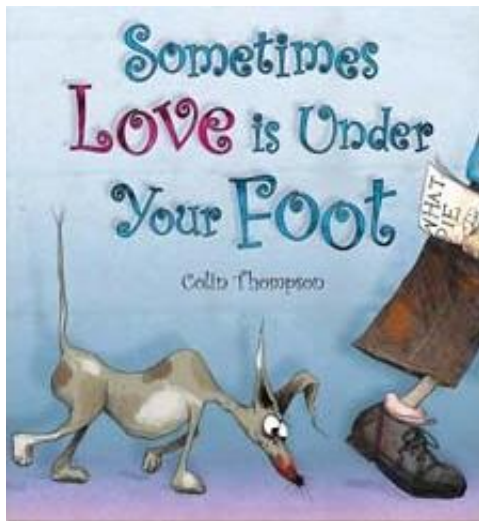


Developing Values and Skills in Caring and Connection
for
Teachers of Primary Students



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Rationale

Character is Destiny

George Eliot

If we accept that education is as much about building character as it is about equipping students with specific skills, then values based education becomes a high priority.

Values based education can strengthen students' self-esteem, resilience and optimism and assist them to become responsible, tolerant and caring adults.

This picture book pack builds on the natural affinity many young children have with animals, to develop values and skills in the areas of caring, compassion, connection and responsibility.

Values content is presented in three books written by well know children's author Colin Thompson

Sometimes Love is Under Your Foot

The Big Little Book of Happy Sadness

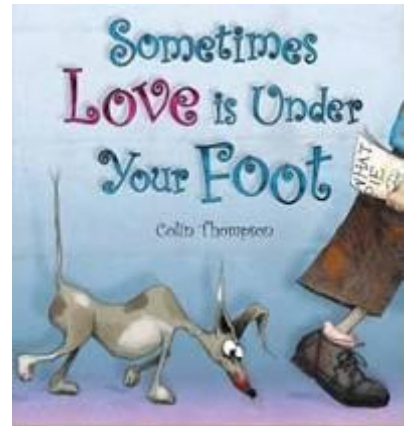
Unknown

Sometimes Love is Under Your Foot

By Colin Thompson

Published by Scholastic Press 2008

Brian is a man who goes through life in big shoes. Kevin the dog loves Brian so much he thinks he is God. However Brian ignores Kevin except when his big shoes accidentally tread on him. In this story, we follow Brian's journey to his new found appreciation of Kevin, life and love.



Reading and Thinking

Prior to the first reading, invite students to think about how they feel as they listen to the story. Let them know that there will be an opportunity at the end of the story to share their thoughts about the story. You may wish to record students' comments for later comparison.

A day or two later during the second reading, the teacher models the process of questioning and thinking.

Some examples:

- On the second page, we see pictures of Brian's family but only half of Kevin's body is shown. I wonder why?
- *Brian's family never said they loved each other.... they all knew they loved each other so they thought they didn't need to say it.*
I wonder how they knew they loved each other even though they hadn't said those words?

- *Brian usually ignored Kevin.... Kevin would put his tail between his legs and curl up in his basket. I wonder what Kevin would write here?*



- *Brian went over to Kevin's basket and picked him up....*
I wonder what made Brian change his mind about Kevin?
- *Kevin curled up in Brian's big hands and tried to be as warm as he could to make Brian feel better....*
I wonder if pets really do help us to feel better when we are sick or sad?
Has this ever happened to you?
- *After a while Brian sighed. It was a sigh Kevin knew all about, a weary, lonely sigh and Kevin could feel it go right through him....*
I wonder what is actually happening here?
- The last page says that Kevin knows Brian loves him. I wonder how he knows?

Encourage students to share questions that arise for them.

Did anything puzzle you about this story?

What questions came into your mind?

Record the questions posed by the students.

Talking and Doing

This story stimulates discussion on topics such as:

- being taken for granted
 - our need for care and attention
 - the reciprocal nature of love
 - the love of pets
 - pets as family
 - pets' need for care and attention
-
- Can you remember a time when you felt that you were taken for granted?
What was happening then? How did you feel?
 - Can you remember a time when you really felt appreciated?
What was happening then? How did you feel?
 - Should we tell the people we love that we love them? Why?
 - Is love is just for people or is it for pets too?
 - Do you think pets are family?

- Is it easier to love pets or people?
- How can people show each other that they care?
- How might people show their pets that they care about them?
- What might we miss if we didn't have a pet?

Organising Discussion

There are a lot of big questions here.

Choose one or two to explore as a whole class.

Students could vote or the teacher may wish to guide the choice.

Some questions may be suitable for students to discuss in pairs or small groups followed by reporting back sessions.

Tried and tested techniques such as Think-Pair Share, The Hot Seat, Mapping and Circle Sessions are excellent strategies for promoting discussion.

Examples

1. Think - Pair – Share

Think-Pair-Share is a cooperative learning strategy, which allows students to think about a question/ idea/ issue. Students share their thoughts with a partner before discussion in a small group or reporting back to the class.

Goal: To make two lists about caring

In pairs, invite students to talk together about -

- How we show people that we care about them
- How we show pets that we care about them

Students share their ideas with another pair before reporting their ideas back to the class. The teacher records ideas on caring for people and pets as two lists.

List One - We show our family and friends that we care when we....

List Two - We show our pets that we care when we....

Are there similarities / differences in how we care for people and pets?

The discussion could be extended by challenging older students to arrive at a consensus (firstly in pairs and then as a group of four) on the order of importance for the items on each list.

