

Pawsitive Empathy: Building Connections Between People and Dogs

For ages 6-9

Welcome to the *Pawsitive Empathy* curriculum. This series was designed by students in the Honors College at the University of Texas San Antonio in conjunction with the Academy of Prosocial Learning. The curriculums are written to be three-hour week-long camps with extensions that can provide up to two additional hours, but the individual learning activities in each lesson can be stand-alone lessons or projects.

The units support a humanistic philosophy and are written within the framework of humane pedagogy to help educators and learners explore knowledge related to social justice, animal welfare literacy, and environmental awareness. This curriculum focuses on the connection between people and dogs.

The *Pawsitively Empathy* curriculum asks the educator to act as a facilitator to allow for discussion and to encourage the metacognitive process in each student as well as to help each learner process personal values. Through the lens of humane pedagogy, the educator encourages growth in prosocial skills by encouraging the learner to reflect upon personal attitudes and behavior. Activities in *Pawsitively Empathy* adhere to the cognitive, affective, and psychomotor domains of learning and engage students in critical thinking and empathy development in the classroom. The focus on the affective domain allows for deeper learning and the acquisition of perspective building and social and emotional learning skills.

Thank you and enjoy the curriculum,

Stephanie

Stephanie Itle-Clark Ed.D., CHES

Founder and President, Academy of Prosocial Learning

Table of Contents

Lesson One: Needs We Share.....	4
Lesson One Worksheets and Materials	13
Scavenger Hunt Worksheet	13
Scavenger Hunt Worksheet	14
Sample Anchor Chart	15
Blank Anchor Chart	16
Quick Write Sheet	17
Sample Dog Grooming Pictures	18
Dangerous Foods for Dogs	21
No-Bake Dog Treats	22
Lesson Two: A Healthy Day in the Life of a Dog	24
Lesson Two Worksheets and Materials	34
Mad Lib!	34
Veterinary Checklist	35
Build Clemmie’s Schedule	36
Extension Dog Food Measurement Cards.....	39
Lesson Three: A Safe Dog is Happy Dog.....	50
Lesson Three Worksheets and Materials.....	57
Identification Tag Coloring Sheet.....	57
Lesson Four: Fun and Safety with Dogs	58
Lesson Four Worksheets and Materials Story of a Dog Named Pickles	68
Dog Bite Do’s and Don’ts Coloring Page	69
Answer Key.....	70
Posable Dog Body Template	71
Word Find.....	74

Word Find Key.....	75
Lesson Five: How to Help Animals.....	76
Lesson Five Worksheets and Materials.....	83
Basic Care of Pets True and False	83
Do You See That Doggie in the Shelter?	85
Book Cover	86
Book Page Template	87
Bingo Cards	88
Story Starters	114

Lesson One: Needs We Share

Time: 3 hours

Academic Subject(s): English Language Arts/ Writing/ Social Studies

Learning Objectives:

Students will be able to:

Cognitive-

- Describe the similarities between a companion animal and people as well as the care both depend on from their caregivers
- Articulate the proper basic care a dog needs to be happy and healthy
- Identify foods that are healthy and unhealthy for dogs

Affective-

- Discuss what it means to be a responsible caregiver to a companion animal
- Reflect on the similarities between what companion animals need to survive and what people need to survive

Psychomotor-

- Demonstrate the practice of exercising with a dog by practicing various acceptable exercises (i.e. frisbee, fetch, walking)
- Cook healthy dog treats to showcase an understanding of healthy and safe ingredients

Required Materials:

- Scavenger Hunt Materials (including: dog chew/bone, dog shampoo, pet food, pet toys, leash, collar, brush, poop scoop, water and food dish)
- *Scavenger Hunt Worksheets* (5-6-year-old copies and/or 7-9-year-old copies as applicable; one per student)
- Pencils
- Crayons/markers
- Construction paper for anchor chart or *Blank Anchor Chart* worksheet (see Anchor Charts at end of lesson; one per student)
- Book *Our Very Own Dog: Taking Care of Your First Pet* by Amanda McCardie
- Video *Needs of Living Things: A Fun Video for Preschoolers* <https://www.youtube.com/watch?v=xHjqaOx568o>
- Quick Write Copies (one per group or student)
- Tennis balls
- Frisbees
- Grooming Supplies (including, but not limited to brushes, combs, towels, stuffed dogs and cats (a minimum of 5 each), empty pet shampoo bottles or pictures of bottles, empty human cologne bottles or pictures of bottles, pictures of animals being groomed, pet toothbrush, pet toothpaste and /or the pet gel or wipes for teeth)
- Dog food (or pictures of dog food)
- *Dangerous Foods for Dogs* Mini-Poster
- Pumpkin Puree
- Oats (uncooked oatmeal)
- Measuring cups
- Medium mixing bowl
- Small bowl
- Wax paper
- Baking sheet/pan
- Access to a refrigerator
- Video *How to Take Care of a Pet* <https://www.youtube.com/watch?v=eexlqdlFOW&t=4s>

Extension Activity

- Dog Coloring Sheet
- Crayons
- Animal Cards (printed and cut out)

Preparation

1. Facilitator will hide the scavenger hunt materials throughout the classroom before students arrive and print the appropriate *Scavenger Hunt Worksheets*. (There are two versions of the scavenger hunt. A picture version for students ages 5-6 and a fill in the blank version for the students ages 7-9.)
2. Hang blank anchor chart on the wall.
3. Open video links on the computer/projector or have videos downloaded.
4. Have Quick Write sheets for each student as well as pencils.
5. Have copy of *Our Very Own Dog Book*.
6. Set up stations including the mock grooming center, grooming poster, and exercise station.
7. Hang up pictures of animals on the wall.
8. Have frisbees and tennis balls ready in an outside or gym area.
9. Hang the *Dangerous Foods for Dogs* mini-poster on the wall or have copies for each student.
10. Prepare bowls, spoons, and items for making the treats in a secure location.

Extension

1. Have a copy of dog coloring sheet for each student and crayons.

Procedure

Opening (10 minutes)

1. Ask students if they have ever heard the term companion animal and if they have an idea of what it means. Write *Companion Animal* on the board. Give them time to give their answers.
2. Share the definition of a companion animal: *a pet or domestic animal who depends on humans for their care*. Write the definition next to it.
3. Ask the students to give examples of companion animals. List answers on the board under the definition. [Answers include dogs, cats, horses, rabbits, etc.]
4. Share with the students that this week they will be learning about companion animals and what is needed to care for those animals and keep them happy and healthy.
5. Describe that they are going to complete a scavenger hunt to discover which companion animal they will study this week and they will have ten minutes to find the objects hidden in the room. When they find an object, they are not to take it, but instead either circle the object or write down what it is. Explain there are two versions of the scavenger hunt. The class will be split into two groups, 5-6 and then 7-9. Share that each group will receive a worksheet. (Show that the 5-6-year-old group will use the one with pictures, and the 7-9-year-old group will use the worksheet with blank lines.)
6. Ask students to line up by age group with a pencil.
7. Hand each student their scavenger hunt sheet and have them begin.
8. After 10 minutes have students return to their seats.
9. Ask students:
 - a. What kind of things did you find?

- b. What do the objects have in common?
- c. Who do you think the objects belong to? [Answer: a dog]

Lesson Body

1. Explain that the group will be learning about how to care for a dog, the responsibility it requires, and the things that humans and dogs have in common. The group will start by reading a story called *Our Very Own Dog* about a dog named Sophie and her new caregiver. Ask the students to pay attention to the pictures as the story is read and to look and listen for:
 - a. Things that are needed by the main character, Sophie.
 - b. The things her new owner provides for her.
2. Read the bold print part of the story for now (skip the italic extra reading points) through page 11. At page 11 stop reading and ask the students:
 - a. What did Sophie's caregiver provide her in the picture on page 11? [Answer: food]
3. Finish the story and then ask students:
 - a. What did you notice in the pictures that Sophie's owner was providing for her? [Answers: food, ball, home, toys]
 - b. What else might Sophie need to be happy and healthy? [Answers should include: water, love, exercise, medical care/doctor]
4. Share with the students that they are going to see a video about the basic things all living beings need to survive. Ask them to listen for what those basic needs are. You may wish to give the students copies of the *Blank Anchor Chart* worksheet and have them write down or draw the needs of people on one side and dogs on the other.
5. Show video *Needs of Living Things*
<https://www.youtube.com/watch?v=xHjqaOx568o>
6. After the video- go to the blank anchor chart that is on the board and pass out the *Blank Anchor Chart* if not done before the video. Draw a picture of a person on the left and draw a dog on the right with a line down the center of the chart.
7. Ask the students what the basic needs of people are. As students list off the needs draw them on the anchor chart around the person. Ask them to list the basic needs of the dog and as they list items, draw them around the dog. [Note: both should list food, water, shelter, love at the minimum]
8. After drawing all the needs on the anchor chart ask the students the following questions:
 - a. Which basic needs are the same for people and dogs? [Answer: all of them]
 - b. Who makes sure you have all of your basic needs?
 - c. How do animals get food, water, and shelter?
 - d. Who do animals depend on for their basic needs? [Compare with the students how companion animals are dependent on humans like they are dependent on their caregiver. Give them the examples. Someone cooks their food for them. Their caregiver makes sure they have somewhere to live.]

9. Give each student a copy of the *Quick Write Sheet*, a pencil, and have crayons available for students to use. Describe the directions that they are write a short story about an experience they had with a companion animal and then draw a picture.
10. Have the students begin working on their quick write.
Note: Most of the youngest learners will not be able to write the story, have them focus on the drawing portion and verbally tell their story. A facilitator may be able to work around the room and assist the smaller students with the writing activity.
11. Give the students 15 minutes to write and draw their story.
12. At the end of the 15 minutes, allow a few students to share what they wrote and drew.
13. Invite students to move from the desks to a central area to sit in a circle to begin the next portion of the lesson.

Exercise and Grooming (20 minutes)

1. Once the students are gathered, open the book *Our Very Own Dog* to page 16 and 17. Ask the students what the pictures show. [Answer: dog playing]
2. Share with the students that another important need that pets have is the need of playing and exercise. Just like it is important for them to exercise and move it is just as important for their pet to move and be active.
3. Ask the students: What are some types of activities/exercises someone could do with their pet? [Answers can include, but are not limited to: fetch, catch, swimming, walking]
4. Share with the students that dogs need anywhere from 30 minutes to 2 hours of exercise per day to stay healthy. Exercise prevents dogs from being overweight and keeps their bones healthy. It also helps them exercise their brains to keep them from being bored.
5. Explain that the students will have an opportunity to practice 2 different common pet activities later.
6. Have the students stand where they are and walk in place, then run in place, then practice throwing a ball.
7. After they practice exercises, introduce that another thing pets need is grooming to keep them healthy. Ask them:
 - a. What do you think grooming is? [Answers can include, but are not limited to: getting clean, haircut, toothbrushing, etc.]
8. Open the book *Our Very Own Dog* to page 21. Show the students the book. Ask them what is happening in the picture? [bath time]
9. Share with the students that grooming is an important part of maintaining a healthy pet. Animals need to start early with bathing so they get used to it and are not afraid. Bathing helps maintain a healthy coat (skin).
10. Explain how a pet's coat is a lot like our skin. We must keep our skin clean so we are not dirty and so we wash off germs. Therefore, a pet's coat needs to stay clean so they can stay healthy.
 - Brushing a pet's coat helps with shedding also keeps a healthy coat.
 - Pets should also have their teeth brushed just as we need to brush our teeth.

11. Explain that animals however do not need to bathe daily or brush their teeth daily. They do need to have these done on a regular basis. For example, a bath once a month and a tooth brushing once a week can help them stay healthy.
12. Share with the students that they will now have the opportunity to participate in activities that let them practice exercising and grooming.

Activity Rotations (60 minutes):

1. Explain to students that they will be spending 20 minutes in each station and rotate through each station reinforcing what they just learned during the lesson. Explain that when the timer goes off they are to rotate to their right. [For younger groups you may wish to model this.] Review directions of each station before allowing them to start.
2. Split students into three groups of mixed ages and begin.

Grooming Dramatic Play- 20 minutes

Grab a stuffed animal and demonstrate with a brush how to gently brush a dog, avoiding the animals face. Students will have the opportunity to imitate what they just learned through dramatic play in a mock grooming center. Students can act out roles of groomers in the classroom using stuffed animals, empty bottles of pet shampoo, conditioner, cologne, towels, brushes.

Grooming Posters- 20 minutes

Have students create mini-posters about the importance of grooming. Allow students to create a how-to poster for grooming their pets using blank white paper and markers/crayons.

Pet Exercise Practice- 20 minutes

Explain that once they get to this station they will split into pairs. Each pair will practice playing catch with one another or throwing a Frisbee. One half of the pairs will practice throwing the ball back and forth while another set of pairs practice throwing a frisbee to one another. Take turns with the balls and the frisbees. [If there is limited space in the room, you may wish to only use balls.]

3. After the last station ask the students gather in a central location or return to their seats.
4. Ask the students:
 - a. How did it feel to be able to play with the toys?
 - b. How do you think a dog would feel playing with his or her family?
 - c. What might you feel like if you never got to play with toys or with your friends?
 - d. What did you learn about taking care of a pets grooming needs?
 - e. What things do you and a pet both do in order to stay healthy and clean?

Diet Lesson and Activity (50 minutes)

1. Tell students that along with grooming and exercise, dogs also need something else we need too. Open the book *Our Very Own Dog* to page 18.
2. Ask the students what is happening in the picture. [Answer: Sophie ate her food]
3. Share with students that it is important that dogs eat dog food. Dog food is made for their stomachs and helps them stay healthy. Dog food is made with the nutrients dogs need and all of the proteins, fruits, veggies, and grains. All the important things they need.
4. Ask:
 - a. Do those ingredients sound familiar? [Answer should say yes, they eat protein, grains, fruits, and veggies too]
5. Share that dog food is made with only what is safe for dogs to eat. Explain that they should not give their dog their people food because it may upset their stomach and not all of the food that is safe for us to eat is safe for a dog. Share that there are some foods you should never give a dog. Show students the *Dangerous Foods for Dogs* poster. [You may wish to project it on the board or copy one for each student to take home.] Review each picture on the chart.
6. Tell students they will now get to make treats that are safe for dogs. Explain that if they have a dog, they are allowed to take some home, but if there are extras they will be donated to the local shelter. [Note: be sure to check with the shelter in advance to verify they will take the treats.]
7. Have the students gather in groups of three-four at the tables. Make sure each group has a bowl and spoon as well as enough ingredients and wax paper. Walk through each step of the recipe allowing students to create their own dog treats making sure each group is allowing the members to share tasks. [Use the recipe attached to this lesson.]
8. After the treat balls are made refrigerate them for 24 hours before serving or taking home.

