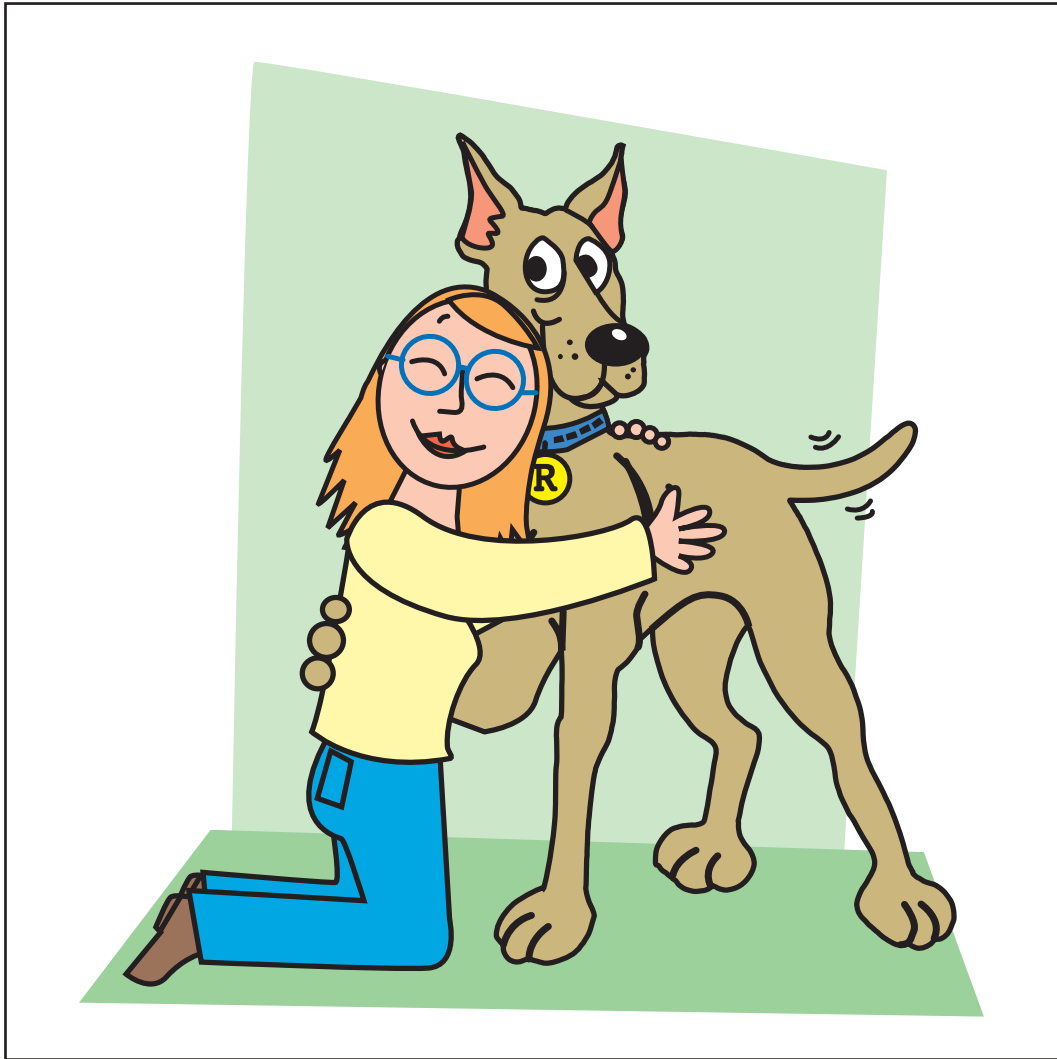


Responsibilities

Activities

Friends



'5 a Day'

Activity Booklet

Introduction

Welcome to our '5 a Day' activity booklet, which is suitable for pupils aged 5 to 11. This booklet has been designed to be used throughout a week providing an activity for each day of the week - or they can be used on their own.