2. The Hot Seat

Sitting in the 'hot seat' is optional. A student volunteers to sit on a seat in the middle of a class circle. Those seated in the circle have the opportunity to ask questions of the person in the 'hot seat'. He or she answers questions from the point of view of the specific role or character they are acting out.

Goal: to develop empathy skills, to see things from another's point of view

Role – Brian

The student who volunteers to play the part of Brian is given 5 minutes to think about Brian's character – his job in the Pie King Corporation, his family, his attitude towards Kevin, his illness and how it changed his thinking. The student is asked to put himself or herself in Brian's shoes.

Students use the 5 minutes to write down questions they'd like to ask

Brian. Students can ask their questions in turn or questions can be placed in a box and drawn out at random by the teacher.

Students may like to put themselves 'in Kevin's shoes' and ask questions on his behalf.

Sample questions:

- Do you like your job? Why / why not?
- How do you feel about dog hairs on the bed?
- What made you so ill? What was wrong with you?
- Does your wife mind Kevin being on the bed?
- Why don't you tell your children/ wife/ Kevin that you love them?
- How come you started to notice Kevin?
- Do you know what it feels like to be taken for granted or ignored?
- What would you miss about Kevin if he wasn't around?

3. Fishbone Mapping

A visual representation of cause and effect for ideas

Then work backwards to identify and record the causes of the event or idea.

Goal: to develop understanding of cause and effect in relation to feeling connected in relationships

Example

Result: Kevin knows that Brian loves him.

Cause 1 – Brian pats Kevin and says hello.

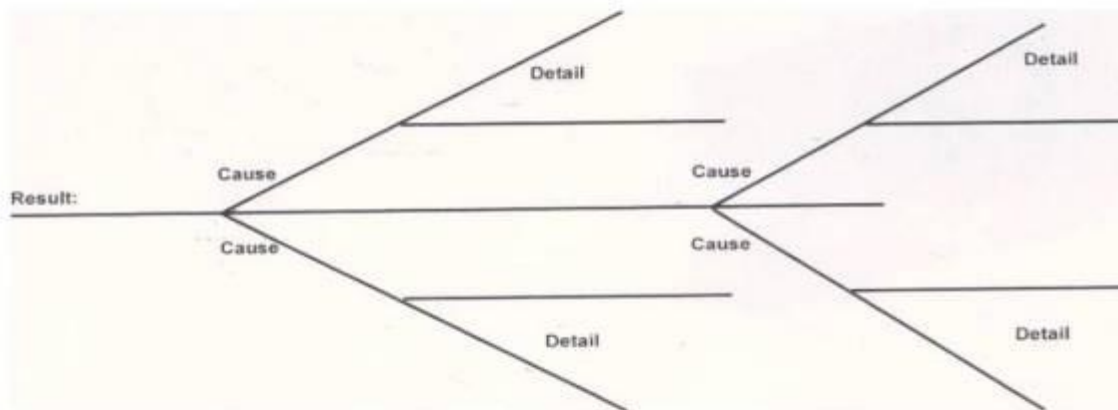
Cause 2 - Brian doesn't stand on Kevin's tail

Cause 3 - Brian sits down with Kevin on his lap

Cause 4 - Brian likes to have Kevin nearby – they snooze together

Older students can fill in details about each of the causes they have identified.

Fishbone Mapping



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4. Thinking Circle

Thinking circles give each student an opportunity to speak on a subject of the group's choice.

Thinking circles involve following lines of thought, backing up opinions with reasons, assessing the arguments given by others, being reflective and using examples from one's own experience.

It is about challenging and changing viewpoints....it's okay to change your mind.

The teacher's role is to encourage clarification and reasoning and highlight certain points so that others can respond to them.

Goals:

- to identify and discuss a question arising from the story
- to summarise arguments
- to reflect and vote on outcomes
- to develop understandings of compassion and responsibility through this process

The Process:

- In pairs, children talk about what interested them, what puzzled them, what questions came into their minds about the story.
- Questions are shared and recorded as given.
- Students names are written next to the question they contributed.
- Students are given time to talk about their question or ask for clarification on another question.
- Students vote on the question for discussion.
- The question with the most votes is written up and the originator has time to talk about their question and express their thoughts.
- The teacher's role is to facilitate discussion through questions such as :

- Can anyone explain that to us? (clarification)
- Why do you say that? (giving reasons)
- How do you know? (giving examples)
- Who agrees / disagrees with?
- Has anyone got another example?
- Who else can say something about that?
-

The teacher encourages students to use words like "I agree with Sarah because....." or "I don't agree with Sarah about that because....."

To summarise, the teacher asks –

Who can remember some of the ideas we have talked about?

Has anyone's thinking changed during the discussion?

Students vote yes/no/not sure as to whether their thinking has changed as a result of the discussion.

Value Add

The first page shows Brian's Tshirt with a message – I Love Pies

Can you design a new Tshirt for Kevin that shows how his thinking has changed?

From the dog's point of view - if there was one more page in this book, what do you think Kevin would have written?

Think about the person in your life who cares about you the most.

How you know that person really cares about you?

If you feel comfortable sharing, then tell us how you know (optional).

Draw a portrait of yourself and someone in your family.

Include a caption about how you show that person that you care about them.

Draw a portrait of you and your pet.

Include a caption about how you show your pet that you care.

Re-visit the student's comments recorded after the first reading of the story. As a class, reflect on the comments. Compare those comments with how you feel about the story now.

