



ENGLISH RESOURCE

for 5-12 year olds



www.LearnWithDogsTrust.ie

About Dogs Trust

Dogs Trust arrived in Ireland in 2005, and is Ireland's largest dog welfare charity. We began our work by way of our hugely successful nationwide Education programme. We now employ an Education & Community Team of 6 who deliver free curriculum linked workshops based around safety around dogs and responsible dog ownership throughout Primary Schools and Secondary Schools in Ireland. Dogs Trust believes that by educating children, we are enabling the next generation of dog owners to behave safely around dogs and make informed decisions on owning a dog in the future.

Building work began on our state of the art rehoming centre in 2008 and we opened our doors in November 2009. We rescue dogs from a variety of sources; working closely with local authority pounds and like-minded animal welfare charities across the country.

We endeavour to provide a range of professional services and materials FREE to teachers and pupils. They are designed to assist teachers in meeting curriculum needs, whilst raising awareness of Dogs Trust and the importance of looking after dogs.

For more information about our FREE resources, please go to the back page.

Introduction

Welcome to the English section of your Dogs Trust resource. This resource comprises eleven activities for pupils in the Junior and Senior Cycles. The activities range from an easy activity for the younger pupils, to a more challenging activity for older pupils. Activities support a wide range of topics from the English curriculum strands in Ireland.

Structure of this resource

This resource is split into two sections for ease of use. The first section (Teacher's Notes) details the curriculum links for each activity and provides suggestions on ways in which the activity can be used. The second section provides photocopiable pupil worksheets/resources and the 'rules' for the activity.

Teacher's Notes

General notes

These materials have been designed for use in support of teacher led and individual activity sessions in Reading, Writing and Oral Language. As well as providing busy teachers with easy to incorporate language support, they also address the SPHE curriculum strands, as well as highlighting the responsibilities that go with pet ownership. Activities can be mixed and matched between cycles to meet the varying needs and abilities of pupils.

For each activity, the notes below contain suggestions for circle time introductions and the main activity. Activities 5, 9 and 10 use stories from the Dogs Trust Assembly resource for First to Sixth Class. If your school does not already have a copy of this resource, you can download one FREE from www.dogstrust.ie.

Please see the back page for more details.

Senior Infants, First and Second Class

Activity 1: Muffin's Tale

Curriculum links

Strand: Oral Language
Strand Unit: Emotional and imaginative development through language. Developing emotional and imaginative life through oral language.

- Enabling children to tell stories in his/her own words

Strand: Writing
Strand Unit: Emotional and imaginative development through language.

- Enabling the child to listen to the experiences of others and express reactions to them in writing

Circle time

Start by focusing on playground games e.g. skipping rhymes. Do pupils know the song "Have you seen the Muffin Man?" This can be used to introduce the character and her story. Muffin's treatment, after being nice to everyone in her home, can be linked to the need to play nicely together in the playground. What we look like is not important - pupils should behave with kindness towards each other regardless of appearance.

Teacher led and individual activities

Pupils should listen to or read the story and complete the exercise, considering at each stage whether Muffin is being treated well or not. Pupils could complete this using a computer to draw pictures, or scan their artwork. Images can be used in a word processing programme, with captions and comments typed underneath.

Sometimes people have accidents and have a temporary disability. Other people are born with a disability and may have to use a wheel chair. The story provides an opportunity to discuss our reactions to disability - temporary or permanent. Is Muffin any different as a 'person' now that she has a bad leg? If not, why should we treat people differently if they have a disability?

Senior Infants, First and Second Class

Activity 2: Rosie's Tale

Curriculum links

Strand: Oral Language
Strand Unit: Receptiveness to language
Receptiveness to oral language

- Enabling children to listen to stories, descriptions, instructions and directions and respond to them

Strand Unit: Emotional and imaginative development through language. Developing emotional and imaginative life through oral language

- Enabling the child to describe everyday experiences and events and tell stories in his/her own words

Strand: Writing
Strand Unit: Emotional and imaginative development through language

- Enabling the child to express feelings in their writing and to write about experiences

Circle time

Pupils should share experiences that have excited them. What was special about each one? Would other pupils think it was just as special? Are there things we all want to experience, such as being loved and cared for? A link can be made into the story - what do we do with pets when we are on holiday? What about if we didn't care for them?

