



Pawsitive Empathy: Adoption Helps People and Animals

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; specifically, on helping students think about how adoption and shelters help both animals and the community.

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

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Lesson One: Taking Responsibility: How to Show Love to a Pet

Time: 3 hours

Academic Subjects: English Language Arts, Science

Learning Objectives:

Students will be able to:

Cognitive-

- Identify the basic needs of a dog
- Discuss the responsibilities of taking care of a dog

Affective-

- Compare the needs of dogs to their own needs, such as food, exercise, and social interaction

Psychomotor-

- Implement caring behavior towards dogs and, indirectly, other humans

Required Materials

- *Chewy Louie* by Howie Schneider
- A small box for charades slips
- Stopwatch
- Paper slips for charades (one per word)
- *Dog Coloring Page*
<http://www.raisingourkids.com/coloring-pages/animal/dog/001-dog-coloring-pages.html> (one per student)
- Scissors
- Construction paper
- Popsicle sticks or craft sticks (optional – one per student)
- Markers
- Crayons or colored pencils
- Pencils
- Glue or paste
- Five Freedoms Song
<http://rspcavic.org/documents/education/primary-resources/Five%20Freedoms%20Song%20and%20Actions.pdf>
- Scissors
- Projector
- Video *Pet Care Basics*
<https://www.youtube.com/watch?v=Yzv0gXqoCkc>
- Video *Zoom Room Guide to Dog Body Language*
https://www.youtube.com/watch?time_continue=301&v=00_9JPtXHI
- *Reading Canine Body Postures Handout* (optional – one per student)

http://www.scanimalshelter.org/sites/default/files/Canine_Body_Language_ASPCA.pdf

- *Dog Body Language Worksheet*
<https://sarahwilsondogexpert.com/wp-content/uploads/2013/07/Canine->

[Body-Language-Coloring-Page-SarahWilsonDogExpert.com .jpg](Body-Language-Coloring-Page-SarahWilsonDogExpert.com.jpg)

(one per student)

- *A Tale of Two Puppies* (included below)
- *Do and Don't Sentence Strips*

Extension Activity

- Stuffed dogs
- Dog care items including, but not limited to food, water, dishes, a brush, bed, leash, collar, leash, toys, treats, vet care items

Preparation

1. Prepare the charades slips with one of the below words per slip
 - a. Water
 - b. Food
 - c. Home
 - d. Love
 - e. Family
 - f. Exercise
 - g. Bed
 - h. Toys
 - i. Potty Break
 - j. School/Teaching
 - k. Collar with ID Tag
 - l. Leash
 - m. Treats
2. Print one *Dog Coloring Sheet* per student
3. Create the Do and Don't Sentence Strips and place in a hat or box

Procedure

Opening

Things We All Need (30 minutes)

1. Split the group of students into two or three teams. Introduce to the students that they will play charades. Show students the small charades box. Show them that the box holds slips of paper and share that each slip has one word on it. Explain that charades is a game where people act out a word without speaking and others raise their hand to try and guess what the word is. If students have questions, the instructor may wish to act out an example.

2. Explain that each team will have the chance to act out words and they will take turns. The team who is acting out the word will be given the chance to guess what the actor is doing. If the team does not get the word in 60 seconds, the next team gets one guess. If the second team does not guess correctly, the third team gets one guess. The team that is correct gets one point. After the first team is done, the same steps are repeated for teams two and three.
3. Ask team one to send the first person forward to start the game of charades. Allow that student to pick a piece of paper from the box and act out the word and set the clock for 60 seconds. [If students cannot read, instructor may need to read it for each presenter.] Continue until you run out of the paper slips.
4. After charades, ask the students:
 - a. What do all of the things we acted out have in common? [Answer: These are the things (we and) companion animals need to be happy and healthy.]
 - b. Where do you live? [Answers may include various types of buildings.]
 - c. How many times a day do you eat?
 - d. How many times a day do you take a bathroom break?
 - e. What kinds of food are healthy for you to eat?
5. Announce to the students that together the group is going to learn about the things that dogs need to live a good life. Many of the things that a dog needs are similar to the things they just shared that they also need to survive.

Lesson Body

Bringing A New Dog Home (40 minutes)

1. Share with students that you will be reading a story. Ask the group to move to a central seating area on the floor.
2. Once students are seated, show students the cover of *Chewy Louie*, and ask the following questions:
 - a. What do you see on the cover of the book?
 - b. What do you think the story is about?
 - c. What do you think a dog feels when he or she gets a new family?
 - d. How would getting a dog change your family?
3. Read *Chewy Louie* to the students.
4. After the book is complete ask the students the following questions:
 - a. Why does Louie chew on everything?
 - b. How did his family respond to him chewing everything?
 - c. Do you think their response was fair to Louie? Why or why not?
 - d. What did you learn about things a family needs to know when adopting a new dog?

5. Ask the students to return to their seats.
6. Introduce that the group is going to watch a video about what companion animals like cats and dogs need to be happy and healthy. Ask students to look and listen for things that are similar to what was just listed for things humans need to survive and anything we did not mention. Show them the video *Pet Care Basics*.
7. Ask the students to share the things they learned in the video. Ask them to list the things that a dog needs to be happy and healthy. [Answers should include, food, fresh water, a house/home, a collar/ID, place for potty breaks, exercise, toys, training, love and respect]
8. Ask students:
 - a. Which of these things are things humans needed as well? [Answer: all of these, note that for ID of course humans do not wear a collar, but they show their identity other ways like a driver's license]
 - b. Do you think it takes a lot of effort to care for a companion animal? Why or why not?
9. Introduce students to the Five Freedoms Song. (Sung to the tune of Frere Jaques) Sing through the song once for the group. Then ask them to sing along the second time. In the third and fourth round, teach the students the hand movements that go along with the song.

Adopting Your Own Dog (50 minutes)

1. Share with students that they are going to get to adopt a dog who will be part of the lessons for the whole week about companion animals. Pass out a *Dog Coloring Page* to each student. Allow students to name and color their dog.
2. Once the students are done coloring their dog ask them to select a piece of construction paper and paste the coloring sheet to the construction paper. If you wish, you can tape a popsicle or craft stick to the back of the dog between the dog and the construction paper.
3. Once the glue has dried, ask students to draw the things they learned a dog needs to be happy and healthy next to the dog on the construction paper. Review these needs or refer to them on the board from the earlier activity. (Needs include a food bowl, water bowl, a bed, a home, an ID tag and collar, a toy, and something to show love or care.)
4. Allow students to share their dog and his or her name with the rest of the group. Congratulate the students on adopting their new dog. Ask students to place their dogs in a safe space in the room and ask them to return to their seats.

Making Sure We Listen to Body Language (15 minutes)

1. Share with students that one of the best things a person can do is learn about

dog body language. Tell them that they are going to watch a short video and you want them to figure out what the dog is saying. Show the video *Zoom Room Guide to Dog Body Language*. In the video there are spots where the narrator asks questions, you may wish to pause the video there and ask students to provide responses.

2. After the video ask:
 - a. What do you think may happen if a person tries to take a toy or food from a dog? [Answer: The dog may feel she or he has to protect the item]
 - b. Does a wagging tail mean a dog is friendly? [Answer: Not always, it can also mean they are unsure]
 - c. What does a dog's face look like if they are relaxed? [Answer: their mouth is soft and relaxed, similar to the way we smile, their eyes are soft or squinty]
3. Pass out *Dog Body Language Worksheet*. Ask students to
4. You may wish to pass out a copy of the *Reading Canine Body Postures Handout* for students to take home.

Closure

A Tale of Two Puppies (45 minutes)

1. Tell students that you are going to read them a story about two different dog caregivers and that you want them to think about what they learned about the things dogs need. Let them know that you will stop and get their ideas on what they hear throughout the stories.
2. Read *A Tale of Two Puppies* and ask students the discussion questions in *italics* that are located throughout the story. You may choose to expand on existing questions or add your own.
3. At the end of the story, create a T-Chart on the board. Write "Do" on one side and "Don't" on the other side.

Do	Don't

4. Pull out the hat or box containing the *Do or Don't Sentence Strips*. Pull out sentence strips one-by-one and read them aloud to students. For each strip, ask students to determine if the item is a pet care "Do" or a "Don't". Once they have voted, place each strip under the appropriate word on the board.
5. Ask the group:
 - a. Why are the "Do" tips important and what could happen if they are not followed?

Extension

Option 1: Story Pairs

1. Place students into pairs and allow each pair to create stories for each other about the dog they adopted early in the lesson. Allow them to use props such as food and water dishes, leashes, collars, ID tags, toys, treats, food. Allow the students to be creative but direct them to create a story about their objects and the dog.

Option 2: Dog Care Center

1. Create a dog care center in the room with important things that a dog needs to be happy and healthy. Allow students to play freely and be available to answer questions about care items.

Lesson One Worksheets and Materials

A Tale of Two Puppies

Tina and Alex were good friends. They had heard about many pets in their community who needed homes, and each decided that they wanted a dog. One day, they convinced Tina's father to drive them to the animal shelter. Alex's mother accompanied them as well. When they arrived, they went straight to the front counter and spoke to the man there.

"One of the stray dogs we found gave birth to a litter of puppies a while ago. Would you like to see them?"

"Yes!" they exclaimed.

The man took them back to see the puppies. They were playing with one another while their mother sat at a close distance. They scampered back and forth. When they approached the cage, the pups came up to greet them eagerly.

"Mom, look how cute they are!" Alex cried.

"They really are cute, Alex, but having a puppy is a big responsibility. Are you sure you are up to the task?"

"Of course", Alex declared.

