

Caring for Cats & Dogs



A teacher resource to help develop respect, empathy and compassion towards companion animals

An Interactive Decision-Making Classroom Resource for Teachers

(Suitable for use with children 7–12 years)

Understanding Origins, Needs and Behaviour

Keeping Healthy and Safe

Promoting Respect and Compassion

Caring for Cats & Dogs

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Introduction

Animal welfare education is not just about *animals*, it is also about *people*. It is not just *for* animals, it is also *for* people.

Animal welfare and global environmental concerns

The growth of international trade, global travel and communications often creates the impression that somehow our world appears to be shrinking. For many, technology brings together countries and international issues almost instantaneously, and yet there are anomalies as some people still struggle against fundamental hardships to meet their most basic needs.

Tied up in this complexity and irrespective of ethnic group or nationality there are the massive environmental problems and dilemmas which face us all. Concern for the well being of our planet, over the use and abuse of the animals, plants and natural resources which are part of it, is truly universal. The interaction between animals and humans, a timeless relationship, is at the heart of humane education. The concept of animal welfare or how animals feel is a growing concern in our world.

Why should this be? Why does the concept 'animal welfare' so often focus on the suffering imposed on animals by humans? Maybe one reason is that in our technological race we forget that we too are animals. Perhaps we also view non-human animals as resources to be used with less regard for their wellbeing than for their utility, but if life is cruel for some people, why should we be bothered about the lives of non-human animals?

Animal welfare values within Humane Education

Humane Education (HE) is a concept that encompasses all forms of education about social justice and citizenship, humanitarian and environmental issues and animal welfare education, the welfare of animals and our responsibilities for their care. HE brings awareness of wide-ranging concerns and solutions to children. It lays a foundation for developing respect for all life, developing attitudes of compassion and empathy, responsibility and critical thinking skills.

Although everyone would readily accept that human rights should be respected, it is right that we should consider the welfare of animals too. Public interest in the concept of animal welfare is growing. Public opinion is becoming more informed and animal welfare is generally seen as something we ought to take account of, acknowledging its place in the ethical dimension of the educational process. Animal Welfare Education (AWE) focuses on our involvement in the lives of non-human animals and taking responsibility so that animals have the freedom to satisfy their needs. AWE aims to have a positive impact on social skills, including generating respect and empathy among humans resulting in increased self-esteem.

The place of this resource

To enable young people (approximately 7-12 year old pupils) to develop into informed and confident citizens; to face environmental challenges; to develop respect, empathy, compassion and myriad responsibilities; to tackle social and ethical dilemmas, they need key skills. This resource gives practice in the skills of thinking critically, gathering and selecting evidence, making informed choices and arguing a point of view while respecting the opinions of others.

This resource aims to help develop these underpinning skills by focussing on topical issues concerning two animals with which we have had long associations – dogs and cats.

Its origins

Much of the material in this resource is based on an earlier publication *Caring for Animals* originally developed in Taiwan.

Many countries around the world have problems relating to the over-population of stray and unwanted dogs and cats. The World Health Organization (WHO) estimates that there are approximately 500 million dogs in the world, approximately one tenth of the human population. Some cause problems for humans including rabies and other zoonoses, attacks on farming livestock, faecal pollution, noise pollution and road accidents.

In the 1990s, an animal welfare organisation in Taiwan, Life Conservationist Association (LCA), created *Caring for Animals*, a manual for schools funded by the Council of Agriculture, Executive Yuan, Taiwan. The resource was ultimately published with the support of the World Society for the Protection of Animals (WSPA) and available to more countries for the promotion of responsible pet ownership.

Animal welfare education

Animal welfare education is a process, which promotes knowledge, skills, understanding and attitudes related to:

- Our involvement in the lives of animals.
- The effects this has on animals' ability to satisfy their needs.
- The responsibility this places on us.

Animal welfare as part of a wider humane education approach provides teachers with opportunities to:

- Nurture in children a reverence and respect for all life, and generates a responsibility and duty of care for the earth and other species.
- Convey accurate information, enabling children to understand the consequences of their decisions as consumers and actions as citizens in relation to their impact on animal welfare.
- Inspire and generate creativity and natural curiosity.
- Develop children's skills in critical thinking, evaluating information and solving problems independently.
- Encourage children to make informed, humane choices, empowering them to help bring about a better world for animals.

(Adapted from: Institute for Humane Education, <http://humaneeducation.org>)

Aims of this resource

Approach

Caring for Cats & Dogs presents teachers and students with interactive activities centred around dogs and cats. By practising skills in evidence selection and decision making the fundamental components of animal welfare education are introduced. There are two main aims.

- **Animal welfare education;** promoting knowledge, understanding, skills and attitudes relevant to our relationship with dogs and cats but emphasising the transferability of these attributes to other animals and to our relationship with people.
- **Problem solving and decision making;** practising these skills through inter-active, practical activities supported by background information.

This resource is designed to:

- Offer opportunities for children and teachers to explore topical animal welfare issues and to apply these to their local circumstances.
- Offer opportunities for children to seek and use information from a variety of sources to develop informed opinions, to share their ideas with peers, to respect the right of others to hold views which may be different to their own and to be willing to change their views in the light of experience.
- Include strategies that encourage individuals to investigate, explore and make their own personal sense of situations in order to create meaning, so taking account of their preferred learning styles.
- Offer teachers opportunities to include in their teaching styles activities that (a) correspond with some of the learning styles of what is often called Multiple Intelligences and (b) promote some thinking skills.

Multiple Intelligence learning styles (and activities) are:

- **Interpersonal:** activities involve dialogue and working with others.
- **Intrapersonal:** activities involve working independently, devising own strategies for formulating questions, applying the concept or issue to personal experience and prior knowledge.
- **Kinaesthetic/practical:** activities such as cutting, pasting, improvising and role play.
- **Linguistic/Literary:** activities such as writing, reading, discussing.
- **Logical/mathematical:** activities such as calculating, using data, looking for patterns, applying informal logic.
- **Musical/auditory:** activities using music, sounds and words to stimulate ideas; making up rhymes, raps, songs; singing and using music to affect one's mood.
- **Visual/spatial:** activities involving diagrams and maps, designing posters and plans, painting, sketching and drawing.
- **Naturalistic/environmental:** activities involve ecological thinking, care for animals, plants and the environment (both the built and natural).
- **Emotional/intuitive:** activities involve responding with feelings, responding intuitively, aesthetic appreciation, experiencing awe and wonder.

Pupils can become better thinkers so that they may make reasoned judgements by practising the 'higher order thinking skills'. Examples of activities in this resource which promote these skills are:

- Sorting / classifying / grouping.
- Drawing conclusions and explaining them.
- Using factual evidence to make informed opinions.
- Justifying points of view.
- Problem solving.
- Decision making.

This resource does not:

- Address the needs of specific country curricula. It would be impossible to do so as we hope it will be used as widely as possible. However, it is anticipated that the material would be appropriate for science, environmental, English/ languages and personal/social subject areas.
- Rely on any one teaching or learning style. Again each country will have its own needs and practices. A range of teaching and learning styles are offered and teachers are encouraged to try different forms of experiential learning and to adapt the material to their specific requirements.
- Differentiate completely for age and ability groups, again these are very sensitive to local curricula. We hope the material is of interest to the wide age range of 7-12 years (approximately) and offers a range of personal learning style activities which teachers can adapt to ability needs.

Decision making

This resource offers three decision-making frameworks to assist teachers in promoting this skill:

(A) Discovery box and Topic activities both follow the process of: Research – Evidence – Decide – Share – Assess.

(B) Animal welfare issues often have to take account of competing priorities. One technique of making decisions in this area is to consider three questions;

- What is (are) the real problem(s) for the animal(s) and for people?
- What are the options, the alternatives?
- What is the most humane way for the animals, of solving the problem?

(C) A decision-making flow chart outlining key steps that can be followed.

Multiple Intelligences, Thinking Skills and the decision-making flowchart are adapted from the Mind Friendly Learning site:

www.cheshire.gov.uk/parentpartnership/downloads/dl_incl_mflearning.htm

A decision-making framework:

What is the problem? What is the task you have to make a decision about?



How to use this resource

The structure

The material is presented in two styles. You can choose either style and 'pick and mix' activities from both 'Discovery Boxes' and 'Topics':



Discovery Box

- Contains a variety of things to think about.
- A series of open-ended questions with some supporting material.
- Use it as a stand alone activity or as a more extended process.



Topic

- More structured than a Discovery Box.
- It may contain fully detailed lessons or a range of related issues and activities for an extended topic.
- You can select from within this as you wish.

Whether you choose activities from a Discovery Box or a Topic you will find the content set out like this:

	Learning Objectives	Always state the specific knowledge, skills, understanding and attitudes that the lesson will address.
	Learning Outcomes	Always state the specific and measurable expectations.
<p>Clear objectives and outcomes allow you to design your schemes of work and link with other subjects. They allow you and your pupils to understand what the activities are aiming to achieve and to assess learning.</p>		
<p>The process For each pupil activity they will be guided through these tasks:</p>		
	Research	Children are encouraged to investigate using a range of local facilities (books, stories, videos, pictures, internet etc).
	Evidence	Some information is provided. Please note, this is not differentiated for varying abilities.
	Decide	Children are encouraged to use the evidence provided and from elsewhere to make decisions, answer questions etc.
	Share	Children are encouraged to share their findings, decisions and opinions with their peers.
	Assess	Having heard different positions, children may wish to develop their point of view, allowing them to return to the Decide stage.
	Information	This may be technical information, supplementary material, word lists, a glossary etc. Not differentiated for ability. Some is essentially for teachers.

This process aims to promote:



Those skills to become confident in:

- Valuing one's own thoughts, ideas and concerns.
- Asking the questions 'why', 'how' and 'what'.
- Debating animal issues and expressing ones views sensitively and courteously.
- Acting consistently in accordance with personal principles even when they are considered wrong by others.
- Thinking through the consequences of their own actions in relation to an animal issue.

An understanding:

- Of the attitudes to animals in the local culture and how such values and practices have evolved.
- That society's values change.
- That many animal issues are contentious i.e. that there is disagreement.
- That it is important to review ones opinions in the light of experience.

Knowledge:

- To develop informed opinions about the different views on animals.
- All animals have needs and sentient animals have feelings.

Attitudes of:

- Respect, responsibility, empathy, compassion and care.

Finally, he/she and his/her

To indicate that dogs and cats are individual sentient beings, we do not use the word 'it' or 'its' to refer to them. Rather, to avoid having to choose between he/him and she/her, we decided to use 'the dog/s...' and 'the cat/s...'

Animal welfare and personal sensitivities

The material in this resource does not contain detailed descriptions of pain and suffering or graphic images of pain, suffering and cruelty. It is not intended to cause anxiety, distress, or insult.

Animal Welfare Science studies animals' individual responses in certain circumstances and whether the animals can cope with the environmental stressors placed upon them. Animal welfare assessments are based on animal behaviour, physiology, immunology, reproduction and productive measures. Animal well being can range from good to bad, similar to human well being.

Safeguarding animals' well being is about human responsibilities to ensure that animals meet their needs. Failure to do so can cause suffering and distress to an animal. However, people may disagree about the situations where this can occur, about the extent of their responsibilities, about their use of an animal and whether certain practices are wrong or unacceptable. And so there are contentious issues in animal welfare, where personal beliefs may be challenged and where sensitivities are raised. This is to be expected because the subject matter animals, is often emotive and touches many people.

This resource does contain references to conditions or situations which compromise an animal's welfare, and where pain, suffering and distress may result. Some of the issues raised here may be distressing for the children and yourself for a variety of reasons. These guidelines provide areas for you to consider, possible strategies to minimise distress and coping strategies. However, you know your children best. We cannot plan for all eventualities, for the level of maturity and abilities of your pupils so you should be satisfied that issues raised will add to a positive learning experience.

1. Prepare the children before starting any of the work. Let them know the subject matter. Make them aware that if they have personal concerns or become distressed by any content that they may speak with you and/or another adult. Stimulating open discussion of the subject with opportunities for children to raise their own concerns, experiences and initial opinions will not only give you an indication of sensitive areas but also of their level of learning.
2. Discussion of suffering can be upsetting for some especially where a family's pet (companion animal) has had to be taken to the vet; where an owned dog is one of the breeds described and/or has a docked tail, cropped ears; where a family breeds/shows dogs etc. It is important that a child is not made to feel guilty when in reality they may have little influence over parental decisions.
3. Ensure that other children do not focus criticism on a child in this position. Teachers need to be very sensitive to these areas and it may be necessary to modify the activities, discuss concerns with other staff and liaise with parents, especially if the child happens to report on a home incident which causes you concern. There are occasions when a child's welfare is to some extent linked to the welfare state of, and status of owned animals at home.
4. The following script may be useful for you when introducing the work. Reiterate it periodically:

It is upsetting to think of animals suffering because people are being cruel or insensitive to them. You care about animals but unfortunately not everyone is the same. People may hurt animals on purpose (deliberate cruelty). They may not realise that what they are doing is hurtful to the animal and that they are being cruel. This is why it is important for you to learn more about how to look after animals properly.

If you think an animal is being cruelly treated you should share your concern with a responsible person who you can trust. It is probably better not to approach someone you think is being cruel without first talking it over with an adult. You must protect your own safety.

If you are worried by something to do with an animal, whether it is yours or not, talk to someone about it. If the problem is to do with your companion animal(s) at home you could speak with a member of the family. You could also speak to another responsible person you trust such as a teacher at school.

5. Whereas it is vital that children are given the opportunity to discuss concerns, things they have seen etc, be careful not to allow personal anecdotes related by the children to escalate to the point of competitiveness or possible fantasy. Children are capable of exaggeration as we are aware but concerns should not be dismissed as they may be based in reality. A child may also be deprived of a 'safe' environment in which to share their concerns, and so it is often better to continue a conversation with a child away from the public classroom.
6. Do not allow children to name their peers as being guilty of an animal-related misdemeanour. Again, follow-up concerns or allegations away from the classroom referring to your professional colleagues and/or families as appropriate.
7. It is advised that you and your professional colleagues discuss these issues from a school strategy point of view. Animal welfare issues are part of a wider humane education and link with other areas of school life in which policies should exist (e.g. bullying, personal safety, confidentiality etc.).
8. Finally do ensure that for any animals kept in the school the highest welfare standards are being met. Keeping any animal is a big responsibility. Children will take what is said and done in school to represent the best practice. If children are learning about animal welfare they should see this in action in the school.

Terminology

This resource focuses on cats and dogs in particular (although animal welfare principles are applicable to every species). Cats and dogs are popular *companion animals*. Companion animal is preferred to the more common term pet as it implies the animal is a companion to their owner rather than a possession, therefore placing a higher duty of care on the owner.

Owners are sometimes called guardians, which is a reflection of society's deep personal relationship with dogs, cats and other companion animals. However, the term Responsible Pet Ownership (RPO) for programmes that promote compassionate animal care is commonly used by WSPA and other animal protection organisations.

The term owned animal can include companion animals but also farm animals etc. Some species are not suitable as companion animals because their needs can not be adequately met by keeping them in the home (or school) environment.

Animals in the curriculum and in schools

Animals may be part of the school curriculum in the following ways:

- They may be kept in school, owned by the school and spending most of their lives in the school environment.
- They may be brought into schools on a temporary or visiting basis. They are usually owned by someone outside of the school.
- They may be wild animals living naturally in the locality (or actually in the school).
- They may feature in a curriculum subject (e.g. science) and therefore be talked about, studied, seen in pictures, in textbooks, videos, the internet etc.
- There may be dead animals kept as preserved specimens, or there may be acquired (dead) animals used for dissection or other demonstration purposes (WSPA does not support harmful use of animals in education).

In using this resource teachers may feel the need to involve living animals as in the first two categories: those owned by and living in the school and those brought in as visitors for specific purposes on occasions. However, the term animals in schools also includes, in a narrower sense, those wild animals living naturally in and around the school.

A School policy on the use of animals

Remember that animal welfare principles and practices apply to all animals (though species appropriate). It is recommended that a school draws up an *Animal Policy* which determines how animals in each of the categories above will be treated by everyone in the school. The policy should include the treatment expected for local wild animals that may be resident in

or seen within the school environment. Positive welfare messages should be consistent so, for example, although wild animals are not owned animals, the principles of care and consideration apply equally to them when school personnel find them in the school environment.

Example 1: Rabbits are sometimes kept in schools (and at home) as companion animals. However, they may also be seen as food animals and by others as a pest species. Frequently different levels of care and consideration are applied to the same animal in different contexts even though the animal's basic welfare needs are the same.

Example 2: The children have been learning that all animals have needs which must be met if their welfare is to be assured. They have been learning how they should treat all animals with care and consideration (appropriate to the species). It is fairly common practice that some children have been deliberately catching and killing small invertebrates that live in the school grounds on the basis that they are small, insignificant things that no one really likes, an attitude also common amongst adults at home. However, these small animals also have an interest not to be harmed and killed.

Good practice on animals in schools

This resource focuses especially on dogs and cats - popular companion animals which many children will have at home. It is less likely that dogs and cats will be kept as school-owned animals though. It is more likely that animals will be brought into the school by their owners or specialists (e.g. a veterinarian). In addition stray dogs and feral cats could be an issue local to the school and the community.

NB: Dependent upon the country, there are species of animal totally unsuitable to be kept by or introduced into a school. Teachers must research this locally. Stray dogs, feral cats and most wild animals should not be kept or introduced into schools.

The International Association of Human-Animal Interaction Organizations (IAHAIO), of which the WSPA is an associate member, recognises the need to teach children about the needs and behaviour of companion animals as one way to encourage respect for them and reduce the abandonment of dogs and cats. In 2001 IAHAIO's *Rio Declaration on Pets in Schools* was endorsed by the participants at the IAHAIO- WHO-WSPA Training Programme on Zoonosis Control and Human-Animal Interaction.

