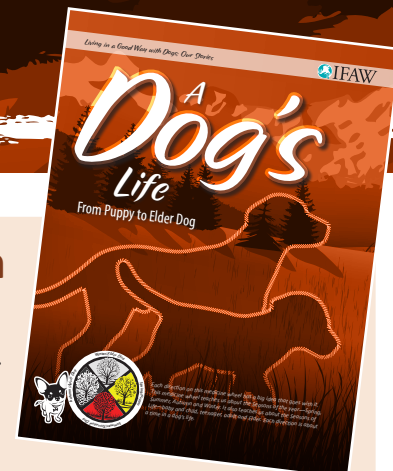


A Dog's Life: From Puppy to Elder Dog

Instructor Guide



Introduction

A Dog's Life: From Puppy to Elder Dog 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, 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 the seasons of a dog's life. It explains how we can take care of and appreciate dogs during each time in their lives. It tells us how to treat our dogs well so they can live good long lives.

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

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

Before You Begin

Organize Materials

- Print out the *A Dog's Life: From Puppy to Elder Dog* Activity Books.
- Display the *Path of Life* medicine wheel poster and the *Dog, Puppy, and Wolf in Different First Nations Languages* 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's Guide and the Activity Book.
 - Or you may read from the Elder/Role Model Story Cards for Elaine Kicknosway, Lee Maracle cards 2 and 3, Stanford Owl, and Captain George Leonard card 3 (found at the end of this guide and 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 "A Dog's Life: From Puppy to Elder Dog"

Warm-up: Play Four Ways!

Learning Target: to build background about the four directions on the medicine wheel

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

Label the markers with the directions and words to represent the four parts of the medicine wheel you will discuss in class: East (Spring), South (Summer), West (Autumn) and North (Winter).

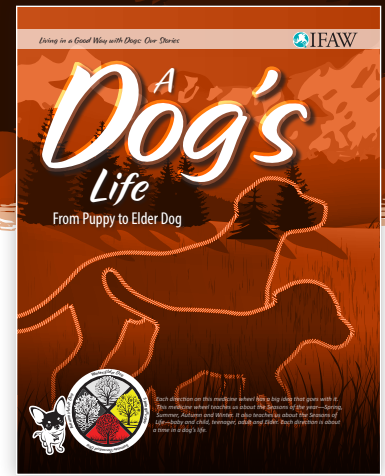
Clear your classroom or take students to a large area where they can run around, such as the gym or a place outdoors. Place the cones/markers in their proper medicine wheel/directional places.

Have all students stand in the middle of the four markers with you, and tell them that this is "Home." Then tell students that they must follow your instructions.

Introduce students to one of the directions, such as South (Summer). Connect the direction to the season. For example, you may **say:** *South is summer.* Tell students that when you yell, "South!" they need to run to that cone/marker. When you call other directions, they need to run to them. When you yell "Home!" they need to run back to Home.

Continue playing until all directions/labels have been introduced and students have had the opportunity to run several times in a circle around the markers.

When students have finished playing, call "Home!" Then briefly review the directions and the seasons associated with them.



Activity Book cover



Introduce “A Dog’s Life: From Puppy to Elder Dog” (continued)

Activity Introduce Activity Book

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

Hand out the *A Dog’s Life: From Puppy to Elder Dog* Activity Book. **Ask:** What is a puppy? (a baby dog) **Say:** In this unit we will learn about what is special about each time in a dog’s life, beginning from the time they are puppies.

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. It teaches us about the seasons of the year—Spring, Summer, Autumn and Winter. It also teaches us about the Seasons of Life—baby and child, teenager, adult and Elder.

Explain that this unit will teach about **each direction, which is a time in a dog’s life**.



Dogs in the Spring of Life—Puppies

Warm-up: Play Four Ways!—Puppy

Learning Target: to build background about the four directions on the medicine wheel

Special Supplies: four pylon cones or other type of marker, cards or sticky notes for labeling, image of a puppy

Play Four Ways! again, this time replacing the East (Spring) label with the image of a puppy above or next to the word (Spring). Label the rest of the markers with the directions/words representing the remaining parts of the medicine wheel: South (Summer), West (Autumn) and North (Winter).

Introduce students to the Puppy (Spring) label. Connect the idea of a puppy to the season of spring. For example, you may **say:** *A puppy's time of life is like spring, because that is when life starts to grow.* Tell students that when you yell, "Puppy/Spring!" they need to run to that pylon. Ask them to run as if they were a puppy.