Meanwhile, Tina was filling out the adoption papers at the counter with her father. She pulled out the list she had made of the pet care supplies the puppy needed and started planning when she would pick everything up.

When all of the paperwork was finished, the girls excitedly carried their puppies to the car. Tina decided to name her puppy Nellie, and Alex named hers Sunny.

On the way home from the shelter, Tina stopped at the pet supply store with Nellie. She bought a collar and leash for her and got a tag to put on the collar that had all of her contact information. She also made arrangements with her local veterinarian to get the puppy spayed so that she would not have babies herself. She remembered all of those dogs she had seen at the shelter who needed homes.

*Discussion question: What are some responsible things Tina did for the puppy?
(Answers: bought a collar, leash and ID tag, arranged to have puppy spayed)*

Alex brought her puppy straight home. Her mother had gone to work and instructed her to get a collar, leash, and tags for the puppy, but her birthday was on Thursday and she wanted to be sure she had her party favors ready, so she thought she would get the items for her dog later.

Discussion question: Who was more responsible Alexa who waited or Tina who got her leash, collar, and tags right away? Why?

Meanwhile, Nellie was getting used to her new home with Tina. Tina gave her some chew toys and showed her the crate she had bought her. When Nellie tried to chew on the furniture, Tina distracted her with a toy and petted her when she took it. She did this every time Nellie tried to chew on the furniture. After Nellie seemed familiar with her new environment, she put the leash on her and took her for a walk.

Discussion question: What are some other things Tina did to take good care of the puppy? (Answers: got her a crate, gave her chew toys, began training her on what she should chew on and what she shouldn't, walked the puppy on a leash)

When Tina returned from her walk, she gave the puppy some water and called Alex to see how it was going.

"She likes the house", Alex said. "I noticed her running and playing earlier."

"That's great!" Tina said, "Have you made the appointment to get her spayed yet?"

"No, I was going to do that a little later," said Alex, trying on her party hat. "I mean, she just got here. I should probably wait until she settles in a bit. Then Tina heard Alex yell.

"Stop, puppy!"

"What happened?" Tina asked.

"She took the pillows off the couch and chewed them up when I was in the other room. My parents are going to be really upset!"

"Oh no", Tina said. "Will I still see you on Thursday for the party?"

"Yeah, as long as they still let me go. See you then, I hope."

On Thursday Alex brought Sunny to Tina's house, dressed in a pink tutu ready to go to the party.

"Where is her leash and collar?" asked Tina.

"Oh, I didn't get those yet," said Alex. "Look, she has stayed with me the whole way here."

Discussion question: What could be dangerous to the dog since Alex did not get her a leash?

"Well, I'm leaving Nellie home. I'm a little worried that all these people might scare her. We've been working on crate training her and last night she slept in the crate the whole time. I think she will feel safest there."

Alexandra shrugged. "Whatever."

The girls walked down the street with Sunny walking closely next to them. As they approached the party venue someone popped out from behind a bush. "Happy birthday!" he yelled.

Sunny took off across the street. A car screeched to a halt as a group of kids looked on.

"Sunny, stop!" Alex cried. But Sunny didn't stop. She continued right across the street until she disappeared behind the houses.

Tina and Alex tore off after her, calling her name. "Sunny! Here, Sunny!"

If the puppy could hear them, they could not tell. Alex had not started training her.

Discussion question: Do you agree that Alex should have waited to train her puppy until she got older? Why? Or why not?

"How will anyone know that she's mine without a tag and collar?" Alex said miserably.

Tina sighed, trying very hard not to say 'I told you so'. "Come on. Let's keep looking."

Discussion question: What could Alex have done differently? Answers: called the vet and made the spay appointment; gotten the puppy a collar and tag, kept the puppy on a leash, started training the puppy early.

Tina and Alex walked around the neighborhood for hours calling Sunny's name. They ran into many people along the way, but no one had seen Sunny.

Alex was so tired she could barely walk. She wanted to keep looking, but it seemed impossible to continue. "Sunny!" she called with her voice cracking. "Here, Sunny!"

A woman holding the hand of a small child stopped her. "Did you lose a dog?"

"Yes, we did," Tina said. She described Sunny. Have you seen her?"

"Oh my gosh—I'm almost positive that was her that we just dropped off at the shelter!" the woman said. "She didn't have a collar, so we didn't know where else to take her!"

Alex gasped and took off running for her house. If she was lucky her mom would agree to drive them over to the shelter to check. "Thank you so much!" she called to the woman over her shoulder with Tina on her heels.

A short time later, Alex, her mother, and Tina pulled up to the shelter. Alex raced inside to the counter. "My puppy, Sunny...she....I lost her...is she...here?"

"I recognize you from the other day," said the man. "We have had several puppies get dropped off tonight. Why don't I take you back and you see if you can identify her?"

Alex, her mother, and Tina followed him down a hallway with many dogs. Alex looked for Sunny, but none of the puppies looked anything like her.

Just as she was about to give up hope, she caught sight of a sad-looking puppy at the end of the hallway. She was curled up in a ball all by herself, and she looked scared.

"Sunny!" Alex exclaimed. "You are here! And you're ok!" The puppy jumped to her feet, happy to see a familiar face. Alex put her hand through the cage while Sunny licked it excitedly.

"You were lucky, Alex", said her mother, shaking her head. "Often when puppies are lost with no tags, their owners never find them. In fact, I'm a bit worried about bringing Sunny home again. You may not be ready to have a puppy in your life."

Alex looked down at her feet. "I know it was my fault," she said sadly. "I really didn't realize how much work having a dog is. I thought it would be fun, and it was, but it's not just about fun. What if...what if I had help?"

“What do you mean?” Alex’s mother asked. Alex turned to Tina. “You are such a responsible owner to Nellie”, she said. “You’ve been working really hard right from the beginning to make sure she grows up to be a happy, healthy dog. Do you think you could give me some advice?” Tina smiled. “I’d love to.”

“It’s true”, Alex’s mother said. “Tina really knows what she is doing.”

“But Alex,” interjected Tina, “I think you know more than you think.”

“Really?”

“Yep. What did Sunny need to keep her from getting lost tonight?”

“I should have gotten her a collar, leash and tag. The collar and leash would help her stay with me, but if she did get away, the tag would help someone bring her back to me.”

“And?” said Tina.

“And I should have trained her to come when I call and to know her name. Also, she really needs to be spayed. We definitely don’t need any more dogs in this neighborhood”, Alex said, looking down at the rows of dogs waiting to be adopted.

“See?” Tina said.

Alex’s mom was smiling. “All right, Alex. Let’s give it another shot. I will help you too.”

The man opened Sunny’s cage, and she bounded out. “Come on, Sunny,” said Alex, scratching her behind the ears. “Let’s go home.”

Walk dogs on a leash.

Adopt from a shelter or rescue.

Give your dog fresh water daily.

Make sure pets wear collars and ID tags.

Train your pets.

Walk your dog loose without a leash.

Avoid getting ID tags for your pets.

Wait to train your pets; they will figure out what you want.

Lesson Two: Overpopulation: Too Much is Not Too Good

Time: 3 hours

Academic Subjects: English Language Arts, Science

Learning Objectives:

Students will be able to:

Cognitive-

- Describe over population
- Discuss what an animal shelter is
- Explain how shelters help a community
- Understand the similarities between medical doctors and veterinarians

Affective-

- Discuss their feelings about dog overpopulation and homeless dogs

Psychomotor-

- Create a poster that educates others about the animal shelter

Required Materials:

- Dog cut outs (one per student) – copy a selection of the below:
 - <http://coloringhome.com/coloring/Aib/b64/Aibb64pzT.gif>
 - <http://freeclipartstore.com/Dog%2002.gif>
 - <http://www.cool2bkids.com/wp-content/uploads/2016/09/Dog-Coloring-Page.jpg>
 - <http://www.bestcoloringpagesforkids.com/wp-content/uploads/2013/07/Dog-Printable-Coloring-Pages.jpg>
- House cut out (One-fifth as many copies as there are students; write a number 1-2 on the house) <http://www.coloring.ws/t.asp?t=http://www.coloring.ws/simple-shapes/house.gif>
- Animal shelter cut out (copy an extra house cut out and then write “Animal Shelter” across the top) <http://www.coloring.ws/t.asp?t=http://www.coloring.ws/simple-shapes/house.gif>
- Toy medical supplies or laminated images of them (including but not limited to)
 - Bandages
 - Stethoscopes
 - Syringes
 - Bandages
 - Eyeglasses/ goggles
 - Plastic gloves
 - Scalpel
 - Tweezers

- Scissors
- Reflex Hammer
- Ear Scope
- Oral Mirror
- Veterinary doctor coat
- Clipboard
- Paper
- Toothbrush
- Small flashlight
- Thermometer
- Butcher paper roll
- Markers
- Projector to show videos
- Video *A Day in the Life of Animal Humane Society*
<https://www.youtube.com/watch?v=cAlHvtuniFY>
- Video *Vet Answers: What happens during a dog exam?*
https://www.youtube.com/watch?time_continue=4&v=hDvOovpm7BM
- Construction paper (one per student)
- *Veterinarian Coloring Sheet* <http://lh6.ggpht.com/-qbgN8tcpaTo/TIDcgrp3QLI/AAAAAAAAAF44/ypyErO4oeLM/048.jpg?imgmax=640>
(one per student)
- Craft supplies (including but not limited to pipe cleaners, buttons, craft sticks, cotton balls, stickers, and glitter)
- Paste
- Highlighters

Preparation

1. Print enough dog cut outs for each student, plus an extra or two, and hide them in the classroom.
2. Print enough house cut outs for one-fifth of the students and one extra for the animal shelter.
3. Tape up the houses on the walls and write the number of dogs that can stay at each house (1 or 2). Make sure there is not enough space for all of the dogs.
4. Tape up the animal shelter and write the number of dogs that can stay at the animal shelter. Make sure that the sum of the number of dogs that can stay in the houses and at the animal shelter are less than the number of dogs you have hidden.