Part of the *Rio Declaration* is:

'Given the strong evidence that has accumulated in recent years demonstrating the value, to children and juveniles, of social relationships with companion animals, it is important that children be taught proper and safe behaviour towards those animals and the correct care, handling and treatment of the various companion animal species.'

Guidelines adapted from the *Declaration* and from other sources of good practice are:

1. Teachers should only consider keeping animals in schools if:

- It is a whole school decision to do so.
- A named adult is responsible for the animals' welfare at all times.
- Adequate provision is made for their daily care during weekends and school holidays.
- Plans are made for the animals to have regular and sufficient time away from the busy classrooms, other disturbance and over-handling.
- Contact between the children and animals is supervised.
- A budget exists for veterinary care and checks, as well as day - to - day needs.
- The animals' welfare is maintained according to their Five Freedoms (see section 3.2 in this resource) and appropriate to their species.
- Proper attention is paid to daily hygiene routines both for the animals and those involved in handling them.
- Children are checked in advance and routinely for allergies and zoonoses.
- There is a clearly defined educational rationale for keeping them.
- They have been acquired from reputable suppliers, over-breeding is prevented and suitable new homes are designated for unwanted animals.

2. Teachers should only consider inviting animals with their owners into schools if:

Those owners

- Are reputable and aware of the needs of their animals.
- Accept full responsibility for the safety and wellbeing of their animals at all times including adequate supervision whilst in the school.

The animals are

- Healthy and fit to be used as visiting animals in schools (as verified by a veterinary surgeon).
- Safe (specially selected and trained).
- Socialised to children and fit to travel without undue stress.
- In a suitable environment, appropriate to the species, not only in the owner's home but whilst being transported, and in school.
- Not over-handled whilst in school and not over-used generally.

The children are

- Prepared for the visiting animals by being aware of their needs, knowing how to behave appropriately and treating them with sensitivity.
- Screened beforehand for animal-related allergies.
- Taught how to handle the animal appropriately (if the animal is to be handled).
- Taught about effective hygiene to reduce the risk of zoonoses.

The teachers

- Are able to supervise all the children at all times during the visit.
- Have prepared the children beforehand and have a clearly defined educational rationale for the visit.
- Have liaised as appropriate with professional colleagues and families.

Further guidance notes can be found in the Reference section.

SECTION 1

Wolves and Pekingese,
Wild Cats and Siamese

SECTION 1: Wolves and Pekingese, Wild Cats and Siamese

1.1 The Origins of Dogs and Cats and Breed Diversity



Learning objectives for Topic 1.1

- Knowledge of simple classification of vertebrates to include humans, cats and dogs.
- Understand that humans selectively breed animals for specific characteristics.
- Skills of researching and selecting information to make informed decisions based on evidence.
- Attitudes of empathy towards other animals.



Learning outcomes for Topic 1.1

Most children should:

Know

- That animals have developed by evolution.
- That dogs and cats like humans are mammals.

Understand

- That we breed animals (and plants) to produce different types.

Be able to

- Find information from different sources and select evidence so as to answer questions and develop informed opinions.
- Formulate and share an informed point of view.



Information

Vocabulary used in the Evidence of Topic 1.1

Characteristics, carnivore, evolution, selective breeding, reproduction, vertebrates, mammals, justified (justification).

SECTION 1: Wolves and Pekingese, Wild Cats and Siamese

1.1 The Origins of Dogs and Cats and Breed Diversity



Topic 1.1 Where Have They Come From?



WOLF



PEKINGESE



WILD CAT



SIAMESE



Evidence

Dogs and cats are both animals. They belong to the animal kingdom. There are lots of different animals in the world. They are divided into different groups depending on their characteristics such as what they look like and how they live their lives. One big group of animals is called the vertebrates, which means: animals with a backbone. They have a skeleton with a backbone (spine). Feel your backbone. There are different types (or classes) of vertebrates: fish, amphibians, reptiles, birds and mammals.

Different groups of animals have changed and developed over millions of years by the process of evolution. Evolution is still going on. Plants and animals continue to evolve and adapt to changes in the environment. Human beings are also animals. We are mammals, we have evolved and we are still adapting.

Humans have also deliberately changed some animals by breeding them. We still do this today, such as breeding cows to produce more milk or hens to lay more eggs. This is called 'selective breeding' because we select which characteristics we want from an animal (such as more milk, more eggs). Breeding means reproduction. All living things, animals and plants reproduce so that when one dies there are individuals like themselves still living.

Humans have deliberately changed dogs and cats over thousands of years by selective breeding. This is why there are many different types (breeds) of cats and many different types (breeds) of dogs.

All humans are different. You are different from all the other people in your class. There are some big differences in humans: Chinese people have differently shaped eyes compared with African people who have different colour skin compared with European people. But all are human beings and their scientific Latin name is *Homo sapiens*. A Dalmatian dog has spots, a Border collie has long fur and a Chow has a blue tongue but they are all dogs with the Latin name *Canis familiaris*. A Manx cat has no tail, a Siamese cat has short fur and long ears while a Persian cat has long fur. But they are all cats with the Latin name *Felis silvestris*.

Cats and dogs are both carnivores. A carnivore is an animal that naturally eats other animals, sometimes supplemented with plant-based foods. We feed processed meat diets from cans to cats and dogs, but is it natural that we feed meat from cows or tuna, for example, to cats? In many countries where cats and dogs live on the street (stray animals) they eat the leftovers of what people don't eat, which may include a range of different food types.

SECTION 1: Wolves and Pekingese, Wild Cats and Siamese

1.1 The Origins of Dogs and Cats and Breed Diversity

					
1	2	3	4	5	6

Look at each of the animals in the pictures numbered 1- 6, they are all vertebrates.



Research

Think about the characteristics of each of the animals above. Find out the names of the five main groups of vertebrates. In particular find out about the type of skin they each have.



Decide

Take each animal in turn and decide which type of vertebrate it is. Use the identification key below to help you. Each time you must start at the beginning of the key. Answer the question about the type of skin and then move to the next question down the key. Continue working downwards until you identify the type of vertebrate.

START

Is the skin damp and made up of scales?

YES

The animal is a fish.

NO

Is the skin smooth and damp without scales?

YES

The animal is an amphibian (frog).

NO

Is the skin dry and made up of scales?

YES

The animal is a reptile (snake).

NO

Is the skin covered in feathers?

YES

The animal is a bird (duck).

NO

(The animal has hairy skin) The animal is a mammal (human, dog or cat).

Put your answers in these boxes

1=

+

2=

3=

4=

+

5=

6=

SECTION 1: Wolves and Pekingese, Wild Cats and Siamese

1.1 The Origins of Dogs and Cats and Breed Diversity



Decide 2

Fill in the missing words from the list provided. There are two words that you will not need.

Vertebrates are animals that have a skeleton with a _____. There are _____ classes (big groups) of vertebrates. Humans, cats and dogs are vertebrates and they belong to the group called the _____. Some characteristics of animals change over thousands of years by a process called _____. However, humans can deliberately change some characteristics of some animals by _____. Dogs have developed from _____. There are many different breeds (types) of dog which have been bred by humans. Sometimes when we breed dogs they have some characteristics that are not good for them such as short noses, which makes breathing difficult.

selective breeding six evolution backbone cats

wolves mammals five



Decide 3

Do you think it is right that humans should change animals' characteristics by selective breeding?

After all, humans have been changing the characteristics of some plants by selective breeding. For example, we have a huge variety of roses. Roses are available in lots of different colours, some have strong scents, others 'climb' and are used to cover walls or fences. We have selectively bred the wheat plant so that it produces lots of wheat seeds and can survive in different climates.

Is selective breeding justified? If so, is there any difference in selectively breeding animals and selectively breeding plants?



Share

Discuss your ideas with others. Explain your point of view and listen to theirs.



Assess

Weigh up what you have heard/seen. Have you changed your mind?

SECTION 1: Wolves and Pekingese, Wild Cats and Siamese

1.2 The Domestication of Dogs



Discovery Box 1.2 Wolves!



Learning objectives for Discovery Box 1.2

- Knowledge of early humans, the Grey Wolf as a canid, and the domestication process.
- Understanding of life in early civilizations, human's ability to use and change their environment.
- Skills of researching information from different sources, selecting information and making informed decisions based on evidence.
- Attitudes of empathy for other cultures and other animals lives.



Learning outcomes for Discovery Box 1.2

Most children should:

Know

- That dogs originate from wild wolves and have been associated with humans from our early existence.

Understand

- That we have domesticated (changed) dogs for different purposes.

Be able to

- Find information from different sources and select evidence for a purpose.
- Formulate and share an informed point of view.



Information

Vocabulary used in the Evidence of Discovery Box 1.2

Characteristics, domestication, archaeological.

SECTION 1: Wolves and Pekingese, Wild Cats and Siamese

1.2 The Domestication of Dogs

Look at the picture of the wolf



Research

Try to find out where wolves live now and about how they live together in packs (social groups). What would life be like for you living as a cave-dweller 140,000 years ago?



Evidence:

Check this out.



Decide

How would you describe a wolf - what are wolf characteristics? What characteristics do you think would be useful to help the wolf survive? If you were a cave dweller what characteristics of the wolf would you find useful? What wolf characteristics would you want to change? Do you think a wolf would make a good companion in your home today? How are dogs different from wolves?



Share

Discuss your ideas with others. Explain your point of view and listen to theirs.



Assess

Weigh up what you have heard/seen. Have you changed your mind?



Evidence

Evidence from studying animal cells has confirmed that the sole ancestor of the domestic dog is the Grey Wolf. Archaeological and genetic evidence suggests the existence of domestic dogs over 15,000 years ago, but possibly people have been associated with dogs for as long as 140,000 years. Dogs were probably the first species to be domesticated. In different parts of the world this had led to the huge variety of physical characteristics and behaviours seen in the modern dog.

Why would early humans want to domesticate the wolf? Possibly:

- To help with hunting and guarding;
- To have them as companions;
- To act as waste disposers around settlements, eating food remains.

Wolves (and dogs) are carnivores; they eat other animals but they supplement their diet with plant-based foods.

The first domestic dog was probably soon a multipurpose animal, valued for different reasons by different societies. Wolves were the ideal animal for an association with humans as they share some similarities with us: they live in social groups and communicate primarily through body language.



Additional information for teachers: Discovery Box 1.2

A number of reasons have been proposed for the domestication of the wolf, including their use as tools to aid with hunting and guarding, emotional attachments and even as waste disposers around settlements. Being the first wild animal to be domesticated, it seems unlikely that this was a deliberate process. Whatever the primary reasons for the initial association, the first domestic dog was probably soon a multipurpose animal, valued for different reasons by different societies. Wolves were the ideal candidate for an association with humans as they live in social groups and communicate primarily through body language (something that humans are better able to detect than other forms of communication such as scent).

Domestication of the wolf appears to have been achieved through the process of paedomorphosis (this is the slowing down of behavioural and physical development, so that juvenile characteristics persist into adulthood). The first evidence for dogs that were morphologically distinct from wolves originates from 12,000 years ago and suggests that the first changes were in muzzle length and skull shape, the muzzles of dogs being shorter than those of wolves. One of the most obvious differences between the modern dog and wolf is the difference in breeding characteristics. Dogs become sexually mature earlier than wolves (seven to ten months compared with 22 months), they have as many as three seasons per year compared to one in the female wolf, and the socially controlled mating system has been lost in the dog. This would have been essential to enable selective breeding by humans, which requires that they are able to dictate mating partners. Other differences between wolves and dogs include a decrease in reactivity to novelty in dogs, in addition to a rise in the age at which they begin to show fearful responses to novel things. Overall the behavioural development of dogs is much slower than that of wolves, with adult dogs showing behaviour more similar to that of wolf cubs.

Brain research has demonstrated that the brain mass of dogs is relatively smaller than that of wolves. Some of the dogs' cognitive (information processing, or intelligence) abilities have decreased compared to those of wolves. In certain other tasks, such as when following the human gaze to a point several metres away from them, dogs perform better than wolves. This is probably a result of having lived closely to humans for thousands of years.



Learning objectives for Topic 1.3

Know

- That there are different breeds of dog each with different physical features and special abilities.

Understand

- Why different breeds were produced.

Skills of

- Identifying selected dog breeds and using descriptive and photographic evidence to identify breeds and select information.



Learning outcomes for Topic 1.3

Most children should:

Know

- That there are different breeds of dog.

Understand

- That different breeds of dog are/have been used for specific purposes.
- That we have responsibilities towards dogs such as ensuring they receive veterinary care.

Be able to

- Use information to identify correctly a specific number of breeds (dependent upon ability range).



Information

Vocabulary used in the 'Evidence' and 'Information' boxes of Topic 1.3

Companion, muzzle, appearance, camouflage, predators, specialised, stalk, genetic, socialisation.



Topic 1.3 Dogs Identity Parade



Information for teachers: **Topic 1.3 'Decide'**

Photocopy, cut out and mix up each of the photographs, name boxes and breed description boxes relating to each dog (Evidence 1) as children will use these as a matching activity in the Decide section.



Evidence 1

Labrador



This dog was bred to be a gundog and used to collect birds which had been shot. In many countries they are a very popular pet and are also used as service dogs (can be trained to assist people to perform special functions).

Appearance:

Size: Medium.

Coat: Short, dense, weather resistant coat.

Coat colour: Yellow, black, brown (chocolate).

Special features: Often highly motivated by food and praise, so easy to train. They also have a very good sense of smell so are often trained as gundogs or service dogs to assist disabled people or sniff out drugs and explosives for the military, police and customs.

Special ability: Gundog, service dog and companion.

Shar Pei



This is an ancient breed developed in the Southern Provinces of China as a companion of farmers and peasants. The dog was used to herd cattle, as well as being a hunter and companion. They were also used as fighting dogs.

Appearance:

Size: Medium.

Coat: There are three coat varieties; horse coat, brush coat and rare bear coat.

Coat colour: All solid colours and sables.

Special features: Loose skin and wrinkles, the hippopotamus muzzle shape, blue black tongue, tiny ears and a high set tail that curls on to their back. They can be territorial.

Special ability: Guarding, fighting and companion.

Welfare issue: The wrinkles can sometimes cause skin lesions (dermatitis) and the eye folds sometimes need surgery called an entropion to remove a part of the eyelid, as the eyelashes curl into the eye causing irritation.

Bloodhound



This breed was bred to be used as an air trailing scent hound. They have excellent scenting ability (being able to follow a scent by sniffing) with their large open nostrils and four billion olfactory receptors (special nerves that can pick up smells). Humans only have about 12 million! The breed originated from Belgium, where the dog was known as Saint Hubert, and then the dog was selectively bred by the British in 1553 giving the breed the name Bloodhound.

Appearance:

Size: Large.

Coat: Smooth coat.

Coat colour: Black and tan, liver and red.

Special features: Pendulous ears, drooping eyes, long narrow skulls and moist pendulous lips that help trap sent particles, further enhancing their scenting abilities. This breed is mellow, playful and needs moderate exercise.

Special ability: Tracking.

Pekingese



This is an ancient toy breed of dog, originating from China. They were originally bred by the Chinese to be companions to the Emperor. In the past some owners kept this type of dog to show that they were important people.

Appearance:

Size: Small.

Coat: Long, straight flowing coat.

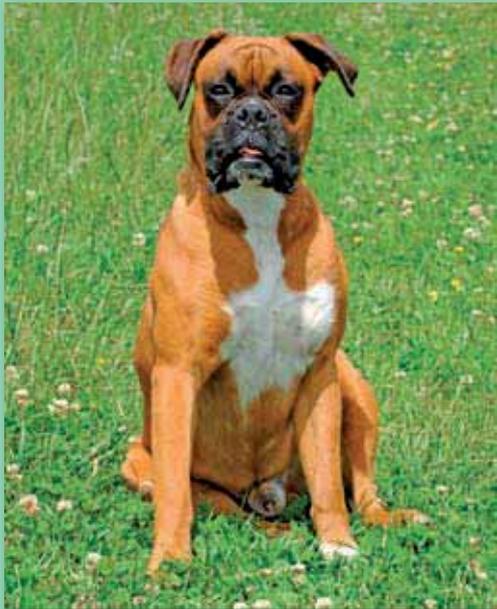
Coat colour: Red sable is most common, black and tan, blonde, white, black, blue and grey.

Special features: Very small dog with large eyes and a round flat face. They have a wrinkled muzzle and drooping heart shaped, long feathered ears. Their necks are short and thick. They are sensitive, independent and extremely affectionate to their owner. They can be surprisingly territorial and brave for their size.

Special ability: Small companion animal.

Welfare issue: Their eyes are very delicate in that the eye sits above the socket rather than within the eye socket. This can cause the eyes to become very dirty and hence ulcers (sores) can appear on the cornea (eye surface).

Boxer



This breed originated in Germany during the 19th Century to help with the hunting of the wild boar. They have also been prized for bull baiting and pulling carts. Latterly they became cattle dogs and were also used to round up livestock. They were also popular circus and theatre dogs because they learn tricks easily.

Appearance:

Size: Medium.

Coat: Shiny short coat.

Coat colour: Various colours, fawn, brindle, white and red.

Special features: The lower jaw extends beyond the upper jaw, the nose is large and black and the eyes are dark. The body is square and the tail is carried high and is often docked and the ears are often cropped. The Boxer is an energetic, attentive and devoted breed who need frequent exercise such as long, brisk walks.

Special ability: Watch dogs, police work, search and rescue, obedience and also as a companion.

Welfare issue: This breed is renowned for having their tail docked and ears cropped at an early age; this can interfere with body language of dog to dog interactions and human-dog interactions. They may also have higher chances of getting breathing problems and hip dysplasia (a problem with the hip joint that gets worse as the dog ages).

Greyhound



This breed's origin is believed to be traced to ancient Egypt. Historically these sight hounds have been used primarily for hunting.

Appearance:

Size: Large.

Coat: They have very short and fine hair.

Coat colour: There are 30 recognised colour forms, varying from brindle, fawn, red, blue, grey or combination.

