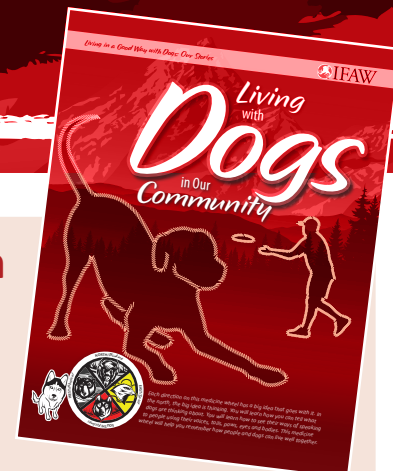


# Living with Dogs in Our Community

## Instructor Guide



### Introduction

*Living with Dogs in Our Community* 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, Anishinaabe). 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 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

### Before You Begin

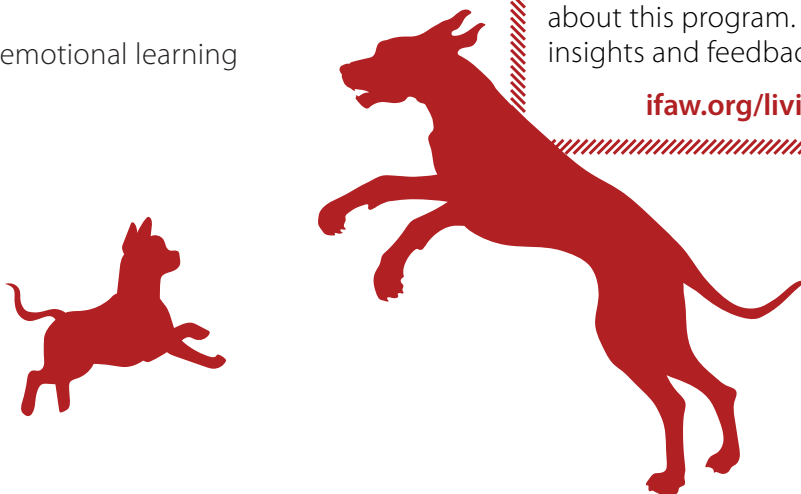
#### Organize Materials

- Print out the *Living with Dogs in Our Community* Activity Books.
- Display the *Balance of Self* medicine wheel poster and *What Are Our Dogs Saying?* poster.
- Prepare to provide the Elder and role model stories.
  - You may play audio recordings for students to listen to using QR codes or links found in this Instructor Guide and the Activity Book.
  - Or you may read from the Elder/Role Model Story Cards for Lee Maracle cards 2 and 3, Stanford Owl, Captain George Leonard card 2 (found at the end of this guide or online at: [www.ifaw.org/living-with-dogs-elder-cards](http://www.ifaw.org/living-with-dogs-elder-cards)).
- Prepare to play recordings of the sounds dogs make using the QR codes or links on pages 6–7 of this Instructor Guide or Activity Book page 3.
- 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](http://ifaw.org/living-with-dogs-feedback)



# Introduce “Living with Dogs in Our Community”

## Warm-up: Play Four Ways!

**Learning Target:** to build background about thinking, the big idea for North on the medicine wheel

**Special Supplies:** four pylon cones or some other type of marker

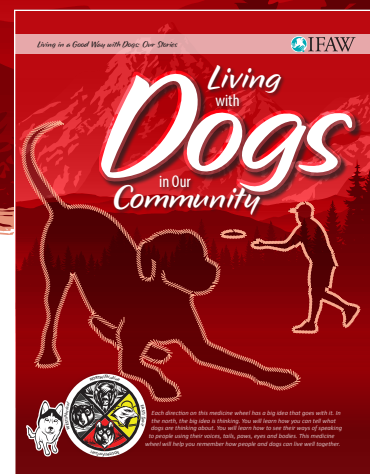
Explain to students that the unit they are about to work on will focus on the big idea of thinking, which is North on a medicine wheel. **Say:** *We will learn how we can tell what dogs are thinking by what they are telling us. We learn how to see their ways of speaking to us using their voices, tails, paws, eyes and bodies.*

Label the markers with the directions North, South, East and West to represent the four parts of the medicine wheel. Clear your classroom or 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, and tell them that this is “Home.” Then tell students that they must follow your instructions. For example, tell students that when you yell a direction, such as “South!” they need to run to that pylon.

Play a few rounds using the words North, South, East and West. Then replace the North label with “Thinking.” Remind students that they will learn how to tell what dogs are thinking by reading their body language.

