



Regina
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Society

Kids Who Care

Elementary Humane Education Manual



MORE than a Shelter

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Table of Contents

Quick & Kind: Activities for a Few Minutes	4
Kindness Counts to Each Other	
Lesson 1: Kindness Counts!	9
Student Activity Sheets	10
Kindness Counts to Pets	
Lesson 2: Choosing a Pet	21
Lesson 3: Pet Care	25
Lesson 4: Pets are for Keeps	39
Lesson 5: It's Raining Cats & Dogs	40
Lesson 6: Spaying and Neutering	43
Student Activity Sheets	44
Kindness Counts to Nature	
Lesson 7: Where the Wild Things Shouldn't Be	60
Lesson 8: It's Their World Too!	63
Lesson 9: Wild & Free	64
Lesson 10: Animals in Trouble	72
Lesson 11: It's the Law	75
Student Activity Sheets	76
Games & Activities	
Pet Care Bingo	88
The Spelling Game	90
Ticket Home Game	92
True & False Cat Quiz	93
True & False Dog Quiz	97

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Quick & Kind Activities for a few minutes

A Kind Kind of Kid

Ask students: "How can you be a kind kind of kid?" Have students name things they can do to be kind to other people. Then have them name things they can do to be kind to animals.

Home Sweet Home

Tell students that wild animals live in a variety of homes. If these homes are found by humans, they should never be disturbed. Name the following animals' homes and ask students to name one kind of animal that lives in each. Animal homes are: cocoon, nest, den, tunnel, burrow, hive, web, cave, shell, pond, tidal pool, and hollow log.

Tree Talk

Put your students out on a limb by posing this question: "What good is a tree?" Challenge them to name ways in which trees contribute to their lives. If time permits, list the ways on the chalkboard. Examples may include: trees help keep our air clean, provide shade, provide wood for homes, furniture, paper and other products, and provide homes for animals.

Compound Critters

Remind students that the world is filled with wonderful animals that rely on us not to compound the difficulties they already have surviving in the wild. Some of these animals have compound names, for example, butterfly or rattlesnake. Ask students to think of other animals with compound names. Examples may include: dragonfly, grasshopper, bumblebee, kingfisher, ladybug, housefly, stingray, mockingbird, roadrunner.

Bumper Stickers

Invite students to think up slogans for a bumper sticker about protecting the earth or its animals (e.g., Kindness Counts - Hug your pet today, Drive Less - Walk for the World, Be a Planet Protector - Don't pollute).

Different is Dynamite

Explain that scientists are concerned about saving the "biodiversity" of our planet. Biodiversity refers to the wide variety of plant and animal life that is part of our planet. Read the names of some of the many different animals that share our world. In each case, the name of the animal tells us something about what makes that animal different from other creatures on our planet. Ask students what is different and special about each animal as described in their name. (brown recluse spider, hammerhead shark, porcupine fish, spotted salamander, flying squirrel, duck-billed platypus, ribbon fish, whistling swan, earthworm, leafhopper, jellyfish, mockingbird, spoonbill, walking stick, rattlesnake, kingfisher, roadrunner)

Hug a Bug

Tell students that all living creatures contribute in some way to other living creatures. Some animals, however, are more popular than others. Ask kids to "hug" bugs and other less popular animals with kind words. Going around the room, have each student name his or her least favorite creature and say something good about that animal.

Above, On, and Under

Explain to the class that land animals live in many different places. They may live above the ground (in the air), on the ground, or under the ground. We should try hard to protect all their homes. Divide the class into 3 groups: the Aboves, the Ons, and the Unders. One at a time each group must name an animal whose home is found in the area represented by that group (e.g. Aboves - bee; Ons - tiger; Unders - earthworm).

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Animal Alliteration

Explain that alliteration occurs when two or more words have the same beginning sound. Ask students to invent alliterative phrases about animals and kindness (e.g., Hands Off Habitats, Bats and Bugs are Beautiful, etc.).

Animal Census

Ask students who lives in our city or town besides us. Have students name the many different kinds of animals that live in our human community - both as pets and in the wild.

Good-bye Garbage

Tell students that today they will each create about three and one half pounds of garbage. How much is that altogether? Have the class multiply three and one half times the number of students in the class. Ask each student to come up with a plan for personally reducing that figure (e.g., recycle paper, glass, aluminum and plastic, avoid buying products with unnecessary packaging, compost, repair instead of discard, cancel junk mail).

For the Birds

Explain that there are thousands of different birds. Some are huge and live on cliffs. Others are tiny and live in small bushes. Some even spend most of their time sitting on the bodies of other animals. Ask students to sit in a circle, and one at a time name one kind of bird. If they can't think of one, they should say "peep" and move on to the next person.

Get Well Soon

Our planet can take care of itself in some ways, but it also relies on us to be kind to it. Remind students that right now, we are making the earth sick with the many things we put into the soil, water, and air. On the board write "Stop Throwing Out Glass: Recycle It." Ask students to add to the list you have begun. They should name things to do to help make the earth get well.

Lend Me Your Ear

Ask students what kinds of things they like hearing people say to them. Go around the room. Ask each student to share something they like to hear from other people. Examples include: "You're terrific!", "I like you!", and "Good job!". Wrap up by reminding students, "Everyone likes to hear kinds words. Make it a point to say something kind today to someone you know. Remember, hearing kind words makes other people like being kind too."

Lend A Helping Hand

Name an animal. Have students think of one thing they can do to help that animal. For instance if the animal is a spider, possible answers might include: don't wreck spider webs, don't step on spiders, release spiders outside using the cup and paper method. Ask one student to begin by naming an animal. The next student must think of a way people can help this animal. Continue around the room.

Just As I Do

Ask students to think of something that they have in common with a dog. Begin by saying "Dogs feel pain, just as I do." Continue to call on students until they run out of ideas (e.g., Dogs get hungry, just as I do, Dogs need rest, just as I do, etc.).

If Wishes Were Fishes

Call on students one at a time. Have each student name one thing that could make a better world for people, animals, and/or the environment.

Wild Adaptations

Tell students that whenever we adjust ourselves to different situations, it is a form of adaptation. For example, students have to adapt their behavior when they come to school. Ask if there are any other occasions when we might need to adapt. Point out that wild animals adapt to changes too. Ask

students “What are some of the ways wild animals adapt to winter?” (e.g., hibernation, color changes, migration). Ask “What are some changes to which many wild animals cannot adapt?” (e.g., loss of habitat, pollution, capture).

Extra, Extra

Ask students what they have done that is newsworthy. Point out that any act of kindness, bravery, or helpfulness is special and certainly newsworthy. Have students share newsworthy things they have done. As an extension, start a bulletin board display entitled “People in the News.” Have students write newspaper articles complete with headlines describing the kind, brave, or helpful things they have done.

Who Am I?

Ask students to imagine that they are an animal. Have each student make a list of adjectives describing his or her animal and exchange their list with a neighbor. Students should try to guess their neighbor’s animal from the list of adjectives.

It’s Great to be Me

Name a number of animals and ask students to think about why it would be great to be that animal. What is great about being an elephant? A rhinoceros? A whale? A parrot? A cheetah? A spider? A human? Then have students tell what is not so great about being each animal. For instance, elephants and rhinos are the targets of poachers.

Formula for Friendship

As a class, write a “Formula for Friendship.” What goes into being a good friend? Have students tell you the ingredients as you write them on the chalkboard.

Yakety-Yak, They Can’t Talk Back

Tell students that if animals could talk they would likely have something to complain about. Ask students to name some things the following animals might ask us to do if they were able to talk: whale, robin, bear, alligator, dog, horse, worm, duck, pig, cow, gorilla.

Land Ho!

Tell students to imagine that their class owned a million acres of land. Ask: “What would we want to do with our land? Should we build there? Should we mine it for minerals or oil? Or should we leave it alone and let animals live there? What activities, if any, should be allowed on our land?” List students’ ideas on the chalkboard. It is up to all of us to take good care of our land.

Team Player

Many sports teams are named after animals (e.g., the Blue Jays, the Bulls, and the Dolphins). Tell students that they will honor an animal by adopting its name as the name for the class. To be fair, ask them to honor an animal that many people do not like or are afraid of (e.g., snake, bat, opossum, raccoon, spider, porcupine, skunk, shark, crow, vulture, pig, wolf, etc.). Remind students that often people do not like something because they do not know enough about it. As an extension, have students make posters about their classroom animal, presenting the animal’s good qualities. Share posters with the rest of the school by displaying them outside your classroom door.

Rover Reasons

Ask students to give reasons why people should adopt a dog. How about reasons some people shouldn’t adopt a dog? Why are there so many dogs without homes that need to be adopted?

Halloween Bad Apples

Halloween is associated with some maligned animals. Who can tell the class one good thing about bats? Black cats? Spiders? Wolves? Other maligned animals?

Parents are a Plus!

Explain when it is born, a baby grey whale cannot swim or float. Because a whale is a mammal just like you, it cannot breathe underwater either. The mother whale pushes her baby to the top of the water so it can take its first breath. Ask students to name something they could not do when they were first born that their parents helped them with. Is being a parent a big job? (You bet!)

Any Volunteers?

Remind students that a good way to be kind to others is by volunteering in your city or town. Make a class list of places where people can volunteer including churches, hospitals, senior centers, and animal shelters.

Know Your ABC's

Ask students to make up sentences about helping the earth or its animals using words from A to Z. Start off by saying "A is for Arbor Day. I am going to plant a tree every Arbor Day." Continue by having each student add a sentence for the next letter of the alphabet.

Walk a Mile

Ask students who has heard the expression "Walk a mile in my shoes." What does it mean? Can we also walk a mile in someone's paws? (Can you imagine what it's like to have your tail stepped on?) Can we fly a mile on someone's wings? Or swim a mile with someone's fins? Can we take the time to think how our actions might affect another?

Animal Autobiography

Every animal is unique. Ask students to pick a wild animal and prepare an autobiography about an animal of that species written in the first person. Make sure only one student picks each animal. Autobiographies should include information about where the animal lives, what it eats, and how people can help protect it, or, if extinct, what should have been done to save it long ago.

Kind Can

Make a class "Kind Can." On a slip of paper, each student writes a kind act. For example, share something, pass on a smile, offer a helping hand, pick up three pieces of litter. Once written, the papers are folded and put into the can. At the end of the school day, each student draws out a piece of paper and promises to do what it says within 24 hours. Later, allow class time for students to share how what they did helped others.

Population Explosion

Draw two X's on the chalkboard. Label one Fay and the other Nick. Say, "Here is a dog called Fay Unspayed. Here is another dog called Nick Unneutered. Fay and Nick had four puppies." Put four X's under the first row. Say, "Each puppy grew up and had an average of four puppies each. There were not enough homes for them." Draw X's under each of the four X's. Ask different students to come to the chalkboard; continue the saga until the pattern completely fill the chalkboard with X's in a pyramid shape. (In reality, Fay and Nick would have a new litter each year too!) Say, "Most of these dogs went without proper love and care. How can we prevent unwanted litters?" Answer: Have your pets spayed and neutered.

Classified Information

Have students collect examples of classified ads from various newspapers. Then have them use the ads as models for writing ads for some things that animals may want. For instance, how would a classified ad from a duck who is looking for a clean, safe habitat read? How would a classified ad from a dog looking for a new owner read? Have students select an animal of their choice and write an ad for that animal. Display students' classified ads on the bulletin board.



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*Kindness Counts
to
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Background

One of the main purposes of Humane Education is to expand children's capacity to care by teaching them about empathy. Through the activities in this manual children are asked to feel for a moment what it would be like to be a dog that no one ever pets or to feel for a moment what it is like when someone is cruel to you. These lessons in empathy involve feeling the hurt or happiness and learning to care. Whether one first learns to care for animals and then learns also to care for people, or vice versa, makes no difference. Humane Education offers an effective tool for helping establish and develop a classroom theme of kindness.

Objectives

Students will have an increased awareness of the kind actions of others and be encouraged to interact positively with others.

Activities

- Place a sheet of paper with the name of a particular student on the classroom bulletin board. Leave it there for a few days and encourage other students to write positive statements concerning the featured student. When the sheet is taken down, give it to the student. Repeat the procedure until all students have had a chance to be featured.
- Each month allocate space on the bulletin board or classroom wall for up to four students to present their life story through a brief autobiography or timeline, photographs, and relevant memorabilia. A blank sheet can be left for other students to pose questions (to be answered in a special class session) or to write affirming statements.
- Keep a stock of assorted color strips in a designated place in the classroom. Each time a student witnesses someone make a positive comment about another student or act in a caring way, he or she writes the name of the person and a description of the comment or action on one of the strips of paper. The strip is then added to a chain which is hung in the classroom.
- Affix a large paper cut-out of a tree with many branches to the wall. Hang cards from the branches with a short piece of thread; on each card print a friendly act (e.g., talk to someone who you don't often talk to, help someone with his/her work, write/draw someone a friendly note/picture, share something with a classmate, etc.). At the beginning of each day, a group of students select a card each and are encouraged to carry out the friendly act at some point during the day. Replace the cards at the end of the day.
- Students work in pairs or groups of three. Give each group a set of feeling cards (see pages 11 and 12 for cards). The cards, each carrying a single feeling word (e.g., bored, happy, curious, nervous, etc.), are shuffled and placed face down on the table. One student picks up the top card and shares an occasion when he or she might have that feeling. Group members take turns picking up and speaking to a card with the process continuing until the teacher calls an end to the activity.
- The teacher introduces the activity by talking about fear - different kinds of fear and different things that cause fear. The teacher should be self-disclosing about his or her own fears. Ask students to make a list of ten things that frighten them. When they are done, students move around the classroom and share their lists with other students, noting which fears they share with others.
- Complete appropriate student activity sheets in this section.

Bored



Cold



Confident



Curious



Happy



Hot



Interested



Lonely



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Nervous



Sad



Satisfied



Sick



Surprised



Tired



Thoughtful



Upset



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Kind Kids in Action

Each picture on this page shows a child doing something kind. Read the sentences under each picture.

Then fill in the missing word.
Choose from the words in the box.

helps shares waits teaches



Michael is kind. He _____.



Jessica is kind. She _____.



Tonya is kind. She _____.



Pedro is kind. He _____.

One way to be kind is to smile. When you smile, you can make other people happy.
Draw your smiling face on the back of this page.

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The Roots of Good Character: Kindness

Being a person of good character means you are kind to others—both people and animals. In each statement, fill in the cor-

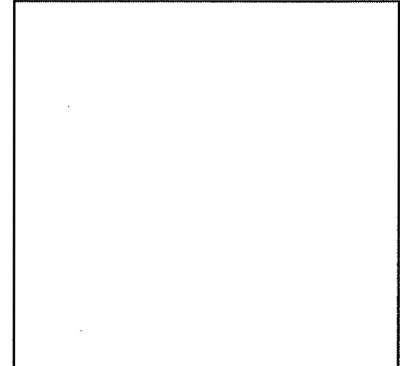
rect word: **kind, kindly, or kindness.** Where art is missing, draw yourself doing what is stated. Then color the pictures.



She is _____. She helps a new student find his classroom.



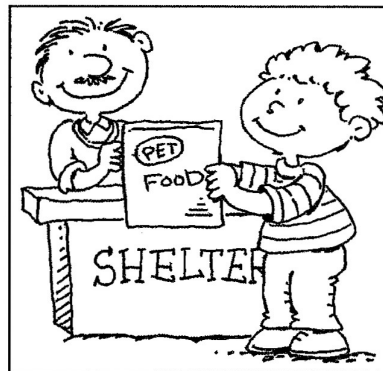
Sharing is one way he behaves _____ toward others.



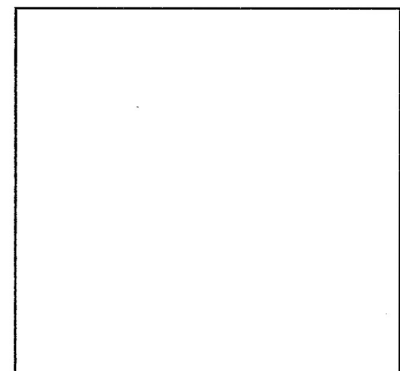
I show _____ when I teach someone how to do something.



She treats her pets _____. She plays with them and gives them lots of attention.



Donating pet food to the animal shelter is one example of _____ to pets.



I am _____ to wild animals. I put out seeds for backyard birds.

Write a poem about kindness to people and animals. It can be a rhyming poem or free verse.

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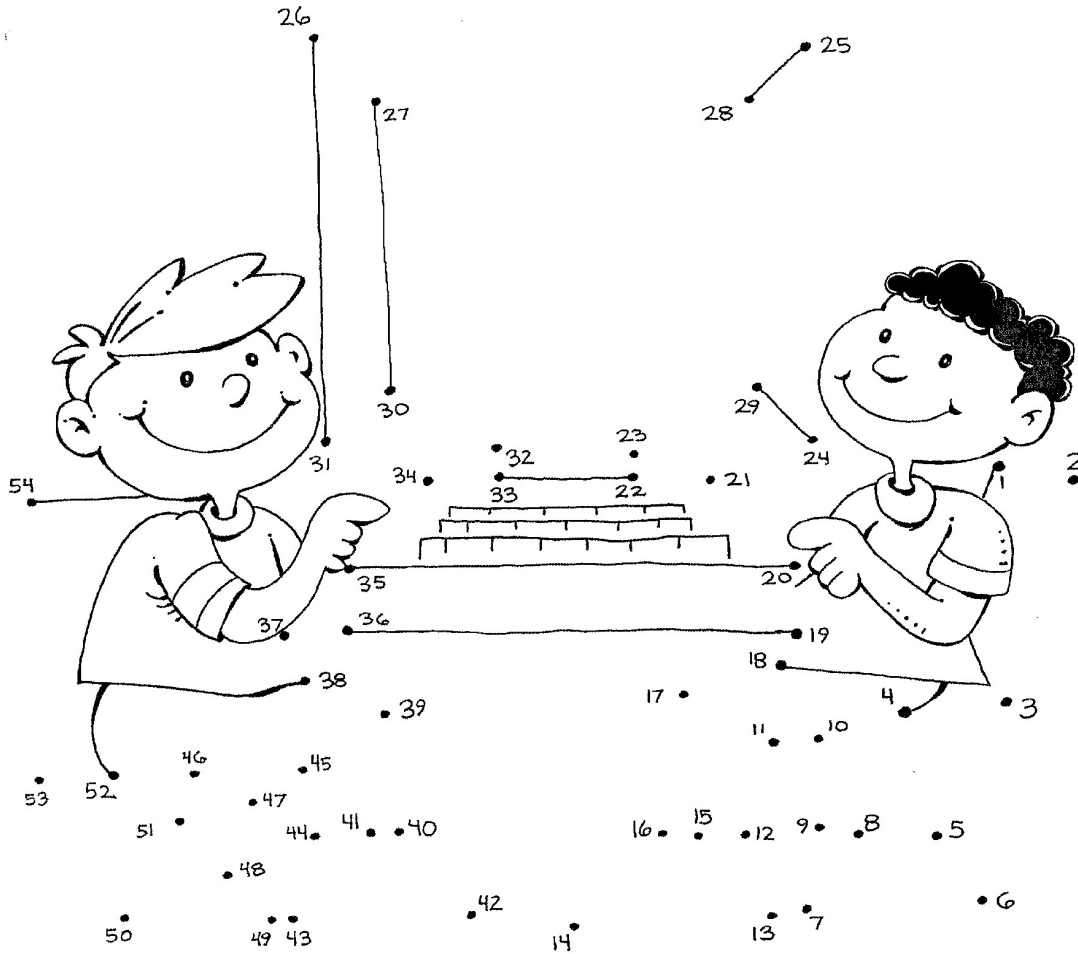


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If you care, share!

Splitting a bag of popcorn. Letting someone try out your new game. Lending a friend your skates. Sharing is

one of the kindest things you can do. What are these two buddies sharing? Connect the dots to see.



Of course, not all things are meant to be shared—even among best friends. (A toothbrush is a perfect example!) That's true of sharing with your pets too. Chocolate, onion rings, and other "people food," for example, can make cats and dogs really sick.

Write a poem about sharing. It should be at least four lines long. Then share your poem with someone - let a classmate or teacher read it!

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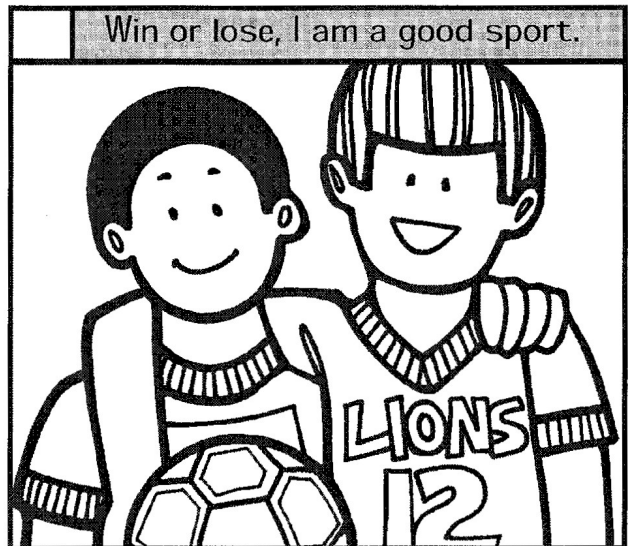
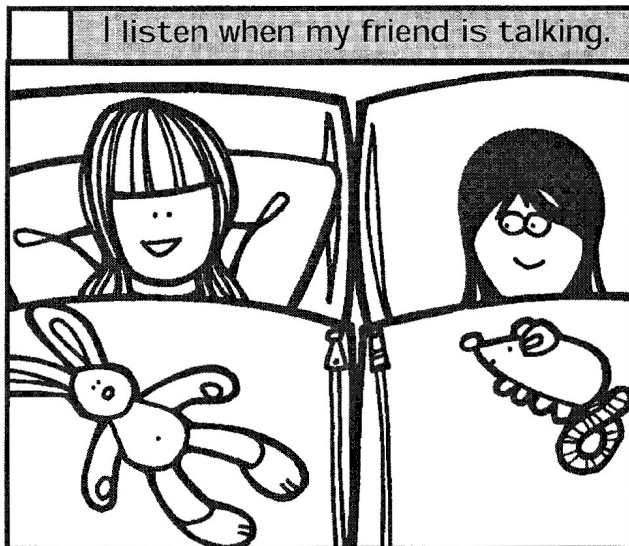
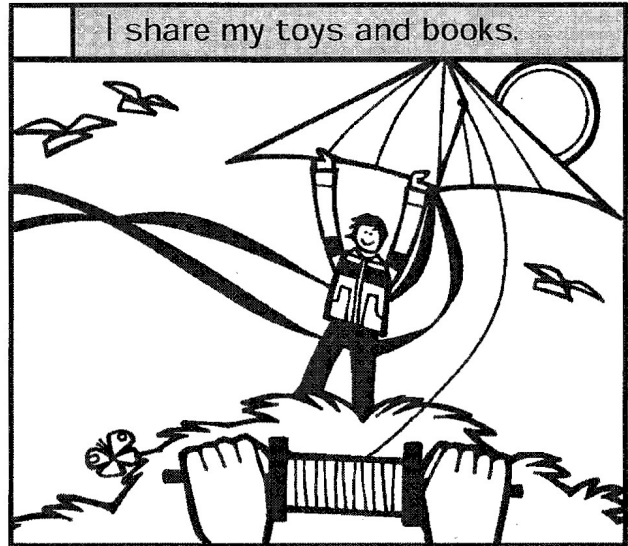


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Are you a good friend?

Friends are special people. They make life more fun! Below, read some things that good friends do.

Make a checkmark in the box next to each thing you do.



Do you have four checkmarks? If not, look at the ones you missed. Then try them out with your friends!

On the back, draw a picture of one of your friends. Write three nice things under your drawing.

