



Guidelines for Classroom Education & Public Awareness on Responsible Pet Ownership & Rabies Prevention

Introduction

Formal education and public awareness campaigns aim to increase people's knowledge in order to positively influence their behaviour and attitudes. This is an important component of all rabies control and dog population management / responsible dog ownership projects as community support and understanding helps to secure the sustainability of the project.

Before developing an education or public awareness programme, it is essential to have clear objectives for the project. This will enable you to determine the audience/s, content, methods and expected outcomes. For example, what do you want the audience to learn and what actions do you want them to take.

These guidelines are designed for volunteers, vets and government workers. Section 1 offers tips on teaching children and gives the sequence of a basic classroom-based lesson. A suggested syllabus is provided to introduce the concepts of animal welfare and sentience, and teach responsible pet ownership and rabies prevention, with messages adapted for children, but which can also be used with the general public. In the Annex, lesson plans are provided (some are tailored for use with primary students and others with secondary, but they can easily be adapted to the level of the audience). Section 3 is dedicated to public awareness campaigns on responsible pet ownership and rabies, providing guidance on developing the messages, and different approaches and techniques that can be used.

Related Resource

Guidelines on Mass Dog Vaccination: Education and Messaging (World Animal Protection; available at http://www.animalmosaic.org/Images/3%20MDV-education-messaging-portfolio_tcm46-44299.pdf)

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1. Primary and Secondary Education – Teaching in a Classroom

Key points to remember when delivering messages to children

1. **Don't exacerbate children's fear of dogs:** In areas where dog bite incidences are high, children are often scared of dogs, so it is important to be careful to not exacerbate their fears. We recommend focusing on messages aimed at generating empathy towards stray dogs, such as:

- 'Help stray dogs to be healthy and happy' (with sub messages about responsible pet ownership)
- 'Be safe by respecting/understanding the dog's feeling' (sub messages being about dog behaviour)
- Emphasizing that dogs are not aggressive by nature and dog bites can be avoided if people respect the animals' feelings.

2. **Put children into animal's shoes:** Using this method will encourage the children to relate to the animals/dogs, which is more likely to generate empathy.

For instance by saying:

- *"Your parents get worried when a stranger gets close to you or takes you away with them. Dogs feel the same way with their puppies. Dogs bite when they are frightened, or feel threatened, to defend themselves."* or
- *"Whenever you are approaching a dog you should be quiet and gentle. Loud voices and fast movements may scare a dog. Pat a dog very gently and speak to it softly. How would you feel if someone came up to you and started yelling and pulling your hair? It would probably scare you and make you mad. Animals have these same feelings."*

However, be mindful of children's embarrassment talking about feeling. Once children, especially boys, get over 8 years old, they can be embarrassed about sharing emotions, so encourage but do not force children to share.

3. **Don't create new animal welfare issues:** It is important to be careful that your message does not create new animal welfare issues. For instance by advocating that dogs should be controlled and not free-roaming can lead to dogs being caged or tethered all day long which is not desired. However if the roaming dog population needs to be decreased, emphasize that although dogs should not be left roaming without any supervision, being tethered or in a cage all day will make the dog very distressed. The dogs need to be kept in a place big enough to lie down, move and turn around. It should be taken out for a walk on a leash.

4. **Use language suitable for the age group:** For instance when teaching Responsible Pet Ownership (RPO) to younger children, explain what sterilization is using simple words such as *'a simple operation, which will prevent dogs to have puppies no one can look after, so we have less dogs on our streets. This operation is not painful, it doesn't hurt the dog'.*

5. **Use positive language:** The use of positive wording is recommended. For example use- *"Be nice to animals"* rather than *"Don't be nasty to animals"*. Positivity is vital –you are not aiming to depress the children,

or make them feel the situation is hopeless. Show that change is possible- and specifically how the children can be involved in that change.

8. **Gender stereotypes:** It is important not to reinforce any gender stereotypes that may surround the children’s interactions with animals, i.e. boys throw stones at dogs, girls are caring etc- can put forward that to be a boy you *should* throw stones and that *only* girls are caring. Take care when describing situations, telling stories and illustrating ideas.

6. **Use adapted activities:** You need to decide on the activities depending on the age of the children. It is good to mix teaching styles and changes of pace, build in opportunities for movement, noise making and other activities. Children aren’t so great at sitting still and quiet for long periods of time. The younger they are, the shorter their attention span. Each activity should be approximately the number of years plus one or two minutes. This can prevent the children becoming bored and distracted causing your message to be lost and possibly losing control of the class. Example of activities for:

- 5-9 year olds: Storytelling, Songs, Cartoons, Puppets, Games, Drawing, Colouring, Story telling
- 10-12 year olds: Songs, Cartoons, Games, Drawings, Quizzes, Role play, Competition
- 13-15 years old: Reading, Creative writing, videos, Competition/Games, Group work, Role plays

7. **Use participatory/interactive activities:** Participatory activities, for example group discussions or games, are more likely to lead to behaviour change, than just lecturing. Indeed, participants are more likely to retain and take ownership of a message they have related to their personal experience and formulated it into their own words.

Example of a lesson/session

| Activity | Description/Tips |
|--------------|--|
| Introduction | <p>1. Volunteer/ Technical officer introduce themselves</p> <p>2. Lay classroom rules: the best is to ask students what these rules should be so they are more likely to comply. Example of rules:</p> <ul style="list-style-type: none"> - Be quiet and listen to the teachers. - Raise your hand before you speak and wait to be called on - Listen quietly while others are speaking. - Participate <p>3. Introduce learning objectives Learning objectives usually use variations of this sentence stem- “By the end of the lesson students should.....” plus “know that...”, “understand...”, “be able to...”, “develop...” or “be aware of....”.</p> <p>For instance: ‘By the end of this session you will know everything about rabies and be able to protect yourself from it’</p> |
| Ice breaker | <p>To make children feel at ease, start with a small talk.</p> <p>For instance, who has a dog at home?</p> |

| | |
|---------------------|---|
| Provide information | Keep it short. Keep it lively and interactive: ask a lot of question and encourage students to share their own experience. Please see 'Syllabus section' below for message. |
| Activity | Activity for students to apply what they have learn (see examples in Annex). |
| Summarize | Go over the main points you want the students to remember to make sure you have reached your learning objective but also to reinforce learning. |
| Call for action | Ask students what they are going to do to help eradicate rabies. (It might just be sharing their knowledge with their family.) |

Syllabus

What is animal sentience and animal welfare?

- Animal sentience describes the ability for animals to experience positive emotions (i.e. pleasure, joy and excitement, as well as negative emotions (i.e. sadness pain and fear).. Sentience has been proven scientifically for a large range of animals including mammals, fish and birds).
- The official definition of animal welfare is "*...how an animal is coping with the conditions in which it lives. An animal is in a good state of welfare if (as indicated by scientific evidence) it is healthy, comfortable, well nourished, safe, able to express innate behaviour, and if it is not suffering from unpleasant states such as pain, fear, and distress.*

*Good animal welfare requires disease prevention and veterinary treatment, appropriate shelter, management, nutrition, humane slaughter/killing. Animal welfare refers to the state of the animals; the treatment that an animal receives is covered by other terms such as animal care, animal husbandry, and humane treatment."*¹

- It is essential for children to have empathy towards animals to respect them. The best way to create empathy is to give children the opportunity to realize that they share the same needs and emotions as animals. Rather than lecturing the students, here are some questions you can ask, so the children can articulate the needs and feelings of animals in their own words by reflecting on their own experience:

'What do you need to be healthy and happy', 'What do you think animals need to be healthy and happy', and compare. From the needs and feeling they have listed you can easily draw the 5 freedoms of the animals.

"Do you think animals have some of the same feelings that people do? Can you give some examples?"

"Have you ever seen an animal happy, sad, scared, excited or in pain? Can you give some examples? Think of some times when you felt these feelings also."

¹ Official definition from the World Organization for Animal Health (OIE)
<http://www.oie.int/doc/ged/d5517.pdf>

- Animal sentience and welfare can be explained simply as follows: *'Animals have feelings just as we do, they can feel happy, sad, excited and be in pain. Animal welfare means to make sure animals have what they need to be healthy and happy. The best way to ensure this is to safeguard their 5 freedoms':*

1. **Freedom from hunger and discomfort** by providing enough fresh water and the right type of food to keep an animal healthy

2. **Freedom from discomfort** by making sure animals have a place to rest protected from the sun and rain, where it is not too hot or cold, and big enough so they can lie down and move around

3. **Freedom from pain, injury and disease** by preventing them from getting ill, by vaccinating them, or injured and by making sure animals are treated rapidly if they do

4. **Freedom to express natural behaviour** by making sure animals have enough space, access to area where they would live if they were free and the company of their own kind.

5. **Freedom from fear and distress** by making sure the way they are kept and treated avoid mental suffering

For animals raised for food, animal welfare also looks at the way animals are killed. It should be done in the most humane way, meaning the way the animal suffers the least and for the shortest period of time possible.

The lesson plans in the Annex 'I need you, You need, I need you!', 'Be a responsible pet owner', 'Stay safe by respecting animals' and 'Farm animals have feelings too!' will give you examples of activities you can do to generate empathy towards animals in children.

About Rabies

- Every year approximately 55,000 people die from rabies worldwide. Every 10 minutes one person dies from rabies.
- Symptoms in humans are headache, fever, sore throat, hallucinations, paralysis, hydrophobia (fright of water)
- 100% of deaths from rabies can be prevented through mass dog vaccination (vaccinating your dog every year).
- The culling of dogs does not control rabies or dog population numbers. Immunised dogs are killed thus decreasing the immunity of the dog population to rabies. In addition, a rapid decrease in dog numbers only leads to the remaining dogs breeding more and new dogs entering the area.
- Rabies is caused by a virus carried by warm blood mammals, in Asia dogs are responsible for 99% of transmission to humans.
- If an animal infected with rabies bites or scratches you, the virus can get into your body. The transmission can also occur when saliva comes into direct contact with fresh skin wounds (E.g. If an infected animal leaks an open wound)

- The virus attacks the central nervous system.
- If someone has the virus, without immediate treatment there is nearly 100% chance of death.
- Rabies can be prevented.

What does a rabid dog look like?

- Change in behaviour/ unusual behaviour: such as appearing depressed, lethargic, and uncoordinated
- The dog might be aggressive and try to attack/bite even things that are not alive
- The dog might be drooling a lot.
- It is important to note that not all rabid dogs display the same symptoms so avoiding bites from any unknown dog is good practices.

How to prevent rabies: 'Vaccination and prevention of unwanted dogs'

1. **Vaccinate** stray and owned dogs against rabies annually.
2. Reduce the stray dog population by **sterilizing** dogs, so they stop multiplying, **and** sterilize owned pets to avoid unwanted puppies that might add up to the existing stray dog population.
4. Current and future generations become **responsible pet owners**.

How to prevent dog bites

1. **Understanding and respecting a dog's feelings to avoid dog bites:** It is important to communicate that dogs are not aggressive by nature. Biting is often the way dogs protect themselves. Here are common situations to stay away from to avoid dog bites.

- Leave dogs alone when they are with their puppies. Parents get worried when a stranger gets close to their child or takes their child away. Dogs feel the same way. Dogs bite when they are frightened, to defend themselves.
- Leave dogs alone when they are eating or near food. If coming near they might be worried you are going to take the food away from them, and bite to prevent it.
- Walk a good distance from a dog that is tied up. The dog might be very upset at being tied up for a long time and might bite.
- Before walking into someone's house that has a dog, make sure the owner has seen you, so they can control their dog. If not the dog might bite to protect its house.
- Dogs often bite because they have been surprised: running or moving quickly by a dog might frighten it. Play away from a sleeping dog, do not grab dogs, do not run around them and throw things at them. Would you like it if someone threw things at you?
- Do not look straight into dogs' eyes because the dog might feel threaten, like you are about to attack it.
- In general, as a precaution, avoid touching dogs you don't know.

