

Protecting our Tomorrows: A Teacher's Role in Promoting Child Safety and Animal Welfare



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Participant Manual



“Protecting our Tomorrows: A Teacher’s Role in Promoting Child Safety and Animal Welfare”

Learning Goals:

By the end of this session you will be able to:

1. understand the teacher role in public health, child safety, and animal health/welfare
2. discuss the connections between child (human) and animal health
3. use tools to educate children on safety concerns and how to engage animals safely
4. increase child safety, reduce dog bites, and increase animal welfare
5. decrease violent interactions between children and animals

Making Connections: Introduction to Humane Education

Q) What does humane education mean to you? What do you already do in your daily life or in your classroom that represents humane education?

- Humane education is the teaching of compassion and kindness to people, animals and the environment and the interconnection among the three.
- Experts agree that humane education can be an important part of curriculum for schools.
- Humane education can cross content areas so that math, english and other subjects can be taught within a humane education framework.



Connecting Our Community and Our Animals

Q) What types of animals do we see in [our village/city/community] and how are they important to us?



Can you think of other examples?

Livelihood	Financial	Productivity	Human-Animal Bond
Farming	Selling	Labor	Helping with Security
Food	Food Production	Transportation	Becoming part of our families and households



Public Health Connections

Q) How do you see the connection between your own health and the health of the animals around you? At home? In your community?

Healthier Animals, Healthier Humans, Healthier Environment

Basic and routine care of animals helps to prevent disease spreading to humans. In addition to immunizations, healthy animals are less likely to infect humans through touching or aggressive acts such as biting. The less opportunity there is for negative interactions between humans and animals the greater likelihood of living in harmony together.

Reduce



Reduce



Increase



The spread of communicable diseases	The risk of injuries	Human animal positive relationship
Rabies, Worms, and Parasites	Bites, Scratches	Harmony in the community and environment



Examples:

- Immunizing against rabies is effectively working to eradicate rabies in dog populations. Preventative care in opposition to culling is the best method for reducing and eventually eliminating rabies incidence
- Clean water and washing hands is a simple prevention against the spread of parasites

Can you think of other examples?

How Are We Alike?

Q) What are some of the things that both animals and humans need to survive?

Meeting these basic needs helps to reduce stress and improve the quality of life for the entire community.

What Types of Living Environments Does Each Need to be Healthy and Happy?

Humans	Yes	No	Animals	Yes	No
Safe (Free from Distress)	✓		Safe (Free from Distress)	✓	
Comfortable (Free from Pain and Suffering)	✓		Comfortable (Free from Pain and Suffering)	✓	
Healthy (Access to Medical Care, Food and Water)	✓		Healthy (Access to Medical Care, Food and Water)	✓	



How Can We Use This Information to Help Our Children and Students?

Simple routines such as washing hands can help to promote a healthier and safer environment between children and animals. In addition, we want children to have more positive interactions with animals and fewer traumatic interactions such as dog biting. This is achieved through education and empowerment.

Children can learn how to act more appropriately around animals such as dogs to reduce the risk of being bitten, scratched or chased. They can also learn more about animal behavior which will help them to see the signs of a dog that should not be approached and therefore significantly reduce the risk of a negative interaction. Through a greater understanding of animal behavior and their own behavior children will be less afraid of animals and will view them more positively.

We Can...

Prevent problems with animals from occurring

Create healthier and safer environments

Reduce dog bites and traumatic interactions

Empower through education

Show them how to appropriately act around animals

Teach them more about animal behavior

Reduce fear

Can you think of
other examples?

How do you do
this in your
classrooms?



Part Two: Connecting Dog Communication and Behavior

Q) Do you think animals can talk to us? If so, how?

- Through sounds
- Through actions

Dog Talk Exercise:

Pre-Lesson Questions: What do you think these sounds mean?

Bark	
Whimper	
Yelp	
Snarl	
Growl	
Whine	
Yap	



What do these sounds mean?

