



Regina
Humane
Society

Lesson One

“What a Dog Needs”

Learning to care for a pet is an important skill that can be fostered at an early age. This lesson will reinforce that pets depend on people to care for them and that being responsible includes taking care of those who depend on us. Teaching children kindness, respect, and responsibility for pets, and all animals, is an invaluable lesson that will encourage students to grow into empathetic adults who care about animals and each other.

Objectives

- Students will demonstrate their understanding about the needs of a dog.
- Students will identify behaviours that are examples of respect, responsibility, and kindness
- Students will understand that pets have the same needs and feelings as them.

Procedure

This lesson is intended to introduce students to an empathetic perspective when thinking about dogs. Begin with a discussion of the various needs that children may have. You may need to prompt the group by asking:

- “What do you need to be happy?”
- “What do you need to be healthy?”
- “What do you need to be safe and comfortable?”

Possible answers to these questions may include: love, healthy food, clean water, soft bed, shelter, medicine, check-ups, exercise, school, rules, baths, brush/comb, clothes, etc.

Divide and label the chalkboard or white board into three categories: Happy, Healthy, and Safe and Comfortable. Ask students “What do you think about dogs? What do dogs need to be happy? Healthy? Safe and Comfortable?” Encourage students to share suggestions, and ask which category they think each suggestion belongs in.



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Possible answers may include:

- Happy: friends and family, exercise, play, fun, toys, baths, brush/comb, rules, school, love
- Healthy: veterinary care, medicine, vaccines, check-ups, healthy food, clean water, exercise, baths, brush/comb, spay or neuter surgery, toothbrush and toothpaste
- Safe and Comfortable: soft bed, shelter, collar, leash, harness, ID tag, pet license, microchip

Record students’ responses on the board under the corresponding category, and remember that responses may fit under more than one category.

After each response, ask questions such as, “Why does a dog need (good food to eat, etc.)?” and “How does he feel when he has (a clean bed to sleep in, etc.)?”

Parallel this discussion with questions such as, “How do you feel when you are not hungry?” (happy) and “How do you act when you are hungry?” (in a bad mood).

Continue this procedure until all categories on the board are covered.

Group Discussion: Picture Cards

Using Picture Cards 1.1-1.7, review the categories with the class. Display one picture at a time and ask the class which category it belongs under. Place the pictures under the appropriate categories. Please note that you may have to repeat the categories until you have at least one picture under each as a clue.

Card	Category
PC 1.1	Healthy, Happy
PC 1.2	Healthy, Happy
PC 1.3	Safe and Comfortable, Happy
PC 1.4	Healthy, Happy
PC 1.5	Happy
PC 1.6	Healthy, Happy, Safe and Comfortable (because of the fence)
PC 1.7	Happy

When all the pictures are placed under the three categories, review them with the class.

Using Situation Picture Cards 1.8-1.11, tell the class you are now going to show them some pictures that have something missing. Display the picture and ask, “What is missing in this picture?” or “What is wrong with this picture?”

PC 1.8	Missing leash or fence, collar, ID tags. The dog may run away, get hurt, or get lost.
PC 1.9	Missing food or water. The dog is hungry or thirsty.
PC 1.10	Missing shelter, shade, water, toys. The dog is hot, thirsty, lonely, bored.
PC 1.11	Missing family, food, water, toys. The dog is lonely, sad, afraid, bored.

If students are having difficulties, encourage them to look closer. Continue this process until all the pictures have been shown and discussed.

Summary Activities

Kindergarten- Grade 3: Jump Frog

Ask students to sit in a frog-like position. Give the directions, “When I say something that a dog needs, jump up. If I say something that we haven’t said a dog needs, then stay down.” Name things that dogs need and things that dogs do not need.

- Examples of things dogs need: food, water, love, collar, leash, ID tag, pet license, microchip, vaccines, veterinary care, treats, training, exercise, toys, family, brushing, bathing, etc.
- Examples of things not needed: banana, bicycle, cape, glasses, football helmet, baseball glove, box of donuts, dolls, empty stomach, fleas, tummy ache, sore leg, etc.

Pace this activity a bit slowly and be sure that the students are far enough away from each other to prevent bumping into each other.

Grade 4-6: Circles of Caring

Working individually or in small groups, students will create a list of things that people need and a list of things that dogs need in order to be happy, healthy, and safe and comfortable.

