

## UNIT TWO

# Recognising Feelings

Understanding dog needs and behaviours | Staying safe around dogs

Year levels 3 - 4



### ABOUT AMRRIC

AMRRIC works with rural and remote Indigenous **communities** and **schools** to develop culturally appropriate, sustainable solutions to improving animal health and management.

Our integrated One Health approach includes veterinary service delivery, education and capacity building that improves not only the health and management of companion animals, but also the health and wellbeing of people.

### More about our schools services

Contact an Education Officer  
08 8948 1768  
[info@amrric.org](mailto:info@amrric.org)

### UNIT OVERVIEW

- Year Level Focus:** 3-4 (some activities may be adapted for other year levels)
- Learning Outcome:** students will understand that dogs' needs and feelings affect their behaviour and will use their knowledge to help stay safe from dogs in their community
- Minimum suggested lessons:** 5 x 45 minutes
- Alignment to Australian Curriculum:** English in year levels 3 – 4 Content descriptions and Achievement standards. Health & Physical Education in Foundation – Year 4 Content descriptions and Achievement standards

## CONTENTS

---

Unit summary	Page 1
Detailed description of learning activities	Page 2
Sample assessment plan	Page 13
Glossary of assessment terms	Page 15

## Teacher's Notes

---

# UNIT SUMMARY

Recognising Feelings Year levels 3 – 4

<p><b>Learning Outcome</b></p> <p>Students will understand that a dog’s needs and feelings affect its behaviour. Students will use their understanding to help them stay safe around dogs in their community</p>	
<p><b>Understandings (Big Ideas):</b></p> <ul style="list-style-type: none"> <li>Like humans, dogs have needs and feelings</li> <li>Dogs needs and feelings affect their behaviour</li> <li>People can be hurt by dogs if they don’t treat them well or understand their nature</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How are the needs/feelings of people and dogs similar? How are they different?</li> <li>How does a dog’s behaviour tell you what it’s feeling?</li> <li>What can I do to make myself safe from a cheeky (aggressive) dog?</li> </ul>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>The basic needs of dogs and humans</li> <li>The differences and similarities between the feelings of dogs and humans</li> <li>The relationship between a dog’s body language and its feelings</li> <li>What to do if threatened or attacked by dogs</li> <li>The situations, dog needs and human behaviours that affect a dog’s feelings</li> </ul> <p><b>Sample Achievement Standards</b></p> <p>Students will be able to:</p> <p>AS 1: Select information and ideas in texts that relate to their own lives (English – receptive mode: Year 3)</p> <p>AS 2: Understand how language can be used to express their feelings and opinions (English – productive mode: Year 3)</p> <p>AS 3: Understand how language features, images and vocabulary choices are used for different effects (English – productive mode: Year 4)</p>	<p>AS 4: Include writing and images in their texts to express and develop, in some detail, experiences, events information and ideas (English – productive mode: Year 3)</p> <p>AS 5: Create structured texts to explain ideas for different audiences ... [demonstrating] an understanding of grammar ... [using] accurate spelling and punctuation [and] editing their work to improve meaning (English – productive mode: Year 5)</p> <p>AS 6: Make presentations and contribute actively to class and group discussions (English – productive mode: Year 4)</p> <p>AS 7: Use decision-making and problem solving skills to select and demonstrate strategies that help them stay safe, healthy and active (HPE: Years 3-4)</p> <p>AS 8: Apply strategies for working cooperatively and apply rules fairly (HPE: Years 3 – 4)</p>
<p><b><u>THE LEARNING ACTIVITIES</u></b></p> <p><i>Choose this link to go straight to detailed descriptions of the learning activities in Unit 2</i></p> <p><b>AN OVERVIEW OF THE LEARNING ACTIVITIES</b></p> <p><i>An overview of the activities with links to accompanying learning resources in Unit 2</i></p> <ol style="list-style-type: none"> <li>Introduction: discussion about students’ dogs and dogs in the community. Alternative introduction: Resource: video - <a href="#">Papa Atunymananyi</a>, Allan Wilson</li> <li>Building Empathy: How to handle your dog. Resource: photos - <a href="#">Being a friend to your dog</a></li> <li>Building Empathy: Interpreting dogs’ behaviours. Resource – worksheets/illustrations <a href="#">Humans’ and Dogs’ Feelings</a></li> <li>What to do when you see a cheeky (aggressive) dog: class discussion; group posters and oral presentations (see also detailed activities for illustrations)</li> <li>Reinforcing Dog Needs: Resource: games – <a href="#">Doggie, doggie don’t eat me OR Mother Dog</a></li> <li>Review understandings: Resource: Posters – <a href="#">Dog Illustrations</a></li> <li>Additional resources: Posters - <a href="#">Dog Bites – Staying safe Around Dogs</a></li> </ol>	

# Learning Activities

## Recognising Feelings

Understanding dog behaviours and staying safe



Animal Management in Rural and Remote Indigenous Communities

'Be a Friend to Your Dog'  
An Educational Package

### Handling a Dog Properly

#### ACTIVITY 1

##### Introduction

Discussion: 'Living with Dogs'

Questions: Are there lots of dogs around here? How many dogs does your family have? Do they like each other? Do you like dogs? Do you play with your dog? Are there any 'cheeky' (aggressive) dogs in the community? Have you ever been frightened by a dog?

