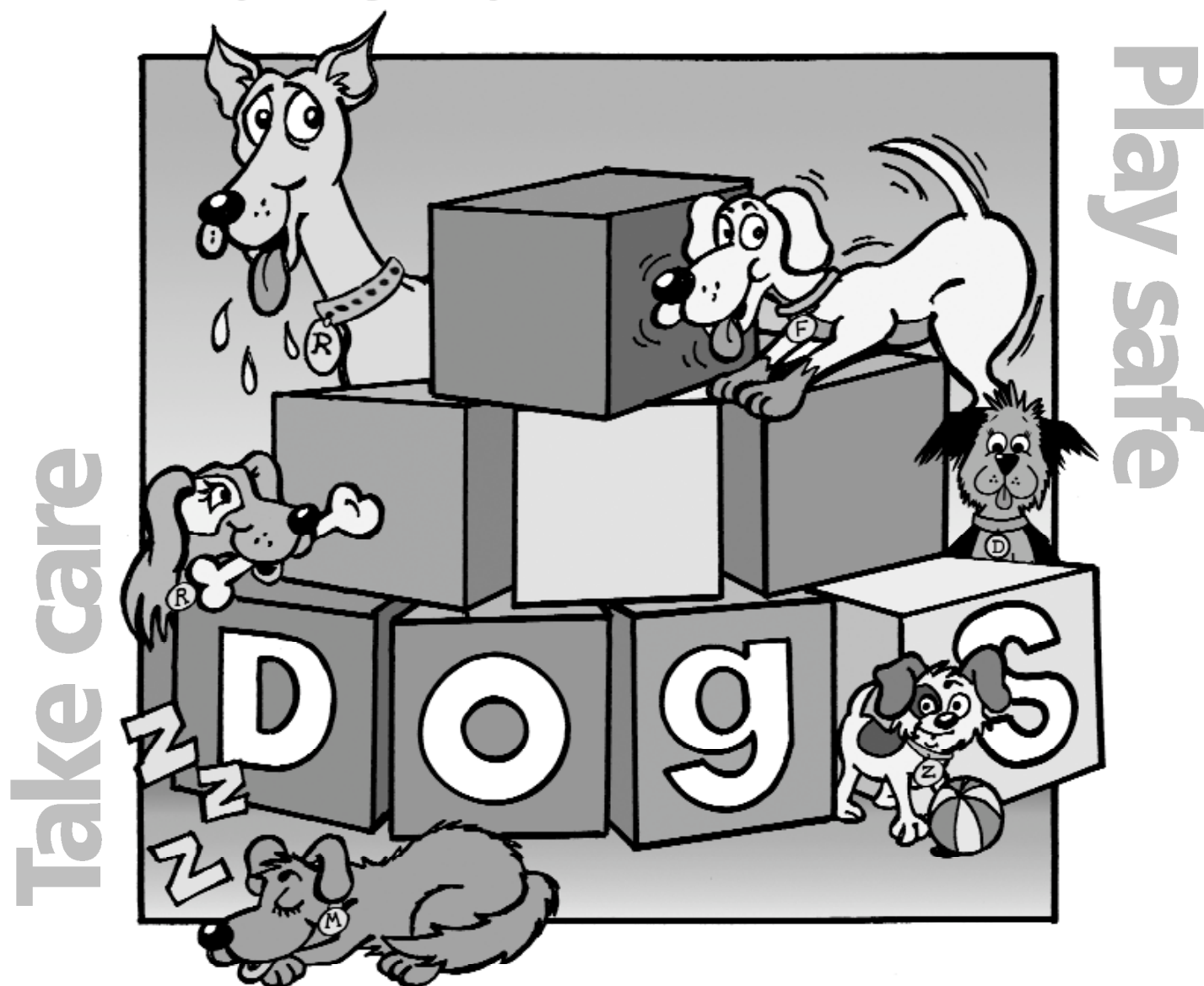


Have fun



Teacher's Guide

# Paws to Learn

Dog Care - an Educational Experience

For Pre-Schoolers

Dear colleague,

Welcome to the Pre-school resource from Dogs Trust Youth Education Programme. I would like to take this opportunity to explain how important resources like this are to Dogs Trust.

Owning a dog can be very enjoyable and fulfilling, but huge numbers of dogs are abandoned every year. Dogs Trust believes that by educating young people about the responsibilities and commitment involved in pet ownership, the number of dogs that are mistreated and abandoned can be reduced. In particular, people need to consider the consequences of owning a dog, such as how much the dog is going to cost, the time needed for exercise and play, and how long a dog can live for.

