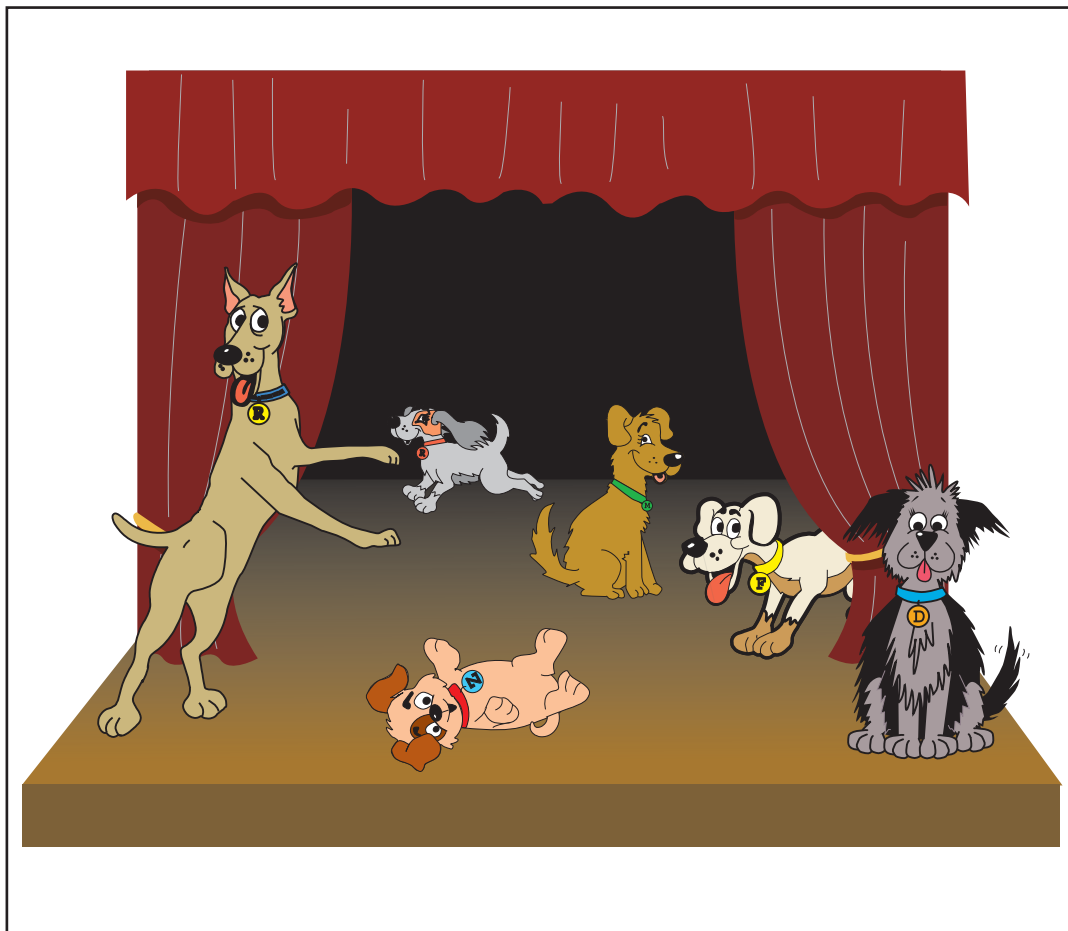


Thoughts

Understanding



Feelings

Drama resource for 5 -11 years

Teacher's Notes

Introduction

Our Drama resource for 5 – 11 years has been designed for use in the classroom or with a Dogs Trust Education Officer as part of our schools workshops. It aims to be a springboard for class and pupil discussion, as a means to develop emotional understanding and awareness of themselves and others. The resource explores issues surrounding;

- Dog ownership and
- Dog safety

It offers pupils the opportunity to examine real life problems and dilemmas. Activity role-play and response, will help build pupil's confidence in considering alternative view points when making decisions and develop their social skills, with respect to looking after one another, understanding consequence and responsibility and staying safe.

About the resource

The resource contains five different suggestions for planning and delivering drama activities. Each activity is presented in the following format:

- Activity aim
- Suggested resources – (optional to support each activity)
- Learning outcomes
- Drama scenario
- Paws Points relating to cruelty
- Extension ideas

How to use the scenarios

1. Read the scenario(s) to your pupils.
2. Elicit and discuss initial responses.
3. Share related experiences.
4. In small groups, pupils practice the role play scenario(s).
5. Discuss emotions portrayed by the actors in response to each scenario.
6. Discuss how the situation portrayed could have been avoided.
7. Introduce extension ideas as an extra challenge, homework or follow-up activity.