Bark	High-pitched/repetitive: <i>stress, anxiety</i> Sharp/staccato: <i>alert, alarm</i> Playful: <i>playing!</i>
Whimper	Low, like crying: <i>indicates pain, sometimes excitement</i>
Yelp	Loud, usually singular: <i>indicates pain</i>
Snarl/Growl	low, deep: <i>warning to STOP</i> <i>Sometimes when playing</i>
Whine	High-pitched, nasal, mouth-closed: <i>increased stress and may want something like food</i>
Yap	Loud, monotone: <i>could indicate boredom</i>



Body Language

Dogs show how they feel by using and moving their bodies, just as people do. We often can know the kind of mood a person is in based on the way they 'act'. It helps us to better interact with them. The same is true for our interactions with dogs. They indicate how they are feeling through their body which helps us to better predict their behavior and guide our own behavior with them.

The following cards can be used with your students in the classroom to help them become familiar with what signs to look for in a dog to prevent injuries.

Just some ideas...

Labeling and creating a class book about moods and feelings

Building language

Having students act out certain body language for building comprehension and gross motor skills

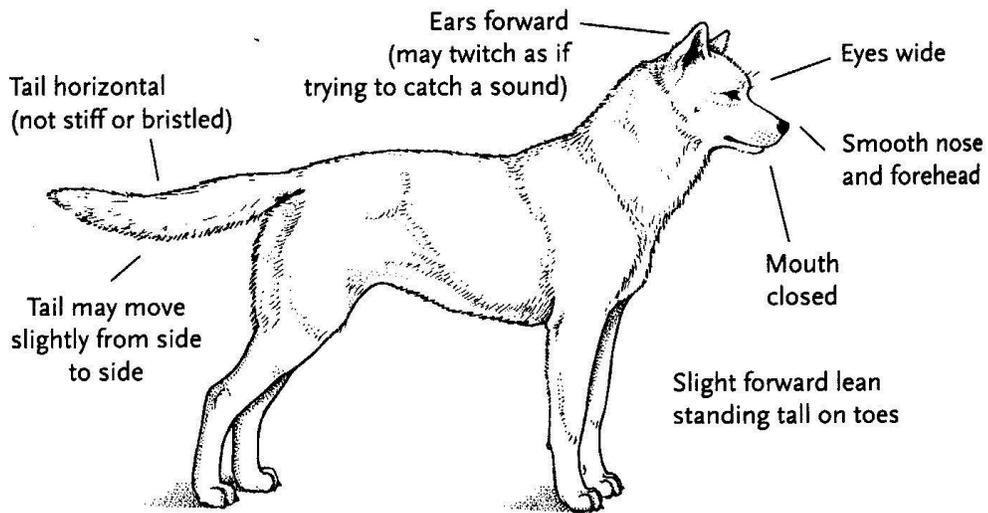
Can you
think of
other ideas?



The following slides detail what dogs look like when communicating different moods. Go through each slide pointing out the specific body cues that are indicators of what they are trying to communicate.

