

# Learning Unit: Safety around animals

## Key Stage 2

<b>Unit title:</b> Staying safe around animals <b>Subjects:</b> English; PSHE; General studies; Science		<b>Teacher:</b>  <b>Duration of Unit:</b> 4 weeks	
<b>Summary:</b> Understand how to stay safe around pets and that this in turn keeps pets safe			
<b>Desired Results</b>			
<b>Objectives:</b> To consider how we keep ourselves safe around animals and how we keep animals safe too.		<b>Essential Questions:</b> What dangers can animals present? How can we prevent dangerous situations? Can you understand dog communication?	
<b>Factual Knowledge:</b> Children will know: The best ways to keep themselves safe when around pets. What to do if a dog runs up to them. How to approach a pet.	<b>Embedding Knowledge:</b> Children will: Complete the worksheets and have a discussion around the topics of animal safety using pictures to illustrate key points.	<b>Information becoming knowledge:</b> Children will repeatedly consider ways to keep themselves safe from different pets and deepen their understanding of dog communication.	
<b>Assessment Evidence</b>			
<b>Tasks:</b> Children will respond to theoretical scenarios to say what they would do in each situation to keep themselves safe.		<b>Pre-Assessment:</b> Complete the worksheets on safety around pets. Contribute to discussions on pet safety and how we can prevent pets becoming dangerous by ensuring they aren't placed in stressful situations. Demonstrate knowledge of canine communication	

**Extensions:** discuss at home with parents or carers how to keep yourself safe around pets.

**Differentiation considerations:**  
Describe the strengths and needs within the group and how to meet needs and objectives in different ways.

### **Learning Plan**

#### **Differentiated Objectives:**

Most will be able to understand the importance of safety around companion animals and demonstrate basic knowledge of how to stay safe.

Some will be able to empathise that stressful situations can make animals dangerous and how to prevent those situations.

Most will be able to understand basic canine communication

Some will be able to recognise the more subtle canine communication and act accordingly by empathising with the dog.

#### **Plan:**

**Week 1:** Focus on how we keep ourselves safe around dogs and how this impacts the animals' safety.

**Week 2:** Focus on keeping ourselves safe around other pets.

**Week 3:** Focus on canine communication and body language and understand that this tells us how the dog is feeling. Empathising with the dog can lead to safe practices for both the dog and human.

**Week 4:** Assessment week - has information become knowledge? Respond to various scenarios where a pet has the potential to be dangerous and explain how you would keep yourself safe.

#### **National Curriculum Links**

**English:** Children will have the opportunity to consider and respond to theoretical scenarios; understanding different situations and discuss how to do a simple risk assessment, before placing an animal in an environment that is designed to keep them safe.

**Maths:** Calculating the area in the home that can be allocated to an animal where they feel safe and cared for

**Science:** Pupils will be able to consider the links between nutrition and safety, and also what is toxic to different animals

Importance of understanding how animals communicate their emotions.

**Citizenship:** Schools have their own policies, subject matter and curriculum statement in regard to this area, therefore they will include what they find compatible in this subject.

# Session Plan I

**Project Name:** OTAC education programme

**Programme Session Name:** Staying safe around animals

**Session Date:**                      **Session Time:** 30 mins

**Group Name/Age Group:** Age KS2

**Session Lead/Planner:**

<b>Healthy Living</b>	Promoting and supporting healthy life-styles to secure physical, spiritual, social and emotional well-being.
<b>Feel Safe</b>	Ensuring that members of the Community are supported to feel safe.
<b>Life Enhancement &amp; Achievement</b>	Inspirational and exciting learning activities that ensure members of the Community raise their expectations and aspirations, and achieve at the highest possible level.
<b>Participation</b>	Opportunity for the voice of the Community to be heard and to help shape the services available to them, whilst encouraging them to make a positive contribution to their local community.
<b>Learning &amp; Development</b>	Providing access to a range of learning pathways so that members of the Community develop knowledge and robustness.

## **Session Aims and Objectives:**

To understand how we keep ourselves safe around animals and how this in turn keeps animals safe too.

