

What Our Dogs Need

Instructor Guide



Introduction

What Our Dogs Need is part of a program about dogs and First Nations. It is about how the First Peoples of North America have lived with dogs for a long time. 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 (Stó:lō, Ojibwe). We are proud to have them share about our peoples and our good ways with dogs. We hope that you will see that we, as First Nations, have had great respect for all living things, including 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.

This unit is focused on learning about what our dogs need to be healthy. It explains how dogs have always been part of the life of First Nations People and how our relationship with dogs is changing. 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

Before You Begin

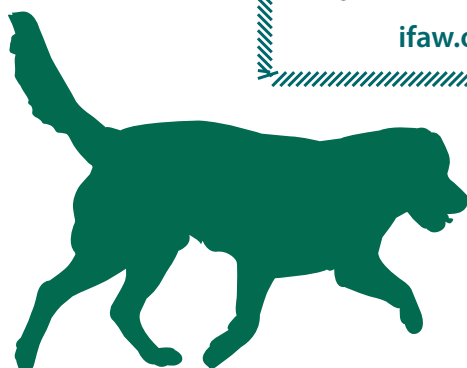
Organize Materials

- Print out the *What Our Dogs Need* Activity Books.
- Display *The Elements of Life—Physical Needs* poster and *All Dogs Need...* poster.
- Prepare to provide the Elder and role model stories.
 - You may play audio recordings for students to listen to using the QR codes or links found in this Instructor Guide and the Activity Book.
 - Alternatively, you may read the stories aloud from the Elder/Role Model Story Cards for Lee Maracle cards 1 and 2 and Stanford Owl (found at the end of this guide or online at: www.ifaw.org/living-with-dogs-elder-cards).
- Note: The audio recording of the story *Sky and Skittles™* provides a full version of the story.
- Choose the activities that you want to share and gather any necessary supplies.

After Teaching: 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



Introduce "What Our Dogs Need"

Warm-up: What You Need

Learning Target: to understand that every living thing needs food, shelter, water and warmth

Special Supplies: bottle or glass of water, a food item, a coat or blanket

Hold up the bottle of water. **Ask:** *What's this? Do you drink water? What about dogs? Do they need water?*

Hold up the food. **Ask:** *What about food? How often do you eat in a day? What happens if you don't? What about dogs? Do they need food?*

Ask: *What can I do if I'm cold?* Hold up the coat or blanket. **Ask:** *What about dogs? Do they need warmth sometimes?*

If time permits, discuss how you can connect this exercise to dogs in your community. For example, **ask:** *What might happen if a dog didn't have shelter? What if a dog didn't have food? (she/he would die)*



Activity Book cover



Introduce “What Our Dogs Need” (continued)

Activity Introduce Activity Book

Learning Target: to activate prior knowledge about dogs and introduce the medicine wheel

Hand out the *What Our Dogs Need* Activity Book. Read aloud the quote from Lee Maracle on the cover: “Our relations with dogs are changing and we need to learn new things in order to live well with them as pets.” Explain that students will hear Lee Maracle’s stories in this unit.

Discuss the medicine wheel shown on the cover. Explain that medicine wheels teach us about how we can follow a good life. *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.

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. Ask students if they have seen medicine wheels anywhere in the community.

Explain that there are many different medicine wheels that help teach us important ideas. The medicine wheel for this unit is used to help students **remember what people and dogs need to be healthy**.

Each section of the medicine wheel represents a different 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.

On the medicine wheel for this unit, each direction—east, south, west, and north—has an idea that goes with it: water, fire (warmth), earth (food, exercise), air (shelter from wind and weather).

Explain that the focus of this unit is that **people and dogs both need these things to be healthy**.



The Elements of Life—Physical Needs Medicine Wheel

Warm-up: What Dogs Need

Learning Target: to activate prior knowledge about dogs' needs

Read with students the introductory paragraph on Activity Book page 2.

Ask: What do you already know about taking care of a dog? Have students turn and talk to a partner about what they know about taking care of dogs.



Activity Book page 2

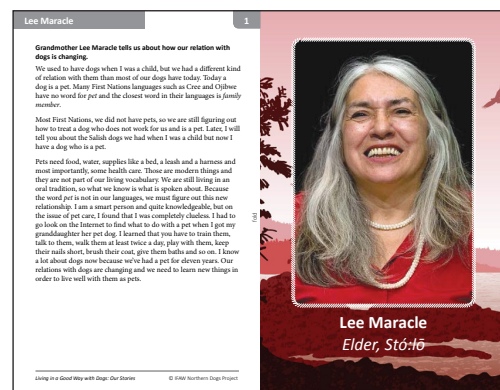
Elder Story Lee Maracle

Read Lee Maracle's biography on Activity Book page 2. **Say:** Now we're going to listen to Elder Lee Maracle as she tells us about how our relations with dogs are changing, as well as what she learned about what dogs need.

