

Pawsitive Empathy: Building Connections Between People and Companion Animals

For ages 10-13

Welcome to the *Pawsitive Empathy* curriculum. This series was designed by students in the Honors College at the University of Texas San Antonio in conjunction with the Academy of Prosocial Learning. The curriculums are written to be three-hour week-long camps with extensions that can provide up to two additional hours, but the individual learning activities in each lesson can be stand-alone lessons or projects.

The units support a humanistic philosophy and are written within the framework of humane pedagogy to help educators and learners explore knowledge related to social justice, animal welfare literacy, and environmental awareness. This curriculum focuses on the connection between people and companion animals.

The *Pawsitively Empathy* curriculum asks the educator to act as a facilitator to allow for discussion and to encourage the metacognitive process in each student as well as to help each learner process personal values. Through the lens of humane pedagogy, the educator encourages growth in prosocial skills by encouraging the learner to reflect upon personal attitudes and behavior. Activities in *Pawsitively Empathy* adhere to the cognitive, affective, and psychomotor domains of learning and engage students in critical thinking and empathy development in the classroom. The focus on the affective domain allows for deeper learning and the acquisition of perspective building and social and emotional learning skills.

Thank you and enjoy the curriculum,

Stephanie

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Lesson One: The Pets in Our World

Time: 3 hours

Academic Subject(s): English Language Arts and Reading/ Fine arts (Visual)

Learning Objectives:

Students will be able to:

Cognitive-

- Reflect on existing knowledge as well as areas of growth as it relates to companion animal care
- Think critically about the perspective of another and write a poem from this point of view
- Define poetic devices and terms and apply them in their own writing

Affective-

- Empathize with the experiences and feelings of the companion animals
- Assess personal feelings toward and knowledge about various companion animals

Psychomotor-

- Write a poem about one companion animal that reflects his or her personality

Required Materials:

- Chalkboard/Whiteboard
- Chalk/Dry Erase Markers
- Angie picture
- Poem *Always Be* (one per student)
- *Poetic Devices and Terms* sheet (one per student)
- Colored pencils and markers
- Video *Poetic Devices Defined*
https://www.youtube.com/watch?time_continue=39&v=qn4P3tvKNAg
- *Poetic Device Matching Game* (enough copies for groups of three or four)
- *Create Your Own Poem Brainstorming Sheet* (one per student)
- Drawing paper (one per student)
- Lined paper (one per student)
- Magnets for the board (or sticky tack or tape)
- Projector
- Screen or blank wall
- Pencils
- Highlighters
- Computer
- Companion Animal Jeopardy Game (play at
<http://www.superteachertools.us/jeopardyx/jeopardy-review-game.php?gamefile=2405363#.WqdKqWaZN-V>)

Extension

- Companion Animal Jeopardy Game 2
<http://www.superteachertools.us/jeopardyx/jeopardy-review-game.php?gamefile=2409105#.Wqxx5ejwaUk>
- Craft supplies (Including, but not limited to spools, pipe cleaners, yarn, felt, construction paper, glue, paper towel/ toilet paper rolls, faux feathers)

Preparation

1. Project the image of Angie (a dog). Angie will be seen shredding mail, sitting under a desk, and flashing her two teeth as described in the poem.
2. Write "The Pets of Our World!" in large letter on the board.
3. Write the first four lines of the poem "Always Be" on the board.
4. Copies of Poetic Device Matching Game cut out and grouped.

Procedure

Opening

Getting Know Companion Animals (25 minutes)

1. The students will walk into the class and the picture of a dog named Angie. Describe that Angie is a nine-year-old Maltese Poodle mix who enjoys going for walks, eating, and taking naps. She was adopted into a loving family shortly after her original owners passed away. She is a companion animal.
2. Write the word "companion animal" on the board and ask students:
 - a. What do you think companion animal means?
 - b. Give examples of some companion animals.
3. Define that a companion animal is "an animal such as a cat or a dog and who depends on people for their care." Specify that although there are many kinds of companion animals, such as pocket pets, because we only have a limited amount of time, we will specifically be talking about cats and dogs.
4. Ask student to listen to a poem about Angie called *Always Be*. Hand out copies of *Always Be* to each student along with a highlighter. Let students know that they will be listening for basic care that Angie's family gives her. Explain that students are to highlight any basic care items they see or hear in the poem.
5. After the first reading, ask students what they highlighted. Items include basic care items including, but not limited to food, water, shelter, love, training, grooming, and exercise.
6. Ask students if they noticed anything about the words in the poem. If no one is sure, read the first stanza out loud and emphasize the last word in each line.

7. After the second reading, ask students to look at the first stanza that is written on the board. Ask a student to point out two words that rhyme. Ask students to use a pencil to draw an arrow between two rhyming words. Allow a second student to repeat this for the second set of rhyming words. [Answers: poof-goof or paws-ha]
8. After doing the example, ask them to do the same thing to the first stanza on their copy of the poem.
9. Ask the students to talk to the person next to them for three minutes to see if they can find any patterns in how the poem rhymes.

Lesson Body

Poetic Devices and Rhyme Scheme (60 minutes)

1. At the end of two minutes ask students to point out trends they found. Students should have found that every other line rhymed. Explain that this is called a rhyme scheme. Ask students to put an “A” next to the last word of the first line. Ask them:
 - a. Which word in the first stanza (the first set of lines) rhymes with “poof”?
[Answer: the end of the third line, the word “goof”]
2. Have students put an “A” next to the word “goof” in the third line.
3. Ask students to place a “B” next to the word “paws” at the end of the second line. Ask them which word rhymes with paws? Have them place a “B” at the end of the fourth line. Explain that this is called rhyme scheme and there are many types of rhyme schemes, this is an A-B-A-B rhyme scheme (or alternate rhyme scheme), it means that every four lines, the first and third lines will rhyme with each other and the second and fourth lines will also rhyme with each other.
4. Read the second stanza and ask students to determine which words rhyme. Ask them:
 - a. Do any of the last words rhyme with the last words in the first stanza?
[Answer: no they do not; explain that this means the stanza starts with the next letters “C” and “D”]
5. Repeat numbers 3 and 4 for each stanza being sure to start each stanza with the appropriate letter.
6. Pass out *Poetic Devices and Terms* sheet. Tell students that the poem also has other poetic devices. Allow students to review the terms on the sheet and then go over each definition. After reading about rhyme scheme, ask students to look again at the example four lines that are on the board and their poem.
7. Describe that along with rhyme scheme, poems help us create visual images in our heads because of the poetic devices. Describe that today the group will look at instances of the use of imagery in the poem. Ask them to work with a partner and

spend five minutes looking for other poetic devices. Ask them to underline where they can identify various poetic devices and label them.

8. Once the students are finished writing down which poetic devices they identified in the poem, ask them to raise their hands and share which they were able to find.
9. Group students into three or four and ask them to watch the video *Poetic Devices Defined*. Let them know that they will want to pay attention and try to remember each device for a game they will play.
10. Give each group a set of the *Poetic Device Matching Game*. Explain that the group is to put the cards out upside down and spread over the desk in front of them. They are to take turns flipping over two cards to find the term and the corresponding definition. They may play as many times as they can in ten minutes.

Create Your Own Poem (55 minutes)

1. Ask students to gather the game pieces and return to their seats. Ask them to flip the *Poetic Devices* sheet over and to write down a list of companion animals they interact with in their own lives. [You may wish to give an example, such as their relatives' companion animal, their own companion animal, or maybe a friend or neighbor's companion animal]. Ask a few students to share their answers.
2. Ask them to circle the animal on their list that they feel they know the most about or know the best. Tell them that they will be writing a poem about this companion animal. Pass out the *Create Your Own Poem Brainstorming Sheet* and ask them to put this animal's name in the center.
3. Ask the students to spend ten minutes using this sheet of paper for brainstorming. Ask them to make a list of words that relate to each section of the mind map. For example, when they see "exercise" they may remember that the companion animal likes to play with toy mice. Give various examples as needed, such as words like "happy," "bark," "tail," "fast," "run," or "sleep." Ask them to also list the important basic care items their example animal would need.
4. Once the mind map is complete, the students can use the mind map as a guide for the poem they are going to create.
5. Hand out the lined paper and explain to students that they are going to create an alternate rhyme scheme poem that has at least two stanzas (A-B-A-B, C-D-C-D, etc.) about the companion animal they selected. (You may wish to write the second stanza on the board after the first and mark the rhyme scheme for reference.)
6. Ask the students to look at their mind maps and to think of ways to build in poetic devices, like imagery and repetition described on the *Poetic Devices and Terms* sheet. Work with the class to do a few examples, such as "Angie is a white blanket of fun." Is a metaphor.
7. Allow students to write their poem for 20-30 minutes and assist them as needed.

8. After poems are complete, ask them to come up to the front and get a piece of drawing paper. They are to draw a picture or illustration for their poem. Ask them to write the poems first and take inspiration from the poem when drawing and coloring their illustrations. Their drawing should be colorful and match their poem well in terms of content and mood. They should put their name on the back of the illustration, not the front. This will be important later.

Closure

Who Wrote It? (25 minutes)

1. Once the students are finished, ask the students to turn in their illustration with their names on the back. Put the illustrations up on the board with magnets and number them. Allow volunteer students to stand up and read their poems out loud. After they read, allow the students one minute to get up and look at the illustrations and decide which illustration number goes along with the poem.
2. Repeat step one for a few more poems and allow the students to keep track of their scores.
3. Once no more poems are read, ask the students:
 - a. What is one thing you learned about companion animals?

Jeopardy (15 minutes)

1. If there is time, ask students to participate in a Jeopardy-style online game to get them ready for the activity tomorrow. Split students into groups of 3-6. Assign each group a number so that their group can keep score. Students will be able to select questions of varying degrees of difficulty on cat and dog care or trivia. Tell the students that even if they don't have any idea what the answer might be, to try to work out a guess with their team members. The goal is to get the students thinking about what they might already know about cats and dogs.
 - a. Note: After opening game link, change timer time located at the top of the page to 50 seconds instead of 10 to allow student teams enough time to discuss their answers; scores can be kept in the online game for up to 10 teams.

Extension

Option 1: Jeopardy

1. A second round of Jeopardy can be played in case the first is too short the link for this game is <http://www.superteachertools.us/jeopardyx/jeopardy-review-game.php?gamefile=2409105#.Wqxx5ejwaUk>.

Option 2: Build a Companion Animal

1. Provide the students with craft supplies such as spools, pipe cleaners, yarn, felt, construction paper, glue, paper towel/ toilet paper rolls, faux feathers. Ask students to create a companion animal out of these materials.

Lesson One Worksheets and Materials

Angie Photo



Always Be

Little, fluffy poof,

Little, tiny paws,

Such a jolly goof

You always make me “Ha!”

Fluffy, white hair,

Waggy, little tail,

I hardly even note or care,

when you rip up all my mail.

Little girl with just two teeth.

And a little overweight,

I always find you sweetly underneath

My desk when it is late.

Face buried twice a day in grub,

You love yourself some chow.

I know you hate a bath and scrub,

But look how clean you are now!

We like to share some fun,

We play, we jump, and run deep.

Play in the shade and out in the sun,

Then we hit the pillow and sleep.

And when I take you for a walk,

I teach you to sit and stay.

When we finish around the block,

A drink for a thirsty day.

Poem Key

Rhyming is alternate rhyme scheme (A-B-A-B C-D-C-D, etc.)

