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Children and Dogs:

Educational Color Book and Teacher's Guide

Introduction

The following color book is written for children ages 5 to 12. The color book and teachers guide are in a story format and are designed for use by classroom teachers and other groups or individuals who instruct children such as: summer camp counselors, Humane Society youth educators, daycare providers, babysitters, high school childcare education classes, Boy and Girl Scout counselors, and the children's parents.

Dog obedience instructors, not certified dog behaviorists, wrote this project. The material in this color book and educational guide is designed to offer the average dog and non-dog owner basic information regarding dogs. It is also designed to offer general information on how dogs *may* act and or react in certain situations.

The purpose of this project is to prevent dog bites among our most vulnerable population, our children. Therefore, the project information is basic, not technical, so that our children can comprehend the lessons and *logically* relate to how a dog *might feel*.

While behaviorists "don't deny that animals have emotions," they "typically don't attribute behaviors to feelings like jealousy, spite, or guilt." They feel that "doing so doesn't help people appreciate dogs as being different from people and special in their own right." One behaviorist told ACE author Marilyn Neville, "Their (the dogs) feelings may be very different from ours-- and after all, their sensory and perceptual world certainly is."

It is not the intention of this color book and teacher's guide to make dogs seem human. However, to a young child, it is easier to teach the concept of behaviors, touch, and emotions if they can relate the situation to how they might behave, sense, or feel.

Several good books about dog behavior are listed in the back of the teachers guide under "**Ideas For Older Children Who Love Dogs.**" The books are adult reading material suitable for older children. Anyone interested in increasing their knowledge in dog behavior should review the suggested books.

How to Use the Color Book Pages

The color book is written with the intention of an adult reading the story to younger children and then giving the children the drawings to create an art project. We suggest you give children a variety of art mediums to "color" each scene including: crayons, colored pencils, colored magic markers, paper cutouts from magazines (for the toys, flowers, trees/shrubs, etc.), construction paper, rolled paper, torn paper, paper cutouts, tooth picks, small twigs, spices, seeds, color by computer art, or any other artistic supplies. **The more time spent decorating each page, the more significant the imprint on the theme of safety or feelings for the animal in the picture.**

To interest the children to do the same page multiple times, change the mediums or type of paper used each time you offer the artwork.

Make puppets: Enlarge and decorate the images. Cut them out and paste the cutouts on poster board. Attach craft stick handles. The children may enjoy using the puppets to dramatize the theme of the color book.

The drawings are meant to be as realistic as possible in order to illustrate a dog's body language under certain situations. In the case of drawings Number 6 and 9, the dogs are showing a lot of teeth. This is because of the importance of the message that a child should never trespass on a chained dog's territory, corner a dog, or approach a dog that has a rawhide or bone, even if the child "thinks" he/she knows the dog. Many of the most serious and even deadly cases of dog mauling have happened by dogs that were in these situations.

Ask your children how they feel about coloring the drawings Number 6 and 9. Some very young children may find those drawings too aggressive and not wish to color them. If that is the case, the teacher may choose to color these two important pictures and post the drawings with the other color book art that the children have created. Remember that the messages from these two drawings are extremely important for the children who are most vulnerable and most apt to **innocently** walk into those situations, the youngest children.

For a timid child or child who has a great deal of fear regarding dogs, you may wish to read the captions to the child and briefly discuss what the picture portrays and leave it at that.

Pictures Numbers 4 and 10 should be role played with children to familiarize the children with the right way of approaching someone else's dog as well as what to do if a stray dog approaches them. Role-playing is extremely important for children who are fearless of all dogs.

How to Use the Teacher's Guide

Each page of the Teacher's Guide offers several suggestions for discussion with the students. The pages include questions for you to ask your students, short "story time" segments, and class project ideas. Some project suggestions are more time consuming than others, and others are more advanced and suitable for older students. It is up to the teacher to determine the proper project suggestions that fit the time frame allowed and comprehension level of his or her students. We suggest that the teacher highlight questions/stories they wish to teach from each page of the Guide.

You might wish to teach from the color book for several days. The color book is designed so it can be divided into four days of lessons, four pages per day. A fifth day could be planned also by offering the students a writing or drawing project regarding their dog or an imaginary dog pertaining to what they learned from the color book experience.

You could also ask the students to make their own art project regarding the theme from Number 1, 4, or 10. Maybe you are lucky enough to know a person who owns a therapy dog, or a dog obedience instructor with a demo dog who could visit your class and offer **hands on experience** with a well-behaved dog that is socialized to children. This dog and its owner could demonstrate some basic dog obedience and the correct methods to approach a dog like in Number 10. Of course, you would want to review page Number 4 too.

If time allows, you may wish to use everything we offer in the guide for your class or group.

Teach Knowledge, Not Fear

We do not want to teach children to fear dogs. Fear makes children run, scream, display fear, and even

smell like fear to a dog. A common reaction of children who are scared of a dog is to hit the dog. All of these emotions and actions of children can "**trigger**" a friendly dog into aggressive tendencies, not to mention the heightened aggression that may be created in a dog that is *not* well behaved. **Above all things children should not show fear or feel fear when they see a dog.** They should not run, scream, or make fast movements either. If children remain calm the dog will generally remain calm, become bored, and eventually leave.

Our artwork and written information is not intended to teach fear, but to offer knowledge and teach logic.

How to Teach Children Who are Frightened of Dogs

Children who have been bitten may be experiencing a varied degree of fear or anxiety towards all dogs. Considering that dogs are such popular pets and that children will encounter dogs throughout their lives, you may want to familiarize them to dogs again. Many experts suggest that you start to socialize frightened children with young, well-mannered puppies first.

They also suggest that you familiarize these children in a quiet atmosphere without a great deal of activity. However, when ACE of Animal Behavior gives seminars to children and some children attending the seminars were afraid of dogs prior to the seminar, they have found that the frightened children will generally join in with the other children and start petting the demo dog. This has happened with small breed and mastiff demo dogs. The keys are:

- 1) Use a very well mannered and obedient demo dog that is well socialized to children and their activity level.
- 2) Inform the instructor before the seminar which children are afraid of dogs.
- 3) Let the children come towards the dog on their own.
- 4) Make the class fun so all the children want to be part of the activity.
- 5) The instructor must be confident and thorough in teaching the children how to properly approach and pet the demo dog.

The power of knowledge can help frightened children overcome fear!

Definitions for Words Commonly Used With Dogs

The captions in the coloring book have some difficult words for younger students to comprehend. Some of these words are repeated throughout the color book and may need to be explained to younger children. After you read the captions ask the children to explain to you what the difficult word's meaning is as related to dogs. For example, for the word *instinct* ask the class, "Tell me ways dog's act." Write his/her definitions on the black board. Then circle only the words that describe or define the word instinct as it relates to dogs. Then tell the children, "It is normal for dogs to act these ways, and we have a big word for it. The word is instinct." This method of teaching big words can encourage children to use them in their writing and speaking. Those big words are as follows:

Companion – a friend or buddy. According to Webster "a person (dog in this case) who frequently associates with another or others; Comrade. A person (dog) employed to accompany, assist, and live with another in the capacity of a helpful friend." Remember that we "make" friends by socializing and a friendship develops with trust in each other. We "develop" trust through time and actions. "Our pet becomes our "canine companion" when he/she gets to know us and then trust us."

Prey Drive- not like praying. Prey is another word for food. Lions prey on gazelles for food. Stated another way, lions hunt gazelles as prey and dogs hunt rabbits and other small animals as prey. Prey drive is a natural drive to survive and find food to eat. Everything must eat to survive. Dogs eat fruits and berries and occasionally even graze on grass. Before people had the convenience of bagged dog food, their dogs had to hunt for their food. Without the **drive** or *desire* to hunt, they would have starved. Therefore, the term **prey drive** evolved. A dog with high prey drive may chase you if you run.

Instinct- Webster defines instinct as: 1) an inborn pattern of activity or tendency towards action common to a given biological species 2) a natural or innate impulse, inclination, or attitude. Instinct is like a newborn puppy breathing, sucking when hungry, and staying close to its mother for warmth. Dog breeds were "created" by humans picking out certain instincts or traits that fit the needs of the human. An example is a Coonhound who barks a

great deal when chasing a raccoon. The human picked the dog that barked a great deal to find the dog after it would tree a raccoon. Another example is the Labrador Retriever who loves water. The Labrador must swim a good deal when helping its owner fetch ducks and geese from ponds. Labradors generally enjoy baths while most other breeds of dogs do not like baths at all. Labradors instinctually love water.

