



Resources For Teachers



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DELTA DOG SAFE™
TASMANIA

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Before and After Your Visit from Delta Dog Safe™

The following information, ideas and resources are designed to assist you and your class to gain the most from Delta Dog Safe™. The materials support teachers (K – Gr 2) in drawing student's attention to safe behaviour around dogs and achieving learning outcomes in the areas of communication, personal futures and social responsibility.






The visiting Delta Dog Safe™ Presenter's role is:

-  To teach children to observe and interpret dogs' behaviour;
-  To teach children to understand and respect dogs' needs;
-  To teach children how to behave appropriately around dogs;
-  To reduce the incidence of dog bites.

The visit from Delta Dog Safe™ will take between 30 to 40 minutes.




It will involve role play using a large 'model' dog, not a live dog.

Delta Dog Safe™ uses model dogs in classroom presentations because:






-  The model dog does not provoke anxiety in children who have a fear of dogs;
-  The model dog can be consistently manipulated to provide appropriate responses to the children's behaviour;
-  The model dog has appeal and novelty value to encourage children's interest;
-  The model dog does not cause the distractions that a live animal may do;
-  The model dog can be used extensively and for long periods – this situation would be likely to cause stress for a live animal.

Ideas for the Classroom

1. Who already has a dog?

-  What do you like most about your dog?
-  Who wishes they had a dog? Why?
-  Why do you think dogs are often called man's best friend?

2. What do we already know about dogs?

-  Do you think dogs make good pets?
-  Do you think dogs are clever?
-  What things do you think dogs like?
-  What things do you think dogs don't like?
-  What kinds of dogs do you know about?

Record responses under the heading - About Dogs

This is a good time to identify students who may have a fear of dogs or have had a bad experience with dogs.

3. As a group, decide on a general description of dogs.

For example:

Dogs can be clever, cuddly, friendly, hairy, ferocious, growly, soft, warm, smelly.

On a large picture of a dog, list the dog's features to make sight words for writing activities...head, tail, paws, fur.

4. Discuss with the class other things they might like to find out about dogs. Choose one or more topics to research.

5. Compile a class graph showing who has a pet dog.

Discuss possible reasons why dogs are popular as pets.

For example:

Dogs can be good company, are interesting and fun, can be good to play and go running and walking with, dogs make people laugh and feel happy....

6. Writing


Invite students to draw their dog or a dog they know well. Using the bank of sight words already available and other spelling resources, students could write a sentence about the dog they have drawn. Students could read their sentence to the class and/or work could be displayed.


7. Guided, Shared or Independent Reading


Offer fiction and non-fiction texts linked to dogs.


Re-telling, sequencing, story maps, group sharing, innovating on text, specific aspects of language or print


8. Daily PE activity


 This variation on 'Here, There, Where' can be used to reinforce protective behaviours around dogs.


 Students run within a large defined space (i.e. netball court) while waiting for their teacher's call.

 If the teacher calls HERE – students run toward the teacher


 If the teacher calls THERE – students run in the direction that the teacher points to

 If the teacher calls WHERE – students bob down


 If the teacher calls UNKNOWN DOG ON THE LOOSE – students stand still with arms tucked in


 If the teacher calls KNOCKED DOWN by UNKNOWN DOG – students roll up into a ball

9. Exploring the differences between dogs and kids

 Children often believe that how they like to be treated is the same as how dogs like to be treated.

 Research suggests this is a misconception which may contribute to the risk of injury.

 An ability to see things from a dog's point of view helps children stay safe around dogs. This ability relies on having knowledge about how dogs view the world.

 There are differences (and similarities) between dogs and kids.

 It's important to know what they are.

Provide students with examples as listed on the left hand side of the Dogs and Kids table. (following page)

Discuss as a class and then fill in the table.

The aim is to increase student’s knowledge of important differences between dog and kids.