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Looking for a Kind Word

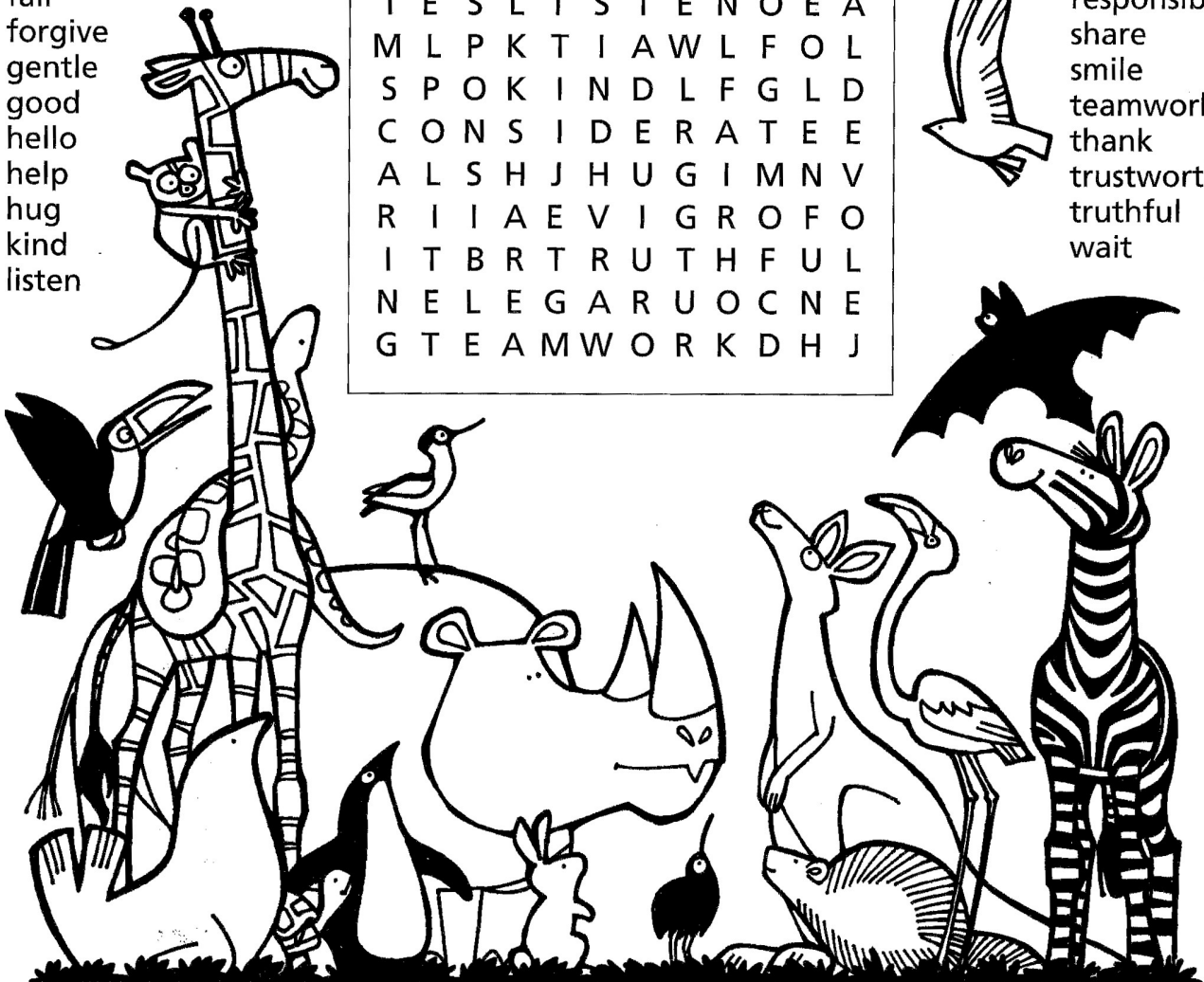
These kind words are hidden in the puzzle below. Can you find and circle them

all? The words may be up and down, sideways, backward, or on the diagonal.

caring
considerate
encourage
fair
forgive
gentle
good
hello
help
hug
kind
listen



love
pal
polite
responsible
share
smile
teamwork
thank
trustworthy
truthful
wait



On the back, write five sentences about being kind to people, animals, and the earth. Use a different word from the puzzle in each sentence.

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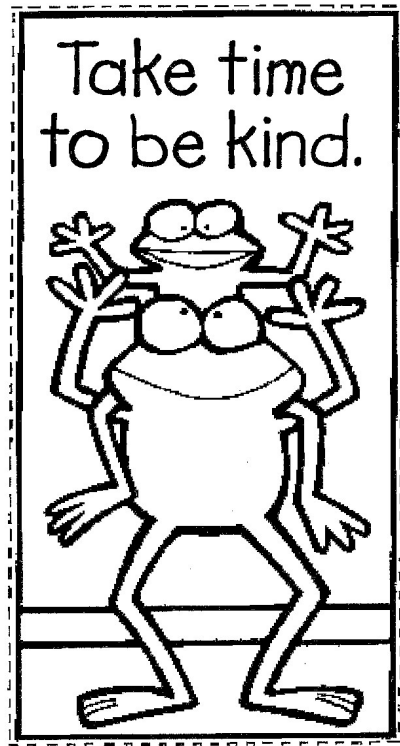
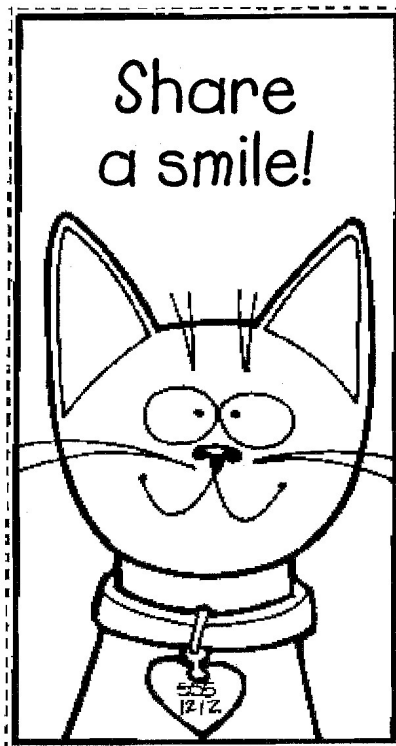
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Kindness Marks the Spot

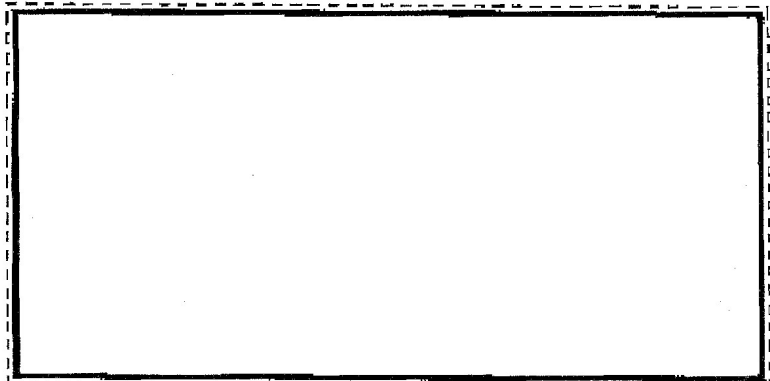
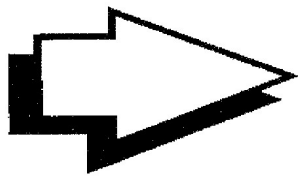
Each bookmark below has a message about being kind. Color in the bookmarks. Then cut them along the dotted lines.

Paste each one onto a small strip of heavy paper or cardboard. Give your finished bookmarks to special friends or family members.

Make your bookmarks extra sturdy.



What does kindness mean to you? Create a bookmark with your own message about being kind.



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


Kindness Check-off

How can people help one another, animals, and the Earth? There are lots of things we can do. Some things that we do help people. Some things that we do help

animals or the environment. Some things that we do help people, animals, *and* the environment! For each line below, check one box, two boxes, or all three boxes.

Ways to help

Helps people Helps animals Helps the environment

- | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|
|  | 1. Keep cats indoors. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 2. Share things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 3. Pick up litter near a pond or stream. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 4. Spay or neuter pets. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 5. Notice how others are feeling. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 6. Walk instead of riding in a car. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 7. Use a canvas bag for shopping. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 8. Be a good listener. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 9. Recycle plastic containers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 10. Leave wild animals alone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 11. Take turns. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 12. Smile. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 13. Recycle cans and bottles. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 14. Give away old clothing so others can use it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 15. Remember to say thank you. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 16. Turn off lights when you leave a room. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 17. Buy items with as little packaging as possible. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 18. Play with pets. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 19. Volunteer at the local humane society. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 20. Use both sides of paper. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Put a check beside the things you think are harder to do. On the back of this sheet, tell what could make doing these things easier.

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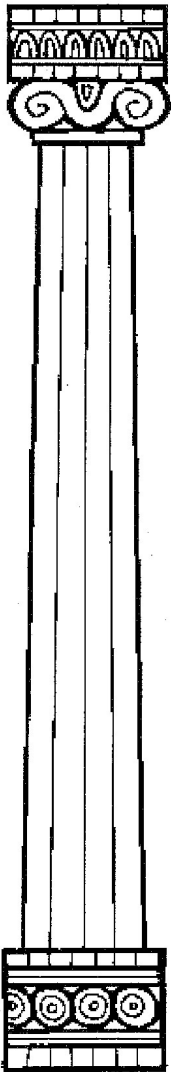
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Character Still Counts

CHARACTER COUNTS! Week was first celebrated in 1993. Good character counts just as much now as it did then. What do we mean by "good character"? In 1992, a group of teachers and youth leaders from around the country met to answer that question. They came up with the Six Pillars

of Character, listed below.

Keep this sheet handy. For the next week, jot down things you do that show good character. At the end of the week, look over your notes. You'll may be surprised at the strength of your character!



trustworthiness (honest, reliable, loyal) _____

respect (courteous, uses good manners) _____

responsibility (does what is expected, thinks before acting) _____

fairness (plays by the rules, shares) _____

caring (kind, helpful, forgiving) _____

citizenship (obeys rules and laws, protects environment, is a good neighbor to all) _____

Think of someone you know who has good character. On the back, write a paragraph about that person. Explain why you chose to

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Kindness Counts to Pets



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Lesson 2: Choosing a Pet

Objective

Students will recognize the many factors that must be considered when deciding whether or not to have a pet, and if so, choosing the best pet for their situation.

Introduction

Have students brainstorm a list of all the factors to be considered when deciding on adopting a pet: time, space, money, allergies, squeamishness, commitment for a pet's lifetime, commitment to training, grooming and exercising, discipline, doing things you might not want to do (e.g., walking the dog in rainy weather, spending time with your pet instead of watching T.V.), the feelings of everyone in the family about having a pet. Illustrate each factor with a poster, lining them up as the discussion progresses. Discuss the consequences of choosing poorly (e.g., the animal is ignored, needs are not met, may become ill and die, turning animals out - problems of free-roaming pets, emotions around having to give a pet up).

Activities

- Divide students into groups and have them act as “pet counselors,” recommending the most sensible pets in a given situation. Give each group a card describing a person or family (see pages 23-25 for cards). The group decides what pet, if any, would be the appropriate and why. After a few minutes, the group has an appointed reporter read their card and present their advice to the class for discussion. Encourage students to think about the following questions when recommending a pet:
 - Do they have time for a pet?
 - Can they afford a pet?
 - Can they have a pet where they live?
 - Are they prepared for any potential problems a pet can cause?
 - Is it a good time to get a pet?
 - Are their living arrangements suitable for the kind of pet they want?
 - Who will look after the pet when they are away?
 - Will they be responsible pet owners?
- Complete appropriate student activity sheets in this section.

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Situation 1

The Jones' are a small family with a 12 year old son. They live in an apartment on a busy street. They are very active. They love going for walks and visiting the park together.



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Situation 2

Joe is 18 years old and still lives with his parents. He has a part-time job and goes to university. He really likes animals, but he sneezes every time he pets a cat or dog.



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Situation 3

Jane works long hours and isn't at home very much. In her free time, she likes watching movies and visiting her friends. Jane would like to have a pet, but she doesn't know if she can give it enough attention.



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Situation 4

The Farney family lives on a small farm with a dog and chickens. They already have one dog, but would like another pet to keep him company.



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Situation 5

The Johnsons live on the first floor of an apartment building and their landlord will allow any type of animal. They are looking for a pet that will want to play with their three sons.



Situation 6

The McDonalds live in a house with a small backyard. They have a cat and a baby girl who is allergic to dogs. Since the baby is still very young, they would like a pet that is easy to care for.



Situation 7

Dr. Jones is elderly and is looking for a walking partner to join her on her daily walks. She lives in an apartment building, and her landlord said she could have a pet as long as it doesn't shed much.



Situation 8

Mr. Smith lives alone in a small apartment. He is lonely and looking for a pet to keep him company, but his landlord said he could not have a dog.



Situation 9

The Gonzalez family lives in a home in the country. They do not have any pets. They love to take walks in the woods, and they are not worried about the home being “messy” with pet hair.



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Situation 10

Mr. and Mrs. Anderson are retired and no longer work. They would like a pet, but they want to travel during the winter. Their neighbour loves animals and said she would help when the Andersons are away.



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Situation 11

The Green family lives in a large house. They have a cat at home already and would like to adopt another pet. However, whenever their cat sees a dog, she hisses and tries to swat at it.



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Situation 12

Sue is a single mother with two young girls. Her daughters have been asking for a pet for months, and Sue has finally agreed. They live in an apartment that does not allow dogs and cats.



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Part 1: Animal Needs

Objective

Students will learn that all living things share many of the same physical and emotional needs.

Introduction

Draw or use pictures from the Internet, magazine, or calendars of various types of people (e.g., infants, children, adults, elderly, etc.) and animals (domestic and wild). As a group, brainstorm a list of physical and emotional needs for people. List all of the things people need in order to stay happy and healthy. Then, using the list and the animal pictures, identify the needs of animals. Discuss the commonly shared needs.

Activities

- Ask students “What do pets need from people?” Using the picture cards on pages 28-33, go through the list of items with students. If a dog or cat needs an item on the list, they should say “Thanks, I needed that!” If a pet does not need the item, students should reply with “No thanks.” Expand on the list as appropriate.
- Have students bring a photograph or draw a picture of their pets. Attach each picture to the center of a large sheet of paper and hang it on the wall. Include the pet’s name, age, and gender below the picture. Students move around the room drawing a small picture or writing a brief description of things that each pet needs to be happy and healthy. Each student should draw or write only one need per picture, in each case trying to add something new rather than repeating a need already identified. Continue the activity until all students have contributed to as many sheets as they can.
- Using the Regina Humane Society’s “Kindness Kit,” use the examples of supplies needed to care for dogs and cats in the Pet Suitcase. Complete the Pet Suitcase activity.

Part 2: Our Responsibility

Objective

Students will learn that owning a pet is a big responsibility and that pets depend on people to look after them.

Introduction

Divide the class into two equal groups and blindfold one group. Pair students by taking one from each group. Plan a path around the classroom along which sighted students must lead their blindfolded partners. After the walk, students regroup in the classroom forming two circles with the blindfolded partners on the inside. Have each group describe the concerns they felt when they were responsible for/dependent on the other students. Students switch and repeat the activity. Then discuss: in what ways are pet animals dependent on humans? What would happen if a pet owner wasn’t responsible for his or her pets? As a class develop a definition of a responsible pet owner.

Activities

- Explain that pets cost money not only to adopt, but to care for properly. Divide the class into groups. Have each group choose a pet and make a list of all the expenses involved in adopting, equipping, licensing, and caring for their pet for one month. If possible, encourage students to do research online or in the newspaper to help them determine realistic costs for each item on their list. Be sure to include one routine visit to the veterinarian. Have each group total their expenses and compare costs with other groups.
- Divide the class into groups and assign each group a different pet. Provide students with pet care literature and help them develop lists of pets’ needs. Have students who own pets time various pet care activities

(e.g., feeding, grooming, walking, etc.) at home or bring toy animals and props to class and have students role play activities and time each. Students use the information to create a pet care timetable for each pet.

- Collect a selection of pet photographs illustrating positive and negative aspects of pet care or display the photographs on pages 34-39. Ask students to imagine that the animals in the pictures can talk. Going around the classroom, students are invited to choose a photograph and speak as if they were the animal depicted. This is a simple way to help students empathize with pets. Encourage students to suggest how the owners of the “unhappy” animals can make their pet’s life more enjoyable and meet their needs.
- Ask students to share examples of problems dogs and cats can create in a human environment. Discuss who is at fault in each case, the animal or the owner. Suggest to students that many humans don’t realize that pets can’t be held accountable for their owner’s irresponsibility. Have students pretend they are an advertising agency hired by the community’s pets to tell their side of the story. Ask students to design an education campaign around the theme “Pet Problems are Really People Problems,” focusing on how responsible pet owners keep their pets out of trouble through proper training and control. Identify a variety of media that might be used (e.g., posters, slogans, radio spots, talk shows, etc.). Assign each medium to a group of students.
- Write a list of pet situations on slips of paper and place them in a container. Some of these might include:
 - You are a dog and your owner gets out your leash for a walk.
 - You are a dog and have been left alone all day in the backyard.
 - You are a dog and a stranger comes to the front door.
 - You are a dog/cat roaming the streets.
 - You are a cat left at the Humane Society by your owners.
 - You are a cat running through a busy intersection.
 - You are a dog/cat and your owner smiles at you and scratches you behind the ears.
 - You are a dog/cat and your owner forgets to feed you or give you water for several days.

Students take turns choosing a slip of paper out of the container. Using movements, gestures, and sounds appropriate to the pet, they act out the situation. The class guesses what is being demonstrated. Following the activity, identify the emotions felt by the pet in each situation. Discuss whether pets and humans share the same emotions.

- Create a selection of story starters for this activity. They may include:
 - Yesterday my owners let me roam the streets without a leash. . .
 - I spent the afternoon in the car while my family played and had a picnic in the park. . .
 - This evening I will be wearing a reflective badge on my collar when I go for a walk. . .
 - I was so excited to see my owner that I couldn’t stop barking and jumping on him/her. . .
 - I am a big dog that needs lots of exercise and I’m never taken for a walk. . .
 - For a treat my owner brought me a new red bouncy ball. . .
 - Why are my owners leaving me here? This kennel is scary. . .

As an art activity, have students create dog puppets using felt or mittens. Once children have completed their puppets, have them sit in a circle with them on their hands. Give one student’s dog puppet a bone. Read a story starter to the class. Have students pass the bone around the circle. Any child wishing to continue the story talking through their dog puppet may do so once the bone is in their possession. The bone is passed around until contributions end. Repeat the process with another story starter. This activity encourages students to empathize with the feelings of pets that are treated responsibly or irresponsibly by their owners. Discuss the consequences of irresponsible pet care.

- Complete the appropriate student activity sheets in this section.



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Love & Attention



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Wet & Dry Food



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Water



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**Food & Water
Dishes**

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I.D. Tag



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Pet License



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Harness



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Collar

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Leash



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Poop Bags



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Litter & Litter Box



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Exercise

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Brush



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Nail Clippers



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Toothbrush & Toothpaste



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Veterinary Care

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Spay/Neuter Surgery



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Training/ Obedience Classes



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Scratching Post



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Toys

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Chocolate



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Yarn



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Chicken Bones



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Shoes

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Background

Every year thousands of pets become lost. Many of them are never seen again by their owners. It is a heartbreaking experience and one that can be prevented. It is the owner's responsibility to keep his or her pet indoors or closely supervised outdoors so that he or she does not become lost.

Objective

Students will learn how to prevent losing a pet and what steps to take if a pet does become lost.

Introduction

Brainstorm ways an animal may become lost. Discuss how a pet's appearance may change over time if it is lost (e.g., a kitten will have grown, a white dog may be dirty and matted, etc.) and how many pets are very similar in appearance. What difficulties would this pose in finding and claiming a lost pet? Review what students should do if they get lost (they can ask a police officer for help, they can verbalize their name, address and phone number). What can a dog or cat do? How can a license, tattoo, or microchip help pets? Explain how these types of pet identification work and what to do if you lose your pet.

Activities

- Collect pictures of pets or stuffed toys. Show one to students and ask them to study it carefully. Suggest they study details like colors, markings and the color and type of collar. Then remove the picture or stuffed toy from students' view. Ask students to describe the pet. Do this activity for a few minutes each day.
- Give each student one rock. Have students examine their rock very carefully. When they are finished, collect the rocks and place them in a box or bucket. Add a few extra rocks and mix. Ask students to find their rock. Once students have their rock, ask everyone if they are absolutely certain that the rock they have taken was theirs to begin with. Remove any unclaimed rocks, making sure each student has one. Now have students make a pet license tag and attach it to their rock with tape. Have students place their rocks in the box again, mix, add a few extras, and have them claim their pets.
- Create a class story about a lost pet. Tell students: "A lot of scary things can happen to a pet that is lost. We are going to make a story about some of these things. Each one of us will add a sentence to the story as it goes along. We want the story to have a happy ending, which means that the pet will end up back at home somehow." Then start off the story this way: "One summer day, a neighbor was taking care of Kitty while Kitty's owner was away. The neighbor was not careful, and Kitty escaped outside. . ." Once finished, remind students that often there is no happy ending for lost pets. It is important to keep pets safe at home.
- Have students find the "lost pets" column in the newspaper or online and make a poster for a lost pet.
- Instruct students to read the lost and found sections of the newspaper for one week and record the number of pets lost and found each day. Note any lost ads that indicate the pet was wearing a pet license, I.D. tag, or had another form of identification. Discuss the results. Of the lost pets, how many had some form of identification? Have students subtract this number from the total number of lost pets, and add the remainder to the number of pets that have been "found" but the owner can't be located. This represents the animals that cannot be reunited with their owners because they did not carry any form of identification. Use this final figure to make posters with the line: "_____ animals couldn't find their homes this week because they didn't have a license or tattoo. I.D. YOUR PET TODAY!"
- Complete appropriate student activity sheets in this section.



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Lesson 5: It's Raining Cats & Dogs

Background

Every year millions of unwanted animals are sheltered in humane societies and animal control centers, while many never even make it to shelters. These stray and abandoned pets roam the streets, spending their short lives at risk of incurring disease, freezing temperatures, cruel human behavior and encounters with moving vehicles. Many factors contribute to the pet overpopulation problem. The primary cause is irresponsibility and ignorance of pet owners who allow their animals to roam and breed. Many people do not realize that there is a severe pet overpopulation problem and that every litter born adds to this problem.

Objective

Students will learn why and how the pet overpopulation problem occurs.

Introduction

Cut 10 houses out of construction paper to make a town. Cut 10 squares of construction paper to represent dog or cat kennels at the "Animal Shelter" (see page 43 for templates). You will also need a large container of dried beans, bingo chips, or any game tokens you might have on hand. These will represent puppies and kittens. Use different colors or shapes for males and females.

Have students sit in a circle so that they can all see the floor easily. Set up the action area on the floor in front of you by placing the town (houses) and the Animal Shelter (squares) side by side. Designate a student to hold the container of female "puppies" and another for the male "puppies."

Explain to the students that you are going to tell them a story using the town and the Animal Shelter they see on the floor. Tell them that a problem is going to occur as you tell the story, and you want them to guess what the problem is and help you find a solution.

Start the story: "Once upon a time there was a town called (have children think of a name). Everything was great there. Everyone was happy. A few of the families had pets." At this point put a bean "puppy" in two or three of the houses. Continue with the story: "One beautiful spring morning something special happened. This dog (point to one) had four puppies (place four more beans in that house). They were so cute and everyone was happy. After six weeks the puppies were ready for new homes, so the owner took them around to each home that doesn't have a pet and gave them one." Distribute bean "puppies" to homes that don't have a pet. You may embellish the story by saying things like "This family couldn't take one because their little boy is allergic to dogs" or "This family took two. They really love dogs."

Continue: "All was well until the next fall when all the females (about half) had puppies again." Place four more beans in homes that have female dogs. "The puppies were so cute that after six weeks the owners thought that there would be no trouble finding them homes." Pick up all the puppies now needing homes and go around again to each house. There will not be enough homes this time. Ask students what to do. One or more will suggest taking them to the Animal Shelter. Put the extra puppies in the kennels at the Shelter. Repeat one more time. All the homes and the Shelter will now be full. Ask: "Does anyone see a problem?" Students will probably reply that there aren't enough homes.

Ask leading questions to draw reasons and solutions for the pet overpopulation problem. For example, ask "Why are there so many puppies?" or "What can the people do to solve their problem?." Some students will think of things like "Everyone can have five dogs" or "Build a bigger Shelter." Help them think through why these solutions might not be practical or possible. Discuss spaying and neutering. Encourage other ideas such as keeping pets at home and not letting them run loose as well.