Closure (15 mins)

1. Gather students back to a central area and ask them to stand next to their desk. Explain that they will see a video and they are to do three jumping jacks when they see something they learned today. Ask them to do one practice jumping jack. Show video *How to Care for a Pet*.
2. After the video, ask students the following questions for final discussion:
 - a. What do all living beings need to survive?
 - b. Who provides these things to you daily?
 - c. Can companion animals take care of themselves? If not, who takes care of them?
 - d. What is something important you learned today?

Extension (up to 2 hours):

Option 1: Dog Care Charades

1. Preparation-create slips of paper with various dog care needs or materials used in dog care. For example, walking, a leash, a collar, throwing a ball, eating dog food, drinking water, kindly petting a dog, etc. Place these slips of paper in a box or bag.
2. Split the group into two teams.
3. Review rules with the students:
 - a. A player from the first team picks a slip and keeps it a secret.
 - b. The player will act out what is on the card without using words for their team.
 - c. The team will have 30 seconds to guess correctly. If they guess correctly they get one point. Otherwise the other team has one chance to guess to score a point.
 - d. The next team takes their turn.
 - e. Keep going until time is up or the slips are gone.

Option 2: Dramatic Play

1. Allow the students to go back into the mock grooming center and continue to role play.

Texas State Standards

3.19 Language Arts- Writing Students write about their own experiences.

2.19 Language Arts- Writing Students write brief compositions about topics of interest to them.

1.18 Language Arts- Writing Students write brief stories that include a beginning middle and end

K.14 Language Arts- Writing Students dictate or write sentences to tell a story and put in chronological order

2.9 Social Studies- Students identify the basic needs of plants and animals.

References:

Exercising with your dog 101. (n.d.). Retrieved from https://www.petmd.com/dog/wellness/evr_dg_exercising_with_your_dog101

Geier, E. (n.d.) *How Much Exercise Does a Dog Need?* Retrieved from <https://www.rover.com/blog/much-exercise-dog-need/>

Yuen, S. (8 August 2013) *5 Common Mistakes to Avoid When Exercising With Your Dog*. Retrieved from <https://www.petful.com/behaviors/exercising-with-your-dog/>

Kerns, N. (2012, February 01). Whole Dog Journal's Dry Dog Food Selection Criteria. Retrieved March 29, 2018, from https://www.whole-dog-journal.com/issues/15_02/features/Ingredients-Of-Quality-Dog-Food_20459-1.html

Stregowski, J. (2017, October 23). The Basics of Dog Grooming. Retrieved February 15, 2018, from <https://www.thespruce.com/dog-grooming-basics-1118398>

Lesson One Worksheets and Materials

Scavenger Hunt Worksheet



SCAVENGER HUNT



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

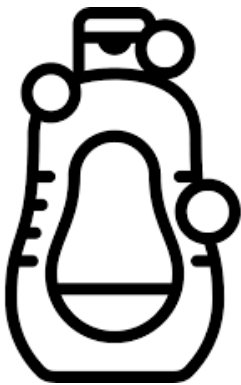
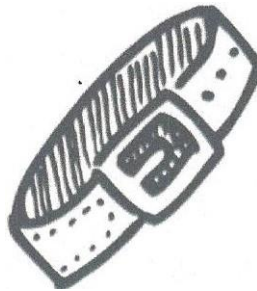
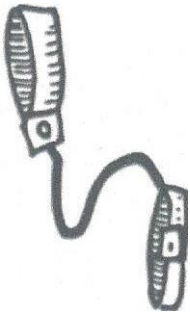
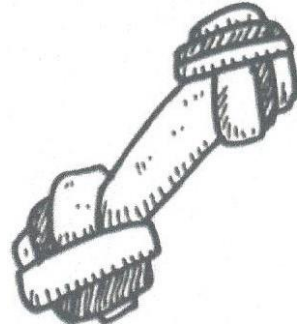
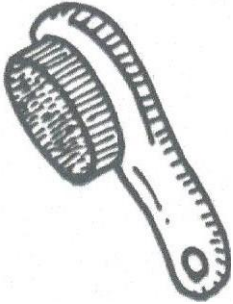
7. _____

8. _____

9. _____

Scavenger Hunt Worksheet


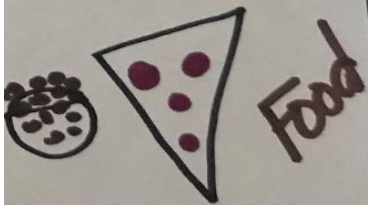


Name: _____



shutterstock · 142739347



Sample Anchor Chart

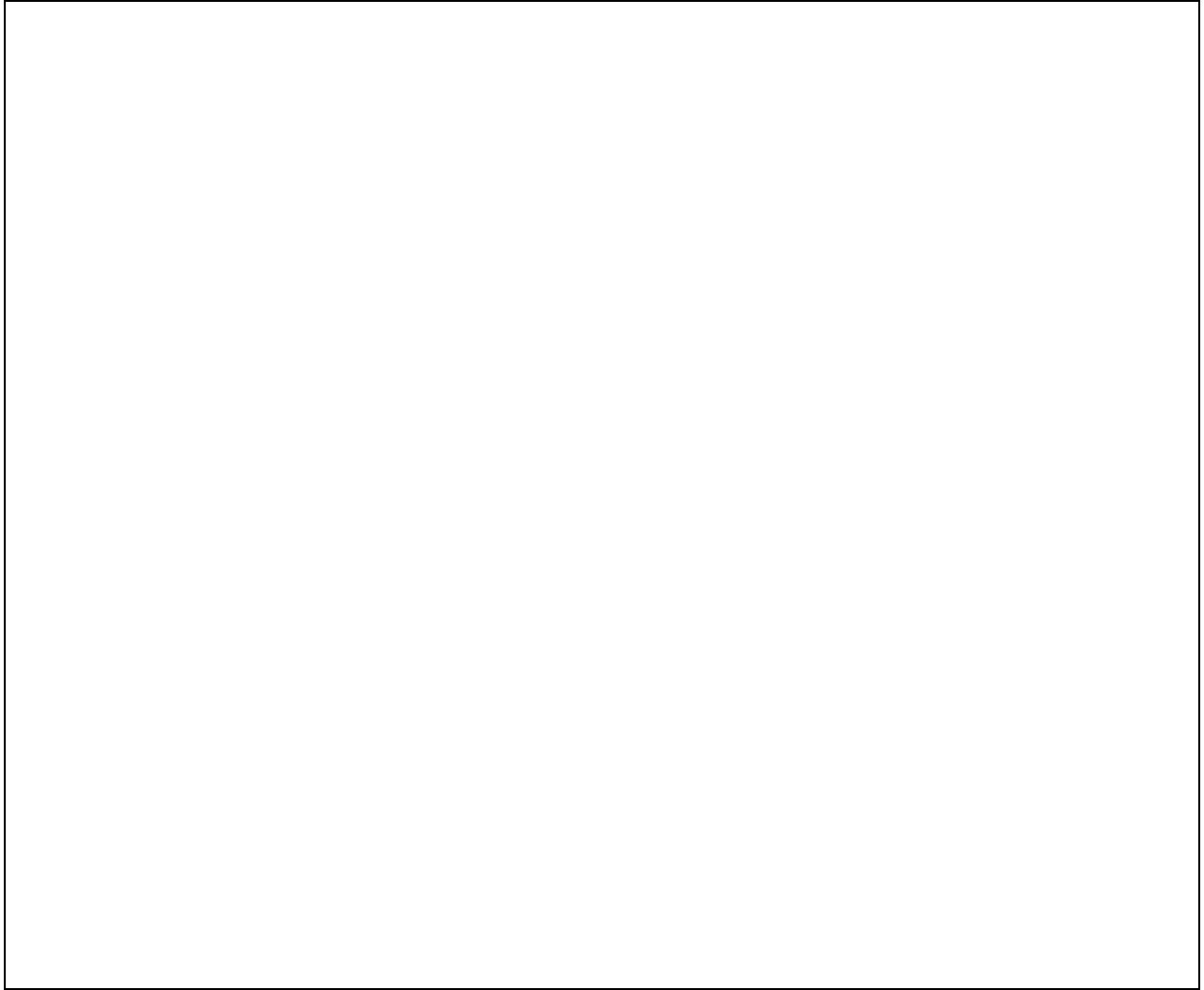
Needs of Living Beings	
 	 

Blank Anchor Chart

Name _____

Needs of Living Beings	
People	Dogs

Quick Write Sheet



Sample Dog Grooming Pictures (Optional to Share)



Source: <http://www.akc.org/expert-advice/health/grooming/why-its-worth-having-your-dog-groomed-professionally/>



Source: <https://www.thespruce.com/dog-grooming-basics-1118398>



Source: <https://www.cesarsway.com/dog-care/dental-care/goodbye-bad-breath>

DANGEROUS FOOD

for DOG

CHOCOLATE  <ul style="list-style-type: none">- TOXIC TO HEART AND NERVOUS SYSTEM- DEATH	ALCOHOL  <ul style="list-style-type: none">- COMA- DEATH- INTOXICATION	FATTY FOOD  <ul style="list-style-type: none">TOO MUCH OF IT:- PANCREATITIS
ONION, GARLIC  <ul style="list-style-type: none">- BLOOD CELL DAMAGE- ANEMIA	NUTS  <ul style="list-style-type: none">NERVOUS SYSTEM AND MUSCLE DAMAGE	AVOCADO  <ul style="list-style-type: none">CONTAINS PERSIN:- VOMITTING- DIARRHEA
XYLITOL  <ul style="list-style-type: none">- LIVER FAILURE- HYPOGLYCEMIA- DEATH	MEDICATIONS  <ul style="list-style-type: none">(ADVIL, TYLENOL, ETC.)KIDNEY FAILUREGI ULCERS	MUSHROOMS  <ul style="list-style-type: none">SOME VARIETIES:- SHOCK- DEATH
CAFFEINE  <ul style="list-style-type: none">- VOMITTING- DIARRHEA- TOXIC TO HEART & NERVOUS SYSTEM	RAISINS  <ul style="list-style-type: none">KIDNEY FAILURE	DAIRY  <ul style="list-style-type: none">TOO MUCH OF IT:- DIARRHEA
		COOKED BONES  <ul style="list-style-type: none">STOMACH LACERATIONS
		GRAPES  <ul style="list-style-type: none">KIDNEY FAILURE

No-Bake Dog Treats

These fun no-bake dog treats are a healthy snack and can be made by all ages. Treats can be made in any size. If these are to be shared with a smaller dog, make the treats smaller.

Ingredients:

1. $\frac{3}{4}$ cup pumpkin puree
2. $\frac{1}{4}$ cup water
3. $2\frac{1}{2}$ cups oats
4. additional oats as needed for rolling

Items Needed:

- Large mixing bowl
- Mixer or large mixing spoon
- Wax paper
- Medium size bowl
- Baking sheet or large plates

Instructions:

1. Place oats in the medium size bowl until bowl is about $\frac{1}{3}$ full. Set aside for step 5.
2. In a large mixing bowl, combine the water and pumpkin puree to make the pumpkin mixture. Stir well to combine.
3. Add the $2\frac{1}{2}$ cups of oats to the pumpkin mixture and stir well to fully mix all of the ingredients.
4. Scoop out a portion of the combined mixture. Using your hands, roll the mixture into small spheres and set them aside on the wax paper.
5. After you've rolled the mixture into spheres, roll the spheres in the oats in the medium size bowl to create a coating on the outside.
6. Refrigerate the finished treats for 24 hours before serving. This will help the treats to be firm when they are eaten.

Lesson Two: A Healthy Day in the Life of a Dog

Time: 3 hours

Academic Subject(s): English Language Arts/ Writing/ Art

Learning Objectives:

Students will be able to:

Cognitive-

- Draw comparisons between the doctor they see and a veterinarian as well as give examples of why a dog would go to the veterinarian
- Explain why it is important to create a daily schedule for people and companion animals to follow
- Give examples of various components of a schedule

Affective-

- Relate similarities between the regular care they need and the care dogs need
- Accept that humans are responsible for the care of companion animals
- Compare the similarities between the care they receive from guardians and the care a dog needs

Psychomotor-

- Observe that dogs are completely dependent on the person taking care of them
- Distinguish the differences between a poor schedule and a proper schedule
- Create an appropriate schedule for a dog

Required Materials

- Jeopardy PowerPoint (download from www.prosocialacademy.org)
- Prizes (These may include pencils, small erasers, stickers)
- Buzzers or Bells
- Video *All About Dogs*
<https://www.youtube.com/watch?v=DghKRhGC8eE>
- *Mad Lib!* worksheet (enough copies for half of the group)
- Book *Caring for your Pets: A Book About Veterinarians* by Ann Owen
- Book *Are You Ready for Me?* By Claire Buchwald
- Toy stethoscopes (enough for class to be split into groups of 4)
- Toy thermometers (enough for the class to be split into groups of 4)
- Bandages
- Dog toothbrushes
- Empty medicine bottles
- Stuffed dogs (enough for the class to be split into groups of 4; each dog should have one small thing wrong for example one dog can have a small wound or cut on the paw, another may have very dirty ears when they are flipped over, another may have missing patches of fur)
- Several photos of veterinarian
- Several photos of animals at the veterinarian
- 1 package of blank white paper
- Pictures of parasites (optional item)
- Pens
- Clipboards
- Copies of *Veterinarian Checklist*
- Copy of *Build Clemmie's Schedule* worksheet (one per student)

- Scissors
- Glue or paste
- Poster paper (one for each group)
- Crayons/markers/colored pencils (assorted)
- Magazines (Modern Dog, Bark, Dr.'s Foster and Smith, or pet store catalogs will work the best)

Extension:

- Food scooper with dry dog food or item to replicate dog food (i.e. cotton balls, buttons, or corks)
- Dog food bowls
- Laminated *Extension Dog Food Measurement Cards*

Preparation

1. Set up Jeopardy game on computer/screen. If students are multi-aged groups, be prepared to have at least one of the oldest students in each group.
2. Open or download video *All About Dogs*.
3. Copy one blank Mad Lib per student.
4. Prepare a mock veterinary clinic in the classroom. Ideally have 3-4 examination tables in the clinic area. Print and hang pictures of veterinarians and animals in the mock clinic area.
5. Print and hang example schedules and food charts.
6. Have enough magazines/catalog with dogs and dog care items for the size of the group.

Procedure

Opening

Jeopardy (20 minutes)

1. Show the first slide of the Jeopardy PowerPoint. Review the rules of the Jeopardy game with the students. Explain that they will be working in teams and the teams must decide on one answer for the questions they are asked.

