

Dogs' Homes of Tasmania

Classroom Pack Humane Beings



Love this dogshome



Dogs' Homes of Tasmania
PO Box 7
Lindisfarne
Tasmania 7015

Hobart Dogs' Home
Scott Rd.
Risdon Vale
Ph 6243 5177

Education Officer
Ph/Fax 6248 7661
aboxhall@bigpond.com

TEACHER'S GUIDE - HOBART DOGS' HOME

Welcome to the Hobart Dogs' Home.

To ensure the safety of your students and the well being of our canine residents, please note the following safety regulations.

1. Students stay together in a group with their teachers and carers at all times.
2. Students move quietly and slowly near the dogs. Loud noises and fast movements may scare the dogs or overly excite them.
3. Students do not climb up the grass banks. These banks cover the dogs' kennels and there are breakable skylights on the top.
4. Students are asked not to put their hands inside the wire at the front of the dogs' kennels. Dogs prefer to sniff the back of the hand placed at the wire.
5. If a dog is out being walked or accidentally running loose, students are asked not to rush up to it. This may make the dog anxious. Not all dogs are used to children. It is best to stand still.
6. Please make way for staff, members of the public and volunteer dog walkers.

Thank you



Understandings

1. The relationship between people and their companion animals is mutually beneficial.
2. Dogs deserve our care and respect because they are ***sentient*** creatures.
3. It is important to be responsible.
4. Being responsible means providing care to those who need it and this includes animals.
5. Being responsible also means caring for the community.
6. By learning how to care for companion animals, we can get better at caring for each other.
7. We can develop empathy, patience and compassion when we learn how to care for a dog.
8. We can all become better dog guardians by gathering information.
9. Dogs do suffer when not properly cared for.
10. There are organisations that look after animals who are not being properly cared for by their human guardians.

Teaching for Understanding Ideas for the Classroom

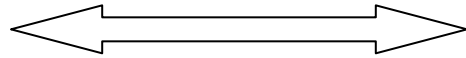
One

The relationship between people and their companion animals is mutually beneficial.

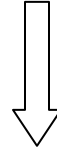
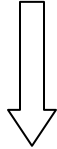
- Who already has a dog? What do you like most about your dog?
- Who wishes they had a dog? Why?
- Why do you think dogs are called 'mans' best friend'?
- In pairs - make a list of all the possible reasons for having a dog as part of the family.
- Whole class - share your reasons & combine to write one class list.
- Teaching point: Introduce and explain the concept of the **Human-Animal Bond** (discuss companionship, learning about responsibility, social interaction, health benefits and protection.)
- Teaching point: Introduce and explain the concept of **The Deal** (see following page).....dogs are good for us so in return it is our responsibility to keep our dogs safe, healthy and happy. Dogs are special companions so there are special rules for caring for dogs.
- Classroom Challenge:
Survey school friends and adults who you know well. Ask – Why do you have an animal companion? Make a class graph to display the results (see following page)
- Classroom Challenge:
What can you find out about the special ways that dogs care for us?
(refer – recommended web sites)

THE DEAL

Our dogs help us



We help them



Dogs

- make us happy
- make us laugh
- relax us
- are interesting to watch
- are fun to play with
- keep us fit and healthy
- are good company
- are good at being a best friend
- don't judge us
- teach us how to care
- help us make new friends

Us

- we find out what our dog needs
- we find out what our dogs like
- we spend time with our dogs
- we give our dogs the best care
- we keep our dogs safe
- we keep our dogs healthy
- we encourage other people to be good dog guardians too

Most of us have companion animals.
Let's find out why.

Ask your family and friends.
What pets do you have?

Type	How many?
Dog	
Cat	
Horse	
Rabbit	
Fish	
Bird	
Guinea pig	
Mouse	
Rat	
Other	
No animals	



Why do you have an animal companion?

To keep me company	
To have something to care for	
To go walking and running with	
To make me happy & relaxed	
Because they are interesting and fun	
To play with	
To protect me	
Because they always love you	
Other reasons - please give these reasons	

✓

Recommended Web Sites

www.dogshomesoftas.com.au

www.petnet.com.au

www.rspca.org.au

(follow links to Kids World and the Pet Quiz)

<http://abc.net.au/dogandcatnews/mainpage.html>

www.warangers.asn.au/children.htm

www.compassionatekidz.org

At the time of writing, these sites contain useful, reliable and appropriate information. However the Dogs' Home does not monitor these sites on a regular basis. As such, no responsibility is taken for the content of the sites. If you find a site that contains inappropriate information or content, please contact the Education Officer on 62487661.



