

Dogs as Friends and Family

Instructor Guide



Introduction

Dogs as Friends and Family 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 (Swampy Cree, Ojibwe, Anishinaabe, Stó:lō). 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 dogs can be our friends and family. 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 how our feelings for dogs are important. 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

Before You Begin

Organize Materials

- Print out the *Dogs as Friends and Family* Activity Books.
- Print out or copy Worksheets 1–3 from this guide for students.
- Display the *Balance of Self* medicine wheel 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 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 Elaine Kicknosway, Captain George Leonard card 1, and Lee Maracle cards 1 and 3 (found at the end of this guide or online at: www.ifaw.org/living-with-dogs-elder-cards).
- 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 “Dogs as Friends and Family”

Warm-up: Circles of Trust

Learning Target: to identify how we currently feel about dogs

Before looking at the Activity Book, have a class discussion about the students’ current feelings about dogs. Hand out **Worksheet 1: Circles of Trust**. Explain to students that the three circles represent levels of our heart. Explain:

- The circle closest to our heart holds those who are most dear to us—who we love, need, and trust the most.
- The next level is for those whom we love, but maybe don’t need or trust in the same way as those in the first level.
- The next level includes those who maybe we like but don’t know well or really trust.
- Outside of all of the circles are those we don’t know.

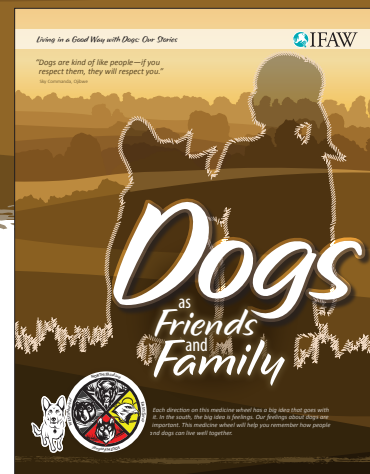
Hand out **Worksheet 2: Circles of Trust Images**, which shows silhouettes of people and dogs. Have students cut out the pictures.

Say: *Think about who is closest to your heart. If you think of a member of your family, like your sister, label a picture family and place it on the circle closest to the heart.* Have students think through the different levels of the circles of trust and write labels that represent people in general terms, such as *family, friends, store owner, teacher*, and so on. They may label the dog silhouette *dogs* and/or the name of a specific dog they know. Ask students to place the pictures around their circles. **Note:** Be sensitive about discussing people the students trust or do not trust as this could bring up painful feelings. The goal of the activity is for students to consider where dogs fit in their circles of trust and to see how the position changes as they learn more about dogs in this unit.

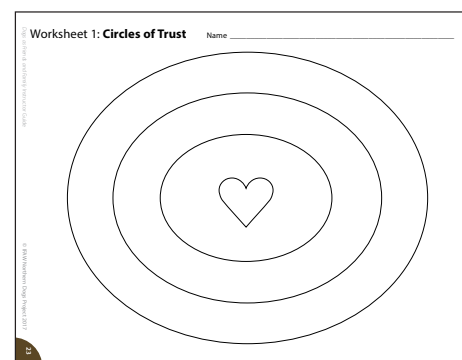
Have students display their work on their desk and then walk around looking at other students’ work to see where they put their people and dogs.

Call students together, and ask students who have dogs inside their circles of trust to explain why they put them there. If no one has a dog within their circles of trust and you do, share your story. Or as a group, share stories about situations where students have trusted a dog. Discuss where that dog would fit in the circles of trust.

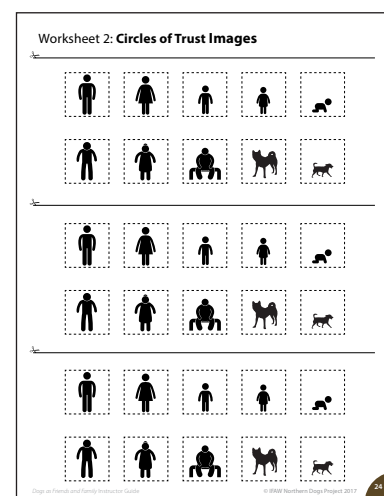
Explain that students will come back to their Circles of Trust worksheets, so they should keep them in a safe place.



Activity Book cover



Worksheet 1: Circles of Trust, page 23 of this guide



Worksheet 2: Circles of Trust Images, page 24 of this guide

Introduce “Dogs as Friends and Family” (continued)

Activity Introduce Activity Book

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

Hand out the *Dogs as Friends and Family* Activity Book. Read aloud the quote on the cover by Sky Commanda: “Dogs are kind of like people—if you respect them, they will respect you.” Briefly discuss the word *respect*, and let students know they will learn about our relationship with dogs and how it can be a respectful one.

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, body and thought.

Explain that this unit focuses on **feelings**.



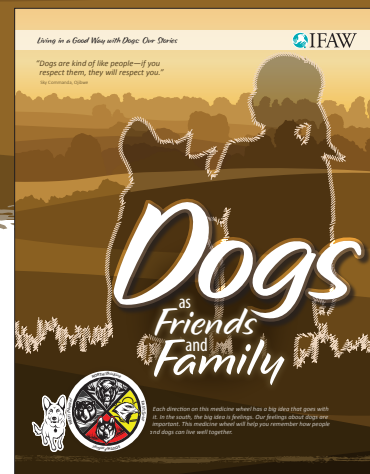
Treating All of Our Relations in a Good Way

Warm-up: The Sugar Maple

Learning Target: to activate prior knowledge about maple trees and sweetness

Explain to students that they will listen to an Elder story about the sweetness of life. Explain that the Elder will talk about sugar maple trees. Ask students what they know about sugar maples and maple syrup.

You may want to share this information with students: *A sugar maple is a tree that grows in some places in North America. In the spring, when the snow first melts, the sap in the sugar maple flows back up the branches from the roots. In some nations such as the Mohawk of Grand River, the sap is drunk. This maple water is good for people at the start of spring.*



Activity Book cover

Elder Story Elaine Kicknosway

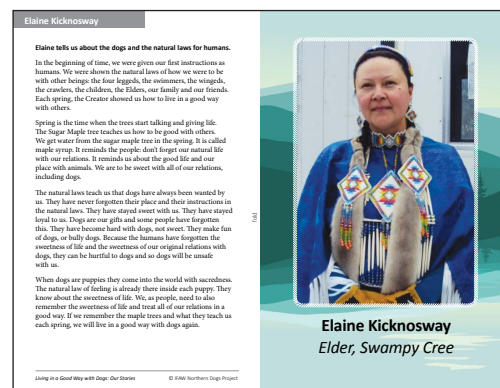
Elaine Kicknosway tells us about dogs and the natural laws for humans. Play the audio recording using the QR code or link or read the text aloud from Elaine Kicknosway's Elder/Role Model Story Card.



www.ifaw.org/kicknosway

Vocabulary

You may want to teach these vocabulary words from the story: *sweet, sugar maple, four leggeds, swimmers, crawlers and wingeds.*



Elaine Kicknosway Elder/Role Model Story Card

Activity 1 Think/Pair/Share

Learning Target: to make connections to Elder story

Ask students the following questions using Think/Pair/Share. First give students time to think about their response, then have them share their ideas with a partner, and finally ask students to share their responses with the whole group. Replay the recording or reread the text as necessary.