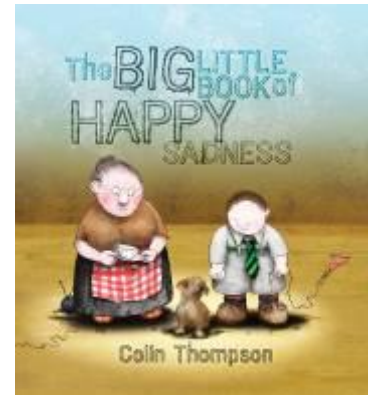


The Big Little Book of Happy Sadness

By Colin Thompson

Published by Random House 2008

The Big Little Book of Happy Sadness explores ideas about the nature of family, accepting difference and the power of connection and attachment. Through this story we learn that it's quality not quantity that counts". George is a lonely boy who sees a kindred spirit in Jeremy, an unwanted three-legged homeless dog. When Jeremy comes to live with them, George gives and receives love in a way that brightens his whole world.



Reading and Thinking

Prior to the first reading, invite students to think about how they feel as they listen to the story. Let them know that there will be an opportunity at the end of the story to share their thoughts about the story. You may wish to record students' comments for later comparison.

A day or two later during the second reading, the teacher models the process of questioning and thinking.

Some examples:

- *...the cages sat beneath a coat of verdigris.....Does anyone know what verdigris is? We may have to look in the dictionary.*
- *George stared at the dog and the dog stared at George and they both knew they were seeing a reflection of themselves.*
I wonder what is happening here?

- *...the three-legged one in the last cage....*I wonder why George wanted the three-legged dog when he could have had one with four legs?
- *"A dog isn't just for Christmas, it's for life".* I wonder what this means?
- *His grandmother saw the big empty place inside George....*I'm not sure what this means? Does anyone have any thoughts on this?
- *After it had taken five minutes just to reach the shelter's gate, George picked Jeremy up and carried him home.*
I wonder what Jeremy was thinking?



- *And the three of them lived happily ever after for a very long time.* I wonder who is happiest....Jeremy, George or his grandmother?

Encourage students to share questions that arise for them.

Did anything puzzle you about this story?

What questions came into your mind?

Record the questions posed by the students.

Talking and Doing

This story stimulates discussion on topics such as:

- the nature of loneliness
- our need for companionship
- the reciprocal nature of love
- overcoming disability
- accepting difference
- resilience, hope and innovation
- the love of pets
- pets as family
- pets' need for companionship, care and attention

Questions to explore

- Can you remember a time when you felt really lonely?
What was happening then? How did you feel?
- Can you remember a time when you felt really loved and needed?
What was happening then? How did you feel?
- Do you think that animals can feel loneliness too?

- Do you think that having pets makes us feel happier? Has this feeling happened to you?
- Do you think that you can make your pet feel happier in return? What do you do to make your pet happy?
- Why do you think that dogs are called man's best friend?
- Are pets part of the family?
- Why do you think it is that some dogs and cats end up in animal shelters?
- Just as George and his grandmother tried several times to make a new leg for Jeremy, have you ever had to keep trying at something that just wasn't working out? What happened?
- Do you think there is such a thing as 'happy sadness'? If so, can you give an example?

Organising Discussion

There are a lot of 'big' questions. Choose one or two to explore as a whole class. Students could vote on this or the teacher may wish to guide the choice. Some questions may be suitable for students to discuss in pairs or small groups followed by reporting back sessions. Tried and tested techniques such as Venn Diagrams, Opinionaire, Three Step Interviews and Thinking Circles are excellent strategies for promoting discussion.

Some examples:

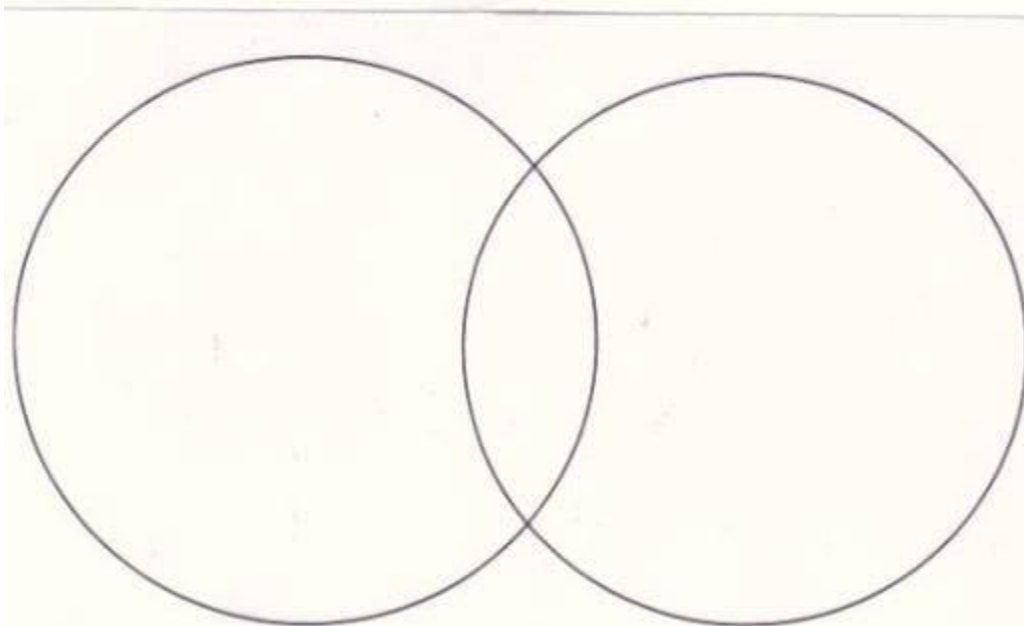
1. Venn Diagram

Venn diagrams help students make comparisons. Similarities are shown in the overlapping area and differences are shown in the areas that do not overlap.