## **Session/Activity Outline:**

- Introduce the coming sessions: we will be thinking about how we keep ourselves safe around animals and practicing how to keep ourselves safe, then we will look at dog communication and body language and how understanding dogs can help us keep ourselves safe.
- Discuss the ways we all have animals in our lives and which animals have the potential to be dangerous (pets/farms/food/zoos/wildlife/working dogs).
- Explain that for these sessions we will be focussing on pets. Introduce the idea that although most of us love our pets, they are also the most likely animals to injure us because they are the ones we have in our houses, so we all need to be careful around them.

- Ask the class what sorts of things we need to do to stay safe around pets? (Always ask the owner before touching an animal; never approach an animal when it is tied up or its owner isn't around; never approach an animal that is sleeping/eating/in pain; never scream or run away from an animal, this may make them more likely to chase you).
- Tell the class we are going to practice saying hello to a dog using (introduce your soft toy dog by name).
  1. Ask the class what they should do first before approaching the dog? (they should say 'ask the owner').
  2. If the owner says yes, ask the class what they should do next? (call the dog and see whether they come over to you). Ask the class why we do this? (to see if the dog wants to say hello).
  3. If the dog comes over, ask the class where we should stroke the dog? (on the shoulder nearest to you so the dog can see what's happening and you stay away from their face because this can make some dogs feel unsafe). Ask the class what we do if the dog doesn't come over, or the owner says no? (stay away from the dog).
  4. Allow several children to practice greeting your soft toy in the correct manner in front of the class.
- Ask the class what they should do if a dog is running up to them and they are feeling scared? Take your soft toy dog and do loud barks whilst running up to the children. They will probably scream and run away. Tell them screaming and running away is a bad idea because it might make the dog more excited and more likely to chase them. We are going to learn what to do instead. Tell the class we want to make ourselves as boring as possible so the dog loses interest. There are 3 things to do:
  1. Stay still
  2. Fold your arms
  3. Look away from the dog

Ask the class to spread out around the room. Choose one confident child to hold the soft toy dog and run around the room barking at people. Tell the other children that when the dog comes near them, they must remember the 3 things they have to do.

- Summarise the session and introduce the next session, which will be on more ways to keep ourselves safe around pets.

**Resources/Materials:** Basic stationery box, projector or board for class discussion notes, large soft toy dog

**Extension Exercises/Take-Home Activity:** Write down the 3 things we need to do when we say hello to a dog. Write down the 3 things we need to do if a dog is running up to us.

## **Session Evaluation**

**Participant Comments/Evaluation**

**Staff Evaluation**

**Issues Raised/Discussion Points**

**Follow-up/Action Required**

**Additional Notes**

**Staff signature:**

**Name:**

**Date:**

# Session Plan 2

**Project Name:** OTAC education programme

**Programme Session Name:** More ways to stay safe around pets

**Session Date:**                      **Session Time:** 30 mins

**Group Name/Age Group:** KS2

**Session Lead/Planner:**

<b>Healthy Living</b>	Promoting and supporting healthy life-styles to secure physical, spiritual, social and emotional well-being.
<b>Feel Safe</b>	Ensuring that members of the Community are supported to feel safe.
<b>Life Enhancement &amp; Achievement</b>	Inspirational and exciting learning activities that ensure members of the Community raise their expectations and aspirations, and achieve at the highest possible level.
<b>Participation</b>	Opportunity for the voice of the Community to be heard and to help shape the services available to them, whilst encouraging them to make a positive contribution to their local community.
<b>Learning &amp; Development</b>	Providing access to a range of learning pathways so that members of the Community develop knowledge and robustness.

## **Session Aims and Objectives:**

To understand how to keep ourselves safe around animals

**Teacher notes:** 'Pet pictures': Pictures 1 & 2: If cats are sleeping or eating they should be left alone; startling them can cause them to lash out, plus we would be disturbing them. Picture 3: If a cat is in a playful mood, it would be great to join in the fun! Try using a feather or toy on the end of a fishing line, rolling a small ball or wiggling string or wool. Picture 4: if cats are fighting, it's best to stay out the way. If you intervene you may get scratched or bitten. You could try making a short loud noise to break up the fight and quickly go and tell your grown up to ask for help. Tell the class if dogs are sleeping, eating or fighting, we should leave them alone too.