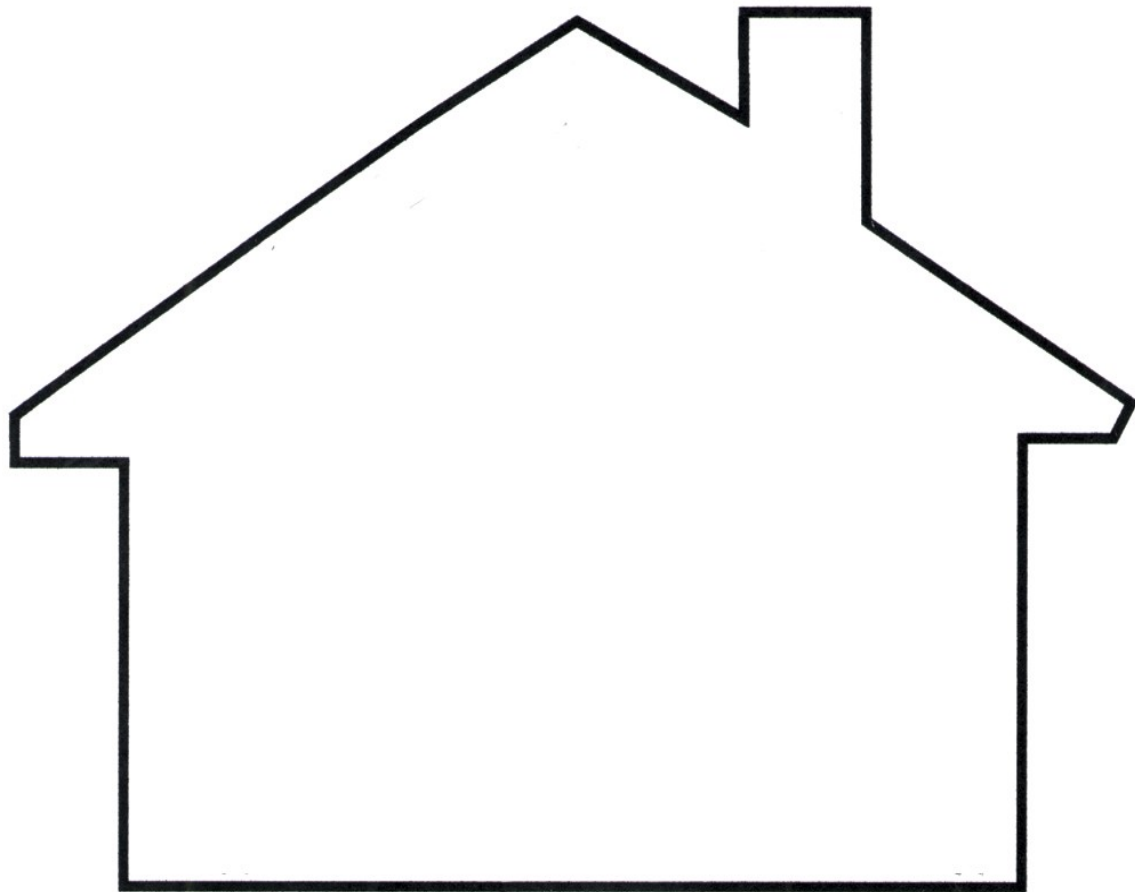
Activities

- Visit the Humane Society for a Shelter tour and

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presentation on responsible pet ownership and learn more about how the RHS helps homeless animals in our community.

- Have students find the pets section in the classified section of the newspaper or online. Have students track the number of puppies or kittens people are trying to rehome for one week. Discuss their findings. Ask students what people might do if they cannot find homes for their pets.
- Have students write and design a brochure to educate their friends and family about the pet overpopulation problem. Have students evaluate their own work with questions such as “Does this brochure say everything I want it to?” and “Is it attractive enough to make someone want to read it?” Students may share copies of completed brochures with other classes and/or the community.
- Complete appropriate student activity sheets from this section.



MORE than a Shelter



Background

One of the major solutions to the pet overpopulation problem is to have pets sterilized. This means that female pets should be spayed and males should be neutered. Both operations are performed by a veterinarian. In addition to preventing unwanted litters, there are many benefits to having animals spayed or neutered. Some of these include:

- Spayed and neutered dogs and cats live longer, healthier lives.
- Spaying and neutering can eliminate or reduce the incidence of numerous health problems that can be very difficult and/or costly to treat.
- Spaying female dogs and cats eliminates the possibility of reproductive tract cancers and disorders.
- Neutering male dogs reduces the incidence of prostate cancer and disorders.
- Neutered cats are less likely to spray and mark territory.
- Neutered males are less likely to roam the neighborhood, run away, or get into fights.

Objective

Students will learn about one of the solutions to the problem of pet overpopulation.

Introduction

Collect two jars and a large quantity of dried beans. Explain that each bean represents an animal that has been born. Begin with one bean and tell students that it represents a female cat. This female has five kittens (beans), then those offspring have four babies each, etc. Repeat until the first jar is quite full. With the other jar, use one bean as the first female cat. Then explain that she has been spayed. No more animals (beans) can be placed in the jar. Discuss that now all the animals (beans) in the first jar will be spayed or neutered as well. Ask students whether or not there are fewer animals that need homes when they are spayed or neutered. Emphasize the need to sterilize pets.

Activities

- Ask students to survey their family and friends to find out what they know about spaying and neutering and whether they think it is a good or bad idea to sterilize pets and why. Discuss the responses received by students. Invite a veterinarian or a representative from the Humane Society to speak to the class about pet population control, spaying and neutering, and the effects of the surgery on a pet's health and behavior. Following the visit, students should discuss if any of the negative responses they received from family, neighbors, or friends were accurate. Have students design posters promoting spaying and neutering and display them in the school or community.
- Complete appropriate student activity sheets from this section.



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Choose a Friend for Life

Many animals are turned in to shelters because their owners made unwise pet choices. A large dog needs lots of room. A cat needs more attention than a goldfish. Read *all* the descriptions of

pet owners below. Then match up each owner with one pet choice from the list. Write the pet choice in the blank. Use all the pet choices one time each.



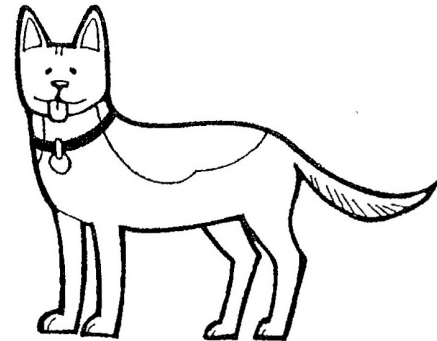
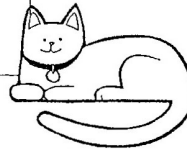
Owners

1. I live in a small house with a fenced-in yard. _____
2. I live in a large house in the country with lots of fenced-in land. _____
3. I am often away from home and have very little free time. _____
4. I live in a small apartment with no yard or place to walk, but I have time for a pet. I do not want to have to train a young animal. _____
5. My landlord will not allow me to keep a cat or a dog. I would like to have a furry animal that I can pet. _____



Pet Choices

small dog
guinea pig
adult cat
large dog
no pet



Below, describe a problem that could be caused for people or animals because of an unwise pet choice.

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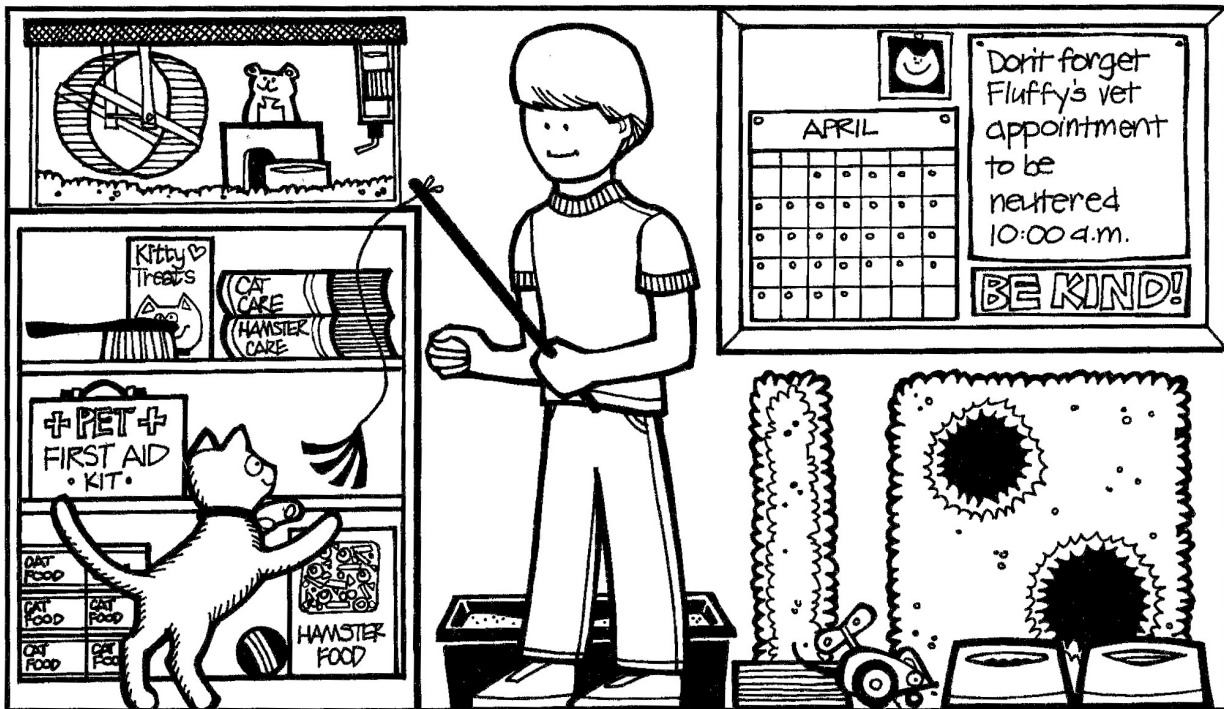


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One-Minute Memory

Look closely at the picture below for one minute. Then fold the paper so that you can't see the picture. Without looking

back at it, see if you can answer the questions.



1. What are the cat and his owner doing? _____
2. What is the reminder on the bulletin board? _____

3. What other pet lives in this house? _____
4. List as many pet care items as you can remember. _____

5. Do you think the child in the picture is a responsible pet owner? Why or why not?

Choose a pet other than a cat - such as a dog, parakeet, rabbit, guinea pig, rat, mouse or fish. Draw a picture of that pet on the back. Make sure your picture includes the items necessary to care for that pet.

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Going Shopping

Getting a pet is exciting. It's also a big responsibility! Before adopting an animal, you need to have the right supplies to take care of your pet.

Pretend you're adopting a dog from a shelter. Circle the items you'll need for your new friend. Then answer the questions below.



1. Add up the cost of the items you circled. How much did you spend? _____

2. Which items will have to be replaced over time? How often? _____

3. How else does having a pet cost money? _____

Besides having the right pet care supplies, what other responsibilities do pet owners have? Write your answers in a paragraph on

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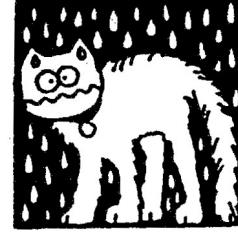
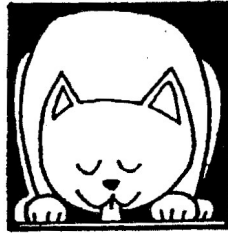
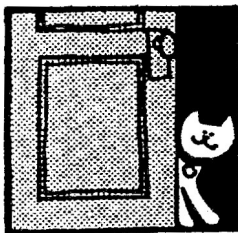


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Staying Safe

Directions: Cats do not need to go outside. They can live happily indoors. When they are outside, they may face problems. The story in the boxes below tells about the

problems one cat faced. But the boxes are mixed-up. Number each box so the story can be told in the right order.



<p>My owner took me home. He dried me off and fed me. It was warm inside. There were no cars or dogs to worry about. Was I ever glad to be back.</p> <input type="checkbox"/>	<p>Suddenly, I stopped running. Where was I? The neighbor's porch and the dog were far away. I was lost. It started to rain. I was cold and wet.</p> <input type="checkbox"/>
<p>My name is Whiskers. I am a cat. I live indoors with my family. One day, the baby-sitter let me outside. It was an accident.</p> <input type="checkbox"/>	<p>After I left the green puddle behind, I ran onto the neighbor's porch. I thought I would be safe there. But the neighbor's dog was sleeping on the porch. The dog woke up and barked at me.</p> <input type="checkbox"/>
<p>After I caught the bird, I smelled something good. It was a green puddle under a car. I was going to lick it. Then the car started. It scared me, so I ran. That was good. The puddle was antifreeze. It is poisonous. It could have killed me.</p> <input type="checkbox"/>	<p>I was so afraid of the dog, I ran as fast as I could. I did not look where I was going. I ran into the street. I was almost hit by another car. I was so scared, I kept running.</p> <input type="checkbox"/>
<p>Just then I heard a voice. It was my owner. He was looking for me. I ran up to him and rubbed against his legs.</p> <input type="checkbox"/>	<p>It was my first time outside. I caught a bird and killed it. The lady next door feeds birds. She would not have liked that.</p> <input type="checkbox"/>

Whiskers was lucky. She got home all right. What happens to pets that do not find their way back? If they're lucky, they may be rescued and taken to an animal shelter. On the back of this sheet, write three things that could happen to a lost

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Pet Ladder

Follow the directions to find a hidden message. Read each statement. Decide whether it is true or false. If it is true, write the first letter of the statement in the box on the left. If it is false,

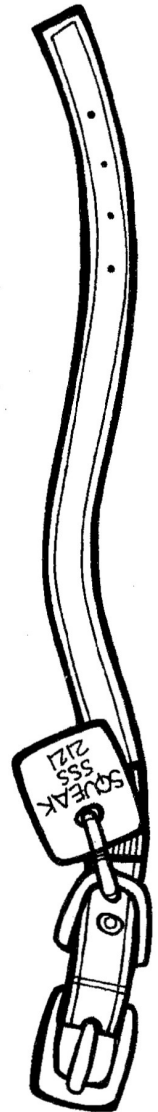
write the first letter of the statement in the box on the right. When you are all done, read the message in the boxes, from the top of the TRUE column to the bottom of the FALSE column.

TRUE

FALSE



- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | 1. Brushing long-haired cats is very important. | <input type="checkbox"/> |
| <input type="checkbox"/> | 2. Every pet needs a good home. | <input type="checkbox"/> |
| <input type="checkbox"/> | 3. Some dogs need to eat chocolate every day. | <input type="checkbox"/> |
| <input type="checkbox"/> | 4. It is not important for pets to wear ID tags. | <input type="checkbox"/> |
| <input type="checkbox"/> | 5. Big dogs do not need much exercise. | <input type="checkbox"/> |
| <input type="checkbox"/> | 6. Little dogs do not need much attention. | <input type="checkbox"/> |
| <input type="checkbox"/> | 7. Exercise is not important for most pets. | <input type="checkbox"/> |
| <input type="checkbox"/> | 8. All dogs and cats need love and attention. | <input type="checkbox"/> |
| <input type="checkbox"/> | 9. Pets require very little time or money. | <input type="checkbox"/> |
| <input type="checkbox"/> | 10. Every dog needs to watch some TV each day. | <input type="checkbox"/> |
| <input type="checkbox"/> | 11. Toys are not important for pets. | <input type="checkbox"/> |
| <input type="checkbox"/> | 12. Rabies shots are important for dogs and cats. | <input type="checkbox"/> |
| <input type="checkbox"/> | 13. Every cat should be kept indoors, where it is safe. | <input type="checkbox"/> |
| <input type="checkbox"/> | 14. Spaying and neutering are important operations for pets. | <input type="checkbox"/> |
| <input type="checkbox"/> | 15. Pets need regular medical checkups. | <input type="checkbox"/> |
| <input type="checkbox"/> | 16. Owners who care give their pets lots of hugs. | <input type="checkbox"/> |
| <input type="checkbox"/> | 17. New pet owners need to learn about their pets. | <input type="checkbox"/> |
| <input type="checkbox"/> | 18. Obedience training is very bad for dogs. | <input type="checkbox"/> |
| <input type="checkbox"/> | 19. Water that is fresh and clean is not good for pets. | <input type="checkbox"/> |
| <input type="checkbox"/> | 20. No dog should wear a collar and license tags. | <input type="checkbox"/> |
| <input type="checkbox"/> | 21. Every cat needs to read a book once a week. | <input type="checkbox"/> |
| <input type="checkbox"/> | 22. Rest is not important for pets or people. | <input type="checkbox"/> |



On the back of this paper, rewrite the false statements to make them true.

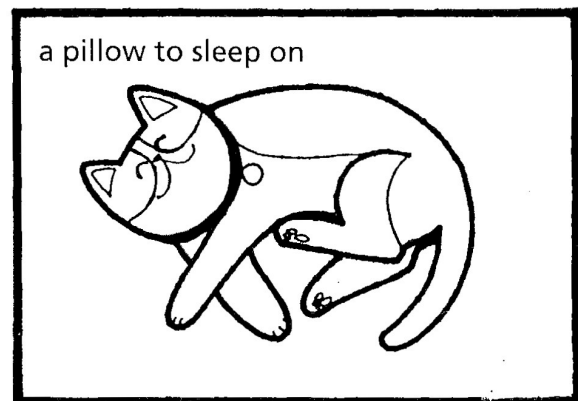
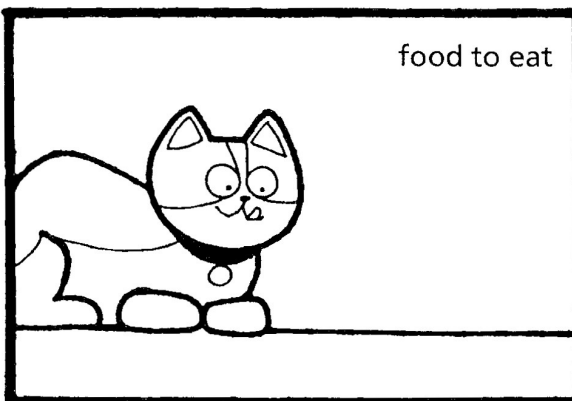
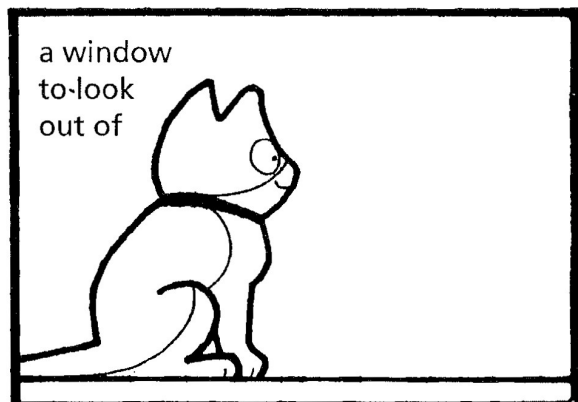
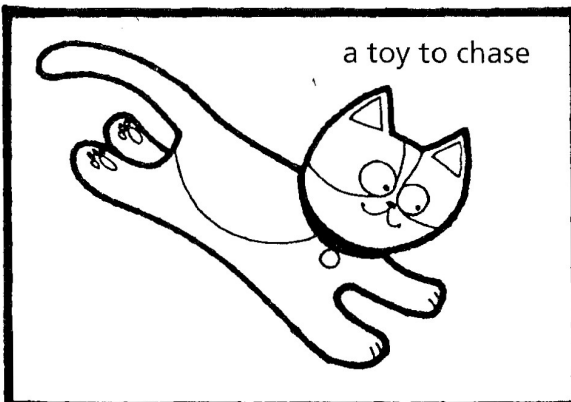
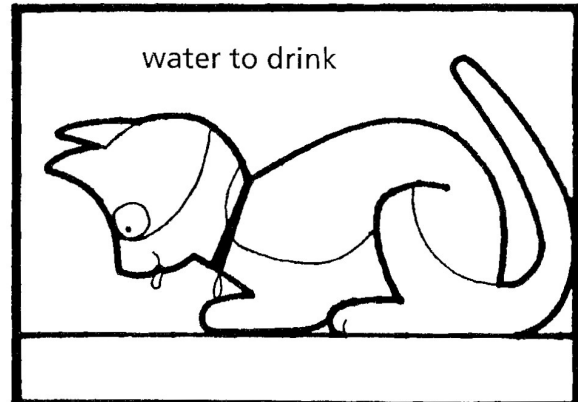
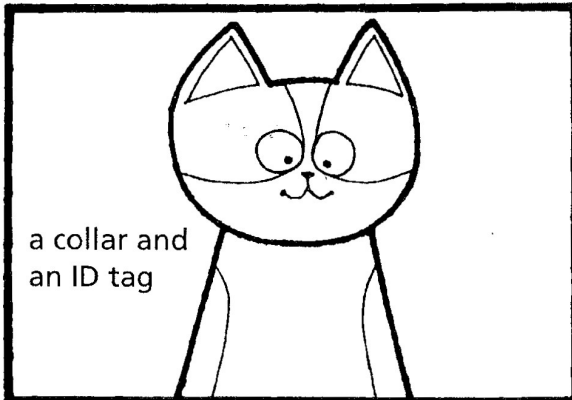
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Stuff for Scooter

Directions: Scooter is a kitten. missing thing that Scooter
For each picture, draw the needs.



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You've just adopted this puppy from the animal shelter.
Draw everything you'll need to take good care of it.



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Pet Care Crossword

How much do you know about pet care? Fill in the puzzle, using the clues below. If you need help, look in the word box, crossing out each word as you use it.

Across

1. Cats belong _____, where they are safest.

4. _____ your pet's fur every day.

6. Never leave pets in parked cars on _____ days.

8. Pets need love and _____.

9. Walk your dog on a _____ every day.

11. In many communities, dog caregivers are required to purchase and have their pets wear a _____ tag.

14. Always _____ your dog or cat gently.

17. Cats and dogs should wear _____ and ID tags.

18. Set aside _____ to spend with your pet.

Down

2. Cats need to scratch! Give your cat a _____.

3. _____ dogs and cats with patience and kindness.

5. Be sure your pet's vaccinations (_____) are up to date.

7. Give your pet fresh _____ every day.

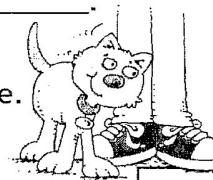
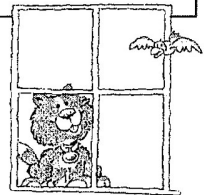
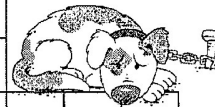
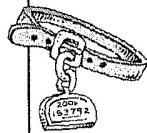
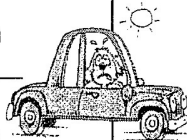
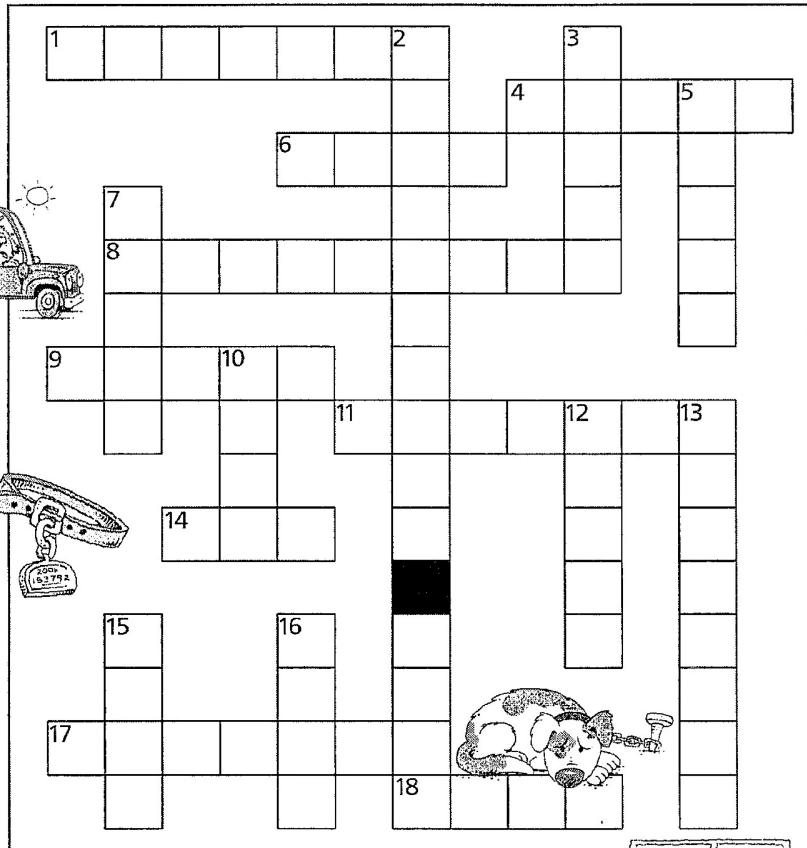
10. Keep your pets _____ from harm.

12. _____ chain dogs for long periods of time. Dogs belong indoors with you, or in a fenced yard.

13. Pets and people need daily _____ to stay healthy.

15. Give pets pet _____ to eat—not table scraps.

16. _____ or neuter your pets.