2. If you are being attacked by a dog:

- Do not run away, because a dog runs much faster than you and will keep up with you.
- Do not scream, it might scare the dog, and encourage him to bite.
- Stand still and quiet either like a tree, or as a ball with your head ducked in, and wait patiently that the dogs goes away because it does not feel threaten by you anymore.
- **If the dog attacks and looks like it has rabies.** Throw something else for it to bite and move away very slowly. Again do not scream as it might catch its attention and come at you again. If bitten, wash the wound immediately and seek medical assistance.

3. Keep garbage away so it does not attract dogs!

What to do in case of a dog bite: 'Wash, clean and rush to the hospital/doctor'

1. Immediately **wash** the bite with soap under running water for 15 minutes.
2. **Clean** with antiseptic/alcohol.
3. **Immediately** go the hospital/doctor for post-exposure vaccination.

Responsible Pet Ownership: 'Take care of your dog, making sure it does not become a nuisance to the community...'

1. **What does being a responsible pet owner mean:** Take care of the animals who depend on you, whilst acting according to the law and considering the consequences of your actions on your family, friends, neighbours.

2. How to make sure you are taking good care of your dog:

- Provide appropriate food and clean water every day. What do you think would happen if you gave ice cream to your dog every day and dirty water? Yes, it will get sick.
- Be kind to your dog, give it love, the opportunity to play with people and other dogs, and to go outside to run (though under control). How would you feel if you were not allowed to get out of your house?
- Make its home comfortable, so he can sleep protected from the rain and sun, in a place big enough so he can lie down, turn around, move around.
- Give your dog the opportunity to be a dog...What do dogs like to do? Dogs like to run around, jump, smell things, play with people and other dogs.
- Do everything you can to prevent your dog from getting sick or injured, by giving him adapted food, clean water, and bathing it when it is dirty.
- It is also very important to sterilize and vaccinate your dog annually against rabies, so your dog is safe for your family and your community – safe from rabies and from bringing more dogs to the community. If it gets sick, take it to a veterinarian.

3. **Having a pet is a responsibility:** For a life time, that costs money and time, and brings much joy!

Lesson plans are available in Annex C, including guidelines and activities. You can also refer to the World Animal Protection / GARC Teacher's guide on '5 tips to prevent dog bites' (Annex B).

2. Public Awareness Campaign

Key points to remember when delivering messages to communities/the general public

The tips presented on children are also relevant when addressing the general public and communities, especially; 1. Don't exacerbate people's fear of dogs, 2. Don't create new animal welfare issues and 3. Use positive language.

Here are some additional points to consider when developing a public awareness campaign.

- 1. Know your audience:** In order to develop an effective message, you have to research who your audience is (age group, educational background, and language spoken). For instance, some people might not be able to read or only speak the local language, this will affect the approach and technique you will choose.
- 2. Decide on your messages for raising awareness and promoting action:** What do you want your audience to know and what action do you want your audience to take? Make sure that the suggested actions are practical for the audience in terms of cost to them and resources / facilities available within their community. For instance, if your action message is to vaccinate your dog but vaccination is not accessible to your target audience due to its high cost, or simply because the closest place to get vaccination is an hour away from their community, your audience is unlikely to take action, even if they would like to.
- 3. Keep your message short, simple and child friendly:** With a public campaign anyone can be in the audience, including children and people with low or no education. Thus the syllabus provided in the section 'Teaching in a classroom' can also be used for public education.
- 4. Use different approaches and techniques:** Adults have different learning styles: visual, auditory, or tactile (learners need to physically do something to understand it). Try to use different approaches and techniques to ensure that your message is understood by the diverse learners.
- 5. Decide on your approach** - Often this decision will be made depending on the scope of your project (local or national), and resources available, both financial and human:
 - Personal communication (at the community level) helps individuals to understand better the issue, how it relates to their life and how a change in their attitude and behaviour will positively benefit their life.
 - Mass communications (at the national level) allows to reach a greater number of people through mass media
 - Education: Can be at the national or community level. It deals with training of teachers, inclusion of rabies in the official curriculum, informal educational programs presented in local schools, colleges, adult learning centres and libraries, such as government officers and local health workers visit schools to raise students' awareness about rabies and RPO. For more teaching guidelines please refer to the previous sections.

Example of techniques that can be used

There is a myriad of possible activities for public awareness campaigns depending on resources, both financial and humane, available.

Personal communication with community members

- Personal communication with community members through public meetings, presentations, workshops and informal social events (for instance women/men's group meeting).
- Social events – for example, a festival for families.
- Role plays, performances: this is particularly interesting when the audience is of different age group and education level.
- Contests: drawing or writing contest on, for instance, how to make a dog happy and healthy. This technique is interesting as you will get a message developed by the community.
- Community murals: Community murals are artwork painted by the community on a wall located in prominent position so they can be viewed by the public. As with the contests, this technique is particularly efficient as the message is developed and produced by the community itself.
- Static and travelling exhibitions and displays, for example a rabies bus
- Media interviews in local newspapers
- Media interviews and news items on local radio and television
- Local influential person to be the spokesman against rabies (religious leader, local politician)

Mass Communication (i.e. National, District Level)

- Printed materials - for example, billboards, brochures, cartoons, comics, pamphlets, posters and resource books*
- Audio-visual resources - for example videos, CDs and DVDs*
- Websites, email discussion lists, Web Logs (blogs) and RSS news feeds
- Media interviews in national newspaper
- Media interviews and news items on national radio and television
- SMS messages to mobile telephones: this is particularly efficient in Asia where everybody has a mobile phone. *
- World Rabies Day is a great opportunity to raise awareness on the issue and bring different stakeholders together (e.g. government, civil society)*
- Celebrity spokesman against rabies

Note that the techniques marked with a * can also be used at community level

3. Monitoring & Evaluation

Definitions

How to monitor and evaluate a programme should be discussed during the planning stage.

- Monitoring is concerned with the delivery process, to ensure that activities are on track. It is a continuous review of project implementation that allows you to identify difficulties, what works and what doesn't and make changes accordingly in order to ensure efficient and effective project implementation.
- Evaluation is about assessing the impact a programme has – whether the objectives have been met.

There are three key measures for an education / public awareness programme: knowledge, attitudes, and behaviors.

SMART objectives

In order to know what to monitor in an education / public awareness programme, it is essential to have clear, SMART objectives. SMART stands for Specific, Measurable, Achievable, Relevant and Timed:

Specific – For example, the objective “raise awareness about the organization's work” is too general; what aspect of the organization's work do people need to know about, so it contributes to reaching the projects' objectives. Therefore, a better objective would be “Increase individual and community knowledge about Responsible Pet Ownership and dog bite prevention”.

Measurable –The objective needs to be something that can actually be counted or measured, therefore “Increase the number of schools visited” is better than “extend the education programme”.

Achievable – Is the objective something the organization can actually achieve with the resources/ time available?

Relevant – To go back to the example given above “Increase individual and community knowledge about Responsible Pet Ownership and dog bite prevention” will help the organization to reach their ultimate goal to have a city free of rabies.

Timed – Setting a realistic date that the objective is to be achieved by. For example, “By June 2016, community knowledge about Responsible Pet Ownership and dog bite prevention has increased”.

Indicators

To monitor and evaluate the impact of your programme you need to measure indicators. Indicators will give evidence that your objectives have been reached. There are two types of indicators:

Process indicators record the progress of an activity: what was done and with whom. For example; dates, numbers, places, such as number of students attending a session on RPO and rabies prevention, number of schools visited.

Outcome indicators record the effectiveness of the project, what impact it has. For example; change in knowledge, attitude and behaviour. In order to measure the impact the project has, it is essential to collect baseline data, in other words to find out the initial status of the project aspects prior to the project intervention. Outcome indicators must also be specified in terms of:

- **Quantity** (How much will change) – For instance, A 25% decrease...
- **Quality** (What will change) – A 25% decrease in number of dog bites
- **Target group** – A 25% decrease in number of dog bites amongst school children
- **Time frame** – A 25% decrease in number of dog bites amongst school children by the end of 2017
- **Place** – A 25% decrease in number of dog bites amongst school children by the end of 2017 in Jakarta

M & E at different stages of the project

Indicators can be used for measuring short, medium and long-term outcomes. For example, for the objective of increasing RPO amongst children in a district:

- **Short-term:** At the end of the class on RPO, can the children name at least 3 things they can do to be a RPO?
- **Medium-term:** What is the retention time for acquired knowledge? One month after the class, do the children still remember 3 things they can do to be a RPO?
- **Long-term:** Has the education programme translated into behavioural changes? Are more dogs getting spayed/neutered and vaccinated in the district? In order to find out if it is the education programme that has impacted on the increase of dogs getting sterilized/vaccinated, the means of verification will need to be tailored to collect this information.

Means of verification

The tools used to measure your indicators are the means of verification.. The information does not have to be collected by the organisation itself, but if it is obtained externally it is important to make sure that it is from a reliable source. For instance means of verification can be the project's activity record, authority/schools reports, knowledge questionnaires etc.

Classroom Tests

Tests can be good in that they can be administered easily in the classroom, and the response rates are high as the teachers can instruct the students to complete it. However, they can be intimidating if students feels they are getting scored, they might share answers, and they could have just memorized the information, therefore application of knowledge is not measured.

Interviews & Focus groups

Interviews and focus groups can be very valuable to obtain qualitative data, however responses have to be carefully coded which can be challenging and time consuming. This method can be an effective means of verification for knowledge, attitudes, and behavior, though it is important to beware of social desirability bias.

This is when the respondent tries to make him/herself look better through the responses, meaning they might not be entirely honest. The respondent may also try to impress the facilitator/interviewer, or search for the 'right' answers.

Feedback/Testimonies

People outside the target group might be in a good position to feedback on results, for instance parents will see changes in their children's behavior, or teachers will notice differences in attitudes in the classroom and on the playground. These types of observations might be truer representations of the effects since they will be taken outside of the lesson.

Questionnaires

Questionnaires are a popular method because they are easy to administer, can be used to measure knowledge, attitudes and behavior (although as reported by the respondent), and can gather qualitative and quantitative results.

Although they might look simple, good questionnaires, require a lot of planning. It is essential to pilot the questionnaire with people similar to the project's audience to see how it all runs - how much time do they need? Do the questions work? Do they understand the format? Is any translation accurate?

It is also important to consider the most effective way to implement the questionnaire. Will the organization administer the questionnaire itself before and after, or rely on teachers to do it on the organization's behalf or on participants to send the completed questionnaires back.

It is often best to keep the questionnaire anonymous in order to get honest responses.

Here are some tips to develop a questionnaire:

- For measuring attitudes / perceptions, use likert scales. Such as "indicate how much you agree or disagree with the following statements by marking from 1- strongly disagree to 7- strongly agree".
- Closed-ended questions such as multiple choice are useful for testing knowledge.
- Check that each question is really necessary as it is best to keep the questionnaire as succinct as possible to avoid people dropping off half way through, and not completing it.
- Make sure the questions and instructions make sense. Pilot the questionnaire and encourage feedback. Will they understand the questions/directions/procedure? Do the questions make sense? Is it too long?
- Provide an introduction to each section of the questionnaire to let respondents know what is coming next and allow them to focus on that topic, such as 'The next five questions are going to ask about your views to the welfare of farm animals...'
- Use open-ended questions sparingly as it is difficult to analyze responses. However one or two open-ended questions can be valuable to allow the respondents to expand on their responses and provide information not captured by the closed-ended questions. .

- Do not use loaded words: Loaded words are those that stir up emotion easily and generally suggest an automatic feeling of approval or disapproval hence influencing the respondent's answer. For example: healthy, natural, 'brutal dogfights', 'cruel slaughter'.
- Do not make answering questions too difficult – such as making people remember too much. For instance, asking respondents to remember how many times they have taken their dog to the vet in the last 5 years might be difficult to accurately recall. If they do not remember specifically, they might guess, not giving you accurate data, they might leave it blank. Also, be clear when using time periods. For example, instead of including 'within the past week', which may mean the week starting on Monday or Sunday, use 'within the last seven days'.
- When running pre and post questionnaires, it is important to make sure you are assessing the same group of people. It is therefore essential to keep rigorous record of the names of the respondents in each group. If the questionnaire is anonymous, and you wish to match pre and post questionnaires, you can randomly assign a number to each respondent to include on their completed questionnaires.