### **Session/Activity Outline:**

- Tell the class that pets are brilliant and most of us love them, but they can also be dangerous if we aren't careful. Last week we looked at some ways to keep ourselves safe around dogs. This week we will look at ways to keep ourselves safe around other pets too.
- Ask the class if anyone has been bitten or scratched by a cat? Did it hurt? Why do you think the cat attacked?
- Activity: put the document entitled 'Pet pictures Safety around animals KS2' on the board. For each picture, ask the class what they would do if they saw each cat? (see teacher's notes above)
- Show the class the pictures of the hamster, gerbil and rabbit. Ask the class whether it would be ok to stroke them?  
Small furry animals like rabbits, hamsters, gerbils, ferrets and guinea pigs can often bite too. If they aren't yours, always ask the owner before touching them as they know them best. If they are yours, it's best to handle them lots from when they are very young so they get used to you, but sometimes they still bite! You could try offering their favourite snack on your lap instead of stroking them, or even wearing gloves to hold them. Don't forget, the animal is tiny compared to you and could be very frightened. Be very gentle, stay calm and quiet and keep sessions short.
- Show the class the 2 dog pictures and ask them which they think is the friendliest? After hearing several answers, remind the class that small, fluffy cute looking dogs aren't always friendly and that we can't tell how friendly a dog is by its size or breed. Ask the class how we can tell if a dog is friendly? Answer; by its body language. Here, the more friendly looking dog is actually the second one (the mastiff) because it has its mouth open (it is smiling) and looks relaxed. The first dog has its mouth closed and could be worried or stressed. The best thing to do is always to ask the owners before touching any dog.
- Tell the class that next week we will learn more about how dogs talk to us using their body language.

**Resources/Materials:** Basic stationery box, projector or board for class discussion notes, 'Pet pictures' document

## Session Evaluation

**Participant Comments/Evaluation**

**Staff Evaluation**

**Issues Raised/Discussion Points**

**Follow-up/Action Required**

**Additional Notes**

**Staff signature:**

**Name:**

**Date:**



# Session Plan 3

**Project Name:** OTAC education programme

**Programme Session Name:** Can dogs talk?

**Session Date:**                      **Session Time:** 30 mins

**Group Name/Age Group:** KS2

**Session Lead/Planner:**

<b>Healthy Living</b>	Promoting and supporting healthy life-styles to secure physical, spiritual, social and emotional well-being.
<b>Feel Safe</b>	Ensuring that members of the Community are supported to feel safe.
<b>Life Enhancement &amp; Achievement</b>	Inspirational and exciting learning activities that ensure members of the Community raise their expectations and aspirations, and achieve at the highest possible level.
<b>Participation</b>	Opportunity for the voice of the Community to be heard and to help shape the services available to them, whilst encouraging them to make a positive contribution to their local community.
<b>Learning &amp; Development</b>	Providing access to a range of learning pathways so that members of the Community develop knowledge and robustness.

## **Session Aims and Objectives:**

To understand dog body language and communication and how this can keep us and the dog safe.

**Teacher notes:** Dog communication worksheet: Dog 1 is happy and relaxed; his mouth is open (children might say he's smiling), his tongue is out and relaxed, his body is relaxed and soft. Dog 2 is nervous. He is looking down and away and is refusing to move. Dog 3 could be about to bite. He is baring his teeth. Stay well away from this dog and go and tell an adult. Dog 4 is interested. His body language is focused but not aggressive. His mouth is open and he is relaxed, maybe playful. Dog 5 is alert but his mouth is closed and he is more serious than dog 4. You should be cautious of this dog.