- What does Elaine tell us about the sugar maple?
- What do you think Elaine means about being sweet with all our relations?
- How can we be sweet to each other?
- How can we be sweet to dogs?

Activity 2 All My Relations

Learning Target: to understand that humans are connected to other beings

Discuss the All My Relations circle of life shown on Activity Book page 2. Use the text below to describe the beings shown on it. Then ask students to draw pictures of other beings where they belong in the circle of life.

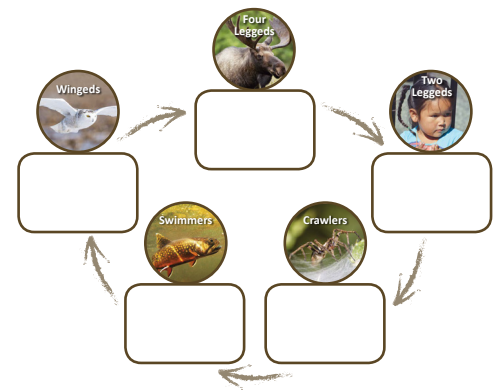
Winged fly in the sky. Butterflies are also winged, even if they start out as crawlers. Birds are winged, and the one who flies the highest is the eagle. The owl hunts at night because he has great night vision. The geese work well together; they fly in a V shape. **Ask:** What do you know about the raven?

Four leggeds are mammals. They include animals like bears, caribou, deer, foxes, wolves, and weasels. They live on land and their babies drink their mother's milk when they are little.

Two leggeds are humans. We must learn to live with other beings in a good way. We are connected to all other beings in this circle. We can learn from all the others, as we are all related.

Crawlers live close to the earth. They include insects and some reptiles, such as snakes. They are very important for life because they can spread seeds and can be eaten by other animals in this circle.

Swimmers live only in the water. Fish are swimmers that can live in lakes and rivers where the water is fresh, or they can live in the ocean which is salt water. Salmon and jellyfish live in the ocean, but salmon go into freshwater rivers when it is time to lay their eggs. Some swimmers, such as whales, live in the ocean and are also mammals.



All My Relations activity,
Activity Book page 2

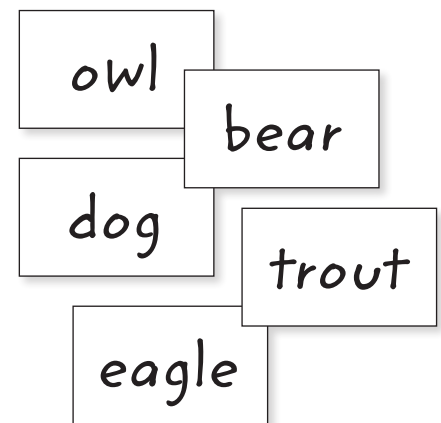
Activity 3 All My Relations in the Circle of Life

Learning Target: to identify how animals (including humans) interact sweetly with other animals

Hand out cue cards with one of these words on each: eagle, raven, goose, owl, bear, wolf, moose, buffalo, woman, man, boy, girl, sturgeon, whale, trout, salmon, spider, snake, grasshopper, ant and dog. If necessary, make additional cue cards for some words so that each student in your class gets a card. Explain that students will take on the identity of the person or animal on their card.

Younger Students

Organize students in pairs or in small groups. Explain that students should act out the animal or person on their card and see if their partner or the other students in their group can guess who they are.



All My Relations cue cards
(made by instructor)

Activity 3: All My Relations in the Circle of Life (continued)

Call the whole group back together. Have students tell the group which animal or person they are and where they fit in the circle of life.

Guide students to demonstrate two circle members showing sweetness to each other. For example, you can **ask:** *How can we show kindness or sweetness to the sturgeon?* (possible answers: keep the water clean for the sturgeon to live in, don't scare her, and so on)

Older Students

Have students look at the word on their card without showing it to anyone else. Remind students that they will take on the identity of the person or animal on their card. Have students walk around and describe to other students how they fit in the circle of life. Students should try to guess each other's identity. For example: Johnny walks up to Sarah and says, "I am someone who soars in the sky. I hunt with my eyes. I help to eat the mice and rats. Who am I?" Sarah tries to guess the answer (eagle).

You may choose to make this a competition for competitive learners or classrooms by having students write their names on the cards they guess correctly. For example, Sarah would write her name on Johnny's card because she guessed correctly that he was an eagle. Students should try to collect signatures because it proves they are good clue givers. Invite students to walk around and try to guess as many animals/people as they can.

When students have finished, call the whole group back together to discuss the question: How can we demonstrate the interaction of two circle members showing sweetness to each other? For example, you can **ask:** *How can we show kindness or sweetness to the bear?* (understand the bear's role in nature; if gathering food that bears eat, like blueberries, leave some for the bears; never get between a mum bear and her cubs, and so on)

Local Knowledge: Oral Tale from a Member of Your Circle of Trust

Learning Target: *to identify how others feel about dogs*

Ask students to interview a member of their circle of trust and ask how the person is connected to other members of the circle of life. Encourage students to also ask: "How can we be sweet to these members?" Explain that students may record the interview on their phone, if they have one and the person gives permission to be recorded. If students cannot record the interview, they can write down the responses or be prepared to share an oral story.

Why Dogs Are Now Our Friends and Family

Warm-up: Animal Poses

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

Print out **Worksheet 3: Animal Poses**. Divide the group into pairs and hand out one pose to each pair of students.