To meet this aim Dogs Trust has many different initiatives, and is particularly proud of it's Youth Education Programme. Central to the programme are the resource packs which support the National Curriculum, whilst also teaching key messages about responsible dog ownership. **Paws to Learn** for Pre-Schoolers supports many aspects of the Early Learning Goals of the National Curriculum, whilst teaching young children about the importance of safe and responsible behaviour around dogs.

I welcome any feedback you would like to give, and am happy to answer any questions you may have. You can contact me at:

Dogs Trust Youth Education  
17 Wakley Street  
London  
EC1V 7RQ

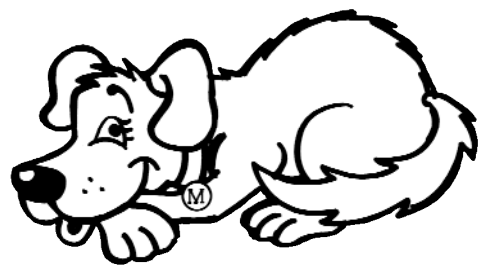
Telephone: 020 7837 0006  
Fax: 020 7833 2830  
E-mail: [educ@dogstrust.org.uk](mailto:educ@dogstrust.org.uk)

I hope you enjoy using the pack.

Yours faithfully,



Hollie Sevenoaks  
Youth Education Manager



Visit: [www.dogstrust.org.uk](http://www.dogstrust.org.uk)

# User Guide

## Introduction

The Pre-School resource helps you to teach children about dog safety, including:

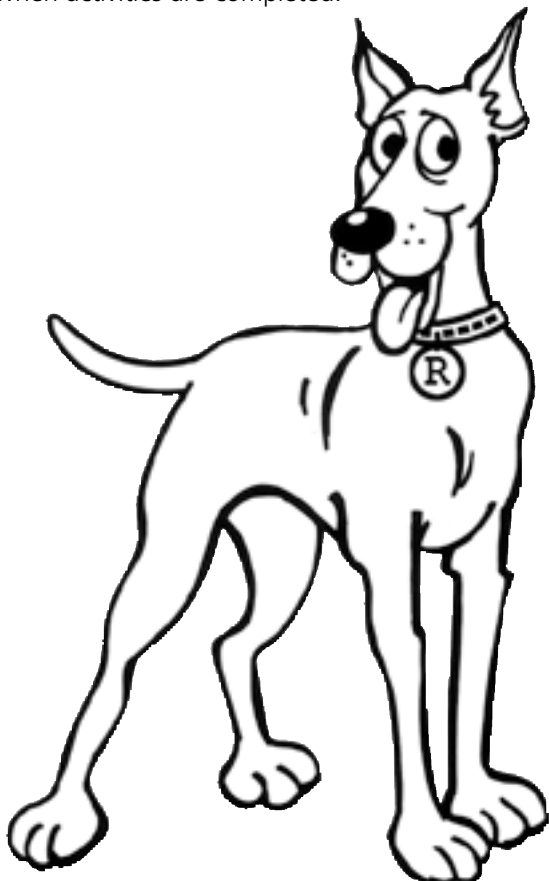
- Basic dog care
- How to approach a dog safely
- How to interact with a dog

Using a range of fun learning activities and materials, this resource will help you to deliver many aspects of the Early Learning Goals of the Foundation Stage of the National Curriculum, including areas of:

- Personal, social and emotional development
- Knowledge and understanding
- Physical development
- Languages and literacy
- Creative development

Further details of how the resource achieves this are provided later in this guide.

The resource includes a certificate which can track a child's learning and stickers which can be given as a reward when activities are completed.



## Dogs Trust

Dogs Trust is working towards the day when all dogs can enjoy a happy life, free from the threat of unnecessary destruction. The charity, founded in 1891, seeks to achieve this aim through the work of its nationwide network of Rehoming Centres, education programme and campaigns.

Today, Dogs Trust rehomes over 11,500 dogs every year from its Rehoming Centres. We never destroy a healthy dog.

Dogs Trust believes that children of all ages can be encouraged to become safe and caring dog lovers. These materials were developed to help achieve this and to support learning. The materials were written in conjunction with Pre-School practitioners and Local Education Authorities, Safety Officers and a Pre-School Inspector, in accordance with Pre-School guidelines.

## Contents

This resource contains:

- A2 double-sided poster/puppet background
- Puppet and dog face mask templates (included in this booklet)
- Learning activity sheet template (included in this booklet)
- Certificate template (included in this booklet)
- Sticker sheet

# Using the materials

## The poster

The poster provides a strong visual focus for children. You can use it to introduce the topic and as a centrepiece for a display for the children's work. The poster illustrates some key principles of dog safety:

### ■ I ask the owner

Children should always ask the owner before approaching a dog

### ■ I hold out my hand

This lets the dog become familiar with the child

### ■ I speak softly to the dog

This puts the dog at ease - shouting may frighten or anger it

### ■ I pat the dog gently

Children should not be rough with dogs - it is not respectful

### ■ I play nicely

Dogs can easily become annoyed with teasing, such as tail-pulling or hiding their toy

### ■ I should sometimes leave dogs alone

Children should not disturb dogs that are tied up, sleeping or eating. Caring for dogs means they should be respected - and that means leaving them alone when they are busy or resting.