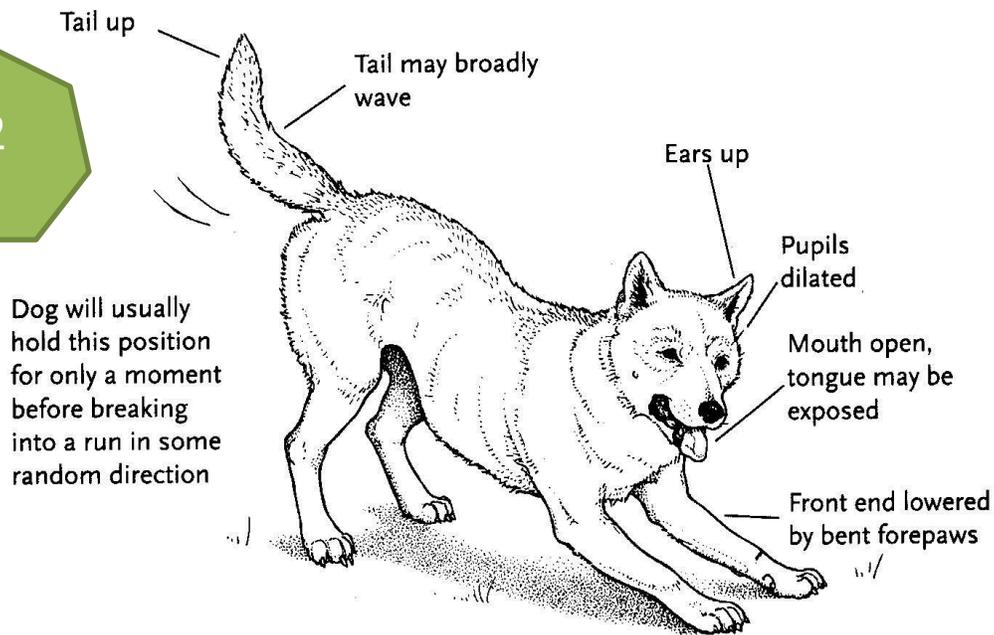
1

Alert and Attentive



Playfulness

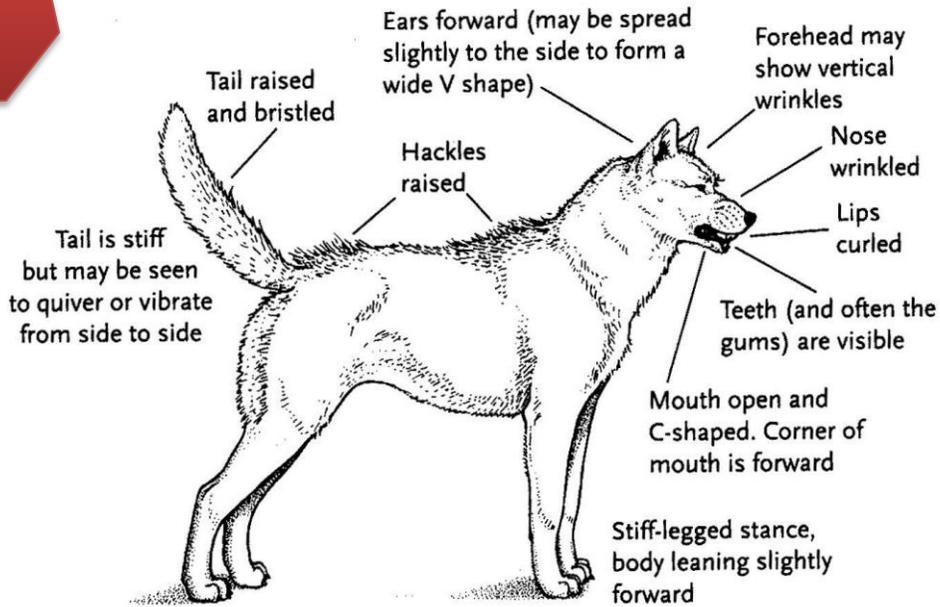
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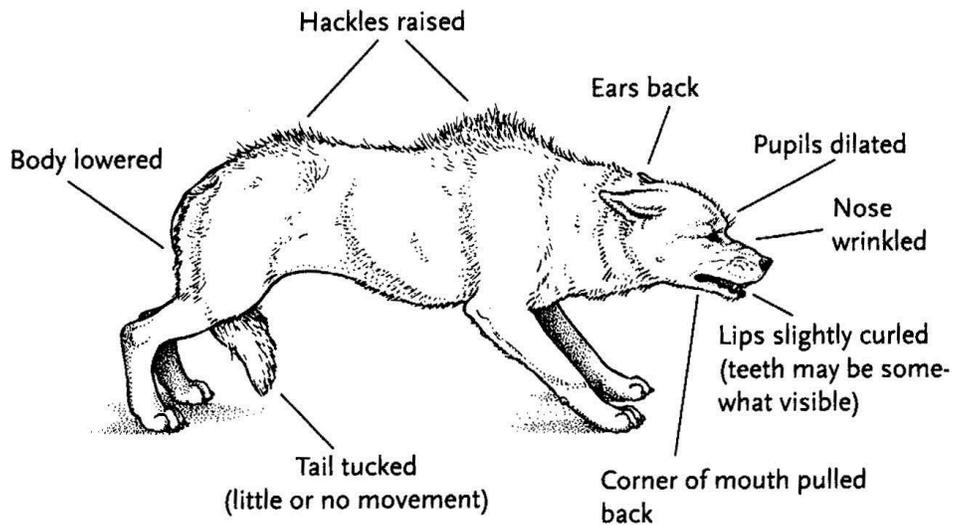
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Dominance / Aggression (Offensive threat)