Have each pair learn their animal pose. Then have pairs show the whole group how to create that pose. Have the pairs that learned the dog pose demonstrate last. After the whole group has done the dog pose, ask: *What do dogs feel when they are in this position?* Show a photograph of a dog in this playful, hind-end-in-the-air pose. **Say:** *Dogs want to have fun! They are showing they are ready—ready to learn, ready to help and ready to play with their favourite playmate—humans!*



Elder Story “Why Dogs Are Now Our Friends and Family”

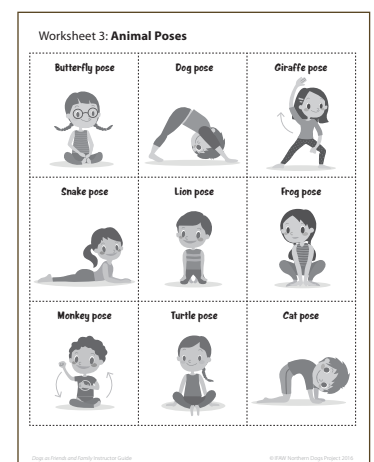
Read the introductory paragraph on Activity Book page 3: “Dogs are our family and our friends. If we take care of them, they will be loyal to us. If we show them love, they will love us back.” Explain to students that they will hear a story that was told to Captain George Leonard by an Elder. They will meet Captain Leonard on Activity Book page 5. Play the audio recording of “Why Dogs Are Now Our Friends and Family” using the QR code or link or read the story aloud from the Captain George Leonard Elder/Role Model Story Card 1.



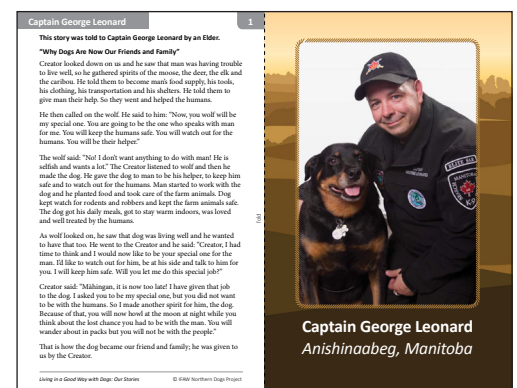
www.ifaw.org/leonard1



Activity Book page 3



Worksheet 3: Animal Poses, page 25 of this guide



Captain George Leonard Elder/Role Model Story Card 1

Why Dogs Are Now Our Friends and Family (continued)

Elder Story: "Why Dogs Are Now Our Friends and Family" (continued)

Vocabulary

You may want to teach these vocabulary words from the story:
food supply, transportation, shelters, selfish, rodents, Måhingan (wolf in Algonquin)

Activity 1 Writing Captions

Learning Target: to show understanding of how dogs and people help each other

After students have listened to Captain George Leonard's story, have them write about the two illustrations on Activity Book page 3 that show one way that dogs help people, and how people help dogs. You may want to give students time to discuss their ideas with a partner before they write.

Activity 2 Skit

Learning Target: to show understanding of how dogs can be a part of our lives

Note: You may want to pair younger students with students from an older class to create learning buddies to complete this activity.

Play or read the story "Why Dogs Are Now Our Friends and Family" again and have students listen for what the Creator does to help Humans, what the Human does to help the Dog, and what the Dog does to help the Human. Discuss with students what they learned based on this story and on what they learned about the circle of life. Encourage students to add their own ideas as well. Make a list of the ways the Creator, the Human, and the Dog help. List four ways for each. For example:


- What the Creator does to help Humans: created the Elk, Caribou and other four leggeds; created crawlers; created wingeds; created swimmers.
- What the Human does to help Dogs: feed them their meals; keep them warm; give them shelter; give them love and treat them well.
- What Dogs do for Humans: protect them from strangers; protect them from rodents; give love to Humans; play and have fun with them.

Divide students into three groups, one for the Creator, one for the Human, and one for the Dog.

The story "Why Dogs Are Now Our Friends and Family" tells how Dog helped Man and how Man helped Dog. Look at the pictures below. Write how the dogs and people help each other. Use words from the box to help you.

Words You Can Use

dog	house	wood	man	meals
safe	treated well	warm	sled	



How do dogs help people?

How do people help the dogs?

Writing captions,
Activity Book page 3

Activity 2: Skit (continued)

Cut three large pieces of paper into four parts and give each group a set of four pieces of paper. Explain that the groups will draw and colour one way the Creator, the Human, or the Dog helps on each piece of paper.

Have groups create short skits that show how the Creator helps Humans, how Humans help Dogs, and how Dogs help Humans. They can use their pictures to give them ideas. You may choose to videotape the skits and invite students to edit them and make them available for other students or classes to view, following your school's policies about privacy and Internet use.

Local Knowledge: Elder Stories

Learning Target: *to identify sweetness in others' experiences*

Invite an Elder or Knowledge Keeper of the territory you are teaching on to share dog stories with your class.

Ask students to find someone in their circle of trust to share their positive experiences with a dog in their life. Students may ask the person: "How did the dog help you?" Invite students to draw a picture of the experience to share in class.

Dogs Have Always Been Our Friends and Family

Warm-up: Sharing Our Elders' Experiences

Learning Target: to identify how others have had positive experiences with dogs

In the previous Local Knowledge activity, students were asked to talk to someone in their circle of trust about a positive experience they had with a dog in their life. Invite students to share the tale with the class and show their drawing if they made one. Discuss whether anyone told the story from the point of view of the dog. Explain that students will learn about how dogs have always had a place in the lives of First Nations peoples.

Activity 1 Responding to Paintings of Dogs

Learning Target: to understand that dogs have always been a part of First Nations' life

Have students look at the painting on the **top right** of Activity Book page 4. Explain that this painting was done by an artist named Karl Bodmer in 1833. Bodmer painted when he travelled to the lands of the Mandan (Sioux). It is a painting of Sioux teepees. Ask your students to point out the dogs in the painting. They may circle them if they wish. Discuss the painting using these questions:

- What might the dogs be doing outside the teepee?
- Why do you think the dogs are near the people and the teepee?
- How do you think the dogs and the people feel about each other?

Have students look at the painting on the **bottom left** of Activity Book page 4. Invite students to find the dogs in this painting and circle them if they wish. This painting is also by Karl Bodmer and shows dogs inside the Chief's hut as the Chief holds a meeting. Discuss the painting with students using these questions:

- What do you notice about the dogs in this painting?
- How would you describe the dogs in the painting? How are they acting?
- How do you think the dogs and the people feel about being together?
- Why do you think dogs and people lived together?

Have students write answers to the questions at the bottom of Activity Book page 4 and discuss them as a group.



Karl Bodmer paintings, Activity Book page 4

Local Knowledge: Learning about Assistance Dogs

Learning Target: to build background knowledge about assistance dogs

Ask students if anyone has ever heard of an assistance dog. **Ask:** *What do you think an assistance dog does?* (possible answer: help people who have a disability) Invite students to ask someone in their circle of trust if they have seen and/or can share information about assistance dogs with the student. If possible, encourage students to do brief research on assistance dogs with the person in their circle of trust and be prepared to share what they learned with the class.