Continue playing until all students have had the opportunity to run around the markers/directions several times. When the game is over, yell “Home!” and have them return to the center. Then **ask:** *What are the directions on the medicine wheel that we will be learning about? (east, south, west and north) What big idea is associated with North? (thinking)*



Activity Book cover

## Introduce “Living with Dogs in Our Community” (continued)

### Activity Introduce Activity Book

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

Hand out the *Living with Dogs in Our Community* Activity Book.

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 how people and dogs can live well together**.

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, each direction—east, south, west, and north—has an idea that goes with it: spirit, feelings, physical and thinking.

Remind students that this unit focuses on **thinking**. Then read aloud the text next to the medicine wheel on the cover. **Say:** *We read here that we will learn how we can tell what dogs are thinking about. We will learn dogs’ ways of telling us what they are thinking using their voices, tails, mouths, fur, eyes and bodies.*



# Dogs Have Always Lived with Us

## Warm-up: A Tradition of Respect

**Learning Target:** to understand the tradition of respect for dogs in the community

Read with students the first two paragraphs on Activity Book page 2. Also read the biography about Lee Maracle. Discuss the concepts of respect and caring. **Ask:** Are there people who you respect? That you care about? Are there dogs who you respect or care about?

## Elder Story: Lee Maracle

**Say:** Let's listen as Elder Lee Maracle tells us about the respect she had for her dad's dog. Then play the audio recording of Lee Maracle's story using the QR code or link, or read aloud the text from the bottom of Lee Maracle's Elder/Role Model Story Card 3.



[www.ifaw.org/maracle4](http://www.ifaw.org/maracle4)

## Activity 1 Think/Pair/Share

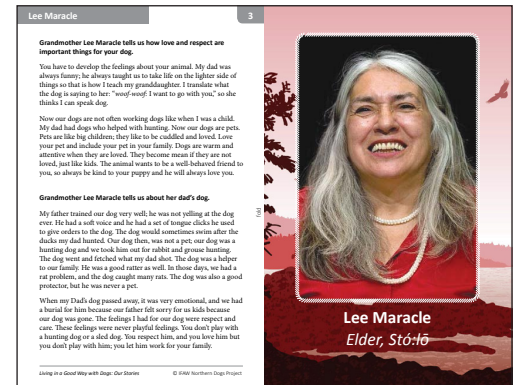
**Learning Target:** to make connections to Elder story about respecting dogs

After students are done listening to Lee Maracle's story, pair students and have them list and/or draw some of the things she said. Invite students to compare lists with their partners, and then the whole class. If necessary, guide students with the following questions:

- What kind of voice and sounds did Lee Maracle's dad use with his dog? (a soft voice and tongue clicks)
- How did her dad's dog help her family? (he helped with hunting, controlling rats, protection)
- What kinds of feelings did she have for the dog? (respect, care, and love)



Activity Book page 2



Lee Maracle Elder/Role Model Story Card 3



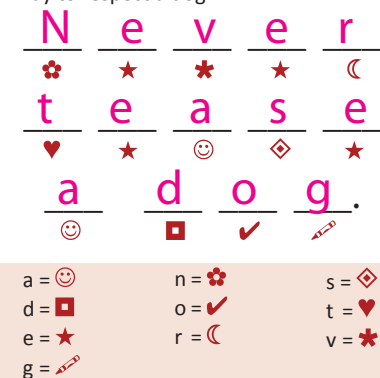
### Activity 2 How Can We Show Dogs Respect?

**Learning Target:** to identify how a dog's need for respect is like our need for respect

Read aloud or guide students to read the text in "How Can We Show Dogs Respect?" on Activity Book page 2. Then invite students to look at the pictures, and read aloud the captions. **Ask:** How does taking care of a dog show respect? How does playing nicely show respect? Are there times when you want to be left alone? Do you like to be bothered when you're sleeping, or when you feel sick?

Invite students to complete the secret code puzzle on Activity Book page 2 to find out another way to respect a dog. Discuss the answer (never tease a dog) with them. Talk about some examples of teasing a dog (taunting a dog who is tied up, throwing sticks at him/her, running or yelling at him/her). Then **ask:** Do you like to be teased? How would a dog feel to be teased? Why do you think we should never tease a dog?

Use the secret code to find out another way to respect a dog.