Ask students to make a column on one side of a paper listing at least ten things that all people need to be happy, healthy, and safe and comfortable. At the top of the page, they should write “What We Need.” Allow a few minutes for students to compose their lists.

On the other side of the paper, students should list at least ten things that dogs need to be happy, healthy, and safe and comfortable. This list should be titled “What Dogs Need.” Tell students that they may repeat items listed under “What We Need.”

While students are working on their lists, create a Venn diagram on the board by drawing two large overlapping circles. Over one circle, write “What We Need.” Over the other circle, write “What Dogs Need.” Once students have finished both lists, call on them to name items from either list. After an item is named, have the class decide whether it is something people need, dogs need, or that both people and dogs need. Record the item in the appropriate area.

The section that contains only things that people need may include books, art, clothes, music, etc. The section that contains only things that dogs need may include collars, leashes, ID tags, pet license, microchip, tattoo, spay and neuter surgery, etc.

Using the Venn diagram, point out that dogs and people need many of the same things. Ask, “How do you think you might feel if no one played with you or paid attention to you?” Students might respond with words such as bored, lonely, or sad. Write these words on the board. Ask, “Do you think a dog might feel the same way if no one played with him or paid attention to him?” Repeat these questions with some of the other needs students listed. Guide students in understanding that just as we feel hungry and thirsty, so do dogs. Just as we feel good, safe, relaxed, and confident when we have been taught to do something correctly, so do dogs that are properly trained.

Final Discussion

Review and discuss the examples of what dogs need and how they relate to respect, responsibility, fairness, trustworthiness, caring and citizenship. For example, getting your dog an ID tag would be an example of responsibility.

Distribute the What a Dog Needs activity sheet or Puppy Poetry activity sheets. These activities will provide a post-instruction assessment of what the students have learned during this lesson.

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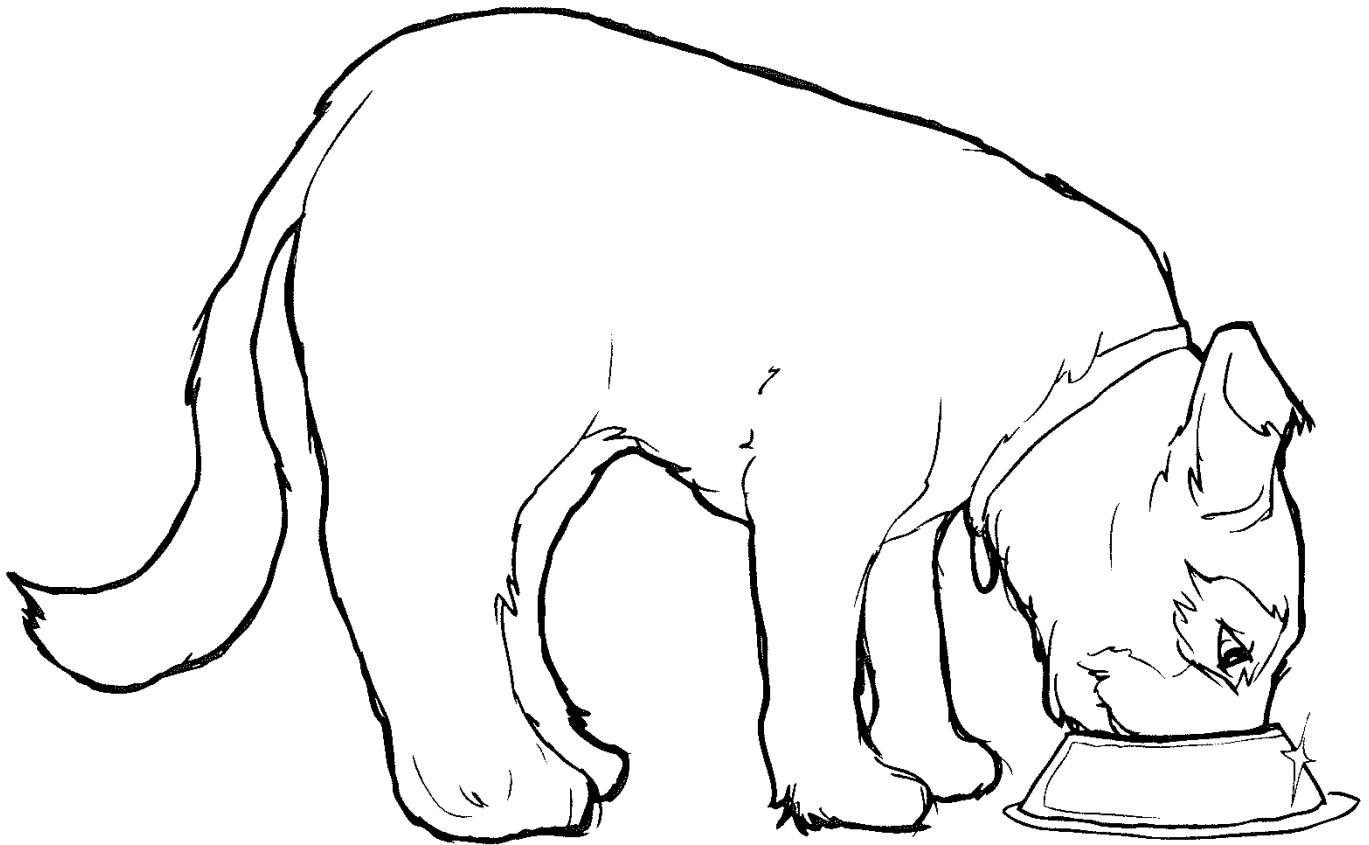
“Circles of Caring” from Critters with Character Lesson plans, Gr. 3 + 4