Emotional Feelings vs. Feeling Sensation - Dogs display love, fear, and even jealousy. These are emotions. They also feel pain, which is a physical sensation. Emotional feelings and the sensation of pain are very different, but pain can create emotion and even a reaction such as a bite or pushing the person down to a submissive position. It can be difficult to teach young children to be gentle and considerate of a dog's feelings or emotions. A very good method to get a child's attention and understanding of the concept of feelings would be to ask them, "How would you like it if I did that to you?" When a young child relates his/her actions as to how he/she would feel emotionally or how much pain *he/she might feel*, this child may think twice about teasing or hitting a dog, other pets, or other children.

Socialized - to familiarize to new and different objects, places, people, and situations. Webster says: To make social; to make fit for life for companionship with others. It is important to socialize our dogs to our (their) environment so they are not afraid of their surroundings such as sounds, smells, and things. We should socialize our puppies to children so that they are not afraid of how children act, sound, and play. Children need to be socialized to companion animals too so they know how to pet, communicate with, and respect their territories and possessions.

Provoked – 1) to anger 2) to stir up or arouse actions. To provoke is to annoy, aggravate, or infuriate. Examples of what could provoke a dog might be to tease or throw rocks at the dog. You can also provoke a dog into acting aggressive by challenging him/her. We can encourage bad behavior in a person or pet by our actions.

TEACHER: After you have finished with this project, you might wish to offer an assignment for older students to define the meanings of the above highlighted words in the context of how they were used in this project.

Cover 1): Bernese Mountain dog with clock (time) + caring = heart (love). Artist: Heidi Richardson

Caption: **Families who have a dog for a pet are very fortunate indeed. Dogs have so much to offer. They are our companions, entertainment, and guardians.**

Teacher - Questions and answers for discussion:

Owning a dog is a big responsibility. Name some responsibilities canine companions require from their families:

- . **Food and fresh water daily:** Keep food dry and both food and water fresh
- . **Exercise:** Good walk two or more times daily and games of fetch for some
- . **Your affection** (attention, presence)
- . **Veterinary care:** One to two times yearly for general maintenance, annual vaccinations for contagious diseases and rabies vaccinations, dental care
- . **Keeping your dog safe:** Fenced in yard, leash, poisons out of reach, safe toys to chew, no bones from your dinner plate (could cause the dog to choke or develop internal damage), avoid chaining your dog, no teasing of any dogs, don't fight in front of your dog because they might think you need to be protected, teach basic obedience lessons
- . **Grooming and/or bathing:** Daily for some breeds, weekly for others, less frequently for some
- . **Other Hygiene:** Clean teeth, clean the yard and/or kennel of waste daily.

Teacher: You may wish to read only the first two paragraphs of the following story to *younger* children.

Story Time

When we give our pets love and good care they give us so much more love back. They make us laugh, they offer us friendship, and they even protect us by barking when strangers approach. Some dogs have been known to get in front of traffic to stop the cars when a toddler or very young child was too close to the road. Pets have jumped into raging rivers to help people who were drowning get to the safety of the shore. Others have attacked bears or wild cats to protect their owners risking their own lives or receiving serious injuries by doing so. A mastiff dog named Kinoi (pronounced Kin oih), who had no cattle herding experience, lunged at a raging bull that came up from behind to attack her beloved owner. The owner did not even know she was in danger.

Dogs have instinct. Survival demands a number of instincts. They sense anger, fear, and, therefore, danger. That was how Kinoi knew she needed to protect her owner. Kinoi's reactions were like a mother dog protecting her young. Kinoi protected what meant most to her, with no regard for her own safety. She knew she had to turn the bull away from her master.

A four-year-old Rottweiler named Ali protected her female owner from a contractor who started hollering at her while he approached her in a physically aggressive manner after she had confronted him about skimping on the cement project he was about to pour. Ali stepped in front of her beloved owner, and with a curled upper lip uttered a low growl at the huge charging construction worker, stopping him in his tracks.

Winnie was a timid Whippet weighing about 28 pounds and about 18 inches tall. Winnie was staying with a friend of her owner. The lady friend was a jogger. One morning the jogger was running with Winnie in an area park when a strange man physically attacked her. Even though Winnie hardly knew the lady jogger, Winnie attacked the aggressive man to protect her. The man fled, and both Winnie and the lady jogger were safe again.

Ben was a black lab. He had free run of the town since they did not have a leash law at the time. Ben would come to the schoolyard to greet his boy child companion and walk him home. One day the boy decided to "play dead," and he laid on the street with his companion dog standing over him. Two of the boy's classmates, Keith and Gail, noticed the boy and thought he might be hurt so they ran towards the boy to help him. Suddenly, as a prank gone wrong, the boy on the ground ordered his companion to attack the children. Sadly the dog understood the boy's command, and he attacked both children, severely biting them. The dog lost his life that day because of what his master told him to do. Keith and Gail were in first grade. When Gail grew up, she became a nurse. Keith had loving dogs at home and fortunately did not develop a fear of dogs. He owned dogs most of his life but never encouraged aggression in them.

Teacher – QUESTION: Should we encourage our dogs to be protective by being aggressive?

ANSWER: NO! Encouraging a dog to be aggressive can interfere with their instincts and the dog may become overly protective resulting in unnecessary or unprovoked aggression (such as what happened to Ben).

It is wise to teach your dog basic obedience commands so that they are well mannered.

2) Retriever carrying a bird in a field. Artist: Kelly Hughes

Caption: Dogs have been our companions for over 12,000 years, and that friendship has made our quality of life so much better. Dogs not only give us all lots of love, but they catch or fetch food for us. This is instinct, and it is called prey drive. Some dogs have a higher level of prey drive than others. Before dogs hunted for man, they hunted to feed themselves and their young. Prey drive is a natural part of every type of dog.

Teacher: (The purpose of this exercise is to teach children the logic that all breeds of dogs have a purpose and fetch and catch, or prey drive, is instinctual. Any breed of dog could bite another animal and even a human. This exercise is intended to teach logic **without teaching fear.**)

Ask students to name 3 or more animals that dogs were bred to hunt. Several examples are given:

- 1) Water fowl and birds (types- retriever, pointer, flush; some breeds- Labrador, Golden Retriever, Springer Spaniel, Poodle) Poodles were bred to retrieve from water.
- 2) Rodents like rats and mice (terriers- the tiny Yorkshire Terrier and most terriers)
- 3) Deer (Deerhounds and several other rare breeds hunt all types of game in the deer family)
- 4) Rabbits (Beagles, Basset Hound, Greyhounds, Dunker, English Toy Terrier, etc.)
- 5) Badgers (Dachshund, Airedale Terrier, Belington Terrier)
- 6) Raccoon (Coonhounds such as Bluetick, English, Redbone, Black and Tan, and Treeing Walker)
- 7) Fox (American or English Foxhounds, Wire Fox Terrier, Smooth Fox Terrier, etc.)
- 8) Otter (Otter Hound, etc.)
- 9) Wolves (Irish Wolfhound)
- 10) Wild boars (Grand Griffon Vendéen, etc.)
- 11) Puma and jaguars (Dogo Argentino)
- 12) Elk (Norwegian Elkhound, etc.)
- 13) Bear (Finland's Karelian Bear Dog, etc)
- 14) Lions (Rhodesian Ridgeback)

A good resource book on dog breeds is *DOGS: The Visual Guide to Over 300 Dog Breeds From Around the World* written by David Alderton. This is an excellent book to use for show and tell or for older children to use for research.

Story Time

Before dogs became pets, they were wild and had to hunt to survive. That need to survive developed an instinct to hunt called prey drive. Prey drive causes a dog to chase animals that run. Some dogs have such a strong prey instinct to chase that they are used as entertainment on racetracks. The Greyhound is such a dog. They are noted for their speed and beauty. Greyhounds have keen eyesight to better spot their prey.

Another sport where speed and keen eyesight is needed is Lure Coursing. In this sport, dogs chase a piece of fabric on a zig zagged track in a large field. Many breeds and mixed breed dogs compete in this fast sport. The movement and speed of the lure excites the dog to chase it. The movement excites their prey drive.

Foxhounds have a very strong scent and prey drive. These dogs are released in groups called "packs" and allowed to track a fox. The fox tries to outsmart the dogs and avoid being found. The dogs' owners follow them while on horseback. The horses and their riders jump over fences and fallen trees while following the determined dogs.

Pet beagles are very difficult to leash train because of their desire to find an interesting scent on the ground. Then when they find something, they want to pursue it! They too have a strong scent and prey drive.