Please Annex B for examples of pre, post (immediate and 3 months later) questionnaires used in primary schools in Kathmandu to assess knowledge about RPO and rabies.

For examples of questionnaires, also see Annex E of 'Are We Making a Difference? A Guide to Monitoring and Evaluating Dog Population Management Interventions' (ICAM, 2015).

4. Additional Resources

World Animal Protection (Formerly WSPA)

- Rabies and Herd Immunity: http://www.youtube.com/watch?v=f_3XTEdDrXc
- 5 keys to preventing dog bites (please contact World Animal Protection)
- Responsible dog ownership (please contact World Animal Protection)

Global Alliance for Rabies Control (GARC)

- Resources <http://rabiesalliance.org/resources/>
- Factsheets: <http://rabiesalliance.org/resources/factsheets/> (multiple languages)
- Resources in English: http://rabiesalliance.org/uploads/media/Resources_in_English/
- Canine Rabies Blueprint: <http://caninerabiesblueprint.org/>
- Videos on rabies <http://www.monkeysee.com/search?utf8=%E2%9C%93&term=rabies>

International Companion Animal Management (ICAM) Coalition

- ICAM, 2015. 'Are We Making a Difference? A Guide to Monitoring and Evaluating Dog Population Management Interventions'. (See Annex E for sample questionnaires). Available at http://www.icam-coalition.org/downloads/ICAM_Guidance_Document.pdf.
- ICAM, 'Humane Dog Population Management Guidance'. Multiple languages available at <http://www.icam-coalition.org/resources.html>.

Other

- World Organisation for Animal Health (OIE): Fighting Rabies in Asia, http://www.youtube.com/watch?v=RS4_38sZF3w&feature=share&list=UUYWwT1w9Yv2apKChz9Hoomg
- Doggone Safe: Dog Safety for Children - Be a Tree™ Program, <http://www.be-a-tree.com/>
- PAHO Videos for kids: Caring for your Pets; http://www1.paho.org/English/DD/PIN/pets_psa.htm

School education and other formal programs

Rabies

World Animal Protection (Formerly WSPA)

- WSPA lessons plans: <http://rabiesalliance.org/resources/teaching-children/>

Global Alliance for Rabies Control (GARC)

- Rabies Educator Certificate (REC): <http://rabiesalliance.org/media/news/online-course-for-rabies-educatorslaunched>
- Lesson plans (various authors): <http://rabiesalliance.org/resources/teaching-children/>

Animal Welfare

World Animal Protection:

- Animal Mosaic <http://www.animalmosaic.org/education/>
- School education: First Concepts in Animal Welfare: contact ElodieGuillon@worldanimalprotection.org.
- Tertiary education / Vets: Advanced Concepts in Animal Welfare: contact Natashalee@worldanimalprotection.org.

Annex A: Questionnaires

Pre-Intervention Questionnaire

Note: The question should be marked as wrong if not all the correct answers have been ticked for the multiple right answers questions.

1. Do you have a dog at home? Yes No
2. Have you ever been bitten by a dog? Yes No
3. How do you recognize an angry dog? (Tick as many as you want)
 Ears flattened Body tensed Tail tucked between its legs Growling
4. The best way to avoid dog bites is to... (Tick as many as you want)
 Never disturb a dog that is eating, Not get close to a dog that is tied, sleeping or caring for puppies
 Not get close to puppies Not look at a dog straight in the eyes
 Not run or move quickly near dogs Not throw stones at dogs
5. What do you do if you get attacked by a dog?(Tick one)
 Scream Run Try to kick it Stand still as a tree
6. What is the first thing you should do if you get bitten by a dog? (Tick ONE only)
 Go to the hospital Tell your friends Clean the wound with soap and let water flow over it for 10 minutes
7. What is the second thing you should do if you get bitten by a dog? (Tick ONE only)
 Go to the hospital/doctor Tell your friends
 Clean the wound with soap and let water flow over it for 10 minutes
8. What does a dog need to be happy and healthy? (Tick as many as you want)
 Food and water Neutering Vaccination Love and kindness Nothing
9. How can we reduce the number of dogs in Kathmandu? (Tick ONE only)
 Poison all the dogs Taking dogs outside Kathmandu Neutering the dogs

Post-Intervention Questionnaire

Note: The question should be marked as wrong if not all the correct answers have been ticked for the multiple right answers questions.

1. How do you recognize an angry dog? (Tick as many as you want)

- Ears flattened Body tensed Tail tucked between its legs Growling

2. The best way to avoid dog bites is to... (Tick as many as you want)

- Never disturb a dog that is eating, Not get close to a dog that is tied, sleeping or caring for puppies
 Not get close to puppies Not look at a dog straight in the eyes
 Not run or move quickly near dogs Not throw stones at dogs

3. What do you do if you get attacked by a dog?(Tick one)

- Scream Run Try to kick it Stand still as a tree

4. What is the first thing you should do if you get bitten by a dog? (Tick ONE only)

- Go to the hospital Tell your friends Clean the wound with soap and let water flow over it for 10 minutes

5. What is the second thing you should do if you get bitten by a dog? (Tick ONE only)

- Go to the hospital/doctor Tell your friends
 Clean the wound with soap and let water flow over it for 10 minutes

6. What does a dog need to be happy and healthy? (Tick as many as you want)

- Food and water Neutering Vaccination Love and kindness Nothing

7. How can we reduce the number of dogs in Kathmandu? (Tick ONE only)

- Poison all the dogs Taking dogs outside Kathmandu Neutering the dogs

Three Months Post Intervention Questionnaire

1. How do you recognize an angry dog? (Tick as many as you want)

- Ears flattened Body tensed Tail tucked between its legs Growling

2. The best way to avoid dog bites is to... (Tick as many as you want)

- Never disturb a dog that is eating, puppies Not get close to a dog that is tied, sleeping or caring for puppies
- Not get close to puppies Not look at a dog straight in the eyes
- Not run or move quickly near dogs Not throw stones at dogs

3. What do you do if you get attacked by a dog?(Tick one)

- Scream Run Try to kick it Stand still as a tree

4. What is the first thing you should do if you get bitten by a dog? (Tick ONE only)

- Go to the hospital Tell your friends Clean the wound with soap and let water flow over it for 10 minutes

5. What is the second thing you should do if you get bitten by a dog? (Tick ONE only)

- Go to the hospital/doctor Tell your friends
- Clean the wound with soap and let water flow over it for 10 minutes

6. What does a dog need to be happy and healthy? (Tick as many as you want)

- Food and water Neutering Vaccination Love and kindness Nothing

7. How can we reduce the number of dogs in Kathmandu? (Tick ONE only)

- Poison all the dogs Taking dogs outside Kathmandu Neutering the dog

Annex B: Poster on '5 Tips to Prevent Dog Bites'

5 tips

to prevent dog bites



Dogs can be your best friends, but sometimes when we are angry or scared we might bite. Let's learn to live together responsibly and safely to prevent being bitten.

1



Don't disturb me or frighten me, particularly when I am eating or tied up.

- Don't disturb me when I am with my toys, my puppies, in a car, behind a fence or when I am asleep or ill.

2



Keep away from me when I am angry or scared.

- When I am angry, I will show my teeth.
- When I am scared, my tail will be between my legs and I will try to run away.

3



Don't move if I approach you when I am not on a lead.

- Stand still like a tree trunk.
- If you fall over, curl up and stay as still and heavy as a rock.

4



Approach me slowly and quietly.

- Ask my owner or your parents/guardian's permission before you touch me. Let me sniff your hand before you touch me. When you stroke me, stroke my back first.

5



If a dog bites you act quickly. Wash the wound with soap and water and look for a first aid centre.

- Remember to tell your parents that you were bitten. Tell them which dog it was and where you were when it bit you.

Rabies is a disease that kills people and dogs. If a dog has rabies and it bites you it can give you the disease. If you are bitten remembering what the dog that bit you looked like and getting medical help can save your life. Don't disturb, mistreat or kill the dog.

Remind your parents, teachers, friends and everyone you know that the best way to stop rabies is to make sure all dogs are vaccinated against it every year.



Annex C: Lesson Plans

Contents

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I Need. You Need. I Need You!

Lesson plan adapted from "I need. You need. I need you!" Critters with Character lesson plans. Reprinted with permission from The Humane Society of the United States.



Learning objectives

By the end of this lesson, students will:

- Understand that we share many of the same needs and feelings as others, which can help us become kind, caring and compassionate
- Recognise that people and animals/pets share many of the same needs

Materials needed

- Animal/people cards (found at the end of this lesson plan)
- "Animal Charter" worksheet (found at the end of this lesson plan)

Procedure

- In advance of the lesson, copy the animal/people cards and cut them apart. Separate them into two piles - animals'/pets' needs and people's needs.
- Ask students to name some things that all children need to be happy and healthy. Answers should include the following:

- | | |
|-------------------------|------------------|
| - Food | - Exercise |
| - Water | - Playtime |
| - Rest | - Home |
| - Love | - Doctors visits |
| - Someone to teach them | - Grooming |



- Next, ask students to name things that animals/pets need to be happy and healthy. Guide them in understanding that animals/pets need many of the same things we do. Everything listed in the second bullet above would apply to animals/pets.
- Tell students that they will be playing a game in which they try to match a card showing something people need with a similar card showing something animals/pets need. For example, one card might show someone having a check-up at the doctor's office. A matching card would show an animal/pet having a check-up at the veterinarian's office.
- Choose an even number of students (up to 20) to play the first round of the game and give each one a card. If you have fewer than 20 students, be sure that you distribute a matching card for each card that you hand out (e.g. person exercising, pet exercising).
- On the word "go", have players try to find the classmate whose card is a match.
- After everyone has found a match, have pairs of students show their cards and explain the animal/pet need and human need illustrated in each one. Discuss the similarities as a class. Ask, for example, "What could happen if you didn't have anyone or anything to play with? How would you feel?" Then, "What could happen to an animal/pet that doesn't have anyone or anything to play with? How might that animal/pet feel?"
- Play as many rounds as necessary for all students to have a chance to participate.