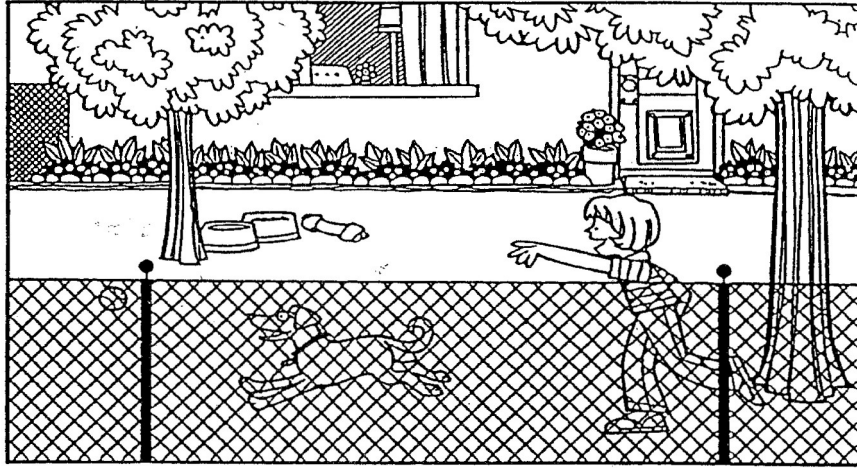
Word Box	
attention	pet
brush	safe
collars	scratching post
exercise	shots
food	spay
indoors	time
leash	train
license	warm
never	water

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Empathy Ability

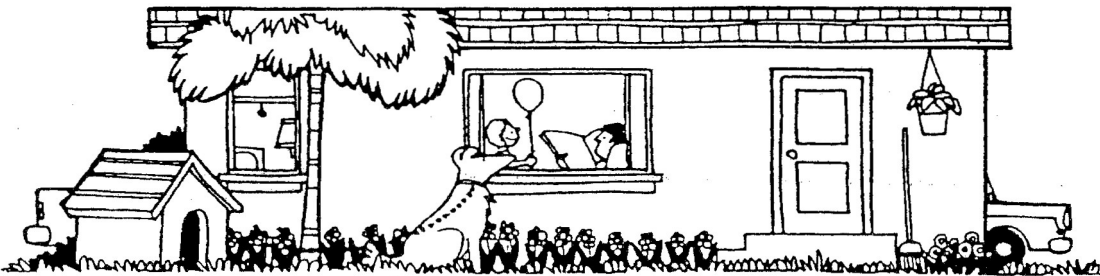


Dear Amy,

Thank you for taking such great care of me! My dog door is awesome. I really love to run and play in my big, fenced yard. The food, water, and toys are great too! Of course, my favorite times are spent going for walks with you and playing fun games together. You are my best friend. I love you and I know you love me too because you take such good care of me.

Your Friend,

On the back of this sheet, write a letter from the dog below to his owners inside. How is he feeling? What do you think he would want to say to them?



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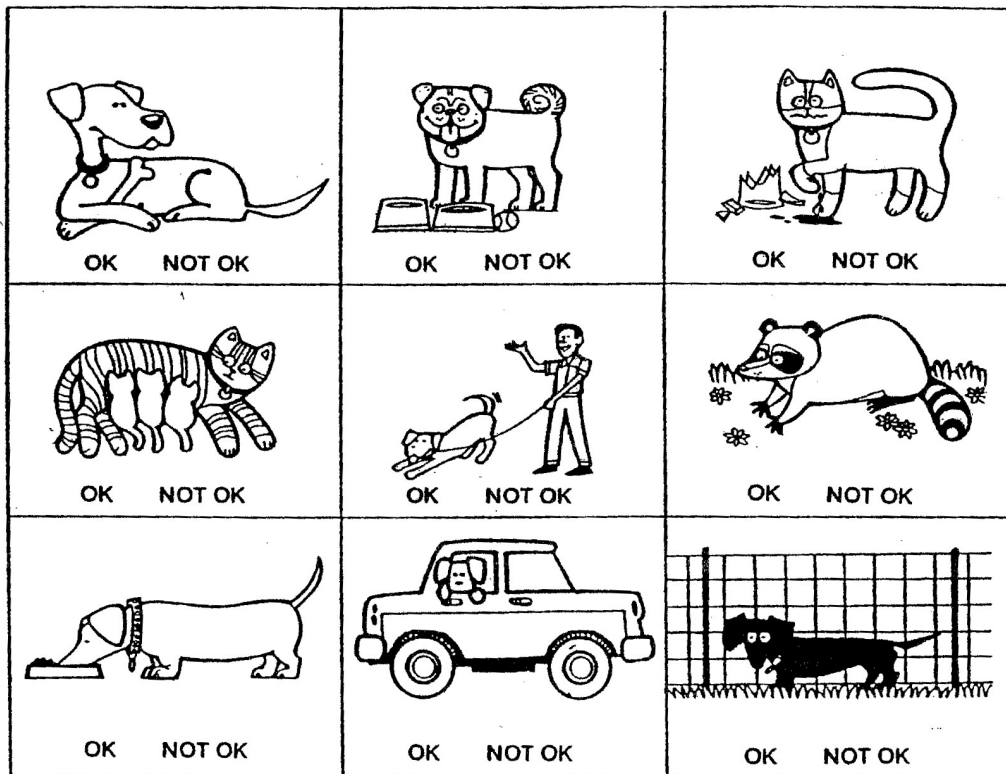
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Be Bite Beware

Is it always O.K. to pet a pet? A pet may bite or scratch if it is angry, hurt or afraid. A pet who is guarding or protecting something may bite. (Pets may guard their yard, their house, their babies, their toys, and more!)

It is never OK to pet wild animals. Wild animals may seem tame, but they can bite or scratch. They may also be sick and can make you sick too!

In each picture below, circle "OK" for OK to pet or "Not OK" for not OK to pet.



Pet safety rules to remember:

- ◆ Leave strange animals alone.
- ◆ Before you pet a dog or cat, always ask the owner for permission to pet
- ◆ If a pet is angry, hurt, or afraid, leave it alone. Go get an adult to help the animal.
- ◆ If a pet has something it might want to guard or protect, leave it alone.
- ◆ If a dog growls at you or chases you, stand still and stay quiet. The dog will probably sniff you and go away.
- ◆ If an animal bites you, tell an adult what the animal looked like and where it was.

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Show You Care

There are many ways to show you care about animals. What is one way? Have your pet spayed or neutered. Spaying (for females) or neutering (for males) are important operations. They keep dogs and cats from having puppies and kittens. There are lots more pets to go around than there are homes. It's a big problem. We can solve

it with the help of these two simple operations. To learn more, read the sentences below. Then count the number of words in each sentence. If the number is even, mark the sentence *T* (true). If the number is odd, mark the sentence *F* (false). Then you will know the truth about spaying and neutering.



Sentences

- _____ 1. Spaying or neutering does not make pets fat and lazy.
- _____ 2. There are plenty of homes to go around for today's dogs and cats.
- _____ 3. Spayed or neutered pets are less likely to get cancer when they get older.
- _____ 4. Spaying or neutering a pet will make it much less friendly.
- _____ 5. A spay or neuter operation does not really need to be performed by a veterinarian.
- _____ 6. Spaying or neutering a pet is less expensive than caring for litter after litter of puppies or kittens.
- _____ 7. Every female pet needs to be a mother at least once.
- _____ 8. Each day there are about seven puppies and kittens born in the United States for every human born.
- _____ 9. Spaying or neutering a pet is an important part of being a kind, responsible pet owner.
- _____ 10. Telling many people about the need to spay and neuter pets does not help solve the problem.

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Too Much of a Good Thing

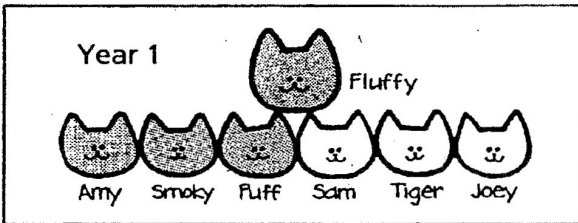
Right now there are many more pets than there are homes for them. Use the drawings below to help you answer the questions.

1. Fluffy had 6 kittens one year. All the girl cats are colored gray. How many cats are there altogether at the end of one year?

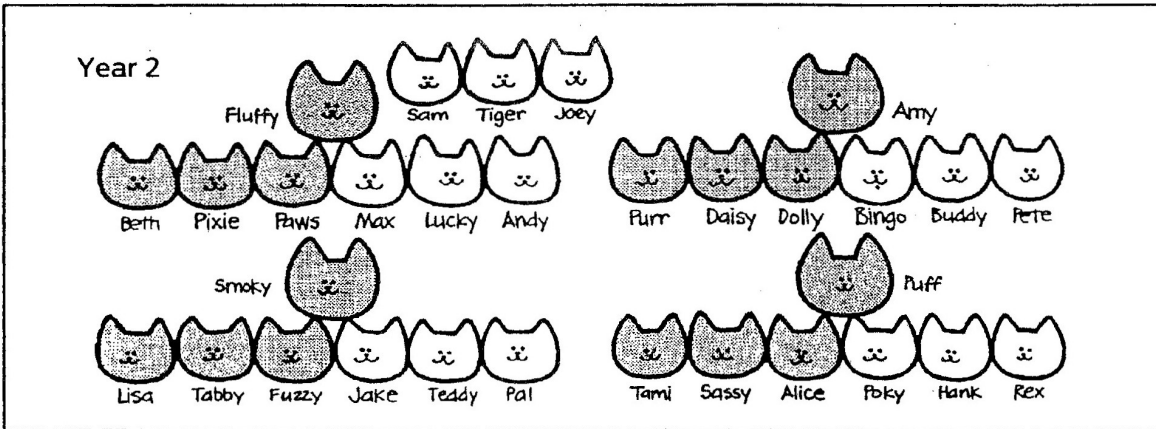
2. The next year Fluffy had 6 more kittens. AND Smoky, Amy, and Puff each had 6 kittens. How many cats are there all together at the end of two years? _____

3. Write the names of all the girl cats who can have six kittens the third year.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____



4. If each of the girl cats named above has 6 kittens, how many new kittens will there be altogether? _____



On the back of this sheet, tell how we can make sure our cats do not have kittens.

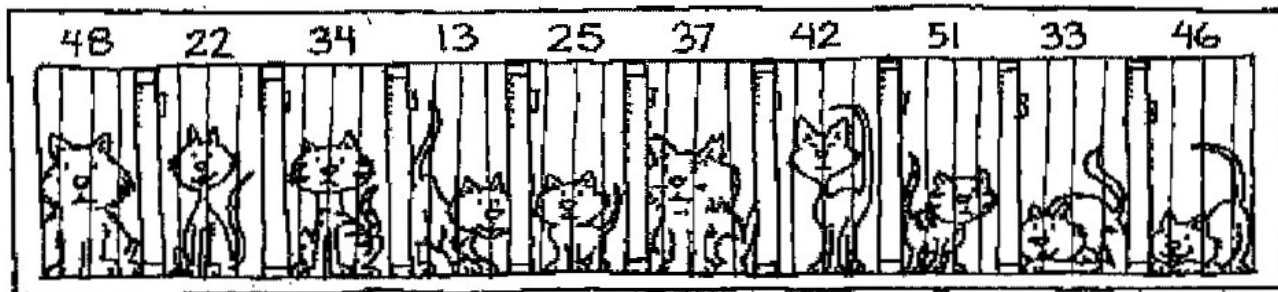
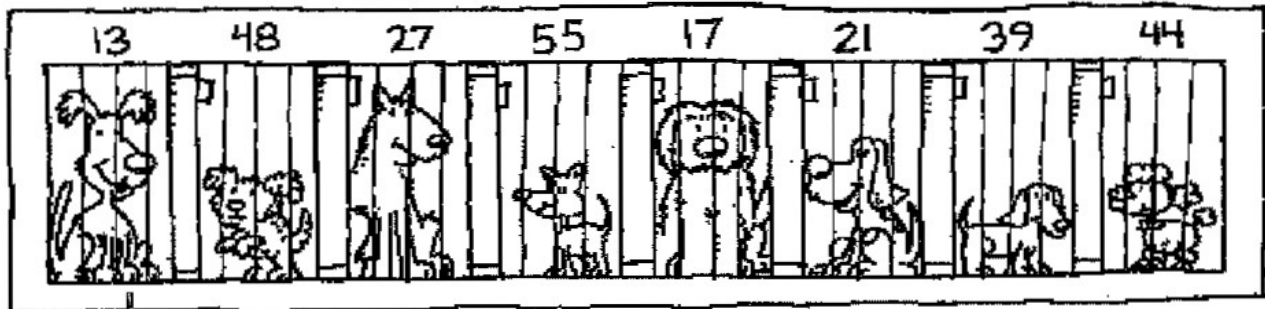


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Pets Aplenty

Meet some cats and dogs at the animal shelter. They are waiting for homes. Are there enough homes for all of them? Let's find out.

Use the numbers to match each pet with a home. Some homes will have more than one pet. We did the first one to get you started.



How many cats did the animal shelter start with? _____

How many cats are left? _____

How many dogs did the shelter start with? _____

How many dogs are left? _____

How many animals were adopted? _____

How many animals are still at the shelter? _____

Draw an I.D. tag on the back of this paper. Make it any shape you like. Write a pet's name and your phone number on it.

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Empathy Ability

Empathy is the ability to put yourself in another's place. It is the ability to feel or experience the emotions or thoughts of another person or animal.

For each example, write a few sentences about what you think the person or animal is feeling.

1. Spot



Spot has been chained near her doghouse all day. She sees the school bus pull up, and wags her tail. She tugs on the chain as Sarah walks into the house. After a few minutes, Sarah comes out into the yard. Spot jumps for joy and barks, but Sarah does not even say *hi*. She puts a dish of food next to Spot and walks away. Spot's tail droops as Sarah goes back into the house.

Spot probably feels _____

2. Jeff

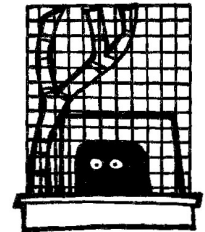


Jeff walks quickly back to his table, his tray loaded with lunchtime goodies. With a smirk on his face, Jason sticks out his leg and trips Jeff. Jeff falls to the floor, and his tray goes flying. Everyone in the lunchroom starts laughing and clapping.

Jeff probably feels _____

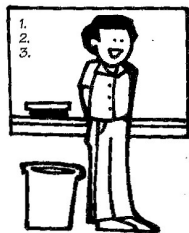
3. Rocky

Tammy and her brother were very excited when they found the baby raccoon. They thought it would be fun to have a pet raccoon. They named him Rocky. Now more than a year old, Rocky paces back and forth in his cage. He bites at the wire bars and growls when someone gets too close.



Rocky probably feels _____

4. Jordan



The spelling bee is about to begin, and Jordan is nervous. He knows he is not the greatest speller, and so do the other kids. That's why he worked extra hard to get ready for this big event. As the spelling bee gets underway, Jordan is surprised by how well he is doing. His classmates are surprised too, and begin to cheer him on. Finally, with only a few kids still in the bee, Jordan misspells a word. The other kids groan. But then everyone begins to cheer and clap for Jordan as he returns to his seat.

Jordan probably feels _____



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*Kindness Counts
to
Nature*



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Lesson 7: Where the Wild Things Shouldn't Be

Background

In the spring, parks, ravines, and woodlands are suddenly full of life. Many children, fascinated by the small creatures around them, may capture and harm wild animals without meaning to do so. Insects, birds, reptiles, amphibians, and other small creatures can be best observed left undisturbed in their natural habitat. These activities will widen students' knowledge of natural environments and confirm that, although zoos are no animal's real habitat, efforts can be made to make captive environments more natural and more humane.

Objective

The students will learn that wild animals belong in their natural environment.

Introduction

Read the enclosed poem "Where the Wild Things Shouldn't Be" to students. Discuss the students' feelings about the poem.

Activities

- Collect pictures of a range of habitats (including a picture of a zoo) and a selection of pictures or models of wild animals. Hang the habitat pictures on the wall above empty tables. Divide the class into groups of four. As a group, students must identify each animal's natural home and place the picture or model on the appropriate table. Review the decisions as a class. None of the animals should have been matched with the picture of the zoo. If any have been, ask students to research the animal and identify its natural home. Discussion should follow. "If the zoo isn't a natural home for animals, why are they found in zoos? Are the reasons good reasons? If an animal must be kept in captivity, what can be done to make zoo animals' captive homes more like their natural ones?" List suggestions for making zoo environments more natural on the chalkboard.
- Divide students into groups of three or four and ask them to conceptualize and draw plans for the zoo of the future, using the following guidelines:
 1. The zoo is to contain no animals.
 2. The zoo should show animals in their natural habitat and also in their relationship to plants and other animals in the environment.
 3. The zoo should offer up-to-date information on what is happening to each animal, and its numbers, in the wild.
 4. The zoo should show the effect human beings are having on each animal's survival chances in the wild.
 5. The zoo should promote respect and concern for animals.
 6. Money is no object.

Given that the zoo is to be animal-free, ask students to decide whether the title "zoo" is still appropriate. If not, they should think of an alternative name. Once students have completed their designs, each group presents their ideas and the thinking behind them to the class. This activity gives students the opportunity to work creatively around the question for how to better realize the educational goals of zoos, while meeting mounting objections to the confinement of wild animals in cages.

- Divide students into pairs. Begin by asking students to take a moment to imagine what their lives would be like if they were confined to their bedroom for the rest of their lives. For this activity, tell students that they will have access to adequate food and water, and that their hygienic needs will be met. Ask them to think of things that give their life its quality and whether their needs would be satisfied if they were to be confined in

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such a small space for a long time. Ask students to describe their life of confinement, including its positive and negative aspects, to their partner. When pairs have completed the activity, ask students to brainstorm the emotions that come to mind when they imagined life in their bedroom. Record these words on the chalkboard. This activity can help students appreciate the psychological effects of confinement and empathize with captive animals.

- Read the poem “Samuel” to students. Have the students draw the kind of place Samuel would like to live in.
- Conclude by displaying the “Three L’s of Wildlife” and discussing why they are so important.
- Complete appropriate student activity sheets from this section.

Where the Wild Things Shouldn’t Be

How would you like to live in a cage
That was just about ten feet square,
With no toys to play with and nothing to do
Just you and a bed and a chair?
Oh, sure, you’d be fed (the same thing each day),
You’d have water (unless they forgot),
And since you would never be going outside
You wouldn’t get cold, or too hot.
But, oh, you’d be lonely just sitting alone
With no one to talk to all day.
You’d remember the trees, and the grass and the breeze,
The places where you used to play.
You’d remember your friends, you’d remember the sky,
And games, and strawberries and sun,
And you’d know you could never go skating again,
Or go swimming or ride bikes, or run.
You’d get mad and scream and throw things around;
You’d kick and you’d pound on the wall.
And your owners would scold you, and say to themselves,
“He isn’t a nice pet at all!”
The more you got mad, the less they would like you,
The less they’d remember to care,
About if you had water or if you got fed,
Or if you were lonely in there.
And then you would know what it’s like to be kept
As a pet when you’re meant to be free,
And you’d listen when wild things are trying to say,
“Please don’t make a pet out of me.”

Samuel

I found this salamander
Near the pond in the woods.
Samuel, I called him. Samuel, Samuel,
Right away I loved him.
He loved me too, I think.
Samuel, I called him. Samuel, Samuel,
I took him home in a coffee can,
And at night
He slept in my bed.
In the morning
I took him to school.
He died very quietly during spelling.
Sometimes I think
I should have left him
Near the pond in the woods.
Samuel, I called him - Samuel, Samuel.



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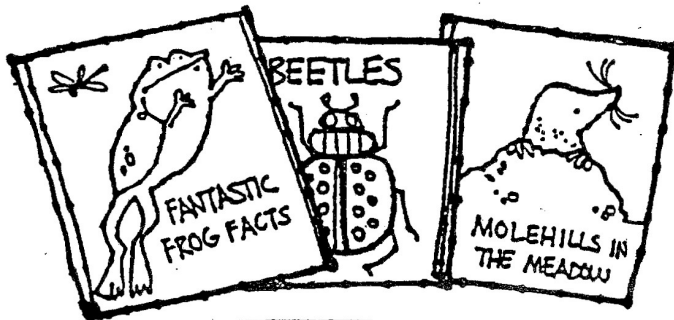
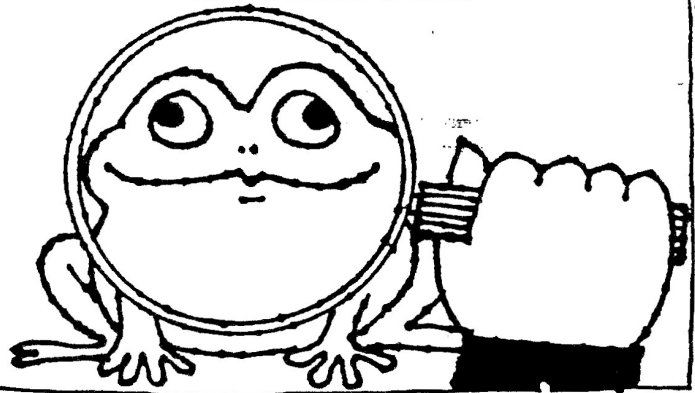
The 3 L's of Wildlife



WHAT'S THE BEST WAY TO LOVE WILD ANIMALS ?

LOOK AT THEM.

TRY USING A MAGNIFYING
GLASS, BINOCULARS, OR A
CAMERA.



LEARN ABOUT THEM.

READ BOOKS, ASK PEOPLE,
WRITE DOWN YOUR OWN
OBSERVATIONS.

LEAVE THEM ALONE.

EACH ONE IS NEEDED
IN ITS OWN ENVIRONMENT.



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Lesson 8: *It's Their World Too!*

Background

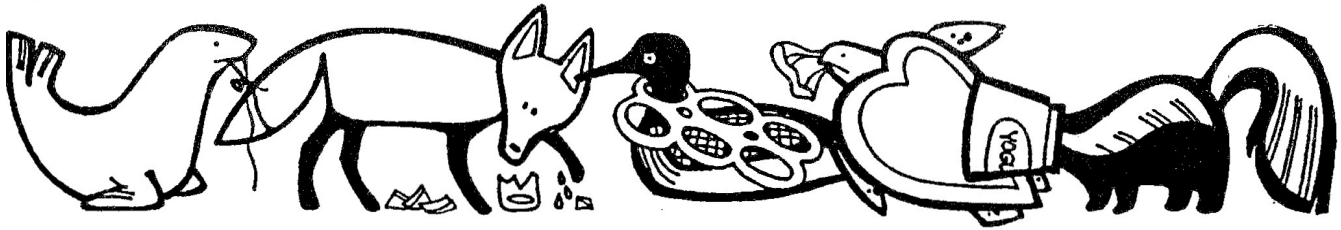
Many animals around the world today are becoming extinct faster than ever before. When a species, or a kind of animal becomes extinct, it means that there will never be any more of that animal. When an animal species is almost extinct, it is called endangered. People cause animals to become endangered. People destroy animals' homes by building roads, houses, and cities on the land where animals live, cutting down millions of trees for lumber or by polluting the places animals live.

Objective

Students will understand how some kinds of human activities can be harmful to animals and their environment.

Introduction

Use the pictures below to help students start thinking about how human actions effect the environment in which animals live. Discuss what other animals may be harmed by litter. Ask students to list other things humans do to the environment which may be harmful to pets or wild animals, what ways humans might destroy or damage animal homes (e.g., oil spills, pollution, litter, cutting down trees, etc.), and what will happen to certain types of animals if we continue to destroy their homes.



Activities

- Have students visit a field or wood area. List the ways human activities may harm or disturb the animal life in the area.
- Ask students to list items from their trash that could be harmful to pets or animals if not disposed of correctly (e.g., broken glass, plastic can holders, etc.).
- Supply a list of ten animals including wild, pet and farm animals. Tell students to imagine they are Noah and that they have room to put just six more pairs of animals on the ark. Discuss the reasons for and against including each of the ten animals. Be sure to point out what other living things would be affected if each of the animals were no longer around. Vote on which animals should be allowed to board the ark, letting each child vote for six of the ten animals. After voting, discuss which ones were left behind and why. Was it hard to leave any of the animals behind? Is it important to save all species of animals? Students follow up by writing about their favorite animal and how the world would be different if that animal were to become extinct.

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Background

Humane societies are all too familiar with animals that families are no longer able to care for. It is particularly distressing when animals' needs have been ignored. Wild animals have needs that are different from those of domesticated animals. One of the fundamental needs of wild animals is to be left in their natural habitat, undisturbed. Some people acquire a wild animal and attempt to tame it for amusement or to gain attention. These animals are usually referred to as "exotic pets." As these animals grow, they can become difficult to manage, destructive, and challenging to care for properly. In addition, because they have been tamed, and usually declawed and defanged, these animals cannot be placed back in the wild or even placed with other animals in captivity (zoos) when they become unmanageable.

Objective

Students will understand the difference between wild and domestic animals.

