Activity 12

Teachers’ notes
This is an activity designed to encourage younger children to consider the responsibilities of pet ownership. As well as considering things such as food and a place to sleep, children should be encouraged to think about what happens if their pet becomes ill, vaccinations, and the importance of training the pet and educating younger members of the family. Children also need to consider that pets shouldn't always be expected to play; sometimes they need peace and quiet and time to themselves. However, how far you extend this depends on the age and maturity of the children.

Learning objective
To understand how to take responsibility for looking after animals

Resources
Sandy (following).

Activity
Using the activity sheet to record ideas in pictures and words, think of all the things a dog needs for a healthy and happy life. Most of these things need to be provided by humans and so the message here is that deciding to have a dog is a big decision and involves a lot of responsibility.

Support
It might be helpful for some children to brainstorm their ideas first and to consider what a dog or cat needs for a healthy life.
Sandy
This is Sandy; he would love a new home. What do you think you would need to give Sandy to keep him happy and healthy? Draw the things he needs around his picture.
Activity 13

Teachers’ notes
This activity really relies on the opportunity to invite a guest into school. Experience shows that generally children respond very well to a visitor and remember what was discussed, possibly because a new face is refreshing!
Planning the questions before the visitor is due makes the whole experience more meaningful and hopefully avoids the ‘What’s your favourite dog?’ question 15 times in a row!
The extent to which you follow up the visit will depend on your time commitments.

Learning objective
To be able to meet, and gain information from, other people willing to share their experiences of using assistance or working dogs in the local community

Resources
Our visitor (following); a volunteer to come and talk about dogs. A representative from Battersea Dogs & Cats Home may also be able to visit if you live in the area local to one of its sites (to talk about the work of the Home and responsible pet ownership).
Alternatively the owner of a guide dog or a representative from The Guide Dogs for the Blind Association or Hearing Dogs for Deaf People. Also, try the organisation Canine Partners, which trains assistance dogs.

Cross-curricular links
English – Speaking and listening.

Extension
For older children, you might want to extend the recording to report writing or for them to make a presentation for an assembly. Year 6 might use ICT such as PowerPoint.

Activity
Prepare the children in advance for their visitor, thinking about some questions they would like to ask.
Invite a representative in to talk about the role of an assistance dog and the work they do. If they bring a dog with them, you can be sure of close attention all round! Use their experiences as a living resource for the children, but have somebody on hand to take notes or the details may be lost in a few days’ time.
Use Our visitor to record the visit. You may need to check your insurance and Health and Safety guidelines before you organise the visit.
Our visitor

Today we had a visit from...

He/she told us all about...

I asked...

He/she told us all about...

We also found out...
Learning objective
To be able to talk and write about opinions and express views that affect society and ourselves

Resources
Rehoming (following). Battersea Dogs & Cats Home produces a leaflet What to think about before getting a dog, which they give to prospective adoptive families. This poses some challenging questions, and might be helpful to have.

You can download the information leaflet from the ‘Publications’ section within ‘Help and Advice’ on the Home’s website www.battersea.org.uk

Activity
It is an important part of the rehoming process that homes, families and dogs or cats are closely matched. Indeed, the Home describes their computer software as ‘computer dating’ software! People’s expectations can differ widely. This activity helps to raise some of these issues. The activity sheet is a mock application form for rehoming a dog from Battersea Dogs & Cats Home and can invite some interesting discussions.

It is up to you whether you go through the questions first or after the form has been filled in.

Support
Some children might find it easier to complete the form as a group.

Cross-curricular links
English – Speaking and listening.
Rehoming

Questions to think about

Name: ..............................................................
Number of people in family: ....................................
How many children? ...............................................
What sort of dog would you like? ..............................
..................................................................................
What size? ..........................................................
Quiet, boisterous, energetic, nervous, etc.? ..............
..................................................................................
Are you planning to move house soon? ......................
Is a new baby expected? ........................................
How long would a dog be on its own each day? .........
..................................................................................
Where would the dog be exercised? ..........................
..................................................................................
Could you let the dog out to go to the toilet? ............
Has this area got a secure fence? ............................
Do you live on a busy road? ....................................
Do you live in a flat? .............................................
Where will the dog sleep? .....................................
Where will the dog stay when you go on holiday? ....
..................................................................................
Will the dog need to travel in a car? .........................
What do you think are the costs of owning a dog? ....
..................................................................................
..................................................................................
..................................................................................
Activity 15

Teachers’ notes

Battersea Dogs & Cats Home receives many enquiries each year about employment opportunities. The largest group of employees is, of course, Animal Welfare Assistants, but there is a wide and diverse set of opportunities from behind-the-scenes staff, the lost dogs & cats team, cleaners and veterinary staff. The website gives information on these and features ‘a day in the life’ of a variety of members of staff.