Continue playing until all directions/labels have been called and students have had the opportunity to run several times in a circle around the markers. After the game, review with students the season and direction a puppy's life is associated with. **Ask:** *Why do we say a puppy's life is like spring?* (Spring is when life starts to grow.)

Elder Story Elaine Kicknosway

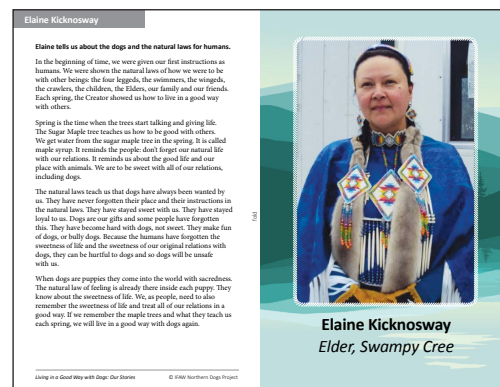
Read the introductory paragraphs and Elaine Kicknosway's biography on Activity Book page 2. Explain that Elaine Kicknosway will tell us about dogs and the natural laws for humans, and about why we need to treat puppies well. Play the audio recording using the QR code or link or read the text aloud from Elaine Kicknosway's Elder/Role Model Story Card.



www.ifaw.org/kicknosway



Activity Book page 2



Elaine Kicknosway Elder/Role Model Story Card

Activity 1 Brainstorm About Puppies' Needs

Learning Target: to identify with puppies and consider their needs

Ask students to think about what they know about puppies. Then **ask:** *How big are puppies? What kind of noises do puppies make? Do puppies have brothers and sisters? Have you ever had a puppy?*

As they are talking, draw an outline of a puppy on the board. Then guide students to brainstorm things that puppies need, including: their mother's milk, warmth, shelter, a clean area, veterinary care, love, attention and affection, friends (both two and four legged), and petting.

Write the ideas on sticky notes (or have students do so) and place the notes on the puppy outline.

Save the puppy outline and notes on the board for the next day's activities.



Activity 2 Decoding Game: What Is a Puppy?

Learning Target: to build knowledge about puppies

Invite students to look at the three photographs of puppies on Activity Book page 2. Then ask them to complete the "What Is a Puppy?" decoding game. Discuss the answers with them, especially terms they may be unfamiliar with. For example, **ask:** *What do you think a litter means?* (a group) and *The game says that "Puppies need to drink lots of their mother's milk." What other animals drink their mother's milk?* (answers may vary but could include people, moose, foxes and wolves)

Activity 3 First Nations Words for Puppy

Learning Target: to understand that puppies are connected with First Nations culture

Play the audio recording of the word *puppy* in different First Nations Languages using the QR code or link. After students listen to the words, ask them to raise their hand if they have heard of or used any of the words before, and to say which ones. **Ask:** *Is there a word for puppy that you use that we haven't heard?*



[www.ifaw.org/
word-puppy](http://www.ifaw.org/word-puppy)

1. A puppy is a b a b y dog.
→ ☺ → ▲
2. Puppies are born in l i t t e r s.
◇ ✓ ▶ ▶ 🔴 ♥ *
3. Puppies need to stay with their mothers for e i g h t weeks.
🔴 ✓ ✎ 🌸 ▶
4. Puppies need to drink lots of their mother's m i l k.
🔴 ✓ ◇ ☾
5. Dogs are puppies until they are about f i v e months old.
★ ✓ ☀ 🔴

What Is a Puppy? decoding game,
Activity Book page 2

Activity 4 A Puppy's Perspective

Learning Target: to learn empathy by thinking like a puppy

Clear an open space on the floor. Give each student a sheet of paper and a pencil, then invite them to lie down on the floor and curl up like a puppy.

Say: Today we are going to imagine what it might be like to be a puppy. Puppies open their eyes after a week or two. What would they smell and feel before their eyes are open?

Invite students to close their eyes and begin thinking like a puppy. **Say:**

- Close your eyes. Imagine you can feel your mother next to you, warm and smelling of delicious milk. Do you feel any sisters or brothers?
- Your eyes are still closed, but you can sense light. You slowly open your eyes, blinking. Things start to come into focus. What can you see? You slowly lift your head. What is around you? Are you in a sheltered area? Are you cold? Can you feel the wind? Is it dark? Is it daytime?
- Now think about being an older puppy (4 weeks old). Imagine yourself playing with your brothers and sisters. How would you feel if a strange dog came up to you? How would you like to be picked up and handled by your people? What if someone carried you away from your family? How might you feel? (scared, lonely)

Have students sit up, talk about what it feels like to be a puppy, then draw or write about what they feel. **Say:** Imagine you are still a puppy and draw or write what you see, smell and hear. Is your world warm and caring? Are you next to your brothers and sisters? What does it sound like?