Rules

- Teams will take turns choosing a category and a dollar amount and then answering the question that is asked.
 - Once a team has chosen the category and amount the facilitator will read the statement.
 - Every team should work together to answer questions. The first team to buzz in/raise hands gets to answer.
 - To receive the points the students must answer the statement correctly.
 - Each team will take turns picking categories and amounts until all questions have been answered.
 - After all questions are answered, all the teams will add their points up.
 - Team with highest score wins.
2. Split students into groups of five and give each team a buzzer/bell.
 3. Create scoreboard on chalk/white board.
 4. Begin game and continue until all questions have been answered.
 5. The team that earns the most points wins. Facilitator may wish to give the winning team small prizes (i.e. pencils, erasers, stickers.)
 6. After completion of game have students return to their seats.

Lesson Body

Think-Pair-Share (20 minutes)

1. Ask students:
 - a. What is a companion animal? [Answer: a companion animal is an animal who depends on people for their care. Examples are cats or dogs that cannot survive on their own.]
2. Share with the students that they are going to watch a video called *All About Dogs* where a dog named Maggie who just got adopted by a new family tells us about her new life. Ask the students to pay close attention to what Maggie's new family does to keep her healthy.
3. After showing the video, ask the students to think for a moment about the video they just watched and what they learned yesterday. Ask students the following questions:
 - a. What do companion animals need that you also need daily? [Answers include, but are not limited to: food, exercise, water, shelter, love]
 - b. What was the thing Maggie was not sure she liked? [Answer: a bath]
4. After discussing what companion animals need, ask them to think quietly for a moment and remember what things Maggie was not sure she liked or she was afraid of at first. Give the students a minute to think.
5. After about a minute ask them to turn to a neighbor and share their answers.
6. Allow partners to share their answers with the full class. [Answers include baths, teeth brushing, ear cleaning, the vacuum]
7. After the Think-Pair-Share, ask the group:
 - a. What items did Maggie's new caregiver purchase to care for her? [Answers may include: food, food dish, water bowl/dish, brush, leash, toys, collar]
8. If students moved during the Think-Pair-Share have students return to their desks.

Mad Lib Activity (15 minutes)

1. Explain to the students that you want to see how well they have been listening and if they can pick out the things that a dog would need to be happy and healthy. Share the instructions about how the *Mad Lib!* worksheet works. Students must choose the best answer from the choices provided.
2. Split the group into partners, each pair should contain one younger student and one older student if it is a mixed age class. [Option: If the group is mostly younger students or struggling readers, you may wish to project the worksheet onto the board and choose the correct answers as a large group.]
3. Give each pair a *Mad Lib!* worksheet and pencil.
4. Give students 10 minutes to complete.
5. After time is up, allow some of the students to share their choices.

6. Ask all students to stand and to pretend they are a dog enjoying a walk with their favorite person. Ask them to pretend they suddenly see a ball. Next, share that they are really tired from playing and to pretend to be a sleepy dog.

Veterinary Care (50 minutes)

1. Start by asking the students the following questions.
 - a. What do you do when you are sick?
 - b. What person do they visit?
 - c. What person might a companion animal visit when they are sick? [Answer: a veterinarian]
2. Share with the students that you are about to read them a book about veterinarians and all the important things they do to help pets and families.
3. Read the book *Caring for Your Pets: A Book about Veterinarians*
4. After the book have a discussion with the group by asking the following questions:
 - a. Why do animals need to see a veterinarian?
 - b. How often should animals see a veterinarian?
 - c. What was something new you learned about veterinarians?
5. After discussing the previous questions. Share with the students how pets must be seen by a veterinary regularly just like they must see their doctor. Discuss the following items that a veterinarian checks and does for animals when they come in for a visit.
 - a. Pets need shots- Prevents them from getting diseases just like the shots they get at the doctor.
 - Rabies
 - Intestinal diseases
 - Parasites
 - b. Pets need to have a doctor check them every year to make sure they are healthy. Veterinarians will check each animal to ensure they are healthy and happy.
 - Bones-Make sure they are growing right and strong.
 - Muscles-Check to make sure they are getting enough exercise.
 - Weight- Checks to make sure they are eating the right food and right amount.
 - Teeth- Just like a dentist checks our teeth; dogs need healthy teeth to eat.
 - Coat- Their coat is like our skin it protects them it needs to be healthy.
6. After discussing why animals go to the veterinarian and what happens at the veterinarian. Ask the following questions to ensure they have grasped and understand the importance of veterinarians:
 - a. What are the similarities between a doctor and a veterinarian?
 - b. Give an example of why animals may need to go to the veterinary clinic.

7. Ask students if they can recall any of the tools the vet used in the book. Accept a few answers and then show the students the different tools a veterinarian uses. Ask students:
 - a. Which of these tools would a veterinarian use to hear an animal's heartbeat? [Answer: stethoscope]
 - b. What tool would the veterinarian use take an animals temperature? [Answer: thermometer]
8. Explain to students that they will have the opportunity to imitate what they just learned in a mock veterinary office. Students will be split into small groups of four and they will receive a patient to examine. They are to pretend they are veterinarians doing a checkup on the dog to determine if she or he is healthy. Explain that each group will receive a veterinarian kit and a clipboard with a *Veterinary Checklist* worksheet where they can keep notes on the patient. They will have 20 minutes to examine the patient.
9. After 20 minutes allow each group to share if their dog was healthy and what they discovered in their exam as well as the advice they would give the dog's guardian about how to help.

Making a Care Schedule (45 minutes)

1. Ask all of the groups to bring their dogs and their clipboards to the front of the room to rest. Ask students to go sit in a large circle on the floor. As they do this, write times from 6:00 AM – 8:00 PM in a column on the board.
2. Ask the students if they know what a schedule is. Accept answers. After some students have shared, define that a schedule is a plan of what to do day-to-day or at certain times.
3. Explain that every day we use a schedule to help us remember what to do. Some of these things we schedule every day and sometimes we have things on our schedule that we only do sometimes. Write 7:00 AM through 8:00 PM on the board in a vertical line. Ask students:
 - a. What does your day or schedule look like in the morning after you wake up? [Accept answers, they should include eat breakfast, drink water or juice, brush teeth, change clothes, go to school/camp]
 - b. What does your afternoon schedule look like? [Answers may include things they do at school/camp such as certain classes, eat lunch, potty/bathroom break time]
 - c. What does your evening schedule look like? [Answers may include eat dinner, do homework, get ready for bed, brush teeth, get a bath/wash face, read a story]As students are answering the questions, write down the general responses next to the time they most likely occur.
4. Share with students that they have a daily routine or schedule and companion animals such as dogs and cats follow a schedule too! Explain that you are going to learn about the schedule of a dog today, but that other companion animals like cats have many things in common.

5. Tell the students that you are going to read another story called *Are you Ready for Me?* Ask the students to listen for what the daily schedule is for the dog in the story.
6. After reading the story ask the following questions:
 - a. How often should dogs receive a new bowl of fresh water? [Answer: Change the water and clean the bowl at least once a day]
 - b. How often should dogs be fed? [Answer: At least once a day, but many eat a breakfast meal and a dinner meal with a treat in between. However, it can vary depending on the age of the dog because they all have various food needs. You may wish to note that not all dogs get fed the same amount. In general, a large dog will eat more than a small dog. The veterinarian can tell you what to feed your dog, the information about daily feeding amounts is also on the back of a dog food bag.]
 - c. What did the book say about taking dogs to the restroom? [Answer: They cannot use the toilet like we do, they must be taught to go outside and let outside regularly. It is the guardian's responsibility to let the dog out and to train them where to go.]
7. After discussing the story ask students to help you make a schedule for a dog. Ask the group:
 - a. Who does the dog depend on for his or her care? [Answer: Dogs are dependent on their caregivers and families to meet all of their needs. For example, dogs cannot let themselves outside to use the bathroom or pour food and water into their dish. It is up to their owner to do these tasks for them.]
 - b. Why would a schedule be just as important for a dog as it is for you?
 - c. What needs to be in the daily schedule for a dog? [Write responses on the board near the student schedule. Answers will vary, but need to include being fed at least once a day, providing a clean bowl of fresh water each day, potty breaks in the morning, afternoon, and evening, exercise and play time, cuddle or hang out time with their family]
 - d. What similarities are there between your schedule and that of a dog? [Accept answers and support discussion about the similarities]
8. Explain that one way to make sure that all of these tasks are done is to make a daily schedule and post it inside the house where everyone can see it.
9. Tell students they are going to get to practice putting a schedule together. Tell them your friend's dog Clemmie had a schedule, but the order got all mixed up. Clemmie's guardian needs their help to put it in order. Remind them they can refer back to the schedule they made for themselves and for a dog that is on the board.
10. Show students the *Build Clemmie's Schedule* worksheet page one where there are times broken into morning, afternoon, and evening. Then show them page two where there are different items. Review what each picture stands for (example, the grass means let Clemmie go outside to go potty or take her for a walk to go potty, the bed means she is resting, etc.)
11. Provide all students with a copy of the worksheet, scissors, and paste or glue and ask them to glue the pictures under the time that is best. (If it is a mixed group the older students may help the younger.)

12. Once students have corrected Clemmie's schedule, allow a few students to share the order in which they put various items.

Closure

Basic Care Collage (45 minutes)

1. Split students into small groups of no more than three. Ask each group to send one member to the front to pick a piece of poster board. Have the group send a second member to the front to get three sets of scissors, markers or crayons, and two glue sticks or paste. Then ask the group to send the last person to the front to pick up a pile of magazines.
2. Once the full group has returned to their place, explain that the group is going to teach other people about the important things a dog needs to be happy and healthy. The group is to work together to prepare a collage that teaches other people about all of the needs of a dog. Ask students:
 - a. What are some of the things a dog needs to be happy and healthy?
3. Explain that they will create a poster by looking through the magazines to find pictures of things a dog needs from his or her caregiver. Using the magazines provided they are to fill their poster with pictures of everything a dog needs daily. They can cut out pictures or cut out words or a combination of both. Once they find something that a dog needs, they can cut the picture out and set it aside. The group will need to work together to make sure they have all of the important items. The group should also create a title for the poster and write this on before they paste the pictures on the poster.
4. Give students 25 minutes to complete their collage poster.
5. Once posters are done, allow students to present their posters and have them explain why they picked some of the pictures on their collage.
6. Hang the posters up in a place where others can see them.

Extension (up to 2 hours):

Option 1: Feed the Dog

1. Set up tubs of dog food or other small item such as cotton balls, corks, or buttons that can replicate dog food as well as dog food bowls, measuring cups, and laminated *Extension Dog Food Measurement Cards*. You may also wish to show the students a body condition chart such as one from <https://cdn.petcarerx.com/common/images/articleThumb/dog-weight-chart2.jpg> as well as a dog feeding chart such as the one located at the back of a dog food bag or the chart from PetMD below the *Extension Dog Food Measurement Cards*.
2. Allow students to practice measuring out the appropriate amount of food for the different dogs.

Option 2: Doggie, Doggie Where's My Bone

1. Place chair in center of room. Will need dog bone.
2. One student is IT and is the dog. The dog sits in the chair with their back to the group.
3. The bone is placed under the chair
4. While the dog is turned around with their eyes closed another student quietly steals the bone and hides it behind their back.
5. Then everyone sings." Doggy, doggy where's your bone? Somebody stole it from your home."
6. The dog then turns around and has 3 guesses on who stole their bone.
7. If they guess right they get another turn, if they guess wrong the one who stole the bone gets to be the dog.
8. Repeat until facilitator decides to end game.

Option 3: Veterinary Role Play

1. Allow the students to go back into the mock veterinarian clinic and continue to role play.

Texas State Standards

Language Arts K.1 and 1.1 and 2.1 Reading/Beginning Reading Skills/Print Awareness. Students understanding how English is written and printed.

Language Arts K.23 and 1.29 and 2.30 Listening and Speaking/Teamwork. Students work productively with others in teams.

Language Arts K.23 and 1.28 and 2.29 Listening and Speaking/Teamwork. Students speak clearly and to the point using the convention of language

Social Studies 2.9 - Students identify the basic needs of plants and animals.

Art K.2.A and 1.2.B Creative expression/performance. The Student expresses ideas through original artworks using a variety of media with appropriate skill.

References:

- Dr. Jennifer, C. (n.d) *Are You Feeding Your Dog the Right Amount?* Retrieved from <https://www.petmd.com/blogs/nutritionnuggets/dr-coates/2015/july/are-you-feeding-your-dog-right-amount-32905>
- Dr. Becker, K (n.d) *How Much Water Should Your Dog Be Drinking?* Retrieved from <https://healthypets.mercola.com/sites/healthypets/archive/2014/05/07/dog-water-consumption.aspx>
- Dr. Primovic, D. (2016, March 26) *Ideal Daily Schedule for Dogs and Puppies.* Retrieved from <https://www.petplace.com/article/dogs/pet-care/ideal-daily-schedule-for-dogs-and-puppies/>
- Reisen, J. (2016, July 28) *How Much Do Puppies Sleep?* Retrieved from <http://www.akc.org/expert-advice/health/puppy-health/how-much-do-puppies-sleep/>
- Woodard, S. (2016, February 12). Veterinary Care for Dogs. Retrieved March 17, 2018, from <https://bestfriends.org/resources/veterinary-care-dogs>
- The Animal Foundation. (n.d.). The Basic Necessities of Proper Pet Care. Retrieved March 17, 2018, from <https://animalfoundation.com/the-basic-necessities-of-proper-pet-care/>

Lesson Two Worksheets and Materials

Mad Lib!

Directions: Circle the word that makes most sense. If both answers seem possible, decide the one that is BEST by reading the rest of the sentence.

The other day I took my BREAD/DOG to the VET/DOCTOR. There, she asked me how many CUPS/GALLONS a day I feed my BREAD/DOG and what type of FOOD/PETS I give him. Also, she asked if I change the BED/WATER every day. She then checked to see what SHOTS/CANDIES he needed. Using a NEEDLE/STETHOSCOPE, she checked for a healthy heartbeat. His TOYS/TEETH and COAT/EYES were healthy thanks to a good diet and frequent brushing.

After this visit, we went to a PARK/RESTAURANT to get some exercise which is needed for a healthy WORM/WEIGHT. We played FETCH/CHESS. I was happy that my companion TOY/ANIMAL had been deemed healthy and I was PROUD/SAD that I had done a good job as a CAREGIVER/SHOP KEEPER.

Bonus challenge!

A week ago, I adopted a _____. I named her _____.

She had her first _____ just yesterday and took it well.