Play the audio recording of Lee Maracle's story using the QR code or link, or read the text aloud from Lee Maracle's Elder/Role Model Story Card 1. See Activity 1 below for a note-taking activity.



www.ifaw.org/maracle1



Lee Maracle Elder/Role Model Story Card 1

Activity 1 Listening and Note-taking

Learning Target: to listen to a story and understand what it takes to own a pet

Before playing the audio recording or reading the Elder/Role Model Story Card, hand out paper and pencils. Explain that as students listen to Lee Maracle, they will take notes about what they learn, such as: dogs need their nails clipped, dogs need play and dogs need to be walked.

After students are done listening and taking notes, invite them to share with a partner what they learned from listening to Lee Maracle's story.

Activity 2 Medicine Wheel Drawings

Learning Target: to show knowledge of physical needs for people and dogs

Read the directions for the medicine wheel activity on Activity Book page 2. Invite students to draw pictures for each section of the medicine wheel. After students draw their pictures, invite them to share them with the group.

Activity 3 Medicine Wheel Keyword

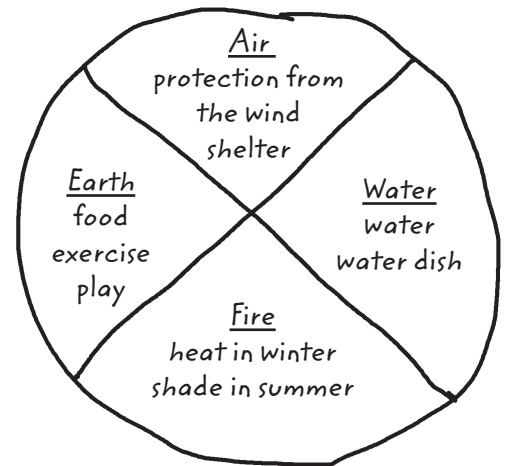
Learning Target: to show knowledge of a dog's needs

Special Supplies: images of things dogs need (for alternative activity)

Draw a large medicine wheel on the board or chart paper and label it like the one shown on Activity Book page 2.

Write a list of related key words and ideas on the board, such as: *water, water dish, food, shelter, play, exercise, shade in summer, heat in winter and protection from the wind*. Ask students where each word or idea belongs on the medicine wheel. As students respond, **ask:** *Why does that word belong there?* Write the words in the appropriate section of the medicine wheel.

Alternative activity: Ahead of time collect an image of each of the various things dogs need, based on the same keyword list above. Then call on individual or pairs of students to come up to the class medicine wheel and tape or glue one image or word onto the appropriate section of the wheel. Discuss with students why each image fits into the section they chose.



Sample medicine wheel

Local Knowledge: Thoughtful Walk

Learning Target: to reflect on learning from Elder story and medicine wheel

Ask students to observe the dogs in their community as they walk home. Offer ideas for them to consider, such as: Do the dogs have all the parts of the medicine wheel they need for a healthy life? What parts are being met? What parts are missing? Ask students to write down their observations when they get home, then bring their notes to class the next day.

Dogs Need Water and Warmth

Warm-up: Sharing Thoughtful Walk Observations

Learning Target: to share observations about dogs in the community

Invite students to share what they noticed about the dogs in their community on their walk home the previous day. **Ask:** *Did the dogs you saw have all the parts of the medicine wheel they need for a healthy life? What parts were being met? What parts were missing?*

Activity 1 Drinking Water

Learning Target: to understand the different states of water and drinkability

Special Supplies: ice cubes, glasses of water

Say: *The East section of the medicine wheel represents water. Water can be liquid (like what we drink) or it can be solid, like snow and ice.*

Hand out an ice cube to some students. Then ask them to try to “drink” it. **Ask:** *Is it easy to drink the ice? Would you be able to quench your thirst with just ice? How long would it take you?*

Then hand out a glass of water to some students. Ask them to drink it. **Say:** *It’s easy to drink the liquid water, isn’t it? Our dogs find it easier to drink water too. They can’t get enough water to quench their thirst when they try to drink snow or ice.*

Read aloud or guide students to read the section about water on Activity Book page 3. Reinforce the list of ways that students can know if a dog is thirsty.

Ask students to think about what they learned when they tried to “drink” an ice cube. **Say:** *We can drink water all year round—and we need to! Dogs need water all year round too, even when the ground is covered with snow and ice.*



Activity Book page 3

Activity 2 Matching Dogs' Coats

Learning Target: to identify the differences in dogs' coats

Read aloud or guide students to read the fire/warmth section of Activity Book page 3. **Say:** *South on the medicine wheel represents fire, or warmth.* Guide students to identify which dogs have warm coats (like winter coats) and which dogs have coats that aren't as warm (like T-shirts).

Have students draw lines to match the pictures of the dogs with the T-shirt or the coat on Activity Book page 3. **Answers** are from left to right: coat, coat, T-shirt, coat, T-shirt.