Local Knowledge: Share a Puppy's Perspective

Learning Target: to invite others to understand a puppy's perspective

Invite students to take home their writing or drawing from a puppy's perspective. Ask them to share it with someone they know who would enjoy it, or someone who lives well with dogs.

Love and Care for Your Puppies

Warm-up: Venn Diagram Puppy/Human Baby Needs

Learning Target: to understand that human babies and puppies share many of the same needs

Special Supplies: hula hoops (optional)

Place two overlapping hula hoops on the floor or draw two large overlapping circles on the board, making a Venn diagram. Label one circle "Human Baby," and the other "Puppy."

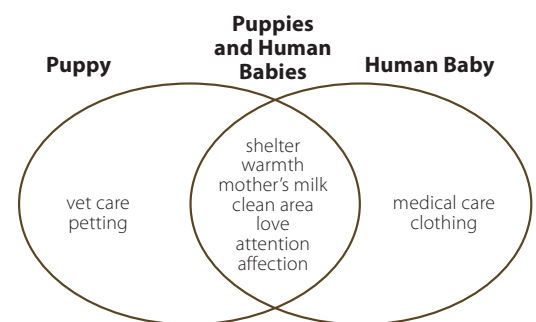
Have students look at the previous day's drawing of the puppy on the board. Review with them the sticky notes that tell what a puppy needs (mother's milk, warmth, shelter, clean area, love, attention and affection, veterinary care, petting). As you do, take each sticky note and place it inside the hula hoop or circle labeled "Puppy."

When you are done, **say:** *We know these are things a puppy needs. Now, what do human babies need?* Guide students to say what human babies need and point out when they come up with similar answers, such as mother's milk, warmth, shelter, clean area, love, attention and affection. When students have named something that both puppies and human babies need, move the sticky note into the center of the Venn diagram. Write any human-only things, such as clothing and medical care, on sticky notes to put inside the hula hoop or circle labeled "Human Baby."

When finished, reinforce that puppies and human babies need many of the same things.



Activity Book page 3



Sample Venn diagram



Elder Story Lee Maracle

Read the first two paragraphs on Activity Book page 3 with students. Also read the biography of Lee Maracle. Then **say:** *Let's learn more about what Grandmother Lee Maracle can teach us about living well with dogs.*

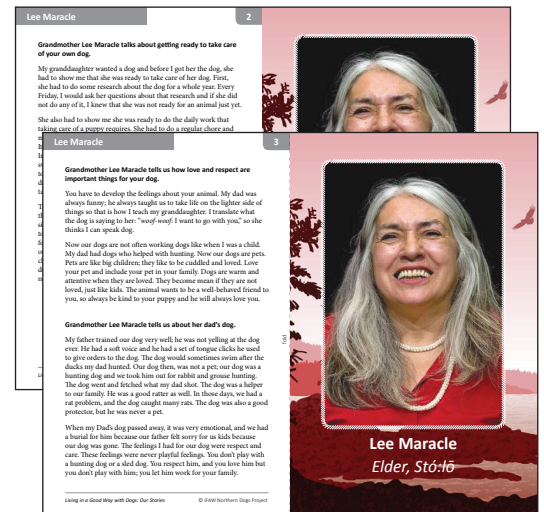
- Play the audio recording of Lee Maracle's story about getting ready to take care of your own dog using the QR code or link or read the text aloud from Lee Maracle's Elder/Role Model Story Card 2.
- Then play the audio recording of Lee Maracle's story about how love and respect are important things for your dog using the QR code or link or read the text aloud from the top of Lee Maracle's Elder/Role Model Story Card 3.



www.ifaw.org/maracle2



www.ifaw.org/maracle3



Lee Maracle Elder/Role Model Story Cards 2 and 3

Activity 1 Daily Chores

Learning Target: *to understand how being responsible for a daily chore is like being responsible for the care of a dog*

Ask: *Are you ready to be responsible?* Then hand each student a blank note card. Explain that on this card, they are to write down one chore that they could do each and every day. Ask them to be ready to describe what the chore involves and what happens if they do not do it.