4

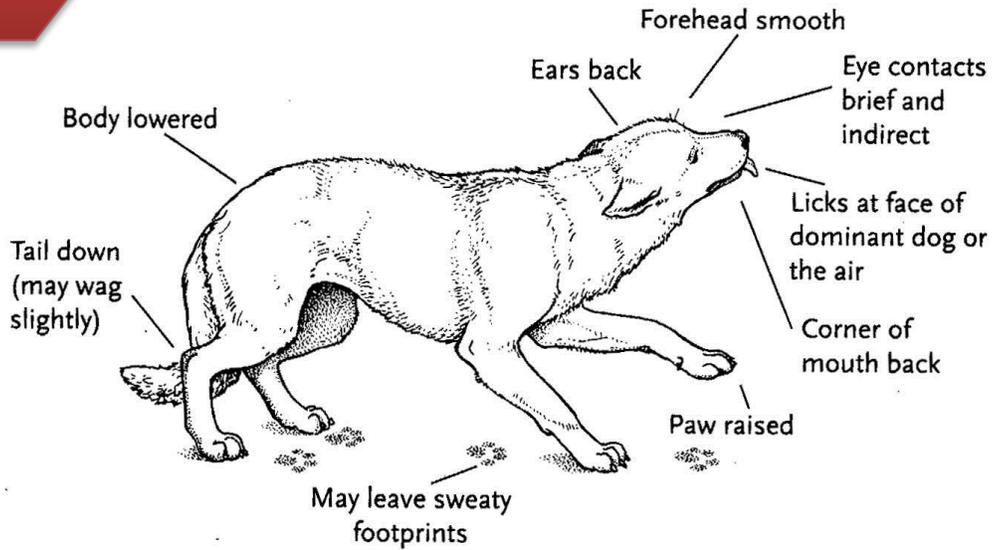
Fear / Aggression (Defensive threat)





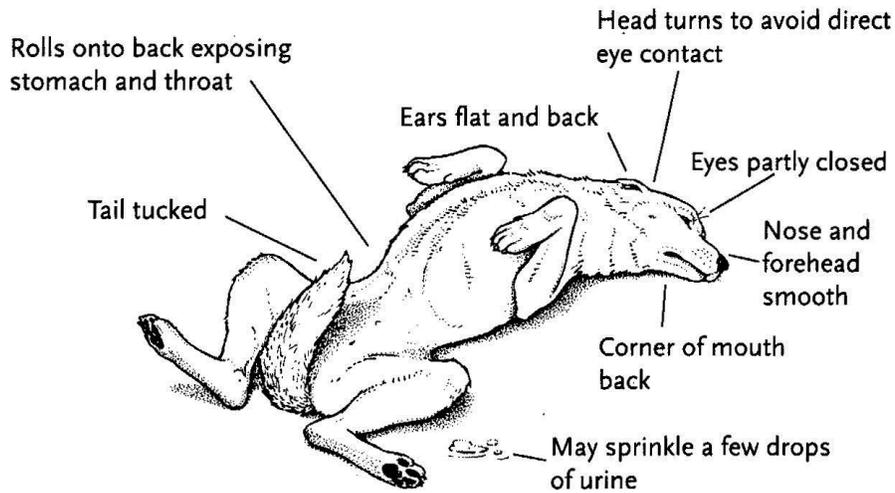
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Fear / Submission
(Active submission)



6

Extreme fear / Total submission
(Passive submission)





Part 3: Dog Bite Prevention and Creating a Safe Community

Q. In what ways can positive behavior be promoted in your classrooms to help children get along better?

Evidence suggests a link between animal violence and violence toward people indicating that there is a pattern to violent behavior. Helping to prevent any violent behavior toward an animal can help to:

- Deter other types of violence in the community
- Decrease the amount of injuries of people by animals



How to handle/treat a dog

- Do
 - Prior to contact with the dog, ask the owner if it is OK to pet their dog



- If a dog scares you, stay still and do not scream, allow the dog to sniff you and remain calm then back away slowly from the dog

BE A TREE





- If a dog attacks you, curl into a ball and protect your face and neck with your hands

BE A ROCK



- If bitten, immediately wash the bite thoroughly with soap and water for 10 minutes and seek medical attention if necessary



Immediate first aid care if a bite situation does occur is critical to reduce injury. Washing the wound and your hands is first priority. Washing the wound can reduce the risk of rabies by up to 90%...we will discuss this in greater detail in the following section. Seeking medical attention is always a good idea to rule out any potentially more serious complications.