Brushing her, however, has been done daily to help her _____. After a good brushing, I continued grooming her by _____. I took her on a _____ to the _____. Lastly, we played _____.

Veterinary Checklist

Dog Name: _____

Owners Name: _____

Age of Dog: _____ Weight: _____

Temperature: _____

How does the skin and coat look?

How do the mouth and teeth look?

How do the ears look?

How does the noes look?

How do the eyes look?

How do the legs and paws look?

Other notes:

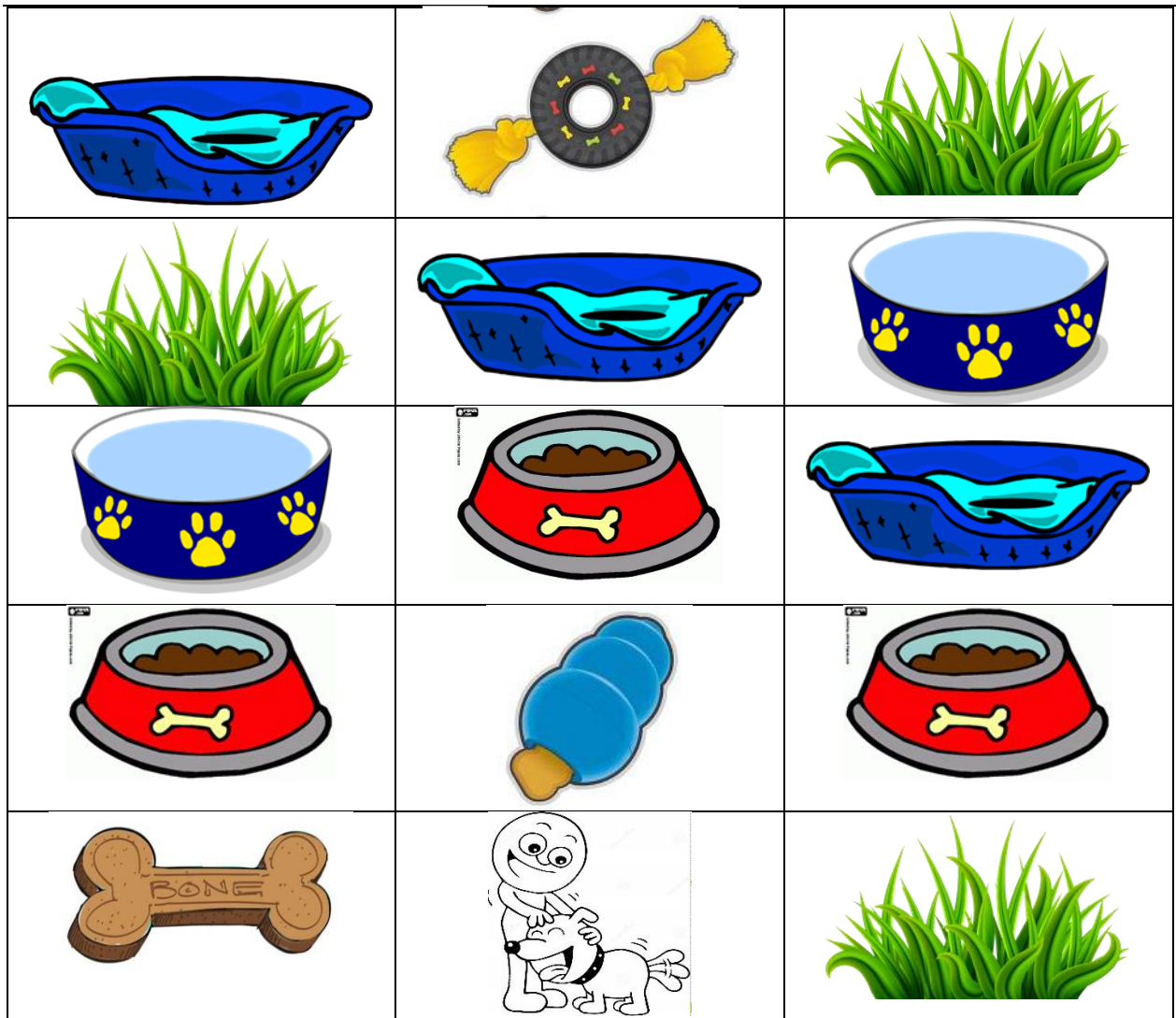
Build Clemmie's Schedule

Name: _____



Directions: The dog care items are all mixed up and not in the right order for Clemmie's daily schedule. Cut out the dog care items and figure out what would be a good daily schedule for Clemmie.

Morning	Afternoon	Evening
6:00 AM	12:00 PM	6:00 PM
7:00 AM	1:00 PM	7:00 PM
8:00 AM	2:00 PM	8:00 PM
9:00-10:00 AM	3:00-4:00 PM	Notes:
11:00 AM	5:00 PM	





<http://www.sherbourneanimalhospital.com/dogs-parasites>



Kasey

75 lbs.



Duke

Weight 18 lbs.



Sapphire

Weight 30 lbs.



Stormy

Weight 80 lbs.



Mimi

Weight 20 lbs.



Princess

Weight 100 lbs.



Jackson

Weight 51 lbs.



Trixie

Weight 5 lbs.



Snoop

Weight 26 lbs.



Tiffany

Weight 40 lbs.

Weight of Dog	Amount per Day
5 lb (2,3 kg)	1/2 cup (50 g) - 5/8 cup (65 g)
10 lb (4,5 kg)	3/4 cup (75 g) - 1 cup (100 g)
20 lb (9,1 kg)	1 1/4 cups (130 g) - 1 3/4 cups (180 g)
40 lb (18 kg)	2 1/4 cups (230 g) - 3 cups (305 g)
60 lb (27 kg)	3 cups (305 g) - 4 cups (410 g)
80 lb (36 kg)	3 2/3 cups (375 g) - 5 cups (510 g)
100 lb (45 kg)	4 1/4 cups (435 g) - 6 cups (610 g)

Retrieved from PetMD.com

Lesson Three: A Safe Dog is Happy Dog

Time: 3 hours

Academic Subject(s): English Language Arts/ Social Studies

Learning Objectives:

Students will be able to:

Cognitive-

- Associate the ways keeping a dog safe also keeps the community safe
- Describe what information goes on a dog's identification tag and why it needs to be worn at all times.

Affective-

- Report examples of a dog expressing signs of emotion and correlate this to human emotion
- Propose examples of how it feels to be kept safe

Psychomotor-

- Practice creating an identification tag
- Build a model home that meets a dogs basic needs

Required Materials

- Small dog bones (enough for each student; these may be real dog treats or a copy such as a paper dog bone)
- Brown paper lunch bags
- Book *Our Very Own Dog: Taking Care of Your First Pet* by Amanda McCardie
- Animal shelter created out of a cardboard box
- Dog Coloring Pages (enough for each student) print a selection from
 - Lab Mix
http://www.clker.com/clipart/e/2/d/c/11971256931097828882MeNext_Puppy_Black_and_White.svg.hi.png
 - Hound Mix
<http://www.cool2bkids.com/wp-content/uploads/2016/09/Dog-Coloring-Page.jpg>
 - Beagle
http://coloringtop.com/sites/default/files/0_1236.jpg
 - Small Chihuahua Mix
http://coloringtop.com/sites/default/files/5_190.png

- *Identification Tag Coloring Sheet* (one per student)
- Pencils
- Crayons
- Video *Dog Body Language* by The Family Dog
https://www.youtube.com/watch?time_continue=1&v=bstvG_SUzM_o
- Clay or craft dough (enough for each student plus some extra for creation of small props)
- Emotion cards copied and cut out from
<https://enpleineconscience.files.wordpress.com/2010/08/sentiments.png>
- Song *My Best Friend – The Dog Song*
https://www.youtube.com/watch?time_continue=60&v=2MxsN0-FDIA
- Dog care props (these may include, but are not limited to a dog bed, leash, food and water dishes, dog ears and tail)
- Story starters enough for each group
- Lined paper
- Book *Animals Have Feelings Too!* By Karen Lee Stevens

Extension

- Cotton balls
- Vanilla extract
- Perfume
- Lemon extract
- Pickle juice
- Mint extract
- Paper
- Pencils
- Crayons
- Blank paper
- Drawing template (one per student)

Preparation

1. Facilitator will hide the dog bones throughout the classroom before students arrive.
2. Prepare the Animal Shelter by pasting construction paper to it and a sign that says “Animal Shelter”; cut a hole in the top.
3. Locate enough dog pictures so that you have enough for each student and place these in the box.
4. Have a copy of the *Identification Tag Coloring Sheet* for each student.
5. Prepare story starters and have them with the corresponding emotion to hand to groups.

Extension (Learn to Smell Like a Dog)

1. Use 10 cotton balls and drop one drop of a different extract per cotton ball. Use 10 more cotton balls and drop ten drops of extract per ball. Place cotton balls in labeled containers.

Procedure

Opening (10 minutes)

1. As students arrive, divide them into three teams. The facilitator will hand one child on each team a brown paper lunch bag, this person is the team captain. (Note: You may wish to create three different color yarn necklaces and give each team a different color so they know who is on their team.)
2. Explain to teams that they will work together for five minutes to find dog bones that have been hidden throughout the classroom. The teams will split up to look for the bones and the goal is to get as many bones as possible, but when they find bones, they may not pick them up, instead they must bark to inform the captain to come get the bone. The captain is the only person who may touch the bones. Ask captains to raise their hands. Ask the other group members to practice their bark once and see if they have any questions.
3. Allow the teams to search for the dog bones located throughout the classroom for five minutes. The teams should proceed until all bones are found or time is up. After time is up count the bones in each bag, the team with the most bones wins.
4. After the game, ask students to sit in a circle on the floor in a central location.

Lesson Body

Identification/Collar/Leash (25 mins)

1. After students have settled, ask the students:
 - a. What did it feel like to not be able to talk to your team captain?
 - b. What we have learned so far about what companion animals need to be happy and healthy? [Answers should include, but are not limited to companion animals need food, water, love, exercise, a home/shelter, and all the different topics the facilitator has covered thus far.]
 - c. What things do we, people need to be happy and healthy? [Answers should include similar items as those from the previous question]
2. After the brief review: Remind the students that companion animals need the same basic care and love that they need from their caregivers.
3. Share with the students that today they are going to continue learning about the other needs companion animals have. Explain that this will be done by re-reading part of *Our Very Own Dog* (p. 1-14). Ask students to listen for new details. While reading the story, this time the facilitator will read the small italic print around the illustrations on the following pages:
 - Pg. 8
 - Pg. 14
 - a. Stop reading on page 14
4. Ask students what new dog care items or needs they heard in the story. [Answers will include a leash, collar, and an identification tag]
5. Ask the students:

- a. If you get lost, how would you get home? [Answers include, but are not limited to call home, ask for help from someone]
 - b. If a dog goes lost, how would she get home? [Accept all answers, these may include, but are not limited to a microchip or ID tag]
 - c. Where does a dog wear an identification tag? [On their collar]
6. Share with the students that they can help prevent a dog from getting loose or lost by keeping them in a fenced in yard or on a leash where their caregiver can protect them. However, there is always a chance that a dog could get loose or lost and they cannot ask for help in the same way humans can. Dogs with collars and identification have a higher chance of being returned to their family.
7. Ask the students:
 - a. What do you think should be listed on the dog's identification tag? [Answers should include name, address, phone]
 - b. When a dog is at home should the caregiver take off their dog's collar? [Answer: no, accidents can always happen]
 - c. Do you think a collar is as important as the other basic needs of dogs, i.e. food, water, exercise etc.? Why or why not?
8. Share with the students they will now have an opportunity to adopt an animal and make their own identification tag.
9. Ask students to stop by the animal shelter and adopt a dog. They are to reach in and choose one dog. Have students take new dog to their desks or tables.

Identification Tag Coloring Sheet Activity (20 mins)

1. Ask students to name their newly adopted dog.
2. Show a copy of the *Identification Tag Coloring Sheet* and review what goes on the tag (pet name, address, phone number). (You may wish to draw an example on the board.) Explain that they will fill out that information on their tag and then they may decorate and color the tag. Share that tomorrow they will be telling the class about the dog they adopted.
3. Give each student a copy of the *Identification Tag Coloring Sheet*, a pencil, and crayons. Allow the students to create their tag. The younger children may need some help with the writing. The facilitator may want to have them start decorating while the facilitator goes around and helps the younger students.

Dogs Have Feelings (30 minutes)

1. After students have completed their tags, ask them to place all of their dogs and the *Identification Tag Coloring Sheets* in a safe place so they can use them later. Then ask them to gather in a circle or central location to finish reading the book *Our Very Own Dog*. While reading the story again this time the facilitator will read the small italic print around the illustrations on pages 15-27. Ask the students:
 - a. How did the judges know that Sophie was the friendliest dog? [Answers will vary, but should include a wagging tail, soft posture, and the look in her eyes]

- b. How do you feel right now? [As the students say different feelings write them on the board]
2. Ask the students to think of other feelings they can feel. List these feelings on the board along with the first emotions; this can include emojis if the facilitator wants.
3. Ask the students:
 - a. How can we tell what you are feeling? [Accept various answers]
 - b. How can we tell what a dog is feeling? [Accept various answers reinforcing those who include vocalizations, facial expressions, and body language]
 - c. How might dogs show their caregivers how they feel? [Answers may include, but are not limited to growling, wagging tail, licking, nudging]
4. Share with the students that people can tell us in words how they feel along with looking at their faces and their body to tell how they are feeling. Dogs also use similar communication tools, but they can only use the non-verbal communication.
5. Share the video *Dog Body Language*.
6. Ask the students:
 - c. What did you learn about dog communication?
 - d. What are some ways you and a dog communicate that are similar?
7. Share with the students that they are going to get the chance to show what they learned about dog communication. will have the chance later to act out and practice sharing and showing emotions.

Closure

Sculpt Those Feelings (55 minutes)

1. Explain to students that they are going to use the clay to show the body language a dog displays when they are feeling that emotion. Share that you will pull an emotion card and everyone is to create that posture and facial expression based on the video they just watched.
2. Pass out clay to the students and pull the first card. After the group is done, allow students to share what postures and facial expressions they crafted. Pull at least three other emotion cards.
3. Allow students to choose one final emotion of their choice and to sculpt it to display in a mini-art show. Allow the clay to dry and then display the artwork next to a note or card that says which emotion the dog is displaying.
4. If there is time, read the class the book *Animals Have Feelings Too!*

Extension (up to 2 hours):

Option 1: Learn to Smell Like a Dog

1. Introduce that dogs have a better sense of smell than we do. You may wish to use information from sites such as <http://www.dummies.com/pets/dogs/understanding-a-dogs-sense-of-smell/> or

<http://www.pbs.org/wgbh/nova/nature/dogs-sense-of-smell.html> to explain the way their noses work.