Decoding puzzle, Activity Book page 2

### Local Knowledge: Showing Respect to Our Dogs

**Learning Target:** to reinforce learning about the tradition of respect for dogs in the community

Ask students to talk to a family or trusted community member about what they learned about ways to respect dogs and why it is important. Encourage students to think about a dog they know and talk to the family/trusted community member about one way the student will show respect to the dog.

# Dogs Tell Us What They Are Thinking

## Warm-up: Animal Yoga Poses

**Learning Target:** to understand how dogs use their bodies to communicate

Print out **Worksheet: Animal Poses**. Divide students in groups of two or three and assign one pose to each small group. 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 dog pose go last. Then **ask:** *How do you think dogs feel when they are in this position?* (playful, happy)

Then show students a picture of a dog in a 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!* Introduce the idea that animals use their bodies, as they do in the “play” position, to tell us things. **Say:** *Our animal yoga poses remind us that animals use their body to communicate. Also, remember that a healthy body gives us a healthy mind, which in turn helps us to think.*

If students seem to be enjoying the yoga poses, teach them the yoga moves of Sun Salutation. You may choose to use this link or one that you find: <https://www.youtube.com/watch?v=dpMwFqLmNrQ&feature=youtu.be>

Then **say:** *Sun Salutation is an expression of thanks for the day. How did it make you feel? What were you thinking while practicing it? Why do you think the dog pose is a part of this yoga exercise? How do you think a dog feels when he does this pose?*



Activity Book page 3



Worksheet: Animal Poses, page 22 of this guide

## Activity 1 Ways Dogs Communicate with Us

**Learning Target:** to identify ways dogs can tell us what they are thinking

Invite students to look at the picture of the dog at the top of Activity Book page 3. Then read the text in the thought bubble above the dog's head. **Say:** *With this pose, the dog is saying "Let's play!"* Ask students to raise their hand if they have seen a dog from the community in this “let's play” or “play bow” position, and if they have ever played with the dog who is play bowing. **Ask:** *Have you seen dogs play bow to each other?*

Next remind students of the “dog” pose they practiced in the warm-up exercise, and ask them if it's similar to the pose they see the dog in the picture doing. Then read the accompanying text and caption aloud. Use the QR code or link and invite students to listen to the sound the dog is making as she does a play bow.



[www.ifaw.org/dog-bark](http://www.ifaw.org/dog-bark)

## Dogs Tell Us What They Are Thinking (continued)

### Activity 1: Ways Dogs Communicate with Us (continued)

Now read aloud with students the text, thought bubbles and labels at the bottom of Activity Book page 3. Pause after reading the label and thought bubble for each picture, and invite students to raise their hand if they have seen a dog communicating like the dog in the picture. For example, for the first picture, **ask:** *Who has seen a dog wagging his or her tail, saying "Let's be friends"?* For the second picture, **ask:** *Who has seen a dog tucking his or her tail, saying "I'm nervous"?*

After reading the text aloud, use the QR code or link and invite students to listen to the sound the dog is making as she has her ears back and teeth showing. Remind students that this sound does not mean that she is bad or mean. **Say:** *She is just asking others to stay back. When she does this, we need to respect her and do what she is asking.* Then **ask** students: *Have you ever wanted to be left alone? What did you say or do to let others know this? When might a dog tell you to leave her alone?*



[www.ifaw.org/  
dog-growl](http://www.ifaw.org/dog-growl)

### Activity 2 Play Charades!

**Learning Target:** *to gain a deeper understanding of how dogs communicate without words*

**Special Supplies:** note cards, marker

Print these words on note cards: *playful, happy, alert, nervous, protective* and *sad*. Divide students into groups of two or three, and give each group a word card. Invite student groups to come up with an action or actions to show their word. Then have groups take turns acting their word out for the class. Encourage those that are acting to stay silent as they act out their word. After all the students act out their words, **ask:** *Was it difficult to understand what the students were trying to tell you? What were some clues that helped you understand them?* Students may mention facial expressions, the way the students used their bodies, or how they used their arms, etc. Point out that sometimes it is difficult to tell others what you're thinking without words. **Say:** *We don't speak the same language as dogs do. Imagine how hard it is for dogs to tell us what they are thinking.*



Charades word cards  
(made by instructor)

### Local Knowledge: What Are Our Dogs Saying?

**Learning Target:** *to reflect on learning about how dogs communicate*

Ask students to observe the dogs in their community as they walk home, or at their home. Ask them to look for ways that the dogs are communicating what they are thinking. Offer ideas for them to look for, such as: play bow, wagging tail, tucked tail, up high tail, growling, and a relaxed open mouth or "doggy smile." Ask students to write down or draw pictures of their observations when they get home, then bring their notes or drawings to class the next day.

