UNIT THREE

A Dog Health Project
Creating a community dog health resource
Year levels 4 - 5

amrric
Animal Management in Rural and Remote Indigenous Communities

Learning activities and resources for students in year levels 4 - 5

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

UNIT OVERVIEW

☐ **Year Level Focus:** 4 - 5 (some activities may be adapted for other year levels)

☐ **Learning Outcome:** students plan and publish informative 'dog health' pamphlets and display them in their school and community; students learn more about dogs through mathematics

☐ **Minimum suggested lessons**: 5 x 45 minutes (excluding Supplementary Maths)

☐ **Alignment to Australian Curriculum**: English HPE and Mathematics in year levels 4 - 5 Content descriptions and Achievement standards.

CONTENTS

Teacher's Notes

UNIT SUMMARY
A Dog Health Project   Years 4 - 5

Learning Outcome
Students will create informative Dog Health pamphlets and display them in their school and community

Understandings (Big Ideas):
- People have the same basic needs as dogs when it comes to good health
- The health of dogs in a community has an impact on the health of people
- Images and text can convey powerful messages depending on how they are used
- Publishing applications are powerful tools but good planning and design are more important

Essential Questions:
- How can media be used to get across an important message?
- Can less be more (when designing a pamphlet)?
- Can caring for your dog influence how you care for yourself and others?
- Does a pamphlet campaign make a difference to community attitudes or behaviours?

Students will know:
- The ten things needed for optimum dog health
- How the health of dogs impacts on the health of humans and communities

Sample Achievement Standards
Students will be able to:

AS 1: Listen for key points in discussions (English – RM: Yr 4)

AS 2: Develop and explain a point of view about a text, selecting information, ideas and images from a range of resources (English – RM: Yr 5)

As 3: Understand that texts have different text structures depending on purpose and audience (English – RM: Yr 4)

AS 4: Explain how language features, images and vocabulary are used to engage the interest of audiences (English – RM: Yr 4)

AS 5: Create texts that show understanding of how images and detail can be used to extend key ideas … and use accurate spelling and punctuation, edit their work to improve meaning (English – PM: Yr 4)

AS 6: Describe their own [and other's] contribution to health, [physical activity], safety and wellbeing (HPE: Yr 5)

AS 7: Choose appropriate strategies for calculations involving multiplication and division (Mathematics: Yr 4)

AS 8: Recall multiplication facts to 10 x 10 and related division facts (Mathematics: Yr 4)

AS 9: Order [decimals and] unit fractions and locate them on a number line (Mathematics: Yr 5)

AS 10: Continue patterns by adding and subtracting fractions (Mathematics: Yr 5)

THE LEARNING ACTIVITIES
Choose this link to go straight to detailed descriptions of the activities in Unit 3

AN OVERVIEW OF THE LEARNING ACTIVITIES
An overview of the activities with links to accompanying learning resources in Unit 3

1. Overview Session: resource - Dog Health Pamphlets, Barkly Region; and/or Posters – Healthy Dogs, Healthy People

2. Information Session: Learning resources: Poster - Feeding Dogs; Poster - Ten Things I Love About You; Poster – Dog Bogey – Bathing your dog

3. Drafting Session: Plan and draw (by hand) a rough design

4. Publishing Session: Use a publishing application to produce pamphlet

5. Review and Revise: proof-read for grammatical accuracy; edit for clarity; review design and layout

6. Additional Health Activity: students review their lifestyles and behaviours and propose changes to improve their own health and well-being

Other useful resource: PowerPoint – Kids and Dogs

Learning Activities

A Dog Health Project
Creating a community dog health resource

amrric
Animal Management in Rural and
Remote Indigenous Communities

'Be a Friend to Your Dog'
An Educational Package

Preparation & Overview

ACTIVITY 1
Student Preparation

Before the lesson students look for pamphlets they like, thinking about:

- colours
- pictures
- designs
- information
- whether or not it is easy to read
- whether or not it is interesting

Students each select (or bring in) one pamphlet they like and one pamphlet they don't like.