Teacher: Ask the children if any of them have a hunting hound like a Beagle, Basset, Bloodhound, or Coonhound. Ask them if their dogs bark a lot or track the ground when they take them for a walk. Ask if anyone has seen lure coursing, greyhound racing, or fox hunting on TV programs or in person? Pictures of these sports are on the web. Check the AKC and UKC websites: <http://www.akc.org/> and <http://www.ukcdogs.com/>. You may wish to do a web search on the sporting events mentioned for pictures as visual aids.

3) Dog chasing a rabbit in field. Artist: Kelly Hughes

Caption: **When a rabbit sees a dog, it feels fear and instinctively runs to hide. The dog gets excited because the rabbit ran. The decision of the rabbit caused the dog to chase it! All of this is part of the instinct to survive and the excitement of the chase.**

Teacher - Questions and answers for discussion:

Did you know that dogs sense fear in the animals they chase? The fear can excite the dog too.

QUESTIONS: Have you ever observed two dogs playing together? How do they play?

ANSWER: Dogs play different from the way people do. Dogs can play roughly with each other and not get hurt. They use their mouths like we use our hands. They also use their paws, which have nails that can scratch and cut our thin skin. We do not have a thick coat of hair to protect our faces, arms, and legs like dogs do.

Dogs might get excited when you play tag with them. Some dogs get so excited they may bite because they cannot control their excitement and their instinct to chase. These dogs may have a higher level of prey drive.

QUESTION: Do you know anyone who has been bitten by a dog they were playing with?

ANSWER: A good obedience instructor will teach you how to properly play with your dog. They will also teach you how to manage your dog's prey drive and play drive.

QUESTIONS: Has anyone taken their canine companions to obedience classes? Were you involved in the classes and in teaching your pet obedience? What did you learn?

QUESTION: Take a look at picture Number3. What did we learn from picture Number 3?

ANSWER: **Never run from a dog.**

QUESTION: Ask the children why they should not run?

ANSWERS: . Because of instinct the dog may chase you!
. Some dogs may want to play and play so hard you get hurt. (*Feelings – pain.*)
. It is best not to chance getting hurt. Also you might get the dog in trouble because he/she played too hard and bit, or bit because of a high prey instinct and had little obedience.
(*Feelings/ pain and feelings/ emotion if you are the reason the dog gets punished.*)

Imagine that a neighborhood dog approaches you. **You may or may not know the dog. Stand still and do not stare at it. Keep your hands tucked like in picture Number 4. [**Teacher:** In order to ingrain the position of how to stand if approached by a dog, either demonstrate how to stand as seen in picture Number 4, or show the students the picture on page four of the color book art.]**

Teacher Discussion:

- . Reinforce that dogs are generally good loving pets.
- . Reinforce how we should take care of our pets in the following ways:
 - 1) If you live in town, keep dogs in their kennel, in your house, or in the fenced-in-yard unless they are on a leash and in control. When you have company, protect your dogs and put them in their kennels if you do not have adult supervision.
 - 2) Never tease a dog. (Ask students if they have ever seen other kids tease their pets or others' pets.)

Questions and answers for discussion:

QUESTION: What should you do if you see a dog running loose in your neighborhood?

ANSWERS: Tell your parents, another adult, or an animal control officer so the dog can be given back to its rightful owner.

QUESTION: Should you go up to the dog and try to pet it or catch it yourself? Why not?

ANSWER: Never. The dog may not feel comfortable with strangers or may not have manners.

4) Child standing like a tree in correct formation with a stray dog circling. Artist: Heidi Richardson

Caption: **If you are approached by a stray or loose dog, you should STOP, STAND LIKE A TREE with your legs spread apart slightly, arms tucked tightly to your chest, and your hands made into a fist placed snugly under your chin. DO NOT STARE at the dog. BE STILL and QUIET. Do not move until the dog leaves. Then slowly move sideways to safety.**

Teacher: Make posters 8 ½ x 11 or larger with the eight rules that are written in bold type. Have older students make one card by themselves. Pass the cards out to the students and have them role-play while you read the following rules. Do this exercise with enthusiasm! Please do not make dogs sound like animals to be afraid of, but instead teach that dogs are animals that should be respected. Repeat this exercise throughout the color book to ingrain how to stand and react. [**Note: do not read italics out loud.**]:

1) Do not run, stand like a tree: Running from approaching dogs excites them and may result in a chase that could result in a bite! *(Running from a dog is one of the most common causes of serious dog bites.)*

2) Tuck your arms: Bend your arms up tight to your chest. Close your fists and put them snugly under your chin. *(This position protects the neck. Do not tell the children it is to protect their neck. This can cause fear and anxiety implying they will be attacked. Simply make this part of the “picture” of how to stand. This position also helps to detour dogs from jumping since the hands are clasped shut and out of sight or convenient reach.)*

3) Spread your legs. To get a firm stance you need to spread your legs enough to keep your balance if the dog jumps on you. *(This will also allow the person to stand without wavering. Friendly dogs often jump on people, even strangers. Teach the children not to hit or kick at dogs that jump on them. Dogs generally jump for attention. Touching them and offering eye contact encourages jumping.)*

4) Keep still and quiet. Making noises generally excites a dog and movement does too. *(This is the same advice we give dog obedience students on how to stop their pets from jumping on them. Do not touch the dog, do not look at the dog, and do not speak to the dog when the dog is trying to jump on you for attention. Generally, if you are calm, the dog will stay calm. We suggest the child think happy thoughts. Remember, we generally act like we think... [NOTE: Child in artwork on Number 4 is smiling.])*

5) Be fearless: No person confronted by a loose or stray dog should show fear. Think positive thoughts and imagine that the dog is probably a friendly dog. *(You act like you think.)*

6) Do not stare: Many dogs feel challenged or threatened by a stare. Instead, look just above or just to the side of the dog. This still allows you to see what the dog is doing without the animal feeling threatened. *(Eye contact is one form that dogs use to communicate with each other. A submissive dog generally will not offer steady eye contact with his/her owner. The dog would look and then turn his/her head away. This is considered a gesture of “respect”. To a dog staring is often considered **CHALLENGING** them. Generally if a dog stares at another dog, it is a challenge for a toy, food, territory, etc. This is the behavior that dogs often exhibit before they fight. Do not challenge a dog.)*

7) Locate protection: Move towards protection **ONLY** if you are very close to it (a gate, a door to a shelter, an unlocked car, etc). *(It is difficult to teach children the concept of their speed in relation to the distance a dog is from them so they can determine if running to “safety” is an option... **SO DO NOT TRY!** Tell them to locate protection so that after the dog has walked a good distance away from them, at least 50 to 100 feet away, they can **SLOWLY** walk **SIDEWAYS** to safety. **Stop at any time the dog looks at you or approaches you.** When the dog moves away and seems to have lost interest in you, again walking sideways, try to leave for safety.)*

8) Roll into a ball if you fall: The reason you walk sideways is to keep your balance and to give eye contact to where you are walking so you do not trip. Many experts suggest that if you fall, roll up into a tight ball with your hands wrapped around the back of your neck (to protect the neck). *(Have the children **SLOWLY** walk sideways and have them move their head **SLOWLY** forward and sideways to see where they are going. Do not develop fear in the children. Make this a game and award **certificates** to the children for being serious and encouraging the other students to be positive and courageous. Have fun with this. You could make the certificate to be like a student receives in dog obedience classes! For an example of a certificate see the following page. Creative teachers might wish to add a decorative border to the certificate too!)*

The 8 Rules of Safety with Stray and Loose Dogs

1) Do not run, stand like a tree:

Running from approaching dogs excites them and may result in a chase that could result in a bite!

2) Tuck your arms:

Bend your arms up tightly to your chest. Close your fists and put them snugly under your chin.

3) Spread your legs:

To get a firm stance you need to spread your legs enough to keep your balance if the dog jumps on you. Do **not** hit or kick at a dog that jumps on you.

4) Keep still and quiet:

Making noises generally excites a dog and movement does too.

5) Be fearless:

No person confronted by a loose or stray dog should show fear. Think positive thoughts and imagine that the dog is probably a friendly dog.

6) Do not stare:

Many dogs feel challenged or threatened by a stare. Instead, look just above or just to the side of the dog. This still allows you to see what the dog is doing without the animal feeling threatened.

7) Locate protection:

Locate a place where you can go for safety once the dog is moving away from you. ONLY if the dog is not close to you should you move towards protection like a gate, a door to a shelter, an unlocked car, etc. Walk sideways to safety so you can still watch the dog and still look where you are going.

8) Roll into a ball if you fall:

The reason you walk sideways is to keep your balance and to give eye contact to where you are walking so you do not trip. Many experts suggest that if you fall, roll up into a tight ball with your hands wrapped around the back of your neck.