- Compare the two lists of needs (human and animal) and discuss. Students should realise that the lists are similar.
- Introduce the Five Freedoms to the students:

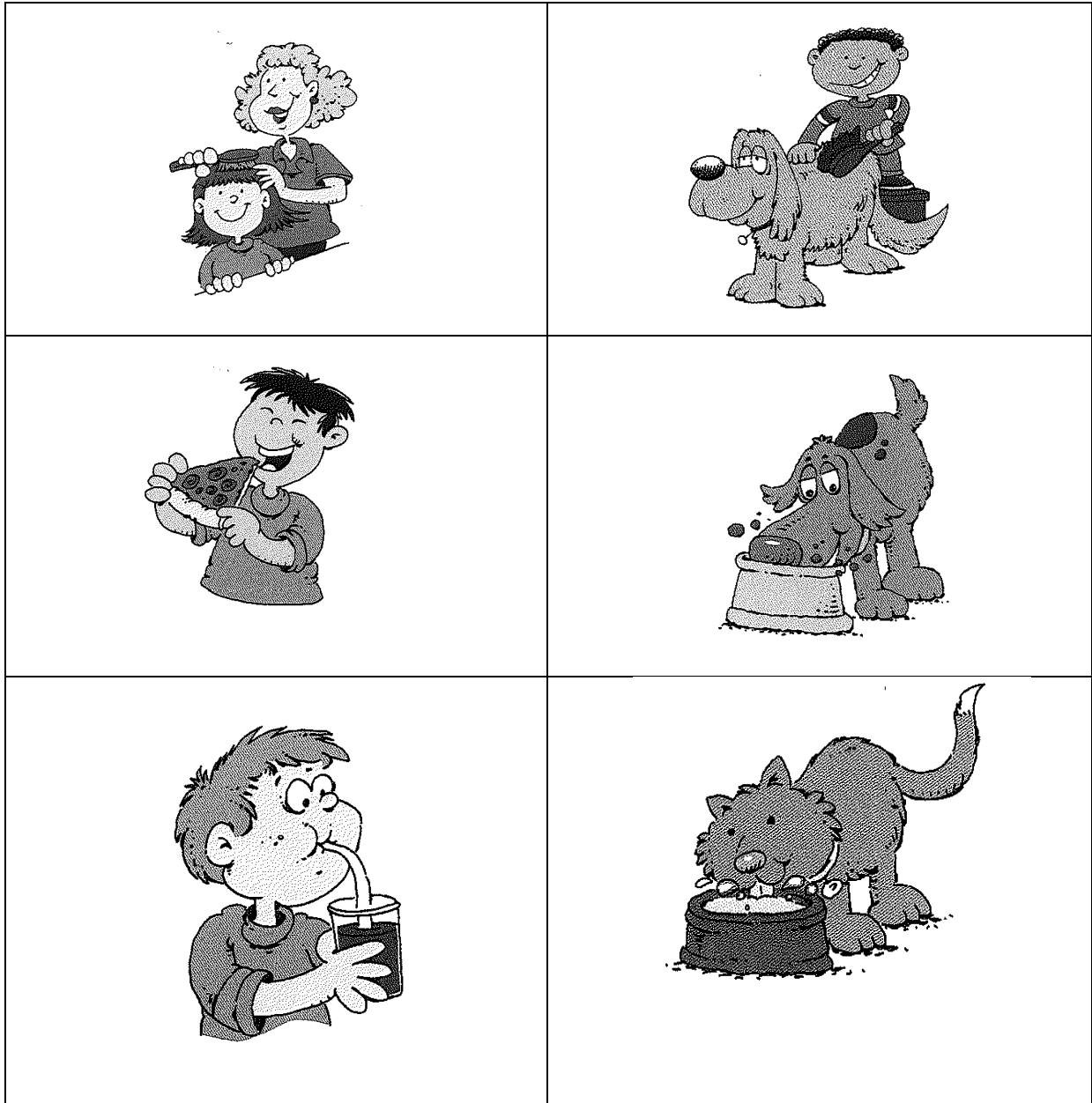
“Anyone who looks after an animal should try to give it the Five Freedoms:

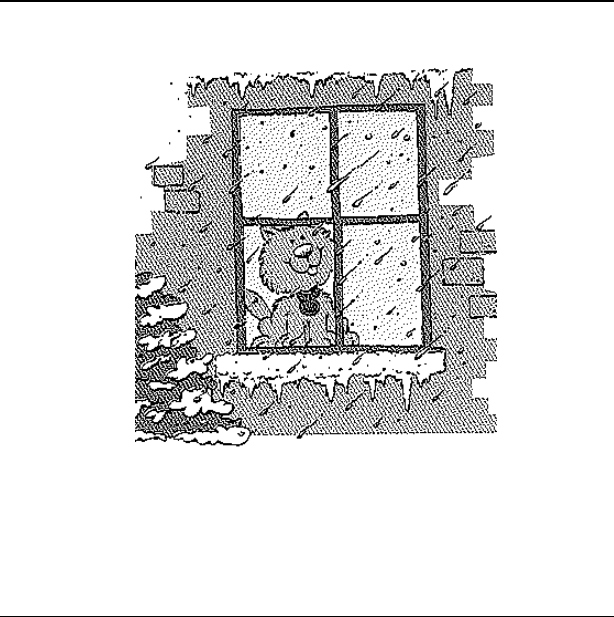
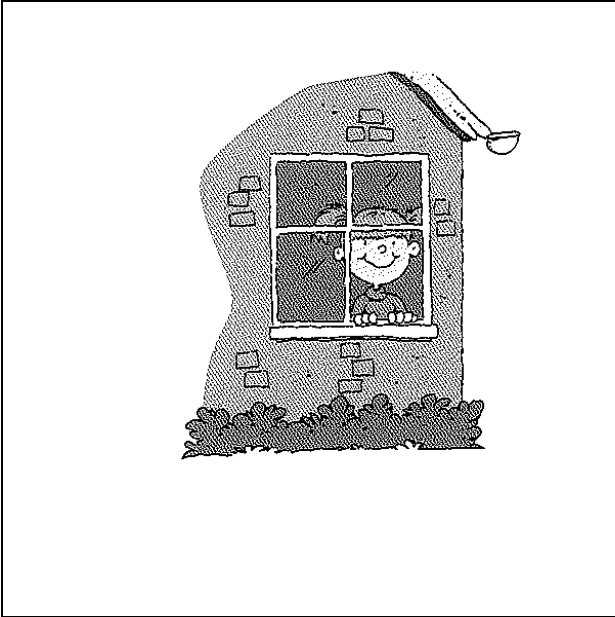
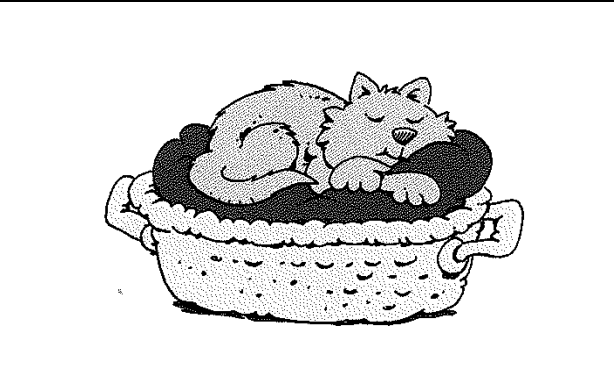
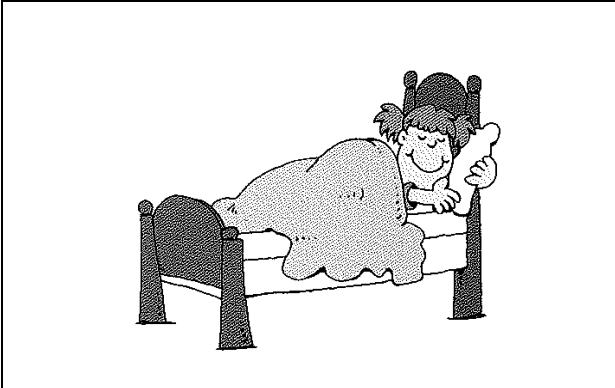
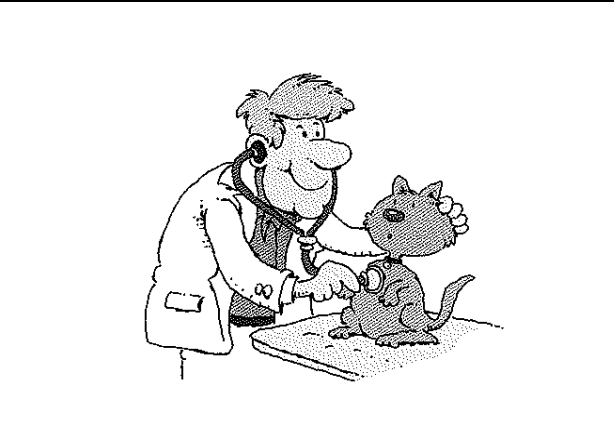
- 1. **Freedom from hunger and thirst** by providing enough fresh water and the right type of food to keep animals fit.*
- 2. **Freedom from discomfort** by making sure animals have the right environment including shelter and somewhere comfortable to rest.*
- 3. **Freedom from pain, injury and disease** by preventing them from getting ill or injured and by making sure animals are diagnosed and treated rapidly if they do.*
- 4. **Freedom to express normal behaviour** by making sure animals have enough space, proper facilities and the company of other animals of their own kind.*
- 5. **Freedom from fear and distress** by making sure their conditions and treatment avoid mental suffering.”*

- Distribute the “Animal Charter” worksheet.

Animal/People Cards

Each card on the left corresponds with the card to its right. Cut the cards apart, mix them up and distribute them to the students. Can they find their match?



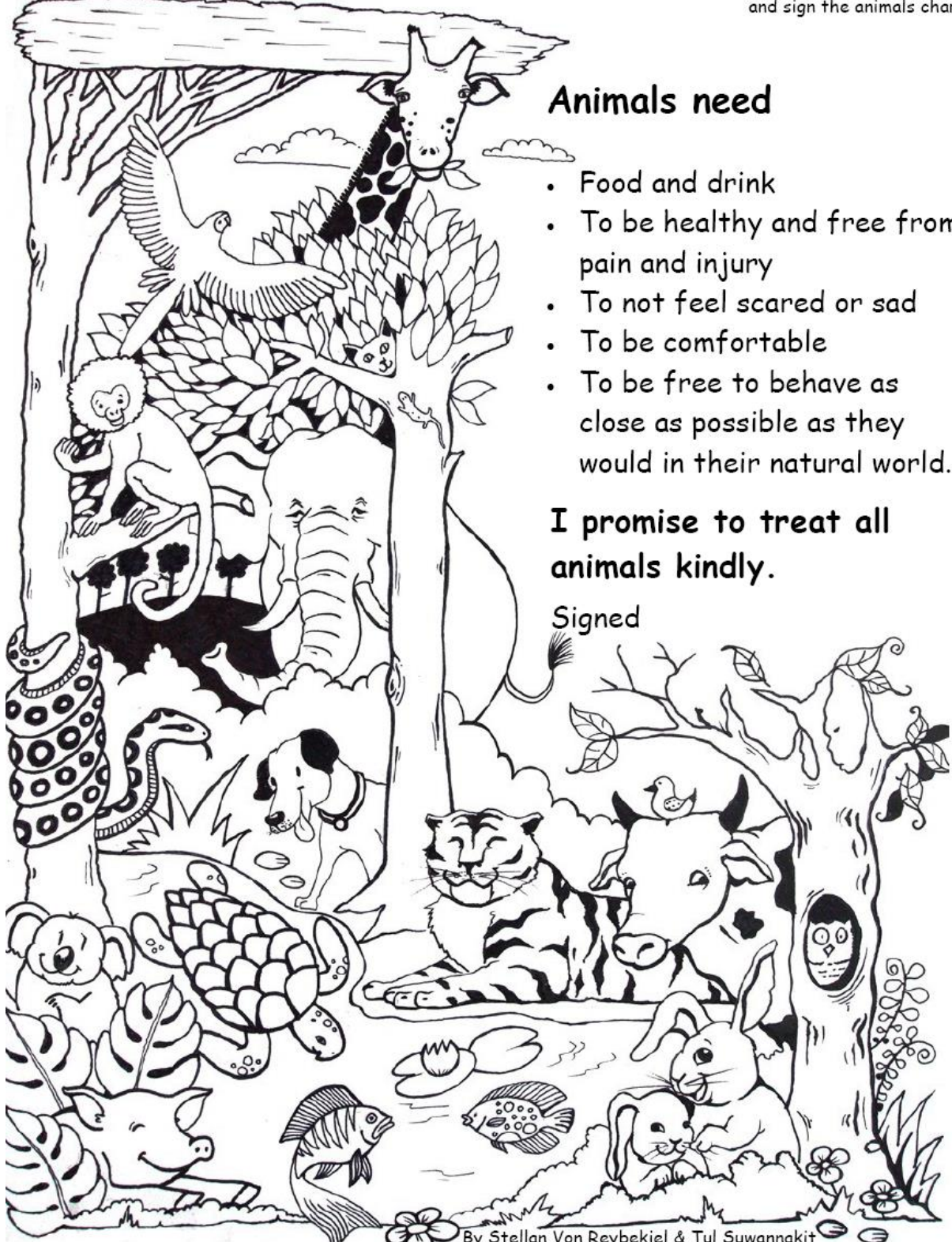




Animal Charter



List down the wild, farm and companion animals you recognize on a separate sheet of paper, then color and sign the animals chart



Animals need

- Food and drink
- To be healthy and free from pain and injury
- To not feel scared or sad
- To be comfortable
- To be free to behave as close as possible as they would in their natural world.