ACTIVITY 2
Overview Session

Introduce the project aim: creating a dog health pamphlet

Whole class discussion: the general concept of creating a pamphlet: Why do we create pamphlets? What is their purpose?

Students discuss the pamphlets they have found and what they liked or didn't like about them.

Class brainstorms a list for each under two headings, for example:

Good Features:

- attention-grabbing – colourful, pictures
- images get message across
- clear concise information
- uses headings to navigate the text

Bad Features

- unattractive layout (plain)
- information and pictures not interesting
- too much text
- text too small to read

Students describe how textual features such as headings, subheadings, bold type and graphic organisers are used to present information and direct attention

YEAR 4 Content Descriptions	YEAR 5 Content Descriptions
ENGLISH: (ACELA1490)	ENGLISH: (ACELA1504)
Text structure and organisation (Purpose, audience and structures of different kinds of texts)	*Text structure and organisation (Purpose, audience and structures of different kinds of texts)*
Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience	Understand how texts vary in purpose, structure and topic as well as the degree of formality
ENGLISH: (ACELY1690)	ENGLISH: (ACELY1701)
Interpreting, analysing, evaluating (Purpose and audience)	*Interpreting, analysing, evaluating (Purpose and audience)*
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text

Learning Activities
A Dog Health Project
Creating a community dog health resource

amrric
Animal Management in Rural and
Remote Indigenous Communities

'Be a Friend to Your Dog'
An Educational Package

Information session

Additional resources for reference:

- Dog health pamphlets, Barkly Region NT;
- 10 Things I Love About You poster;
- Dog Bogey – Bathing Your Dog;
- Healthy Dogs Healthy People posters;
- Feeding Dogs

Teacher summarises: what the students will need to keep in mind when creating their own pamphlets. They will need:

- a message to get across
- information about the topic
- pictures, drawings or photos to illustrate their message.

Discussion: where to find information, pictures, drawings and photos, including hyperlinked digital texts.

Activity 3
Information session

The teacher introduces the guest speaker, and reminds students that they might like to take notes about information useful for their pamphlets.

Guest speaker (or the teacher if there is no guest speaker available) talks about the 10 things good pet owners need to do to have a happy, healthy pet dog (using pictorial posters, photos and students' input):

1. **Healthy food every day**: a balance of meat, veggies, and rice or pasta, or else dog food from the store. Dogs need a balanced diet just like people. See *Feeding Dogs*

2. **Clean water all day long**: not green slimy water with mud and bugs in it. Dogs can get sick if they drink water like this, just like people

(Continued next page …)

YEAR 4 Content Descriptions	YEAR 5 Content Descriptions
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	**ENGLISH: (ACELA1511)** *Expressing and developing ideas (Visual language)* Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations
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	**ENGLISH: (ACELY1699)** *Interacting with others (Listening and speaking interactions)* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view
HEALTH & PHYS. ED: (ACPPS040) *Personal, social and community health (Contributing to healthy and active communities)* Describe strategies that make the classroom and playground healthy, safe and active places For example, content elaboration: creating promotional posters to display around the school containing health and physical activity messages	**HEALTH & PHYS. ED: (ACPPS058)** *Personal, social and community health (Contributing to healthy and active communities)* Investigate the role of preventive health in maintaining and promoting health and wellbeing for individuals and the community

Additional Resources for Activity 3:

See also dog and human health resources, e.g. *Kids and Dogs* PowerPoint; *Gut Diseases* PowerPoint; *The Dog Book Ti Tree*

Information session

3. **A safe place to live:** shelter from the sun, rain and wind. A place to go where other dogs can't beat up on them. Even when we go on holidays we need to make sure our pets have a safe place to be.

4. **Exercise every day:** just like people need exercise to stay healthy and strong, so do our pets. Running around and playing keeps their minds active, healthy and strong too. No one likes being bored and lonely.

5. **Microchip:** This means if a dog gets lost, or is stolen, anyone finding him/her can get the microchip scanned by the council, and then know where he belongs, and take him home again, even if the dog is in Darwin!