(Make use of 'Additional Resources' at the end of this document for alternative introductions)

#### ACTIVITY 2

##### Handling a dog properly

**Demonstrate:** using [Being a Friend to Your Dog photos](#), show how being pulled up by one arm isn't comfortable.

Explain how dogs feel things in the same way that we do. Dogs, like us, can feel pain or pleasure, or be sore or tired. Also, dogs have feelings. They can be happy, sad, excited or grumpy, just like us!

#### ACTIVITY 3

##### Recognising dogs' feelings

**Explain:** living with dogs, we need to know what they want so everyone can be happy. Sometimes it's hard to know what a dog is feeling: they don't talk like we do. They only know a few 'words', but they speak a lot using body language.

So how do we know what they're feeling? We can't ask them. We need to use our eyes. How their body is shaped tells us how they are feeling.

**Discuss:** the similarities between humans' and dogs' feelings.

Use activity sheets: [Humans' and Dogs' Feelings](#) and [Dogs' Feelings Activity Sheets](#)

#### YEAR 3 Content Descriptions

ENGLISH: [\(ACELY1676\)](#)

*Interacting with others (Listening and speaking interactions)*

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations

ENGLISH: [\(ACELY1678\)](#)

*Interpreting, analysing, evaluating (Purpose and audience)*

Identify the purpose and audience of imaginative, informative and persuasive texts

ENGLISH: [\(ACELA1483\)](#)

*Expressing and developing ideas (Visual language)*

Identify the effect on audiences of techniques, for example shot size, vertical [camera angle](#) and [layout](#) in picture books, advertisements and film segments

##### Notes: Activity 3

Teaching focuses on the purpose and audience of the posters (informative and persuasive texts); and how the layout of text & images establishes a relationship with the audience & assists in achieving purpose

#### YEAR 4 Content Descriptions

ENGLISH: [\(ACELY1688\)](#)

*Interacting with others (Listening and speaking interactions)*

Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently

ENGLISH: [\(ACELY1690\)](#)

*Interpreting, analysing, evaluating (Purpose and audience)*

Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text

ENGLISH: [\(ACELA1496\)](#)

*Expressing and developing ideas (Visual language)*

Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts.

##### Notes: Activity 3

Teaching focuses on the purpose & audience of the posters (informative & persuasive texts) & characteristic features of the posters; and how some of the images are close up & others at a further social distance so the audience can reflect on the situation



# Learning Activities

## Recognising Feelings

Understanding dog behaviours and staying safe

### Recognising dogs' feelings

Activity 3 (continued) ...

#### Picture of a happy dog

(See [Dogs' feelings illustrations](#))

How do you think he is feeling? He is happy!



See how his:

- tail is wagging
- eyes are bright
- body is relaxed
- mouth is smiling

He is telling you that he is happy. What does a dog need to be happy? A dog needs:

- food
- water
- shelter
- family
- fun
- caring (health care)
- kindness, gentleness

#### Picture of a scared dog



See how her:

- Eyes look worried: you can see the white bits;
- Mouth is tight - sometimes the tongue comes out just a little; she might yawn too;
- tail is down between her legs
- ears are flat;
- Legs are crouched.

She may urinate if she's really scared.

#### YEAR 3 Content Descriptions

#### YEAR 4 Content Descriptions

##### Considerations

What the illustrator wants you to think when you see the images; what the illustrator wants you to do after seeing the written and visual text.

Why only some of the images have the dogs gazing directly at the viewer.

##### ENGLISH: [\(ACELY1680\)](#)

*Interpreting, analysing, evaluating (Comprehension strategies)*

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on growing knowledge of content, text structures and language features

##### Considerations

Identifying the way images assist in constructing meaning.

The literal level is students being able to describe what they see in the images and knowing what the written text says.

The inferential level is where students can identify what is implied by the images and text about the dogs' feelings.

The evaluative level of meaning is where students can describe what the poster designer wants them to do in community as a result of viewing and reading the poster.

##### Considerations

What the illustrator wants you to think when you see the images; Why only some of the images have the dogs gazing directly at the viewer.

In each image, what is the first part of the image your eye is drawn to? How does this connect to what the illustrator wants you to think, feel or do about the messages in the text and image?

##### ENGLISH: [\(ACELY1692\)](#)

*Interpreting, analysing, evaluating (Comprehension strategies)*

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts

##### Considerations

Analysing the way images assist in constructing meaning, including drawing on students' experiences and anecdotes about dog behaviours and examples of when they have recognised these feelings in dogs.