Introduction

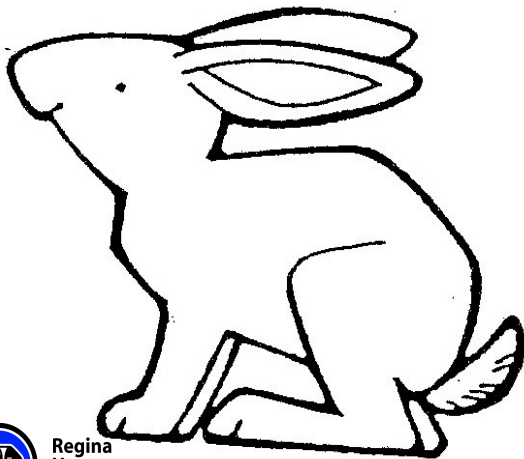
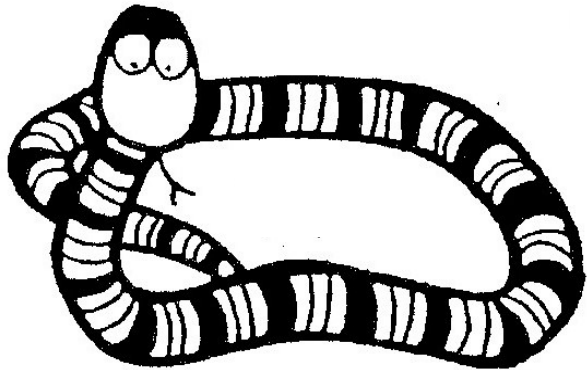
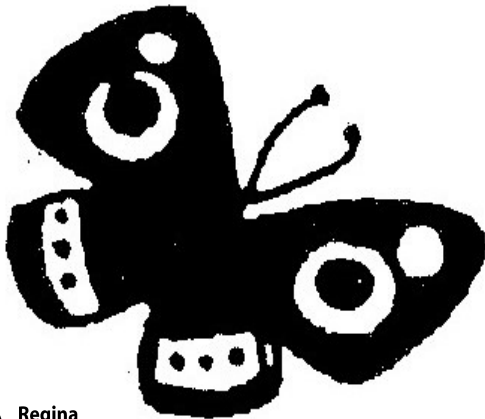
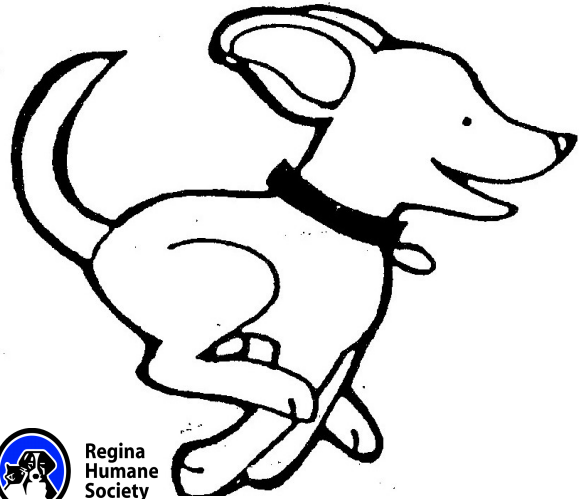
Copy and cut out the animal pictures on pages 66-68. Make enough copies so that each student can hold an individual piece. Make a large die from a cardboard box. Enlarge a selection of the animal pictures and tape or glue them to the sides of the die.

Display a selection of the animal pictures on the chalkboard. Explain that there are some animals that depend on people for all of their needs, while others provide for themselves. With older students, you could go into a more detailed explanation about domestication. Give each student a picture of an animal that is shown on the board. Ask them to decide whether the animal is wild or domestic. Toss the animal cube. If the animal on top is a wild animal, all those children with wild animals stand up or make a sound as the animal pictured on the cube would. If it is domestic, the children with domestic animals stand up, etc. Continue the game until you are sure they all know what kind of animal they have.

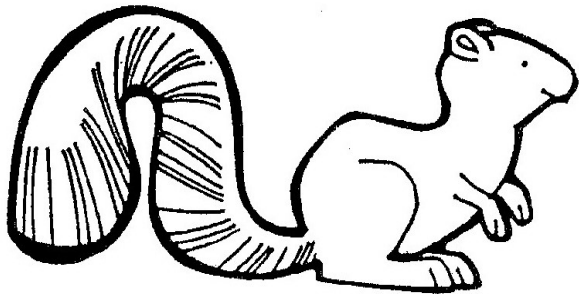
Activities

- Display the "We Need Your Care" picture on page 69. One at a time, children put their domestic animals in the heart. Discuss what kind of care domestic animals need. Repeat with the "We Need to be Wild and Free" picture on page 70.
- Display the animal homes pictures on page 71-72. Explain that even though wild animals do not depend on us for food, etc., there are things we can do or not do to help them. Every animal has a home. We can help by protecting their homes. Show each picture and ask students what animal lives there. Have students match the appropriate animal picture with each home. Have students draw the homes of other wild animals that they are familiar with.
- Complete appropriate student activity sheets from this section.

Lesson Plan credit: Elizabeth Gredley, Alberta S.P.C.A. "Animals Wild and Domestic."



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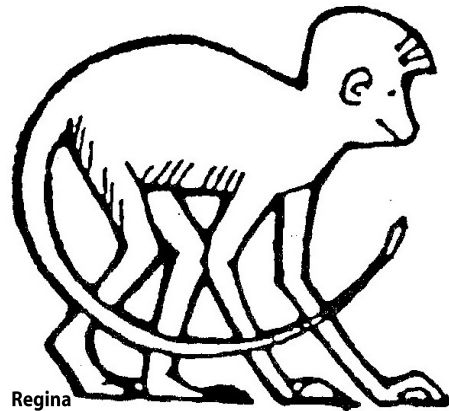
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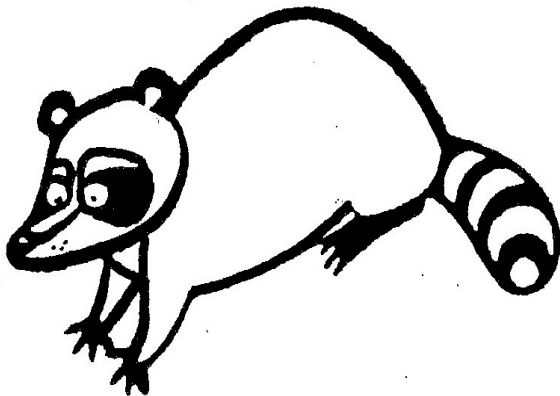
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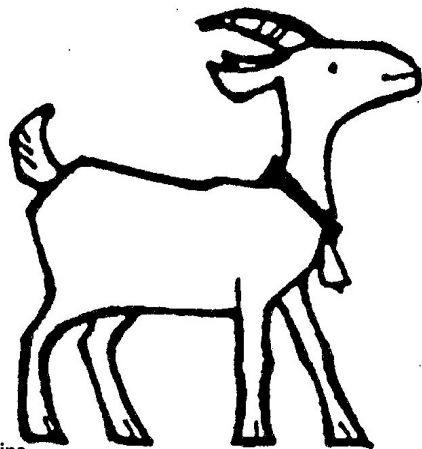
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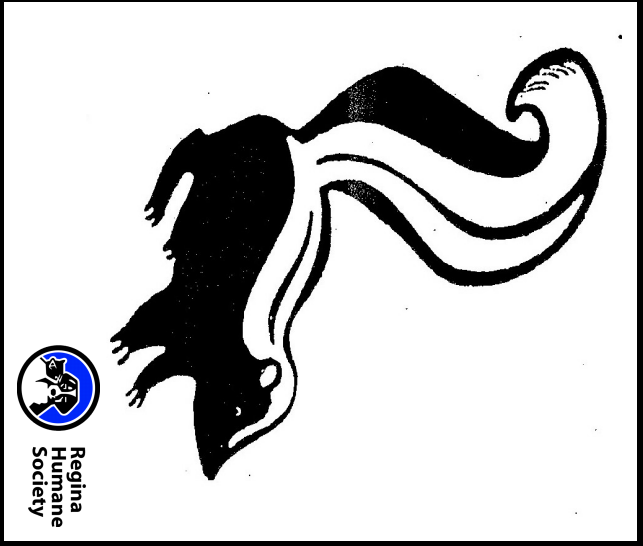
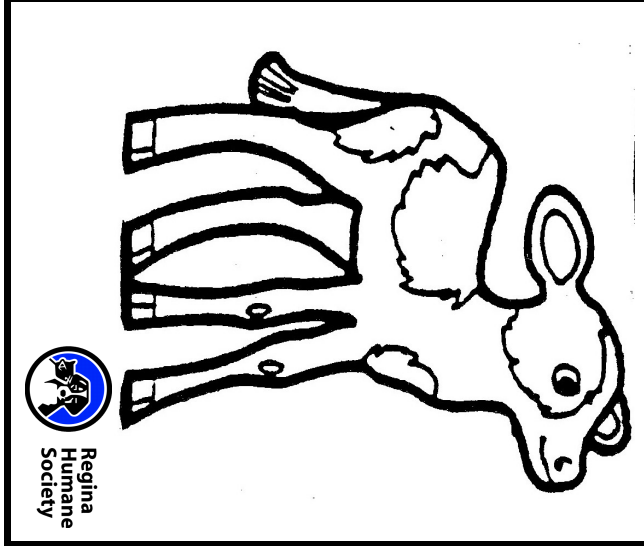
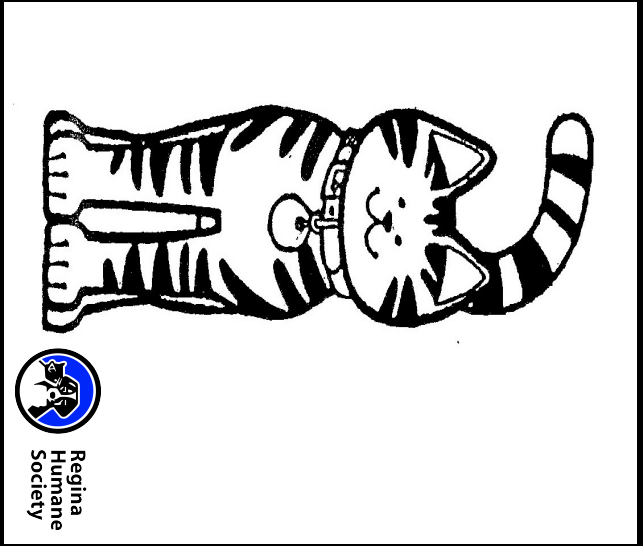
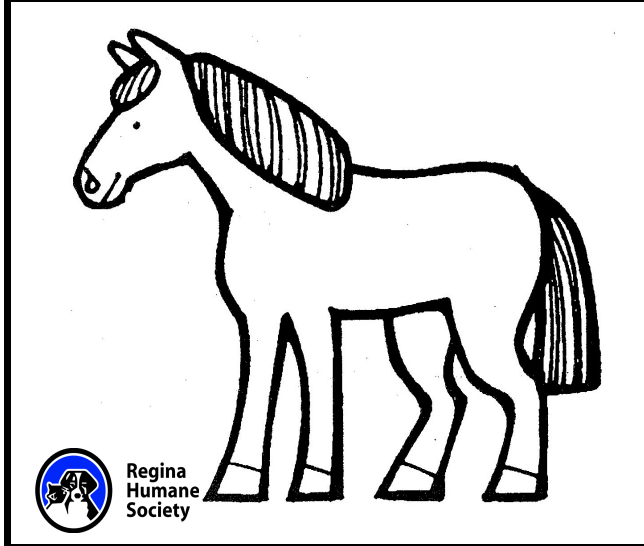
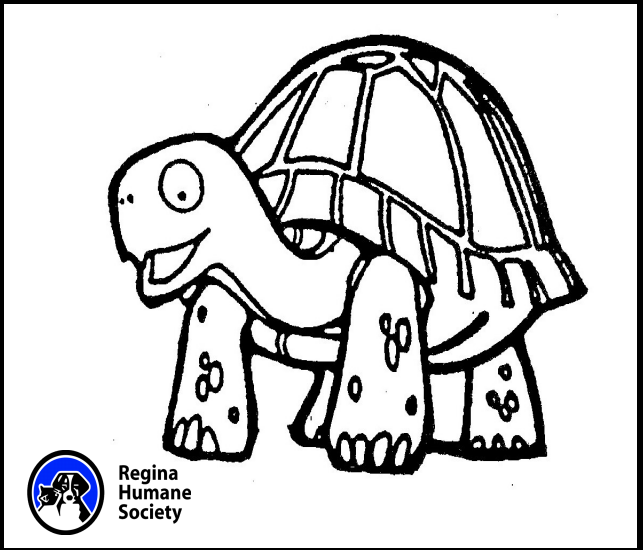
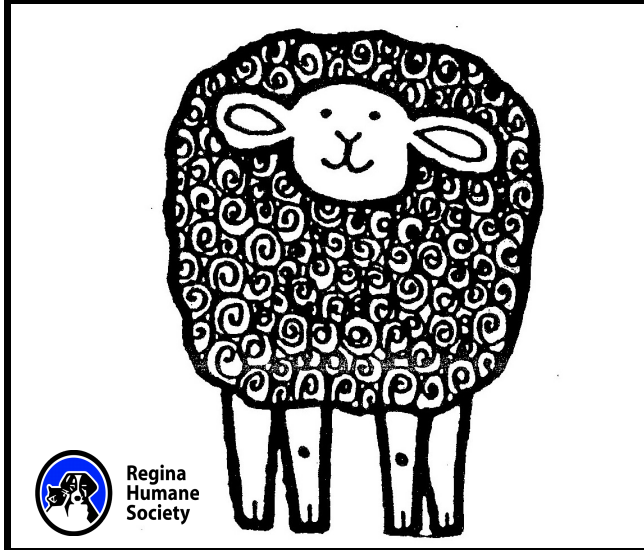


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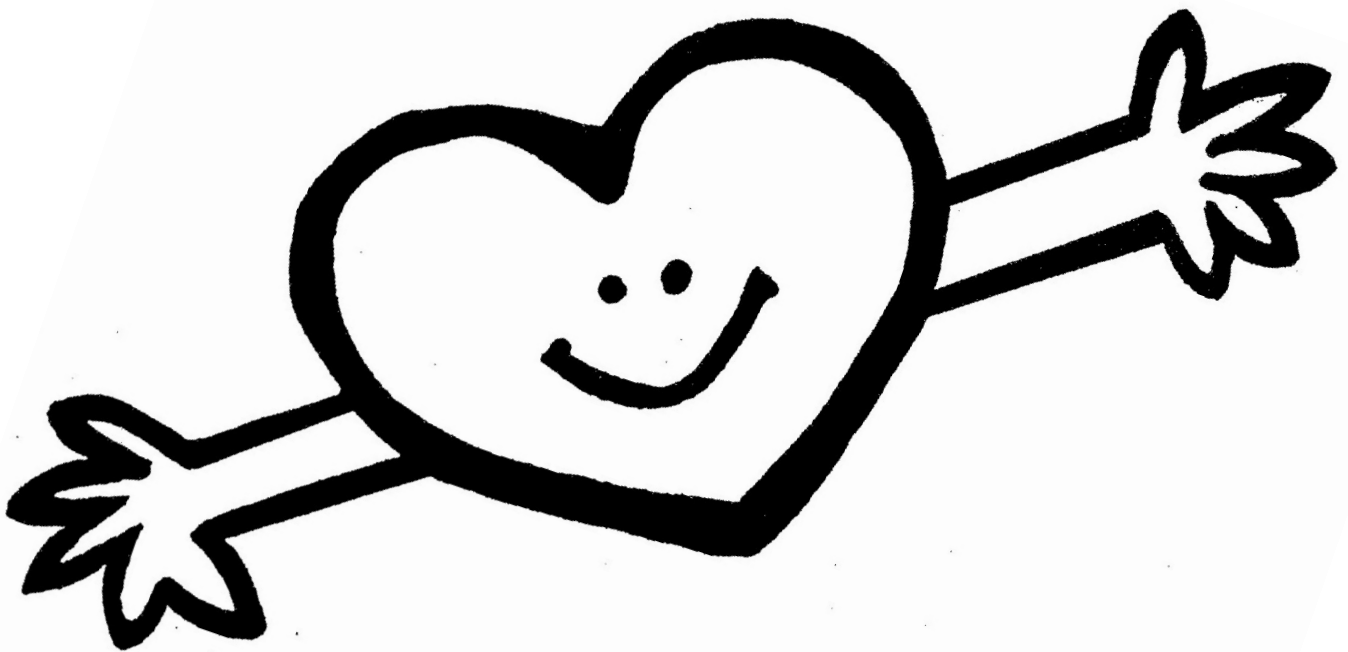


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**Animals
It's their world too!**



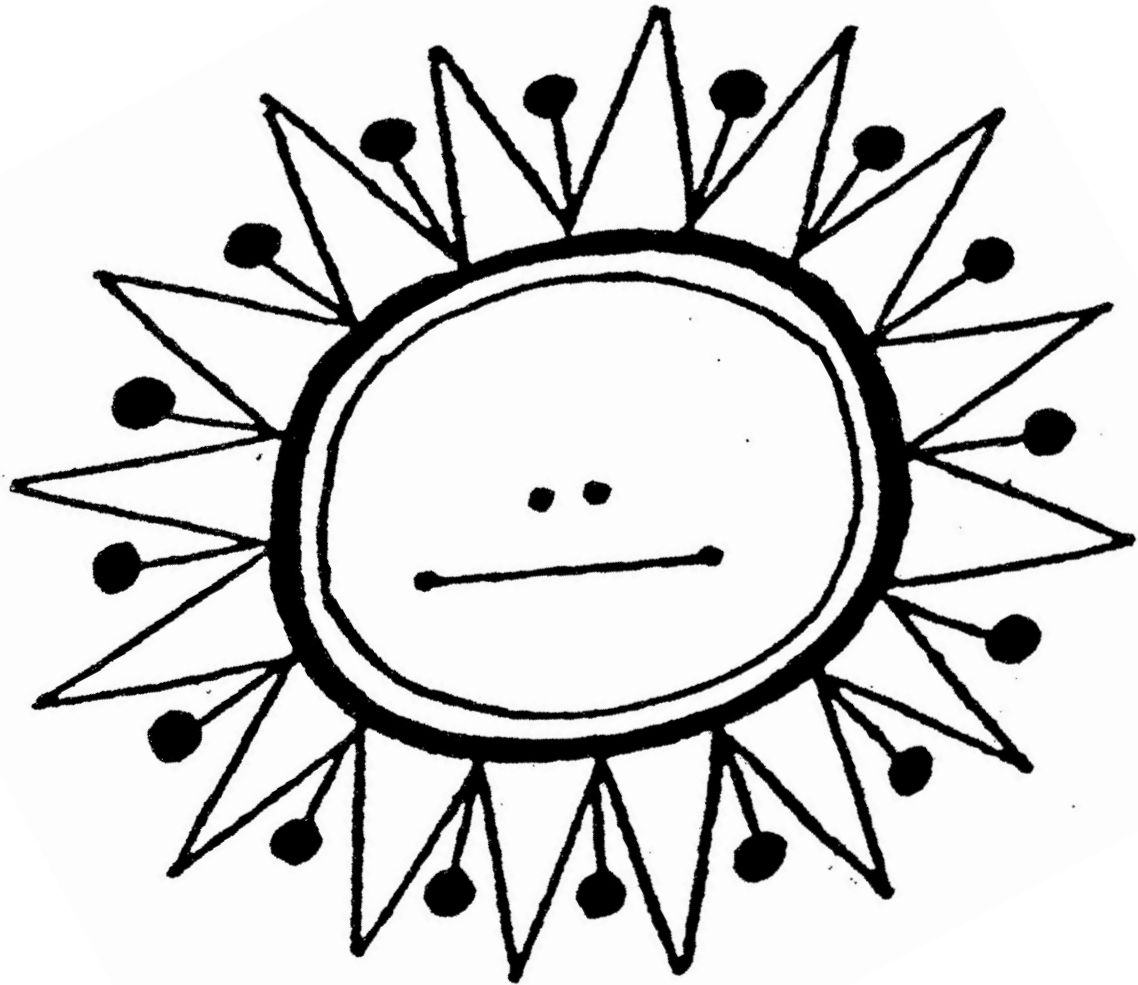
We need your care.

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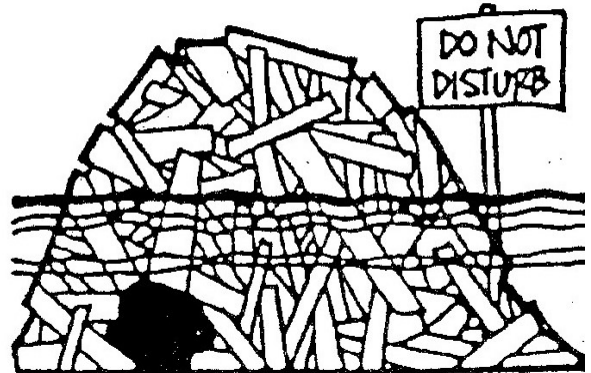
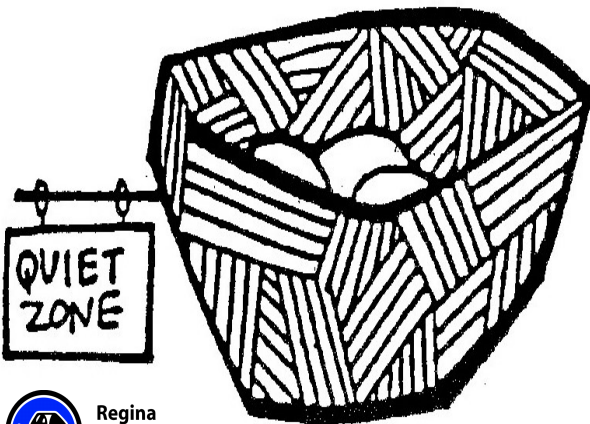
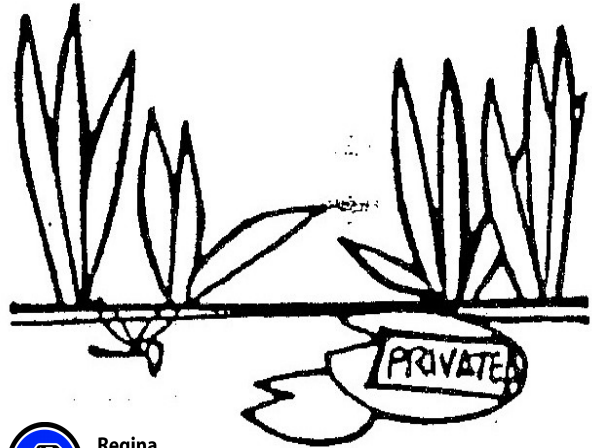
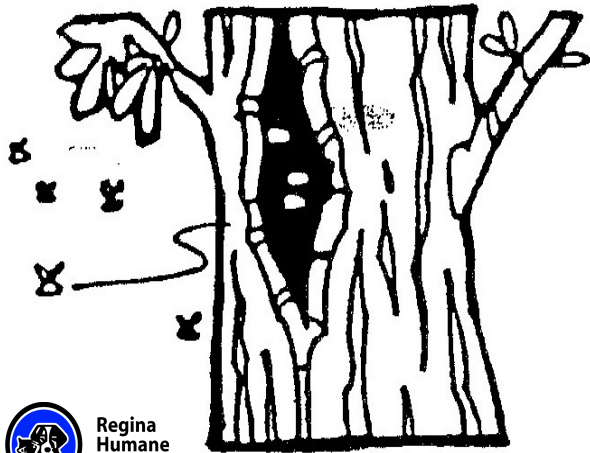
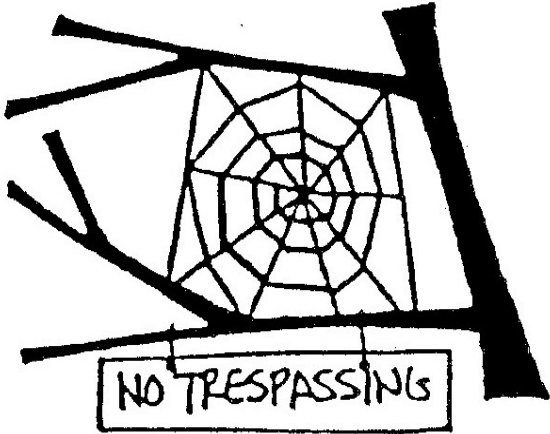
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Animals It's their world too!

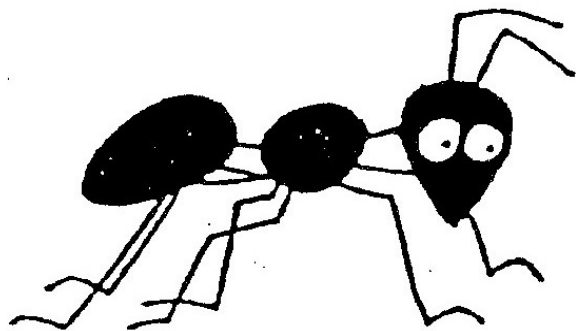


We need to be free and wild.