6. **Training:** Just like we have to learn how to get along with each other in our community, so do dogs need to be trained. They don't speak much English (or Warlpiri or Pitjantjatjara), so we need to teach them to understand what acceptable behaviour is and what's unacceptable.

7. **Health care:** Dogs need their vaccinations just like people do, to help them fight off sickness and be healthy. They also need medicines for worms, mange, mites, fleas, and ticks. Some diseases can pass between dogs and people. The best way to avoid this is to keep your dog healthy.

8. **Hygiene:** Dogs sometimes need their hair brushed, their nails trimmed, their ears cleaned, just like people. They don't need a bath every day, but they will need one if they get really dirty or to get rid of fleas.

YEAR 4 Content Descriptions	YEAR 5 Content Descriptions
ENGLISH: (ACELY1694) *Literacy (Creating Texts)* 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: (ACELY1704) *Literacy (Creating texts)* Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience

9. **Love, care and attention:** Dogs like to be around people, playing with them, and keeping company, so they know they are cared about. Ignoring them, teasing them or hurting them hurts them just like it would hurt us.

10. **Population control:** Dogs are really good at having lots of puppies. [See *Puppy Slide Show*]. If there are too many puppies, it's too hard to give them everything they need to be happy and healthy. Dogs need us to control the number of puppies being born so everyone can be happy and healthy.

See *10 Things I Love About You* poster

Learning Activities

A Dog Health Project
Creating a community dog health resource

amrric
Animal Management in Rural and
Remote Indigenous Communities

'Be a Friend to Your Dog'
An Educational Package

Creating the pamphlet

Question time

- Students are reminded to make sure they have enough information for their pamphlets. Students can ask guest speaker/s questions.
- Guest speaker/s ask question of students to make sure they grasped the concepts.
- Students can then complete their notes and begin to draft the text for their pamphlets, organized under headings.

Activity 4
Draft pamphlet session

- Students are shown how to fold up an A4 piece of paper into a pamphlet.
- They need to find which part of the paper becomes the front page of the pamphlet where the pamphlet's title goes.
- They need to count how many panels they have for words and pictures to get their message across, and look at how much room they have for this. They can try writing in their pamphlet title and some headings to see how they will fit.

Activity 5
Computer pamphlet session

Procedure: Using Word or Publisher, students type their informative text into text boxes. They also need to insert photos (e.g. from the internet, and/or from guest speakers) or their own drawings (scanned in, created in Paint, or leave a blank box to fill in when printed out).

YEAR 4 Content Descriptions	YEAR 5 Content Descriptions
ENGLISH: (ACELY1697) *Literacy (Interpreting, analysing & evaluating)* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements	**ENGLISH: (ACELY1707)** *Literacy (Creating texts)* Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements
ENGLISH: (ACELA1498) *Language (Expressing and developing ideas)* Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research	**ENGLISH: (ACELA1512)** *Language (Expressing and developing ideas)* Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts
	ENGLISH: (ACELY1705) *Literacy (Creating texts)* Reread and edit students own and others' work using agreed criteria for text structures and language features

Learning Activities
A Dog Health Project
Creating a community dog health resource

amrric
Animal Management in Rural and
Remote Indigenous Communities

'Be a Friend to Your Dog'
An Educational Package

Review & additional activity

Students will need to juggle the size and arrangement of the text and pictures so everything fits and no important information is left out.

They can then decide on the colour scheme for their pamphlet.

Activity 6

Review and additional health activity

Develop a list of daily decisions, activities, routines and behaviours. Explore those that influence their health and wellbeing (for example, food choices, hygiene practices, the number of hours of sleep, number of hours watching TV and physical activity levels).

Consider:

- which activities are *essential* for health and wellbeing
- how they are different, similar, or the same as those things which make dogs happy and healthy

Referring to their list, students propose simple changes they can make to improve their health and wellbeing.

