Educate Together

Lesson 7
Safety around dogs

Class Level
3rd/4th Class

Curriculum Links	Strand	Strand Unit
Science	Living Things	Plant & Animal Life
English	Oral Language; Writing	Developing cognitive abilities through language
SPHE	1. Myself 2. Myself & the Wider World	1. Growing & Changing; Making Decisions 2. Developing Citizenship
Learn Together (Educate Together Schools)	1. Moral & Spiritual 2. Equality & Justice	1. Exploring Moral Development Cultivating Spiritual Growth 2. Activating Equality & Justice through positive Action

Content objectives:

Children understand that there are a number of things they need to do & check before approaching a dog.

Resources:

- Be Dog Smart Classroom poster (attached)
- Be Dog Smart animation (attached)
- Photos of dogs in various situations – e.g eating, drinking, sleeping, tied up
- A toy/teddy dog.

Extension Exercises:

Children can design and create "Stay Safe around dogs" posters for their school.

Learning objectives:

- Children will learn that it is important to learn the correct way to behave when you're with a dog.
- Children will learn to recognise situations when it is not safe to approach a dog.
- Children will learn how to safely approach a dog when the owner is present and how to react around a dog when they feel scared.
- Children will take the Dogs Trust Kids' Canine Pledge for safety around dogs.

Differentiation:

Follow up research on the ISPCA, Dogs Trust and www.lovemypet.ie.

Assessment:

Teacher questions/children's questions.

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Learning activities:

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Key points

- It is never ok to approach a dog without first consulting the owner, which should include a quick reminder that we don't approach strangers either.
- Discuss feelings in terms of human feelings rather than dog feelings. For example, would you like to be disturbed if you were eating your dinner/resting? Elicit from the children that if you wouldn't like it, neither would your dog. It is never ok to approach a dog who is eating, resting or without its owner.
- Reinforce that it is not ever possible to know what a dog is feeling. A dog that 'looks happy' might actually be panting because it is thirsty. (Use 'panting' and 'happy' dog photos to reinforce.
- Aim to look at scenarios around dogs, what a dog is doing rather than the dog's feelings.

Introduction

- Ask who in the class has a dog.
- Discuss with the class how dog owners get to know their dogs really well and know their dog better than anyone else.
- Divide the class into groups and give each group a picture of a dog in one of the following scenarios - eating, resting in bed, tied outside a shop and a 'panting'/'happy' dog.
- Ask the groups to consider the photo and discuss if they would approach the dog in the picture.
- The groups then share their photo and their responses with the class.
- Ask the class if they agree or disagree with each groups decision on whether or not to approach the dog in their photo and lead a discussion covering the key points below.

Key questions

1. Can you tell how a dog is feeling by looking at them? (No)
2. What if you felt the dog seemed really sad or lonely / on it's own- would you go over to make it feel better? (No- not safe)
3. What if you have met the dog before and you know it always likes to play with you? (no, not safe without the owner, dogs moods can change just like ours, always relate back to human feelings.)
4. What if you really want to play with the dog and they're in bed? Would you get them up out of bed? (No, wait for them to get out of bed, they need rest, just like us)
5. What if you want to help a dog who's looking for it's owner? (Call pound)

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Learning activities:

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Development

How to safely meet a dog;

Introduce the class to the WALT method of safely meeting a dog. Use toy dog to demonstrate.

- Walk slowly over to the dog's owner.
- Ask the owner if you can pet their dog.
- Let the dog sniff you **while you're standing quietly.**
- Touch the dog gently.

What to do if you're scared of a dog;

Q. Ask class if they have ever been scared of a dog?
Q. If you're scared of a dog, would you run away? (No, the dog will chase!)

Demonstrate the X-Factor method!

Stand very still, like a statue, and move your hands very slowly up away from the dog and cross them in an X over your chest, like the X Factor! (Fold / cross arms for older pupils)

Q. Are your hands safe? (Yes. If you are scared don't shout, kick or push the dog.)

Q. If you shout 'Go away, go away', will the dog understand? (No, giving the dog any attention will only encourage it.)

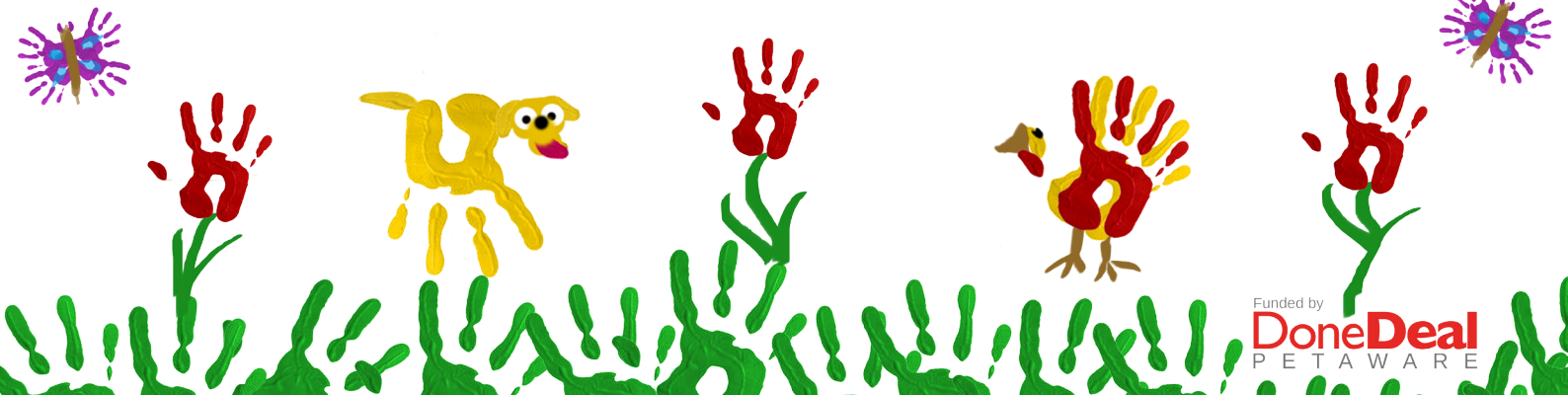
If you are scared don't look at the dog, as eye contact is a form of communication. Look up to the sky and ignore the dog.

Summarise through demonstration

So if we are scared we stand still like a statue we have our X-factor, to keep those fingers safe! We ignore the dog by not talking to it and looking away / up to the sky!

If the dog still won't go and we are still scared we WALK away from the dog, we DO NOT run, we are as boring and quiet and slow as possible and we still ignore it.

If we are on our bike, we get off and push it along. The less movement the better. Dogs engage in things that move and that is why we should always be slow and calm around dogs and WALK.



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Learning Resources:

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Would you approach the dog? Why/Why not?

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1

2

3

4

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Learning Resources:

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Notes/Answers for Teachers

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1. Would you approach the dog? Why/Why not?

   No as the dog may appear happy but could actually be panting and grumpy if no one is giving him water.

2. Would you approach the dog? Why/Why not?

   No as the dog is sleeping - we would not like to be disturbed when we are sleeping.

3. Would you approach the dog? Why/Why not?

   No, the dog is eating - we would not like to be disturbed if we were eating.

4. Would you approach the dog? Why/Why not?

   No, this would be unsafe as the dog is tied up. He could be frightened being alone and there is no owner there to ask if he is friendly.

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