After students have completed the matching activity, guide them to understand why it's important to tell the difference in the dogs' coats. For example **ask:**

- What is the weather like in the winter where we live? (very cold)
- Would you like to go outside in a T-shirt when it is snowy outside? (no! brrrr!)
- What happens when a dog with short, T-shirt-like fur is left outside in winter? (he/she will be very cold)
- How would it feel to play in the snow with just a T-shirt on as a top? (not very comfortable, cold)
- What would you wear outside in the winter? (a warm coat)
- Why would you not go outside in the winter without a coat? (you could get sick from being very cold)
- Does the dog in the middle picture have a T-shirt kind of fur? (yes)
Is his hair too short for him to be put out in the cold? (yes)
- What kind of fur coat does the second dog have? (long fur, warm coat)
- When people get new pet dogs and bring them to our community, how can they choose a pet dog that will live well here? (choose one that has long/warm fur; if the dog has short fur, have a warm place for her or him to stay)



T-shirt or coat activity, Activity Book page 3

Activity 3 Made for the North!

Learning Target: to demonstrate how certain dogs were made for the north, while other dogs need our help

Special Supplies: bucket of water with ice cubes, mitten or glove, two waterproof bags

Say: Some dogs have a coat of insulating fur that helps them in the coldest of temperatures. Other dogs do not have this layer and need our help to keep warm!

Set up the following experiment:

- Fill a bucket with water and ice cubes, and place it on a table.
- Next to the bucket, set out a mitten or glove (or something that will provide a protective warm layer), and two plastic bags that are waterproof (such as those with zippered locks, or strong grocery bags).
- Call on a student and have him or her first put the mitten or glove on one hand. Then have them place a hand in each waterproof bag.
- Invite the student to put her/his bagged hands in the bucket of icy water.
- After a few moments, **ask:** Which hand feels warmer? Why? Which hand is better prepared for the cold?

Guide the class to make comparisons to dogs' fur. **Ask:** How might you compare the covering on each hand to a type of dog's fur? What would you do to help a dog whose fur was not made for the north?

Invite other students to try the experiment, as time allows.



Activity 3 supplies

Local Knowledge: Observing Our Dogs—Coats or T-shirts?

Learning Target: to learn more about different dogs' coats in the community

Ask students to look at the dogs in their community as they go to and from school and notice which dogs have "coats" and which have "T-shirt" fur. Encourage students to keep count of the number of dogs they see with each type of fur so they can be prepared to share what they observed during the next class.

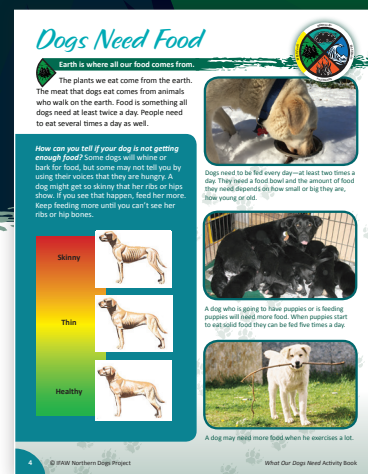


Dogs Need Food

Warm-up: Our Dogs' Fur—Coats or T-Shirts?

Learning Target: to share observations about dogs' coats

Invite students to talk about the dogs they saw on their way to and from school. **Ask:** How many T-shirts and how many coats did you see?



Activity Book page 4

Activity 1 How Much Food?

Learning Target: to understand that dogs need food, like people do

Say: We know a lot about dogs' coats, and what dogs need to keep warm. Food also helps keep dogs warm—it gives dogs energy to stay warm. We also know that dogs need healthy food. We will be thinking about the responsibilities we have to ensure that the dogs in our family, our community and our nation have enough food.

Read aloud or guide students to read Activity Book page 4. Then **say:** West on the medicine wheel represents earth. Where do the plants we eat come from? (the earth) Where does the meat a dog eats come from? (animals that walk on the earth) How often do dogs need to eat? (at least twice a day; some, like puppies, dogs who are going to have puppies or dogs who exercise a lot, need to eat more often)

Local Knowledge: What Does a Well-Fed Dog Look Like?

Learning Target: to identify if a dog is eating enough food

Ask students to look at the sidebar on Activity Book page 4. **Say:** The sidebar says, "How can you tell if your dog is not getting enough food?" Then it shows three pictures. Can you tell the difference in each dog? Ask students to think about the three pictures as they walk around their community and decide if the dogs they see seem skinny, thin or healthy. At a later time, you may choose to have students share their findings by having them tally the number of dogs they saw under the headings "skinny," "thin" and "healthy."

A Healthy Dog Starts with Healthy Food

Warm-up: Play Four Ways!

Learning Target: to remember what dogs need to stay healthy

Special Supplies: Four pylon cones or other type of marker, cards or sticky notes for labeling

Gather four pylon cones or some other type of marker. Label three of the markers with words to represent the three medicine wheel directions and ideas you have discussed so far as a class, such as: East/Water, South/Warmth and West/Food. Label the fourth marker North, since you haven't yet discussed shelter.

Take students to a large area where they can run around, such as the gym or a place outdoors. Place the markers in their proper medicine wheel/directional places.

Have all students stand in the middle of the four pylons with you. Tell them that they must follow your instructions.

Introduce students to one of the labels, such as West/Food. Connect the label to the real world. For example, you may **say:** *Dogs need healthy food to live.* Tell students that when you yell, "Food!" they need to run to that pylon. When you yell "Home!" they need to run back to you.