PC 1.1



PC 1.2



PC 1.3



PC 1.4



PC 1.5



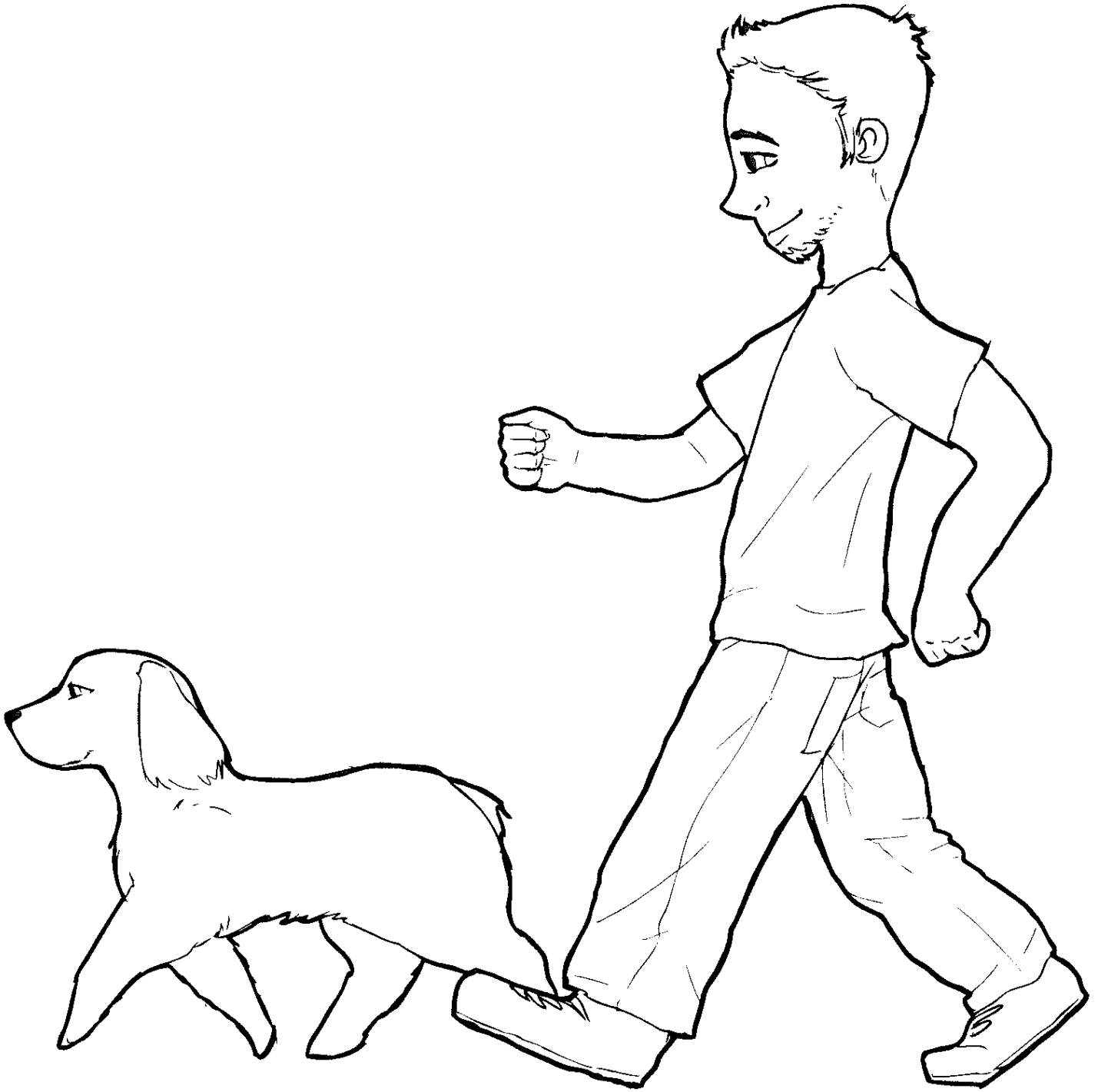
PC 1.6



PC 1.7



PC 1.8