Teacher led and individual activities

Either read the story to pupils or let them read it themselves, bearing in mind pupils may need to refer back to it. Pupils will need to extract the main elements of the story either as notes or pictures before attempting to sequence or re-write events, you may even like to role-play events with younger pupils to help them remember each element. Don't forget to consider the feelings of Rosie at each stage. Pupils can write their own version from a first or third person point of view.

First and Second Class

Activity 3: Caring for Flick

Curriculum links

Strand: Oral Language
Strand Unit: Receptiveness to language
Receptiveness to oral language

- Enabling children to listen to stories, descriptions, instructions and directions and respond to them

Strand: Writing
Strand Unit: Developing cognitive abilities through language

- Enabling the child to write in a variety of genres

Circle time

Pupils should share experiences that have excited them. What was special about each one? Would other pupils think it was just as special? Are there things we all want to experience, such as being loved and cared for? A link can be made into the story - what do we do with pets when we are on holiday? What about if we didn't care for them?

Teacher Led and individual activities

Pupils can contribute their own knowledge and understanding to create a longer list. This could be done in small groups or as a class brainstorm. Ask pupils to write questions on what a dog needs for a class quiz or make their own information books about caring for a dog. For more background information, pupils could refer to Dogs Trust literature or visit our website, www.dogstrust.ie. Pupils might also create a website or multimedia presentation if time and resources permit.

Second Class

Activity 4: Biff's Tale

Curriculum links

Strand: Writing
Strand Unit: Developing cognitive abilities through language

- Enabling the child to write in a variety of genres

Circle time

Read the Assembly story "Leave me alone". Talk to pupils about people not being nice in the classroom and playground. What do we do when people are unkind to us and make us afraid? How can we solve it? Why do some people (like Biff) treat other people like that?

Teacher Led and individual activities

Pupils can work individually or in pairs. Pupils could present their work in a variety of ways, from reading out their descriptions, to making a poster. Pupils should try writing their own definitions and reading them to each other - can they identify each word, in pairs or as a class?

Second, Third and Fourth Class

Activity 5: Rex and Zippy

Curriculum links

Strand: Oral Language
Strand Unit: Competence and confidence in using language

- Enabling the child to give and take turns in speaking and experience a classroom environment where tolerance for the views of others is tolerated.

Strand Unit: Developing cognitive abilities through language

- Enabling the child to discuss issues that directly affects his/her life

Strand: Writing
Strand Unit: Developing cognitive abilities through language

- Enabling the child to write in a variety of genres

Circle time

Read, “The hardest thing to say” from the Assembly resource to pupils. Discuss the concept that saying or feeling “sorry” means that we admit our mistakes and learn from them, and won’t do that again. Do we need to be sorry in public for it to matter? Ask pupils to think of times in the playground when they have made mistakes and said or done something unkind, and then decided to make a difference by saying “sorry” and changing their ways.

Teacher led and individual activities

The activity should allow pupils to explore what other characters were doing and feeling, but also relate their thoughts to the idea of being ‘sorry’. How could they have intervened to encourage Rex and Zippy to make up and realise that how they were behaving was wrong? How can we get someone to say ‘sorry’, in a positive way??

Second, Third and Fourth Class

Activity 6: Muffin’s Adventure!

Curriculum links

Strand: Oral Language
Strand Unit: Emotional and imaginative development through language

- Enabling the child to express reactions to events and characters in stories

Strand: Writing
Strand Unit: Developing cognitive abilities through language

- Enabling the child to write in a variety of genres (i.e. letters)

Strand Unit: Emotional and imaginative development through language

- Enabling the child to express his/her reactions to particular experiences in writing

Circle time

Find a long piece of string and get all pupils to pass it along until all the pupils are connected by the string. Explain that we are all different, but as long as we hold on to the piece of string we are all part of the team. Everyone has different qualities and talents. If we can work together using these we can become “The Dream Team”. The challenge is to remain part of the team once we let go of the string even though we are all different. That means we all help each other even though, like the dogs in the story, we are all

different. We can use our strengths and qualities for the benefit of those people with whom we work.

Teacher led and individual activities

Teachers should read the story Muffin’s Adventure to the class and ask them what strengths the team had and how the different qualities of the dogs helped to resolve the situation. Pupils need to think about Muffin’s feelings during the story, for them to write their letter. Where might Muffin’s mum live?

Muffin’s Adventure!