I promise to treat all animals kindly.

Signed _____

Farm Animals Have Feelings Too!

Learning objectives

By the end of this lesson, students will:

- Understand that farm animals are sentient creatures
- Learn that farm animals need to be kept in an environment where they can use their senses and behave as naturally as possible
- Learn the difference between free-range farming and intensive farming

Materials needed

- Scotch tape or chalk

Procedure

- Split the classes into two groups. Choose between the following animals: cow, duck, pig and chicken.

Ask each group to think about what they would like to do if they were this animal. Each group has to come up with at least four things their animal likes to do. Ask them to match an action with each thing. Here is a list of what each animal likes to do:

Cows like to:

- Graze
- Swish their tails
- Lick
- Care for their calves
- Socialise
- Moo

Ducks like to:

- Bathe
- Dive
- Pull worms and small molluscs
- Care for their ducklings
- Socialise
- Quack

Pigs like to:

- Graze
- Browse
- Dig

Chickens like to:

- Stretch their wings
- Peck around for worms and seeds
- Bathe in the dust to remove grease from their feathers

- Roll around in the mud
- Lay their eggs in a nest
- Socialise
- Perch at night
- Care for their piglets

- Go around the groups to find out the four things they have agreed on. Make sure each group comes up with the sound of their animal – it makes the game funnier. Write down the things each group has come up with, in preparation for playing “Simon says”.
- Ask each group to work together to mime the actions of their animal. Go around the groups to help them.
- Once each group is familiar with their actions, explain that each group of animals will be split in two. One group will live on a free-range farm and the other on an intensive farm.
- Describe the conditions in which each animal lives on an intensive farm and on a free-range farm:

An intensive farm can be explained simply as a place where animals are kept inside every day in overcrowded cages where they are never allowed to go outside and can't carry out the activities they like.

A free-range farm can be explained simply as a place where animals are free to roam in a place close to their natural environment. Chickens are allowed to roam around outside every day so they can stretch their wings, take dust baths and carry out all the activities they like.

- Now split each group of animals into free-range animals and intensively farmed animals. Explain that the free-range animals will be able to act out, while the caged animals will be able to do only a few things. Go over each action, asking if the intensively farmed animals can do it. Tell them that when they hear something they can't do, they will have to shout “No, No, No!”; when they hear something they can do, they will have to mime it.
- You can now start playing “Simon says”, calling each animal's action in turn. For instance, “Simon says scream” – all animals will have to make their animal sound. “Simon says run!” – only the free-range animals will be able to do it.
- Keep playing, calling out actions from different animals.
- Stop the game. Ask the free-range animals if they are happy. Then ask the caged animals how they feel. Ask why.
- Explain that when they buy meat or eggs, they can check if “free-range” is written on the packaging.

Before Getting an Animal/Pet

Lesson plan adapted from the Agri-food and Veterinary Authority of Singapore. For more information, visit the website www.ava.gov.sg.

Learning objectives

By the end of this lesson, students will:

- Understand that getting an animal/pet is a long-term commitment and responsibility

Materials needed

- “Why do you want an animal/pet?” worksheet (found at the end of this lesson plan)

Procedure

- Start the lesson by telling the students:

“Owning an animal/pet is becoming more popular. Think carefully before you bring one home. Not learning about your animal/pet before getting one could mean giving you and your animal/pet an unpleasant time. People who get an animal/pet without learning more about the animal’s behaviour are more likely to give him/her up. You need to know that animals/pets make a mess and you will have to clean it up. Puppies like to chew things and kittens tend to scratch furniture. For example, puppies and kittens tend to do their toilet all over the house until you have toilet-trained them. Owning an animal/pet is not as simple as you think. Keeping an animal/pet is a very big responsibility. If you change your mind after getting an animal/pet, or your family decides it was not such a good idea after all, it will be your animal/pet that suffers in the end.”

- Prompt the students for things to think about **before** getting an animal/pet. Write their suggestions on the board. Check if students have missed some from the list below and add them on:

Does my family agree to keep an animal/pet?

Am I really prepared to keep an animal/pet for the whole of his/her life?

What would I do with the animal/pet when I want to go to visit a friend in another town for a few days?

What type of animal/pet would I like to keep? Do I know how to look after this animal/pet?

Do I have the time and money to look after this animal/pet?

- Ask who in the class owns an animal/pet. Ask the class what are the inconvenient things about having an animal/pet? Write their suggestions on the board. Check if students have missed some from the list below and add them on:

When you walk a dog, you have to put him/her on a leash and pick up the mess (poo 🐕)

Some animals/pets can be noisy (birds, dogs, cats; some dogs bark a lot).

Some animals/pets grow big (turtles, rabbits, dogs).

They may be picky about their food (a dog might want to eat only the most expensive can of dog food).

They can mess up the house (poo, and some animals/pets shed hair).

Dogs, rabbits and hamsters can chew household items, and cats can scratch household items.

Dogs and cats may get fleas and worms.

They need your time (to give them care and attention).

They can bother neighbours if they are too noisy, or by creating a mess outside their houses.

Dogs need to go for walks.

They need things like cages, toys, food and vaccinations, which cost money.

They may need training (to become clean, to walk on a leash).

They can run away and get lost.

They need someone to look after them when you and your family go away for a day or more.

Someday, your animal/pet will die.

Dirty animals/pets need to be bathed.

Sick animals/pets need veterinary care.

Tell the students that if any of these things bother them, then keeping an animal/pet might not be a good idea for them.

- Distribute the “Why do you want an animal/pet?” worksheet.

Why Do You Want an Animal/Pet?



People keep animals/pets for many different reasons; some reasons are good, some reasons are bad. Below are some mathematical problems for you to solve. If the answer is an even number, the reason given is the right reason for wanting to own an animal/pet. If the answer is an odd number, the reason given is the wrong one. Write your answers in the spaces provided.



| Reason | Maths problem | Even (right) or odd (wrong) |
|---|----------------|-----------------------------|
| 1. I love animals and I want to provide my animal/pet with a good home. | $20 - 8 =$ | |
| 2. My friend has an animal/pet so I want one too. | $7 + 8 =$ | |
| 3. I don't have time to look after it, but I want a dog to guard my house. | $3 \times 3 =$ | |
| 4. I will buy my best friend an animal/pet for her birthday. | $15 \div 3 =$ | |
| 5. This animal/pet I just saw on TV is so cute. I must get one at once. | $12 \div 4 =$ | |
| 6. My parents don't know that I am getting an animal/pet. I will tell them when I bring it home. | $7 \times 3 =$ | |
| 7. This type of animal/pet is very popular now. I must have one too. | $22 - 7 =$ | |
| 8. I know that owning an animal/pet is a big responsibility, but I will look after my animal/pet for the whole of its life. | $12 + 14 =$ | |

Worksheet from Agri-food and Veterinary Authority of Singapore. For more information, visit the website www.ava.gov.sg.

Be a Responsible Animal/Pet Owner

Learning objectives

By the end of this lesson, students will learn:

- That dogs have needs
- Things we require to be a responsible animal/pet owner

Materials needed

- **Stuffed dog and cat**
- **Bag**
- Food and water bowls
- Bone
- Collar and tag
- Dog leash
- Syringe / dog medicine
- Dog toys
- Brush and shampoo
- "What my dog needs" worksheet (found at the end of this lesson plan)

Procedure

- Have the stuffed dog and cat on the table.
- Ask the students:
 - "Who has an animal/pet at home?"
 - "Who has a dog?"
 - "Who has a cat?"
- Then say:
 - "Look! Here I have a bag with everything you need to be a good animal/pet owner so that your animal/pet is healthy and happy. Can anyone guess what is inside? What do animals/pets need to be happy and healthy?"
 - "Do you want to see what there is in my bag so you too can be a good owner, so you have a healthy and happy animal/pet?" Ask students to come up one at a time and take an object out of the bag.
- For each object students take out of the bag, ask the group:
 - "What is this?"
 - "Why does your animal/pet need this?"

- "What might happen if you do not use this?"

Here is a description of what is important to explain for each item:

Food and water bowls: All animals need water. We need to provide fresh clean water every day. We need to provide fresh food every day. Keep your animal's/pet's eating and drinking area clean. Dogs don't want to eat pizza and chocolate. Dog food is specially made to contain all the things that dogs need to keep healthy. Dogs love to chew bones.

Collar and tag: If your dog wears a collar, people will know it is an owned dog and not a stray. If your dog gets lost, people will read the tag and can bring it back to you.

Leash for walking: Dogs need exercise daily. We need to have control of our dogs at all times to make sure they are safe. Also, we don't want our dog to roam around and find a husband or a wife. Otherwise, what might happen? We will have many babies and who is going to take care of them all?









Syringe / dog medicine: When animals get sick they need to go to the pet doctor. A pet doctor is called a veterinarian. Animals need to go to the veterinarian every year for their vaccinations so they do not get sick.

Toys: Dogs love to play. Just spend time playing with your dog.

Brush and shampoo: You need to groom your dog to keep his/her coat clean and tidy.

Note that, even though most items in the bag are specifically for dogs, they can still relate to other animals. For example, you could say "Does your cat need water?", "Does your goldfish need food?"

- Explain that in the bag there is no home or love but all animals need these things.
- Fill out the "What my dog needs" worksheet. The correct answers are:

| | |
|---|---|
|  <p>Dogs love to eat bones</p> |  <p>Dogs love a ball to play with</p> |
|  <p>Dogs need love and affection</p> |  <p>Dogs need vaccinating against rabies</p> |
|  <p>Dogs need a place to rest protected from the sun and the rain</p> |  <p>Dogs need exercise daily</p> |
|  <p>Dogs need to interact with other dogs, but be careful - we don't want our dog to find a husband or wife!</p> |  <p>Dogs need to be treated against fleas and worms</p> |

What my dog needs

Circle the items you would need to care for your dog.



Worksheet from RSPCA QLD, World of Animal Welfare

Stay Safe by Respecting Animals

Learning objectives

By the end of this lesson, students will learn:

- That dogs have feelings
- The proper steps for meeting a dog for the first time
- How to recognise dogs' behaviour so as to be safe around them

Materials needed

- Stuffed dog
- Dog behaviour flash cards (found at the end of this lesson plan):
 - Aggressive dog x 2
 - Happy dog
 - Scared dog
- Children's behaviour flash cards (found at the end of this lesson plan):
 - Children approaching a dog with a litter of puppies
 - Children looking into a dog's eyes
 - Children throwing something at a dog eating a bone
 - Children playing by a dog
- "Avoiding dog bites" worksheet (found at the end of this lesson plan)

Procedure

- Ask the students *"Do animals have some of the same feelings that people do? Can you give some examples?"* Ask the students if they have an animal/pet. *"Have you ever seen your dog/cat happy, sad, scared or excited? Can you give some examples? Think of some times when you felt these feelings also."*
- Go over each of the dog behaviour flash cards and encourage the students to describe them, asking the following questions:
 - *"How do you think the dog feels? Is the dog happy, sad, scared, angry?"*
 - *"Look at the dog's tail. What is it doing?"*
 - *"Look at the dog's ears. What are they doing?"*
 - *"Look at the dog's body. What is it doing?"*

- *"What kind of noise do you think the dog makes?"*
- *"How do you think the dog feels?"*
- Ask the students *"What if you see a stray dog? Is it okay to pet it, to get close to it?"* Discuss that you should never go near a dog that is running loose.
- Go over each of the children's behaviour flash cards. Ask the students what the children are doing. Here are the things you can say for each picture:
 - *"Your parents get worried when a stranger gets close to you or takes you away with them. Dogs feel the same way. Dogs bite when they are frightened, to defend themselves."*
 - *"Would you like it if someone threw things at you?"*
 - *"Would you like it if someone came running/screaming around you when you were playing or eating?"*
- Ask the students *"So, do you think the way the children are behaving is safe?"* Go over the pictures again.
- Ask *"What could happen? The dog might bite. Why?"*
 - For the "children approaching a dog with a litter of puppies" and the "children throwing something at a dog eating a bone" pictures: *"Because the dog wants to protect his/her puppies / food."*
 - For the "children looking into a dog's eyes" picture: *"Because the dog feels threatened when you look straight into its eyes."*
 - For the "children playing by a dog" picture: *"Because running or moving quickly by a dog might frighten it."*
- Ask the students *"What should you do if a dog attacks you?"*
 - *"Do not run away, because a dog runs much faster than you and will keep up with you. Stand still as a tree, do not scream or run because it will just excite the dog as he/she will feel threatened. Stand quiet and still until the dog leaves. Another solution is to curl into a ball."*
- Recap what the students have learned. To stay safe around dogs they should:
 - Keep away from a dog that is eating or caring for puppies.
 - Not look straight into a dog's eyes.
 - Not run or move quickly by a dog.
 - Not scream or run if a dog attacks them, but stand still and wait for the dog to leave.
- Ask the students *"What if you see someone you know walking a dog. Is it okay to pat the dog?"* The following are the steps to take:

- First, ask the person if you can pat the dog. Not every dog is friendly or feels comfortable around children or strangers. What if the person says you shouldn't pat the dog? Then you should respect that and walk away.