Special features: They have long narrow skulls, are deep chested with a, long slim body and long legs. Although they are extremely fast they do not require extensive exercise and tend to be quite gentle dogs.

Special ability: Hunting and racing.

Welfare issue: A high percentage of Greyhounds are disposed of (killed) and some are relinquished to shelters if they are no longer able to run on the track. Some are used in veterinary education and scientific research.

Komonodor



Descended from the Tibetan dogs this breed was brought to Hungary a thousand years ago. The Komondor was bred to guard livestock. The dog is big enough to take on wolves and bears. The long thick coat provides camouflage and protection from predators as well as from cold weather.

Appearance:

Size: Large.

Coat: The coat is a distinct feature of this breed by the formation of the dreadlocks.

Coat colour: White.

Special features: The dog has a thick muscular body, the eyes are dark brown, the head and muzzle are massive and the ears are U-shaped that hang down and blend in with the coat. This breed is independent, intelligent, protective and territorial.

Special ability: Guarding livestock.

Welfare issue: Hip dysplasia may occur (a problem with the hip joint that gets worse as the dog ages).

Bulldog



This dog originated from England. They were originally used for bull baiting, a sport that was popular in the 17th Century.

Appearance:

Size: Medium.

Coat: Smooth.

Coat colour: Red, fawn, brindle, pale yellow or combination.

Special features: The body is heavy, thick set, with wide shoulders and sturdy limbs. The eyes are round and very dark. The ears are small and thin, the tail is short and legs are stocky. The face is short with an upward facing snout. They are friendly and playful while also being territorial and protective and need a lot of attention.

Special ability: Used in the past for fighting, now a companion.

Welfare issue: They tend to have breathing problems as their face restricts air. They need to be closely monitored in hot weather as they can suffer from heat stroke. They can also suffer from skin lesions (dermatitis) from the folds of loose skin.

Border Collie



This breed originated in the border country of England and Scotland. They are a hard working herding breed of dog.

Appearance:

Size: Medium.

Coat: Double coat, one smooth, short haired and one coarse long haired.

Coat colour: Variations, black and white being the most common, tri colour (black, white and tan), red and white, red merle, blue merle and sable.

Special features: The eye colour varies from deep brown to amber or blue with occasionally one eye each colour. The ears can also vary from fully erect ears to fully dropped ears and semi erect. The body is long and slim. The skull is wide and the muzzle is long and slim. They are extremely energetic and require a lot of attention, such as brisk walks, play and work such as herding or agility. As a herding breed they attempt to herd most things such as family pets, bicycles, cats and squirrels. They need both mental and physical stimulation.

Special ability: Herding, search and rescue and obedience.

Mixed Breed



This is also known as the mutt, crossbreed or mongrel. The dog is a mixture of two or more breeds.

Appearance:

Size: Varies in body size, shape, ear types and tail types.

Coat: Varies from short - haired, medium to long - haired.

Coat colour: Varies in colour.

However, some colours are more common than others. Mongrels are often light brown to medium brown or black.

Special features: They are intelligent, protective, and adaptable and make great family pets.

Special ability: This breed can be excellent at dog sports such as obedience, dog agility, fly ball, frisbee and also as a companion.

Welfare issue: A high percentage of this type of dog are relinquished to shelters or abandoned and left as strays to fend for themselves. Some people incorrectly believe that they are not as special as pedigree dogs. They are easily acquired compared to the pedigree dog because they are usually cheaper.



Evidence 2

There are different breeds of dog just as there are different types of people. The photographs show different breeds (types) of dog. Have you seen any of these breeds in a television series or a movie?

Depending on their breed; dogs will have particular sizes, appearances, characteristics and coat colours. The different types have been specially bred by humans. Some dogs have been bred to help humans in their work on farms (such as the collie helping to round up sheep). Some breeds have been used to help humans hunt other animals (such as the hounds and terriers). Others have been bred to be very small so that they can be carried around by people for companionship (such as the Pekingese and tiny Chihuahua). Very small dogs are often called toy dogs but are they really toys? Dogs still help us today. Dogs like Spaniels can be trained to sniff out dangerous drugs. Labradors and other dogs can be trained to help blind people move around independently and safely (we call these assistance dogs). However, training these dogs should be carried out by a professional trainer. Most breeds of dog, from German Shepherds to poodles, are used by people simply as pets (companion animals). All dogs need regular veterinary treatment to prevent worms and be vaccinated against diseases. Animals should also be taken to a veterinarian if they show signs of any illnesses.



Research

Make a list of the different ways in which dogs help us in our lives. You may already know of some ways. You can use the information from Evidence 1 about each type of dog or you can find out from other places (such as books, organisations that help disabled people or the internet).



Decide

Can you identify each of the breeds of dog shown in the photographs? Take each photograph and choose a name card to add to it. If you are not sure look at the breed information boxes. A description here may help you to identify the dog in the photograph. For each dog place its photograph with the name card, and breed information.



Share

When you think you have got a name for each photograph you could compare your ideas with a friend. Do they agree with you?



Assess

Check your answers with the information given and others who have completed the task.



Additional information for teachers: Topic 1.3 Breeds of Dogs

Following domestication dogs initially developed into three broad types.

- Those with long, narrow skulls such as the Greyhound.
- Those with shorter, broader skulls such as the Labrador.
- Those with very short, round skulls such as the Boxer.

As human societies developed and became more settled and diverse, dogs adapted to fulfil a variety of functions. People bred dogs by selective breeding which means they chose male and female dogs for breeding which showed some of the characteristics they particularly wanted, including the skull shape and size as described above.

Some dogs were adapted to hunting in open countryside (sight hounds), others were more suited to hunting in close cover (scent hounds). Dogs that hunted well together were selected for hunting large prey (pack hounds, such as beagles) and smaller terrier type dogs were bred for rodent control (e.g. catching rats) and hunting in small spaces (e.g. burrows). By selectively breeding those dogs that had characteristics such as high pain thresholds, loose skin and powerful jaws, fighting dogs were produced. In addition, small flat-faced dogs were bred because some people found them appealing or they used them as a status symbol.

Over time, breeds became increasingly specialised not only for what they would look like (e.g. large or small) but also for their behaviour. This meant that dogs could be helpful to humans in many different ways. Some aspects of wolf behaviour have been lost, while others have been deliberately developed and this eventually produces a new breed of dog quite different from other breeds. For example the wolf is a predatory carnivore hunting in packs, they kill other animals for food. This predatory behaviour is useful in the cattle herding breeds but it has been changed so that although herding dogs may bite cows' heels they do not kill them. In the sheep herding breeds (such as the Border Collie) dogs have the ability to stalk the sheep, eye them up and chase them but should stop before there is any physical contact. In the sheep guarding breeds the dogs should not behave as a predator at all but rather as a protective member of the flock. However, these specialised behaviours are not entirely genetic and a large part of the behaviour that people want from the dogs needs additional training or learning. For example the guarding breeds (e.g. the Komondor) need to be socialised to their flock.



Learning objectives for Topic 1.4

Know

- That some selective breeding causes welfare problems.
- That dogs are not born with certain physical characteristics, like a docked tail, but that these are deliberately caused by people afterwards.

Understand

- That breed standards and fashion are factors that influence the way dogs may look.

Children develop attitudes of caring, concern and empathy.



Learning outcomes for Topic 1.4

Most children should:

Know

- That we can cause problems for dogs by breeding them.

Understand

- That we have responsibilities towards dogs such as ensuring they receive veterinary care.

Begin to indicate skills of empathising.



Information

Vocabulary used in the Evidence and Information boxes of 1.4

Genetic defects, mutilation, communicating, welfare, insufficient.



Information for teachers: Topic 1.4 The Welfare of Dogs

The welfare issues of pure-bred dogs

For as long as humans have been in contact with their domestic dogs they have selectively bred them to perform particular functions. However, over the last 150 years the popularity of dog-showing and development of breed standards has led to a change in focus towards the physical appearance of the dog. Attempts to produce a physically 'perfect' animal have led to an increase in inbreeding, resulting in a rise in the incidence of genetically - based defects, many of which impact upon dog welfare.

The breed standards of certain breeds also include mutilations of the dog, for example the docking of tails (e.g. English springer spaniel) and the cropping of ears (e.g. Doberman pinscher), which is carried out for purely cosmetic reasons – to enhance the dog's physical appearance! These operations are usually carried out when the dog is a very young puppy. Sadly these operations are very painful and are likely to negatively affect the dog's ability to use its tail or ears to signal and thereby communicate with other dogs.

The welfare issues of mixed breeds

A mixed breed dog is a dog that is a mixture of two or more breeds. Mixed breed dogs vary in size, shape, and colour. Historically, all purebred dogs have been selected from a mixed breed population. Dogs of mixed ancestry will be genetically healthier than their purebred counterparts, particularly in cases where inbreeding among purebreds has made some breeds prone to various genetic health problems. Some purebred dog breeds have difficulties associated simply with the exaggerated physical traits of the breed. For example, the French bulldog has such small hips and such a large head that artificial insemination and Caesarean section are usually required to produce puppies. Crossing such a dog with another breed will be likely to produce dogs without these reproductive difficulties.

SECTION 1: Wolves and Pekingese, Wild Cats and Siamese

1.4 The Welfare of Dogs



Topic 1.4 Is Fashion Fair?



Pekingese dog



Fig 1: Bulldog

Bulldogs have been bred with increasingly flat faces, short noses and large heads. This has led to breathing problems. Their body shape, particularly the pelvic area and hips, often cause difficulties for females giving birth. These characteristics are passed from one generation to the next (they are 'genetic'). The problems they cause mean the dogs' welfare is not good.

Fig 2: Boxer with Docked Tail

All Boxer pups are born with a long tail but people cut the tails short; this is called tail docking. People do this because it is claimed that the tails become damaged when the dog is working in undergrowth. Other working breeds of dog also have their tails docked. People then decided that for a Boxer to be a true Boxer (to meet the so-called breed standards) the dog had to have a docked tail.

Because the tail has been cut short deliberately, dogs with docked tails will have pups that have long tails. It is not genetic.





Fig 3: Pekingese with flat face

The Pekingese has been bred with large bulging eyes, possibly because humans seem to be attracted to images showing large, flattened faces with large eyes (as in newborn babies). This type of eye is prone to a condition called dry eye where insufficient tears are produced to lubricate the eye. This is another example of a genetic characteristic causing a health concern.

Fig 4: Shar Pei

Shar Pei dogs were bred as fighting dogs, with loose wrinkled skin to prevent other dogs from taking hold of them. Dogs with loose folds of skin often have skin problems such as skin fold dermatitis. Excess skin around the eyes can cause eyelids to roll in. The dog's eyelashes scratch the surface of the eye the cornea leading to a painful condition called entropion. Clearly these genetic characteristics are health problems that cause welfare concerns.



Fig 5: Mixed Breed Dog

A mixed breed dog is also called a cross, crossbreed or mongrel. It has been bred from two or more pure breeds of dog. The mongrel has some of the characteristics of one breed and some of the other. Very often these characteristics make the dog quite healthy with fewer of the health and welfare problems often seen in the pure breeds.



Information 1 - Problems with Pure Breeds

Health problems

People have produced different breeds of dog by selectively breeding them. This means that humans have deliberately selected some characteristics they want from their dogs (such as a big strong body or the ability to run fast) and they bred dogs that have these characteristics. Continual breeding in this way can cause dogs to develop problems and they may suffer as a result. The photographs in the Evidence show different breeds and describe the problems the dogs have.

Some people are very interested in one particular breed and try to produce the 'perfect' dog in that breed. This is done by crossing closely related individuals of the same family with each other; this process is called inbreeding. A dog that has all the characteristics of the breed and whose parents and grandparents were also typical of the breed is called a pure breed or pedigree. Unfortunately where the dog has problems because of all the breeding these problems get worse and worse.

Tail docking

Some of the dogs in the photographs have had their tails cut off. Thousands of newborn puppies have their tails cut off every year in the name of fashion – this is called tail docking and it is probably very painful for the puppy. Tail docking is a mutilation; it literally means removing parts of a dog's body. It causes some problems for the dog's welfare because dogs use their tails as an important means of communicating with each other. A docked tail can also interfere with human to dog interactions as people have learnt to understand the emotional state of dog by looking at the position of the dog's ears and tail.

In the past, the tails of dogs used for hunting and herding were cut off to prevent them being damaged by sharp branches etc. Nowadays, as most of these breeds are used as companions (pets) and do not hunt, this is no longer necessary for most dogs. But this painful practice continues because some people believe that it is what the dog should look like (the breed standard) or even just for fashion. Docking puppies' tails is a cruel and unnecessary mutilation and people should never buy dogs from someone who docks tails. Fortunately, tail docking is banned in many countries.



Research 1

Look at the photographs of the dogs, Figs 1- 5. Read the descriptions for each of the five photographs.



Decide 1

Dogs may be bred to be a particular shape or size which then causes health problems later on. Do you think it is right to do this? Dogs may have their tails cut off because their owners think it looks better. Do you think it is right to do this? Animals can be treated as fashion statements by their owners. Do you think it is right that people think of their animals in this way?



Share 1

Discuss your ideas with others. Try to arrange to talk with a veterinarian (who treats dogs with the problems described) and a dog breeder. Alternatively look at the Share box called Points of View. How do these *Points of View* compare with your own? Explain your point of view while listening to others.



Assess 1

Weigh up what you have heard/seen. Have you changed your mind?



Research 2

This is not about dog breeds but about other ways we may treat our dogs. Sometimes dogs may be treated as if they were small humans. Make a list of examples of this (perhaps from a TV programme)

CLUES:

Dogs may sleep on a person's bed.

Dogs may be given chocolate made for people. (Actually very dangerous and should never be done as chocolate made for humans can poison dogs).



Decide 2

Should we treat dogs (and cats) as though they are baby humans? Why do people do this? Is it right to do this?



Share 2

Discuss your ideas with others. Explain your point of view and listen to theirs.



Assess 2

Weigh up what you have heard/seen. Have you changed your mind?

Fig 6:
Dog
Dressed Up



SECTION 1: Wolves and Pekingese, Wild Cats and Siamese

1.4 The Welfare of Dogs



Share

Points of view

“I breed dogs, it is my life. I love my dogs, I wouldn't do anything to hurt them.”

“The tail is an important part of the body for a dog. It is used as a means of communicating with other dogs. It is unnatural for a dog not to have a tail.”

“People say it is important that dog tails are docked to prevent damage to them when the dog is working in the countryside. But many dogs with docked tails are not used as working dogs. They should keep their tails.”

“It isn't cruel to dock a dog's tail. It's done when they're very young and they don't know any different.”

“I breed terriers. This type of dog should have a docked tail. They don't look right with a tail.”

“Docking a dog's tail is unnecessary. It is especially serious when carried out by unqualified people. Pain and suffering can result.”

“The 'breed standards' state what a pure bred dog should look like. Breed standards for some breeds state the dogs should have docked tails. These standards could be changed so that dogs keep their tails.”



Discovery Box 1.5 Cats and Pharaohs!



Learning objectives for Discovery Box 1.5

- Knowledge of the ancient Egyptians, the wild cat as a feline, and the domestication process.
- Understanding of life in early civilizations, humans ability to use and change their environment.
- Skills of researching information from different sources, selecting information and making informed decisions based on evidence.
- Attitudes of empathy for other cultures and other animals lives.



Learning outcomes for Discovery Box 1.5

Most children should:

Know

- That domestic cats originate from wild cats and have been associated with humans from our early existence.

Understand

- That we have domesticated (changed) cats for different purposes.

Be able to

- Find information from different sources and select evidence for a purpose.
- Formulate and share an informed point of view.



Information

Vocabulary used in the Evidence of Discovery Box 1.5

Characteristics, carnivore, domestication, archaeological.

SECTION 1: Wolves and Pekingese, Wild Cats and Siamese

1.5 The Domestication of Cats



Research

Try to find out where wild cats live now. Imagine you were living in Egypt at the time of the Pharaohs. What would life be like for you? How do you treat your cats?



Evidence

Check this out.



Decide

How would you describe a wild cat? What are wild cat characteristics? What characteristics do you think would be useful to help the wild cat survive? In what ways are wild cats similar to and different from domestic cats? Do you think a wild cat would make a good companion in your home today?



Share

Discuss your ideas with others. Explain your point of view and listen to theirs.



Assess

Weigh up what you have heard/seen. Have you changed your mind?



Evidence 1

Cats are one of the most recent animals to be domesticated. Some people argue that they are not yet fully domesticated. Unlike dogs, domestic cats are very similar to their wild ancestor.

The first hard evidence of the existence of domestic cats points to one single event in Egypt around 1550BC. The ancient Egyptians believed cats to be very special animals, they were protected by laws. An Egyptian would be given the death penalty if they killed a cat deliberately. Archaeological evidence from the great pyramids shows that just as important Egyptian people were preserved as mummies, so their cats were mummified too.

Evidence gathered from studying animal cells points to the African wild cat (see fig. 3) as the sole ancestor of the domestic cat, with possible input from the Indian desert cat and other races in Oriental and long-haired Persian type cats (see fig. 2). Cats are carnivores (animals that eat other animals) and are therefore very good hunters with sharp teeth and claws and able to see in poor light.

The most likely original purpose of domesticating the wild cat was as a means of controlling rodent pests around stored food. Previously humans probably used weasels and polecats (a polecat is not a cat) to catch mice and rats.



Evidence 2: CATS' ART GALLERY



Fig. 1
Ancient Egyptian cat



Fig. 2
Persian cat

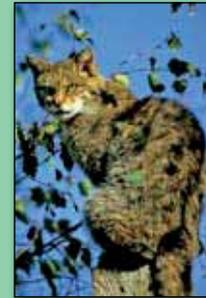


Fig. 3
African wild cat



Fig. 4
Birman kitten
11 weeks old



Fig. 5
Domestic
short - haired



Additional information for teachers: Discovery Box 1.5

Although information about the behaviour of the African wild cat is scant, unlike the dog, the domestic cat appears to have changed very little physically or behaviourally as a result of domestication. This is probably due to both the relatively short period of time since domestication in addition to the lack of scope for paedomorphosis (the skull of a kitten and adult cat are similar in shape). Some paedomorphosis has definitely occurred: many cats act like kittens in several ways, such as pawing when on your lap (kitten behaviour to stimulate milk release), showing submissive behaviour by delivering prey to the owner, etc.