Example

Caring about people

Caring about animals



2. Opinionaire

The opinionaire is a form of survey that asks students and others to agree or disagree with particular statements based on the focus book. An opinionaire helps students to see that various viewpoints exist on most issues.

In the first column, students indicate their own opinion with A (agree) or D (disagree). In the following columns they record the answers of a parent, friend and what they think the author and main character George would think about these statements. Students can tally the answers.

	Self	Home	Friend	Author	George
Pets can help make us happier and healthier.					
Pets are fun to have around					
People shouldn't have pets unless they can look after them properly and keep them safe, happy and healthy.					
It's important to be kind to animals because they are living, breathing creatures just like we are.					
There are too many homeless animals waiting in shelters.					
Animals have feelings like we do.					
Looking after pets takes a lot of time and effort.					

3. Three Step Interview

Students are invited to interview class members, share their thinking and ask questions on an interview topic. Students are divided into teams of three and are given a role as either an interviewer, a reporter or a person who is being interviewed. The roles rotate after each interview. For example, students may interview each other about their thoughts on the book.

Sample interview questions:

- Did you think there was more happiness or sadness in this book?
- Did you like this book? Why? Why not?
- Do you have pets? Why? Why not?
- If yes, what do you like most about your pet?
- What do you think your pet would like most about you?
- Do you think that dogs really are man's best friend?
- Do you think that most people are a best friend to dogs?
- If so, why do you think so many dogs end up in animal shelters?
- By the end the story, who do you think is the happiest – Jeremy, George or his grandmother? Why?

4. Thinking Circle (see pg 11 - how to run a thinking circle)

Thinking circles give each student an opportunity to speak on a subject of the group's choice. Thinking circles involve following one's own lines of thought, backing up one's opinions with reasons, assessing the arguments given by others, being reflective and using examples from one's own experience. It is about challenging and changing viewpoints.....it's okay to change your mind. The teacher's role is to encourage clarification and reasoning and highlight certain points so that others can respond to them.



Value Add

From the dog's point of view - if there was one more page in this book, what do you think Jeremy would have written?

George and his grandmother designed several new legs for Jeremy. Can you design a new piece of equipment for dogs which would make them safer, healthier or happier?

If you were asked to write ONE thing that you really enjoyed about this book, what would you write?

When George took Jeremy home, their lives start to brighten. Each of them started to feel loved and needed. They were good for each other and neither felt so lonely anymore.

Draw or write to show how animals can be good for us and we can be good for them.....a two-way relationship.

Unknown

By Colin Thompson and Anna Pignataro

Published by Hodder 2000

In this story we meet a variety of homeless dogs who are waiting for new families to come and take care of them. One small shy dog whose past is unknown, becomes an unlikely hero during a lightning storm. The uncertainty of life for many dogs and their dependence upon us is reflected in their names; Grown-Too-Large, "Owner-Died," "Unwanted-Christmas-Gift," and little "Unknown." This is a story about resilience, caring and commitment.



Reading and Thinking

Prior to the first reading, invite students to think about how they feel as they listen to the story. Let them know that there will be an opportunity at the end of the story to share their thoughts about the story. You may wish to record students' comments for later comparison.

A day or two later during the second reading, the teacher models the process of questioning and thinking.

- Page 2...*twenty dogs shouting at the top of their voices....*I wonder why all these dogs came to be at the animal shelter?

- Page 3this dog has an interesting look on her face....I wonder what she is thinking?
- Pages 6 and 7.....I wonder why some people give up on their dog and other people look after their dog for its whole life no matter what?
- Page 11....I wonder if people realise that dogs can live to be 15 years old and will need looking after for all that time?
- Pages 12 and 13.....I wonder what would be the right type of dog for me?
- Page 17....*But the smells, the warm earth, the clean leaves, made her lonely*....I wonder why?
- Page 21....*Unknown knew that no one was going to come.* I wonder how it would feel to always have to rely on someone else to keep you safe, when you can't protect yourself.
- Page 26...I wonder why Grown-Too-Large has stopped being fierce and scary?
- Page 28....*it would be good if we could put all the humans in cages and walk along with our noses in the air and choose the one WE wanted*.....I wonder if this would work out better?
- Page 30 and 31.....I wonder who is the happiest here?

Encourage students to share questions that arise for them.

Did anything puzzle you about this story?

What questions came into your mind?

Record the questions posed by the students.



Talking and Doing

This story stimulates discussion on topics such as:

- The need to belong
- Accepting difference
- Animals dependence on people
- Our responsibility towards animals
- Needs and feelings
- Pet's need for care and attention
- Personalities – real versus projected image
- The nature of commitment
- Hope and resilience
- The nature of sentience

Questions to explore

- Have you ever felt like you were being left out, ignored or overlooked?
What was happening then? How did you feel?
- Do you think animals might have these feelings too?
- Dogs used to live in the wild but now they depend on us. We have made them that way. Do you think this is a good or bad thing?
- Some animals and people pretend to be something they are not. (ie brave, strong, mean...) Why do you think they do this?
- If dogs are known to be man's best friend, why do you think so many end up in animal shelters waiting for new homes?
- There is a special rule called the Golden Rule....*Treat others as you would like to be treated.* Could this work with people and dogs?
- Can you think of some good reasons NOT to get a dog? ie some instances when getting a dog may not be the right decision? (lifestyle, financial & housing considerations)
- If you choose the right dog, then it's easier to look after that dog for its whole life. Do you think this is true?
- If your family was thinking about getting a dog, how would you know which dog is the right dog?
- Can you tell how a dog is feeling?
- To share the world successfully, we need to be able to consider others' feelings and needs. Caring for animals can help us learn how to do this. Do you agree or disagree with this?
- What do you think 'being responsible' means?