Dog Smart

Student Certificate

This certifies that

Student's name here

Has completed the requirements for
The 8 Rules of Safety with Stray and
Loose Dogs

Certificate of Completion
Is hereby granted
By

Teacher: _____ Date _____ Grade _____

5) Has a Shih Tzu and Wolf standing beside each other. Artist: Kelly Hughes

Caption: **Dogs don't always trust strange animals, people, or vehicles on "their" property and may consider them "intruders". Dogs are relatives of the wolf, and these instincts are how the wolf survived.**

Teacher: *The following story is about how dog breeds developed. It would be interesting if you could have pictures of several dog breeds. Interesting examples could be the Beagle, Basset Hound, Bloodhound, Coonhound, Chinese Crested Dog, Bedlington Terrier, Jack Russell, Komondor, German Shepherd, Saluki, and/or Greyhound. The photos can show how different each breed appears in size, color/markings and body, even when one or more are a hound, terrier, herding breed, or sight hound.*

Teacher: Ask the children to explain to you what **instinct**, **prey drive** and **socialized** mean as related to dogs. (Definitions located on page 3 of the Introduction section.)

Story Time

Most scientists believe that dogs are relatives of the wolf. Wild wolves are genetically suspicious and tend to be more protective of their food and territory. They also have not been **socialized** to most of the things a puppy would be at a young age. Wolves have a high **prey drive** because they need to hunt for their food. Those without a strong sense of survival could easily die from starvation or the harsh challenges of nature.

Some wolves were genetically less fearful or suspicious than their littermates. Those wolves foraged and hunted near the humans and looked for food scraps. Some of those wolves became friendly towards humans. It is also believed that humans took wolf pups from their dens and socialized them to human ways.

The humans then bred their wolves to other wolves that excelled in certain inherited skills that made human lives better. An example of this is the Coonhound. Some dogs that track do not bark while tracking. A Coonhound true to breed type will be an excellent tracker and loudly bay so its owner can find the dog once he has a raccoon trapped up a tree. Coon hunting is done at night because that is when raccoons are active. So barking from the dog is important so the owner can locate his dog.

Beagles and Basset Hounds bark a great deal too, giving their owner a chance to find their dog on a hot trail!

Bloodhounds are generally quiet trackers and excel at tracking humans like lost children or even prisoners who have escaped from jail. German Shepherds were developed to herd livestock but also excel at tracking and have a strong **instinct** to protect. That is why they are used as guard dogs and police dogs as well as livestock herd dogs and family pets. Not all dogs excel at tracking, guarding, or protecting. So while wolves with a keen sense of smell were very important to develop good trackers, various genetic instincts were singled out to create breeds like the courageous German Shepherd or the gentle tracking giant known as the Bloodhound.

Greyhounds and Salukis use sight more than scent and excel in speed. They also have very different builds from Beagles and Basset hounds.

Eventually certain colors and different shapes developed, and humans discovered that shorter dogs with short hair tracked through the bushes better than taller dogs and dogs with long or wire hair. So more special matings were planned; and, as a result, we have over 300 registered purebred breeds of dogs found worldwide.

There are many dog breed registries in the United States. The two main registries are the American Kennel Club (AKC) and the United Kennel Club (UKC). Not all registries are reputable or insist on proof of parentage.

Teacher: Question: Does anyone know the scientific name for the dog family? **Answer:** Canidae, which also includes the wolf, fox, jackal, hyenas, and coyote. A dog is also called a CANINE or "canine companion." (Write it out on the blackboard.)

- . Ask if any students have been to a zoo or seen a wolf in person.
- . Ask the students if they have read any articles or books about wolves.
- . Ask them if they have seen any programs on wild wolves or wild dogs and what they learned about the animals.
- . Ask them to name some differences between wolves and dogs of today: *color, general appearance, dogs tend to concentrate on certain tasks.* How are dogs like wolves: *some are used for hunting; some are more suspicious.*

6) Little girl holding her teddy bear, walking the perimeter of a chained dog's territory with food bowl present. Dog is not happy she is on its territory. Note that dog's territory is visible by the circle outside of his doghouse. Dog growling while near his food bowl. Artist: Heidi Richardson

Caption: **Approaching a dog on a chain can be dangerous because a dog often protects its territory and food bowl aggressively.**

Teacher: Questions and answers for discussion:

(Ask students questions about how to avoid making a dog angry, and how to avoid being bitten.)

QUESTION: What is the little girl doing wrong in this picture?

ANSWER: She is walking on the dog's chained territory.

QUESTION: How do you know that?

ANSWER: See the **circle area** she has walked onto? The grass is usually worn down, and sometimes the ground is bare of grass in a chained dog's territory, even in a fenced-in dog's kennel or yard.

(Teacher: be sure to point out the "circle area" in Picture Number 6. Instruct the students to color that area black, dark gray, or brown before you give them the project. This is a very important visual lesson!)

QUESTIONS/ COMMENTS: Do you have any chained dogs in your area? How do they act on the chain? Stay away from all chained dogs. You do not always know how long the chain is, whether the chain is strong, or if the dog was recently moved; and so, you cannot always judge if the dog could reach you.

QUESTION: Should you pet your neighbor's dog that is chained if the dog knows you?

ANSWER: **NO! NEVER!** Dogs generally act differently when their owner is not around. They often get more territorial and protective of their food and toys too. If you decide to pet your neighbor's dog, you are being careless; and **you could cost the dog his or her life.** The dog could decide he or she wants to be left alone and bite you. Dogs do not generally get a second chance. Always ask the owner if you can pet their dog, and **be sure the owner is with you when you pet the dog.**

QUESTION: Should you pet a neighbor's dog that is in a fenced yard?

ANSWER: **NEVER unless you asked first AND if the neighbor is with you and the dog.** These dogs will protect their territory too if the owner is not around. Some will bite even if the neighbor is around. So always ask first before you pet any dog, and be sure the owner is with the dog when you pet it. Some dogs are very suspicious like their relative the wolf or are poorly **socialized**, and they need the reassurance of their owner to feel comfortable with non-family members. *(May wish to define socialized again.)*

QUESTION: Should you ever approach a dog that is eating? **NO!** What if the dog has food in its bowl and it is not eating? **NO!** Why not?

ANSWER: **NEVER!** Many dogs are **very** protective of their food, toys, and chew bones. Dogs cannot talk to tell you to stay away from their food or possessions. Dogs communicate their *feelings* by growling, or the dogs might even bite. That is how they generally communicate anger to each other.

QUESTION and ANSWER: Have you ever watched wild animals on wild animal programs when they are eating? Do they ever fight over their food? **(YES)** Do they ever fight over who gets to eat first? **(YES)** Do they ever fight strange animals of their same kind that "trespass" on their territory? **(YES)**

Teacher: If you know of an animal program coming on *Animal Planet* with lions, other wild cats, wild dogs, hyenas or other meat eating mammals, you might suggest they watch the programs to learn how instinct plays a big part of survival with animals and how animals instinctively protect their food.

It is best if you can watch a wild animal program as part of a science class in your classroom so children without television or cable will be allowed to see what you are talking about. Then give a quiz on the program. **This may be best for older children since wild animals hunt in a very vicious manner.** Some of the video may be more than the very young can handle and cause fear, which we are trying to **avoid.**

7) Fluffy dog crouched down with paws around a bone, surrounded by children, toys, and a set of blocks that spell out "MINE." Pictured in the house on a rug and on door a sign says, "Do Not Disturb." No children are in the picture.

Caption: **When a dog has a bone, toys, or food bowl and does not want to share it, the dog may feel a need to defend its possessions in a manner that could be dangerous.**

Teacher : *Read the following information for your knowledge. Review the questions at the bottom of the page for the children:*

*Children should keep their own toys **away/separate** from their dog's toys. Children should be taught to stay away from any dog's possessions at a friend's house too.*

Some of the most serious bites are caused when a child approaches a dog that has a rawhide, real bone, or a food bowl. These bites are not only often thought of as "unprovoked" because they happen so fast with a good deal of bite power in them (little to NO warning is often given), but they are among the most common causes for bites. (A five-year-old child in Wickliffe, Kentucky, was recently mauled to death right beside the dog's food bowl...)