# What Am I Saying?

## Warm-up: Share Observations with Others

**Learning Target:** to share observations about ways dogs in the community communicate

Invite students to share what they learned about dogs in the community on their observation walk (from the previous lesson's Local Knowledge activity). Encourage students to share their notes or drawings with the class. **Ask:** Did anyone see a dog wag his or her tail? Did anyone see a dog play bow? Did anyone see a dog growl? Then **say:** These are all ways that dogs tell us what they are thinking. Did you see a dog do something that you didn't understand? What was it?



Activity Book page 4

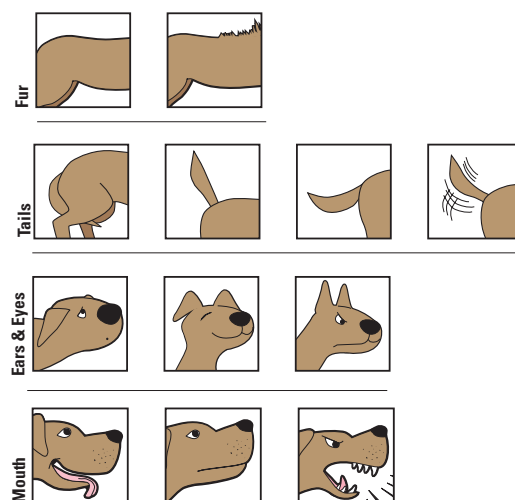
## Activity 1 When Is It Safe to Approach a Dog?

**Learning Target:** to identify when it is safe to go near a dog, and when it is safer to stay away

**Say:** We are going to learn more about how dogs use some body parts to communicate with us. Have students look at the four sets of drawings at the top of Activity Book page 4. Choose a few of the pictures, and ask students to guess what the dog is communicating through how he holds his ears, his tail, the fur on his back or his mouth.

Read the directions from the top of page 4 aloud with students, and then invite them to complete the exercise with a partner. Encourage partners to discuss the differences in the dogs' body parts.

When they have finished, ask partners to share their answers and thoughts with the whole group. Guide a discussion by directing the group's attention to each picture and asking students to tell what the dog is communicating. For example, **ask:** What is the dog's fur in the first picture telling us? What about the dog's fur in the second picture?



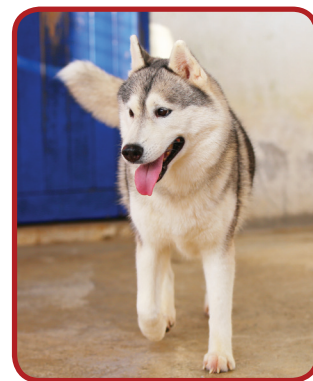
What Am I Saying drawings,  
Activity Book page 4

### Activity 2 Putting It All Together

**Learning Target:** to reinforce how dogs communicate, and when a dog is safe to go near

Direct students' attention to the two photographs of dogs at the bottom of Activity Book page 4. Read the instructions aloud, then invite students to complete the activity.

When students are done, ask several to share what they wrote in the thought bubble for each photo, and whether they marked it with a checkmark or an X. **Ask:** *What is the dog in the first picture doing to let us know what he's thinking?* (his teeth are showing and he is growling, his fur looks like it's up, his body looks tense) *What is the dog in the second picture doing to let us know what he's thinking?* (his mouth is open and his tongue is showing in a "doggy smile," his ears are forward, his tail and body look relaxed)



### Activity 3 Learning to Speak "Dog"

**Learning Target:** to apply learning about a dog's way of communicating

**Say:** *When you can look at a dog's fur, tail, ears, eyes, mouth, and body, and know what he is trying to tell you, you have learned to speak dog language.*

Divide the group into pairs. Tell students that one partner is going to play the dog. The student playing the dog should think of something he or she wants to say or something he or she wants or needs. The "dog" should not tell the other partner what he or she is thinking of. The student then acts out what he or she is thinking by using "dog" language. The other partner must try to guess what the "dog" is saying. Repeat so that each partner has a chance to play the dog.