Continue playing until all labels have been introduced. Call out the labels so students have the opportunity to run several times in a circle around the markers. Call them "home" when the game is over.

Competitive Version

To make the game competitive, have the last student who reaches the correct marker area be "out." When students are "out," they need to stand in the middle with you. The last student in the game wins.

Cooperative Version

When students arrive at the correct marker, they should link arms into a circle. When all the students have linked arms, you will call out the next label/direction.



Activity Book page 5

Activity 1 Healthy Foods for Dogs

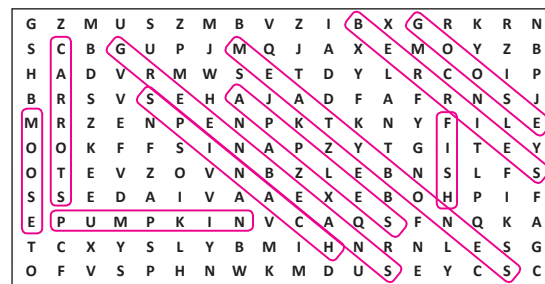
Learning Target: to build awareness of what is good for dogs to eat

Read aloud or have students read the top of Activity Book page 5, “A Healthy Dog Starts with Healthy Food.” Then discuss the types of foods the text said dogs can eat. **Ask:** *What kinds of dog foods can we find at the grocery store? (dry food, cans of soft food) What other kinds of foods did the text say dogs can eat? (country foods/wild meat, meaty bones, some fruits and vegetables, rice, oatmeal)* If any of the students have dogs at home, you may invite them to share what foods they feed their dogs.

Activity 2 “Foods Dogs Can Eat” Puzzle

Learning Target: to reinforce what is good for dogs to eat, and what we shouldn’t feed a dog

Direct students to the “Foods Dogs Can Eat” word search puzzle on Activity Book page 5. Point out the yellow sidebar labeled *Warning!* Tell students that *warning* means there is something they should pay extra attention to. In this case, the text tells them about three foods they should never feed a dog. Invite students to complete the puzzle, which includes words for foods that are good for dogs.



Foods Dogs Can Eat puzzle, Activity Book page 5

Local Knowledge: Dog Foods in the Community

Learning Target: to identify local sources of and types of dog foods

Ask students to interview neighbors and community members to learn what kinds of food are fed to dogs in the community. Do most people feed dogs food from the store, or from the land? Do some of the foods include fruits or vegetables?

Sky's Food Bank

Activity 1 Learn about Sky's Food Bank for Dogs and Cats

Learning Target: to reinforce understanding of healthy and unhealthy foods for dogs

Read aloud or have students read "Sky's Food Bank" and the biography of Sky Commanda on Activity Book page 6. Have students look at the picture of the food on the shelves. **Say:** Remember what we've learned about the kinds of food that are good for dogs to eat, and the foods that can make them sick? Circle the foods that are healthy for dogs and cross out the ones that aren't. You may look at Activity Book page 5 to help you.

Activity 2 A "Dogs' Needs Bank"

Learning Target: to identify creative ways to meet dogs' needs

Ask students to think back to the number of skinny or thin dogs they saw in their community. **Ask:** Do you think those dogs could benefit from a dog food bank like Sky's? After students respond, **say:** What if we went beyond just food, and thought of all of a dog's needs? Could a "dogs' needs bank" provide water, warmth, food and shelter?

Give each student a sheet of paper. Ask students to divide their paper into a chart with four sections, and label each section as one of the main needs of a dog—Water, Warmth, Food and Shelter. Then pair students and invite them to work together to come up with ideas for how to help dogs in your community. Tell them to write each idea in the appropriate section of their chart. To help students get started, **say:** I have an idea. I could collect old buckets to hand out for water dishes. I could write that in the "Water" section.

Local Knowledge: Sharing Ideas

Learning Target: to share ideas about meeting dogs' needs

Invite students to take their "meeting dogs' needs" charts home to share with family and friends. Encourage them to record ideas from others in the appropriate sections of the chart.



Activity Book page 6

<u>Water</u> collect old buckets for water dishes	<u>Warmth</u>
<u>Food</u>	<u>Shelter</u>

Sample "dogs' needs bank" chart

Sky and Skittles

Warm-up: Skittles as Food?

Learning Target: to activate prior knowledge about nutrition

Explain to students that they will read or listen to a story about Sky Commanda, and why she named her first dog Skittles. **Ask:**

- Have you ever tried Skittles candy? What does it taste like? Is it sweet? (answers will vary)
- Would you eat candy for dinner? Why not? (no, it is not very nutritious for a meal)
- Do you think dogs should eat candy? Why or why not? (no, it is not healthy for them)

Say: Sky tells us a story about making friends with a dog by sharing her Skittles with him. When she grows up, though, she knows that candy is not a healthy food for dogs, so she makes them nutritious treats.



Activity Book page 7

Role Model Story Sky Commanda's "Sky and Skittles"

While growing up, Sky Commanda (Ojibwe) moved around a lot and never had any pets. As an adult, she returned to Serpent River First Nation, got a dog and started helping to rescue animals.