2. Tell students that they are going to do a smelling test to get to see the difference between how a human and a dog smell. Gather students around the table set up for the smelling test.
3. Open *Our Very Own Dog* to page 18 and reread the italics at the bottom of the page about a dog's sense of smell.
4. Explain to the students they will now have the chance to experience the way a dog smells.
5. Read instructions to students.
 - Each student will take turns smelling each of the 10 cotton balls that are soaked with different smells. This round will be the cotton balls with only one drop of the scent. Then the student will write down what they think the smell is associated with.
6. Allow each student to smell the cotton balls and record their guesses.
7. Now have the students smell the second batch of cotton balls with 10 drops of the scent, explain that these are the same scents as the first group of cotton balls, but now it should be easier to smell.
8. Share that this is how a dog smells, and the first batch was how we smell.
9. Go over what each smell was with the students and see who guessed right.

Option 2: How to Draw a Dog

Using the template provided the students will follow the directions to learn how to draw a dog.

1. Show the students the directions from <http://www.howtodrawanimals.net/how-to-draw-a-dog>.
2. Have the facilitator demonstrate how to draw the dog on the white board to give the students another visual example.
3. Give each student a copy of drawing paper.
4. Have each student complete each step.
5. Have the students follow the directions on the template to practice drawing a dog on their own.
6. After drawing their dog, they can color and decorate.

Option 3: How to Care for a Pet Prompt

Prompt: If someone were to care for your pet (or dream pet) while you were away, what things would they need? Write out or draw the care instructions they would have to follow to care properly for your pet.

1. Share the prompt with the students.
2. Give each student blank notebook paper and pencil.
3. Have students begin writing their how-to writing based on the prompt giving.
4. If time remains, allow students to draw a picture.

Texas State Standards

2.9 Social Studies- Students identify the basic needs of plants and animals.

K.18 Language Arts Oral and Written Conventions/Spelling- Use letter sound correspondence to spell CVC words.

K.23 Language Arts Listening and Speaking/Teamwork- Students work productively with others in teams.

1.22 Language Arts Oral and Written Conventions/Spelling- Students are expected to use letter sound patterns to spell CVC, CVCe.

2.29 Language Arts Listening and Speaking students are expected to share information and ideas that focus on the topic under discussion speaking clearly.

K.15 1.18 2.19 Social Studies Skills Student communicates in oral and visual forms.

References

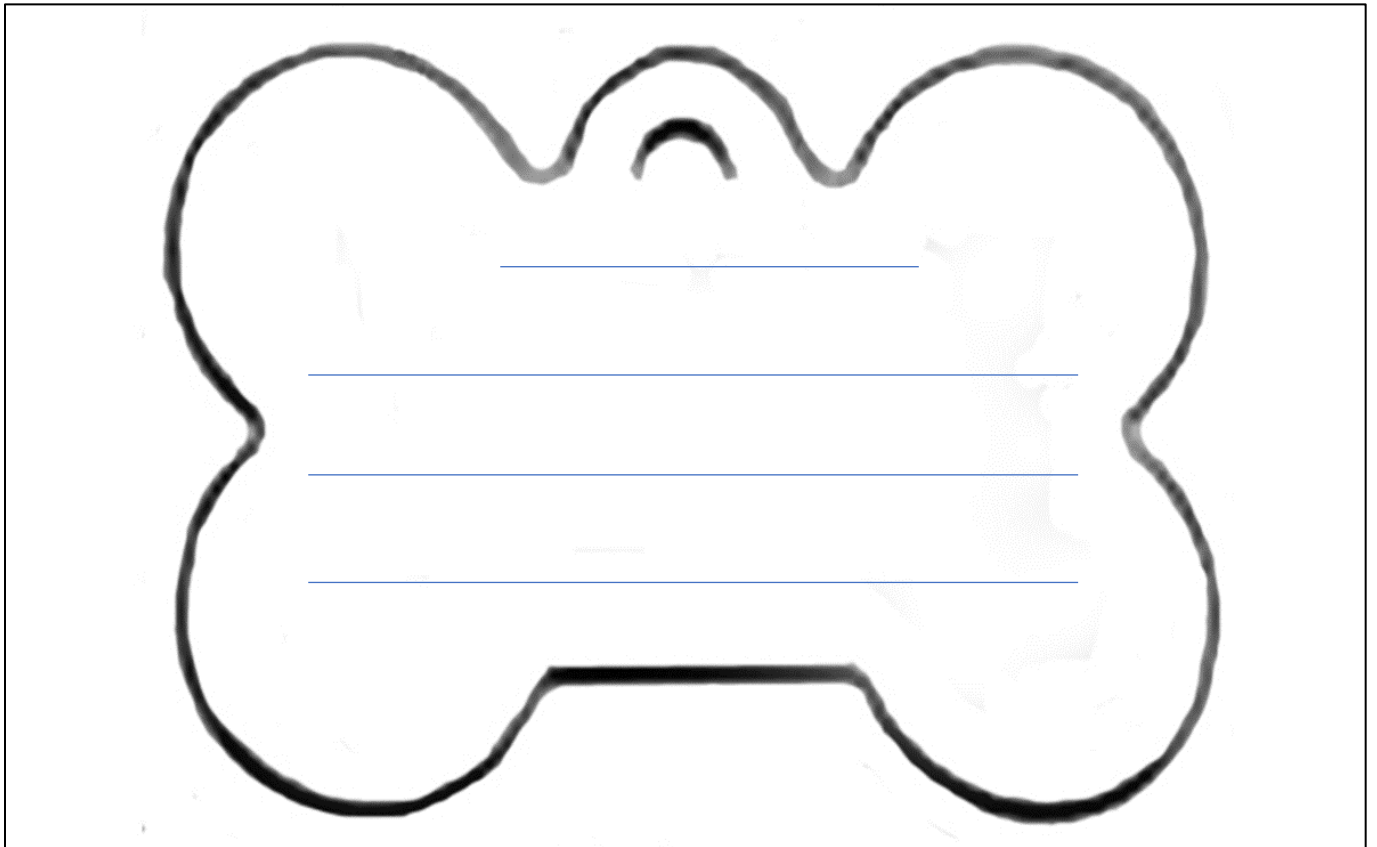
Hounds of the Heartland. (2013, February 13). The Importance of Collars & ID Tags. Retrieved April 05, 2018, from <http://greyhoundpetsok.org/the-importance-of-collars-id-tags/>

Oakley, C. (2012, June 13). Dog Tags 101: What Info Is on a Dog Tag? Retrieved April 05, 2018, from <http://www.vetstreet.com/our-pet-experts/dog-tags-101-what-you-need-to-know-to-keep-your-pet-safe>

Lesson Three Worksheets and Materials

Identification Tag Coloring Sheet

Directions: Create an identification tag for your newly adopted dog. Include your dog's name and your phone number and address.



Lesson Four: Fun and Safety with Dogs

Time: 3 hours

Academic Subject(s): English Language Arts/ Writing/ Social Studies

Learning Objectives:

Students will be able to:

Cognitive-

- Describe the difference between positive and negative interactions
- Observe and recognize correct and incorrect manners in which to train a dog
- Recognize various forms of non-verbal communication used by people and animals

Affective-

- Explain why positive training and interactions improve relationships
- Recognize ways they can positively interact with people and animals

Psychomotor-

- Demonstrate actions that will help them be safe and not cause distress in companion animals

Required Materials

- Glue or paste
- Dog Coloring Sheet (If Lesson Three was completed, use the dog the student created)
- Identification Tag Worksheet (use student tag from Lesson Three)
- Yarn
- Video *Little Big Shots Audition- kid dog trainer- Hayden Maddison*
<https://www.youtube.com/watch?v=w4GRIZ5rshM>
- Video *Stop the 77*
<https://www.youtube.com/watch?v=ABDrhNBwdpk>
- Video *Ohio Kids Dog Bite Prevention*
<https://www.youtube.com/watch?v=RB-JP1QqOXU>
- Pencils
- Crayons
- *Dog Bites Dos and Don'ts Coloring Page* (one per student)
- *Posable Dogs* (enough for each student; copy and put together)
- Brads

- Dog puppet template (one copy per student)
http://www.printablee.com/postpic/2012/01/dog-paper-bag-puppet-templates_118433.jpg
- Brown paper lunch bags (enough for one per student and a few extra)
- Construction paper
- Scissors
- Shoe boxes or small boxes similar in size (enough for each student)
- Construction paper
- Cloth scraps
- Scissors
- Glue or paste
- Additional assortment of cardboard, corks, plastic caps, or tiny boxes

How to Pet a Dog

- How to pet a dog diagram *stuffed animal from grooming/vet stations *

Story Board

- Storyboard worksheet *Pencils *Crayons *storyboard example

Closure

- Skits the groups started working on yesterday *puppets students created yesterday *props *Blank invitation template *markers *crayons *Example of invite (facilitator create an example based on specific date of camp)

Extension

Option 1: Word search

- Word search *pencil
- Fort Wayne video
- *How Kids Should Not Interact with Dogs* mini-poster
<https://drsophiayin.com/app/uploads/2017/08/How-Kids-Should-NOT-Interact-With-Dogs-Poster.pdf>

Pin the Leash on the Dog

- Printed poster of dog *leash *collar *thumb tack *blindfold *tape *prizes (pencils, erasers, stickers)

Preparation

1. Before students arrive cut out the tag from the Identification Tag Worksheets the students made the day before and punch one hole in the center. Tie a piece of yarn in the hole so that the students can put around their adopted animal's neck.
2. Have videos *Little Big Shots Kid Dog Trainer*, *Stop the 77*, and *Ohio Kids Bite Prevention* pulled up onto the computer or projector for students to view.
3. Have one copy per student of the *Dog Bites Do's and Don'ts Coloring Sheet*.
4. Create enough posable dogs for each student using the *Posable Dog Template*.

Story Board

Have one copy of story board worksheet for each student, pencils and crayons. Have the example storyboard available to show during instructions. Have enough table space for children to work.

Closure

Prepare an example of the words to be written on the invitation to the final day of skits. Hang up this example on a wall near where the students will be creating the invitations. Have copies of the invitation templates and markers/crayons. Also have their skits they were writing yesterday and the puppets they created, and props available for their skits.

Extension

Option 1

Have one copy per student of word search and a pencil.

Option 2

Before students arrive, print and cut out poster of dog and hang on the wall. Print and cut out enough collars for each student.

Opening

Show and Tell (20 minutes)

1. Once students arrive have them get their adopted pet they choose and their identification tag they made yesterday. Ask students to tie the ID tag around the neck of their dog. (Note: you may wish to place a piece of tape behind the tag to help it stay on.)
2. Once all tags are on the dogs, gather students and have them sit in a circle on the floor.
3. Allow the students to take turns one-by-one to show the dog they adopted, to share their name, and to tell what they will do to take good care of their dog.
4. After all of the students have gotten to tell about their adopted pet, share with students that today they will be learning about training, body language of dogs, and how to interact with dogs safely. Ask them to place their dogs back where they picked them up and then return to their seats.

Lesson Body

The Importance of Training Lesson (20 minutes)

1. After students have gathered back to the central area. Ask students:
 - a. Has there ever has been a time you made a mistake because you didn't know how to do something?
 - b. Has there ever been a time you got in trouble for doing something, but did not know you were not supposed to do it? (Examples might include walking up the slide, or standing on the see-saw, not raising their hand to talk, asking to go to the bathroom)
 - c. How did you feel when this happened?
2. Ask students to listen to *Story of a Dog Named Pickles*. Explain that as they are listening they need to listen to figure out what Pickles was doing that his family did not like.
3. After reading the story ask the students the following questions:
 - a. What was Pickles doing that his family did not like?
 - b. How did the family act when Pickles would play his game on the counter?
 - c. What did Pickles think the family was doing when they ran along the counter with him?
 - d. How do you think Pickles felt when his family got upset with him?
 - e. What could the family have done to help Pickles understand they did not want him running and sliding on the counter?
4. Compare the way students feel when they do not understand why someone gets upset with them to the way people sometimes get upset with pets for doing things like jumping, barking, getting into the trash, or chewing up stuff.
5. Ask students:
 - a. Do the pets always know that what they did was wrong? Why or why not? [Refer to the story of Pickles and how students feel when someone gets upset if necessary.]
 - b. What do you think an owner can do to help teach their dog or cat how to behave? [Accept answers, support students as they think about teaching them or training them. You may wish to tell students training is similar to the way they go to school to learn and how their family teaches them things.]
6. Share with students that today they will learn about training their dog and how this is just as important as fulfilling their basic needs of food, water, shelter, and love. Training is how the dog knows what behavior is expected and how to act in the family and community. Training builds a close relationship between the dog and his owner. Training teaches the dogs the correct skills to live in the human world and how to be able to socialize appropriately. Training corrects any problematic behaviors such as chewing, potty problems, or jumping.
7. Ask students:
 - a. When you are learning things, do you like to be told good job when you get it right or be yelled at when you get it wrong?
8. Explain that just like us, pets like to hear good job and get positive rewards when they are learning new behaviors. (Example may be small treats.)

9. Share with the students they will now watch a video of a girl training a dog. Ask students to look for and listen for the ways the girl interacts with and talks to her dog. *Play Little Big Shots Audition- kid dog trainer- Hayden Maddison.*
10. After the video, ask students:
 - a. How did the girl interact with her dog? [Answer: She used encouraging and positive words; she gave treats when the dog did something she wanted, this helped the dog to know what behavior she liked]
 - b. What did her voice sound like? [Answer: She used a soft and encouraging voice]
 - c. Why do you think she used this type of voice?
 - d. What type of voice do you like people to use with you? Why?

(Note: In addition to this, please stress that kids should never train their dog alone and should do so under supervision of an adult.)

Simon Says Dog Trainer Style Activity (15 minutes)

1. Introduce to students that the group is going to play Simon Says Dog Trainer. Explain the directions.

How to Play: The facilitator will be Simon; the rest are players. Simon stands in front and tells players what they must do. The players can only obey the commands the start with "Simon Says". All commands will be related to dog training. If they do the command or action and Simon did not say "Simon Says..." then they are out and they are to sit down.

Examples
Simon says "sit"
Simon Says "rollover"
Simon Says "bark"

If the command does not start with "Simon Says" the players should not obey the command. If they do they are out. Continue until there is only one person left, they are the winner.
2. If there is space, line up students in a horizontal line with facilitator in the front. You may also have students play at their seats.
3. If you have time remaining, you may play a second round. Play for 15 minutes.
4. Once game is completed have students gather back into a circle on the floor or a central area.