For example, maybe one student has to walk his or her little brother or sister to school. **Ask:** *What is your responsibility? What happens if you don't do this chore? Who does it affect if you don't do it? Do you know an adult who can help you if you need help?*

Collect the cards, and then hand each student's card back to him or her every school day for one week. Tell students to give themselves a checkmark when they did their chore well. Ask them to write down what happened if they were not able to do their chore or forgot to do it.

At the end of the week, ask students if they had problems completing their chores and how they addressed those problems. Then **ask:** *Do you think you could do this kind of daily chore for months? For years?* **Say:** *When you have a puppy or a dog, you have a daily responsibility to care for him. This responsibility lasts for a long time. But it can be fun!*

Activity 2 “Taking Care of Your Puppy” Picture

Learning Target: to reinforce what puppies need

Read with students the instructions for completing “Taking Care of Your Puppy” on Activity Book page 3. Provide crayons and invite students to complete the activity. **Note:** You may encourage students to refer to the Venn diagram they created about a puppy’s needs in the Warm-up activity.

When students are finished, review their thoughts. You may have them share what they learned with a partner, or with the whole class. **Ask:** *What were some of the things that your puppy needs? What is your puppy’s name? How will he or she act?*



Taking Care of Your Puppy, Activity Book page 3

Activity 3 Find Out How Puppies Learn to Help People

Learning Target: to understand how puppies are trained to help humans

Remind students that Lee Maracle tells us how her dad’s dog was a working dog. **Ask:** *How do dogs work for us today?* (hunting, barking, keeping us safe) Guide students to understand that sometimes puppies are specially trained to do extraordinary things like help humans with special needs. Then invite students to learn how puppies are trained to help people. They can learn about these special dogs by looking at online sites of organizations that train them. For example:

- PADS assistance dog breeding and training: <http://pads.ca/our-stories-2/>
- Lions Foundation for Canadian Guide Dogs: <https://www.dogguides.com/index.html>
- Service Dogs in Action: <https://youtu.be/csCNmPDLADc>

Ask students to take notes on what they find out about how the puppies are trained and what kinds of things they can be trained to do. Invite students to share what they learned with the class. **Ask:** *Can you imagine any of the puppies from your community doing this kind of work? Why or why not?*

Summer in a Dog's Life— The Teenaged Dog

Warm-up: Play Four Ways!—Teenaged Dog

Learning Target: to build background about the four directions on the medicine wheel

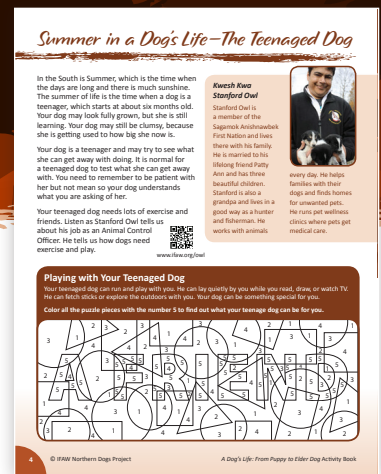
Special Supplies: four pylon cones or other type of marker, cards or sticky notes for labeling, images of a puppy and a teenaged dog

Play Four Ways! again, keeping for “East” the image of a puppy above or next to the word (Spring), as well as now replacing the South (Summer) label with the image of a young, or “teenaged” dog above or next to the word (Summer). Label the rest of the markers with the directions/words representing the remaining parts of the medicine wheel: West (Autumn) and North (Winter).

Introduce students to the Teenaged Dog (Summer) label. Connect the idea of a teenaged dog to the season of summer. Tell students that when you yell, “Teenaged Dog/Summer!” they need to run to that pylon.

Continue playing until all directions/labels have been called and students have had the opportunity to run several times in a circle around the markers. You may want to ask them to pretend they are a dog as they run between each pylon.