YEAR 4 Content Descriptions	YEAR 5 Content Descriptions
HEALTH & PHYS. ED: (ACPPS036)	**HEALTH & PHYS. ED: (ACPPS040)**
Personal, social and community health (Being healthy, safe and active)	*Personal, social and community health (Contributing to healthy and active communities)*
Identify and practice strategies to promote health, safety and wellbeing	Describe strategies that make the classroom and playground healthy, safe and active places

Additional Notes: Activity 6

Examine the influences on individual health decisions and behaviours, and discuss strategies that support them. Put them into action, reinforcing good health, safety and physical activity habits at home and school

Learning Activities
Supplementary Ideas and Dog Maths
Using mathematics to understand dogs better

amrric
Animal Management in Rural and
Remote Indigenous Communities

'Be a Friend to Your Dog'
An Educational Package

Multiplication

ACTIVITY 1 | Multiplication
How much to feed a dog for a week?

A dog will eat one can of dog food each day.

One can of dog food costs $2

How much does it cost to feed a dog for one day? $2

How many days are there in a week? 7

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

How much does it cost to feed one dog for a week?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
2	2	2	2	2	2	2

2+2+2+2+2+2+2 = 14

2 x 7 = 14

It costs $14 to feed one dog for one week

So how much in a year?

There are 4 weeks in a month 4

How much does it cost to feed a dog for a month? ___ X 4 = ___

There are 52 weeks in a year 52

How much does it cost to feed a dog for a year? ___ X 52 = ___

	YEAR 4 Content Descriptions	YEAR 5 Content Descriptions
	MATHEMATICS: (ACMNA075) *Number and Algebra (Number and place value)* Recall multiplication facts up to 10 × 10 and related division facts	MATHEMATICS: (ACMNA098) *Number and Algebra (Number and place value)* Identify and describe factors and multiples of whole numbers and use them to solve problems
	MATHEMATICS: (ACMNA074) *Number and Algebra (Number and place value)* Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9	MATHEMATICS: (ACMNA100) *Number and Algebra (Number and place value)* Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies
	MATHEMATICS: (ACMNA076) *Number and Algebra (Number and place value)* Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder	MATHEMATICS: (ACMNA100) *Number and Algebra (Number and place value)* Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies

Learning Activities
Supplementary Ideas and Dog Maths
Using mathematics to understand dogs better

amrric
Animal Management in Rural and
Remote Indigenous Communities

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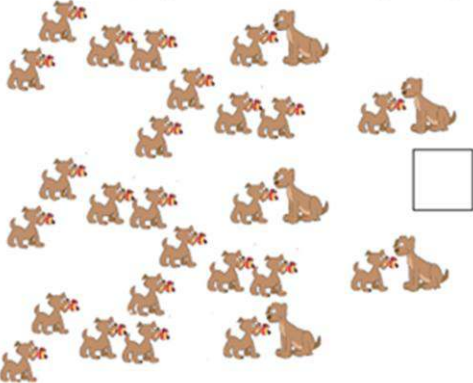*An Educational Package*

Multiplication & division

How many puppies?

How many puppies does Gudaga the dog have?

When the puppies grow up, they each have five puppies. Count how many dogs there are now. Don't forget Gudaga!

ACTIVITY 2 | Division

Too many puppies!

There are too many puppies to look after! 25 puppies!

Five cousins come over to help look after them. How many puppies does each cousin need to look after?

Using a different coloured pen for each cousin, divide the puppies up so each cousin gets the same number of puppies to look after.

Mark a puppy once with a colour until you have used all the colours, then begin again with the first coloured pen.

Count how many pups are for each colour.

There are five pups for each cousin

25 ÷ 5 = 5

YEAR 4 Content Descriptions	YEAR 5 Content Descriptions
MATHEMATICS: (ACMNA075) *Number and Algebra (Number and place value)* Recall multiplication facts up to 10 × 10 and related division facts	**MATHEMATICS: (ACMNA100)** *Number and Algebra (Number and place value* Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies
MATHEMATICS: (ACMNA074) *Number and Algebra (Number and place value)* Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9	
MATHEMATICS: (ACMNA075) *Number and Algebra (Number and place value)* Recall multiplication facts up to 10 × 10 and related division facts	**MATHEMATICS: (ACMNA101)** *Number and Algebra (Number and place value)* Solve problems involving division by a one digit number, including those that result in a remainder
MATHEMATICS: (ACMNA076) *Number and Algebra (Number and place value)* Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder	**MATHEMATICS: (ACMNA291)** *Number and Algebra (Number and place value)* Use efficient mental and written strategies and apply appropriate digital technologies to solve problems
MATHEMATICS: (ACMNA100) *Number and Algebra (Number and place value)* Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies	

Learning Activities
Supplementary Ideas and Dog Maths
Using mathematics to understand dogs better

Division & fractions

How many cans for each cousin?