You can use the poster to discuss each safety principle in turn with the class. Children can think about their own experiences. They can draw a picture to illustrate one safety message and practice reading the phrase under each illustration, or they can learn to write the important words contained in each one. In pairs they could act out situations, with one child pretending to be a dog using the face mask.

## The theatre

On the reverse of the poster is a backdrop for a theatre. You can use this along with the puppet templates to act out simple scenarios with the class.

The theatre facilitates children's own role play of scenarios, using the hand puppets or face masks. Again, they can work in pairs to think up their own 'mini-plays' or situations and can act them out in front of the class.

Children can act out good ways to approach or pat a dog. Alternatively, they can show that they know the wrong way to behave near a dog by being noisy and staring or teasing - as long as they are aware that this is incorrect behaviour.

## The hand puppet templates

The templates allow children to create their own dog puppet. Using a photocopier, you can vary the size of the templates to make the dogs. Children can choose the size of the dog and its expression using the eyes, ears and noses. These can be used to help children learn to sort by size. The dogs can be made from paper or material scraps (using the paper shapes as templates). Children can personalise the dogs by choosing the material or by colouring the paper puppets. They can also stick on string, wool and fabric to further vary the appearance of their puppet.

Children can make a puppet like their own dog, if they own one. They can use this to tell the class about their dog. This could be a funny story or an example of how they behave with their dog.

Puppets can be made with a face on both sides; one happy and one sad or angry. This can be used to demonstrate good and bad practice, 'Do' and 'Do not', for example. Children can use their puppet to learn vocabulary such as 'Come!', 'Sit!' or 'Stay!'.

## The face mask template

An excellent way for children to learn is for them to act out being a dog themselves. The face mask template allows children to develop their creative and fine motor control skills. They can personalise the mask with colour, wool or fabric.

As dogs, children can pretend to:

- Be happy, tired, lonely or playful
- Eat, drink and sleep
- Walk on and off a lead
- Bark or be quiet

By pretending to be a dog the children can start to understand why certain types of behaviour annoy dogs.

For example, how do the children feel when they are stared or shouted at? In the same way they can appreciate what sort of behaviour dogs like, for example gentle stroking and patting.



## The six dogs activity sheet

This sheet supports a variety of tasks based upon Mathematics, Language and Literacy. It shows some of the things you need to care for your dog.

**Task 1** - The children have to answer the following questions and put a circle around the appropriate letter (underneath each dog). They can then also copy that letter using the dots and then by writing on the line.

- Which dog is the smallest?
- Which dog is the biggest?
- Which dog is wagging its tail?
- Which dog has its eyes closed?
- Which dog has long, floppy ears?
- Which dog has the letter 'D' on its name tag?

**Task 2** - Explain that each dog needs a food bowl, a bed, a collar, a lead and a toy. The children have to work out whether each dog has everything they need: are there six of each item? Children should count the items and draw a line to the right number. There are dots under each number for those children unable to recognise numerals.

**Task 3** - Children can count the dog bones scattered around the sheet and circle the correct number.

**Task 4** - Each of the dogs has a name tag with its initial on. If you were to rename the dog, can you think of a name which begins with this letter?

Further mathematical concepts can be introduced through counting dog features - e.g. eyes, or asking questions such as "If I find a home for two dogs, how many do I have left?"

## The certificate

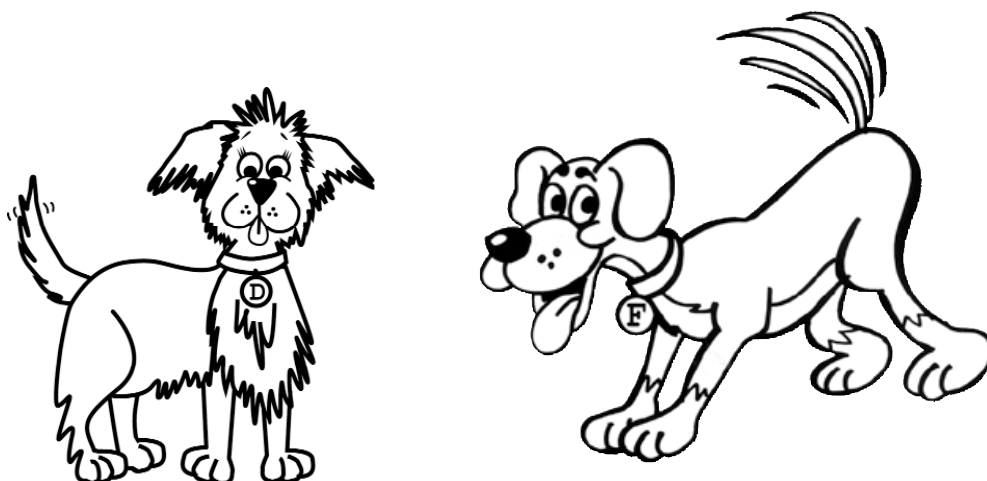
This provides an individual record that each child can complete, with help, as particular tasks are completed or goals achieved.