Courageous Companions

Warm-up: Assistance Dogs

Learning Target: to activate students' background knowledge about assistance dogs

Invite students to turn to a partner and share what they know or have learned in the previous Local Knowledge activity about assistance dogs. Then, ask students to share their knowledge with the whole class. Write these words on the board: *guide dogs, hearing dogs and other service dogs.*

Say: *Assistance dogs help people who have a disability. They are trained to do different jobs depending on who they will assist. What do you think guide dogs are trained to do?* (Answers will vary, but students should understand that guide dogs assist people who are blind.) Repeat with hearing dogs (help people who have a hearing impairment) and other service dogs. (Answers will vary, but students should understand that some service dogs are trained to assist people with a disability that is not a vision or hearing impairment—for example, people who have autism or people who use wheelchairs.)

Role Model Story Captain George Leonard

Captain George Leonard founded the MSAR (Meghan Search and Rescue) and Courageous Companions programs. He travels to northern reserves to teach schoolchildren about safety and dogs. He says he has his dream job: "I work with dogs and I assist my people." Depending on the level of your students you may choose to read "Courageous Companions" on Activity Book page 5 aloud while they follow along. Or you may divide students into pairs to take turns reading paragraphs, or have students read the passage independently.



Activity Book page 5

Vocabulary

You may want to teach these vocabulary words from the story: *courageous, companion, veterans, shelters.*

Activity 1 Respond to “Courageous Companions”

Learning Target: to understand how dogs can be good helpers to people who need them

Discuss the article on Activity Book page 5 using these questions:

- What did you learn about dogs from this article? Turn and tell your partner.
- How do you think the people who have Courageous Companion dogs feel about them? Why?
- The Courageous Companion dogs help people. How do you think people can help those dogs?

Invite students to complete the puzzle on Activity Book page 5. Have students read the answer aloud together.

Find the highlighted letters in the article. Write the letters in order on the lines and read the secret message.

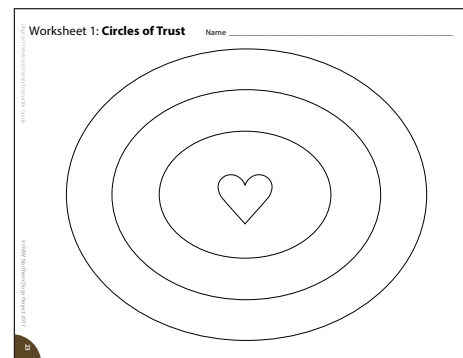
Dogs can be **good helpers**.

Secret message puzzle,
Activity Book page 5

Activity 2 Revisit Circle of Trust

Learning Target: to analyze feelings and increase positive perception of dogs

Ask students to take out **Worksheet 1: Circles of Trust** and look at where they placed dogs on their trust circle. **Say** to students: *Close your eyes and imagine that you have a dog that works hard every day to help you. The dog might pull open doors so you can go through them. The dog might tell you when it is safe to cross a street. The dog might pick up something for you that you can't reach. The dog might calm you when you feel scared. Now open your eyes. Where would that dog be in your circle of trust now?* Invite students to discuss their feelings about this imaginary dog with a partner.



Worksheet 1: Circles of Trust,
page 23 of this guide

Local Knowledge: How Assistance Dogs Can Help

Learning Target: to build awareness of how assistance dogs can help people

Invite each student to think about how an assistance dog could help a person on the student's route home from school. Encourage students to count the number of roads they cross, the stairs that they use, the doors they open and close, the sounds they need to be aware of, and so on. Ask students to consider how the helper dog could help a person find their way safely along the route.

Meeting a Dog's Needs

Warm-up: Needs and Wants

Learning Target: to understand the distinction between needs and wants

Write the words *Need* and *Want* on a two-column chart on the board.

Say: Today we are going to learn about what a dog needs. When we say the word *need*, what do we mean? (something that we cannot live without; something we need to survive) What is an example of a need that we have? (Answers include physical needs—food, shelter, clothing, water, health care; also include emotional needs such as friends, love, etc.) How is a want different than a need? Guide students to understand that a want is something that is nice to have, but we don't need it to survive.

Name a few items and tell students to pat their heads, or do some other motion of your choosing, if the item is a need. For example, say: *food* (need), *toy* (want), *truck* (want), *water* (need), *clothing* (need), *video game* (want), and so on. Write each item in the appropriate column on the chart and reinforce why the item is a need or a want. Depending on the level of your students, you may introduce items such as ice cream, which is a food (a need) but is a special food that we don't need to survive, so it's really a want.

Elder Story Lee Maracle

Elder Lee Maracle tells us about what she learned about meeting the needs of her pet dog. Play the audio recording using the QR code or link or read aloud the text from the Elder/Role Model Story Card 1.



www.ifaw.org/maracle1

Vocabulary

You may want to teach these vocabulary words from the story: *health care*, *modern*, *oral tradition*.

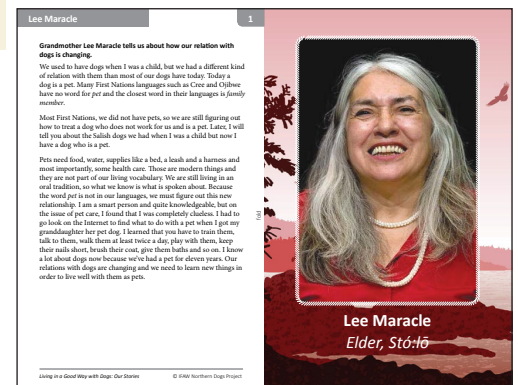
Activity 1 Word Search Puzzle

Learning Target: to reinforce what all dogs need

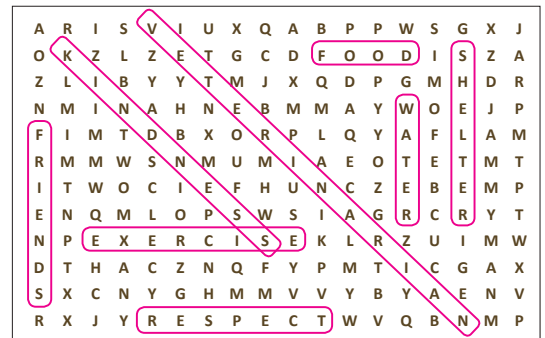
Read aloud the definition of *veterinarian* on the top of page 6 of the Activity Book. Tell students that these animal doctors are often called *vets*. Then, invite students to complete the What Every Dog Needs word search puzzle.