The activity gives opportunities to discuss the qualities and qualifications required.

Learning objectives

To be able to find out information about the range of jobs carried out at Battersea Dogs & Cats Home

To understand how individuals can develop skills to help to make their own contributions in the future

Resources

Battersea website

www.battersea.org.uk; Want to join us? (following); see the About Battersea Dogs & Cats Home booklet which is included in the folder with your pack.

Activity

Access the Home’s website and find the section that deals with jobs and careers. It outlines the many ways in which people can contribute to the work of the Home, depending on their skills and interests. Choose one aspect of the work at Battersea Dogs & Cats Home and ask children to write a letter to apply for the post. They will need to outline the skills and talents that they have that would make them suitable for the job they are interested in. Ask them to include what they think would be the best and the worst aspects of the job they choose and say how they would enjoy/cope with them.

Cross-curricular links

English.

Extension

Your class might consider a fundraising activity to support the work of the Home; see the Fundraising information included in the About Battersea Dogs & Cats Home booklet.
Want to join us?

Dear...
Learning objectives
To be able to talk and write about opinions and explain views on issues affecting themselves and society
To know how to take responsibility... for looking after animals
To be able to make real choices and decisions

Resources
Points of view (following).
Possible previous homework activity. Find out where people exercise their dogs locally. Is it safe? Do owners clear up after their dogs?

Activity
1) Take feedback from homework questions. As a whole class, discuss and list some of the difficulties that might be experienced. Who might be affected? Who might have a view?
2) Debate the question, “Should dogs be allowed off the lead in public places?”. Take a vote. What might be a solution? If the children do not suggest it, you need to bear in mind that there may be signs and laws governing where dogs may be let off the lead and that these regulations must be followed at all times.
3) Introduce the Points of view sheet. For each individual, write his or her viewpoint on the subject.

Support
More able children might find they can add to the list of interested parties and include their views.
Less able children could consider just four people and write their ideas as a group on white boards first.

Cross-curricular links
Literacy – Grammar, debates, possible letter-writing activity.

Extension
Consider how a designated dog-walking area might be put into practice locally. Write to the local council to canvass the official opinion.
## Points of view

Have your say! Think about what each person might say about this situation. Some boxes have been left blank for you to add extra people.

<table>
<thead>
<tr>
<th>Dog owner...</th>
<th>Mother of small child...</th>
</tr>
</thead>
<tbody>
<tr>
<td>My dog needs lots of exercise and he loves wide open spaces. I think...</td>
<td>We use the play park and swings every day but...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Park keeper...</th>
<th>Child...</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Nearby resident...</th>
<th></th>
</tr>
</thead>
</table>
Activity 17

Teachers’ notes

This activity explores the reasons people give for giving up their dogs or cats to Battersea Dogs & Cats Home. Some of them are heart-rending and perfectly legitimate. Others are designed to raise heated debate. You might want to check to see if any of the children have had any experience of this before starting the activity. The role-play can be approached in two ways. You might want groups to just show the events leading up to the decision or you might ask the children to reflect two sides of the argument for giving up their dog or cat. Emotions may run high with this one so it is suggested that there should be a brief cooling-off activity to bring everybody back to the present.

Learning objective

To be able to make decisions and choices based on collecting information and taking action

Cross-curricular links

English – Speaking and listening.

Resources

What would YOU do? (following), role-play cards.

Extension

Find out more about the rehoming process at Battersea Dogs & Cats Home and understand more fully why it is such a meticulous and careful process.

Activity

Photocopy What would YOU do? (following) and cut out the role-play cards.