Each of the scenarios can be part of English or PSHE (PSE) and are an appropriate extension of the themes introduced in our Primary Citizenship and Assembly resources.

As each of the scenarios may raise wider issues for discussion, we recommend circle time as the best approach to introducing the scenario stories. Alternatively, if planning permits, the five different scenarios could be developed in groups during Literacy/English lessons, where there is sufficient time to perform to the class and discuss responses.

Polished performances could also be used as part of a whole school assembly to raise awareness of the importance of looking after yourself and others and taking responsibility for your actions.

Social and emotional dimension

Each of the activities has been designed to focus on the social and emotional aspects of learning, where pupils begin to extend their understanding of themselves and others and develop their competence in responding to different emotional states. Activities will support pupils in their understanding, expression and management of feelings in responding to the emotions and/or actions of others.

Each of the suggested dog-themed scenarios has been linked to child-relevant situations requiring pupils to reflect upon social and emotional issues from different perspectives. For example, Paws Points encourage pupils to explore animal cruelty through their emotional engagement; how does the dog feel? How would you feel? By examining pupil responses to the dog themed scenarios and Paws Points, pupils can be prompted to consider how the lessons learned could relate to the way in which they, themselves, treat animals and each other. In this way the drama scenarios become a platform to explore pupils' rights, respect and responsibilities tackling more sensitive issues for pupils such as bullying or abuse.

Curriculum links

ENGLAND

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

Key Stage 1: 1a, 1b, 2a, 2b, 2e, 5a, 5c

Key Stage 2: 2a, 2c, 2d, 2h, 2k, 5a, 5c, 5d, 5e, 5g

PNS: Social and Emotional Aspects of Learning

QCA Unit 3 'Animals and us'

En1/PNS Speaking, Listening and Drama

Key Skills Development

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

English Talking and Listening

Key Skills Development

WALES

Foundation Phase - Personal and Social Development, Wellbeing and Cultural Diversity

Skills – Personal Development

- Become independent in their personal hygiene needs and to be more aware of personal safety

Skills – Social Development

- Be aware of and respect the needs of others

- Take responsibility for their own actions

- Consider the consequences of words and

- Actions for themselves and others

Skills – Moral and Spiritual Development

- Respond to ideas and questions enthusiastically, sensitively, creatively, and intuitively

- Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate

- Communicate and reflect on the decisions made in stories, situations or personally, suggesting alternative responses

- Respond personally to simple imaginary moral situations giving reasons for decisions made

- Ask questions about what is important in life from a personal perspective and from the perspective of others.

Skills – Wellbeing

- Value and contribute to their own well-being and to the well-being of others

- Be aware of their own feelings and develop the ability to express them in an appropriate way

- Understand the relationship between feelings and actions and that other people have feelings

- Demonstrate care, respect and affection for other children, adults and their environment

Foundation Phase - Language, Literacy and Communication Skills, Oracy Skills

- Adopt a role, making a conscious use of movement, gesture and speech using language appropriate to a role or situation

- Respond to drama they have watched, as well as that in which they have participated.

Personal and Social Education Framework

Key Stage 2

Range – Active Citizenship

- Develop respect for themselves and others

- Value families and friends as a source of mutual support

- Value diversity and recognise the importance of equality of opportunity

Range – Health and Emotional Wellbeing

- Take increasing responsibility for keeping the mind and body safe and healthy

- Feel positive about themselves and be sensitive towards the feelings of others

Range – Moral and Spiritual

- Explore their personal values

- Be honest and fair and have respect for rules, the law and authority

English, Oracy Skills

- Evaluate their own and others' talk and drama activities and develop understanding of how to improve, considering how speakers adapt their vocabulary, tone, pace and style to suit a range of situations.

Range

- Using drama to present ideas

SCOTLAND

3-18 Curriculum for Excellence

Expressive Arts:

Participation in performances and presentations EXA 0 – 01a;

Drama EXA 0-12a

Language:

Literacy and English

English Skills; Listening and Talking

Health and Wellbeing:

Mental and emotional wellbeing

- I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a

- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a

- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a

- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a

Social Wellbeing

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a

- I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a

Using the resource with a Dogs Trust Education Officer

This Drama resource has been designed for flexible use. Activities can be used together or in isolation, either to deliver elements of our national curricula by teachers or to enhance our Dogs Trust Education Officers' visits.