- What can we find out about 'sentience'?
- Being responsible means providing care to those who need it and this includes animals. Do you agree or disagree with this?
- Sometimes people take animals for granted. Why do you think this happens?

Organising Discussion

There are a lot of big questions. Choose one or two to explore as a whole class. Students could vote or the teacher may wish to guide the choice. Some questions may be suitable for students to discuss in pairs or small groups followed by reporting back sessions. Some questions might be suitable as take-home tasks.

Tried and tested techniques such as Four Corners, Role Play, Mind Mapping and Thinking Circles are excellent strategies for promoting discussion.

Some examples:

1. Four Corners

Four corners is a way of developing empathy with other people's points of view. The corners of the classroom represent strongly agree, agree, disagree and strongly disagree. Students think about a statement or question and which of the corners best reflects their opinion. Students move to the relevant corner and pair up with another student in that corner to discuss their views. Students can also be paired with a student from the opposite corner to discuss their opposing views.

Sample statements:

- People take animals for granted because animals can't speak.
- By caring for animals, we can better at caring for each other.
- People should take care of animals.
- Not everyone has to have a pet.
- Dogs have feelings.

- Dogs rely on us to keep them safe.
- Animals have different personalities just like we do.

2. Role Play

Role-play can help students stand in another's shoes in order to see things from a perspective other than their own. Role play can be oral or written.

Examples:

- Conducting an interview at an animal shelter.

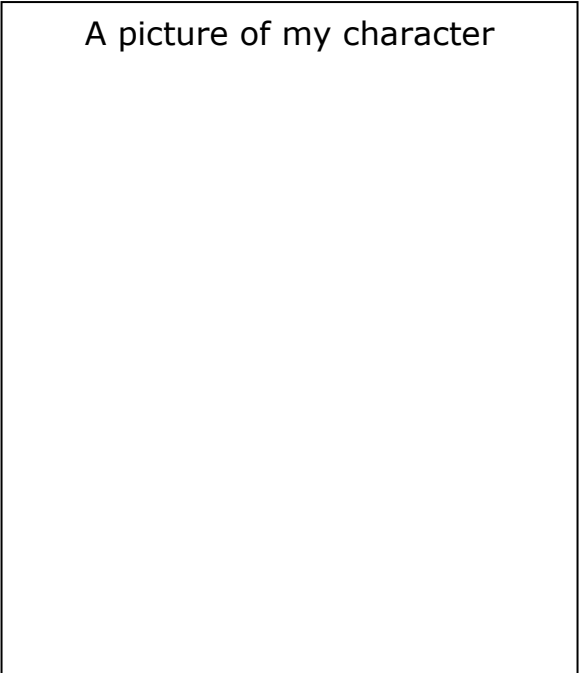
In pairs, students plan, practice and perform (optional) their interview. One child is the interviewer and the other adopts the viewpoint of the dog. The following lines of questioning can be encouraged to promote empathy and the idea of dogs as living beings who have 'feelings' similar to our own.

- How did you end up here at the shelter?
- What's it like?
- Who used to look after you?
- Do you think they'll come to get you back?
- Were they good at looking after you?
- How are you feeling right now?
- What's the scariest thing about being here?
- What's the best thing about being here?
- If you had three wishes, what would they be?

Character Profiles (written)

Students profile one of the dogs from the story, including information on their personality, likes and dislikes.

Example:

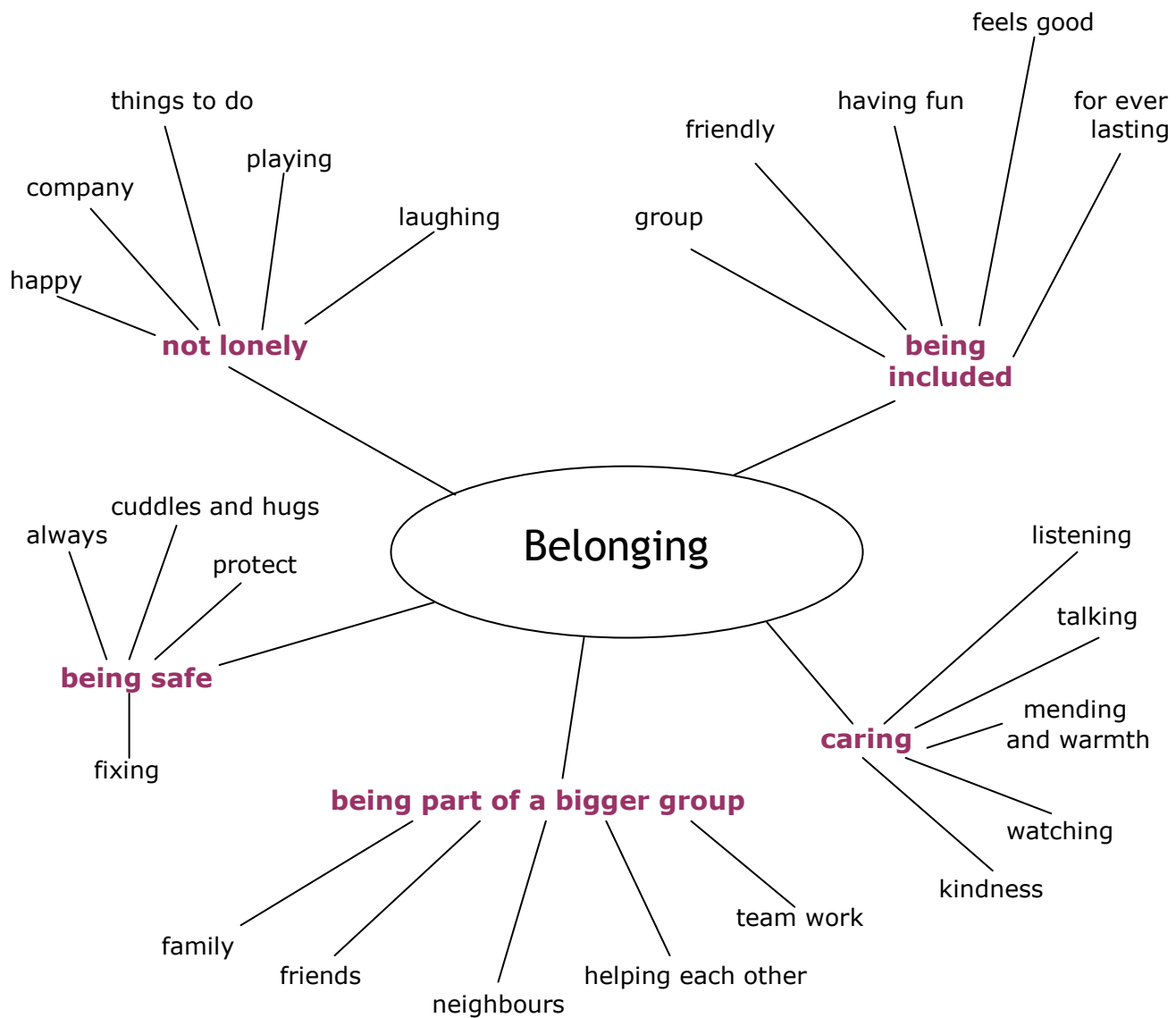
<p>My character is 'Unwanted Christmas Gift'</p> <p>I used to live</p> <p>I like to eat.....</p> <p>I have.....</p> <p>I like.....</p> <p>I don't like.....</p> <p>I wish.....</p> <p>I am.....</p> <p>I think that.....</p>	<p>A picture of my character</p> 
--	--

3. Mind Mapping

A mind map starts with a central word or concept. Around this word, the students record their 5 main ideas that relate to that word. For each of those words, students then record 5 main ideas that relate to that word.

As a whole class, ideas can be shared and a master mind map be drawn up. No one feels ignored as all ideas are placed on the master mind map in the most appropriate place. Mind maps are a useful for accessing and recording students' current understandings.

Example: This map looks at *Belonging* from a person's point of view. Students could be asked to comment on what differences there might be if this was from a dog's point of view.



1. 4. Thinking Circle (see pg 11 - how to run a thinking circle)

Thinking circles give each student an opportunity to speak on a subject of the group's choice. Thinking circles involve following one's own lines of thought, backing up one's opinions with reasons, assessing the arguments given by others, being reflective and using examples from one's own experience. It is about challenging and changing viewpoints.....it's okay to change your mind. The teacher's role is to encourage clarification and reasoning and highlight certain points so that others can respond to them.

Value Add

The Golden Rule means putting yourself in someone else's shoes. If you would be unhappy in a certain situation, then other people would probably be unhappy too in that same situation. This works with animals, just as it works with people.

Imagine you have been given three wishes to make the world a better place for dogs and cats. What would those three wishes be?



Pondering on Pets Open-Ended Questions to Encourage Mindfulness



- *What might we miss if we didn't have a pet?*
- *Do you think animals can experience loneliness?*

Can you give reasons for your answer?

- *Dogs used to live in the wild but now they depend on us.*

We have made them that way. Do you think this is a good or bad thing?

- *Do you think it's easier to love people or pets?*

Can you give reasons for your answer?

- *How do people show their pet they care about them?*
- *What are some of the reasons for having a pet?*
- *Do you think dogs and cats like living with us?*

Can you give reasons for your answer?

Understanding

The relationship between people and companion animals works both ways

Our Pets Help Us

They make us happy
They make us laugh
They help us relax
They are interesting to watch
They are fun to play with
They keep us fit and healthy
They are good company
They are good at being a best friend
They don't judge us
They can help us learn to care
They can help us make new friends

We Help Them

We give them what they need
We keep them safe
We find out what they like
We keep them healthy
We spend time with them
We take care of them
We try to see things from their
point of view

Who already has a pet? What do you like most about your pet?

Who wishes they had a dog? Why?

Why do you think dogs are called mans' best friend?

In pairs, make a list of all the possible reasons for having a pet in the family.

What can you find out about the human-animal bond?

Lots of people have pets, let's find out why.

Ask your family and friends.

What pets do you have?

Type	How many?
Dog	
Cat	
Horse	
Rabbit	
Fish	
Bird	
Guinea pig	
Mouse	
Rat	
Other	
No animals	

Why do you have an animal companion?

