



**Regina
Humane
Society**

Welcome to Your Field Trip!

Grades 5-9 Teacher Guide

Hello and welcome!

We are so excited that your class will be joining us at the Regina Humane Society for a learning experience that blends real-world animal welfare education, critical thinking, and community responsibility.

Our field trips help students explore:

- Why spaying and neutering is essential for community health
- How animal overpopulation impacts shelters
- The full adoption process from intake to finding a forever home
- How responsible choices benefit animals, families, and communities
- The role the RHS plays in supporting people and pets

Each session includes structured learning, hands-on activities, and meaningful discussions.

Field Trip Times

- We offer afternoon field trips on Mondays through Fridays.
- The average field trip lasts 45 minutes to an hour.
- Please plan to arrive 5 minutes early to get your class settled.

Donation Information

If your class is able, please consider making a donation.

Our typical donation are:

- \$50 per classroom or approximately \$2 per student
- an in-kind donation (see right)
- a donation of a gift card to be used by the RHS

Donations are collected when your class arrives for the visit. No deposit is required ahead of time. All donations directly support our humane education programs and the animals in our care.

Most Needed Items:

- Canned cat and dog food
- 6 foot leashes
- Cat litter
- New Kongs
- New dog and cat toys
- Cat or small dog beds
- Liquid laundry detergent
- Dentasticks
- Bleach

Adopt Shop Visit

During your visit, students will have the opportunity to shop by our Adopt Shop. The shop features a variety of kid-friendly toys and trinkets, with most items priced between \$2-\$10, and Humane Heroes Adoption Kits available for \$22.20 (tax included).

Optional purchases help support the Regina Humane Society and the animals in our care.



Booking Your Field Trip

To request a field trip, please visit:

<https://reginahumanesociety.ca/school-field-trips-and-tours>

After submitting your request, the Manager of Education & Outreach will follow up to confirm your booking and next steps.

No deposit is required, and payment is made upon arrival.

A Quick Look at Your Visit

During your visit, your class will experience:

1

A guided tour of the Shelter

Students will learn about the different areas of the RHS, how we care for animals, and the important work our staff and volunteers do every day.

2

One of our grade-appropriate humane education lessons (please see below)

- The Importance of Spaying and Neutering
- The Adoption Process

3

A hands-on activity

Activities vary by topic and may include:

- building understanding through an interactive overpopulation simulation,
- examining real-world adoption scenarios through matching activities,
- participating in guided decision-making tasks, or
- taking part in an animal-themed, age-appropriate learning challenge.

4

An Adopt Shop Visit

Students will have the opportunity to visit the Adopt Shop for browsing and optional purchases.

5

Wrap-up & reflection time

Before your class leaves, we'll revisit what they learned and reflect on how they can help animals in their own lives.

Arrival Information

Please enter through the main entrance doors which are at the front of the building. Your group will be greeted by the RHS staff and guided to our education space.

Lesson Options

The Adoption Process (Finding the Right Fit)

Students explore how animals are matched with the right families through adoption counselling. They learn that every animal has unique needs, and thoughtful decisions help create safe, lasting homes.

Spaying & Neutering (Population & Responsibility)

Students learn how spaying and neutering helps prevent overpopulation and supports animal health. Through an interactive activity, they see how quickly populations can grow and why responsible pet care matters.

Thank you for choosing the Regina Humane Society as part of your students' learning journey!

Important Teacher Information

Please review before your visit

This section outlines all essential expectations, supervision requirements, and safety guidelines to ensure a smooth and safe field trip for your class.

1

Supervision Requirements

To maintain safety for both students and animals, teachers and accompanying adults must supervise students at all times while in the Regina Humane Society facility.

- **We require a minimum ratio of 1 adult per 10 children.**
- The RHS staff and volunteers do not count toward required supervision ratios.
- Teachers and adults are responsible for student behaviour, movement, and safety throughout the program.
- **Teachers must remain with their school group and students during the entire visit.**

2

Waivers + Parent Handouts

All student waivers must be completed and submitted at least two days before your scheduled field trip. If a student does not have a completed waiver, they may not be permitted to participate in certain activities.

Parent handouts with information on the visit can be found on our webpage:

<https://reginahumanesociety.ca/school-field-trips-and-tours>

Waivers will be provided by the Regina Humane Society after booking.

3

Food & Drink Policy

To ensure animal and facility safety:

- No food, drinks, gum, or candy are permitted beyond the locker/cubby area.
- Students may store these items in their cubbies during the visit.
- Water bottles must also remain in the cubby area until the group is finished the program.

4

Personal Belongings

Lockers and cubbies will be available for student use.

Please note:

- Lockers are not locked,
- Students should refrain from bringing valuables into the building.

5

Behaviour Expectations

To keep the environment safe and respectful for both students and animals, students:

- walk inside the building—no running.
- may not tap on kennel windows or doors.
- use calm, quiet voices in animal areas.
- keep hands to themselves unless instructed otherwise by the RHS staff.
- follow directions from their teacher and the RHS facilitator at all times.

6

Animal Interaction

For safety reasons:

- **Students will not directly handle animals during the field trip.**
- The RHS staff will demonstrate activities, safety techniques, and animal behaviour concepts for the class.

As we are open to the public at the time of your field trip, the students may see animals moving to and from their suites, but students are asked not to approach these animals.

This ensures a safe, controlled learning experience for both animals and students.