Each day, we have provided a different story or discussion based activity that all have a dog theme. These are supported by 5 image flashcards, which aim to teach pupils 5 different things about dogs. The activities should last for 20 minutes and can be used as a time filler or as part of assembly or circle time.

Monday	Meet 5 doggy friends
Tuesday	Story: 5 doggy feelings
Wednesday	Story: 5 doggy needs
Thursday	Story: 5 dog owner responsibilities
Friday	5 of the best things about dogs

The Monday and Friday activities are based on using flashcards to encourage discussion. The three story activities are based on a true story and follow three days in the life of a family and their new dog. Although it is recommended that you read them in day order, they have been designed to be used as stand alone stories. Within each story, 5 reflection and discussion points are placed throughout to encourage pupils to reflect upon the theme of the story and to think about what is happening and why.

We have also included a consolidation activity which could be used at any point during the week or as an extra activity to learn everyday. Pupils are asked to learn a short song called 'Has your doggy got?' The song is designed to be sung to the tune of 'head, shoulders, knees and toes' and includes similar movements for pupils to learn.

Curriculum Links

England:

Non-statutory framework for PSHE and Citizenship at:
Key Stages 1 & 2:

KS1: 1a, 1b, 2a, 2b, 2e, 5a, 5c

KS2: 2a, 2c, 2d, 2h, 2k, 5a, 5c, 5d, 5e, 5g

Northern Ireland:

- Education for Mutual Understanding:
 - Take responsibility for their actions
 - Make choices based on humanitarian values
 - Appreciate the interdependence within and between communities regarding animal welfare and its effects
- Cultural Heritage:
 - Understand the interaction and interdependence within and between communities regarding animal welfare and its effects

Scotland:

- Social Development:
 - Inter-personal relationships
 - Think about the values that influence their actions and beliefs
 - Cultivate and promote positive attitudes
 - Independence and interdependence
 - Take responsibility for their actions

Wales: Personal and Social Education

- KS1 Attitudes and Values:
 - Show care and consideration for others
 - Value being healthy and be positive about the actions necessary to be healthy
 - Begin to take responsibility for their actions
- KS2 Attitudes and Values:
 - Show care and consideration towards others and be sensitive towards their feelings
 - Take increasing responsibility for their actions
 - Take an active interest in the life of the community



Monday

Meet 5 doggy friends

We have provided flashcards of our Canine Gang characters. Each card provides a picture and description of the dog for you to read out to your pupils. Using the flashcards, ask pupils the following questions:

1. Which dog do you like the most and why?
2. Do you think the dogs are happy, if not why not?
3. Do you think the dogs are friendly to each other?
4. Do you think friends are important?
5. Why do you think they live at a Rehoming Centre?

Extension Activity

Separate pupils into groups and then give each group a dog description picture flashcard. Ask pupils to create the ideal family and home for their dog.

Things to consider:

- Size of dog – bigger dogs eat a lot more food and will need more space
- Age of dog – younger dogs need a lot more exercise and play
- Length of fur – longer coats need more grooming
- Likes and dislikes – a dog that is nervous about being hurt might be better in a family with older children who are less boisterous, and a young playful puppy full of energy is not the right choice for an old age pensioner
- Will the dog be left alone – if your house is empty for long periods during the day then a dog is not the right choice of pet

Pupils could use descriptive words or pictures to share their ideas.



Tuesday

5 doggy feelings

I used to live near Liverpool train station with my owner, but he didn't want me anymore, so one day I ran off.

I ran so fast my owner couldn't catch me. There was a train at the station so I jumped on – no-one saw me. I hid and curled up under one of the chairs. I had escaped. Yes. I felt so pleased with myself that I fell asleep 🐾(1). Suddenly I woke up. A friendly looking train guard was talking to me. "Hello chap. Wonder where your owner is? Umm no collar or tag. What am I going to do with you?" he said. The next thing I remember was the train guard taking me to a Dogs Trust Rehoming Centre. I have been living here, now, at the rehoming centre for about 4 months. Dogs Trust tried to find my owner, but because I didn't have a collar and tag and wasn't microchipped, they couldn't find him.