Onomatopoeia is present (“You always make me ‘Ha!’” where “Ha!” imitates laughter)

Imagery is present (“Little, fluffy poof” “Little, tiny paws” “Fluffy, white hair” “Waggy, little tail”)

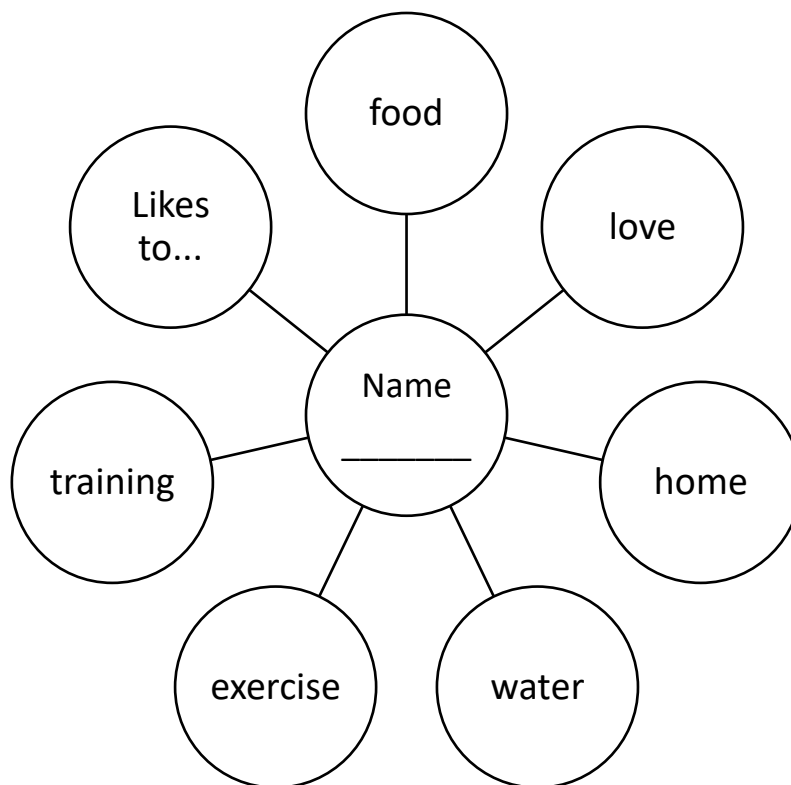
Some repetition of the word “little”.

Poetic Devices and Terms






1. Alliteration: Repetition of initial consonant sounds
 - Example: "The big, black bear bought books at the bookstore."
2. Hyperbole: Exaggerated statements or claims not meant to be taken literally
 - Example: "My cat spent a million hours a day sleeping on top of my computer."
3. Imagery: Words or phrases that appeal to any sense or any combination of senses
 - Example: "The sun shined bright in the cloudless sky. Sweat dripped down the back of my neck as I took a drink from my ice-cold soda."
4. Metaphor: The comparison between two objects with the intent of giving clearer meaning to one of them. Often forms of the verb "to be" are used, such as "is" or "was," to make the comparison.
 - Example: "The young kids were at a zoo all day."
5. Onomatopoeia: The use of words which imitate sound.
 - Example: "BANG!" for a crashing sound.
 - Example 2: "Meow!" for a cat sound.
6. Personification: Giving a non-living object human characteristic
 - Example: The last cookie was calling my name.
7. Repetition: Repeating words, phrases, lines, or stanzas.
 - Example: "Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall."
8. Rhyme: The similarity of ending sounds existing between two words
 - Example: Bark, dark, shark, mark, park, spark, ask, aardvark, embark, etc.
9. Simile: A comparison between two objects using a specific word or comparison such as "like," "as," or "than."
 - Example: "She was as sweet as candy."
 - Example 2: "The Great Dane was as big as a horse." (Also a hyperbole)
10. Stanza: a division of a poem consisting of a series of lines arranged together in a usually recurring pattern of meter and rhyme
 - Example: Think of it like the poem version of a paragraph
11. Theme: the central idea of a poem
12. Structure: the way a poem is put together





Create Your Own Poem Brainstorming Sheet

Name: _____



Poetic Device Matching Game

| | |
|--|---|
|  The word "alliteration" is constructed from various pieces of newspaper print. The letters are cut out and pasted together, with some letters appearing in different colors like blue and yellow. | Repeating a letter sound. |
|  The word "simile" is constructed from various pieces of newspaper print. The letters are cut out and pasted together, with some letters appearing in different colors like yellow and orange. | A comparison using 'like' or 'as'. |
|  The word "personification" is constructed from various pieces of newspaper print. The letters are cut out and pasted together, with some letters appearing in different colors like yellow, red, and blue. | When a poet treats something as if it were human. |
|  The word "repetition" is constructed from various pieces of newspaper print. The letters are cut out and pasted together, with some letters appearing in different colors like yellow, blue, and red. | Repeating a word or phrase. |
|  The word "stanza" is constructed from various pieces of newspaper print. The letters are cut out and pasted together, with some letters appearing in different colors like blue and yellow. | A section/verse of a poem. |
|  The word "tone" is constructed from various pieces of newspaper print. The letters are cut out and pasted together, with some letters appearing in different colors like blue, red, and yellow. | This is the voice we can imagine when reading the poem. |
|  The word "rhythm" is constructed from various pieces of newspaper print. The letters are cut out and pasted together, with some letters appearing in different colors like blue, yellow, and red. | This is the pace or beat of the poem. |
|  The word "structure" is constructed from various pieces of newspaper print. The letters are cut out and pasted together, with some letters appearing in different colors like red, yellow, and blue. | The way a poem has been put together. |

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|  | Words that create pictures in the reader's head. |
|  | A comparison <u>without</u> using 'like' or 'as'. |
|  | Words that match in sound, usually at the end of a line. |
|  | The central ideas that a writer explores in a poem. |

Prepared by [YLitYLang](https://www.tes.com/teaching-resource/poetic-device-match-up-game-6301955) Downloaded from <https://www.tes.com/teaching-resource/poetic-device-match-up-game-6301955>

Lesson Two: Basic Needs – How Are Dogs Like Us?

Time: 3 hours

Academic Subject(s): English Language Arts/ Reading

Learning Objectives:

Students will be able to:

Cognitive-

- understand multiple ways dog care resembles human care
- use critical thinking skills to answer higher level questions regarding how animals feel in various situations
- write concise notes to summarize content

Affective-

- Compare the experiences of a dog not receiving important basic needs to how they would feel if they did not receive these needs
- Relate to the range of emotions dogs have

Psychomotor-

- Plan safe courses of action if they see a dog tethered or in need

Required Materials:

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| <ul style="list-style-type: none">• Projector• Projector screen or blank wall• Computer• Online copy of book <i>Buddy Unchained</i> by Claire Buchwald link: https://www.slideshare.net/SpayEmAll/buddy-unchained• <i>Buddy Unchained Mind Map</i> (one per student)• Pencils• 100 pack of 4x6 index cards with dog care statements | <ul style="list-style-type: none">• Chalkboard or whiteboard• Chalk or dry erase markers• Video <i>Pet Care Basics</i> https://www.youtube.com/watch?v=Yzv0gXqoCkc• <i>Video Editor Template</i> (one per student)• 6 tables for stations• 6 paper placards• 12 sticky notes• Printed key for each station• Lined paper |
|--|---|

Preparation

1. Set up the 6 station tables. Place a placard with the name of that station (Family/Love, Food and Clean Water, Exercise, Training, Shelter, and Grooming) at the very back of the station. Next, place a sticky note labeled “True” on the left of each station and a sticky note labeled “False” on the right sides of the station. Place the 4x6 inch index cards that correspond to each station in a stack in the center of the two labels.
2. Project the online copy of *Buddy Unchained*. Full screen it using the bottom right icon, so it fits the entire projector screen.
3. Write “Basic Needs” on the board for the lesson name.

Procedure

Opening

Basic Needs (30 minutes)

1. Ask students if they remember what a companion animal is and if they can give a few examples. After they share, inform the group that since there are so many companion animals you will be focusing on only a few in your time together. Explain that dogs will be the topic of today’s activities.
2. Introduce the students to the book *Buddy Unchained* projected on the board.
3. Before the reading, ask the students pre-reading questions:
 - a. What do you think the book is about?
 - b. Have you ever seen dogs chained?
 - c. Looking at the cover, where do you think Buddy is?
4. After the pre-reading discussion, pass out one *Buddy Unchained Mind Map* and a pencil per student. Ask students to note the similarities to the mind map they used in the first lesson. Draw the mind map on the board. Ask them:
 - a. What do you think the circles represent? [Answer: areas of basic care or basic needs]
5. Ask students to name the main areas of companion animal care. As they name off the items, write them as a list on the board. Items are: [(1) love- family giving praising/compliments, physical affection (pats, hugs), treats, other animal companions, (2) food, (3) exercise- walks, playing outside, (4) training, (5)

shelter- protection from weather, protection from the outside world, space to walk around, supervision, (6) grooming, bathing, and nail clipping, (7) clean water.]

6. Explain that using this mind map, they are to listen to the story and look at the pictures and fill out the mind map with notes about each area of care. Tell them there may be parts of the story where the care is better than at other times. If they see a need not being met or something they think is a problem, they should make a note of that connected to the corresponding care circle.
7. Read *Buddy Unchained* aloud.
8. After the reading, ask the students some post-discussion questions:
 - a. What did you think of the story?
 - b. What type of care did you notice in different parts of the book? [Answer: the story begins with Buddy in his good new home and then he has a flashback to show his former home where he did not receive the care he needed. The story ends with him explaining why his new home provides great care.]
 - c. What were the differences between Buddy's first home and his second home?
 - d. Who do you think the man who rescued Buddy was? [Answer: it is left vague who the man is, but he could be a shelter staff or volunteer, a postal carrier, or another person who wears a uniform to work]
 - e. How would you feel if you had to live in Buddy's first home?
 - f. How do you think Buddy felt when the kids threw stones at him? {Note: you may wish to relate this to bullying.}
 - g. What do you think you can personally do if you see a dog not receiving their basic needs or being chained up like Buddy?
9. As a group review what items the students wrote as off-shoots of each piece of the mind map. Add these items to the large mind map under the correct section. Connect some listed items that are related to one another (such as compliments, affection, and treats may connect to love as well as training).

Lesson Body

Video Editors (30 minutes)

1. Tell students that now they are getting to know the things dogs need to be happy and healthy, you want to test them and see if they can look at a video someone else made about what pets need and see if they included everything. Let them know that you want them to pretend they are video editors and to determine what else they might need to add to the video.
2. Ask if they know what editors do. After accepting answers, explain that editors help make things better. Describe that editors need to take notes quickly and be

- clear so they can share their notes with others and use them to fix things.
3. Pass out the *Video Editor Template* handout and review that a key point is a quick description of the item they are talking about. The column on the right is for them to add more detail about what is good or what needs work.
 4. Ask students to watch *Pet Care Basics* and fill out the *Video-Editor Template*. If there is time, you may wish to watch the video twice.
 5. After the video, discuss with the students what they found that was good companion animal care. Then move to the section about what companion animal care items were missing. Ask students to describe any edits they suggest before the video can be made live. (Note: the last part of the video mentions hugging pets, this is a tip that is incorrect. Pets do not like to be hugged, as they feel trapped. Have students note this as an edit they would recommend to change from hugging to petting.) Refer to the basic needs list you made on the board as you do this activity.
 6. Inform the students that they will be doing an activity related to the basic needs categories in the six stations around the room. Advise them to pay close attention to what they learn at each station, because they will need to apply their knowledge later when they make a comic book that will be read to younger students at the end of the week.