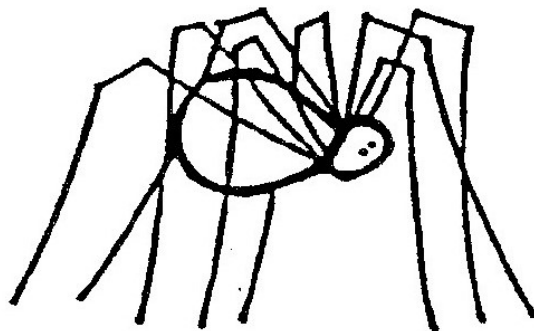
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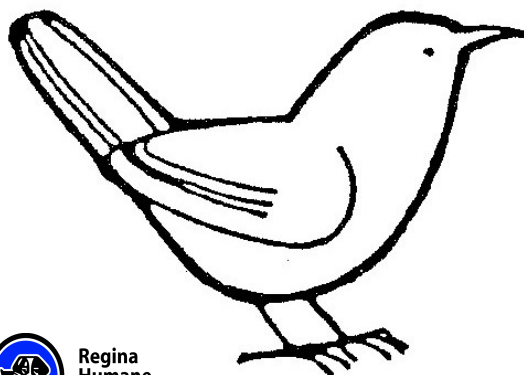
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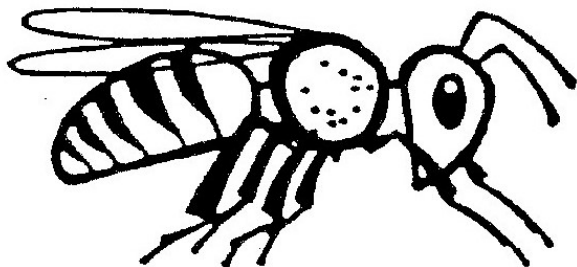
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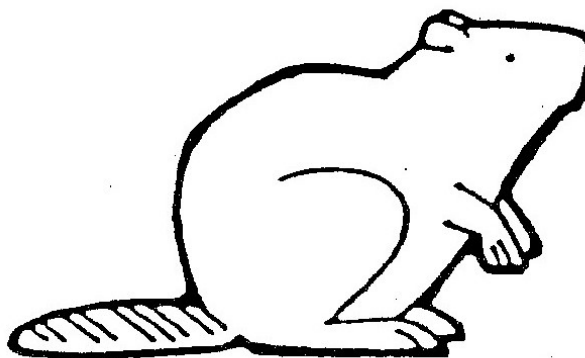
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Note: This lesson does not seek to impose values, but rather to provide an informational context for the development of students' personal values. Thus, values can be formed through discussion of issues and the students' own feelings. These activities have been prepared to encourage children to start thinking about the treatment of animals in society. Since children bring diverse backgrounds and attitudes towards animals to school, it is important that what is "right" or "wrong" is not heavily emphasized.

Background

Often people harm animals for fun or so that they can sell animals' skin, fur, or feathers. Many animals are endangered because of this practice. Other animals are put in danger because people use them for fun and sport. At circuses and rodeos, people laugh, shout, clap, and enjoy themselves. However, many of the animals at these events are injured while performing. At rodeos, some are roped, jerked, and twisted to the ground. In some circuses, animals are not given enough food and water. Their cages are small and sometimes dirty. Some animals are hunted and trapped for fun. These animals often suffer before they die. Sometimes farm animals, zoo animals, and even some animals we see in movies and on TV are hurt by people. Other animals are killed or hurt to make products people don't need or to help people learn things they could study in other ways.

Objective

Students will learn the appropriate ways to treat all animals and that respect for others, including animals, will make the world a better place.

Introduction

Ask students to describe situations that would make them 1.) angry, 2.) sad, 3.) happy, and 4.) frightened. Discuss why the situations would lead to these emotions and what situations might lead to similar emotions in animals. Ask students to give examples of times when they have seen animals expressing similar emotions. Following this discussion, have students complete the following sentences: "It makes me angry/sad/happy/frightened when . . ." from their own point of view and then from the perspective of an animal. Do the circumstances that make animals angry/sad/happy/frightened differ from our own?

Activities

- Encourage discussion about what it means to suffer. Is suffering always a result of physical injury? Can you suffer because your feelings are hurt? Because you are bored and have nothing to do? Because you are lonely? Because you miss someone? Because you are frightened? Explain that some animals can also suffer for many of these same reasons. Present the following situations to students:
 1. A dog is tied to a tree in the backyard all the time and is left alone.
 2. A chicken is confined to a small cage off the ground where it cannot scratch and peck.
 3. A wild animal is captured and confined to a small cage.
 4. A young calf is running from the chute as the crowd cheers on the rodeo cowboy to rope him.

Ask students to describe how each situation might cause the animal involved to suffer. Have students suggest ways the animals' suffering could be alleviated.

- Ask students to identify some well-known TV or movie star animals. Explain to students that in addition to movie star animals there are also others used as "extras" in movies, TV shows, and commercials.

Encourage students to think of other ways animals are used to entertain us. Their list may include circuses, rodeos, horse racing, bullfighting, etc. Ask the class to keep a journal for a designated period of time and record:

- The shows, commercials, or events they see that use animals
- How they were used
- Whether it made them like or dislike the animal
- How humans acted toward or treated the animal
- What the animal did

Have students report their findings for each show, commercial, or event they recorded.

- Did the audience learn anything positive about animals?
- What types of activities did the animal have to perform?
- Were any special tricks required?
- Could the animal have been hurt?
- Was the animal important to the story, scene, or event? Would it have been the same without the animal?
- Was the animal treated with respect by the people involved?

Discuss whether they think it is bad for animals to be used in entertainment. Ask students to list at least five ways that people can entertain themselves without using animals.

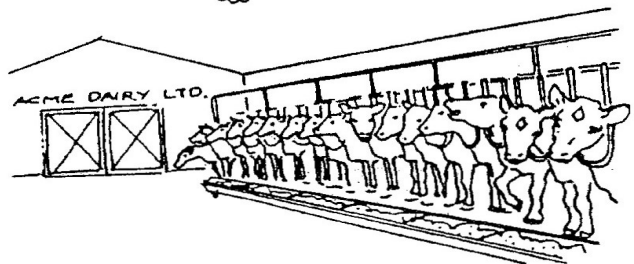
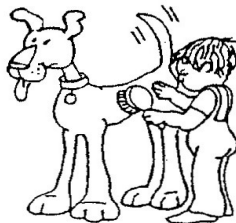
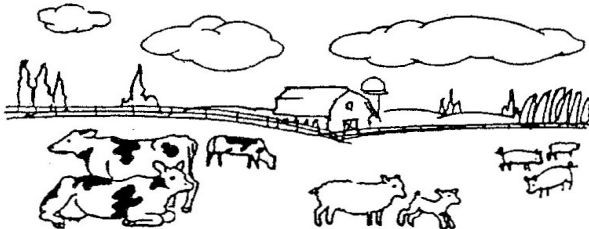
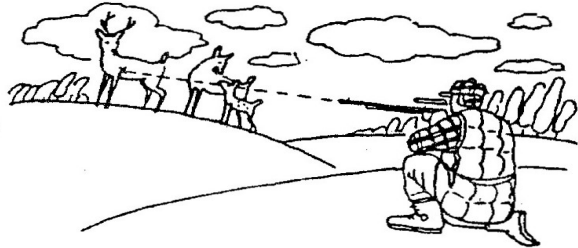
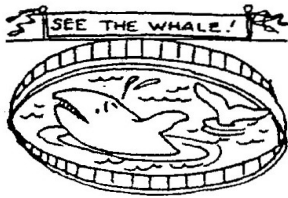
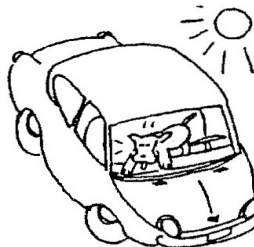
- Have students complete the “Feelings” activity sheet on page 75. Discuss the fact that people have different feelings about situations involving animals before handing out the activity sheet. The following include the basic differences in attitude for the situations which may be considered controversial:
 - **Illustration 2: Butterfly in a jar**
Some people believe it is alright to capture butterflies (or other animals) and keep them in a container for the rest of their lives. Others believe that an animal’s natural home and needs cannot be reproduced and the animal suffers as a result.
 - **Illustration 3: Raccoon in a leg-hold trap**
Some people believe that the trapping of wild animals for the purpose of fashion and employment is alright. Others believe that the wild animal needs his or her fur coat more than the human does, and that the jobs created through the fur industry are not worth the pain and suffering caused to animals.
 - **Illustrations 5 & 11: Child photographing a deer & a hunter shooting a deer**
Some people believe that it is alright to hunt animals for sport. Others encourage people to enjoy animals without causing them harm; for example, by taking photographs of them.
 - **Illustration 12: Old MacDonald’s farm & factory farming**
Some people believe it is alright to keep farm animals confined in cramped quarters and segregated from other animals to reduce cost. Others believe that farm animals should be allowed to graze outside freely with other animals.
 - **Illustration 9: Whale in a small pool**
Some people believe it is alright to use animals in all sorts of ways to entertain humans. Others think that people can find many other ways to entertain themselves without removing an animal from its natural home and causing it to suffer.



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Feelings

Look at each drawing . Circle all the pictures you think are kind in red. Circle all the pictures you think are cruel in black.



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Objective

Students will explore the concept of "rights" for animals and the existing laws that protect them.

Introduction

Help students identify the basic human needs for physical comfort and emotional well-being (e.g., adequate food, water, shelter, clean air, companionship, freedom, and protection from pain/fear/stress). List these on the board. Explain that because we need these things for a healthy life, humans say that we have a "right" to them. Help students identify which of the needs are also shared by animals. Do animals also have a "right" to these things? Why or why not? Ask students to choose one of the needs from the class list and write it on a piece of paper as part of the sentence: "Humans and other animals have the right to . . ." Then draw two pictures on the page; one showing a human fulfilling the need and the other as an animal fulfilling the same need.

Activities

- Explain that having rights means there are certain things others cannot or should not do to you (e.g., the right to be free from pain means that others cannot hit you). Identify who guarantees that our right will be respected (e.g., a teacher in the classroom, a parent at home, a police officer in the community). Explain that it is also the responsibility of an individual within a group to respect the rights of others. Relate this discussion to animal rights. Who works to guarantee that animals' rights will be respected (e.g., a humane society, an Animal Protection Officer, an animal rights activist)? What can individuals do to protect the rights of animals (e.g., care for and protect pets, keep the environment clean and safe for wildlife, be kind to animals in our community)? Help students brainstorm a list of things they can do to show how they respect the rights of animals. Students may choose an action from the list and draw a picture of themselves helping or being responsible for animals. Mount them on the bulletin board with the theme "We Protect the Rights of Animals."
- Help students identify laws in their community that govern the keeping of animals. Discuss possible reasons why each law was written, and what might happen to pets and/or owners if the law did not exist or was ignored. Assign each law to a student or group of students. Ask students to think about the negative consequences of a pet owner disobeying their assigned law, then write a television news story about what might happen. Combine the resulting stories to create a television news program with students playing the roles of newscaster, director, on-site reporters, animal control officers, pet owners, animal rescue workers, and other citizens affected by the situations (e.g., the driver who accidentally hits a stray cat, the neighbor whose garden is dug up by a roaming dog, etc.). Following the dramatizations, discuss how the situations could have been prevented if pet owners obeyed the laws.
- Invite an Animal Protection Officer from the Humane Society to visit your class or arrange for a tour of the Shelter. Ask the speaker to discuss the laws that relate to animals in your community (e.g., leash laws, anti-cruelty laws, dangerous dog laws, etc.) and his or her work enforcing them. Before the visit, help students prepare a list of questions to ask the speaker (e.g., How do the laws help the animals?, How do they help humans?, What kind of animals do you work with?, What is the hardest part of your job?, What can citizens do to make your job easier?, etc.). After the visit have students draw pictures of the officer at work. Send these pictures with a class thank you note to the officer.
- Complete appropriate student activity sheets from this section.



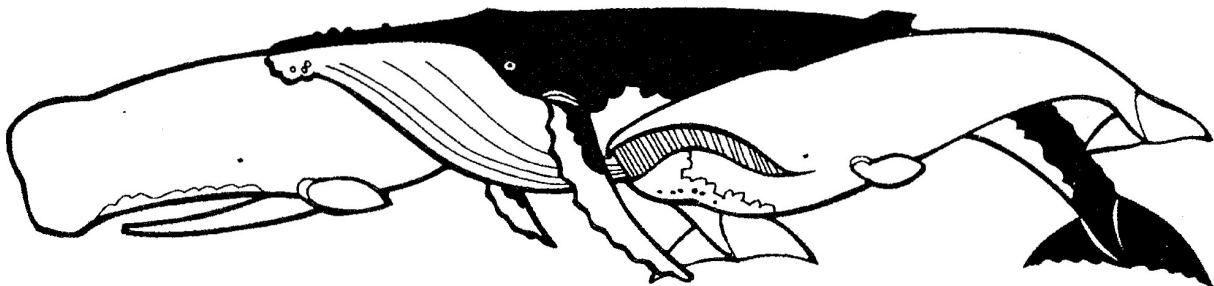
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Animal Math

Directions: Multiply the numbers in each problem. Put the answer in the box. If the answer is even, the sentence that

goes with the problem is true. If the answer is odd, the sentence is false. Write true or false after each sentence.

1. $8 \times 7 = \square$ Sea otters are endangered. _____
2. $2 \times 9 = \square$ Pandas are losing their habitat in southwest China. _____
3. $5 \times 9 = \square$ Killing whales is illegal all around the world. _____
4. $6 \times 5 = \square$ One out of every five endangered animals is a bird. _____
5. $2 \times 3 = \square$ Jaguars, panthers, and cheetahs are endangered, wild cats. _____
6. $7 \times 7 = \square$ Extinct animals are found all around the world. _____
7. $3 \times 6 = \square$ The endangered bald eagle can see a fish 1 mile away. _____
8. $7 \times 9 = \square$ There are no endangered insects. _____
9. $4 \times 7 = \square$ The endangered manatee can weigh as much as a car. _____
10. $3 \times 5 = \square$ The olm is an endangered mammal. _____
11. $1 \times 7 = \square$ Endangered animals are never caught and sold as pets. _____
12. $8 \times 6 = \square$ In the United States, only about 300 wild red wolves are left. _____



Choose a favourite endangered animal. Go to the library to find out why your animal is endangered. On the back of this sheet, design a poster. Your poster should tell people how they can help protect your

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Animal Survey

Ask ten friends to pick their favorite animal from the list below. Make an X in the blank beside each animal's name as it is chosen.

_____ bat _____ rabbit _____ cat

_____ dog _____ panda _____ crow

_____ spider _____ pig _____ snake



Now record the results. Draw a thick line out from each animal's name to show how many people picked that animal as their favorite.

bat										
dog										
spider										
rabbit										
panda										
pig										
cat										
crow										
snake										
	1	2	3	4	5	6	7	8	9	10

Often, people like the animals they know alot about. They may dislike or fear animals they don't know alot about or with whom they have had a bad experience. On the back of this sheet write 2 good things about the animals which were chosen least often. Go to the library if you need help.

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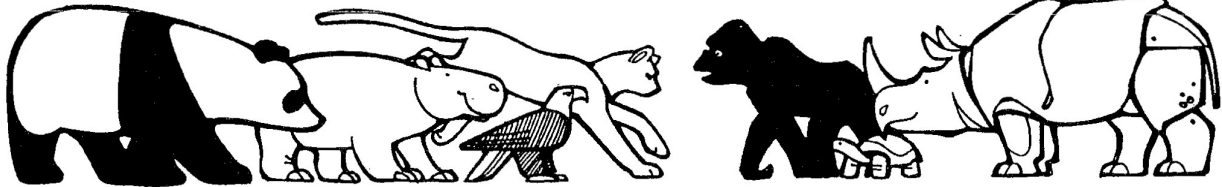


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Endangered in Danger

Endangered animals face many problems. From the chart below, pick any of the nine animals in need, and any of the nine problems. Then select any hero and any main story location (where

most of the action will take place). Write your story on the back. Your hero may not be able to make the endangered animal's problem go away . . . but at least your hero can help!



An Animal in Need	An Animal's Problem	A Hero and Star (She or he helps solve the problem.)	Main Story Location
Elephant	People are capturing or killing me illegally.	You	A zoo
Desert Tortoise	My habitat is disappearing!	A rock star or movie/TV star	A wildlife refuge or sanctuary.
Gorilla	I'm in a zoo cage.	Your mom or dad	The animal's native land
Florida Panther	Someone is teasing and bothering me.	A judge	A benefit show or concert
Giant Panda	I've been separated from my family.	Your friend	A court room
Rhino	I'm endangered!	A ranger	The White House
Pygmy Hippopotamus	I've eaten someone's trash and I feel very sick.	A cartoon character	Your school
Bald Eagle	There are people everywhere!	A teacher	A field trip
California Condor	My water is polluted.	A veterinarian	In a movie

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Captive Creatures

Captive wild animals often face many problems:

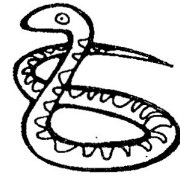
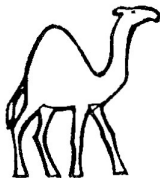
- scary or harmful capture and transportation
- the wrong kind of food
- the wrong climate to live in
- disrupted sleeping patterns
- no chance for natural behaviors (hunting, being with their own kind, building a home, and so on)
- not enough space
- travel sickness
- not enough exercise



Directions: Below is a list of wild animals and places where you might see them. Put a P in the blank if

you think the animal might have faced one or more of the problems listed above.

- | | |
|--|--|
| ___ 1. A lion in a zoo cage | ___ 12. A frog in a river or pond |
| ___ 2. A snake in a zoo natural habitat area | ___ 13. A goat at a petting zoo |
| ___ 3. A goat at a petting zoo | ___ 14. A skunk in a classroom |
| ___ 4. A bear left alone at a national park | ___ 15. A lion in a movie or show |
| ___ 5. A raccoon in your house | ___ 16. A dressed up monkey in a picture or ad |
| ___ 6. A spider in your yard | ___ 17. A monkey in a laboratory |
| ___ 7. A lion at a circus | ___ 18. A bird at a wildlife care center |
| ___ 8. A bear in a parade | ___ 19. A deer at a wildlife sanctuary |
| ___ 9. A bear in a cage | ___ 20. A lizard in a pet store |
| ___ 10. A squirrel left alone in a park | ___ 21. A snake in a department store |
| ___ 11. A bird in a forest | ___ 22. A camel at a special event or race |

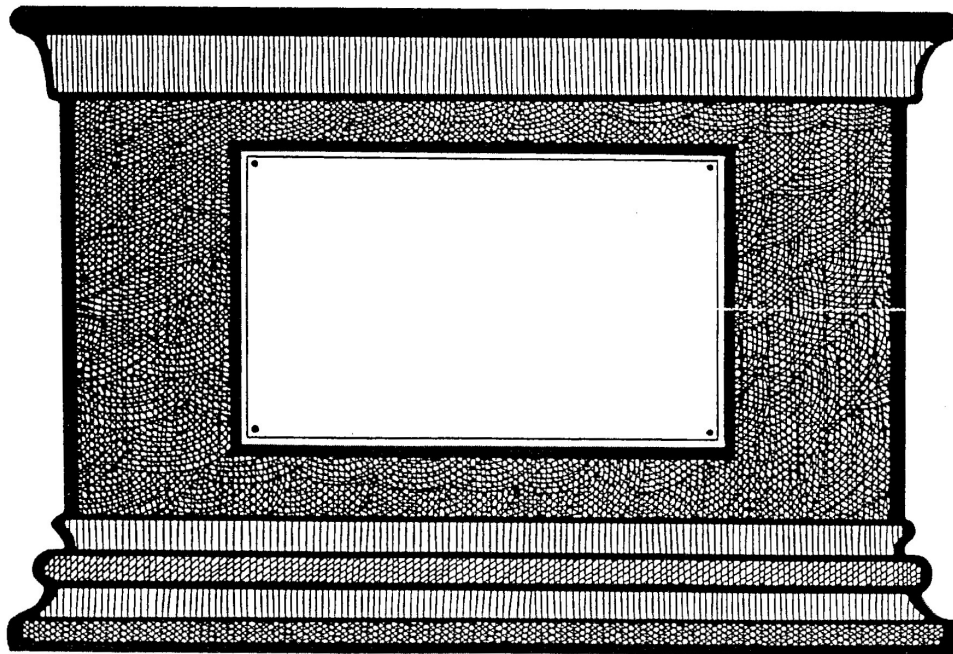


Pick a wild animal. On the back of this sheet, write five things you might do if you were that animal. Write five things you could not do if you were in a cage.

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Design a monument to an extinct animal.

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Wild Pet Problems

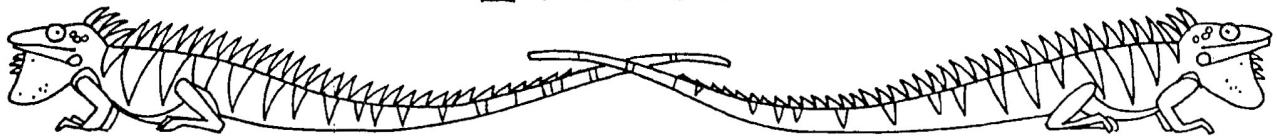
Keeping wild animals as pets is not a good idea. Some grow large and become dangerous. Some carry diseases. Many need special food and care. Almost all wild animals are frightened and unhappy

when forced to live in captivity as pets.

Read about the animals below that are sometimes kept as pets. Using the code, write the names of the animals on the lines.

A C E G I K M N O P R S T U Y

1. This animal may bite, especially when handled.
2. This animal cannot be housebroken. It is active and very strong. Even one that weighs twenty pounds can kill a person.
3. This animal may carry rabies. It is likely to bite. In many places, keeping this animal as a pet is against the law.
4. This animal is very noisy. It needs lots of room to exercise. It can bite hard.
5. Kept in a cage, this animal becomes bored and angry. Loose in a house, it is destructive and dangerous.
6. This animal grows to be six feet long. It needs a large, warm space to live in. This animal often dies in captivity.



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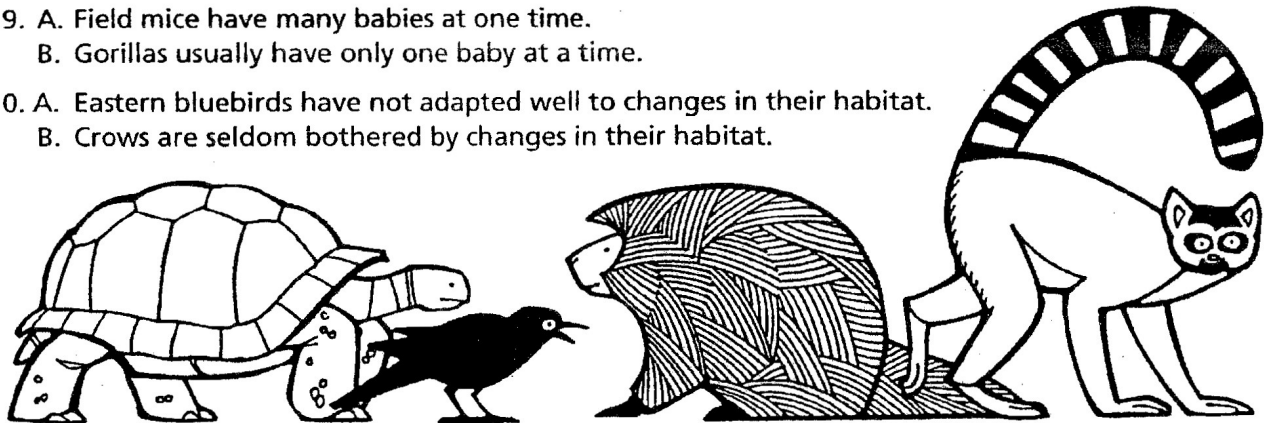
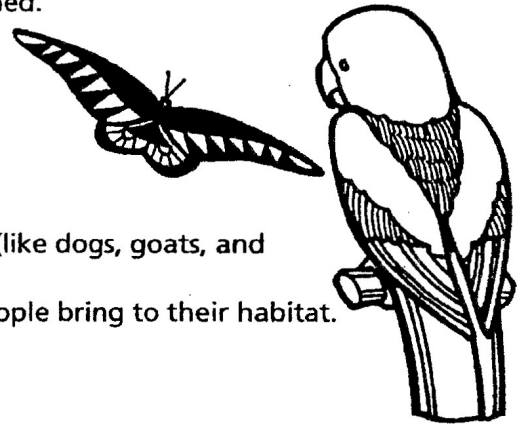


Due Cause

Why do animals become endangered or threatened with extinction? There are many causes. Read each pair of sentences below. For each pair

of sentences, circle either *A* or *B* for the animal that is more likely to become endangered or threatened.

1. A. Koalas eat only the leaves from a single kind of tree.
B. Gulls eat many different kinds of food.
2. A. Raccoons live in many different places.
B. Lemurs are found on only one island.
3. A. Galápagos giant tortoises are in danger from animals (like dogs, goats, and rats) that people brought to the tortoises' habitat.
B. Blackbirds are seldom troubled by the animals that people bring to their habitat.
4. A. Elephants are hunted by poachers for their ivory.
B. Porcupines are seldom hunted by people.
5. A. Squirrels do not need very large amounts of food or land.
B. Because of their size, bison need lots of food and space.
6. A. Many parrots are captured for the exotic pet trade.
B. Few people are interested in keeping house sparrows as pets.
7. A. The white cabbage butterfly is not wanted by collectors.
B. The birdwing butterfly is wanted by collectors.
8. A. The cardinal stays in the same area all year long.
B. The piping plover migrates between the United States and South America. The journey can be dangerous.
9. A. Field mice have many babies at one time.
B. Gorillas usually have only one baby at a time.
10. A. Eastern bluebirds have not adapted well to changes in their habitat.
B. Crows are seldom bothered by changes in their habitat.