After the game, briefly review with students the direction and season that a teenaged dog is associated with. You may ask students if they have any ideas about why a teenaged dog is associated with summer. (possible answers: summer follows spring/puppy; summer is a playful time of year)



Activity Book page 4



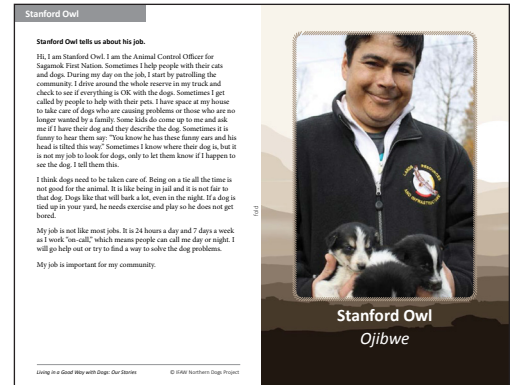
Role Model Story Stanford Owl

Read the first three paragraphs on Activity Book page 4 with students. Then read the biography about Stanford Owl. Ask students if any of them know a teenaged dog, and what the dog is like. **Ask:** *Does the dog have lots of energy?*

Remind students that Stanford Owl will tell them about his job and how dogs need exercise and play. Then play the audio recording using the QR code or link or read aloud the text from the Stanford Owl's Elder/Role Model Story Card.



www.ifaw.org/owl



Stanford Owl Elder/Role Model Story Card

Activity 1 Understanding a Dog's Need to Play

Learning Target: *to understand a dog's need for exercise and friends*

Special Supplies: sidewalk chalk or a stick for each student

Hand out a piece of sidewalk chalk (if your school has a play area with pavement) or a stick (to make a mark in the snow or dirt) to each student. Then take students to the playground.

Have students space themselves well out. Then ask each to mark an X on the ground where they stand. Next, have the students take three giant steps away from their X and make a circle at that distance around the X.

Say: *Let's try an experiment. The circle around your X is the area you can stay in at recess today. You may not go to a friend's circle, and he or she can't come to yours. Ask students to try it for one recess period.*

Afterwards, ask students to reflect on how they felt. Were they bored? Did they wish they could run around and visit their friends? How long were they able to stay in their circle? What if they had to stay in that circle all the time? **Say:** *Now imagine how a dog would feel, tied up to his or her house all day! Do you think they would like to run around and play with their friends instead?*

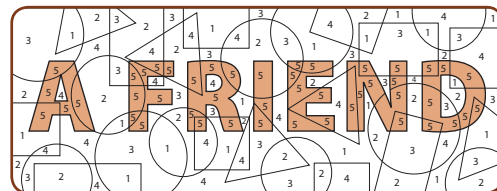


Activity 2 “Playing with Your Teenaged Dog” Puzzle

Learning Target: to deepen understanding of the relationship humans can have with teenaged dogs

Read the text about “Playing with Your Teenaged Dog” and the puzzle on Activity Book page 4. Provide crayons or pencils, and invite students to complete the activity.

Then **ask:** *What are some of the things that you can do with a teenaged dog? (run and play, be together while reading, etc., explore outdoors, play fetch) What can he or she be for you? (a friend)* **Ask:** *How would your teenaged dog feel if you left him tied outside all day?*



Playing with Your Teenaged Dog puzzle,
Activity Book page 4

Local Knowledge: Thinking about Teenaged Dogs in the Community

Learning Target: to think about the needs of a teenaged dog

When students go home today, see if they can spot any teenaged dogs.

Do they notice the dogs getting exercise like Stanford said? Are the dogs playing with each other?

Autumn—The Time of the Adult Dog

Warm-up: Play Four Ways!—Adult Dog

Learning Target: to build background about the four directions on the medicine wheel

Special Supplies: four pylon cones or other type of marker; cards or sticky notes for labeling; images of a puppy, a teenaged dog, and an adult dog

Play Four Ways! again, keeping for “East” the image of a puppy and the word (Spring), and for “South” the image of a young, or “teenaged” dog and the word (Summer). Now also replace the West (Autumn) label with the image of an adult dog above or next to the word (Autumn). Label the remaining marker with the direction/word representing the remaining part of the medicine wheel: North (Winter).

Introduce students to the Adult Dog (Autumn) label. Connect the idea of an adult dog to the season of autumn. Tell students that when you yell, “Adult dog/Autumn!” they need to run to that pylon.

Continue playing until all directions/labels have been called and students have had the opportunity to run several times in a circle around the markers. You may want to ask them to pretend they are a dog as they run between each pylon.

After the game, briefly review with students the direction and season that an adult dog is associated with. You may ask students if they have any ideas about why an adult dog is associated with autumn. (possible answers: autumn follows summer/teenaged dog; things mature in the autumn)



Activity Book page 5



Activity 1 Adult Dogs' Responsibilities

Learning Target: to build background about adult dogs' responsibilities

Read the text at the top of Activity Book page 5 aloud with students. Then read aloud the captions, one at a time, inviting students to look at the accompanying photos. Ask students if any of them knows an adult dog with responsibilities, and what those responsibilities are. They may tell a partner, or the whole class.