Most of the physical variation in domestic cats is in coat colour / length and eye colour. The primary behavioural change is that of social behaviour. The wild cat is a solitary, territorial animal, whereas domestic cats readily form colonies of related females, who cooperatively rear young. This ability to live in social groups was presumably selected in order to allow group living, where more than one cat was required to protect larger grain stores. The main difference between the wild cat and its domestic counterparts lies in its breeding, which is largely uncontrolled in domestic cats. Apart from the relatively few pedigree (real breed) cats, domestic cats usually select their own mates and freely interbreed with wild or feral (semi-wild) cats when they come into contact.



Topic 1.6 Cats' Identity Parade



Learning objectives for Topic 1.6

Know

- That there are different breeds of cat each with its own physical feature.
- That some selective breeding causes welfare problems.

Understand

- That breed standards and fashion are factors that influence the way cats may look.

Skills of

- Identifying selected cat breeds and using descriptive and photographic evidence to identify breeds and select information.

Children develop attitudes of caring, concern and empathy.



Learning outcomes for Topic 1.6

Most children should:

Know

- That there are different breeds of cat.
- That we can cause problems for cats by breeding them.

Understand

- That we have responsibilities towards cats such as ensuring they receive veterinary care.

Skills to

- Be able to use information to identify correctly a specific number of breeds (dependent upon ability range).
- Begin to indicate skills of empathising.



Information

Vocabulary used in the Evidence and Information boxes of Topic 1.6

Carnivore, docile, feral, genetic, genetic defects, grooming, neutered, nocturnal, predators, prey, pedigree, pregnant, reproduction, welfare.



Information for teachers:

Topic 1.6 Cat Breeds and Welfare Issues

While cats are now the most popular domestic pet worldwide, pedigree cats have not seen the same rise in popularity as pedigree dogs. Some pedigree cat breeds have associated welfare problems, such as the long-haired breeds which are unable to maintain their own coat and require frequent grooming to avoid fur matting. The wide, flat-faced jaw shape of Persian cats (see fig. 2) has also led to some problems. This cat has diverged from wild type to the extent that it can have problems hunting, feeding and breathing. In addition, Siamese cats and some other related pure breeds may develop neurotic behaviour (stereotypies) which is usually a result of inbreeding.



Information for teachers:

Topic 1.6 'Decide'

Photocopy, cut out and mix up each of the photographs, name boxes and breed description boxes relating to each cat (*Evidence 1*) as children will use these as a matching activity in the Decide section.



Evidence 1

Persian



These cats have short, broad skulls, a round, flat face with a short (snub) nose.

Appearance:

Coat: Long-haired.

Coat colour: Various.

Characteristics: Quite a solid body with short legs and a flat 'squashed' face. Blue or golden eyes. Graceful and docile cats.

Welfare issues: Cats cannot maintain long coats on their own, they need daily grooming from their owners. If this isn't done their coats can get matted, leading to sore and irritated skin. Because they have flat faces they can have dental problems and breathing problems which prevents them from cooling down and can lead to heat stroke.

SECTION 1: Wolves and Pekingese, Wild Cats and Siamese

1.6 Breeds of Cats and Cat Welfare

Birman



This breed was believed to have originated in Burma. They were considered to be sacred.

Appearance:

Coat: Semi-long-haired.

Coat colour: Light golden crest with either blue, chocolate, lilac or seal points of the face, legs and tail. They have four white paws and the eyes are round and blue.

Characteristics: The breed is a large strongly built, elongated and stocky cat. Calm, docile and playful.

Domestic Short-haired



Also known as the house cat.

Appearance:

Coat: short hair. A very similar breed is the Domestic long-haired which has a long coat.

Coat colour: Various.

Characteristics: Body size can be compact, muscular and highly supple.

Siamese



Originally from Thailand, famous for their unique vocalisations that can sound like a human baby.

Appearance:

Coat: Smooth short hair.

Coat colour: Blue, lilac or chocolate with points (dark fur on ears, face, feet and tail).

Characteristics: Long slim body, can be very vocal.



Evidence 2

There are about 100 different breeds (types or varieties) of pedigree cat; however, most of the cats we see are Domestic short-haired.

Cats have evolved to be solitary and very independent animals, unlike dogs which like to live in social groups. However, many domestic cats, especially neutered cats (this means an operation carried out by a veterinarian to ensure they cannot reproduce anymore) can adapt well to live in pairs or groups.

Cats are carnivores and therefore usually very good hunters (predators). They use their sharp teeth and claws to catch their prey. Cats are really nocturnal animals; they like to hunt at night. They are usually good climbers, which means if you put a collar on your cat it should be a stretchy one so that the cat can wriggle free if the collar gets caught up in a tree.

The cat breeds may be split into three main groups:

- The short-haired cats (such as the Burmese, and Abyssinian).
- The long-haired cats (such as the Balinese, Birman and Persian).
- The 'Orientals' (such as the Siamese).



Fig. 6
Oriental ticked tabby cat

As with dogs, breeding cats to certain 'standards' has resulted in them having some genetic problems which affect their welfare. Examples include:

- Adult white cats with blue eyes are mostly deaf so they may not hear dangers such as traffic on roads.
- The Munchkin cat has very short legs so that jumping becomes difficult and hence they are usually kept indoors.
- Because of the shape of the Persian cats' jaws they can have difficulty eating.
- The long-haired cats cannot keep their long coats clean enough (cats lick their coats to clean them) and will suffer from matted fur and skin problems unless the owners spend time grooming them at least once a day.

Cats can breed in very large numbers. A female can become pregnant three times a year and have up to six kittens each time. Once a female kitten has reached six months old it too can become pregnant (although it is not fully grown itself and may not be a good mother). A single female cat and all her offspring, if left to reproduce can produce many kittens in a lifetime (usually about 15 years). For this reason male and female cats should be neutered to stop them having kittens.

Cats can become semi-wild (feral) and find food and shelter for themselves. However, without an owner there is no one to look after them properly so if they become ill or injured they may well suffer.

All cats need regular veterinary treatment to prevent worms and be vaccinated against diseases. Animals should also be taken to a veterinarian if the animal shows signs of any illnesses.



Research 1

You may already know some of these breeds. You can use the information from Evidence 1 about each type of cat or you can find out from other places (such as books, cat clubs, or the internet). Carry out a survey of the other children in your school who have cats. What breeds do they have? Ask them what their cats are like, what characteristics their cats have.



Decide 1

Can you identify each of the breeds of cat shown in the photographs? Take each photograph and choose a name card to add to it. If you are not sure look at the breed information boxes. A description here may help you to identify the cat in the photograph. For each cat place its photograph with the name card, and breed information.



Share 1

When you think you have got a name for each photograph you could compare your ideas with a friend. Do they agree with you?



Assess 1

Check your answers with the *Assessment activity - Answer checklist*.

Assessment Activity

Check to see if you can correctly identify these four breeds of cat. Draw a line to link each photograph with the correct name.

Assessment Activity Information for Teachers

Use this activity to check pupils' ability to correctly identify four breeds as per Learning Outcome.

SECTION 1: Wolves and Pekingese, Wild Cats and Siamese

1.6 Breeds of Cats and Cat Welfare



Birman



Persian



Siamese



**Domestic
Short-haired**

SECTION 1: Wolves and Pekingese, Wild Cats and Siamese

1.6 Breeds of Cats and Cat Welfare

Assessment Activity - Answer checklist

Siamese



**Domestic
Short-haired**



(White) Persian



Birman





Information 1 - Problems with pure breeds

The photographs show different breeds (types) of cats. Have you seen any of these breeds in a television series or a movie? Depending on their breed, cats will have particular sizes, appearances, characteristics and coat colours.

People have produced different breeds of cat by selectively breeding them. This means that humans have deliberately selected some characteristics they want from their cats (such as a long, sleek body or short hair) and bred cats that have these characteristics. Continual breeding in this way can cause cats to develop problems and they may suffer as a result.

Some people are very interested in one particular breed and try to produce the perfect cat in that breed. A cat that has all the characteristics of the breed and whose parents and grand-parents were also typical of the breed is called a pure breed or pedigree. People believe that it is what the cat should look like (called the 'breed standard').

Unfortunately some breeds have particular health problems, sometimes due to their particular appearance (such as a Persians with flat faces that have difficulty breathing). They also sometimes just inherit an unfortunate problem from their ancestors. When the breed has problems, repeated inbreeding with close relatives or other cats of the same breed with similar health problems, these problems get worse and worse.

Read Evidence 2 and the additional information



Research 2

Carry out a survey of the other cat-owning children in your school. What breeds do they have? Ask them what their cats are like, what 'personalities' they have. Do the cats have any health or other welfare problems?



Decide 2

Look at the Decide box called *Points of view*. How do these points of view compare with your own? Which points of view do you agree with and why?



Share 2

Discuss your ideas with others. Explain your point of view and listen to theirs.



Assess 2

Weigh up what you have heard/seen. Have you changed your mind?

SECTION 1: Wolves and Pekingese, Wild Cats and Siamese

1.6 Breeds of Cats and Cat Welfare



Decide

Points of view

“I breed cats, it is my life. I love my cats, I wouldn’t do anything to hurt them.”

“Being a responsible pet owner means I consider other people who live nearby. I have a good fence around my garden which is away from the busy road. I brush my cats at least once a day because they have long fur.”

“I don’t like cats, they make noise and keep me awake when they are outside at night. They also dig up my garden. They should all be banned as pets.”

“The breed standards could be changed so that the welfare of cats is not put at risk.”

“Cats have their own personalities just like every other animal. They make good companion animals if owners are responsible.”

“I think it is cruel when my cats bring in dead birds which they have caught. I don’t let my cats go outside so that the birds are safe.”

“Cats like to climb trees so my cat wears a collar which is stretchy. Then it can wriggle free if the collar gets tangled. Also there is a bell on the collar which helps to warn birds when my cat is around.”

“The ‘breed standards’ state what a pure bred cat should look like. Breed standards for some breeds state the cats should have a wide, flat face with a short nose.”

SECTION 2

The Life Cycles of Cats and Dogs

SECTION 2: The Life Cycles of Cats and Dogs

2.1 It's a Dog's Life



Topic 2.1

Dogs Need Looking After for the Whole of Their Lives



Learning objectives for Topic 2.1

Know

- The main stages in the life cycle of dogs, from embryo to old age.
- The welfare needs of the dog at different stages of its life.

Understand

- That like humans, dogs demonstrate distinct behaviour and have different physical features at different ages.
- The similarities and differences between the life cycles of dogs and humans.
- The difference in the rate of growth, development and ageing between dogs and humans.
- The responsibilities of pet ownership.

Skills of

- Identifying the main stages in dog and human life cycles using descriptive and photographic evidence.

Children develop attitudes of caring, concern and empathy.



Learning outcomes for Topic 2.1

Most children should:

Know

- As mammals, dogs progress through distinct growth, development and ageing stages.
- We have responsibilities towards dogs at different stages of their life.

Understand that

- There are similarities and differences between the life cycle of a dog and a human.
- Responsible pet ownership should extend over the lifetime of an animal.

Be able to

- Use information to identify correctly specific stages in the life cycle of a dog.
- Begin to indicate skills of empathising.

SECTION 2: The Life Cycles of Cats and Dogs

2.1 It's a Dog's Life



Information

Vocabulary used in the Evidence and Information boxes of Topic 2.1

Ageing, birth, bitch, neutering, pregnancy, puberty, responsible pet owner(ship), suckling, vaccinations, vocabulary, womb, worms.



Information for teachers: Topic 2.1 'Decide'

Photocopy, cut out and mix up each of the photographs, and 'I should' boxes in the photo grid for dogs. The children will use these as a matching activity in the *Decide* section.



Research

Try to find out how dogs develop from birth to old age. How does this differ to how you develop?



Evidence

Check this out.



Decide

Look at the six individual photographs of dogs at different ages. Decide in which order the photographs need to be arranged. What would you need to do for the dog at each of the six stages to be a responsible pet owner? Choose the correct 'I should' box and match it to the correct photo on the photo grid.



Share

Compare your answers and discuss your ideas with others.



Assess

Weigh up the information you have found and share with others.

SECTION 2: The Life Cycles of Cats and Dogs

2.1 It's a Dog's Life



Pregnancy

I should pay attention to the bitch's diet and provide her with a quiet place to have her pups.

Birth

I should be prepared to call a vet if needed. Also I need to check each puppy after they have been born.

Four weeks old

I should have the puppies checked by a vet and treated for worms. I need to check the puppies are safe as they begin to explore.

Eight weeks old

I should talk to the vet about vaccinations for the puppies and whether we can have them neutered and start basic training and socialising.

One year old

I should make sure the dog gets plenty of exercise, a good diet and a vet's check up. The dog should be trained. Consider neutering if not done earlier.

Thirteen years old

I should watch my dog for any problems and get regular check ups by a vet. My dog may need help exercising and feeding.

SECTION 2: The Life Cycles of Cats and Dogs

2.1 It's a Dog's Life



Additional information for teachers: Topic 2.1 Development of dogs

Mating and pregnancy:

Dogs are continuously fertile and bitches have up to three seasons per year. Litter sizes vary from one or two to as many as 12 puppies, depending upon the breed. Pregnancy lasts for around 63 days and the bitch gives birth to her puppies in a den.

Birth:

Like kittens, newborn puppies are helpless at birth. Although they are born with a sense of taste, touch and the ability to smell, they are blind and deaf. Like kittens they have no ability to thermoregulate and movement is limited to a slow crawl. Puppies use vocalisations to elicit care-soliciting behaviour in their mother from birth and are reliant upon suckling for their nutrition.

Three weeks old:

The third week of a puppy's life sees the start of a period of very rapid development. Puppies' eyes open and they are able to hear. As their motor skills improve they begin to stand and walk, responding to things in their environment, such as light and sound. At this time they begin to eat solid food (regurgitated by their mother).

Four weeks old:

Puppies start to learn as soon as their senses develop and at around four weeks of age the socialisation period begins (this is later than in kittens). During this period the puppies learn about the wide range of experiences that they are likely to encounter later on. This is vital in producing a well adjusted adult dog that is able to interact appropriately with other dogs and other species.

Around this time puppies will start to show facial expressions, such as lip and ear movements and begin to learn what these signals mean. Further social signalling, such as tail wagging and paw raising emerge during the next two weeks. Puppies can also learn about other species and this is exploited in the rearing of livestock guarding breeds, which are solely exposed to, and therefore socialise with, the stock that they are going to guard.

SECTION 2: The Life Cycles of Cats and Dogs

2.1 It's a Dog's Life



Weeks four to six:

Between weeks four and six the puppies start to explore their environment by running, climbing and chewing. Puppies continue to play boisterously but when playing they yelp if bitten too hard by a littermate and this teaches them to inhibit the intensity with which they bite. This is an important lesson as they are less likely to cause injury if they bite as an adult.

Eight weeks old:

The socialisation period peaks around eight weeks and this is the time that plans can be made for when the puppies go to a new home (not for another two weeks or so). It is important that they learn all about their new environment at this time. The puppies also begin to choose, and develop a preference for a toileting location and substrate. As with kittens, this can be exploited to train a dog to toilet in a particular location.

12 weeks old:

The socialisation period ends at around 12-14 weeks, and the puppies are more likely to show a fearful reaction to things that they have not encountered before, however this socialisation must be reinforced throughout life, particularly during the first nine months.

Juvenile phase:

From 12 weeks to sexual maturity (six to nine months) is the juvenile phase. During this period puppies become more independent as attention-seeking behaviours are ignored by their mother.

Eight to 12 Years old:

Big dogs age more quickly and are considered senior at around eight years of age, while small dogs are not considered elderly until up to 12 years of age. Old dogs may slow down and show signs of stiffness; they can go grey around the muzzle and have reduced hearing. Some dogs suffer from an age-related cognitive dysfunction and become confused.

SECTION 2: The Life Cycles of Cats and Dogs

2.2 It's a Cat's Life



Topic 2.2

Cats Need Looking After for the Whole of Their Lives



Learning objectives for Topic 2.2

Know

- The main stages in the life cycle of cats, from embryo to old age.
- The welfare needs of the cats at different stages of their life.

Understand

- That like humans, cats demonstrate distinct behaviour and have different physical features at different ages.
- The similarities and differences between the life cycles of cats and humans.
- The difference in the rate of growth, development and ageing between cats and humans.
- The responsibilities of responsible pet ownership.

Skills of

- Identifying the main stages in cat and human life cycle using descriptive and photographic evidence.

Children develop attitudes of caring, concern and empathy.



Learning outcomes for Topic 2.2

Most children should:

Know that

- As mammals, cats progress through distinct growth, development and ageing stages.
- We have responsibilities towards cats at different stages of their life.

Understand that

- There are similarities and differences between the life cycle of a cat and a human.
- Responsible pet ownership should extend over the lifetime of an animal.

Be able to

- Use information to identify correctly specific stages in the life cycle of a cat.
- Begin to indicate skills of empathising.

SECTION 2: The Life Cycles of Cats and Dogs

2.2 It's a Cat's Life



Information

Vocabulary used in the Evidence and Information boxes of Topic 2.2

Ageing, birth, grooming, neutering, pregnancy, queen, responsible pet owner(ship), vaccinations, worms.



Information for teachers: Topic 2.2 'Decide'

Photocopy, cut out and mix up each of the photographs, and "I should" boxes in the photo grid for cats. The children will use these as a matching activity in the *Decide* section.