Making links between: the literal messages in the images and written text; the implied messages about the dogs' feelings; and applying those messages in the context of their own experiences and what the poster illustrator wants them to do in community when they recognise these feelings in dogs.

# Learning Activities

## Recognising Feelings

### Understanding dog behaviours and staying

## Recognising dogs' feelings

### Activity 3 (continued)

This dog is worried or scared. Can you show me what a scared dog looks like? *Model flat ears with hands curled overhead, tight mouth, crouching, worried eyes, whimpering.* Poor doggies!

What makes you scared?

What would make a dog scared?

- loud noises like thunder
- other dogs
- getting hurt
- people patting her too hard
- big scary looking people or dogs
- throwing something at her
- waking her up quickly



It's good to give a scared dog some room, because sometimes scared dogs bite.

### **Picture of an angry dog**

What about this dog?



See how his:

- lip is wrinkled up to show his teeth?
- eyes are hard?
- muscles are stiff?
- tail is up?
- hair is sticking up?

### YEAR 3 Content Descriptions

#### HEALTH & PHYS. ED, Foundation: [\(ACPPS005\)](#)

*Personal, social and community health (Being healthy, safe and active)*

Identify and describe emotional responses people may experience in different situations

#### HEALTH & PHYS. ED, Years 1 & 2: [\(ACPPS020\)](#)

*Personal, social and community health (Being healthy, safe and active)*

Reflect on, and respond to, their emotions in ways that positively take into account their own feelings and those of others

### YEAR 4 Content Descriptions

#### HEALTH & PHYS ED, Yrs 3 & 4: [\(ACPPS038\)](#)

*Personal, social and community health (Being healthy, safe and active)*

Investigate how emotional responses vary in depth and strength [and describe how to react appropriately in a variety of familiar and unfamiliar situations]

#### ENGLISH: [\(ACELY1690\)](#) *Interpreting, analysing, evaluating (Purpose and audience)*

Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text

#### Notes: Health and Physical Education Content descriptions

1. In the Australian Curriculum, Content descriptions for HPE are bundled together in paired year levels, e.g. 1-2, 3-4 etc.
2. The Content descriptions in this unit include Years 1-2 in addition to 3-4 where it is appropriate to the activity
3. Refer to the elaborations for more specific detail about each Content description

# Learning Activities

## Recognising Feelings

Understanding dog behaviours and staying safe

### Recognising dogs' feelings

#### Activity 3 (continued)

This dog is showing you that he is angry. Can you show me what an angry dog looks like?

*Teacher: models hard glaring eyes, wrinkled nose, showing teeth and growling.*

Ooh, scary doggies!

#### **What makes you angry? What might make a dog angry?**

- Someone trying to take her food, bones or puppies (Dogs aren't very good at sharing)
- A stranger walking into his yard. Dogs like to guard things - that's their job
- Someone hurting them: I'd get mad if someone hurt me, and dogs feel things just the same way
- Someone teasing them - that would make me angry too!



We stay away from angry dogs because they might bite!

Watch the dogs around your house, and look for what they are telling you. When you're walking around town, look at the dogs there too. Has anyone seen an angry dog, a cheeky dog?

What happened?

**Activity:** using [Humans' and dogs' feelings](#), students: match the humans' and dogs' images; match the sentences with the images of humans' and dogs' feelings; write sentences next to the images; and change the pronouns in the sentences etc.

#### YEAR 3 Content Descriptions

##### ENGLISH: [\(ACELA1481\)](#)

*Expressing and developing ideas  
(Sentences and clause level  
grammar)*

Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement

##### ENGLISH: [\(ACELA1485\)](#)

*Expressing and developing ideas  
(Spelling)*

Understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion'

##### ENGLISH: [\(ACELA1486\)](#)

*Expressing and developing ideas  
(Spelling)*

Recognise high frequency sight words

#### YEAR 4 Content Descriptions

##### ENGLISH: [\(ACELA1493\)](#)

*Expressing and developing ideas  
(Sentences and clause level  
grammar)*

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases

##### ENGLISH: [\(ACELA1779\)](#)

*Expressing and developing ideas  
(Spelling)*

Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations and letter combinations, including double letters





# Learning Activities

## Recognising Feelings

Understanding dog behaviours and staying safe

*'Be a Friend to Your Dog'*  
An Educational Package

### Recognising dogs' feelings

Activity 3 (continued)

#### Language & Literacy Activities

- Create one clause sentences relating to humans' and dogs' feelings and needs (e.g. the dog is angry. I am sad. His tail is up. Dogs hate loud noises like thunder. She is scared. The dog's lip is wrinkled. Her hackles are up. Dogs need water. The dog needs attention. He mentioned dog treats.)
- Create richer, more specific descriptions through using noun groups/phrases, e.g. the extremely hungry dog; the very old scared dog
- Create words relating to the topic, applying spelling generalisations, for example, doubling (e.g. 'wagging', 'patting'); and 'e'-drop (e.g. 'smiling', 'caring', 'waking', 'teasing')
- Plan, draft and publish an informative text about dogs and their feelings using simple, compound and complex sentences, appropriate vocabulary and sentence structures, and images to express and combine ideas
- Reread and edit texts. Use glossaries, print and digital dictionaries and spell check (realising that spell check accuracy depends on the word function, e.g. there/their)