Animal Club is a web-based network of school clubs around Australia.

The site provides information on starting a club at your school, animal protection issues, activity ideas and funding opportunities for schools.

www.animalclub.com.au

Two

Dogs deserve our care and respect because they are sentient creatures.

- Sometimes we take our animal companions for granted. Why do you think this happens?

(Because animals are not able to speak to us and tell us how they feel, many people forget that they are capable of having these feelings. That is why they are often hurt or neglected.)
- Can you name the 5 senses which humans have? (sight, hearing, taste, touch and smell)
- Specific teaching point: Dogs have these 5 senses too. Like us, they are **sentient** animals. They feel pain like we do and they can feel lonely & bored if left on their own for too long. They can also feel frightened, angry, happy or relaxed.
- Real-life examples - discuss kong food toys and home-made dog toys from recycled plastic milk containers
Just as we need toys to keep us entertained, so do dogs.
Does your dog have a favourite toy?
- Whole class -
What body language clues tell us a dog is frightened?
What body language clues tell us a dog is happy?
What body language clues tell us a dog is angry?
- In pairs - knowing that dogs have the 5 senses and can 'feel' in ways similar to us, what do you think a dog would wish for if he/she was granted three wishes?
- Specific teaching point: We believe that all animals should be able to live a life free of unnecessary pain or suffering. This is what we want for ourselves and also for animals because we are all living creatures.
- Classroom Challenge:
Role play in pairs – an interview from the perspective of a Dogs' Home dog.
- Classroom Challenge:
Design a campaign to stop people leaving their dogs alone in the backyard all day.

Role play in pairs

An interview from the perspective of a Dogs' Home dog.

One child is the interviewer and the other adopts the viewpoint of the dog. The following lines of questioning can be encouraged to promote empathy and the concept of dogs as creatures who have 'feelings' similar to our own.

- How did you end up at the Dogs' Home?
- What's it like?
- Who used to look after you?
- Do you think they'll come to get you back?
- Were they good at looking after you?
- How are you feeling right now?
- What's the scariest thing about the Dogs' Home?
- What's the best thing about the Dogs' Home?
- If you had three wishes, what would they be?

Design a campaign to stop people leaving their dogs all alone in the backyard for long periods.

Try to present it from the dog's point of view.
Include information on why dogs don't like being left alone for too long.

Research dogs' pack structure and compare it with the way humans relate to each other? Are there similarities?

List your own needs and a dog's needs. What do you notice?
The lists are likely to be very similar.

Three

It is important to be responsible.

- What do we mean by 'being responsible'?
- Who can give an example of how they are responsible at home?
- Who can give an example of how they are responsible in their neighbourhood?
- Real-life example:
Responsible dog guardians pick up their dog's waste from the footpath or beach so that other people don't step in it.
- Who already takes responsibility for the care & safety of their dog ?
What does this involve?

Four

Being responsible means providing care to those who need it and this includes animals.

- Specific teaching point: As babies rely on their parents, so dogs rely on their human guardians. We have kept dogs in our households for so long now, that they no longer survive without us. Dogs have been 'domesticated'.
- Think, Pair, Share – in pairs, list 3 responsibilities involved in caring for a dog. Join another pair and share your lists. In the group of four, agree on a joint list of 4.
- Real-life example:
An important responsibility of dog guardians is to have their dog permanently identified. Our dogs rely on us to keep them safe. Dogs should wear a registration tag on their collar and be microchipped. Dogs' Home dogs are microchipped prior to adoption so that they will always be permanently identified. When identified in this way, they can more easily be returned to their owners if they have strayed or become lost.

Five

Being responsible also means caring for the community.

- In what ways can dogs be a nuisance to other people in the neighbourhood? (barking, dog-poo, wandering at large, aggressive or nuisance behaviour towards people or other dogs)
- Real-life example:
Training your dog to come when called and to sit when asked prevents your dog from annoying or frightening other people. Training works best when you are patient and reward your dog with food treats when they 'get it right' (positive reinforcement training).
- Specific teaching point: Council Officers and the public often rescue dogs that are wandering at large – they might be in danger of being run over or causing a traffic accident. They might be frightened or angry.

They are taken to the Dogs' Home for safety where they are cared for until reclaimed or re-homed.

- Classroom Challenge: Middle/Upper Primary
Many dog guardians have not heard about positive reinforcement training. What can you find out about this? Design a brochure which explains how positive reinforcement training works.
- Invite your local council's Animal Management Officer to visit your classroom to talk about their work.

