



Educate Together

# Lesson 2

## Love & Attention



Class Level  
3<sup>rd</sup>/4<sup>th</sup> Class

### Curriculum Links

### Strand

### Strand Unit



Science

Living Things

Plant and Animal Life

English

Oral Language

Emotional and imaginative development through language.

SPHE

1. Myself
2. Myself & the Wider World

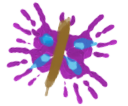
1. Growing and Changing; Making Decisions
2. Developing Citizenship

Learn Together

(Educate Together Schools)

1. Moral & Spiritual
2. Equality & Justice

1. Exploring Moral Development Cultivating Spiritual Growth
2. Activating Equality and Justice



### Content objectives:

- Children understand and respect **Promise 1**; to provide their pet with love, care and attention.
- Children will understand why their pet behaves in certain ways and how to respond to given situations.

### Learning objectives:

- Children appreciate that pet owners have a responsibility to provide their pet with love, care and attention.
- Children understand why animals behave in a certain way and complete the "Don't Get Mad at Your Dog" activity.

### Resources:

Resource "Don't Get Mad at Your Dog" – Card Set 5 (attached)- See notes below

### Poem: **Promise 1**

*I promise to love my dog and to never be mean  
 I promise to be kind to him and never shout or scream  
 I promise to never make him scared or in any way in fear  
 I promise to care for him, especially at Hallow'een,  
 every year  
 I promise to walk him every day in any weather  
 I promise to play with him, stroke him and love him forever*

### Extension Exercises:

**Drama:** Activity 1 – to develop the understanding that dogs, like people, have needs and feelings. Use the scenario to explore pupils' perceptions of unkindness to animals or each other (being ignored or scared by others' behavior) and discuss appropriate resolution (see resource sheet Drama/Activity 1, available at <http://www.learnwithdogs.ie/downloads/dramaBooklet.pdf>).

### Assessment:

Teacher questions/children's questions.



# Learning activities:



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## Introduction

- Begin the lesson by asking the children to recall what they remember from the short film “A Dog’s Tale”.
- What did Jamie and his mum need to consider before getting a dog?
- Explain that sometimes owners think their pets are being “bad” if they behave in a certain way. For example, if a dog chews mum’s slippers, it is probably because the dog needs some toys of its own to chew.

## Development

- Remind the children of **Promise 1** – Love- to provide my pet with love and attention.
- Question the children as to why they should show their pet love and attention.
- Ask the children how they would feel if someone was mean or unkind to them in school. Who would they go to if they were being bullied?
- We all need time to learn things. What does a baby need to learn to do as it is growing up? What does a puppy/young animal need to learn to do as it is growing up? How can we help our pets to learn (training)? How can we make learning fun?
- Explain that pets can also feel bullied and upset if people are unkind to them. Therefore we, as responsible pet owners, need to ensure that nobody is ever unkind or cruel to our pet.

Children to complete the “Don’t Get Mad at your Dog” activity – see further notes below.

- Children randomly select cards and show them to the group.
- Discuss each situation – what is happening? Why has the dog owner/dog behaved in this way? What would be the best thing to do?
- Discuss what children can do and what they need adults to do i.e. child not pulling a dog’s tail, adult managing a growling dog.
- Children can make posters of the best way to respond to one of the situations.

## Conclusion

- Ask the children what they learned from the learning activity “Don’t get mad at your dog”.
- How will they respond to one of these situations in the future?
- Read Poem 1 to the pupils.



# Don't get mad at your dog!



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This card set shows situations that might make you 'mad with your dog'. The children think about when this might happen, and whose fault this might be. They should also consider when an adult might need to be involved, and this leads on to thinking about why you can't be sold or own a pet if you are under 16 years old.

This activity can be done in small groups or in a circle of the whole group. Randomly select cards and show them to the group. The children should think about each situation:

- What is happening?
- Why have the owner and/or dog behaved like this?
- What would be the wrong thing to do?
- What would be the best thing to do?

The distinction will need to be made between things that a (possibly young) child can do, such as not pulling a dog's tail or removing its food, and anything that might need an adult to manage (a growling dog), without scaring the children.

As a follow-up activity, if there is time, or as a homework activity, children choose one situation (you may need to copy the cards out or put them on display) and make their own A4 poster to show either a good way or a wrong way to respond to the situation.

For example:

- 'Play with your dog every day!' - would be a good response to a dog that keeps 'nagging' its owners because it is bored.
- 'Don't take away their food' - would be a good response to avoiding getting bitten/growled at by a cross, and maybe hungry dog.