#### Additional Resources

Talking books - [Papa ini kutjupa kutjupa \(PPT, 7MB\)](#) and [Manymak Wungan ga Rerrimiriw-Happy Healthy Dog \(PPT, 50MB\)](#)

#### YEAR 3 Content Descriptions

**ENGLISH: [\(ACELY1682\)](#)**

*Creating texts (Creating different types of texts)*

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose

**ENGLISH: [\(ACELY1683\)](#)**

*Creating texts (Editing)*

Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation

#### YEAR 4 Content Descriptions

**ENGLISH: [\(ACELY1694\)](#)**

*Creating texts (Editing)*

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features

**ENGLISH: [\(ACELY1695\)](#)**

*Creating texts (Editing)*

Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure





# Learning Activities

## Recognising Feelings

Understanding dog behaviours and staying safe

'Be a Friend to Your Dog'

### Staying safe around dogs

#### ACTIVITY 4

##### *What to do when you see a cheeky (aggressive) dog*

**Discussion:** When you see a cheeky dog, sometimes it can be scary. But the important thing to remember is not to run around and squeal and wave your arms around. This gets a cheeky dog excited.

What happens if you run away from a cheeky dog? He chases you, and he might bite you. It's best to be quiet and calm, and walk slowly away from him. Don't stare at him in the eyes – that can make him angry too. Don't go stiff. Remember, angry dogs have stiff muscles so just slowly, quietly walk away.



If there is a dog where you want to go, like in someone's yard, call out. Always call out before you go into someone's yard. Make sure they know you are coming so that they can tell their dog to leave you alone.

If a big mob of dogs comes running for you – even though it might be scary – you mustn't run. What happens if we run? That's right, they'll chase us. Instead we stand like a tree. Do dogs bite trees? No! Dogs think trees are pretty boring. They'll have a sniff of our roots and get bored and go away.

**Activity:** let's all get up and stand like trees. Fold your branches in, don't have them waving in the wind. Look at your roots and do not stare at the dog. Nice, quiet trees.

#### YEAR 3 Content Descriptions

ENGLISH: [\(ACELY1792\)](#)

*Interacting with others (Listening and speaking interactions)*

Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume

#### YEAR 4 Content Descriptions

ENGLISH: [\(ACELY1687\)](#)

*Interacting with others (Listening and speaking interactions)*

Interpret ideas and information in spoken texts and [listen](#) for key points in order to carry out tasks and use information to share and extend ideas and information

#### Considerations

Participating in group and class speaking and listening situations; listening actively including listening for specific information, recognising the value of others' contributions and responding through comments, recounts and summaries of information

HEALTH & PHYS. ED, Foundation:  
[\(ACPPS003\)](#)

*Personal, social and community health (Being healthy, safe and active)*

Identify people and demonstrate protective behaviours that help keep themselves safe and healthy [identifying protective behaviours that can help keep them safe]

HEALTH & PHYS. ED, Years 1 & 2:  
[\(ACPPS018\)](#)

*Personal, social and community health (Being healthy, safe and active)*

Recognise situations and opportunities to promote health, safety and wellbeing [describing actions to stay safe in a range of environments, including water, road, nature and outdoors]

HEALTH & PHYS. ED, Years 3 & 4:  
[\(ACPPS035\)](#)

*Personal, social and community health (Communicating and interacting for health and wellbeing)*

Practice and apply a range of skills they can use if they find themselves in a situation that makes them feel uncomfortable or unsafe

# Learning Activities

## Recognising Feelings

### Understanding dog behaviours and staying

#### Staying safe around dogs

##### Activity 4 (continued ...)

Using a soft toy or dog puppet, approach the students and check that they remain standing quietly while the 'dog' sniffs them. No giggling allowed and no staring at the dog. The dog is looking for people to munch on but he will only find a quiet forest. He will get bored and go away.

**Explain:** sometimes a dog might knock you to the ground. That can be really dangerous. You have to keep yourself safe. What we do is turn into a rock – just like turtles do when something bothers them. They tuck their arms and legs in so they look like a rock.



##### Demonstrate:

- First, sit on your knees so your legs are curled up underneath you.
- Then, curl your fingers around your thumbs so no one can nibble on your fingers.
- Then curl your arms around your ears so no one can nibble on your ears.
- Then curl right down to the ground so no one can nibble on your nose.
- Finally, stay very still and quiet like a rock.