Activity Book page 6



Lee Maracle Elder/Role Model Story Card 1



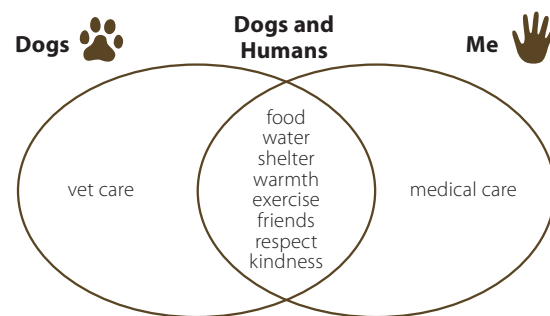
What Every Dog Needs puzzle, Activity Book page 6

Activity 2 Compare/Contrast Needs

Learning Target: to understand that humans and dogs share many of the same needs

Lead a discussion that makes the connection between what dogs need and what students need. You may want to introduce the discussion by **saying:** *Lee Maracle told us some things that pets need. Let's think again about what we need to live. Then, we'll think about whether dogs also need those things.*

Discuss water, food, shelter, medical (veterinarian) care, friends, exercise, warmth in winter, and so on. As you discuss, create a Venn diagram like the one shown at right to compare and contrast what dogs need and what humans need. Point out that dogs and humans need many of the same things.



Sample Venn diagram

Activity 3 Make a Puzzle

Learning Target: to identify what dogs need from us

Say: *We've talked about what people need and what dogs need. Now, let's think about what dogs need from us.* Refer to the Venn diagram for things that dogs need, such as food, water, shelter, warmth, respect, vet care and kindness. **Ask:** *Did we miss any needs? Are there other things dogs need from us?* Guide students to consider needs such as protection from wildlife, opportunities to work with us, protection from bullying, and so on. Write each of these needs on a sticky note and post them where everyone can see them.

Divide students into groups of three or four. Have each group take one sticky note without showing the other groups which one they chose. At their table, have each student draw and colour a picture illustrating how we can meet the need listed on their group's sticky note. Explain that they may include words as part of their illustration. Guide students to paste their drawings on a piece of cardboard or a sheet of construction paper. Have students divide their picture into puzzle pieces, by drawing wavy lines on it to make a jigsaw puzzle.

Next, cut or have students cut their drawing into puzzle pieces and mix them up in a bag. Have students trade bags/puzzles. Students can build the puzzles to identify the dogs' need being met.



Sample student-created puzzle

Activity 4 Make a Public Service Announcement

Learning Target: to identify what dogs need from us

Older Students

Divide students into groups of four or five. Have students brainstorm and list what dogs need from us. Explain that students should use their brainstormed list to create a script for a PSA—a public service announcement. With proper permission, have students go into their community to take photos that show dogs receiving proper care and having their needs met. Students may want to create a video of their message to share with their classmates. Encourage students to brainstorm ways to share their PSA with others in the community. Be sure students follow their school's policies on privacy and Internet use.

Local Knowledge: Needs and Wants

Learning Target: to gain a deeper understanding of needs and wants

Have students talk to someone in their circle of trust about needs and wants. Encourage students to discuss these questions: Are needs and wants the same or different? Does it matter if you are a human? Think about how a dog feels. Does it matter if you are a dog?

Living in a Good Way with Dogs

Warm-up: Memory Game

Learning Target: to review a dog's needs

Special Supplies: index cards

Younger Students

Divide students into groups of four. Hand out 12 to 20 index cards to each group, depending on how difficult you want the game to be. Write a list of words on the board that relate to a dog's needs, or have students find words about dogs' needs in the Activity Book or on charts you made in the previous lesson. Have the groups create two cards for each word.

Explain that students should turn all the cards face down on their table or desk. Students in the group will take turns turning over two cards at a time. If the words match, the student gets to keep them and take another turn. If they don't match, the student turns the cards over, and the next student takes a turn. The object is to collect the most cards.

Warm-up: Kahoot!

Learning Target: to review a dog's needs

Older Students

Students may play a Kahoot game called "A Dog's Needs."

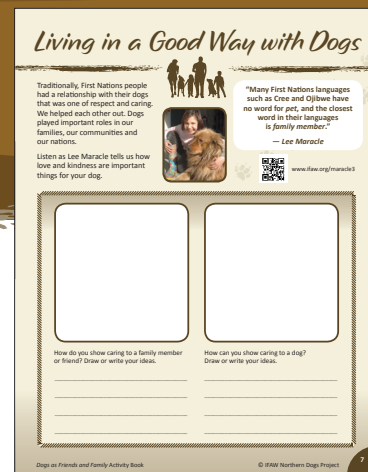
- Teachers can create an account or log into Kahoot! at: <https://getkahoot.com/>
- Search for a Kahoot game called, "A Dog's Needs" <https://play.kahoot.it/#/k/86761670-d614-4d51-9931-043dbe856ac8>
- Students would go to this address to enter and play: <https://kahoot.it/#/>

Elder Story Lee Maracle

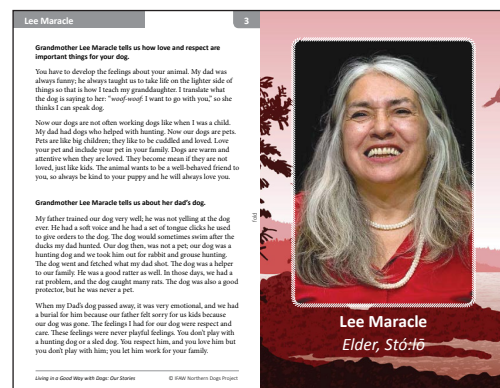
Elder Lee Maracle tells us how love and kindness are important for dogs. Play the audio recording using the QR code or link or read the text from Lee Maracle's Elder/Role Model Story Card 3 aloud.



www.ifaw.org/maracle3



Activity Book page 7



Lee Maracle Elder/Role Model Story Card 3

Activity 1 Respond to Lee Maracle's Story

Learning Target: to encourage caring feelings towards dogs

Read aloud the quote from Lee Maracle on Activity Book page 7 about the words *pet* and *family member*. Ask students to turn to a partner and role-play how they could show caring to a friend. Then ask students to draw or write about how they show caring to a family member or friend and to a dog on Activity Book page 7. You may choose to have students work with a partner as they draw and write.

"Many First Nations languages such as Cree and Ojibwe have no word for *pet*, and the closest word in their languages is *family member*."