Six

By learning how to care for companion animals, we can get better at caring for each other.

We share the world – everyone matters (including animals).
To share the world successfully, we need to be able to
consider others' feelings and needs.
Caring for animals can help us learn these skills.

Seven

We develop empathy, patience and compassion when we learn how to care for a dog.

- What do you think the word 'empathy' means?
(observing another's distress or discomfort and acting to
relieve it)

- Can you think of a time when someone showed empathy
towards you? Share this story.

- Game: The class is provided with scenarios which are in
some way stressful for a dog. Children are asked to
suggest solutions which demonstrate empathy.

- Classroom Challenge:
Discuss THE GOLDEN RULE which is -
Treat others as you would like to be treated.
Complete The Golden Rule page

- Classroom Challenge: Middle/Upper Primary
Find out about *Compassionate Kidz* by reading the
information on this site: www.compassionatekidz.org
and Animal Club at www.animalclub.com.au

Showing Empathy

Ask children to suggest a solution which shows they care.

1. Your dog becomes anxious and frightened during a thunderstorm or fireworks display.

(Solution: bring the dog indoors and turn on the TV or radio. Don't fuss over your dog as it may make him/her even more anxious - just act normally)

2. A stray dog is running down the road near your house and might get hurt by a car.

(ask an adult that you know and trust to help you gently coax the dog to you – food treats may help. Secure the dog safely and call the Council who will take the dog to the Dogs' Home for safe keeping)

3. Your dog digs holes, barks or pulls the washing off the line.

(Realise that your dog may be bored. Provide lots of food chew toys, walk your dog more often and go out and play with him/her more often.)

4. You see a dog which has his tail down between his legs and is pulling his ears down or back on his head.

(Realise that this dog is telling you he is frightened. The kindest thing to do is to leave this dog alone as moving towards him may frighten him more.)

5. You see someone teasing or hurting a dog (or other animal)

(Get as much information as you can, without putting yourself in danger and tell an adult you know and trust what is happening. The adult may intervene or together you may decide to report the incident to the RSPCA.)

The Golden Rule

Treat others as you would like to be treated.

The Golden Rule means putting yourself in someone else's shoes.

If you would be unhappy in that situation, then they are probably unhappy too.

This works for animals, just as it works for humans.

Three Wishes

Imagine you have been given three wishes to make the world a better place for humans and animals to share.

Wish 1.....
.....

Wish 2
.....

Wish 3.....
.....

Eight

We can all become better dog guardians by gathering information.

- Can you think of 5 different ways you could find out about how to give the best possible care to your animal companion?
(TV, the internet, books, newspaper, the vet, the Dogs' Home, attending pet expos & Paws Walk etc.)
- Specific teaching point:
Having a dog means finding out how to look after the dog & giving it the highest level of care that you possibly can. This starts before you even get your dog.
- Which animal do you think would take the most time & effort to look after? (Horses takes the most time, followed by dogs)
Complete activity sheet and discuss findings.
- Can you think of some instances when getting a dog may NOT be the right decision? (lifestyle, financial & housing considerations)
- Specific teaching point: Choosing the **right** animal makes it easier to be a responsible animal guardian. Do the research & avoid impulse purchases.
- Demonstrate the **Selectapet** process from www.petnet.com.au
- Classroom Challenge:
Design a set of stamps for Australia Post with the theme of Responsible Dog Guardianship.

How much time will I need for my animal companions each day?

Estimate how many minutes for each task.
Fill in the chart and add up each column.

	Dog	Cat	Bird	Fish	Rabbit	Horse	Guinea Pig
Feeding							
Providing fresh water							
Cleaning food and water bowls							
Grooming, brushing							
Exercise, walking							
Changing bedding							
Playing together							
Changing litter box							
TOTAL TIME in minutes							



Selectapet

What size is your yard?

How much daily exercise
Would you give your dog?

How many hours would
your dog be left all alone
each week?

What size dog do you
want?

How much grooming
Would your dog receive
each week?

Selectapet says the best dog for me

is.....

Make posters, books, brochures, bookmarks or a powerpoint presentation about how to be a responsible dog guardian and display them in the school or local library, local vet clinic, show them at assembly, or to your buddy class and your parents.

Home Activity:

If you have a dog at home, check that your yards are well fenced and that the gates stay closed when not in use.