#### YEAR 3 Content Descriptions

##### ENGLISH: [\(ACELY1792\)](#)

*Interacting with others (Listening and speaking interactions)*

Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume

#### YEAR 4 Content Descriptions

##### ENGLISH: [\(ACELY1687\)](#)

*Interacting with others (Listening and speaking interactions)*

Interpret ideas and information in spoken texts and [listen](#) for key points in order to carry out tasks and use information to share and extend ideas and information

##### Considerations

Participating in group and class speaking and listening situations; listening actively including listening for specific information, recognising the value of others' contributions and responding through comments, recounts and summaries of information



# Learning Activities

## Recognising Feelings

Understanding dog behaviours and staying safe

'Be a Friend to Your Dog'

### Staying safe around dogs

#### Activity 4 (continued ...)

**Activity:** using a soft toy or dog puppet, approach the students and check that they remain quietly curled up while the 'dog' sniffs at them. The dog is looking for people to munch on but he will only find a lot of rocks. Boring! He will go away.

**Teacher note:** This exercise is to teach students how to protect the most delicate parts of their body if they have been knocked to the ground, i.e. the face, hands, and belly. The dog may bite elsewhere but injuries to the face, hands, and belly are the most serious.

#### Group work and oral presentations

- In groups, design and create an illustrated poster of what to do when threatened by a cheeky dog, including what to do if knocked over by a dog. In each group students negotiate individual inputs.
- Groups present their posters to the class, explaining each of the safe behaviours. Students' negotiate turn-taking to explain the different behaviours.

**See example:** Additional resources - [Dog Bites: staying safe around dogs](#)

(See also page 7 in the outline of the 'Teaching Learning Activities' for Unit 1 in the BAFTYD overview document)

#### YEAR 3 Content Descriptions

##### ENGLISH: [\(ACELY1676\)](#)

*Interacting with others (Listening and speaking interactions)*

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations

##### ENGLISH: [\(ACELA1476\)](#)

*Language for interaction (language for social interactions)*

Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations

#### Considerations

Understanding how age, status, expertise and familiarity influence the ways in which we interact with people and how these codes and conventions vary across Indigenous and non-Indigenous cultures

##### ENGLISH: [\(ACELY1677\)](#)

*Interacting with others (Oral presentations)*

Plan and deliver short presentations, providing some key details in logical sequence

#### YEAR 4 Content Descriptions

##### ENGLISH: [\(ACELY1688\)](#)

*Interacting with others (Listening and speaking interactions)*

Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently

##### ENGLISH: [\(ACELA1488\)](#)

*Language for interaction (language for social interactions)*

Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group.

##### ENGLISH: [\(ACELA1489\)](#)

*Interacting with others (Oral presentations)*

Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences



# Learning Activities

## Recognising Feelings

Understanding dog behaviours and staying safe

### Playground games

#### ACTIVITY 5

##### *Game 1: Doggie, Doggie Don't Eat Me!*

**Teacher note:** this game emphasises dog body language and the appropriate body language response from the students.

It also reinforces the message of being kind to animals.

- One person plays the doggy and the rest of the group tries to get close to him/her.
- At the start, students line up about 20 metres away from the doggy. The doggy uses her body and voice to show the others that she is happy (smiling, wagging 'tail', panting), angry (wrinkled nose, showing teeth, growling) or scared (cringing, flat 'ears', whimpering, worried eyes). Only when the doggy is happy, can the others move towards her. Otherwise they have to be calm and quiet, and not staring at the doggy.
- If anyone goes towards the doggy when the doggy is scared or angry, or runs toward the doggy at any time, the doggy can chase the person away. The person who is chased is then 'out' of the game.
- The others can try to make the doggy happy by saying nice things, making jokes to make them laugh and offering the doggy things dogs like and need (for example, food and toys).
- The first person to get close enough to the doggy to pat him/her wins, and becomes the next doggy.

#### YEAR 3 Content Descriptions

**HEALTH &PHYS. ED: Years 1 & 2**  
[\(ACPMPO25\)](#)

*Movement and Physical activity*  
(Moving our body)

Perform and practice a range of fundamental movement skills and simple movement sequences using different parts of the body and in response to stimuli, including equipment, rhythm, music and words

#### YEAR 4 Content Descriptions

**HEALTH &PHYS. ED: Years 3 & 4**  
[\(ACPMPO50\)](#)

*Movement and Physical activity*  
(Moving our body)

Apply basic rules and scoring systems and demonstrate fair play when participating

#### NOTES: HPE Content descriptions

1. In the Australian Curriculum, Content descriptions for HPE are bundled together in two year levels, e.g. 1-2, 3-4 etc.
2. The Content descriptions in this unit include Years 1-2 in addition to 3-4 where it is appropriate to the activity
3. Refer to the elaborations for more useful detail about each Content description



# Learning Activities

## Recognising Feelings

Understanding dog behaviours and staying safe

### Playground games

#### **Game 2: Mother Dog**

The purpose of this game is to have students empathise with Mother Dog when her pups are being stolen.

Students see that this makes her angry and they feel the tension when someone is sneaking up on her to steal her pups.