- If the person says you can pat the dog, then you should "introduce" yourself to the dog. Hang the back of your hand down by your side for the dog to sniff. This is called "the droopy hand". The back of your hand smells like you. The palm of your hand smells like what you've been touching (for example, if you ate an orange, it would smell like the orange).

- Once the dog has sniffed your hand, then you can pat it. You should pat the dog in a place where it can see your hand. Ask the students to take their hands and put them on their head. Can they see their hands? If the dog can't see your hands, then it may get scared. So you should gently pat the dog under the chin or on the chest (not the mouth or throat).

Have the students repeat these three steps.

- Ask the students *"How should you act when you approach a dog? Whenever you are approaching a dog you should be quiet and gentle. Loud voices and fast movements may scare a dog. Pat a dog very gently and speak to it softly. How would you feel if someone came up to you and started yelling and pulling your hair? It would probably scare you and make you mad. Animals have these same feelings."*
- Using the stuffed dog, have each student come up and practise the steps on how to greet a dog.

Students can colour in and fill out the "Avoiding dog bites" worksheet. The key answers are below:

- The little girl extending the back of her hand and allowing the dog to sniff her before patting him/her: **right**.

- The little girl holding her ball and talking to the lady with the dog on a leash: **right**. The girl has stopped playing to let the dog walk past and asked the lady if she can pat her dog.

- The man getting attacked by a dog standing still as a tree: **right**.

- The little girl getting attacked by a dog standing still as a tree but looking straight into the dog's eyes: **wrong**. The way the girl is looking at the dog might make him/her feel in danger and threatened; the dog might keep attacking.

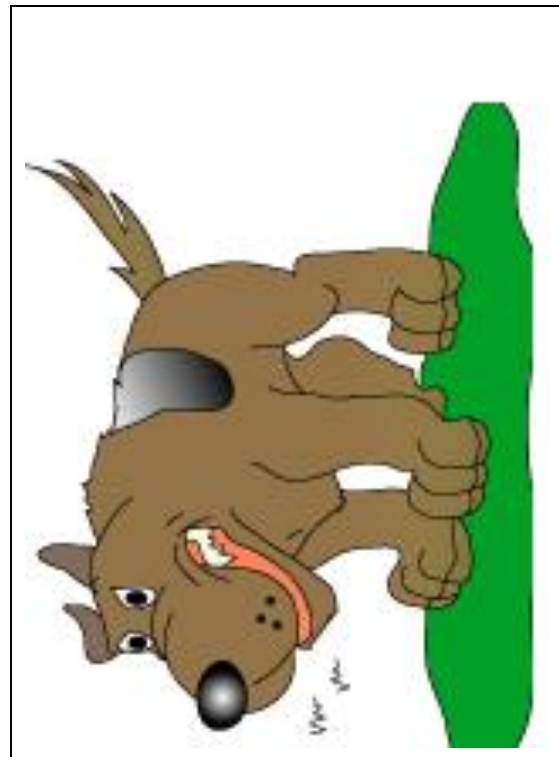
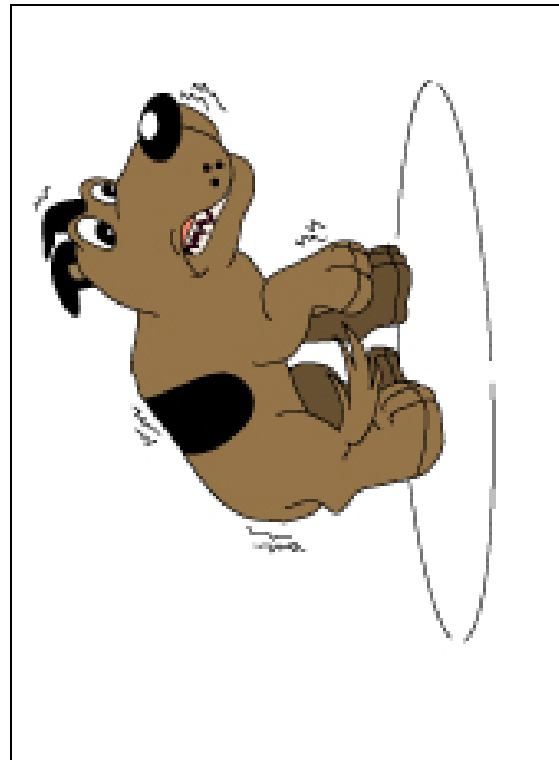
- The little girl playing by a dog with his/her litter of puppies: **wrong**. The dog might feel in danger for his/her puppies and attack the little girl to protect them.

- The little girl taking the dog's bone: **wrong**. The dog might bite to prevent his/her bone from being taken by the little girl.

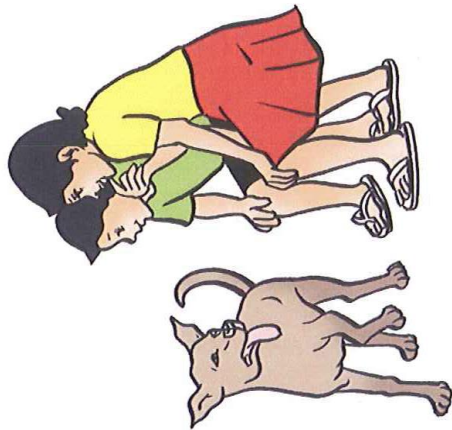
- The little boy being attacked by a dog running away: **wrong**. A dog runs much faster than a boy. The boy should not scream or run but should stand still as a tree.

- The little girl being attacked by a dog curling in a ball: **right**.

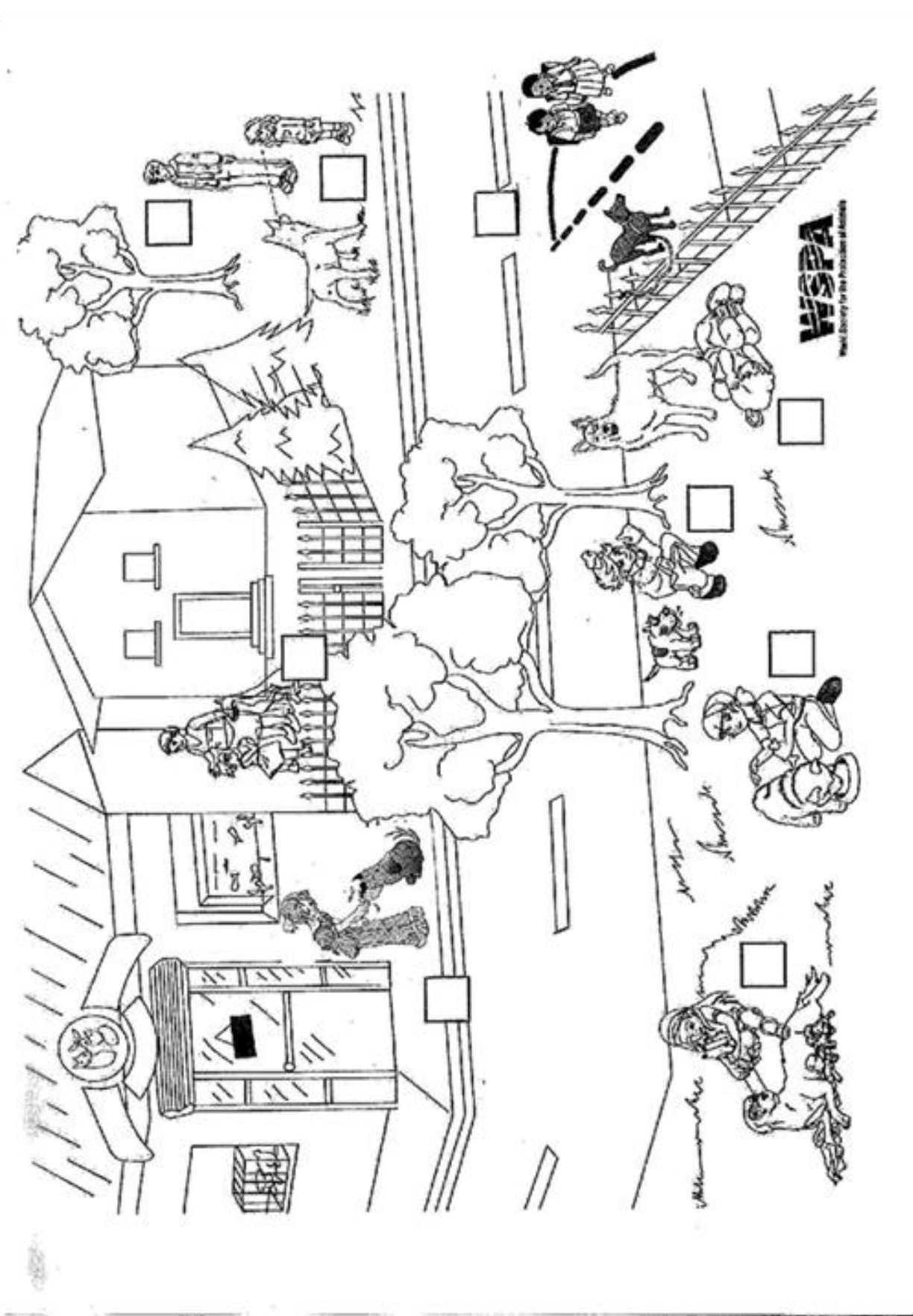
Dog behaviour flash cards



Children's behaviour flash cards



Worksheet: Avoiding dog bites



How Dogs Communicate

Lesson plan adapted from the movable dog craft lesson plan developed by Tsunami Animal and People Alliance.

Learning objectives

By the end of this lesson, students will:

- Be able to recognise dogs' behaviour

Materials needed

- Doggy speak flash cards (found at the end of this lesson plan)
- "Movable dog" worksheet (found at the end of this lesson plan)
- Brass brads
- Scissors
- Craft sample

Procedure

- Using the doggy speak flash cards, go over the three main dog behaviours. Write descriptions on the board. Here are the main points to describe:

Happy/playful dog:

- Ears are up
- Tail is up and out, usually wags
- Body is relaxed and may be bouncing
- Hair is smooth and flat
- Eyes glance away then back at you
- May bark

Frightened/scared dog:

- Ears are down and back
- Tail is tucked between legs
- Body is crouched

- Hair is standing up along the back

Frightened/scared dog:

- Ears are down and back
- Tail is tucked between legs
- Body is crouched
- Hair is standing up along the back
- Eyes may stare directly into your eyes
- May squeak

Aggressive/angry dog:

- Ears are up
- Tail is up or out and stiff
- Body is held tall
- Hair is standing up along the back, bristling all over
- Eyes are staring directly into your eyes
- May growl and bark aggressively

- Distribute the “Movable dog” worksheet, which the students need to make their dog.
- Show the students a craft sample and describe the pieces they will need (body, front legs, hind legs, ears, tail).
- Have the students colour the body parts and cut them out.
- Instruct the students to pin the body parts together by gently punching the brads through the paper (black dots on the body serve as a guide. Once the brad is punched through, separate the “legs” of the brad to secure the craft. (Note that, to properly construct the dog, the body should lie between the two matching parts – one ear is pinned behind the body, the other is placed in front sharing the same brad.)
- After the crafts are prepared, quiz the students by asking them to pose their dog according to the emotion you describe (use the doggy speak flash cards as a key), such as angry, playful, threatened, scared.

