



End Dogfighting Unit

Lesson Two: Dog Bite Prevention

Objective: The students will understand that dog fighting is harmful to people, is illegal, and leads to bites or serious injury. Students will identify ways to prevent bites and recognize situations in which respect for dogs means leaving them alone.

Grade Level: Secondary

Character Concepts: Respect and citizenship - students will recognize that respecting others includes accepting their need for peace, space, and privacy and that good citizens work to help keep each other safe.

Curriculum Connections: Students will compare behaviors that are safe and those that are unsafe when interacting with dogs. Students will learn about nonverbal behavior and show ways in which they can respond safely to nonverbal behavior in dogs. Students will create a picture book to communicate their knowledge to younger students.

National Standards Addressed:

- NL-ENG.K-12.4 - Communication Skills
- NL-ENG.K-12.6 - Applying Knowledge
- NPH- H.5-8.3 and - NPH- H.9-12.3 Reducing Health Risks
- NPH- H.5-8.4 and NPH- H.9-12.4 - Influences on Health

Materials Needed:

- *In the Company of Dogs* video, available for download at humanesociety.org/news/news/2010/10/dog_video_100410.html. You may also email Stephanie Itle-Clark at sclark@humanesociety.org to obtain a copy.
- “*Dogs, Cats & Kids Quiz*” worksheet (see page 3)
- “What is This Dog Telling You?” worksheet (see page 4)
- drawing or construction paper
- crayons, markers, and/or colored pencils
- copies of “Bite Prevention Safety Tips” (see page 5) cut into strips with one tip on each strip, enough so that one can be given to each student (there will be multiple copies of each tip).
- hole punch
- yarn or circle clips
- book cover template “Reading Dogs” (see page 6)

Lesson Procedure:

Opening:

- 1) Paraphrase the following to the class: “During the “game show” lesson we learned that one negative aspect of dog fighting is the fact that you could be injured or bitten by a dog who has not been properly socialized or trained. Since a dog bite can be serious, let’s spend a little time learning about how we can be safe around dogs.”
- 2) Ask students to tell you, by show of hands, how many of them have been bitten by a dog. Then ask how many know someone who has been bitten.
- 3) Ask the students how many of them have younger siblings or cousins who need to stay safe around dogs. Tell the class that today they are going to learn how to stay safe, and since young students look up to them, they are going to educate younger students in the community.

Body:

- 1) Watch the *In the Company of Dogs* video. Tell students to pay close attention because they will be using the information to prepare safety tips for elementary students. They should be encouraged to take notes.
- 2) After the video is complete, ask students to complete the worksheet “What is This Dog Telling You?” (see page 4).

- 3) Review the answers with the class and remind students that the video also mentioned that spaying and neutering helps a dog to become calmer and less likely to bite. Ask students to describe how the dog in each picture on the worksheet might be feeling.
- 4) Ask students to take the *Dogs, Cats, and Kids* Quiz (see page 3). This can be done later if time is limited. Answers are as follows: 1 - False; 2 - B; 3 - Tree, arms, ahead, knees, ears; 4 - A; 5 - C; 6 - False; 7 - C; 8 - D.
- 5) Describe the book-making project to the students and read the directions: Each student will receive one of the tips from the sheet of "Bite Prevention Safety Tips" (see page 5). Once all of the pages are complete the pages will be combined and bound into a book. This book will be given to local elementary students to help them learn about staying safe.
- 6) Give each student one of the tips from the "Bite Prevention Safety Tips" sheet (page 5). Ask students to write or type the tip neatly on a piece of drawing or construction paper and create a corresponding illustration.
- 7) Show the class the "Reading Dogs" book cover (page 6). Ask the class to create illustrations for the book cover.
- 8) Ask the class to use hole punch and yarn or circle clips to construct their book.

Closure:

- 1) Visit local elementary classrooms with your students to share the book and to educate the younger students about dog safety.