Body Language Detective Lesson (40 minutes)

1. Once students have gathered back to the central location. Ask the students what they remember about how dogs communicate how they are feeling. [Answers may include but are not limited to: they use their bodies to communicate, they feel emotions similar to ours (i.e., fear and happiness).] Review that part of living with

and training or teaching a dog what a family wants is understanding what they are telling us as well.

2. Share with the students that they will become body language detectives. And like all good detectives, they need to watch for details and learn new things. Tell them that they will be watching two short videos. Ask them to listen carefully for the things the dogs are trying to share by using body language in the different parts of the video. Show the video *Stop the 77*.
3. After watching the video ask the students:
 - a. How did the video make you feel?
 - b. What did you learn that you did not know in the past?
4. Share with the kids they will now watch another video to help them learn more and be great body language detectives called *Ohio Kids Dog Bite Prevention*.
5. After watching the video, ask the students:
 - a. True or false, it is okay to pet a dog without asking if the dog is wagging his tail. [Answer: false. A tail wag can mean happiness, but it can also mean stressed or worried]
 - b. True or false, dogs don't like to be petted when they are sleeping or eating. [Answer: true.]
 - c. What should you do if a dog starts chasing you? [Answer: stop and stay still; do not scream, run away, or stare the dog in the eye]
 - d. True or false, if a dog has flat ears and a stiff body she wants to play. [Answer: false, this is a sign the dog wants to be left alone]
 - e. Who is most likely to be bit by a dog, kids or adults? [Answer: kids are bitten more often than adults, this is why it is so important to learn about how dogs communicate]
 - f. Why is it important to understand dog body language? [Answer: Explain to students that it is important to understand dog body language to prevent bites. Emphasize that dog bites are preventable and that it is important to be careful around dogs, but not afraid. Recall from the video that screaming and running away will only further ask for a dog to bite. Instead, avoiding eye contact, staying calm, and staying still is key. Explain that we should treat dogs similarly to how we would treat another person that we respect.]
6. Ask students to stand next to their seats and introduce that standing like a tree is a good thing for a dog body language detective to learn. Just like the last video said, if a person stands very still like a tree, the dog is likely to get bored and keep going. Ask the group to practice standing like a tree very straight and with their hands tight to the side and their face staring ahead not making eye contact.
7. Share the song *If a Dog Comes Near* (sung to the tune of *Do Your Ears Hang Low?*)

If a dog comes near,
You must never, never fear.
Never run, never flee,
Just stand like a tree.
Keep your arms tucked tight
And your eyes ahead for sight,
If a dog comes near.

Sing the song at least two times with the students to help them remember it. Begin the song by marching in place and when you get to “stand like a tree” act out the proper way to stand as you sing.

8. Pass out crayons and/or colored pencils along with *Dog Bites Do's and Don'ts Worksheet*. Explain to the students that they should place an X next to interactions that are safe and a check mark next to interactions that are unsafe. When they are done, they may color the sheet.
9. After they are done with the worksheet review the correct answers using the *Answer Key*. To do this, for each box ask students to raise their hands if they put “safe”, then ask students to raise their hands if they thought the behavior was “unsafe”. After each voting reveal what the correct answer was and why.
10. (Optional) If there is time, you may wish to introduce that the best way to interact with a dog is to allow the dog to initiate contact and to squat down but not hover over or hug the dog. The best spots to pet are on the side and the chest, but not on the head or the belly if this is an unfamiliar dog. Reaffirm that the dog should be allowed to choose any interactions and may choose to walk away, and that is ok. More information can be found at <http://www.vetstreet.com/our-pet-experts/how-to-pet-a-dog>.

Can You Speak Dog? (25 minutes)

1. Tell students they are going to get a chance to see if they can now speak dog. Explain that you will be reading different dog postures to the group and you want them to figure out what the dog is trying to tell us. Show one posable dog and how each piece moves.
2. Pass out posable dogs to each student and practice as a group moving each of the legs, ears, and the tail.
3. Begin reading the below body language items, asking students to move the legs, tail, and ears to be the same as what you are saying and to decide what emotion the dog is communicating. With younger students you may wish to model the movements with your own posable dog:
 - a. Body Language #1: Friendly
 1. Ears are relaxed
 2. Fur is smooth and flat
 3. Dog is looking at people, but not staring
 4. Tail is relaxed and may wag
 - b. Body Language #2: Angry or Aggressive
 1. Ears up and back stiffly
 2. Tail up and stiff
 3. Fur is sticking up or bristling on the back and neck
 4. May growl softly or loudly
 5. Eyes staring into the eyes of you or another person
 - c. Body Language #3: Fearful
 1. Ears down and back
 2. Tail tucked down
 3. Body is crouched or hunched
 4. Fur on back or neck is standing up

5. May stare intensely to see what is happening
- d. Body Language #4: Playful
1. Ears up
 2. Tail up and out; may wag
 3. Fur is smooth and flat
 4. Bum may often be put in the air with the front legs and head close to the ground
- e. Body Language #5: Stressed or Worried
1. Licks lips, may yawn
 2. Ears alert and back
 3. Tail down
 4. May lift a front paw off the ground
 5. Whites of the eyes may show when dog looks at us out of the corner of his eyes

Closure

Create a Home for Your Dog (50 minutes)

1. Ask students to stand and to listen to *My Best Friend- The Dog Song*, let them know they can dance and sway along. As they are dancing, ask them to look for and listen for the ways the caregivers show they love their dog and help them to be happy and healthy.
2. After the song, ask students to list the basic care needs every dog has. List these on the board for reference during the activity.
3. Introduce to students that they are going to use all of their knowledge about what dogs need to create the perfect home for the dog they adopted earlier in the unit. Tell students that they are going to make something called a diorama. (You may wish to show the group the example on https://www.firstpalette.com/Craft_themes/Animals/petloversdiorama/petloversdiorama.html.) Explain that the tiny house they create should have all of the basic needs they just listed. They may also wish to create a clay version of their dog if they desire and have time.
4. Walk the group through how they will use the box and turn it on its side to make the diorama. Show how they can decorate the home and add in things like a dog bed by cutting out a small piece of fabric, using a bottle cap as a bowl and making food with tiny balls of clay, etc.
5. Allow students to work on their diorama. Be sure to add their names to the back as they work. When the day is over, place dioramas in a safe place until the next meeting.

Extension (up to 2 hours):

Option 1: Word Search

Break the kids into groups of two, one older kid with a younger kid.

Directions: Students will try to locate hidden words mixed into letters. Students will work in teams to solve the word search.

1. Read directions to students
2. Pair up students one younger with one older
3. Have them complete the word search to help reinforce the terminology that is associated with this and previous lessons.

Option 2: How Not to Interact with Others

1. Show video from Fort Wayne Animal Shelter: <http://www.wane.com/news/local-news/fort-wayne-animal-shelter-creates-funny-important-dog-bite-prevention-video/1121710821>.
2. After viewing video handout *How Kids SHOULD NOT Interact with Dogs* to each student and read each box aloud, allowing for any questions. Allow students to take this handout home.
3. You may also wish to show them *How to Greet a Dog and What to Avoid* <http://www.franklinvets.com/sites/site-2382/images/How%20To%20Greet.jpg>

Option 3: Pin the Collar on the Dog

Directions: There will be a picture of a dog hung on the wall. Each student will be given a cut out of a collar. The student will be blindfolded and then try to pin the collar on the dog without seeing. Whichever student's collar is the closest wins.

1. Read directions to students
2. Line up students youngest to oldest
3. Blindfold each student and give them a collar and have them try to pin the collar on the dog poster.
4. Proceed until all students have a chance.
5. Closest collar wins. Winner gets a prize (pencil, sticker or eraser).

Option 4: Four-Legged Race

How to play: Line up 5 kids up in a row and have them get on their hands and knees like a dog. On GO the kids will race to the finish line. The student who reaches the finish line first wins this round. Continue with 5 kids at a time until all kids have gone. Have the winners from the previous races, race for the overall champ.

1. Go over directions for the race.
2. Line up kids in rows of 5.
3. On GO have each row race until there is a winner from each row.
4. Have winners race final race.
5. Winner of this race is the champ. Give winner a prize pencil, eraser or sticker.

Texas State Standards

K.23 Language Arts Listening and Speaking/Teamwork- Students work productively with others in teams.

2.29 Language Arts Listening and Speaking students are expected to share information and ideas that focus on the topic under discussion speaking clearly.

K.15 1.18 2.19 Social Studies Skills Student communicates in oral and visual forms.

K.14 Language Arts- Writing Students dictate or write sentences to tell a story and put in chronological order

K.15 Writing/Expository and Procedural Texts- Students are expected to dictate or write information for lists, captions or invitations.

1.19 Writing/Expository and Procedural Texts- Students are expected to write brief comments on literacy or informational

References

Bennett, J., Gordon, D., Harper, T., Jaffe, K., B., M., & C. (2017, July 12). Have You Been Petting Your Dog Wrong Your Whole Life? Retrieved April 12, 2018, from <https://www.rover.com/blog/how-to-pet-a-dog/>

Hiby, EF., Rooney, NJ., & Bradshaw, JWS. (2004) *Dog training methods: their use, effectiveness and interaction with behaviour and welfare*. Retrieved from http://dogscouts.org/base/tonto-site/uploads/2014/10/620_art_training_methods.pdf

Mansourian, E (2015, November 02) *Teach Your Puppy These 5 Basic Commands*. Retrieved from <http://www.akc.org/content/dog-training/articles/teach-your-puppy-these-5-basic-commands/>

Shafer, M (n.d.) *Your Kids Can Help Train Your Dog, Too*. Retrieved from <https://www.petsafe.net/learn/your-kids-can-help-train-your-dog-too>.

[Slater and Zurz LLP] (2015, August 14) *Ohio Kids Dog Bite Prevention Video*. Retrieved from <https://www.youtube.com/watch?v=RB-JP1QqOXU>.

[thefamilydog] (2015, May 27) *Stop the 77*. Retrieved from <https://www.youtube.com/watch?v=ABDrhNBwdpk>.

Lesson Four Worksheets and Materials

Story of a Dog Named Pickles

Pickles was a dog who like to have fun. He was a great jumper and runner. He could run so fast and fly like the wind when he jumped off the counter. He liked to try and land on the sofa. When he landed he would grab the cushion with his paws and claws so he did not fall.

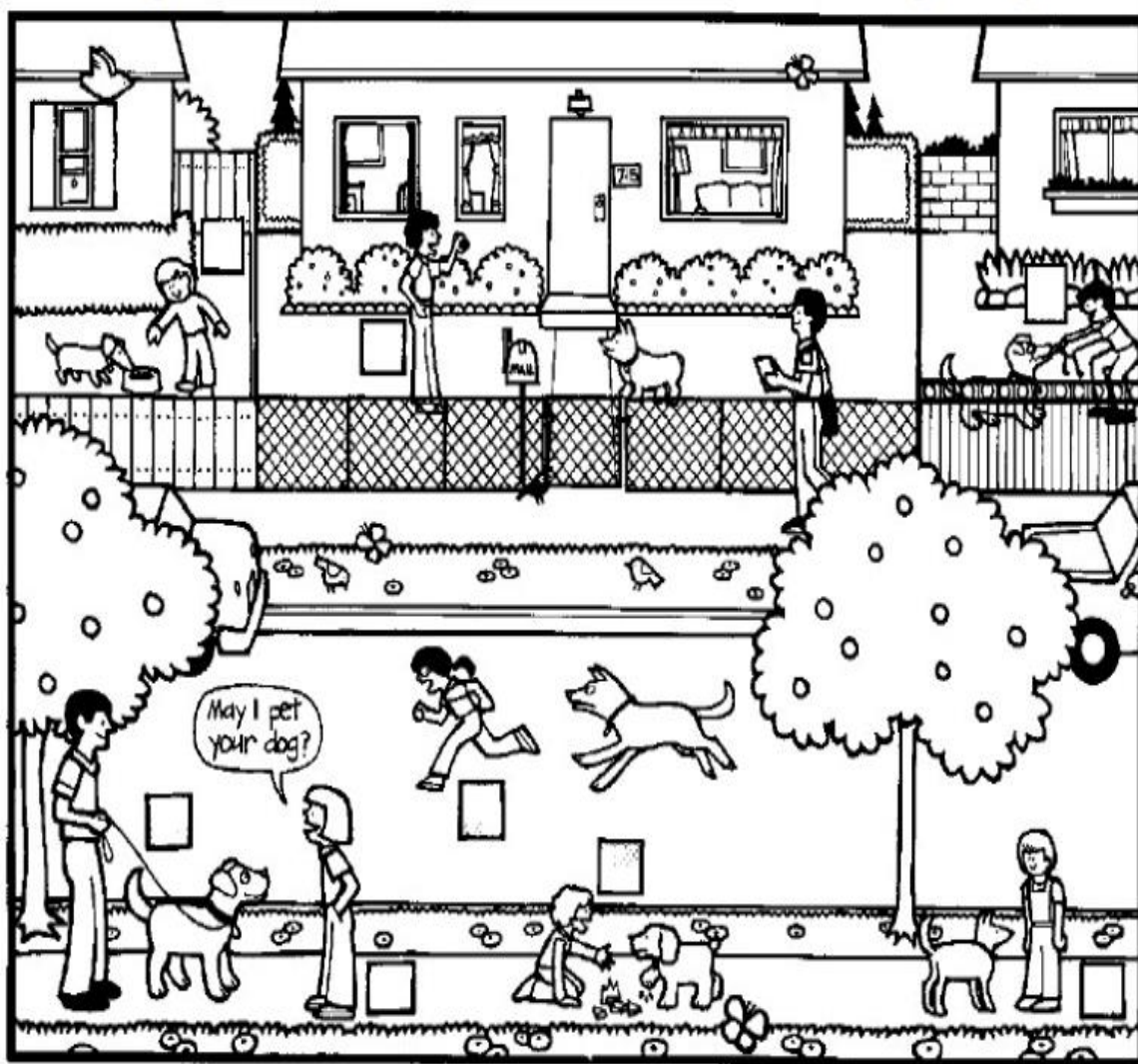
Pickles loved this game, but his family did not. They would make loud noises and run after Pickles as he slid on the counter. He thought it was super fun they could run together! But when he landed, they did not tell him how fun it was, instead they would throw things at him to grab his neck and pull him off the sofa. He was confused, he thought they liked the game too.

Dog Bite Do's and Don'ts Coloring Page

Name: _____

Directions: Look at all of the people interacting with animals. Next to each interaction is a box. In that box, put an ☐ if it is an unsafe interaction and a ☒ if the interaction is safe.

