

Living in a Good Way with Dogs: Our Stories

Program Overview

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Download all materials online at: www.ifaw.org/living-in-a-good-way-with-dogs

Introduction



Welcome to the Northern Dogs Project!

*I am honoured to share **Living in a Good Way with Dogs: Our Stories**, an educational pack authored by First Nations specifically for First Nations. Dog stories shared by First Nations Elders and community Role Models form the foundation of the materials, bringing to life their experiences and wisdom. Their understanding and life lessons can help dog owners, both youth and adult, to build healthy and safe relationships with their four leggeds.*

Since 2001, IFAW's Northern Dogs Project has partnered with First Nations communities in Canada to find ways of living in harmony with their dogs. Dogs are a valued part of community, both traditionally and today, and healthy dogs are an important part of building happy communities. As our team works with communities visiting schools and providing veterinary clinics, I have been compelled to find ways of sharing about dogs in meaningful and impactful ways.

Through my ongoing work in these communities and around the world, I have learned that the most effective educational materials are culturally, and locally, relevant. I have witnessed the power that such materials have in shifting the way people feel and think about their dogs. I am proud to share with you these educational materials and enthusiastic to continue our work of sharing in the creation of humane community solutions for dogs and people.

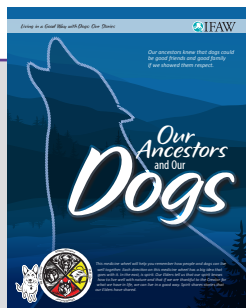
My best,

Janice Hannah

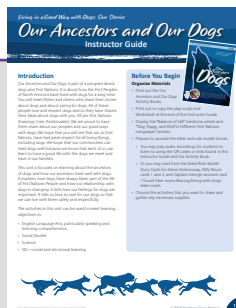
*Humane Indigenous Communities & Northern Dogs Project Director
International Fund for Animal Welfare (IFAW)*

Units at a Glance

Living in a Good Way with Dogs: Our Stories is comprised of six thematic units, each with a special focus. The units are modular and flexible; you can pick and choose which themes and activities you want to use—from just one unit to all six—and they can be taught in any order.



Student Activity Book



Instructor Guide



Elder/Role Model Story Cards

Our Ancestors and Our Dogs



Posters

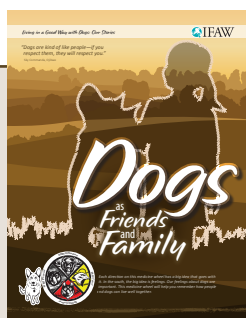
This unit is focused on learning about the ancestors of dogs and how our ancestors lived well with dogs.

The activities in this unit can be used to meet learning objectives in:

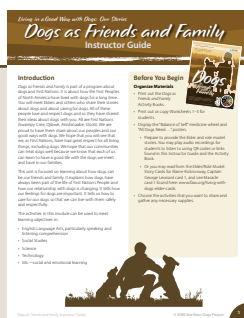
- English Language Arts, particularly speaking and listening comprehension
- Social Studies
- Science
- SEL—social and emotional learning

Reflecting on the following questions may help prepare you personally and professionally for teaching this unit:

- What world view(s) did you grow up with about humans and their interconnectedness or dominance over nature and other animal beings?
- What values have you learned about treating animals well or not well?
- How can you incorporate local knowledge into this unit?
- Do you know your parents, grandparents, and so on?
- Do your students know their ancestors?
- Does the community you teach in have an intact Clan system?
- Are there Clan Grandmothers or Elders who could teach your class about the Clans and their gifts and responsibilities?



Student Activity Book



Instructor Guide



Elder/Role Model Story Cards

Dogs as Friends and Family



Posters

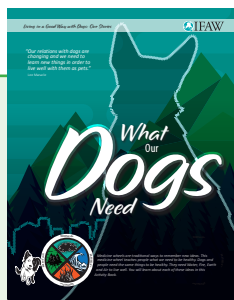
This unit is focused on learning about how dogs can be our friends and family. It tells us how to care for our dogs so that we can live with them safely and respectfully.

