

Lesson 1: Be Prepared

Big Idea

Dogs and cats are the most common family and neighbourhood pets. Young children are at significant risk of injury from these pets. It is important that children know and understand how to interact with pets in order to protect their safety.

Learning Goal

Students will identify safety risks related to dogs and respond in ways that will keep them safe.

Links to Ontario Curriculum

Grade 1

Language (Oral Communication)

2.2	Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions
2.3	Communicate ideas, opinions, and information orally in a clear, coherent manner
2.4	Choose appropriate words to communicate their meaning accurately and engage the interest of their audience

Science (Understanding Life Systems Needs and Characteristics of Living Things)

2.1	Follow established safety procedures and humane practices during science and technology investigations
2.7	Use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes
3.5	Describe how showing care and respect for all living things helps to maintain a healthy environment

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Grade 2

Language (Oral Communication)	
2.2	Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions
2.3	Communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns
2.4	Choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience
Science (Understanding Life Systems Needs and Characteristics of Living Things)	
1.1	Identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced
1.2	Identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced
2.1	Follow established safety procedures and humane practices specific to the care and handling of live animals, where appropriate, during science and technology investigations
3.4	Identify ways in which animals can be harmful to humans

Grade 3

Language (Oral Communication)	
2.2	Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions
2.3	Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence

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Organization

Approximate Total Lesson Time: **40 – 50 minutes**.



Note: The times listed are intended to be used as a guideline. Teachers may make adjustments to time as needed to suit the needs and size of their class.

Materials	Quantity
Photo Cards- printed or presented on whiteboard technology (provided at end of lesson)	1
Double-sided copied and cut 'Be Prepared Safety Cards' (provided at end of lesson)	1 per group
Materials for students to teach their strategy (i.e. puppets, pet toys, images of people, posters, etc.)	Varies depending on student preference

Required Background Knowledge

Some students will have more experience with dogs than other students. Consider exploring some of the additional resources listed at the end of this lesson for additional scaffolding, as required.

Students need to understand that not all pet experiences are going to be positive, and that they need to be safety conscious. Consider starting a word wall and add the term “safety”. See the appendix for word wall cards.

Engagement & Making Connections

Introduce the lesson with a prompt such as:

Today we are going to learn something very important about ourselves and our pets. This lesson will help us to be safe when we are around our pet friends.

Copy or enlarge some or all of the Photo Cards (5 pages) at the end of this lesson. Ask students to think about the ways that pets communicate their needs and feelings.

- How do you think the animal is feeling?
- How do you know?
- What clues is the animal giving us?

Alternatively, have students watch a video about how to interact with a dog safely, such as, “Dog Safety with Wood Green, The Animal Charity” (<https://www.youtube.com/watch?v=PNYM5lwaLml>).

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Invite students to make connections between the ways that animals communicate with us and our safety.

- How do animals tell us how they are feeling?
- Why is it important for our safety to know how animals are feeling?

Challenge & Collaboration

Organize the class into small groups.

Distribute one Be Prepared Strategy Card to each group. (See end of lesson.) Invite groups to read the information about the safety strategy on their card and examine the picture of the strategy. Younger students may need assistance reading the cards.

Challenge students to “teach” their strategy to the rest of the class using dramatizations, puppets, pet toys, and images of people, posters, etc.

Invite the other groups to try the strategy with their “teachers”.

Consolidation

Invite students to stand and spread out around the room. Invite them to practice the strategies as they are called out.

Reflection & Response

Engage students in reflecting on their learning experiences using prompts such as:

Today we learned that:

- Something that surprised me was ...
- Something that I need to pay attention to is ...

Optional Extensions

Have students choose one Be Prepared Safety Strategy cards and have them create a poster or a skit to help people be safe around dogs.

Play the Be Prepared Safety Game outside or in the gym (provided at the end of this lesson).

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Additional Resources

Videos

1. “Body Language in Cats” <https://www.youtube.com/watch?v=bvsfB7sf4QU>
Video explains common cat behaviours.
2. “How to Prevent Dog Bites Starring Dave Salmoni at the Ontario SPCA” <https://www.youtube.com/watch?v=78D0WAQdyng>
The Ontario SPCA talks about preventing dog bites.