— Lee Maracle

Activity 2 Creating Language

Learning Target: to identify what role a dog can play in your life by creating a word for *pet*

Ask students if there is a word for *pet* in their language. If no word exists, invite students to make one. **Ask:** *What are some words that you could begin with?* Students may suggest *friend*, *family* or *helper*. Divide students into groups and have each group brainstorm ideas using different words in their language to make a new, combination word that means *pet*, and especially *pet dog*. Have each group present their answers to the whole class. Have the class decide together which word they think is best. You may extend the activity by having students write an email to Grandmother Lee Maracle about the word they created for pet dog. You can send it to: info_ca@ifaw.org. Include Grandmother Lee Maracle in the subject line.

Local Knowledge: Make It Personal

Learning Target: to understand that you can start helping right now

Have students take a photo of a dog in their community or ask someone in their circle of trust to take one. Have them email the photo to you. Ask students to give the dog a name in their language. Print out the picture of the dog with his or her name below it. Post the pictures on a bulletin board to create a picture wall of dogs in the community.

Respect for All Living Things

Learning Target: to deepen understanding of respect and model healthy relations with dogs

Respect is one of the most important First Nations traditional teachings. Because our relationships with other beings and the world we live in are based on respect, our relationships with dogs can be modelled for our children so that they have healthy relations with dogs in their lives. You may wish to complete the unit by using the following activities to teach about respect for all beings, including dogs.

Local Knowledge: Teach *Respect*

Perhaps a local Elder or traditional Knowledge Keeper can come to the class and teach the word *respect* in the language of the traditional territory on which you teach. Also perhaps they could give a teaching on respect and/or lead the talking circle described below. You might also want to make a handout for the word *respect* in the language of the traditional territory on which you teach.

Activity 1 Respect Poster

Talk about what respect looks like to the students and how they can communicate respect in a visual way. Have students talk about ideas of what respect looks like—what colours, patterns and images can represent what respect is to them.

Divide students into small groups. Draw the word *Respect* as shown at right on a large sheet of paper or poster board, and provide one for each group. Have students sketch an idea for how to show respect visually. Then invite students to draw their representations of respect inside and around the word *respect* on their poster. They may want to colour in the word *respect* and the drawings they have done around the word.



Activity Book page 8

RESPECT

Respect poster activity

Activity 2 Talking Circle

In a talking circle, have students discuss the topic of respect with guidance from you and/or a local Elder. See Program Overview page 24 for information on how to conduct a talking circle.

Here are examples of guiding statements for the talking circle:

- *We can show respect to Elders; how could you do this?*
- *When someone respects you, how do you know? How does that person treat you? (for example, listens to you, talks with friendly words, shares with you, uses safe ways with you and cares for you)*
- *How can you show respect to someone in your family? In your class?*
- *How can you show a dog that you respect him or her?*
- *Have you seen people show that they do not respect dogs? How can you teach someone else to show respect to dogs? What could you say to a person who is showing that he or she does not respect our four-legged friends?*

Activity 3 “Showing Respect to Dogs” Poster

After the talking circle, have students draw a sketch about how they can show respect towards dogs in their family, community and nation. Students may copy their sketch onto large paper or poster board. They can colour their drawings.

You may want to have students write a sentence about respecting dogs on their posters. Write this sentence starter on the board for students to use as reference: “I respect dogs ____.”

Activity 4 Displaying the Posters

Have a sharing session in class and consider where to put up the posters created in Activity 1 and Activity 3. Consider laminating the drawings and putting them up in a community location (with the approval of your band council and its assistance). For example, you may consider the youth center, health center, local store, etc. Have students think about:

- Where do people gather in their community?
- Are there places where dogs tend to hang out that might be good places to post the poster?
- Who in the class can meet with the principal to propose the idea of a field trip to post their posters?
- How can they help find adult volunteers such as parents, aunties, uncles and grandparents to assist?

Activity 4: Displaying the Posters (continued)

Students may also be involved by:

- Writing a speech to get the support of council to put up their posters.
- Visiting the band council to present their project and their reasons for wanting to influence public opinion through posters.
- Mapping the community and planning the trip. Students may need to learn how to read a map and how to identify the places people go in their community. They can plan a route by using their new mapping skills.

Wrap Up the Unit

Learning Target: *to help students reflect on and share what they have learned; to reflect on how feelings towards dogs may have changed*

Use the following activities to encourage students to reflect on how their feelings towards dogs may have changed during this unit and how they may behave differently towards dogs in the future based on their learning.

Activity 1 Skits

Have small groups of students act out the skit scenarios below:

- People showing caring to a friend
- People showing caring to a dog
- Our relationship with dogs long ago and today
- How we can meet a dog's needs

After each skit, have the class discuss what they saw.

Activity 2 Reflection Questions

Encourage students to reflect on these questions, which are found on page 8 of the Activity Book. You may choose to have students do a Think/Pair/Share with these questions or they may write their responses.

- How have my feelings about dogs changed?
- How will I show respect to dogs in my family and community?
- How will I be sweet to the next dog I see?

Unit Contributors

Elders

Elaine Kicknosway (Swampy Cree)

Elaine Kicknosway is Swampy Cree, originally from Northern Saskatchewan, Wolf Clan. She is a member of Peter Ballantyne Cree Nation. She is a singer, women's traditional dancer, participant in ceremonies and ongoing learner. She works at Minwaashin Lodge Aboriginal Women's Support Centre as the Children & Youth Manager. The Centre raises awareness that violence is not a part of our culture but is related to the intergenerational impacts of residential schooling and the child welfare system.

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

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.