✓

To keep me company	
To have something to care for	
To go walking and running with	
To make me happy & relaxed	
Because they are interesting and fun	
To play with	
To protect me	
Because they always love you	
Other reasons -	



KEY MESSAGES

*Pets are good for us so in return it is our job to keep pets
safe, healthy and happy*

*Pets are special companions so there are special rules for
caring for them*

*Animals can't speak to tell us how they feel
or what they need.*

There are ways we can find out.

Can you name 5 senses which humans have?

Sight

Hearing

Taste

Touch

Smell

*Dogs and cats have these 5 senses too. Like us, they are **sentient**.*

They feel pain. They can feel frightened, angry or happy.



What body language clues tell us a dog is frightened?



Picture courtesy of Delta Dog Safe™

Lowered head, body and tail, crouched stance, facial tension (tight mouth), teeth may be bared, ears pulled back and down, hackles may be raised. These are clear signals that the dog is feeling threatened and may become more aggressive if the threat remains.

Don't ignore these signs.

Messages for children:

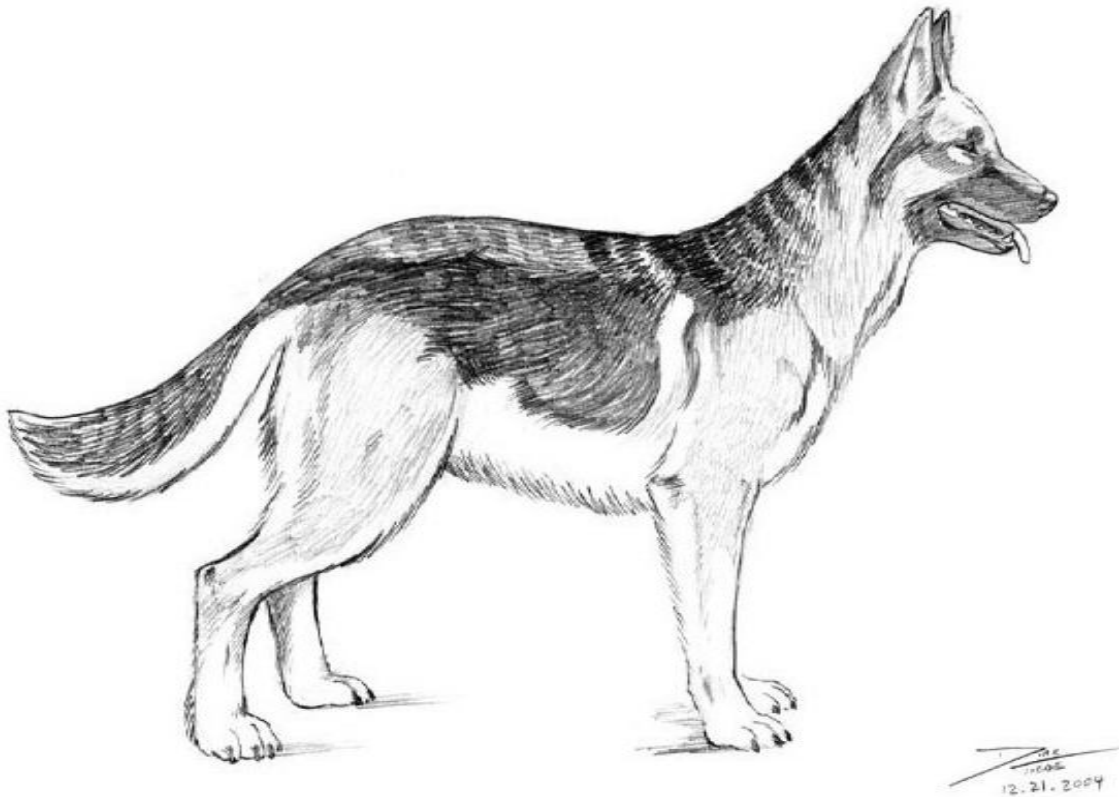
Dogs give us signals to tell us how they are feeling.

This dog is frightened.

This dog is not friendly and wants to be left alone

We stay away from frightened dogs - they might bite.

What body language clues tell us a dog is happy?



Picture courtesy of Delta Dog Safe™

Relaxed body, moving freely, tail wags are broad and face, eyes, ears and mouth are relaxed, tongue out and hanging

Messages for children:

Most dogs are friendly but even friendly dogs can become frightened or angry.

We don't go up to any dog (even friendly ones) if the owner is not present.

There are rules about patting a friendly dog. We always ask first.

What body language clues tell us a dog is angry?



Picture courtesy of Delta Dog Safe™

Upright stance, standing tall and forward, tail up, teeth bared, ears raised and forward, hackles raised, hard eye (staring), lips raised + facial tension, stiff in movement

Messages for children:

Dogs give us signals to tell us how they are feeling.

This dog is angry.

This dog is not friendly and wants to be left alone

We stay away from angry dogs - they might bite.

Animal Welfare League Australia

What does being responsible mean?

Who can give an example of how they are responsible at home?

*Being responsible means providing care to those
who need it and this includes animals.*

Who already takes responsibility for the care & safety of their pet?

What does this involve?

*Think, Pair, Share - in pairs, list 3 responsibilities involved in caring for a
dog or cat. Join another pair and share your lists.*

Some ideas...

Responsible pet owners keep their pets safe, happy and healthy.

*Responsible pet owners include their pets as part of the family and are patient
and caring towards them.*

Responsible dog owners register, de-sex, vaccinate and microchip their dogs.

Responsible cat owners de-sex and microchip their cats and keep them inside at night.