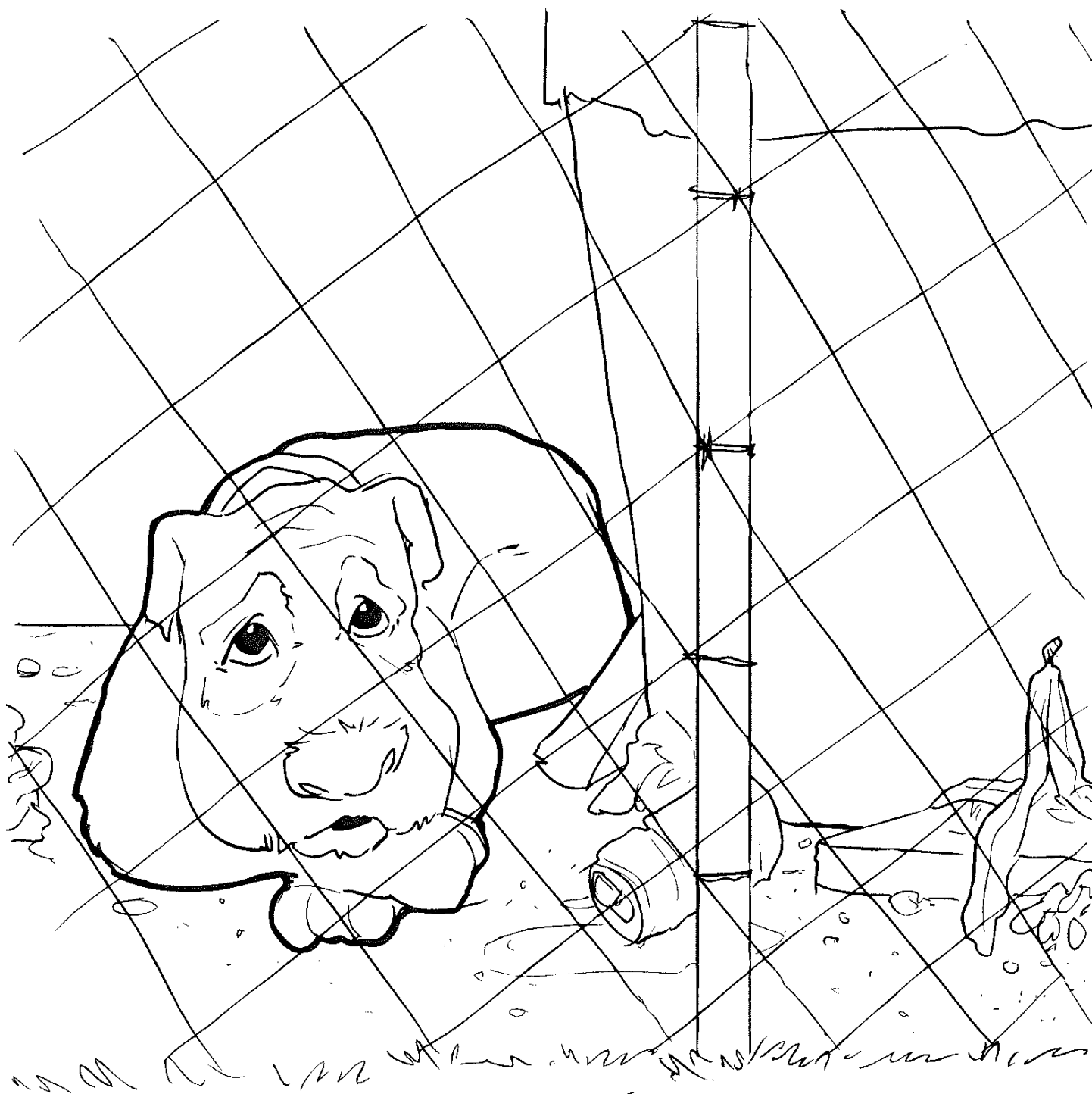
PC 1.9



PC 1.10



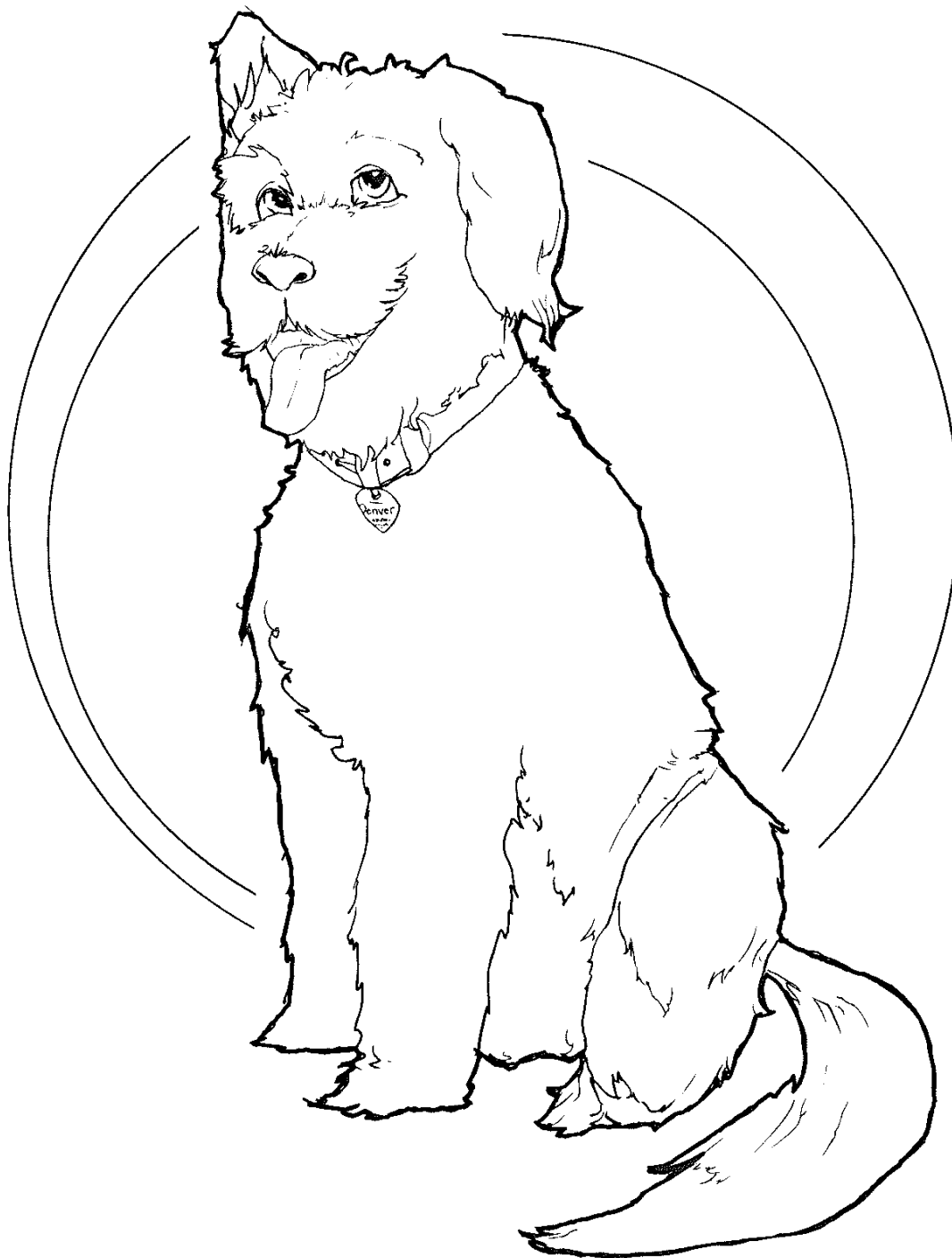
PC 1.11



What a Dog Needs

Name _____