**Ask:** *How difficult was it to understand what the "dog" was telling you? If you were the "dog," how difficult was it to make your partner understand what you were saying? What were some things the "dog" did to help you figure out what she was saying? Was everyone able to speak "dog"? After students respond, **say:** Sometimes we don't understand what a dog is saying— that's OK. But if that is the case, it's best to leave the dog alone.*



### Local Knowledge: Community Dog Speak

**Learning Target:** to reinforce how dogs in the community look when they are telling us something

If you can see dogs outside, have students come together and look out the window. Point out a particular dog and **ask:** *What is that dog saying? How can you tell? What's her tail doing? Her ears? What is the other dog saying back?* Have students choose a different dog and explain what that dog is saying. Look at several dogs together. If there is a puppy, talk about what the puppy is saying.

If there are no dogs to see, have a community walk about. Walk around the community for a while, and talk about what students see dogs saying to them or to other dogs. Or have students take pictures of the dogs they see. Encourage them to capture pictures of the dogs letting them know what they are thinking (wagging tail, fur up, ears forward, baring teeth, showing their tongue in a smile, etc.).

After the walk, download the pictures and print them out, zooming in on specific body parts—those learned from Activity Book page 4. (fur, tails, ears/eyes, mouth/tongue/teeth) Put them in a notebook that students can take home in turns and share with their family.

# Dogs Live with Us in Different Ways

## Warm-up: Dogs Need to Move

**Learning Target:** to understand that all dogs need exercise and movement

Read with students the text on Activity Book page 5. Also read the biography about Stanford Owl. Discuss briefly using the following questions:

- What are some of the ways dogs live with us? (some roam freely, others live inside a house, some live behind a fence or tied up)
- What kinds of exercise do dogs like? (walking or running, running after bikes, following you to school, chasing sticks or birds, following their nose and exploring)
- What might happen if a dog is always tied and alone? (he/she would get bored, bark, lonely, frustrated, sad)

## Role Model Story: Stanford Owl

**Say:** Let's listen as Stanford Owl tells us about his job as an Animal Control Officer and about how dogs need exercise and play. Then 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](http://www.ifaw.org/owl)

## Activity 1 Understanding a Dog's Feelings

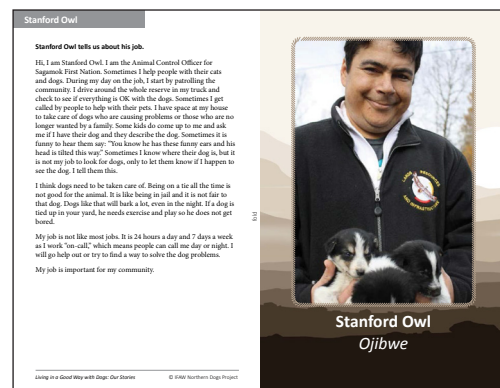
**Learning Target:** to build background about what a dog's body language tells us about their feelings

Invite students to look at the two photos of dogs at the bottom of Activity Book page 5. Guide students to notice details about the dogs—for example, that one dog is chained up and not moving; and that the other dog is not chained up and has a bottle that she might be using for a toy. Encourage students to think about each dog's body language. (For example, the dog on the right looks like she is wagging her tail.) Then encourage students to think about each dog's feelings. **Say:** Dogs and people have many of the same feelings. How can dogs communicate their feelings to us? (They use their bodies to show us how they are feeling.)

(continued on next page)



Activity Book page 5



Stanford Owl Elder/Role Model Story Card

### **Activity 1: Understanding a Dog's Feelings (continued)**

Read aloud the questions underneath each photo, and invite students to complete the activity. Encourage them to think about what they learned from Stanford Owl. You may have them share their thoughts with a partner or with the whole class. Lead a discussion with the following questions:

- *How did you think the first dog was feeling? What were some of the things that made you think that?*
- *How did you think the second dog was feeling? What were some of the things that made you think that?*

### **Activity 2 Make a Flyer/Poster**

**Learning Target:** *to create awareness for a dog's need to exercise*

Invite students to make a poster or a flyer, asking people to think about whether their dog is able to get exercise daily. Have students suggest ways that people can exercise their dog.

### **Local Knowledge: Observation Walk**

**Learning Target:** *to reflect on learning about dogs and exercise*

Ask students to observe the dogs in their community as they walk home, or at their home. Ask them to look for dogs who can exercise and those who cannot exercise. Offer ideas for students to look for, such as: Is the dog playing with a toy? Is he or she running or walking? If a dog is tied, does he or she look bored? Is he or she making noise to let people know how she is feeling? Are the dogs communicating what they are thinking and feeling in other ways? Ask students to take photographs of the dogs if possible, and to write down or draw pictures of their observations when they get home. Ask students to bring their photos, notes and/or drawings to share in class the next day.