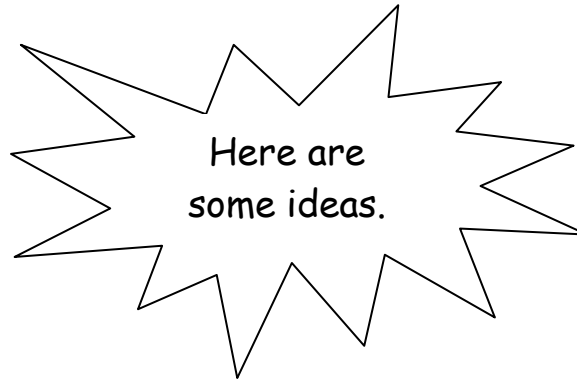
- Specific teaching point: If you see someone being cruel to an animal tell an adult whom you know and trust. (refer *Children and Animal Cruelty- A Guide for Teachers & Parents*)



Design a Poster



Design posters showing how to be a responsible dog guardian.
Send your posters to the Dogs' Home so they can be displayed for everyone to see.



A responsible dog guardian finds out about dogs before they adopt one. They choose their dog very carefully.

Responsible dog guardians keep their dogs safe, happy and healthy.

Responsible dog guardians include their dog as part of the family and are patient and caring towards their dog.

Responsible dog guardians register, desex, vaccinate and microchip their dogs.

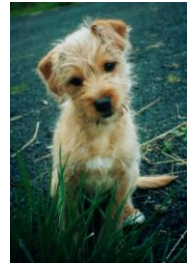
Responsible dog guardians keep their dog on lead in public places and clean up their dog's waste.

Responsible dog guardians exercise their dogs daily and train their dogs so they are not a nuisance to other people.

Responsible dog guardians never tease or hurt their dogs and they care for them for the entire life of the dog.

Send your posters to: Education Officer
Dogs' Homes of Tasmania,
PO Box 7 Lindisfarne 7015

Children and Animal Cruelty A Guide for Teachers & Parents



How can I teach my children to respect animals?

Teach by example; use real-life situations to instill a sense of respect for all life. Invite your children to help you feed the birds or rescue a bug. With older children, discuss animal-cruelty cases publicized in the news.

Encourage children to speak up for animals.

Though innocent exploration may be corrected simply by talking with the child, any time a child causes an animal pain or suffering you should be concerned.

What kind of children are cruel to animals?

Serious or repeated animal cruelty is seen more often in boys than in girls. Children as young as four may harm animals, but such behavior is most common during adolescence. Children who are cruel to animals are often characterized as bullies and may have a history of truancy, vandalism, and other antisocial behaviors.

If allowed to harm animals, children are more likely to be violent later in life. Animal cruelty, like any other violence, should never be attributed to a stage of development.

What should I do if I suspect a child has harmed an animal?

Parents - if you suspect your child has deliberately harmed an animal, talk to your child. Try to discover what caused the cruelty. Communicate with your child, your child's teachers, and your child's friends. The more you know about your child's activities, the more you can monitor what is really going on.

Teachers and parents - something as serious as animal abuse should not be handled alone. Seek help from a family or school counsellor. Report what you know to the school principal or guidance officer. While even innocent acts of cruelty should be addressed, it is particularly important to intervene when a child is insensitive to the obvious distress of an animal, repeats a harmful behavior or derives pleasure from causing an animal pain. This should be reported to local police who are aware of the link between children who abuse animals becoming teenagers/adults who commit crimes against people. For this reason, police often record animal cruelty information.

Nine

Animals suffer when not properly cared for.

Ten

There are organisations which look after animals who are not being properly cared for by their human family.

The Hobart Dogs' Home cares for lost, stray and abandoned dogs.

There are three organisations who care for animals in Hobart.
Who could name them? (Dogs' Home, RSPCA and the Cat Centre)

- Brainstorm reasons as to why dogs may end up at the Dogs' Home.
Discuss how these situations could have been avoided.

- What would be the best course of action if you did lose your dog?
(search the neighbourhood, phone local council, the Dogs' Home and your local vet, put up a sign in the local store, distribute home-made flyers and ring Pet Patrol)



How Can We Help the Dogs' Home?

- Be the best dog guardian that you can possibly be
- Encourage others to be responsible dog guardians also – pass on what you have learned.
- Read and sign '**My Pledge to my Animals**'
- Find out more about dogs and their needs
- If you see someone being cruel to a dog, tell an adult who you trust.
- If your family decide to have a dog, adopt it from the Dogs' Home
- Check that your fences and gates are always secure
- Check that your dog is desexed, vaccinated and microchipped.
- Make posters, books, brochures, bookmarks or a powerpoint presentation about how to be a responsible dog guardian and display them for everyone to see.
- Collect old blankets, dog food or dog toys for the Dogs' Home
- Organise a school fund-raiser for the Dogs' Home
- Buy a Dogs' Home calendar
- Train to become a volunteer dog-walker (13 years and over)
- Become a '**Junior Friend of the Dogs' Home**'
- Send in some of your drawings, dog photos, posters, letters and ideas to:

Education Officer
PO Box 7
Lindisfarne 7015

My Pledge to My Animals

Signed by.....