One day at a rehoming centre the dogs had just come back from being exercised. All the dogs were tired except little Zippy who can run forever and very quickly. All the dogs were given water to drink. Rex was very thirsty. “Oi, Rex!” said Muffin, “Give me some room please. I’m thirsty too!” “Sorry!” said Rex, who immediately obliged. After their drink, they noticed some workmen were building a new extension to the rehoming centre. “Hey! It looks as if we are going to get more company!” said Flick, who was always very quick to spot a change and work out what was happening.

All the dogs went to look at the new building area, which was fenced off and had a gate. The workmen came to the fence and tried to stroke their muzzles through gaps in the fence. The dogs were always happy to meet new people. “Bill!” said one of the workmen, “Open the gate, these dogs are really friendly! They need a good stroke and a pat!” “OK, John!” replied Bill, and, making sure no-one was looking, let the dogs out through the gate. The dogs immediately went into the building area. Rosie was not so sure. “Should we be doing this?” she said. “It seems like we are breaking the rules.” Rosie was always nervous about things. “Don’t be daft,” said Rex. “Nothing bad can happen to us!” The dogs loved the attention they had! “Time for lunch,” said Bill the workman after a while. “Let’s go to the van for a sandwich. Go on dogs, you shouldn’t be here”. “I’m hungry too!” said Rex. “Come on you guys, it’s lunchtime!”

All the dogs left, except for Muffin who loves adventures and seeing new things. She found herself alone in the building area when all the other dogs rushed off to eat. The area was muddy and there were big machines which smelt of diesel oil. She sniffed the strange smells and went to look closer. Suddenly, a piece of scaffolding fell down, knocking others over. One of the steel poles trapped Muffin’s leg. Muffin yelped with pain! She couldn’t get away.

The rest of the dogs had been eating for some time, when Rosie noticed Muffin wasn't there. Immediately, Rosie rushed to the building area and soon spotted Muffin. "Help me, Rosie!" yelled Muffin, "My leg is trapped!" "Hang on. I'll get the others", replied Rosie, and ran off for help. Within seconds the whole team were there. "Are you OK, Muffin?" asked a worried Rosie. "My paw hurts. I think it is broken", said Muffin. "What should we do, Flick?" asked Rosie. "You're the one with the great ideas." Flick knew that the first thing they had to do was get help. He asked Zippy, 'who could run fast', to run back and bark to lead the carers to Muffin. While they were waiting for the carers to come, he suggested that the remaining dogs should try to free Muffin by pushing their noses under the pole and lifting it away from the ground. Rex could push a brick under the pole to take the weight off Muffin's leg. The plan worked. Within minutes the rehoming centre canine carers were on the scene. Muffin was rescued and thankfully only had a bruised paw. The team had rescued her. "I'm going to have strong words with those workmen!" said one of the canine carers.

Third and Fourth Class

Activity 7: Zippy's Story!

Curriculum links

Strand: Oral Language
 Strand Unit: Developing cognitive abilities through language

- Enabling the child to discuss issues that directly affects his/her life

Strand: Writing
 Strand Unit: Developing cognitive abilities through language

- Enabling the child to write in a variety of genres (i.e. letters)

Cross curricular link - SPHE

Strand: Myself and the wider world
 Strand Unit: Developing citizenship

- Recognising that each person has both an individual and a communal responsibility to the community

Circle time

Get pupils to think about caring for each other and caring for our pets. You might like to link this to "citizenship issues" and "growing up with responsibilities". Using pupils' photographs of

pets in a display would add another dimension and engage the pupils with a focal point.

Teacher led and individual activities.

Pupils should attempt this as individuals, although some will need adult support and may benefit from working as a pair. They could annotate the list at first to help sort the items, before thinking also about the time limitations on each family member. Again, splitting these between pairs will help when creating the final table.

Fourth, Fifth and Sixth Class

Activity 8: Losing a friend

Curriculum links

Strand: Oral Language
 Strand Unit: Developing cognitive abilities through language

- Enabling the child to discuss issues that directly affects his/her life (4th Class)
- Enabling the child to discuss issues of major concern and discuss ideas and concepts encountered in other areas of the curriculum (5th & 6th Class)

Strand: Writing
 Strand Unit: Developing cognitive abilities through language

- Enabling the child to write in a variety of genres
 Strand Unit: Emotional and imaginative development through language
- Enabling the child to create stories and poems
- Enabling the child to express his/her reactions to particular experiences in writing

Circle time

Get pupils to share any personal experiences of death or loss, such as that of a pet or grandparent. Life ends with death and that is part of the cycle of life. This is something we all have to deal with, although we don't like to talk about it.