Teachers should emphasise these aspects at the end of the game.

- Choose someone to be Mother Dog.
- Have Mother Dog sit with her back to the other players at least 3 metres away.
- Put an object (e.g. a stuffed animal, a picture of a puppy) behind Mother Dog and have her pretend it is her puppy.
- Have the other players take turns sneaking up behind Mother Dog and trying to steal the 'pup'.
- If Mother Dog hears the person sneaking up she can bark angrily and then turn around. If Mother Dog catches a player, the player takes Mother Dog's place. If there is no player when Mother Dog roars she remains Mother Dog and the game starts again.

For additional games see: [Games - Safety and Dogs](#)

#### **YEAR 3 Content Descriptions**

**HEALTH & PHYS. ED, Years 1 & 2:**  
[\(ACPMPO25\)](#)

*Movement and Physical activity  
(Moving our body)*

Perform and practice a range of fundamental movement skills and simple movement sequences using different parts of the body and in response to stimuli, including equipment, rhythm, music and words

#### **YEAR 4 Content Descriptions**

**HEALTH & PHYS. ED, Years 3 & 4:**  
[\(ACPMPO50\)](#)

*Movement and Physical activity  
(Moving our body)*

Apply basic rules and scoring systems and demonstrate fair play when participating

#### **NOTES: HPE Content descriptions**

1. In the Australian Curriculum, Content descriptions for HPE are bundled together in paired year levels, e.g. 1-2, 3-4 etc.
2. The Content descriptions in this unit include Years 1-2 in addition to 3-4 where it is appropriate to the activity
3. Refer to the elaborations for more specific detail about each Content description





# Learning Activities

## Recognising Feelings

Understanding dog behaviours and staying safe

*'Be a Friend to Your Dog'  
An Educational Package*

### Review and close

#### ACTIVITY 6

##### *Review and Close*

**Activity:** whole class brainstorms, and writes words and phrases on dogs' illustrations (see page 4, Activity 7 of the unit plan outline) that describe:

- the body language associated with the different feelings of dogs
- the situations, needs and human behaviours which create the different feelings in dogs

Display the posters (illustrations with words)

##### *Supplementary Resources*

**Papa atunymananyi Allan Wilson video**

View Allan Wilson from Amata on the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands talking in Pitjantjatjara about the importance of looking after your dogs: [Papa atunymananyi Allan Wilson](#).

Class discussion:

- How is the old man relating to his dog? Is he being gentle, kind, cruel etc.?
- How is the young girl relating to the dog?
- How do you think the dog is feeling?
- Is the dog well behaved?
- What language do you think the old man is talking in?
- What do you think he is talking about?

See Indigenous language map:

<http://www.abc.net.au/indigenous/map/>

##### *Additional Resources*

- [Young Dog by Sophie Constable](#)
- [Manymak Wungan ga Rerrimirw - Happy Healthy Dogs \(PPT, 50MB\)](#);
- [Papa ini kutjupa kutjupa](#);
- [Papa inura](#)

#### YEAR 3 Content Descriptions

ENGLISH: [\(ACELA1475\)](#)

*Language variation and change  
(How English varies according to context and purpose including cultural and historical contexts)*

Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning

HEALTH & PHYS. ED, Years 3 & 4:  
[\(ACPMPO50\)](#)

*Movement and Physical activity  
(Moving our body)*

Apply basic rules and scoring systems and demonstrate fair play when participating

#### YEAR 4 Content Descriptions

ENGLISH: [\(ACELA1487\)](#)

*Language variation and change  
(How English varies according to context and purpose including cultural and historical contexts)*

Understand that [Standard Australian English](#) is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages

ENGLISH, Year 6: [\(ACELA1515\)](#)

*Language variation and change  
(How English varies according to context and purpose including cultural and historical contexts)*

Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English)

#### **NOTE: Year 6 English Content description**

The Year 6 Content description is included for its relevance to the activity and cultural context in Indigenous communities





# SAMPLE ASSESSEMENT PLAN

## Recognising Feelings: Understanding dogs’ needs and behaviours and staying safe

**Note:** the assessment tasks are examples only and may not suit the students in your school community without some modification. Choose from among the examples to build an assessment plan that best suits your students and your teaching-learning approach to the unit;