### **Session/Activity Outline:**

- Ask the class if dogs can talk? Tell the class that dogs communicate with us all the time, we just have to understand what they are trying to tell us. Ask the class whether we can communicate without using words? Demonstrate a few different body languages such as excited or angry and ask the class how you are feeling? Now ask the class how dogs communicate? (through body language, and sometimes sounds).
- Show the class the document entitled 'Dog body language'. Ask the class how they think these dogs are feeling? Dog 1: Nervous/scared - body down, looking away, ears back. Dog 2: Happy - open mouth, 'smiling', soft eyes. Dog 3: Alert: closed mouth, focussed on something. Dogs 4, 5 and 6: all anxious or stressed. Lip licking when there is no food around, yawning and showing the whites of their eyes (whale eye) are all signs that a dog is feeling stressed or anxious. If you see a dog doing any of these things, you should stop what you are doing to the dog, or tell a grown up to ask for help.
- Ask the class if dogs like being cuddled or kissed? They often don't enjoy these things. The dog can tell us that they don't like it by doing things like lip licking, yawning or whale eye. Listening to the dog and stopping what you are doing can prevent the dog from getting really cross, when it might bite you.
- Ask the class to complete the worksheet 'Dog communication' either individually or in small groups.
- Discuss the answers together and ask the class why they chose each word (see notes above)

**Resources/Materials:** Basic stationery box, projector or board for class discussion notes, printed worksheets 'Dog communication', 'Dog body language' document on smartboard.

### **Session Evaluation**

**Participant Comments/Evaluation**

<b>Staff Evaluation</b>
<b>Issues Raised/Discussion Points</b>
<b>Follow-up/Action Required</b>
<b>Additional Notes</b>

**Staff signature:**

**Name:**

**Date:**

# Session Plan 4

**Project Name:** OTAC education programme

**Programme Session Name:** Assessment of safety around animals

**Session Date:**                      **Session Time:** 30 mins

**Group Name/Age Group:** KS2

**Session Lead/Planner:**

<b>Healthy Living</b>	Promoting and supporting healthy life-styles to secure physical, spiritual, social and emotional well-being.
<b>Feel Safe</b>	Ensuring that members of the Community are supported to feel safe.
<b>Life Enhancement &amp; Achievement</b>	Inspirational and exciting learning activities that ensure members of the Community raise their expectations and aspirations, and achieve at the highest possible level.
<b>Participation</b>	Opportunity for the voice of the Community to be heard and to help shape the services available to them, whilst encouraging them to make a positive contribution to their local community.
<b>Learning &amp; Development</b>	Providing access to a range of learning pathways so that members of the Community develop knowledge and robustness.

## **Session Aims and Objectives:**

To check children's learning of safety around animals and whether information has become knowledge.

**Teacher notes:** Scenario 1: As tempting as it is to stroke the rabbit straight away, you should go and find your friend's responsible grown up and ask them if you can stroke the rabbit. The rabbit is new and is an adult rescue so you don't know its background. It is always best to ask first to check you will be safe.

Scenario 2: Even though the dogs are small and cute, you cannot ask the owner so you shouldn't touch the dog. Stay away from the dogs unless the owner returns and you can ask them.

Scenario 3: Although you know your Auntie's cat is friendly, if the cat is asleep she doesn't want to be disturbed. You can come back later when she's awake for some friendly strokes or playtime.

**Scenario 4: Remember the 3 important things to do to make yourself as boring as possible:**

1. stay still
2. fold your arms
3. look away from the dog

**Scenario 5: Lip licking and yawning are signs of stress in a dog. You should stop cuddling the dog as the dog isn't enjoying it. Maybe you could play with a ball or do some training with the dog to cheer yourself up instead and the dog might enjoy that more.**

### **Session/Activity Outline:**

- Over the past few weeks we have been thinking about how to stay safe around pets. This week we are going to check what you have learned.
- Split the class into small groups. Go around each group with the set of scenarios and ask them what they should do for each scenario to keep themselves safe? See notes above.

**Plenary:** Ensure all children know the correct answer to each scenario, even if they weren't sure at first. Ask the class whether they or anyone they know has been bitten by an animal and whether they think their learning here could have prevented it?

**Resources/Materials:** Basic stationery box, projector or board for class discussion notes. 'Scenarios' document printed out, an activity for the other groups to be getting on with while you go around each group in turn.

## **Session Evaluation**

**Participant Comments/Evaluation**

<b>Staff Evaluation</b>
<b>Issues Raised/Discussion Points</b>
<b>Follow-up/Action Required</b>
<b>Additional Notes</b>

**Staff signature:**

**Name:**

**Date:**