For your own records, the items listed meet the following curricular requirements:

<b>I know the word 'dog'</b>	<b>Communication, Language &amp; Literacy</b>
<b>I can say the parts of a dog</b>	<b>Communication, Language &amp; Literacy</b>
<b>I can draw a dog</b>	<b>Creative Development, Physical Development</b>
<b>I can make a dog mask</b>	<b>Creative Development, Physical Development</b>
<b>I can make a dog puppet</b>	<b>Creative Development, Physical Development</b>
<b>I can listen to a dog story</b>	<b>Communication, Language &amp; Literacy</b>
<b>I know how to meet a dog</b>	<b>Knowledge &amp; Understanding of the World, PSE</b>
<b>I know how to pat a dog</b>	<b>Knowledge &amp; Understanding of the World, PSE</b>
<b>I know what a dog needs</b>	<b>Knowledge &amp; Understanding of the World, PSE</b>
<b>I know when to leave a dog alone</b>	<b>Knowledge &amp; Understanding of the World, PSE</b>
<b>I speak quietly to dogs</b>	<b>Knowledge &amp; Understanding of the World, PSE</b>
<b>I am kind to dogs</b>	<b>Knowledge &amp; Understanding of the World, PSE</b>
<b>I know that a dog is not a toy</b>	<b>Knowledge &amp; Understanding of the World, PSE</b>

## The stickers

The stickers can act as rewards for children when they have finished using the materials.



# Extension ideas

1 Children can create an A4 booklet, consisting of some or all of:

- A title/cover page
- Illustrations of some of a dog's needs, e.g. basket, food, lead and collar, a comb and brush, exercise, a bone, toys, companions
- Working dogs, e.g. guide, police, sheep, hearing
- A list and illustrations of simple body parts, e.g. eyes, ears, tail, head, body

Children can use pictures cut from magazines or photographs of their own dog, if available.

2 Children can put on a dog show using their puppets or by bringing in their toy dogs.

3 Arrange a visit from a working dog organisation, for example a Guide Dog for the Blind or a Hearing Dog for the Deaf. Activities can act as a follow up to this.