Procedure

Opening

Are There Enough Homes? (25 minutes)

1. Tell the students that they will have a scavenger hunt and they will be looking for paper dogs. Show them an example. Mention that the dogs are hidden around

the room. Explain that these are dogs who need homes and they need to help the dogs find a home. Point out the various homes throughout the room. Ask students to take note of the numbers on the homes. Explain that if a house says 2, they can adopt two dogs. Share the following instructions:

- a. Students will be looking for paper dogs by themselves for five minutes. Students can only find one dog each.
 - b. Once a student has found a dog, they will tape the dog to a house that can still adopt a dog. There are numbers on the houses that show how many dogs can live at each house. Once there are that many dogs taped by that house, no more dogs can be taped there.
 - c. Tell the students that once all of the homes are full, they need to take their dog to the animal shelter. The animal shelter has a certain number of dogs they can take care of, but once that many dogs are taped by the animal shelter, no more dogs can be taped there.
 - d. Once the time is up or all the spots are filled, the game is over.
2. Begin the scavenger hunt for the dogs.
 3. Once the five minutes is up or all of the spots are filled, ask all students to go to their seats. Ask those who still have a dog to stand and then tape these dogs to the board. Ask them:
 - a. Why are there not enough homes for all of the dogs?
 - b. How do you feel about not being able to give all of the dogs a home?
 - c. What do you think life is like for the dogs who did not find a home?
 - d. What might happen to the dogs who did not find a home?
 - e. Why do you think the families in the houses could only have a few dogs? [Answers may include that with more dogs there is increased responsibility and costs, plus dogs need to have space just like we do]
 - f. What does it take to good care of dogs? [Answers should review the basic care items learned in lesson one]
 4. Explain that while this is just a game, there are many real dogs who experience not having a home. Explain that there are more dogs in the world than there are homes and that this problem is called pet overpopulation. Write “overpopulation” on a whiteboard to show what the word looks like. Overpopulation means that there are too many organisms or animals of a certain species in a certain habitat. This means that in this case the number of dogs living in an area is larger than the homes available. There are a lot of dogs and other animals without loving families.

Lesson Body

What Does an Animal Shelter Do? (40 minutes)

1. Explain to the students that they are going to play a quick word game. Share that they will be asked to come up with as many phrases or thoughts about the topic as possible. Complete a sample activity by writing the word “fun” on the board.

- Ask students to share what words or phrases come to mind when they hear the word “fun” and create a small mind map using their responses.
2. Write “Animal Shelter” on the board and ask students to share what they think of when they hear the phrase. Accept answers and write them on the board. It is ok if students can only come up with a few answers.
 3. Affirm that many of the things they wrote are part of what the animal shelter does. Tell the students that they are going to watch a video from an animal shelter showing what goes on every day. Ask them to watch for other things a shelter does and tell them to pay attention.
 4. Show the video *A Day in the Life of Animal Humane Society*.
 5. After the video ask students:
 - a. What else would you like to add to the word web on the board? [Remind the students that animal shelters are places that care for animals needing protection, help find loving homes for homeless animals, and reunite lost pets with their owners; sometimes, they check on the health of animals and help with medical needs, they make sure that animals are behaving well, help owners train their pets, and teach owners how to lovingly take care of their pets]
 - b. Why were the animals at the shelter?
 - c. How would it make you feel if you couldn't have your own family?
 - d. How do you think the animals feel living in a shelter?
 - e. Why do you think that there is a limited number of animals that can stay at the animal shelter?
 6. Tell the students that animal shelters are not meant to be places where animals live permanently. It is a temporary home where animals are taken care of before they find their new families through adoption. Write “adoption” on the board and explain that adoption means a family chooses to bring that animal into their home and care for them for their entire lives.
 7. Inform the students that the animal shelter provides a lot of services to the community and this cost a lot of money. Explain that because overpopulation is a very big problem, some of the services that animal shelters provide help to reduce the number of animals without homes.
 8. Ask the students:
 - a. Based on what we learned about animal shelters, what are some ways animal shelters help fight overpopulation? [Answers should include but are not limited to the fact that animal shelters help homeless companion animals find homes by putting them up for adoption, they help people find pets that get lost, they help provide medical care]
 9. Ask the students if they have any questions about the role of animal shelters. Ask students to sing The Animal Shelter Song with you. (Sung to the tune of “Row, Row, Row Your Boat”) Sing once for them, then ask them to sing along. Then ask the students to sing in round.

The Animal Shelter Song

Animals who need help
Don't speak for themselves

The shelter gives them a place
Until they find a home

Who is the Veterinarian? (80 minutes)

1. Explain that the one of the services animal shelters provide is to help to keep dogs and the people in the community healthy. Explain to the students that dogs can also get sick from germs and viruses.
2. Ask students:
 - a. Who do you go to when you get sick? [Answer: the doctor]
 - b. Who does a companion animal go to when he gets sick? [Answer: the veterinarian]
3. Explain to the students that some of the procedures and equipment that veterinarians at the shelter use are similar to those of a doctor. They both give shots or medicine to get rid of germs and sickness. Also, briefly explain that veterinarians can give dogs a small surgery that helps prevent cancer and pets from having more puppies which causes overpopulation.
4. Explain that one of the most dangerous sicknesses dogs and cats can get is rabies. Explain that rabies is a sickness caused by a virus and it can make us and animals very sick. When animals go to the shelter they receive their vaccinations just like kids do to make sure they do not get sick. And that new owners take their pets to the veterinarian every year for a checkup.
5. Tell the students that they are going to watch another video called *Vet Answers: What Happens During a Dog Exam?* Tell them to look for and listen for the things a veterinarian uses to check the health of a dog and how they do a doggie checkup.
6. After the video, ask students:
 - a. What did you see that looked similar to what you see in the doctor's office?
 - b. What things did you see that the veterinarian does to help a dog stay healthy?
7. Once students have finished their discussion, have all the medical props on a table near the front of the room. Pick up each item individually and show the class. With every item, ask students to help you identify what is the purpose of each item. Ask the students:
 - a. What would a veterinarian use to give a dog a vaccination?
 - b. What would a veterinarian use to take an animal's temperature?
8. Tell students that they are going to get to describe an adventure story of a dogs visit to the veterinarian. Explain that students are first going to receive a copy of a coloring sheet showing a veterinarian. They are to color and cut out the veterinarian.
9. Next ask students to paste the veterinarian to one side of the construction paper. Model this for them before passing out the construction paper.

10. Ask students to think of one medical tool the veterinarian may use during the visit. You can refer to the examples you reviewed earlier in the lesson. Allow students to create this medical tool out of craft supplies and paste this tool to the other side of the construction paper.
11. Ask students to write the name of the veterinary tool on the page. If working with a mixed age group you may wish to pair an older student with a younger student in case they need help writing.

Closure

Shelters Help the Community (35 minutes)

1. Sing the “The Animal Shelter Song” again with the group.
2. Introduce to students that the class is going to create a giant poster to help teach others about the great things an animal shelter does. Unroll a large piece of butcher paper and write “Adopt from the Animal Shelter” in the middle. Ask students to find a spot on the paper and to draw or write a few things that the shelter does to help animals and people in the community.
3. Once the poster is complete, hang it in a location where others can see it.

Extension

Option 1: A Visit from the Shelter

1. Invite a shelter representative to visit the classroom to share more about the work being done at the shelter, to describe what their work day is like, and to tell students more about how they can help local animals.

Option 2: A Visit from the Vet

1. Invite a veterinarian to visit the classroom to share more about how they help companion animals stay healthy.

Lesson Two Worksheets and Materials

The Animal Shelter Song

The Animal Shelter Song

(Sung to the tune of “Row, Row, Row Your Boat”)

Animals who need help

Don't speak for themselves

The shelter gives them a place

Until they find a home

Lesson Three: Adoption: A Second Chance for Dogs

Time: 3 hours

Academic Subjects: Science, English Language Arts, Mathematics (Extension)

Learning Objectives:

Students will be able to:

Cognitive-

- Describe where they can adopt a dog
- Explain why an adopting family must consider their activity level and lifestyle

Affective-

- Formulate ideas about what life may have been like for a dog before they were at the shelter
- Discuss how a dog may feel when they get adopted

Psychomotor-

- Support local adoptions by creating “Adopt Me” bandanas

Materials:

- Book - *Before You Were Mine* by Maribeth Boelts
- Video *What is an Animal Shelter?*
<https://www.youtube.com/watch?v=CIC1OXI2u0>
- *Making Matches* PowerPoint (download from prosocialacademy.org)
- *Bubbly Dog Bone Cutouts* (a minimum of twelve bones printed; you may wish to laminate these for future use)
- 2 battery operated bubble machines
- Bubble solution
- Fabric cut into triangles (one per student; use solid colored fabric and cut 22-inch squares, then cut diagonally to form a bandana)
- Fabric paint or permanent markers (minimum of one per student)
- *Pet Adoption Price List* worksheet (one per student)

Preparation

1. Download video and *Making Matches* PowerPoint.
2. Print at least twelve of the bones, more depending on how many colors you wish

to include in the game, Bubbly Dog Bone Hop. Write “GREEN” in green marker on three of the bones. Choose other colors to write on the remaining bones, be sure to have two of each color.