Doggy speak flash cards



Movable dog



Rabies Surveillance

Learning objectives

By the end of this lesson, students will be able to:

- Recognise dogs and cats with rabies
- Gain more knowledge and understanding of rabies control and prevention
- Know who to contact in case of dog bites or for rabies control

Materials needed

- Pictures of dogs and cats (look for these in magazines)
- Picture of rabid dog (found at the end of this lesson plan)
- Rabies disease process chart (found at the end of this lesson plan)
- Snakes and ladders board (found at the end of this lesson plan)
- Dice
- Question cards (found at the end of this lesson plan)
- Contact information for *[insert local authorities responsible for rabies surveillance]*

Procedure

- Show the rabid dog picture to the students. Explain that a rabid dog or cat will be aggressive and its mouth will be full of with saliva.
- Explain the rabies disease process chart to the students.
- Put the snakes and ladders board and dice on the table.
- Divide the class into two or three groups. Each group takes a turn to throw the dice. The group that gets the highest score will start.
- Let students choose a question card. If they answer correctly, they throw the dice and move their counter on the snakes and ladders board according to the number on the dice. For example, if they throw a three they move forward three blocks.
- If students move to a block with a ladder, they move to the end of that ladder. On the other hand, if students move to a block with a snake's head, they have to move back to the block where the snake ends.
- At the end of the game, review the correct answers with the students.



A Rabid Dog



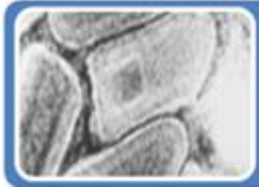
Important note:

It is important to note that not all rabid dogs look like this. However a rabid dog will show a change in behaviour such as appearing depressed, lethargic, and uncoordinated. The dog might also be aggressive and try to attack/bite even things that are not alive. It might be drooling a lot.

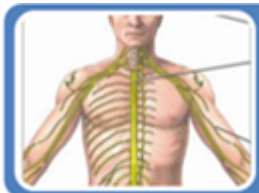
Rabies Disease Process



If a mammal with rabies bites a person, the virus can get into his/her body.



The rhabdovirus found in the saliva of dogs and cats with rabies is usually transmitted to humans through the bite of an infected mammal (dog, cat, bat).



The virus attacks the central nervous system. The central nervous system controls everything we do, such as thinking, walking, eating and breathing.



The general symptoms of rabies in humans are headaches, nausea, fever, chills, irritability, pain, itching and anxiety, etc. Further symptoms of rabies as it progresses are hallucinations, fear of water, paralysis and eventually death.



Immediately cleanse wounds with soap and water. Flush deep puncture wounds for 10 minutes.



Then visit the doctor to have the rabies vaccine in order to activate immunity against rabies disease.

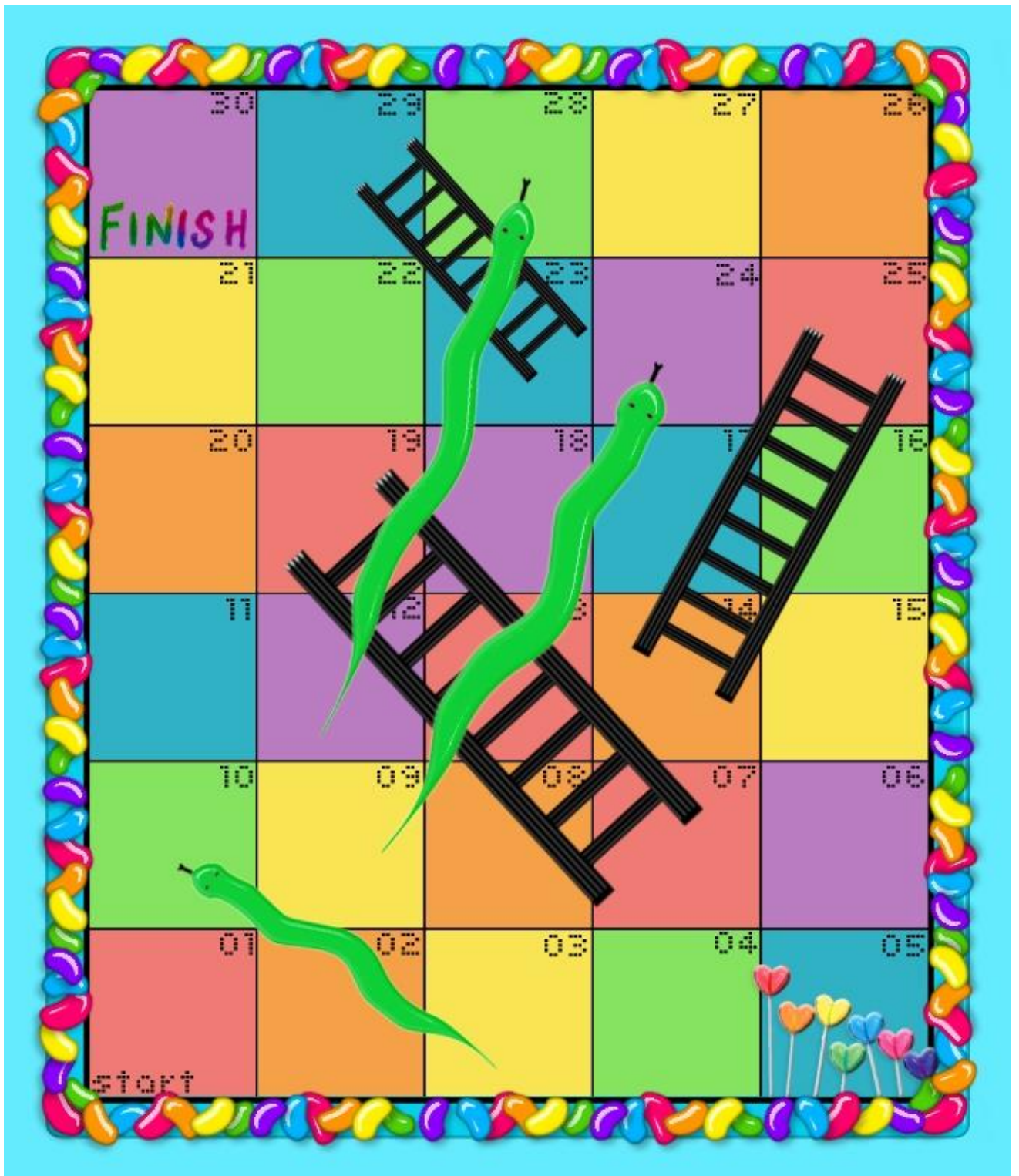


The best way to reduce rabies is to prevent it by vaccinating your dogs and cats with rabies vaccine.



If you see an animal acting strangely, you should contact your local animal control officer on *[insert local phone number]* to check and help that animal.

Snakes and ladders board



Question cards

| | |
|---|--|
| What causes rabies? | Which animals can get rabies? |
| How does somebody get rabies? | What should you do if you get bitten by an animal? |
| How can rabies spread? | How do you know if an animal has rabies? |
| What are the symptoms of a person infected by rabies? | How does the rabies virus make someone sick? |
| Who should you contact if you suspect an animal of having rabies? | How do you keep yourself from getting rabies? |
| What should you do if you get attacked by a dog? | How should you greet a dog? |
| How do you recognise an angry dog? | Is it safe to look into a dog's eyes? |
| Should you approach a dog that is caring for his/her puppies? | Can you play with a dog that is eating? |

Dogs Can't Count But They Can Multiply!

Lesson plan adapted from Humane Society Youth – Solving a problem, Share the World: Too many too quickly; and ASPCA – Animal population: Behind the numbers activities.

Learning objectives

By the end of this lesson, students will:

- Know what a stray dog / feral cat is
- Understand where the stray dog / feral cat population comes from
- Understand how to decrease the stray dog / feral cat population

Materials needed

- “Not enough homes for stray dogs and feral cats” worksheet (found at the end of this lesson plan)
- “Solving a problem” worksheet (found at the end of this lesson plan)
- “Too many, too quickly!” worksheet (found at the end of this lesson plan)

Procedure

- Start the lesson by asking the students:
 - “Who has got a dog or a cat at home?”
 - “Do you love your dog/cat?”
 - “Do you have dogs/cats roaming around your house?”
 - “Do you love these roaming dogs/cats? How are these dogs/cats different from your own dog/cat?”
Some students will probably say they don't love stray dogs / feral cats. Ask the reasons why and list them on the board.
 - “Do you remember we studied that dogs/cats have feelings? Do you think stray dogs / feral cats have feelings too?” The aim is to get the students to understand that stray dogs and feral cats have the same needs as their own cat and dog, but unfortunately there is not enough houses to take care of all of them.
 - “What do you think stray dogs / feral cats would need to be healthier and happier?” You can write the Five Freedoms on the board to help the students.
 - “What could we do so there aren't so many unhappy and unhealthy cats and dogs on the street?”
- Share the following facts with the students:

“Animals/pets can reproduce at an early age and have babies multiple times in a year, more frequently than their wild counterparts due to the domestication process. Puppies and kittens might be cute when they are small, but they don’t stay small for more than a year, after which they become fully grown animals that still need to be taken care of.

In [insert local area] the stray dog population has been estimated at [insert local data]. A female cat or dog can produce many babies each year. In six years, a pair of cats and their offspring can produce 420,000 cats, while a female dog and her offspring can produce 67,000 puppies. Unfortunately there are not enough families to provide a home and fulfil the needs of all these cute kittens and puppies to make sure they remain healthy and happy. This is why we have so many dogs and cats on our streets.

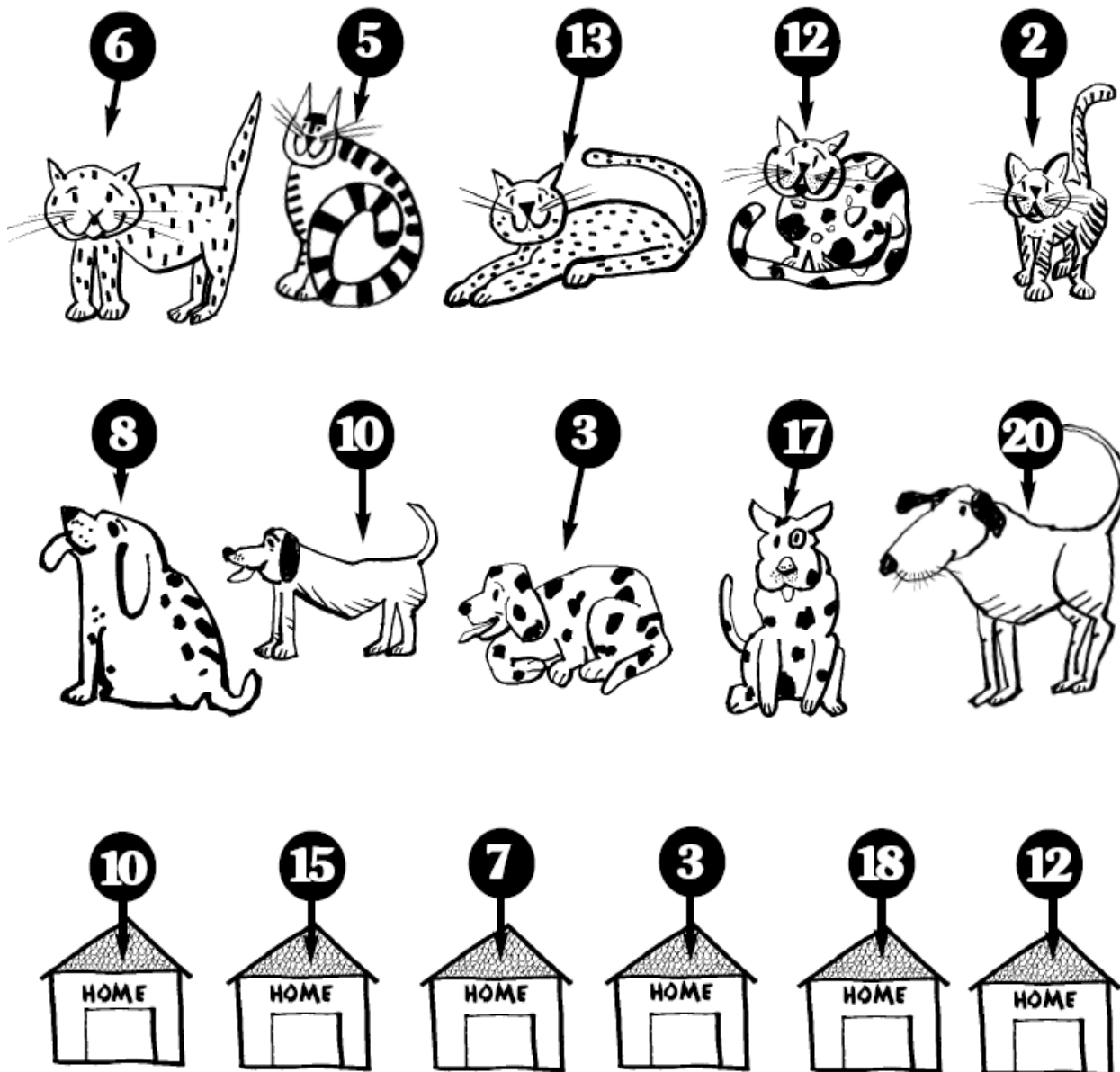
To prevent there being too many cats and dogs on the streets, the pet doctor (veterinarian) can spay female dogs/cats or neuter male dogs/cats. This is a very simple operation that prevents cats and dogs from having babies.