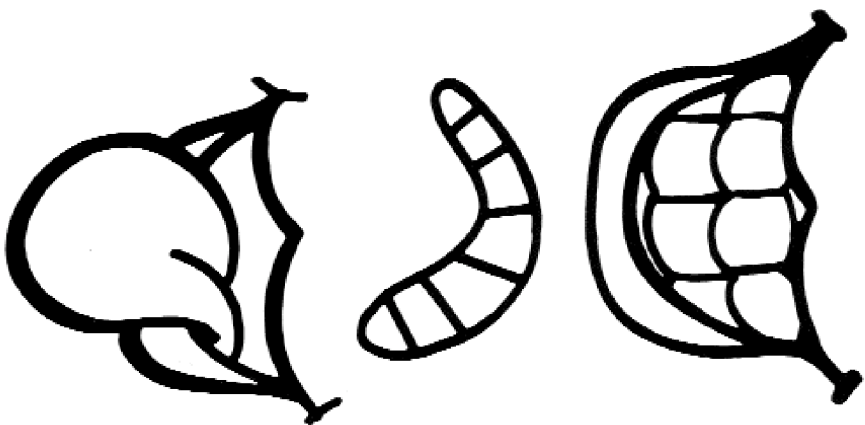
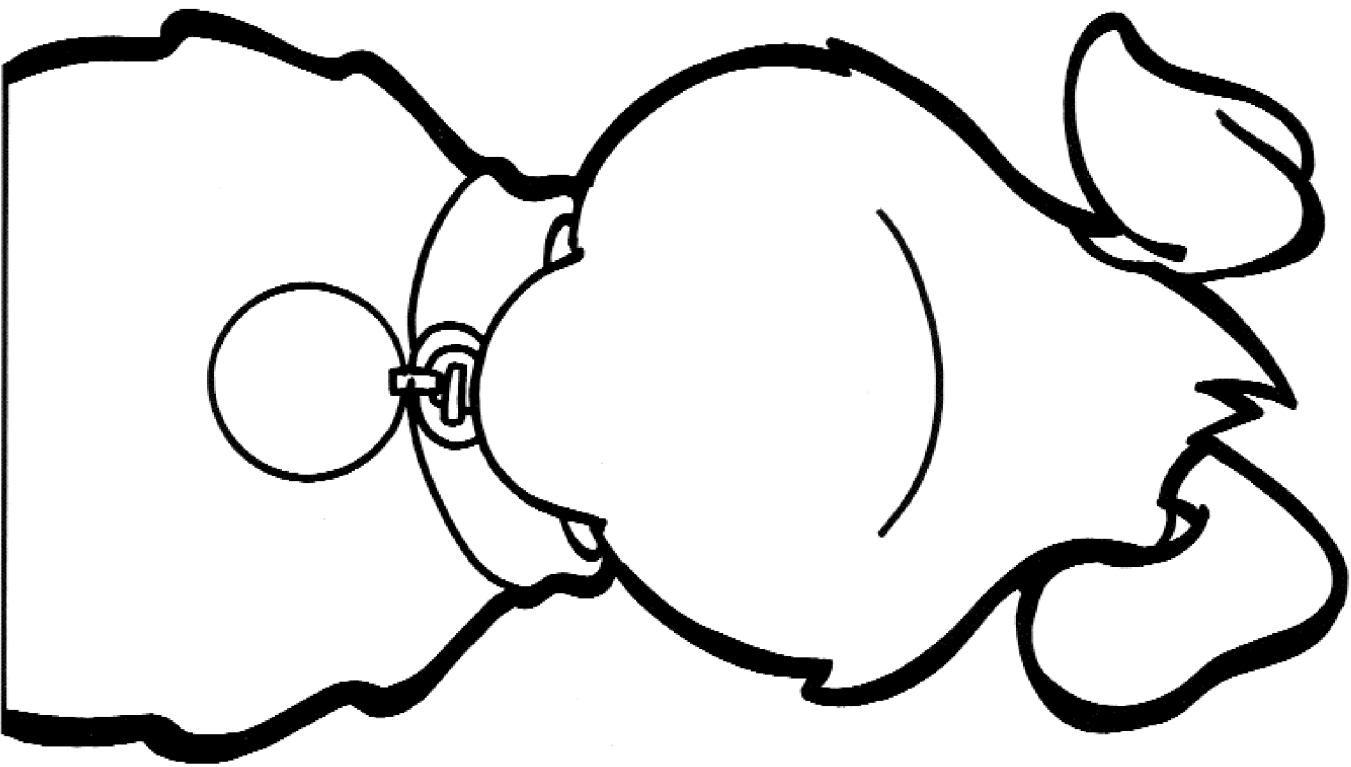
4 The following books provide an introduction to dogs, as well as an enjoyable story:

Title	Author	Publisher
Kipper	Mick Inkpen	Hodder & Stoughton
How to look after your dog	Colin & Jacqui Hawkins	Walker Books
Fergus the farmyard dog	Tony Maddox	Piccadilly Press
Honk!	Mick Inkpen	Hodder & Stoughton