Sample Dogs and Kids Table

	Dogs	Kids	
Being hugged or cuddled tightly	Most dogs don't like it	Most kids like it	Different
Being squeezed (hugged) around the neck	Dogs don't like it	Kids don't like it	Same
Sharing food or toys	Most dogs don't like to share	Most kids are ok at sharing	Different
Rough play	Most dogs don't like it	Some kids like it, most kids don't	
Playing games	Dogs can easily get confused about what is a game and what is not	Most kids like games	Different
Quiet time	Dogs sometimes like to be left alone	Kids sometimes like to be left alone	Same
Loud or unexpected noises	Dogs don't like them	Most kids don't like them	Same
Surprises	Most dogs don't like surprises – they like to know what will happen next	Most kids like surprises	Different
Toddlers and young children	Some dogs feel 'nervous' around kids	Some toddlers and kids feel 'nervous' around dogs	Same
Others	Some dogs don't like some other dogs	Some kids don't like some other kids	Same
Eye contact	Most dogs don't like it when we stare at them or look them right in the eyes.	Most kids are ok with eye contact	Different

The day before your visit from Delta Dog Safe™

As a class, discuss what you know about safety around dogs.

Write down any questions students would like to ask.

-  How do I know if a dog is angry?
-  What should I do if a dog that I don't know comes near me?
-  Do all dogs like being patted?

During the Visit

Please note that Dog Safe™ presenters are not trained teachers and rely on class teachers to take control of any disruptive behaviours.

Students are encouraged to pretend that the model dog is a live dog and act accordingly. Students pat Delta dog when invited to do so.

Please encourage students to move to the presentation area quietly.

This helps to reinforce the message that dogs can be frightened by noise.

After the Visit

Students are provided with brochures and stickers to take home.

Teachers can help students retain safety messages by:

- 🐕 distributing the take-home activity (pg. 10)
- 🐕 inviting children to re-tell the visit as they remember it
- 🐕 recording all the safe practices that students can recall from the visit
- 🐕 inviting students to design posters to promote Dog Safe messages to others
- 🐕 as a class, discuss the body language of the dogs in the photos provided
- 🐕 supply ESL teacher with photos and the activity for students from non-English speaking backgrounds (pg. 9)
- 🐕 include practice of protective behaviours in Daily PE (see pg. 5)
- 🐕 complete further activities from pages 4, 5, 6 and 7

Help for Students from Non-English Speaking Backgrounds

- 🐕 It is not uncommon for students from NESB to be fearful of dogs.
- 🐕 Some NESB students may have witnessed dogs being treated badly.
- 🐕 The concept of companion dogs may be new for some NESB students.
- 🐕 For this reason, an important message for NESB students is –

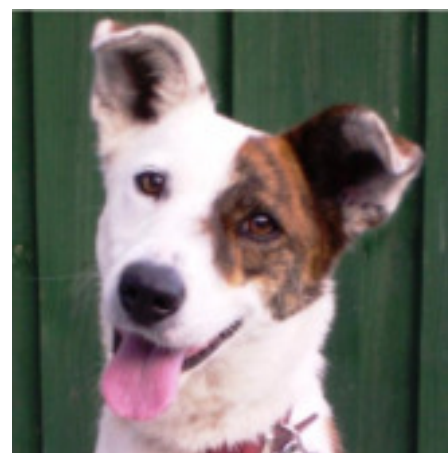
MOST DOGS ARE FRIENDLY

The following photos are provided to support the ESL teacher and NESB students.