Auntie has brought some cans of dog food for the puppies. Count how   many cans she has brought

How many does each cousin get?

10 ÷ 5 = ?

How many bones?

Uncle has brought home some bones for the puppies. He has brought home 20 bones. How many does each cousin get?

Number sentence: 20 ÷ 5 = 4

ACTIVITY 3 | Fractions
How many tablets for Boorooma?

Gudaga weighs 40kg.

Boorooma weighs 10kg.

Gudaga is four times bigger than Boorooma

10kg x 4 = 40kg

40kg ÷ 4 = 10kg

Boorooma is a quarter of Gudaga's size.

Its time to give them their worming medicine. The dogs need the right amount of medicine for their size. Too much and they could get sick. Too little and the medicine won't work.

Gudaga gets 1 tablet. Boorooma will need a quarter of as much medicine because she weighs only a quarter of his weight.

40kg → 1 tablet

10kg → ?

40kg ÷ 4 = 10kg

1 tablet ÷ 4 = ¼ tablet

10kg → ¼ tablet

	YEAR 4 Content Descriptions	YEAR 5 Content Descriptions
	MATHEMATICS: (ACMNA075) *Number and Algebra (Number and place value)* Recall multiplication facts up to 10 × 10 and related division facts	MATHEMATICS: (ACMNA101) *Number and Algebra (Number and place value)* Solve problems involving division by a one digit number, including those that result in a remainder
	MATHEMATICS: (ACMNA076) *Number and Algebra (Number and place value)* Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder	MATHEMATICS: (ACMNA291) *Number and Algebra (Number and place value)* Use efficient mental and written strategies and apply appropriate digital technologies to solve problems

How many tablets for Maliki?

Maliki is bigger than Booroma but smaller than Gudaga.

Maliki is twice as big as Boorooma. Boorooma weighs 10kg.

10kg x 2 = 20kg

Maliki weighs 20kg

Gudaga is twice as big as Maliki.

20kg x 2 = 40kg

How much worming medicine will Maliki need?

Gudaga needs 1 tablet.

Gudaga is twice as big as Maliki.

Maliki is half as big as Gudaga.

Maliki will need half as much medicine as Gudaga

40kg → 1 tablet

20kg → ?

So Maliki needs half a tablet because …

Learning Activities
Supplementary Ideas and Dog Maths
Using mathematics to understand dogs better

amrric
Animal Management in Rural and
Remote Indigenous Communities

'Be a Friend to Your Dog'
An Educational Package

Fractions

40kg ÷ 2 = 20kg

1 tablet ÷ 2 = ½ tablet

20kg → ½ tablet

Goodooga > Maliki > Boorooma

1 tablet > ½ tablet > ¼ tablet

Two ½ tablets make a whole tablet

And remember, Maliki needed a quarter of a tablet, which we can show like this …

Two ¼ tablets make half a tablet

How many ¼ tablets make a whole tablet?

I want to buy enough worming medicine for all of the dogs:

1 tablet + ¼ of a tablet + ½ a tablet

How many tablets do I buy?

Two ¼ tablets make half a tablet

How many ¼ tablets make a whole tablet?