Depending on the level of your students you may choose to read "Sky and Skittles" aloud while they follow along. Or you may divide students into pairs to take turns reading the panels, or have students read the story independently. You may also choose to play an audio recording of a longer version of "Sky and Skittles" using this QR code or link.



www.ifaw.org/commanda



Sky and Skittles

Activity 1 Respond to “Sky and Skittles”

Learning Target: to understand and make personal connections to the story

Discuss the story “Sky and Skittles” using questions such as:

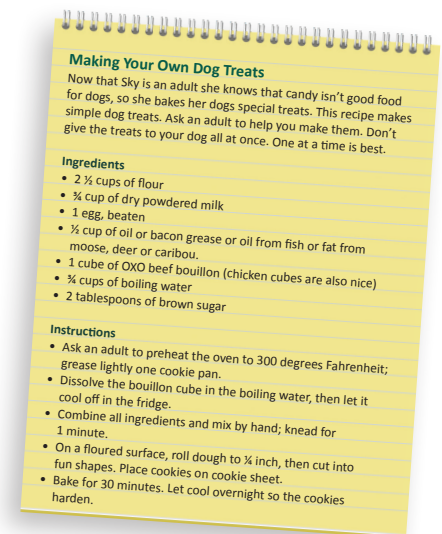
- Why were the dogs on Sky’s reserve going to different houses?
- What happened between Sky and Footz?
- What did the adults think happened between them?
- What did you like about Sky’s story?
- Did anything surprise you about the story?
- What did you think about how Sky came to name her dog?
- Do you have a story about how you named a dog?

Activity 2 Baking Healthy Dog Treats

Learning Target: to understand how to make nutritious dog treats for dogs

Special Supplies: recipe ingredients from Activity Book page 9—if you choose to bake

Read with students the recipe for healthy dog treats on Activity Book page 9. You could make these treats with the students if you have a kitchen available. Or you may encourage students to think about how they could make these treats at home. **Ask:** *If you didn’t have a specific ingredient, what could you substitute for it?* Point out that for the oil or fat ingredient, there are several things they could use. Remind students about the list of foods that are safe for a dog to eat, and those that should be avoided. Remind students that if they want to make these treats, they should do so with an adult to help them. Encourage them to share the treats with dogs!



Healthy dog treats recipe,
Activity Book page 9

Local Knowledge: Gathering Memories

Learning Target: to make connections to the “Sky and Skittles” story

Have students interview family members or community mentors about positive memories they have about dogs they knew in their childhood. Encourage students to ask specific questions about what those people fed the dogs, too.

Dogs Need Exercise

Warm-up: Animal Yoga Poses

Learning Target: to exhibit and understand a dog's natural playfulness

Introduce the idea that animals need to move. **Say:** Like us, animals like, and need, to move and play. Let's practice a few of their moves.

For younger students, simply show them **Worksheet: Animal Poses**.

For older students, have groups of two or three do an Internet search for one of the following animal yoga poses: snake/cobra, downward dog, child's pose, warrior, crow, cat pose, butterfly pose, crescent moon pose, crane pose, and dolphin pose.

Have each smaller group learn and practice their pose, then come back to the whole group and show how to create that pose. Make sure to have the group demonstrating the downward dog pose go last.

After students demonstrate the downward dog pose, **ask:** How do you think dogs feel when they are in this position? (playful, happy) Then show students a picture of a dog in this playful, hind-end-in-the-air pose. **Say:** This dog wants to have fun! In this position, he/she is ready: ready to learn and ready to play—and their favourite playmate is often a human!

Role Model Story Stanford Owl

Read aloud or have students read the introductory paragraph and Stanford Owl's biography on Activity Book page 10. Then **say:** Stanford Owl tells us about what he has learned about his job as an Animal Control Officer and about how dogs need exercise and play. Play the audio recording using the QR code or link, or read aloud the text from Stanford Owl's Elder/Role Model Story Card.



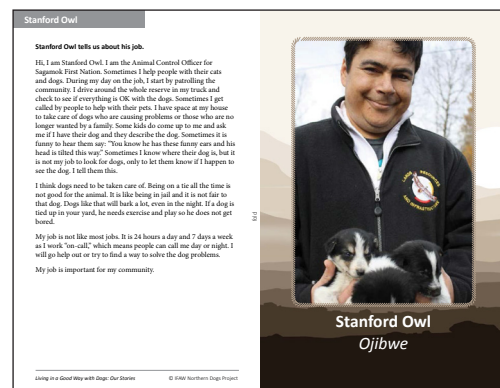
www.ifaw.org/owl



Activity Book page 10



Worksheet: Animal Poses, page 23 of this guide



Stanford Owl Elder/Role Model Story Card

Activity 1 Respond to Stanford Owl's Story/ Complete Puzzle

Learning Target: to understand dogs' need to exercise and play

Have a discussion about the importance of play and exercise, for people and dogs. For example, **ask:** *Do you like to play? Do you get exercise? How do you feel when you play?*

Ask students to picture what they would feel like if they were tied in the yard alone all day. **Ask:** *What would you do to let people know you didn't like this?*

Have students look at the photographs of the boy and his dog getting exercise together on Activity Book page 10. Invite them to find the seven differences between the two photos and circle them. Answers are shown upside down at the bottom of the page.

