# EDUCATION PACK
# RABIES PREVENTION IN MALAWI, AFRICA.
## LESSON PLAN - SECTION 2: HOW TO BE SAFE AROUND DOGS

| LEARNING OBJECTIVES | DURATION |
|---|---|
| 1. **Interpret** dog behaviour<br>2. **Illustrate** a happy dog, an angry dog and a nervous dog<br>3. **Differentiate** tail positions to determine dog communication<br>4. **Demonstrate** how to approach a happy dog<br>5. **State** six reasons when you do not approach a dog<br>6. **Demonstrate** how to act if you encounter an angry dog | Starter – 10 minutes<br>Main – 50 minutes<br>Plenary – 10 minutes<br><br>Approximately<br>1.10 – 1.20 hours |

## INTRODUCTION / STARTER ACTIVITY

| # | TEACHER ACTIVITY | STUDENT ACTIVITY |
|---|---|---|
| |  |  |
| 1-4 | Review objectives | Note taking. |
| 5-7 | Text: Dogs express themselves just like we do, our behaviour is very similar to dog behaviour, except they can't talk to you and tell you how they are feeling. Dogs show us how they feel using body language. When you are near a dog, pay attention to their signals.<br>Do they seem happy & relaxed or nervous & scared?<br>We are going to teach you 'good' and 'bad' signals which can help prevent you from being bitten by a dog.<br>---------<br>Questioning – ask one learner, then ask a further learner if they agree with the first answer. | Note taking.<br><br>Question: How do you know if a dog is happy, angry or nervous? Write down TWO signs and signals that would indicate the three behaviour.<br><br>(Body language, signs and signals)<br><br>Question; Which dog behaviours are 'happy', 'angry' or 'nervous'? |

# RABIES PREVENTION IN MALAWI, AFRICA.

## LESSON PLAN – SECTION 2: HOW TO BE SAFE AROUND DOGS

| | MAIN ACTIVITY | |
|---|---|---|
| **#** | **TEACHER ACTIVITY** | **STUDENT ACTIVITY** |



| # | TEACHER ACTIVITY | STUDENT ACTIVITY |
|---|---|---|
| 8 9 10 | Text: A 'happy dog' will have a: <br> • Wagging tail and relaxed posture <br> • Mouth open but no teeth showing <br> Only approach a dog exhibiting 'happy' signals. <br><br> An 'angry dog' will have: <br> • Heckles raised <br> • Baring teeth <br> Do not approach an 'angry' dog <br><br> A 'nervous dog' will have: <br> • Ears flattened <br> • Tail tucked between legs <br> Do not approach a 'nervous' dog | Note taking. <br><br> Draw and annotate dog drawings. <br><br> Draw tail positioning. |
| 11 12 | Questioning – ask one learner, then ask a further learner if they agree with the first answer. <br><br> Demonstrate with role-play (learner in masks or alternatively use stuffed toy dogs) <br><br> Text: Look for happy behaviour <br> A dog that comes towards you with a wagging tail and relaxed posture is likely to be a friendly dog. <br><br> Let them approach you <br> Hold your hand out in a balled fist or the palm of your hand and let the dog sniff you.  If they seem happy and relaxed you can gently pat the dog on their back and on their sides. <br> Stop of you feel unsafe or spot signs of stress. | Question: How should you approach a happy dog? <br> Give examples. <br><br> Two learners to role-play.  One child will be the dog (issue with a dog mask) <br><br> Note taking. |