Dog Bites Dos and Don'ts Coloring Page







Dog bites can be avoided when people behave safely around dogs and pet owners act responsibly. Look at this picture. Write an *S* in the box next to each

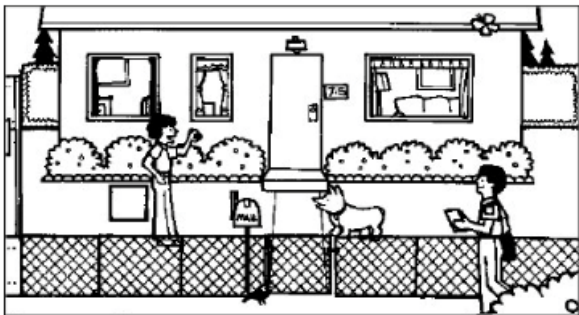
example of someone behaving safely and responsibly with a dog. Write a *U* in the box next to each example that shows unsafe behavior around a dog.

Answer Key

Did you recognize which examples in the picture showed someone behaving safely and responsibly with a dog? Were you able to spot examples of unsafe behavior? Check your answers here.





Safe, Responsible Behavior (S)

-  Always walk your dog on a leash. (Keep your cats indoors, where they are safe from traffic and from other animals.)
-  Before petting someone else's dog (or cat), ask the owner for permission. After getting permission to pet a dog, always let the dog sniff the back of your hand first.
-  When a dog approaches you, stand still and quiet. Keep your hands at your sides.
-  When you are not walking your dog, keep him or her indoors with you—or in a fenced yard when he's getting some fresh air. Spend time playing with and caring for your dog.



© 2004 The Humane Society of the United States.

Unsafe Behavior (U)

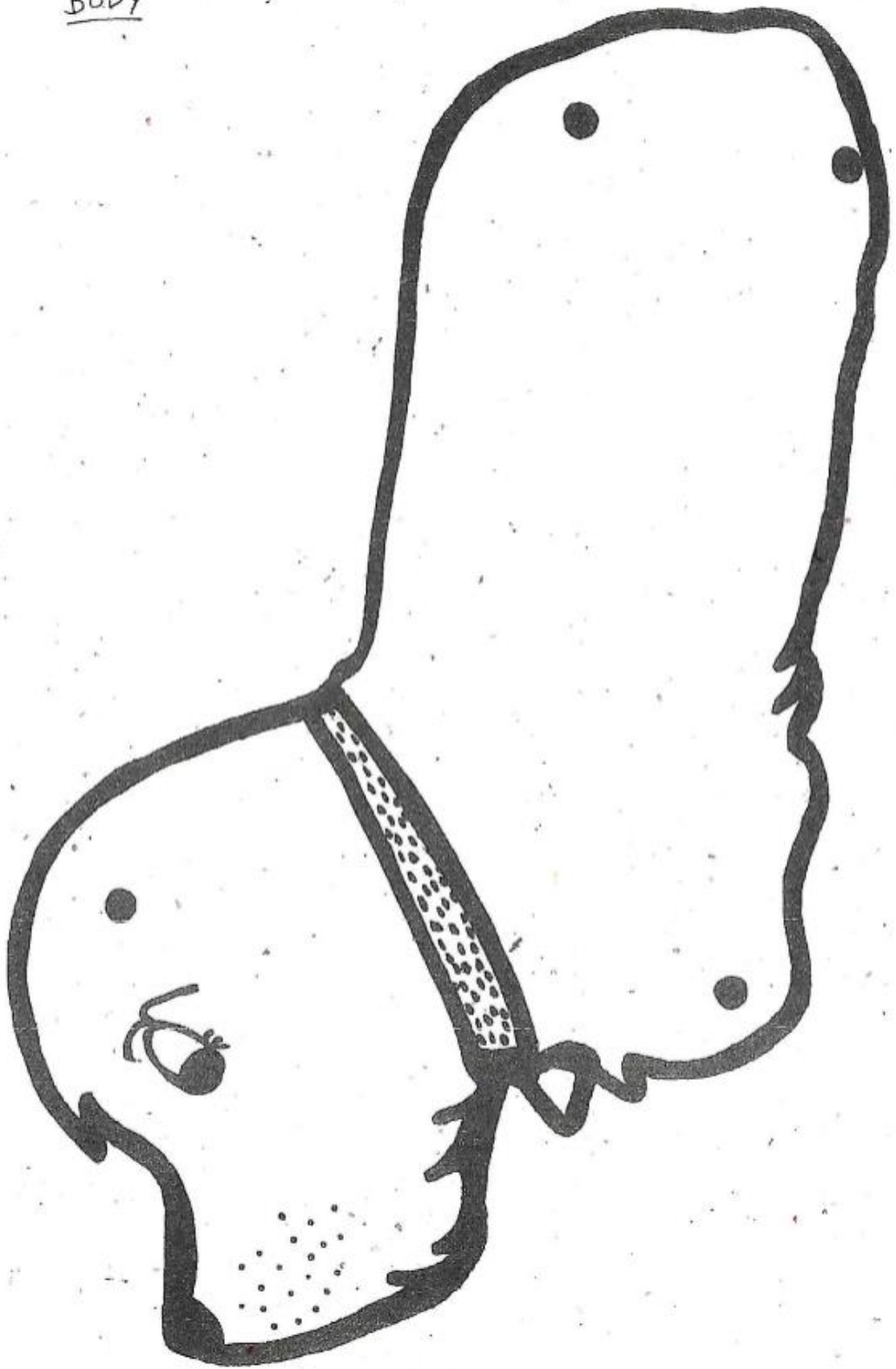
-  Don't pet or approach a dog (or a cat) while he or she is eating, sleeping, or guarding something. Pets naturally guard their food, their babies, and their toys. Dogs also protect their owners, as well as property that belongs to their owners—such as an owner's home, yard, or car.
-  Don't try to pull a toy, a stick, or any item from a dog's mouth.
-  Don't run away from a dog that is chasing you. (A dog's natural instinct is to chase and catch someone who is running away. If you stand still, the dog will most likely stop, sniff you, and leave you alone when he or she realizes you are not a threat.) Also, don't chase or tease dogs or cats, and avoid petting or trying to pick up strange pets.
-  Don't approach a dog (or any other animal) that is injured. Instead, tell an adult about the animal.

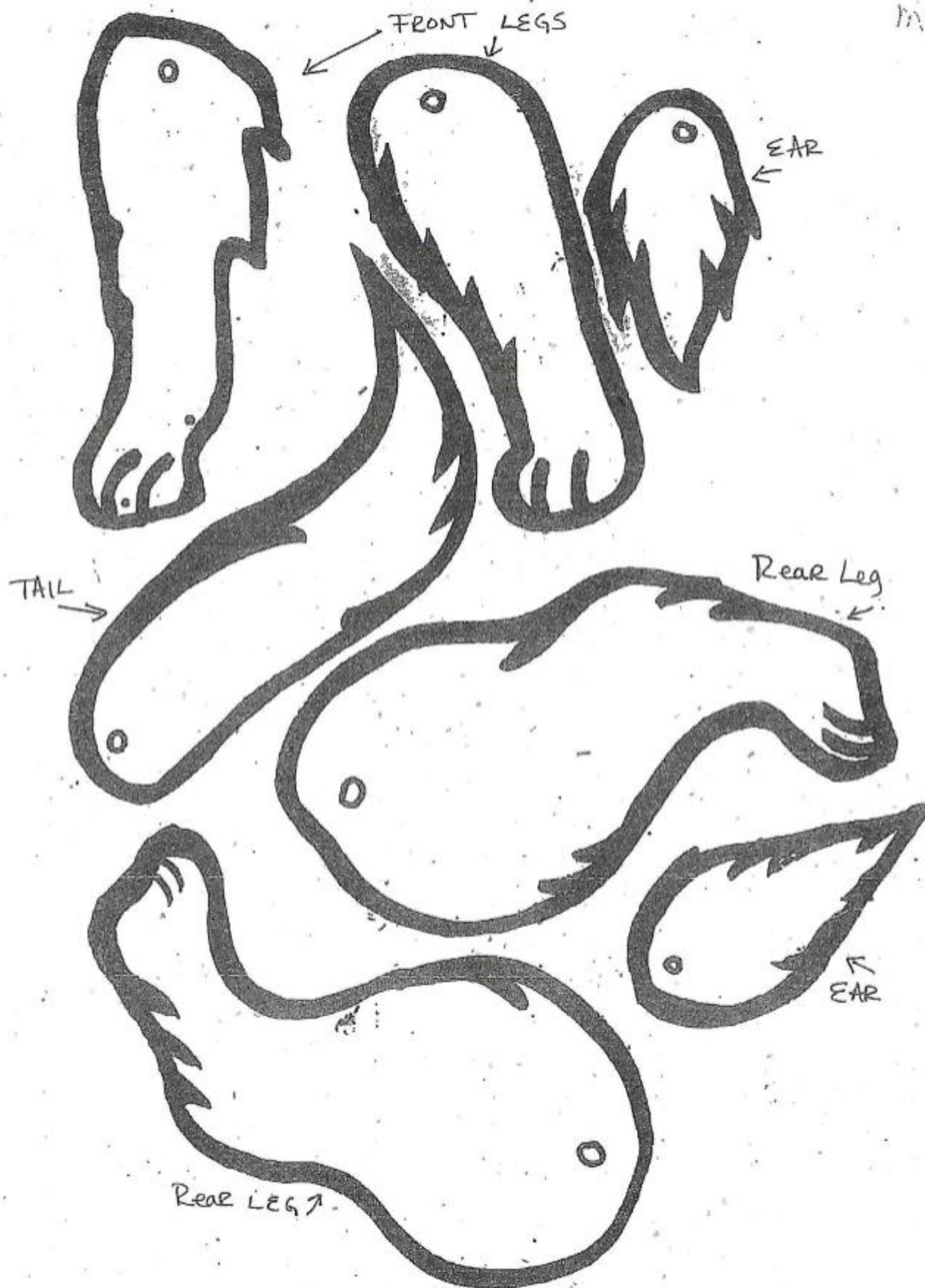
Posable Dog Body Template

Directions: Use this template to create as many posable dogs as you need for the class. Copy them on tag board or thick paper and use brads to connect the pieces, allowing them to move. You may also wish to laminate the pieces before using them.

Thank you to Valley Humane Society and their education department for sharing this template!

BODY





ALL ABOUT DOGS

Find all the words!

M	S	H	E	L	T	E	R	B	T	E	P	C	F	P
J	U	O	B	A	L	L	U	E	U	X	U	T	R	Z
K	F	Z	I	H	G	X	V	K	Z	Z	P	U	I	H
V	B	E	Z	S	B	R	E	Y	O	T	P	I	S	R
B	X	L	T	L	T	V	O	B	G	F	I	P	B	E
S	G	A	T	C	E	T	G	O	A	E	E	N	E	Y
B	B	T	R	C	H	N	D	N	M	T	S	A	E	X
F	U	I	A	Q	I	N	R	O	P	I	H	O	K	E
N	O	H	I	T	X	P	M	I	G	A	N	I	E	N
K	G	A	N	L	E	A	S	H	Q	R	Q	G	N	I
W	N	A	I	H	K	W	Y	B	E	T	T	L	N	G
S	P	B	N	M	C	O	L	L	A	R	Z	O	E	C
N	W	A	G	L	P	M	T	A	I	L	Z	Y	L	X
Q	H	R	G	N	K	B	O	N	E	M	G	P	L	D
H	E	K	T	E	O	M	U	L	O	V	E	R	X	F

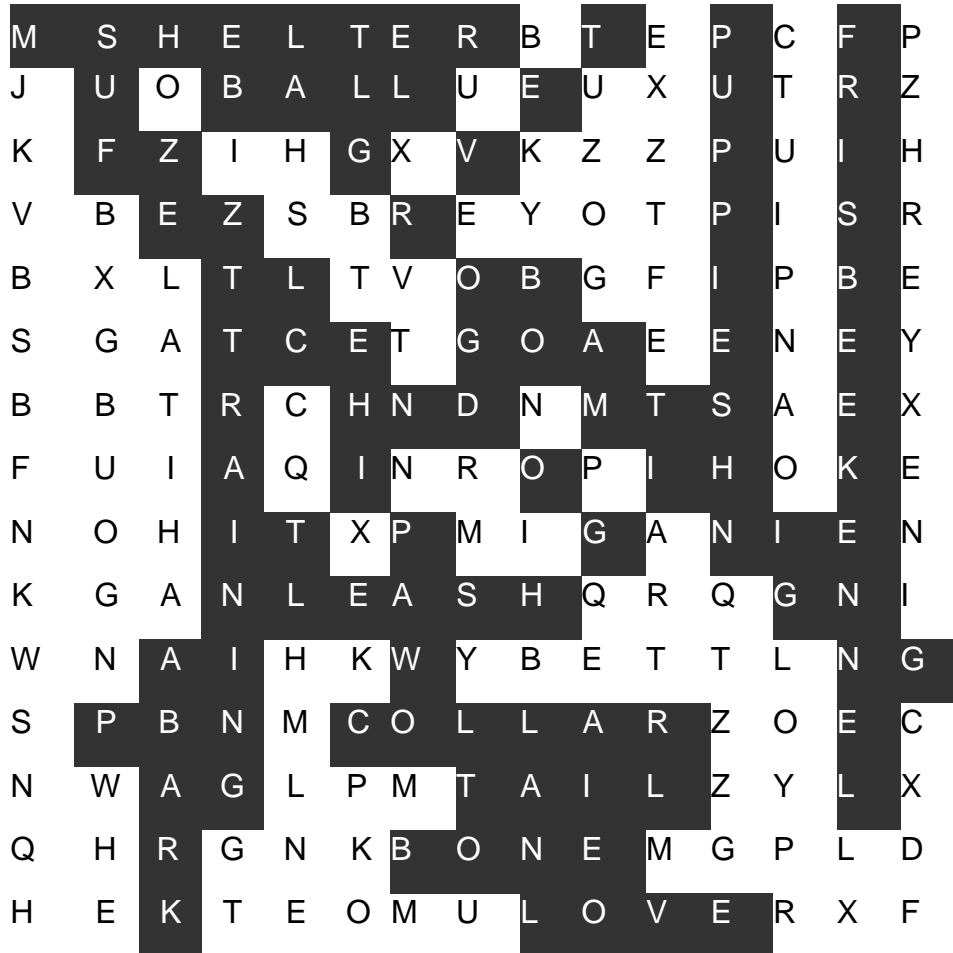
BALL
BONE
FETCH
KENNEL
MUZZLE
PUPPIES
TRAINING

BARK
COLLAR
FRISBEE
LEASH
PANTING
SHELTER
VET

BATHING
DOG
GROOMING
LOVE
PAW
TAIL

All About Dogs

Find all the words!