I want to buy enough worming medicine for all of the dogs:

1 tablet + ¼ of a tablet + ½ a tablet

How many tablets do I buy?

| YEAR 4 Content Descriptions	YEAR 5 Content Descriptions
MATHEMATICS: (ACMNA076) *Number and Algebra (Number and place value)* Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder	**MATHEMATICS: (ACMNA101)** *Number and Algebra (Number and place value)* Solve problems involving division by a one digit number, including those that result in a remainder
MATHEMATICS: (ACMNA078) *Number and Algebra (Fractions and decimals)* Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line	**MATHEMATICS: (ACMNA103)** *Number and Algebra (Fractions and decimals)* Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator

Here is how to work it out …

How many tablets do I buy?
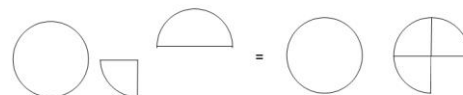
1 tablet and 3 quarter tablets

1 ¾ tablets

My friend asks me to buy a tablet for his dog too.

His dog is the same size as Boorooma.

So how many tablets will his dog need?

How many tablets for all four dogs?

Learning Activities
Supplementary Ideas and Dog Maths
Using mathematics to understand dogs better

amrric
Animal Management in Rural and
Remote Indigenous Communities

'Be a Friend to Your Dog'
An Educational Package

Additional activity

ACTIVITY 4 | Review and additional health activity

Student mindfulness

Develop a list of daily decisions, activities, routines and behaviours and explore those that influence students' health and wellbeing (for example, food choices, hygiene practices, the number of hours of sleep, number of hours watching TV and physical activity levels).

Consider:

- which activities are *essential* for health and wellbeing
- how they are different, similar, or the same as those things which make dogs happy and healthy

Referring to their list, students propose simple changes they can make to improve their health and wellbeing.

YEAR 4 Content Descriptions	YEAR 5 Content Descriptions
HEALTH & PHYS. ED: (3.5)	HEALTH & PHYS. ED: (4.5)
Personal, social and community health (Being healthy, safe and active)	*Personal, social and community health (Being healthy, safe and active)*
Investigate everyday decisions that influence health and wellbeing and plan for healthy safe and active choices	Examine the influences on individual health decisions and behaviours, and discuss strategies that support them to take action to enhance health, safety and physical activity levels

SAMPLE ASSESSMENT PLAN

A Dog Health Project: Creating a community dog health resource

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

ACHIEVEMENT STANDARDS Refer to unit summary, page 1	RELATED ACTIVITIES Refer to the detailed learning activities	DESIRED UNDERSTANDINGS Assessing what	SAMPLE ASSESSMENT TASKS
AS 1 **[English RM: Year 4]** Listen for key points in a discussion	Activities 1 - 3	*Students succeed when they:* ✓ Interpret ideas and information, listen for key points, and ✓ use information to share and extend ideas *Note*: this is a Year 4 Achievement standard and similar to AS 2 (Year 5) but with less demanding understandings. It could be used either in addition to or instead of AS 2 depending on the overall ability of the class	*Checklist - Observation:* Facets: explain, interpret **Description**: look for evidence that the student can 1) explain the key points/ideas; 2) relate relevant anecdotes, and/or community history/events *Note:* 2 (interpret) is a higher order thinking and not necessarily required for this activity but might still be included to cater for higher achieving students
AS 2 **[English – RM: Year 5]** Develop and explain a point of view about a text, selecting information, ideas and images from a range of resources	Activities 1 - 3	*Students succeed when they:* ✓ Clarify understanding, connecting ideas to own experiences; ✓ present and justify a point of view *Note*: similar to AS 1 – see note above	*Checklist - Observation:* Facets: explain, interpret, show perspective **Description**: look for evidence that the student can 1) explain a personal opinion; 2) relate relevant anecdotes, and/or community history/events; 3) critique other points of view and give examples of wider use of pamphlets *Note:* 2 (interpret) and 3 (perspective) are higher order thinking and not necessarily required for this activity but would be interesting to note
AS 3 **[English RM: Year 4]** Understand that texts have different text structures depending on purpose and audience	Activities 2 - 4	*Students succeed when they:* ✓ Identify characteristic features [text structures & language features] used to meet the purpose of the text, e.g. complexity, technicality; ✓ understand how texts can vary in purpose, structure and formality depending on audience	*Draft pamphlet (written task)* Facets: explain, apply **Description**: The draft design (a product) provides evidence of desired understandings [criteria sheet needed]. *Note*: Recording observations during entire planning process may also provide useful evidence