Research

Try to find out how cats develop from birth to old age. How does this differ to how you develop?



Evidence

Check this out.



Decide

Look at the six individual photographs of cats at different ages. Decide in which order the photographs need to be arranged. What would you need to do for the cat at each of the six stages to be a responsible pet owner? Choose the correct *I should* box and match it to the correct photo on the photo grid.



Share

Compare your answers and discuss your ideas with others.



Assess

Weigh up the information you have found and share with others.

SECTION 2: The Life Cycles of Cats and Dogs

2.2 It's a Cat's Life



Pregnancy

I should pay attention to the queen's diet and provide her with a quiet place to have her kittens.

Birth

I should make sure the cat and kittens are warm, safe and kittens are feeding.

Two weeks old

I should make sure the kittens are safe as they begin to move around.

Six weeks old

I should make sure the kittens are weaning, have safe toys to play with, are being handled properly and using a litter tray. A vet needs to check for worms and vaccinations. Consider neutering.

One year old

I should make sure the cat gets exercise, grooming, a good diet and a vet's check up at least every year even if the cat is healthy.

Thirteen years old

I should watch my cat for any problems and get regular check ups by a vet. My cat may need help exercising, grooming and feeding.

SECTION 2: The Life Cycles of Cats and Dogs

2.2 It's a Cat's Life



Additional information for teachers:

Topic 2.2 Development of cats

Mating and pregnancy:

Cats have a polygamous mating system, males mating with several females and vice versa. The uncertain paternity of a litter of kittens is advantageous to the female as any male that she has mated with will defend/not attack her kittens. Pregnancy lasts for around 64 days and signs that a cat is pregnant include her nipples swelling and turning pink and her belly becoming larger. The mother is called a queen and when she is ready to give birth she finds a suitable nest site where she will usually give birth to four or five kittens over a two to six hour period.

Birth:

Kittens are altricial and highly dependent on their mother for the first weeks of their life. They are born with a sense of touch and some ability to smell, but have a poorly developed auditory system and closed eyes. Although they have fur, newborn kittens are unable to thermoregulate and need to huddle up with their mother or each other to keep warm. Following birth the kittens are attracted to their mother to suckle by odour and warmth. Kittens start to vocalise from a few hours after birth. They cry if they are cold, trapped, or separated from their mother.

During the first two weeks:

The kittens' eyes open and their eyesight develops from any time between two -16 days (depending on their sex, parents and exposure to light). They begin to move around the nest by dragging themselves about, using a slow paddling gait. Kittens also start to play, before they can even walk!

This is the start of the kitten's socialisation period, which is a sensitive period of development when the kitten learns about what's 'normal' in terms of social behaviour and experiences. During this period kittens can form a social bond with other cats, people, dogs and other species. This is a very important period of learning as these early experiences influence a kitten's behaviour throughout their life.

SECTION 2: The Life Cycles of Cats and Dogs

2.2 It's a Cat's Life



Three weeks old:

This is when the kittens start to walk, but their attempts are wobbly and uncoordinated. The ear canals are now open and they can hear and respond to other cats vocalisations. At this age the kittens begin to develop a preference for a particular toileting location and substrate. This tendency can be used to train them to use a litter tray.

Four weeks old:

By now the kittens can recognise different cat vocalisations and show differential responses. (e.g.: retreating from growl and approaching maternal calls). Around this time the queen starts to bring prey back to the nest for the kittens, and they are no longer reliant entirely upon suckling.

Seven weeks old:

From around five weeks of age the kittens begin to run and by the seventh week their movement is fully coordinated. The socialisation period ends around this time and kittens become more fearful of the unfamiliar. The kittens don't go more than one to two metres from the safety of the nest until they are seven to eight weeks old, it is therefore an advantage when they venture further and encounter something new to be more wary in case it is dangerous. If kittens aren't handled by people before eight weeks of age they will be less sociable to people.

12 weeks old:

By the time they reach 12 weeks of age the kittens have become much more independent. Compared to a human child kittens and puppies mature at an incredible rate. If they developed at a similar rate children would be independent by the age of three!

15 YEARS OLD:

In terms of age, a 15-year-old cat is roughly the equivalent of a 73 year old person. As cats get older they may move more slowly and have difficulty jumping and climbing. They often have dental problems and, like dogs, can suffer from age-related senility.

SECTION 3

Being a Responsible Pet Owner

SECTION 3: Being a Responsible Pet Owner

3.1 All Animals Have Needs



Discovery Box 3.1 Captured by Aliens!



Learning objectives for Discovery Box 3.1

Know that

- All animals have needs which must be met if they are to be healthy and live.
- Needs are based on the basic characteristics of living things.

Understand that

- Wild animals meet their own needs to survive but animals which we keep in captivity depend on us.
- Humans, as animals, are subject to basic needs for a happy and healthy life.

Skills of selecting information, identifying evidence from real life and making informed decisions based on evidence.



Learning outcomes for Discovery Box 3.1

Most children should:

Know

- What our basic needs are and be able to describe some of these.

Understand

- Why animals have needs.

Be able to

- Find information from different sources and select evidence for a purpose.
- Formulate and share an informed point of view.



Information

Vocabulary used in the 'Evidence' of Discovery Box 3.1

Captured, captivity, environment, freedoms, needs, reproduction, responsibilities.

SECTION 3: Being a Responsible Pet Owner

3.1 All Animals Have Needs

You are reading a book, it has lots of pictures. Suddenly there is a bright light. You open your eyes and realise you have been captured by friendly aliens. They have taken you to their home. They seem to like you and want to look after you but they do not know how. They love the pictures in your book and seem to understand them, but they give you strange things which you have never seen before. How will you survive?



Research

What do you need to stay alive and to be happy? Think of all the things you have in your life back home. Think of all the things you need to stay alive and to be happy.



Evidence:

Check this out.



Decide

Make a list of all the things you think you need or draw pictures of these things. Remember to include the really important things – you don't know how long you will be with the aliens!!



Share

Discuss your ideas with others. Explain your point of view and listen to others.



Assess

Weigh up what you have heard/seen. Have you changed your mind?



Evidence

Everything on earth can be divided into three groups:

- Things that are living.
- Things that have once been alive.
- Things that have never been alive.

Living things can be plants or animals. Living plants and animals are alive because they do special things. They can:

- Produce energy in their bodies.
- Feed.
- Sense changes to their environment and respond.
- Move.
- Produce waste substances.
- Reproduce.
- Grow and develop.

Animals (such as humans, cats and dogs) and plants (such as trees and grass) all do these things, to stay healthy and alive.

Animals like dogs, cats and humans have the following needs:

- Need for food and movement.
- Need to live in the correct environment.
- Need to be aware of what is going on in their environment.
- Need to behave in certain ways.
- Need to choose whether they want to live with others like themselves or mainly alone.

To survive, animals must be free to meet their needs. Animals that live in the wild have to be free to meet their own needs. Animals that are kept in captivity depend on people to provide them with what they need.

If animals cannot meet their needs their welfare is not good, and they may die.

SECTION 3: Being a Responsible Pet Owner

3.2 The Five Freedoms



Topic 3.2 Oh No, Not the Cat as Well!



Learning objectives for Topic 3.2

Know

- That animals have basic needs and must be free to satisfy those needs.
- What the main (six) needs are.

Understand

- That although all animals have basic needs each species has special requirements.
- That animals in captivity depend on humans for their welfare.
- The responsibilities of responsible pet ownership.

Skills of

- Making comparisons between our needs and those of other animals.
- Selecting and using evidence to identify what a cat's needs are.

Children develop attitudes of caring, concern and empathy.



Learning outcomes for Topic 3.2

Most children should:

Know that

- Animals have basic needs and be able to describe these in simple terms.
- It is our responsibility to ensure captive animals are free to satisfy their needs.

Understand that

- Responsible pet ownership should extend over the lifetime of an animal.

Be able to

- Use information to identify correctly some of the basic needs of a cat.
- Begin to indicate skills of empathising.



Information

Vocabulary used in the Evidence and Information boxes of Topic 3.2

Captured, discomfort, environment, freedoms, needs, responsibilities, survive.

SECTION 3: Being a Responsible Pet Owner

3.2 The Five Freedoms



Information for teachers:

Topic 3.2 Oh no, not the cat as well!

As this topic uses a scenario introduced in Discovery Box 3.1 and builds on the Evidence presented there, it is suggested you work through 3.1 with the children first.

If not you may like to set the scene by reading this scenario:

You are reading a book, it has lots of pictures. Suddenly there is a bright light. You open your eyes and realise you have been captured by friendly aliens. They have taken you to their home. They seem to like you and want to look after you but they do not know how. They love the pictures in your book and seem to understand them, but they give you strange things which you have never seen before.
How will you survive??

For the Discovery Box 3.1 activity and Topic 3.2 activity please refer to the additional information for teachers below.

You hear a 'meow' and see your pet cat. You remember that it was sitting on your knee as you were reading. Somehow it too has been captured by the aliens. Now it is not just you who must survive, but the cat too. And your cat depends on you!

SECTION 3: Being a Responsible Pet Owner

3.2 The Five Freedoms



Evidence

Animals' needs and The Five Freedoms:

Every animal has needs. A need is something an animal must have so that they can survive and have good welfare.

Our animals at home need:

1. The right amount and type of food, and water to drink.
2. They need to feel safe, secure and not frightened.
3. They need the right kind of place to live.
4. To be looked after properly especially when they are ill.
5. They need to be able to behave naturally even though they share your home. They may like to live with others, or be alone. They may like to have things they can play with to stop them being bored.
6. You! They need you to care for them for the whole of their life. Their welfare is your responsibility.

Of course it all depends what the animal is. A rabbit and a dog both need food but the rabbit's food is different food from the dog's food. Some animals prefer to live alone, others like company. You need to find out exactly what your animal needs.

Your needs are things you must have (like food) not just something you would like but could manage without (e.g. a computer). The Five Freedoms are a guide to what every animal needs in order to be happy and healthy for the whole of its life.

The Five Freedoms for the welfare of all animals are:

1. Freedom from hunger and thirst.
2. Freedom from fear and distress.
3. Freedom from discomfort.
4. Freedom from pain, injury and disease.
5. Freedom to behave naturally.

Animals kept in our home are not free to find their own food or water or get the right kind of place to sleep. They depend on people. The owners have to be responsible for their welfare.

SECTION 3: Being a Responsible Pet Owner

3.2 The Five Freedoms



Research

Think of all the things your cat needs back home. Think of the way you look after your cat, what are the likes and dislikes of your cat? How do you help to make sure your cat stays happy and healthy? As you do not know how long you will be with the aliens you need to think of the things your cat needs every day, maybe once a week, maybe once a month or even every 12 months



Evidence:

Check this out.



Decide

You must let the aliens know what your cat needs. They seem to like pictures. Make a list of all the things your cat will need then draw pictures to show each of these things.



Share

Discuss your ideas with others. Explain your point of view and listen to theirs.



Assess

Weigh up what you have heard/seen. Have you changed your mind?



Additional information teachers: Topics 1.4, 1.6, and Sections 2 and 3

Caring for your dog and cat – The Five Freedoms

‘Responsible pet ownership’ means keeping your companion animal (e.g. cat or dog) happy and healthy. All animals have needs which must be satisfied if their welfare is to be maintained. Although these needs may be summarised the precise requirements will vary according to the species of animal and also to some extent their personality, age etc. Animals in captivity, including companion animals, depend entirely on their owners to satisfy their needs.

SECTION 3: Being a Responsible Pet Owner

3.2 The Five Freedoms



When considering our responsibilities a useful framework is the Five Freedoms. These five rules require us to ensure that animals are free from hunger and thirst, fear and distress, discomfort, pain, injury and disease, and to have the freedom to express natural behaviours. These rules can be applied to all animals in all situations. Wild animals need the same freedoms if they are to have a good welfare state and survive. They are also used by welfare scientists and organisations around the world for the care of all kinds of different animals and can even be related to humans.

1. Freedom from hunger, malnutrition and thirst

- Hunger can be a very uncomfortable feeling and we would all become ill and weak if we were left hungry for too long, so animals should be fed regularly. But we also need to make sure that our animals receive the right kind of food in the right way.
- Dogs need a balanced diet of protein and fibre to keep healthy. A balanced diet of proteins, vitamins and minerals are required to help maintain healthy, bones, teeth, skin and fur. Household scraps alone are not enough to give dogs the nutrients they need.
- Sharp bones can also be dangerous for dogs, so these should be carefully removed before feeding.
- **Dogs** also need access to fresh water in a clean bowl at all times.
- Adult dogs should be fed once or twice a day; puppies and young dogs will need several smaller meals a day.
- **Cats** need a very nutritious diet. They require a greater proportion of meat than dogs and are known as ‘obligate carnivores’ which means they need to eat meat to stay healthy.
- Avoid giving sharp bones to a cat as it can be dangerous.
- Fresh water in a clean bowl should always be available.
- Adult cats should be fed once or twice a day, kittens and young cats can be fed smaller meals throughout the day.
- Cats do not have to be hungry to hunt, hunting is a strong instinct for cats produced by many millions of years of evolution.

2. Freedom from fear and distress

Feeling fearful or distressed is an unpleasant experience. So you should try to avoid situations where your dog and cat might feel like this.

- Animals need to have a quiet and safe place to go when they want to sleep or just rest; away from people, other animals and noise. Both cats and dogs should be allowed to have a personal space, like a bed or kennel, where they can be on their own if they wish.
- Never tell a cat or dog off for bad behaviour, they are your friend and so by scolding them this could break down your relationship with them. Instead, just ignore your cat or dog when they do something you don’t want them to do, don’t even look at them, as your attention can be very rewarding. They will soon learn that this particular behaviour makes you act in a ‘boring’ way and will stop doing it.
- Instead reward their good behaviour by giving favourite treats, playing games and lots of tender loving care.
- All of this will result in having a well behaved animal.

SECTION 3: Being a Responsible Pet Owner

3.2 The Five Freedoms

An example of how to train dogs: When dogs bark too much and you shout at them to tell them off you will actually encourage their barking because you sound like you are joining in! If you ignore them when they bark, and make friends with them when they are quiet, they will soon learn not to bark.

3. Freedom from discomfort

No one likes to feel uncomfortable, neither does your dog or cat. There are many ways to provide your pet with a comfortable home.

- A comfortable bed should be provided, and their living area should be kept clean. Wash bedding regularly, clean up their faeces and dispose of them correctly.
- Keeping the animal's living conditions clean will decrease the risk of it becoming infested with worms, fleas, ticks or lice.
- Always remember to wash your hands after cleaning up.
- Dogs and cats need their teeth cleaned daily just like ourselves. Check their teeth and gums to make sure there is not a build up of tartar.
- If your **dog** has access to the outdoors, they must have shelter from all weather conditions.
- As a responsible pet owner you can start a home care programme. This can be done by grooming your dog regularly, to remove any loose or dead fur, especially long-haired breeds.
- Be aware of the correct weight your dog should be. Do not over or under feed, as this can lead to health problems.
- **Cats** should also be groomed on a regular basis. Grooming helps your cat get used to being handled, decreases the risk of tangles and gives you an opportunity to check for parasites i.e. fleas and ticks.
- If the cat has access to the outdoors, then shelter and bedding should be provided, similar to the dog.
- The home care programme should apply to the cat also. It will help your cat to stay healthy and encourage responsible pet ownership.

4. Freedom from pain, injury and disease

Animals get ill like we do but, as with people, many diseases can be prevented. Veterinarians ('vets' or veterinary surgeons) are doctors for animals and can keep your animal healthy. Visit your local, friendly vet for regular check-ups, treatment and vaccinations of your pet. Never ignore a problem as the animal may suffer. Think how you would feel if you were feeling ill and no one bothered to get help for you.

- Vaccinations:
 - a. Animals as well as people are vaccinated. Vaccinations prevent against illness and reduces the risk of spreading infection and disease to other animals and people.
 - b. They should be given on a regular basis by your vet.
 - c. Zoonosis is the term used to describe a disease being passed on from an animal to a human. Some examples of zoonotic diseases of a cat and dog include: Rabies, Leptospirosis, Endoparasitic and Ectoparasitic diseases and Ringworm.
 - d. Infection can also be passed between animals, some examples are: Parvovirus, Distemper, Fleas, Worms, Cat flu and Feline Immunodeficiency Virus (FIV – Feline Aids).

SECTION 3: Being a Responsible Pet Owner

3.2 The Five Freedoms

- Treatment for endoparasites:
 - a. An endoparasite is a parasite that lives within the body of a host i.e. the cat or dog.
 - b. Endoparasites include the 'worms' such as Roundworm and Tapeworm.
 - c. Worming is a treatment used to prevent or remove the presence of endoparasites.
 - d. The parasite can affect the internal organs of the body. This can cause the animal to lose weight, have diarrhoea and possibly become lethargic.
 - e. Both cats and dogs should be wormed regularly. Worming treatments can be given in different forms i.e. tablets, paste, granules and injection.
 - f. You can obtain further information and worming treatments from your local veterinary practice.

- Treatment for ectoparasites:
 - a. An ectoparasite is a parasite that lives on the outside of the host.
 - b. Ectoparasites include fleas, ticks or lice.
 - c. They can become very irritant to the host, causing skin infections, dermatitis and itching.
 - d. Treatment can be given to your pet by visiting your vet.

- Neutering and spaying
 - a. Neutering and spaying are procedures carried out by a vet to prevent male and female dogs and cats from reproducing. Most people only want one dog or cat so it makes sense to take steps to prevent unwanted litters of puppies and kittens. There are already too many dogs and cats for the good homes that exist. A responsible pet owner will consider having their animals neutered and spayed.
 - b. Neutering male dogs will help reduce aggression, decreases the risk of contracting cancer and helps prevent roaming.
 - c. If the stray dog population decreases this will help reduce: road traffic accidents; spreading diseases to other dogs and to humans, like rabies.
 - d. Spaying female dogs reduces the risk of unwanted puppies, decrease the risk of cancers such as mammary tumours. It also reduces the risk of developing Pyometra a life threatening condition. This is an infection of the uterus caused by a build up of toxins that can leak into the blood stream and be fatal to the bitch.
 - e. Early age neutering is encouraged, the younger the male or female dog to be neutered the better. Compared to older age neutering, the anaesthetic risks are much less, post-operative wound healing is more rapid and there is a lesser risk of a dog's behaviour changing.

