microchip scanner with them and let the students interact with the scanner. Students will also get to see examples of the process that we would go through at the shelter when a microchip is discovered in a pet.
2. If **NHS** is not able to visit your school for a presentation, show the following video highlighting a microchip success story of a chocolate lab from the Michigan Humane Society or feel free to view a few stories from "Rover".

https://www.youtube.com/watch?v=xFbTvghK0gw&feature=emb_logo
<https://www.rover.com/blog/lost-dog-reunions-pet-microchips/>

3. Have students make guesses and attempt to fill in the statistics below. You may wish to have students write their answers on a sticky note and then place them on the board for reference:

Close to _____ dogs and cats are lost or stolen in the US every single year.

-Answer: 10 million

The American Veterinary Medical Association reports that about _____ % of *microchipped* animals in shelters are reunited with their owners. Only _____ % of animals *without* a microchip are reunited with *their* owners.

-Answers: 52% and 22%

End of Lesson:

1. Tell the students that they are now going to get to "create" their own microchip and learn about the important information that is stored on a microchip.
2. Pass out a "Microchip Maker" worksheet to every student. Working alone, students will get to color in the microchip and practice writing their personal information on the sheet. Tell students that all of this information is actually the information that would get registered to their pet's microchip if they had one.

-Display a real photo of what a microchip looks like on the board for students to reference/base their coloring off.

3. Explain to students that when they get their pet microchipped, it is important for their parents to immediately "**register**" the microchip or it will not work. To register a microchip, the adult simply needs to fill out and mail in a sheet of paperwork, do it online, or call the microchip company and give all their personal information over the phone.

4. After all students have finished their worksheets, ask: "Now what if you end up moving or get a new phone number? What happens to the microchip? What should you do?"

-Have students "Stand up, Hand Up, and Pair up" to discuss this question.

"Stand Up, Hand Up, Pair Up" Kagan Structure:

<https://www.youtube.com/watch?v=xOUPvzaY7H0>

-Allow a couple of volunteers to share their ideas out loud.

5. Tell students that it is **CRUCIAL** to keep their pet's microchip information updated! If ever they move or get a new phone number (*if ANY of the information they practiced writing on their worksheet changes*), an adult will need to go online or call the microchip company to update the microchip information immediately.

Closure:

1. Provide students with 1 minute to reflect on what they have learned about microchipping. Ask: "Why is it important to microchip your pets?" Call on a couple of volunteers to share their answers.
2. Students will have also answered this question on the bottom of their worksheet. Feel free to collect these to assess understanding.

Microchip Maker



****Remember! A microchip is only the size of a grain of rice! Color in this microchip.**

Name: _____

Pet's Name: _____

Phone Number: _____



Address: _____

Email: _____

Alternate Contact: _____



Why is it important to microchip your pets?