Grandparents and pets dying are issues that most pupils are faced with at some point. The important principle is to celebrate the life, attachment and love expressed to and from the pet or family member. How can pupils celebrate the lives of those relatives or companions they have lost?

Teacher led and individual activities.

A class brainstorm can help your pupils create their own spider diagram, mind map or poetry. Pupils need to remember that the content is more important than the appearance of their diagram! Poems and mind maps could form an interesting class display, looking at both the process and result of writing poetry about a difficult subject.

Fifth and Sixth Class

Activity 9: Writing a Play

Curriculum links

Strand: Oral Language
Strand Unit: Competence and confidence in using oral language

- Enabling the child to give and take turns in speaking and experience a classroom environment where tolerance for the views of others is fostered

Strand: Writing
Strand Unit: Developing cognitive abilities through language

- Write for a particular purpose with a particular audience in mind

Circle time

Read the Assembly resource story “A New Face” for an ideal introduction. Pupils should think about their own experiences as new pupils, and how they could help a new pupil feel welcome. A class brainstorm could produce a list of experiences and help ideas.

Teacher led and individual activities

Pupils may need a copy of the story to refer to. They need to imagine the plot unfolding in their head in order to turn descriptions in the text into stage directions. How can they make sure dialogues etc. are ‘natural’ and unforced? Pupils will enjoy the chance to read their scripts (perhaps recording them with sound effects for a radio play) or perform them to the class.

Fifth and Sixth Class

Activity 10: Asking for help

Curriculum links

Strand: Writing
Strand Unit: Developing cognitive abilities through language

- Write for a particular purpose with a particular audience in mind

Strand Unit: Competence and confidence in using language

- Choose a register of language appropriate to subject and audience

Cross curricular link - SPHE

Strand: Myself
Strand Unit: Self-identity
Safety and protection

Circle time

What can we do about bullies?

Read the Assembly resource story “That’s my bowl”. Pupils should think about how they would respond. The important thing is to talk about it, preferably to a responsible adult, and not to respond with more bullying, either by bullying back or passing frustration on to someone else. Refer to your school’s bullying policy for specific guidance for pupils.

Teacher led and individual activities

Pupils can send their email or letter to the address in the activity - unfortunately we cannot respond individually, but pupils will get a ‘thank you’ for their work. Pupils will need to think about how they feel as Rex, and what they might be asking for. Bullet points offer the chance for pupils to structure their information, but need not be used for all the text – pupils can learn when they are, and are not, appropriate.

Fifth and Sixth Class

Activity 11: A thief in the kitchen

Curriculum links

Strand: Oral Language
Strand Unit: Competence and confidence in using oral language

- Enabling the child to give and take turns in speaking and experience a classroom environment where tolerance for the views of others is fostered

Strand: Writing
Strand Unit: Developing cognitive abilities through language

- Write in a variety of genres
- Write for a particular purpose with a particular audience in mind

Cross curricular link - SPHE

Strand: Myself
Strand Unit: Self-identity

Circle time

This offers the chance to explore themes of loyalty and protection. Read the story with pupils. What would have happened if Mum hadn't come home to give Rex his daily walk? Why did Rex attack the thief? Can pupils think of other stories (real or fictional) where someone has shown loyalty to protect someone, perhaps making a sacrifice in the process? Support pupils to sort stories shared into fiction and non-fiction to consolidate understanding of categorisation.

Teacher led and individual activities

Pupils should look at a variety of real newspapers to see how they use headlines and images to draw readers into the story. They should also consider the writing style used. What are the journalists trying to do? Just tell us something factually, or make us think something in particular? How might a 'red top' tabloid, like The Evening Herald, differ from a broadsheet? How are they the same? Pupils could consider what images they could use in their article.

Both the article and the diary offer scope for considering why Rex behaved as he did - writing a journalist's insights and ideas in the article, and from a personal point of view in Rex's diary.

Activity 1: Muffin's Tale

Senior Infants / 1st and 2nd Class

"Hi! I'm Muffin. I'm a friendly dog, but no-one wants to take me home. I live in a rehoming centre, a home for abandoned dogs. I must be famous! I heard some children in the street skipping and singing, "Have you seen the Muffin Man?"





But if I'm so famous, why am I here? I can't understand it. I'm nice to everybody, after all! Maybe it's because I have shaggy hair and one of my four legs doesn't work very well. I was bought from a pet shop and went to live with a family. At first they looked after me very well. Then it all went wrong.