Select a role-play card for each group of 4–5 pupils. Each card contains a reason given by people for giving up their dog or cat to Battersea Dogs & Cats Home. Ask the children to try to empathise with each situation and show in their role-playing how each member of a family might feel. After watching each scene it is important to discuss the issues raised and to ensure that at the end of the session the roles and difficulties are left behind.
<table>
<thead>
<tr>
<th>What would YOU do?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We are having a new baby in our house and Mum says a dog would be unhygienic and a danger.</strong></td>
</tr>
<tr>
<td><strong>I've got a new job and I'm going to be working long hours away from home. I can't see how we can keep a dog.</strong></td>
</tr>
<tr>
<td><strong>Mum and Dad are splitting up. We are moving to a flat with no garden. Mum says the cat has to go.</strong></td>
</tr>
<tr>
<td><strong>The doctor says that my asthma is made much worse by the cat hairs and dust. Mum and Dad are trying to persuade me to give the cat up.</strong></td>
</tr>
<tr>
<td><strong>I had no idea there would be all this expense. I can't afford to keep this dog.</strong></td>
</tr>
<tr>
<td><strong>We are moving house to somewhere much smaller. Dad says it's not fair to put the dog through all that upheaval.</strong></td>
</tr>
<tr>
<td><strong>The dog has escaped! I can't find him anywhere! What shall I do?</strong></td>
</tr>
<tr>
<td><strong>Mr Jones used to have a lovely puppy, but I haven't seen it for a few weeks. I hope he hasn't just thrown it out.</strong></td>
</tr>
<tr>
<td><strong>Gran is so upset. She finds walking really difficult now and can't exercise her dog. She's afraid she might have to give him up.</strong></td>
</tr>
<tr>
<td><strong>Mrs Green should never have had a dog in the first place; she says she can't be doing with the hairs all over the carpet, to say nothing of the little accidents. Her daughter's new puppy might have to go to a rescue centre like Battersea Dogs &amp; Cats Home.</strong></td>
</tr>
</tbody>
</table>
Learning objectives
To use our experiences and those of others to explore real-life situations where humans meet a dog, and to know the correct behaviour to use.

Resources
Being safe around dogs (following) is a sheet of ‘dos and don’ts’ of people’s behaviour near dogs. You can also use the Safety around dogs leaflet, which you can download from the website.

Activity
After some detailed sharing of both good and bad experiences of dogs, begin to create a list of things that some dogs like and some dislike. It is worth explaining here that when somebody hurts or frightens you, you are able to say something or complain. A dog does not have that ability and can only snap or bark. This can be construed as aggressive behaviour, which is not always fair. You should also explore the fact that, just like people, dogs have a history. In many cases these are good and positive experiences but unfortunately some have been hurt, ill-treated or abandoned and so their trust in humans has been damaged. Again, because dogs cannot tell you about themselves, their reactions may be the only clue. The children will be able to recall all manner of likes and dislikes about their own pets; we can rarely know the whole story.

There are ways of minimising misunderstanding between dogs and humans and these are listed in Being safe around dogs (following).

Ask the children to choose one of the ‘dos and don’ts’ and to demonstrate, through role-play, what happens when the rule is ignored and the happier outcome if it is adhered to. The children take the role of both human and dog.

Cross-curricular links
Literacy – Speaking and listening.

Extension
This might form the framework of an in-school education programme.
Being safe around dogs

Some dos and don’ts...

Do:

• be gentle and quiet around dogs

• if you know the dog’s owner ask them if you may pat their dog, then roll your hand into a fist to allow the dog to sniff you first (you wouldn’t like a complete stranger to poke and prod you!)

• ask the owner where the dog likes to be stroked and gently stroke him there.

Don’t:

• sneak up on a dog

• tease a dog

• stare a dog in the eye

• disturb a dog when he is sleeping or eating

• run away if you see a strange dog in the park

• assume that a dog will always want to play; like you, sometimes they just want to be left alone

• pat a dog that is on its own.

If you are frightened by a dog:

• stand still

• fold your arms across your chest

• look at the ground or the sky

• do not shout or scream or jump around lots – be boring!

If you are pushed over by a dog:

• curl up into a ball and keep still

• be boring

• wait for an adult.