Happy people, happy dogs

Most dogs are friendly





**Sometimes dogs are frightened
Stay away**





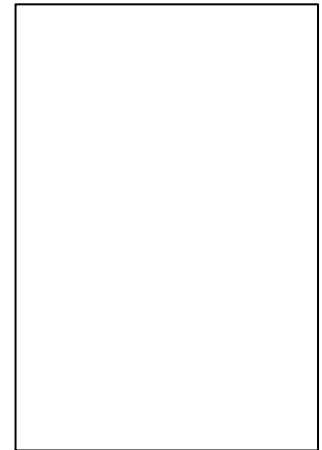
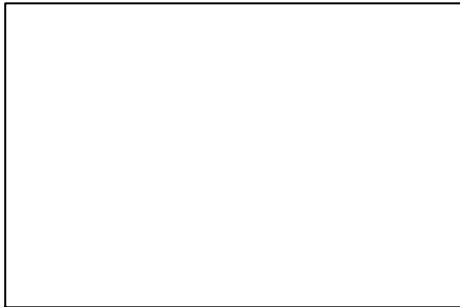
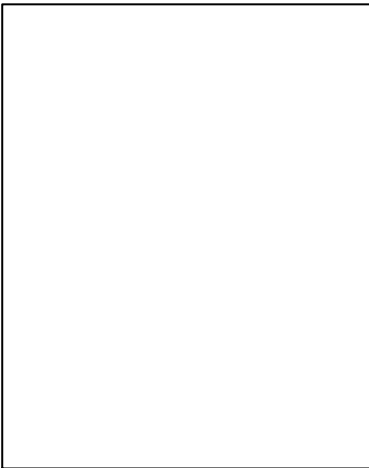
**Sometimes dogs guard their food.
Sometimes dogs are angry.**



Stay away



Cut and Paste



Happy dog

Angry dog

Busy dog

To Take Home

1. Dog Safety for Kids brochure
2. Delta Dog Safe Stickers
3. Take-home quiz for the whole family (next page)

Students complete the quiz at home and return to the address provided. Returned entries will be chosen at random and featured on the Delta Dog Safe™ website.

www.deltadogsafetas.org.au



Delta Dog Safe™ Family Quiz



Complete the quiz and return it to the address provided.
Your family's entry could be featured at www.deltadogsafetas.org.au

Tip for parents – the Dog Safety For Kids brochure will help you.

Can you find the right word for each space?

friendly angry frightened tail ears growl stand still
quiet adult owner dog



Most dogs are _____.



_____ and _____ dogs are not friendly.



Frightened dogs put their _____ and _____ down.



Angry dogs might _____.



If there is a dog on the loose and you feel unsafe, it's best to

_____ and be _____.



Before you pat a friendly dog, first ask your _____, then ask the dog's _____ and then ask the _____.

On the back of this sheet, draw a picture of a friendly dog that you know.

Write the dog's name and your name.



Send to Delta Dog Safe™ Quiz PO Box 1065
ROSNY PARK TAS 7018

www.deltadogsafetas.org.au



Key Messages


1. Sometimes we need to leave dogs alone

-  A dog might feel sick, angry, sleepy or frightened and not want to interact.
-  It might be eating or playing with a favourite toy and not want to be interrupted.








2. Most dogs are friendly but we stay away from dogs who look frightened.

-  A frightened dog may cower, look away, put its head down, raise its hackles.

3. Most dogs are friendly but we stay away from dogs who look angry.






-  An angry dog will stand up straight, prick its ears, look at you, straighten its tail, might growl, lift its lip and bark.

4. If there is an unknown dog on the loose, there are ways to keep yourself safe.


-  Stand still like a tree with your branches tucked in;
-  Be absolutely quiet;
-  Hug yourself by tucking your hands under your armpits (so you feel safe);
-  Look away from the dog (dogs don't like being stared at);
-  Don't squeal, yell or run (he may think you want to play);
-  Wait for the dog to go away before you walk away;
-  Tell a grown up what happened.


But, if you are in the dog's own territory (near his home), you may be able to walk slowly and quietly away.

5. If you are knocked down by an unknown dog on the loose, there are ways to keep yourself safe

-  Curl up like a ball or a turtle with your head tucked in;
-  Be quiet and still;
-  Put your hands over your head;
-  Look at the ground or close your eyes until the dog goes away;
-  Tell a grown up what happened.

6. To be safe, there are three things to do before you would pat a friendly dog

 First ask the adult you are with

 Then ask the dog's owner

 Then ask the dog by:

- standing quietly near the dog
- not staring at the dog
- curl your fingers into a ball
- put your hand out for the dog to sniff
- if the dog comes over to sniff your hand, check again for friendly signals

If the dog looks friendly, you could stroke it under its chin or on its chest, (this is where dogs like to be patted best). Don't pat a dog on top of its head.

Many dogs don't like this because they cannot see your hand.

