

Stage 2 – Caring for Dogs

Overview

1. Lesson/Discussion of Dogs needs
2. Game: 'Dogs Needs' Relay Race
3. Practical session: Bathing a dog
4. Review and close

Introduction

Today we are going to talk about caring for dogs. Who here has dogs at home? (Share a few stories from students about dogs they know). Are they good hunters? Cheeky ones? (untrained ones!)

Dogs look very different to us, but in lots of ways they're the same. They can get happy and sad and angry and scared, hungry or thirsty, just like us. And just like us, they have things they need to be happy and healthy.

1. Discussion of a dog's needs (listening, thinking, and talking):

- **food:** both fresh meat and plant food, just like us, and bones for teeth (they don't use toothbrushes). Puppies need special foods like their mother's milk to help them grow up big and strong. Wild animals get food from the bush, but many dogs aren't very good at this, especially town dogs. Pets need to get food from people to stay happy and healthy.

- **water:** fresh clean water everyday, just like us.

- **family:** most dogs don't like being alone, just like us. They need family. People need dogs to look after them, guard them and so on, but dogs need people to look after them too.

- **shelter:** a safe place to live, where they can rest safe from fighting and noise, and sheltered from sun and rain. Just like us! Old dogs especially need a quiet place to rest.

- **health care:** dogs need people to care for them to keep them clean and healthy, and get them medicine when they are sick. Just like us. Puppies need a lot of looking after.

- **exercise/ play:** dogs need to run around to be healthy, happy and strong, just like us.

- **learning/training:** just like us, dogs need to learn what's right and wrong, what the rules are. Puppies especially need to learn many new things. What sort of things do dogs need to learn?

- to stay at home during the day when we go to school.

- not to snatch food

- not to jump up

- to be gentle and respectful of family.

We need to teach them so they listen us, so we can all live happily together.

If dogs don't get these things they need, they can get sad and sick. That makes people sad too, and sick dogs can also make people sick. When we care for each other everyone is happy and healthy.

- *Language extension:* A card with each word in language is affixed near the object representing that need e.g.:
 - **Food:** food bowl
 - **Water:** water bowl
 - **Family:** photo of people together with their dogs
 - **Shelter/** home/A safe place to live: dog blanket/towel, photo of dog sleeping peacefully on a verandah
 - (Health) **care:** flea shampoo/ worming medicine/picture of EHW
 - **Exercise/play:** a ball, a leash, something to chew on.
 - **Learning:** a bag of food treats

For example:

Language	dog	food	water
Burarra	gulukula	balaja	bugula
Ndjébbana	bárrbaya	yalába	
Kuninjku	duruk	manme	gunronj
Djinang	bortchi	walé	garpé

- Health extension:

(HP 1.2 People and Food: identify a variety of foods and their benefit to individual health and wellbeing.)

Discuss what foods dogs can eat and which ones they should not eat (see community dog nutrition page for ideas). Take pictures or draw these things and create a poster, emphasising that dogs, just like people, need a balanced diet of meat and veggie food.

- **Worksheet extensions:**
 - Colour in pictures associated with each need (no text involved)

- Two columns: one of pictures of needs, one of list of words of needs. Connect words to pictures (reading and recognising words and needs)
- Colour in pictures of needs with dotted words to trace (writing and reading, recognising words and needs)
- Or same but with full sentences:

Dogs need to run around

Dogs need to eat good food

Dogs need water every day

Dogs need family

Dogs need a safe place to live

Dogs need caring for

Dogs need to learn the right way to live

2. Relay race

- Split class into two groups.
- Set up a mascot dog (picture, soft toy, cut out dog) for each group.
- 30 metres away from the mascot dogs, have a pile of
 - Dog food bowl
 - Dog water bowl
 - A cup
 - A bucket full of water
 - A bucket full of dog food
 - A Dog blanket
 - A Bag of treats
 - A Leash or ball or Frisbee
 - A Dog shampoo bottle and/or worm tablets

- Each member of the team needs to run an item up to the mascot dog. Every item must end up at the mascot dog, but each person can only carry one, and only one runner at a time. The food and water bowls need to be filled up with food and water from the buckets. Lastly, the whole team must run to their dog (family!).
- First team to get to the all their dog's needs fulfilled wins! If possible, the needs can then be used as prizes.

3. Bathing a dog

Students participate in washing a dog:

- Choose a grassy or concrete area that won't get too muddy, and is near a tap and hose or bucket.
- Collect the dog, helpers, dog shampoo, bucket and dry towel.
- Get someone to hold the dog, or tie the dog to a pole so it doesn't run away
- Wet the dog all over.
- Pour on a few capfuls of shampoo
- Rub the shampoo into the dog's fur so that it bubbles up all over.
 - Make sure the dog is soaped up on the neck, back, chest, belly, legs, feet, and tail.
 - Make sure no shampoo gets into the dogs eyes, nose, mouth, or inside the ears
- Rinse off the shampoo. (some flea shampoos are leave-in: read the instructions on the bottle)
- Let the dog shake (stand back!)
- Rub the towel over the dog to dry him a bit more.
 - Language extension:* names for the parts of a dog: head, neck, back, belly, chest, tail, legs, feet, eyes, ears, nose, and mouth. Get students to affix name cards to a cut out picture of a dog.

- **Classroom extension:** take photos during the dog washing. Show them to the students and put them in order. Using the photos as cues, get the students to write up a set of instructions on how to wash a dog.

4. Review and close

Colour in participation certificates reviewing what the students have learnt, and have bbq with meat and plant food (eg onion, sweet potato on the bbq, salad)

Curriculum links

EsseNTial Learnings:

In 3: making decisions based on personal values that reflect empathy

Cr 1: using imagination and a variety of resources for self expression and to explore ideas and situations

Col 4: uses appropriate language that is sensitive to audience and culture within a range of contexts

Cons 3: Participates in efforts to value diversity and social responsibility

Con 4 : Identifies environmental and social issues within the local and global community and takes steps to promote change

Science: life and living:

KGP 2: learners recognise needs and observable features of living things

KGP 3: Learners understand that people are living things that have features and change over time.

LL1: living things rely on the environment and each other, living things change as they grow and have different needs.

Physical Activity:

KGP2.2 Games: participate in organised activities where equipment is shared

KGP2.3 Fitness: participate in a variety of fun activities that encourage cardiovascular endurance

KGP2.4 Participation: participate in a range of physical activities.