3. Place the dog bones in various locations outside, providing enough space between bones that the students will have to run to them.
4. Ensure bubble machines are operational and filled with bubble solution.
5. Create fabric triangles using solid colored fabric; cut 22-inch squares, then cut diagonally to form bandanas.
6. Contact a local shelter or rescue to donate the “Adopt Me” bandanas.

Procedure

Opening

What Makes Animal Shelters Special? (30 minutes)

1. Remind the students that in the last lesson they learned a little about animal shelters. Introduce that in this lesson they will learn more about what makes animal shelters special and important things involved in adopting a dog as a pet.
2. Ask the students:
 - a. From what places can we get dogs? [Answers may include, but are not limited to: pet stores, neighbors, and animal shelters]
 - b. What is an animal shelter?
 - c. What are the ways animal shelters help the community? [Answers may include but are not limited to: animal shelters help people adopt animals, train animals, support with medical care]
3. Announce to the students that they will watch a video about animal shelters and instruct them to listen for the purpose of animal shelters and how people can help animal shelters.
4. Show the students the video *This Is an Animal Shelter*.
5. After the video, ask the students:
 - a. What are the two purposes of an animal shelter? [Answer: to take care of the animals and find them homes]
 - b. How are pet stores different from animal shelters? [Answer: pet stores seek to sell pets and make money from it, they do not help end overpopulation]
 - c. How do pets end up in animal shelters? [Answers may include but are not limited to: pets are given up for many reasons; the families may have a medical reason such as be allergic to their pet, they cannot bring their pets

with them where they will live, or they do not have enough money to take care of their pet]

- d. Do pets stay in animal shelters for the rest of their life? Why or why not? [Answer: the animal shelter is a temporary stop and not a forever home]
 - e. How can we help animal shelters? [Answers may include but not limited to: donate beddings and pillows or adopt pets from the shelter]
 - f. What type of dogs did the video say you could adopt at the shelter? [Answers should include ALL types and ages of dogs-mixed breed, purebred, and any age from puppy to senior]
 - g. What else did you learn from the video?
6. You may wish to tell the students that when people go to an animal shelter, they can adopt a pet, get their pets spayed and neutered, get a microchip so the owner knows where they are, and give basic tests to animals to see whether or not they have certain illnesses as well as methods to prevent sickness from happening.

Lesson Body

Before You Were Mine (30 minutes)

1. Introduce to students that you are going to continue learning about adoption. Show the students the cover of the book *Before You Were Mine* and ask the students:
 - a. What do you think this book is about?
 - b. When one adopts a companion animal from the shelter, do they always know everything that happened to the animal before they got to the shelter? [Answer: no]
 - c. What are some reasons a person would want to live with a pet?
2. Ask the students to pay attention to why the boy adopted the dog and what the dog may have felt before being adopted. Read the book and show the illustrations.
3. After reading, ask the students the following questions:
 - a. What were some of the things the boy thought may have happened to the dog before he entered the animal shelter and was adopted?
 - b. What important basic needs did you see the boy providing for the dog? [Note: you may wish to refer students to the items they created in lesson one]
 - c. What did you think about the book?
4. If students moved to listen to the story, ask them to return to their seats.

A Pet for Every Lifestyle (40 minutes)

1. Explain to students that we know the boy adopted his dog from the shelter and we learned that shelters help pets of all types and ages get adopted. Share that this is great because it means there is a pet that can fit many, many lifestyles. (Write the word “Lifestyle” on the board.) Share that a lifestyle is how we live our lives, including things we like to do and the activities we choose. For example, share that someone who likes to hike or run races would be described as having an active lifestyle while someone who stays home and plays video games has an inactive lifestyle.
2. Ask students if they can share some things about their lifestyle. You may wish to ask a student to describe if they love to play outside, stay inside and read book, or a little bit of both. Does this for a few students until you find examples of very active, somewhat active, or lightly active.
3. Explain to students that just like the way we are all different and have different things we like, dogs also have different likes and dislikes based on their personalities and ages. Some dogs are more likely to want love to run and play outside while others are more likely to want to play inside and cuddle or sleep inside the house. Share that just like people, younger dogs will often be more active and will need more walks, play, and training while older or adult dogs will still need to play, but they may need fewer walks, or less training since they have grown up.
4. Tell the students that shelters have an important job because they help people make sure the pet they adopt is a good fit for their lifestyle. Ask the group if they would like to practice being adoption counselors who help match people with a pet who needs a lifestyle like theirs!
5. Share with students that being an adoption counselor is a very important job because you help pets find the right family. Show the students an example of what an adoption counselor does by showing *Slide #2* of the *Making Matches* PowerPoint. (Note: On the slide you will see two dogs who are up for adoption and a description of the person or family who wants to adopt. Read the description of the person’s lifestyle and then ask students to look at the personality of the dogs.) Ask students for each slide:
 - a. Based on the description of the persons lifestyle, which dog do you think would be the best fit? Why? What in the picture helps you to think about the dog’s lifestyle or things they will like to do?
6. Repeat the above for each slide in the PowerPoint.

Bubbly Dog Bone Hop (40 minutes)

1. Ask students:
 - a. What are the basic needs of a dog? [Answer: food, water, shelter/home, training, toys, exercise, love]
2. Share with students that dogs, just like us, will need exercise and the chance to play with their adopted families. Share that many dogs like to play chase or catch and that some dogs also like to chase bubbles. Ask students how many of them like to chase bubbles.
3. Introduce the directions for a game called Bubbly Dog Bone Hop. Share with students that to play the game they will be starting by finding one of the big green dog bones and stand near it. Once everyone is at a green bone they should wait until the whistle blows. Once the whistle blows they are free to run and jump to chase and pop the bubbles. They can pop bubbles until they hear the whistle again. When the whistle blows the teacher will tell them which color dog bone to find and they are to run or hop to that color dog bone. Ask students if they have any questions.
4. Ask students to stand next to their seats and to form a straight line. Take students outside and make sure each student finds one of the green bones before blowing the whistle and starting the bubble machines.
5. Play for about 25-30 minutes and allow time for students to come in and wash their hands.

Closure

Create Dog Adoption Scarves (40 minutes)

1. Ask the students:
 - a. What things does a family/person need to consider before adopting a dog?
 - b. What do you think dogs feel when they are adopted from an animal shelter?
2. Inform the students that they are going to make scarves for dogs who are waiting to be adopted so the dogs can wear them on walks or at the shelter and people will know they are looking for a forever family. Write "ADOPT ME" on the board. You may also wish to show students a picture of a dog wearing an adopt me bandana. Share with students that they will be giving these to the local shelter.
3. After passing out the fabric triangles, ask students to write "ADOPT ME" in the center. Then allow them to draw a design around the words, being sure to keep the area around the words clear.