*To the dog's way of thinking, the attack is justifiable, and the dog feels that it was provoked... Instinct teaches the dog to protect its possessions, and no child should be expected to be able to **predict** if the dog will bite or not. The best approach is to teach strangers and children to stay away from any dog with bones and rawhides as well as food bowls and dog toys.*

A good obedience instructor always teaches dog owners how to condition their dog to submit to the owners (and their children) while they handle their dog's food bowl at any time, whether the dog is eating out of it or not. The owners will learn they should never feed their dog when visitor's children are near the dog. They also learn to pick up all dog toys when company is around and to keep all bones and rawhides out of sight, out of mind of the dog. Chained dogs should be put in kennels when company is expected. Good dog owners know to protect their dog as much as they protect the children.

Teacher - Questions and answers for discussion:

QUESTION: What items do you see in this picture that the dog may not want to share?

ANSWER: bone, ball, tennis racket, teddy bear, blocks, pillow, dog house, and little horse.

QUESTION: What happened to the tennis racket?

ANSWER: Since someone did not put it away, the dog chewed the strings and handle and ruined it. So, we should keep our toys put away and separate from the dog's toys.

QUESTION: Do you think the dog can determine which toys are his and which are the children's toys?

ANSWER: Most dogs consider all toys theirs. Some will even take tools, hoses, **shoes**, boots, and other items to chew or play with that are lying about or not put in their usual place.

QUESTION: Can dogs be taught what items are theirs and which are not?

ANSWER: Yes. They need proper guidance and a willing owner to teach them right from wrong. They can be taught your command if you are **consistent and patient**.

QUESTION: Does the dog look friendly or angry?

ANSWER: Looks friendly. It is in a typical play bow that usually is a sign of being friendly and playful.

QUESTION: Should you approach the dog since it looks friendly?

ANSWER: **NO**, because it is chewing a bone, and a bone is like a most prized possession that a dog does not generally want to share.

Parents: This is a good page to offer along with the color page 7 to friends and neighbors who are careless about leaving out their dogs toys, food, and chew bones when you come to visit with your children.

8) Collie and her litter of pups with a ball. Artist: Kelly Hughes

Caption: **Be careful around a mother dog. She loves her puppies, and she may protect her puppies from anybody.**

Dogs are **generally well behaved and very loving** but can become bullies by the encouragement of their owners. "Tug of war" games can often make a dog a bully.

Teacher: This is a long story but one that children like. Cross out sentences if you need to shorten it or simplify it for younger children.

Story Time

A dog can produce puppies up to two times yearly. However, most veterinarians agree that a well-bred dog should have puppies no more than once yearly, *if at all*. Spaying or neutering a dog can often change the behavior pattern of that dog, reducing the behavior drives that may lead to aggressive tendencies to bite.

It is very demanding on a mother dog to give birth and care for active puppies. Mothers can give birth to one puppy or more than twelve puppies. Can you imagine taking care of more than one to twelve babies, as active as puppies are, and always being in a good mood?

Some mother dogs become very protective over their litter and will bite strangers or her owners whom she loves, simply because of the natural instinct to protect her babies and the stress of her situation. (*Her hormones can cause changes in her behavior too.*)

Mothers need special food before they give birth and during birth. Usually they are fed a high calorie food such as a small breed puppy food during that time since it is higher in energy and other nutrients. She will feed her babies milk throughout the day and will generally lie with her puppies all day the first two weeks. The mother dog will even sleep while she is feeding her tiny babies. This is a stressful period for most mother dogs.

The babies cannot potty without their mother's help during the first weeks. The mother helps them potty by licking their tail and tummy area. If the mother did not do this, the puppies would die. Puppies eat a great deal and potty a great deal. If the mother did not clean them in this way, the nest would be filthy, and the puppies would be in danger of disease. The bedding still gets soiled, so the owners must help the mother dog and keep the nursery clean. Cloth bedding should be laundered twice daily or several times daily for large litters, and paper bedding should be removed and changed regularly.

Puppies eyes start to open about 10 to 12 days after birth. Up until then they can only sense their mother by her warmth and smell. They feel pain and will cry if their mother steps on them. Sometimes their mother will accidentally lie on her puppies, especially if there is not enough room for the nest or if there is a large litter.

Puppies are born needy and sweet, but some are born with genetic diseases that are not visible to us until they grow up. This is why breeders should only allow healthy dogs to have puppies. Common health problems with dogs are arthritis or bone diseases, thyroid disease, allergies, and skin diseases. Some dogs have aggressive personalities that are not normal to the character of their breed. A good breeder will not let those dogs have puppies either.

Some games we play with our puppies and dogs can make a gentle, passive dog become aggressive. One such game is called "tug-of-war." Tug-of-war is played by pulling on a rope or rag that the dog is playing with. The dog will generally pull back with all its strength and even thrash its head back and forth, trying to tear it. It seems like a harmless game, but some dogs start to think they can grab and hold on to your clothes, your friend's clothes, and your little sibling's clothing. Sometimes the dog accidentally grabs their skin, arm, leg, or face... The dog may think it is playing, but the injuries to the person can be life threatening. Think about it. It is better not to play this type of game. The dog is often killed after biting someone. They do not get a second chance. You could be the reason your friend was bitten, and your dog gets killed for doing the "playful" biting.

Some dogs get too excited when rolling in the grass with you. Instead of playing hard contact sports with your dog, play fetch, Frisbee, hide and seek, or do agility things like jumping and going through tunnels. Take your dog to obedience classes and learn how best to communicate with your canine companion.

9) Dog displayed is in typical “warning” body posture: tail tucked, back and head lowered, hair on neck/back area raised, ears tucked back flat on head, teeth showing. The dog is cornered by a fence, has a bone, and has a food bowl near by. A stranger is approaching the dog on its territory/property. Artist: Kelly Hughes

Caption: **A dog that is growling, showing its teeth, or has its hair standing upright on its back is saying, "STAY AWAY FROM ME!"** Also, avoid dogs that have their tail tucked tight between their legs. These dogs might bite if you do not stay away.

Teacher - Questions and answers for discussion:

QUESTION: (Hold the drawing in the air for students to see and ask the following questions:) Is this dog friendly?

ANSWER: NO!

QUESTION: How do you know this dog is not friendly? (*May wish to write this on the chalkboard.*)

ANSWERS:

- 1) Tail is tucked
- 2) Hair is up on its back shoulder
- 3) Ears are laid back flat on its head
- 4) Eyes look angry
- 5) Teeth are showing
- 6) Head is lowered
- 7) It is showing a possessive gesture with its bone.

QUESTION: What clues do you see in this picture that indicate that this dog might not like us to approach him?

ANSWER:

- 1) Bone
- 2) Cornered by a fence
- 3) Food bowl is near
- 4) Circle on the ground shows that the grass is worn down indicating the dog’s territory
- 5) Doghouse shows that the dog is in its territory and the dog may not like strangers approaching its home.

QUESTION: Is it possible that this dog is usually friendly?

ANSWER: **Yes.**

QUESTION: Imagine that you are there watching the dog. If this dog is usually friendly, why do you suppose it is not right now?

ANSWERS:

- 1) The owner is not with the dog.
- 2) We startled or frightened the dog.
- 3) We trespassed on the dog’s property without permission, and the dog does not like people to approach without its owner telling it that it is ok to be approached or petted.
- 4) We were running and playing loudly and that worries the dog. The dog does not understand we won’t harm it.
- 5) The neighbor just mowed his lawn and that upset the dog. The dog is afraid of lawn mowers and other loud noises. Now the dog is in a bad mood.
- 6) The dog is having a bad day, and no one knows why. So, it is best not to bother the dog without its owner with it. The owner understands his dog best, and the dog will obey its owner.
- 7) The dog is in its large fenced in yard, and I should not be in the dog’s yard without the owner next to me and in control of the dog. I should not trespass on their property.
- 8) It is a hot day, and the heat is affecting the dog’s mood.
- 9) Flies or bees might be biting the dog and making it moody.
- 10) The dog has arthritis and its hips hurt it a great deal today.

QUESTION: Do you think children or strangers might have teased this dog and that is why it is acting so aggressively?

ANSWER: Yes, it is very possible.

10) Two boys are smiling in front of the store with a happy dog on a leash. The smaller boy is standing with his hands at his side acting calm and asking to be invited by the dog owner to pet his dog. Artist: Kelly Hughes

Caption: **Always ask the dog's owner before you come near or touch any dog. If the owner invites you to pet his or her dog, walk up to the dog slowly. Make a fist and slowly let the dog sniff the palm of your hand. Then pet it, first under the jaw by gently rubbing it and talking to it softly. Then pet it with soft strokes in the direction of the dog's hair. Thank the dog's owner for letting you give the dog your love.**

Teacher: Role-play while reading this story. Your students can role-play between partner teams or with two children at a time and a stuffed dog in the classroom. You may only need to do this with one or two student groups. Ask the students for volunteers. This should keep the class excited about the activity level. Best idea is to have a live dog that is well socialized to children with an experienced dog handler with dog obedience training.