Dog Care Stations Activity (80 minutes)

1. Introduce that the students will now be practicing their new dog care knowledge at stations. Describe the way the stations will work to the group before having them start. Tell students that at each station a set of index cards with statements about dog care will be present: some are encouraged (or factual) forms of dog care and some are not encouraged or false. The student will need to decipher which index cards contain statements that are true and which are not by reasoning through it with their team. They will put the index cards that they think are true next to the “true” label and those that are not under the “false” label. When groups think they have all of the answers correct, they are to raise their hand to have their choices checked. If they are wrong, the facilitator will tell them how many they need to fix and they will be able to continue until time is up. The groups will have 10 minutes at each station. When the 10 minutes is up, the lights will flicker and they are to clean up their station and shuffle the statements and rotate to the next station.
2. Split students into 6 groups. Each group will be assigned to one of the six stations to start the activity.
3. Repeat these steps until each group has been to every station.

Closure:

Begin Comic Book (40 minutes)

1. After students have completed the stations, ask them to return to their seats. Ask a handful of students to share one thing they learned about what dogs need. While this is being done, remove the “false” cards from each station.
2. Introduce that all day they have been working on learning important skills they are going to share with the younger students at the end of the week. Let them know that they got to be video editors, now they are going to spend the rest of the week being a book editor. They will be making a comic book about pet care. Inform them that the comic book final project will consist of making pictures and writing small strips about each picture to teach about how our own personal care compares to companion animal care using the basic care categories. Tell them they will be given more information as the week goes on about the project.
3. Pass out the *Book-Editor Template* to each student. Review that they will use their note taking skills and the recommended pet care tips from the stations to start jotting down things they want to teach the younger students.
4. Explain that they are to spend the next 20 minutes going from station to station reviewing the recommended pet care cards and writing down the things they think are the most important tips. Explain that this information is what they will use to create a page in a comic book.
5. Once they start, rotate around the room to assist students and to look through their notes.
6. Collect all student notes and keep their notes for the rest of the week.

Extension

Option 1: Companion Animal Care Trashket Ball (flexible time)

1. Place a trash bin at the front of the classroom. Explain that they will be testing how strong their notes are by playing trashket ball.
2. Split the group into equally-sized teams of about 5-8 students.
3. Allow each team to name themselves. Write the team names up on the board.
4. One team at a time, a single student from the team will go to the front of the class with his or her notes in hand, about 3-4 steps away from the trash can. They will be given a balled-up sheet of scrap paper.
5. The students will be read a statement from a random key of a station, but they will not be told whether it is “true” or “false”. They will then be given a chance to

answer within 30 seconds with the aid of their notes. If they answer correctly, they will be able to try to shoot the ball into the bin for a chance at 2 points. If they don't get it in, they will get 1 point. The points will be recorded on the board under their team name.

6. It will then be the next teams turn. Their player will retrieve the same ball from the bin and take their turn.
7. Make sure that the teams rotate players so that everyone gets a chance to try answering.

References:

Do I Need To Brush My Dog's Teeth? (n.d.). Retrieved March 16, 2018, from <https://www.banfield.com/pet-healthcare/additional-resources/article-library/dental/do-i-need-to-brush-my-dog-s-teeth>

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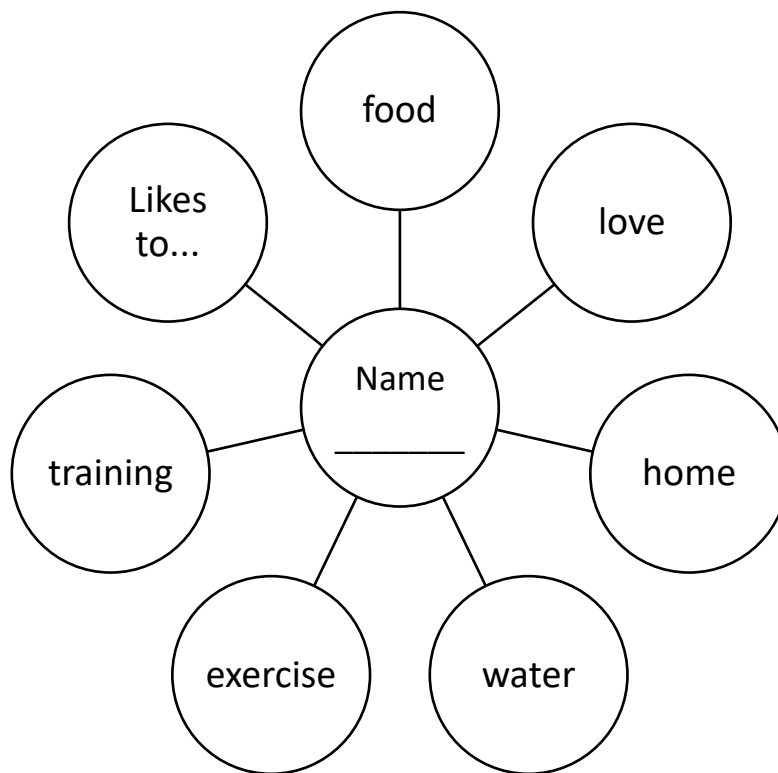
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Lesson Two Worksheets and Materials

Buddy Unchained Mind Map

Name: _____



Video Editor Template

| | |
|--|------------------------------------|
| Video Name | |
| Companion Animal Care Item Present (Key Points) | Notes Describing the Strong Points |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| Companion Animal Care Items Missing (Key Points) | Notes Describing What Is Missing |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| Summary of What You Would Add | |

Station Activity Keys

Love and Family Station Key

- True
 - “When holding a small dog or puppy, you should support her chest and legs either with two hands or one hand and forearm.”
 - “Dogs benefit more from positive reinforcement (rewards) for good behavior than negative reinforcement (punishments) for bad behavior.”
 - “Part of giving love to your dog is making sure he has all of his basic needs met.”
 - “Dogs should not be giving affection (petting) while they are eating.”
 - Some dogs don’t mind being touched while they eat, but other dogs can get upset, threatened, scared, or angry. This could lead to a bite from an otherwise gentle dog. To avoid this, don’t take the chance of trying.
 - “A dog, especially an unfamiliar one, shouldn’t be given affection if their body language (shaking, being tensed up, ears back, tail low) indicates they aren’t comfortable with it.”
 - “Don’t hug a dog. Hugs can seem threatening and cause the dog to become defensive.”
 - “Dogs can feel loneliness and miss interaction with others, just like people.”
- False
 - “Holding a small dog or puppy up by the scruff of his neck is a good way to relax him when he’s angry.”
 - “A mixture of positive reinforcement (rewards) and negative reinforcements (punishments) should be used when teaching a dog what is expected behavior.”
 - “Giving love to an animal only involves hugging, patting, and kissing them.”
 - “Dogs should receive affection while they are eating so they can associate food with happy feelings.”
 - “Petting a dog, especially an unfamiliar one. who has body language indicating they are afraid (shaking, being tensed up, ears back, tail low) will help calm them down.”
 - “A hug is a good way to introduce yourself to a dog you’re just meeting to show them affection.”
 - “Dogs don’t feel lonely without the company of others.”

Food and Clean Water Station Key

- True
 - “How much a dog is fed each day depends on the dogs’ weight, activity level, and age.”
 - Dogs should have measured meals each day to avoid over-eating. Meals can be split up into breakfast and dinner.
 - “Overfeeding dogs can lead to development of diabetes later in life.”
 - Yes, dogs can also get diabetes from a poor diet just like humans.
 - “Some kinds of human food are okay for dogs to eat in small quantities (cottage cheese, cooked egg, some fruits, some vegetables).”
 - A small amount of a dog’s daily intake may consist of “human” food. Too much “human” food can result in dogs becoming picky with food as well as many health issues. One should always make sure to check before giving a dog for that isn’t meant for dogs.
 - “A dog’s water dish and food dish should be washed frequently to make sure their water and food are clean.”
 - “Dry food is generally cheaper than wet (canned) food.”
 - “Dry food is better for a dog’s teeth than wet (canned) food”
 - Eating too much wet food can cause a dog to develop dental tartar, damaging their teeth over time.
- False
 - “Dogs should be allowed to eat as much food as they want a day.”
 - “Overfeeding dogs isn’t something to be concerned about because dogs cannot get diabetes like humans do.”
 - “All human food is toxic to dogs.”
 - Only some foods are toxic to dogs. This site has more <https://www.asPCA.org/pet-care/animal-poison-control/people-foods-avoid-feeding-your-pets>
 - “Dogs clean off their own water and food dishes with their tongues and don’t need us to clean it for them.”
 - “Wet (canned) food is cheaper than dry food.”
 - “Wet (canned) food is better for a dog’s teeth than dry food.”

Exercise Station Key

- True
 - “A dog should not exercise immediately after eating.”
 - “Exercising helps stimulate a dog’s mind.”
 - “The individual needs of a dog for exercise varies according to their gender, age, and level of health.”
 - “Taking dogs out for walks, playing fetch, or running around with them is a key part of exercising your dog.”
 - “Exercising with your dog will strengthen your bond with them.”
 - “Exercising your dog can help get energy out that would otherwise be used to chew on things they shouldn’t, run around the house, or other destructive behaviors.”
 - “When walking a dog, a harness is a good thing to use so there is no pulling on their necks with a leash.”
- False
 - “A dog should exercise immediately after eating to balance out the calories from their food.”
 - This could be dangerous, they should not exercise immediately after eating
 - “Exercising dogs is good for their bodies but makes them more aggressive.”
 - This is false, a dog who exercises is often very well behaved
 - “Letting a dog outside in the yard alone is as much exercise as they need.”
 - “Dogs prefer exercising alone.”
 - “Exercising makes dogs very energetic in the house and make them less likely to sit still at home.”
 - On the contrary, exercise can help some dogs release energy that they have pent up sitting at home.
 - “When walking a dog, a leash on their collar is the best to use.

Training Station Key

- True
 - “Training is one way to get out a dog’s energy to keep them from destructive behavior.”
 - “Training your dog through positive reinforcement (rewards) is preferred over negative reinforcement (punishments).”
 - “Training (such as potty training, tricks, and commands) can take several weeks to do successfully.”
 - “The owner’s body language plays an important role in training a puppy or dog.”
 - “A house should be ‘puppy-proofed’ with gates or a pen until they are trained to know what not to bite, chew, eat, or potty on.”
 - “Dogs shouldn’t be given treats when they whine or it will teach them that they should whine to get treats.”
 - “Training takes patience and a positive attitude from the dog’s training partner (you).”
- False
 - “A high-energy dog cannot be trained.”
 - “Training should be a mixture of positive reinforcement (rewards) and negative reinforcements (punishments).”
 - “Training (such as potty training, tricks, and commands) can usually be taught in a single day.”
 - “Speaking, or yelling, to a dog will be enough for them to understand what you want them to do while training.”
 - “A puppy should be allowed to free roam in their new house unsupervised.”
 - “Dogs should be given treats when they whine so they will feel better.”
 - “Getting upset at your dog when they don’t do what you expect will discourage them from doing it again.”
 - Many times, dogs might not even understand what you are upset about and simply feel intimidated by you. They might not associate what they did as something bad at all.