5 Make up a rhyme with the children, to help them remember an aspect of dog care. For example:

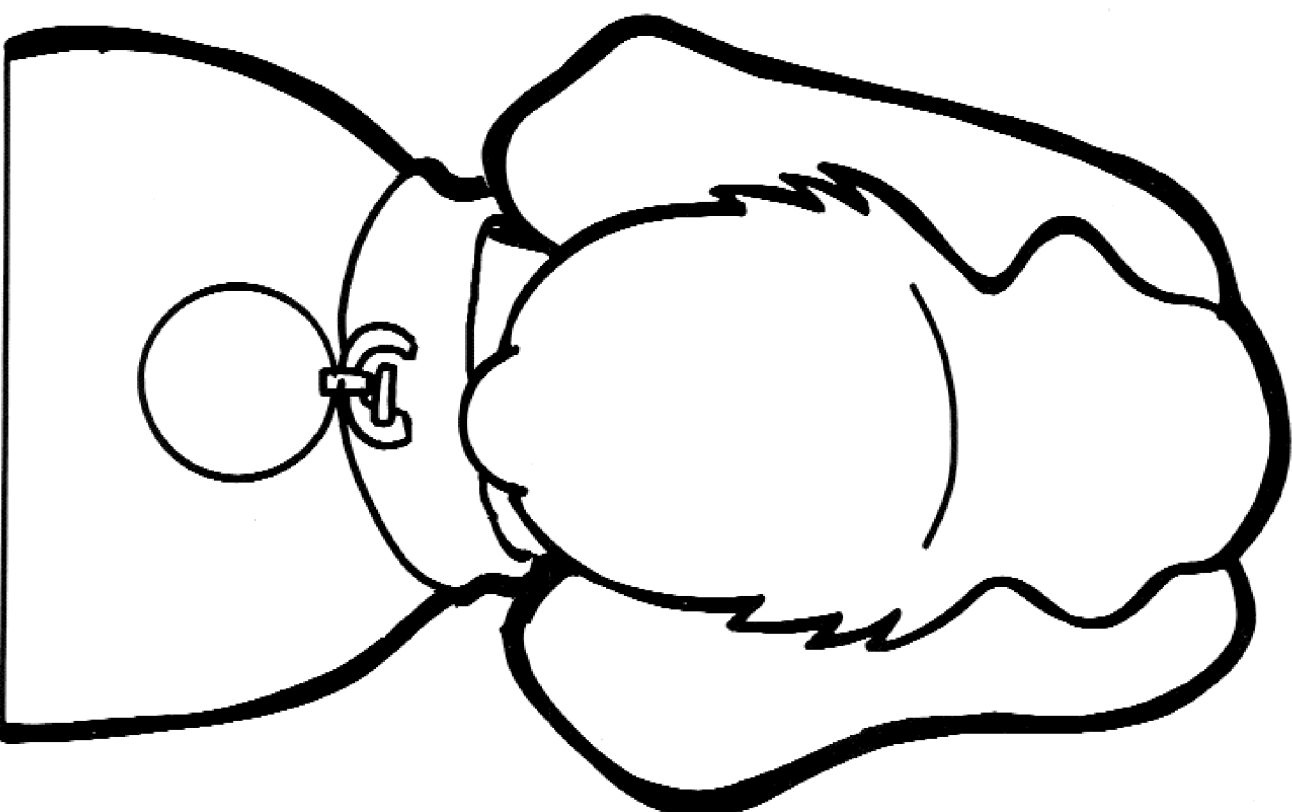
A puppy can be lots of fun  
But he isn't like a toy  
I pat him gently on the head  
To say 'you're a good boy!'

These activities have been designed to encourage children to like dogs and to make the effort to be kind to them. It is possible that some children will start to want a dog of their own. Sensitivity to this is necessary to ensure that parents are not given the impression that the resources have encouraged children to ask for a dog. This is not the case: the materials are designed to engender good behaviour towards dogs which is important whether you own a dog or not.