On the back, write a paragraph summarizing why an animal is more likely to become endangered.



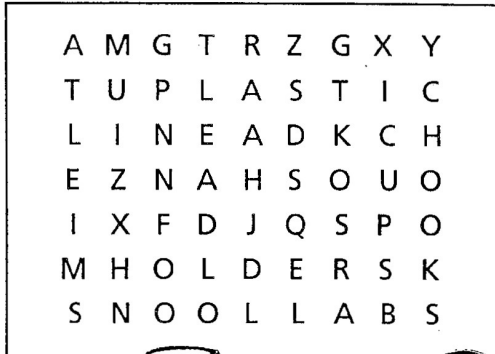
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Hidden Hazards

Trash hurts! When we look at a pond or beach, we do not always see the trash. Sometimes it is hidden in the sand or grass. Sometimes it is

hidden in the water. Hidden in the puzzle are some items that can be hazards. See if you can find them.

Answer Box:		
glass	plastic	balloons
cups	lead	line
holders	tin	hooks



Now, use the answer box words to finish these sentences about trash.
Remember: Dispose of trash properly.

1. Skunks and other animals can get their heads stuck in plastic _____ and _____ cans.
2. Water birds can be poisoned by _____ shot that they eat along with marsh grasses and other food.
3. Sea turtles sometimes think _____ bags are jellyfish and eat them. They cannot digest the bags.
4. Birds and other animals can get caught in discarded fishing _____. Without hands to free themselves, they cannot get away.
5. Animals and people alike can cut themselves badly on broken _____.
6. Plastic ring _____ from six-packs of soft drinks or beer can get caught around water birds' necks so they cannot eat.
7. Discarded _____ used for fishing can hurt animals and people.
8. Releasing helium _____ can hurt animals like sea lions. They may eat them when the balloons come down out of the sky.

Helium balloons are often released at fairs and other outdoor events. When the balloons come down out of the sky, they become litter. They can harm animals who eat them by accident - especially whales and sea otters. On the back of this paper, write a radio message telling people not to release helium balloons at their events.

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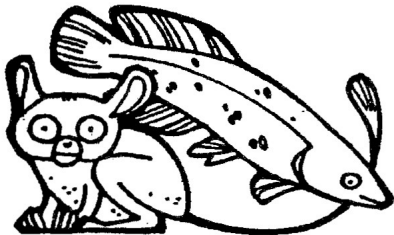


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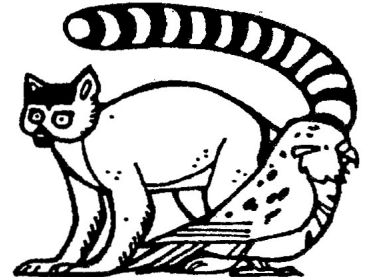
Who Are We?

Habitat loss causes animals to become endangered. We can help endangered animals by protecting the places where they live. For each sentence, solve the division problem. Match your answer with a number in the answer box. An

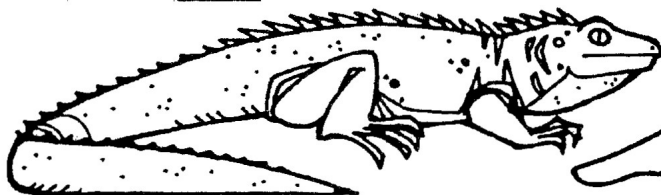
endangered animal goes with each number in the answer box. Write the animal's name in the blank to finish the sentence. The first one has been done for you.



Answer Box	
9 = tuatara	17 = arapaima
11 = tarsier	19 = orangutan
13 = olm	36 = kakapo
15 = kagu	43 = lemur



- $132 \div 12 =$ The tarsier sees well in the dark with the help of large eyes.
- $51 \div 3 =$
- $76 \div 4 =$
- $90 \div 6 =$
- $72 \div 2 =$
- $78 \div 6 =$
- $86 \div 2 =$
- $132 \div 12 =$
- $95 \div 5 =$
- $81 \div 9 =$



Choose one of the animals from the answer box. On the back, write at least three fascinating facts about the animal and tell why

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Fun or Foul?

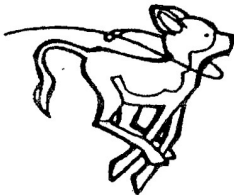
People have lots of different ways to have fun. Some of these ways use animals. Read the story about each animal below. On a separate piece of paper, write a new, happier story for each animal.



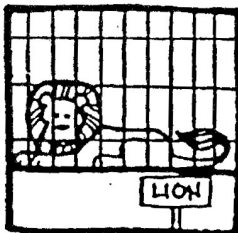
I am a chimpanzee. I was born in a zoo. But the zoo had too many chimpanzees. So I was sold. I was sold to some people who use chimpanzees in a show. They take the show to different places. They take it to schools, shopping malls and fairs. In the show, I am dressed up in children's clothes. Then I have to do tricks. If I do not do the tricks right, I may get hit with a stick. Another chimpanzee bit the people at the show. I never saw her again after that.



I am an elephant. Since I was born, I have belonged to the circus. I travel from city to city in a cage which is small since I am so big. In each city I am taken from my cage and am dressed up in sparkly costumes. They make me carry people on my trunk, stand on one leg and do many other tricks. When the show is over I must go back to my cage.



I am a calf. I was taken from my mother and transported to a big place with lots of other cows and horses. There are lots of people here. They are cheering, yelling and laughing. Some men take me to a small pen. I am very frightened in this strange place. Suddenly, the door opens and I run faster than I ever have. A rodeo cowboy on a big horse is chasing me and the crowd is very loud. Ouch! A rope jerks my head back and I crash to the ground. The cowboy ties me up.



I am a lion. I was born on the wide-open African plains. My mother taught me to catch my own food. When I was not doing that, I spent a lot of time sleeping. I used to climb trees and sleep. One day I was captured by poachers. Later I was sold to a zoo. I am kept in a small cage. I can't hunt for food or run and jump. I am alone. There are no other lions. People come and look through the bars at me everyday.

On the back of this sheet, make a list of at least five ways that people can entertain themselves without using animals.

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What a Circus!

Different people have different ideas about circuses. Some people say circuses are fun. Other people say they are not fun for animals. Some circuses use only domestic animals, like dogs and

horses. Others use wild animals too. And a few circuses have only human performers. Read the statements below. Decide how you feel. Then circle the answer that best describes your feelings.

1. It is OK to capture wild animals and make them do tricks in a circus.

strongly agree agree don't know disagree strongly disagree

2. It is OK for circuses to train domestic animals to do tricks.

strongly agree agree don't know disagree strongly disagree

3. Circuses should have only human performers.

strongly agree agree don't know disagree strongly disagree

4. It is OK for circuses to have animals do things they would do naturally—like run or jump.

strongly agree agree don't know disagree strongly disagree

5. It is OK for circuses to have animals do things they would not do naturally—like wear clothes or dance.

strongly agree agree don't know disagree strongly disagree

6. Circuses should educate people about animals, not just entertain people.

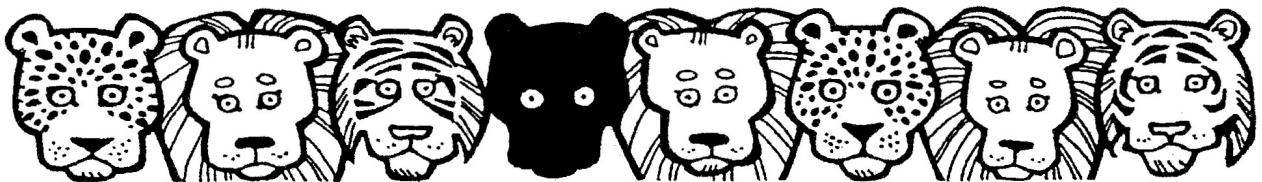
strongly agree agree don't know disagree strongly disagree

7. Circuses are fun. I enjoy going to circuses.

strongly agree agree don't know disagree strongly disagree

8. Circuses are probably not much fun for animals.

strongly agree agree don't know disagree strongly disagree



Choose one of the questions above. Find someone who has a different answer. On the back of this sheet, write one paragraph to persuade that person to agree with you. He or she should do the same thing. Next, exchange papers with him or her. Talk about how you agree or disagree.

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Games & Activities



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Children love to play bingo and this game is a great follow-up activity for lessons on responsible pet ownership. To create a set of cards, make copies of the following page. Cut apart the pictures, scramble them, and glue them to 8" squares of cardboard. Boards need to be different or everyone will "bingo" at once! You may wish to color and/or laminate the cards. Older children can make their own cards. The clue card will need to be cut apart and/or laminated.

Play as you would regular bingo, drawing and reading the clue cards and having children put markers on the items described. Pieces of dog or cat kibble make fun, inexpensive markers!

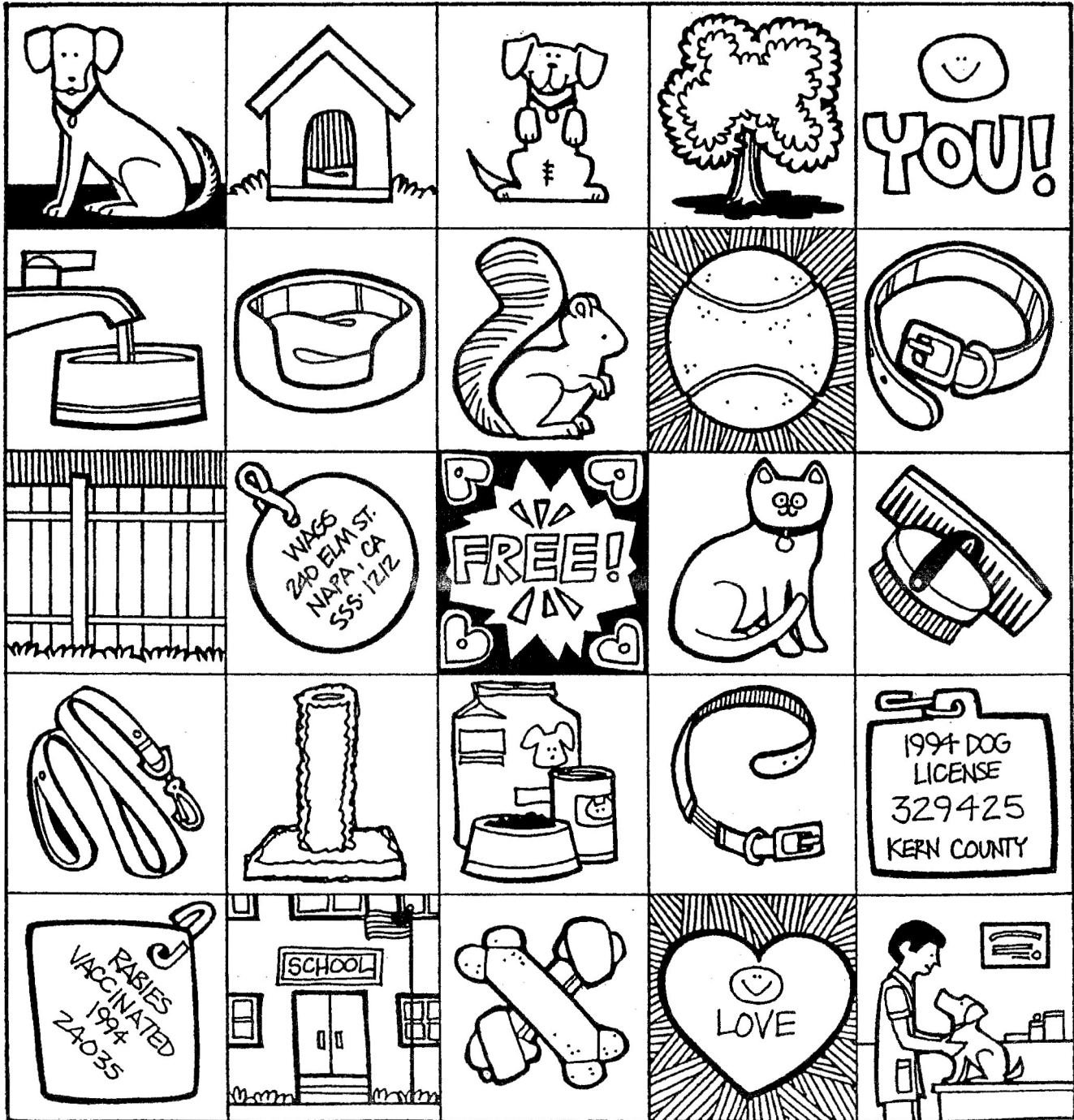
Clue Cards:

This pet can live safely and happily in a house without ever going outdoors. (cat)	If people feel this for their pets, they will take good care of them. (love)	This tag has a pet's address and phone number on it. It can help a lost pet get home again. (I.D. tag)
This grows in the yard and gives shade to keep pets cool. (tree)	Every pet needs to be given the right kind and right amount of this. (food)	This is who you pet depends on for daily care and attention. (you)
A dog or cat needs one of these in a quiet place so that it can rest. (bed)	Using these on your dog or cat will help keep the skin and fur clean and healthy. (brush/comb)	This is a special surgery that pets have so that they can not have babies. (spay/neuter surgery)
People with dogs should have these around their yards to help their dogs be safe and be good neighbors. (fence)	Family pets don't belong here. They can cause problems, get scared or hurt, and hurt or frighten the people there. (school)	You buy this tag for your pet from the city government. It is required by law. Your pet should wear it at all times. (pet license)
Your pet gets this tag from the vet after a special vaccination has been given. (rabies)	Pets need this all the time. Make sure your pet always has a clean, cool, fresh supply of it. (water)	This is a special collar for cats. If it gets caught on something, they can slip out of it. (cat collar)
This pet comes in many shapes, sizes, and colors, and is related to the wolf. (dog)	Attach this to your dog's collar when you take him or her out of the house, car, or yard. (leash)	This kind of collar should have your pet's tag attached to it. (leather/nylon collar)
This is a wild animal. It should not be kept as a pet. (squirrel)	Many pets like to chase this and play fetch with their owners. (ball)	This helps protect dogs kept outdoors from bad weather. (dog house)
These are made for dogs to chew on. They are made of hard rubber so they won't break into sharp pieces and make dogs choke. (toy bones)	This person cares for animals that are hurt or sick. He or she also gives shots to keep pets healthy. (veterinarian)	A cat needs this to exercise and keep its claws in good shape - or else it might scratch furniture and drapes! (scratching post).



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Pet Care Bingo



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The Spelling Game

In order to play this game, you will need to make a set of letter cards in advance. Use letter size pieces of cardstock or construction paper in two different colors to make two sets of seven cards. With a thick marker, write the following on one side of each of the set of cards.

R O U N D I H

Then flip the cards over this way



not this way



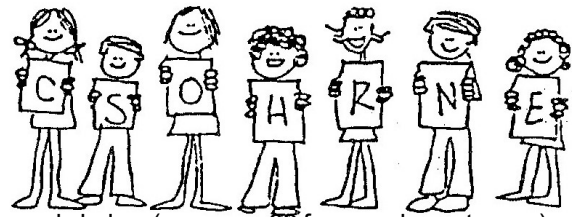
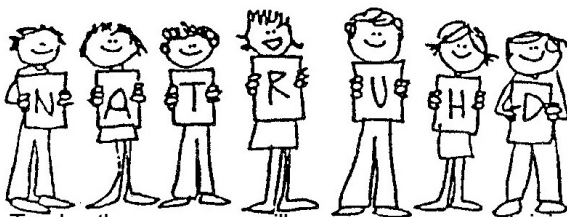
and print T, A, B, L, E, S, C on the back

so that the T is on the back of R and O/A, U/B, N/L, D/E, I/S, H/C are also back to back. You will notice that if you hold the first card so that the R is right side up, the T on the back is upside down. Don't panic! You did it right! It's done this way because it is easier when holding a card like this

to flip it this way



Choose two teams of seven and give each team a set of cards. Have them line up as follows facing the rest of the group. Tell them to memorize their letter and show them how to flip the cards. Choose a scorekeeper from the audience.



To play the game you will say a sentence containing one of the words below (see page 92 for sample sentences). Then repeat the specific word, and for younger groups spell it out. For example, "Mice are nice. Nice. N-I-C-E!" Teams then scramble to see who can spell "nice" first (with the letters right side up). Players whose letters are not used in that word step back. The fastest accurate team gets the point. Repeat. This game is as much fun to watch as it is to play. Additional words include:

brain, hold, close, sand, round, bat, horse, shout, born, cents, snout, ears, stone, shut, tail, brand, hard, course, robin, cone, rain, snore, cats, loud, hound, hers, seal, tables, nest, bale, stand, house, crab, sound, hole, nuts, cold, bird, closet, bone, hand, car, sore, hind, cloud, toe, race, hot, care, note, hat, nice, dots, late, run ice, scare, shot, best, able, ton, once, use, sale, thin, bear, last, net, shone, salt, dust, sun, belt, nose, rule, stable

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Spelling Game Sentences

The guinea pig has a small **brain**.
Always **hold** a puppy with two hands.
An aquarium needs **sand** on the bottom.
A **bat** is a mammal.
An Appaloosa is a kind of **horse**.
Don't **shout** when you are around animals.
Kittens are **born** with their eyes closed.
The aardvark has a long **snout**.
A jackrabbit's **ears** are very large.
Don't **shut** the door on the cat's tail!
A Manx cat has no **tail**.
That **robin** just ate a worm.
Ducks love **rain**.
All **cats** should be spayed or neutered.
The basset is a **hound** dog.
A cow knows which calf is **hers**.
We bought a **ton** of hay for our horses.
A bee can only sting **once**, then it dies.
The **sale** of wild pets should be stopped.
Anteaters have long, **thin** tongues.
The **last** passenger pigeon died in 1914.
Chickens like to take a **dust** bath.

My cat slept in the **closet** last night.
Most dogs love a ride in the **car**.
The vet fixed my kitten's sore **paw**.
My pony has a white **hind** foot.
The buffalo raise a **cloud** of dust.
A water bug pinched by **toe**!
If a snake gets too **hot**, it may die.
I left a **note** for the pet sitter.
His donkey are his cowboy **hat**!
The butterfly had orange **dots** on his wings.
My dog knows if I feed him **late**.
Which can **run** faster - a lion or a tiger?
The penguins went sliding on the **ice**.
Her puppy got a rabies **shot**.
The elephant is **able** to hold 1.5 gallons of
water in its trunk.
The termites at two **tables** and a chair.
There were two eggs in the **nest**.
Can you **stand** on one leg like a flamingo?
Guinea pigs make a whistling **sound**.
The largest **bird** is the ostrich.
There are two horses in the **stable**.

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Ticket Home Game

License tags are an animal's insurance policy. When a dog or cat is lost, a license ensures they will find their way home. To illustrate the importance of obeying animal license laws, involve your class in a role playing exercise. This fun activity for young children clearly demonstrates how dependent animals are upon people to give them need protection.

Here is how you play the "Ticket Home" game:

1. Cut out the tag and punch a hole out on the top. Attach a string to the tag so it is long enough to fit around an child's neck.
2. Select someone to role play the following:
 - a lost dog who is wearing a tag
 - a lost cat not wearing a tag
 - a young child lost at a shopping mall
 - an Animal Protection Officer who finds that dog
 - a neighbor who finds the lost cat
 - a clerk who finds the lost child
3. The "dog" and "cat" each select a classroom (different from the one they are currently in) to be their "home base." The "lost child" will use his/her real home address or the school address as the "home base."
4. Write the classroom number on the dog's license tag.
5. Have children role play three different scenarios:
 - a. The Animal Protection Officer finds the lost dog and easily determines where the dog lives by checking the tag. The officer returns the dog to his/her home.
 - b. The neighbor finds the lost cat and tries to find out where the animal lives. The cat tries to communicate to the person where he/she lives. The neighbor eventually calls the animal shelter and the Animal Protection Officer comes to pick up the cat to take him/her to the shelter.
 - c. A store clerk finds the lost child at the shopping mall. The child tells the clerk his or her address and phone number. The clerk helps the child get back home safely because of the ability of the child to understand what the clerk is saying and to talk.
6. Discuss with your class the issue of dependency. Companion animals are dependent upon their guardians to protect them, to care for them, and to make sure that if they get lost, whoever finds them will know where they live. Explain that many laws, like the license law, should be obeyed because they protect animals.
7. Ask the class if they can think of other situations when a license tag can help a dog or cat.





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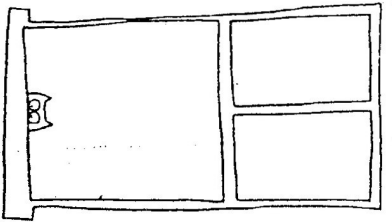
True & False Cat Quiz

This true and false quiz makes an interesting and fun game for students. The cards can be cut apart and laminated with the answers on the back for easy and repeated use.

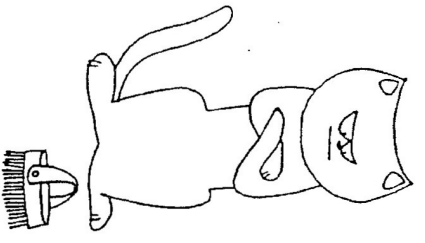
1. True A cat can get plenty of exercise indoors and is usually safer than outside.
2. False Cats need and enjoy occasional brushing, which removes dead hair and keeps the skin clean and healthy.
3. True Homeless cats live in constant danger and are usually killed or injured by cars, dogs, poison, and healthy.
4. True The dark color on ears, face, paws and tails develops later.
5. False Use two hands to support the cat's body, holding it close to you.
6. True They are very sensitive and act as "feelers" to let the cat know when it's about to brush against something.
7. True Cats see everything as black, gray, or white.
8. False A cat will splinter and swallow the bones, which can easily kill it.
9. False All cats need water.
10. False Even if it were able to catch enough mice to live on, it would not be a balanced diet.
11. True They can usually keep themselves clean by licking their fur with their tongues.
12. True Cats need two to four times as much protein as dogs.
13. False Cats usually eat grass just because they like the taste, or because they need to throw up something that they have swallowed. Grass will wrap around a sharp object in the cat's stomach, and protect the throat as the object is vomited.
14. False Though cats can sometimes twist around in mid-air and land safely, they are often hurt or killed by a fall.
15. True Since cats need more protein than dogs, dog food is not adequate for them.
16. False Foam around the mouth usually indicates indigestion or other illness.
17. False Too much fish will cause vitamin and thiamin deficiencies, which may cause convulsions, paralysis, or death.
18. True A swishing tail indicates anger. Tail straight up expresses pride or contentment. Tail curled around body indicates fear or insecurity.
19. False A cat keeps its claws retracted when it walks, so they do not appear in the paw print.
20. False Although some cats enjoy cow's milk, it is not a necessary part of the diet, and many cats are made sick by it. Cow's milk is not a substitute for water.
21. False They can see better in the dark than many other animals, but cannot see in total darkness.
22. True The thirty muscles in a cat's ears enable them to twitch or flatten back against the head.
23. True However, some cats have extra toes.
24. True This is a serious disease, usually fatal.
25. False Although kittens may enjoy playing with yarn balls, they can easily get tangled in the yarn and be strangled to death.
26. False Spaying won't affect a cat's weight - overfeeding will! Well-cared for spayed cats stay slender and active.
27. False Dogs flea spray contains toxic substances, which a cat will pick up as it licks its fur, causing sickness or death. Cat flea spray is specially made not to harm cats if they lick it off their fur.
28. True The gold, green, or orange pigment develops later as the cat matures.
29. True Although more independent than dogs and therefore less "trainable," they can be taught to walk on a leash and do simple tricks. Training is most successful when started at an early age.
30. False The white of a raw egg is harmful to cats. Cooked eggs are okay, and many cats enjoy them.

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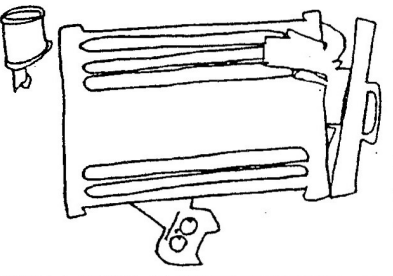
① A CAT CAN LIVE A HAPPY, HEALTHY LIFE WITHOUT EVER GOING OUTDOORS.



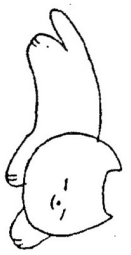
② SHORT-HAIRED CATS NEVER NEED BRUSHING.



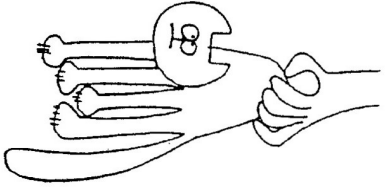
③ A STRAY OR ABANDONED CAT USUALLY ONLY LIVES FOR A WEEK OR TWO.