Shelter Station Key

- True
 - “If a dog spends time outside, they should have a sturdy, warm, dry, and safe dog house for when inclement (bad) weather hits and for shade.”
 - “Allowing a dog to be inside the house gives the owners the opportunity to keep an eye on them in case something happens.”
 - “Having a dog outside could put them at risk for being attacked by another dog.”
 - “Having a dog tethered by a chain doesn’t give them enough room to exercise.”
 - “Having a dog outside puts them at a higher risk for infections, sickness, worms, disease, and other kinds of medical issues.”
 - “Dogs prefer to be inside with their family.”
 - They are pack animals and like company.
- False
 - “If a dog spends any time outside, they can manage through any bad weather that occurs.”
 - “A dog can be sufficiently supervised from the inside if they are outside all day.”
 - “No one should fear their dog being attacked by another dog because all dogs are friendly to one another.”
 - “Dogs can exercise sufficiently being tethered outside.”
 - “Dogs don’t get sick like humans do, so they can be outside or alone all day without risk of anything.”
 - “Dog’s like water whether it is dirty or clean. They don’t know the difference.”
 - “Dogs prefer being outside and don’t need much attention from us.”

Grooming Station Key

- True
 - “Dogs, if not dirty or smelly, only need to be bathed every 2-4 months.”
 - “Shampoo specifically approved to be used by dogs should be used when bathing them.”
 - “Brushing a dog’s teeth can help reduce bad breath.”
 - Yes, dog’s teeth can be brushed using a pet brush and pet toothpaste (usually flavored like meat) that is safe for them.
 - “Brushing a dog’s teeth should ideally be something done daily.”
 - “There are chew toys that aid in dental care for dogs.”
 - “Brushing your dog’s hair has other benefits besides keeping them looking neat and pretty.”
 - Brushing your dog removes dirt, spreads natural oils through their coat, untangles fur, and is a good time to check for fleas.
 - “A dog’s nails should be trimmed when you can hear them click against the floor when they walk.”
 - If their nails are touching the floor, it can bother or even hurt them, like Buddy.
- False
 - “Dogs need baths once a week to ensure they are always clean.”
 - Frequent bathing strips dogs’ coat of their natural oils and can cause their skin to become dry, or even have dandruff.
 - “Human shampoo is okay to use for bathing a dog.”
 - Human shampoo can cause skin irritation for dogs.
 - “Dog’s clean their own teeth and don’t benefit from tooth brushing.”
 - “Brushing a dog’s teeth must be done only once a year.”
 - “Dog’s shouldn’t play with chew toys, as it is bad for their teeth.”
 - “Brushing a dog’s hair doesn’t do much besides make them look pretty.”
 - “A dog’s nails should be trimmed once every 6 months.”
 - This is too much time between trims.

Book Editor Template-What a Pet Needs?

Name: _____

| Comic Book | | | | | |
|--|--------------------------|--------------|--------------|-------------|--------------|
| What a Pet Needs Directions: Under each column write down important pet care needs. Be clear, as these are the things you will be teaching about in your comic book. | | | | | |
| (1) family/love | (2) food and clean water | (3) exercise | (4) training | (5) shelter | (6) grooming |
| | | | | | |
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Lesson Three: Cat Care – What Do We Know About Cats?

Time: 3 hours

Academic Subject(s): English Language Arts/ Biology/ Fine Arts

Learning Objectives:

Students will be able to:

Cognitive-

- Draw conclusions from context in stories
- Think critically and problem-solve issues leading to issues in cat companion animal care
- Create hypotheses about what problems are leading to misunderstood or undesirable behaviors in companion animals

Affective-

- Approximate a cat's mood based off of body language and the situation
- Relate their own moods and behaviors to a cat companion animal
- Propose the ways some behaviors may be misinterpreted

Psychomotor-

- Practice incorporating knowledge of positive cat care into hypothetical scenarios while creating a story

Required Materials:

- *Ginger Finds a Home* book in hard copy or virtual reading
<https://www.youtube.com/watch?v=vQRQdlkMijg>
- *Cat Body Language* handout (one per student) http://www.doo-n-go.com/wp-content/uploads/2015/01/Cat-Communication-28012015_Page1.png
- *The Telltale Tail* handout (one per student)
http://2.bp.blogspot.com/-RSgCZ6mqux0/ThKr8rJqPTI/AAAAAAAE8o/heyIKcReFJg/s1600/daily_picdump_505_640_high_16.jpg
- Video *Angry Cat*
<https://www.youtube.com/watch?v=1hPxGmTGarM> (0:00-0:30)
- Video *Affectionate/Happy Cat*
<https://www.youtube.com/watch?v=MLKZU0lrDXM> (0:00-0:20 and 2:10-2:22)
- Video *Relaxed/Trusting Cat*
<https://www.youtube.com/watch?v=a7c7wtAge1E> (0:00-0:25)
- Video *Cat Pouncing*
https://www.youtube.com/watch?v=P_V6fJh_eSI (0:20-0:47)
- *Venn Diagram* worksheet (one per student)
- “Pet Detective” worksheet (two per student)
- *Jackson Galaxy Show: Cat Care Assessment Sheet* (one per student)
- Video *Cats - Jackson Galaxy -Cat From Hell Full Episode*
<https://www.youtube.com/watch?v=iEdDk5c26Ck> or *My Cat From Hell Season 9 Episode 8 A Scratch from the Past*
<https://www.youtube.com/watch?v=eQZ68lJzmKI>
- Cat Picture – Frankie (one per group)
- Story Starter Words (one set of words per group)
- Paper

Extension

- Pre-made roulette-style wheel divided into 14 sections. Each section will have a different scenario and consequence written on it. Ten of these scenarios will be harmful for the cat; four will be relatively safe. (If a roulette style wheel is not possible, cards with scenarios and consequences can be used.) Possible consequences for the wheel or cards can include but are not limited to:
 1. You lap up antifreeze (a deadly poison) and must be taken to the vet for emergency care. Go back to the beginning.
 2. You are hit by a car. Go back five spaces.
 3. Your paw is frozen and you have frostbite. Go back one space.

4. You are chased by another cat. You got scared and ran away, and now you're lost. Stay where you landed.
 5. You are trapped in a dumpster. Skip a turn waiting to get rescued.
 6. You choke on a chicken bone. Go back to the beginning.
 7. You are picked up by animal control officers. Luckily, you had a collar with ID tags. Lose a turn and hope that your family comes to get you.
 8. You step on a piece of glass and cut your paw. You limp home in pain. Stay where you landed while you heal.
 9. You have fleas and need to get a bath with special shampoo. Go back two spaces.
 10. You caught a disease and need special treatment and expensive medicine from the vet. Go back five spaces and lose a turn while you heal.
 11. You decide it is safer for you to stay inside and be with your family. Move ahead one space.
 12. You are attacked by a wild animal. Go back four spaces.
 13. You are almost hit by a car, but you made it home. Stay where you landed.
- Props representing trash, fish, and chicken bones (such as would be found in a garbage can), black cut-out to represent an oil puddle, green cut-out to represent anti-freeze, and cans with skull and crossbones to represent poison; if possible, include large cut-outs or posters of cars, as well as stuffed animals to represent wild animals in your area who might pose a risk to domestic animals
 - One six-sided die
 - Stuffed toy cats (one for each team)
 - Breakaway collars with numbered ID tags (one for each team)
 - A large and cheerful "HOME" sign
 - Note cards with photos and words showing the needs of animals and/or children. (There should be enough for each student. Items can include but are not limited to: clean water, healthy food, a home, sleep or a bed, protection from storms, protection from cold weather, clothes, love, affection, playtime, forgiveness, kindness, checkups at the doctor, school)
 - Dry-erase board, chalk-board, or flip charts
 - Optional: Cat headbands for each student (These can be made by following the directions provided at <http://familycrafts.about.com/cs/catcrafts/a/blcathb.htm>)

Preparation

1. If there is no copy of physical *Ginger Finds a Home* book on hand, open link to video reading on YouTube and display on projector.
2. Write “What do we know about cats?” on the board in large letters.
3. Have videos open or downloaded.

Extension Preparation

1. Arrange student desks in rows.
2. Use the props representing dangers to animals and place them around the classroom. Place some of them in places that students will have to go around them.
3. Decorate the teacher’s desk or another large fixture at the front of the class (in front of the last row of desks), with bright colors and a sign that says “HOME” in big cheerful letters.
4. If using the optional cat headbands, create one for each student.

Procedure

Opening

Pet Communication Detectives (30 minutes)

1. Ask students:
 - a. Are there more pet cats or pet dogs in the United States? [Answer: cats- It's estimated that 78 million dogs and 85.8 million cats are owned in the United States. Approximately 44% of all households in the United States have a dog, and 35% have a cat. (Source: American Pet Products Association 2015-2016 (APPA)]
2. Inform the students that the last lesson focused on dog care, but today they will be looking at cat care and behavior. Start things off by asking the question on the board: What do we know about cats? [Allow multiple students to give their perspective on their experiences with cats.] You may wish to create a mind map, graffiti wall, or anchor chart with their responses.
3. This question can then be followed up with:
 - a. How do dogs usually show affection to humans?

- b. How do cats show affection to humans? [It is okay if the students are not sure how cats show affection. Let them know that they will be learning more to add to what they already know.]
4. Pass out the *Cat Body Language* and *The Telltale Tail* handouts. Talk through the points and pictures in the hand out. Ask students to look at the pictures that correlate to the various descriptions in the chart.
5. Ask the students to find a partner in the room. Ask the pairs to talk for four minutes about and answer:
 - a. What are the main differences between the body language of cats and the body language of dogs? [Answer: may include but is not limited to noting how feline (cat) body language can be more ambiguous or hard to read, leading to a person possibly agitating a cat without meaning to]
6. Tell the students they will now try to be pet communication detectives. You will play several clips of cats in different moods and situations and they will practice reading the cat's body language. Remind them to use their handouts for hints. Skip to the times listed for each video.
 - a. Play *Angry Cat* (video from 0:00-0:30) and then ask:
 - i. What mood does this cat seem to be in? [Answer: angry]
 - ii. Does he or she want to be touched? How can you tell? [Answer: no, the cat is displaying aggressive vocalization, ears back, pupil dilation, defensive posture]
 - b. Play *Affectionate/Happy Cat* (video from 0:00-0:20 and 2:10-2:22) and then ask:
 - i. What mood does this cat seem to be in? [Answer: happy or affectionate]
 - ii. Does he or she want to be touched? [Answer: yes, the cat is rubbing up against legs; is allowing pets; using fluid, slow movements, pushing face against body, kneading with front paws]
 - c. Play *Relaxed/Trusting Cat* (video from 0:00-0:25) and then ask:
 - i. What mood does this cat seem to be in? [Answer: relaxed or trusting]
 - ii. Does he or she want to be touched? [Answer: most likely yes, his/her belly is up, head back, eyes closed.]
 - d. Play *Cat Pouncing* (video from 0:20-0:47) and then ask:
 - i. Could you tell the cat was hunting or about to pounce? How could you tell? [Answer: the cat is in low, pouncing position, pupils dilated and fixed, eyes dart back and forth]
7. Wrap up the discussion about body language by going back to the original question:
 - a. What do we know about cats?

- b. What would it be like if you communicated like a cat? How would things be different?