For descriptions of some terms see the glossary on page 15

<b>ACHIEVEMENT STANDARDS</b> Refer to unit summary, page 1	<b>RELATED ACTIVITIES</b> Refer to the detailed learning activities	<b>DESIRED UNDERSTANDINGS</b> Assessing what	<b>SAMPLE ASSESSMENT TASKS</b>
AS 1 <b>[English RM: Year 3]</b> Select information and ideas in texts that relate to their own lives ... [and] listen to others’ views and respond appropriately	Activity 1: Introductory discussion Activity 2: Demonstration – handling a dog properly Activity 3: Recognising dogs’ feelings	<i>Students succeed when they:</i> A. Explain responses (orally) to specific visual cues in the illustrations, e.g. ‘the dog looks hurt because ... (describe the features that show it is feeling pain and possible reasons why)’. ‘I feel hurt when ... and I look like ...’ B. Demonstrate appropriate interaction skills: share information/ideas, acknowledging other points of view	A. <i>Checklist – Observation:</i> Facets: explain, interpret AND/OR B. <i>Storyboard (visual task) or role play (kinaesthetic task):</i> Facets: demonstrate perspective, empathy or self-knowledge <b>Description:</b> student draws or acts out situations that elicit a personal emotional response (as compared to dogs)
AS 2 <b>[English PM: Year 3]</b> Understand how language can be used to express their feelings and opinions on topics	Activity 3: Pairing (or making up) sentences that match with images of humans’ and dogs’ feeling – student activity	<i>Students succeed when they:</i> Identify and use dependent and independent clauses, e.g. ‘[Dogs snarl] when they are angry’ OR ‘[I am unhappy] if my dog is hungry’ AND Identify and use phrases, e.g. ‘[I love] <b>patting</b> my dog [when I come home from school]’; ‘[I ran past] the angry <b>dog</b> ’; ‘[I washed my dog] <b>in</b> the tub’	<i>Paper test (written task) – e.g. constructed response:</i> Facets: explain, show empathy <b>Description:</b> complete given sentences using a variety of dependent/independent clauses (year 3); using noun phrases, verb phrases and prepositional phrases (year 4) <i>Note:</i> use either the student/teacher-generated sentences from the learning activity OR make up similar ‘sight-unseen’ sentences
AS 3 <b>[English RM: Year 3]</b> Understand how language features, images and vocabulary choices are used for different effects	Activity 3: Considering the implied messages contained in the images and text	<i>Students succeed when they:</i> Understand literal, inferential and evaluative levels of comprehension and how the author/artist influences his/her audience <i>Note:</i> see notes on pages 1 and 2 of Unit One Activities	<i>Matching exercise (kinaesthetic and/oral tasks)</i> Facets: explain, interpret <b>Description:</b> literal – match illustration with descriptors (previously seen); and implied – orally respond to questions, e.g. ‘how does the artist make the dog look angry?’ about new text or image; and evaluative – response to new text or image OR Draw a picture (visual task) making use of techniques that convey implied messages; explain techniques used

<b>ACHIEVEMENT STANDARDS</b> Refer to unit summary, page 1	<b>RELATED ACTIVITIES</b> Refer to the detailed learning activities	<b>DESIRED UNDERSTANDINGS</b> Assessing what	<b>SAMPLE ASSESSMENT TASKS</b>
AS 4 <b>[English PM: Year 3]</b> Include writing and images in their texts to express and develop, in some detail, experiences, events, information and ideas	Activity 3: Language and literacy activities	<i>Students succeed when they:</i> Plan, draft and publish – <ul style="list-style-type: none"> <li>✓ Reread and edit text for meaning;</li> <li>✓ Use appropriate grammatical structures, correct spelling</li> <li>✓ Appropriate text structures and language features</li> </ul>	<b>RICH TASK: Write a persuasive or informative text (written task)</b> Facets: explain, show empathy <b>Description:</b> create an informative or persuasive text about ‘dogs and feelings’ to a local (community) audience [criteria sheet required]
AS 5 <b>[English PM: Year 4]</b> Create structured texts to explain ideas for different audiences ... [demonstrating] understanding of grammar ... [using] accurate spelling and punctuation [and] editing their work to improve meaning	Activity 3 (page 5): Language and literacy activities	<i>Students succeed when they:</i> Plan, draft and publish text by: <ul style="list-style-type: none"> <li>✓ Including key information and supporting details</li> <li>✓ Using appropriate text structures and language features</li> <li>✓ Adding, deleting and moving words to improve content and structure</li> </ul>	Same task as above but requiring different success criteria [criteria sheet needed]
AS 6 <b>[English PM: Year 4]</b> Make presentations and contribute actively to class and group discussions	Activity 4 (page 8): group work and oral presentation	<i>Students succeed when they:</i> <ul style="list-style-type: none"> <li>✓ Include relevant and broad content</li> <li>✓ Present information clearly and in an appealing way</li> <li>✓ Cooperate with others by listening actively, recognising value in others’ contributions and by commenting, recounting and summarising</li> </ul>	<i>Presentation OR Dance OR Dramatization (oral/visual task)</i> Facets: explain, show perspective and/or empathy <b>Description:</b> in groups, create an instructive poster, dance or dramatization to show what to do when threatened by a ‘cheeky’ dog [criteria sheet needed]
AS 7 <b>[HPE: Years 3-4]</b> Use decision-making and problem solving skills to select and demonstrate strategies that help them stay safe, healthy and active	Activity 4 (pages 6-7)	<i>Students succeed when they:</i> Practise and apply skills they can use if they find themselves in a situation that makes them feel uncomfortable or unsafe	<i>Dance OR Dramatization (oral and/or kinaesthetic task)</i> Facets: explain, interpret <b>Description:</b> create a dance or dramatization to show what to do when threatened by a ‘cheeky’ dog, e.g. enact a dangerous situation that might occur in the community [criteria sheet needed - include preparation criteria]
AS 8 <b>[HPE: Years 3-4]</b> Apply strategies for working cooperatively and apply rules fairly	Activity 5	<i>Students succeed when they:</i> Follow rules and play fairly when participating in physical activities	<i>Checklist - observation</i> Facets: show perspective, empathy and self-knowledge <b>Description:</b> take the opportunities where and as appropriate to reinforce fair play and the reasons for it