ACHIEVEMENT STANDARDS Refer to unit summary, page 1	RELATED ACTIVITIES Refer to the detailed learning activities	DESIRED UNDERSTANDINGS Assessing what	SAMPLE ASSESSMENT TASKS
AS 4 [English – RM: Year 4] Explain how language features , images and vocabulary are used to engage the interest of audiences	Activities 2 - 4	*Students succeed when they:* ✓ Explore effect of choices when framing and placing elements (including images); ✓ Explain the relevance of, and apply, composition (and sequencing) *Extension (optional):* compare to the organisation of hyperlinked digital texts and explain effect on viewers' interpretation	Same task as above (AS 3) (include additional success criteria with criteria sheet developed for AS 3 above)
AS 5 [English PM: Year 4] Create texts that show understanding of how images and detail can be used to extend key ideas … and use accurate spelling and punctuation, editing their work to improve meaning	Activity 1- 5	*Students succeed when they:* Publish a pamphlet using a publishing program - ✓ Including key information and supporting details demonstrating control over (choosing) text structures, images and/or sound; ✓ language features appropriate to purpose and audience; ✓ including new vocabulary from research; ✓ review and edit own and others work *Note*: the first three objectives might also be placed in the previous Achievement standard. Alternatively, combine all objectives in AS3 – AS5 into one Rich Task with an accompanying criteria sheet.	**RICH TASK** *Publish a pamphlet (written task)* Facets: apply, show self-knowledge **Description**: The published product provides evidence of desired understandings – see also 'The students will know' in the Unit 2 plan in the Overview document [criteria sheet needed] *Note*: Recording observations during the publishing process may also provide useful evidence
AS 6 [HPE: Year 5] Describe their own [and others] contribution to health [physical activity], safety and well being	Activities 3 (Training, page 3) & Activity 6	*Students succeed when they:* Describe & explain individual roles/decisions/strategies – and take action - (preventative health) to make classroom and playground healthy, safe spaces *Note*: the learning activities here are mostly related to personal decisions and consequences. This Achievement standard presents an opportunity to tackle a prevailing school issue: dogs in the school grounds, e.g. training your dog not to enter the school grounds	*Compile a comparative list (written task)* Facets: explain, perspective, self-knowledge **Description**: product as described in Activity 6 [criteria sheet needed]. For assessment, include another column that requires explanation, e.g. why it is important to make sure our dog does not come to school? *Note*: extend more able students by encouraging them to elaborate. Look for evidence that they demonstrate perspective and self-knowledge

ACHIEVEMENT STANDARDS Refer to unit summary, page 1	RELATED ACTIVITIES Refer to the detailed learning activities	DESIRED UNDERSTANDINGS Assessing what	SAMPLE ASSESSMENT TASKS
AS 7 [Mathematics: Year 4] Choose appropriate strategies for calculations involving multiplication and division	Activities 1 & 2: How much to feed a dog | Too many puppies	Refer to the specific Content descriptions in the Supplementary Ideas (Dogs in Maths) section	*Paper test/s (written task)* AND/OR *Checklist – Observation: demonstrate competence*
AS 8 [Mathematics: Year 4] Recall multiplication facts to 10 x 10 and related division facts	Activity 1: How much to feed a dog	Refer to the specific Content descriptions in the Supplementary Ideas (Dogs in Maths) section	*Paper test/s (written task)* AND/OR *Checklist – Observation: demonstrate competence*
AS 9 [Mathematics: Year 5] Order [decimals and] unit fractions and locate them on a number line	Activity 3: Fractions	Refer to the specific Content descriptions in the Supplementary Ideas (Dogs in Maths) section	*Paper test/s (written task)* AND/OR *Checklist – Observation: demonstrate competence*
AS 10 [Mathematics: Year 5] Continue patterns by adding subtracting fractions	Activity 3: Fractions	Refer to the specific Content descriptions in the Supplementary Ideas (Dogs in Maths) section	*Paper test/s (written task)* AND/OR *Checklist – Observation: demonstrate competence*

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 leaning) 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

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