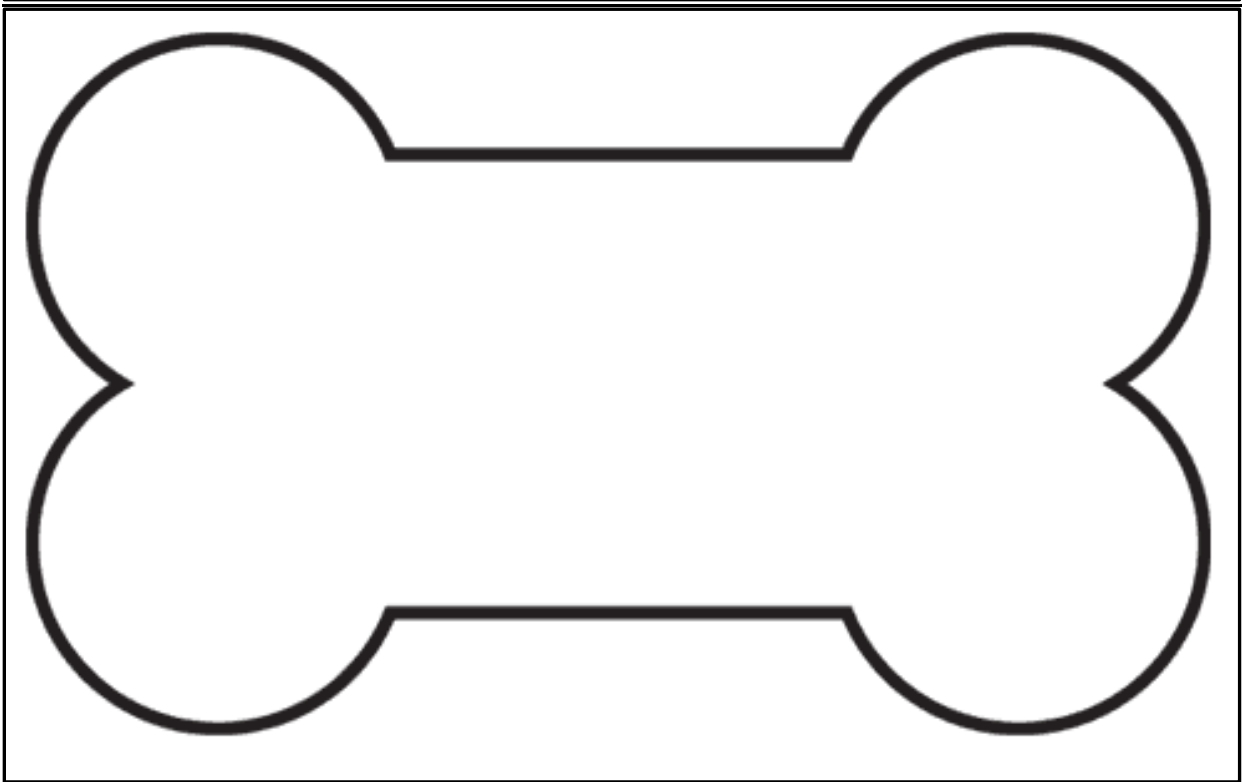
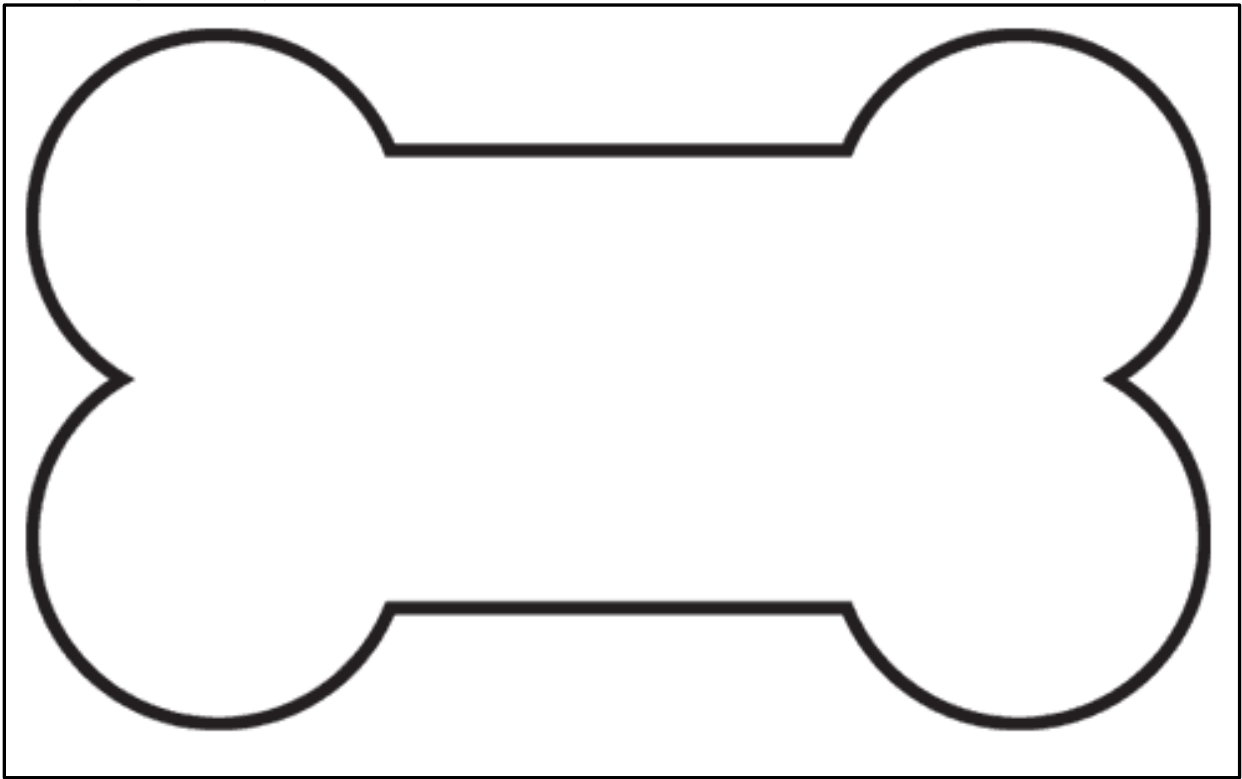
Extension

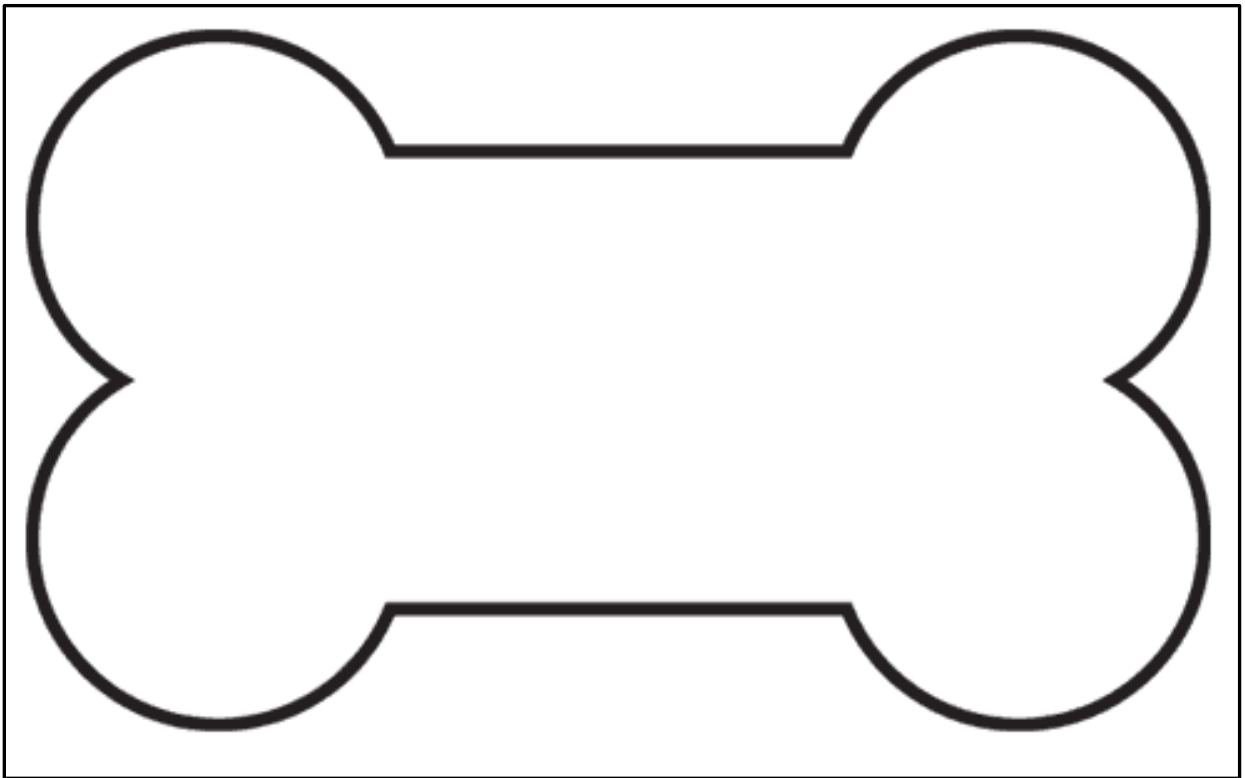
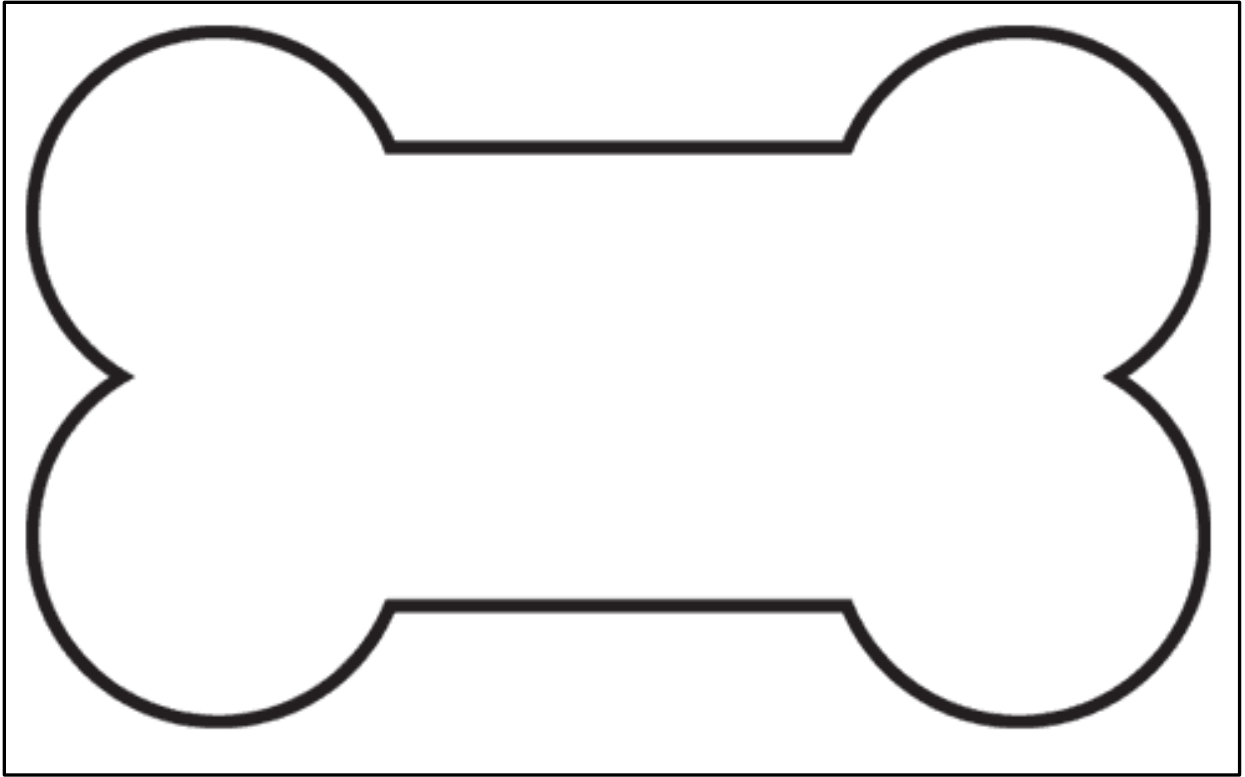
Option 1: Pet Care Costs

1. Announce to the students that they will do a math activity about adoption. Instruct the students to review the pictures of things that a person should buy before adopting a dog and then add up all the prices across each row and sum up the total price. Students are to then answer the two open-ended questions on the bottom of the worksheet.
2. Pass out the *Pet Adoption Price List* worksheet.
3. Once everyone is finished, go over the correct answers and discuss the questions in the worksheet with them.