Extension:

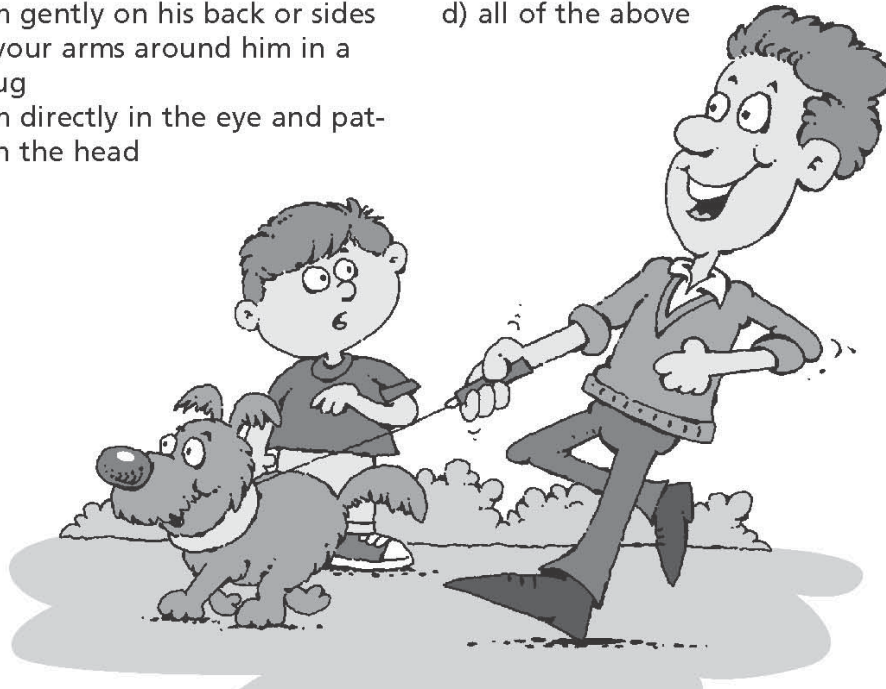
- 1) Donate the book to one elementary classroom. Have your students create a recording of themselves reading the book so elementary classrooms can listen to it more than once. Consider having your class create multiple copies of the book and/or recording to distribute to multiple classrooms.

Name _____

Dogs, Cats & Kids Quiz

Watch the video closely. How many questions can you answer correctly?

1. True or false: Tug of war is a safe game to play with dogs.
2. If you want to greet someone's dog, what two questions should you ask the person?
 - a) "What kind of dog is that?" and "Would he like a bone?"
 - b) "Is your dog friendly?" and "May I pet him?"
 - c) "What's your dog's name?" and "How old is he?"
3. Use these words to fill in the blanks—**ahead, knees, arms, ears, tree**. If a stray dog approaches you, stand still, like a _____. Put your _____ at your sides and stare straight _____. If the dog knocks you down, curl your _____ into your chest and cover your _____ with your fists.
4. The best way of petting a dog is by:
 - a) patting him gently on his back or sides
 - b) wrapping your arms around him in a big bear hug
 - c) looking him directly in the eye and patting him on the head
5. Which dog would be safest to pet?
 - a) a dog whose tail is up and waving slowly back and forth
 - b) a dog whose tail is between his legs, with his ears down
 - c) a dog whose tail is low and waving quickly back and forth, ears relaxed
6. True or false: When children are bitten by dogs, it's usually by stray dogs.
7. When you see a dog tied up on a leash or behind a fence, you should:
 - a) pet him gently
 - b) try to set him free
 - c) be sure not to get within his reach
8. You should leave pets alone when they are:
 - a) eating
 - b) sleeping
 - c) playing with a favorite toy
 - d) all of the above



Name _____

What Is This Dog Telling You?

Just like people, dogs have feelings. Sometimes they are **happy**, **afraid**, **angry**, or **playful**. We can often tell how dogs are feeling by their body language.

Look at these pictures. Under each, write how the dog is feeling. Write two sentences describing what the dog might be thinking. The first one has been done for you.



This dog feels happy. "I am in a good mood! I wouldn't mind if someone patted me!"







Bite Prevention Safety Tips

Cut into strips so each tip is on a separate strip of paper. Make multiple copies if necessary so each student has one tip.

Ask before you pet a dog.

Don't stare. Looking dogs in the eyes can make them angry.

Be a tree. If a dog comes near you stand still and never run.

Be a rock. If a dog knocks you down, curl up in a ball on the ground and cover your head and face with your arms.

A dog may want to be left alone when protecting their home, yard, or car.

A dog may want to be left alone when eating.

A dog may want to be left alone when taking care of her babies.

A dog may want to be left alone when sleeping.

A dog may want to be left alone when she/he is sick or injured.

When a dog's head is low and rear end is raised the dog is ready to play.

When a dog's mouth is open and relaxed and tail is wagging a dog is happy.

Use a soft voice and kind words when speaking to a dog.

Love your dog by being kind.

Reading Dogs

Written and illustrated by:

Presented to _____

From _____