1. I promise to care for my animals.
2. I promise to keep my animals safe.
3. I promise that my animals will never be bored or lonely.
4. I promise to give my animals toys to play with.
5. I promise to keep my dog and cat inside at night.
6. I promise to exercise my dog every day.
7. I promise to de-sex my dog and cat.
8. I promise to be my pet's best friend.

Ask your family to read and sign too.



Children's Picture Book List

These books support understandings in the following areas:

Connectedness, integrity, responsibility, equity, learning to relate, participate and care and acting ethically.

1. Let's Get A Pup by Bob Graham
2. Can I Pat that Dog? by Susan McLaine
3. Unknown by Colin Thompson & Anna Pignataro
4. Mutt Dog by Stephen Michael King
5. My Dog - John Heffernan, Andrew McLean
6. My Sister Gracie - Gillian Johnson
7. Lizzie and Smiley - Julia McClelland
8. How to Look After Your Dog
9. (Walker Books) Colin & Jacqui Hawkins
10. How to Look After Your Cat
11. (Walker Books) Colin & Jacqui Hawkins
12. My Dog Mab by J. Geotze
13. Truelove by Babette Cole
14. Dogs' Night by Meredith Hooper & Allan Curle
15. Dogs are My Favourite Things (Red Fox)
16. Dog In, Cat Out by Gillian Rubinstein
17. Dog Tales by Janet & Andrew McLean
18. Oh Kipper! by Janet & Andrew McLean
19. Black Dog by Pamela Allen
20. John Brown, Rose and the Midnight Cat by Jenny Wagner
21. Big Dog by Libby Gleeson
22. Handle with Care- Making friends with Animals by Dr. Paul McGreevy (for older students and adults)



Evaluation Sheet – Early Childhood



I learnt that we can get better at caring for dogs by

I will share what I learnt with

I like caring for animals because

Evaluation Sheet – Class Teacher

Hobart Dogs' Home *Humane Beings Program*

1. What aspects of the visit were most valuable for your purposes?
2. What aspects of the visit were least valuable for your purposes?
3. Was the discussion suitably pitched for your class grade level?
4. Would you visit again in the future or recommend this program to other teachers?
5. Do you have any suggestions for improvements to the format or content of the program?
6. Any other comments:

Thank you for your time in filling out this evaluation.
Please send to:
Education Officer
PO Box 7
Lindisfarne 7015

Free resources for the classroom

FREE to Schools – DELTA DOG SAFE™

Delta Dog Safe™ is a program which educates young children and adults about safe interaction with ‘man’s best friend’. Trained volunteers are available to visit classrooms and deliver a 35 minute presentation aimed at reducing the incidence of dog bites. Delta Dog Safe™ provides vital messages about canine behaviour and how to stay safe around dogs, whilst promoting the positives of the special bond between dogs and children.

Book a free Dog Safe presentation by phoning 6248 7661.

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Local council animal management officers may be available to visit classrooms to discuss responsible dog guardianship. Phone the local council in your school’s municipality for further information.

The Glenorchy City Council offers schools in that municipality a comprehensive pet guardianship education program. Ph. 62166709 for more information.

HUMANE EDUCATION KITS available

New humane education packs are now available to Australian primary and secondary teachers free of charge. The packs are designed to suit Australian curricula through the full range of subjects.

'Share The World: Everyone Matters!' includes a full colour 24 page teachers resource book for primary schools. It contains stories, poems, activities and lesson plans to teach children

about animals and about compassion. The pack also includes a full colour wall poster and 28-minute video.

The secondary school pack is titled 'Animals in Society Today: Why They Matter'. It contains a comprehensive set of reproducible sheets covering different animal rights issues. The sheets encourage reading, researching, writing, listening, production & performing, analysing and debating skills. Each set presents both sides of each animal welfare issue and thus cannot be seen as being biased.

Both kits are available to schools free of charge by contacting Animals Australia on (03) 9329 6333. Or, visit the Share The World website at <http://www.sharetheworld.com/> or www.teachkind.org/sharetheworld.asp

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