There were two children, Patrick and Mary. They were very good to me. When they went to their child minder I was alone in the house, though. I think their Mum and Dad had important jobs. One night they had a big argument about me. I was worried and went to see what was happening. I got kicked! It really hurt.

Mary was really upset and she left the front door open for me. I was able to limp outside. I couldn't walk far, but a Garda found me. He took me to a rehoming centre, where I live now. They look after me here, but it's not the same as living with a family. I just want someone to take me home and take care of me.

I hope that someone wants a dog with a bad leg and shaggy hair."

Muffin

-  Draw pictures to show what happened to Muffin. Start when she was in the pet shop, and end when she is living in a dog's home. Leave space under each picture so you can write two things:
-  Write a sentence under every picture to explain what is happening.
-  Write a sentence under every picture to explain if what is happening is wrong or right.
-  Read your story to your class.

You could use a computer to do this. Why not scan your drawings, or make them using a drawing programme, then type text under each picture?



Dogs need to be treated properly. You should not frighten or annoy them.

Activity 2: Rosie's Tale

Senior Infants / 1st and 2nd Class

“Hello! I’m Rosie. When I was little I was bought by a wonderful family and looked after by Siobhan. She did everything for me and used to make sure that I had enough food before she went to school. It was great. I had five walks a day!

We went on holiday to the seaside together. It was lovely to run all around the beach and go in the sea. Siobhan was so kind! We went to the seaside in their car; it has space in the back just for me. One day Siobhan and I were on the beach and I was scampering in the sea. It was lovely! We were in a dangerous place though, and the sea was coming in.

The water got deeper and deeper. I started to get scared and ran away. I got lost, as I didn’t know the place well. A person who said he likes dogs helped me and now I am here. I live in a special rehoming centre for lost and abandoned dogs.

I haven’t seen Siobhan again since then. I miss her so much. I can’t understand why she hasn’t come to find me. I’ve talked to other dogs in this home and some of them had really bad times before they came here. I’m lucky. I’ve had a good life. I hope to see Siobhan again when she finds out where I am.”

Love, Rosie



Read about Rosie or listen to your teacher read you the story.



Try and write this story in your own words. Think carefully about how Rosie must feel.



How would Rosie feel if she was reunited with her owner? Write about how Siobhan would feel if she saw Rosie again.

Why not use a computer to type your story using a word processing programme?










You should never approach a dog without asking the permission of the owner first.

“I couldn’t believe it! These people came to look at us. They wanted to take one of us home with them. They chose Zippy, the puppy in our kennel. The people at the rehoming centre talked to them to make sure they were a good family for Zippy, before they let him go with them.

I must be too old for these people to love me and take me home. I miss Zippy so much! I just hope that he goes to a nice family who know how to care for dogs. I’m still waiting for my turn, and hope to meet someone who will look after me.”

Flick

Dog Facts:

-  We need feeding at least once a day (but preferably twice!).
-  We need bowls, toys, a lead, a collar and tag, and many other things.
-  Some of us need to go out more than others, but we all need a walk everyday, whatever the weather.
-  We need to be taught what to do and how to behave, in a nice way.
-  We can’t tell people when we are ill.
-  If we’re left on our own for too long, we can get bored - we have feelings, just like people!
-  We can live for 15 years or more - where will you be in 15 years’ time?

Make a leaflet or poster to tell people how to look after a new dog, like Zippy or Flick.

Use the ‘**Dog facts**’ to help you. Why not use a computer or art materials?



Dogs grow up very quickly.

“OK! I know I was wrong. But I’ve had a terrible start in life! I was bought from a pet shop and the humans that were supposed to look after me treated me badly, they kicked me and didn’t give me much food. I was never taken outside for a walk. I spent most of my time in the house. I was very ill. The people next door (‘neighbours’, I think they are called) heard me barking and came to see what was the matter.

They rescued me. I went to a rehoming centre and I found it very hard. I’ve been bullied a lot in my life, so why shouldn’t I look after myself now? I hadn’t had enough food for years. That’s why I wanted to be the boss - so I could eat as much as I wanted. I couldn’t believe it when the other dogs suddenly turned against me. I liked being the top dog! When they gathered together against me I couldn’t do anything.

I do feel sorry, and I have apologised to them. I know I was wrong. I am not all bad. I’ve not had a good life, that’s all”.