Autumn—The Time of the Adult Dog (continued)

Elder Story Lee Maracle

Read the text in the sidebar “Training a Dog” on Activity Book page 5 with students. Use the QR code or link to play the audio recording of Lee Maracle’s story about her dad’s hunting dog and how he trained him or read the text aloud from the bottom of Lee Maracle’s Elder/Role Model Story Card 3.



www.ifaw.org/
maracle4



Lee Maracle Elder/Role Model Story Card 3

Activity 2 “Training a Dog” Word Scramble

Learning Target: to reinforce how to train a dog in a good way

Invite students to complete the word scramble in “Training a Dog” at the bottom of Activity Book page 5. Then invite individual students to give their answers. You may draw out discussion with questions such as: *Why is it important to use kind words? Why is it important to give rewards and practice?*

Activity 3 Your Dog’s Sense of Smell!

Learning Target: to understand a dog’s sense of smell

Special Supplies: scarves or blindfolds (1 per pair of students); fruits and vegetables with strong smells

Say: *Smell is very important to dogs, and they get lots of information from what they smell. How good is your sense of smell? Let’s see.*

Pair students and blindfold one of each pair. Then give the other partner one of the strong-smelling fruits, vegetables, or other items you brought in. Tell students that the blindfolded partner should try to identify the item by its smell. After students try to identify the items, **ask:** *How well did you do?*

Finish the activity by watching “How do dogs ‘see’ with their noses?”
https://www.youtube.com/watch?v=p7fXa2Occ_U&feature=youtu.be

How can we train dogs well? Unscramble the words and write them in the blanks to find out.

1. We can use **k i n d** words. (ndki)
2. We can give dogs a **r e w a r d** when they do something correctly. (rwdrare)
3. We can **p r a c t i c e** a lot with our dogs. (ciprceat)

Training a Dog word scramble,
Activity Book page 5



Activity 3 supplies

Local Knowledge: Test Your Dog's Sense of Smell!

Learning Target: to prove that our dogs can recognize us

Invite students who have dogs of their own to try out this trick: Tell them to take a shirt they have worn all day, along with a shirt worn by one of their friends. Tell them to put a dog treat in each shirt, and then wrap up the shirts so the treats are inside. Explain that they should offer both shirts to their dog.

Ask students to notice: Which treat did the dog eat first? Did the dog prefer the treat in the student's shirt or in his/her friend's shirt?

Invite students to come up with other experiments to try to prove that their dog prefers their scent to other smells.



Winter—The Time of the Elder Dog

Warm-up: Play Four Ways!—Elder Dog

Learning Target: to build background about the four directions on the medicine wheel

Special Supplies: four pylon cones or other type of marker; cards or sticky notes for labeling; images of a puppy, a teenaged dog, an adult dog and an Elder dog

Play Four Ways! one last time. Replace the North (Winter) label with the image of an Elder dog above or next to the word (Winter).

Introduce students to the Elder Dog (Winter) label. Connect the idea of an Elder dog to the season of winter. For example, you may **say:** *An Elder dog's time of life is like winter, because that is when they slow down.* Tell students that when you yell, "Elder dog/Winter!" they need to run (like an Elder dog) to that pylon.

Continue playing until all directions/labels have been called and students have had the opportunity to run several times in a circle around the markers.

After the game, briefly review with students the direction and season that an Elder dog is associated with. You may ask students if they have any ideas about why an Elder dog is associated with winter. (possible answers: winter follows autumn/adult dog; things go dormant in the winter)



Activity Book page 6



Activity 1 Winter and Wisdom

Learning Target: to build background about Elder dogs

Ask students to raise their hand if any of them knows an Elder dog. Then read the main text on Activity Book page 6 aloud with students. Have students look at the picture at the top of the page as you read aloud the caption. Ask students how taking care of a dog throughout his or her life can make their life better when they get old. Invite students to share their ideas with a partner.