In [insert local area], you can take your animal/pet to any vet clinic or to [insert local animal welfare association].”

- Distribute the “Not enough homes for stray dogs and feral cats”, “Solving a problem” and “Too many too quickly” worksheets.

Not Enough Homes for Stray Dogs and Feral Cats

Match the animal to the home so that the two numbers add up to 20.



- Did all the animals find a home?
- How many feral cats found a home?/How many feral cats did not find a home?
- How many stray dogs did not find a home?
- Where will the stray dogs and feral cats be staying if they do not have a home?
- What can we do to prevent having all these stray dogs and feral cats on the street?

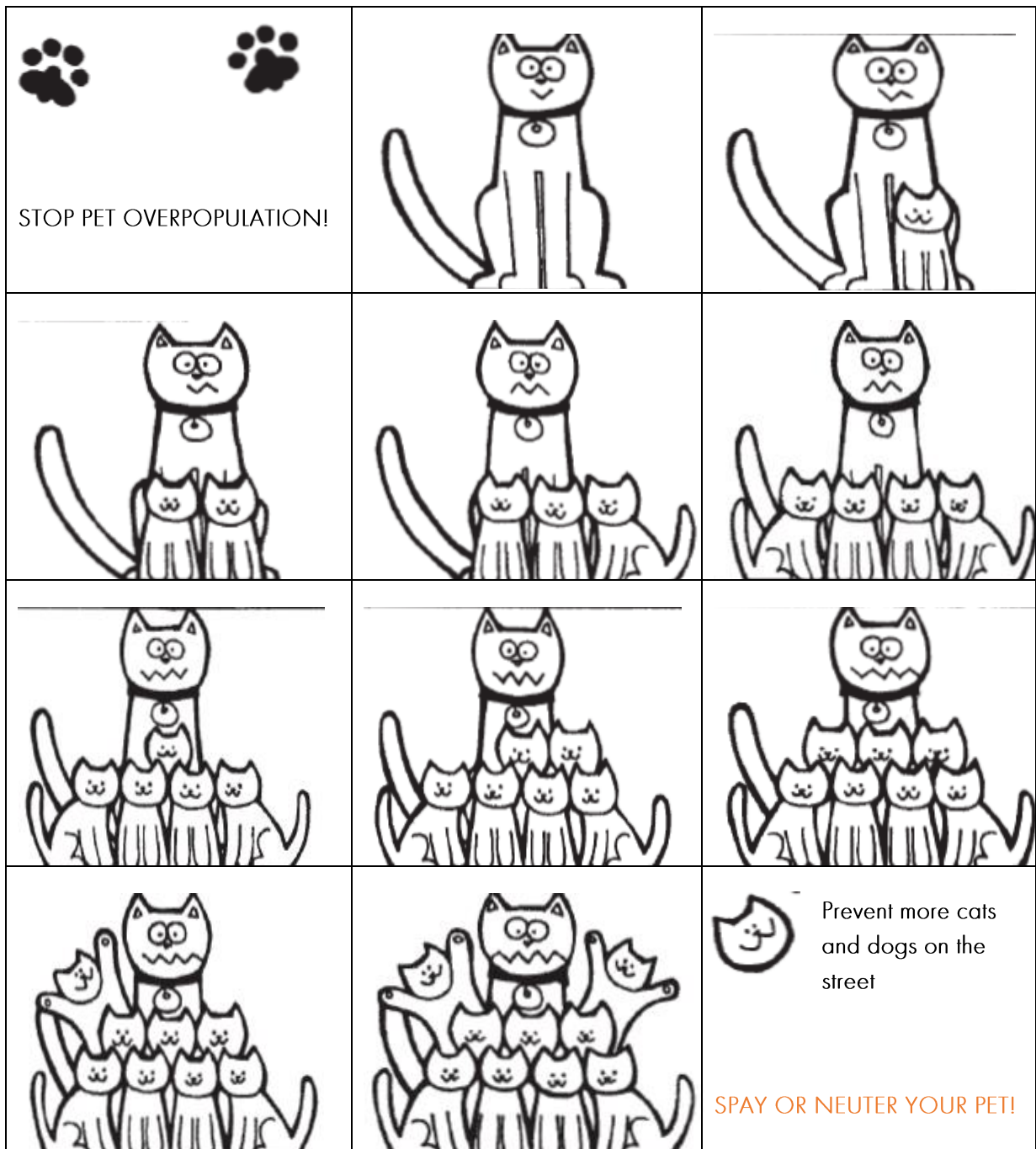
ASPCA AnimalLessons™, 424 East 92nd Street, New York, NY 10128
Teacher Newsletter of The American Society for the Prevention of Cruelty to Animals.

Solving a Problem

Animal/pet overpopulation is a BIG problem! There are too many stray dogs and feral cats on our streets. By having animals/pets spayed or neutered, we can reduce their numbers.

Directions:

1. Cut out the 12 boxes, and stack them in order.
2. Staple the boxes together on the left side.
3. Flip quickly through the book. Watch the picture change!



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Too Many Too Quickly!

In [insert local area], there are [insert local statistics] stray dogs and [insert local statistics] feral cats. A typical female dog will have two litters of six puppies each year. Assume that each litter has three males and three females. The answer to this maths problem will help you to understand why there are so many homeless dogs and cats.

After each sentence, write the correct number of dogs in the box.

1. Pretend you have ONE female dog. Her name is Bonnie..... _____

+

2. In the spring, Bonnie has SIX puppies - three males and three females..... _____

=

TOTAL A

3. In the fall/autumn, Bonnie has her second litter of SIX puppies..... _____

+

4. AND her THREE daughters have SIX puppies each (3 x 6)..... _____

=

TOTAL B

5. The next spring, Bonnie has another litter of SIX puppies..... _____

+

6. AND her SIX daughters each have a litter of SIX puppies..... _____

+

7. AND her NINE granddaughters each have SIX puppies each (9 x 6)..... _____

=

TOTAL C

8. The next fall/autumn, Bonnie has her fourth litter of SIX puppies..... _____

+

9. AND her NINE daughters each have SIX puppies (9 x 6)..... _____

+

10. AND her FIFTY-FOUR granddaughters and great granddaughters each have SIX puppies (54 x 6)..... _____

=

TOTAL D

$$\frac{\quad}{A} + \frac{\quad}{B} + \frac{\quad}{C} + \frac{\quad}{D} = \underline{\underline{\quad}} \text{ TOTAL}$$

11. What should have been done for Bonnie so that, at the end of the two years, you would have just one dog? © 2001 ShareTheWorld.com

A Shot? Why Not!

Lesson plan adapted from "A shot? Why not!", Kind Teacher Volume 30. Reprinted with permission from The Humane Society of the United States.

Learning objectives

By the end of this lesson, students will:

- Understand why rabies vaccination is necessary to keep the stray dog population healthy

Materials needed

- Contact for local Rabies Control and Prevention Unit
- Contact for local unit to license dogs
- "A shot? Why not!" worksheet (found at the end of this lesson plan)

Procedure

- Start the lesson by reviewing the main fact about rabies:
 - "What is rabies?"
 - "What are the symptoms?"
 - "How is rabies transmitted?"
 - "How can rabies be avoided?"
 - "What should people do if they get bitten?"
 - "Who should you contact if you see an animal that might have rabies?"
- Distribute the "A shot? Why not!" worksheet. Here are the answer keys:

*"Like most laws, licensing laws are designed to keep people and animals **safe**. Rabies is a **disease** caused by a virus. The virus is found in the saliva of infected (rabid) animals. When a **rabid** animal bites or scratches, the disease can be spread to people and other animals. Requiring rabies shots helps keep the disease from **spreading**."*

Take Fred to a **vet**. The vet will give him a **check-up** and a rabies vaccination. The **vaccination** will keep Fred safe from the disease. Before you leave, the vet will give you a rabies certificate. Bring the **certificate** back to me so that I can license Fred.

You can also **protect** yourself and your pets from rabies in other ways. Walk Fred on a **leash**. Avoid **contact** with wild animals and never keep wild animals as **pets**. Call animal control if you see an animal acting strangely.

Maria and Mario listen carefully to the clerk. They agree that getting a rabies shot for Fred is a good idea. They promise to make an appointment with their vet as soon as possible.”

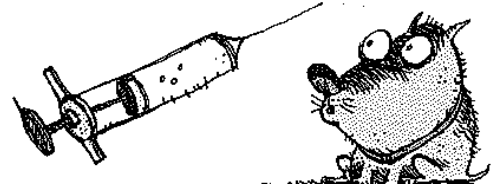
Extension

- Divide the class into groups of four. Ask students to create a poster explaining why pets should be vaccinated against rabies, to put around the school.

Name: _____ Class: _____

A shot? Why not!

Maria and Mario's family adopt a lovable street dog named Fred. Fred was abandoned when neighbours on the street moved away. Being good citizens, the kids go to their town hall to get Fred a licence. They discover a problem though. The clerk says that, before she can issue a licence, she needs proof that Fred has had a rabies shot.



Maria and Mario are upset. They hate shots and they don't want their dog to get one! Help the clerk explain to them why Fred needs to be vaccinated. Fill in the correct words.



| | | | |
|---------|-------------|-------------|-----------|
| safe | vaccination | protect | contact |
| vet | rabid | certificate | leash |
| disease | check-up | pets | spreading |

Like most laws, licensing laws are designed to keep people and animals _____. Rabies is a _____ caused by a virus. The virus is found in the saliva of infected (rabid) animals. When a _____ animal bites or scratches, the disease can be spread to people and other animals. Requiring rabies shots helps keep the disease from _____.



Take Fred to a _____. The vet will give him a _____ and a rabies vaccination. The _____ will keep Fred safe from the disease. Before you leave, the vet will give you a rabies certificate. Bring the _____ back to me so that I can license Fred.

You can also _____ yourself and your pets from rabies in other ways. Walk Fred on a _____. Avoid _____ with wild animals and never keep wild animals as _____. Call animal control if you see an animal acting strangely.



Maria and Mario listen carefully to the clerk. They agree that getting a rabies shot for Fred is a good idea. They promise to make an appointment with their vet as soon as possible.



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