Lesson Three Worksheets and Materials

Bubbly Dog Bone Hop Cutouts





Pet Adoption Price List

Name: _____

Review the items below that a dog needs and add the items together row by row. Total each row. Then answer the questions at the bottom.

<p>Dog Leash</p>  <p>\$10</p>	<p>Pet Waste Bags</p>  <p>\$9</p>	<p>Food Bowls</p>  <p>\$15</p>	<p>Total (Row 1):</p>
<p>Dog Bed</p>  <p>\$20</p>	<p>Collar</p>  <p>\$10</p>	<p>Dog Toys</p>  <p>\$10</p>	<p>Total (Row 2):</p>
<p>Dog Food</p>  <p>\$20</p>	<p>Dog Shampoo</p>  <p>\$5</p>	<p>Training Treats</p>  <p>\$7</p>	<p>Total (Row 3):</p>
			<p>Total (Row 1+2+3):</p>

1. What else might a dog need?

2. Explain why it is important for a dog to have the items above?

Lesson Four: Puppy Mills: A World Without Love

Time: 3 hours

Academic Subjects: English Language Arts, Science

Learning Objectives:

Students will be able to:

Cognitive-

- Describe puppy mills
- Compare life for a dog in a family home and the life of a dog in a puppy mill or mass breeding facility

Affective-

- Process their feelings about puppy mills while answering questions and creating a bulletin board

Psychomotor-

- Create a model home environment that includes all of the important basic needs

Required Materials:

- Dog care items (may be real or laminated pictures)
 - Food bowl
 - Water bowl
 - Food
 - Treats
 - Toys
 - Leash
 - Collar
 - A heart (to represent love)
 - Dog bed
 - A house/apartment
 - Shampoo
 - Dog brush
- Human care items (may be real or laminated pictures)
 - Comb
 - Soap
- A plate
- A cup
- A fork/spoon
- Chocolate
- Grapes
- School book
- Toy car
- Large plastic tub
- Video *Dog Body Language: What Your Dog is Desperately Trying to Tell You*
https://www.youtube.com/watch?time_continue=37&v=bstvG_SUzMo
- Video *Where Do Puppies Come From?* <https://youtu.be/ydhrQNE-QE0>

- *What's Wrong with These Pictures?* slide show
<https://docs.google.com/presentation/d/1DWre-dTs4zBNzWPnuPzEueB2QyZxMt1uYMLOKHiUvTQ/edit?usp=sharing>
- Book *Sashi and the Puppy Mill Girl* by Linda Greiner
- Song *Do You See That Doggie in the Shelter*
- *No Bones About It* worksheet
- Scissors
- Crayons
- Stapler (for bulletin board)
- Poster board (cut into half and enough for students to have one per pair)
- Magazines and advertisements that show pet care items and home goods such as beds, couch, etc. (multiples of each)

Extension

- *My Dog!* worksheet
- Crossword Puzzle
https://drive.google.com/file/d/18-zkfgplcO17nIP_Pbiess47r2rJV2bq/view?usp=sharing
- *Picture Time* worksheet

Preparation

1. Collect the dog care items and the human care items and place them in a large tub.
2. Have a table near the front of the room where you can place items if they are the real materials. If using laminated pictures of care items, have a space to stick them to the board where everyone can see them.
3. Prepare a bulletin board area for the *No Bones About It* activity.

Procedure

Opening

Having Basic Needs Make Us Feel Happy (30 minutes)

1. Show students the tub and tell them that inside the tub there are a lot of items. Some of them are things a dog needs to be happy and healthy and some of them are not. Share that they will quickly take turns pulling items out and deciding if they are dog care needs or not. If it is a dog care item, place it in a location where everyone can see it. If it is not, place it on the floor next to the tub.
2. Allow student volunteers to take turns pulling items from the tub. Allow that student to tell if it is a dog care item or not and ask the class if they agree. (Note: when chocolate and grapes are pulled review that these are very dangerous for dogs and dogs should never be given these.)
3. After the activity ask the students:
 - a. Why do you think it is important for us to know what dogs need to be happy and healthy?
 - b. How would it feel if you did not have your basic needs met?
 - c. How would a dog feel if his or her basic needs were not met?
4. Share with students that they learned earlier in the lesson that dogs communicate with us. Ask them:
 - a. How do dogs communicate with us? [Answer: using non-verbal communication or their bodies]
 - b. What things might a dog do to communicate that their needs were not being met? [Answer: accept various answers, but if they are not sure that is ok]
5. Ask students to watch the video *Dog Body Language: What Your Dog is Desperately Trying to Tell You* to review how dogs may tell us what they need.

Ask them to pay close attention to the way dogs tell us they are happy, afraid, or fearful. (With younger students you may wish to read the words on the slides.)

6. After the video, ask students to use their bodies to answer to act out the answers to the below questions:
 - a. How do dogs use their bodies to tell us they are happy?
 - b. How do dogs use their bodies to tell us they are afraid?
 - c. How do dogs use their bodies to tell us they are fearful?
 - d. What would a dog's body language look like if all of their basic needs were met?
7. Thank students and let them know that the basic needs that they selected from the tub will be left out during the lesson and activities so they can refer to them.

Lesson Body

Where Do Puppies Come From? (60 minutes)

1. Ask the students to share where they think dogs and puppies come from.
2. Announce to the students that you will show them a video about where puppies come from. Tell them that the video will show what other children have guessed and that it will also show where most puppies are truly from.
3. Play the video *Where Do Puppies Come From?*
4. After the video ask the students the following questions:
 - a. Raise your hands if you are surprised about where many puppies come from.
 - b. Where did the video say most puppies come from? [Answer: (You may wish to write the definition on the board.) A puppy mill is a place where a breeder who is not responsible keeps many parent dogs – too many to take good care of them all. The parent dogs have to stay there all their lives and have many puppies. The puppy mill breeder sells the puppies to pet stores or online. Then, people buy the puppies to be pets.]
 - c. How does this information make you feel about buying a dog from a pet store or a website?
5. Announce to the students that you will show them a few pictures of what puppy mills are like and that you want them to help you figure out what important basic needs are missing. Ask students to raise their hands if they see something that is missing or wrong. Begin the *What is Wrong with These Photos?* slide show.

- a. For each slide, pick a student raising their hand to explain what they think is wrong with the photo. Ask students to refer to the basic needs items they pulled out of the tub earlier in the lesson if they need help.
 - b. Explain that in a puppy mill, the parent dogs and baby dogs are kept in cages and then the puppies are sold as pets online or are sent to pet stores to be sold. Describe that the parent dogs are kept in small cages their entire lives, and they have to keep having puppies - who are taken away to be sold - over and over again.
6. After showing the slides ask the students why they think owners of puppy mills do not take good care of their dogs. Guide the discussion with the following suggested questions:
 - a. How would you feel if you lived in a puppy mill?
 - b. Why do you think the puppy mill owners do not take care of their dogs? [Answer: they want to spend as little as possible on the dogs so they make more when they sell them; describe that a responsible breeder keeps only a small number of dogs (the parents) so that each can get love and attention that dogs need as part of basic care; a responsible breeder also has the dogs inside and provides all the things we just talked about plus does a lot of medical tests to make sure the parents are healthy]
7. Announce to the students that now that they have learned about puppy mills they will get to hear a story that is based on a real dog who was rescued from a mill. Ask them to listen for the ways dogs feel living in a puppy mill and to look for body language that communicates how the dog feels. Invite students to sit in a circle on the floor.
8. Show the cover of the book *Sashi and the Puppy Mill Girl* and ask the students the following pre-reading questions:
 - a. What are some similar things that humans and dogs need?
 - b. What do you think dogs feel when they are in puppy mills?
 - c. What do you think puppies from puppy mills feel about humans?
9. Read *Sashi and the Puppy Mill Girl*.
10. Ask the students the following post-reading questions:
 - a. Why was Cinnamon so frightened?
 - b. Why was the puppy mill such a terrible place?
 - c. How do you think a puppy mills smells? Why?
 - d. What are some things that changed for Cinnamon when she went to her foster home?
 - e. How did Cinnamon's body language change in the story?
 - f. Do you believe most people would buy their dogs online or from a pet store if they knew how the dogs were treated? Why or why not?
 - g. Where is a great place to adopt a dog? [Answer: a shelter or rescue group]

11. Ask students to stand and sing *Do You See That Doggie in the Shelter*. If you have time you may also wish to show the video of her explaining why she redid the song.

Puppy Mills Are Bad – No Bones About It Bulletin Board (40 minutes)

1. Announce to the students that they will be working to create a bulletin board for the class. To get started they will receive a worksheet with three bones. Show them the *No Bones About It* worksheet. Explain that they will write different things for each bone. On the first bone, they will write why puppy mills are not good for dogs. On the second bone, they will write about how dogs feel about puppy mills. On the third bone, they will write about how they feel about puppy mills. Students only need to write one sentence in each bone, but they can write more if they want to.
2. Pass out the worksheet to the students. Walk through each step and assist students as needed.
3. When students finish, instruct them that they can color in the bones. After coloring them, ask them to cut out each bone by cutting on the dotted lines.
4. Collect the bones and hang them on the classroom bulletin board.
5. Read through some of the statements the students wrote and let them know the bulletin board will stay up so they can share it with other people.