Activity 2 Exercising Dogs and Ourselves

Learning Target: to make connections between exercising ourselves and dogs

Have students think about active things they like to do. **Ask:** *Do you like to ride your bike? Go for a walk?* Then ask them what active things they could do with dogs.

Invite students to think about what members of their community like to do with dogs. For example, they might know someone whose dog follows along while they push a baby in a stroller or someone who takes a dog hunting.

Dogs Need Shelter

Warm-up: Play Four Ways!

Learning Target: to remember what dogs need to stay healthy

Special Supplies: Four pylon cones or other type of marker, cards or sticky notes for labeling

Play the Four Ways! game with students. See page 10 of this guide for game instructions. Before you begin the game, remind students that the North section of the medicine wheel is air, and read aloud the paragraph at the top Activity Book page 11.

For this Four Ways! game, label the markers with words to represent all four of the medicine wheel directions and ideas you have discussed as a class: East/Water, South/Warmth, West/Food and North/Shelter.

As you begin the game, introduce students to the Shelter label first. Connect the label to the real world, introducing the idea that dogs need shelter from the cold. For example, you may **say:** *Dogs need shelter to stay safe and dry.*

Continue playing until all labels have been re-introduced and students have had the opportunity to run several times around the markers.



Activity Book page 11

Activity 1 Researching Dog Homes

Learning Target: to use research to determine what shelters are best for dogs

Guide a discussion about shelter. For example, **ask:** *Where do wild animals go for shelter?* (dens or caves) *What weather do they go to escape from?* (the cold and the rain) *Why else do animals like dogs need shelter?* (they need a safe place to have their pups, somewhere that is home) *Is it okay for dogs to live outside?* (yes, if they have a warm, dry, safe place for shelter) *Is it okay for dogs to live inside?* (yes)

Activity 2 Help the Dogs Get to Their Homes

Learning Target: to reinforce knowledge about different types of dog shelter

Read aloud the instructions for the puzzle on Activity Book page 11, then invite students to complete the activity. Afterward, ask them to look at each dog and its shelter. Invite them to discuss with a partner why the shelters were appropriate for each dog. Make sure they notice the type of fur each dog has.



Puzzle, Activity Book page 11

Activity 3 The Science of Shelter

Learning Target: to demonstrate the importance of shelter from the wind

Special Supplies: electric fan, shoebox, water

Set up a fan up on a desk that students will be able to stand in front of. Cut a hole out of the side of the shoebox, just big enough for you to slip your hand inside. Place the shoebox in front of the fan.

Bring water into the classroom if you do not have a sink. Have a pair of students get both of their hands wet, then ask them stand in front of the fan. Invite one at a time to place one hand in the box while leaving the other hand out in front of the fan. **Ask:** Which hand feels cooler? Which hand doesn't feel cooler? Repeat with the second student, and other students as time permits.

Explain that the coolness they feel is because of evaporation. Guide them to understand that dogs who are wet or cold need shelter to keep them warm and protected from the elements, like wind.

Activity 4 Build a Doghouse!

Learning Target: to build a doghouse for a special dog in the community

You may want to take on the challenge of building a doghouse and give it to someone who needs a house for their dog.

Local Knowledge: Thoughtful Walk

Learning Target: to reflect on learning about dog shelters

Ask students to observe the dog homes in their community as they walk home. Offer ideas for them to consider, such as: Do the dogs they see all have shelter? What types of shelter do they see—doghouses, porches, shelter inside a house, or something else? What kind of coat does each dog have? Is each dog's coat and shelter enough to keep him or her warm and dry in winter?

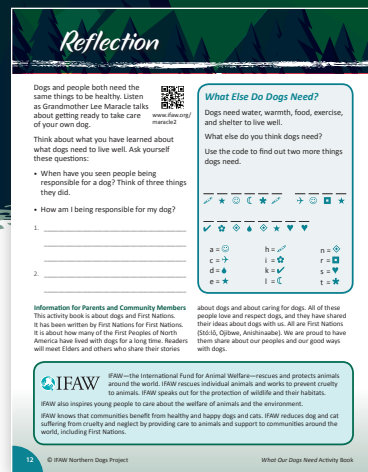
Reflection

Elder Story Lee Maracle

Elder Lee Maracle tells us about getting ready to take care of your own dog. Play the audio recording using the QR code or link, or read the text from Lee Maracle's Elder/Role Model Story Card 2 aloud.



www.ifaw.org/maracle2



Activity Book page 12

Activity 1 What Else Do Dogs Need?