Color Denver. Cut pictures from magazines of things that dogs need and paste them around the picture.



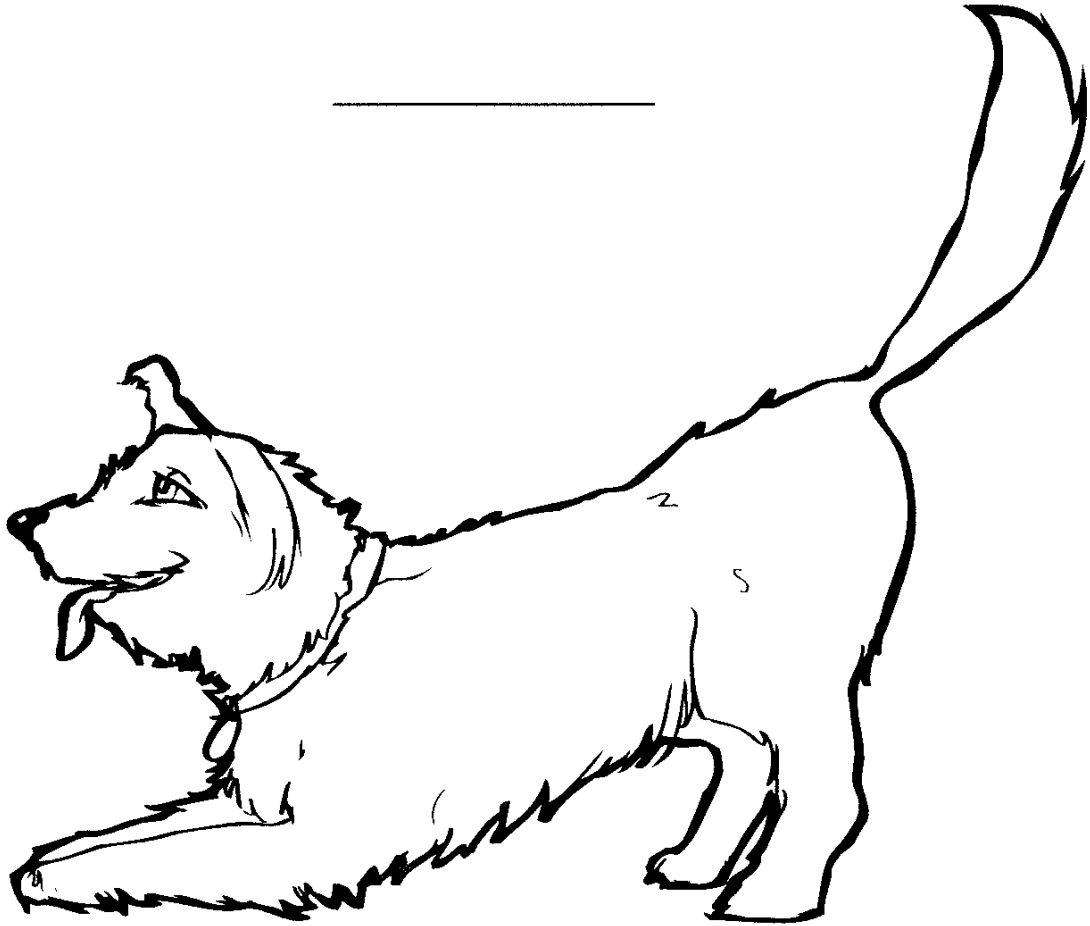
Puppy Poetry — Haiku

Name _____



Puppy Poetry — Cinquain

Name _____



Puppy Poetry — Acrostic

Name _____