Biff



Get a dictionary from your teacher.



In your English book or on paper, write down the words below in alphabetical order.

1. Canine
2. Neighbour
3. Rescue
4. Boss
5. Gather
6. Apologise
7. Experience
8. Life



Find out what each word means. Write down the meaning next to each word.



Read out some of your meanings to your table or class. Can they tell you what word you are explaining?



Dogs like kindness and rewards.

Activity 5: Rex and Zippy

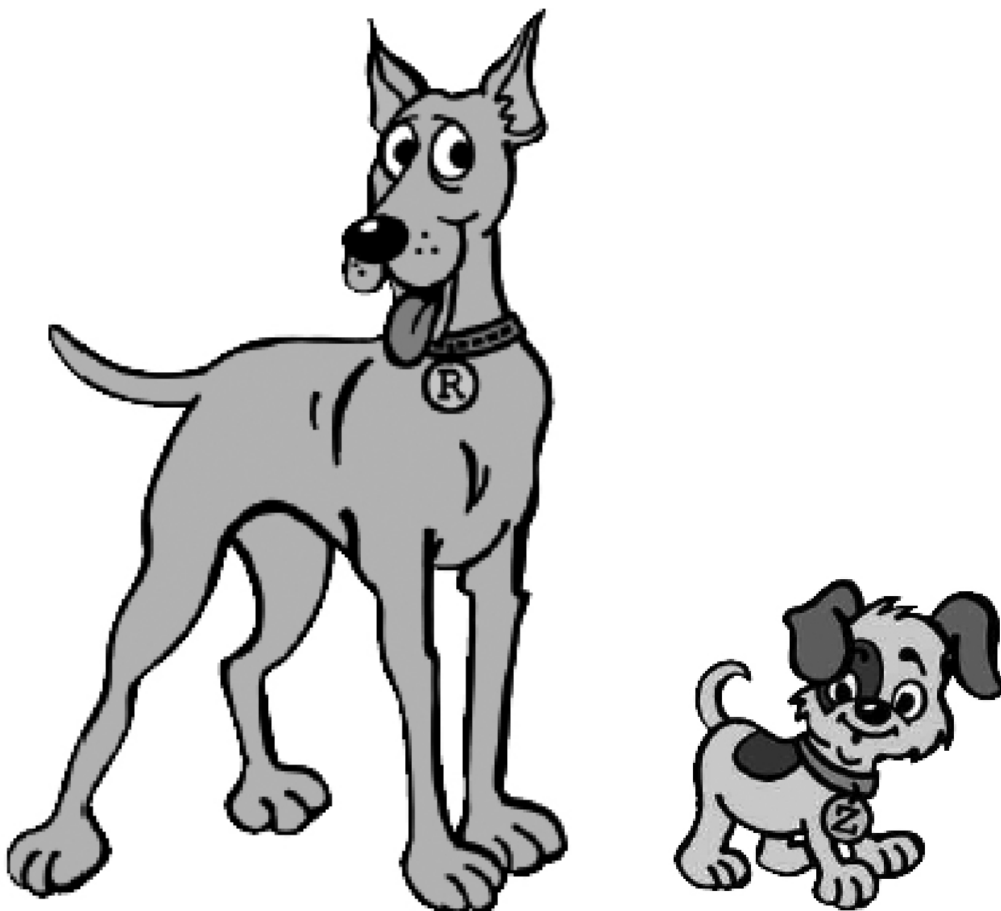
2nd, 3rd and 4th Class

Your teacher will read you the story of Rex and Zippy. You must have seen things like that happen in the playground. It ended up all right in the end, but have the dogs really learned the meaning of “sorry”?

- 🦷 Design a poster showing or telling what “sorry” means.
- 🦷 You can use a computer or do it on paper using art materials.
- 🦷 This is going to give you some homework too!
Your homework is to say what the various dogs did during the nasty incident. Try to describe what one of the other dogs did or was like. Don't choose Zippy or Rex. Choose either Flick, Muffin or Rosie.

Your homework task:

- 🦷 What happened between Zippy and Rex?
- 🦷 What did the other dogs do?
- 🦷 Write a description of Flick or Rosie. Explain why they did or did not get involved.



Dogs do cost a lot of money, especially when they get sick and need to go to the vet.

Activity 6: Muffin's Adventure!

2nd, 3rd and 4th Class

Listen to the story of Muffin's escape.