Story Time

Most dogs are friendly. Most dog owners are responsible. However, you can never be sure that all dogs want strangers to approach them, or pet them; and you can not be sure all people are responsible pet owners.

Always ask a dog's owner before you pet any dog. If the owner agrees, give the dog a chance to observe you and get to know you are a nice person. To do this you need to speak "dog language."

Dogs with good doggy manners do not stare at each other when they first meet. They look at each other and then quickly look away. They may do this greeting in a very subtle manner. When they look away, they may hardly move their head, but their eyes will move slowly to the side of the dog they are greeting. Other dogs directly turn their head away from the dominant dog's stare. This gesture is a sign of respect toward each other.

Next the dogs will slowly move towards each other. Fast movement is considered a dominant move, and some dogs feel it is an aggressive gesture. Dogs generally do not like strange dogs or strange people to move too quickly. They need time to observe you and "read" you. They read your body language.

Then dogs will sniff each other. This is another gesture of respect and a way they can get to know each other. Dogs depend on their strong sense of smell to determine the sex and attitude of the stranger. They learn a lot about the stranger by his or her scent. This is a very tense time for some dogs.

The best way to introduce yourself to a dog is to slowly offer the dog your hand to sniff. The proper way to do this is to make a fist so that all your fingers are tight to your hand. Do this in case the dog thinks you have a treat and accidentally nips your fingers. Let the dog sniff the palm side of your hand. Generally dogs prefer the palm side. Watch their ears and eyes. Generally you will see the dog adjust and accept strangers quicker by offering the palm first.

Most puppies nip a lot since they are so excited to be petted. Remember that dogs use their mouths like we use our hands. Instead of shaking our hand for a hello, he or she may want to grab it playfully. Most puppies have not learned human manners yet, and some adult dogs could sure use a few lessons in manners too!

After the dog accepts you, rub the dog under the chin. Most dogs prefer chin rubs from strangers more than being patted or rubbed on the top of the head. That is because in dog language, when a dog is showing dominant gestures to another dog, he or she will put his or her head or front legs over the other dog's head, neck, or back. Sometimes that behavior will lead up to a fight between the two dogs. Some dogs consider hands over their heads by strangers to be very rude (and intimidating).

Always pet the dog in soft, slow strokes and follow the dog's hair direction. Some dogs are ticklish, so they prefer you stroke them in the direction that their hair lays.

Always thank a good dog owner for letting you pet his or her well-behaved dog. Understand that all dogs on leashes are not friendly and that all pet owners do not know how to "read" their own dog. So be careful.

11) A boy and his dog are fishing under a tree with fishing pole propped up on a stick. Lightening is in the sky, which has lots of clouds. The dog's hair is "frazzled," and the dog has a scared look in face, as does the boy. Child's mouth is open as if to say "OH MY!" It is starting to rain, and raindrops are in the picture. Artist: Heidi Richardson

Caption: **Sometimes a dog will bite because it has been frightened. The dog may be fearful of strangers, loud noises (thunderstorms and fireworks, for example), or objects it is not familiar with.**

Teacher:

Story Time

Dogs communicate in their own language, and they also sense things differently from the way humans do. You have learned that dogs have a great sense of smell and many breeds excel at tracking. You also learned that some breeds also excel at sight such as sight hounds like the Greyhound and Saluki.

Dogs also have a keen sense of hearing. Many dogs seem to hear their owner's cars when they are a couple miles away! They also sense when a storm is approaching. They could be aware of the storm by hearing thunder, or maybe they "feel" the weather by the barometric pressure like a weatherman reads a barometric pressure gauge.

Because dogs have such sensitive hearing, many dogs become afraid of lightning and thunder. It is hard to find a dog that is not afraid of firecrackers and fireworks in general.

Police dogs and hunting dogs must be able to tolerate gunfire. Some hunting dogs never accept or tolerate the loud sounds of gunfire. They generally become a family pet instead.

Some animal doctors/behaviorists believe certain dogs can feel the electricity from lightning storms and that the sensation of a storm is the cause or root of their fear.

Dogs frightened by loud noises will have a body language that tells you they are afraid. These dogs might pace, pant, and or whine. Their eyes will probably be noticeably stressed, and their ears may flicker back and forth or lie down fairly flat onto their head. These dogs generally carry their head lowered. They will probably seem anxious and might even vomit. When on leash, these dogs might hug their owners' legs or pull on the leash looking for a place to hide. Reactive dogs may react very differently to loud noises. They might lunge and loudly bark toward the noise.

Dogs that are frightened by loud noises can be so terrified that they may become frantic and do things they never would do in normal conditions. Dogs that are afraid of loud noises should be kept safe by putting them in their kennel, crate, or in a separate room, and then **left alone**.

If you see someone else with a dog on a leash and a storm is approaching or someone is playing with fireworks, stay away from the dog. The dog will appreciate your kindness.

Teacher - Questions and answers for discussion:

QUESTION: Name some loud noises that might scare a dog? *(May wish to write answers on chalkboard.)*

ANSWERS:

- 1) Car backfiring
- 2) Balloons bursting at a party
- 3) Fireworks
- 4) Guns shooting
- 5) Thunderstorms
- 6) Loud music
- 7) Children hitting metal objects that make loud sounds
- 8) Children playing loudly and screaming
- 9) Motorcycles, etc.

12) Dachshund and Saluki Hound are both on leash so they are controlled, but the two dogs do not like each other, which is very obvious by their eyes and attitude. The owners are walking past each other very fast. Artist: Kelly Hughes

Caption: **Trying to stop a dogfight is a sure way to get bit! If you see a dog fight, go get help from an adult.**

Teacher:

Story Time

Some dogs simply do not get along well with other dogs. Dogs, like people, can be bullies. Dogs do not hide their feelings as well as humans. They are generally like an “open book” to humans who are willing to learn how to *read* “dog body language.”

Dogs communicate by the way they move and the way they look at each other. We have already learned from picture Number 10 that dogs don’t generally stare at each other, since it is considered rude to stare. The submissive dog will look less at the more confident or dominant dog. A dominant dog may stare at the other dog as a warning he/she wants to be respected.

A conflict can start between the dogs when both dogs stare because both dogs wish to be the “top” dog. Their attitudes can get them into trouble. This is why humans should not stare at stray dogs. The dog may challenge them for being so rude. It is rude in dog language by dog standards!

Picture Number 12 shows two dogs that obviously do not like each other. In this case the owners seemed to have walked their leashed dogs too close to each other, and the dogs probably did not know each other. If the dogs had a chance to properly get acquainted, they might have liked each other.

Some dogs are taken away from their litters very young. Many dog behaviorists feel puppies should not be taken from their littermates before age eight weeks. Even after that age, young puppies need to **socialize** and learn to play with other puppies and friendly, tolerant adult dogs, especially their first five months. The reason is simple. They need to learn dog language and how to show respect to other dogs.

This is called “socializing.” You **socialize** your puppy or dog by introducing him/her to different dogs, people, and objects. This helps make your puppy a confident and better-behaved dog. It is best to introduce new dogs to each other at a park or other quiet location not familiar to either dog.

Larger dogs easily hurt tiny dogs. They often get stepped on or pushed around. Strangely, little dogs often think they are as tough as a big dog and get moody or behave rudely to the big dog.

Always protect your puppy or dog. Keep him/her from other dogs he/she is not familiar with. Let adults do the introducing between puppies and dogs, just in case the dogs do not get along. Learn to read your dog’s body language to understand who your dog is and what kind of dog your pet will get along with.

Teacher - Questions and answers for discussion (*highlight answers that fit your students age level*):

QUESTION: How can you help your dog get along with other dogs?

ANSWERS:

- 1) Do not take them home from the breeder before they are (*at least seven to*) eight weeks of age.
- 2) Socialize them when they are puppies. Take them to obedience classes for supervised socializing.
- 3) Learn to “*read*” your dog’s body language.
- 4) Give two dogs a chance to be properly introduced. Do it slowly.
- 5) Introduce dogs to each other at a location unfamiliar to either dog.
- 6) Introduce them while on a leash so the handlers have control.
- 7) Let adults introduce dogs to each other. They are faster and stronger if an altercation happens.
- 8) Never stop a fight between two dogs. Get help from an adult.
- 9) Keep tiny dogs away from large dogs they do not know real well. It is too easy for them to get hurt.