If you don't feel comfortable about patting a dog then don't.

You don't have to.

Recommended Reading and Web Sites

Can I Pat That Dog? by Susan McLaine
Picture Book, Angus & Robertson, 2004 Aus

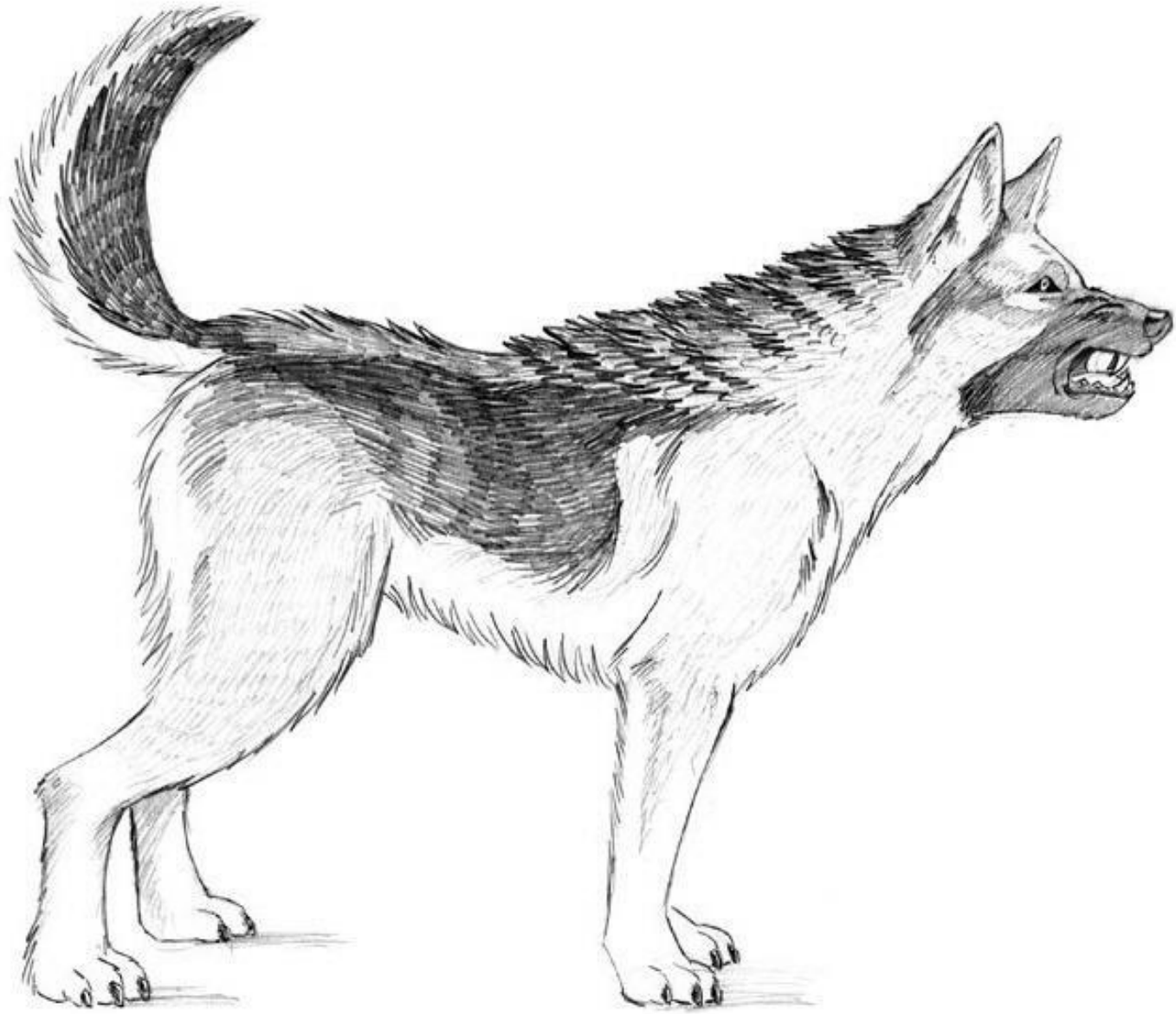
Handle with Care - Children and Dogs by Dr P McGreevy
Adult non-fiction, Halstead Press, 2002 Aus