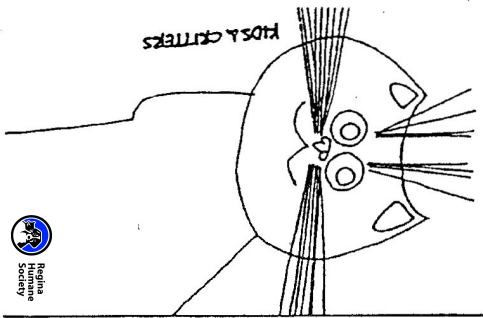
④ SIAMESE KITTENS ARE WHITE WHEN THEY ARE BORN.



⑤ THE BEST WAY TO PICK UP A CAT IS BY THE FUR ON THE BACK OF ITS NECK.



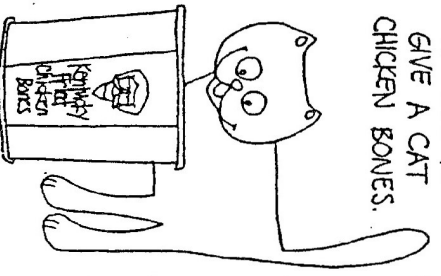
⑥ A CAT'S WHISKERS HELP HIM "SEE" IN THE DARK.



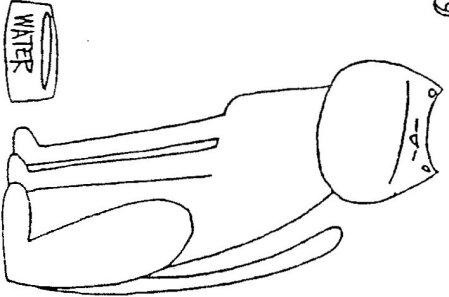
⑦ CATS ARE COOL & BLIND.



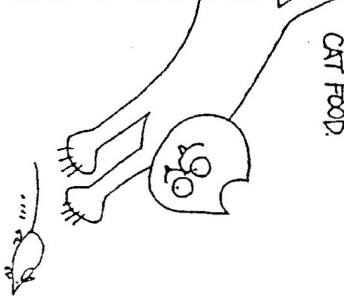
⑧ IT'S OKAY TO GIVE A CAT CHICKEN BONES.



⑨ CATS DON'T DRINK WATER.

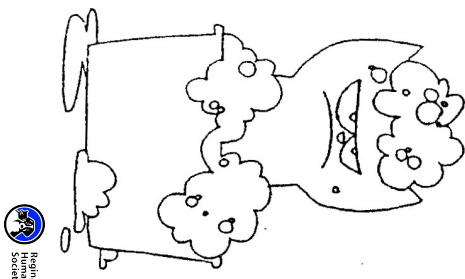


⑩ A CAT THAT CATCHES A LOT OF MICE DOESN'T NEED CAT FOOD.

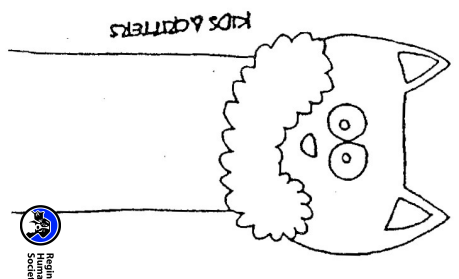


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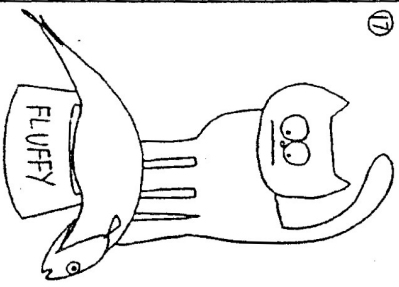
11 CATS DO NOT NEED REGULAR BATHS.



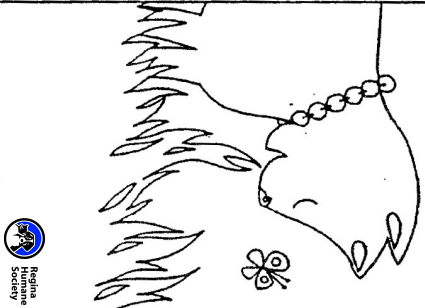
12 A CAT THAT IS FOWMING AT THE MOUTH PROBABLY HAS PARVIES.



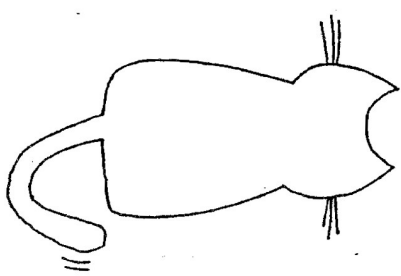
13 CATS SHOULD BE FED MOSTLY FISH.



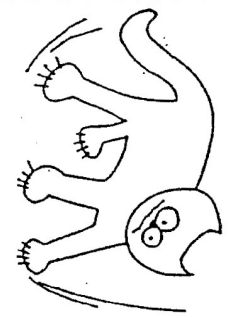
14 A CAT THAT EATS GRASS IS NOT GETTING ENOUGH VEGETABLES IN ITS DIET.



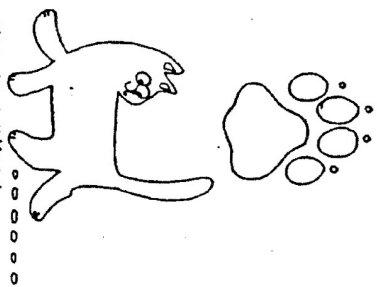
15 A CAT USES ITS TAIL TO TELL YOU HOW IT FEELS.



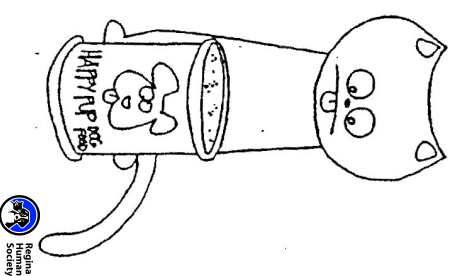
16 A FALLING CAT WILL ALWAYS LAND ON ITS FEET.



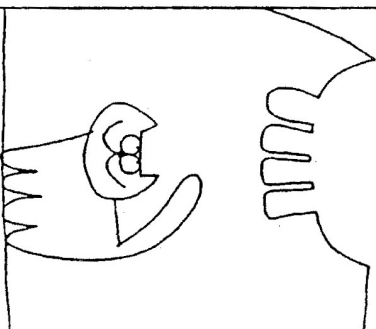
17 THIS IS WHAT A CAT'S PAWPRINT LOOKS LIKE.



18 A CAT SHOULD NOT BE FED DOG FOOD.

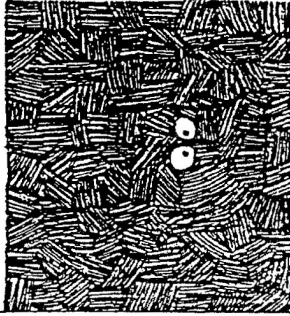


19 CATS NEED MILK.



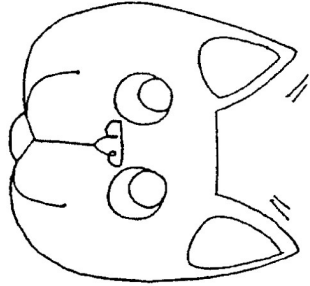
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21 CATS CAN SEE IN TOTAL DARKNESS



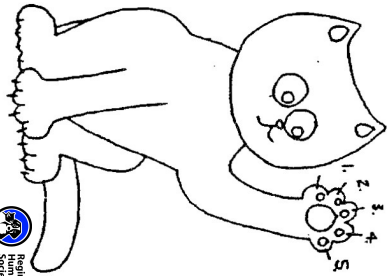
22

A CAT'S EARS HAVE THIRTY MUSCLES.



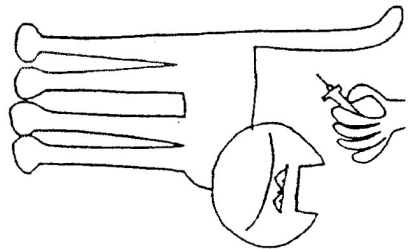
23

CATS USUALLY HAVE 5 TOES ON THE FRONT FEET AND 4 ON THE BACK.



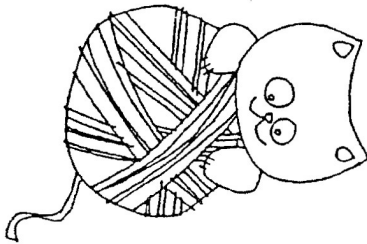
24

A CAT SHOULD HAVE A DISTEMPER SHOT EACH YEAR.



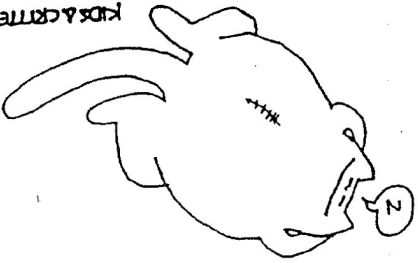
25

A BALL OF YARN MAKES A GOOD TOY FOR A KITTEN.



26

A CAT THAT IS SPAYED WILL GET FAT AND LAZY.

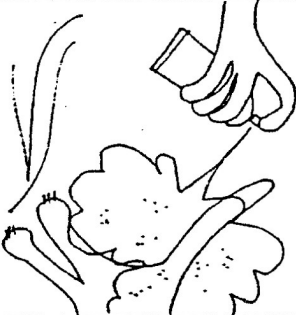


KIDS & CRITTERS



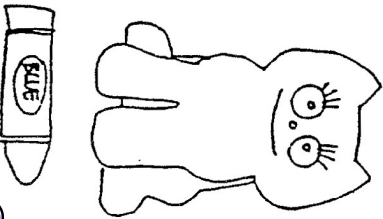
27

IT'S OKAY TO USE DOG FLEA SPRAY ON A CAT.



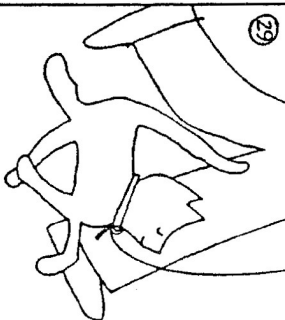
28

ALMOST ALL KITTENS HAVE BLUE EYES



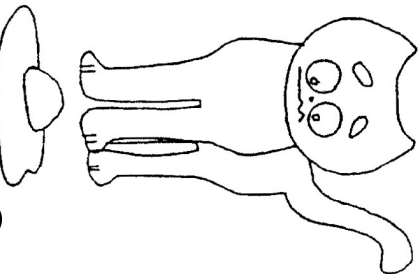
29

CATS CAN BE TRAINED.



30

RAW EGGS ARE GOOD FOR CATS.



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True & False Dog Quiz

This true and false quiz makes an interesting and fun game for students. The cards can be cut apart and laminated with the answers on the back for easy and repeated use.

1. True They do not develop spots until later.
2. False All dogs must obey the leash law. It isn't safe for dogs to run loose.
3. True A St. Bernard or Great Dane is very old at nine or ten. Little dogs often live to be 16 or 17 years old.
4. False These dogs are called boxers because they use their front paws a lot when playing. They are friendly and love to clown around.
5. True Big dogs have large litters. Tiny dogs usually have only two or three pups at a time.
6. False Choke collars are dangerous and unnecessary. If left on a dog, it may catch on something and strangle the dog.
7. True It is descended from the big, furry Spitz dog.
8. False A healthy dog can have a hot dry nose, while a sick dog can have a cold wet one.
9. True They see everything as black, white, or gray (like black and white TV).
10. False This is a habit many dogs retain from when they lives as wild animals and had to eat their food quickly before another animal could take it away.
11. True They are strong swimmers and the webbed feet help them go faster.
12. True Only a very short, strong dog could fight a badger in its den.
13. False Too much bathing is hard on a dog's coat. Two or three times a year is usually enough.
14. True Fleas contain tapeworm eggs, which hatch when a dog swallows them.
15. True It hangs forward to form a "scoop" which collects and holds the scent of the trail.
16. True Poodles were used as retrievers in cold water. Most of their hair was trimmed so that they could swim faster, but pompoms were left around the joint to keep them warm.
17. True They cannot see, hear, or smell.
18. False Even in the shade, the temperature may soon rise to 140°, which is fatal for dogs.
19. True A hard biscuit will clean teeth and remove tartar.
20. False The operation is much simpler if the dog has never been bred.
21. False All dogs need and love to be brushed.
22. True Only members of the royal family could own Pekingese.
23. False Use affection as a reward. It's non-fattening and free, and you'll always have it with you.
24. False Close your hand into a fist, and let the dog smell the back of it. An open hand may scare the dog.
25. False An extra long rope can quickly get hopelessly tangled and dump over food and water dishes. A fenced yard is the best way to confine a dog.
26. False The white of a raw egg is indigestible. It's okay to feed cooked eggs.
27. False People and dogs are affected by different germs.
28. False It usually indicates indigestion or other sickness.
29. True Some dogs with short coats that live inside will need protection in very cold weather.
30. False It usually indicates indigestion or just plain boredom. Some dogs like the taste.

MORE than a Shelter

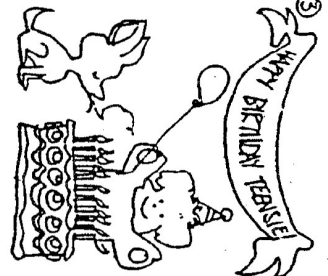
① DALMATIAN PUPPIES ARE PURE WHITE WHEN THEY ARE BORN.



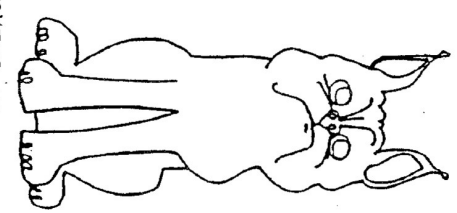
② A DOG CAN BE ALLOWED TO RUN LOOSE IF IT HAS A LICENSE.



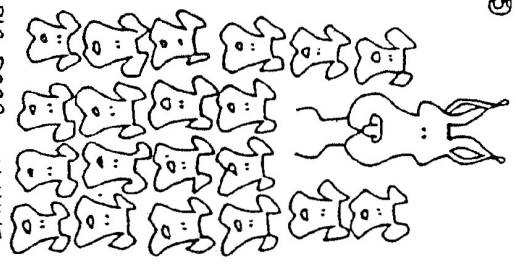
③ LITTLE DOGS USUALLY LIVE LONGER THAN BIG DOGS.



④ BOXERS ARE CALLED BOXERS BECAUSE THEY LIKE TO FIGHT.



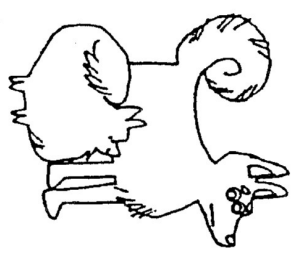
⑤ BIG DOGS MAY HAVE 20 PUPPIES IN A LITTER.



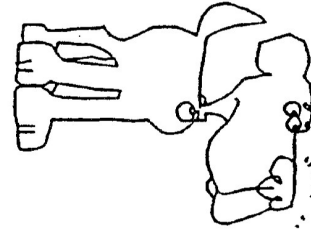
⑥ A CHAIN CHOKE COLLAR MAKES A GOOD ALL-PURPOSE COLLAR FOR DOGS.



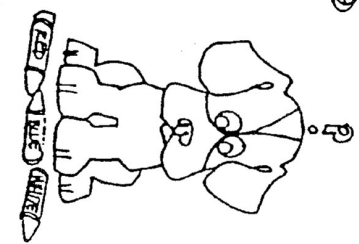
⑦ THE TINY ROMERANIAN IS DESCENDED FROM BIG SLED DOGS.



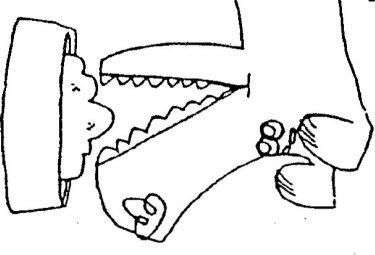
⑧ IF A DOG'S NOSE IS HOT AND DRY, IT MEANS THAT HE IS SICK.



⑨ DOGS ARE COLOR-BLIND.



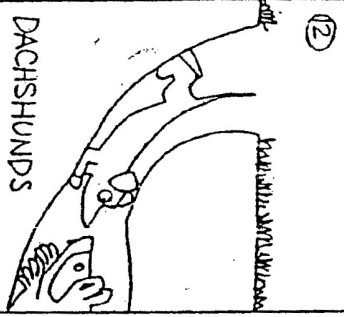
⑩ IF A DOG EATS HIS FOOD VERY QUICKLY, IT MEANS THAT HE ISN'T BEING FED ENOUGH.



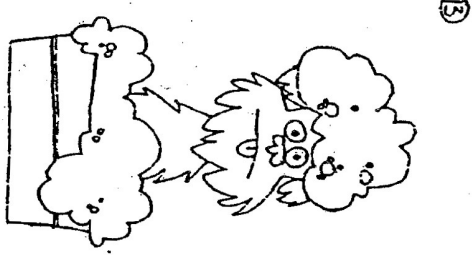
MORE than a Shelter



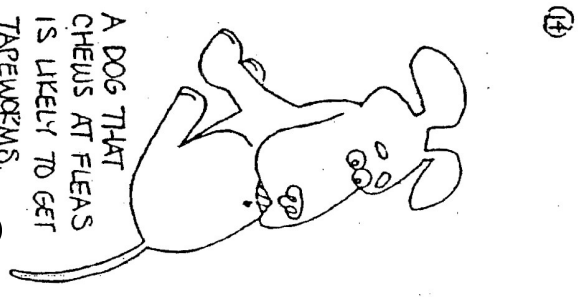
11 NEWFOUNDLAND DOGS HAVE WEBBED FEET!



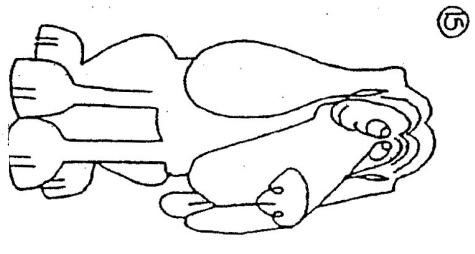
12 DACHSHUNDS WERE BREED WITH SHORT LEGS SO THEY COULD GO DOWN INTO BADGER DENS.



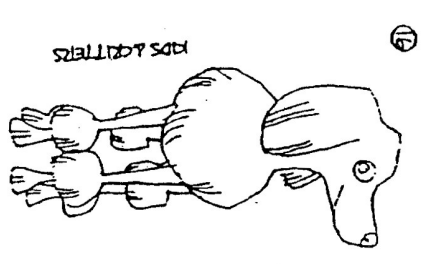
13 A DOG SHOULD BE BATHED ONCE A WEEK



14 A DOG THAT CHEWES AT FLEAS IS LIKELY TO GET TAPEWORMS.



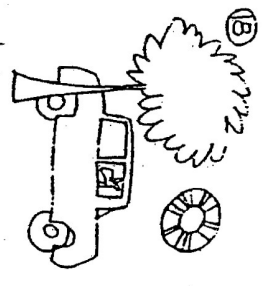
15 THE LOOSE SKIN AROUND A BLOODHOUND'S FACE HELPS IT FOLLOW A SCENT.



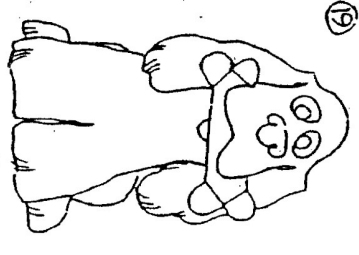
16 THE POODLE'S POM-POM HAIRCUT WAS ORIGINALLY DESIGNED TO HELP IT IN ITS WORK AS A RETRIEVER.



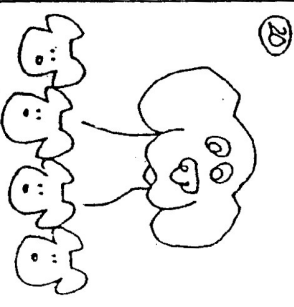
17 WHEN PUPPIES ARE BORN THEY ARE BLIND AND DEAF.



18 IT'S OKAY TO LEAVE YOUR DOG IN THE CAR ON A HOT DAY AS LONG AS YOU PARK IN THE SHADE.



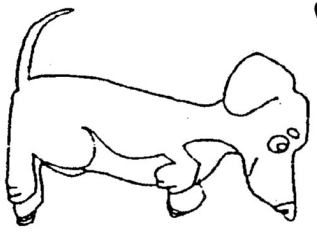
19 A BIG HARD BISCUIT MAKES A GOOD "TOOTHBRUSH" FOR A DOG.



20 IT'S BEST TO LET A FEMALE DOG HAVE ONE LITTER OF PUPS BEFORE SHE GETS SPINED.



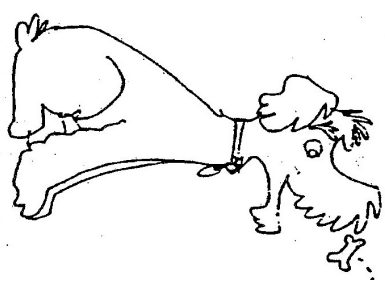
MORE than a Shelter



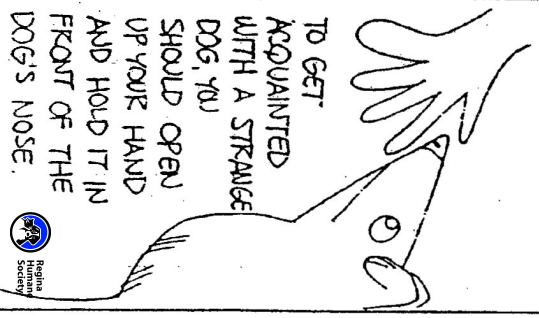
21
 SHORT-HAIRED
 DOGS
 DON'T NEED
 TO BE
 BRUSHED



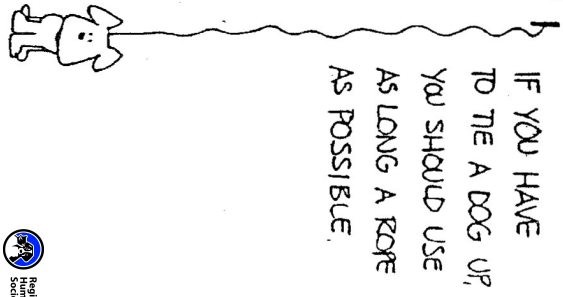
22
 IN ANCIENT
 CHINA, PEKINGESE
 DOGS WERE
 CARRIED IN THE
 SLEEVES OF
 ROYAL ROBES.



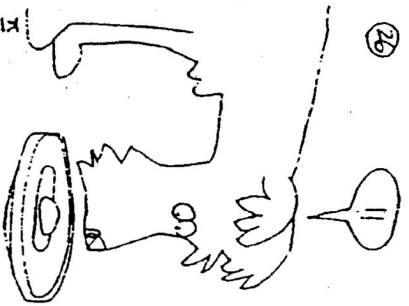
23
 THE BEST WAY TO TRAIN
 A DOG IS BY USING
 BISCUITS OR OTHER
 TREATS AS A REWARD.



24
 TO GET
 ACQUAINTED
 WITH A STRANGE
 DOG, YOU
 SHOULD OPEN
 UP YOUR HAND
 AND HOLD IT IN
 FRONT OF THE
 DOG'S NOSE.



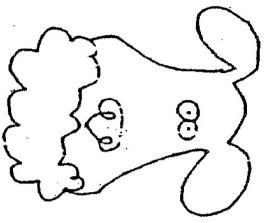
25
 IF YOU HAVE
 TO TIE A DOG UP,
 YOU SHOULD USE
 AS LONG A ROPE
 AS POSSIBLE.



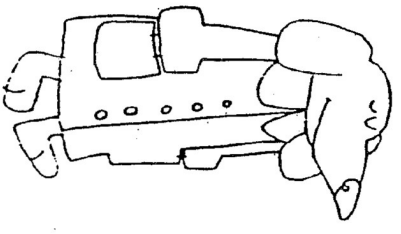
26
 RAW EGGS
 ARE GOOD
 FOR DOGS
 KIDS & CATTERS



27
 DOGS CAN CATCH
 COLDS FROM
 PEOPLE, AND
 PEOPLE CAN
 CATCH COLDS
 FROM DOGS.



28
 IF A DOG FOAMS
 AT THE MOUTH,
 IT USUALLY MEANS
 THAT IT HAS
 RABIES.



29
 DOGS THAT LIVE INDOORS
 SHOULD WEAR COATS WHEN
 THEY GO OUT IN COLD
 WEATHER.



30
 IF A DOG EATS
 GRASS, IT MEANS
 THAT HE SHOULD
 BE GETTING MORE
 VEGETABLES IN
 HIS DIET.



MORE than a Shelter