



## **End Dogfighting Unit**

### **Lesson Three: Dogfighting and Community**

**Objective:** The students will understand that dogfighting is harmful to people, is illegal, and leads to bites or serious injury.

**Grade Level:** Secondary

**Curriculum Connections:** Students will learn state and federal laws as they relate to dogfighting and cruelty and graph problems associated with dogfighting in relation to personal feelings. Students will advocate for an end to cruelty and propose solutions through a flier campaign.

**Character Concepts:** Citizenship- Citizenship means doing your part to make your community and world better for the people and animals who live there.

**National Standards Addressed:**

NM-DATA 6-8.1 and NM-DATA 9-12.1 – Data Analysis

NL-ENG K-12.11 – Participating in Society

NPH-H 5-8.5 and NPH-H 9-12.5 Using Communication Skills to Promote Health

NPH-H 5-8.7 and NPH-H 9-12.7 Health Advocacy

NSS-C.5-8.5 and NSS-C.9-12.5 Roles of the Citizen

**Materials Needed:**

- lists of state and federal laws concerning dogfighting and the penalties involved, available at:  
[humanesociety.org/assets/pdfs/animal\\_fighting/dogfighting\\_statelaws.pdf](http://humanesociety.org/assets/pdfs/animal_fighting/dogfighting_statelaws.pdf)  
[humanesociety.org/assets/pdfs/legislation/dogfighting\\_chart.pdf](http://humanesociety.org/assets/pdfs/legislation/dogfighting_chart.pdf)  
[humanesociety.org/assets/pdfs/abuse/state\\_animal\\_cruelty\\_laws\\_11.pdf](http://humanesociety.org/assets/pdfs/abuse/state_animal_cruelty_laws_11.pdf)  
[humanesociety.org/issues/dogfighting/facts/dogfighting\\_fact\\_sheet.html](http://humanesociety.org/issues/dogfighting/facts/dogfighting_fact_sheet.html)
- chalk board or white board
- poster paper or news print
- timer or stop watch with alarm capability
- small squares of paper or post-it notes
- dogfighting reward stickers (optional). These are available by emailing [officeservices@humanesociety.org](mailto:officeservices@humanesociety.org).

**Lesson Procedure:**

**Preparation:**

- 1) Print out the state and federal laws relating to dogfighting and post them around the classroom before the lesson begins.

**Opening:**

- 1) Ask students to list the ways that participating in dogfighting hurts individual people and the community. List the answers provided by students on a large poster paper.
- 2) If students need help thinking of answers, ask them to think about Michael Vick and what he lost and some of the things they talked about during the game show in lesson one of this unit.

**Body:**

- 1) Ask the students to take five minutes to walk around the room and read the laws and the penalties for participating in, watching, or betting on dog fights. Set the timer for 5-10 minutes, depending on the needs of the class. Students should return to their seats when the timer goes off.
- 2) Ask students to complete the list with the information they just learned. Class generated list may include:
  - individuals who organize or attend a dogfight can lose their house, car, go to prison, be fined, be bitten, no longer be able to have pets
  - communities are hurt because gang activity is higher, pets can be stolen for use as bait or in fights, those who hurt animals are more likely to hurt people, dogs who are trained to be aggressive are more likely to cause injury or bite people

As the class discusses the list, elaborate on each topic. For example, the Federal Bureau of Investigations (FBI) has found that many serial killers begin their cruelty with animal. Discuss the dog bite statistics for your local area.

- 3) Give each student a square of paper and ask them to write down the penalty or risk of dogfighting that they feel is the worst for the community and citizens. Collect the squares of paper.
- 4) Tape the squares on the wall, board, or poster according to topic in graph form to show which penalty or risk the class feels is the worst. (See below for an example of how the squares can form a graph. X= a square.)

X			
X		X	
X	X	X	X
Prison	Bites	Lose Home	Pet Stolen as Bait

- 5) Using the results of the graph ask the students to brainstorm a list of ways to combat this problem.
- 6) Ask the students to use their ideas to create a flier letting other people know that dogfighting has negative consequences and asking them to help bring an end to this cruelty. (Note: Help students to understand that the flier should include information about the problem and risks of dogfighting and then a solution.)

Closure:

- 1) Ask students to place the fliers in the school or other high traffic locale in the community.
- 2) Pass out dogfighting reward stickers. To obtain these free stickers and action pack contact [officeservices@humanesociety.org](mailto:officeservices@humanesociety.org).

Extension:

- 1) Ask the class to display the [Animal Fighting Reward posters](#) throughout the community or wherever suspected illegal dogfighting is occurring. To order the free action pack of dogfighting reward posters and stickers, send an email to [officeservices@humanesociety.org](mailto:officeservices@humanesociety.org).