7

Cancellations or Changes

If your plans change, please call or email as early as possible.
This allows the RHS to offer your time slot to another classroom.

Before You Arrive: Teacher Checklist

Here's a quick list to help your class get the most out of their visit:

- You can either scan and submit the waivers ahead of your field trip, or bring them with you on the day of your visit. Without a completed waiver, students may not be able to participate fully.
- Remind students of behaviour expectations (We also review this during the visit)
 - Walk, don't run
 - Use indoor voices
 - Stay with the group
 - Respect the animals' space
- Review the "no food or drink beyond the cubbies" rule
- Talk with your class about what a humane society does. We'll cover this too — but a little pre-discussion makes the experience richer!

Saskatchewan Curriculum Alignment With “I Can” Statements

Key Curriculum Connections for Humane Education

Grade 5

Health Education

Outcome: USC5.5 — Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community.

- I can explain how unplanned pet overpopulation can cause harm and stress to pets, families, and communities.
- I can describe how responsible pet ownership helps prevent suffering and improves community well-being.

Grade 6

Health Education

USC6.6 — Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

- I can identify safety practices around pets (like spaying/neutering, careful matching, shelter care) that protect animals and people.
- I can show respect for animals by understanding what they need to live safely and healthily.

Science – Living Science: Diversity of Living Things

Outcome: DL6.1 – Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers.

- I can recognize and describe different living things in my community and explain why they need different kinds of care to stay healthy.
- I can identify careers that help animals and ecosystems, such as veterinarians, animal protection officers, and shelter staff, and explain what they do.



Grade 7

Health Education

Outcome: USC7.4 – Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.

- I can show kindness, respect, and responsibility toward animals and people to build a caring community.
- I can think about what's best for an animal and help make choices that keep them safe, happy, and healthy.

Grade 8

Health Education

USC8.6 — Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment.

- I can understand how responsible pet care — including spaying/neutering and adoption — supports sustainability in my community (less overpopulation, fewer strays, safer shelter capacity).
- I can make choices that help both animals and people live well together over time.

Grade 9

Health Education

DM9.1 — Investigate safe decision making in a variety of contexts in relation to weighing benefits and risks.

- I can weigh the risks and benefits of pet ownership, adoption, or breeding and choose responsible actions to protect animals and families.
- I can recognize the long-term effects of decisions (like overbreeding or neglect) and choose actions that lead to safety, health, and well-being for all.



Post Trip Activities

These activities help reinforce the learning once you return to class.

The Importance of Spaying & Neutering Extension Activities

Math Extension: "How Many Homes?"

- Students calculate how many generations of animals can be produced versus the number of available homes.
- This information could be applied to the ratios of homes to animals, probabilities of care, and many other real life issues that arise from large animal populations.

Responsible Pet Ownership PSA

- Students create a poster, announcement, or digital ad promoting spaying/neutering.

Create an "Overpopulation News Report"

- Students create a short news-style video, radio announcement, or article explaining:
- what overpopulation is,
- how it affects animals and communities, and
- how spaying/neutering helps.

"Adopt, Foster, or Fix? Decision-Making Debate"

- Students are given real-world scenarios (you can provide or they can create):
 - A family on a budget considering a new pet
 - A stray cat colony near a neighbourhood
 - A dog with unexpected puppies
 - A family unsure if they should adopt or purchase from a breeder
- In groups, students decide the best responsible choice (adopt, foster, spay/neuter, etc.) and defend their reasoning with evidence from the field trip. There may not always be a "right" answer and can be addressed in many different ways.



Post Trip Activities

These activities help reinforce the learning once you return to class.

Adoption Counselling Extension Activities

Math Extension: "How Many Homes?"

- Students calculate how many generations of animals can be produced versus the number of available homes.
- This information could be applied to the ratios of homes to animals, probabilities of care, and many other real life issues that arise from large animal populations.

Adoption Profile Creation

- Students design a realistic adoption profile, while working on their descriptive and persuasive writing. They could consider: needs, behaviours, and, ideal homes.

Intake Stories (Creative Writing)

- Students write short fictional intake stories that illustrate:
 - why pets end up at shelters
 - what responsible care looks like
 - how shelters help animals recover

"The Ideal Home Design" Challenge

- Give students a fictional animal with unique needs (e.g., high-energy dog, shy cat, senior pet, exotic small animal).
- Students create a visual layout (drawing, 3D model, digital design) of the ideal home for this animal, considering:
 - enrichment
 - safety
 - family composition
 - space
 - routines
 - resources

Create a Behaviour Plan For an Animal

- Students are given a fictional animal profile that includes:
 - the animal's age, breed/species
 - strengths (friendly, cuddly, playful, etc.)
 - challenges (shy, high energy, nervous around loud noises, food guarding, etc.)
 - a brief history (surrender reason, found stray, transferred, etc.) These can be displayed in hallways or sent to younger classrooms.
- Students work in pairs or small groups to create a Behaviour Success Plan for a potential adopter. Their plan must include:
 - What the animal needs at home - quiet space? fenced yard? slow introductions? enrichment? routine?
 - What the adopters should do in the first week - give space, avoid overwhelming situations, use positive reinforcement
 - Signs the animal is settling in - relaxed body language, eating well, exploring
 - When to seek help - fear signals, resource guarding, extreme stress
 - How the RHS or community services can help – Petsel app, training classes, Pet Connection support