Although at first it was strange living at the centre, I really started to enjoy it. I made lots of doggy friends – I met Digger, Rex, Zippy, Muffin and Flick. The people that looked after me were really nice and gave me lots of attention. This was much better than where I used to live, I thought! 🐾(2)

Then one day it all changed again. Whilst I was lying in my dog basket, people kept coming to see me. Then they took me for a walk and played with me. They seemed nice but I didn't know what was happening. They left me for a while. Then they came back – they came back for me! They put a lead on me and then I left the centre. I didn't want to go with them. I was very scared. What was happening? Where was I going? 🐾(3)

I was taken to a big house with a big garden, where I was greeted with a big smile from a little boy. He gave me a big hug and said "we are your new family!" Wow I thought, how good is this? A new family to love me! I smiled to myself.

I started to run around the garden. It was fun to play. There's lots of space for me to run around. Great I thought. All this for me! Suddenly the garden got full with people. They were all looking at me. I started to feel tired so I lay down near the big tree. Then a girl, a friend of the little boy, came towards me. She stared at me. Then she started to fling her hands around. I thought she was going to hurt me like my old owners. I growled at her. She screamed and ran behind my new owners legs. Did I do wrong to growl at her? Was I in trouble? Then my new owner gave me a pat on the head and said "it's OK fella, she just wants to be your friend." Then he turned to the girl and told her she needed to know how to play safely around dogs. 🐾(4) "You must hold your hand out first and shouldn't stare at a dog. Speak softly to him and he will be friendly to you," he said. The little girl then appeared from behind my new owners legs and said "hello" in a friendly voice. She held her hand out. I let her stroke me – it was nice. I am now friends with the little girl and have a great new family. I have lots of fun and we all play safely together.

I needn't have worried about leaving the rehoming centre and all my friends because now I have new friends, and a new loving family. Oh and they gave me a new name too. My name is Jake. 🐾(5)

Reflection Points

- 🐾 Q1: How was the dog feeling as he went to sleep under the chair on the train?
A: Happy, calm and relieved, as he had escaped his owner.
- 🐾 Q2: How do you think the dog is feeling now?
A: Happy, hopeful and safe as he has met new friends.
- 🐾 Q3: What do you think is happening? And how do you think the dog is feeling?
A: Dogs Trust has found the dog a new family, but he is feeling nervous and scared as he doesn't really understand what's happening.
- 🐾 Q4: Why was the dog growling? Why do you think he felt like this?
A: Because he thought the girl was going to be horrible to him – she was waving her hands and staring at him.
- 🐾 Q5: Do you think the dog is happy and why?
A: He is happy and playful as he has a new family and lots of new friends.

Extension Activity

Using the flashcards as discussion stimulus, ask pupils what they think would make the dog feel the emotions portrayed on each card and discuss what they should do in each situation. Help them to assimilate their own emotions with those of the dog by asking what makes them feel happy, sociable, scared, angry, and playful. Discuss how we recognise these feelings in ourselves and what they should do.

Wednesday

5 doggy needs

My name is Matt and we've just got our new dog Jake from a Dog Trust Rehoming Centre. Before we got Jake, we had to think about all the things that a dog would need to be happy and healthy.

Owning a dog is a big commitment. Dogs can live for a long time and so you need to make sure that someone is around to look after them for their whole life! When we decided as a family to get a dog, we all sat down and made a list of all the things that a dog would need. We worked out if we could afford to care for a dog. Then we considered who would look after the dog. As my mum doesn't work and is at home all day, she will always be around to look after him. Once we agreed on all the things we needed, we went shopping to buy everything.