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Do Not:

- Run past a dog because dogs love to chase things



- Disturb a dog that is caring for puppies, eating or sleeping
- Scream or make direct eye contact with a dog
- Approach an unfamiliar dog
- Use quick motions or approach a dog from above
- Leave young children or infants alone with a dog
- Engage in violent/aggressive behavior (tease, hit or throw objects at a dog)



REVIEW

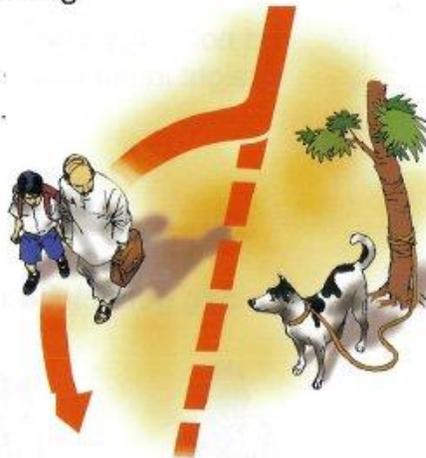
Be Sensitive and Kind to Dogs and Protect Yourself!



How to Avoid Dog Bites

Never disturb a dog that is eating, sleeping or caring for puppies. Dogs may bite if startled or frightened. Do not throw sticks or stones at a dog.

Do not get close to a dog which is tied or behind a fence.



Do not get close to small puppies - the mother may bite to protect her puppies.



Do not run or move quickly near dogs!



Do not look a dog straight in the eye!

If a nervous dog gets close to you:



Freeze...
look only at the ground...
walk backwards very slowly...

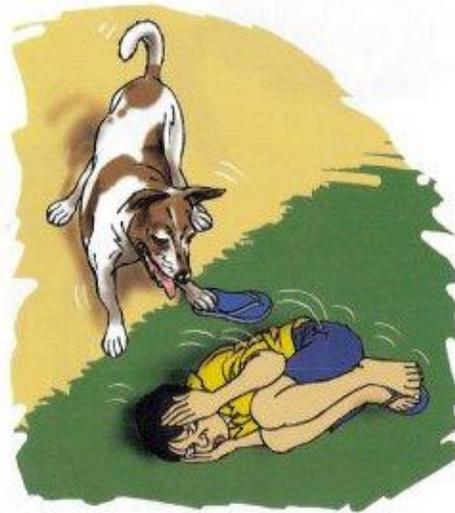
Do not turn and run!





If a growling dog gets close to you, pretend to be a tree: stand still with your hands at your side. Allow the dog to sniff you and it will usually go away.

If a dog attacks, assume a position of a rock. Curl into a ball and protect your face and body.



If bitten:

- Immediately wash thoroughly with soap and running water for 10 minutes
- Go to a hospital
- Isolate the dog (or remember what the dog looks like)



Part Four: Building Healthy Communities

Q. Can you think of any ways you have seen the benefits of animal care in your community?

- Evidence shows a link between human health and animal health:
 - Zoonotic diseases (animal to human transmission)
 - Rabies
 - Over 55,000 people die from rabies worldwide annually
 - Most human deaths occur after a dog bite, between 30% and 60% of them are children aged less than 15 years

Prevention Works

- Vaccinations (animals)
 - Vaccine schedule
- Deworming (animals)
 - Schedule
- Spay/Neuter (animals)
 - Importance and impact on dog population and human health



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Classroom Connections: Putting It All Together

We have created some lessons that can be used with your students to help build healthier communities for your children and the animals, while focusing on important educational goals like math and language. Use them as a starting point and have fun creating your own! If you have additional questions or would like more information or materials, please contact_____.

Prepared by:
Humane Society International
2100 L Street, NW
Washington, DC 20037
USA
hsi.org