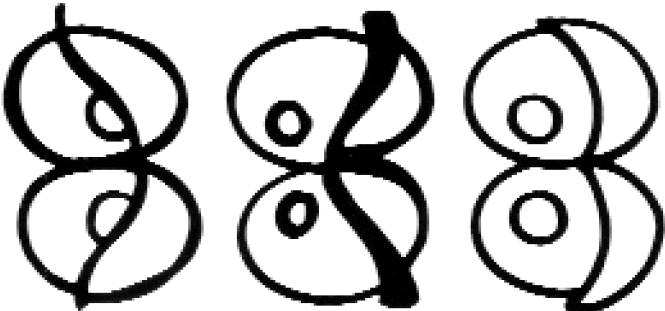
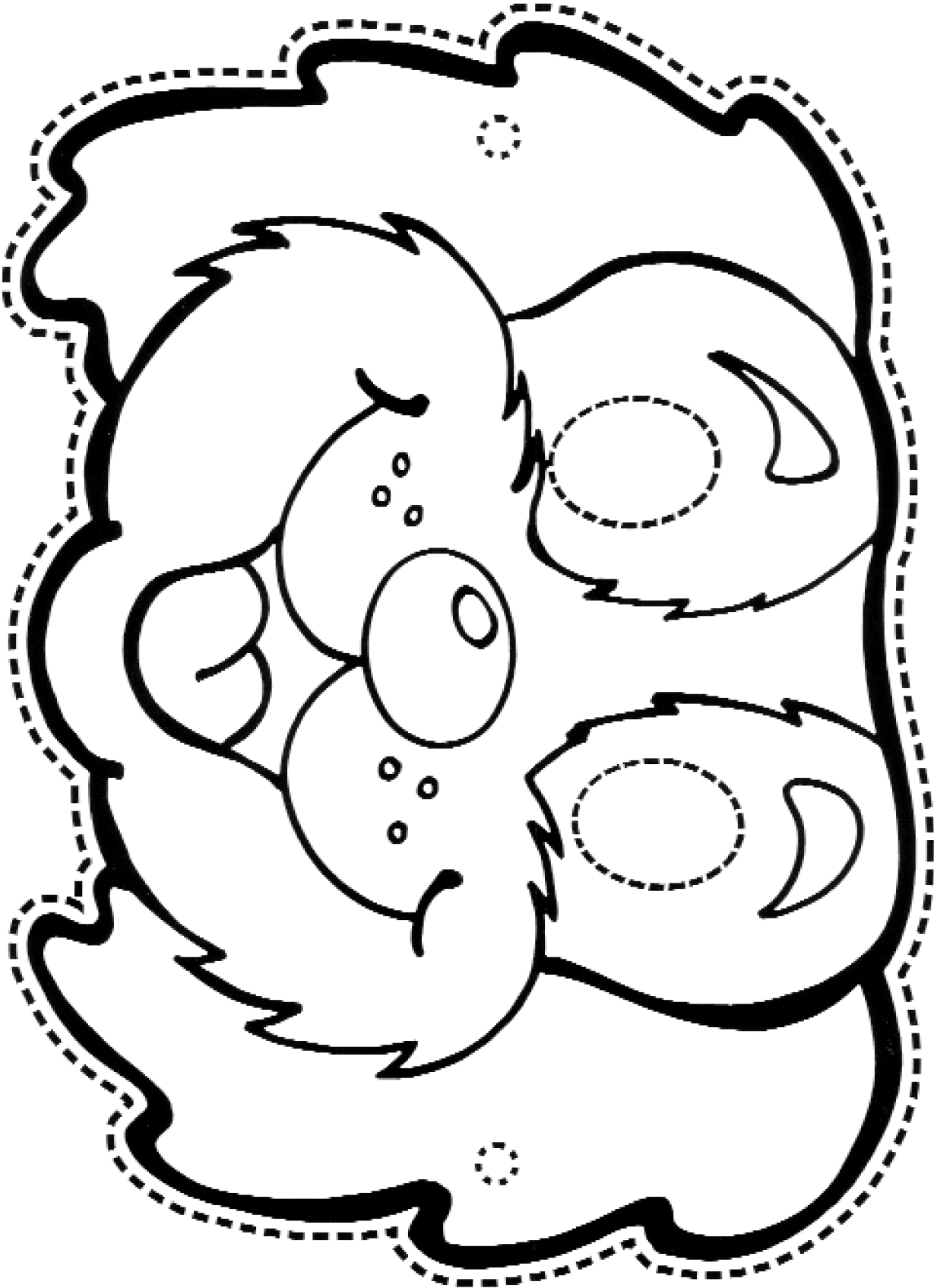