# Good Relations with Dogs You Do Not Know

## Warm-up: Share Observations with Others

**Learning Target:** to share observations about dogs in the community and exercise

Invite students to share what they learned about dogs in the community and exercise on their observation walk (from the previous lesson's Local Knowledge activity). Encourage students to share their photos, notes or drawings with a partner or the class as a whole. To get the discussion going, **ask:** *Did anyone see a dog running or walking? Did anyone see a dog playing with a toy? Did anyone see a dog tied up? Were the dogs communicating what they were thinking and feeling? How?*

## Role Model Story: Captain George Leonard

Read with students the introductory paragraph on Activity Book page 6. Also read the biography about Captain George Leonard. Then explain that Captain Leonard will tell about approaching dogs we do not know. Play the audio recording using the QR code or link, or read the story aloud from Captain Leonard's Elder/Role Model Story Card 2.



[www.ifaw.org/leonard2](http://www.ifaw.org/leonard2)

## Activity 1 Group Sharing

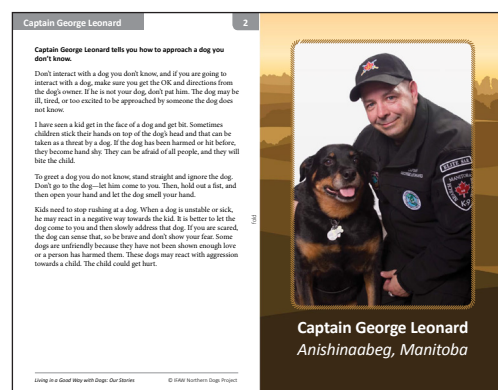
**Learning Target:** to make connections to role model story about approaching dogs we don't know

After students are done listening to Captain George Leonard's story, read the section "Meeting Dogs." Then talk about the following questions as a group:

- *How should you move around a dog?* (slowly; don't rush at a dog; don't show fear)
- *Why is it important to look at what a dog is doing before approaching the dog?* (she might be guarding food or puppies, she might be bored/frustrated with being tied she might be looking for food)
- *Why should you not pat a dog you don't know?* (some dogs might be too ill, tired, or too excited; some might be hand-shy)
- *What do dogs sometimes think when you pat them on the head?* (you are threatening them)
- *Why should you stand still if a dog rushes up to you?* (if you run the dog will chase you)



Activity Book page 6



Captain Leonard Elder/Role Model Story Card 2

### Activity 1: Group Sharing (continued)

**Say:** *You will meet dogs in different situations. Sometimes you'll see a dog who is tied. Sometimes you'll see dogs who are roaming. Sometimes you'll see a single dog who looks friendly. You will make different choices about what to do depending on the dog and the situation.* Explain to students that Captain George Leonard tells the steps to safely approach a dog who is on his own.

If time permits, demonstrate for students the following: how to stand straight and tall when a dog approaches them (instead of running away), holding out a fist for a dog to smell, and moving slowly. Then have student pairs practice with one another, with one first being the dog and their partner being the person, demonstrating how to do each movement. Then have partners switch. After students practice meeting a dog, talk with them about what they would do if more than one dog approached them.

### Activity 2 To Meet or Not?

**Learning Target:** *to review when to approach a dog*

Direct students' attention to the three photos at the bottom of Activity Book page 6. Read the directions aloud, then invite student pairs to complete the exercise. Encourage them to refer to the text in "Meeting Dogs" to help them with their responses. (Note: answers are: 1. a, 2. a, 3. b, 4. b, 5. b, 6. a.)

When they are done, discuss answers with the whole group. For each answer, make sure that students understand the body language in the photos. For example, **ask:** *What makes us think the dog in the first picture is happy?* (she is wagging her tail) *Even though she is happy, why should we let her sniff us first?* (Captain George Leonard said not to pat the head of a dog you do not know; he also told us to let a dog sniff our fist and hand first)





### Local Knowledge: Take the Right Steps Poster

**Learning Target:** to help others learn how to meet a dog they don't know

Ask students to work with a friend to create a “Take the Right Steps” poster or video—creating their own drawings and/or steps and using their own words to teach other people when and how to approach a dog they don't know or what to do if a dog they don't know approaches them. Remind students that dogs might be scared, lonely or hungry. Encourage them to add their knowledge about how to “read” a dog's fur, mouth, tail and ears and eyes. Invite students to share their poster and/or video with a friend or family member, and see if they have information to share.