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—

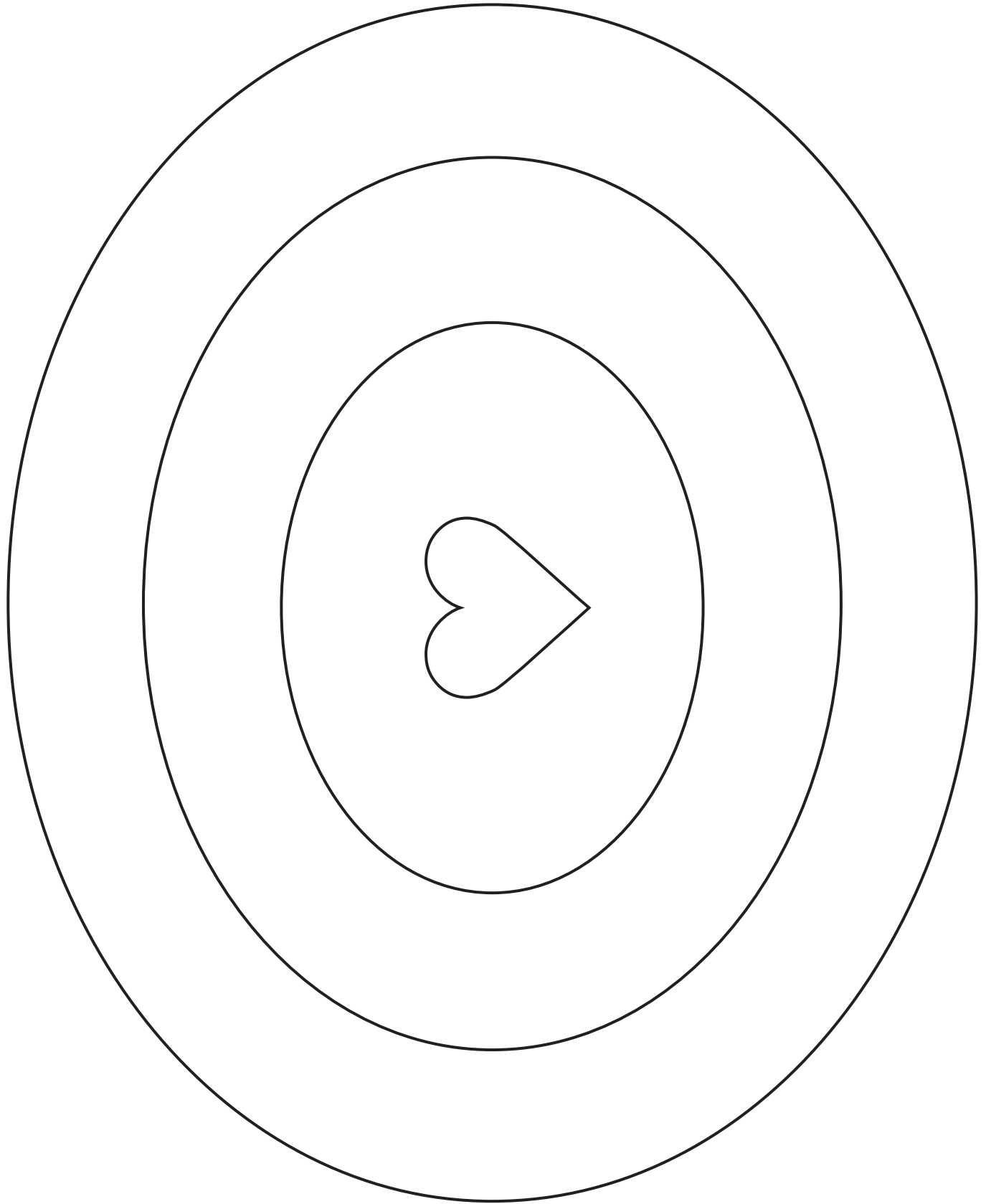
rescues and protects animals around the world. IFAW rescues individual animals and works to prevent cruelty to animals. IFAW speaks out for the protection of wildlife and their habitats.

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

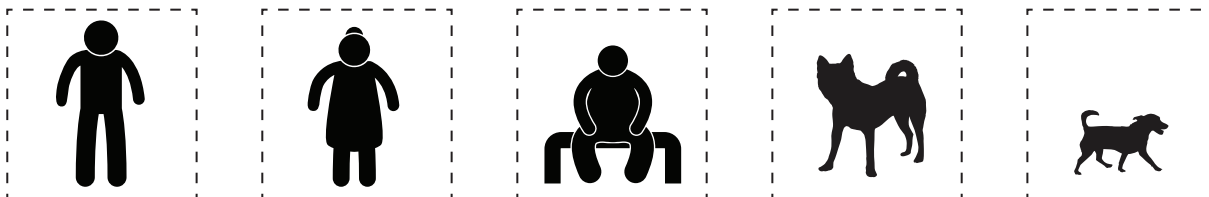
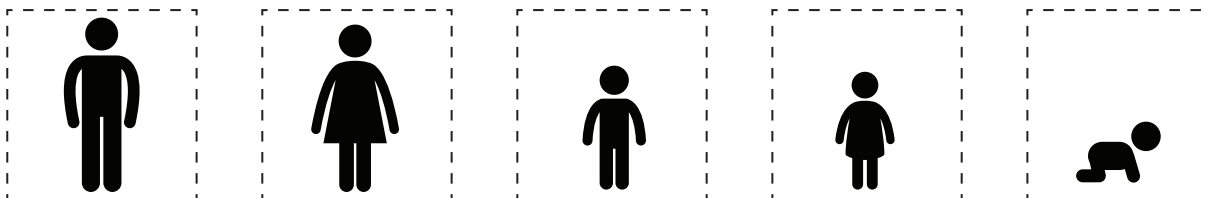
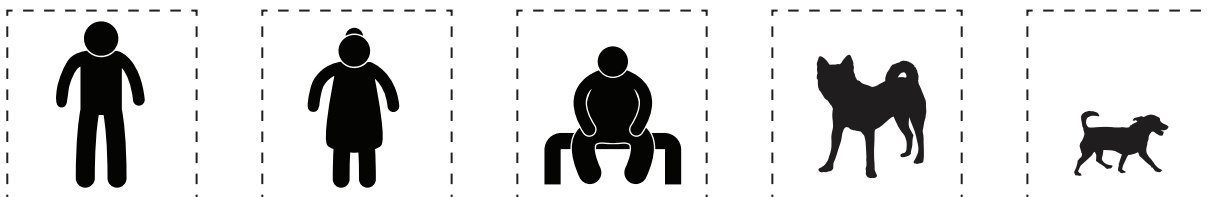
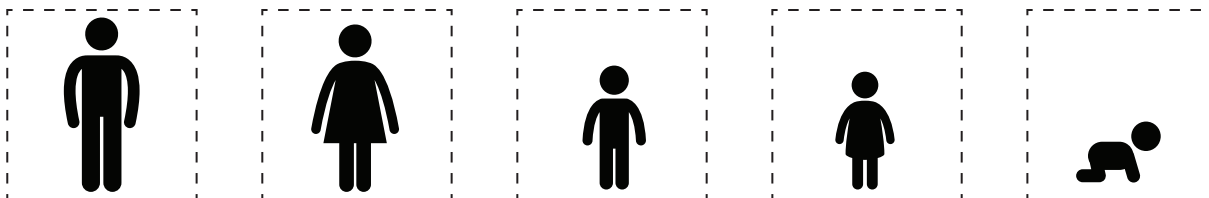
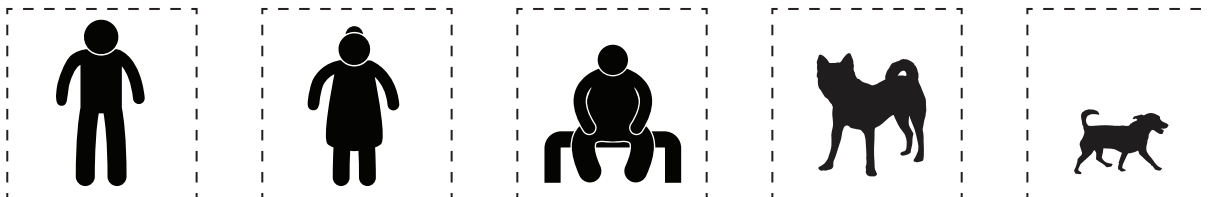
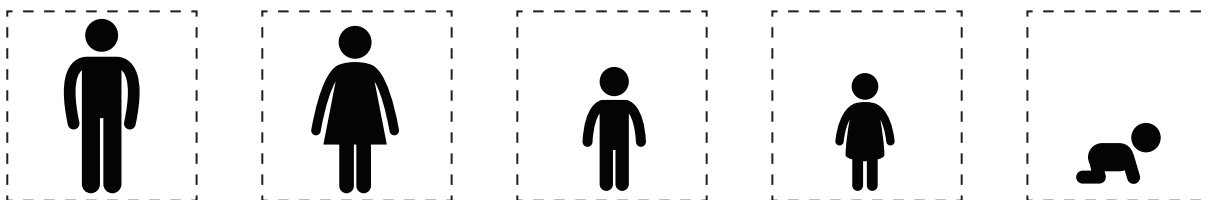
IFAW knows that communities benefit from healthy and happy dogs and cats. IFAW reduces dog and cat suffering from cruelty and neglect by providing care to animals and support to communities around the world, including First Nations.