Mouths for puppet

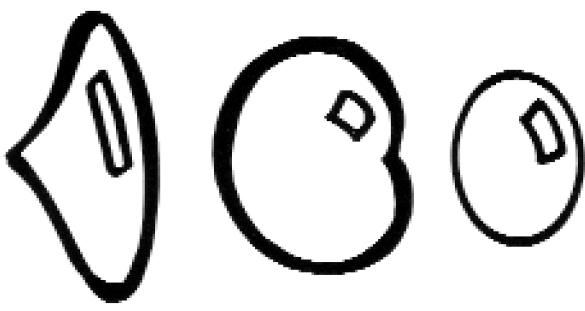
## Hand Puppet Templates







Eyes for puppet

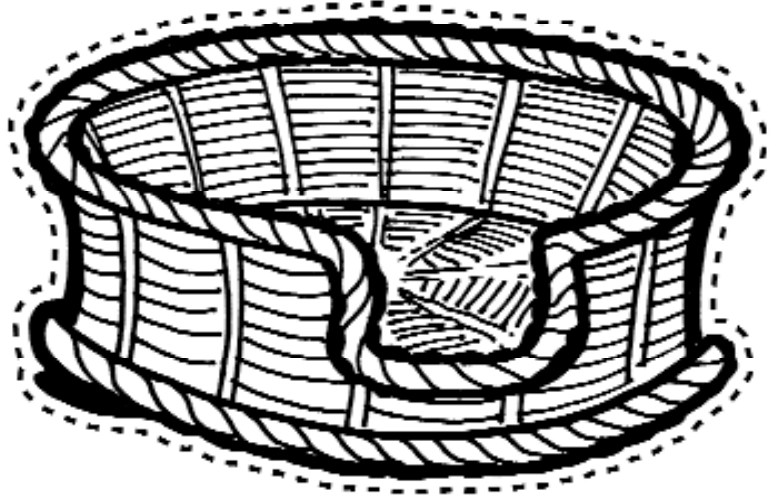


Noses for puppet

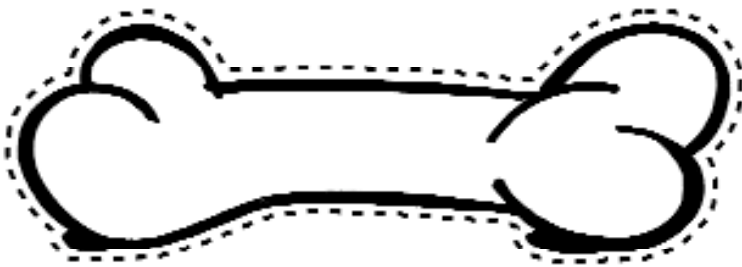
# Mask Template

Please refer to page 5 for details of activities

# Theatre props



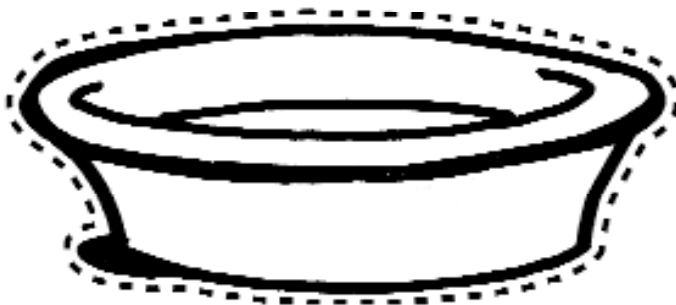
**Basket**



**Bone**



**Kennel**



**Bowl**

# I am safe with dogs



This certificate is awarded to:

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- I know the word 'dog' ☐
- I can say the parts of a dog ☐
- I can draw a dog ☐
- I can make a dog mask ☐
- I can make a dog puppet ☐
- I can listen to a dog story ☐
- I know how to meet a dog ☐
- I know how to pat a dog ☐
- I know what a dog needs ☐
- I know when to leave a dog alone ☐
- I speak quietly to dogs ☐
- I am kind to dogs ☐
- I know that a dog is not a toy ☐



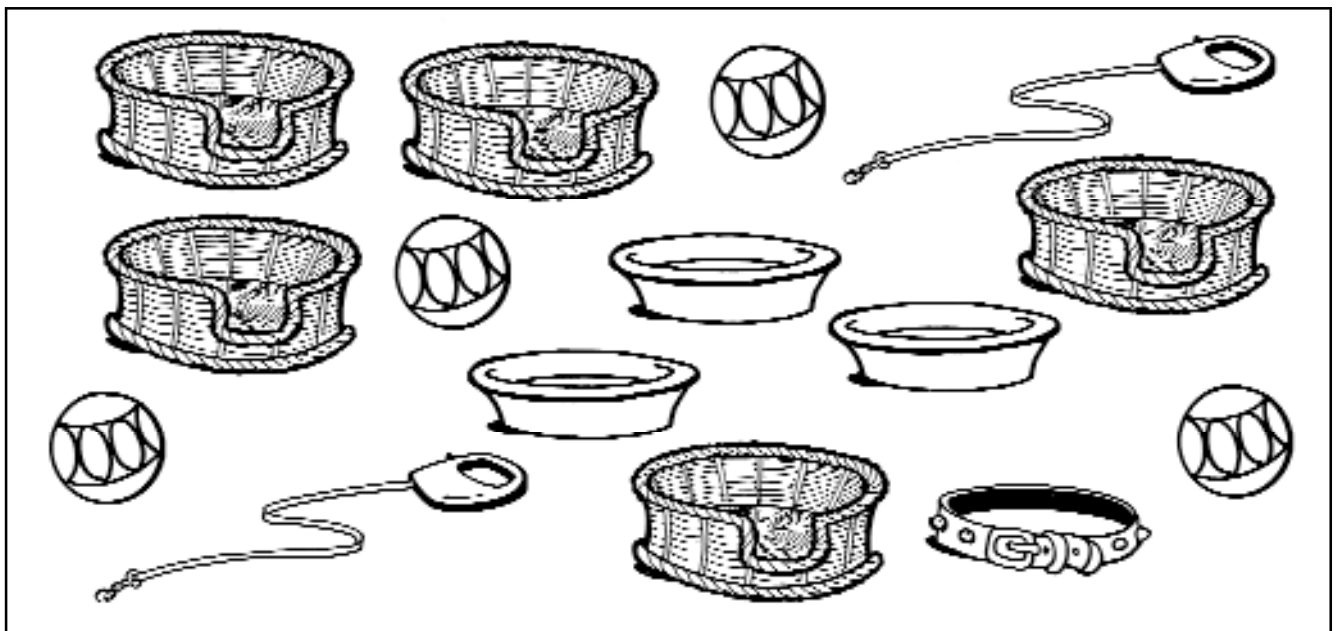
**DogsTrust**

# The six dogs



a b c d e f

a b c d e f



How many dog bones are there?

1 2 3 4 5

. . . . .