Education Officers offer fun and engaging workshops that use a variety of activities that help young people discuss issues surrounding responsible dog ownership and safety around dogs. They can provide a drama workshop for your class using one of the five activities provided within this resource.

The drama workshop can be used as a means to introduce the drama activities to pupils. Alternatively you could use the resource as a consolidation lesson after the FREE workshop provided by our Education Officers.

Visits from Dogs Trust are available FREE to Primary Schools in key areas of the UK. Please visit www.learnwithdogs.co.uk to find your nearest Education Officer.

Tel: 0207 833 7656

Email: educ@dogstrust.org.uk

Website: www.learnwithdogs.co.uk

Activity 1



Aim:	To develop an understanding of consequence and responsibility by examining a real life dilemma
Activity duration:	30 minutes
Resources:	Garden props e.g. pretend flowers Cuddly toy dog A broom

Learning outcomes:

- To resolve differences by looking at alternatives, making decisions and explaining choices.
- Develop awareness of consequence and responsibility through exploring reactions to real life dilemmas from different perspectives.
- Identify rights and responsibilities to consider when making decisions.
- Develop the understanding that dogs, like people, have feelings and needs.

Scenario:

Whilst the owner goes to work, their dog is left outside all day alone. The dog is running about in the street and finds his way into a neighbour's garden. As the dog is excited by all the new smells in the garden, he starts to dig holes to see what he can find. The dog continues to dig with mud and flowers flying everywhere. When the neighbour sees the dog and the mess that used to be his well-kept garden, he rushes out to scare him away. He grabs the broom, which is propped up against the fence, and starts swinging it at the dog. The dog is hit by the broom and runs home.

Consider the scenario from different perspectives:

1. How does the next-door neighbour feel?
2. How does the dog feel?
3. How does the dog's owner feel?
4. Who is responsible for the damage to the garden?

Paws Points:

The above scenario portrays two elements of cruelty for pupils to explore:

- neglect; being locked out
- abuse; being scared and hit by the broom

Use the scenario to explore pupils' perceptions of unkindness to animals or each other (being ignored, or scared by others behaviour) and discuss appropriate resolution.

Key messages for responsible dog ownership:

- Your dog should never be left alone for long periods.
- Your dog should never be allowed out by itself.
- Your dog needs walking at least twice a day.
- Ensure your dog has a lead and collar with a name tag attached.
- Your dog should be microchipped, neutered and trained.
- You are responsible for ensuring that your dog does not cause nuisance to anyone else.
- Always scoop the poop.

For more information, download the 'owning a dog' leaflet from www.learnwithdogs.co.uk

Extension ideas:

Pupils could look at relating the theme of being irresponsible to a different situation. Ask pupils how they feel if they were involved and what they would do:

- If the dog left outside runs into the road in front of a car and causes an accident. Discuss feelings from the perspective of the dog, the car driver and the owner.
- If you just kicked your ball through your neighbour's window. Discuss feelings from the perspective of the neighbour and your parents as well as yourself.

Activity 2

Aim:	To explore feelings and emotions by looking at their own feelings and how others feel when placed in the same situation
Activity duration:	30 minutes
Resources:	Cuddly toy dog Dog items – bed, toys, brushes, lead and collar



Learning outcomes:

- Develop an understanding of emotions by exploring real life scenarios from another's perspective and relating back to personal experience.
- Develop self-awareness, confidence, self-expression and communication skills by practising their ability to reason and respond to real life dilemmas.
- Develop the understanding that dogs, like people, have feelings and needs.

Scenario:

A dog, named Mitch, had been living at a Dogs Trust Rehoming Centre for two months. When he first arrived at the centre, he was quite sad and missed his owner. Mitch had a responsible owner who used to spend a lot of time with him. But his owner started a new job, which meant Mitch was left home alone all day. His owner realised that he could no longer give Mitch the love and attention he needed so he contacted Dogs Trust for help. Mitch had been well looked after, he was well trained and up to date with all his vaccinations. Dogs Trust were able to re-home Mitch quite quickly with the Watson family who went to a Dogs Trust Rehoming Centre to find their perfect dog. The Watsons filled out a questionnaire and were visited at home by Dogs Trust before being allowed to take Mitch to his new home.