*Responsible dog owners exercise their dogs every day and make sure their dogs
aren't a nuisance to other people.*

Responsible pet owners never tease or hurt their pets.

Showing Empathy

Invite students to suggest a solution which shows they care.

1. Your dog becomes anxious and frightened during a thunderstorm or fireworks display.

Solution: bring the dog indoors and turn on the TV or radio. Don't fuss over your dog as it may make him/her even more anxious - just act normally

2. A stray dog is running down the road near your house and might get hurt by a car.

Solution: ask an adult that you know and trust to help you gently coax the dog to you – food treats may help. Secure the dog safely and call the Council who will take the dog to a safe place. They will try to find the dog's owner.

3. Your dog digs holes, barks or pulls the washing off the line.

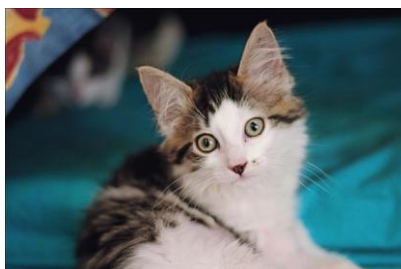
Solution: realise your dog may be bored or lonely. Provide lots of food chew toys, walk your dog every day and go out and play with him or her

4. You see a dog which has his tail down between his legs and is pulling his ears down or back on his head.

Solution: realise this dog is telling you he is frightened. The kindest thing to do is to leave this dog alone as moving towards him may frighten him more.

5. You see someone teasing or hurting an animal

Solution: get as much information as you can, without putting yourself in danger and tell an adult you know and trust what is happening. The adult may decide to call the Animal Welfare League or RSPCA



How much time will I need for my animal companions each day?

Estimate how many minutes for each task.

Fill in the chart and add up each column.

	Dog	Cat	Bird	Fish	Rabbit	Horse	Guinea Pig
Feeding							
Providing fresh water							
Cleaning food and water bowls							
Grooming, brushing							
Exercise, walking							
Changing bedding							
Playing together							
Changing litter box							
TOTAL TIME in minutes							

My Pledge to My Animals

Signed by.....

1. I promise to care for my animals.
2. I promise to keep my animals safe.
3. I promise that my animals will never be bored or lonely.
4. I promise to give my animals toys to play with.
5. I promise to keep my cat inside at night.
6. I promise to exercise my dog every day.
7. I promise to de-sex my dog and cat.
8. I promise to be my pet's best friend.



Maybe other people in your family would like to sign this too

FOR TEACHERS and PARENTS about cruelty to animals

How can I teach children to respect animals?

Teach by example; use real-life situations to instill a sense of respect for all life. Invite your children to help you feed the birds or rescue a bug. With older children, discuss animal-cruelty cases publicized in the news. Encourage children to speak up for animals. Though innocent exploration on animals may be corrected simply by talking with the child, any time a child causes an animal pain or suffering you should be concerned.

What kind of children are cruel to animals?

Serious or repeated animal cruelty is seen more often in boys than in girls. Children as young as four may harm animals, but such behavior is most common during adolescence. Children who are cruel to animals are often characterized as bullies and may have a history of truancy, vandalism, and other antisocial behaviors.

If allowed to harm animals, children are more likely to be violent later in life. Animal cruelty, like any other violence, should never be attributed to a stage of development.

What should I do if I suspect a child has harmed an animal?

Parents - if you suspect your child has deliberately harmed an animal, talk to your child. Try to discover what caused the cruelty. Communicate with your child, your child's teachers, and your child's friends. The more you know about your child's activities, the more you can monitor what is really going on.

Teachers and parents - something as serious as animal abuse should not be handled alone. Seek help from a family or school counsellor. Report what you know to the school principal or guidance officer. While even innocent acts of cruelty should be addressed, it is particularly important to intervene when a child is insensitive to the obvious distress of an animal, repeats a harmful behavior or derives pleasure from causing an animal pain. This should be reported to local police who are aware of the link between children who abuse animals becoming teenagers/adults who commit crimes against people. For this reason, police will often record animal cruelty information.

I Love That Dog

*I love that dog, the way he runs up to me when I call
The way he chases his favourite red rubber ball
I love that dog*

*I love that dog, the way he chases his tail all over the place
The way he stands up on his hind legs and licks my face
I love that dog*

*So even if he is a little bad sometime
Sometimes he barks too loud at night
Maybe he chases cats over the fence
But he's not the kind that growls,
And he's not the kind that bites*

*I love that dog, the way he puts his wet nose in my hand
And when I tell him my problems, he always understands
I love that dog.*

*I love that dog, the way he catches a Frisbee as he leaps
The way his eyes and paws flutter as he sleeps
I love that dog*

*And on those days when it seems
That I haven't got a friend
He's so pleased to see me that
He wags his whole back end*

*I love that dog, the way he smiles when I pat his head.
The way he curls up and snores some nights by my bed
I love that dog*





Who are we and what do we do?

We're a national non-profit organization caring for companion animals

*Animal Welfare Leagues of New South Wales, Victoria,
South Australia, Queensland and the Dogs Homes of Tasmania are united under
the Animal Welfare League Australia banner*

*AWLA affiliated shelters have over 290 years of combined experience
in caring for pets and their people*

*Strengthening the human-animal bond is central to our work.
We believe caring for animals also means supporting the people
who share their lives with companion animals.*

*We share knowledge and work together to develop, deliver
and promote high welfare standards for animals*

www.awla.com.au