🐾(1) We bought a collar and tag. The tag has our name and address on it. If Jake gets lost and someone finds him, they can contact us. Jake wasn't wearing a collar and tag when he was sent to Dogs Trust so they couldn't find his previous owner. We also bought a lead so that we can take him out for walks. We bought a comfy bed for him to sleep in, 2 bowls (for food and for water), a brush, and some toys for him to play with and, of course, we bought lots of dog food!

At home we were ready for our new arrival! But there were still things for us to learn. We went to the rehoming centre to see Jake and to make sure he liked us. I took him for a walk around the garden whilst Mum and Dad talked to a Dogs Trust Canine Carer. A Canine Carer is someone who works at Dogs Trust and looks after the dogs in their care. She told Mum and Dad that Jake had been microchipped 🐾(2). (A microchip has a special code that links the dog to a database that holds all the owners contact details). Having a microchip means that if Jake goes missing and is found, he can easily be identified. The Canine Carer then explained that the dog had been neutered 🐾(3). (Neutering is an operation that is carried out by the vet to prevent dogs having lots of puppies). She also said that a vet had examined Jake and he had been given a vaccination she explained that Jake would need vaccinations every year to make sure he doesn't get poorly. It is very important to keep him healthy, just like us! 🐾(4) We also have to get flea and worming treatment and it's a good idea to get pet insurance to make sure your covered for any unexpected vet bills too.

So thinking we knew all the things that Jake needed, we took him home for his new life. But we forgot one thing..... we needed to train Jake! 🐾(5) On his first walk, wearing his new collar and on his new lead, he kept pulling and making mum fall over! Dad had to teach him how to sit, stand, wait, and walk nicely! Jake learnt very quickly. We gave him treats to say well done! Jake has now got all the things he needs to stay happy and healthy.

Reflection Point

We had to think very carefully about getting a dog. Do you remember what 5 doggy needs my family had to consider for Jake?

- 🐾 1. All items - costs to buy bowls, brush, toys, bed, collar, tag, lead and food
- 🐾 2. Microchipping
- 🐾 3. Neutering
- 🐾 4. Veterinary care
- 🐾 5. Training

Extension Activity

Using the story as a starting point, help pupils compare the needs of a dog to their own needs. Fold an A4 sheet of paper in half – on the left hand side draw a dog and on the right hand side draw yourself. List all the things a dog needs and then what you need to stay happy and healthy on the appropriate side of the page. Now compare and discuss your two lists - colour, circle or highlight all the common needs recorded on both sides of the page.



Thursday

5 dog owner responsibilities

"Oh what's that? Oh what do you want? Oh what time is it? Oh Jake, it's 7 o'clock in the morning. It's not time to get up yet. Jake it's the weekend. Go on, go back to your bed. Oh please let me sleep.....OK Jake, you want to go out and play, come on then, let me put my slippers and dressing gown on!"

So that's how my weekend usually starts. My name is Jake, if you haven't already guessed and that was my owner. He doesn't really like getting up early at the weekends, but us dogs still need to go out and play. I am a very energetic dog and always on the go! Even at 7 o'clock in the morning! So my day starts with a lovely walk 🐾(1). My owner and his son Matt take me to the park where lots of dogs go. I sometimes meet up with my friend Charlie who is often on his walk too! We play for a while and then my owner and I walk on. I like to go out for a walk at least twice a day, as that's when I usually go to the toilet. My owner always has to pick up any mess I make, especially in the park where lots of children like to play too. He would be in trouble and could be fined a lot of money if he didn't!

Then we head home. We sometimes stop at the shop so that my owner can buy some milk for his cereal. I'm not allowed in the shop so Matt waits with me outside. It seems like a long time waiting for my owner to come out, but I know if I wait nicely, I usually get a doggy treat. Yum! Then we set off for home, where Mum is waiting for us in the kitchen. She always gives me a big bowl of fresh water, which is just what I need after a run in the park! 🐾(2) Then comes my breakfast – a big bowl of dog food!