Closure

Making a Great Home for Your Adopted Dog (50 minutes)

1. Ask students to pick up the dog they created and adopted in lesson one. (If you have time you may wish to allow students to sing *Do You See That Doggie in the Shelter* with their puppet.) Share that they will be working in pairs to create a poster that shows everything that goes into a wonderful home for a dog that allows the dog to be happy and healthy. Remind them that they can refer to the basic care items they named earlier in the lesson as well as the bulletin board they made.
2. Show students the poster board and magazines. Explain that they are to create a poster that would show all of the things their adopted dogs would love in their homes. Share that they can draw pieces of the home or cut out items from magazines. (Note: You may wish to create an example poster that has the poster board broken up into two sides with one half looking like a living room and the second half like another room in a home; cut out or draw items that furnish the room and include things like a dog bed, dog toys, bowls, a leash, etc.)

3. Split students into groups of two and pass out arts and crafts materials. Allow students to work for 25-30 minutes.
4. Once the students are done with their posters allow each pair to stand with their adopted dogs from the earlier lesson and explain the perfect dog home they created. Hang the posters up if there is space in the room.

Extension

Option 1: My Dog!

1. Ask students to describe their dog they adopted in lesson one using the *My Dog!* worksheet. Allow them to draw a picture and share things the dog likes to do.

Option 2: Crossword Puzzle

1. Allow older students to try their hand at the dog care crossword puzzle.

Option 3: Picture Time

1. Provide students with the Picture Time handout and allow them to draw their dog and write a sentence about something the dog enjoys doing.

Lesson Four Resources and Materials

Song – Do You See that Doggie in the Shelter

"Do You See That Doggie in the Shelter"

By Patti Page

(sung to her tune "How Much Is that Doggie in the Window" and rewritten by her to help shelter dogs https://www.youtube.com/watch?time_continue=61&v=5JE2wV61Ko8)

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)

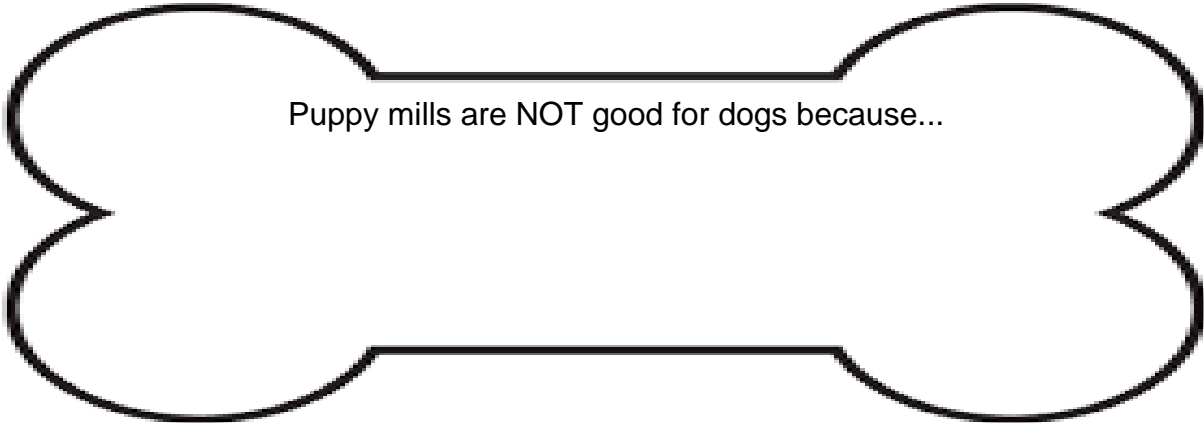
Collies and beagles by the roadside
puppies and dogs in the street
Once they are rescued by a shelter
they'll finally get something to eat
Doggies and kitties who are homeless
with sad eyes and tails hanging down
Let's do what we can to show them kindness
and let them know that they've been found
(repeat chorus)

No Bones About It

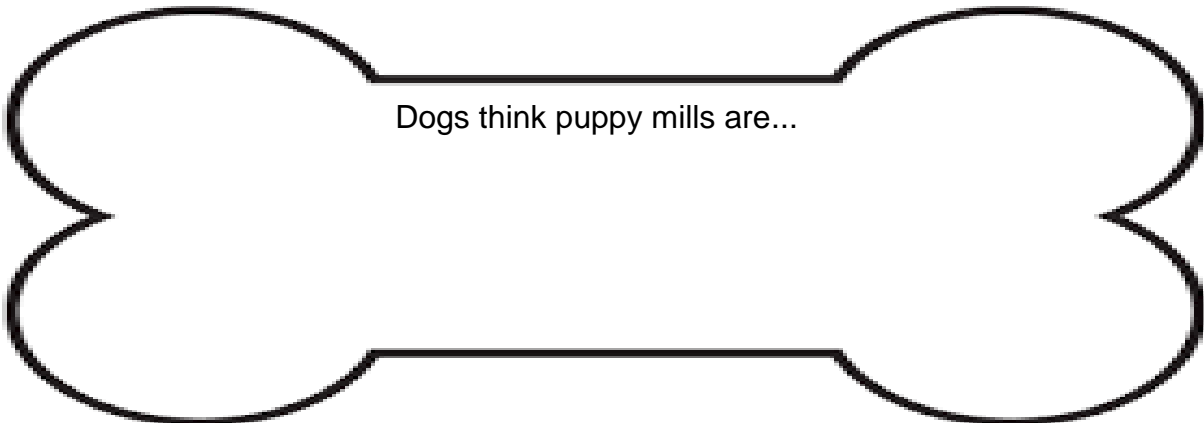
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Directions: Follow the instructions for what to write on each bone.

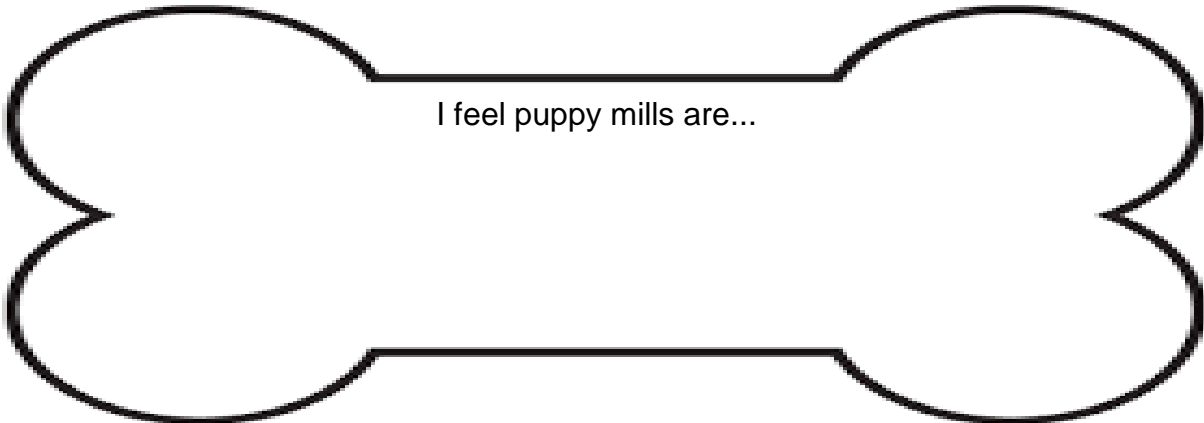
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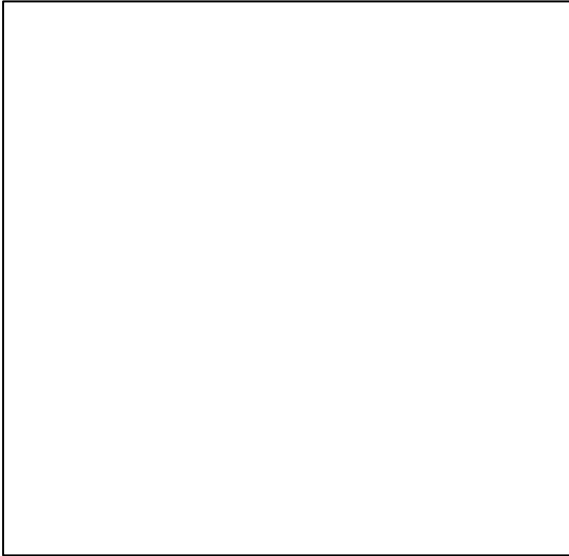
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My Dog!

Name: _____

Pretend that you have your own dog! If you have a dog, you can describe them here.



My dog's name is

My dog has short / long hair. (Circle one)

My dog has _____ colored fur.