# Treating Our Dogs Well

## Warm-up: Treating Dogs Well

**Learning Target:** to understand how to treat dogs well

Read aloud or guide students to read the text on Activity Book page 7. Also read the caption under the photograph. Ask students to raise their hand if they have seen or met a veterinarian. Ask those that raised their hand where they met the veterinarian and what he or she was doing.

**Ask:** Was he or she helping an animal? Was he or she treating a dog?

Then ask students to raise their hand if they have ever helped take care of a puppy. **Ask:** Was it a lot of work to care for the puppy? What did you do to help?

## Elder Story: Lee Maracle

**Say:** We learned about Lee Maracle and her dad's dog earlier. Now we're going to listen to her tell us about getting ready to take care of your own dog. Then 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 2.



[www.ifaw.org/maracle2](http://www.ifaw.org/maracle2)

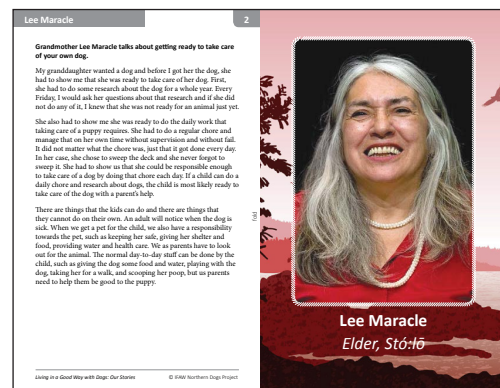
## Activity 1 Taking Care of a Dog

**Learning Target:** to understand that dogs need people to meet their needs

Ask students to do more research about caring for a dog, like Lee Maracle's granddaughter did. Have students make a checklist of the things they need to do to take care of a dog. If possible, a Native Language Teacher could help students put the list in their own language.



Activity Book page 7

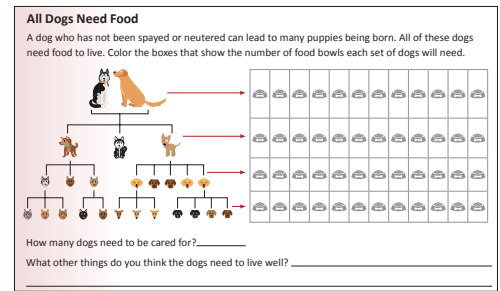


Lee Maracle Elder/Role Model Story Card 2

### Activity 2 All Dogs Need Food

**Learning Target:** to understand that more puppies means more mouths to feed

Read with students the instructions for the “All Dogs Need Food” activity at the bottom of Activity Book page 7. If necessary, clarify the meaning of *spayed* and *neutered*. You may demonstrate coloring in two bowls for the top row. Make sure that students understand that more puppies means more food bowls! Invite students to complete the activity and the questions. When students are finished, invite volunteers to share their answers.



All Dogs Need Food activity,  
Activity Book page 7

### Local Knowledge: Learning About Dog Care in the Community

**Learning Target:** to encourage additional learning about caring for dogs in the community

Invite someone who helps with animal care and control in your community to visit your class, or set up a video conference with the person. Be sure to follow any local traditions for inviting a visitor to share their knowledge with your students.

To prepare for the discussion, divide students into small groups of two or three. Have each group make a T-chart. In one column they should list things they already know about helping dogs. In the second column, they can list what they would like to find out about dog population control. After the visit, have the groups refer to their charts to see if their questions were answered. Be sure that students thank the visitor, sending a card or gift if appropriate.

# Reflection

## Activity 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 8. You may choose to have students do a Think/Pair/Share with these questions or they may write their responses.

- How can I show respect to dogs now that I understand what they are saying?
- What are the best ways for me to stay safe around dogs?
- How do dogs let me know that I need to stop what I'm doing?



Activity Book page 8

# 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.

### Captain George Leonard (Anishinaabeg, Manitoba)

Captain George Leonard is an Anishinaabe and the founder of the MSAR (Meghan Search and Rescue) and Courageous Companions, a veterans' service dog program. Courageous Companions was started after the first Canadian soldiers returned from Afghanistan, and his program has been featured in many newspapers and on national television. Captain Leonard is a certified master dog trainer and has been inducted into the Purina Animal Hall of Fame in Toronto with multiple dogs that have saved many lives—both through their search-and-rescue efforts and as service dogs for veterans. He wrote the National Service Dog Standard for testing and certification and is still training dogs for civilian duties, police duties and military duties. He lives outside Winnipeg, Manitoba, and he advocates for the rights of First Nations. He says he has his dream job: "I work with dogs and I assist my people." To this day, Captain Leonard and his team have trained more than 371 dogs.