After all that exercise and food, I need a rest. Later in the afternoon I'm up and ready to play again. Matt is sitting playing computer games. Umm I wonder. Maybe I could play with him. I wander up to him and stand right in front of the TV. He asks me to get out of the way. I don't. Suddenly there's a loud booming noise. It makes me jump. Then Matt shouts 'NOooooo'. Whoops. What did I do? OK his game has ended as he can't see it anymore, but he can still play with me – that'll cheer him up! Us dogs always need attention and we always want to play. So as an owner it is very important that you are happy to play with us! Matt and I like to play ball in the garden 🐾(3). I am very good at catching the ball and then dropping it at Matt's feet to throw it again. Then Mum shouts to Matt to come in, as they need to go out. I want to come, I want to come? Woof, Woof! "Not this time boy, you have to stay here", says Dad. "But I'll give you a brush before we go." I love to be brushed 🐾(4). My fur is quite long so I need to be brushed every day, otherwise Mum gets my fur on her black skirts! After being brushed, I love looking at my shiny, smooth fur. I am a handsome chap!

At the end of each day, Mum cooks dinner for the family and I have another bowl of food! Yum. Whilst they watch TV, I curl up next to Mum's feet. She uses her toes to tickle my tummy! I like that! At bedtime I have a lovely comfy bed. 🐾(5) Just like my owners do! As we both curl up in our beds, I start to dream about my next fun day. My owner dreams of lying in bed on a Sunday morning but there is no chance of that happening, as I will want my next walk! Every day is a busy day, with a dog like me as a pet!

Reflection Point

There are lots of responsibilities that come with owning a dog. My family carried out lots of them today; can you remember all the things that they had to do to keep me happy and healthy?

- 🐾1. Taking Jake for a walk
- 🐾2. Giving Jake some food and water
- 🐾3. Playing ball in the garden with Jake
- 🐾4. Brushing Jake as he has long fur
- 🐾5. Giving Jake a comfy bed to sleep in

Extension Activity

Using the flashcards to help them recall all the responsibilities that come with owning a dog, pupils could write their own 'day in the life of a dog' story from either the owner's or the dog's perspective. Pupils who don't have a dog of their own could choose one of the Dogs Trust Canine Gang characters, from Monday's activity, to write about in their story.

Friday

5 of the best things about dogs

Here is a list of examples of the best things about dogs

- Being good friends and companions
- Having a dog's unconditional love
- Dogs are loyal
- Dogs are comforting
- Dogs are playful

Describe 5 things that you feel are the best things about dogs. You could use your own dog as an example or use a fictional dog to help describe the best things.

Now draw all these items to make a picture of the best things about dogs. You could use the pictures to make a display in the classroom.

Extension activity

Dogs have lots of great qualities, but just like us they are all individual. Help your pupils to think about all the things that make them a special person by relating the friendship, love, loyalty, understanding and fun qualities of dogs to similar qualities in each other.

If pupils find it hard to list positive things about themselves, then get them to focus their ideas on their best friend or a family member.

This activity can be used as an introduction to the abstract concept of self-esteem.

Consolidation Activity

As an extension to the activities, this consolidation activity teaches pupils a fun song about 'Has your doggy got?' This short song can be sung along to the theme tune of 'heads, shoulders, knees and toes' and uses movements to explain each line.

Song: Has your doggy got?

Has your doggy got bright eyes, bright eyes?
Has your doggy got clean ears, clean ears?
A cold wet nose, tidy paws and waggy tail?
Check these five things every day! Every day!

Song

1. Bright eyes
2. Clean ears
3. Cold wet nose
4. Tidy paws
5. Waggy tail
6. Check these five things every day

Movements

- Point to your eyes
- Flap your hands next to your ears
- Touch your nose
- Hold your hands out and clench your hand
- Wiggle your bottom
- Mime drawing a tick on the palm of your hand