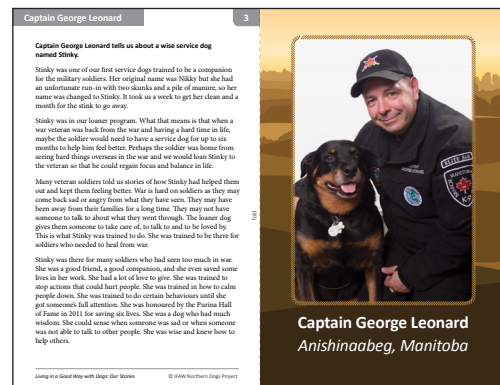


Role Model Story Captain George Leonard

Read “Kwesh Kwa Captain George Leonard” and “A Wise Dog Named Stinky” on Activity Book page 6 with students. (But do not read the drawing instructions yet.) Then play the audio recording of the story about a wise service dog named Stinky using the QR code or link or read the story aloud from the Captain Leonard’s Elder/Role Model Story Card 3.



www.ifaw.org/leonard3



Activity 2 Drawing

Learning Target: to understand how a dog can be wise and helpful

Ask: What did Captain George Leonard tell us about the wise service dog named Stinky? Allow time for responses and then read the instructions for the drawing activity on Activity Book page 6. Invite students to complete their drawing, and then share it with a partner or the whole class.

Activity 3 Understanding the Needs of Elder Dogs

Learning Target: to understand that Elder dogs have different needs than younger dogs

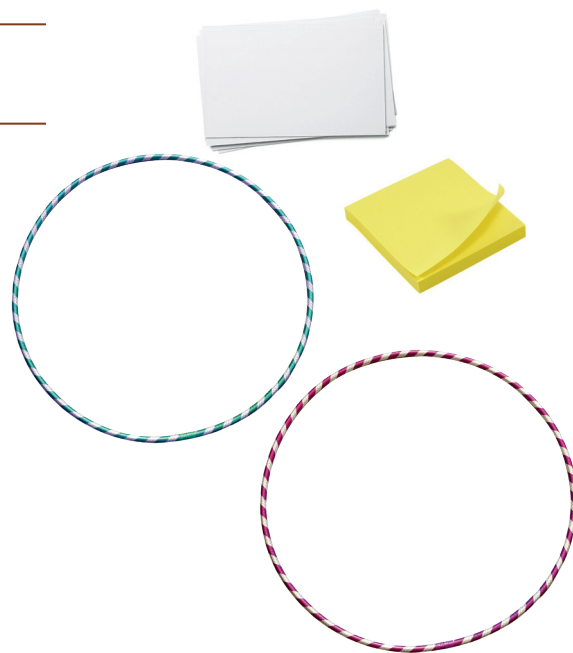
Special Supplies: seven note cards, two hula hoops, sticky notes

To prepare, write the sentences below on note cards:

- I can't see as well anymore. I can't hear as well either.
- I am a little more anxious now.
- I get cold more easily now.
- I can't move as well as I used to because my joints hurt.
- I may have the same appetite, but I can't burn calories like I used to.
- I get confused sometimes and may forget some of our old rules.
- I need a little extra care in grooming these days.

Say: Elder dogs are entering the winter of their lives. If they were to tell you how they were feeling, they might say [read each of the sentences on the note cards aloud].

Hand out the cards to seven students and ask each student to read his or her card to the class. Ask students how they think dogs might look or act if they have these problems.



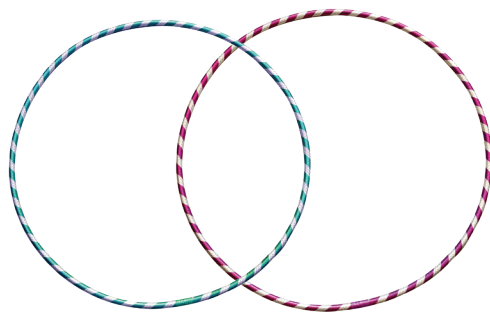
Activity 3 supplies

Activity 3: Understanding the Needs of Elder Dogs (continued)

Then place two hula hoops on the floor, making a Venn diagram. Label one circle Elder Dog, and the other Grandmother or Grandfather. Label the overlapping part Elder Dogs and People.

Review with students the list of things an Elder dog might struggle with. For each issue, ask students to think about what the Elder dog might need to help with the issue. For example, an Elder dog might need an extra blanket since he gets cold more easily. Write each need on a sticky note and place it inside the hula hoop labeled Elder Dog.

Then discuss whether some Grandmothers and Grandfathers also have these same needs. If any of their needs are the same, move the sticky note to the middle of the Venn diagram.



Caring for Dogs in Winter

Warm-up: Wintertime Needs

Learning Target: to build background about needs in wintertime

Ask: When we say the word need, what do we mean? (something we cannot live without; something we need to survive) *What is an example of a need we have in winter?* (answers include physical needs for winter, such as hat, gloves, boots, coat, healthy food, water, warm shelter) **Say:** Today we are going to learn about what a dog needs in winter. As we do, we'll think about how dogs' needs and our needs are the same.