1. How does the dog feel?
2. How does the family feel?
3. What could the family do to help Mitch settle in?

Paws Points:

The scenario above emphasises the need for a loving home – Mitch was safe from the neighbours and the road, whilst his owner was out at work, but being left by himself all day was unfair on Mitch. Develop pupils ideas about animal welfare further by helping pupils to imagine how Mitch felt when his owner first went out to work by relating his situation to them being grounded or excluded from taking part in something. Compare and discuss what dogs and pupils need to be happy and healthy.

Key messages for responsible dog ownership:

- Your dog should never be left alone for long periods.
- Your dog needs walking at least twice a day.
- Ensure your dog has a lead and collar with a name tag attached.
- Your dog should be microchipped, neutered and trained.
- Your dog needs daily love and attention.
- Your dog needs toys and someone to play with.
- Don't forget to groom his coat and brush his teeth!
- Always scoop the poop.

For more activities on a dog's needs, download the 5 A Day, Literacy and Numeracy, Primary Citizenship or Assembly resources from our website. This scenario is also supported by 'A Dog's Tale' and 'It's a Dog's Life' films.

Extension ideas:

How does Mitch feel in his new home? The scenario could be extended to the Watsons home...ask pupils 'what happens next?' Still focusing on emotions, pupils may find it helpful to relate Mitch's new home to their own experiences of moving house, first day at school or any new situation where their parents had left them – for example going to Brownies or Cubs or staying over at a friend's house for the first time.

- How did they feel?
- How do you think your parents were feeling when they left you?

Discuss the different feelings and emotions described, ensuring that pupils are sensitive to the feelings of others.

Activity 3

Aim:	For pupils to learn about Dogs Trust, the work we do, and the importance of having dog welfare charities
Activity duration:	30 minutes
Resources:	A notepad, pencil or microphone for the reporter – if you have a video recorder you could choose to film the activity A selection of cuddly toy dogs A table to act as a reception area or a vets table Chairs for a Dogs Trust reception area Leaflets about dogs – downloadable from www.dogstrust.org.uk Dog items – bed, toys, brushes, lead and collar

Learning outcomes:

- Identify situations in which more knowledge or external help may be needed to make informed choices.
- Appreciate the responsibility humans have to help keep animals healthy, and know that it is against the law to mistreat an animal.
- Know and describe what a voluntary/charitable organisation is and understand the role of a volunteer.

Scenario:

This media role play activity requires pupils to think about a Dogs Trust Rehoming Centre and the work that the charity does. Pupils may like to do some research on Dogs Trust before carrying out the activity or alternatively book a FREE workshop and invite your local Education Officer to introduce our work at Dogs Trust (please see page 1 for more information).

Pupils act as a news reporter to report either on a chosen aspect or on all areas of a Rehoming Centre. They could focus on the life of a dog in a Rehoming Centre and the process and people involved in the dog's rehoming, or they could consider the role of Dogs Trust as an animal welfare charity and its role in the community.

Paws Point:



Some dogs cared for by Dog Trust have been neglected or ill-treated and require a lot of care and training before they are ready to be rehomed. There are special laws in the UK that protect dogs from cruelty.

For more information visit www.dogstrust.org.uk/information/factsheets/doglaw

Pupils could consider how these laws protect us and our pets.

Key messages for responsible dog ownership:

- Your dog should never be left alone for long periods.
- Your dog should never be allowed out by itself.
- Ensure your dog has a lead and collar with a name tag attached.
- Your dog should be microchipped, neutered and trained.
- You are responsible for ensuring that your dog does not cause nuisance to anyone else.
- Always scoop the poop.



Dogs Trust is working towards the day when all dogs can enjoy a happy life, free from the threat of unnecessary destruction. Dogs Trust Rehoming Centres offer all dogs a second chance, even those dogs that are unsuitable for rehoming are offered a permanent home in one of our nationwide centres. By educating people about the responsibilities and commitment involved in dog ownership, Dogs Trust believe that they can reduce the number of dogs that are mistreated and abandoned each year.

For more information about Dogs Trust, you can visit our website www.dogstrust.org.uk

This scenario is also supported by the 'It's a Dog's Life' film, which follows the rehoming process of a new arrival at the Harefield Rehoming Centre. Visit www.learnwithdogs.co.uk for more information.