Lesson Body

Stories about Care (50 minutes)

1. Direct the students' attention to the book on the projector/in your hands, *Ginger Finds a Home*. Ask students:
 - a. What do you think this story will be about based on the title and cover picture?
2. Pass out the *Venn Diagram* worksheet. Review that a Venn diagram is used to compare and contrast two things. Things that are the same are written in the middle. Things that are unique to one item get listed in the circle to the left or right. Ask students to label the rectangle on the left *Buddy Unchained* and the circle on the right *Ginger Finds a Home*. Tell students that you want them to first list one thing they can tell is different. [Answer: Buddy is a dog and Ginger is a cat.] Ask them to listen to the story and look for similarities and differences; explain that similarities will be written in the middle column.
3. Begin the book, ask the students to pay special attention to the similarities between *Ginger Finds a Home* and *Buddy Unchained*.
(Note: a few items that are similar from the story: lack of shelter, grooming/cleaning, no clean water and food, little affection/interaction or trust with humans)
4. After the book, ask the following post-reading discussion questions:
 - a. What stood out the most about this story? (Accept a few answers and allow students to respond to one another if they have questions.)
 - b. Why do you think the little girl in the story has to be persistent to gain Ginger's trust?
 - c. c. What aspects of good care was Ginger missing when she was a stray? What were some of the things you wrote down during the reading? (As you ask the question, write the following across the top of the board: [1] Family/love, [2] Shelter, [3] Grooming, and [4] Food and clean water. List student answers, on the board as they give answers under the proper title. Ask the students what two aspects of companion animal care were not directly mentioned in the story [These are [5] training.]
5. Instruct the students that they will be playing pet detectives once again, only this time, they will be listening to two stories. These two stories will consist of walking through the life of two very different cats Fluffy and Taz. Pass out the *Pet Detective* worksheet, explain that they are to take notes about the care for each

cat. Notes for the story of Fluffy are in the middle column and the notes about Taz go in the right column. Ask the students to pay attention to how the narrator in each story cares for each cat daily.

6. Read the first story.
7. After reading the first story, ask the questions:
 - a. What are some things the narrator mentioned they do for Fluffy daily?
 - b. How does Fluffy behave with the narrator? Do they seem like they have a good relationship?
 - c. What were some possible issues that could have become bigger problems without proper care? (Examples: fleas, cleaning out litter, running across the living room)
8. Read the second story.
9. After reading the second story, ask the questions:
 - a. What do you think of the way the second narrator is taking care of her new kitten?
 - b. Do you think Taz's family was well-prepared for their role as a caretaker?
 - c. Do you think that Taz *actually* doesn't like the narrator? Is there something more the narrator could be doing to make Taz happier with her? (Let the students make comparisons and contrasts to the caretaker from the last story.)
 - d. What is the difference between how the bathroom/potty for each of the two cats?
 - e. Is Taz's potty area the best place it could be in?
 - f. Do cats usually prefer newspaper for pottying? What do they use in the litterbox? [Answer: kitty litter]
 - g. What might Taz's caretaker want to do? [Answers include, but are not limited to toys/scratching post, scheduled feedings]
 - h. Why might Taz get upset when her caretaker touches his lower back? What would you suggest Taz's caretaker do? [Answer: take him to the vet in case Taz might have some kind of injury.]
10. Ask students to take two minutes alone to compare the two stories and to add to the notes they took about each story. Then ask the students to partner with a neighbor for five minutes to discuss the differences between the two families and the two cats. Allow partners to share things they discussed and added to the comparison sheet or things they would hope the caretakers would do.

Lessons from a Cat Behaviorist (40 minutes)

1. *My Cat from Hell* is a reality TV show starring a cat behavior expert named Jackson Galaxy. Jackson helps cat owners having trouble understanding their cats behavior by assessing their needs and giving them advice on how to

improve their relationship with their cat. Choose one of the episodes listed in the materials section. (The first is slightly longer than the second.)

2. Pass out *Jackson Galaxy Show: Cat Care Assessment* sheets to each student. Explain that you want them to watch the episode and fill in the various problems Jackson discovers as well as the solutions he comes up with to help the cat and his or her family.
3. At the end of the video, allow students to discuss what problems and solutions they saw. (If you choose an episode with multiple cases, pause the video before it moves to the next case.)

Closure

Create a Story (60 minutes)

1. Tell the students that now that they have become better acquainted with some of the aspects of good cat care, we want to give them the opportunity to share what they learned with others. We are going to have them create stories about a cat names Frankie. Explain that Frankie lives with a family of humans and a dog. Each group will get a list of words. They need to create a story about Frankie and his family. Each group will receive 30 minutes to complete their story and decide which of their group members will read it to the class. The story must include (you may wish to write this on the board):
 - a. All of the words they get in their list
 - b. Details about Frankie's home (they are to use their imagination to invent a setting for the story)
 - c. At least two cat care tips
2. Split the class into groups of three or four. Pass out the *Cat Picture-Frankie, Story Starter Words*, and paper to each group and stat the timer.
3. After the groups are done, ask each group to share their story with the rest of the class.
4. After the groups have all read their stories, ask the group:
 - a. What aspects of good cat care did the stories teach about the most?
 - b. What is some advice you would give to a person who had a cat?

Extension

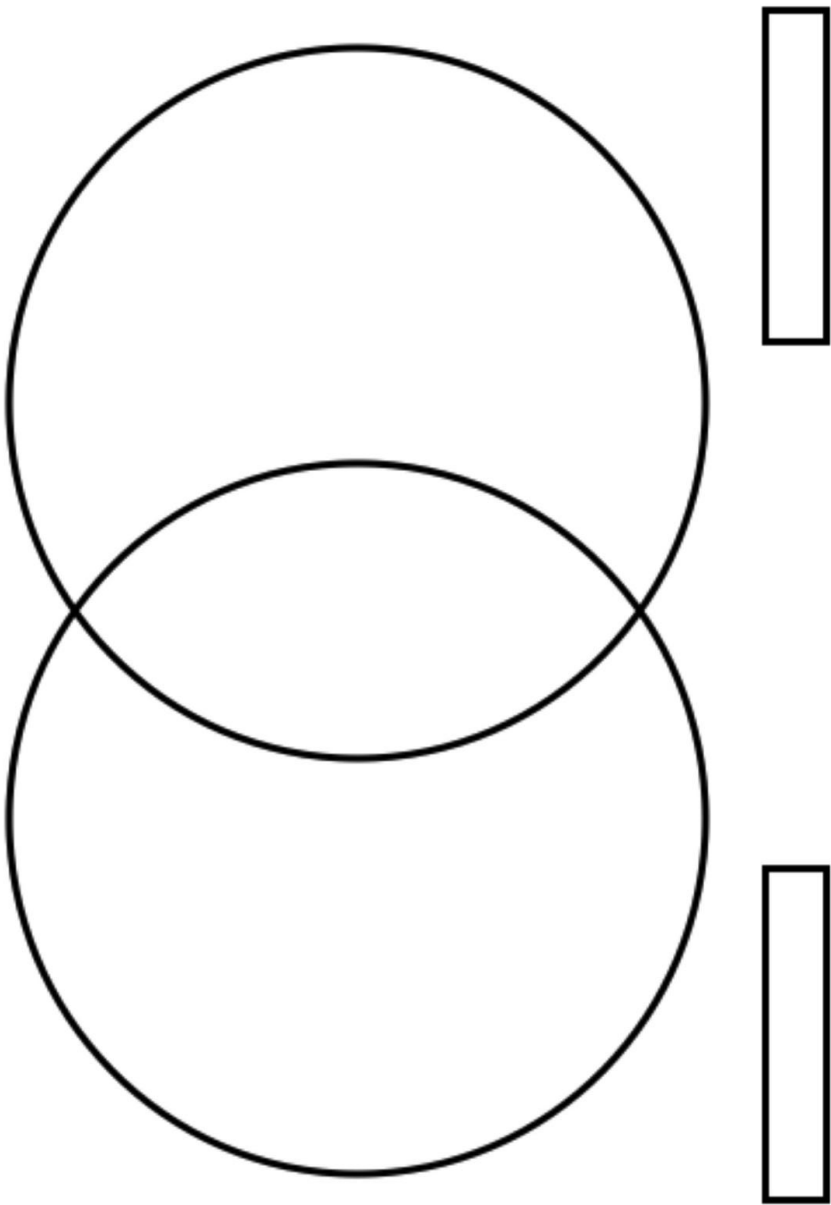
Kitty Fright: Please Keep Me Inside Both Day and Night Game (up to 60 minutes)

Lesson adapted from the one written for The HSUS by Stephanie Itle-Clark and Leanne Jackowiak

1. Invite all students to the front of the room. Review with the students that they are looking at the many dangers that a cat might face when allowed outdoors. Explain that lots of bad things can happen to domestic animals like cats when they are allowed outdoors by themselves.
2. Ask the students to name some dangers they see in the room that could injure cats who are not watched. They may wish to look around the room and see if they can get some ideas. Write down the list at the front of the room as they name them.
3. Tell students that they are going to play a game where they get to see what may happen to a cat who is allowed to go outside or who snuck out when no one was paying attention to an open window or door. Introduce the students to the large roulette-type wheel divided into 14 sections (or cards).
4. Tell students that the classroom is now one giant board game, and each seat is a “space” on the board. Their mission will be to get their cat to “Home” safely. Teams will start at the seat designated as the first space (to be decided by the instructor), roll the die, move the number of seats (spaces) indicated on the die, and then spin the wheel (or pick a card). Depending on where the wheel lands, they will either go back to the beginning, go back a specified number of spaces, or stay where they are but skip a turn on the next go-around. The team who reaches the end (“Home”) first will be the winner.
5. Divide students into at least six teams (the number of teams and number of students per team will vary depending on class size). Explain that each student on the team will take turns spinning the wheel, rolling the die, or moving the team playing piece the correct number of spaces.
6. Give each team one stuffed cat and explain that the cat will act as a playing piece. Ask each team to name their cat. Also give each team a breakaway collar, taking a moment to explain why breakaway collars help all cats stay safe. (Show how they break open if the cat gets stuck on something.) Ask the team to place the collar on their cat.
7. Ask students to pay attention to the dangers their team cat encounters throughout the game.
8. Play the game until one team reaches Home.

Lesson Three Worksheets and Materials

Venn Diagram



Story One – Fluffy the Cat

I just love spending time with my cat, Fluffy. We wake up every morning at 7 AM snuggled up together, just as we have for the past 3 years. Saturdays are a great time for me to give special attention to Fluffy. Fluffy is 8 pounds now! That means he gets to eat a quarter cup of food now in the mornings. I serve him his breakfast before heading to the kitchen for mine. I look at his water bowl every time I walk by in case some cat food has gotten inside, so I wash it out and put in some new, fresh water in every day.

After breakfast, Fluffy is content and full, rubbing up on my legs while I sit talking to my Mom. I know he likes being petted behind her ears, so I give him some affection that way. He walks away after a while to go potty in his litter box, just like we taught him. I'm glad he doesn't pee on the carpet anymore. The smell was hard to get out until we used a special cleaner for it! I remember I forgot to scoop out her litter box yesterday, as I usually do every night. Since it's been a week since I changed out his litter for some fresh litter, I'll just go ahead and do that now.

About an hour later, Fluffy has a ton of energy, running back and forth through the living room. I figure he wants to play, so I get his favorite mouse on a string toy and let him chase it around for a while. He grows tired quickly and sits on an upside-down box he likes to perch herself on.