SECTION 3: Being a Responsible Pet Owner

3.2 The Five Freedoms

5. Freedom to express natural behaviour

Natural behaviours are things that you naturally enjoy doing. For example people are very sociable and enjoy each others' company. Spending time playing with your friends is a natural behaviour. Dogs and cats also have natural behaviours that they enjoy doing; performing these makes them feel happy.

- **Dogs** need regular exercise and many enjoy being taken out for a walk once or twice a day.
- Many dogs enjoy playing games. Dogs often like to chase after and retrieve things, such as balls. Make sure that the ball is not too small, as it might get stuck in your dog's throat. Do not throw sticks for dogs, as they can also get stuck in your dog's throat. A piece of hollow rubber tube (like a cut-off piece of hose pipe) is far safer. Playing with your dog is great exercise and will help to keep them entertained, which will decrease the risk of barking and result in a bright and alert canine.
- A dog should not be tied up all day. If your dog is tethered, a long running line should be used so they have greater freedom of movement.
- The kennel size is important, there must be enough room to allow your dog to lie down, stretch and move around comfortably.
- You can make your dog's home more enjoyable by using a selection of toys and chews that will encourage play and decrease boredom. Human company and company from other animals is also very important, to keep your dog happy.
- **Cats** also need to express normal behaviour.
- Cats should be able to have access to the outdoors where they can perform all their natural cat behaviours, such as patrolling their territory and hunting for prey.
- Companionship is vital for a cat. Although they are less demanding than dogs, a kind word and stroking your cat will show that you care.

SECTION 3: Being a Responsible Pet Owner

3.3 Before Buying a Companion Animal



Information 1 - Before you buy a dog

1. Looking after any animal is a big responsibility. The decision to own a dog needs a lot of very careful consideration by all the family.
2. Different breeds have been discussed, but mixed breed dogs also have very special qualities – they are often more healthy than pure breeds.
3. If people decide to get a dog they should adopt from a local shelter or breed rescue organisation instead of buying from a pet shop.
4. Prospective owners need to be aware that puppies may have come from a ‘puppy farm’ where many dogs are bred and often kept in very poor conditions. The female dog (‘bitch’) has to reproduce continuously for many years. The breeding animals are sometimes caged without human companionship. When these females do not produce puppies (‘litter’ is the term for a nest of puppies) anymore, they are usually killed, abandoned or sold to another puppy farm.
5. Owners who buy from a puppy farm may think that they are saving a poor little puppy, but in fact they are keeping the business of dog exploiters going. Hundreds of thousands of puppies are bred each year, many with behaviour and/or health problems. These dog breeders are more interested in the money they get from selling their pups than the dogs’ welfare. When buying a pup always check beforehand to see if the breeder has a good reputation and always try to see the pup with the mother at the place they live. Better still, go to your local shelter first; these dogs need you much more!
6. In Section 1 we looked at some examples of pure breeds and described the typical characteristics these dogs have. However, this may not always be the case. Remember – all animals are individuals. Just as all humans are different, all dogs are individuals too!

SECTION 3: Being a Responsible Pet Owner

3.3 Before Buying a Companion Animal



Information 2 - Before you buy a cat

1. Looking after any animal is a big responsibility. The decision to have a cat needs a lot of very careful consideration, by all the family. If you already have a dog or other companion animals, a new cat may not always be tolerated by the other animals, or in some cases, the cat may dominate or harm the other existing animals.
2. Different pedigree breeds have been discussed (in Section 1), but Domestic short-haired cats (which can be thought of as an un-selected breed or the common ancestor of pedigree breeds) also have very special qualities – they are often healthier than pure breeds.
3. If people decide to get a cat they should adopt from a local shelter or cat rescue organisation instead of buying from a pet shop.
4. Pedigree cats are usually quite expensive to buy. Domestic short-haired cats are much cheaper to buy; many people even give them away. So a family can sometimes have a Domestic short-haired cat without properly thinking about the responsibility in advance. Both a pedigree and a Domestic short-haired cat will cost the same amount of time, money (for their food, equipment and vets costs), knowledge (of how to look after the cat properly) and commitment (for the whole of their life) to look after properly.
5. In section 1 we looked at some examples of pure breeds and described the typical characteristics these cats have. However, this may not always be the case. Remember – all animals are individuals. Just as all humans are different, all cats are individuals too!

SECTION 3: Being a Responsible Pet Owner

3.4 Being a Responsible Pet Owner



Keep your pet happy and healthy. Think back to the Five Freedoms.

- **Make sure that your pet carries some form of permanent identification (like a microchip or tattoo) as well as a collar and tag. This means if your pet gets lost there's a much greater chance your pet will be returned to you, quickly and safely.**
- **Keep your pet safe, secure and supervised.**
- **Have your pet neutered.**

Neutering is an operation performed by a vet, to stop your dog or cat producing puppies or kittens. The operation is safe, painless, and recovery is quick. It can also have big health benefits for your pet, and makes them more likely to be loyal and affectionate with fewer unwanted behaviours.

Neutering is very important because we currently have far more companion animals than there are good homes for. More than three quarters of all the dogs and cats in the world are thought to be stray or unwanted.

Often owners are unable to look after their pets, or lose interest in them, and they are abandoned. Some of the reasons why pets are abandoned are:

- A pet has puppies or kittens which the owner doesn't want.
- The pet performs behaviours the owner doesn't like, such as barking or toileting indoors.
- The pet has an illness and the owner can't afford veterinary treatment, or doesn't want to look after a sick animal.
- The pet might have a skin disease that looks unattractive and the owner is worried about infection.
- A new member of the household dislikes the pet, or there's a new baby and the owner is concerned for their safety.

All these reasons for abandonment should have been considered before the owner decided to get a pet. Unfortunately, sometimes people don't take the time to consider the responsibility and realities of owning an animal before they decide to get one.

Abandoned animals contribute to populations of stray dogs and cats, which can be exposed to dreadful conditions. They suffer from hunger and thirst and agonising diseases like rabies, not to mention injuries from road accidents.

By being a responsible pet owner we can all help to reduce the stray population.

SECTION 3: Being a Responsible Pet Owner

3.4 Being a Responsible Pet Owner



Additional information for teachers: Extension activities for Section 3

Characteristics of living beings, needs and Five Freedoms:

Clearly there is a direct link between these three areas, one is derived from the other. It will depend on the age and ability of your children as to where you wish to focus. For example, the Characteristics of living things (i.e. respiration, nutrition, movement, reproduction etc.) will fit with some Science schemes but may be too advanced for lower ages. The Five Freedoms can be expressed simply from a needs perspective:

Animals need:

- ✓ Water and the correct type and amount of food.
- ✓ To feel safe and secure, they should not be frightened.
- ✓ To be comfortable in an appropriate environment.
- ✓ To be healthy, free from pain and injury and cared for, for the whole of their lives.
- ✓ To be able to behave in as natural a way as possible.

It may be useful to discuss the following issues that arise from this:

- ➔ Consider these points in relation to different companion animals living in varying degrees of captivity in the home e.g. a fish in an aquarium, a dog or a cat that likes to roam alone at night, or a bird in a cage.
 - What do we mean by being ‘comfortable’?**
- ➔ Consider these points in relation to an animal living in a zoo
 - A zoo animal may be well fed but is the environment natural?**
 - Can all zoo animals behave naturally?**
- ➔ Consider these points in relation to a wild animal
 - Should humans have any part to play in meeting the needs of wild animals?**
 - Wild animals face being frightened (e.g. of predators) every day.**
 - If it’s natural in the wild, does it matter if we frighten them?**
- ➔ Consider moving from freedoms to responsibilities what would you include in a checklist of ‘responsibilities’?

An animal welfare checklist

Responsible pet ownership is about ensuring the highest possible standards of welfare for the companion animal(s) we have decided to keep. It covers every aspect of the life of the animal(s) from the source, daily care, medium and long - term care for the whole of the animal's life. Looking after any animal is a big responsibility in terms of money, time, knowledge and commitment. Encourage the children to draw up a welfare checklist for a responsible owner. An example could be:

SECTION 3: Being a Responsible Pet Owner

3.4 Being a Responsible Pet Owner

1. Did you think carefully about the cost and time involved before getting your pet?
2. Have you found out what your pet needs (e.g. from an expert or a book)?
3. Do you know where to find your local vet?
4. Can you afford the cost of veterinary treatment?
5. Do you examine your pet daily for signs of ill health?
6. Do you know what to feed your pet, how much and how often?
7. Do you make sure your pet's living area is clean and tidy every day?
8. Do you provide your pet with enough space, comfort and the opportunity for exercise?
9. If you go away during the day, and especially on holiday, will your pet be properly cared for?
10. Will you be able to look after your pet for the whole of the pet's life?

(Adapted from material originated by The Royal Society for the Prevention of Cruelty to Animals (RSPCA): www.rspca.org.uk)

Make up a welfare song or rap

Choose a song that is familiar to the children, one with a simple tune they all know. Substitute the words for new ones which describe what an animal needs, what we have to do to look after our companion animals properly. A rap could have similar words. A tune is not necessary but choose a strong rhythm.

A day in the life of an abandoned dog

Present the following scenarios:

- An injured dog lying on the street, with no help.
- A dog/cat with alopecia caused by scratching from fleas.
- A thin dog/cat, hungry and looking for something to eat.
- A cat or dog exposed to bad weather i.e. very hot and sunny, very cold or very wet.
- A stray being abused by a person.
- Use these scenarios to stimulate discussion and explore possible solutions.
- Remember that owned animals that are left to roam unsupervised on the streets will experience the situations as well as unowned animals.

A matching activity

Ask the children to draw pictures of the things a companion animal (like a dog or cat) needs e.g. a brush for grooming, a food bowl, water bowl, toy, bedding etc. Write out the phrases of the Six Needs or Five Freedoms from the Evidence box above and ask the children to match the picture to the correct phrase.

Assessment

You could use the matching activity above as an assessment tool at the end of the topic.

SECTION 4

Telling Tales

SECTION 4: Telling Tales

4.1 Doggy Speak and Cat Communication



Discovery Box 4.1 Actions Speak Louder Than Words



Learning objectives for Discovery Box 4.1

Know that

- As living organisms we are sensitive to stimuli from our environment by using our five senses.
- We communicate in a range of ways (e.g. verbal and non-verbal communication) and for different purposes (e.g. as a means of responding to changes in our environment).

Understand

- That non-verbal communication is very effective.
- How to interpret some non-verbal signs.

Skills of selecting information, identifying evidence from real life and making informed decisions based on evidence.



Learning outcomes for Discovery Box 4.1

Most children should:

Know

- That we can communicate using non-verbal methods.

Understand

- A range of non-verbal signals.

Be able to

- Find information from different sources and select evidence for a purpose.
- Demonstrate a range of non-verbal signs (e.g. facial expressions).



Information

Vocabulary used in the Evidence of Discovery Box 4.1

Behaviour, communication, emotions, facial expressions, organisms, sense(s), signs and symbols, verbal and non-verbal.

SECTION 4: Telling Tales

4.1 Doggy Speak and Cat Communication



Evidence

Living animals and plants (organisms) are able to do special things, such as being able to sense what is going on around them in their environment. We rely on our five senses to tell us what is going on around us. We hear sounds with our ears, see things with our eyes etc. Do you know the other three senses we have?

As we learn what is going on around us we behave in certain ways. We may dance if we like music we are listening to. An important part of our behaviour is being able to understand messages from other people and send them certain messages too, this is what we call communication. Think of the different ways we communicate with each other.

Most animals communicate with other animals in some way. Humans are great at communicating using sounds—language. We have to learn how to talk and use speech, this is called verbal communication. However, we can communicate in other ways and this is especially important for those people who may have problems with some of their senses. A person who is deaf may not be able to hear people talking so looking for other signs is an important way of communicating. We all learn to make signs such as smiling. We also have to learn what these signs mean, smiling usually means someone is happy. This is called non-verbal communication.



Research

1. What message is each of these symbols (signs) communicating?



2. Look around you. Draw other signs you see in your environment.



Decide

1. Try to write a simple story with as few words as possible, using mainly signs and symbols. Ask a friend if they can understand your story.
2. Think about our emotions. We can be angry, happy, sad, frightened, surprised, puzzled etc. We can show these emotions using expressions on our faces. Practice a facial expression for each of these emotions, or others that you can do. Test them out with a friend. Can they understand what you are trying to show?
3. Now try to mime a story using your body, your hands and your facial expressions to communicate.

SECTION 4: Telling Tales

4.1 Doggy Speak and Cat Communication



Share

One definition of communication is this:

“Communication is a two-way process. A message is passed from one person to another so that they can understand that message and respond in some way.”

You have been practising some examples of non-verbal communication with a friend. Now you can talk with your friend (verbal communication) to see how successful or unsuccessful, how difficult or easy your non-verbal communication was.



Assess

Communication is not always easy. Sometimes we do not express ourselves very well, sometimes we do not understand the message someone is trying to give us. We have to learn to communicate. How did you do?



Additional information for teachers: Extension activities for Section 4.1

You may need to modify this whole section according to local facilities, norms, regional differences etc. Also according to whether or not there are children who may have some sensory impairment. Any activity should be inclusive (everyone able to take part in some form) and sensitive to individual needs.

The whispering game

Try the simple party game of passing on a whispered message. The children may think that verbal communication is always the best type. It may be for those who are able to speak, speak effectively, hear, hear accurately, remember, and so on. This game consists of giving person one a simple message that contains a few straightforward facts such as:

“Yesterday the big, black cat jumped on to the red chair.”

Person one whispers the message to Person two, Person two to Person three etc. The message can only be told once by each person and the recipient cannot ask questions about it. They must pass it on as they hear it. The last person repeats their message to everyone. Are we clear speakers and good listeners?

Sign language

Introduce the children to a form of sign language (involving hand and finger gestures) appropriate in your country. Maybe the children could learn the basic signing for ‘hello’, ‘goodbye’, ‘please’, ‘thank you’ and possibly their name.

Body language

Discuss with the children the basic ideas about human body language. For example, looking at people and making eye contact can show confidence (but too much can be confrontational). Sitting with legs crossed and arms folded can be defensive while standing casually with hands in pockets can indicate a relaxed approach but also a negative and untidy manner, depending on circumstances.

SECTION 4: Telling Tales

4.2 Understanding a Dog's Body Language



Topic 4.2 Understanding a Dog's Body Language

(See also Topic 4.3 Understanding a cat's body language)



Learning objectives for Topic 4.2 (and 4.3)

Know

- That as sentient animals, dogs (cats) have a range of emotions/feelings.
- That dogs (cats) communicate by using a variety of body signals.
- That there are appropriate ways for humans to respond to types of dog (cat) behaviour.

Understand

- Why dogs (cats) may be displaying certain types of behaviour.

Skills of

- Recognising what dogs (cats) are communicating via their behavioural signs.
- Selecting and using evidence to identify dog (cat) behaviour and appropriate responses.

Children develop attitudes of caring, concern and empathy.



Learning outcomes for Topic 4.2 (and 4.3)

Most children should:

Know

- That dogs (cats) show some of their emotions/feelings through behavioural signs.
- How to behave appropriately when we see these signs.

Understand that

- Dogs (cats) have emotions/feelings just as we have emotions/feelings.

Be able to

- Use information to identify correctly some behavioural signs and appropriate responses.
- Begin to indicate skills of empathising.



Information

Vocabulary used in the 'Evidence' and 'Information' boxes of Topic 4.2 (4.3)

Behaviour, body language, emotions, responses, signs.

SECTION 4: Telling Tales

4.2 Understanding a Dog's Body Language



Information for teachers: **Topic 4.2 (and 4.3) 'Decide'**

Photocopy, cut out and mix up each of the illustrations, the 'dog behaviour' ('cat behaviour') statements and the 'I should' statement boxes. The children will use these as a matching activity in the *Decide* section. Use the Additional Information box to provide the correct match of photograph, 'dog (cat) behaviour' and 'I should' response following pupils' attempts.



Research

Think about dogs you know. How do they behave? What sorts of things do they do? What 'body language' have you observed? Ask other children in school if they have observed any particular forms of dog body language. Have they ever been frightened by a dog? What did the dog do and what did they do in response?



Evidence:

Look carefully at the photographs below. Read all the printed statements.



Decide

What do you think the dogs are trying to communicate? How do you think they are feeling? What should you do if you see a dog behaving like this? Take each photograph in turn. Look carefully at the dog's body language and try to decide what the dog is feeling and what the dog is trying to communicate to you. Select the statement that describes this from the set called 'Dog behaviour'. Place it next to the photograph. Then add statements about what you think you should do from the 'I should' set. You can choose more than one statement from this set.



Share

Compare your results with others in your class. Discuss why you made your choices and listen to the reasons other people give.



Assess

You may want to change your mind and alter some of the statements for the photographs. Then your teacher will go through each photograph and statements with you.