The activities in this module can be used to meet learning objectives in:

- English Language Arts, particularly speaking and listening comprehension
- Social Studies
- Science
- Technology
- SEL—social and emotional learning

Reflecting on the following questions may help prepare you personally and professionally for teaching this unit:

- What world view(s) did you grow up with about humans and their interconnectedness or dominance over nature and other animal beings?
- What values have you learned about treating animals well or not well?
- What resources can you access in the community in which you teach to support Native Language development as you work with your students?
- How can you incorporate local knowledge into this unit?
- How do you show respect to yourself? To your family? To your community? To the natural world?
- How do you model respect for your students? To your peers? To dogs?



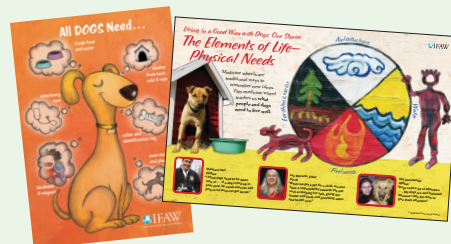
Student Activity Book



Instructor Guide

Elder/Role Model
Story Cards

What Our Dogs Need



Posters

This unit is focused on learning about what our dogs need to be healthy. It tells us how we as a people can take good care of dogs so they are physically well.

The activities in this module can be used to meet learning objectives in:

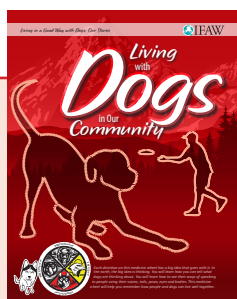
- English Language Arts, particularly speaking and listening comprehension
- Social Studies
- Science / Technology
- SEL—social and emotional learning

Reflecting on the following questions may help prepare you personally and professionally for teaching this unit:

- Do you consider your own physical wellbeing during the school year?
- Do you consider the physical wellbeing of your students?
- Do you think the physical wellbeing of the dogs in the community you teach in is respected?
- Do you think that you can incorporate local knowledge about

water, air, shelter and earth into your teaching about dogs?

- What are food sources where you teach? For people? For dogs?
- What traditional hunting, fishing, harvesting and garden practices are culturally based in the traditional territory you teach in?
- How do you show respect to yourself? To your family? To your community? To the natural world?
- How do you model respect for your students? To your peers? To dogs?
- Do you know Elders and Knowledge Keepers (for example, Seedkeepers, hunters, or harvesters) or do your students know any who could share their knowledge in a good way with your class?
- How could you do an experiential food project on the topic of food for dogs?
- Do you harvest from the land, garden, hunt or fish? Do you buy all of your food, or get food from the land?



Student Activity Book



Instructor Guide

Elder/Role Model
Story Cards

Living with Dogs in our Community



Posters

This unit is focused on learning about how to understand what a dog is saying with his whole body. It explains how dogs have always been part of the life of First Nations people and how we live with them in our community today. It tells us how to care for our dogs so that we can live with them safely and respectfully.

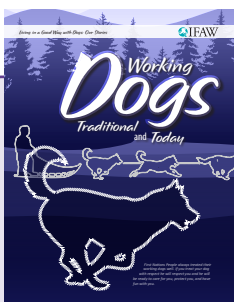
The activities in this unit can be used to meet learning objectives in:

- English Language Arts, particularly speaking and listening comprehension
- Social Studies

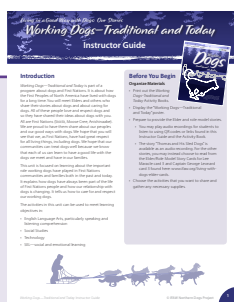
- SEL—social and emotional learning

Reflecting on the following questions may help prepare you personally and professionally for teaching this unit:

- Do you know a dog well?
- Do you live with a dog?
- How do the dogs you know communicate with you about their needs?
- How can you incorporate local knowledge into this unit?



Student Activity Book



Instructor Guide

Working Dogs—Traditional and Today



Elder/Role Model Story Cards



Poster

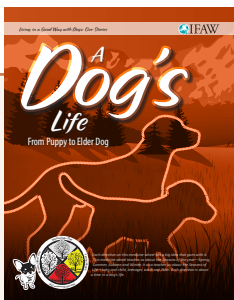
This unit is focused on learning about the important role working dogs have played in First Nations communities and families both in the past and today. It tells us how to care for and respect our working dogs.