Worksheet 1: Circles of Trust

Name _____



Worksheet 2: Circles of Trust Images

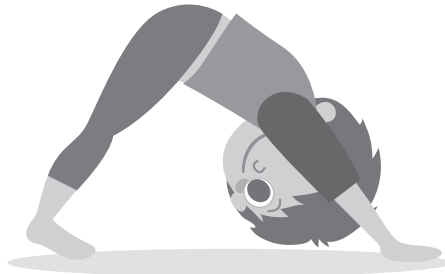


Worksheet 3: Animal Poses

Butterfly pose



Dog pose



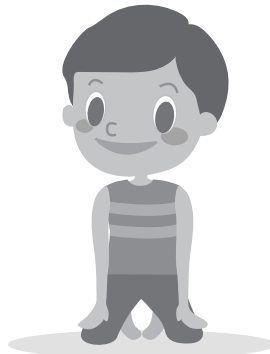
Giraffe pose



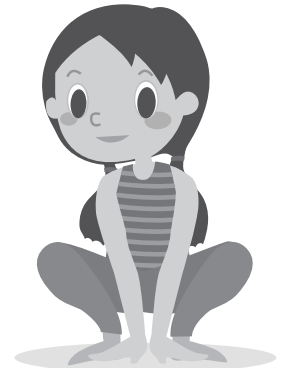
Snake pose



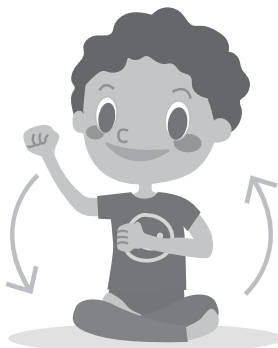
Lion pose



Frog pose



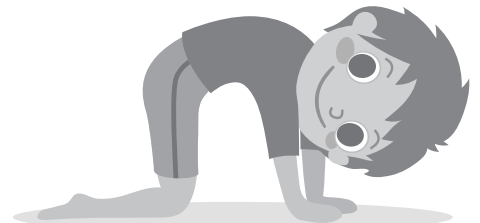
Monkey pose



Turtle pose



Cat pose



Elaine tells us about the dogs and the natural laws for humans.

In the beginning of time, we were given our first instructions as humans. We were shown the natural laws of how we were to be with other beings: the four leggeds, the swimmers, the wingeds, the crawlers, the children, the Elders, our family and our friends. Each spring, the Creator showed us how to live in a good way with others.

Spring is the time when the trees start talking and giving life. The Sugar Maple tree teaches us how to be good with others. We get water from the sugar maple tree in the spring. It is called maple syrup. It reminds the people: don't forget our natural life with our relations. It reminds us about the good life and our place with animals. We are to be sweet with all of our relations, including dogs.

The natural laws teach us that dogs have always been wanted by us. They have never forgotten their place and their instructions in the natural laws. They have stayed sweet with us. They have stayed loyal to us. Dogs are our gifts and some people have forgotten this. They have become hard with dogs, not sweet. They make fun of dogs, or bully dogs. Because the humans have forgotten the sweetness of life and the sweetness of our original relations with dogs, they can be hurtful to dogs and so dogs will be unsafe with us.

When dogs are puppies they come into the world with sacredness. The natural law of feeling is already there inside each puppy. They know about the sweetness of life. We, as people, need to also remember the sweetness of life and treat all of our relations in a good way. If we remember the maple trees and what they teach us each spring, we will live in a good way with dogs again.

photo



Elaine Kicknosway
Elder, Swampy Cree

This story was told to Captain George Leonard by an Elder.

“Why Dogs Are Now Our Friends and Family”

Creator looked down on us and he saw that man was having trouble to live well, so he gathered spirits of the moose, the deer, the elk and the caribou. He told them to become man's food supply, his tools, his clothing, his transportation and his shelters. He told them to give man their help. So they went and helped the humans.

He then called on the wolf. He said to him: “Now, you wolf will be my special one. You are going to be the one who speaks with man for me. You will keep the humans safe. You will watch out for the humans. You will be their helper.”

The wolf said: “No! I don't want anything to do with man! He is selfish and wants a lot.” The Creator listened to wolf and then he made the dog. He gave the dog to man to be his helper, to keep him safe and to watch out for the humans. Man started to work with the dog and he planted food and took care of the farm animals. Dog kept watch for rodents and robbers and kept the farm animals safe. The dog got his daily meals, got to stay warm indoors, was loved and well treated by the humans.

As wolf looked on, he saw that dog was living well and he wanted to have that too. He went to the Creator and he said: “Creator, I had time to think and I would now like to be your special one for the man. I'd like to watch out for him, be at his side and talk to him for you. I will keep him safe. Will you let me do this special job?”

Creator said: “Māhingan, it is now too late! I have given that job to the dog. I asked you to be my special one, but you did not want to be with the humans. So I made another spirit for him, the dog. Because of that, you will now howl at the moon at night while you think about the lost chance you had to be with the man. You will wander about in packs but you will not be with the people.”

That is how the dog became our friend and family; he was given to us by the Creator.

Photo



Captain George Leonard
Anishinaabeg, Manitoba

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.

piloj



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