SECTION 4: Telling Tales

4.2 Understanding a Dog's Body Language

DOG BEHAVIOUR

1. "Back off and leave me alone"

5. "I want to play"

2. "I'm interested"

6. "This is where I live"

3. "I'm hot"

7. "This is mine"

4. "Don't hurt me"

SECTION 4: Telling Tales

4.2 Understanding a Dog's Body Language

'I SHOULD'

Be very quiet

Play with the dog

Make a lot of noise

Ignore the dog

Stand still

Take the dog's food away

Run away

Do not take the
dog's food away

Move very slowly

Speak quietly to the dog

Do not run away

Do not disturb the dog

Punish the dog

Shout at the dog

Praise the dog

Get closer to the dog

Provide the dog with
water and shade

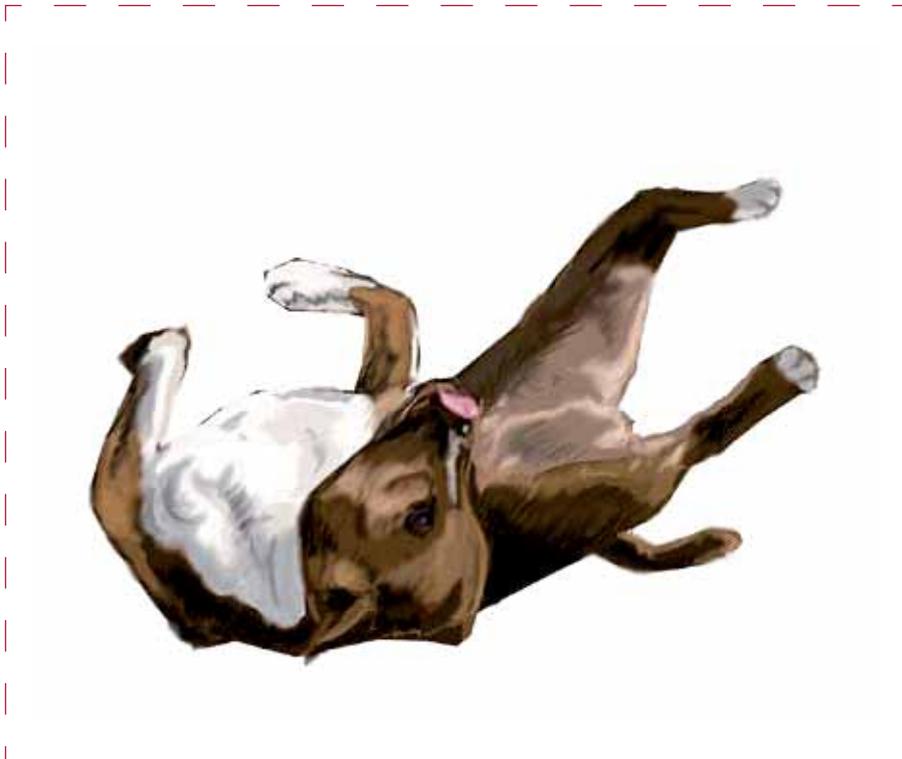
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4.2 Understanding a Dog's Body Language



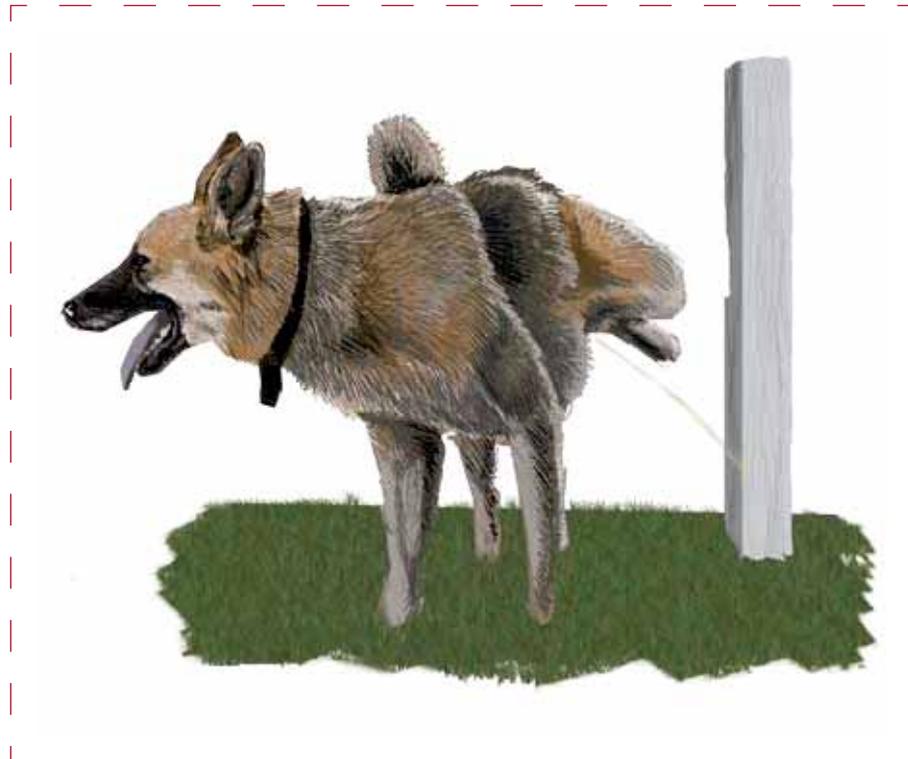
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4.2 Understanding a Dog's Body Language



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4.2 Understanding a Dog's Body Language



Additional information for teachers: Topic 4.2



1. “Back off and leave me alone”

The dog has a cowed body posture with open mouth and drawn back lips, exposing teeth evenly on both sides of the muzzle. The ears are flat on the head and the tail is tucked between the back legs.

How should I respond?

This dog may become aggressive if you come any closer. You should be very quiet and stand still, then very slowly back away from a dog that looks like this. Do not turn and run as this may cause the dog to chase and bite you.



2. “I’m interested”

The dog has a confident posture, maybe sniffing an object with ears pricked forward and tail erect. Dogs have a much better sense of smell than people and will sniff things that they are interested in. As they do not have hands, dogs (especially puppies) also explore things that they are interested in using their mouths. Puppies also need to chew things when they are teething.

How should I respond?

If your puppy chews things, you should not punish your puppy, but instead give your puppy things that you don't mind being chewed and praise your puppy when your puppy picks them up.

If a dog is interested in something that you are holding and tries to jump up and take it, either hide it behind your back, or turn your back on the dog and fold your arms to hide the object until the dog stops jumping.

SECTION 4: Telling Tales

4.2 Understanding a Dog's Body Language



Additional information for teachers: Topic 4.2



3. "I'm hot"

Dogs cannot sweat from their bodies (except for the pads on their feet) like we do when we are hot. So they pant when they get hot as this helps them to cool down. Their mouths are open, their tongue may hang out and they may drip saliva.

How should I respond?

When a dog looks like this you should give the dog a drink of water and some shade to lie in. Dogs with thick coats in particular need somewhere cool to rest. When they are hot, dogs might not want to be bothered so you should never disturb dogs when they are resting or sleeping.



4. "Don't hurt me"

Dogs communicate with each other using body language. In order to live together in a social group, without the need for aggression over valuable resources, dogs are able to signal that they submit and therefore pose no threat to another individual. This submissive body language shows that the dog is not about to attack. Dogs roll onto their back or roll over onto their side with their legs raised. Their ears are flat to their head and tail tucked right up between their legs. With the belly and throat exposed, their head turned slightly away with eyes looking downwards. The mouth is closed and the weapons (teeth) are covered.

How should I respond?

Dogs showing this body language are frightened and think that you mean to harm them. If you continue to approach or reach out towards them, the dogs might get more frightened and become defensive and bite you, so it is important that you back away and speak in a quiet friendly voice to the dogs.

SECTION 4: Telling Tales

4.2 Understanding a Dog's Body Language



Additional information for teachers: Topic 4.2



5. "I want to play"

Dogs use play signals like this bow to let another dog know that they are "just playing" and encourage the other dogs to join in!

How should I respond?

When dogs bow down in front of you like this you can call them over to play with you. However, if the dogs gets too excited and jump up, tug at your clothes or mouths you, it is important that you teach the dogs that this is not a fun way to play. To do this you don't need to shout at or hit the dogs, instead stop playing, stand very still and ignore them. If you scream or laugh when the dogs gets over excited they will think that you are having fun and carry on playing roughly with you. When the dogs calm down you can begin to play more quietly again.



6. "This is where I live"

As well as visual signalling and using body language, dogs also use scent to communicate with one another. Dogs urine is scented with their individual identity. A dog will urinate around the area in which they live to let other passing dogs know that this is their territory. Other dogs may come along and reply by marking over the same spot.

How should I respond?

Don't tell your dog off for marking their territory as this is normal dog behaviour. Teach your dog not to urinate indoors by providing opportunities to go outside, praising them every time they urinate outside. Ignore the dog if they urinate inside.

SECTION 4: Telling Tales

4.2 Understanding a Dog's Body Language



Additional information for teachers: Topic 4.2



7. "This is mine"

When a litter of puppies is given food, all the puppies need to eat. The more nervous ones need to make it clear to more confident puppies that they really want some of the food too! So, a puppy that would normally back down to another might growl when the food arrives to indicate that the puppy is not willing to back down as normal. In other words, it is quite a normal thing for a puppy to growl at other puppies at the time of feeding, and it is quite natural that the puppy might do the same thing to people if they think that they are going to take their food away.

How should I respond?

When dogs show this behaviour do not approach them. Do not take the food away or tell them off as this could easily make them more defensive of their food and they may actually bite!

When you first get your puppy, add food to the bowl from your hand. In this way you can teach the puppy that you are not going to take their food away so they do not feel the necessity to guard it.

SECTION 4: Telling Tales

4.3 Understanding a Cat's Body Language



Topic 4.3 Understanding a Cat's Body Language



Information for teachers: Topic 4.3

Topic 4.3 refers to cats, 4.2 referred to dogs. The learning objectives and outcomes, vocabulary and information are common to both topics. Please refer to Topic 4.2.



Information for teachers: Topic 4.3 'Decide'

Photocopy, cut out and mix up each of the photographs, the 'cat behaviour' statements and the 'I should' statement boxes. The children will use these as a matching activity in the *Decide* section.

Use the Additional Information box below to provide the correct match of photograph, 'cat behaviour' and 'I should' response following pupils' attempts.

SECTION 4: Telling Tales

4.3 Understanding a Cat's Body Language



Research

Think about cats you know. How do they behave? What sorts of things do they do? What 'body language' have you observed? Ask other children in school if they have observed any particular forms of cat body language. Have they ever been frightened by a cat? What did the cat do and what did they do in response?



Evidence:

Look carefully at the photographs below. Read all the printed statements.



Decide

What do you think the cats are trying to communicate? How do you think they are feeling? What should you do if you see a cat behaving like this? Take each photograph in turn. Look carefully at the cat's body language and try to decide what the cat is feeling and what the cat is trying to communicate to you. Select the statement that describes this from the set called Cat behaviour. Place it next to the photograph. Then add statements about what you think you should do from the "I should" set. You can choose more than one statement from this set.



Share

Compare your results with others in your class. Discuss why you made your choices and listen to the reasons other people give.



Assess

You may want to change your mind and alter some of the statements for the photographs. Then your teacher will go through each photograph and statements with you.

SECTION 4: Telling Tales

4.3 Understanding a Cat's Body Language

CAT BEHAVIOUR

1. "Back off and leave me alone"

4. "I'm pleased to see you"

2. "I'm interested"

5. "I'm worried"

3. "I want to play"

6. "This is where I live"

SECTION 4: Telling Tales

4.3 Understanding a Cat's Body Language

'I SHOULD'

Move closer to the cat

Play roughly with the cat

Back away from the cat

Play with the cat but stop if the cat scratches or bites

Leave the cat alone (if safe)

Shout at the cat

Gently smooth the cat's fur

Punish the cat

Play with the cat whatever the cat does

Let the cat scratch whatever the cat wants

Never play with the cat

Give the cat a safe scratching post

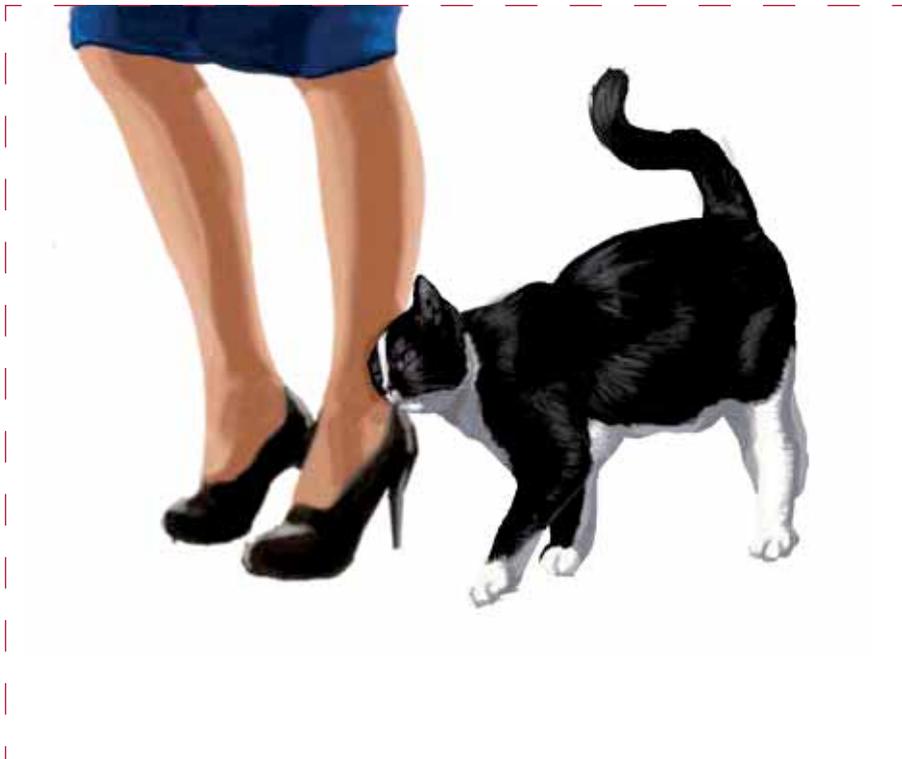
SECTION 4: Telling Tales

4.3 Understanding a Cat's Body Language



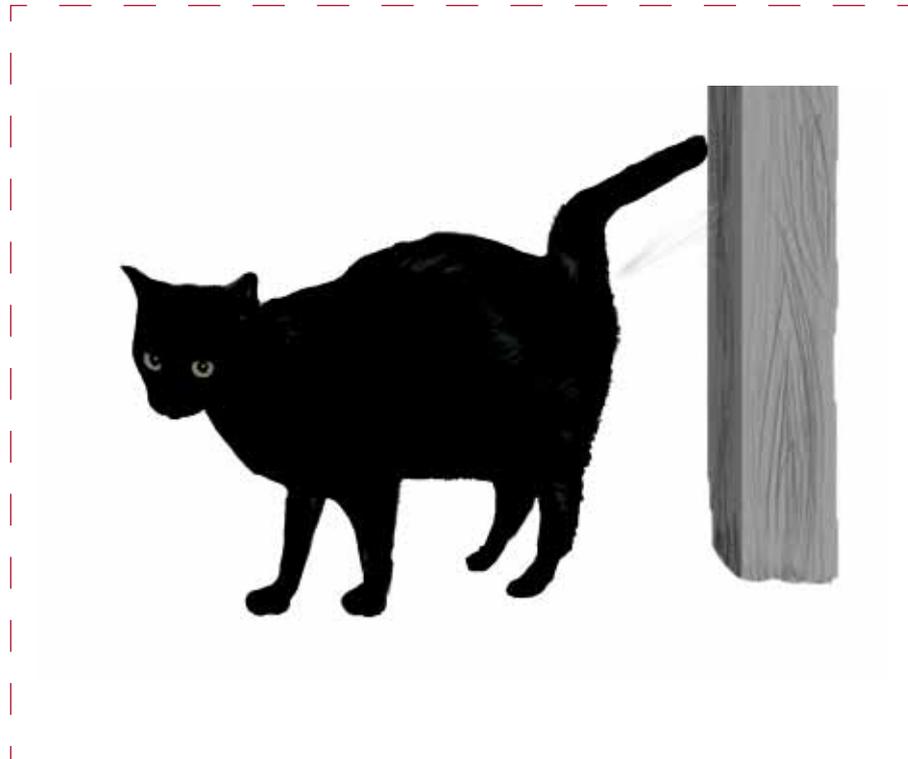
SECTION 4: Telling Tales

4.3 Understanding a Cat's Body Language



SECTION 4: Telling Tales

4.3 Understanding a Cat's Body Language



SECTION 4: Telling Tales

4.3 Understanding a Cat's Body Language



Additional information for teachers: Topic 4.3



1. “Back off and leave me alone”

This is an aggressive cat, very frightened and ready to attack! The teeth are showing, ears are flattened and the pupils of the eyes (the black space) are dilated (very big).

How should I respond?

This cat may scratch or bite you if you get any closer. Instead quietly back away from the cat.



2. “I’m interested”

Like dogs, cats have a much better sense of smell than people and they use scent to communicate with each other within their group and with unfamiliar cats on the edges of their territory. Sniffing a new object will tell the cat if another cat has left a mark on it. The cat will probably have the ears pricked up and tail up.

How should I respond?

Cats are very inquisitive and should be allowed to explore and sniff any new objects or place. Leave the cat alone, unless the cat is in obvious danger.

SECTION 4: Telling Tales

4.3 Understanding a Cat's Body Language



Additional information for teachers: Topic 4.3



3. “I want to play”

Cats begin to play before they can walk. They play to form social bonds with one another, practice hunting techniques and perfect their athletic abilities. Cats use their paws to ‘bat’ an object they are interested in.

It is great fun to play with cats and kittens but it is important that your kitten does not learn that biting or scratching you is a fun game.

How should I respond?

If a cat scratches or bites you when playing you should stop playing and only start again if they play without biting or scratching you. This will teach the cat that they should play gently and without using their claws or teeth. When playing with a cat it is best to use a toy to focus the cat's attention and game on something other than your hands or feet. It is very easy to make a cat toy using just simple materials like paper or cloth - so long as the toy is moved around in an exciting way a cat will play with almost anything!



4. “I’m pleased to see you”

Cats greet other members of their social group by rubbing scent from their cheeks onto them. The cat's tail is probably upright. If your cat rubs around your legs they are welcoming you home!

How should I respond?