The activities in this unit can be used to meet learning objectives in:

- English Language Arts, particularly speaking and listening comprehension
- Social Studies
- Technology
- SEL—social and emotional learning

Reflecting on the following questions may help prepare you personally and professionally for teaching this unit:

- What are your relations with dogs?
- What values have you learned about treating dogs well or not well?
- How are the relations with dogs in the community you live or teach in?
- How can you incorporate local knowledge into this unit?



Student Activity Book



Instructor Guide

A Dog's Life: From Puppy to Elder Dog



Elder/Role Model Story Cards



Posters

This unit is focused on learning about the seasons of a dog's life. It explains how we can take care of and appreciate dogs during each time in their lives. It tells us how to treat our dogs well so they can live good long lives.

The activities in this unit can be used to meet learning objectives in:

- English Language Arts, particularly speaking and listening comprehension
- Social Studies
- Science
- Technology
- SEL—social and emotional learning

Reflecting on the following questions may help prepare you personally and professionally for teaching this unit:

- Do you know a dog well?
- Do you live with a dog?
- What values have you learned about treating animals well or not well?
- Do you think the physical wellbeing of the dogs in the community you teach in is respected?
- Have you known and cared for dogs during each time, or season, in their lives?
- Have you known and cared for dogs during each time, or season, of the year?
- What resources can you access in the community in which you teach to support Native Language development as you work with your students?
- How can you incorporate local knowledge into this unit?

Instructional Content

Living in a Good Way with Dogs: Our Stories is about dogs and First Nations. It explains how dogs have always been part of the life of First Nations People and how our relationship with dogs is changing. You will meet Elders and others who share their stories about dogs and about caring for dogs. All of these people love and respect dogs and so they have shared their ideas about dogs with you. All are First Nations (Ojibwe, Mi'gmaq, Stó:lō, Moose Cree, Swampy Cree, Anishinaabe). We are proud to have them share about our peoples and our good ways with dogs. We hope that our communities can treat dogs well because we know that each of us can learn to have a good life with the dogs we meet and have in our families.

While each of the six thematic units has a different focus, all units explain how dogs have always been part of the life of First Nations People and how our relationship with dogs is changing. It tells how our feelings for dogs are important and how we can live with them safely and respectfully.



Throughout the program, teachers and students will find:

- Images of dogs in diverse First Nations traditions
- Teachings from Elders—both traditional and personal stories
- Role models who interact with dogs in a good way and share the knowledge they impart, as well as information about what they do with dogs and career information
- First Nations Arts examples that connect with the theme of “dog”
- History of our relations with dogs and their evolution
- Connections to issues that impact the wellbeing of dogs in some communities; for example, fear of dogs
- Stories and content about how to take care of dogs in good ways
- Fun activities such as puzzles and illustrated stories
- Opportunities for experiential learning, as well as different kinds of thinking: creative, critical and fact-based
- Activities suitable to teaching First Nations students based on the pedagogy of Culturally Responsive Aboriginal Education writings and theory
- Diverse voices



Medicine Wheels

Living in a Good Way with Dogs: Our Stories has been structured using relevant medicine wheel teachings. Though not all First Nations use medicine wheels traditionally, many do. These old teachings are relevant today and are frameworks that provide structure to the scaffolding of the knowledge gained through this program.

Medicine wheels are circles that have four shapes that go out from the center. Many First Nations have made medicine wheels for thousands of years. Some medicine wheels are made from stones in fields that are very old and still exist today.

There are many different medicine wheels that help teach us important ideas. *Medicine* is a word that means anything that is good for us, so this is why the wheels are about how to live in a good way.

The medicine wheel has four lines going out from the center and each section is for a direction:

- In the east, the sun rises each day.
- In the south, it is warmer.
- In the west, the sun sets.
- In the north, the winters are long.

Balance of Self Medicine Wheel: Spirit, Emotion, Physical, Intellect

This teaching was originally given to Marg Boyle by Grandmother Janice Longboat of Six Nations. It is used widely in the fields of indigenous education and therapy. Basically, we know that in order for a being to be truly healthy they must be in balance. The wheel is a circle that contains what we need to lead a good life. It is a core teaching for many First Nations and we know it is important that children learn through all directions.