My dog loves to (favorite activity) _____

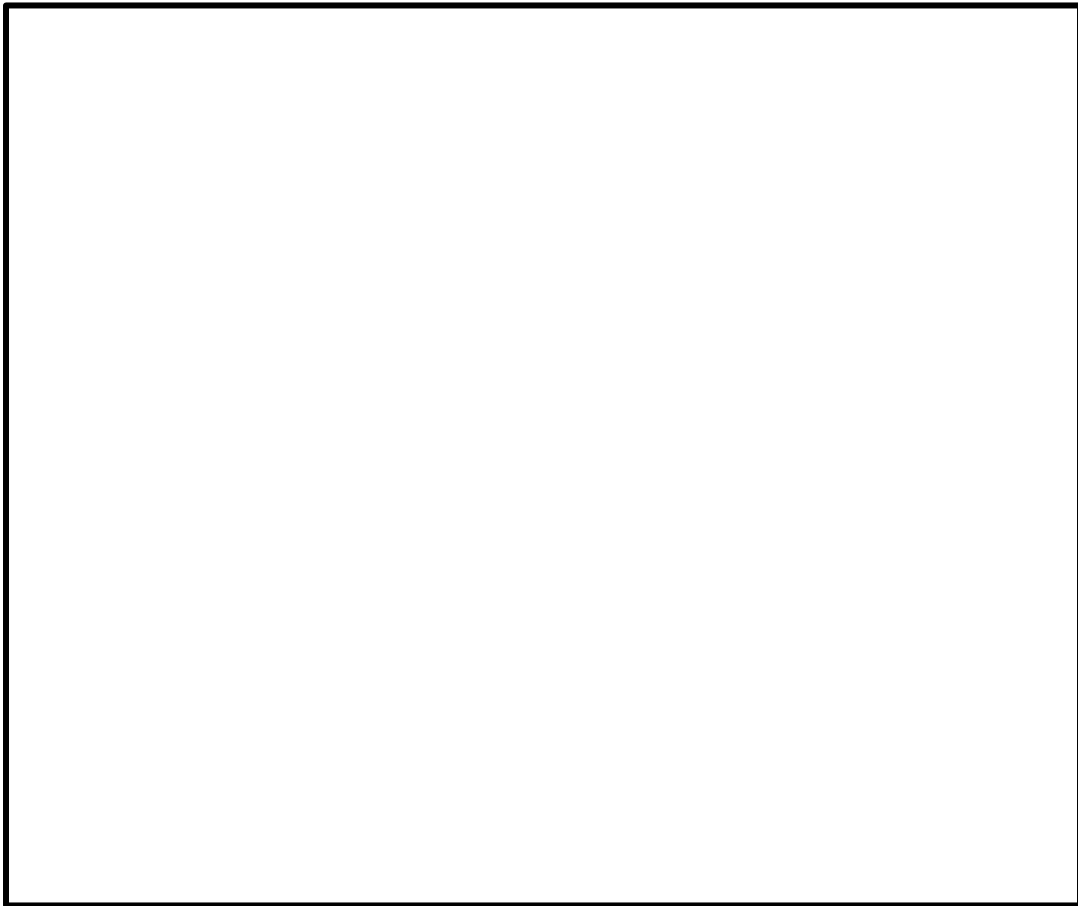
I love my dog because _____

My dog loves me because _____

Picture Time

Name: _____

Directions: Draw a picture of a dog doing something that makes him or her happy and write one sentence about your drawing.



Lesson Five: You Can Stop Puppy Mills and Support Shelters

Time: 3 hours

Academic Subjects: English Language Arts, Fine Art

Learning Objectives:

Students will be able to:

Cognitive-

- Apply knowledge about puppy mills to ask others to stop supporting them
- Compose a public service announcement poster to teach others about the pets waiting for homes at the local shelter
- Compose a letter to local officials asking them to support shelters and rescue groups (Extension)

Affective-

- Synthesize the information about shelters and puppy mills and determine which does the most to help the community

Psychomotor-

- Design a public service announcement poster
- Exhibit public service announcement posters

Required Materials:

- *Five Little Dogs* song
- Scissors
- Book *A Home for Dakota* by Jan Zita Grover
- *Pet Classified Ad* worksheet (one per student)
- *Sample PSAs*
 - Wear Helmets: <http://jillengreen.blogspot.com/2011/11/psa-poster-examples.html>
 - Save Water: http://3.bp.blogspot.com/-MEEVY-WVUAY/ULtXCBLQ42I/AAAAAAAAAI8/nCixP_XvAow/s1600/FinalAssign2MurieleCatam6.jpg
- Drawing paper (one per student)
- *Poster Title Cutout* (one per student or pair)
- Poster board (full sized) or tri-fold displays (one per student or pair)
- Art supplies (including but not limited to markers, colored pencils, craft paper,

paste, glitter, bulletin board border, stickers)

Extension

- *Animal Shelter Coloring Sheet*

Preparation

1. Arrange art supplies so students can work independently and choose what they need.
2. Copy enough *Pet Classified Ad* worksheets for each student.
3. Copy enough of the *Poster Title Cutout* for each student or pair.

Procedure

Opening

A Quick Review (15 minutes)

1. Ask students to stand and sing the finger play song *Five Little Dogs*. Sing it one time for the group and model the finger movements before asking them to follow along.
2. After the song ask the group:
 - a. What do you think the dogs in the song are singing about? [Answer: the things they need to live a happy and healthy life]
 - b. Where can a dog get these needs met? [Answer: in a loving home or in a shelter or rescue]
 - c. Where is a place that does not meet these needs? [Answer: a puppy mill or mass breeding facility; these dogs are sold online or in pet stores]
 - d. Why do puppy mills exist? [Answer: puppy mill owners do not take care of the dogs, they only are concerned about making money, meaning they do not provide good care to the dogs]
 - e. What local places help companion animals like dogs who are waiting for new homes? [Answer: shelters and rescues such as SPCA's or humane societies]

Lesson Body

A Dog's Want Ad (40 minutes)

1. Show students the book *A Home for Dakota*. Share with students that as they

listen to the story you want them to listen and look for the differences between what living in a puppy mill was like and what living in a home was like. They should also look at the body language Dakota shows during the story. Ask them to pay attention to how it changes.

2. Read the book *A Home for Dakota*.
3. After reading ask the group:
 - a. What did the illustrations of the puppy mill look like? [Answer: it was dark and dreary, it was crowded, and dogs could not go outside]
 - b. How was Dakota's foster home different than the puppy mill? [Answers include but are not limited to Dakota's foster home had a bed, fresh food, Dakota could go outside, she got vet care]
 - c. Who was the woman Dakota lived with before she was adopted by Sweetie? [Answer: her foster mom, people can help shelters and rescues by fostering animals while they wait for their forever home]
 - d. Why might Sweetie have not been sure about adopting Dakota at first? [Answers will vary, but students may note that Dakota had no hair (similar to Sweetie) because she was sick and not cared for]
 - e. Why do you think Sweetie changed her mind and decided she wanted to adopt Dakota?
4. Share with students that you want them to pretend they are a dog waiting for a loving home. You want them to help you create a classified or want ad. Explain that a classified or want ad is an advertisement for something that is needed. These ads are often in the newspaper but can be online as well. This ad is going to be written from the perspective of a dog who is looking for a fantastic caregiver. The ad needs to describe the things that the dog wants their new family and home to have. (Note: You may wish to show students examples of classified ads.)
5. Provide students with copies of the *Pet Classified Ad* worksheet. Work with students so each of them can create an ad that a dog would write to a future family.
6. Allow students to share some of the things they included in their classified ad.

An Artful Public Service Announcement (65 minutes)

1. Share with students that they are going to spend time creating an art exhibit made up of public service announcements they create to share their knowledge about companion animal/dog adoption. Explain that a public service announcement (also called a PSA) is created to raise awareness and to change public attitudes and behavior towards a social issue. The social issue they get to make a PSA about is overpopulation and adoption.
2. Show the sample PSA posters. Explain that the best PSAs are easy to understand, have one important message, and often have strong pictures and few words. Project the *Sample PSAs* for the class to review and ask if they easily understand what the poster is trying to teach people.
3. Once students understand what a PSA is, review that they are going to get to

teach people about adoption and the way it helps the pets waiting for homes and the community. Introduce that they will get 15 minutes to draft a rough copy of a PSA poster so they can decide what they want to write or draw. Tell them that they may use the title “Support Animal Shelters” if they wish, but they may come up with their own title that teaches about adoption, shelters, or overpopulation. Pass out the drawing paper and help students with their ideas for 15 minutes.

4. After 15 minutes explain that students will get to place their draft idea on a large poster or tri-fold cardboard stands if available and they will be showing these during the camp celebration.
5. Pass out the *Poster Title Cutout* to any students who wish to use it and allow students to create their full-sized poster. Be sure to have students finish with about an hour of camp left.

Closure

Celebration (60 minutes)

1. Invite students to stand or hang their posters throughout the room. While students are hanging their posters set up a snack station.
2. Ask all of the students to stand for a round of applause and thank them for all of their work to help dogs and people in their community.
3. Allow students to get a few snacks and walk around the room to view the PSA posters of others.
4. If time allows play a few games such as kibble drop where they have to drop pieces of kibble into a baby food jar, frisbee, or allow them to play in the dog care center.
5. If possible invite families and shelter or rescue group representatives to attend the celebration.

Extension

Option 1: Animal Shelter Coloring Sheet

1. Allow students to color the *Animal Shelter Coloring Sheet*.

Lesson Five Resources and Materials

Five Little Dogs

Five Little Dogs

(sing to the tune of "Five Little Ducks")

Five little dogs, sitting in the weeds. (hold up all five fingers)

"Tell me please, what do you need?"

The first one said, "My bowls filled." (hold up thumb.)

The 2nd one said, "Pills when I'm ill." (hold up index finger while keeping thumb up.)

The 3rd one said, "A bed on which to lay." (hold up middle, index fingers and thumb.)

The 4th one said, "To run and play." (hold up all fingers but pinky.)

The 5th one said, "I'll tell you true" (Hold up all five fingers.)

"What I need is love from you!" (Make a heart shape with both hands)

WANTED: LOVING FAMILY

What:

Where:

When:

Contact:

Helmets

Use Your Head to
Protect Your Head



By Chris Morrill

Retrieved from <http://jillengreen.blogspot.com/2011/11/psa-poster-examples.html>

BE A HERO,
SAVE WATER



Only 1% of the world's water is drinkable.
Take the stand and protect a necessity for survival.

JOIN THE **FIGHT** AND PROTECT **TOMARROW**



Retrieved from http://3.bp.blogspot.com/-MEEVY-WVUAY/ULtXCBLQ42I/AAAAAAAAA18/nCixP_XvAow/s1600/FinalAssign2MurieleCatam6.jpg

Support

Animal

Shelters