Learning Target: to reinforce that dogs also need other things besides water, warmth, food and shelter

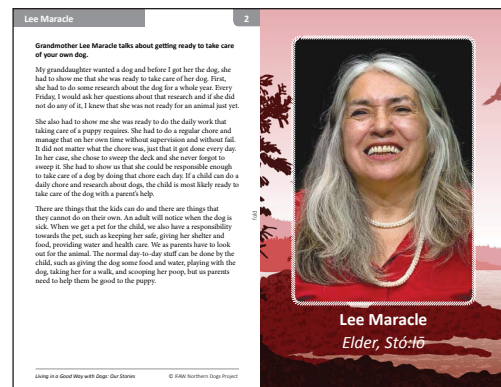
Invite students to complete the secret code activity on Activity Book page 12. Discuss the answers (health care, kindness) with them, then **ask:** What other things do dogs need? (possible answers: exercise, love, brushing, bathing, walking/exercise/play)

Activity 2 Reflection Questions

Learning Target: to reflect on how feelings towards dogs may have changed

Encourage students to reflect on these questions from Activity Book page 12. You may choose to have students do a Think/Pair/Share with these questions or they may write their responses.

- When have you seen people being responsible for a dog? Think of three things they did.
- How am I being responsible for my dog?



Lee Maracle Elder/Role Model Story Card 2

What Else Do Dogs Need?

Dogs need water, warmth, food, exercise, and shelter to live well.

What else do you think dogs need?

Use the code to find out two more things dogs need.



Secret code activity, Activity Book page 12

Unit Contributors

Elder

Lee Maracle (Stó:lō)

Ms. Maracle is the author of a number of critically acclaimed literary works including: *Sojourners and Sundogs* [collected work of a novel and short stories], *Polestar/Raincoast*, *Ravensong* [novel], *Bobbi Lee* [autobiographical novel], *Daughters Are Forever* [novel], *Will's Garden* [young adult novel], *Bent Box* [poetry], *I Am Woman* [creative non-fiction], *Celia's Song* [novel], and *Memory Serves and other Essays* [creative nonfiction], and is the co-editor of a number of anthologies including the award-winning publication, *My Home As I Remember* [anthology] Natural Heritage books. She is also co-editor and contributor of *Telling It: Women and Language across Culture* [conference proceedings]. She is published in anthologies and scholarly journals worldwide. Ms. Maracle was born in North Vancouver and is a member of the Stó:lō nation. The mother of four and grandmother of seven, Maracle is currently an instructor at the University of Toronto. She is also the Traditional Teacher for First Nation's House and instructor with the Centre for Indigenous Theatre and the S.A.G.E. [Support for Aboriginal Graduate Education] as well as the Banff Centre for the Arts writing instructor. In 2009, Maracle received an Honorary Doctor of Letters from St. Thomas University. Maracle recently received the Queen's Diamond Jubilee Medal for her work promoting writing among Aboriginal Youth. Maracle has served as Distinguished Visiting Scholar at the University of Toronto, University of Waterloo, and the University of Western Washington.

Role Models

Stanford Owl (Ojibwe)

Stanford Owl is the Animal Control Officer at Sagamok Anishnawbek First Nation. SAFN is an Ojibwe community located on the north shore of Georgian Bay Lake Huron, Ontario. The community is populated by 2500 members with a 1200 on-reserve population. There are 365 homes with a pet population of 260. Stanford Owl is a member of the Sagamok Anishnawbek First Nation and resides locally with his family. He is married to his lifelong friend Patty Ann and has three beautiful children. Stanford is also a grandpa and lives a holistic lifestyle as a hunter and fisherman. He enjoys spending his time within the community providing health and wellness programs with an animal rescue foundation and IFAW. Stanford was contracted by chief and council to explore animal control, to implement a dog control bylaw and to communicate responsible pet ownership to community members.

Some of the initiatives that occur in the community are re-homing of unwanted animals and pets, vaccination and wellness clinics and community outreach. Stanford also has a pet food distribution service as needed. There are many community members interested in spay and neuter programming in which pets are taken out of the community to London to be treated by IFAW. With management of the dog and cat registry, Stanford reports to chief and council and provides regular updates to the community. The community is progressive and recognizes the need to manage pets in a healthy and safe manner. Further implementation tasks are to have all dogs registered and tagged with vaccinations against rabies and to control the overpopulation of dogs and cats. Sagamok Anishnawbek has supported the animal control operations for the last five years. Miigwetch to our leadership for recognition of the need.

Sky Commanda (Ojibwe)

Sky Commanda grew up in Northern Ontario. She and her family moved around a lot when she was a child, and she never had any pets. After she grew up she continued to move around a lot and has lived in Ontario, Alberta and British Columbia taking her cat with her. Sky came back home to Serpent River First Nation to live and it was then that she decided to get a dog. That's when she started helping to rescue animals.



IFAW IFAW—the International Fund for Animal Welfare—rescues and protects animals around the world. IFAW rescues individual animals and works to prevent cruelty to animals. IFAW speaks out for the protection of wildlife and their habitats.

IFAW also inspires young people to care about the welfare of animals and the environment.

IFAW knows that communities benefit from healthy and happy dogs and cats. IFAW reduces dog and cat suffering from cruelty and neglect by providing care to animals and support to communities around the world, including First Nations.