This is a good time for me to brush his fur, especially since I've noticed he's been grooming himself a lot more than usual lately. I see a few knots, so I tell my mom to get

the brush. Fluffy sits still as we carefully brush through his fur. We also make sure Fluffy does not get fleas, so we use flea treatment spray every month.

In the night, when I'm getting ready for bed, I give Fluffy his dinner – another quarter cup of dry food. After dinner, Fluffy likes to end the day by scratching on his scratching post. His nails are nice and short thanks to this nightly ritual. Thank goodness we didn't de-claw him, that would have been very painful for him. Fluffy cuddles up to me at the end of the night and we fall asleep after a long day of play.

Story Two – Taz the Kitten

Let me tell you about my four-month-old kitten, Taz. We only adopted him one week ago and he is quite a hand full! Taz has a ton of energy and likes to spend it biting my shoes and scratching my furniture! Even in the middle of the night, he runs around my bedroom meowing while I'm trying to sleep. Who knew a tiny kitty could hold so much liveliness?

One of the most frustrating things is that he won't potty on the newspapers we set up in the kitchen, especially when there are a lot of people in the room. Taz just keeps peeing on the carpet in my closet. It smells terrible and a wet towel isn't getting the smell out! I'm not sure what to do.

I'm letting Taz eat as much as he wants. As he grows up, he'll know how much he needs to eat, so I'm not too worried about measuring out his food. Sometimes I give him my food scraps if he's being good, things like bacon and cheese puffs.

Sometimes Taz seems like he might be mad at me, especially when I touch the back of his spine. He swats and hisses at me when I touch that part of his back. I try to pet him to calm him down, but that just makes him angrier. I think I remember him falling off my desk one time, but he walks around fairly normally. Should I be concerned?

I guess I'm still figuring out how this whole cat thing works. I don't think my cat likes me very much. I feel like I've tried everything to win him over. What can I do?

Pet Detective Worksheet

Name: _____

Directions: Review each story and write examples of good companion animal care that are present in each story in the proper column.

| Companion Animal Care Items | Story One – Fluffy the Cat | Story Two – Taz the Kitten |
|-----------------------------|----------------------------|----------------------------|
| [1] Family/love | | |
| [2] Shelter | | |
| [3] Grooming | | |
| [4] Food and clean water | | |
| [5] Training | | |

Cat Picture - Frankie



Story Starter Words

| | | |
|---------|----------|----------|
| Friends | Kind | Big |
| Toys | Positive | Sleeping |

| | | |
|-----------|-----|---------|
| Attention | Pet | Little |
| Food | Bed | Scratch |

| | | |
|-------|------|-------------|
| Water | Lick | Comfortable |
| Sun | Love | Litter |

| | | |
|-------|---------|---------|
| Sniff | Food | Inside |
| Fur | Snuggle | Hissing |

Jackson Galaxy Show: Cat Care Assessment

Directions: Watch for positive and negative aspects of companion animal care demonstrated by the cat owners in the two episodes. Take note of the mistakes Jackson points out and how these mistakes are fixed.

Cat Name: _____

What does the family say the problem is/ the reason they need help from a cat behaviorist?

Directions: Write down the mistakes you see that relate to each care category and then note how this mistake can be fixed to help build a connection between the cat and his or her family.

1. Family/Love

| Mistakes | How to Fix It |
|----------|---------------|
| | |

2. Exercise

| Mistakes | How to Fix it |
|----------|---------------|
| | |

3. Shelter

| Mistakes | How to Fix it |
|----------|---------------|
| | |

4. Training

| Mistakes | How to Fix It |
|----------|---------------|
| | |

5. Food/ Clean Water

| Mistakes | How to Fix it |
|----------|---------------|
| | |

6. Grooming

| Mistakes | How to Fix it |
|----------|---------------|
| | |

What other sort of issues did Jackson point out when it came to this cat's care? How were these issues resolved?

How would you rate the owners in terms of how well adapted their care of their cat after Jackson's advice? (Circle one number)

0 1 2 3 4 5 6 7 8 9 10

Needs not met at all

Needs half met

Excellent care

Lesson Four: Companion Animal Care: Fact vs. Fiction

Time: 3 hours

Academic Subject(s): English Language Arts/ Reading/ Fine Arts

Learning Objectives:

Students will be able to:

Cognitive-

- Identify characteristics of reliable and unreliable sources when doing research
- Write from the first-person perspective of another
- Research topics of interest by recognizing reliable sources for companion animal care
- Locate erroneous, but commonly held beliefs about aspects of companion animal care

Affective-

- Evaluate companion animal care techniques, tactics, and beliefs by putting themselves in the companion animal's perspective
- Relate companion animal care needs to their own
- Suggest care tactics that improve the life of a companion animal and increase the bond with a caregiver

Psychomotor-

- Create a comic book to inform their peers and parents of proper companion animal care

Required Materials

- Lined paper (one per student)
- *Opening Pictures*
- Folders (enough for each group)
- *Barking* handout
<https://www.aspcapro.org/pet-care/dog-care/common-dog-behavior-issues/barking> (print one copy per group)
- *General Cat Care* handout
<https://www.aspcapro.org/pet-care/cat-care/general-cat-care> (one per group)
- *How to Hold a Leash* handout
<https://www.aspcapro.org/blog/2012/05/15/how-hold-leash> (one per group)
- *Positive vs. Punitive* handout
<https://positively.com/dog-training/myths-truths/positive-vs-punitive/> (one per group)
- *Humane Discipline* handout
<https://positively.com/dog-training/myths-truths/humane-discipline/> (one per group)
- *What is Positive Training* handout
<https://positively.com/dog-training/positive-training/what-is-positive-training/> (one per group)
- *Companion Animal Care: Fact vs. Fiction* worksheet
- *Companion Animal Care: Fact Vs. Fiction Worksheet Key*
- *Myth-Spotting Red Flags*
- *Unreliable vs. Reliable Source Practice* worksheet
- Sponge-type ball
- *Comic Book Draft Template*

Extension

- Book *Chance: Wings of Hope* by Jessie Miller
- Roll of butcher paper
- Markers

Preparation

1. Create resource folders, enough for each group. The folders will contain one copy the resources on barking, cat care, how to hold a leash, and positive training. The pages print into PDF's well if one hovers on the page and right clicks, it should allow you to print and save as a PDF.
2. Display the *Opening Pictures* with commonly believed companion animal care strategies.
3. Do not write the lesson title on the board yet.

Procedure

Opening

Pet Care Techniques – Good or Bad? (25 minutes)

1. Inform the students that they will begin with a critical-thinking activity aimed at testing their new knowledge of companion animal care and their ability to detect misconceptions or misunderstandings that some people think are best practice.
2. Ask students to look carefully at the images then describe what is happening in each image.
 - #1 – “Yelling at a barking dog” This is frequently done by dog owners whose dog barks when they hear a knock, someone outside, or the doorbell ring.
 - #2 – “Suspending a cat by their scruff” This is commonly used by cat owners trying to mimic the technique used by mother cats to carry their kittens. Cat owners will grab the loose skin on the back of the cat’s neck (known as the “scruff”) to calm or carry their cat.
 - #3 – “Jerking a dog’s leash” Jerking a dog’s leash is a quick pull that often happens when a dog owner is taking a dog on a walk and the dog wants to run ahead of the distance allowed by his or her leash. The leash is yanked back so the collar will pull the dog back toward the owner.
 - #4 – “Training with positive rewards” This is frequently done by caregivers with both cats and dogs. Small food rewards as well as positive language is used to reinforce desired behaviors.
3. Assign the students into groups of about four. Task the students with using their notes or handouts and knowledge gained from the previous lessons on cat and dog care as well as the resource folder you will give each group to sniff out or analyze each of these techniques and determine if it is or is not recommended by companion animal care experts. Tell students that they must provide three pieces of evidence to support their conclusions. The groups will have 15 minutes.
4. Hand out one folder per group and one piece of lined paper per student for them to put down their questions, answers, and reasoning.
 - Some questions they can ask amongst themselves when trying to figure out which is recommended or not recommended (Questions can be written on the board to aid group discussion):
 - Which technique achieves the intended purpose/goal?

- Would any of these techniques be possibly painful or hurtful to the animal?
 - Would any of the techniques be painful if done to you?
 - How might the dog or cat perceive this action by their owner?
- 5. Once time is up review each of the images and ask each group to share what they feel the answer for each item is and why they made this decision. Once the groups have finished presenting, ask the students:
 - Have any of you changed your mind about one of the commonly believed care techniques? If yes, which one and why?
- 6. Write the lesson name “Companion Animal Care: Fact vs. Fiction” on the board.
- 7. Inform the students that the first three pictures are common mistakes that pet owners frequently make when it comes to companion animal care. The last item is a recommended behavior. Inform them that today’s lesson will center around getting better at detecting companion animal care tactics and techniques that should and should not be encouraged by using research and critical thinking skills.
- 8. Take time to review each individual picture and inform the students of why these behaviors by pet owners are not encouraged or encouraged. Allow students to suggest alternative ways to go about replacing these behaviors after giving them the facts about the behavior.
 - #1 – Yelling at a barking dog is not encouraged because, though you might think the dog understands that you yelling at them to stop means you don’t want them to keep barking, a dog cannot speak your language. Since all they hear is you making loud noises at them while they bark, they assume you are barking as well. Hence, you are actually encouraging them to continue barking instead of quieting them down.
 - Ask:
 - a. What might be a better way to quiet down a barking dog?
 - #2 – Suspending a cat by their scruff is a technique that has been traditionally used by veterinarians and pet owners alike in the past to calm a cat or kitten due to kittens having a “flexor reflex” that makes them go limp when their mothers carry them by the scruff. This reflex, however, goes away fairly soon into a cat’s life and can cause pain or stress in an older cat whose weight makes this very uncomfortable.
 - Ask:
 - a. Based on what we went over in the past two lessons, what would be a better way to hold a cat?
 - b. What should we do if a cat is distressed or upset?
 - c. What should be done if a cat’s stays distressed or upset for a long time?

- #3 – Jerking a dog’s leash while they wear a collar is often done by people who mean well and want to help their dog get exercise. Even though it may temporarily get your dog to do what you want them to, it does not work in the long-term to help a dog learn to walk well on a leash and can lead to physical injuries to the dog’s neck. This can make the dog feel more anxious and actually encourage the tugging behavior.
 - Ask:
 - a. What can instead be done to avoid jerking a dog’s collar while on walks?

Lesson Body

Myth Busters! (50 minutes)

1. Ask the students to think about the sources of these common mistakes/misconceptions. Ask students:
 - Have you or a pet owner they have ever engaged in any of these behaviors before?
 - Why do you think these habits get perpetuated by pet owners despite the fact that it is not recommended by companion animal care experts?
 - If they have trouble, suggest possible sources of misinformation, such as lack of knowledge or information, tradition, commonality, and lack of skepticism (i.e. intuitively pulling on a dog’s leash without even considering that it might be painful or that there might be a better way).
 - If an idea is popular or common, does it always mean that it is correct or factual? Why or why not?
2. Write the word “myth” on the board. Ask students if any of them have an idea what a myth is and accept a few answers if any of them have ideas. Define a myth on the board as “a commonly believed but false idea” (source Cambridge Dictionary).
3. Announce that the students will be given a worksheet to test their ability to distinguish pet care fact from myths. Pass out the *Companion Animal Care: Fact Vs. Fiction* worksheet. Read the instructions aloud to the students. Allow 5-10 minutes for the students to finish answering each question. Ask students to predict how many they think they got right before you provide the answers.
4. Using the *Companion Animal Care: Fact Vs. Fiction Worksheet Key* go over the answers to the questions.

