*1st-2nd Grade – Pet Pals*

**Dog Safety – Learning Empathy and Dog Bite Prevention**

**HSTT Objective:** To understand that animals have thoughts and feelings just like people, and to learn to be more sensitive to animals’ feelings in order to be safe around them. Kids will also gain an understanding of what to do if they see a strange dog and how to remain safe.

**Activity:** Students will learn vocabulary relevant to lesson content, listen and respond to literature related to lesson content, and act out and identify body language for cats and dogs on the flip chart. They will also learn about how to “be still like a tree”.

**CCSS Standards: *See Below***

**HSTT** **Learning Outcome:** TheStudents will be able to read body language of cats and dogs and identify scared, aggressive, happy and calm body language.

**Materials:**

1. Animal body language flip chart
2. Books- May I Pet Your Dog?

 Don’t Lick the Dog

 3. Paper

**Key Lesson Vocabulary:**

Body Language

Communication

Empathy

**Part 1 – Introduction/Vocabulary Lesson/Animals Can Talk**

**Script:**

**“**Hello class. My name is \_\_\_\_\_\_\_\_\_. I volunteer for the Humane Society of Truckee-Tahoe. How many of you have a cat or dog at home? “(Student raise hands.)

Vocabulary-

*Grade 1: CCSS.ELA-LITERACY.L.1.5 & 1.5.C*

*Grade 2: CCSS.ELA-LITERACY.L.2.5.A*

Hand each student a half sheet of paper.

2. Vocabulary Introduction

“First, let’s discuss three vocabulary words that we will be using today. As I write the word on the board you copy and write the word on the paper along with me!”

Communication (Write on board.)

“The word communication means a process by which information (Thoughts and Feelings) is exchanged between individuals, including animals, through a common system of symbols,verbal words, behavior, and body language.” “Animals can't talk so they use a different for of communication to tell us how they are feeling”

Body Language (Write on board.)

“ The word Body Language means the gestures, movements, and mannerisms by which a person or animal communicates with others” “think about a dog wagging its’ tail, that is a form of body language”

Provide a human example to students: Crossing arms, head down, smile on face.

Empathy (Write on board.)

“The word empathy relates to the action of understanding, being aware of, being sensitive to another person or animals feelings”

Main Lesson:

“So, today we’re going to learn a little bit about animals and their thoughts and feelings, and how we can learn to recognize them in order to be safe around animals and avoid getting bit.

Did you know that animals communicate differently than humans? (use the first page of the flip chart as an illustration…please read what’s on the back to the students)?

They don’t talk how you or I talk. What do they do instead?

They use their faces, their ears, their bodies and their tails.”

Raise your hand if you remember the definition of **body language** ? It means expressing what you’re thinking or feeling through your body. Like right now (act out “happy and proud”), what is my body telling you I’m feeling? Am I feeling happy? How about now? (Act out “sad and tired”), what is my body language saying? Do I look sad? Do I look tired?

**Part 2 – Safety with Dogs**

**Read the book *May I Pet Your Dog?***

*Grade 1:**CCSS.ELA-LITERACY.RL.1.1, & 1.4, ; CCSS.ELA-LITERACY.RI.1.3 & 1.7*

*Grade 2: CCSS.ELA-LITERACY.RL.2.1 & 2.3 & 2.7*

**Flipchart Activity**

***Grade 1:*** *CCSS.ELA-LITERACY.SL.1.1*

***Grade 2:***  *CCSS.ELA-LITERACY.SL.2.1*

**Script**

**“**Animals feel a lot of the same feelings we feel, and they express these feelings through their body language. It’s important to recognize some common body language, so that you can be safe around animals. If an animal feels scared or angry, that’s when they might bite, but if you learn to recognize what scared or angry body language looks like, you’ll know when to stay away and stay safe. So let’s learn about them!”

Go through the flip chart (Script and Prompts are on the back of each page).

**Animal Photos:**

“Now we are going to look at some pictures of different cats and dogs and talk about what kind of body language they are showing. (Show the photos with different animal body language.

For each one ask:

Does anyone recognize this body language? This one is \_\_\_\_\_\_.

Who can tell me what the animal is doing that tells you their feeling \_\_\_\_?

**Part 3 – Be Still Like a Tree**

(Ask for a quiet raised hand) How many of you have seen a dog off leash without an owner? How many of you have ever been in a situation where you were scared of a dog?

We are going to learn what to do if we meet a dog we don’t know or that might be scaring us a bit. The most important thing to remember is, don’t run. We’re going to learn what to do if we’re ever in a situation with a dog and we’re feeling nervous. It’s called “Be Still Like a Tree”

Have all the kids stand up and spread out a little. There are three things you’re going to do. (You’ll act this out with the kids).

1. Stop

2. Fold in your branches

3. Watch your roots pretend to grow and count (until the dog is gone)

If there’s time read the book, *Don’t Lick the Dog*

*Grade 1:**CCSS.ELA-LITERACY.RL.1.1, & 1.4, ; CCSS.ELA-LITERACY.RI.1.3 & 1.7*

*Grade 2: CCSS.ELA-LITERACY.RL.2.1 & 2.3 & 2.7*

***CCSS Standards Addressed:***

***Grade 1***

***ELA***

***Language***

***Vocabulary Acquisition and Use:***

***CCSS.ELA-LITERACY.L.1.5***

*With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.*

***CCSS.ELA-LITERACY.L.1.5.C***

*Identify real-life connections between words and their use (e.g., note places at home that are cozy).*

***Reading Literature:***

***CCSS.ELA-LITERACY.RL.1.1***

*Ask and answer questions about key details in a text.*

***CCSS.ELA-LITERACY.RI.1.3***

*Describe the connection between two individuals, events, ideas, or pieces of information in a text.*

***CCSS.ELA-LITERACY.RL.1.4***

*Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.*

***CCSS.ELA-LITERACY.RI.1.7***

*Use the illustrations and details in a text to describe its key ideas.*

***Speaking and Listening:***

*Comprehension and Collaboration*

*CCSS.ELA-LITERACY.SL.1.1*

*Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.*

***Grade 2***

***Language***

***Vocabulary Acquisition and Use:***

***CCSS.ELA-LITERACY.L.2.5.A***

*Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).*

***Reading Literature:***

***Key Ideas and Details:***

***CCSS.ELA-LITERACY.RL.2.1***

*Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*

*CCSS.ELA-LITERACY.RL.2.3*

*Describe how characters in a story respond to major events and challenges.*

***Integration of Knowledge and Ideas:***

*CCSS.ELA-LITERACY.RL.2.7*

*Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.*

***Speaking and Listening:***

*Comprehension and Collaboration:*

*CCSS.ELA-LITERACY.SL.2.1*

*Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.*