Extension ideas:

Using the report formed within the activity ask pupils to:

- To write an article for their local newspaper
- To write a report script for the local radio show
- To design a poster encouraging awareness of the charity

Activity 4



Aim:	Relate the pretend world to real life scenarios to encourage making choices and decisions
Activity duration:	30 minutes
Resources:	This scenario focuses on inappropriate behaviour around dogs and requires no additional resources other than the pupils themselves.

Learning outcomes:

- Develop their problem solving and reasoning skills.
- Identify rights and responsibilities to consider when making decisions.
- Develop self-awareness, confidence, self-expression and communication in response to real life dilemmas.
- Develop an awareness of personal safety and specifically safety around dogs.

Scenario:

A group of youngsters are hanging around outside school waiting for another group of friends. Suddenly a dog appears and runs towards the group. Not sure how to react, one of the group, shouts at the dog, which begins to bark, and another throws a stone.....

- What happens next?
- What are the possible consequences of the group's reaction to the dog?
- What should the group have done?

Paws Point:

Use the scenario as platform to discuss fear. Can pupils recall a situation where they were afraid? What does fear feel like? How did they respond?

Discuss the different experiences and sensations described, ensuring that pupils are sensitive to the feelings of others.

Key messages for responsible behaviour around dogs:

- Dogs respond to people's body language and tone of voice.
- Don't make big, sudden movements or loud noises when you are with or near a dog.
- You should never deliberately tease or hurt a dog as this is cruel.
- You can tell how a dog is feeling from its body language. If a dog is frightened it will try to look small by flattening its ears and holding its tail between its legs. An angry dog will show its teeth and growl, it may also move its tail slowly.
- Frightened or angry dogs can be dangerous – you should always leave them alone, walking calmly and slowly away.

For more information about staying safe around dogs, download our Stay Safe leaflet from www.learnwithdogs.co.uk

www.dogstrust.org.uk/information/factsheets/doglaw/

Also provides information on the law concerning the control of dogs.

Extension ideas:

- Use the scenario to develop a personal safety tip list which will help pupils keep themselves safe around dogs. This scenario can be adapted to explore pupil response to an approach by a stranger instead of a dog.

Activity 5



Aim:	To help pupils understand the importance of staying safe and avoiding negative or dangerous situations
Activity duration:	30 minutes
Resources:	A cuddly toy dog

Learning outcomes:

- Develop awareness of safety around dogs and personal safety.
- Develop awareness of consequence and responsibility through exploring reactions to real life dilemmas from different perspectives.
- Develop self-awareness, confidence, self-expression and communication skills by practising their ability to reason and respond to real life dilemmas.
- Develop the understanding that dogs, like people, have feelings and needs.

Scenario:

A child approaches a dog in a local park without the owner's permission. Role-play and discuss what could happen? Relate your discussions to incorporate more general personal safety issues, such as approaching a stranger (with a dog) in the park and the reasons why they shouldn't.

1. What should you do if you see a dog/or a stranger?
2. Who should you ask permission from before talking to the dog/stranger?
3. If there isn't anyone to ask permission from, what should you do?

Paws Point:

Ask pupils to think about the role-play scenario in the park from the dog's perspective. How might the dog be feeling as they approach? How can you tell?

Use our 'Safe with dogs' poster to support your teaching – downloadable from www.learnwithdogs.co.uk/downloads/pawsposter.pdf

Key messages for responsible behaviour around dogs:

- Dogs respond to people's body language and tone of voice.
- Don't make big, sudden movements or loud noises when you are with or near a dog.
- You should never deliberately tease or hurt a dog as this is cruel.
- You can tell how a dog is feeling from its body language. If a dog is frightened it will try to look small by flattening its ears and holding its tail between its legs. An angry dog will show its teeth and growl, it may also move its tail slowly.
- Frightened or angry dogs can be dangerous – you should always leave them alone, walking calmly and slowly away.

For more information about staying safe around dogs, download our Stay Safe leaflet from www.learnwithdogs.co.uk

Extension ideas:

Create a personal safety display with your pupils to help them to remember what to do to keep them safe - for example:

- Always tell someone where you are going
- Agree a time when you'll be back
- Walk with a friend

Don't forget to include playing safely around dogs.