Websites

1. “Be Safe with Dogs” <https://www.bluecross.org.uk/pet-advice/be-safe-dogs>
In this webpage from Blue Cross, children can learn about dog communication and take a quiz about dog safety.
2. “Children and Safety Around Dogs”
<https://www.ckc.ca/en/Files/Raising-My-Dog-Section/Responsible-Ownership/Children-and-Safety-Around-Dogs-en>
A kid-friendly PDF from Canadian Kennel Club about dog safety.
3. “Doggone Crazy! Bite Prevention” <http://doggonecrazy.ca/kids/>
Kids view photographs about different dog emotions and cues, and can then take an interactive quiz to check their learning.
4. “The Dog Listener. Be Safe Around Dogs: Become a Dog Listener!”
http://images.akc.org/pdf/PBSAF2.pdf?_ga=2.248502095.995077804.1520533370-1437626284.1518980583
American Kennel Club’s reproducible booklet for kids about dog safety. Contains games, colouring pages, and more.

Books

“May I Pet Your Dog?” by Stephanie Calmenson, illustrated by Jan Ormerod
This book teaches children the right way to approach dogs through the eyes of Harry the dachshund.

“Max Talks to Me” by Claire Buchwald, illustrated by Karen Ritz
A boy learns to understand how his dog, Max, communicates his needs.



Note: We recommend that teachers preview all materials before sharing with the class to ensure that the material is suitable. While resources are listed for each lesson, resources may be suitable for many of the lessons.

Exploring Feelings: Photo Cards



Exploring Feelings: Photo Cards



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Exploring Feelings: Photo Cards



Exploring Feelings: Photo Cards



ADD YOURS

Exploring Feelings: Photo Cards

ADD YOURS

ADD YOURS

ADD YOURS

ADD YOURS

Exploring Feelings:

Be Prepared, Safety Strategy Cards



Ask First



Walk Away



Stand Straight
and Still



No Eye Contact



Note: Print these pages at letter size: 8.5 x 11 in.
Ensure your printer is set up to print double-sided or duplex printing.

Exploring Feelings:

Be Prepared, Safety Strategy Cards

Ask First

If you see a dog and you want to pet it, ask the dog's owner if it's okay.

Walk Away

If a dog that you don't know comes up to you, walk away.

Stand Straight and Still

If a dog runs up to you and you don't feel comfortable, stand up straight and don't move.

No Eye Contact

If a dog comes up to you and it doesn't look friendly, don't look at it in the eyes.

Exploring Feelings:

Be Prepared, Safety Strategy Cards



Curl Up



Find an Adult



Don't Tease



Palms UP

Exploring Feelings:

Be Prepared, Safety Strategy Cards

Curl Up

If a dog knocks you over, curl up in a ball and the dog will probably walk away.

Find an Adult

If you see a dog running about without an owner, find an adult and tell them about the dog.

Don't Tease

If you have food, a treat or a toy that a dog wants, don't tease the dog with it.

Palms Up

If you want to pet a dog, hold your hand out with your palm up so the dog can sniff you and doesn't feel threatened.

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Be Prepared, Safety Strategy Game

Learning Goal	Students will enhance their knowledge and understanding of the safety strategies they can use when they encounter unfamiliar dogs.
Location	Gymnasium or outdoor playing field.
Materials	<ul style="list-style-type: none"> • Whistle or other signal • Pylons/traffic cones to define a large area outdoors
Ready!	<ul style="list-style-type: none"> • Ask students to spread out around the space. • Identify a stop/start signal • Ask students to identify a variety of ways to move around the space • Review the Be Prepared safety strategies from the cards used in the lesson
Set!	<p>Provide students with the following directions.</p> <ul style="list-style-type: none"> • Jog around the space. (Change the mode of movement after each stop. e.g. skipping, hopping, sliding, etc.) • Stop when the signal is given. • Listen to the description of the situation (e.g. a dog knocks you down). • Demonstrate and call out the name of the appropriate strategy. • Change to a new movement action and move around the space again. <p>Invite a volunteer to demonstrate the directions. Address questions and/or misunderstanding.</p>
Go!	Start the game.
Variation	Once the students are familiar with the game, they could be divided into two teams – dogs and kids. Teams could be identified by carrying different coloured flags. The dogs and kids move about the space until the stop signal is given. After listening to the situation, the dogs approach a kid in the way described in the situation. The kids respond using and calling out the appropriate strategy. The teams trade flags and the game would continue.