BALL
BONE
FETCH
KENNEL
MUZZLE
PUPPIES
TRAINING

BARK
COLLAR
FRISBEE
LEASH
PANTING
SHELTER
VET

BATHING
DOG
GROOMING
LOVE
PAW
TAIL

Lesson Five: How to Help Animals

Time: 3 hours

Academic Subject(s): English Language Arts/ Writing/ Social Studies

Learning Objectives/Goals:

The students will be able to:

Cognitive –

- Describe the purpose of an animal shelter and how they help the community
- Identify the care needs we share with dogs

Affective-

- Display empathy through creation of a card for a shelter dog
- Compare the basic care items that humans and dogs share

Psychomotor-

- Create a book that educates others about the relationship between people and animals and our responsibility to provide for their needs

Required Materials

- *Basic Care of Pets True/False*
- *Note for Dogs Card* (one per student; download at <http://www.malvorlagengratis.net/hunde-53/>)
- Video *What is an Animal Shelter?*
<https://www.youtube.com/watch?v=C1C1OXI2u0>
- Book *The Dog Who Belonged to No One* by Amy Hest
- Song *Do You See that Doggie in the Shelter?*
- *Book Page Template* (one per student)
- Bingo Cards (one per student)
- Card markers (this can be beans, buttons, or traditional markers)
- Craft supplies for diorama (same as those in Lesson Four)

Preparation

1. Have video *What is an Animal Shelter?* pulled up on the computer.
2. Make sure all craft supplies for the diorama creation are still available.

Procedure

Opening

Animal Care True/False (15 minutes)

1. Let students know that you want to see how much they learned during the last four days of camp. Describe to the students that they will be hearing statements about dog care. Some statements are true and some are false. If the statement is true, they are to stand next to their desk, if it is false they are to sit.
2. Practice by asking:
 - a. True or false, rain is wet. (True, students should stand.)
 - b. True or false, boats can fly. (False, students should sit.)
3. Read through each statement and review the answers as you go through the questions.
4. After completion- go over the answers with the students and discuss any questions they may still have.
5. Once completed have students go to a central area and sit in a circle.

Lesson Body

Compassion for Dogs (30 minutes)

1. Once students are all seated, show students the front cover of the book *The Dog Who Belonged to No One*. Read the title. Ask students:
 - a. How do you think the dog is feeling?
 - b. What do you think happens in this book?
2. Instruct students that while you are reading the book you want them to imagine they are the dog and think about how they would they feel.
3. Read the story *The Dog Who Belonged to No One*.
4. Ask the students:
 - a. How did this story make you feel in the beginning?
 - b. How do you feel now that the story is over? Why do you feel this way?
 - c. Who do dogs depend on for their care? [Answer: people]
 - d. What are the basic needs of dogs? [Answer will include food, water, shelter, training, exercise, and love and care]

- e. What type of voice is best to use around animals? [Answer: a kind soft voice; share the golden rule, treat others the way we want to be treated]

We Love Dogs Coloring Card (30 minutes)

1. Once all the students are back in their seats, explain to the students they are going to watch a video about animal shelters.
2. Ask the students if they know what an animal shelter is?
 - a. Allow a couple of students to answer [Answer: An animal shelter serves the community and protects animals that do not have a home]
3. Show video *What is an Animal Shelter?*
4. After viewing the video ask the students:
 - a. What do animal shelters do for the animals in their care? [Answer: Find the animals (specifically dogs in this lesson) a forever home, care for them if they are sick or hurt]
 - b. Why can't dogs live at the shelter forever? [Answer: The shelter is just a temporary home, a place that serves to place dogs in the best home possible]
5. Share with students that animal shelters depend on a lot of help from the community they support. One way we can help animal shelters is by telling people about everything the shelter does and the amazing animals who are waiting for homes.
6. Explain to students that they will receive a sheet that they will use to create a message for a dog at a local shelter. These can be messages about getting a new family, the good care they get at the shelter, or a general message of compassion.
7. Pass out *Note for Dogs Card* to each student and allow students to color their sheet. (Younger students may need help writing their note.)
8. Once completed collect all sheets so they can be delivered to the local shelter or if there is time, you can plan in advance for a shelter or rescue representative to visit the camp and tell more about what they do.

Bark Along (10 minutes)

1. Once students are gathered into a circle share that the group is going to sing a song called *Do You See that Doggie in the Shelter?* You may wish to project the lyrics on to the screen to give students a copy of the lyrics to sing along.
2. Sing the song once normally.
3. Sing a second round adding barks after the chorus.

4. Once students have sung and barked, instruct students to return to pick up their dioramas and return to their seats.

Finish Your Perfect Dog Home (30 minutes)

1. Remind students that they started creating the perfect home for their adopted dog. Ask them:
 - a. What are the things that you would put in your house to make it the perfect home where a dog can be happy and healthy? List these things on the board or refer to a list that was created earlier.
2. Ask them to look at their diorama and to see if they have all of those things in their house. If they are missing anything, ask them to make a note on a scrap piece of paper.
3. Tell students they have 25 minutes to complete their diorama. Allow students to work on their project. At the end of the time, ask students to sit their diorama s in various spread out locations in the room so others can walk by and see them.

Closure

Book Pages (35 minutes)

1. Share with students that as a final project for the camp you want them to create a book that can be left in the library to teach others about what they learned.
2. Show students what will be the cover of the book *Dogs Need, I Need, We Need* and the blank book page. Share that each of them will get to be an author and create a page in the book. Direct them that they are to choose one thing that both people and dogs need and to draw that item and to finish the sentence, "Dogs are like me, we both need..." and to add their name to the bottom of the page.
3. Give students 25 minutes to complete the book page and when they are done, they are to give it to the facilitator who will compile the book into one volume. (Note: the facilitator may wish to laminate the book and use metal rings to bind it so it can be read over and over in the building library.)

Book Reading and Gallery Walk (20 minutes)

1. After all of the book pages are done, read the full book to the group.
2. With any time that is remaining celebrate the success of the camp and allow students to complete a gallery walk to look at the dioramas the other students created.

Extension (up to 2 hours):

Option 1: Parts of the Dog Song

1. Sing the song *Parts of the Dog* with the students.

The Parts of the Dog (Tune: The Wheels on the Bus)

The tail on the dog goes	Sniff Sniff Sniff
Wag wag wag	The nose on the dog
(Hold your hands	goes
together life your	Sniff Sniff Sniff
praying and move your	Dog starts with D
wrists from left to right)	
Wag wag wag	The ears on the dog go
Wag wag wag	Flop flop flop
The tail on the dog goes	(hold the back of your
Wag wag wag	hands against your ears
Dog starts with D	and wave your fingers)
	Flop Flop flop
The nose on a dog goes	Flop flop flop
Sniff Sniff Sniff	The ears on the dog go
(use your nose to sniff	Flop flop flop
the air)	Dog starts with D
Sniff Sniff Sniff	

Option 2: BINGO

1. Facilitator will be caller.
 - a. Give students a bingo card and bingo markers. (You can use beans, buttons, or other markers.)
 - b. Caller draws card and reads the word
 - c. Students must find the word on their bingo card
 - d. If the student has the word they should cover the word with a marker.
 - e. When a student has all the words covered diagonally, across a row, or in a column they should yell BINGO.
 - f. Caller checks students BINGO.
 - g. Repeat

Option 3: Dramatic Play

1. Allow the students to play with the grooming and dramatic play supplies from earlier in the week. Give them the opportunity to role play what they have learned throughout the week. Allow some to pretend to be groomers while others are veterinarians.

Option 4: Story Starters

1. Give each student or group a story starter and an emotion and ask them to create a skit or story ender about how the dog felt in each situation.

Texas State Standards:

Language arts

K.10 Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.

K.13 Students use elements of the writing process planning, drafting, revising, editing, and publishing to compose.

K.23, 3.31 Students work productively with others in teams. Students continue to apply earlier standards with greater complexity.

1.19, 2.19, 3.20 Students write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes.

1.28, 2.29, Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity.

Social Studies

K.15, 1.18, 2.19, 3.18 The student communicates in oral and visual forms.

K.16, 1.19, 2.20, 3.19 The student uses problem solving and discussion making skills, working independently and with others in a variety of settings.

References:

Kledzik K. (n.d.) *22 Dog-Themed Lesson Plans for Teachers*. Retrieved from

<https://www.rover.com/blog/dog-themed-lesson-plans/>

“Martha Speaks” (n.d.) *Helping Animals*. Retrieved from

<http://www.pbs.org/parents/martha/helpinganimals/index.html>

“Teach-humane” (2013, May 13) *Teaching Young Children About Homeless Animals*.

Retrieved from <http://teachheart.org/2013/05/13/teaching-young-children-about-homeless-animals-hearts-new-video-on-animal-shelters/>

Lesson Five Worksheets and Materials

Basic Care of Pets True and False

Circle whether you think the following statements are true or false.

1. Dogs are companion animals.
 - a. True
 - b. False
2. Pet dogs don't need care from their owners.
 - a. True
 - b. False
3. It is fine to give a dog chocolate.
 - a. True
 - b. False
4. Going on walks is the only way for dogs to get exercise.
 - a. True
 - b. False
5. A dog's bath water should be a temperature you yourself would use for a bath.
 - a. True
 - b. False
6. Dogs shouldn't go outside.
 - a. True
 - b. False
7. Dogs need shots just like humans do.
 - a. True
 - b. False
8. The first step to teaching a dog a new trick is have them lie down.
 - a. True
 - b. False
9. Collars should be taken off of dogs when at home.
 - a. True
 - b. False
10. A wagging tail does not always mean the dog is happy.
 - a. True
 - b. False
11. Dogs know how to behave the way people want them to as soon as they are born.
 - a. True
 - b. False
12. You should always stay calm when around dogs.
 - a. True
 - b. False
13. Dogs like to be hugged tight.

- a. True
 - b. False
14. Dogs have feelings.
- a. True
 - b. False
15. It is best to run away from dogs if scared.
- a. True
 - b. False

Do You See That Doggie in the Shelter?

Do you see that doggie in the shelter
the one with the take me home eyes
If you give him your love and attention
he will be your best friend for life

In each town and city across the nation,
there's so many dogs with no home
Hungry with no one to protect them
lost in this world all alone

(repeat chorus)

Collies and beagles by the roadside
puppies and dogs in the street
Once they are rescued by a shelter
they'll finally get something to eat

Doggies and kitties who are homeless
with sad eyes and tails hanging down
Let's do what we can to show them kindness
and let them know that they've been found

Dogs Need,
I Need,
We Need

Dogs are like me, we both
need...

by _____

Bingo Caller's Card



Companion	Leash	Collar	Identification
Food	Water	Brush	Exercise
Love	Training	Emotions	Veterinarian



Dogs

Training	Food	Identification
Collar	Exercise	Leash
Water	Emotions	Love

myfreebingocards.com

Dogs

Companion	Food	Veterinarian
Exercise	Collar	Identification
Love	Brush	Water

myfreebingocards.com

Dogs

Love	Veterinarian	Identification
Food	Emotions	Training
Collar	Companion	Exercise

myfreebingocards.com

Dogs

Training	Water	Food
Companion	Identification	Collar
Leash	Brush	Love

myfreebingocards.com

Dogs

Exercise	Collar	Identification
Emotions	Food	Love
Training	Veterinarian	Companion

myfreebingocards.com

Dogs

Exercise	Brush	Identification
Love	Collar	Companion
Veterinarian	Water	Emotions

myfreebingocards.com

Dogs

Companion	Emotions	Food
Identification	Brush	Water
Love	Exercise	Training

myfreebingocards.com

Dogs

Emotions	Leash	Food
Water	Collar	Identification
Veterinarian	Training	Brush

myfreebingocards.com

Dogs

Veterinarian	Love	Brush
Emotions	Collar	Exercise
Companion	Food	Identification

myfreebingocards.com

Dogs

Love	Training	Collar
Exercise	Food	Water
Identification	Leash	Emotions

myfreebingocards.com

Dogs

Companion	Emotions	Leash
Identification	Collar	Brush
Training	Water	Exercise

myfreebingocards.com

Dogs

Companion	Collar	Food
Love	Leash	Water
Emotions	Brush	Exercise

myfreebingocards.com

Dogs

Leash	Identification	Companion
Training	Veterinarian	Food
Water	Collar	Brush

myfreebingocards.com

Dogs

Love	Exercise	Training
Emotions	Food	Identification
Leash	Brush	Collar

myfreebingocards.com

Dogs

Training	Exercise	Water
Emotions	Veterinarian	Identification
Brush	Collar	Food

myfreebingocards.com

Dogs

Leash	Love	Companion
Collar	Food	Exercise
Veterinarian	Identification	Brush

myfreebingocards.com

Dogs

Collar	Water	Identification
Brush	Training	Veterinarian
Love	Exercise	Companion

myfreebingocards.com

Dogs

Exercise	Food	Companion
Leash	Love	Training
Brush	Veterinarian	Water

myfreebingocards.com

Dogs

Companion	Water	Brush
Exercise	Love	Training
Veterinarian	Identification	Food

myfreebingocards.com

Dogs



Veterinarian	Identification	Emotions
Training	Water	Love
Exercise	Food	Collar

myfreebingocards.com

Dogs

Identification	Brush	Leash
Companion	Love	Veterinarian
Water	Emotions	Collar

myfreebingocards.com

Dogs

Leash	Collar	Exercise
Emotions	Food	Training
Brush	Companion	Identification

myfreebingocards.com

Dogs

Water	Brush	Exercise
Training	Companion	Collar
Love	Veterinarian	Emotions

Dogs

Veterinarian	Training	Brush
Emotions	Love	Water
Identification	Leash	Exercise

Dogs

Identification	Companion	Veterinarian
Exercise	Leash	Love
Water	Brush	Emotions

myfreebingocards.com

Story Starters

1. You were just surprised on your birthday with a brand-new puppy from the shelter. Create a skit on your puppy's first day home.
 - i. Emotion: Curious

2. Your family decided to go visit the local animal shelter and adopted an older dog. Create a skit on your dog's first day in your home.
 - i. Emotion: Happy

3. You have traded bodies with your pet. Create a skit where your dog describes his perfect day with his family.
 - i. Emotion: Shocked

4. Your new puppy has to go to the vet for their first visit. Create a skit detailing what the trip will be like for the puppy and what they should expect.
 - i. Emotion: Scared

5. Your parents say you're not old enough for your own dog. Create a skit where you describe why you should be allowed to have a pet, describing everything you need to care for a dog.
 - i. Emotion: Love