5. Allow the students to tally their actual scores and record it at the bottom. Ask the students to share how they did versus how well they thought they did. Inform them that if they did not do as well as they thought of hoped, they are not alone. The important thing is that they can acknowledge that everyone has heard these myths and that sometimes they are hard to differentiate from the truth.
6. Inform students that being able to find primary resources or other credible resources is an important skill. The next activity will help students use credible resources to fact check whether or not a certain companion animal care technique, tactic, or belief is true or a myth.
7. Hand out the *Myth-Spotting Red Flags* handout. Read through the list of tips for differentiating between a reliable source and an unreliable source with the students.
8. Next, hand out the *Unreliable vs. Reliable Source Practice* worksheet. Read the instructions at the top of the handout aloud to the class. Let the students work with a partner for 10-15 minutes.
9. Using the *Unreliable vs. Reliable Source Practice Key*, review the questions one by one. Ask the students which red flags they caught and which good signs they found on their checklist. Take note that not all reliable sources have all of the criteria established for a reliable source, and some unreliable sources do not have all of the red flags either. These things are supposed to be looked at in a big picture sense to draw a general conclusion about the reliability of the source.
10. Ask students:
 - a. Which myth-busting tip will be most helpful to you when searching online?
 - b. Which tip will be most useful when you are talking to people who are sharing their opinion?
 - c. Where would you get the most reliable pet care information?

Companion Animal Care Silent Ball (25 minutes)

1. Ask students to stand around the perimeter of the room. Explain that the group is going to play companion animal care silent ball. It is called silent ball because there can be no noise once the ball leaves the hands of the educator. Review rules:
 - a. The game is played by throwing the ball to someone and they must catch it. If they miss the ball, they go to their set. If they catch it, they will be asked one review question. If they get the question correct, they will be able to stay in their spot. If they get it wrong, they must go to their seat and give the ball to the educator.
 - b. Step a. repeats until there is only one person remaining.
 - c. Note: when a student is throwing, wild throws will be an automatic out.

Wild throws are those that are over the head of the person who will be catching or so far away they would have to move from their spot.

2. Ask review questions using the information from the lesson and the resource folders.

Closure

Comic Book Draft (80 minutes)

1. Write the six companion animal care categories on the board. (Family/Love, Exercise, Shelter, Training, Grooming, Food and Clean Water)
2. Explain to students that they will be working in small groups to create a comic book called *Just Like Me*. The book will be a colorful tale told from the perspective of a cat or dog in which the cat or dog shares about their life and care and then shares what humans do that is similar. For example, if a group would have to write about sleeping, they would show the dog watching or sitting with a person resting in a recliner, on the couch, or in a bed. The dog would describe why rest is good for the people. Then the dog would share some of the nice places she would rest or sleep and why it is good for dogs. Groups are to think through each care category.
3. Explain that the dialogue in the book is to be the animal speaking to themselves in their mind about how they feel as they are being cared for and watching their owner care for themselves. Explain that the dialogue or script in each strip of the comic will include the thoughts of the cat or dog. For example, the character may think, "Just like you, I like being with my family and I need love." Then the drawing could be a dog or cat hanging out and watching TV with the family. The comic book is to be fun, mostly realistic, show good care, and the plot needs to make sense. (After the books are done, they can read them to younger students or place them in the classroom library.)
4. Split the students into groups of three and randomly assign them as either cat or dog groups. Provide each group with four or more copies of the *Comic Book Draft Template*. (Groups will need one of the first page and multiples of the second.) Explain that each box is a scene in the story and this is where they will make notes about what they want the main character to say and do. Tell them in the draft they do not need to draw it in color or perfectly, this is their working draft of ideas.
5. Instruct students to use their notes, the *Book Editor Template* worksheet they filled out earlier, and the resources folder. If there is access to a computer, you

may wish to allow groups to use it to look up answers from reliable sources as needed.

Extension

Option 1: Understanding Discrimination (60 minutes)

1. Introduce to students that we have been talking a lot about care and one other important part of being cared for and staying healthy is our mental health. Share that mental health is about having a healthy mind and body, and influences how we feel about ourselves, what we do, how we think, and how we relate to others. Good mental health helps us to form positive relationships with others, handle ups and downs, and generally enjoy life. When we feel that people around us care for us, it helps create better mental health. Animals also need to feel safe and secure to thrive-they also live their happiest lives when they have good physical and mental health.
2. Write "discrimination" on the board. Tell students that discrimination is one thing that does not support good mental health. Ask students if they have heard the word or if they know what it means.
3. Share that discrimination is the treatment of, or making a distinction in favor of or against, a person or animal based on the group, class, or category to which that they belong rather than on individual merit (source: Dictionary.com)
4. Ask students:
 - Have you ever been discriminated against or not allowed to do something because of the way you looked or group you belonged to?
 - How does it make you feel to be judged?
 - What other types of discrimination have you seen or heard about?
5. Share that people are not the only ones who face discrimination. Introduce the story *Chance: Wings of Hope* that is based on a real dog named Chance who was rescued in Florida. Introduce that students are to listen to the story and find instances of discrimination that Chance faces.
6. Read the book and allow students to take notes if they wish.
7. After reading ask:
 - What instances of discrimination did you find in the story?
 - Why do you think people ran away from Chance?
 - What were others judging Chance on when they met him? Was this fair?
 - How could you help end discrimination for people or animals?
8. Show students the butcher paper and hang it if it is not yet up. (Note: A graffiti wall consists of the word DISCRIMINATION written in large letters in the middle

of a long sheet of butcher paper. Then allow students to use markers to write or draw the way the word makes them feel, what they know about the word, etc.)

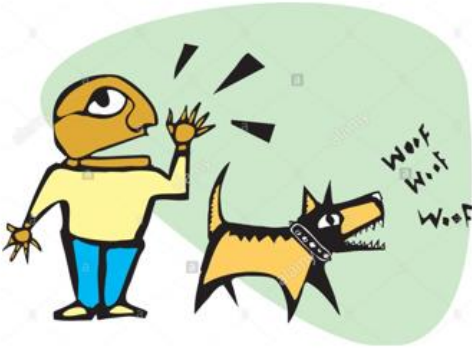
9. If there is time, allow students to research Breed Specific Legislation (BSL) and as a group discuss how BSL relates to discrimination and the impact this has on dogs like Chance and their families.

Option 2: A Visit with a Vet (60 minutes)

1. If time allows, invite a local veterinarian to speak to the group and answer questions about basic pet care and pet needs.

Lesson Four Worksheets and Materials

Opening Pictures



#1- Yelling at a barking dog



#2- Suspending a cat by their scruff



#3- Jerking a dog leash



#4- Training with positive rewards

Companion Animal Care: Fact Vs. Fiction

Circle the answer choice that corresponds with whether the statement is fact (encourage companion animal care) or fiction (myths about good companion animal care.) Estimate how many you think you got right at the bottom of the page.

1. It's okay to grab a cat or dog by their tail. FACT or FICTION
2. When training a cat or dog, rewards are more effective than punishments. FACT or FICTION
3. Dogs and cats are arch enemies. FACT or FICTION
4. Cats always land on their feet when dropped from a high altitude. FACT or FICTION
5. Reprimanding for bad behavior should be within 5 seconds of the "crime." FACT or FICTION
6. Cats generally do not enjoy being submerged in water. FACT or FICTION
7. Spaying and neutering pets usually has health benefits for cats and dogs. FACT or FICTION
8. Cats will potty outside of their usual litterbox to get back at their owner. FACT or FICTION
9. Kittens and puppies usually grow out of bad habits. FACT or FICTION
10. Dogs can eat any type of bone, including cooked fish bones, cooked chicken bones, or cooked beef bones. FACT or FICTION

_____/10 How many do you think you got correct?

_____/10 How many did you actually get correct?

Companion Animal Care: Fact Vs. Fiction Worksheet Key

1. FICTION

- a. Explanation: Grabbing a cat or dog by their tail hurts them. It is similar to pulling someone by their hair, only dogs and cats actually feel sensation on their tail, not just where it connects to their body.

2. FACT

- a. Explanation: This was covered in the resource folder information. Rewards are typically more effective when training a cat or dog than punishments. Remind students that they themselves would like to be rewarded for learning new behaviors and not yelled at.

3. FICTION

- a. Explanation: Cats and dogs can frequently be very good friends, but they are commonly shown as enemies in cartoons due to this myth.

4. FICTION

- a. Explanation: Though healthy cats are very agile and do have a good ability to land on their feet if given the right conditions, there are many factors that can prevent them from doing so, including falling in an awkward way, falling from a short distance, being too tired, being older or sick, or just bad luck. The chances of them falling on their body and hurting themselves should discourage any pet owner from dropping their cat from even more than a couple feet off the floor.

5. FACT

- a. Explanation: If a dog or cat is reprimanded too long after the cat or dog does the "crime" or bad behavior, they will not know what it is they did wrong. This will lead to them feeling scared to do anything and try avoiding you. Instead, show them what you want them to do in a calm voice, for example if they chew a shoe, take the shoe away and give them a pet chew toy and say good girl or good boy when they play with the toy.

6. FACT

- a. Explanation: Cats do not normally enjoy getting wet. As mentioned in the cat care lesson. Also mentioned in the cat care lesson is that they groom themselves and typically do not need baths.

7. FACT

- a. Explanation: Not spaying or neutering cats and dogs can increase the likelihood they will escape/run away in search of a mate, putting them at risk for getting lost, getting into fights, getting hit by a vehicle, or impregnating another dog/getting pregnant themselves. Since the population of cats and dogs who need homes is already so high, spay/neuter is a good thing.

8. FICTION

- a. Explanation: As mentioned in the cat care lesson, cats will often not pee in their litter box if it is dirty, doesn't have litter they like, or too far away. Not peeing in the litter box could also indicate the cat is sick or marking his or her territory due to insecurity (could be caused by a new pet or new person in the household).

9. FICTION

- a. Explanation: As mentioned in the past two lessons, cats and dogs need to be trained out of bad habits. A puppy or kitten will not simply stop a bad behavior without some kind of intervention. They need training in the same way people need school.

10. FICTION

- a. Explanation: Cooked bones from meat can splinter off into sharp parts that can be dangerous for pets to eat.

Myth-Spotting Red Flags

Do not believe everything you read or hear! There are many myths and untrue things floating around on the Internet and being shared by people. Use research and these tips to find the truth. A myth-spotting red flag might be:

1. The evidence is coming from an anecdote, or a single person's story. Just because one person says "My cat grew out of scratching the furniture," that doesn't mean it will be true for all cats. We should try to go by what is accepted by companion animal care experts like behaviorists and veterinarians.
2. The website is an entertainment site or blog website with articles that are opinions, not facts. Entertainment websites and blogs want to get clicks and interest people. Their goal is not to spread factual information. Sometimes these websites will write opinion or untrue claims on their articles because they find the truth too boring. Watch out for people making YouTube videos with incorrect information too.
3. Look out for dramatic, funny, or vague titles with attention-grabbing words. These titles are generally used to get people to click on the article, rather than inform the reader of what the article consists of.
4. The website does not provide evidence, cite primary or secondary sources, contain expert opinions, or come from a reputable source. We should always make sure to ask ourselves "Who is giving me this information?" If the source is an article, the references used to find those facts should be checked. For pet care, the best tips come from veterinarians, pet behaviorists, or other experts.
5. The site is trying to sell a product. If the site's intention is to get you to buy a product they are selling, then their number one goal isn't to inform you with the facts, but to instead buy a product.