# RABIES PREVENTION IN MALAWI, AFRICA.

## LESSON PLAN – SECTION 2: HOW TO BE SAFE AROUND DOGS

| | MAIN ACTIVITY | |
|---|---|---|
| **#** | **TEACHER ACTIVITY** | **STUDENT ACTIVITY** |



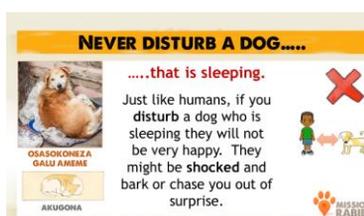| # | TEACHER ACTIVITY | STUDENT ACTIVITY |
|---|---|---|
| 13 14 15 | Review and role-play<br>------------<br>Text:<br>1.      Do not run past a dog.<br>Dogs naturally chase fast moving objects, they think it is a game.  To stop a dog chasing you, walk calmly instead without shouting or screaming.<br>2.      Do not make eye contact with a dog.<br>Eye contact is threatening to dogs, and they might think that you are being aggressive.<br>3.      Do not hurt a dog.<br>Hitting, pulling on their tails and ears, and throwing objects at a dog is going to upset them. They might react aggressively to protect themselves. | Two learners at the front of the class to role-play the first 2 golden rules.<br>(issue one with a dog mask) |
| 16 17 | Demonstration<br><br>Text: …..a growling dog.<br>Put your hands behind your back or crossed over your chest and look away from the dog.<br>• Stand still like a tree.<br>• Do not scream.<br>• Ignore the dog.<br><br>…..an attacking dog.<br>Cover your head and your neck with your arms, form a ball and wait for the dog to go away. | ALL learners to repeat after teacher. |
| 18 | Review the 3 golden rules.  Learners  to repeat after you. | Repeat after teacher. |

| | MAIN ACTIVITY | |
|---|---|---|
| **#** | **TEACHER ACTIVITY** | **STUDENT ACTIVITY** |



| | | |
|---|---|---|
| 19 20 21 22 23 | Review further UK additions, demonstrate as required.  (Resources: stuffed dog toy or an actual dog). <br><br> Reflect on human/dog similarities. <br><br> Text: The acceptable way in which people greet each other is similar to the correct approach to greet a dog. | Demonstrate/role-play. <br><br> Note taking.  Note the similarities in human/dog approach in a table. |



| | | |
|---|---|---|
| 24 25 26 | Questioning.  Gather ideas/initiate discussion. <br><br> Text: Never disturb a dog….. <br> …..that is feeding. <br> A dog who is eating will be protective of their food.  If they think that you will steal their food they might become aggressive. <br> …..that is sleeping. <br> Just like humans, if you disturb a dog who is sleeping they will not be very happy.  They might be shocked and bark or chase you out of surprise. <br> ……that is feeding her puppies. <br> A mother dog is very protective of her puppies.  If she thinks you might hurt them she could bark at you or hurt you to try and protect them. | Answer initial question: When should you never disturb a dog? <br><br> Note taking. Discussion.  Reflect on human similarities. |
| 27 | Review the 3 'never disturb/do not' rules. Learners  to repeat after you. | Repeat after teacher. |

| PLENARY ACTIVITY | | |
|---|---|---|
| **#** | **TEACHER ACTIVITY** | **STUDENT ACTIVITY** |
|  |  |  |
| 28 | Put two learners in the 'hot seat' at the front of the class. Advise them that they are a 'dog behaviourist expert'.<br><br>Request learners to ask the hot seat learners their question. Total of three questions per hot seat learner. | Two learners in the hot seat<br><br>Remainder of class to write two questions (and answers) to ask the hot seat learners.<br><br>The learner in the hot seat with the most correct answers is the winner. |
| 29 30 | Optional if summary questions from Hot seat not sufficient).<br><br>Two minute timer activity.<br><br>Questioning – ask at least two students, ask a further two if they agree with the first answer. | Answer review questions.<br><br>How do you know if a dog is 'happy'? Wagging tail, relaxed posture, open mouth but not baring teeth<br><br>2) What are the three golden rules of actions you should not do around dogs? Do not run past a dog, do not make eye contact with a dog, do not hurt a dog<br><br>3) If you encounter a 'growling dog' what should you do? Stand still like a tree, do not scream, ignore the dog. |