You can gently smooth the cat's head and ears and along the cats body.

SECTION 4: Telling Tales

4.3 Understanding a Cat's Body Language



Additional information for teachers: Topic 4.3



5. “I’m worried”

When a cat is frightened they will probably have their tail curled underneath, their back arched, pupils dilated*, hair standing on end, ears flat, and be ready to run. They may run away or hide. If trapped and unable to run away, frightened cats will scratch and bite if you continue to approach them. Often when cats are injured they purr – this does not mean that they are happy, never try to touch an injured cat. (* The pupil is the black space in the centre of the eye. The pupil can get bigger (dilated) or smaller).

How should I respond?

Do not approach cats that are hiding somewhere as this may cause them to feel the need to defend themselves. When a cat looks like this leave them alone and wait for the them to come out of the hiding place in the cats own time. Never try to touch injured cats.



6. “This is where I live”

Just like dogs, cats use scent to identify where they live and how they feel about particular places. Cats may spray urine where they do not feel particularly safe, as a reminder to be alert in that area. They may also rub the scent from their cheeks on familiar objects in their safe core territory, to remind themselves that this is a good place to relax.

How should I respond?

Allow your cat to use this way of identifying areas of safety and danger around their territory as this will make them feel more secure. If you shout at your cat for spraying the cat will become more anxious and spray even more! If a cat scratches on something that you don't want the cat to, cover it up and put something that you don't mind the cat scratching in their place.

SECTION 4: Telling Tales

4.4 Safe Behaviour Towards Dogs and Cats



Topic 4.4

Safe Behaviour Towards Dogs and Cats



Information for teachers to use with young children

Topic 4.3 refers to cats, 4.2 refers to dogs. The learning objectives and outcomes, vocabulary and information are common to both topics. Please refer to Topic 4.2

Information for the teacher for Topic 4.3 Decide:

Topics 4.2 and 4.3 above deal with developing an understanding of dog and cat behaviour (respectively). In particular they focus on the way people should respond to different behaviours so that we remain safe and the animal's welfare is maintained. However, as we are aware, children may have had a frightening experience with an animal or simply raising these issues can cause anxiety.

For this reason you may wish to use an alternative approach while still seeking the learning objectives and outcomes of 4.2, 4.3. The information below could be used as part of a question and answer activity, a class or group discussion or even as the basis for story telling. However, rather than just providing answers to the scenarios, consider how you can use them to continue developing the children's decision making skills.

Dogs and cats have their own likes and dislikes just as we do. We need to learn what dogs and cats like, what may frighten or threaten them. We also need to learn how to understand the signs we see in the animals' behaviour.

SECTION 4: Telling Tales

4.4 Safe Behaviour Towards Dogs and Cats

Imagine how you would feel if:	Dogs would:
<p>1 Someone tried to take your food away from you.</p>	<p>Growl and feel threatened if you tried to take their food away. They would want to protect their food. Allow the dogs to eat quietly. Noises are also threats to dogs.</p>
<p>2 There was a lot of noise and disturbance when you are trying to eat a meal.</p>	<p>If a dog tries to take food from you the dog will be very eager and may bite your fingers. Better to drop the food on the ground and slowly walk away.</p>
<p>3 You are playing with your favourite toy but someone tries to take it from you.</p>	<p>Again the dog will want to protect what the dog thinks is theirs. If the dog is chewing something dangerous you could try to distract the dog with another safe toy and get the dog to move to another room.</p>
<p>4 You are just dropping off to sleep when someone bursts noisily into your room.</p>	<p>Be feeling safe and sleepy so would not like to be startled.</p>
<p>5 Someone keeps giving you tight hugs and ruffling your hair.</p>	<p>Not like tight hugs or having their mouth held closed or forced to lie on their back. Even though you love your dog and want to play, the dog may not want to!</p>

SECTION 4: Telling Tales

4.4 Safe Behaviour Towards Dogs and Cats

Imagine how you would feel if:	Dogs would:
6 Someone shouts loudly at you, even hits you.	Feel threatened and not like this. The dog does not understand all the words you use and may fight back.
7 Someone teases you.	Become upset, frightened and may fight back, growl and bark.
8 You are approached by a complete stranger	Feel unsafe, frightened and threatened. You do not know the dog and what the dog likes/dislikes so leave the dog alone and move away slowly.
9 A stranger tried to ruffle your hair or pat your head.	Feel unsafe, frightened and threatened. If the dog is alone you do not know how the dog is feeling. Better to leave the dog alone and walk slowly away. If the dog is with a person you could ask if the dog would like to be touched before doing so.

SECTION 4: Telling Tales

4.4 Safe Behaviour Towards Dogs and Cats

Imagine how you would feel if:

Dogs would:

10 Someone was staring at you.



Feel very threatened by this. The dog would probably give you a sign like backing away, barking or growling. You should move slowly away. Do not run away as the dog may chase you.

11 Bullies were nasty to you.



Be frightened, threatened and maybe very aggressive. If a dog came running up to you, barking or growling you should remain calm and quiet. Do not shout or move around as this will make the dog more excited. Do not look at the dog. Remain very still even if the dog comes to sniff you. Do not touch the dog and keep your arms and hands close to your body. Eventually once the dog realises you have 'given up' the dog will move away. Then you can quietly move away, do not run or the dog may chase you.

In many cases dogs (and cats) probably feel like we do. Remember that although they can be trained to obey certain words of command (like 'Sit') and they like calm soothing words, disliking shouting, they do not understand what we are saying. They do not understand our language so we need to behave in certain ways that they can understand, and we need to recognise their behaviour and why they may be behaving in that way.

SECTION 4: Telling Tales

4.5 Safe Behaviour When You Meet a New Dog



Topic 4.5 Safe Behaviour When You Meet a New Dog

Suggestion: It would be an advantage if children had worked through Topic 4.2 before trying this one.



Learning objectives for Topic 4.5

Know

- That there are safe ways for humans to respond to types of dog behaviour.

Understand

- That dogs are sentient animals and have a range of emotions/feelings which show as behaviours that we may find frightening.

Skills of

- Recognising which response we should show when confronted by specific dog behaviours.
- Selecting and using evidence to identify dog behaviour and appropriate responses.

Children develop attitudes of caring, concern and empathy.



Learning outcomes for Topic 4.5

Most children should:

Know

- How to behave appropriately when we see certain signs.

Understand that

- Dogs have emotions/feelings just as we have emotions/feelings.

Be able to

- Use information to discriminate between appropriate and inappropriate responses.
- Begin to indicate skills of empathising.



Information

Vocabulary used in the 'Evidence' and 'Information' boxes of Topic 4.5

Behaviour, responses, scenario, signs, threat.

SECTION 4: Telling Tales

4.5 Safe Behaviour When You Meet a New Dog



Research

Ask other children if they have ever been frightened by a dog. What happened? What did the dog do? What did the child do? How did the child feel?



Evidence:

You are provided with four scenarios. Look carefully at the photographs for each scenario. It shows a dog and a child. The child may be frightened or anxious but there is a right way to behave so as to stay safe. Each scenario describes three different ways the child could respond. Read each one carefully.



Decide

For each scenario you have to decide how the child should respond to the dog's behaviour. For each scenario choose one response which you think is the right way and the safest way to behave.



Share

Discuss your choices with others in your class. Explain why you chose as you did and listen to other people's reasons.



Assess

There is a right way and a wrong way of behaving for each scenario. Your teacher will discuss each correct answer with you. Once you know the best way to behave when meeting a new dog you will feel less frightened and more confident. You will be able to help other children to behave in the best way.

SECTION 4: Telling Tales

4.5 Safe Behaviour When You Meet a New Dog



Evidence

Scenario 1:



You are running or playing and a dog runs up to you.

Should you

- Stop playing, stand very still and don't shout or scream?
- Keep on playing, chase the dog away and shout at the dog?
- Stand still and shout at the dog or scream. Kick the dog if the dog comes close to you?

You should let the dog sniff you but don't reach out to touch the dog. Don't start to play again until the dog has gone away.

Scenario 2:



You are riding a bicycle and a dog chases you.

Should you

- Stop riding and stand still?
- Carry on riding away as fast as you can and hope the dog doesn't catch you?
- Stop riding and try to make friends with the dog by trying to stroke the dog?

You should let the dog sniff you but don't reach out to touch the dog. When the dog goes away walk slowly pushing your bike until you are well away from the dog.

SECTION 4: Telling Tales

4.5 Safe Behaviour When You Meet a New Dog



Evidence

Scenario 3:



A dog jumps up at you.

Should you

- Try to turn your back on the dog and stand still?
- Start to run away, shouting at the dog and kicking the dog away?
- Stand still and push the dog off you, screaming and shouting?

You should not shout or scream as the dog will get even more excited.

Scenario 4:



A dog barks at you.

Should you

- Look at the floor and slowly back away from the dog?
- Run up to the dog shouting at the dog to stop making such a noise?
- Start to run away screaming and shouting?

You should not approach a barking dog, the dog is probably telling you to back off.

SECTION 4: Telling Tales

4.5 Safe Behaviour When You Meet a New Dog

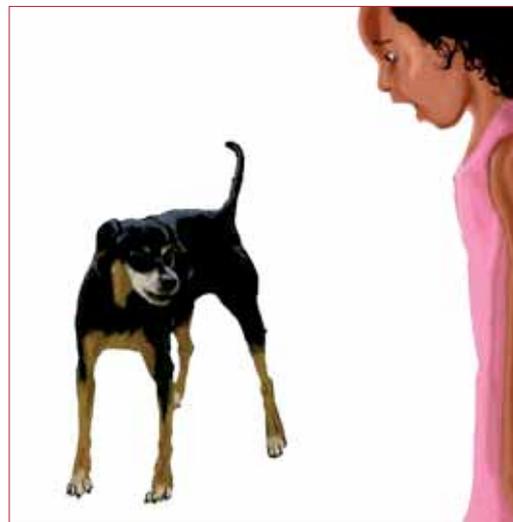


Additional information for teachers: Topic 4.5

In each of the scenarios, the best and safest response is the first option given. Discuss with the children why this is the best using information from Topic 4.2 and the guidelines below.

What you should never do!

Stare at the dog....staring straight into a dog's eyes is seen as a threat by the dog and will make the dog more likely to bite you.



Scream... if you do this the dog will get even more excited and boisterous.

SECTION 4: Telling Tales

4.5 Safe Behaviour When You Meet a New Dog



Additional information for teachers: Topic 4.5

In each of the scenarios, the best and safest response is the first option given. Discuss with the children why this is the best using information from Topic 4.2 and the guidelines below.

What you should never do!

Run away...most people are bitten when they turn and run away as this encourages the dog to chase and nip.



Kick the dog...this will make the dog more likely to jump up and bite your foot or leg.

Remember, even when dogs wag their tail it doesn't mean that they are happy! This can simply mean that they are drawing attention to themselves and whatever they are feeling at the time – dogs that want to show they are defending their home may wag their tail to make sure you notice that they do not want you to come any closer.

Appendix and References

Health and Hygiene

This appendix offers basic information on aspects of health and hygiene for those associated with animals. It links the husbandry of cats and dogs with associated welfare issues and the health and safety of these animals and people.

1. Nutrition

Dogs, cats and humans require balanced diets comprising food which is of the correct quantity and quality to meet the metabolic needs at the time. Under-nourishment and being overweight each cause health problems sooner or later. Animals and people eat things which are not good for them. Although snacks may be appreciated they are not necessarily nutritious or healthy.

Owners may cause nutritional problems for their animals even though they think they are being kind. Over feeding and giving animals 'human' foods are common mistakes. For example chocolate produced for human consumption can become toxic for dogs. Access to clean fresh water should always be provided. Animals should have their own food and water bowls which must be regularly cleared of unwanted food and water and cleaned thoroughly.

2. Exercise

Appropriate exercise taken outside the home is good for the physical and mental health of dogs and their owners. A regular walk with your own (or a neighbour's dog) in a local park or natural area provides access to fresh air and contact with the wider environment. It provides the dog with opportunities to meet other dogs and experience different sounds, sights and odours. Keeping a dog outside in a fenced garden or back yard is not enough as they need additional stimulation to remain mentally fit. It is relaxing and stimulating for the owner walking the dog as well!

The dog should have a collar and identity tag and be kept on the leash so as not to disturb other people or wildlife whilst allowing access to other people or free-roaming dogs. Care should be taken that when children take the walks they are able to control the dog. Dogs learn to like the leash because it symbolises that a walk is about to take place. An extendable leash properly used is useful.

Normally cats do not like being walked on a leash and often get sufficient exercise without our help. However, the owner has to provide the facility for this! Additional movement can be encouraged through play e.g. a simple exercise of pulling a string along the floor in front of the cat.

3. Toileting

Dogs need to be walked outside several times a day to allow them to urinate and defecate. Responsible dog owners/walkers clear up their dog's faeces using plastic bags, 'poop-scoops' or newspaper and dispose of this in dedicated waste bins or when they return home.

Cats usually bury their own faeces if outside although this can be a nuisance to neighbours in whose gardens this may occur! Indoor facilities for cats should be provided in the form of litter trays. These should be emptied regularly and washed thoroughly. Attention to proper hand washing after dealing with pets toileting is an obvious precaution.

4. Cleanliness

Hand washing should take place after stroking or playing with any dog or cat. Soap and warm water should be used and the regime carried out especially before eating or preparing food. Dogs and cats like to be clean and often lick their fur to do this. Cats are particularly well adapted for this with their rough tongues

which ‘comb out’ dirt. They do not usually need to be bathed, in fact they do not particularly like water – except to drink. Dogs do like to swim but still need to be washed from time to time. Dogs especially like to lick the hands, faces, ears of people but if this has happened the person needs to wash those areas as saliva can carry pathogens (disease-causing organisms such as bacteria).

5. Veterinary care

Just as we need to visit the doctor so cats and dogs need vets. The vet will help to keep the animal healthy so that the owner and animal can enjoy a longer life together. It is especially important that dogs and cats be inoculated against, or treated for zoonoses – those diseases which can be transferred from animal to human.

Rabies

Rabies is a disease caused by a virus that can infect most mammals including people. It is almost always fatal if not treated quickly e.g. after a bite by an infected animal. Dogs and cats can be vaccinated against rabies. Many stray dogs and cats have not been vaccinated in government programmes and are therefore a source of infection. This is why we should never approach or touch strange, free-roaming dogs or cats. Once a person has been bitten or scratched by a strange animal it is imperative they consult a doctor. If the biting animal can be captured safely it may be tested for rabies so that the doctor is able to decide if a post-exposure treatment of the person is necessary. If the animal could not be captured and rabies is known to exist in that area then the person must be treated within a very short time for any treatment to be effective. National health ministries often work closely with the World Health Organization (WHO) to prevent and contain rabies and promote rabies vaccination programmes for pet animals.

Internal parasites

Both dogs and cats can be infested with internal parasites such as round worms and tapeworms in the gut. These parasites produce eggs which are often released and spread by contact with the animal’s faeces, sometimes sticking to the animal’s fur (hence the importance of good hand washing). Pets and people can easily be treated for such parasites and regular de-worming of dogs and cats is advised.

Toxoplasmosis

This is a disease caused by the microscopic protozoan *Toxoplasma*. Most people have already had contact with this agent (either through touching or eating uncooked or undercooked meat, or through contact with cat faeces) and are immune to further infections. Although there are many myths surrounding this disease and its dangers for pregnant women it is a fact that pregnant women (who do not know if they are already immune) should not clean a cat’s toilet/litter tray/have contact with the cats faeces, during pregnancy and to show care when eating meats. The disease can cause serious problems to the unborn child.

Spaying and neutering

In many countries there are already too many dogs and cats and not enough responsible owners, with many animals living as strays. Stray animals live a difficult life, their welfare is compromised and they pose problems and dangers to people. This is why many animal welfare organisations together with local governments try to control free-roaming dog and cat populations by capture, neuter, vaccination and release programmes. Such treated animals can form a closed society of a stable size usually keeping other free-roaming animals from joining the group. The animals also live longer and healthier lives.

Caring for Animals – Teachers’ Manual.
(1996) Council of Agriculture R.O.C., Life
Conservationist Association, WSPA.

Institute for Humane Education:
www.iihed.org/main/about2.html

Mind Friendly Learning site of www.cheshire.gov.uk/parentpartnership/downloads/dl_incl_mflearning.htm

The Royal Society for the Prevention of Cruelty to Animals (RSPCA): www.rspca.org.uk

IAHAIO Rio Declaration on Pets in Schools:
www.iahaio.org/html/rio_declaration.htm

World Health Organization:
www.who.int/en

Websites

Animals in Schools – Scottish SPCA Policy:
www.sspcaeducation.org/gti/gti_4.html

Animals in Schools – New South Wales Department of Education and Training (Australia): www.schools.nsw.edu.au/animalsin-schools/index.htm

State of Alaska Department of Environmental Conservation: www.kpbsd.k12.ak.us/departments/instructional_services/animals.pdf

Some examples of assistance and therapy animal websites:

Intermountain Therapy Animals:
www.therapyanimals.org/home.php

Therapy, Guide, Hearing, and Assistance Animals: www.catanddoghelp.com/servani/index.php

Animals Assisted Therapy Australia Inc.:
www.therapydogs.org.au

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Egyptian cat picture supplied by Getty images.

Pregnant dog picture supplied by RSPCA.

Pregnant cat picture supplied by Nature Picture Library.

Children in classroom picture by iStockphoto.

Dog vector illustration by iStockphoto.

The young and old dog and cat, the dog in clothes and the whiteboard were supplied by iStock.

Designer: Mary Gabriel: www.marygabriel.com

Printer: CK Litho: www.cklitho.co.uk

This resource is useful for teachers who believe that humane education and animal welfare are integral to education.

This resource gives practice in the skills of thinking critically, gathering and selecting evidence, making informed choices and arguing a point of view while respecting the opinions of others.

This resource is aimed at teachers of children aged 7 -12 years.



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