## Assessment Glossary \*

1. **Assessment plans** are based on valid learning objectives (e.g. Content descriptions in the Australian Curriculum) and measure student understanding of the desired results or learning objectives (from the Achievement standards).

A well-designed assessment plan should be:

- a. Valid – based on approved state or national achievement standards (and are accurately matched to the learning activities)
  - b. Reliable – the assessment instruments themselves are well designed so that they adequately measure what they are meant to measure
  - c. Sufficient – the number and type of assessment instruments is enough to adequately measure the range of essential knowledge and skills introduced in the learning unit
  - d. Authentic – the assessment tasks are grounded in a meaningful context for the student
  - e. Feasible – it is possible to implement the assessment plan in the time allocated without compromising the learning time
  - f. Student-friendly – the nature and type of assessment instruments does not disadvantage the student, e.g. the language used is at 'student level' and the students are familiar with the type of test, assignment etc.
2. **Summative assessment** (assessment OF learning) is meant solely to measure whether the student has learned (depending on your definition of 'learned') the taught subject matter or content. Traditionally, this usually took the form of 'paper and pencil' tests such as selected and/or constructed responses, an essay or other type of written text (e.g. imaginative, informative or persuasive). Acceptable types of assessment tasks are now much broader. For example, McTighe categorises the 'tools for assessment' under four headings: written, oral, visual and kinaesthetic. The assessment plan needs to cover a continuum of acceptable assessment instruments to be considered sufficient
  3. **Formative assessment** (assessment FOR learning) occurs when assessment is also an opportunity for student learning and is well explained in Rich Task (below). Arguably, formative assessment should be a feature of student assessment in the primary years but it does become more problematic as students progress through high school where grading (assessment of learning) becomes increasingly important.
  4. A **Rich Task** is a project that ideally connects different subjects (interdisciplinary) and involves a variety of teaching and learning methods. In undertaking a Rich Task, students are encouraged to display their learning throughout the task. It is not only about improving students' understanding, knowledge and skills – it is equally about how they display their progress. The project should spark interest (student-friendly), relate to real issues (authentic) and help students develop useful skills that go beyond the learning content.
  5. A (success) **Criteria Sheet** outlines a set of clear, student-friendly descriptors that allows the student to understand what he or she needs to do to succeed at the task. The criteria are discussed with the student before, during (to provide timely feedback) and after assessment. Criteria sheets can therefore be instruments of assessment FOR learning as well as assessment OF learning. If the Rich Task is also an assessment task, the teacher guides the student by asking probing questions - e.g. 'What do you think this criterion means?' or 'Have you done enough to satisfy this criterion?' or 'How would you rate yourself on this criterion?'. In this way, the task remains the student's work.
  6. **Facets of Understanding (McTighe)**: Applying the facets of understanding to the assessment tasks helps to ensure that the assessment plan is reliable, i.e. that the assessment tasks can actually be considered to measure student understanding. Another way to put this is to ask: 'Do the assessment tasks actually measure student understanding in enough depth so as to result in enduring understandings?'

By considering one or more of the facets in each assessment task, the teacher is better able to shape their approach to the learning activities. For example, should the student simply demonstrate why an answer or approach is the right one (explanation)? Or does s/he need to have a broader or more nuanced understanding of the topic (perspective, interpretation)? By asking, and answering, these sorts of questions, teachers add intent to the learning activities and better prepare students for the assessment OF learning.

- The concepts and approaches to assessment outlined above are widely accepted but AMRRIC does not imply that they are the only ones that are valid



## Teacher's Notes

---

## Teacher's Notes

---

### Why Develop an Education Package about Dog Health and Wellbeing?

Dogs play an important role in remote Indigenous community life. A healthy, well-managed dog population contributes to good human health and safety, and the wellbeing of the community in general.



### Why introduce 'Be a Friend to Your Dog' into your school curriculum?

By implementing 'Be a Friend to Your Dog', schools help students to develop:

- empathy for dogs' feelings
- an understanding of dogs' needs and behaviours
- safe personal behaviours around dogs
- knowledge of the relationship between dog and human health
- knowledge of dog management programs
- an understanding of owner responsibilities that contribute to the wellbeing of dogs