- 🦷 What did Muffin do?
- 🦷 What was Muffin like?
- 🦷 How did the team help her?
- 🦷 What are the differences between the dogs' characters and how did that help?

Pretend that dogs can read and write!

- 🦷 Pretend you are Muffin and write a letter from Muffin to her Mum to say what happened. Think carefully about how to describe how she was feeling. Use the wordbank to help you if you need to.

Wordbank

naughty lonely adventurous curious dangerous excited frightened
helpless worried brave uncertain comforted reassured rescued bruised
teamwork friends reunited happy lucky bandaged safe loved

You need to:

- 🦷 Say what happened in more than 30 words.
- 🦷 Use paragraphs in your letter to separate what took place.

Tips:






- 🦷 Paragraphs separate different ideas and things.
- 🦷 Leave a line under each paragraph.



Dogs should not be left alone in cars without the windows open and some water. In hot weather, they should not be left at all.






"Hi, I'm Zippy! I have droopy ears and love running around. I couldn't believe my luck when some people came and adopted me from a rehoming centre. I had to say goodbye to all my friends, which wasn't easy.

The family I'm living with is fantastic, but they're still learning how to look after me!

-  I need to be fed at least once a day and have plenty of fresh water to drink.
-  I need a shampoo twice a year to keep me clean, and more often if I get muddy.
-  I need a check-up at the vet every 3 months, as I have bad claws.
-  I love to be let out and need 2 good walks a day.
-  I wake up early and will usually need the toilet!

My family needs a timetable to help me, as they are all busy! Please will you help?"

Love, Zippy

-  Make a weekly timetable for the family to look after Zippy.
-  Use a word processing programme, such as Microsoft Word®, to create tables, or use a ruler to draw a neat table in your English book.
-  Make the right number of columns and rows.
-  You need to give those columns and rows a name e.g. "feeding", "walking", "health check" etc.
-  Mum is out all day until 6pm. She can't help in the morning and is hungry when she gets in. Dad is around in the afternoon, after midday, but usually needs to get dinner ready. Suzanne is at school, but home after 3.45 p.m. She gets up quite early.



Dogs should always have access to a bowl of clean water.

Activity 8: Losing a friend

4th, 5th and 6th Class

This is a tough assignment as it's personal to you!

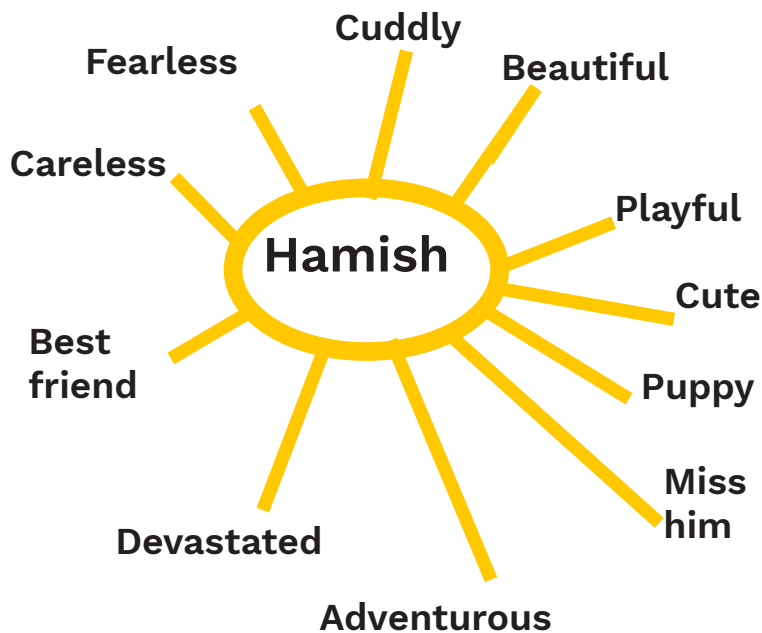
Sometimes when we really care for a pet, friend or family member we find it hard to put our feelings into words. We want to tell them how much we love or care for them, but it's not always easy. When a pet or someone really close dies, we have to deal with losing something so close to us. Death isn't something to be afraid of. It's what happens as part of life. We have to find a way to cope with missing that person or pet. In both cases, writing something is often a real help.

Your task is to write a poem or message to a pet or someone you have lost or love, or just feel strongly about. You are going to start with a 'spider diagram' of all the words you link with them. This is how you do it.