# 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**



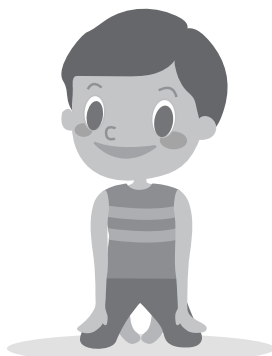
**Giraffe pose**



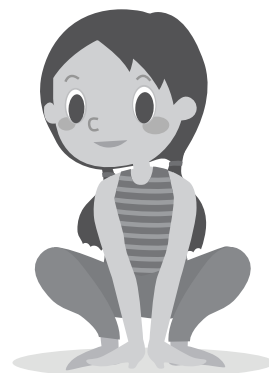
**Snake pose**



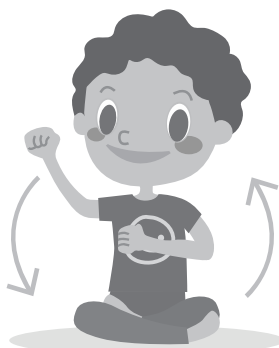
**Lion pose**



**Frog pose**



**Monkey pose**



**Turtle pose**



**Cat pose**



**Grandmother Lee Maracle 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*



### Grandmother Lee Maracle tells us how love and respect are important things for your dog.

You have to develop the feelings about your animal. My dad was always funny; he always taught us to take life on the lighter side of things so that is how I teach my granddaughter. I translate what the dog is saying to her: “woof-woof: I want to go with you,” so she thinks I can speak dog.

Now our dogs are not often working dogs like when I was a child. My dad had dogs who helped with hunting. Now our dogs are pets. Pets are like big children; they like to be cuddled and loved. Love your pet and include your pet in your family. Dogs are warm and attentive when they are loved. They become mean if they are not loved, just like kids. The animal wants to be a well-behaved friend to you, so always be kind to your puppy and he will always love you.

### Grandmother Lee Maracle tells us about her dad’s dog.

My father trained our dog very well; he was not yelling at the dog ever. He had a soft voice and he had a set of tongue clicks he used to give orders to the dog. The dog would sometimes swim after the ducks my dad hunted. Our dog then, was not a pet; our dog was a hunting dog and we took him out for rabbit and grouse hunting. The dog went and fetched what my dad shot. The dog was a helper to our family. He was a good ratter as well. In those days, we had a rat problem, and the dog caught many rats. The dog was also a good protector, but he was never a pet.

When my Dad’s dog passed away, it was very emotional, and we had a burial for him because our father felt sorry for us kids because our dog was gone. The feelings I had for our dog were respect and care. These feelings were never playful feelings. You don’t play with a hunting dog or a sled dog. You respect him, and you love him but you don’t play with him; you let him work for your family.



**Lee Maracle**  
*Elder, Stó:lō*

photo

### 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.

fol



**Stanford Owl**  
*Ojibwe*



## Captain George Leonard tells you how to approach a dog you don't know.

Don't interact with a dog you don't know, and if you are going to interact with a dog, make sure you get the OK and directions from the dog's owner. If he is not your dog, don't pat him. The dog may be ill, tired, or too excited to be approached by someone the dog does not know.

I have seen a kid get in the face of a dog and get bit. Sometimes children stick their hands on top of the dog's head and that can be taken as a threat by a dog. If the dog has been harmed or hit before, they become hand shy. They can be afraid of all people, and they will bite the child.

To greet a dog you do not know, stand straight and ignore the dog. Don't go to the dog—let him come to you. Then, hold out a fist, and then open your hand and let the dog smell your hand.

Kids need to stop rushing at a dog. When a dog is unstable or sick, he may react in a negative way towards the kid. It is better to let the dog come to you and then slowly address that dog. If you are scared, the dog can sense that, so be brave and don't show your fear. Some dogs are unfriendly because they have not been shown enough love or a person has harmed them. These dogs may react with aggression towards a child. The child could get hurt.

photo



**Captain George Leonard**  
*Anishinaabeg, Manitoba*