Reliable sources

1. Use professional/expert language.
2. Are animal welfare organizations, veterinary hospitals, animal shelters, or peer-reviewed studies.
3. Have clear, informative titles.
4. Have information that matches other reliable sources.
 - If you are not sure a source is reliable, compare the information to other reliable sources.
5. Provide evidence to back up claims.

Unreliable vs. Reliable Source Practice

Directions: Determine whether the source is reliable or not. Read the ad and then answer the questions that follow.

The screenshot shows a Yahoo! Answers page. At the top is a navigation bar with links to Home, Mail, Flickr, Tumblr, News, Sports, Finance, Entertainment, Lifestyle, Answers, Groups, Mobile, and More. Below this is a search bar with 'Search Answers' and 'Search Web' buttons. The main content area features a question titled 'Can cats be hurt by being grabbed on scruff?' with a 'Best Answer' and several advertisements for pet products. The page also includes sidebars for asking questions, a quick question poll, and related questions.

Yahoo! Answers

Home Mail Flickr Tumblr News Sports Finance Entertainment Lifestyle Answers Groups Mobile More

Search Answers Search Web

Sign in Mail

Today's Mortgage Rate: 3.75% APR 15 Year Fixed

Select Loan Amount: \$225,000

lendingtree Calculate Payment >

Terms & Conditions apply. NMLSR1136

Pets Cats

Can cats be hurt by being grabbed on scruff?

So I grabbed my cats scruff without lifting him (I forget why), and he froze. I let go, and he was fine. But now all he does is lay under the desk all day, and hasn't eaten in two days. Whats wrong with him?

1 following 5 answers

Something has gone wrong.

Ads

PetMeds: Save on Revolution - Extra 20% Off With Code SAVE20
www.1800petmeds.com
20% Off Everything! Code: SAVE20. Fast, Free Delivery On Orders \$49+.

Cat Flea Treatments at Chewy - Low Prices and Free Shipping | chewy.com
www.chewy.com/CatFleaTreatments
Cat Flea Treatments, Low Prices, Free 1-2 Day Shipping & 24/7 Support, Shop Now!

Save on Revolution for Cats - Free Shipping on \$100 Orders | lambertvetsupply.com
www.lambertvetsupply.com/Vet-Pharmacy/Pet-Supplies
Get Top Quality Vet Supplies, Pet Medications and More at the Lowest Prices Now!

Answers

Relevance

Best Answer: My grabbing the scruff it actually relaxes the cat. They freeze but it is not because it is painful. I always thought it hurt the cat and i was always afraid to do it, until i started helping at a local vet. You can keep control of the cat, and they just kind of relax. Its like a stress point or whatever you call it.

Anonymous - 7 years ago

0 0

Comment

Ads

PetMeds: Save on Revolution - Extra 20% Off With Code SAVE20
www.1800petmeds.com
20% Off Everything! Code: SAVE20. Fast, Free Delivery On Orders \$49+.

Ask a question usually answered in minutes!

What's up?

Details Submit

One Quick Question

Which of the following companies would you consider for combining your auto and home insurance?

☐ Progressive

☐ State Farm

☐ Geico

☐ Allstate

☐ Liberty Mutual

☐ None of the Above

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Vote For Results

Related Questions

Does it hurt cats if you grab them by the scruff on the neck?

Is it safe to grab a kitten/cat by the scruff of the neck?

Can I grab my cat by his scruff while giving him eye drops?

Is it ok to pick an adult cat up by the scruff of the neck?

Does it really calm a cat to grab it by the scruff of its neck-if so how?

1. The item includes (Check off those that apply):

- ☐ Anecdote
- ☐ Opinion/Entertainment site
- ☐ Attention-grabbing title
- ☐ No sources
- ☐ Selling a product/ advertisement
- ☐ Professional language
- ☐ Reputable sources
- ☐ Clear title/good grammar
- ☐ Evidence for claims

2. This appears to be a (RELIABLE or UNRELIABLE) source. (Circle one)

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Is your dog an absolute menace? Then put your phone away! Our obsession with screens is turning our pets MAD, expert claims

• Dogs are pack animals and they take human protectors as pack leaders
• However, if owners are not giving their pets feedback they panic
• They do not understand why you are not responding which makes them anxious
• If you're arguing on the phone, the dog will assume you're talking to them
• Two other tell-tale signs your dog isn't happy are pacing and yawning

By PHOEBE WESTON FOR MAILONLINE
PUBLISHED: 11:21 EDT, 21 August 2017 | UPDATED: 12:27 EDT, 21 August 2017

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Dogs all over the world could be developing behavioural issues because owners are addicted to their smart phones, according to experts.

5. The item includes (Check off those that apply):

- | | |
|---|--|
| <input type="radio"/> Anecdote | <input type="radio"/> Professional language |
| <input type="radio"/> Opinion/Entertainment site | <input type="radio"/> Reputable sources |
| <input type="radio"/> Attention-grabbing title | <input type="radio"/> Clear title/good grammar |
| <input type="radio"/> No sources | <input type="radio"/> Evidence for claims |
| <input type="radio"/> Selling a product/ advertisement | |

6. This appears to be a (RELIABLE or UNRELIABLE) source. (Circle one)

7. What are some terms you can type into your search bar to find reputable sources?

Unreliable vs. Reliable Source Practice Key

1. Yahoo! Answers Source
 - a. Contains: anecdote, opinion site, no sources, advertisements
 - b. Does not contain: Professional language, reputable source, clear title, evidence of claims
 - c. This appears to be a UNRELIABLE source.
2. The Humane Society of the United States Source
 - a. Contains: professional language, is a reputable source (HSUS), clear title, evidence for claims
 - b. Does not contain: anecdotes, opinion/entertainment site, attention-grabbing title, no sources, selling a product/advertisement.
 - c. This appears to be a RELIABLE source.
3. DailyMail Source
 - a. Contains: anecdote, entertainment site, attention-grabbing title, questionable sources, advertisements
 - b. Does not contain: Professional language, reputable source, clear title, evidence of claims
 - c. This appears to be a UNRELIABLE source.

Comic Book Draft Template

Group Member Names _____

Group Animal: _____

| | |
|--|---|
| <p>Cover (title and authors)</p> <p>Title: <i>Just like Me</i> -</p> | <p>Strip # _____</p> <p>Dialogue: (What the characters will think or say that you want the reader to know.)</p> |
| <p>Drawing Ideas</p> | <p>Drawing Ideas</p> |

| | |
|---|---|
| <p>Strip # _____</p> <p>Dialogue: (What the characters will think or say that you want the reader to know.)</p> | <p>Strip # _____</p> <p>Dialogue: (What the characters will think or say that you want the reader to know.)</p> |
| <p>Drawing Ideas</p> | <p>Drawing Ideas</p> |

| | |
|--|--|
| Strip # _____ Dialogue: (What the characters will think or say that you want the reader to know.) | Strip # _____ Dialogue: (What the characters will think or say that you want the reader to know.) |
| Drawing Ideas | Drawing Ideas |

| | |
|--|--|
| Strip # _____ Dialogue: (What the characters will think or say that you want the reader to know.) | Strip # _____ Dialogue: (What the characters will think or say that you want the reader to know.) |
| Drawing Ideas | Drawing Ideas |

Lesson Five: Pet Care Comic Book – Just Like Me

Time: 3 hours

Academic Subject(s): English Language Arts/ Fine Arts

Learning Objectives:

Students will be able to:

Cognitive-

- Identify examples of proper and improper animal care and will be able to think of solutions to the improper
- Strengthen writing and storytelling skills

Affective-

- Evaluate companion animal care techniques, tactics, and beliefs by putting themselves in the companion animal's perspective
- Relate companion animal care needs to their own
- Propose and question the way training and care techniques are learned

Psychomotor-

- Create a comic book to inform their peers and parents of proper companion animal care

Required Materials

- *Comic Book Draft Template* (completed in Lesson Four)
- *Comic Book Final Template* (multiple copies for each group)
https://www.teachingchannel.org/download/p/resources/document/resource/6751/Comic_Book_Template_C.jpg
- Card stock or construction paper (multiple pieces for each group)
- Crayons/ markers/ colored pencils
- Glue sticks
- Stapler or yarn and hole puncher (choose depending on the type of paper comics will be on)

Preparation

1. Write the six companion animal care categories on the board. (Family/Love, Exercise, Shelter, Training, Grooming, Food and Clean Water)
2. Have all copies of Comic Strips and paper prepared.
3. Invite younger students to attend the last part of the session to hear the comics.

Procedure

Opening

Review Comic Creation (20 minutes)

1. Instruct the students to split into the groups that they had been previously selected or assigned to during lesson four.
2. Once the students have settled into their groups review that they will be completing the comic book that they started in the last lesson. The comic book will be called Just Like Me and will be about either a cat or a dog. (Students may add a subtitle.) The comic book is to have the main character teaching us about good/recommended care and noting how our needs are similar to what they need. For example:
 - “Family/Love” category - Ask the students how they could demonstrate the “Family/Love” category in a drawing. Remind them that the dialogue or script in each strip of the comic will include the thoughts of the cat or dog. The character may think, “Just like you, I like being with my family and I need love.” You may also wish to provide one or two of the below examples:
 - Example 1: A human scratching/petting their pet with dialogue such as “You are a good boy Rocky and I love you.”
 - Example 2: A family portrait that includes the pet in the picture.
 - “Exercise” category -
 - Example 1: A drawing of a cat chasing a yarn ball or utilizing a toy.
 - Example 2: An illustration of a dog chasing a frisbee.
 - “Shelter” category-
 - Example 1: A drawing of a pet sitting in the house by a family member.
 - Example 2: A picture of the cat or dog sleeping in a pet bed inside.
 - Example 2: A picture of a pet drinking water from a pet bowl.
3. Ask the students if they have any questions.

Lesson Body

Completing the Final Comic (100 minutes)

1. Introduce to the students that once the draft is complete, they will need to complete the final book. Show the group the *Comic Book Final Template* and describe the order in which the comic is read (starting at the top left and moving toward the right.) Share that the group must take their draft ideas and turn them into the final draft in 90 minutes. Describe that the group should split the strip drafts up in a way that the book can be put together so it is easy to read. You may wish to tell them they can split up the final draft by basic care topic and work on them individually and then put them together.
2. Accept all questions, pass out the *Comic Book Final Template* pages, and then allow the group to complete the final draft and the final comic.
3. After the students are finished illustrating the paper comics can be glued onto card stock.

Closure

Sharing the Message of Good Care (60 minutes)

1. Ask students to clean their areas and put away any material they used to create their comic books.
2. Tell students that a group of younger learners will be visiting to hear their comics. Share that the younger students will be split into small groups and each small group will sit with one of the older groups and hear their comic. Then the younger learners will rotate to a new group. The groups will rotate as many times as possible until the younger group must leave.
3. At the end of the rotations thank the full group and ask the visiting students to share some of the things they learned. Encourage them to share what they learned with their friends and family.

Extension

Celebration Party

1. Thank students for all of their hard work by having a celebratory party that includes light snacks, music, and/or a companion animal themed video screening.