Children need to be in balance in order to live well and take responsibility in a good way for others. All beings are equal to human and thus they also need this balance.

The Path of Life Medicine Wheel: Spring, Summer, Autumn, Winter

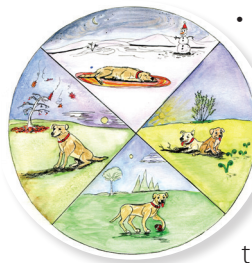
This medicine wheel was introduced to Marg by Métis artist Graham Thompson during a collaborative project done in the school system. Okanagan writer and educator, Jeanette Armstrong, also uses this wheel as a pedagogical framework for teaching about life. York DSB has used a similar eight-direction wheel for their curriculum development based on Ojibwe knowledge.

- **Spring** is the time of the baby and the toddler—Time of Nurturing—Time of Dependence on others.
- **Summer** is the time of adolescence—Time of Vision—Time of Questioning, Exploration and



finding the Path of Life.

- **Fall/Autumn** is the time of adulthood—Time of the Path—Time of using one's gifts to do good for self, family, community and the natural world as an adult. It is the time to raise children, be good aunts and uncles, to keep one's family well in a good way.



- **Winter** is the time of the Elder—time to share one's knowledge, to prepare for death, to watch over the children and ensure they are learning what they need to keep themselves, their families, their nations and the natural world well when they become adults.

We have related our instruction to both aspects of this wheel—the actual seasons and the times of life. For example, in some units, we place some emphasis on the life cycle of dogs, dogs in different seasons, and dogs that have worked with humans traditionally.

The Elements of Life—Physical Needs Medicine Wheel: Water, Fire (Sun), Earth, Air

We use this medicine wheel teaching to frame, in a culturally authentic way, the discussions about what dogs need to be physically healthy. They need all of these four directions, as do humans, to live in a good way.

The Seven Grandfather Teachings of the Anishinaabeg

The seven grandfather teachings of the Anishinaabeg also flow through the program: Respect, Love, Courage, Honesty, Humility, Wisdom and Truth. This is another frame that many educators have used. It is a traditional teaching that comes from the Ojibwe. It has been used by many educators working in indigenous education.

Program Components



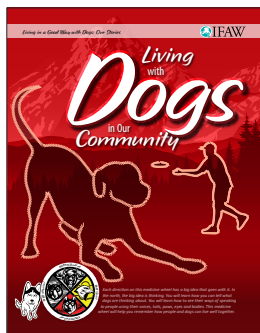
Here's one possible approach to teaching this program using all the components.

AND/OR



Distribute Student Activity Books

Student Activity Books include QR codes and links to audio recordings of Elder/Role Model stories and information; activities that encourage reflection on and response to the stories; fun puzzles and engaging visuals.



Listen to Audio Recordings of Elder/Role Model Stories

QR codes and links for the Elder/Role Model stories and information appear in the Student Activity Books and the Instructor Guides.



OR

Read Along with Elder & Role Model Cards

Elder/Role Model Story Cards are intended to be used as read-alongs with the audio recordings or when playing audio is not practical. Students can focus on a picture of the Elder or Role Model on one side of the card while the teacher reads the story or information on the back of the card.



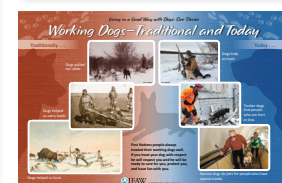
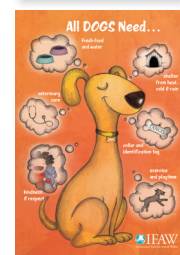
Review Instructor Guides

Instructor Guides are available for each unit. Cross-curricular activities and discussion questions encourage students to actively engage with the lessons they learn from the Elder and Role Model stories. The Instructor Guides are an **optional** tool for enhancing and extending the activities in the Student Activity Books.



Display Posters

Posters provide students with a visual reference for important concepts in each unit.



Share Your Voice!

We want to know what you and your students think about this program. We would be grateful for your insights and feedback:

ifaw.org/living-with-dogs-feedback

Download all materials online: www.ifaw.org/living-in-a-good-way-with-dogs