Worksheet: **Animal Poses**

Butterfly pose



Dog pose



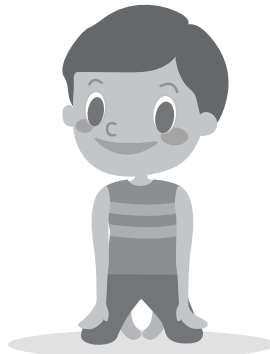
Giraffe pose



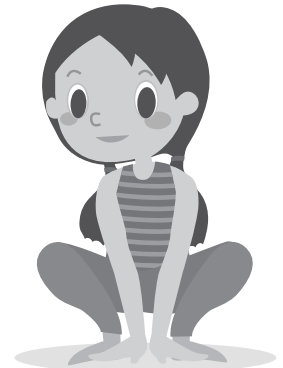
Snake pose



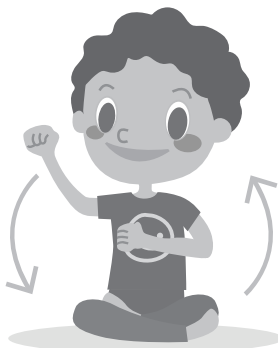
Lion pose



Frog pose



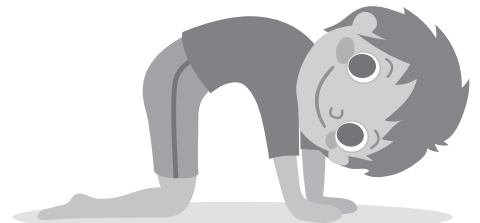
Monkey pose



Turtle pose



Cat pose



Grandmother Lee Maracle tells us about how our relation with dogs is changing.

We used to have dogs when I was a child, but we had a different kind of relation with them than most of our dogs have today. Today a dog is a pet. Many First Nations languages such as Cree and Ojibwe have no word for *pet* and the closest word in their languages is *family member*.

Most First Nations, we did not have pets, so we are still figuring out how to treat a dog who does not work for us and is a pet. Later, I will tell you about the Salish dogs we had when I was a child but now I have a dog who is a pet.

Pets need food, water, supplies like a bed, a leash and a harness and most importantly, some health care. Those are modern things and they are not part of our living vocabulary. We are still living in an oral tradition, so what we know is what is spoken about. Because the word *pet* is not in our languages, we must figure out this new relationship. I am a smart person and quite knowledgeable, but on the issue of pet care, I found that I was completely clueless. I had to go look on the Internet to find what to do with a pet when I got my granddaughter her pet dog. I learned that you have to train them, talk to them, walk them at least twice a day, play with them, keep their nails short, brush their coat, give them baths and so on. I know a lot about dogs now because we've had a pet for eleven years. Our relations with dogs are changing and we need to learn new things in order to live well with them as pets.

p101



Lee Maracle
Elder, Stó:lō

Grandmother Lee Maracle talks about getting ready to take care of your own dog.

My granddaughter wanted a dog and before I got her the dog, she had to show me that she was ready to take care of her dog. First, she had to do some research about the dog for a whole year. Every Friday, I would ask her questions about that research and if she did not do any of it, I knew that she was not ready for an animal just yet.

She also had to show me she was ready to do the daily work that taking care of a puppy requires. She had to do a regular chore and manage that on her own time without supervision and without fail. It did not matter what the chore was, just that it got done every day. In her case, she chose to sweep the deck and she never forgot to sweep it. She had to show us that she could be responsible enough to take care of a dog by doing that chore each day. If a child can do a daily chore and research about dogs, the child is most likely ready to take care of the dog with a parent's help.

There are things that the kids can do and there are things that they cannot do on their own. An adult will notice when the dog is sick. When we get a pet for the child, we also have a responsibility towards the pet, such as keeping her safe, giving her shelter and food, providing water and health care. We as parents have to look out for the animal. The normal day-to-day stuff can be done by the child, such as giving the dog some food and water, playing with the dog, taking her for a walk, and scooping her poop, but us parents need to help them be good to the puppy.

lolo



Lee Maracle
Elder, Stó:lō

Stanford Owl tells us about his job.

Hi, I am Stanford Owl. I am the Animal Control Officer for Sagamok First Nation. Sometimes I help people with their cats and dogs. During my day on the job, I start by patrolling the community. I drive around the whole reserve in my truck and check to see if everything is OK with the dogs. Sometimes I get called by people to help with their pets. I have space at my house to take care of dogs who are causing problems or those who are no longer wanted by a family. Some kids do come up to me and ask me if I have their dog and they describe the dog. Sometimes it is funny to hear them say: "You know he has these funny ears and his head is tilted this way." Sometimes I know where their dog is, but it is not my job to look for dogs, only to let them know if I happen to see the dog. I tell them this.

I think dogs need to be taken care of. Being on a tie all the time is not good for the animal. It is like being in jail and it is not fair to that dog. Dogs like that will bark a lot, even in the night. If a dog is tied up in your yard, he needs exercise and play so he does not get bored.

My job is not like most jobs. It is 24 hours a day and 7 days a week as I work "on-call," which means people can call me day or night. I will go help out or try to find a way to solve the dog problems.

My job is important for my community.

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Stanford Owl
Ojibwe