{Did you know: Two intact dogs of the same sex are more likely to have an altercation than dogs that are spayed or neutered.}

13) A Dalmatian on a chain being *provoked into aggression by a bully boy*. Artist: Heidi Richardson

Caption: Dogs like to play, but they do not like being teased. They like freedom, and they usually desire companionship. Sometimes they simply like to be left alone. Like us, they do not like having their toys taken away from them, and they do not like being hit by sticks or rocks.

Teacher - Questions and answers for discussion: This drawing helps tell the difference between feeling (touch) and feelings (emotions), and how closely related the two sensations are. Aggressive behaviors in a dog can often be traced to how a dog is treated by children or adults. **Define to the class what provoke means.**

QUESTION: What do you see in this picture that could affect how this dog feels and could make the dog aggressive, moody, and/or distressed?

ANSWERS:

- 1) The dog is at the end of the chain, so the **chain is tightened on the dog's neck**. The chain may be heavy and restrictive. It is likely the dog feels some degree of pain, discomfort, and or constant restriction.
- 2) The boy is being mean, and the dog can "*read*" his attitude. **The dog is able to sense the boy's aggression**. A dog *can/may* reflect emotions just like looking in a mirror, and *we* are "the mirror." For example, happy person/happy dog, aggressive person/aggressive dog, and fearful, timid person/fearful, timid dog. We can reflect our attitude or personality on to that of a dog. This "reflective" behavior *can* cause reactive behavior.
- 3) The dog is distressed. He had his **food bowl taken away**, and the food bowl is one of his only possessions.
- 4) The dog had his **water dish dumped out**, and the dish is his possession. If it is a hot day or late in the day, the dog may not get any more water for hours and could suffer. This cruel act may have happened before.
- 5) The boy may have hit the dog with the **stick**. If the boy did not hit him yet, maybe someone else has because the dog is very upset. Dogs remember things that cause pain. Memory secures their survival.
- 6) There are **rocks** in the dog's territory. Since there are no rocks anywhere else in this picture except a small pile still at the boy's side, the dog probably has had rocks thrown at him by this boy, causing pain.
- 7) The boy is **teasing** the dog because he is sitting just on the edge of the dog's territory and agitating the dog.
- 8) Chained dogs are often neglected and often **not well socialized** to people or other animals.
- 9) The dog has limited space making it **difficult to avoid the agitation from the boy**.

QUESTION: How do the rocks make you feel? Do they make you feel sorry for the chained dog (emotion)? Do you think the dog felt pain if he was hit by the rocks? Do you think the dog would bite the boy if he could?

ANSWER: The dog would feel physical pain and may be ***provoked*** into acting aggressive and possibly bite.

QUESTIONS: How do you feel about the dog's water dish being dumped? Do you think the dog may get thirsty and feel discomfort, especially if the owner is not able to check his water dish several times a day?

QUESTIONS: We already know dogs are protective over their possessions and especially their food bowl. Do you think this dog understands that his food bowl has been taken away? Do you think this dog may feel pain in his tummy or even get a headache if he does not get fed?

QUESTION: Think very carefully. What would you do to help this dog?

ANSWERS: Tell my parents about the dog being abused by the child.

QUESTION: If your parents are not around to help you, whom should you tell?

Teacher: Contact your local police to determine the best method for a child in your area to seek help.

QUESTION: Why should you tell your parents (*or the police*)?

ANSWER: 1) Because if the boy is that mean to the dog he might hurt me too. 2) Because the boy might get bitten by the dog, and it is not the dog's fault since the boy is provoking him. 3) I want to protect the dog and its owners from the boy that is teasing the dog. (*Teacher: You might decide **not** to suggest the number 3 answer.*)

{Teacher: Some experts suggest that children tell their parents or guardians if they witness animal abuse, not make a call to the local authorities themselves, UNLESS there is imminent danger for an attack by a dog or a dog is in fact attacking someone. There is concern of children over-reacting or retaliation by the abuser. Be advised that this is a sensitive area and the local police and parents need to participate/agree in the protocol.}

14) A child and his dog walking on a leash in a park. The dog is walking beside the child with its head and chin carried very high as if to say, "I'm so happy" and looking at the child. Both are smiling; both have bright, happy eyes, and the dog's tail is wagging. Artist: Heidi Richardson

Caption: **Do you like having your ears pulled, arms grabbed, or feet stepped on? Neither do dogs; and if you had a tail, you would not like that being stepped on either! Dogs are not built to be ridden. Instead of riding your dog, put him or her on a leash and go for a walk. Sit or lie next to your dog instead of on him or her. Give love and attention, and your dog will give so much more love back!**

Teacher:

Story Time

I Am a Dog, Not a Pony:

A Tale from Preachers Point of View

My name is BraveHeart's Preacher. I'm a big dog known as a mastiff. I weigh over 170 pounds and am built like a weight lifter. I am very solid and muscular. So many people that see me for the first time say, "That is not a dog, that is a pony!"

Well, the truth of the matter is **I am a dog!** I have very little in common with a pony. My size has nothing to do with how strong my legs, back, or hips are. I am not built like a pony, and my back and hips hurt a lot when little people try to ride me.

I do my best to let the children know I do not like them trying to ride me, but they think that since I am so nice and soft I will tolerate anything. So sometimes I try to hide from them, even though what I really want is to be with them.

I love to cuddle. My little human friends like to cuddle too. I especially like the times we lie on the floor together and they lie next to me. Unlike some dogs, I love to have them touch me and stroke my short hair. If I could have it my way, I would have them with me all the time, as long as they do not try to ride me. Tummy rubs are my favorite thing they do for me, but they make me so happy when they rub me under my chin and on my chest too!

My feet are very sensitive. My little friends know this already because when the little girl stepped on my foot the other day, I cried a YELP! She said she was sorry, and I forgave her. I am VERY forgiving.

Last weekend my human family took me on a hiking trip. The parents let the older teenage son walk me on a leash. They had me on a leash because they wanted to keep me safe. Other families were hiking on the trail too with other dogs, and my size scared some of them. Some of the other dogs on the trail were not so friendly either. I saw a sign that said "All Dogs Must Be Leashed;" so even though I am a sweet dog, my owners knew the best thing to do was keep me safe and follow the laws.

My humans took me to obedience class when I was a little puppy, and I was top of the class! I know that no matter who has my leash in his or her hand, I am to be a good boy and stay at my human's side, even if it is the teenage son that is walking me.

I respect all my human family. That is why I will not bite my little humans, even when they try to ride me. I should YELP louder next time they try to ride me so that their parents might catch them in the act! I know they do not mean to hurt me.

I love my whole family because they try to take such good care of me. They show me by their actions that they love me too. I would protect them with my life if I needed to!

15) A Dalmatian is sitting obediently close to owner who is holding a Frisbee. Artist: Kelly Hughes

Caption: Like people, dogs respond positively to kindness. Never let anyone be cruel to your dog, and go tell your parents if you see anyone being cruel to any dog. Do unto others, pet or human, as you would have them do unto you.

Teacher - Questions and answers for discussion. (Copy the 30 things mentioned to give students, write them on the black board, or just ask for suggestions. There are many more kind things not mentioned in the list below.):

QUESTION: Name some kind things you can do for your dog.

ANSWERS:

- 1) **Feed your dog.** Give your dog enough fresh food every day so that your dog is not hungry.
- 2) **Water your dog.** Make sure your dog has plenty of fresh water all day, in the summer and winter. If it freezes, figure out a way to give your dog a water dish that does not freeze.
- 3) **Take your dog for a walk** if you are old enough to *safely* do so on your own. Otherwise, walk your dog with your parents!
- 4) **Play fetch** with your dog. A tired dog is a happy dog!
- 5) **Play Frisbee** with your dog.
- 6) **Play hide and seek** with your dog.
- 7) **Practice obedience lessons with your dog** like sit, come, stay, and down. Then give your dog a treat for obeying you. Treats can be food, toys, and best of all your attention and petting!
- 8) **Stroke your dog where it loves it the most**, on the tummy, chest, and under the chin. Avoid touching areas of your dogs body that it does not like having touched.
- 9) Give your dog a **body massage** if you know how.
- 10) **Brush your dog with a soft brush.** Remember to follow the direction of the dog's hair. Take your dog to a dog groomer if he/she needs a haircut.
- 11) If your dog likes baths, help **bathe your dog** and use **warm** water so it is comfortable.
- 12) If your dog loves water, when it is hot outside, fill a little **pool with water** for your dog to keep cool.
- 13) **Don't neglect your dog.** If your dog is an outside dog, be sure you pay attention to it. Your dog needs and wants your attention and affection.
- 14) If your dog is an outside dog, be sure it has plenty of **protection from the cold** in winter **and shade** in the summer.
- 15) If your dog is chained, help save money to **purchase a kennel.** Dogs are happier when they are kenneled and not chained. Kennels protect them from other loose dogs and coyotes too.
- 16) **Do not allow anyone to tease your dog.**
- 17) **Protect your dog.** Your dog depends on you.
- 18) **Talk to your dog** when your dog is scared. Your dog loves to hear your *confident* kind voice.
- 19) **Protect your dog from fireworks, thunderstorms, or other loud noises** that frighten it.
- 20) **Check the pavements temperature** in the summer. Be sure it is not too hot for your dog to walk on.
- 21) **Keep your dog away from dogs it does not know or like.**
- 22) **Let your dog play with other dogs it knows and gets along with very well**, but you may need adult supervision for the dogs to play together.
- 23) Always think of your dog's safety. **Do not ask your dog to do dangerous tricks or tasks** to prove its love and devotion to you.
- 24) Make sure your dog's **vaccinations are up-to-date.**
- 25) Make yearly visits to your veterinarian for **general health checks.**
- 26) Keep your dog protected from **fleas and ticks with preventatives**, whether natural or from your vet.
- 27) **Remind your parents to brush your dog's teeth** and to use toothpaste specifically made for dogs.
- 28) **Give your dog toys that are safe** like nylon bones, chew toys filled with treats, dog-proof balls (try fresh coconuts for outside toys), etc.
- 29) Give them a **soft bed** (unless they chew their beds...).
- 30) **Be your dog's best friend!**

16) Dog that is lying down, happy and wagging his tail. Artist: Heidi Richardson

Caption: So now you know that dogs have instincts to survive, have emotional feelings, and have the ability to feel pain. You also know that dogs are different from people. So we need to understand how they think, talk, and protect themselves. Your dog does not care how pretty or handsome you are or what brand of clothes you wear. Your dog just cares about you!

Teacher:

Story Time

Our pets depend on us to care for them, and they in turn care for us. They depend on us for their food, water, and shelter. They also depend on us for their exercise and entertainment.

Some dogs need to be groomed on a regular basis. Breeds that require more grooming include the Golden Retriever, Shetland Sheepdog, long-coated Collie, and other long-haired breeds.

You have learned that there are over 300 breeds of purebred dogs. Purebred dogs generally are sold with “registration papers” to prove their family tree (lineage). Many breeders sell their puppies without papers or with an agreement that the pups are to be spayed or neutered. Spaying and neutering is very common. Females are spayed and males are neutered. This keeps them from having unwanted puppies, protects them from some health risks, and if done at the right time, can positively influence their behavior. Many puppies end up in shelters without homes like the loving home you will give your dog.

Mixed breeds are very common. They are dogs whose parents are at least two different breeds. Mixed breed dogs can be exceptional pets; and like purebred dogs, they are used for all types of activities such as therapy dogs, search and rescue dogs, and drug-sniffing dogs at airports and foreign borders. Mostly they are just good family pets.

Mixed breed and purebred dogs end up in shelters for various reasons. Many times it is because the owners did not have or take the time to care for their pet properly. Sometimes owners are forced to give up their pets because they had to move to a location that would not accept pets. Our military men and women have to give up thousands of pets nationwide when they are called to duty in foreign lands.

Teacher: Discuss the advantages of visiting area shelters for a pet. If your class has a website, visit the **Petfinder** website and show the students how they can shop at home for a pet. Many shelters and rescue organizations place their adoptable animals on the website. See: <http://www.petfinder.org/> .

Class Project Ideas:

Have the class discuss, **or** for older children have them write a paper, the following theme(s):

- . Do you have a pet and what kind of pet is it?
- . Pet’s name, age, sex, and breed (or breed type)?
- . Where did they get their pet?
- . How did they select their pet above any others that were available?
- . How many pets do they have? Tell the class a little about each of their pet’s personalities.
- . What are their responsibilities for caring for the family pets?
- . If they do not have a pet, have them write about a neighbor’s or a relative’s pet. They could also write a story like “I Am a Dog Not a Pony” about an imaginary dog and include that dog’s feelings about a topic covered in the color book. **A very good class project would be to write an imaginary story about the dog on page 13 (feelings).**

Teachers could ask children a week or a few days before this project to bring a photo of a pet if they have a photo.

Teachers could ask students to draw their pets a day or two before reviewing this educational color book. Or the teacher could have them draw their pets **AFTER** reading the color book and relate their pet to one of the themes in the color book.

If the children do not have a pet, ask them to draw someone else’s dog. The teacher could find a magazine with dog pictures in it for the children to get ideas. Dog books and magazines can be readily found in pet stores or veterinarian offices. Maybe offer some good animal books for them to read. Also, they could get on the web and print some pictures from the AKC or UKC site as well as breeder sites regarding the dog breeds they write about.

Ideas For Older Children Who Love Dogs

Children in Grade 7 and older can enjoy this color book and its theme too. They can read the Story Time sections to younger children. Those who baby-sit can use this material to educate the children they care for. Older children can create their own color book using the information we have provided about dogs and children. If you know a 4-H or Scout member, let him or her know about this color book and the many possibilities for projects with pets and area children, and on bite prevention.

High School Home Economic classes usually offer childcare courses. A young artist might consider using our ideas to make his or her own short version educational color book as a class project. Maybe a Home Economics teacher would consider such a project for the whole class. If you know such a teacher, plant the seed!

Consider having your area shelter director or a veterinarian as a speaker and have the children take notes to write a paper on the topics discussed, or plan a fieldtrip to a shelter or veterinary practice for small groups.

Consider a photography project of their pets using many of the themes seen in our color book. Make a scrape book using the 30 ideas found on the teacher's section for drawing Number 15.

Older children can ask their Biology teacher if they can get extra credit for reading a book on dog behavior. Several of the following books offer an understanding as to how a dog thinks and how dog owners can change a behavior.

Consider the following books for Biology or English book reports:

A Dog's Mind by Dr. Bruce Fogle – a serious book with great detail on the evolution of the dog and how a dog thinks.

This book offers excellent training tips to change certain behaviors. A “must own book” for the serious dog lover.

The Dog Who Loved Too Much; Dogs Behaving Badly; If Only They could Speak; Three books by Dr. Nicholas Dodman that discuss dog behaviors and serious case histories from his behavior practice. You learn how to control behaviors before they become serious and grasp a better understanding of how dogs think and react. *If Only They Could Speak* also discusses cats. If you only get one dog Dodman book, get *Dogs Behaving Badly*. All of his books are easy to read and are entertaining. You will feel like you personally know the pets and their owners.

The Other End of the Leash by Patricia B. McConnell, Ph.D. – McConnell's writing style is a cross between the seriousness of Fogle and the storyteller Dodman. She offers positive training solutions and fun ideas for dog owners.

Animal Miracles by Brad Steiger & Sherry Hansen Steiger – This book gets a five star rating for being entertaining and heart warming. It is an excellent gift for anyone in the hospital. *Animal Miracles* teaches compassion for animals.

Now that the older children are so well informed on dogs, ask them to consider helping out at your area shelter! Shelters are always seeking help from youth and adults. Many Scout troops help with animal care at their area shelters. 4-H groups can have booths and programs to help shelters and help educate the public on shelter animals during their county fair! Youth groups can seek seminars from area dog obedience instructors for dog training tips.

Teachers can get together and have a well-respected area dog obedience instructor or an AKC volunteer give their classes a seminar on how to approach and pet a dog and what to do if a stray or loose dog approaches them. Make sure they have first read our material on the subject as a review, so they do not confuse the children by offering different methods to “stand like a tree”!

The Ladies of ACE are not AKC affiliated, and our method for “standing like a tree” is slightly different from the AKC method. *Our method was updated; and as everyone knows, there is generally more than one method to be successful at a task.* There is no one-set-method to protect yourself in all situations with stray or loose dogs. The Ladies of ACE, along with other specialists, believe that our method is safer for children and adults as it offers more protection to the neck area and keeps the hands **still** and **clutched shut**. This position also allows a person to quickly clutch their hands around the back of their neck in the event they were to fall to the ground and needed to roll into a ball. **Please do not confuse young children with too many rules or methods for a potentially frightening event.**

Do you have a dog that would benefit from being in an obedience class? We suggest that you contact your veterinarian or area obedience instructors and ask them if they offer an obedience program that includes teaching about child and dog compatibility/safety. Many dog obedience instructors do include this education in every class session. Also many of these professionals know educators who can offer mini seminars to student classrooms on dog safety. Again, be sure they review this color book first so they do not confuse the children with different methods.