

Welcome to Your Field Trip!



**Regina
Humane
Society**

Grades K-4 Teacher Guide

Hello and welcome!

We are so excited that your class will be joining us at the Regina Humane Society for a hands-on, heart-centered learning experience.

Our field trips are designed to help students:

- learn how to care for animals,
- stay safe around dogs,
- understand the role of humane societies in their community, and
- build empathy and responsibility through positive, animal-focused education.

Each session blends exploration, discovery, and fun — all while teaching valuable life skills that support both animals and the people who love them.

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)

- "What Animals Need" or
- "Be Dog Smart"

3

A hands-on activity

Activities vary by topic and may include:

- building understanding through an interactive sorting activity,
- exploring animal body language,
- participating in safety demonstrations, or
- taking part in an animal-themed, age-appropriate learning task.

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 into the learning space.

Lesson Options

What Animals Need (Care & Compassion)

Students explore what animals need to stay healthy, safe, and happy while building empathy and compassion. Through real-life examples, they learn how their actions can help animals feel safe and cared for.

Be Dog Smart

Students learn how to stay safe around dogs by understanding body language and practicing respectful interactions. They build confidence in knowing how to respond in a way that keeps both people and animals safe.

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

Kindergarten

Health Education

Outcome: USC0.1 – Examine healthy behaviours and determine strategies to promote health and well-being.

- I can tell you ways to keep myself and animals safe.
- I can choose safe actions when I’m around animals.

Science – Living Things

Outcome: USC0.1 – Explore characteristics and basic needs of animals and plants.

- I can name what animals need to live and be healthy.
- I can explain how people take care of animals.

Grade 1

Health Education

Outcome: USC1.4 – Determine and practice safe pedestrian/street behaviours and examine related safety challenges in the community.

- I can explain why it’s important to act safely around animals in my community.
- I can show what to do if a dog runs toward me (“Be a Tree”).

Science – Living Things

Outcome: USC0.1 – Differentiate between living things according to observable characteristics, including appearance and behaviour.

- I can list what pets need to stay healthy.
- I can describe how pets behave when they feel happy, scared, or unsafe.

Grade 2

Health Education

Outcome: USC2.5 – Recognize potential safety risks in community “play areas” and determine safe practices/behaviours to identify, assess, and reduce the risks.

- I can show how to safely meet or avoid a dog.
- I can explain why some actions might scare an animal.

Outcome: USC2.6 – Examine how communities benefit from the diversity of their individual community members.

- I can name helpers who take care of animals (vet, shelter staff, groomer).
- I can explain what the Regina Humane Society does for animals.

Grade 3

Health Education

Outcome: USC3.4 – Understand what it means to contribute to the health of self, family and home.

- I can tell the difference between safe and unsafe dog behaviour.
- I can choose safe actions if I meet a loose or unfamiliar dog.

Outcome: USC3.5 – Evaluate safe behaviours/practices to increase the safety of self and others while at home.

- I can show respect for animals and their space.
- I can explain why animals need calm, gentle behaviour from people.

Science – Living Things

Outcome: PL3.2 – Analyze the interdependence among plants, individuals, society, and the environment.

- I can explain what animals need in their daily environment.
- I can describe how people help meet those needs at the Humane Society.

Grade 4

Health Education

Outcome: USC4.4 – Determine basic personal responsibility for safety and protection in various environments/situations.

- I can identify warning signs in dog body language.
- I can choose a safe response when an animal is scared or upset.

Outcome: USC4.5 – Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.

- I can describe how to be responsible for a pet.
- I can explain ways I can care for animals in my community.

Science – Habitats & Communities

Outcome: HC4.1 – Investigate the interdependence of plants and animals, including humans, within habitats and communities.

- I can explain how people and animals depend on each other.
- I can describe how shelters help both animals AND people.



Post Trip Activities

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

Basic Animal Needs Extension Activities

"What Do Animals Need?" Activity

- Students review the five key needs of pets
- They then cut pictures out of magazines of things that could be purchased for a pet.
- They write "Need" vs "Want" on a sheet of paper
- They glue the picture under the category that they fit in.

Reflection Page

- The teacher prompts with "What did I learn at the Regina Humane Society about taking care of animals?"
- Students may draw or write depending on grade level.

Community Helpers Connection

- Students brainstorm or illustrate people who help animals in the community and write one way each helper supports pets.

Create a "Pet Care Poster"

- Students design a poster showing how to keep a pet healthy. This can be displayed in the classroom or sent home

"Build a Dream Habitat"

- Students draw or build a model of a pet's ideal home using craft materials.

"If I Had a Pet..." Journal Prompt

- Students write or draw how they would care for their future pet.



Post Trip Activities

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Dog Safety Extension Activities

"Be a Tree" Practice Poster

- Students create a poster showing how to "Be a Tree":
 - Stand still
 - Hands by sides
 - Look at your toes
 - Stay quiet

Safety Scenario Cards (Discussion or Drama Activity)

- Give quick, simple scenarios such as:
 - "A dog runs toward you in the park."
 - "A dog is eating."
 - "A dog is hiding under a table."
 - "A dog looks scared."
- Students act out or explain what they should do to stay safe.

"How Can I Be Dog Smart?" Reflection Sheet

- Students draw or write one safety rule they learned. Examples:
 - "Always ask before petting a dog."
 - "Give scared dogs space."
 - "Be a Tree if a dog runs up to you."

Class Book: We Are Dog Smart!

- Each student completes a page showing one dog safety rule. Pages are combined into a class book to keep in the classroom library.

Create a Dog Safety Poster for the School

- Students work in groups to make large posters displaying:
 - Dog body language signals
 - Safe choices
 - "Be a Tree" reminders
- These can be displayed in hallways or sent to younger classrooms.