Activity Book page 7

Activity 1 Winter Care

Learning Target: to understand a dog's special needs in winter

Read with students the first sentence on Activity Book page 7. Then have students look at the photo of the dog, and together read each caption. Invite students to discuss the following questions with a partner:

- What might happen to a dog's ears if he or she is left outside during the coldest days and nights? (they might get frostbite)
- How can you make sure your dog has enough water to drink if her bowl is outside in winter? (bring her warm water three times a day)
- Where should your dog live in winter if he has short hair? (in the house/inside)
- How can you care for your dog's feet in winter? (have an adult help trim fur between pads, put petroleum jelly on pads)

Activity 2 Dogs Need a Warm Shelter

Learning Target: to empathize with what dogs need in winter

Read with students the instructions for "Dogs Need a Warm Shelter" on Activity Book page 7. Invite them to complete a drawing, then share it with a partner, or the whole class. **Ask:** What type of house did you draw? Did your dog share your house or have a house of its own? Do you see something in someone else's drawing that you need to include in yours?

Local Knowledge: Help an Elder Dog

Learning Target: to show kindness to Elder dogs

Ask students if they know an Elder dog in their community. If so, invite them to think about how that Elder dog might feel, especially in the winter. If it's their dog, ask them to think about what might they do to make winter easier for him or her. **Ask:** *How could you honour the Elder dog?*

Reflection

Activity 1 Draw a Medicine Wheel

Learning Target: to reflect on learning about the seasons of a dog's life

Provide students with paper and crayons or markers. Invite them to draw their own medicine wheel showing the seasons of a dog's life—from puppy to Elder dog. Encourage them to show something they learned about each season of a dog's life in their pictures. Have students write a title for the picture.

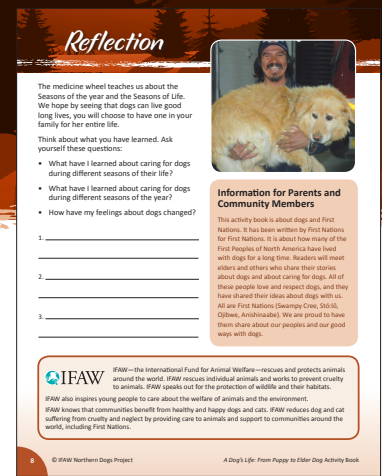
Invite students to share their completed medicine wheel with a partner or the whole group.

Activity 2 Reflection Questions

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

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

- What have I learned about caring for dogs during different seasons of their life?
- What have I learned about caring for dogs during different seasons of the year?
- How have my feelings about dogs changed?



Activity Book page 8

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

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.

Unit Contributors

Role Models (continued)

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.

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

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.

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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.

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Stanford Owl
Ojibwe

Captain George Leonard tells us about a wise service dog named Stinky.

Stinky was one of our first service dogs trained to be a companion for the military soldiers. Her original name was Nikky but she had an unfortunate run-in with two skunks and a pile of manure, so her name was changed to Stinky. It took us a week to get her clean and a month for the stink to go away.

Stinky was in our loaner program. What that means is that when a war veteran was back from the war and having a hard time in life, maybe the soldier would need to have a service dog for up to six months to help him feel better. Perhaps the soldier was home from seeing hard things overseas in the war and we would loan Stinky to the veteran so that he could regain focus and balance in life.

Many veteran soldiers told us stories of how Stinky had helped them out and kept them feeling better. War is hard on soldiers as they may come back sad or angry from what they have seen. They may have been away from their families for a long time. They may not have someone to talk to about what they went through. The loaner dog gives them someone to take care of, to talk to and to be loved by. This is what Stinky was trained to do. She was trained to be there for soldiers who needed to heal from war.

Stinky was there for many soldiers who had seen too much in war. She was a good friend, a good companion, and she even saved some lives in her work. She had a lot of love to give. She was trained to stop actions that could hurt people. She was trained in how to calm people down. She was trained to do certain behaviours until she got someone's full attention. She was honoured by the Purina Hall of Fame in 2011 for saving six lives. She was a dog who had much wisdom. She could sense when someone was sad or when someone was not able to talk to other people. She was wise and knew how to help others.

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Captain George Leonard
Anishinaabeg, Manitoba