Get a sheet of blank paper, write the name of a person or a pet in the middle, now write all the words you can think of that say how you feel about that person or pet. Link the words to the person or pet's name, and to each other, using lines. The spider diagram below is about a puppy that was a fantastic pet, but who was sadly run over by a car.

It starts off as scribble, but you will find important words you can just put together to say what you feel.

Try it! It doesn't matter how it looks. You have now started to write a poem!



Look at the poem that was written after the spider diagram was made:

Hamish
My beautiful puppy
Playful and cute
He was too young to die!
My family are devastated
We miss him so much
He was fearless and careless
Because of an adventure
Now he is gone!
But I will remember him
As he was my best friend

Now it's your turn! Go on - try it!



Dogs have feelings too.

Activity 9: Writing a play

5th and 6th Class

Read the story “A New Face”, or “Muffin’s Adventure”.

Your task is to turn the story you read into a play! This means writing a play script.

Speech marks are not used in scripts. Character names should be bold and stage directions in brackets.

You’ll need to use stage directions instead of descriptions (these go in brackets). These tell the actor what to do and how to do it, or what else is happening, such as actions or sounds. Think about how each character feels and make sure the stage directions match what is happening in the script.

You need to set it out like this:

Flick: I think we’ve got company
(Rex wags his tail) *This is a stage direction*

Rex: Let’s have a look and see
Remember - No speech marks!



You may be asked to share what you have done with the class!






Activity 10: Asking for help

5th and 6th Class

Read the story “That’s my bowl”.

Your task is to:

-  Ask for help as if you were Rex by sending an email or a letter to Dogs Trust.
-  Write a diary account of what is happening.
-  You could use bullet points when you are describing it.

Now write and send your email to education@dogstrust.ie
or letter to Dogs Trust, Ashbourne Road, Finglas, Dublin 11.



If your dog goes to the toilet in a public place you must always pick up the poo in a bag and place it in the bin provided.

Activity 11: A thief in the kitchen!

5th and 6th Class

Rex used to live with a family, until one day he got lost. He never managed to find his owners, but the rehoming centre has given him a nice home. Rex hopes that his owners might find him one day, but until then he likes to tell the other dogs about his adventures when he lived in a house with a proper family. This is his favourite story.

Big Rex was at home asleep in his basket in the kitchen. Mum and Dad were out and the children were at school. Soon it would be lunchtime, when Mum came home to give Rex his second walk of the day.

It was a fairly normal morning . . . until a thief broke into the house! Although he is a big dog, Rex was very frightened and barked as soon as he heard the noise. Rex knew that there was no one else in the house. The burglar came in through a kitchen window. He had to go through the kitchen to find the TV and computers, which he wanted to steal.

The thief crept through the kitchen. Rex growled. The thief was bigger than Rex and looked dangerous. Rex knew that this human being was a threat. As the thief came at Rex, Rex attacked him, biting his trousers. The thief yelled and tried to hit Rex, but Rex held on.

Just at that moment Mum came home and heard the terrible noise in the kitchen. Using her mobile phone, she called the Garda. The thief broke away from Rex's grip and ran, going back out of the window he'd broken. Mum's first thought was Rex. He seemed fine although the thief had hit him. She would take him to the vet for a check up, and then keep an eye on him.

Minutes later, the Garda arrived and went in pursuit of the thief. After a long search, he was caught. Having torn off some of the thief's trousers, Rex had valuable material samples, which helped the police to prove the man they caught was the thief and put him in prison.



The local newspaper reported the incident.

Write their article, remembering that the headline has to be like an advert for people to read and be drawn in. You could use the Internet to find a picture of a dog.

Remember that when you write a newspaper article you have to write it using "he", "she" and "it".



If it happened to you, how would you write the incident up in your diary? Try it!

Diaries are personal things. This is when you can use "I", "I think", "I felt worried when..." etc.



Why do you think Rex behaved in that way?



Dogs are not toys: they have feelings too!



Additional Information

Dogs Trust provides FREE education workshops about Safety Around Dogs and Responsible Dog Ownership to primary and secondary schools across Ireland, both in-person and online. If you are interested in finding out more about the education programme, or would like to see if there is an Education and Community Officer in your area:

visit: www.LearnWithDogsTrust.ie
call: 01 879 1827
email: education@dogstrust.ie

For more information about the work of Dogs Trust, Ireland's largest Dog Welfare organisation, please visit www.DogsTrust.ie.



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