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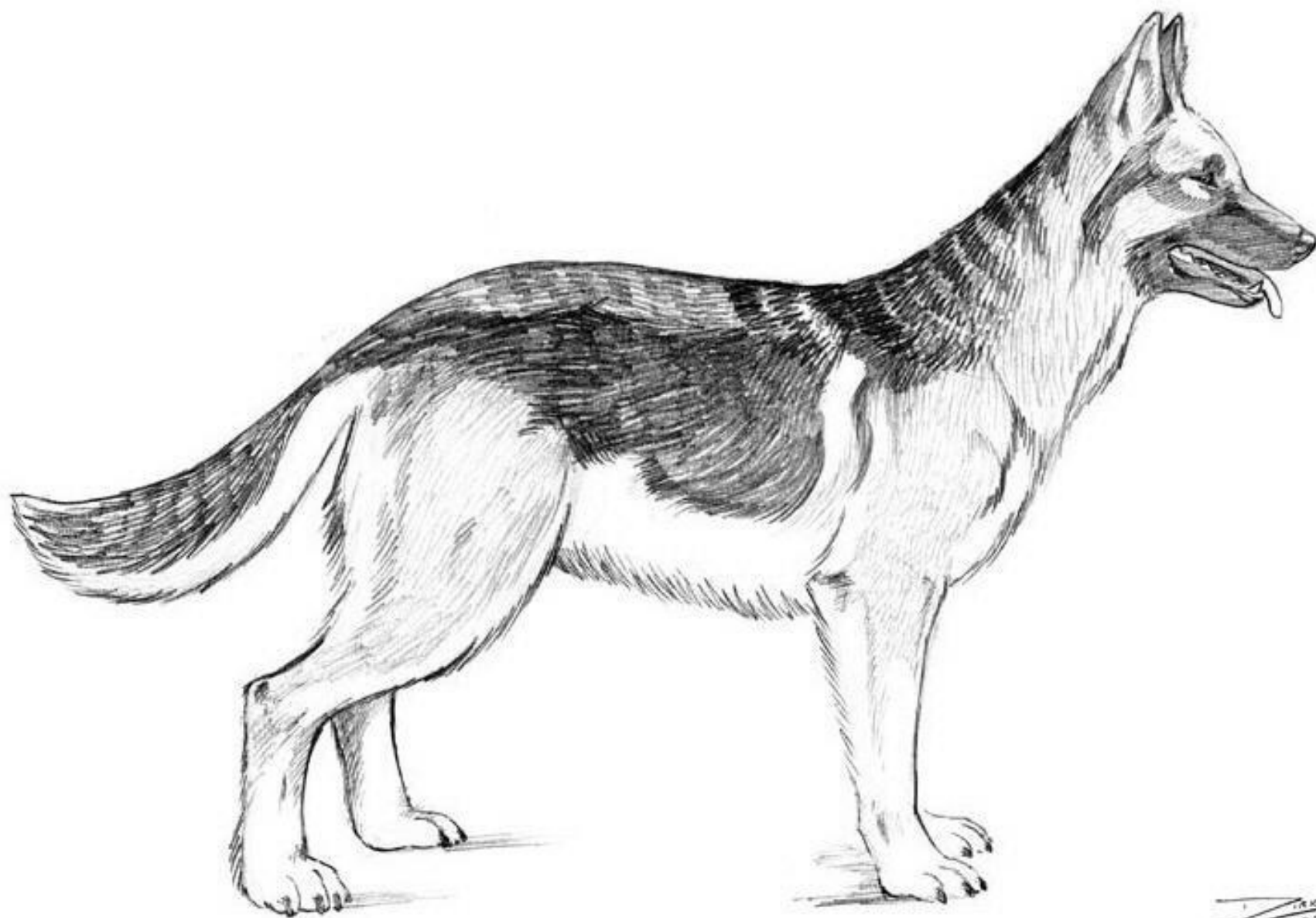
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